

## CHAPTER 1

### INTRODUCTION

This chapter discusses background information and an introduction to the issue. After that, proceed to discuss the formulation, limitations, and arrangement of the problem. The purpose of the problem outlines its purpose and discusses the importance of the problem. The last part explains the definitions of key terms.

#### **A. Background of the Research**

English is a global language because the whole world uses English as the primary language. Some countries make English a second language after their native language. Apart from that, English is a critical language to learn (Maduwu, 2016). This means that English is a foreign language which is very important, especially in communicating. Therefore, practitioners at the university have facilitated classrooms that are capable of allowing students to learn English. The university has provided an English language curriculum of 2 (SKS), which refers to English for specific objectives and vocabulary found in each department of study. This means that students must be able to learn English well and correctly.

In English there are four language skills, namely: speaking, writing, listening, and reading. This also applies to the listening and reading components of the English learning process. Speaking and reading as productive skills, and listening as receptive skill. People often state that a person can only be considered proficient in a language if they have mastered speaking. That's not Entirely

accurate. Learning written language is also essential. For example, when we want to open the internet and respond to emails, of course, it takes the ability to write with the correct grammatical structure and the ability to read carefully. (Megawati, 2016). It means that we have a much better chance of understanding and being understood by others around us, as well as acquiring what we need and want if we have much knowledge of languages.

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

For midwifery students, English courses are essential subjects. Because the ability to speak English can make it easier for them to practice clinics, and can help them in understanding medical texts in English. However, is every language learner English among students in midwifery study programs able to speak English well and correctly? To improve their abilities in the world of work, students are required to master English. However, there are many challenges and obstacles that they may encounter during the learning process that make it more difficult to gain practical knowledge and information due to various factors. According to Atieka (2016), Difficulty learning is a condition that causes students to be unable to teach optimally so that they cannot achieve results that are by the standard criteria that have been Set.

Based on the explanation above, there were several reasons found by the Researcher. Firstly, the Researcher found that students had Difficulty learning English, but the cause was unknown. Then, from previous research, no researcher has examined the challenges in learning English among midwifery students at Pasir Pengaraian University. Therefore, researchers are interested in digging deeper and finding the causes of problems in learning English among midwifery students in the 5th semester of the 2023/2024 academic year at Pasir Pengaraian University.

## **B. The setting of the Research**

Based on the research background statement above, there were several reasons found by the researcher. Firstly, the Researcher found that students had

Difficulty learning English, but the cause was unknown. Then from previous research, no researcher has examined the difficulties in learning English among midwifery students at Pasir Pengaraian University. Therefore, researchers are interested in digging deeper and finding the causes of difficulties in learning English among midwifery students in the 5th semester of the 2022/2023 academic year at Pasir Pengaraian University.

### **C. Limitation of the Research**

Based on the research background above, the Researcher limited the research to analyzing the midwifery students' difficulties in learning English.

### **D. Formulation of the Research**

Based on the background of the above research, the Researcher limited the research to the analysis of the weaknesses of midwifery students in learning English: What are difficulties experienced by midwifery students in learning English?

### **E. Purpose of the Research**

The purpose of this study is as follows: to determine the difficulties of midwifery students in learning English.

### **F. Significance of the Research**

The Researcher hopes that the results of this research can be helpful to both academically and practically.

1. For students, This research can help students improve their ability to learn English and continue to strive to overcome the difficulties and problems they face while learning English.

2. For lecturers: This research can be helpful for English teachers because it will help them understand the challenges students face and their contributing factors, so they can find ways to help students master English properly and correctly.

## **G. Definition of Key Term**

### **1. Difficulties**

According to (Alibi & Boilevin, 2022), difficulty is difficult, such as an obstacle or a barrier. Then, it was said that a difficulty might be overcome, circumvented, or redirected, something that is difficult.

### **2. Midwifery**

According to Virgian (2022), Midwives are one of the health workers who of the health workers who are at the forefront of providing midwifery services in the community. In providing midwifery care, midwives must comply with their authority and responsibilities according to applicable rules and laws. Midwives offer care starting from teenagers and pre-marital, pregnancy planning, pregnancy, postpartum delivery, breastfeeding, toddlers and preschool children, maternal and neonatal emergency care as well as reproductive health and family planning.

### **3. English language**

According to Maduwu (2016), English is a universal language because it is used by most countries in the world as the main language. Apart from that, English is an international language that is important to master or learn.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the theories related to the Researcher. The Researcher explains the theories associated with this study. Theories that researchers derive from relevant journals and sources. This chapter consists of a review of related findings and a conceptual framework.

#### **A. Review of Related Theories**

##### **1. The Nature of Difficulty**

###### **a. Definition of Difficulty**

Several experts provide definitions of Difficulty. According to Sari (2019), Difficulty is a situation that is difficult to complete. This means that Difficulty is an obstacle to someone in achieving specific goals. Therefore, better efforts are needed so that these difficulties can be overcome. According to Ismail (2016), learning difficulties are a condition in which students cannot learn optimally due to the presence of obstacles, obstacles or interference in Learning. According to Aslamiah (2020), learning difficulties are difficulties a person faces when studying. This can occur due to factors from within the learner (internal factors) and outside the learner (external factors), which can cause students to fail to achieve their learning goals. According to (Eviliasani et al., 2018), Learning difficulties are events in which teachers cannot to meet the conditions set during the coaching stage and the learning outcomes are not satisfactory or less than optimal. Meanwhile, Bolourian & Blacher (2018) stated that learning difficulties.

are related to development which includes motor and perception disorders, language learning difficulties and communication, and learning difficulties in adjusting social behavior.

In other words, Langi (2020). Learning difficulties also known as learning difficulties are One of the disorders of psychological processes that include understanding and using Speech or written language. According to Wahyuni et al., (2024), Learning difficulties are when students face particular challenges while learning to achieve a goal. Learning difficulties are not only related to student intelligence but can also include difficulties completing a task or solving a given problem. In addition, learning difficulties are a condition that causes obstacles in a person's learning process. This obstacle causes the person to experience failure or at least less success in achieving learning goals (Nurfadhillah et al., 2024). Meanwhile, according to Narwati (2024), Learning can also be defined as the process of interaction between teachers and students in the learning environment to achieve goals. However, language learning focuses on imitation, practice, encouragement, and habits. In English, a concept is an idea that can be uttered in words or terms.

Based on the definition above, researchers provide a definition Learning difficulties are a person's condition when experiencing a difficulty or obstacle when learning something. This can mean such as difficulty understanding lessons, writing, Reading and so on. This means that students cannot learn well due to obstacles and conditions that are not good. These obstacles can come from within or from outside.

## **b. Types of Learning Difficulties**

According to Sari (2019), the causes of learning difficulties are grouped into two large groups, namely internal factors and external factors. Internal factors include students' intellectual abilities, feelings and confidence, motivation, learning maturity, age, gender, learning style, memory ability, and sensing abilities such as seeing, listening, and feeling. Factors that come from outside the student, or external factors, include teachers, quality of Learning, learning instruments or facilities (both hardware and software), and environment, both social and natural.

Related to internal factors in the cause of learning difficulties, motivation is the process or action that drives a person to do something. Motivation in learning is essential to achieve good and complete learning outcomes. Learning a foreign or second language, especially English, is strongly associated with the desire to learn.

## **c. Symptoms of Learning Difficulties**

According to Ahmadi & Supriyono (2013) and Sari (2019), here are some signs that indicate learning problems:

1. Demonstrate low learning achievement, below the average score achieved by the class group.
2. The learning outcomes achieved are not balanced with the effort made. He tried hard, but the value was always low.

3. Slow in performing learning tasks. He always lags behind his friends in everything, for example in doing problems, or incomplete tasks.
4. Showing an unnatural attitude.
5. Students exhibit different behaviors.

#### **d. Factors Causing Learning Difficulties**

According to Khaerati (2021), the difficulties faced by students in learning English are caused by three factors.

##### 1. Internal factors

###### a. Lack of confidence

Self-confidence is very influential in showing something. If self-confidence is lacking, it will automatically affect the ability to express. Constantly feeling that it will be wrong, incapable even before showing something or talking, already feeling that the appearance will not be good.

###### b. Lack of motivation

Lack of motivation can also worsen this situation because, without strong encouragement, the learning process becomes more complex and unpleasant.

###### c. I haven't felt the Benefits of English

Not feeling the benefits of English directly is also a factor in the cause, because if someone has not seen the concrete positive impact of mastering English, they may feel less motivated to keep trying.

## 2. External Factors (Abilities Material Mastery English)

In English, there are many interrelated components, both in the formation of one structured sentence over several words or in the arrangement of several sentences into text. Use of English includes oral and written. In spoken language ability, pronunciation is related to the pronunciation of words, which is related to intonation, length, and shortness stress/emphasis on syllables. Intonation or placement of the wrong stress will affect the meaning. As well as mastery of vocabulary, word choice and structure will be essential and influential. Apart from the importance of mastering the language components of English in spoken language, correct use of Grammar will be given significant attention in written language. This becomes an obstacle for students. The following are external factors (ability to master English material) ;

- a. Capability Pronunciation
- b. Reading ability
- c. Vocabulary mastery
- d. Spelling and writing
- e. Translation
- f. Basic knowledge

## 3. External Factors

Students think that time is short it is not enough for them to learn English. This is because they only studied English for two credits while in

college. Along with that, the environment has a strong influence on language acquisition and Learning, especially English. if you live with friends who often speak English, if they hear and use it a little every day, English and Learning using that method varies.

Apart from that, learning facilities are also very influential. English will have an impact later in its use. If the learning environment is equipped with adequate facilities, it will help and make things easier for students to understand and use English. Likewise, with learning resources in the form of books, there is a lack of ability to choose and buy English books or study materials. The following are external factors;

- a. Time
- b. Environment
- c. Learning methods
- d. Facilities
- e. Learning resources

According to Aslamiah (2020), the learning difficulties faced by students can be seen from two good things, namely from Internal and external factors:

In general, according to Burton (Ayu 2019), the factors that cause difficulties are two categories of Learning. Namely :

## 1. Factors that exist in students, among others

- a. Physical weakness, such as the five senses (eyes, ears, speech apparatus, etc) develops less than perfect or is sick, so it makes it difficult for an interactive interaction process.
- b. Mental weakness is the intelligence factor; the level of intelligence is indeed lacking so in following the participants' lessons students seem to lack enthusiasm, lack of effort, and habits fundamental to other Learning.
- c. Emotional weaknesses, including wrong adjustments towards people, situations, demands of duties, and the environment. So fear, hatred, and antipathy arise in learning.
- d. Weaknesses caused by wrong learning habits and attitudes, including lack of interest in school work, doing a lot of conflicting activities and not supporting school work, refusing or being lazy to study, not being brave and failing to try to concentrate, etc.
- e. Do not have basic skills and knowledge, such as inability to read and count.

## 2. Factors that come from outside the learner

- a. Curriculum that is too dense, above the ability of the students and does not match the talents, interests and attention of the students in Learning.
- b. The Population of students in the classroom is too large.
- c. There are too many activities outside of school hours or too much involvement in extracurricular activities.

- d. Poor teacher/lecturer relationship with students.
- e. Teacher/ lecturer teaching methods that are not good, for example, the teacher lacks preparation and lacks mastery of the subject matter so that the teacher presents it unclearly.
- f. Weaknesses found in household conditions (education, socioeconomic status, family needs, peace, and psychological and social security)

Some of the symptoms include;

- a. Students show low learning results.
- b. The learning outcomes achieved by the students are not balanced with the efforts that have been made. The hard work has been done by the students concerned, but the learning results achieved are too low.
- c. Slow in doing learning tasks compared to their classmates, the students in question are always behind in completing their assignments.
- d. Learners show unreasonable attitudes such as indifference and stupid times with the learning process and do not regret getting bad grades.
- e. Showing deviant behavior, such as skipping school, arriving late and not doing homework, disturbing classmates, not wanting to take notes, isolating yourself, and the like.
- f. Indicates unnatural emotional symptoms such as reclusive, irritable, grumpy.

According to Fitriawan and Budiman (2021), two factors affect Learning English

## 1. Internal factors

- a. In health factors are very influential in learning English. In general, if a student does not leave one day, then the student has missed the material taught by the teacher.
- b. Student motivation in carrying out the leveling
- c. Psychiatric or mental health. In the continuity of teaching and learning activities, especially in learning English, health is divided into 3, namely:
  - 1) Student assumptions in Learning, 2) situations in carrying out learning, and 3) student concentration in carrying out learning.

## 2. External factors

- a. Teacher. During the implementation of Learning in the classroom the teacher has a great influence on the teacher has a great influence on the level of understanding of students in receiving the material.
- b. Study rooms and facilities that support Learning.

According to Ihan and Wiyani (Amelia 2023 ), 2 factors cause students to have Difficulty learning, namely internal factors and external factors.

## 1. Internal factors

- a. Students' attitudes towards Learning
- b. Student learning motivation
- c. Student focus on Learning
- d. How to handle learning material

- e. The ability to store student learning outcomes
- f. The student discovery process handles
- g. Students are confident
- h. Intelligence and student achievement
- i. Student study habits
- j. Students aspirations

## 2. External factors

- a. Teacher as educator
- b. Educational facilities and infrastructure
- c. Social assessment principles
- d. The student learning environment at school
- e. School Curriculum

According to Nurindah Sari (Khaerati 2021), the causes of students' difficulties in learning English can be divided into two factors. Internal factors include generally low levels of intelligence, a lack of talent in English, and low student interest and motivation. Students often participate in English learning to obtain grades. Meanwhile, external factors involve the lack of support for using English in the home or community environment and limited time available to practice English in the classroom.

In addition, many variables can affect learning difficulties in school. The factors causing learning difficulties can be divided into two broad categories: internal factors (those that come from within the student and external factors (those that come from outside the student.

#### 1. Internal Factors

- a. Physical causes: due to illness, lack of health, or due to disability.
- b. Spiritual causes: intelligence, talents, interests, motivations, health factors, mental, special types of a learner.

#### 2. External Factors

- a. Family Factors, which is about how to educate children and the relationship of parents with child. Atmosphere factor: very rowdy or crowded atmosphere. Economic factors of the family: circumstances of the underprivileged.
- b. School factors, such as teacher factors, unqualified teachers, less harmonious teacher-student relationships, and teaching methods that are less liked by students. Tool factor: Tools Incomplete lessons. Place or building factors. Curriculum factors: a curriculum that is not good, for example, too high ingredients, unbalanced division. School time and discipline are lacking.
- c. Mass Media and Social Environment Factors, including cinema, TV, newspapers, magazines, and comic books. The social environment includes friends to hang out with, neighbors, and social activities.

## **2. English Language Learning**

Learning is a complex process that includes various aspects, such as cognitive aspects. Cognitive ability is the ability to think which includes such as the ability to remember, understand, apply, analyze, synthesize and evaluate (Ade Yusup, 2024).

English is an international language and a very important language in the 21st century, especially in global communication. University, practitioners have provided adequate space for English language teaching and Learning. This shows that English is essential. This is included in the curriculum that offers 2 English MKDU courses (credits) that focus more on English for Special Purposes (ESP), where the material and vocabulary are mostly related to the field of study of each major. Therefore, students must have good English skills to avoid being left behind in international forums (Rohayati, 2016).

English is generally used as an international language to speak with different countries and languages around the world. In addition, English is a global language used to communicate with native speakers and language learners around the world, especially in education. All students need to learn English to facilitate the learning process. Therefore, all over the globe, universities require students to study English.

English is a complex subject for students to learn. Because English is not the language of everyday communication. English is only used when learning. English in class. In addition, according to students, Grammer's teaching is

considered difficult, so it makes students feel that English is a difficult language to learn (Nabilah, 2024).

### **3. Skills in English**

English consists of 4 skills, namely:

#### a. listening

According to Amaniarsih & Arsita (2023), listening is a subject that is interpreted like reading however, it is also different from Reading because Reading has no time to reread the word and recheck it. Listening is Similar to speaking, but in listening, you can't control the words that will be mentioned, and you guys are required to understand the meaning of the word.

When listening, we can capture and understand a conversation. In addition, good listening skills can help us follow instructions well, thus preventing misunderstandings from occurring. Students need to train themselves to listen well, for example through music, and audio materials in English language learning, through daily conversation. By honing listening skills, I can improve communication skills in English.

Here are tips for Easy and fast mastering Listening :

1. Hear Live Conversations
2. Spelling a lot
3. Learn From Audio Books

#### 4. Read Less Subtitles

##### b. Reading

According to Chadijah et al. (2023), Reading is a significant activity in learning and is the first step in fostering an interest in reading. All learning processes depend on one's ability to read. If one wants to read, any information or knowledge can be obtained. Reading also allows a person to gain more knowledge and broaden their thinking horizons. Reading is one of the receptive speaking skills and can be developed separately from listening and speaking skills. Reading is not only to add new knowledge but also to expand the vocabulary and understanding of sentence structure. By Reading, I can find out the types of text. Reading can also improve analytical power; therefore, getting used to Reading can broaden your horizons and enrich your English skills.

##### c. Writing

One of the skills that students must learn is writing. According to Mayekti et al. (2022), writing can improve their thinking skills and help them improve other language skills. In addition, writing has a vital role in fostering the acquisition of language skills. Writing is a productive skill as well. Communication involves many elements of language, such as words, sentences, and large pieces of writing. The art of writing is a way to convey our ideas and perspectives. Among the 4 English skills, writing is a difficult skill. This is because writing is not only stringing words but also pouring ideas, ideas, feelings. into the form of writing. So that others can read and understand what is written.

By writing we can express creativity, share information, or present arguments effectively. The process of writing allows us to reflect on ideas, gain a better understanding of a particular topic, and improve our overall communication skills.

#### d. Speaking

Andriani Putri et al. (2020) stated that speaking is the activity of talking to interact with other people around the world. The purpose of speaking is to inform, entertain, report, persuade, and convince someone. In general, the purpose of speaking is to be able to communicate simply orally in the United Kingdom. Speaking is the ability to use words to express thoughts and feelings. Speaking is the process by which a person interacts with others, either through everyday conversations or formally conducted presentations. Humans can't say until they hear; This can be seen in the development of toddlers. They usually acquire vocabulary from what they see and hear while interacting with their mothers and others (Puspita Sari et al., 2023).

#### **4. English for Midwives**

English is essential in the field of midwifery. This language becomes an important communication tool between midwives and patients. The use of English is also used in materials related to midwifery. For example, greeting patients, filling out registration forms, and health socialization, this is so that the information conveyed can be understood easily. The field of obstetrics also uses medical terms in English. Mastery of everyday English is essential so that midwives can build good relationships with their patients. By using easy-to-

understand English, midwives can build strong relationships with patients, convey information clearly, and provide support both physically and emotionally.

Midwives are some of the first health workers to help people with health matters, primarily related to pregnancy and childbirth, in the community. They must perform their duties correctly, according to existing laws and regulations. The responsibilities of midwives include care from adolescence and before marriage, helping plan for pregnancy, during pregnancy, during childbirth, until postpartum, breastfeeding, caring for infants, toddlers, and preschool children, as well as providing assistance in emergencies for mothers and newborns, and providing advice on reproductive health and family planning. Midwives must manage various health issues of clients with a good focus. The treatment provided must be practical and by current medical knowledge.

In an English book for midwives written by Yuliani and Hartanto for midwifery students. In each chapter, English is explained in everyday communication using medical terms which use straightforward language with use simple language to be able to understand everyday English in the world of medical work, especially in midwifery. The following are English language skills (Listening, Speaking, Reading, Writing) and components (Grammar, Spelling, Vocabulary, Pronunciation).

Midwives are always available to help pregnant women. Before becoming doctors, midwives helped people in their communities. Medicine women in their Culture help families and women throughout their lives. They are

described in the Old Testament as examples of their strength and faith in God. They used to work as nutritionists, herbalists, doctors, ministers, and counselors in one "profession." Many people consider themselves to be holistic practitioners first. Midwives are always ready to help poor women who have no healthcare or are outcasts from their culture. Midwives are currently available to serve anyone who wishes to consult with them, but their practice is limited by their medical and legal systems. At Pasir Pengaraian University, the midwifery study program is run using books by Annie Perwata and Anik Maryunani(2008). The topics studied by midwifery students are as follows: Sexual Reproduction in humans, the Sex organ of the human male, the sex organ of the human female, sperm, Sperm production, Egg formation, Egg formation I, Egg formation II, Some diseases, Fertilization, The mysterious process, Pregnancy I, Pregnancy II, The placenta, Another mystery, Group work, More group work, The system of the baby, The mystery, and the last session.

#### a) Sexual Reproduction in human

Sexual reproduction in humans is a complex and fascinating process involving the union of specialized cells, gametes, namely sperm from a man and an egg from a woman. This biological phenomenon is essential for the survival of the human species. The process begins with the maturation of reproductive cells, known as gametogenesis, which occurs in the testes for men and the ovaries for women. During sexual intercourse, millions of sperm are released into the female reproductive tract, where they move towards the waiting egg. Only one sperm manages to fertilize an egg, resulting in the formation of a zygote. This zygote

undergoes several cell divisions, developing into an embryo that eventually implants into the uterus for further growth and development. This is a complex interaction between hormones, Genetic material, and physiological changes during sexual Reproduction, highlighting the complexity and the beauty of the human life cycle.

#### b) Sperm

Sperm cells are small cells that are very important in the fertilization process in humans. In men, the testicles produce sperm. Its function is to connect with a woman's egg cells during sexual intercourse. Every time a man ejaculates, millions of sperm are released. Next, they move toward the egg cell through the female reproductive tract. Only one sperm can fertilize an egg, and when that happens fertilization occurs and forms a zygote, which then develops into an embryo that will grow into a baby in the woman's womb. In other words, sperm plays a vital role in starting a man's life.

#### c) Egg Formation

The process of female Reproduction includes the formation of an egg or ovum. In the female reproductive system, the ovary is where the egg is formed. Each month, a mature egg is released from the ovary in a process called ovulation. If the egg meets a sperm during sexual intercourse, fertilization can occur, forming a new cell called a zygote. The ovum plays a crucial role in the formation of life, as it is the female gamete that, upon fertilization by sperm, creates a zygote. This zygote then undergoes a series of cell divisions, leading to the

development of an embryo, which will eventually implant and grow in the woman's uterus. The process of ovulation involves the release of the ovum from the ovaries and is vital for reproduction.

However, various diseases can impact ovulation and overall reproductive health. Conditions such as polycystic ovary syndrome (PCOS), endometriosis, and certain hormonal imbalances can interfere with the regular ovulation process. These issues can lead to difficulties in conceiving and may require medical intervention. Understanding the importance of the ovum and factors that affect its release is essential for reproductive health and family planning.

Every month, around the middle of the menstrual cycle, the ovaries release a mature egg, known as ovulation, which is an integral process in a woman's menstrual cycle. This egg cell then moves towards the uterus through the fallopian tube. There, they can meet with sperm to produce embryos. Menstruation usually begins 14 days before ovulation.

However, the ovulation cycle can be affected by certain health disorders or diseases. For example, polycystic ovary syndrome (PCOS) can cause hormonal imbalances and interfere with the ovulation process. In addition, problems with the thyroid or pituitary gland can also affect the menstrual cycle and ovulation.

#### e) The Placenta

The placenta grows and attaches to the wall of the mother's uterus, playing an essential role in the process of pregnancy. The placenta takes blood from the fetal heart and replenishes the mother's blood through her veins.

Although maternal blood and fetal blood do not mix directly, the placenta serves as an intermediary that allows the exchange of various substances between the fetus and the mother. In other words, the placenta provides the nutrients and oxygen that the fetus needs to grow and develop, and the placenta is also responsible for filtering and keeping those substances from being contaminated with each other. The placenta plays an a vital role in supporting fetal life during pregnancy.

## **B. Review of Related Findings**

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

middle. At the college level i.e. intermediate/middle to upper. At this level, learners are expected to to speak English well and have good communication skills enough in their field of knowledge.

The second research was conducted by Langi (2020) titled "Analysis of Student Learning Difficulties in Language Courses England." The Results of the study showed that 1) Students face difficulties in learning English due to feelings of compulsion, low mastery of learning concepts, inability to remember lessons, and lack of opportunities to practice English. 2) Students' lack of caution and accuracy in answering questions indicates their mastery of the subject matter.3) Research findings suggest that teachers and institutions should facilitate and provide high motivation for the English learning process. 4) Factors such as a non-English speaking community environment and students' lack of familiarity with English as a second language contribute to learning difficulties. 5) Inadequate relationships between teachers and students, teaching methods, and supporting facilities also contribute to learning difficulties. 6) The limited duration and capacity of English courses at IAKN Manado hinder further interest in learning for students.

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

research concludes that students' average speaking skills are good, but they need improvement in their vocabulary.

The following research was conducted by Tambunansaribu (2022) titled "Problems Faced by English Learners in Understanding English Lessons." The result of this study is that the subject matter of English that is difficult for students. To learn starting from the most challenging level, including Grammar (66%), Speaking (22%), Listening (7%), Writing (4%), and Reading (1%).

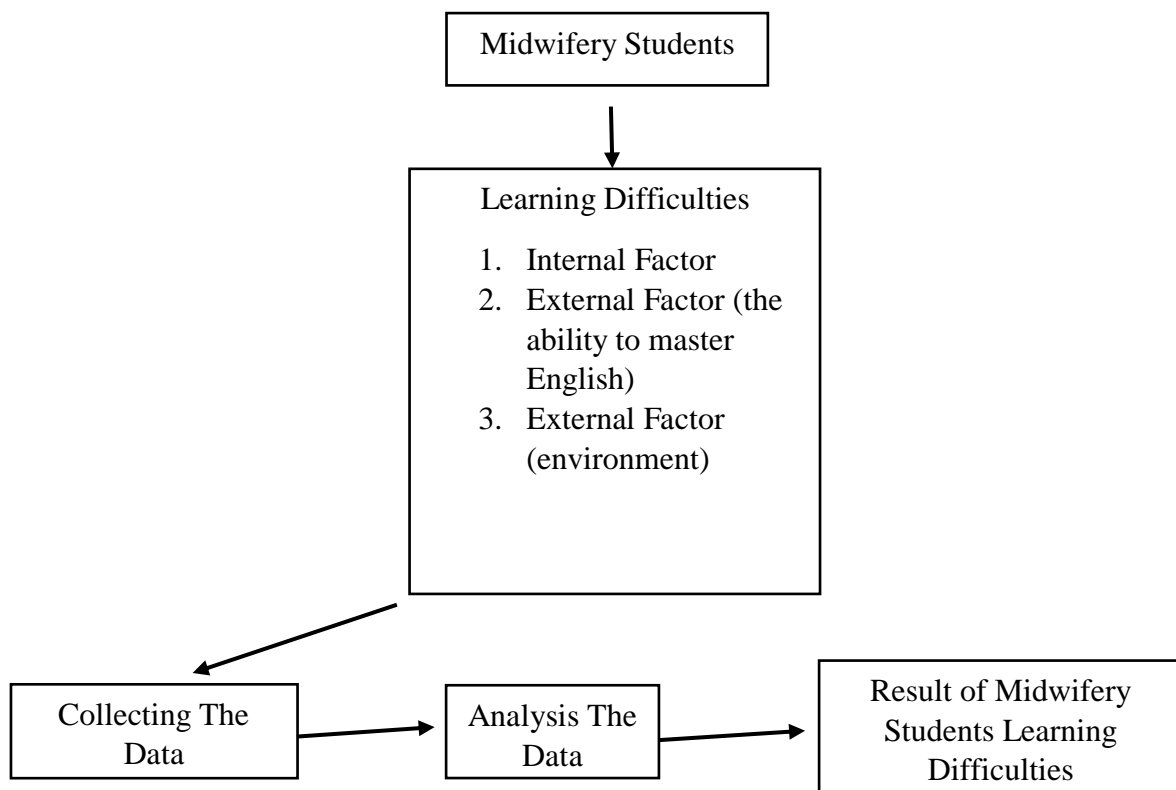
The fifth research was conducted by Lestari (2019) titled "Analysis of Students' speaking skills in midwifery study programs." The purpose of this research is to determine the speaking ability of midwifery students in the third semester. Data was obtained from videos of English-speaking practice. The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

The difference between the previous study and this study is the setting and object, In this study, the researcher chose midwifery students as the research object, which of course is a difference from the previous research. In the previous study, the Researcher only examined the English language needs for midwifery students, and only explained the Difficulty of learning English with three skills. Therefore, from the above differences, the Researcher is interested in researching the analysis of English learning difficulties for midwifery students in the 5th semester of Pasir Pengaraian University.

### C. Conceptual Framework

A conceptual framework is like a mind map that can help in understand something, an idea, or a problem in an organized manner. In this case, researchers analyze the difficulties in learning English. The conceptual framework of this descriptive research is as follows :

**Figure 1: Conceptual Framework**



In this study, a researcher focused on fifth-semester midwifery D3 students at Pasir Pengraian University. The data is analyzed in theory. Several components must be recognized by learners in learning English (Reading, Listening, Writing, Speaking). As for data collection techniques, done through

deployment questionnaires and interviews. After that, researchers analyzed the difficulties of students in learning English and finally researchers got the results.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the Researcher will discuss the research design that the author used in this study. Consists of design, design settings, data collection techniques and data analysis stages. In this chapter, the author also explains the types of research and explains data collection techniques and data analysis techniques. In a research setting, the Researcher will discuss populations and samples.

#### **A. Research Design**

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

#### **B. The Setting of the Research**

This research is conducted on students in the 5th semester of the 2023/2024 academic year of the bachelor of midwifery study program at Pasir

Pengaraian University. The researchers obtained data from questionnaires and interviews with midwifery students in the fifth semester of Pasir Pengaraian University.

## 1. Population

According to Jailani & Jeka (2023), the population can consist of people, objects, events, or anything related to the research conducted. Population can also refer to an entire group or element that has certain characteristics that want to be researched. The population in this research is fifth-semester students of the bachelor of midwifery study program for the 2023/2024 academic year at Pasir Pengaraian University.

## 2. Sample

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

**Table 1. The population of the Research**

| No | Classes                               | Number of Students |
|----|---------------------------------------|--------------------|
| 1  | 5 <sup>th</sup> Midwifery departement | 24                 |
|    | <b>Total</b>                          | <b>24</b>          |

## **C. Instrumentation of the Research**

### **1. Questionnaire**

In this study, research used instruments such as questionnaires and interviews. In the questionnaire instrument, the Researcher provides questionnaires made from Google Forms. Questionnaires were given to students to complete this research. In this study, the Researcher uses questionnaires and interviews. Questionnaires were given to students to complete this research. A questionnaire is several questions given to responders to obtain information.

### **2. Interview**

According to Yasin (2024), an interview is an oral question and answer between two or more people directly with a specific intention. In qualitative research, the Researcher acts as an interviewer, and the resource person or respondent acts as an interviewee. The second instrument used by the Researcher is the interview. The Researcher conducted interviews with students, specifically students who had Difficulty learning English.

**Table 2. Indicators of factors that affect students' difficulties in learning**

**English**

**By: Sari (2019)**

| Aspect                | Indikator                                                                                                                                                      | Number of items |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Physiological Factors | Caused by the condition of students who are sick, unhealthy, and weak.                                                                                         |                 |
| Psychological Factors | This is caused by the condition of students who have a low level of intelligence, low aptitude for the subject, less interest in learning, and low motivation. |                 |
| Non-Social factors    | Includes poor learning media, inadequate study room conditions, difficult curriculum, and less disciplined Learning process time.                              |                 |
| Social Factors        | Includes family, school, playmates and Environment.                                                                                                            |                 |

**Table 3. Indicators of students' difficulty in learning English**

**By: Khaerati (2021)**

| Research focus                                         | Research sub focus                                                              | Indikator                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tutoring for students with Difficulty learning English | Forms of problems for students learning English                                 | <ul style="list-style-type: none"> <li>a. Internal factors from yourself</li> <li>b. External factors (the ability to master English)</li> <li>c. External factors</li> </ul>                                                                                                                                            |
|                                                        | What factors make it difficult for students not interested in learning English? | <ul style="list-style-type: none"> <li>a. Internal factors from yourself :<br/>Lack of confidence, lack of motivation, not feeling the benefits of English.</li> <li>b. External factors (the ability to master English):<br/>Pronunciation skills, reading skills, vocabulary mastery, spelling and writing,</li> </ul> |

|  |  |                                                                                                                                                   |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | translation, basic<br>Knowledge, word<br>classes, homonyms<br>c. External factors:<br>Time, learning<br>method, facilities,<br>learning resources |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------|

#### **D. Technique of Collecting the Data**

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

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

#### **E. Technique of Analyzing the Data**

According to Siyoto and Sodik (2015, pp. 120-121), data analysis is the process of organizing and sorting data into patterns, categories, and basic description units so that themes can be found and formulated into a working plan.

Hypothesis as suggested by the data. Organizing, sorting, grouping, coding, and categorizing are the tasks of data analysis in this regard. analysis of research data. The qualitative approach is carried out inductively, meaning that research does not start with theoretical deduction; Instead, researchers go into the field to study, analyze, interpret, and draw conclusions from phenomena that occur in the field. Researchers go into the field to study, analyze, interpret, and draw conclusions from existing phenomena. The information they obtain from the field will be presented to the Researcher. The Researcher must analyze it to find meaning. That meaning will be produced from research.

To analyze the data from the questionnaire and the interview, the researcher will change the data to form a proportion formula. Sudijono (2014, p. 43) pointed out the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

*Notes:*

*P = Total Score*

*F = number correct answer*

*N = Number of Test question*

To find out the level of a student's ability to answer questions, the researcher used guidelines in determining each student's score. This can be seen in the following table.

**Table 4. Score Range of Students Answer**

| <b>Score Range</b> | <b>Letter Case</b> | <b>Quality</b>   |
|--------------------|--------------------|------------------|
| 85-100             | A                  | Totally Agree    |
| 70-84              | B                  | Agree            |
| 55-69              | C                  | Sometime         |
| 50-54              | D                  | Disagree         |
| 0-49               | E                  | Totally Disagree |

The Researcher analyzes through several stages, namely data collection, data reduction, data presentation, and verification/conclusion.

1) Data collection

The process of collecting data through questionnaires and interviews is known as data collection. Where researchers serve as an important tool for collecting data.

2) Data reproduction

The Researcher summarizes the data collection process by looking for crucial factors in the research data.

3) Data presentation

The Researcher presents the results that have been summarized by describing in detail the causes of the difficulties experienced by students during the learning process.

#### 4) Drawing conclusion

Describing the conclusion is the final step in the data analysis. After data collection, the process of concluding begins with a provisional conclusion. The conclusions are analyzed regularly and validated to obtain perfect results.