

PROBLEMS FACED BY ENGLISH DEPARTMENT STUDENTS OF SATYA WACANA CHRISTIAN UNIVERSITY IN INTEGRATED COURSE

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Abstract

Integrated Course (IC) is one of the courses offered for English Department students of Satya Wacana Christian University in the first year. This course covers some English skills: reading, speaking, writing and other language components such as grammar and vocabulary. Every year there are some students who failed in this course. The aim of this study is to describe the problems faced by the students in IC. There were thirty two students from IC class selected as the participants. The data were collected through a close-ended questionnaire and a semi-structured interview. The result of this study shows that problems they have in learning grammar, difficulty in grammar application in speaking and difficulty in finding the new words when reading English texts.

Keyword: Integrated Course (IC)

Introduction

Integrated Course (IC) is a basic course which teaches reading, writing, speaking, and other language components, such as grammar or structure and vocabulary. This course is taught for English Department students of Satya Wacana Christian University, Salatiga in the first semester. This course has a strong foundation in English basic language skills and the students have to pass this course before they learn higher level courses in the following semesters.

In addition, the IC approach is similar with Integrated Learning approach. Integrated Learning approach is an approach which integrates several skills and it is used in language teaching learning process. IC has this approach because IC also integrates some English skills in teaching learning process. According to Mekheimer and Aldosari (2013), Integrated Learning approach can improve the communicative skills because the productive skills

(speaking and writing) and reception skills (listening and reading) can go together. Communicative skill also involves more than one language skill and the development in one skill may affect the development of other skills. Therefore in IC, students do not learn one language skill only but they have to learn reading, writing, speaking, grammar, and vocabulary in integrated learning.

Besides that, IC has eight credits semester in the first semester, so it trains the students to learn English very often in order to master English better. This course has some tests. In the test, the students need to understand the materials that consist of grammar, writing, reading, vocabulary and get at least C for the final grade. If the students fail in IC, they have to repeat this course in the second semester.

English Department students in Satya Wacana Christian University still encounter problems during learning English skills and other language components in IC. The English proficiency in every student is different from one to another. Some of them were accustomed to use English all the time at class when they learned English in Senior High School but the rest were not. For the students who are not accustomed to use English all the time, they will get a problem in learning IC because the IC teachers usually explain the materials by using English. Most of them are rare to speak English for their communication so they still face the difficulty in understanding the materials and teacher's explanation. Furthermore in every year, there are still many students cannot pass this course. Many materials which are taught in this course and they have to understand all materials in one semester. Therefore, the aim of this study is to examine the problems faced by English Department students in learning IC. The research question for this study is "What are the problems faced by English Department students in learning IC?"

From this study, the teachers are able to know the problems faced by their students in order to encourage the students in learning IC and make this study as the reference in the way

they teach IC. Then for the students, they can find their strengths and weaknesses in learning English skills and other language components and also be aware of their problems in learning IC.

Review of Literature

In IC, the skills is integrated and taught at the same time. Therefore this course uses Integrated Learning approach. The skills which are taught in this course are speaking, reading, writing, structure and vocabulary but speaking is not tested in IC. In learning those aspects, students may face difficulty that can disturb them in learning English as a foreign language. Below are the problems that may be encountered by students in learning IC.

1. Integrated Learning Approach

IC uses Integrated Learning approach because this course teaches more than one language skill. It trains the students to learn the language skills at the same time in order to make them to be accustomed to understand and use more than one language skill in their learning process. For instance, when the students are asked to make a summary from a text, they have to read the text first then comprehend the text. After that, they will try to sum up the text in a written form. It shows that the assignment trains the students to practice reading and writing skills at the same time.

In addition, this approach is not only beneficial for academic purpose. Oxford (2001) declared that Integrated Learning approach is not only an object of academic interest or the solution to pass the course, but it can help the students in developing communicative skills because in this context, English can be used for interaction among people. Moreover, this approach also pushes the students' progress in multiple skills at the same time. Of course in teaching learning process, the students are considered as an active learner. They are able to

use English in sharing their idea to their peer, interacting with their teacher and classmates or asking and giving respond to their teacher's explanation. If they are accustomed with the multiple language skills, it will be easy for them to finish the assignments which need more than one language skill and also they will be able to adapt in other courses in the following semesters.

Referring to this approach, the problem that may appear in their study is when the students lack of some skills, they probably have the difficulties in learning some skills which they have not mastered. So for example, if the students do not have enough vocabulary knowledge, they cannot comprehend the reading text very well. Moreover, they would have difficulties in writing activities such as essay or summary from the text they read. In writing and reading skills, the students also need to master English vocabulary so that they will be easy to learn English reading and writing.

2. Structure

Structure or grammar can help students to master English better, moreover if they know how to apply the structure rules in a real situation. According to Bao and Sun (2010), the target grammar items should be presented implicitly in a context. After the students understand it, they can conclude the grammar usage by themselves from the context and then apply it in a real situation. It means, if the students can understand the structure implicitly in a sentence or text, they can also understand the function and meaning of the structure and be able to use it in a real situation. Larsen-Freeman (1995) found that grammar has three interrelated dimensions; they are form, meaning, and use. Those three dimensions cannot be separated; they have to be used in a unity (as cited in Nunan, 1999, p.101).

The problem that may be encountered in learning structure is related to the students' attitude toward structure. If they believe that structure can help their improvement in learning English, they may have a motivation in learning the structure. Bao and Sun (2010) stated, "Recently, students hold negative attitudes towards grammar learning. Many students feel grammar teaching has little effect on students' practical ability to use English. They think the explanation of grammar rules in class are dull and less motivated." It means that the structure teaching has little effect on the students' practical ability and it is not useful for them.

In a study conducted by Al-Mekhlafi and Nagaratnam (2011), the EFL learners can recall the grammar rules but they still fail to apply it in an actual communication. In this case, the students are able to memorize the structures but they cannot apply it very well in a real situation especially in communicative skills, such as writing and speaking.

3. Vocabulary

The second item that is taught in IC is vocabulary. Vocabulary is very important for language use. However in learning this aspect, students also might face some problems. They must have an effort in order to understand the meaning of unfamiliar vocabulary. Wilkins (1974) claimed that in defining the meaning of vocabulary, people cannot always predict the vocabulary itself, but they have to memorize the meaning of vocabulary. In the same way, Wilkins (1974) said, "In the idiom, the meaning of vocabulary is not predictable from the meanings of their constituent part" (p.22). It means that learning a vocabulary does not only understand the meaning and form, but students also have to know how to use the vocabulary accordance with the context of the sentence they made. In other words, students must have much effort in learning and master the vocabulary.

In another study by Wei (2007) found that students are usually expected to learn vocabulary by themselves. In fact, they do not know the appropriate strategies which can help them in learning the vocabulary easily. Wei (2007) added, "Giving students lists of

words to learn does not result in effective learning. The growing awareness of learners about the importance of enhancing their communicative competence of target language and the recognition of vocabulary is needed” (p.107). So, the problem is not all meaning of vocabulary can be predicted. Moreover, the students must know the appropriate strategies in learning vocabulary. If they do not use the right strategies, they will have a misunderstanding about the vocabulary use. They may utilize inappropriate vocabulary in a certain context without knowing that the vocabulary is right or wrong. Thus, the inappropriate vocabulary use also can lead to the difficulties in learning the target language.

4. Reading

In reading English texts, the problem that could be faced by students is lack of vocabulary knowledge. This problem can affect their understanding about a text. Students need to have enough vocabulary knowledge in order to comprehend the text. In a study conducted by Fen Lai, Hong Li, and Amster (2013), the Taiwanese college students who have limited vocabulary size face reading problems. The great quantity for vocabulary knowledge is needed for effective reading and it can help the students to understand the text easily. Chen (1998) and Chern (1993) also agreed, “Limited or insufficient vocabulary knowledge is the major cause to EFL college students’ imperfect reading comprehension performance.” (as cited in Fen Lai, Hong Li, and Amster, 2013, p.89). It means that mastering vocabulary and reading cannot be separated. If the students have lack of vocabulary knowledge, it will be difficult for them to understand the text and also it can cause ineffective reading because they need extra effort and time to look for the meaning of vocabulary in a dictionary.

Another problem in reading is the students have difficulty in focusing their attention when reading English text. If they are easily distracted by things around them, it will be difficult for them in understanding the text. A study by Ferrari and Palladino (2007) reported that the seventh and eighth grade Italian students have some difficulties in reading. They have

a problem of reading comprehension with the difficulty in focusing their attention. It may be caused by the risk of Attention-deficit/hyperactivity disorder (ADHD). This is a condition when the person is difficult to pay attention and easily distracted.

5. Writing

In IC, the students also learn writing skill. By learning this skill, they require the knowledge of word order, article, diction, vocabulary, structure, coherence and the organization of the paragraph. It can be said that students need to know the new things, areas and aspects which are different from their first language (L1). This case can raise the problem in writing when the students cannot use those linguistic aspects properly. Bandpay (2013) believed that if EFL students write a text by using target language, the characteristic of their first language will be seen in their writing. Thus, when the characteristics show up, their writing will not seem natural. They cannot make a natural English written text and affect their English writing skill.

Moreover, writing is considered as the media for a writer to communicate his or her idea to readers in a written form. Of course in order to understand the written text, the writer should make a clear main idea. The problem is if the writer does not able to be straight to the point in their writing, it will make a complicated writing and the readers become confused of the writer's idea. The clarity of writing also depends on the writer's thought pattern. In a study conducted by Yu (2012), the problem of Chinese College students in English writing is related to their LI thought pattern. They think that the direct main idea at the beginning could decrease the beauty and flexibility of writing. They tend to state the background first then present the main idea at the end of their writing. That indirect way of thought pattern can make the confusion of the reader.

6. Speaking

In IC, speaking skill is taught to students even though it is not tested. One of the problems in speaking is the reluctance of students in expressing information using English. Tsui (1996) identified the factors of the reluctant students to speak up in a class (as cited in Nunan, 1999, p.234). The factors that the reluctant speakers may have are:

- a. Students' perceived low proficiency in English: the reluctance of students in speaking can be influenced by their English proficiency. If they have poor knowledge of English, they will be hesitant in responding the teacher's talk.
- b. Students' fear of mistakes: the problems that can affects the willingness of speaking in a teaching learning process is the students are afraid of making mistake of themselves in front of their peer.
- c. Teacher's intolerance of silence: Teacher does not give wait time for the students to think before they speak up in a class.
- d. Uneven allocation of turns: in the class, the students may get confused about the teacher's talk. So the teacher could make sure that there would not be periods of silence or confusion in a class.
- e. Incomprehensible input: the other reason why the students keep silent in a class is the teacher's talk is still confusing and not specific enough. So the students cannot understand what the teacher talk about and they prefer to be silent in a class.

The Study

This study used descriptive research method to describe the problems faced by English Department students in learning IC. By reading the result of this study, the English

Department teachers and students can know the problems that cause some English Department students failed in this course.

The repeaters of Integrated Course became the participants in this study. There were 32 IC repeaters from the 2013-2014 academic year who did not pass IC in the first semester and they had to repeat this course in the second semester. They were chosen as the participants because they were the students who had learning problems in this course. This study used purposive sampling technique. They were selected purposively because one to another participant had problems in learning IC. They had a problem in English skills and other language components which were taught in IC. Their information was also able to answer the research question of this study.

The instrument for this study used questionnaire and interview questions using Indonesian. This study used questionnaire in order to collect the relevant information from participants quickly. The interview was also conducted in this study to enrich the data after the participants answered the questionnaire. There were 12 items in the questionnaire and 3 items of the questionnaire were adapted and modified from the research by Al-Mekhlafi and Nagaratnam (2011) about Difficulties in Teaching and Learning Grammar in an EFL Context. The questions in the questionnaire of this study were divided into some parts which conformed to the language learning in IC. The questions were about the problem in reading, writing, structure or grammar and vocabulary but speaking was not asked in the questionnaire because speaking was not tested in IC. This study used close-ended questions for the questionnaire to help the students answered easily.

The questionnaire has been administered to 32 IC repeaters after IC class with the permission from the teacher in the middle of semester two in 2013-2014 academic year. The students took about 5-10 minutes to complete the questionnaire. After getting the information from the questionnaires, a semi-structured interview was conducted to 6 participants in order

to get more information about their language learning problems in IC. After that, all of the answer from questionnaire and interview recording were collected and analyzed.

Result and Discussion

The section below presents the data analysis gained from questionnaire and interview. In the questionnaire, there were twelve statements that covered the problems faced by IC repeaters in learning IC. The problems were in grammar, reading, writing and vocabulary.

Problems in grammar

The questionnaire items regarding the problems in grammar were:

1. I have difficulty in applying grammar rules in writing and speaking. (*Statement 1*) → (S.1)
2. I can understand grammar rules but I am still difficult to apply it when speaking in English. (S.2)
3. I can understand grammar rules but I am still difficult to apply it when writing in English. (S.3)
4. I have difficulty in finding the meaning and function of grammar rules in sentences. (S.4)
5. I have difficulty in understanding teacher's methodology when teaching grammar. (S.5)

The figure below shows the finding of grammar problems faced by IC repeaters in learning IC.

Figure 1. Grammar Problems

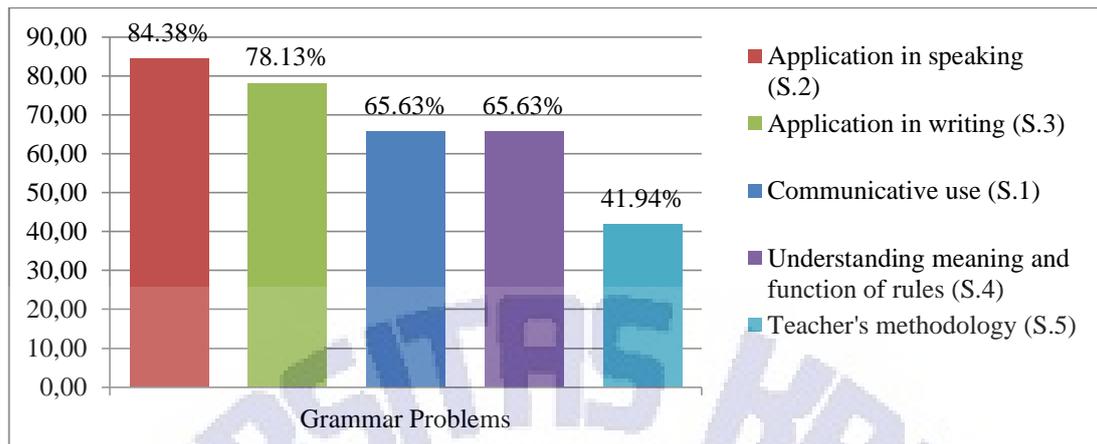


Figure 1 shows that there were 84.38% of participants who had difficulty in applying grammar rules in speaking. While 78.13% participants felt that they had a trouble in applying grammar rules in writing. There were also 65.63% participants who had difficulty in applying grammar rules for communicative use and understanding the meaning and function of rules in a sentence. Then finally, there were 41.94% participants who had difficulty in understanding the teacher's methodology in teaching grammar.

It can be seen that the biggest problem encountered by the participants in learning grammar was application in speaking. According to Al-Mekhlafi and Nagaratnam (2011), the EFL learners can remember the grammar rules but they still fail to apply it in an actual communication such as speaking and writing. Based on the result above and the finding by Al-Mekhlafi and Nagaratnam (2011), the IC repeaters in this study understood the grammar rules in IC but they could not apply it when they spoke. Although they could recall the grammar rules, they still had a problem to apply it in speaking.

From the result of interview, there were some reasons why the IC repeaters had difficulty in grammar application in speaking. One participant said, "*Kalau speaking kan takutnya ngomongnya salah, structurenya grammarnya agak nggak baik gitu kan, takutnya salah juga gitu.*" (Tr: I am afraid if my speaking and the grammar structure are wrong.) In the interview,

she told that she had the difficulty in applying structures in speaking rather than writing. Another participant added, “*Kalau misal situasinya enjoy sama kawan biasanya dengan sendirinya bisa dipikir, tapi kalau misalnya agak menegangkan gitu situasinya jadi lupa apa sih tadi yang uda dipikir.*” (Tr: If I felt relaxed with my friends, usually I could think and speak by using structure but if the situation was tense, I forgot to tell what I had thought before.) It is clear that if the student felt nervous when speaking, she could not apply the structure and she tended to forget about the words that she had thought.

This problem also happened in writing but it was less difficult than speaking. The IC repeaters understood grammar rules but they also could not apply it in writing. It can be concluded that the IC repeaters had difficulty in applying their grammar knowledge in communicative use. In a study conducted by Al-Mekhlafi and Nagaratnam (2011), communicative use covers communicative skills, they are speaking and writing. So based on the Figure.1, there were 65.63% participants who had a problem with grammar in communicative use. It indicates that they had a problem in applying their grammar knowledge in speaking and writing.

In this study, another grammar problem, which was less difficult than the application in speaking and writing, was understanding meaning and function of rules. In learning grammar, the students should understand the grammar items presented in sentences. Bao and Sun (2010) claimed that the target grammar items should be presented implicitly in a context. In this case, if the IC repeaters could understand the structure in a sentence; they could also understand the function and meaning of the structure by concluding the grammar usage by themselves from the context of a sentence.

The least difficulty of grammar problem the IC repeaters had in learning IC was teacher's methodology. In this study, the IC repeaters did not have many problems with teacher's methodology in teaching grammar in IC. Conversely, most of the IC repeaters in this study

did not have the negative attitude toward grammar in teacher's method of teaching. It meant, they had no difficulty with teacher's methodology. In the interview of this study, the participants were asked about grammar teaching whether it is good for their English or not. Then one student commented in the interview, "*O ya jelas. Setiap hari kan kita belajar grammar. Dengan grammar itu kita bisa. Di speaking kita bisa menggunakan grammar itu, di writing kita bisa menggunakan grammar tersebut. Banyak mempermudah kita dalam melakukan misalkan reading, atau writing atau speaking.*" (Tr: Exactly. We learn grammar everyday and by learning grammar, we can use it in speaking and writing. It also helps us very much in reading, writing or speaking.) From his explanation, it can be assumed that teacher's methodology in grammar teaching in IC could affect their practical ability to use English, which was reading, writing or speaking.

Problems in vocabulary

The questionnaire items regarding the problems in vocabulary were:

1. I have difficulty in studying vocabulary outside class. (S.6)
2. I have difficulty in studying vocabulary because I cannot know the appropriate strategy of vocabulary learning. (S.7)
3. I have difficulty to use new vocabulary in making English sentence. (S.8)

From the questionnaire items above, the finding of vocabulary problems can be seen in the figure below.

Figure 2. Vocabulary Problems

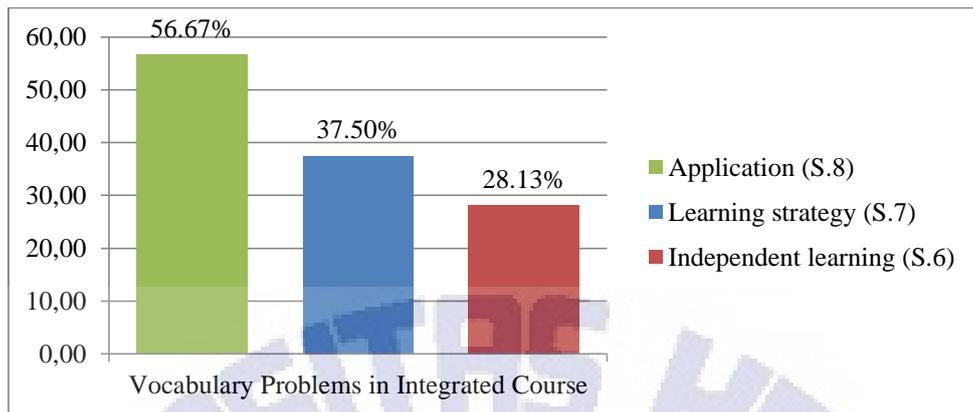


Figure 2 shows that there were 56.67% from all participants who had a problem in application. It means that they had difficulty to use new vocabulary when they made English sentence. Then there were 37.50% participants who had difficulty in vocabulary learning strategy. They did not know the appropriate strategy of vocabulary learning. Next, there were 28.13% participants who had a problem in independent learning. They still found the difficulty in learning vocabulary outside class.

From the percentage above, it can be seen that the biggest problem of vocabulary learning in Integrated Course was a problem to use new vocabulary in making English sentences. The students perhaps know the definition of the new vocabulary but sometimes one word may have multiple meanings. So the problem that happened was they used new vocabulary which was inappropriate with the context of the sentences they made. In a study, Wei (2007) found that students are usually expected to learn the vocabulary by themselves without knowing the appropriate strategies which can help them in learning the vocabulary. Learners' awareness about the importance of enhancing their communicative competence of a target language and the recognition of vocabulary is really needed. It means that if the students do not use the right strategies, they may have a misunderstanding about the vocabulary use. The IC repeaters knew the meaning of new vocabulary but they might have a

misunderstanding about the new vocabulary use because one word can have more than one meaning.

One participant from IC repeaters mentioned, *“Kadang artinya itu tadi. Kalau misalnya satu vocabulary bisa berarti banyak itu terkadang kurang pas atau enggak cocok sama kalimat yang kita gunakan.”* (Tr: It depends on the meaning of the vocabulary. If one vocabulary has much definition, sometimes it does not appropriate with the context of the sentence we write.) She also added, *“Karena kadang sudah tahu artinya seperti yang saya pelajari di IC artinya kalau kita cuman nyari di kamus tanpa kita tahu arti yang sebenarnya itu kadang enggak sesuai gitu. Jadi harus yang benar-benar tahu ini itu untuk apa, dipakainya kapan. Kalau cuman sekedar nyari vocabnya di kamus kadang belum tentu tepat.”* (Tr: Because sometimes, I already know the meaning, but what I learn in IC, if we only look for the meaning in a dictionary without knowing the exact meaning, sometimes it is not appropriate with certain context. So we must really understand to the new vocabulary, how to use it, and when it should be used. If we only look for the meaning in a dictionary, sometimes the meaning is inappropriate with the context of a sentence.)

The interview shows, she realized that one word had multiple meanings. She could not only look for the meaning in the dictionary but she must really know all meanings so that she could use the new vocabulary appropriately with the context of the sentences. Based on the finding by Wei (2007) found that by using inappropriate vocabulary in a certain context without knowing it is right or wrong, it also could lead to the difficulties in learning language.

The second problem of vocabulary learning in IC was about vocabulary learning strategy. The IC repeaters had difficulty with vocabulary learning strategy because they did not know the right strategy in their vocabulary learning. This problem could relate to misunderstanding of vocabulary use. As Wei (2007) said students have to know the

appropriate strategy in learning vocabulary. If they do not use or do not know the right strategy, they will have misunderstanding about the vocabulary use.

From the interview, one participant said, “*Kalau sampai sekarang sih kalau menurut saya misalnya strategi yang saya gunakan sih belum terlalu tepat. Jadi masih ingin belajar gimana cara pemakaian vocabulary yang baik biar lebih ngerti lagi.*” (Tr: So far, I think the vocabulary learning strategy that I use is not quite right. So I still want to learn how to use the right vocabulary.) Another student also gave the same opinion, “*Jadi masih agak bingung strategi yang baik buat belajar vocabulary itu gimana, biar bisa cepat inget terus cepat paham juga.*” (Tr: I am still confused with the strategy of vocabulary learning so that I can remember and understand the vocabulary quickly.) The IC repeaters are aware that one vocabulary has much definition that is why they had a problem with vocabulary because they did not know the right vocabulary learning strategy which can help them to learn vocabulary easily.

Then the least difficulty of vocabulary learning in IC was independent learning. This problem could affect their ability in mastering the vocabulary. If the students did not have much effort to learn vocabulary, they would get difficulty with vocabulary knowledge. Wilkins (1974) claimed that in defining the meaning of vocabulary, people cannot always predict the vocabulary itself, but they have to memorize the meaning of vocabulary (p.22). For example, in the idiom, the meaning of an idiom may not be predictable from the meanings of certain part but students also have to memorize it. From the finding of this study and the theory by Wilkins (1974), it can be said that the IC repeaters in this study should have much effort to learn vocabulary because not all meanings of vocabulary can be predicted. There are some meanings of vocabulary which have to be memorized. They also need much time to learn vocabulary outside class.

From the interview, one IC repeater commented the reason why he had a problem with vocabulary learning outside class. He said, “*Kesusahannya ya mungkin kesusahan dalam mencari vocab-vocab yang baru seperti apa. Pertama mungkin nggak punya kamus, dan kita nggak tau apa sih artinya. Lalu yang ke dua mungkin, malas mencari dan yang ke tiga mungkin kita tidak mendapatkan atau tidak menemukan vocab yang asing itu.*” (Tr: Probably, it is difficult to look for the meaning of new vocabulary because perhaps we do not have a dictionary. The second is because we are lazy to look for the meaning and the third is perhaps, we cannot get the meaning of the new vocabulary.)

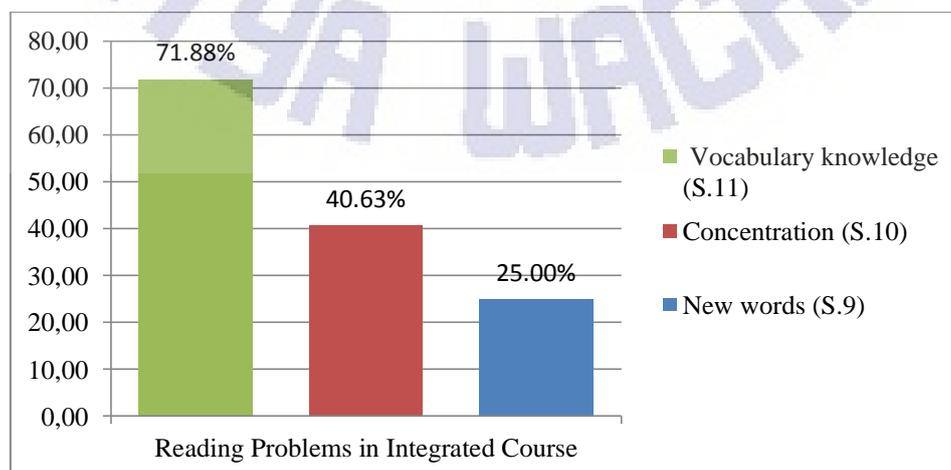
Problems in reading

The questionnaire items regarding reading problems in Integrated Course were:

1. I cannot understand the English text easily because I always look for the new vocabulary in a dictionary. (S.9)
2. My concentration is easily distracted when I read English text. (S.10)
3. I lack of vocabulary knowledge so I cannot understand English text easily. (S.11)

From the questionnaire items above, the finding of reading problems can be seen in the chart below.

Figure 3. Reading Problems



From figure 3, it shows that there were 71.88% participants who had a problem in vocabulary knowledge. The lack of vocabulary knowledge made them difficult to understand English texts. Then there were 40.63% participants who had a problem in concentration. It means that they were easily distracted when reading English texts, so they could not easily understand the texts. The rest, 25% participants had difficulty in finding new words. They could not understand the English text easily because they always looked for the meaning of new vocabulary in a dictionary when they read English texts.

From the result above, the biggest difficulty in reading was vocabulary knowledge. 71.88% IC repeaters had a problem with lack of vocabulary knowledge. The lack of vocabulary knowledge could influence their reading ability in IC. It means when the students had lack of vocabulary knowledge, they were not able to comprehend the texts easily. Fen Lai, Hong Li, and Amster (2013) claimed that the Taiwanese college students who have limited vocabulary size face the reading problem. The great quantity for vocabulary knowledge is needed for effective reading and it can help the students to understand the text easily.

In the interview, one IC repeater commented, "*Kalau reading itu kan tergantung dengan vocab juga kan, mungkin masalah vocab aja. Vocab yang nggak tahu artinya. Mungkin masalah cuma itu aja sih sama nyocokin vocab ke konteks bacaannya itu.*" (Tr: Reading depends on the vocabulary, doesn't it? I have a problem in vocabulary. I cannot understand the text easily because I do not know the meaning of certain vocabulary that I find in an English text. I cannot match it to the context of the text.)

The questionnaire and interview also showed that the IC repeaters could not understand the English text easily because they had lack of vocabulary knowledge. Based on the interview above, one participant had a problem in reading because she did not master the vocabulary knowledge. She could not find the meaning of certain vocabulary and unable to

match the vocabulary meaning to the context of the English text she read. This problem that she had could influence her reading ability and she could not comprehend the English texts easily.

The second problem in reading was concentration. It means that the participants were easily distracted when they read English text. In another study, Ferrari and Palladino (2007) reported that seventh and eighth grade Italian students have some difficulties in reading. They have a problem of reading comprehension with the difficulty in controlling the attention. This also happened in IC repeaters. In the interview, one of the IC repeaters said, "*Sering terganggu pada saat saya membaca reading ada keramaian tertentu, itu jadi lupa, tadi apa ya artinya. Nah terus baca lagi itu yang menyita waktu.*" (Tr: I am always distracted when I read in the crowded situation. So I need to read again and it is wasting time.) From his explanation, it shows that he was easily distracted when reading an English text because of a crowded situation. He needed to read again and it could cause ineffective reading. Another repeater also explained her problem. She said, "*Iya mudah, soalnya kan bahasa Inggris. Jadi perlu konsentrasi penuh gitu.*" (Tr: Yes, I am easily distracted because the text is English so I need more concentration.) From this interview, she realized that she was also easily distracted because the text she read was English and she needed more concentration to understand the text.

The least difficulty in reading was about new words. The IC repeaters could not comprehend the English text because they always looked for the new vocabulary in a dictionary when they read English text. Chen (1998) and Chern (1993) also agreed that the major cause to EFL college students' imperfect reading comprehension is they have limited or insufficient vocabulary knowledge (as cited in Fen Lai, Hong Li, and Amster, 2013, p.89) This problem also relates to the lack of vocabulary knowledge. If the IC repeaters had lack of vocabulary knowledge, it would be difficult for them to understand the text. It can cause

ineffective reading because they need extra effort and time to look for the meaning of vocabulary in a dictionary.

Problem in writing

The questionnaire item regarding to writing problem in learning Integrated Course is: *I still use Indonesian structure when I write an English sentence. (S.12)*

The figure below represents the finding of the writing problem encountered by IC repeaters in learning IC.

Figure 4. Writing Problem

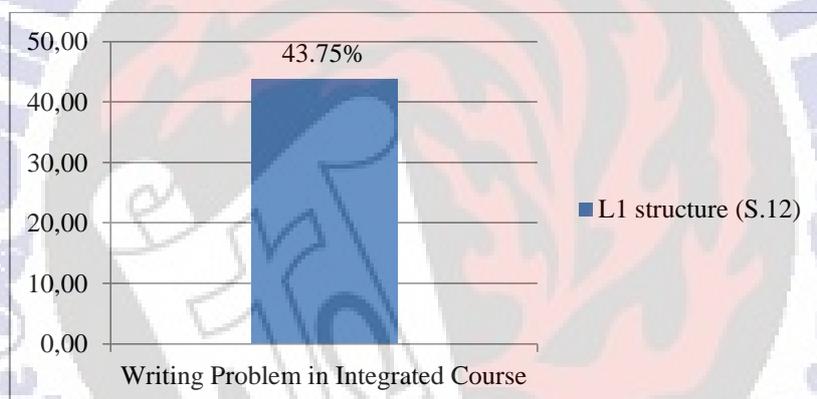


Figure 4 shows that there were 43.75% participants who had difficulty in writing during learning IC. They still used L1 structure, Indonesian, when made an English sentence. Based on the interview, one participant said, *“Kalau menggunakan struktur bahasa Indonesia itu kalau waktu tes, waktunya mepet banget udah nggak bisa mikir ya udah deh.”* (Tr: I use Indonesian structure when the time is tight and I do not have much time to think in doing the test.) There was another participant who gave the reason why she used Indonesian structure in English writing. She commented, *“Dulu saya masih belum paham dengan semuanya itu, dengan rumus dari tensesnya, jadi masih bingung. Kalau sekarang udah*

paham.” (Tr: In the first IC class, I did not understand about English structure and tenses so I was confused but now I have understood it.)

From the result and interview above, it can be said that if the IC repeaters did not understand how to write the English sentence using English structure, they would use L1 structure that is Indonesian in writing the English sentence. On the other hand, they needed to know how the new things which were different from their first language, such as the vocabulary, structure, coherence and organization of the paragraph. Bandpay (2013) found that if EFL students write a text by using target language, the characteristic of their first language will be seen in their writing. Then the effect is that they could not make a natural English written text and affect their English writing skill. Thus the problem is, when the IC repeaters used Indonesian structure in their writing, the English sentence they wrote would not seem natural and it could affect their writing skill.

Conclusion, Limitation, and Suggestion

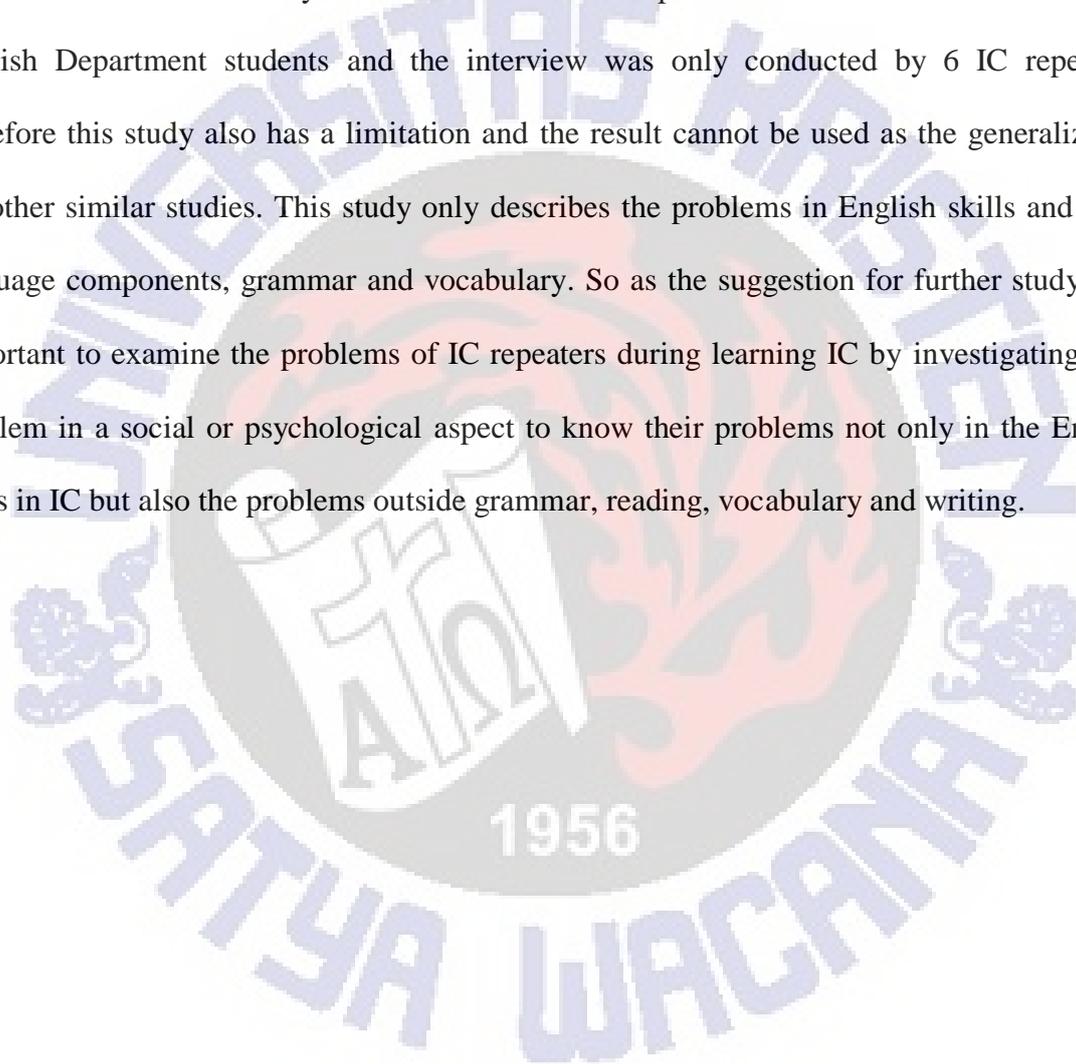
Every year, there are some students who failed in Integrated Course (IC). The aim of this study is to examine the problems that students have during learning IC. This course uses Integrated Learning Approach which covers the skills, that is reading, writing, speaking and other language components; they are grammar or structure and vocabulary. The problems in this study are about the IC repeaters' difficulty in grammar, vocabulary, reading and writing. Speaking was not asked in the questionnaire because it was not tested in IC.

This study has found the problems which IC repeaters faced during learning IC. The biggest problem was in grammar. They had difficulty in grammar application in speaking. They could remember the grammar rules but they still failed to apply it when they spoke English. Then the least problem they had was in reading. They had difficulty in finding the

new words in English texts. They could not understand English texts easily because they always looked for the new vocabulary in a dictionary when they read English texts.

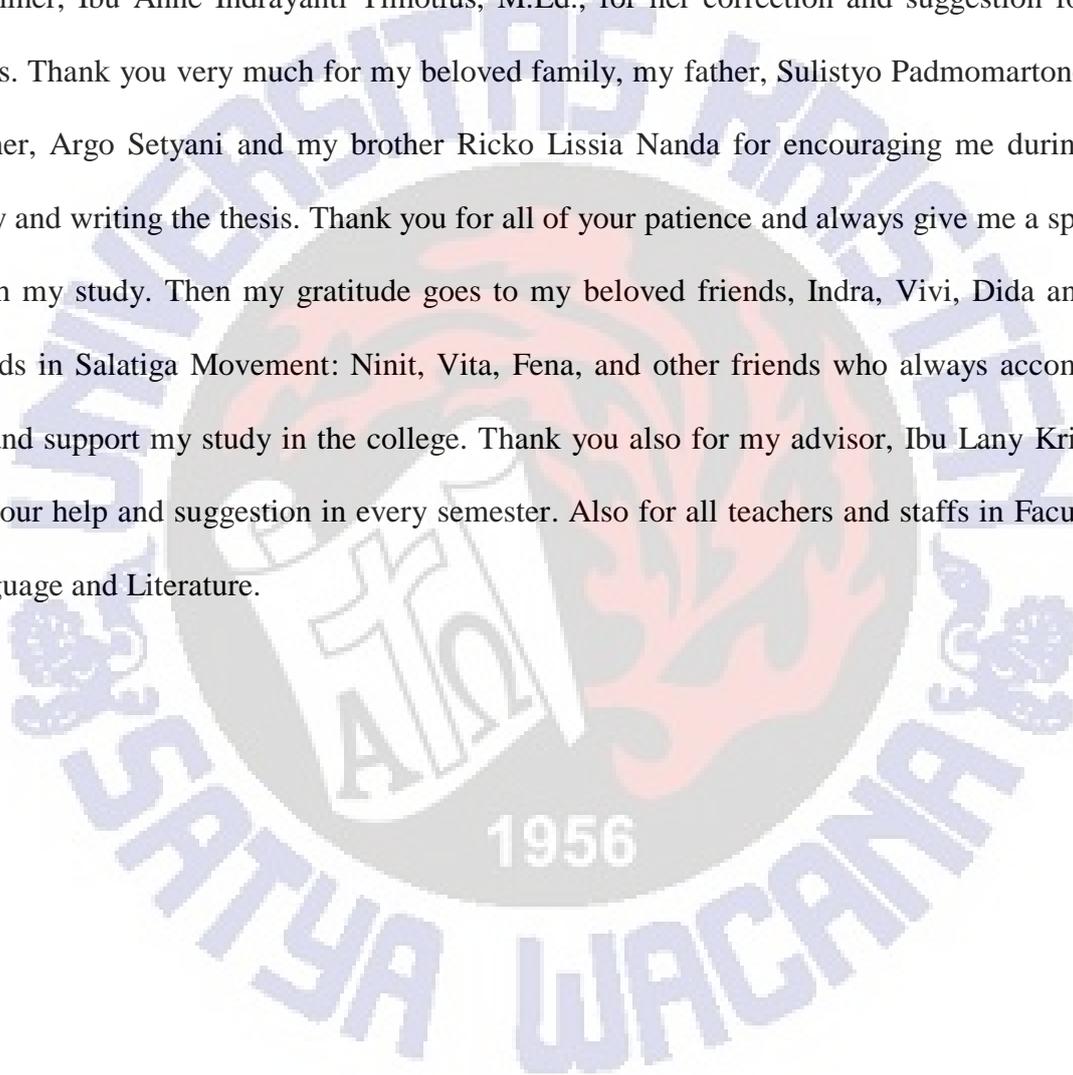
The result of this study is expected to be useful to ED students. They could make this study as their reflection in their English learning so that they do not face the same problems in other courses.

Since the data was only collected from 32 IC repeaters of 2013-2014 academic year English Department students and the interview was only conducted by 6 IC repeaters, therefore this study also has a limitation and the result cannot be used as the generalization for other similar studies. This study only describes the problems in English skills and other language components, grammar and vocabulary. So as the suggestion for further study, it is important to examine the problems of IC repeaters during learning IC by investigating their problem in a social or psychological aspect to know their problems not only in the English skills in IC but also the problems outside grammar, reading, vocabulary and writing.



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Appendix

Appendix A - Questionnaire

Kepada mahasiswa kelas IC,

Saya adalah mahasiswa Fakultas Bahasa dan Sastra (FBS) yang sedang melakukan penelitian untuk skripsi tentang “Problems Faced by English Department Students in Integrated Course”. Penelitian ini bertujuan untuk mengetahui masalah umum yang dihadapi mahasiswa FBS dalam mempelajari IC. Untuk itu saya meminta kesediaan Anda untuk mengisi kuisioner ini. Jawaban kuisioner Anda tidak akan mempengaruhi nilai. Atas kesediaan dan kerjasamanya saya ucapkan terimakasih.

Berilah tanda centang (✓) di kolom Ya atau Tidak sesuai dengan masalah yang Anda alami dalam mempelajari IC.

No.	Pernyataan	Ya	Tidak
1.	Saya merasa sulit untuk menerapkan <i>grammar rules</i> (aturan tata bahasa Inggris) ke dalam <i>writing</i> dan <i>speaking</i> .		
2.	Saya dapat memahami <i>grammar rules</i> tetapi saya masih sulit untuk menerapkannya saat saya berbicara dalam bahasa Inggris.		
3.	Saya dapat memahami <i>grammar rules</i> tetapi saya masih sulit untuk menerapkannya saat saya menulis kalimat dalam bahasa Inggris.		
4.	Saya mengalami kesulitan untuk menemukan arti dan fungsi dari <i>grammar rules</i> dalam suatu kalimat.		
5.	Saya mengalami kesulitan dalam memahami cara dosen saat mengajar <i>grammar</i> .		
6.	Saya merasa sulit untuk belajar <i>vocabulary</i> di luar jam perkuliahan.		
7.	Saya merasa sulit untuk mempelajari <i>vocabulary</i> karena saya tidak tahu strategi yang tepat untuk mempelajari <i>vocabulary</i> .		
8.	Saya merasa sulit menggunakan kata-kata baru (<i>new English vocabulary</i>) dalam membuat kalimat bahasa Inggris.		
9.	Saya tidak bisa memahami teks bahasa Inggris dengan mudah		

	karena saya selalu mencari kosakata baru ke dalam kamus saat membaca teks tersebut.		
10.	Konsentrasi saya mudah terganggu saat membaca teks bahasa Inggris.		
11.	Pengetahuan <i>vocabulary</i> saya masih lemah sehingga saya tidak bisa memahami teks bahasa Inggris dengan mudah.		
12.	Saat membuat kalimat bahasa Inggris, saya masih menggunakan struktur / tata bahasa Indonesia ke dalam kalimat tersebut.		

Jika Anda bersedia untuk diwawancarai, silahkan menulis nama, NIM dan No. HP Anda di bawah ini. Terimakasih.

Nama:

NIM:

No. HP:



Appendix B - Interview Questions

Grammar

1. Apa kesulitan Anda dalam mempelajari grammar di Integrated Course?
2. Apa kesulitan Anda dalam menerapkan grammar rules ke dalam *communicative use* seperti *speaking dan writing*?
3. Apa kesulitan yang Anda alami dalam memahami arti dan fungsi *grammar rules* dalam suatu kalimat?
4. Apa kesulitan Anda dalam memahami cara dosen mengajar grammar di Integrated Course?
5. Apakah pengajaran grammar oleh dosen dapat mempengaruhi Anda untuk bisa menerapkan bahasa Inggris?

Vocabulary

1. Apa kesulitan Anda dalam mempelajari *vocabulary* di Integrated Course?
2. Kesulitan apa saja yang Anda alami dalam mempelajari *vocabulary* di luar jam perkuliahan?
3. Kesulitan apa saja yang Anda alami terhadap strategi dalam mempelajari *vocabulary*?
4. Kesulitan apa saja yang Anda alami dalam menggunakan kosakata baru saat membuat kalimat bahasa Inggris?

Reading

1. Apa kesulitan Anda dalam mempelajari *reading* di Integrated Course?
2. Apakah Anda mengalami kesulitan saat menemukan kosakata baru di teks bacaan bahasa Inggris? Jika iya, saat anda menemukan kosakata baru tersebut, apakah anda selalu mencari kosakata tersebut di kamus saat membaca teks bahasa Inggris?
3. Apakah konsentrasi anda mudah terganggu saat membaca teks bahasa inggris?

Writing

1. Apa kesulitan Anda dalam mempelajari *writing* di Integrated Course?
2. Apakah anda masih menggunakan struktur/tata bahasa Indonesia saat membuat kalimat bahasa Inggris?