

CHAPTER I

INTRODUCTION

1.1 Background of Study

Most foreign languages are languages that are not taught and used by a forum or learning environment. By learning a foreign language, everyone can communicate well and relate well to other people. Learning the language will provide an avenue for users to improve their abilities across fields, and gain knowledge between cultures and countries. Language is a tool that is needed to be able to interact actively between humans and get better knowledge about their own culture and language. By learning a language, it can increase knowledge about pronunciation, dialect, and social differences (A. K. Moeller & Catalano, 2015).

Learning is something that cannot be separated from education, humans are required to continue to learn in any circumstances and at any time. Learning teaches humans to be human beings of value and to be great. Education and learning can distinguish humans from other species, by learning humans can provide resources for themselves, their world, and change their living conditions to be more meaningful or worse depending on how a person treats themselves. In education, humans can learn directly to create a social context in accordance with educational institutions. Education can be done anywhere and anytime (Marlina, 2012).

English being a foreign language and a global language that has been used, English can be learned by learners at an early age, elementary school level, junior high school, and higher education. Schools are one of the places that can influence foreign languages, especially English (Hashim & Yunus, 2018). In learning a foreign language, there are several obstacles that are felt by students, as a second language that has understood the first language but does not make it easier for them to learn a foreign language (Sokip, 2020), because in learning activities, especially foreign languages, students need something that can motivate and also good facilities. In learning a foreign language which is also known as a second language,

students will find it difficult to understand it, especially the four skills that must be mastered in learning a foreign language. Foreign language learning also has its own challenges because it is related to the mother tongue that is often used, in fact, each student has the ability to capture different learning which causes students to experience difficulties in learning (Made et al., 2020) .

In every country, it is said that the role of the use of English in educational purposes has considerable challenges and influences and not all of this learning process can be successful due to several factors that exist in students as well as the environment, and the lack of use of English. In international cases, students have books to read but many students are confused about how to read a sentence and pronounce a word, so students need to listen to the teacher in problems like this they are hesitant to speak, and they still use their mother tongue or mother tongue (Olimova Nodira Oybekovna, 2020).

Many students have difficulty learning foreign languages, especially students in Indonesia who mostly use their mother tongue in communicating. Language has an important role as a communication tool, including Mandailing language which is the identity of a region. Mandailing language is a regional language that is used as a communication tool used by the Mandailing community to express their ideas and thoughts and is used for daily communication. In the word Mandailing language has the same relationship with other languages, using Mandailing language in daily communication can be a symbol that describes the differences in language and ethnicity of a person. In the use of the Mandailing language, they usually have similarities in their vocabulary but differ in meaning as well as pronunciation and dialect (Harahap & Gapur, 2020). Differences in language structure and language dialects make it difficult for students to learn the language well, including Mandailing students. It can be seen that when students mispronounce a word or sentence, there are still many pronunciation errors, such as dialect, Mandailing students to press the letter /e/ harder, while in English /e/ can be read as /i/. In addition to dialect, differences in language structure and pronunciation are also obstacles to learning foreign languages. With different

language structures, students have to better understand different foreign language sentence structures from mandailing such as saying "sada au" to self-expression.

Foreign language learning also has difficulties for foreign language speakers, including for students who are more fluent in speaking or pronunciation with different intonations such as Mandailing Students. For most students, learning a foreign language, such as English, is an important thing to learn, but they find it difficult to learn English, where they still use their mother tongue or national language on a daily basis. As I observed by Padangsidempuan students where some students use the local language "Mandailing" in communicating with their teachers or friends, so that their mother tongue or pronunciation will be difficult to change. This is one of the obstacles seen in learning foreign languages for Mandailing students in Padangsidempuan.

Difficulties in learning a foreign language have several obstacles that are felt by students, as a second language that has understood the first language but does not make it easier for them to learn a foreign language (Sokip, 2020), because in learning activities, especially foreign languages, students need something that can motivate and motivate them. Also good facilities. In learning a foreign language which is also known as a second language, students will find it difficult to understand it, especially the four skills that must be mastered in learning a foreign language. Foreign language learning also has its own challenges because it is related to the mother tongue that is often used in fact, each student has the ability to capture different learning which causes students to experience difficulties in learning (Made et al., 2020).

According to Ni Made and his friends, the low student learning outcomes in learning English make students feel bored with foreign language lessons in class, the lack of student motivation in improving their ability to learn foreign languages, especially English, is the same as in learning students must first like the lesson so that can accept learning well, but Mandailing students do not like learning English because students feel bored and have difficulty in learning English As research conducted (Sultra & Baharudin, 2020, p. 66) research conducted at Senior High

School 1 Batauga by 12 class XI students that the factors that can influence are students' motivation and students are less interested in learning English, they are lazy in memorizing vocabulary and reading, they are also still shy to ask concepts and rules in English material, especially in pronunciation, students have difficulty reading words. Word in English English so it's hard to pronounce and pronounce every word. Likewise with Mandailing students who use their mother tongue as a communication language, they still have difficulty pronouncing words and sentences related to foreign languages, the vowels in Mandailing pronunciation also affect their difficulty in speaking English because of differences in pronunciation of Mandailing vowels and English in general.

In another study conducted by (Banditvilai & Cullen, 2018) problems that occur in foreign language learning in Iran most students are still not fluent in communicating well while they have studied English for 7 years. The results of the interviews conducted by the main factor of difficulty in learning English are students rarely use English in everyday life and also they reveal that the difficulties that occur in learning English apart from lack of vocabulary, and lack of proficiency in pronunciation and speaking are their lack of learning motivation. . And other studies also mention in research (Akbari, 2015) the lack of a supportive environment and their busy study time. (Hibatullah et al., 2019) also revealed a lack of student motivation in learning English which makes students feel independent, making it difficult to express their ideas in learning English. Research (Hibatullah et al., 2019, p. 91) revealed that some students found it difficult to pronounce some words. Similar to the problem of difficulty of Mandailing students in the research conducted by (Uwambayinema, 2016) that the difficulty of speaking English lies in the differences in the vowels of each region or culture, making it difficult to equate vowels and pronunciation of the target language.

Many factors influence students' difficulties in mastering foreign languages, especially English as a common language that has been widely used in several countries. Most researchers reveal that the difficulty is the lack of students' interest in learning English so that foreign languages are considered difficult

subjects, the environment is not supportive in developing students' talents in foreign languages and it is also difficult to pronounce a vocabulary which causes students to be lazy to master vocabulary. In English which is referred to as a foreign language. Although many have researched and discussed the difficulties of learning foreign languages that distinguish them from previous studies, there are still few researchers discussing the difficulties of Mandailing students who have different vowel pronunciations, and also their difficulties in learning to read.

This study aims to analyze and find out the mistakes made by Mandailing students in learning a foreign language so that it is difficult to learn it, and is expected to provide benefits for students and teachers so that they can make changes to errors that can make it difficult to learn a foreign language. Based on the problems above, the researcher wanted to analyze the difficulties of Mandailing students in learning foreign languages, so the researchers raised the title "DIFFICULTIES OF MANDAILING STUDENTS IN LEARNING FOREIGN LANGUAGES AT MAN 1 PADANGSIDIMPUAN".

1.2 Limitation of Research

This study was conducted to determine the difficulties of students in learning foreign languages in Mandailing students at MAN 1 Padangsidempuan.

1.3 Research Question

Based on the background mentioned earlier, the researcher formulated the research problem as follows:

1. How is the process of learning foreign Language?
2. What are the difficulties in faced by Mandailing students in learning English?

1.4 The Objective of Researche

The research objectives are as follows:

1. To find out the process of learning foreign language.
2. To find out the difficulties in faced by Mandailing students in learning English.

1.5 The Significant of Research

This research will certainly provide benefits, and this research is expected to provide information related to the existing discussion and also provide research sources for further research on student problems in learning English, especially problems that occur in Mandailing students. Based on the study objectives mentioned earlier, the writer concludes that the research can be useful for teachers, students, and writers:

1. for teachers

This research can be used by teachers to find out what are the students' obstacles in learning foreign languages in the classroom and can find out more about what strategies will be given in learning foreign languages in class, especially for Mandailing students.

2. for students

Students can avoid problems in pronouncing English words, and increase their vocabulary. By knowing the issues experienced by students in learning English it is hoped that students can identify ways to pronounce English words properly and correctly.

3. for writers

For researchers, this research can be a source of information and analysis on the challenges faced by Mandailing students with English pronunciation and how to prevent the same problems.