

ANALYSIS OF LEARNING DIFFICULTIES IN INDONESIAN LANGUAGE INTERVIEW MATERIAL

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Abstract

Learning difficulties are a deep condition learning characterized by obstacles - certain obstacles for me achieve results study. This study aims to determine learning difficulties in learning Indonesian language interview material in class IV A SDN Sukatani 6. The method used is descriptive qualitative with data sources from the principal, teachers, and 24 students. The findings show that learners have difficulty in the four steps of interviewing: determining topics and sources, composing questions, conducting interviews, and compiling reports. Judging from the learning outcomes of class IV A learners, there are 24 learners, 12 males and 12 females. 14 learners reached the specified KKM score, and the rest were below the KKM score, with a score range of 75-80 as many as 9 learners and 81-100 only 5 learners.

Keyword: Indonesian Language, Learner Learning Difficulties, Interview Material

1 INTRODUCTION

Learning difficulties are obstacles that interfere with students in achieving their learning goals characterized by learning outcomes that are below intellectual potential. Basically, learning difficulties are symptoms shown by students with poor or substandard academic performance (Rofiqi, et.al, 2020; Harimurti, 2023). learning difficulties experienced by students indicates a gap or distance between expected academic achievements with the academic achievements achieved by student on in fact. Whereas the second opinion suggests that from These difficulties will have an impact students' academic achievement in class (Cahyono, 2019; Damayanti, et al, 2022; Mendrofa & Laila, 2022; Diniarti, 2023). When a learner experiences learning difficulties, of course, they will have difficulty in carrying out learning activities properly so that this condition hinders the learning process and interferes with learner learning outcomes (Khairiyah, et.al, 2024).

Learning is defined as a condition or learning process characterized by obstacles faced by a person, but the difficulty in question is the difficulty in absorbing the material obtained during the learning process. Therefore, learning is an effort to acquire a certain amount of knowledge (Novitasari, et.al, 2022; Berlianti et.al., 2023; Bravo-Fuentes, P. (2024).

Hidayah (2016) states that the purpose of learning Indonesian is to improve students' ability to communicate correctly in Indonesian, which includes four aspects, namely writing and listening skills, speaking, and reading. Therefore, by learning Indonesian, students will be able to communicate both orally and in writing. According to the Ministry of National Education in 2007, the objectives of the Indonesian language subject are for learners to master the following abilities: communicate effectively and efficiently in accordance with ethical standards, both orally and in writing, appreciate and be proud to use Indonesian as a language of unity and state, understand and use Indonesian in appropriate and creative ways for various purposes.

Interview material is generally taught in Indonesian language subjects, starting from elementary school to secondary school. From elementary school to high school. An interview is a question-and-answer session someone to ask for information and opinions about something. In conducting an interview, there are several steps that the interviewer needs to take before, during, and after the interview. The steps of conducting an interview include determining the topic and sources, compiling a list of questions, conducting interviews and compiling an interview report. The results of the interview.

Based on the findings obtained by researchers in the field, students of class IV A SDN Sukatani 6 have difficulty learning interview material. These problems are a lack of understanding of the concept of interviewing, lack of preparation of material or topics to find sources, difficulty in compiling a list of questions due to limited information, literacy and knowledge, difficulty interviewing sources where the ability of students to communicate in Indonesian orally is not good and correct, lack of confidence of students in interacting with sources, difficulty speaking in public, difficulties in pronunciation, stress and intonation properly and correctly, difficulties in compiling reports on interview results such as lack of listening to what is conveyed by the sources to students, difficulties in determining which ones are important information so that they can compile the sources' answers correctly, limitations in writing clear and structured sentences, and difficulties in converting the information obtained into reports on interview results that can be well understood by readers.

2 RESEARCH METHODS

This research uses a qualitative descriptive method. Qualitative research in data collection is based on what happens in the field, not theory. Therefore, the data analysis is inductive based on the facts found by and then can be constructed into a hypothesis or theory. Sugiyono states that qualitative methods, which originate from the philosophy of post positivism, are used to conduct research on natural object conditions, where researchers function as the main instrument, data collection is triangulated (combined), data analysis can be inductive or qualitative research results emphasize meaning more than generalization (Atmazaki et.al., 2023; Sugiyono, et.al, 2016).

The subject of this research is an accessible data source. The data needed in this study can be grouped in several ways, among others: 1. Primary data is data obtained directly from data sources, namely students of Class IV A SDN Sukatani 6, totaling 24 students consisting of 12 female students and 12 male students who are the focus of this research. To obtain primary data, researchers collected data directly from related parties through observations and interviews. The teacher of class IV A provided information related to the learning difficulties of students in learning Indonesian and all information related to class IV A taught by the teacher. Researchers are able to conclude problems and take appropriate actions based on the information obtained. Evaluation, input, and constructive suggestions from class teachers can support this research. The principal to provide information about history, general school data, school profile and personnel, organizational structure, the total number of students and the condition of facilities and infrastructure and any facilities to support student learning. 2. Secondary data is data obtained indirectly and is data that already exists. Secondary data sources from this study are supporting data, namely report data or existing test results and documentation.

Data collection instruments here are tools that researchers use in the collection method. Data collection instruments are the best tools used by researchers in collection activities to organize and expedite collection activities. Survey tools are tools that can be implemented in the form of an object such as an interview guide, or observation guide.

The data collection techniques in this research are as follows: 1. Observation This study uses participant observation. In this study, researchers obtained data through

direct observation of the object of research, namely observation. "The focus of this observation is to find out the learning difficulties of students in learning Indonesian language interview material and the sub-focus of this observation is to find out the learning difficulties of interview material, namely, in determining topics and sources, compiling a list of questions, conducting interviews, and compiling interview reports. Interview Sugiyono revealed that interviews can be used as a data collection method when researchers conduct preliminary research to identify problems to be investigated. In addition, interviews can also be useful when researchers want to better understand the information they receive from respondents. Interview is a process of dialogue or communication between researchers and research subjects who collect information through questions and answers, 3. Documentation is a data collection method used in this study to obtain information obtained from primary records of both institutions or organizations and individuals. The information is collected from the results of interviews, and photographs of observation activities. Field notes are notes written by researchers about research activities in class IV A SDN Sukatani 6. Field notes are made to describe research activities based on information collected from interviews and observations made by participants, activities, and research locations. In this study, field notes were also used as documentation and reference for research activities.

Based on the data analysis framework developed by Miles and Huberman, data analysis in this study was carried out through a series of steps as follows. Description of interview data and drawing conclusions from data and data sources that are classified and transcribed and presented in the form of data presentation/representation.

3 RESULT AND DISCUSSION

The results of the research on the Analysis of Learning Difficulties in Indonesian Language Learning Interview Material are as follows:

Based on the findings, it is known that students in class IV A SDN Sukatani 6 experience learning difficulties in learning Indonesian language interview material in 4 aspects. Determining the topic / source; 2. Compiling a list of questions; 3. Conducting interviews and 4. Compiling interview reports.

It is known that the learning outcomes of students in class IV A SDN Sukatani 6 when studying interview material are that out of 24 students there are only 58.33% who get scores above the KKM or 75.

From the results of observations made by researchers during Indonesian language learning interview material in class IV A SDN Sukatani 6 obtained data that there were 10 students or 42.00% of students experiencing difficulties in Determining Topics / Sources, compiling a List of Questions, Conducting interviews, and Compiling Interview Report Results.

Based on the results of interviews that researchers conducted with students who experienced 1. difficulties in determining topics / sources, it is known that the factors that cause difficulties for students in determining topics and sources are lack of knowledge, lack of language and communication skills, lack of experience, lack of self-confidence, lack of confidence, and lack of information. 2. Difficulties in compiling a list of questions that they are confused about what to ask, they do not have the right examples to make questions, so they do not know how to compose questions, they do not have the necessary knowledge to make appropriate, clear, and precise questions and they face difficulties to make appropriate, clear, and precise questions. 3. Difficulties Conducting Interviews It is known that learners do not prepare well, which causes them not to understand the questions, feel nervous so they are not fluent when conducting interviews, confused about where to start the conversation first, lack of self-confidence, fear of speaking or asking the wrong question, do not understand well so they do not master the interview, and are anxious about their abilities. 4. Difficulties in Compiling Interview Reports, based on the results of interviews with students that students have

difficulty in writing reports clearly, it is difficult to unite one sentence with another sentence.

Discussion

From the findings that researchers traced that the difficulty of students in determining topics / sources was caused by 2 factors, namely internal factors or from within students. The implementation of the same learning on an ongoing basis so that it is not in accordance with the characteristics of students and material and makes students become bored because of a lack of motivation and interest in learning students (Syarifah, et al, 2022, Mawati, et al, 2023). External factors or from outside students, namely limited access, information, lack of support from teachers, friends or parents (Habibah, et al, 2020, Sele, et al, 2024).

The researcher can conclude from the research on difficulties in determining topics and sources that there are two factors, namely internal factors, or from within learners, and external factors, or from outside learners, are the causes of learners' difficulties in determining topics or sources. External factors include limited access, lack of information, and lack of motivation and interest in learning.

Learners' ability to compile a list of questions for interviews is still low due to the limited ability of students to compile or organize thoughts or ideas into a series of clear and structured questions (syamsiyah, 2016, Asfari, et al, 2022).

By examining the difficulty of compiling a list of questions, researchers can draw the following conclusions: Learners' ability is still lacking in making a list of questions for interviews. This is due to their lack of ability to compose or organize ideas or thoughts into a clear series and structure.

According to Sutrisno, et al (2021) many students still find speaking activities, especially public speaking, very daunting. This is due to the lack of experience interacting in every speaking activity. Over time, the feeling of fear of public speaking will disappear on its own. And to become more confident and able to communicate well, it takes a lot of practice.

Learners' difficulties in conducting interviews are caused by a lack of experience interacting in every speaking activity, many students still feel afraid to speak in public. According to the researcher's results from the theory of interview difficulties, this shows that students face difficulties in conducting interviews. And to become more confident and able to communicate well, a lot of practice is needed.

Nur Septi, et al revealed that students who faced difficulties in compiling interview reports because they did not know what they wanted to write and only wrote 1-2 sentences. They are also less careful when writing because they are in a hurry.

It can be concluded that students' difficulties in compiling interview reports are because they have not been able to determine what ideas they want to write, and they only write 1-2 sentences. In addition, they are too rushed when writing.

Table 1. Recapitulation Of Outcomes of Class IV A

Category	Number Of Learners	Presentation
Score > KKM (75)	14	58, 33
Score < KKM (75)	10	42, 00
Quantity	24	100

Table 1 shows that the learning outcomes of students in class IV A whose scores are below the KKM are 10. This means that there are 42% of students who do not understand interview material. This incomprehension indicates that students experience learning difficulties in learning Indonesian language interview material.

4 CONCLUSION

Learning difficulties in learning Indonesian language interview material in class IV A students of SDN Sukatani 6 are as follows: Difficulty in Determining Topics / Sources that there are two factors that cause students' difficulties in determining topics / sources. First, internal factors from students such as the implementation of monotonous learning and not in accordance with the characteristics of students and material, which results in boredom, lack of motivation, and low interest in learning. Second, external factors (such as limited access to information, lack of support from teachers, friends or parents) can affect learners' learning ability. The difficulty in compiling the questionnaire was due to the lack of structure and clarity in compiling the questionnaire. Difficulties Conducting Interviews that many learners still find speaking activities, especially public speaking, very daunting. This is due to the lack of experience interacting in every speaking activity. Over time, the fear of public speaking will disappear by itself. And to become more confident and able to communicate well, it takes a lot of practice. The difficulty of compiling the interview report is that the learners' difficulty in compiling the interview report is because they have not been able to determine what ideas they want to write, and they only write 1-2 sentences. In addition, they are too rushed when writing.

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