

THE STUDENTS' BARRIERS IN ENGLISH LEARNING AT IAIN OF MANADO

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Abstract

The identification of barriers in the English teaching and learning is essential in providing solutions for students to learn and achieve the expected learning objectives. This article attempts to explore the barriers faced by students of IAIN Manado in learning English as well as offering solutions for lecturers, researchers, and students themselves to overcoming these obstacles. Humans are social beings who cannot live alone without others in interacting and communicating, with their first language English as a second language. By using the English language in good and right uses will make easier for someone to communicate in the classroom with a friend or lecturer who came from another tribe, and spoke in the forum with the impression of a politer. Speak properly not only emphasizes the truth in terms of grammar, but also pay attention to the communicative aspect. The language communicative is not necessarily always the standard language. Instead, use the standard language does not necessarily mean that the use language in good and true uses. Preferably, use of a variety of language that is compatible with the target and in addition follows the rules of correct language.

Keywords: Language barriers, English learning

Abstrak

The identification of barriers in the English teaching and learning is essential in providing solutions for students to learn and achieve the expected learning objectives. This article attempts to explore the barriers faced by students of IAIN Manado in learning English as well as offering solutions for lecturers, researchers, and students themselves to overcoming these obstacles. Humans are social beings who cannot live alone without others in interacting and communicating, with their first language English as a second language. By using the English language in good and right uses will make easier for someone to communicate in the classroom with a friend or lecturer who came from another tribe, and spoke in the forum with the impression of a politer. Speak properly not only emphasizes the truth in terms of grammar, but also pay attention to the communicative aspect. The language communicative is not necessarily always the standard language. Instead, use the standard language does not necessarily mean that the use language in good and true uses. Preferably, use of a variety of language that is compatible with the target and in addition follows the rules of correct language.

Kata Kunci: Language barriers, Pengajaran Bahasa Inggris

INTRODUCTION

Mastery of a language in a child's first language acquisition begins from the family to the environment and people nearby the social life. The language was acquired in this phase often called the mother tongue or first language. Mother tongue is the first language controlled naturally in communicating with family members.

As a means of communication, the language has a very important role in our daily lives to give the ideas and sharing of information amongst people. This shows the importance of language to be acquired or learned by every individual who did not

escape from the communication. The importance of language learning is not limited to one language but it is conditioned also by the need and usefulness of the language itself. Because in addition to the first language, the individual will need another language to communicate with other people from the other culture and speak another language. One of the common languages used internationally is English, which has become the common Lingua Franca used by most of people over the world to communicate made the Indonesian government requires it as a compulsory subject in schools and institutions.

IAIN Manado as one of the educational institutions that will produce qualified graduates who are worldly and hereafter are not spared to give provisions mastery of English to each alumnus. But that program has not reached yet its full potential due to the presence of various obstacles and pitfalls in learning the language itself. The obstacles that may come from the students themselves or from outside. But generally, the barriers caused by differences in cultural and linguistic patterns of language itself.

In the daily use of the English language at the school and the university, sometimes spoken and utterances were very influenced by mother tongue or regional dialect, because both are very attached and has undergone fossilization in the organ speaks so reflex unwittingly come out and spoken granted, either in formal forums such as seminars or non-formal like teaching and learning process in the classroom.

This phenomenon is further exacerbated by the development of twisted English languages and regional dialects as slang which no longer corresponds to the rules of the use of English in good and right uses. The emergence of 'Alay' language is one of the real impact damaged English. Even people did not realize that the English they use today are often not in accordance with the rules of language use. Negligence of the problems that occur in the community is still categorized as a natural thing. But it is naive if it also happens to students and lecturers at IAIN of Manado as an educated man. Since this phenomenon was often encountered in daily communication of the academic community of IAIN, thus, it is more difficult to balance between the regional dialects and English in good and right using.

Based on this background, the writer sought to identify and explore the barriers commonly encountered by students in learning and speaking English and then try to provide some alternative solutions to overcome these barriers that would be likely to contribute to the knowledge and information for English teachers and researchers in the field of foreign language learning.

Theoretical Background

The Barriers in English Learning

In teaching and learning process, especially English, of course, there are many obstacles in achieving the objectives of learning. Those barriers should be viewed from various perspectives in terms of cultural, social, economic, and individual learners themselves.

There are many barriers faced by English language learners to achieve the level of success and adequate capabilities. These constraints must be intrinsic and extrinsic concluded by various researchers that can be simplified as following; 1) differences in language linguistic patterns; 2) The language of cultural differences; 3) the individual differences of learners; and 4) the methodology of teaching and learning. These issues have been studied by many experts and researchers, both in Indonesia and in other countries (Wenden and Rubin, 1987; Oxford, 1990; Davis, Nur and Ruru, 1994; Said et al, 1998; Setiyadi, Holliday and Lewis, 2000; and Riva, 2001).

DISCUSSION

Identification of problems

The difficulty of balancing the students' mother tongue and English in good and right uses to communicate in the classroom.

In some elementary schools in Manado, when teachers explain the material, they often use local language and regional dialects. So students tend to follow it. Example; "Now *torang* studied mathematics, open *Jow Ngoni pe* 12-page book", the student replied "*okay dang bu*".

Communication so often happens in situations of formal learning in the classroom. This is what underlies the difficulty of students to use English in good and right manner of its use, because from their childhood they are already familiar with the language and dialect of their region. So sometimes in the classroom misunderstanding or lack of balance languages, so the language area is more monotonous and more often they use spontaneously, consciously or not. A small example with the word "*we*" means Manado '*I*', in Bugis/Makassar means '*you*', in English means *we/us* all. Sometimes, as a lecturer especially who do not come from Manado are very disturbed when *we're* teaching and a student asked using the local language and accent is very thick, or a student presented a paper and duties in front of the class they are supposed to use English in good and right for formal activities. And sometimes *we* do not understand what is being asked and delivered, when they use local languages and dialects.

The majority of the students has not been able to use English well and it was due to unfavorable environmental factors. So, it occurred sometimes misunderstanding between lecturer and students caused by dialects and local languages that have been strongly attached to IAIN students in Manado.

The difference of linguistic patterns between English and Indonesian

A highly significant difference between writing, reading, pronunciation, and sentence patterns between English and first language or mother tongue of the students would severely hamper their mastery of the language. Thus, there emerged a satirical expression of the students that English is a language that is fooling caused by writing and how to read or pronunciation is very different. His writing '*But*' why read '*Bat*', his '*Nature*' why read as '*neice*' and so on. Similarly, in sentence patterns are also very

different between the two languages. This can be seen in the pattern of sentences in Indonesian that uses pattern-described explain (DM) and the pattern of the English language is explained-explained (MD). For example; in Indonesian 'New Book' whereas in English 'New book'. Because of these differences which eliminate the interest of students to learn English and they make it difficult to improve learning outcomes.

The creation of slang languages

The creation of slang languages which exacerbates the destruction of the English language English-slang that appears nowadays also greatly affect the pattern language to students, instead of them as a group of educated working to improve language in the use of English is good and true, even slang is further exacerbating Indonesian language.

Students often unconsciously uses these slang languages in speech, even when they communicate with professors or people who are older than them, so the impression of a message that sounds less polite or sometimes sounded like a taunt. English-slang is very popular among young people such as students, they prefer to explore or seek to know these slang languages so that they are considered cool in accordance with 'trend' and not obsolete. Without them knowing, languages slang is destructive of English and Indonesian as the national language and unifying the nation. Personally as an English lecturer, still have difficulty in teaching foreign languages to students because they have not smoothly with their own language is Indonesian.

Alternative solutions

Conducting seminars and scientific writing competition for students

By holding seminars language so that students will better know and understand the importance of speaking well. In addition, the use of language that would give the impression of a more courteous and can build up a spirit of nationalism and love of the English language. Conducting scientific writing competition for students of the first semester to participate in activities that will affect the learning to write their English is good and right. The more they write, the more accustomed they use English properly. With the liveliness of the students to write scientific papers, it can accustom them to use English well and make them as intellectual students.

Increasing student motivation to learn through a variety of media

Constraints in different patterns of writing, reading, and sentences can be improved by using various media to motivate them to learn English. For example, using the medium of film is very interesting to watch and follow the way speaking artist who is in the film, or by bringing in some native speakers to the campus while learning, so that students are aware of the importance of mastering foreign languages, especially English, which has become a Lingua Franca in this era of globalization.

Make an agreement among all the teams an English language teacher

Using the English language when it was in the classroom or campus is located in the area that serves as the mandatory language area. Hold meetings with all of the teaching team, and made a deal to use English is good and right in the classroom and around the campus, and provides strict sanctions for students who use the local language and slang in the classroom, even when they are communicate with the professor. This deal will also make students speak more politely, due to speak English well, spoken out would sound politer.

CONCLUSION

Humans are social beings who cannot live alone without others in interacting and communicating, with their first language English as a second language. By using the English language in good and right uses will make easier for someone to communicate in the classroom with a friend or lecturer who came from another tribe, and spoke in the forum with the impression of a politer. Speak properly not only emphasizes the truth in terms of grammar, but also pay attention to the communicative aspect. The language ccommunicative is not necessarily always the standard language. Instead, use the standard language does not necessarily mean that the use language in good and true uses. Preferably, use of a variety of language that is compatible with the target and in addition follows the rules of correct language.

The ccommon obstacles often faced by IAIN students in learning English Manado is caused by three main domains include; their first language influence on learning and communication in English, differences in linguistic patterns of each language deterring and motivation of students learning English, and their influence pun use of English as a trend in society. This obstacles can be solved with vary means and methods, but the author felt the need to underline in accordance with the conditions of all that happened at IAIN Manado.

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