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**THE STUDENTS' DIFFICULTIES OF LEARNING ENGLISH AT ENGLISH
INTENSIVE PROGRAM AT MATH DEPARTMENT
AT SYEKH NURJATI STATE ISLAMIC INSTITUTE CIREBON**

A THESIS

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training
Faculty, SyekhNurjati State Islamic Institute Cirebon In Partial Fulfillment of The
Requirements of Undergraduate Degree**



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2015



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RATIFICATION

This thesis entitled **“THE STUDENTS’ DIFFICULTIES OF LEARNING ENGLISH AT ENGLISH INTENSIVE PROGRAM AT MATH DEPARTMENT AT SYEKH NURJATI STATE ISLAMIC INSTITUTE CIREBON”** written by Azka Rifqi Islami, student number 1410130166 has been examined on June 30th 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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ABSTRACT

Azka Rifqi islami: **The Students' Difficulties of Understanding English Intensive Learning Program at Math Department at The State Institute For Islamic Studies (IAIN) Syekh Nurjati Cirebon**

The research's phenomenon came up from the researcher's observation in teaching and learning of English intensive program. There many students from Math Department are not interested in learning English. Some of them are absence to attend the class, and some of them become passive learners in the class. Even some of the lecturers use the usual technique , the students without looking the lesson topic or activity and make crowded in the classroom. Perhaps, this research would answer the students' difficulties of understanding EnglishIntensive Learning program at Math Department at IAIN Syekh Nurjati Cirebon by observing and interviewing.

This study is mainly aimed to describe the students' difficulties that faced by the students from Math Department. The reasearcher do believes that lecturer should understand about it so he/she can help students how to solve the problems. Lecturers in English intensive program can use some methods that make students interested in learning English or even games.

To classify and analyze the students' difficulties on learning English in English intensive program, the researcher uses descriptive qualitaive method to ease in process of doing research.

The writer found several findings on it. First, students from Math department much more like listening-speaking than reading-writing. They are comfort to study lostening-speaking because lecturers focused on the practice. They don't like reading-writing because they are still less in vocabulary building. Second, the students' difficulties are : less vocabulary, big class, time of English intensive learning program is on weekend, student-centered class, and less motivation. those the problems that lacturer should solve by using an interesting method, games, classroom management, etc.

In short, the research would help either teacher or learners to comprehend in reading text English teaching and learning process by understanding students' difficulties.

Key words: The students' difficulties, understanding, English Intensive Learning, Math Department.



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CHAPTER I INTRODUCTION

1.1 The Background of The Problem

English Intensive Learning Program is the teaching and learning process of English for every student of the State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon. This program is conducted by Central Language and Culture (PBB). The students of the third and fourth semester of this campus must follow this program which is divided into English Intensive one and two. It takes six months for English Intensive one and six month for English Intensive two. It may helps the students from English department to understand more about English, but many students from other departments feel difficult to understand English Intensive program. Whatever students from Math Department. Some of them don't have any basic of English like the students from English Department. Some of them don't have any passion to learn English. The lecturer here should know more about their students' difficulty to solve the problem.

This program conducted as the preparation for the globalization era. The increased learning and teaching of English throughout the world during recent years in both state and commercial educational institutions has produced a new cadre of professionals: teachers of EFL. Some have moved across from teaching English as a mother tongue, others from teaching modern languages; many have been drawn into service for no other reason than that their own spoken English is good, or perhaps because they are native English speakers. Many have started without specific training, others feel they need to rethink the basis of their teaching.

Learning is an activity for students. Hamalik (2008: 27) states that learning is defined as the modification or strengthening of behavior through experiencing. This means learning is a process to get knowledge such as knowledge of English and change behavior. Here are some obstacles of learning English for students who come from Mathematic Department. Teacher should understand students' situation such as what is the general

social atmosphere of the class, what is the relationship between the pupils and the teacher, between pupil and pupil, is the interaction teacher-dominated, is the teacher teaching the whole class together as one, with the pupils' heads up, looking at the teacher, does he ask all the questions and initiate all the activity, or are the pupils being taught in groups, how big are the groups, how many of them are there, are they mixed ability groups or same ability groups, are all groups doing exactly the same work, or different work, or, are pupils working in isolation, each on his own, with head down looking at his books.

National institute of mental health (NIMH) argued that learning disorder divided into 3 kinds :

- 1) Difficulty in speaking and language
- 2) Problems in academic competence
- 3) Other difficulty, including difficulty in coordinating also other problems.

Each category included some specific problem.

These are some of learning problems that students feel. Students that feel learning disorder will disturb them to feel language whatever foreign language. They will have no aim and desire to learn English.

Teacher of English should understand language disorder, so he can solve students' problem. Beside that teacher should understand students' characteristic, habit, and of course students' psychology.

David Freinstein argued that energy psychology applies principles and techniques with the body's physical energies to facilitate desired changes in emotions, thought, and behavior. Energy psychology here means motivation.

Motivation is very important to make students interest in learning English. According to Handoko (2003: 252) *motivasi adalah keadaan pribadi seseorang yang mendorong keinginan individu untuk melakukan kegiatan tertentu guna mencapai tujuan*. Furthermore Nawawi (2003: 351) explains *pengertian motivasi adalah suatu keadaan yang mendorong atau menjadi sebab seseorang melakukan sesuatu perbuatan atau kegiatan yang berlangsung secara sadar. Artinya ketika seseorang melakukan sesuatu ada hal-hal yang secara sadar ingin dilakukan karna adanya sesuatu yang mendorongnya melakukan sesuatu atau karna sebab-sebab tertentu*. From



that definition we know that motivation can push or help student to have a strong desire to learn English. Teacher can motivate students by many ways. Such as giving an interesting game, telling a story about successful people, showing some inspiring picture and video, and the most important thing is always telling students their positive side or students' strength. Because every person is special and different from each other in their strength.

1.2 The Formulation of the Problem

In this research, the researcher limits the study with the title “**The Students’ Difficulties Of Learning English At English Intensive Program At Math Department At Syekh Nurjati State Islamic Institute Cirebon**” to only student point. The student points are there some points. For the first, the researcher will describe the students’ difficulties of learning English in English Intensive Class. The main specialized point is the factors that make them difficult or even lazy to learn English.

After deciding the main point, the researcher limits the area of the research in some classes. The researcher will take a sample from two until three classes with the students from Math Department. The classes are from morning class. Then the researcher takes observation first to know the process of teaching in Intensive Class.

The big problem of the English Intensive Learning Program is the majority of the students who follow English Intensive Program, they are not from English major. Some of them feel difficult, and some other feel very difficult to understand what lecturer taught in the class. Math and English are different intelligences. Related work by psychologist Howard Gardner (1983) on multiple intelligences has been influential in language teaching circles. Teachers who recognize the multiple intelligences of their students acknowledge that students bring with them specific and unique strengths, which are often not taken into account in classroom situations. Gardner has theorized that individuals have at least seven distinct intelligences that can be developed over a lifetime. The seven are :



- 1) Logical/mathematical-cognitive ability to use numbers effectively, to see abstract patterns, and to reason well
- 2) Visual/spatial ability to orient oneself in the environment, to create mental images, and a sensitivity to shape, size, color
- 3) Body/kinesesthetic ability to use one's body to express oneself and to solve problems
- 4) Musical/rhythmic ability to recognize tonal patterns and a sensitivity to rhythm, pitch, melody
- 5) Interpersonal- the ability to understand another person's moods, feelings, motivations, and intentions
- 6) Intrapersonal- the ability to understand oneself and to practice self discipline.
- 7) Verbal/linguistic- the ability to use language effectively and creatively.

And here observer try to analyze and investigate what happens with the students. What are the obstacles of the students from Math Department.

By this research observer hope that teacher can help students problem which come from Math Department at *Syekh Nurjati* state islamic institute Cirebon. The good teaching is how to manage the class well. And to manage students in the class, lecturer should understand each student's characteristic, student's knowledge, student's weakness, and also student's strength to help them the best way to learn English in Intensive class.

1.3 The Focus of the Research

The focus of the research in writing this research proposal is as follows:

1.3.1 The Field of The Research

The field of the research in writing this research proposal is Teaching English as Foreign Language (TEFL), discussing students' difficulty of English Intensive Class Program at Mathematic Department.

1.3.2 Main Problem

Students of the third until fourth semester must follow English Intensive program. The majority of students which come from Math



Department feel difficult to follow this intensive learning program. The researcher will try to observe it.

1.3.3 The Research Questions

The research questions in writing this research proposal are as follows:

- 1) How is the teaching and learning process of implementing some methods at English Intensive Program at *Syekh Nurjati* State Islamic Institute Cirebon?
- 2) What are the students' difficulties of learning English at English Intensive Program at Math Department at *Syekh Nurjati* State Islamic Institute Cirebon?
- 3) What are some solutions to solve the students' problems?

1.4 The Aims of the Research

According to the problems that are investigated, the research of “**The Students' Difficulties Of Learning English At English Intensive Program At Math Department At *Syekh Nurjati* State Islamic Institute Cirebon**” has aims:

- 1) To describe the teaching and learning process of implementing some methods at English Intensive Program at *Syekh Nurjati* State Islamic Institute Cirebon
- 2) To describe the students' difficulties of learning English at English Intensive Program at Math Department at *Syekh Nurjati* State Islamic Institute Cirebon
- 3) To describe some solutions to solve the students' problems

1.5 The Significance of the Research

This research has two significances; theoretically and practically. Theoretically, this research has usefulness to find out the theory about student's psychology from Math Department to learn English in Intensive program, especially in college or university. And, practically, through this



research, the researcher can take some useful strategies to teach and guide university students in learning English.

Besides that, for lecturers who teach intensive class program can understand well about students' psychology and can help them to make learning English easier for the students. The good teacher is not who has good English skill, but who can make students easy to learn English. By understanding students' psychology, teacher can manage the class well. The more important thing is that students can understand and practice the material given

1.6 Theoretical Foundation

1.6.1 English Learning in College

English is the most spoken and popular language in the world. Education is one of the step to teach English. There are three kinds of teaching English, they are : English as the first language, English as the second language, and English as the foreign language. Geoffrey said, "English is an international language of the 4,000 to 5,000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other hand the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. Finally, if we add those areas where decisions affecting life and welfare are made and announced in English, we cover one-sixth of the world's population" (Geoffrey, 1980: 1).

The previous explanation has described something of the role of English in the world today. It is against this background and in the kinds of context described that English language teaching goes on and it is clearly part of the professionalism of a teacher of English to foreigners to be aware of the context in which he is working



from the explanation above we know that Teaching English in this globalization era becomes the need for every person, especially in education. In Indonesia there are some international senior high schools that use English in their learning process. In *IAIN Syekh Nurjati Cirebon* there were English intensive program for every student at the third and fourth semester. And if they don't get the standard result they have to follow English intensive program in the next semester.

Teachers, methods, classroom management, curriculum, and other factors should be managed well. Teacher as the subject of teaching English and student as the object. Teacher should motivate student to learn English, because the students in English intensive program comes from every major in *IAIN Syekh Nurjati Cirebon* and many backgrounds too.

Students as the object of teaching find many difficulties of learning English, because they are not speaking English in their daily life. This study will attempt investigate some problems in learning English exactly in students' motivation. The fact that writer found in teaching practice not only students' result are low, but also their interest to English are weak. Students argue that English is very difficult and boredom.

If students are introduced to topics that interest them, they're more likely to be motivated. But of course not everybody is equally interested in the same topics. Topics like Vacations, Food, Entertainment, and Relationships tend to interest most students, but topics like Art, Literature, Sports, and Cars may not interest some students. Knitting, Astronomy, Gardening, and Swimming probably won't interest many students – although someone may have a passion for such a topic and want to share it with everyone. We can't interest all students all the time, but with each topic we need to engage as many as possible. Even an apparently high-interest topic like Foreign Travel may not necessarily be relevant to students who have never traveled to another country, and whose circumstances make it unlikely they ever will. Some topics may not be all that interesting or relevant for students at the moment; but, if they want to



be able to participate in a wide range of conversation in the future, they may need to explore some less fascinating topics.

The more popular topics are usually covered at every level of an English course, which means that if we want to deal with the same topics again, we need to introduce new angles rather than discuss the same questions. But interest and enthusiasm aren't generated by a topic itself, they're generated by the students themselves as they discover more about the topic and their knowledge of and views on the topic. Personal experiences of a topic are always more interesting than general knowledge about it. Don't assume that an apparently popular topic will automatically interest everyone. Expect different students to be interested in different topics. Help students to discover new aspects of popular topics they've discussed previously.

The team of language writers from IKIP Bandung (1996: 9-10) gives some characteristics of English study in college as follows:

- 1) The topics are continued from Senior high school; not repeated;
- 2) The focus of lecturing is for forming specialization, that relevant to discipline of knowledge;
- 3) The lecturing supports mastering study skills, such as in using dictionary, using library, technic of effective reading, technic of making note-taking, making summary, arranging research paper, making quotation, and strategy of doing test;
- 4) The lecturing is designed for 14 until 16 times of meeting;
- 5) The lecturing management is made with an attention of college students as adult learners;
- 6) The lecturing goes from need analysis of learners.

1.6.2 The Definition of English Intensive Learning

In relation to language learning, Harmer (2010: 277) states in technical sense, learning is the conscious focusing in on the construction of language, and is thus seen as different from acquisition.



Meanwhile the word of intensive is used in this terms. According to Oxford Advanced Learner's Dictionary (2000: 707) intensive is 1) involving a lot of work or activity in a short time; 2) extremely thorough; done with a lot of care. Intensive meaning here is many times and activities.

If we join two definitions about learning and intensive above, we will get one definition about intensive learning. We will conclude that intensive learning is a learning process which done by learners to get their ability with a lot of cares, activities, and times.

Even, the Language Development Center (PPB) states the objectives of the program are to provide student. The three main objectives of Intensive program are students will have ability to communicate actively in English well, students will have ability to read and comprehend various English texts correctly, and students will have ability to answer TOEFL questions with certain score standard and to speak English fluently.

From those objectives, it is known that the need of English in college so important for the students. In University, English has been a obligatory course for all students from each major. Besides the goal to make students more understand English, they can comprehend other English book to support their basic learning.

1.6.3 The Target and The Objectives of Intensive Program

The target of *PPB* in conducting Arabic and English Intensive Program is to provide students in order to have:

- 1) The passive communication skills; be able to listen to conversation and comprehend scientific text and profession as the field; and
- 2) The active communication skill; be able to express orally and written in the scientific field and profession.

As the Language Development Center (*PPB*) of *IAIN Syekh Nurjati Cirebon* (2011: ii) states the goal of holding the English Intensive Program is to meet the need of graduates in English. So it is necessary to prepare those who are ready to compete in the global world.



Even, the Language Development Center (*PPB*) states the objectives of the program are to provide student:

- 1) An ability to communicate actively in English well;
- 2) An ability to read and comprehend various English texts correctly;
- 3) An ability to express their ideas by using standard English in their writing;
- 4) An ability to learn, explore, and develop both general sciences and Islamic sciences;
- 5) An independent personality, competitive scientific attitude to prepare themselves into higher level of education, post graduate or doctoral program as well as in competitive labor market;
- 6) An ability to answer TOEFL questions with certain score standard and to speak English fluently;

From those objectives, it is known that the need of English in college so important for the students. In University, English has been a obligatory course for all students. Besides the goal to make students more understand English, they can comprehend other English book to support their basic learning.

IAIN Syekh Nurjati Cirebon also has contributed to give English learning to its students through Intensive Program. As an Islamic Institute, *IAIN* has tried to give references of Islamic sources to students. Those come from other languages, especially English. The literatures of Islam are very necessary for students of *IAIN* and help them to comprehend English well. Many references of Islam topics become the main discussion on the guiding book for Intensive courses.

After following this program, the students are expected to be able to master about 4.000 vocabularies, either simple or complex in sentence patterns from 16 tenses. Besides that, students are expected to master programmed terminology and have knowledge and language skills in intermediate level with the indicator as follows.



1.6.3.1 Listening skills

- 1) Able to scrutinize and comprehend the meaning of English words in accordance with correct pronunciation.
- 2) Able to follow and comprehend talk and conversation in English
- 3) Able to take content of English conversation which heard
- 4) Able to understand English lecturing

1.6.3.2 Speaking skills

- 1) Able to say English words by correct pronunciation.
- 2) Able to recognize and use sentence patterns from 16 tenses with correct daily English expression.
- 3) Able to make dialogue and discussion using correct English.

1.6.3.3 Reading skills

- 1) Able to read simple English written text in accordance with the pronunciation, pause, and intonation correctly and fluently.
- 2) Able to understand main idea and supporting idea in every paragraph from simple English texts.
- 3) Able to read simple English texts and comprehend content of them globally.
- 4) Able to take content from English reading books.

1.6.3.4 Writing skills

- 1) Able to write English words correctly and fluently in accordance with the spelling and dictation.
- 2) Able to write English sentences correctly and fluently in accordance with grammatical and sentence patterns from 16 tenses.
- 3) Able to arrange English paragraph and short essay as guided writing.
- 4) Able to arrange English composition in form of correspondence and simple scientific work at intermediate level.
- 5) Able to fill English form that includes personal data, family, education history, etc.
- 6) Able to take content from English written text.

So with this program, students are expected to be able to master the four skills. Mastering the skill is deal with the objectives that PPB has.



1.6.4 The Steps of Teaching

Teaching is a process of making students' change in knowledge, character, and behaviour. It needs some preparation to make the learning effectively and efficiently. Many methods of teaching that can be used by lecturer in English intensive class. And one of the method that popular today is student centered classroom. This method focus on building student independency and characteristic. I will try to describe it in this research.

1.6.4.1 Preparation of Lesson Plan

The teacher should prepare well what should he do in the class from the first time he enter the class until he close the lesson. He should prepare the classroom management, methods, media, lesson, and other technical system that he want to use in the class

The all preparations of the teacher can be made in a arranged paper named lesson plan. Based on Ministry of Education (2009: 3), lesson plan is the elaboration of syllabus which illustrate the teaching and learning activities to achieve the goals of the basic competency. Of course besides model of teaching, lesson plan can be a written documentation of teacher, such as in one semester they teach.

In lesson plan, there are some points written. The points describe all kinds related to the process of teaching and learning in the class.

1.6.4.2 Opening Activity

Opening activity is meant activity that teacher will do at the first sight he enters the class. In this activity, the learning materials have not been delivered. The activities are out of main materials like pre-opening, apperception, brainstorming, etc. The function of those activities are for preparation before going to core activity. This can be as introduction of students to the previous topic.



In opening activity, teachers can do:

1) **Pre-opening**

a) Greeting

Greeting is says for opening a meeting. In this activity teacher may says good morning, hello, how are you, etc.

b) Praying

After greeting teacher can lead pray together before teaching or asking one student to lead praying. Asking to god that the teaching ang learning process run well and can be usefull.

c) Checking attendance list

calling every student's name is needed to know students' attendance and who are absence in the class.

2) **Apperception**

The apperception theory is first recognized by Johan Friedrich Herbart (1776-1841). The theory is known as apperception theory or Herbatism theory. The basic philosophy of this theory is that human is learner creatures. The basic characteristics of human is instructing theirselves, then doing reaction towards instruction from their surroundings, if they are given stimulus.

Chatib (2011: 92) defines Apperception is a special stimulus in the beginning of study in order to get attention from students. This activity is used by teachers in the beginning of study before core activity. The goal is to make students ready to study with interesting activities out of topic. Some activities are often used in apperception as follows.

1.6.4.3 Core Activity

After opening activity is ended, teacher can go to the next activity. The activity is core activity; as the main actvity where the topic delivered by teacher. Ministry of National education (2009: 50) divides core activity into three steps; pre-teaching, whilst-teaching, post-teaching or in the same words, those are exploration, elaboration and confirmation.



Pre-teaching is done at the beginning of the lesson and meant for arousing the students' motivation and to focus the students' attention as well, so that they can participate actively during the lesson. In other words, Chatib (2013: 115) defines pre-teach is the activity done before main activity of learning. The activities usually are about introduction of topic, or for exploring students' mind first, so it can be said exploration activity. Most of this activities are done by teacher.

Whilst teaching is the main learning process and aimed at achieving the basic competency. This activity is conducted interactively, inspiratively, joyfully, challenging, motivating the students to participate actively, and giving opportunities to the students to have innovation, creativity, and selfreliance in accordance to their talent, motivation, physical and psychological development. This activity is named elaboration activity. Most of activities are done by students.

The last is post-teaching done to end of the lesson. This activity can be in the form of summarizing, evaluation, reflection, feedback, and follow up activities. Post-teaching is also confirmation activity which most is done by teacher and students.

1.6.4.4 Closing activity

In closing the lesson the teacher may reexplain all of material, conclude the lesson, and discussing about students' understanding. Teacher can ask some students to conclude the lesson. Teacher motivates students to learn more, give some advice, and tell them the next material that they will learn in the next meeting. And the last is greeting.

1.6.5 Students-Centered Class

One of the most popular method in teaching English is how to make students aware that learning is their needed so students can improve more and more about English knowledge and skill. In a student-centered class, Leo (2007: 2) explained that students don't depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise. They don't ignore each other, but look at each other and communicate with each other. They value each other's contributions; they



cooperate, learn from each other, and help each other. When in difficulty or in doubt, they do ask the teacher for help or advice but only after they have tried to solve the problem among themselves. The emphasis is on working together, in pairs, in groups, and as a whole class. Their teacher helps them to develop their language skills.

Leo (2007: 1) explained that student-centered classroom isn't a place where the students decide what they want to learn and what they want to do. It's a place where we consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time. the students are active participants in the learning process. The teacher (and the textbook) help to guide the students, manage their activities, and direct their learning. Being a

teacher means helping people to learn – and, in a student-centered class, the teacher is a member of the class as a participant in the learning process. In a student-centered class, at different times, students may be working alone, in pairs, or in groups. So the students can be independent and working together with their friends to help and share one another. By this method the class wouldn't be silent.

English Intensive Class Program consist of every department in *IAIN Syekh Nurjati Cirebon* with different students backgrouds and abilities. Leo Jones in his book, *The Student-Centered Classrom*, argued that: In many ways, every class is a mixed-ability class. Even students who have studied together all the time will have varied mastery of the language or remember different things. Some will be better at different skills: reading, writing, listening, or speaking. They bring their own personalities, strengths, weaknesses, and learning styles to the class. We don't want our better students to be held up by the weaker ones, or the weaker ones to feel intimidated by the better ones. We may need to arrange pairs and groups differently for different kinds of activities, sometimes putting weaker and stronger students in different groups, sometimes mixing weaker and stronger students (in the hope the stronger ones will encourage and help the weaker ones), and sometimes giving students different tasks according



to their strengths and weaknesses. There are no hard and fast rules about what to do – we make our decisions based on our knowledge of each class and the individuals within it. This can be hard to do in a very large class, particularly if it meets only once a week. We may have to just hope for the best when arranging groups. Mistakes are sure to happen: Weaker students may not be able to cope, and stronger students may get bored.

1.7 The Methodology of the Research

1.7.1 The Objective of The Research

The objective of the research is to describe the difficulties of understanding English intensive learning program for students which come from Math Department. In this research the respondent are taken the Fourth semester student from Math Department as the sample from each class of Math Department.

1.7.2 The Place and Time of The Research

The researcher will take the data from three students as the representative from each class from Math Department who studies in English Intensive Class Program of *IAIN Syekh Nurjati Cirebon*. The institute is located in Perjuangan Street, District of Kesambi, Cirebon.

The researcher will begin to take data and research for two months. It is begun from february until April 2015.

1.7.3 The Method of The Research

The method of this research uses qualitative research, using descriptive qualitative research. Descriptive qualitative research is research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables (Ary, et al., 2010: 640).

The reasons for qualitative studies of this research are; first, the researcher wants to know the difficulties of understanding English Intensive Class Program; second, the researcher wants to help lecturer how to solve student's to other English classes.

1.7.4 The Source and Type of Data



In this research, the researcher collects the data in forms of primary source data and secondary source data. The primary data is the data of the research that the researcher takes directly in field. The primary data will be analyzed and discussed. While the secondary data is the source of the data acquired in which support the researcher's idea regarding to the research problem. The secondary data can be taken from written source such as books, journals, etc.

Primary data is data which collected for the first time, and thus happen to be original in character. In the other hand, the secondary data is data which has been already collected by someone else and passed through the statistical process.

The primary data which the researcher gets is acquired from observation and interviewing lecturers. The two techniques used to acquire the first data will be analyzed and discussed. Meanwhile the secondary data which the researcher takes is from the books, interviewing students that support the theoretical view of the research and some previous studies relating to the research.

1.7.5 The Instrument of The Research

The instrument of this research is the researcher himself. The researcher is primary data collection tool who has knowledge and also the references relating to the study. The researcher may be helped by the lecturers in the English intensive Class.

1.7.6 The Technique of Collecting Data

The techniques of collecting data of this research are as follows:

1.7.6.1 Observation

Observation is a direct action to observe an activity in certain place by the researcher. According to Geoffrey Marczyk, David De Matteo and David Festinger (2005: 6), observation refers to the process of making careful and accurate measurement, which is a distinguishing feature of well-conducted scientific investigations.

The researcher observes the students' activities and their understanding in some classes of English intensive class which are taught



by lecturers. With the observation, the researcher will know the students' difficulties of understanding English Intensive Learning Program at Math Department directly. To make easy the observation, the researcher will use recording and documentation

1.7.6.2 Interview

The researcher uses this technique in order to collect the data of clarification, verification about what is in their mind regarding to the problems that being investigated. As patton stated (as cited in Fraenkle, et al, 1932) that :

We interview people to find out from them those things we cannot directly observe. The issue is not whether observational data is more desirable, valid, or meaningful than self-report data. The fact of the matter is that we cannot observe everything. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. (p.451)

In other source, interview is a method of collecting data involves presentations of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and if possible, through telephone interview (Kothari, 2004:97).

In this research, the researcher uses personal interview method. The researcher interviews the three students and each student as the representative from each Math class who studies English intensive class program. There are three classess in Math department at the fourth semester. The researcher will get the direct information from the students about the obstacles of learning English in the intensive class. And the researcher will take sources from PPB to answer the three questions about the lecturer's solution of English Intensive Program in *IAIN Syekh Nurjati Cirebon*. The sources can be written sources and interviewing.



1.7.6.3 Documentation

According to Sugiyono (2013: 225), documentation is one of data collection techniques of qualitative research. With documentation, the researcher can use this technique as secondary data. The data from documentation can help researcher to support the primary data. The data can be from institution documents, magazines and letter. The researcher uses documentation by taking data from institution documents like syllabus, rules of lecturer and students, etc. The researcher also takes pictures of observation for supporting the data.

1.7.7 Steps of Collecting Data

The researcher's steps to conduct data are as follow:

- 1) Observe intensive class
- 2) Preparing some questions for interview
- 3) Interview some students as the sample of population from each Mathematic class in learning English Intensive class.
- 4) Analyzing some problems.
- 5) Describing the problems deeply.

1.7.8 The Technique of Analysis Data

After collecting the data, researcher should process and analyze data with outline. Firstly the data will be reduced. The researcher only takes the recorded data which significantly contributes to the research problem.

For the next step is analysis, the researcher will categorize the data from observation and interview. From the result points in observation, the researcher will categorize some points or activities which executed or no. From the interview, the researcher will categorize the result of the data collection. It will be appeared when the answers of respondents in interviewing matches with the result of observation.

In the last analysis, the researcher will give description about the research of **“The Students’ Difficulties Of Learning English At English Intensive Program At Math Department At Syekh Nurjati State Islamic Institute Cirebon”** after analyzing and presenting it.



1.8 Literature Review

The same previous study has ever been researched in intensive class program by Suuci Analismy; an English student of IAIN *Syekh Nurjati Cirebon* who graduates in 2012. In the research titled “The Implementation of Mastering Vocabulary before Teaching in Intensive English Courses of Language and Culture Development Center, she researches a vocabulary memorizing strategy of students.

In her qualitative study, Suuci observes some classes of English intensive program and makes interview to some lecturers and students. What is the influence of memorizing vocabulary to students’ memory before teaching and learning activity in the class? That is the research question. There is a gap between her research and this research. Those are conducted in intensive class, but different between objects. Suuci focuses on the implementation of mastering vocabulary as a strategy before teaching, meanwhile the researcher focuses on the students’ difficulties of understanding English intensive program.

In other literature review, Rifqi Hazmi has ever researched in intensive class too. He is an English student of IAIN *Syekh Nurjati Cirebon* who graduates in 2014. In the research titled “The Teaching and Learning Process of English Intensive Class Program of The State Institute For Islamic Studies (IAIN) *Syekh Nurjati Cirebon*. He focuses on process of teaching and learning English. He takes the teaching and learning of English Intensive class.

From his research, in English intensive class he wants to know the the types of syllabus applied by the lecturers, the teaching strategies applied by lecturers, and the difficulties of this program. He also uses observation and interview to collect data. There is a gap between her research and this research. Those are conducted in English learning, but different between objects. He focuses on the learning and teaching process. Meanwhile, this research is not focused on it, but student’s psychology.





CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of this research. The core of this chapter is for giving answers to research questions of this research by simple statements. So the researcher concludes the answer from chapter II about the teaching and learning process of English Intensive Program of *IAIN Syekh Nurjati Cirebon*, chapter III about the students' difficulties of understanding English Intensive Learning Program at Math Department at *IAIN Syekh Nurjati Cirebon*, and chapter IV about some solutions to solve the students' problems.

Besides giving conclusion, the researcher also gives suggestions for readers in relation to the problems of this research. In suggestion, the researcher gives an official suggestion about the best thing to do. It is about recommendation for further research.

5.1 Conclusion

In this point, the researcher gives conclusion about the result from three chapters; chapter II, chapter III and chapter IV. From chapter II, the researcher gives some conclusion points about the teaching and learning process of implementing some methods at English Intensive Program at *Syekh Nurjati State Islamic Institute Cirebon*. The conclusion points of chapter II are as follows.

- a) Some of the lecturers use student-centered approach to make students active and responsible with their learning. In some case only a view students who are active in the class.
- b) Almost of the lecturer that we observed and interviewed use discussion method. And the strength from this method is students can share what they understand and can look for the solution for the problem. But in the fact that some students from Math Department don't understand what their friends explained about the subject.

- c) Almost students of Math Department that we interviewed like listening-speaking session rather than reading-writing session. They can practice through mini drama, eventhought they said that their vocabulary is weak.

Then the next conclusion is taken from chapter III about the students' difficulties of learning English at English Intensive Program at *Syekh Nurjati* State Islamic Institute Cirebon. The conclusion points of chapter III are as follows.

- a) Some students from Math Department are not active student in learning in English Intensive Class Program
- b) Some students from Math Department don't have a big motivation to learn English.
- c) Almost of the students from Math Department don't know more about vocabulary.
- d) Almost of the students from Math Department complain about the time.
- e) Some students from Math Department don't like reading and writing
- f) Some students from Math Department don't like lecturer's method which make them bored.

Then the next conclusion is taken from chapter IV about some solutions to solve the students' problem. The conclusion points of chapter IV are as follows.

- a) The solutions for a big class are: discussion, lecturing method, and use worksheets
- b) The solutions for students' less motivation are: teacher's motivation, let them be natural, giving apperception.
- c) The solutions for students' less vocabulary are: native language, techer guidance, peer dicussion, and giving certain vocabulary
- d) The solution for time organization are : giving some games, making joke.
- e) The solution for reading and writing is teaching comprehension strategies.



- f) The solution for student-centered class is be near with all of students in the class.

For all points, the English Intensive Program is different language learning that other institution to facilitate students in overcoming students' difficulties in English lesson, especially in mastering the four skills of English. Because of the name of Intensive, so the times, activities and subjects are also added than other courses at general. That's why, the lecturers also have long steps in teaching and learning process. The teaching methods that used are also various, according to the need of students.

5.2 Suggestion

In this point, the researcher gives suggestion about the result from three chapters; chapter II, chapter III and chapter IV. From this research, the researcher gives some suggestions especially for further research. The researcher has expectation for being better in the next research, especially for pshycolinguistic and TEFL.

Perhaps in this research, it will be not completely done, so it will be better if there is the similar research for the next time. Some weaknesses for this research are like limit of time and material that can support this research. Besides that, the limit of sources and the researcher's knowledge also influence this research.

There are some points that the researcher gives in suggestion, like as follows.

- a) There are many areas that can be observed in Intensive Class, not always pshycolinguistic and TEFL, so it will make various studies about Intensive class.
- b) The method of this research is qualitative study, so it can be observed by quantitative study.
- c) The next researcher can observe some area in English Intensive program such as curriculum and etc



- d) Resercher hopes this reascher can make lecturers in English Intensive Program especially understand more about students' pshycology in learning English.



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