

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ACQUIRING
ENGLISH AT THE FIRST YEAR STUDENTS OF SMA
MUHAMMADIYAH KARANGAMPEL
(QUALITATIVE RESEARCH)**

A THESIS

Submitted to the English Education Department of Tarbiyah Faculty Syekh Nurjati
State Institute for Islamic Studies in Partial Fulfillment of Requirement for the
Scholar Degree of Islamic Education (S.Pd.I)



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2013

ABSTRACT

LEILA SUNGKAR. 2013 AN ANALYSIS OF STUDENTS' DIFFICULTIES IN
Reg. Number ACQUIRING ENGLISH LANGUAGE AT THE FIRST
5940776 YEAR STUDENTS OF SMA MUHAMMADIYAH
KARANGAMPEL-INDRAMAYU.

Key words: Students' difficulties, English language acquisition

Acquire an English language can enrich life experiences. Acquire an english language is a complex brain activity that involves listening, speaking, reading and writing. Some students acquired a new language more quickly and easily than others. English language has very often different structure, rules, system etc. Some students' easily cope with the language, but some students' need time to acquiring language.

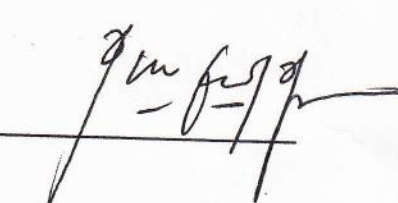
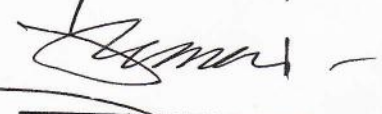

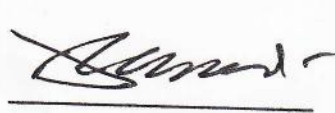
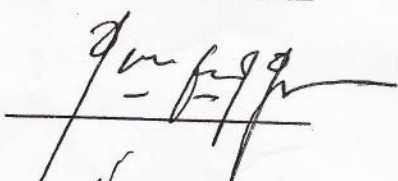
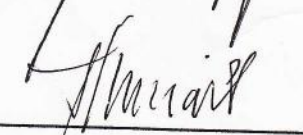
This research analysis the students' difficuties in acquiring english language. This research analyzed what are the students' difficulties in acquiring english language, what are the factors of students' difficulties in acquiring english language and how do the teachers' ways avoid the students' difficulties. It is also to know the the students' difficulties and the factors of students' difficulties and also to know the teachers' ways avoid the students difficulties in acquiring english language.

This research use qualitative methods. This research used a qualiative method because the data were presented qualitatively and analyzed descriptively. Qualitative research attempted to identify the students' difficulties in acquiring english language. It also to analysis the factors of students' difficulties in acquiring english language in SMA Muhammadiyah Karangampel Indramayu. This research also used observation and interview as a technique to collecting data.


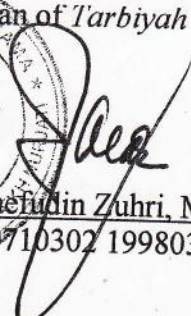
The result of this research shows that all of thestudents have difficulties in acquiring english language. The second showed that students' factor in acquiring english language, there are internal and external factor. Internal factor : age, personality, internal motivation, experience, first language, cognition, native language. External factor : external motivation, curriculum, instruction, environment, culture and status, access to native speakers.

RATIFICATION

The thesis entitled "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ACQUIRING ENGLISH AT THE FIRST YEAR STUDENTS OF SMA MUHAMMADIYAH KARANGAMPEL-INDRAMAYU" written by **Leila Sungkar** whose registration number is **59430776** has been examined in the viva voice held by the *Tarbiyah* Faculty of Syekh Nurjati State Institute for Islamic Studies on August 22nd, 2013. It has been recognized as one of the requirements for undergraduate degree in English Education.

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AUTOBIOGRAPHY

The writer's name is **LEILA SUNGKAR**. She was born in Cirebon-West Java, on December 14, 1990. She is the last daughter of three elder sisters and two brothers. Her Father's name is H. Salman Sungkar and Mother's name is Hj. Sukimah.

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In the early 2009, she continued her education in Syekh Nurjati State Institute for Islamic Studies Cirebon, she close Tarbiyah faculty, English Education Departement. In seventh semesters, she get married with Dedi Rohman, ST.MM. And now she complited her study in this University exactly 4 years 3 Months.

DEDICATION

This thesis is dedicated to :

My beloved Daddy and my great Mom, H.SALMAN SUNGKAR and Hj. SUKIMAH, thank you so much for your endless love, care, support, advice, fund and everything you have.

My dear Husband, DEDI ROHMAN, ST.MM, thanks for everything you've given to me, I love you so much and to my mother and father in law, H. SYAMSUDIN and Hj. SUTIAH, thank you for your support, care, and love.

My beloved Brothers and Sisters, dr. Hilda Sungkar, dr.Taufik Sungkar, Dahlia Sungkar, dr. Iqbal Sungkar, Firdha Sungkar thank you so much and I love you so much..!!!

“MOTTO”

EDUCATION IS THE BEST EQUIPMENT
FOR THE OLD DAYS AND MAKE
KNOWLEDGE FOR THEMSELVES AND
OTHERS...

PREFACE

Firstly I would like to thank to Allah the almighty, who always gives me mercies and blessings until I could finish this thesis. Moreover, may peace and salutation always be given to Prophet Muhammad, peace be upon him.

In writing this thesis, there are so many people who have participated, help, and advice. Therefore, in this opportunity, the writer would like to convey sincerely profound thankfulness and gratitude to:

1. Prof. Dr. H. Maksum Mukhtar, MA., the rector of Syekh Nurjati State Institute for Islamic Studies.
2. Dr. Saefudin Zuhri, MA., the dean of Tarbiyah faculty of Syekh Nurjati State Institute for Islamic Studies.
3. Dr. Hj. Huriyah Shaleh , M.Pd., Chairwoman of English Education Departement of Syekh Nurjati State Institute for Islamic Studies and as my first supervisor.
4. Sumadi, M.Hum., secretary of English Education Department of Syekh Nurjati State Institute for Islamic Studies
5. Nur Antoni, E.T, SS.M.Hum.,as my second supervisor who has helped and guided me how to write this thesis well.
6. All of my lecturers in English Education Department who have taught me many things, especially about English.

Moreover, I would like to express special thanks to my beloved Umi and Abah, *H.Salman Sungkar and Hj. Sukimah*, mamah and papah, *H.Syamsudin and Hj. Sutiah* who always advice, pray, motivate, encourage, support, love and care of me.. for my lovely husband, Dedi Rohman, ST.MM, thank you for your love.

My beloved brothers and sisters, dr.Hilda Sungkar, dr. Taufik Sungkar, Dahlia Sungkar, dr. Iqbal Sungkar, Firdha Sungkar.thanks for everything and I love you all.

My beloved friends, Lisnawati and Anisa Nurul Khusna thank you so much for your motivation, love, and support, I miss you so much, and all members of PBI-G 2009-2013, thanks a lot for your togrtherness with me for about 4 year, I will miss you all.

In addition, many thanks for everybody who has helped, motivated, supported and prayed for me in finishing to write this thesis.

I do except, this study will give usefulness of good contribution in educational world, especially in Syekh Nurjati State Islamic Institute to increase the Students' interest in learning English. Then, I truly realize that here many mistakes in this thesis. So, I hope corrections, critisms, and suggestions from all readers to make it better

The Writer

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

This research analyzed the first year students' difficulties in acquiring english in SMA Muhammadiyah Karangampel Indramayu. This research carried out this study because of the researcher's experience when the researcher has observed in SMA muhammadiyah karangampel in the fourth semester, there the resarcher find out so many students' have a problem with english language, and they said that it's happened because they feel difficult in acquiring english since they child. That's why the researcher interested to do the research in SMA Muhammadiyah Karangampel, the researcher also want to know what the students' difficulties, and the factor that influence they difficulties in acquiring english.

This research of course has a relation with language and acquisition, language can be interpreted as a tool of communication, and simultaneously as social symbol of humanity. By using language someone could make statements, convey facts and knowledge, explain or report something, and keep social relations between the language users. These indicate that by means of language, people can express their ideas, feeling, information through communication.

“Language as a means of communication is very useful and flexible. It can serve human needs in their communication in any situation. We can express almost everything such as thoughts, emotional, political, actions, affairs, controversies, ideas, etc by means of communication” (Srijono, 2001:9).

As one of language in the world, English is considered and applied as international language. Since then, it is very popular and have been spoken and learnt by almost people in the world. There are some reasons why english is important and many people attempt to learn it. Some of them are: for finding job, traveling, interacting one each other, doing business, taking examination, doing research, writing in the foreign language, etc.

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It's because of the importance of English in any scope of our lives. (Julian Edge Essential of English Language Teaching, (Longman: 1993), P. 25) says:

“Since British trade, followed by colonial and imperial expansion, English spread around the world. Then the military and economic dominance of the United States of America has confirmed English as the international language of present historical period. As a consequence, English serves for many times many more people as a barrier between themselves and those some fields of

interest, many people in their own countries will not be able to become doctors, for example if they cannot learn enough English.”

Acquire an English language can enrich life experiences. Acquire an english language is a complex brain activity that involves listening, speaking, reading and writing. According to linguistics expert Stephen Krashen, you can learn a second language in one of two ways : you can “acquire” it, as a child does if he grows up hearing more than one language spoken consistently, or you can “learn”it, studying the language’s rules, structures and vocabulary.

Some students acquired a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a foreign language or taught those who are using their foreign language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence.

In terms of globalization it is necessary to learn foreign languages and therefore they are on the school curriculum. Generally, foreign languages are taught at the basic schools although there are some kindergartens where pre-school children are introduced to a foreign language.

When children acquire the new foreign language their reaction to the encounter is various, mainly, because it is more or less unlike their native language. Foreign language has very often different structure, rules, system etc.

Some students' easily cope with the language, but some students' need time to acquiring language.

Studying a foreign language is then considered as a necessity because of the interdependence between the various countries due to globalization. Foreign language studied to meet the needs in the fields of economics, education, tourism, and politics.

The process of acquiring the foreign language is not the same as the process of acquiring the first language. If the first language, students have not mastered any language and language first developed in accordance with the physical and psychological development. Thus, the acquisition of foreign language students are able to master the first language properly and second language does not developed along with the physical and psychological development.

The first language learned informally and consciously and high motivation because students need to communicate and interact with people in their environment. Meanwhile, foreign language studied formally with the low motivation because some students' thinks that foreugn language is not used intensively to communicate with the surrounding community. This is the reason why students difficult to master a foreign language, such as English.

It is the interest analysis to make a new knowledge about the difficulties , the factor and the way in acquiring english, therefore the researcher is interested

to carried out an analysis of students' difficulties in acquiring english language of thesis entitled " AN ANALYSIS OF STUDENT'S DIFFICULTIES IN ACQUIRING ENGLISH AT THE FIRST YEAR STUDENTS' OF SMA MUHAMMADIYAH KARANGAMPEL".

B. The Identification of The Problem

The identification of the problem is required to give the clarification about the study which is will be investigated. Then, the researcher arranges the identification of the problem referred to the background of the problem above, those are :

1. The Field of The Research

The field of study of the research is Psycholinguistics. Psycholinguistics is from the words of psychology and linguistics, both of them have a different knowledge from procedure and method but they same in search a language as an object. But the object is different, if linguistics is work in language structure but psychology is work in how the language process.

2. The Kinds of The Problem

This study entitled "An Analysis of Students Difficulties in Acquiring English Language at The First Year Students of SMA Muhammadiyah

Karangampel". This research focuses on the students' difficulties and the factors of students' difficulties in acquiring the english language as a foreign language.

From the title of the thesis and background of the problem in which have explained, the researcher finds out and lists several problem to be identified in this study, they is the students' difficulties in acquiring english ?

3. The Main Problem

The main problem in which will be investegated and analyzed in this research is one of the first year students of SMA Muhammadiyah Karangampel who has difficulties in acquiring the english language as a foreign language.

C. The Limitation of The Problem

This reseacrh focuses on the observation and analysis of students' difficulties in acquiring english language at the first year students of SMA Muhammadiyah Karangampel . The sources of the research are the students who has difficulties in acquiring the english language as a foreign language. It is also supported by the intevieu with student it self. Here they will tell about they experience in the past when they have an experience when they acquiring english language in they childhood.

D. The Questions of The Research

1. What are the difficulties of students in acquiring English?
2. What are the factors of students' difficulties in acquiring English ?
3. How do the teachers' ways avoid students' difficulties in acquiring English ?

E. The Aims of The Research

1. To know the students' difficulties in acquiring English .
2. To know the factors of students' difficulties in acquiring English .
3. To know the teachers ways to avoid students' difficulties in acquiring English.

F. The Use of The Research

In this study, the writer expects that the researcher paper have benefits. There are the uses of this research :

- a. The finding of this reseacrh can enrich knowledge of the factor of the students' difficulties in acquiring english.
- b. The reader will get a large knowledge about the factors of students' difficulties in acquiring english language.
- c. The teacher will know about the ways to solve their students problem in acquiring english language.

CHAPTER II

THEORETICAL FOUNDATION

This chapter presents the theoretical framework underlying this study. The sections included in this chapter are the nature of English language acquisition, stages of language acquisition, the process of language acquisition, the factors that affect students' difficulties in acquiring English language, and the last section of this chapter is about some previous study that relates to the analysis of students' difficulties in acquiring English language.

A. Definition of English language acquisition

Language acquisition, the process of learning a native or a second language. The acquisition of English languages is studied primarily by developmental psychologists and psycholinguists. Although how children learn to speak is not perfectly understood, most explanations involve both the observation that children copy what they hear and the inference that human beings have a natural aptitude for understanding grammar.

While children usually learn the sounds and vocabulary of their native language through imitation, grammar is seldom taught to them explicitly; that they nonetheless rapidly acquire the ability to speak grammatically supports

the theory advanced by Noam Chomsky and other proponents of transformational grammar.

According to this view, children are able to learn the "superficial" grammar of a particular language because all intelligible languages are founded on a "deep structure" of grammatical rules that are universal and that correspond to an innate capacity of the human brain. Stages in the acquisition of a english language can be measured by the increasing complexity and originality of a child's utterances.

Children at first may overgeneralize grammatical rules and say, for example, *goed* (meaning *went*), a form they are unlikely to have heard, suggesting that they have intuited or deduced complex grammatical rules (here, how to conjugate regular verbs) and failed only to learn exceptions that cannot be predicted from a knowledge of the grammar alone.

The acquisition of second or foreign languages is studied primarily by applied linguists. People learning a second language pass through some of the same stages, including overgeneralization, as do children learning their native language. However, people rarely become as fluent in a second language as in their native tongue. Some linguists see the earliest years of childhood as a critical period, after which the brain loses much of its facility for assimilating new languages.

Most traditional methods for learning a second language involve some systematic approach to the analysis and comprehension of grammar as well as to the memorization of vocabulary. The cognitive approach, increasingly favored by experts in language acquisition, emphasizes extemporaneous conversation, immersion, and other techniques intended to simulate the environment in which most people acquire their native language as children.

English Language Learner (ELL) used to be referred to as Limited English Proficient (LEP). The terms refers to students who receiving services of language assistance such as English as a Second Language. It does not refer to students who are learning a language other than English. Includes students who were not born in the United States and/or students whose primary language is non-English.

The services provided to these students are necessary because the language barrier limits their capacity to learn. ELL services are intended to bridge that gap to assist these students until they master the English language.

According to Stephen Krashen,(1981) there are nine hypotesis that related with the language acquisition process. Fundamentally, acquisition is mastered a language by subconscious or naturally happened without planning. Acquisition process not by attempt of learning formally.

In the process acquiring language, students get the elements of language . The result of the research indicate that there are a pattern of

language elements that a tend not leveln off to the first language, second language or foreign language.

Language acquisition will generated implicit knowledge, according to Stephen Krashen someone that mastered language from an input who can understand is with centered attention to message or content , not to in form. It applicable to all adult or children. Stephen also said that listen to understand the content of “wacana” is very important in the process of language acquisition and mastered language actively will be come in the next time.

B. The Stages of Language Acquisition

Researchers define language acquisition into two categories: first-language acquisition and second-language acquisition. First-language acquisition is a universal process regardless of home language. Babies listen to the sounds around them, begin to imitate them, and eventually start producing words. Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems. There are six stages of Language Acquisition:

First is Pre-production, this is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.

Second is Early production, it means the individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.

Third is Speech emergent, Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.

Fourth is Beginning fluency, Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.

Fifth is Intermediate fluency, Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very

few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.

And six is advanced fluency, The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.

C. The Process in acquiring languages

Very interesting results were revealed by Joan Tough, who has a lifetime's experience in language teaching as a primary school teacher. Her research and her practice show that there is a connection between acquiring one's mother tongue and acquiring a foreign language.

The fact that young children acquire their first language with such speed and competence must mean that if the process can be better understood it should be possible to design experiences through which children acquire a second language in much the same way as they acquired their first language. (Tough, 1984:213)

The explanation can be seen in "the potential for social and cognitive development" (Tough,1984: 213) during the children's early years. Children's

potential broadens as the interaction with others, mainly with parents, is intensive and children experience the language. This communication is initially based on children's non-verbal reactions (e.g. gestures, facial expression, actions and vocalisations) and later the first verbal responses are presented.

The stage of verbal communication is preceded by a long process of gaining experiences. Concerning acquire foreign language there are obvious similar steps that must be followed as with acquiring the mother tongue.

Therefore, it is important to support communication through the use of gesture, facial expression and action because this gives children clues to the meaning of what they hear and so draws their attention to and helps them to become familiar with the sounds, rhythms and stress of the second language which are different from those of their first language. Tough,(1984: 221)

D. Factor of students' difficulties in acquiring English language

There are two factor that influence the student's difficulties in acquiring english language, there are internal factor and external factor . Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

Age, acquiring english language is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to

be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

Personality, Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

Motivation, there are intrinsic and extrinsic motivation. Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boyfriend or girlfriend are likely to make greater efforts and thus greater progress.

Undoubtedly, the essential part of the language learning (acquiring) process is motivation. Motivation can be defined as a certain push that pushes students to take an action to achieve something. Considering young learners, who start learning a foreign language, the motivation is the most important

element because, contrary to adults or high school learners who have some degree of motivation, young learners have none and therefore it is necessary for teacher to foster motivation in the classroom to encourage them and make them be successful in language learning.

This means that students might be mainly motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Generally these motives belong to the category called intrinsic motivation. There are several factors that affect children's intrinsic motivation. Some of them are:

- physical appearance of the classroom
- the atmosphere in the lessons (classroom)
- teacher's attitude (approach) towards children
- teacher's enthusiasm for the language
- activities that involve children in
- showing appreciation of children
- praising and assessing children

According to Joan Tough,(1984:213-227), when children start learning their first language they are mainly motivated by being engaged in enjoyable activities and by parents' encouragement such as praising and showing appreciation. These major motivators help children to master their language. Using the same features, the same results can be achieved in acquiring a foreign language. Considering those young learners who have significant

difficulties learning a foreign language, the above mentioned motivators are vital components for achieving their success in the process of learning language.

Experience, learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.

Cognition, in general, it seems that students with greater cognitive abilities will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.

Native language, students who are learning an english language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

The second factor is external factor. External factors are those that characterize the particular language learning situation.

Curriculum, for english students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submersed into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.

Instructions, clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.

Culture and status, there are some evidences that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

Motivation, students who are given continuing, appropriate encouragment to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.

Access to native speakers, the opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

However there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal, such as : Age, personality (self-confidence), motivation, experiences, cognition, native language and external such as : curriculum, instruction, culture and status, motivation, and access to native speakers.

E. The previous research on students' difficulties in acquiring English language

In this thesis the researcher have elicited the gap in the previous research, that is from Susmiati (2003) about The Students' Problem in Acquiring English, she investigated that some students' have a problem in reading, the students feel difficult when they try to pronoun word by word because they rarely heard the english word. And Susmiati find out the factor that influence

students problem , they are the students's herself, teachers, students's parents, and motivation. This report can show that students, teachers, students's parents and motivation are become the first factor that influence in acquiring a language

The second research from Andrea (2006) have studied students' difficulties in english as a foreign language, she has find out that the process of acquiring language has a significant effect on how students are able to acquire the foreign language. She presented that the strategy of acquiring one's mother tongue can be adopted for acquiring a foreign language. Primarily, those who are involved in the children's acquiring process are their parents, and later their teachers.

Therefore teachers should use deliberate strategies that parents generally use quite intuitively to promote the students development of a foreign language. Practicing these strategies and developing motivation can help learners overcome problems with foreign language acquisition.

The third research from Melinda Roza (2012) she investigated that The process of acquiring the foreign language is not the same as the process of acquiring the first language. If the first language, students have not mastered any language and language first developed in accordance with the physical and psychological development. Thus, the acquisition of foreign

language students are able to master the first language properly and second language does not developed along with the physical and psychological development.

This report can show that so many students' problem or students' difficulties when they acquired english and they problem or difficulties influence by so many factor.

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

In this chapter discusses the objectives of the research, the time and place of the research, the method of this research, in this chapter also discusses about the source of data, the instruments of the research, technique of collecting data and technique of analysis data.

A. The Objective of The Research

The Objective of the research is to know an analysis the students' difficulties in acquiring english language at the first year students of SMA Muhammadiyah Karangampel.

B. The Place and Time of The Research

The place of this research is at the SMA Muhammadiyah Karangampel, beacause the researcher ever held the observation in that school, there many students' look difficult in acquiring english language, and also the researcher want to know in depth the students' difficulties in acquiring english language. The researcher did the research on 15 th May till June of 15th 2013.

C. The Method of The Research

This research applies qualitative descriptive method. Qualitative descriptive method is often gathered using field research. Field research involves selecting an event, condition or situation in the field setting. Consider the example of the school district process for hiring a new superintendent. A field researcher selects this event, the hiring process and attends the site to observe the hiring process over a period time.

Descriptive research is a research that takes to describe the phenomena, there are the nature phenomena, and human create phenomena, that phenomena is such as form, activity, characteristics, changing, relation, and differences.

The field researcher takes detailed notes on the hiring process and may interview those involved in the hiring process (formally or informally). After leaving a field site, a qualitative descriptive researcher compiles the data gathered during the field research into a case study. A case study is a research that is done by the researcher who wants to try to find out the event in the past time and find out the cause in this time.

The researcher uses qualitative descriptive method in order to have better understanding about the topic of the research. Qualitative descriptive has been chosen for this research regarding the nature of qualitative to get an in depth opinion from students. In this case, the students' difficulties in acquiring English language. Also the data in qualitative descriptive

research are in the forms of observation and interview the students her self. That's why the researcher uses this method in order to gain the data observes all data in which have strong relevancy with the subkect of the study. In other hand the data in which be concerned with the study will be analyzed and classified where the data belong to.

There are the steps in descriptive research (racer study), first is discuss the problem, in this step is start with gives the questions and find out the answer with the data from the field.

Second steps is find out the information to answer the question or the problem. The third steps is find out the steps in collecting data. In this research there are a tool to collect or get the data, the tool are : observations, interview, giving test, etc.

The fourth steps is find the steps to analyzed the information or data. And the last steps is make a conclusion and and suggestion of the research based on the result of analyzing data.

D. The Source of Data

The term data refers to the kind of information researcher obtain on the subject of their research. (Fraenkel, et al, 2011:111). In this research, researcher uses both primary source and secondary source data.

a. Primary Data Source

Primary data source of this study is the students of SMA Muhammadiyah Karangampel that have the difficulties in acquiring english language when they are child.

b. Secondary Data Source

The researcher also uses another data source to get deeper understanding dealing with the field of the research. Most them are in the form of psycholinguistics' theory about students' difficulties in acquiring language. The secondary source are acquired in the forms of books, journalas, internet pages etc.

E. The Instrument of The Research

The instrument of the research is the researcher her self. She used in-depth interview. In depth interview is a systematic process collecting information on what people say and do and create in their natural setting to discover the world as the people themselfese and experience it.

F. Tehnique of Collecting Data

In this research, the reseacrher used observation and interview as a tehnique of collecting data. The result of interview is the main data of the research. In conducting the result of interview, the researcher was observed and interview fifteen of the first years students in SMA

Muhammadiyah Karangampel. Therefore, the researcher does the steps as follows, the first steps is the researcher has observe the students' situation, it means that the researcher look when the students' learn, speak, understand what the teacher says, and than in the next meeting the researher has interview the students, here the researcher held in depth interview, the reseacher get more information from students' about the difficulties in acquiring english when they are child and ask the students' about the factors who makes students' difficulties in acquiring english.

The next steps is after interview the students' the reseacrer have analysis the results of students' interview, and then the last step is the researher get information from the teachers about the way to avoid the students' difficulties in acquiring english language.

G. Technique of Data Analysis

Researcher employed namely qualitative descriptive analysis as a technique of analyzing data. Qualitative descriptive data is often gathered using field research. Field research involves selecting an event, condition or situation in the field setting. Consider the example of the school district process for hiring a new superintendent. A field researcher selects this event, the hiring process and attends the site to observe the hiring process over a period time. The field researcher takes detailed notes on the hiring

process and may interview those involved in the hiring process (formally or informally).

After leaving a field site, a qualitative descriptive researcher compiles the data gathered during the field research into a case study. The data that have collected data were analyzed through the following procedures , there are the first steps is the researcher has observe the students' situation, it means that the researcher look when the students' learn, speak, understand what the teacher says, and than in the next meeting the researcher has interview the students, here the researcher held in depth interview, aks the student why he or she is so difficult is acquiring english language and what the factor who make the students difficult in acquiring english language and the resercher researcher get information from the teachers about the way to avoid the students' difficulties in acquiring english language.

After that the researcher has analyzed the interview result with the theory in psycholinguistics. And the last is the researcher drawing conclusion and giving suggestions.

CHAPTER IV

THE RESEARCH FINDING AND DISCUSSION

This chapter present the findings of this research about students' difficulties in acquiring english language at the first year students' of SMA Muhammadiyah Karangampel Indramayu.

A. The Real Condition

The students' in SMA Muhammadiyah karangampel live with their parents who speak javanese , javanese is their first language, and indonesian is their second language, but they never speak indonesian except in school.

The students feel so difficult in speak english because they have problems with their english acquisition, in their childhood they never heard people speak in english, so when they have a study, they feel difficult to understand when teacher speak english, difficult when they want to write and speak english because they didn't have many word in english.

And their also difficult when their want read the text of book or music, they can read correctly because they can't heard the english's words correctly.

The students also didn't get some motivation from their parents about how English are important, so that the students have a low motivation in learning English.

B. Research Findings

The result of this research is most of students in SMA Muhammadiyah Karangampel Indramayu have difficulties in acquiring english language. In this research , the researcher have an interview the students to obtain more information about the students' difficulties in acquiring english language. There are some question that the researher give to the students', the questions provided in appendix.

From these interview, it was found that students' difficulties in acquiring english language there are : they felt difficult in listen what people say because the students' never heard people speak english in their chidhood, they felt difficult when the students' want to try speak english with their teacher, and they want to write something they can't because they didn't have so many english words in their brain, because they didn't have so many input of english word when they child.

And they are also felt difficult when the students want to read the text, they can't read correctly, because they never heard the people speak in english when they child, they didn't know how to spell, and how to pronounce, because there are no people, parents, family, they neighbour that gives an input of English language. It also happened because no one people in

their family teach them about english and no one people in their family who tells them how English are important.

There are the result of interview of students' difficulties in Acquiring English.

The Number of The Students	The Kinds of Students Difficulties	Explanation	The Factors that Influence The Studnets Difficulties
Student 1	Difficult when S1 want to try to listen what people say, S1 can't listen clearly what does it mean.	There are no people, parents, family, they neighbour that gives an input of english language.	<ul style="list-style-type: none"> • Environment • Motivation
Student 2	S2 also difficult when S2 want listen to the music, listen people say, listen the information in english, S2 didn't know what people say.	They never get english in their childhood in their environment, so it make influence in their studied.	<ul style="list-style-type: none"> • First language • Environment
Student 3	Difficult when want to try to communicate with	Can't communicate well with other	<ul style="list-style-type: none"> • Environment • Age

	friend in english language.	people, because their vocabulary are limited.	
Student 4	Difficult to read the book and comprehend the content.	It happened because S4 didn't know how to spell word by word and how to pronounce the words.	<ul style="list-style-type: none"> • Motivation • Environment
Student 5	Difficult in reading and listening	S5 can't understand what the meaning of the word when S5 read english book, S5 also can't understand what people say.	<ul style="list-style-type: none"> • First Language • Environment
Student 6	Difficult when S6 want to try start to speak in english.	S6 can't communicate with their family in english in their daily life because in S6 family no one understand about	<ul style="list-style-type: none"> • Age • First Language

		<p>english. So, S6</p> <p>knowledge about</p> <p>english can't</p> <p>developed, because S6</p> <p>rarely practice the</p> <p>skill.</p>	
Student 7	<p>Difficult when S7 want</p> <p>to try to write something</p>	<p>It happened because</p> <p>S7 don't has any</p> <p>words, so S7 feel</p> <p>difficult to create their</p> <p>idea in writing,</p> <p>because the limited of</p> <p>english words.</p>	<ul style="list-style-type: none"> • First Language • Environment
Student 8	<p>Feel difficult when S8 try</p> <p>to speak in english, S8</p> <p>confused how to</p> <p>pronounce and how to</p> <p>spell.</p>	<p>It happened beacause</p> <p>no one people in S8</p> <p>family who teach S8</p> <p>about english and no</p> <p>one people in S8</p> <p>family who tell S8</p> <p>how the important</p> <p>english</p>	<ul style="list-style-type: none"> • Environment • Motivation

Student 9	Feel difficulty in listen music, speech, video, and listen what people say because S9 didn't know what does it mean.	Didn't get more an input about english when S9 child.	<ul style="list-style-type: none"> • Environment • Motivation
Student10	Difficult in listen what people say and what does it mean..	Feel difficulty in listen music, speech, video, and listen what people say because S10 didn't know what does it mean.	<ul style="list-style-type: none"> • Environment • First Language
Student11	Difficult in speel new words when she read the text book.	Because she rarely practice English in their daily live.	<ul style="list-style-type: none"> • Motivation • Environment
Student12	Difficult when S12 want to speak in english, S12 confused to make the sentences.	It happened because the limitation of the words their have.	<ul style="list-style-type: none"> • Motivation • First language
Student13	Difficult when S13 want	It happened because	<ul style="list-style-type: none"> • Environment

	to try to write something	S13 don't has any words, so S13 feel difficult to create their idea in writing, because the limited of english words.	<ul style="list-style-type: none"> • First Language
Student14	Difficult when want to try to communicate with friend in english language.	Can't communicate well with other people, because their vocabulary are limited.	<ul style="list-style-type: none"> • Environment • Age
Student15	S15 also difficult when S15 want listen to the music, listen people say, listen the information in english, S15 didn't know what people say.	They never get english in their childhood in their environment, so it make influence in their studied.	<ul style="list-style-type: none"> • First language • Environment

From the table above, it can be concluded in the discussion that six of fifteen students say that they feel difficult when they want to try to listen

something, because they can't understand what people say, and what they can't predict what the words of people say.

The second difficulty is in speaking, five of fifteen students said that they feel difficulty when they want to speak or communicate with people, sometime they confused to out of their idea in english, because they just know little about english word.

The third difficulty is in reading and writing four of fifteen students said that reading and writing is very difficult, because in reading they didn't know how to spell, how to pronounce well, they just know little, such as a simple word.

And in writing, they can't out of their idea when they want to try to write something in english, they can't, because of limited vocabulary in their brain.

From these interview, the researcher also found many factors that make students' difficulties in acquiring english language. There are two factor that influence the student's difficulties in acquiring english language, there are internal and external factor. Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

Age, acquiring english language is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to

be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

Personality, Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

Motivation, there are intrinsic and extrinsic motivation. Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. The method of the teachers also affect to the students difficulties, because the flat method will make students bored to learned English in the class.

Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boyfriend or girlfriend are likely to make greater efforts and thus greater progress.

Undoubtedly, the essential part of the language learning (acquiring) process is motivation. Motivation can be defined as a certain push that pushes

students to take an action to achieve something. Considering young learners, who start learning a foreign language, the motivation is the most important element because, contrary to adults or high school learners who have some degree of motivation, young learners have none and therefore it is necessary for teacher to foster motivation in the classroom to encourage them and make them be successful in language learning.

This means that students might be mainly motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Generally these motives belong to the category called intrinsic motivation. There are several factors that affect children's intrinsic motivation. Some of them are:

- physical appearance of the classroom
- the atmosphere in the lessons (classroom)
- teacher's attitude (approach) towards children
- teacher's enthusiasm for the language
- activities that involve children in
- showing appreciation of children
- praising and assessing children

According to (Joan Tough, 1984: 213-227) when children start learning their first language they are mainly motivated by being engaged in enjoyable activities and by parents' encouragement such as praising and showing appreciation.

These major motivators help children to master their language. Using the same features, the same results can be achieved in acquiring a foreign language. Considering those young learners who have significant difficulties learning a foreign language, the above mentioned motivators are vital components for achieving their success in the process of learning language.

Experience, learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't.

The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.

Cognition, in general, it seems that students with greater cognitive abilities will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.

Native language, students who are learning an english language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

The second factor in external factor, External factors are those that characterize the particular language learning situation.

Curriculum, for english students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submersed into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.

Instructions, clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.

Culture and status, there is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

Motivation, students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.

Access to native speakers, the opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

However there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal, such as : Age, personality (self-confidence), motivation, experiences, cognition, native language.

And external such as : curriculum, instruction, culture and status, motivation, and access to native speakers.

The researcher also have an interview english teacher and the researcher also find out the way to solve the problem from the book, journal, and so on. when the researcher aksed to the english teacher how the way to solve the students' problem in their difficulties when they acquiring english

language. The teacher say that the students' difficulties when they acquiring english language just to be solve with their english teacher, why? Because now students' is studied in senior high school so just an english teacher who can give an input of english knowledge, english teacher is their native language now. Because when they learn english the teacher give positif input to the students, they can listen what teacher say, teacher can help them to learn english well.

According to De Decce dan Grawford (1974) there are four function to teacher to develop students motivation to in learn english, there are :

1. Teacher should create the students passion
2. Gives the realistic expectation
3. Gives an intensive
4. Conduct the students to good direction to achieve the learning objectives.

Like a Gage dan Berliner's quote (1979), French dan Raven (1959) they suggested to teacher about the simple way to develop students' motivation to lerning english, there are :

1. Used a verbal compliment to students
2. Used a test with wisely value
3. Arouse the curious feeling and explore the students
4. Do the great things

5. Take advantage of students apperception.
6. Applied the unique qnd great contex in teachers concepts to make the students engaged in learning proces.
7. Used stimulation and game in the proces teaching and learning.

C. Discussion

In this discussions, the researcher will be presents the result of students' interview. The results show that all of students said that they are have problems or have difiiculties when they acquired language from they are child until now.

S 1 (Student 1)

S 1 said that acquiring english language is so difficult, because S 1 never heard people speak in english when S 1 was child. It is influence in S 1 skill, now, S 1 feel difficult when S 1 want to try write something in english because S 1 didn't have so many words in english, S 1 also have a problem when S 1 listen something, for example listen to the music, S 1 can't understand what does it mean. S 1 said taht it happened because some factor, S 1 think that environment and motivation are the first factor that influence of S 1 problem in acquiring english language, S 1 explain that S1 live with parents that can't understand about english, S1 parents also said that they rarely speak in indonesian, they always communicate in javanese, S 1 also

said that parents didn't give more support to their children to learn english more.

According to Dulay (1986), it is very important in acquiring language to provided the models, parents, family, friends are very good models in process acquiring language.

Lambert and Gardner (1972), Brown (1980) and Ellis (1986) : as cited in Abdul Chaer, they has the same thinking that in acquiring language , if there is a support, desire, or purpose that they want to achieved in their acquiring or learning language, so they will be a success. But if they didn't have desire, support and purpose, so they will be failed.

S 2 (Student 2)

S 2 said that acquiring english when they child until now its feel so difficult, because S2 never heard people speak in english and S2 also rarely practice their english language , that's make S2 difficult when S2 want to try to listen people speak and listen to the music because S2 didn't know what does it mean, S 2 also tell to the researcher that it happened because first language factor or mother language.

According to Stephen Krashen,(1981) someone will be mastered language ny an input of their comprehensiuon that is with centered attention to massage or content. And listening activity to comprehen a content are very important in language acquisition process.

Some experts languages believe that first language (mother language) have a big influence in acquiring language process. Ellis(1986:19).

S 3 (Student 3)

S 3 feel so difficult in acquiring language when they child, it happened because S 3 never heard people in their environment speak english so S 3 feel difficult when S 3 want to try to communicate with their teacher.

It is happened because the Age factor, now S 3 is not a child who can easily received about language, now S 3 can't easily remember about english easy like a child.

(Bambang Djunaidi, 1990) acquiring or learning language is so easy to child, but it is so difficult to adolescent or to adult. The differences of ages it can't separate from other factor, factors that can influence in speed and successful in acquired language in many aspects, there are phonology, morphology, and syntac.

S 4 (Student 4)

S 4 said that acquiring english language when S 4 child is difficult because there are no people who can't gives S 4 an input of language especially english. So ,now when S 4 studied at senior high school, S 4 feel difficult to read some text or books in english because S 4 didn't know how to speel word by word.

It happened because of motivation factor, S 4 didn't get support to learn about english, because S 4 parents didn't know how english are important.

Motivation, there are intrinsic and extrinsic motivation. Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boyfriend or girlfriend are likely to make greater efforts and thus greater progress.

Undoubtedly, the essential part of the language learning (acquiring) process is motivation. Motivation can be defined as a certain push that pushes students to take an action to achieve something. Considering young learners, who start learning a foreign language, the motivation is the most important element because, contrary to adults or high school learners who have some degree of motivation, young learners have none and therefore it is necessary for teacher to foster motivation in the classroom to encourage them and make them be successful in language learning.

This means that students might be mainly motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Generally these motives belong to the category called intrinsic motivation.

S 5 (Student 5)

S 5 also said difficult to acquired english, S 5 rarely practice their skill and S 5 rarely to study hard, so it make S 5 difficulty when S 5 want to read and listen english. S 5 think that first language and environment is the first factor that influence S 5 difficult in acquiring english language. Some experts languages believe that first language (mother language) have a big influence in acquiring language process. (Elliss, 1986:19).

S 6 (Student 6)

S 6 feel difficult when S 6 try to communicate with english teacher, because S 6 rarely heard or listen people spek with S 6 except the english teacher in school, and S 6 think that age and the first language is the first factor that influence S 6 difficulty in acquiring english language.

Some experts languages believe that first language (mother language) have a big influence in acquiring language process. Ellis,(1986:19).

S 7 (Student 7)

S 7 said that S 7 feel difficulty when S 7 should listening teacher, music or people say in english, S 7 didn't understand what does it mean, because S 7 never heard people speak in english when S 7 child and no one people teach S 7 about english.

It happened because the mother language factor, in daily life, S 7 always communicate in javenese with parents, sister, brother, friends, and neighbour. Some experts languages believe that first language (mother language) have a big influence in acquiring language process. Ellis(1986:19).

S 8 (Student 8)

S 8 feel difficult in acquiring english language because no one people in S 8 family who teach S 8 about english and no one people of S 8 family tell S 8 that how the important of english language, so its influence when S 8 studied in senior high school, S 8 fell difficulty in learning english. S 8 tell the researcher that it happened because the environment and motivation factor.

Motivation, there are intrinsic and extrinsic motivation. Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a

place at an American university or to communicate with a new English boyfriend or girlfriend are likely to make greater efforts and thus greater progress.

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This means that students might be mainly motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Generally these motives belong to the category called intrinsic motivation.

S 9 (Student 9)

S 9 feels difficulty in acquiring english, S 9 said that S 9 didn't know about english when S 9 child, S 9 just know about english from S 9 english teacher in junior and senior high school, because just them the people who give an input about english.

S 10 (Student 10)

S 10 has the same answer that S 10 feel difficulty in acquiring when S10 was child, she can't understand what people say about, S 10 also difficult in acquiring language, especially english because there are no people who speak english in their environment when S 10 child, thats why no input of english language who get from S 10. Some experts languages believe that first language (mother language) have a big influence in acquiring language process. Elliss(1986:19).

There are some evidences that students in the situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

S 11 (Student 11)

S 11 feel difficult in speel new words when she read the text book. Because she rarely practice English in their daily live. S 11 think that motivation and environment are the factors that affect S11 difficulties in acquiring English.

According to the expert, motivation definid in two, there are intrinsic and extrinsic motivation. Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't.

Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boyfriend or girlfriend are likely to make greater efforts and thus greater progress.

Undoubtedly, the essential part of the language learning (acquiring) process is motivation. Motivation can be defined as a certain push that pushes students to take an action to achieve something. Considering young learners, who start learning a foreign language, the motivation is the most important element because, contrary to adults or high school learners who have some degree of motivation, young learners have none and therefore it is necessary for teacher to foster motivation in the classroom to encourage them and make them be successful in language learning.

This means that students might be mainly motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Generally these motives belong to the category called intrinsic motivation.

S 12 (Student 12)

Difficult when S12 want to speak in english, S12 confused to make the sentences. It happened because the limitation of the words their have. S12 feel that motivation and first language are the factors that affect the students' difficulties in acquiring English and some experts languages believe that first

language (mother language) have a big influence in acquiring language process. Ellis (1986:19).

According to the expert, motivation is defined in two, there are intrinsic and extrinsic motivation. Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't.

Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boyfriend or girlfriend are likely to make greater efforts and thus greater progress.

Undoubtedly, the essential part of the language learning (acquiring) process is motivation. Motivation can be defined as a certain push that pushes students to take an action to achieve something. Considering young learners, who start learning a foreign language, the motivation is the most important element because, contrary to adults or high school learners who have some degree of motivation, young learners have none and therefore it is necessary for teachers to foster motivation in the classroom to encourage them and make them be successful in language learning.

This means that students might be mainly motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Generally these motives belong to the category called intrinsic motivation.

S 13 (Student 13)

S13 feel difficult when S13 want to try to write something. It happened because S13 don't has any words, so S13 feel difficult to create their idea in writing, because the limited of english words. S13 said that environment and first Language are the factors that affect S13 feel difficult in acquiring English.

According to Dulay (1986), it is very important in acquiring language to provided the models, parents, family, friends are very good models in process acquiring language.

S 14 (Student 14)

S 14 feel so difficult in acquiring language when they child, it happened because S 14 never heard people in their environment speak english so S 3 feel difficult when S 14 want to try to communicate with their teacher.

It is happened because the Age factor, now S 14 is not a child who can easily received about language, now S 14 can't easily remember about english easy like a child.

(Bambang Djunaidi, 1990) acquiring or learning language is so easy to child, but it is so difficult to adolescent or to adult. The differences of ages it can't separate from other factor, factors that can influence in speed and

successful in acquired language in many aspects, there are phonology, morphology, and syntac.

S 15 (Student 15)

S 15 said that acquiring english when they child until now its feel so difficult, because S15 never heard people speak in english and S15 also rarely practice their english language , that's make S15 difficult when S15 want to try to listen people speak and listen to the music because S15 didn't know what does it mean, S 15 also tell to the researcher that it happened because first language factor or mother language.

According to Stephen Krashen,(1981) someone will be mastered language ny an input of their comprehensiuon that is with centered attention to massage or content. And listening activity to comprehen a content are very important in language acquisition process.

Some experts languages believe that first language (mother language) have a big influence in acquiring language process. Ellis(1986:19).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter draws some conclusions from the findings of research. The first is explain the conclusions of this research. And the second is explains some suggestions to english teacher and EFL learners.

A. Conclusion

The research questions analyzed here. First, student's difficulties in acquired english language. Second, the factors of students' difficulties in acquired english language. Third, the teachers ways to avoid students difficulty. The first and the second problem were answered by transcribed sound recording of ten students of SMA Muhammadiyah Karangampel – Indramayu. In term of students difficulties in acquiring english language, this research presents that students of SMA Muhammadiyah Karangampel-Indramayu felt difficulties in their english language acquisition.

Based on the findings research above, it can be said that students of SMA Muhammadiyah Karangampel-Indramayu less aware about how english language are important. There are two major conclusios that can

be presents from this research. The first is about the students' difficulties in acquiring english language. The second is about the factors hat affect students'difficulties in acquiring english language.

The first conclusion is the answer of the first research question. Students of SMA Muhammadiyah karangampel–Indramayu felt difficulties in acquiring english language there are :

(1) difficult in listen what people say because the students' never heard people speak english in their chidhood .

(2) difficult when the students' want to try speak english with their teacher,and they want to write something they can't because they didn't have so many english words in their brain, because they didn't have so many input of english word when they child.

(3) difficult when the students want to read the text, they can't read correctly, because they they never heard the people speak in english when they child.

The second conclusion is the answer of the second research question. The result of interview showed that students' difficultties in acquiring english language caused by some factors, there are two factor that influence the student's difficulties in acquiring english language, there are internal factor

and external factor . Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

Age, acquiring english language is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

Personality, Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

Motivation, there are intrinsic and extrinsic motivation. Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boyfriend or girlfriend are likely to make greater efforts and thus greater progress.

Experience, learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.

Cognition, in general, it seems that students with greater cognitive abilities will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.

Native language, students who are learning an english language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

External factors are those that characterize the particular language learning situation.

Curriculum, for english students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submersed into

the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.

Instructions, clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.

Culture and status, there is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

Motivation, students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.

Access to native speakers, the opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native

speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

In conclusion , this research presents that all of students of SMA Muhammadiyah Karangampel-Indramayu have the difficulties in acquiring english language and it is influence their in learning english language and there are some crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal, such as : Age, personality (self-confidence), motivation, experiences, cognition, native language.

And external such as : curriculum, instruction, culture and status, motivation, and access to native speakers.

B. Suggestion

The researcher suggests that the teachers should be pay more attentions in learning process of their students because their students didn't have a good background in english, so the english teacher should be teach them intensively.

Teachers also should be pay attention in method of teaching and learning, the variety method will developed the students intersted in learning English. And as a teacher should be motivated their students to learn English, and tell the students how English are important.

The teacher should be explen that English is considered and applied as international language. Since then, it is very popular and have been spoken and learnt by almost people in the world.

There are some reasons why english is important and many people attempt to learn it. Some of them are: for finding job, traveling, interacting one each other, doing business, taking examination, doing research, writing in the foreign language, etc.

The suggest for the EFL learners is the EFL learner should be study hard in english, always practice English with friends, and try to ask to their teacher if there are some difficulties in their learning process.

The Suggest for the Parents, if students' parents can't speak English or didn't understand about English, take the children in English Course for example, or just give some motivate to make the children study hard in learning English.

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