

Problems in Learning “*Telaah Teks Inggris IQT*”: An Investigation of Foreign Language Acquisition

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Abstract

This study is trying to convey, describe and look for the solution on the students of *Ilmu Al-Qur'an* and Tafsir problems on the “*Telaah Teks Inggris IQT*” class. This study was conducted in STAIN Pamekasan with respondents from students of *Ilmu Al-Qur'an* and Tafsir. This study is a descriptive qualitative research. The data is taken through observation, interview and documentation. The result of this research show that the students’ background knowledge, either their knowledge on Islamic education or English, influence the process of interpreting the English text. These differences also influence their motivation in learning English. Another factor affecting the students’ competence is the heterogeneity of the students’ characteristics which often lead to problems. After identifying all problems faced by the students of *Ilmu Al-Qur'an* and Tafsir, the lecturer can formulate the best technique in teaching English especially for *Telaah Teks Inggris* class where English is their second/ foreign language.

Keywords: *Telaah Teks Inggris IQT*, *Ilmu Al-Qur'an* and Tafsir, Background knowledge.

A. Introduction

Language is a mean of communication. We can deliver our ideas and opinions as well as getting information we need using language. We can also make a relationship using language. Moreover, in this globalization era the need of understanding a language, a foreign one for example is very important. A foreign language, in this case is English is really needed in every aspects of life either in the education, economy, cultural side, management, industry and many others.

In the education part, the need of English is very significant. English as international language is used by almost all of the disciplines and professions. Almost all of the references in all education disciplines are written in English as

well as journals and other scientific works. The needs in understanding English will be greater for the college students because they are required to have an ability to read an English text suitable with their field of study.

Reading is not a simple process. Moreover it is an English text to read. Reading is a complex cognitive interactive process by finding out the meaning of the text. In the reading process, the readers have active process in finding out the meaning of a text. Reading is also an individual activity, which explains the difference of the readers' interpretation (Maarof & Yaacob, 2011:211-223).

For the complexity of the reading process sometime we forget what makes it happen, which is the English competence of the language learners. The competence is a knowledge system about structure, vocabulary, all things related to the details of the language and how to make it ordered. It is because reading is a process of recognizing words and combining it all in a sentence. In reading it also needs an ability to understand. This is the process of gaining the meaning of the words or sentences that we read. This aspect is talking about a simple thing, it is understanding the purpose of the writer in writing the text, evaluating the content, and also the exact speed which is suitable with the situation. According to Crawley and Mountain in Herlina state that actually reading is a complex activity concerning many things, not only reading the words but also requiring visual, thinking process, psycholinguistic and metacognitive activity (Herlina, 2015).

The result of reading must be an understanding. It is an ability to understand the content or information of the text. Reading for understanding is the core purpose of the *Telaah Teks Inggris* learning which is distributed to all departments out of English department to give the students experience of reading some English texts. In this course, the text chosen is related to the students' interest and suitable with the students' concentration so that the students would read the English text for pleasure also.

One of the departments required the course for the students is *Ilmu Al-Qur'an* and *Tafir* department. It is stated in the KKNi document of IQT that The existence of this department gives solution on the social, cultural and thinking dynamic development. Al-Qur'an is the main source for Moslems to study and analyze to give what we called as a way out to nowadays stress and debate (2015). This is the reason of the existence of this department in STAIN Pamekasan.

This department is an interesting department for the students from *pesantren*. While the course of *Telaah Teks Inggris* IQT is a learning goal's derivative purpose of general knowledge which stated; the students are expected to be able to do oral and written communication using Arabic and English in the growth of academic and work place (non academic) field.

The students of this department considered as heterogeneous students. Some of the students graduated from Islamic Senior High School, some of them from Senior High School, and the rest graduated from Vocation High School.

They are also heterogeneous in terms of Islamic background knowledge. Some of them are the students of *pesantren*, both from *pesantren* with general education and without general education, while some of others are not.

Their English competence is also various. Some of them graduated from public school with good English competence but they are lack of al-Qur'an and Tafsir background. While almost all the students from *pesantren* with good Islamic background knowledge have low English competence, moreover the ability in reading English text.

It seems that the small part of the students, which comes from public school, dominate the learning process of *Telaah Teks Inggris IQT*. In another side, the students from *pesantren* feel isolated on their own mindset that English is difficult. This situation can damage the class situation. Those students try to get their friends' attention by making some noise and disturbing them. This is clearly seen where the class is dominated by some students only. They cannot stand any longer and start to disturb their friends with the same problem. There have been limited studies concerned on the second language use. A study has done by the lecturer of STAIN Pamekasan on "tingkat keterbacaan reading material dalam mata kuliah *Telaah Teks Inggris* STAIN PAMEKASAN." Here the author concerning the readability of the material which also gives contribution on the students understanding while the problems from other sides are so more various.

Therefore the writer of this research thinks it is significant to identify the problems on the learning of *Telaah Teks Inggris*. The objectives of this research is to describe the teaching and learning process of *Telaah Teks Inggris* class, to identify all problems found in the learning *Telaah Teks Inggris IQT*, to describe factors affecting the students problems in learning *Telaah Teks Inggris IQT* and to suggest some steps to solve the problems and to make an effective *Telaah Teks Inggris* class.

B. Literature Review

1. Second Language Acquisition

Acquiring a second language is a process of learning another language after the students master the first basic rule of the first language. We can see that the development of Indonesia placed Bahasa Indonesia as the second language in Indonesia. In another side, there are many people who placed Indonesia as their first language, although the community's language is their local language used in their own territory.

The process of acquiring a language happens in the brain but we can analyze it through the students' behaviour. The amount of vocabulary they have written to memorize, the condition when they pronounce the word show their process of acquiring a language. Therefore, we may call this process as an Internal Process. According to Krashen, there are three factors play important roles in acquiring a language, they are Filter and organizer which process

subconsciously while “monitor” process the language consciously (Dulay, 1982: 45).

a. Filter

Filter is the part of the internal processing that subconsciously screens incoming language based on what psychologists call “affect: the learner’s motives, needs, attitudes, and emotional states. It determines (1) which target language models the learner will select; (2) which part of the language will be attended to first; (3) when language acquisition efforts should cease; and (4) how fast a learner can acquire the language. The following belong to filter:

1) Motivation.

Motivation in second language acquisition may be thought of as the incentive, the need, or the desire that the learner feels to learn the second language. There are two kinds of motivation based on Gardner and Lambert in Dulay (1982). They are Integrative and instrumental motivation. Integrative motivation may be defined as the desire to achieve proficiency in a new language in order to participate in the life of the community that speaks the language. Instrumental motivation, on the other hand, may be defined as the desire to achieve proficiency in a new language for utilitarian reasons, such as getting a job. It reflects the practical value and advantages of learning a new language (Gardner & Lambert as cited in Dulay, 1982: 45).

1) Social group identification

The social group identification motive may thus be defined as the desire to acquire proficiency in a language or language variety spoken by a social group with which the learner identifies. The social group identification motive is similar to the integrative motive, but, goes beyond it. Learners with an integrative motive for learning a new language would wish to participate in the social or cultural life of the target language speakers while retaining their identification with their own native language group. Learners who have a social group identification motive would want social and cultural participation, but they would also want to become members of the group that speaks the new language or language variety.

2) Emotional states.

The learners’ emotional states are also part of the filter. There are two kinds of emotional states here, relaxation and anxiety (Dulay, 1982: 47). Relaxation means a state of mental relaxation and comfort. While anxiety known as worry, and fear. When the students have the kind of emotion, they will feel worry to make mistakes, unsure to pronounce a word, and forget what they have learnt easily.

b. Organizer

Organizer is the part of the internal processing system that is responsible for the learner’s gradual organization of the new language system. Here the organizer deals with what are going to be learnt, how to learn it, and what are needed and how the language are formed. The functioning of the organizer

reflected in three pervasive phenomena: (1) the systematic progression of changes in interim rules, or transitional constructions that learners use before a structure finally acquired; (2) the errors that systematically occur in learner speech; and (3) the common order in which mature structures are learnt (Dulay, 1982: 54).

c. Monitor

Monitor is the part of the learner's internal system that appears to be responsible for conscious linguistic processing. When a learner performs a drill that requires conscious attention to linguistic form, or when he memorizes a dialogue, conscious processing is taking place and the monitor is being used.

The degree to which the monitor is used depends on at least the following: (1) the learner's age; (2) the amount of formal instruction the learner has experienced; (3) the nature and focus required by the verbal task being performed; and (4) the individual personality of the learner (Dulay, 1982: 59). For example, conscious concern over sounding grammatically correct is a personality trait of many adults. This often results in a great deal of self-correction and hesitation when speaking. Likewise, tasks which cause learners to focus on conscious linguistic analysis invite monitoring; while tasks which cause the speaker to focus on communication (such as answering a real question) do not.

2. Factors affecting second Language acquisition

Some cases show that some learners are more successful than others. This shows that the learner's difference influences second language acquisition. Lightbown and Spada (1999: 49) states that factors generally considered to be relevant to language learning in addition to personality characteristics are intelligence, aptitude, motivation and attitudes, learner preferences, learner beliefs and age of acquisition.

a. Intelligence

The term 'intelligence' has traditionally been used to refer to performance on certain kinds of tests. Intelligent may be a strong factor when it comes to learning which involves language analysis and rule learning, intelligence may play a less important role in classroom where the instruction focuses more on communication and interaction.

b. Aptitude

The 'aptitude' factor has been investigated most intensively to predict whether individuals will be efficient learners of a foreign language in a classroom setting. The aptitude is composed of different types of ability: (1) the ability to identify and memorize new sounds; (2) the ability to understand the function of particular words in sentences; (3) the ability to figure out grammatical rules from language samples; and (4) memory for new words (Lightbown & Spada, 2001: 53). So the teachers' strategy is to create a place for students' different aptitude.

c. Personality

Personality is a specific characteristic of someone. There are various characteristics which also play significant role in acquiring a language. Some people are extrovert and some of them are introvert. Some students tend to restrain themselves and this kind of students are reluctant to take risk in developing their study. Heidi Dulay et al. also mention several other personality characteristics such as self esteem, empathy, dominance, talkativeness, and responsiveness (Dulay, 1982: 75).

d. Motivation and attitudes

Motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community. If learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it.

e. Learner preferences

Learners have clear preferences for how they go about learning new material. Visual learners say that they cannot learn something until they have seen it. Other people, who may be called 'aural' learners, seem to need only to hear something once or twice before they know it. For others, who are referred to as 'kinaesthetic' learners, there is a need to add a physical action to the learning process (Lightbown & Spada, 2001: 58). There are also another kinds of learner preferences which deals with a cognitive learning style distinction between field independent and field dependent learners.

f. Learner beliefs

Second language learners are not always conscious of their individual learning styles, but virtually all learners, particularly older learners, have strong beliefs and opinions about how their instruction should be delivered. These beliefs are usually based on previous learning experiences and the assumption that a particular type of instruction is the best way for them to learn.

g. Age of acquisition

This characteristic is easier to define and measure than personality, aptitude, or motivation. Some facts have mentioned that early child can speak better than those older people can do. They are good at pronunciation, it means that their pronunciation is almost the same as the native speakers (Indah, 2012: 35). It is sometime perfect. It is also influenced by their aptitude which is less inhibited than older learners (Troike, 2006: 84). Therefore they will not be ashamed when they make mistake and even they can ignore the way people talk in their second language. While learners with older age already have strength in memorizing vocabulary or structures of the second language.

C. Research Methodology

This research belongs to qualitative research with descriptive method. This is called Qualitative because all the procedure gives written or oral data from people and

behaviour studied (Moleong, 2009: 8). In this research, data is in the form of description about all problems in the teaching and learning “*Telaah Teks Inggris*” in the *Ilmu Al-Qur’an* and Tafsir department. The researcher, who participated directly in the class as the lecturer of “*Telaah Teks Inggris IQT*”, describes all existing phenomenon, to gain the complex picture about the activity in the classroom. In this research, the researcher will describe, explain the process of teaching and learning *Telaah Teks Inggris IQT* in the *Ilmu Al-Qur’an* and Tafsir class. After collecting the data, it needs to be described as the purpose of the research.

The data was divided into two kinds, the primary data and the secondary data. The primary data is the data has been taken directly from the subject of the research by using measurement tool or the tool used in taking the data directly from the subject as the source of information (Azwar, 2004: 8). The data taken for this research comes from two sources. Primary source is the data from direct source. It has come from the students of *Ilmu Al-Qur’an* and Tafsir class. Secondary source is the source which comes from other people or documentation. The research took the documentation as the secondary source.

1. Participants

The participants of this research are the second semester students of *Ilmu Al-Qur’an and Tafsir* who belong to *Telaah Teks Inggris* class. This class consists of 32 students with heterogenous background knowledge and all students are taken as the participants.

2. Instruments

a. Observation

Observation is a planned and systematic activity about social and natural phenomenon through taking notes (Kartono, 1996: 157). Kind of observation used in this research is a participant observation. It is a participant observation if the researcher takes part on the observer’s life. This kind of observation makes the researcher communicate well and get the detail information about what is hidden. Therefore the researcher got a complete, sharp and deep meaning about the behavior. Observation is done in the class of *Telaah Teks Inggris IQT*. The researcher takes part in the classroom activity as the lecturer of the subject.

b. Interview

Interview is a way to get the data by asking the source of the data about the information needed. The researcher took notes on the result of interview with the subject of research about problems faced by the students of *Ilmu al-Qu’ran and Tafsir* while the form of the interview is structured interview where the researcher made a list of questions for the interviewee to answer. The structured interview is done to make the interview went on a right track.

c. Documentation

Documentation is a process to gain the data in the form of another note needed by the research. Arikunto said that the data collected from documentation is contributing data about things or variable in the form of notes, transcript, books, newspaper, inscription, meeting notes, leggar, agenda and others (Arikunto, 1998: 206). Here the data is collected through the students’ translation result.

3. Data Analysis

Data analysis is a systematically process of looking and arranging data from interview, field notes, and others so that it can be understood and the result can be informed to others. Data analysis is used to understand the relationship and the concept of data so that the hypothesis can be developed and evaluated (Sugiyono, 2009: 244). The activity in qualitative data analysis is done interactively and continuously. The activity in data analysis are; data reduction, data display, data verification.

D. Findings

In the year academic 2015/ 2016 STAIN Pamekasan opens some new departments as well as the amount of the faculty. Three faculties in STAIN Pamekasan are Faculty of Tarbiyah, Faculty of Sharia, Faculty of Islamic economy and business. First, Tarbiyah Faculty consists of 10 departments, they are Islamic Education department, Arabic department, English department, management of education department, early childhood education department, Islamic counseling department, Indonesian department, social education department. Second, Sharia Faculty consists *al-Abwal al-Syakhsbiyyah*, Ilmu Al-Quran and Tafsir, Islamic communication and broadcasting, and Sharia Economic Law. Third, Islamic Economy and business Faculty consists of three departments, they are Sharia banking, Sharia economy and Sharia Accounting.

The emergence of *Ilmu Al-Qur'an* and Tafsir department is needed very much in line with the dynamic development of social, culture, and thought. In another side, Moslems in Indonesia is majority in the community who has to implement their religion principles without losing their identity as a unique cultural nation which also need to firmly hold on the nation unity.

The prophet Muhammad's role as the main interpreter of ALLAH's words makes the hadith comes from Him has equally fundamental position with Tafsir. Therefore, Tafsir and hadith cannot be separated. In the Islamic knowledge, all kinds of knowledge get legitimation as Islamic knowledge only if it refers to Tafsir and Hadith (Tim Revisi, 2016: 2).

For the above reason, STAIN Pamekasan opens a department of *Ilmu Al-Qur'an* and Tafsir. Based on the decision of Islamic education general director no.6867 year 2014 about the accomplishment of a department in STAIN Pamekasan on the date of December 3rd 2014, give a license to open an *Ilmu Al-Qur'an* and Tafsir department. While the department has vision, mission and the purpose of the department are:

Vision

Prepare the practitioners and experts on *Ilmu Al-Qur'an* and Tafsir with professional academic based in the Islamic and Indonesian dimension.

Mission

- a. Carrying out theoretical, practical education and teaching learning in the Qur'an field and also the knowledge of al-Qur'an and Tafsir.
- b. Maintaining the classical education tradition by adopting current findings.
- c. Conducting academic research in the al-Qur'an and Tafsir field in order to expand the Islamic and Indonesian knowledge.

Purpose of the Department

- a. To produce a moslem's graduation with theoretical and practical skill in the field of *Ilmu Al-Qur'an* and Tafsir;
- b. To produce a professional and sophisticated experts and practitioners in the *Ilmu Al-Qur'an* and Tafsir field.

Graduation profile of *Ilmu Al-Qur'an* and *Tafsir* is divided into two. They are the main profile and the additional profile. The main graduation profile is expected to be the expert in al-Qur'an and Tafsir, the researcher in al-Qur'an and Tafsir, social personal and institutional practitioners. While in the additional profile, the students are expected to be able to teach al-Qur'an and to be Ulama/ Da'i (Tim Revisi, 2016: 2).

1. Teaching and learning process of *Telaah Teks Inggris* in the *Ilmu Al-Qur'an* and Tafsir class.

Telaah Teks Inggris course comes after the course of Bahasa Inggris in the previous semester. This course consists of 2 credits and belongs to based-skill course (MKDK). In this course the students are expected to understand English text related to al-Qur'an and Tafsir by understanding every word and idioms in English.

English text for the students of *Ilmu Al-Qur'an* and Tafsir is a little bit different from other departments in the same faculty. The text comes from *Interpreting the Qur'an, the Qur'an – an introduction* book by Saeed Abdullah 2008 published by Routledge, London & Newyork. This book talks about what is *Interpretation, context and kinds of interpretation and also complexity in reading text, trends of exegesis and others.*

Students of *Ilmu Al-Qur'an* and Tafsir are very heterogeneous in terms of their education background. The preliminary data showed that 27 students are graduated from *Madrasah Aliyah* (Islamic Senior High School), 2 students are graduated from Public Senior High School and 2 other students are graduated from Vocational School. While religious education background is also different. 26 of the students graduated from *Pesantren* and the rest are not.

The heterogeneity of the students of *Ilmu Al-Qur'an* and Tafsir also happens on their English competence. The researcher got the data from the mark they got in the previous semester in *Bahasa Inggris* course. There are 13.89% students got A+ for the mark, 8.33% got A, 19.44% of the students got A-, while B+ is mark for 47.22%, , 5.55% got B mark, and the rest got E mark. This data support the data that the students of *Ilmu Al-Qur'an* and Tafsir are heterogenous. The process of teaching and learning *Telaah Teks Inggris IQT* are as follows:

2. Teknik penyajian penemuan/ presenting the finding Techniques. (Tema; *Seven ahruf: seven dialects or seven ways*)

The class starts with praying together. After that, the lecturer deliver topic to discuss, flexibility in reading text. The researcher gives some lead in questions related to flexibility of reading text such as question about *Qiroah*, some differences in reading al-Qur'an and some questions on the art of the reading Qur'an. This activity is done to click the students' background knowledge to the topic to discuss. All activities are done in mixed Indonesia and English.

After that, the researcher starts to divide the sub theme about the topic. The lecturer makes the students read the sub theme about “Seven Ahruf”. The students read and translate the text. The lecturer guides the students in the process of translating the text. The type of translation the students use is word per word translation.

After the process is done, some students have time to tell their translation, describe their translation result. The students translate the text in turn. Here, it is clearly seen that the students with public school background has good translation but unfortunately they are fail in describing what they translate. Different with the students with religious background knowledge, the students here are successful in explaining the text but they need to wait for their students to translate it for them. They feel confused when they read their own translation, they feel that their translation is out of context.

After the process of translation, the students need to interpret what they have translated. Here the lecturer asks the students to tell the interpretation of the text. The lecturer found that some students still feel confused to understand what actually *Seven Ahrufis*. They feel released when they continue it with discussion about the topic.

Every time the students translate and deliver their interpretation, the lecturer and the students discuss about it. The lecturer gives reinforcement on the students’ work. The lecturer also explains it deeper to cover the students’ questions. In the last step of teaching, the lecturer gives assessment in the form of short answer to measure the students’ understanding and discuss it with the whole class.

3. Teknik penyajian kerjkelompok/ presenting group work technique (tema: *Flexibility in reading Text*)

The class opens with pray together. The lecturer delivers the topic to discuss, it is *Seven Ahruf: Seven Dialects or seven ways*. The lecturer gives questions on the previous topic and only some of them answer it. This situation shows that only a few of the students remember what has been discussed last week. It also means that the students will need more motivation before coming to the next topic.

The lecturer tells that today’s topic is the continuation of the previous one. The lecturer divides the students into three big groups. These groups are based on the mapping of the students’ English ability and their religious background knowledge. A group is designed to have a member with good religious background knowledge (here, it means the one who is graduated from *Pesantren*) and other members are students with good English competence so that they can help the other students in the group to find the idea of the text (*Rivayah*).

These three groups are based on three *Rivayah (Hadith)* in the Rasulullah time which support the existence of Flexibility in Reading Text. Every group has to understand the *rivayah* then tell it to the rest of the class. Here the lecturer uses free and pragmatic translation (*Terjemahan bebas dan pragmatik*). The students’ attention only focused on delivering the information containing in the text. It makes the students take a little attention or even no attention on the form or the structure of the sentence.

The time allotment given to the students are limited because the groups are already big groups. The lecturer guide and help the students in the translation and also in understanding every *rivayah*. By this presenting group work technique it is found that

the students are faster in translating the text. The time allotment is enough to translate and to understand what they translate.

Every group explains what they have translated while the other groups listen and ask them about what they may not understand. Every group gives their interpretation on their own *riwayat* in turn and gives explanation based on their interpretation. This class is very effective because every group has strong basic on every *riwayat* (Hadith).

The next step is to give reinforcement on the students' work. The lecturer does some crosscheck on the students' interpretation. After that the researcher asks the students to retell a *riwayat* of other groups. The lecturer asks them to write it in Indonesia in a piece of paper.

These two techniques are used in teaching *Telaah Teks Inggris IQT*. It is used for the next sub theme: Interpretation based on Reason, the proponents of interpretation based on reason, the opponent of the interpretation based on reason, Interpretation based on Tradition and textualism, interpretation of the Qur'an by the Qur'an, interpretation of the Qur'an by the Prophet, Interpretation of the Qur'an by the companions, Interpretation of the Qur'an by the successors, Three broad trends: sunni exegesis, Tabari exegesis, Khariji exegesis, modern exegesis.

The kinds of translation in these two techniques are free and pragmatic translation but the lecturer did not ask the students to tell information of the text directly but the researcher also measures the process of translating the text. How the students translate the text is also important so that word per word translation and literal translation are also needed in this class.

4. Problems faced by the students in learning “Telaah Teks Inggris IQT” in the *Ilmu Al-Qur'an* and Tafsir Department.

Problems in learning “Telaah Teks Inggris IQT” are very complicated. The students of *Ilmu Al-Qur'an* and Tafsir have learnt English in the previous semester and they have also learnt them in their junior high school and senior high school. 31 students out of 32 students of *Ilmu Al-Qur'an* and Tafsir belong to this class. 27 students graduated from Islamic senior high school with 1 student from Islamic senior high school, 6 of them graduated from *pesantren* based Islamic senior high school without any general knowledge, 20 of them graduated from *pesantren* based Islamic Senior High School with general knowledge for the students. 2 students graduated from public senior high school, 2 students graduated from vocational school.

From the above heterogeneous students the researcher investigated the following problems:

1. Some students graduated from *pesantren* based Islamic senior high school show that they have difficulties in English. Not only reading English text, they even found it difficult to understand the instructions the lecturer used in the classroom activity. For example when their lecturer opened the class, he asked someone to pray for them. They did not know what to do. He felt ashamed when some students laughed at him. Finally he felt afraid to speak in the class (Interview 18 May 2017, Hadhari).

Some students as the above case have very good Islamic background knowledge. It can be seen from their mastery in telling and reciting some theory and *riwayat* in interpretation of al-Qur'an.

2. Some graduations of *pesantren* based Islamic junior high school were different from the previous case. They think that English is not as difficult as what their friends' thought (Interview 19 May 2017, Nafilah sulfa). They have experienced English in their school, so that they were motivated to read text. In the classroom activity, they often interacted with the lecturer to just confirm what they have understood or ask the lecturer about their understanding.
3. Another problem found when the students have lack Islamic education background where they only got Islamic religion on their curriculum only. They understood the short instruction the lecturer gave, they even very good in finding the words in the library when they translate the English text. They even follow the class very well when the lecturer slowed the speaking speed down (Interview 19 May 2017, Rofiatul windariana).

The only problem they got is the reading material that they read. The materials are English text related to the *Ilmu Al-Qur'an* and *Tafsir* about some interpretation of al-Qur'an, kinds of exegesis, seven *abruf*, some *riwayat* supporting the seven *abruf* etc. They found it difficult because they do not have knowledge on them at all. The materials considered odd for them. They have translated but they do not know what was the text about.

4. Some students from vocational high school found another problem. They found themselves unmotivated not only in the English class but also in other subjects. They even felt they did not belong to the class (Interview 15 May 2017, Moh. Syafi'i). They felt they are out of the box. They knew a little about English and they knew nothing about the text. This department was their second choice; some of them even did not want to join *Ilmu Al-Qur'an* and *Tafsir* department. They did not regret that they have enrolled *Ilmu Al-Qur'an* and *Tafsir* but they need special attention because they were having low motivation in studying the subject.
5. Some students with good Islamic education background have another difficulty in relating their knowledge on the text they read. They thought the English text they read was too difficult to understand so they felt their knowledge cannot help them to understand the text (Interview 15 May 2017, Sofyan as-tsauri). This students hard to recall their Islamic knowledge in the *pesantren* and they felt they were unable to keep up with their friends in reading and understanding the English text.
6. The way to translate the text also becomes the problems for the students to read. As we know that they are 9 kinds of translation. In the class of *Ilmu Al-Qur'an* and *Tafsir* the lecturer used a full and part translation, word per word translation, free translation and pragmatic translation. The students used literal and word per word translation in the presenting finding technique. They have difficulties in understanding the meaning of the text. It is proven when they need the lecturer's help in understanding the text, to find specific information on the text.

The students also have difficulties in interpreting the whole text from the word per word translation. Sometime, in interpreting a text we need to leave the meaning of some words. In the second technique used by the lecturer, other students from *pesantren* based Islamic senior high school will help their friends in understanding the text based

on the prior knowledge they have so that all class have the same interpretation on the text.

E. Discussion

Language learning is different to learning general knowledge. In language learning, we do not only measure the students' ability in understanding the language they learnt but also their competence in using the language in communication, moreover when the students learn their second or foreign language. There are many considerations in acquiring second language. This is so because this is not the language they use in daily activities. Therefore they would find many problems in acquiring it.

a. Process of Teaching Learning *Telaah Teks Inggris IQT* in the Ilmu al-Qur'an and Tafsir Class

1) Teknik penyajian penemuan/ Presenting finding Technique. (Theme; Seven ahurf: seven dialects or seven ways?)

When the lecturer uses presenting finding technique, all students translate the English text together. This technique is rather difficult for those who graduated from *pesantren* because they do not have enough time to do the translation. They take a longer time to translate because they need time to look up the words in the dictionary. Here the students' aptitude is really needed. As what Lightbown states (Lightbown & Spada, 1999: 53):

“The aptitude is composed of different types of abilities: (1) the ability to identify and memorize new sounds; (2) the ability to understand the function of particular words in sentences; (3) the ability to figure out grammatical rules from language samples; and (4) memory for new words.”

Introducing new words and meaning may gives good impact for the students. When every student delivers their translation result, most of them found it difficult because they have not got the idea of what they read yet. They feel unconfident to show their work but they have to share it because of the time allotment. In this case, the theory of Dulay about the students' self confidence is really influencing (1982: 56). This is good for the students if they can use their background knowledge in understanding the text. What they got in the previous level will help them if they know how to do so. It will be beneficial for them. It also deals with the students' assumption on their result of learning.

There are many weaknesses in this technique. This technique will make the students go deeper on the problems because they cannot share their idea with their friends. They will only see it from their own side. Students with less religious background knowledge found it hard to find the meaning of the text, even they lose the whole idea of the text. Some students only got the parts of the idea, and some of them only found the meaning of every word without knowing how to unite it in a single meaning. They need to wait the lecturer gives them opportunity to listen to other students explaining their result of translation.

While the students with *pesantren* background is better in term of interpreting the text but they have less ability in translating because their background knowledge only limited on tafsir only. The students follow all the process of presenting finding technique, they found the information by themselves or they experience the mental process such as analyzing, understanding, clarifying, etc (Iskandarwassit, 2015: 68). Although at the end they can translate it well, before that they still need to listen to their friends' explanation when the lecturer ask to interpret their reading.

The weakness of this technique also makes the students do some speculation on the meaning; they will grasp the meaning before they get the real one. The students will find the the real concept after they share their translation with the whole class. But in this technique the students tried hard to translate the text because they will not understand the meaning if they cannot translate it.

Independence is the main concept of this technique. The students translate the text independently; understand the meaning of the translated text. The students get used to identify words with specific meaning which only used in their department, Ilmu al-Qur'an and Tafsir. This is because they do not only read the text but they experience it also.

2) Teknik penyajian kerja kelompok/ presenting group work technique (tema: *Flexibility in reading Text*)

The second technique is a presenting group work technique. In this technique the students with low English ability felt easier to translate because of their friends help because in this technique they can learn from other students who have better competence in English in terms of the way to look up a word in the dictionary. It also happens on the way to get the meaning from a combination of words.

The same problem experienced by the students with religious background knowledge did not grasp the meaning of the text. Their duty is only telling what actually the content of the text they translate is. Moreover they tell the information deeper than what they get in the text. It is suitable with the purpose of this technique is to train the students not only to think their own but also to think how the group can get the purpose of the learning (Iskandarwassit, 2015: 54).

There is a mutual correlation in this technique. The correlation is between the students with religious background knowledge with the students with English background knowledge. One of the purposes of this technique is to increase the attractiveness and relation between the members of the group by encouraging the respect and communication and this purpose easily can be reached. Iskandarwassit also stressed on the emergence of individual competence in a group so that they will feel they need to study and they can create a new knowledge for their friends.

The difficulty of the second technique is how to make a dynamic group. This means that a group is possible to have different members in every grouping activity. They will have a rich experience with other members who have different competence in every group work activity. This will increase the students with good religious

background knowledge's aptitude. As what Dulay said the aptitude can be got from the previous knowledge or it can come from their own assumptions (1982: 45).

The students' problem in the first technique containing word per word translation/ literal translation is on creating the whole meaning and interpretation of the text. While in the second technique containing free and pragmatic translation, the students can lessen their stress because they do not have to translate every word. But this free translation also has weaknesses that the students may lose their main idea and they can get out of the exact meaning. Here, the role of lecturer to control the discussion process to still is on the track.

b. The problems found in learning *Telaah Teks Inggris IQT* in the Ilmu al-Qur'an and Tafsir Class.

Problems faced by the students of Ilmu al-Qur'ana and Tafsir are very complicated. If the researcher sees it as parts so the solutions may be also apart. The most dominant problem is the students' English competence that is still low that can decrease their motivation to learn. Here we talk about their competence in English vocabulary and structure (Troike, 2006: 156). They do not have enough knowledge on the English vocabulary and structure so that the part of filter here would lead to a problem if it touches *integrative motivation* (2006: 47). The students would isolate themselves if they are not intrinsically motivated. Therefore the researcher must increase their instrumental motivation. This can be done by drilling the students in every meeting in the form of giving them more exposure to English so that they will feel that they understand English.

The lack in understanding the English text is another challenging problem to the researcher as the lecturer of *Telaah Teks Inggris IQT*. It still can be tolerated because what they deal with is a written language so that they will maximally use of their "Monitor" which makes them concentrate more on the understanding the text than delivering information (Troike, 2006: 47).

Another problem is the students' failure in understanding the text/ interpreting what they read although they have translated the text. This problem is caused by the students' limited religious background knowledge that they got only from the school curriculum of the Islamic Education course (PAI). These kinds of students only have low integrative motivation but high instrumental motivation because they believe they can translate the text well. They have what is called as willing to get the social group identification which in the form that they want to enter the group society of Ilmu al-Qur'an and Tafsir although they have low background knowledge on Tafsir. This is also caused by the lack of "*Content/ world background knowledge*" where it requires the readers to have previous knowledge on what they read (Troike, 2006: 156).

A psychological problem also becomes the problem in the Ilmu al-Qur'an and Tafsir class. The students who have chosen Ilmu al-Qur'an and Tafsir as their department, whether it is on their own decision or not, start to take their step to make them as a part of the department. This is really uneasy. Knowing that we do not have

enough knowledge on it, even they do not like it, makes them do had works to make them still exist in the Ilmu al-Qur'an anad Tafsir department.

Another failure is when the students are the one graduated from *pesantren* and they have enough religious education background but they still confused in interpreting the meaning of the text. They cannot correlate what they have got in *pesantren* to what they read now. Here their *automatic recognition ability* is very low. In this ability the students need to have the ability of identification and giving perception. Actually the problem is on their effort. If they try harder to remind what they have learnt in *pesantren*, they will lose their problems. The use of their "Organizer" is very weak. Organizer is a tool to make step by step arrangement from any previous knowledge they know (Dulay, 1982: 54).

The problem in translation technique actually is a classical problem. When the purpose of reading is to know specific information of the text, it is actually the kind of pragmatic and free translation is suitable with this class. Since the language learning is not only communicative, therefore the word per word and literal translation is still needed in this class. The result of their translation influences their understanding about the text.

For some students with good ability in English because they graduated from senior high school or vocational high school where English education get more attention from the curriculum, found another problem. It is the content/ world background knowledge. This will cause problem because a good reader should experience the habit and the culture of the text. They would not find any difficulties in reading and understanding it. This will also make them easy in interpreting the text.

c. Factors affecting the problems in learning *TelaahTeksInggris IQT* in the Ilmu al-Qur'an and Tafsir Class.

Some factors of difficulties cannot be separated from the factors affecting second language acquisition.

1. Intelligence

Intelligent refers to a specific ability in doing specific test on the lesson (Lightbown & Spada, 2001: 52). Intelligent also influence the emergence of problems in the Ilmu al-Qur'an and Tafsir class. After the students translate the text, the researcher will measure the students' understanding about English text. Intelligence here is very influencing because this is a tool to decide whether the students are successful or not. The students are successful when they can share information they got from the text, and how are their interpretation about reading.

2. Aptitude

The factor used here is actually can be used by some students in various form. An aptitude to summarize what are actually the author is going to share is an influencing way to understand the text. Not all students have this kind of aptitude so that it needs exercises of reading English text in every free time.

3. Personality

It is clearly seen that some students' personality influences their level of understanding the English text. Almost all of the students in the Ilmu al-Qur'an and

Tafsir class are "introvert". Students with this personality tends to play safe and cannot express what they have in mind and cannot consult their problems freely. This personality makes them hard to work in group which makes them difficult to share with other students. They chose to wait for the lecturer to ask rather than delivering their own opinion about something. But sometimes, this kind of student understands deeper than the one who ask more. Surprisingly, Troike stated that "on a partially related personality dimension, introverts generally do better in school and extroverts talk more" (2006: 90).

4. Motivation and attitude.

Motivation clearly influences the students' problems in learning *Telaah Teks Inggris IQT*. We can see from the findings that some students with religious background knowledge do not have motivation to study English and it can lead to inconvenience in learning. The students of Ilmu al-Qur'an and Tafsir also think that they did not need English in their future life. They do not know if they think it so they will automatically close the *filter* smaller which makes them hard to understand the English text they read. It happened automatically because *filter* does its job on the brain automatically.

Motivation actually can be got from some aspects such as motivating the students into the lesson, varying the activities, tasks, and materials, using a cooperative rather than competitive goal (Troike, 2006: 57). The lecturer has done some efforts to motivate the students by giving motivation on the students with low English competence in every meeting, makes the group as dynamic as possible in every meeting and giving reinforcement in the end of the class.

5. Learner preference.

Kinds of students' preferences also influence the speed of the students in understanding the text. "The "aural" learners who seem to need only to hear something once or twice before they know about it" (Lightbown, 1999: 58), will find it difficult in understanding the text since the whole semester they will only read and understanding the text.

The difference in in "*field independent*" and "*Field dependent*" also influence on the learning *Telaah Teks Inggris IQT*. In this class, the students with *field independent* personality is more successful than the dependent one. It is because in this class needs someone who can see the global and open information about the text they read.

6. Learner beliefs

Learner belief is the biggest factor in contributing reasons of learners' problems in *Telaah Teks Inggris IQT*. Some students actually already have the knowledge about text they read which they got it in the previous level of education.

It depends on the students' belief that they can translate it and get the interpretation of it or not. Actually all students of Ilmu al-Qur'an and Tafsir have already got the background knowledge about English on their previous education level although some of them belong to *pesantren* with no general lesson at all.

d. Solution in solving the problems in learning *Telaah Teks Inggris IQT* in the Ilmu al-Qur'an and Tafsir class.

1. The difference in the students' religious background knowledge from *pesantren* and not is the weakness of this class. From another side it can be seen as strength because this will make them share what they know with other students. They will get used to learn from their friends and this also makes them have the responsibility to explain what they know to them. This is actually the real purpose of presenting group work technique (Iskandarwassit, 2015: 68).
2. Make the students get used to hear the English words in every meeting will also be effective. If the lecturer used English all the time, they will automatically be highly motivated to understand what their lecturer mean and finally they will do the same.
3. The students' problem also on the students' weakness in looking up the English words in the dictionary. The lecturer can use or make some vocabulary list before starting the activity and ask the students to identify every word. The words should come from the students and ask them to find the meaning before coming to the main activity. Dictionary is a must in this class. This is a supporting component to the vocabulary and structure which should be there in the reading ability (Troike, 2006: 156).
4. The problems in understanding the religious content about tafsir experienced by the students without religious background knowledge makes them do group work in which they can get the information. It is expected that the students can understand and help each other to reach the real understanding of the text. Every student has their own responsibility in the group. Some of them help others in translating and others can help interpreting the text.

F. Conclusion

The process of teaching and learning *Telaah Teks Inggris IQT* in the Ilmu al-Qur'an and Tafsir department uses two techniques, presenting the findings technique and presenting the group work technique. The problems found in the learning *Telaah Teks Inggris IQT* is about their low English competence, in another side they have less knowledge in tafsir but they are good in English. The students are difficult to relate their background knowledge in interpreting the text they read. The next problems is on the way they translate the text, they translate it wrd per word which make them difficult to understand the whole meaning of the text.

Factors affecting the students' problems in learning *Telaah Teks Inggris IQT* in the Ilmu al-Qur'an and Tafsir are intelligence, aptitude, personality, motivation and attitudes, Learner preferences, Learner Beliefs. The solution of the problems can be done by put English into habit so that the students get used to hear and use English, make vocabulary list before the students get into translation, make them into group with members consisting students with religious background knowledge and English background knowledge.

The researcher suggests the lecturer of *Telaah Teks Inggris IQT* to do analysis on the students before the coming into the class. At least the lecturer has prior data about the students' English competence and their religious background knowledge before the class. Finding kinds of technique suitable with their students strength and weaknesses are really important. Motivation seems to be the biggest problem in learning

TelaahTeksInggris. The lecturer has the responsibility to increase the students’ motivation to make the students eager to come to the class and actively participate in the class.

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