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Daily English Communication Problems of 11th Grade Vocational Students at Arriyadh Islamic Vocational School

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ABSTRACT

Introduction. *This research project is concerned with the everyday communication difficulties encountered by students in their final year of secondary education at Arriyadh Islamic Vocational School. The aim of the research was to identify the factors that affect the students' ability to communicate in English on a daily basis.*

Data Collection Methods. *This research employs qualitative methods, utilising questionnaires and interviews as instruments. In this research, a questionnaire was constructed using Google Forms and interviews were conducted directly with students to obtain more accurate information or data.*

Results and Discussion. *The findings of this study indicate that students in Class 11 at Arriyadh Islamic Vocational School encounter a range of challenges in their everyday English communication, including vocabulary, sentence pronunciation, environmental factors and interactions with their peers.*

Conclusion. *The findings of this study indicate that students in Class 11 at Arriyadh Islamic Vocational School have not yet attained the level of proficiency in daily communication that is expected at this stage of their education. A significant proportion of Year 11 students at Arriyadh Islamic Vocational School still require further development in their English communication skills.*

Keywords : *Communication, Problem, English Language.*

I. INTRODUCTION

A. Background of Study

Language is not merely a conduit for communication; it also serves to unite a nation when communicating with other countries. English is a universal language that is widely used in many countries, including Indonesia. Consequently, in light of the aforementioned developments in society, particularly among the younger generation, it is imperative that they are able to communicate in English in order to connect with the outside world (Sari & Maharini, 2023).

English is a global language that is consistently used across diverse contexts and is essential for the mastery of various technologies, knowledge, and scientific disciplines². Furthermore, English is a language that can be employed to search for job vacancies. Given the prevalence of English as a global language, many companies require their applicants to demonstrate proficiency in English communication skills. English is a medium of communication that must be mastered. In the contemporary era of globalisation and digitalisation, the concept of borders, space and time is becoming increasingly irrelevant (Sanggau et al., 2023).

The objective of the English language classes is to prepare participants to communicate in everyday life in accordance with global expectations, as well as to enhance their communication skills to a higher level. Competence is a personal attribute. It would be a significant achievement if this could be disseminated on a global scale. It is of great importance to be able to communicate effectively in both oral and written forms (Sanggau et al., 2023).

A further examination of the English language study field reveals that it is an adaptive field of study which functions to support the teaching and learning process in schools. This enables students to fulfil the abilities or competencies set by their study programme. The objective of English teaching and learning activities at the vocational school level is to ensure that students gain the ability to understand basic knowledge and skills in English in a study programme that is appropriate to their major (Fitriana and Friends. 2023).

Mastering spoken English can facilitate communication for students, both on social media and on a global scale. The ability to compose sentences is a fundamental aspect of effective communication. Sentences serve as the building blocks of language, allowing individuals to express their thoughts and ideas in a structured manner. By understanding the nuances of sentence composition, individuals can effectively convey their intentions and differentiate their behaviors within different communities (Mandasari and Friends. 2022).

Learning English is a crucial asset for vocational students to respond to a variety of challenges in their professional world (Aflah, Mita Nur., Rahmani, 2018). However, many Indonesian vocational students struggle to speak fluently. One of the difficulties that vocational students face when communicating with their classmates is pronouncing English sounds, and the lack of vocabulary possessed by each student results in communication failure (Tangerang, 2023). Regina Febriani and Mega Febriani Sya (2022) express their opinion that learning English is much more challenging than learning Indonesian. Apart from understanding the meaning of the language itself, students must also be able to write and pronounce English words correctly. Language is not just about communication, but also about understanding the meaning of words and sentences.

It is not uncommon for vocational students to experience difficulties in communicating in English in a classroom setting. The difficulty an individual experiences in achieving a goal can be attributed to a combination of personal factors that make the action unattractive. Students' reservations about utilising English in the classroom may be attributed to a multitude of factors, including internal challenges and those encountered with their peers. Furthermore, there is a concern that students are fearful of making mistakes when speaking in English, which may result in them becoming more reticent and inclined to merely listen. Additionally, many students are apprehensive about using English in public settings due to the potential for making mistakes. Additionally, there are students who refrain from speaking English in class due to embarrassment in the event of being corrected by their classmates.

In the context of English language teaching, students encounter a multitude of challenges that impede their progress in developing their English language skills. One of the most challenging issues encountered is that of pronunciation, which affects the ability to speak. One of the most straightforward aspects of oral communication to observe and assess is pronunciation. When an individual speaks English, those who are listening will be able to identify the manner in which that individual pronounces the language. One of the most significant developments of the present century is the emergence of education as a pivotal force in enhancing the quality of human resources. The acquisition of English proficiency is a challenging endeavour due to the complexity of the language, which encompasses four fundamental skills: reading, writing, speaking and listening. In order to achieve optimal English language skills, it is necessary to employ professional language instructors in order to

produce quality students. In addition, it is essential to ensure that students receive an appropriate balance of instruction and practice (Susanthi, 2020).

The process of teaching and learning within the education sector is not always smooth, especially for those who do not have a liking for certain subjects that they are required to study. Obstacles always arise in the learning process regardless of the educational setting. Consequently, these learning difficulties have a negative impact on the academic performance of students who are pursuing education. Therefore, many educators feel responsible for conducting ongoing research. This research includes analyzing the difficulties experienced by students, investigating internal and external factors that cause student learning difficulties, and developing teaching methods to increase student interest in learning. Another aim of research is to develop and advance the teaching and learning process in the classroom. As educators, it is our responsibility to ensure the optimal development of our students. Therefore, we must pay attention to the individual abilities of each student in the teaching process, with the aim of understanding and assisting their development. By identifying the strengths and weaknesses of our students, we can develop methods of learning and research within the classroom (Tambunsaribu and Friends. 2021).

Researcher need to comprehend the factors influencing the learning process and outcomes of their students since learning difficulties stem from such factors. Research aiming to discover the challenges faced by students during the learning process would be highly beneficial to educators in finding solutions to help these struggling students. This is what underpins the need for a diagnostic concept of learning difficulties experienced by students, particularly in the context of learning English, which they have been studying for years from primary school to vocational level (Tambunsaribu and Friends. 2021).

The English language learning process is influenced by four key factors.

1. Factors related to physical condition include visual impairments, hearing deficits, disorders of balance and spatial orientation, negative body image, hyperactivity, and malnutrition.
2. Environmental factors Learning difficulties are the result of an unsupportive family, community, and school environment, which can impede psychological and social development and negatively affect academic performance.
3. Motivational and affective factors can pose a challenge to students in their pursuit of learning. Those who frequently struggle in one or more subjects might experience lowered self-confidence and self-esteem. Such attitudes can significantly diminish their motivation to learn and also trigger negative feelings towards learning-related matters, resulting in passivity and reluctance.
4. Psychological Impairments. The psychological impairments comprise of weakened attention span, impaired vision, reduced ability to hear, impacted motor function, hindered cognitive abilities, and slow language acquisition.

Once the factors that impede students' learning have been identified, it becomes evident that there are two primary causes: internal and external. Internal factors stem from the student themselves, whereas external factors arise from sources such as family, school, community, and friends. These two factors contribute to students experiencing difficulties in learning. In this scenario, students may find it arduous to accept, comprehend, and implement the knowledge that has been imparted to them. These difficulties might lead to students achieving low learning outcomes, and in some cases, may even cause them to fail to meet the stipulated achievement standards (Tambunsaribu and Friends. 2021).

B. Research Problem Formulation

Based on the background information, the research will aim to address the following questions: It is necessary to focus on an objective and comprehensible presentation of the information with an emphasis on clear language, technical terms, and a formal register.

1. What challenges do Arriyadh grade 11 Islamic vocational students encounter when communicating in English?
2. What factors contribute to the communication difficulties experienced by Arriyadh grade 11 Islamic vocational students in the English language?

C. Research Purposes

Based on the problem formulation outlined above, the research aims to achieve the following objectives:

1. The objective is to assist students at Arriyadh Islamic Vocational School in grade 11 in overcoming the challenges they encounter in communicating in English.
2. The objective of this study is to ascertain the factors that impede the communication abilities of students at the Class 11 Arriyadh Islamic Vocational School.

D. English Benefits of Research

It is anticipated that this study will yield both theoretical and practical advantages, which will be examined as follows:

1. Theoretical benefits: This research has the potential to enhance scientific knowledge pertaining to the learning of English, specifically in addressing communication difficulties encountered by vocational students.
2. This research is expected to play a significant role in education by contributing to the understanding of communication issues faced by vocational students using English. The practical insights gained from this study will benefit educational staff, pupils, students and researchers seeking to develop effective communication strategies.

E. Confirmation of Terms

Explanation of the term is intended to provide readers with a clear understanding of the scope of this research by establishing its boundaries. The term refers to

1. This study examines the communication difficulties encountered by 11th grade vocational students at Arriyadh Islamic Vocational School.
2. The objective is to identify the factors that impede effective communication in English for 11th grade vocational students at Arriyadh Islamic Vocational School.

II. RESEARCH METHODS

A. Type of Research

In this research, qualitative methods were used and the type of approach was descriptive. In its implementation, data collection and presentation uses qualitative descriptive which tends to be in the form of analysis and the results will be in written or oral form.

B. Data Source

The research draws upon data sources consisting of interview results and questionnaires completed by the respondents.

C. Data Collection

The techniques used to collect data are as follows:

1. Questionnaire

A questionnaire is a method of collecting data in which researchers present a list of questions or written statements for respondents to answer. In this study, questionnaires were directly distributed by the researchers.

2. Interview

An interview is a process of communication or interaction aimed at gathering information through questions and answers between researchers and informants or research participants. With the advancements in information technology today, interviews can be conducted remotely through telecommunications media. The main purpose of an interview is to obtain comprehensive information about a particular issue or theme raised in research. Or, it is a process of testing information or data obtained previously through other methods.

D. Research Instruments

The instruments utilised in this study were a voice/video recorder and a paper questionnaire. In the meantime, the method employed by researchers to acquire research data was by conducting interviews and dissemination of questionnaires.

1. Questionnaire

Questionnaires are filled out by students to find out the difficulties students face in communicating English.

This is a transcript of a questionnaire on communication issues in English faced by students in the 11th grade at SMK Islam Arriyadh

Table 3. 1 Questionnaire blueprint

ASPECT	INDICATOR	ITEMS
The fundamental principles of the English language.	It is evident that students have a grasp of the English language.	1. I possess a substantial vocabulary in the English language. 2. My vocabulary in the English language is limited. 3. I am able to read English. 4. I am unable to read English. 5. I have mastered the simple present tense. 6. I have not yet achieved mastery of the simple present tense. 7. I have attained proficiency in the simple past tense. 8. I have not yet achieved the same level of proficiency in the simple past tense. 9. I am able to write in English. 10. I am unable to compose written English.

ASPECT	INDICATOR	ITEMS
English Communication	Students are able to communicate in English at a level that is appropriate to their academic level.	<ol style="list-style-type: none"> 1. I am able to communicate in English. 2. I am unable to communicate in English. 3. I am reluctant to communicate in English. 4. My vocabulary is limited to communicating in English. 5. I lack confidence in my English communication skills.
Physical Condition	Factors relate to students' physical condition	<ol style="list-style-type: none"> 1. The auditory perception is less distinct. 2. My visual acuity is diminished.
Learning Environment	The environmental factors that influence the English communication process.	<ol style="list-style-type: none"> 1. The educational establishment in question does not provide instruction in English communication. 2. None of my acquaintances are able to communicate in English. 3. The environment in which I live does not facilitate the development of English communication skills, as there is a lack of familial support. 4. The majority of people in my village utilise the regional language when communicating, which presents a significant challenge for me in using English in the community environment.
The Role of Motivation in Learning	It is evident that students often lack the motivation to learn English.	<ol style="list-style-type: none"> 1. I am no longer engaged with the process of learning English. 2. I am unable to comprehend the material presented by the teacher. 3. I am disinclined to request clarification

ASPECT	INDICATOR	ITEMS
		when I lack comprehension. 4. I have a strong aversion to the English language. 5. I consider English to be a challenging language.
Mental Disorder	The various obstacles that learners may encounter when striving to attain proficiency in a language.	1. My memory is notably deficient. 2. I experience significant difficulty in accurately pronouncing English. 3. I am unable to comprehend the spoken English of my opponents.

2. Interview

Researchers conducted interviews to investigate the challenges faced by vocational students in communicating in English. The questionnaire was administered directly and took the form of a series of questions.

Blue print interview: english communication problems facing class 11 students of arriyadh islamic vocational school.

Table 3. 2 Interview Blueprint

ASPECT	INDICATOR	ITEMS
The fundamental principles of the English language.	It is evident that students have a grasp of the English language.	1. What is your current knowledge of the English language? 2. Is learning English a challenging process?
English Communication	Students are able to communicate in English at a level that is appropriate to their academic level.	1. May I enquire as to your proficiency in the English language? 2. Could you kindly elaborate on the difficulties you encounter when speaking in English?
Physical Condition	Factors relate to students' physical condition	1. Do you experience difficulties in hearing when communicating in English?
Learning Environment	The environmental factors that influence the English	1. Does the English language constitute the primary mode of communication in

ASPECT	INDICATOR	ITEMS
	communication process.	your educational institution? 2. To what extent do you engage in English-language communication with your friends? 3. To what extent is English utilised for communication within the domestic environment?
The Role of Motivation in Learning	It is evident that students often lack the motivation to learn English.	1. Please indicate whether you have a positive or negative opinion of the English language? 2. Please provide a detailed analysis of your views on English communication? 3. Do you possess the requisite motivation to engage in the study of English communication?
Mental Disorder	The various obstacles that learners may encounter when striving to attain proficiency in a language.	1. Do you encounter difficulties in mastering English communication?

E. Data Analyst

1. Data transcript

The researcher transcribed the data in a comprehensive and detailed written format, including observations made both directly and from recorded sources.

$$\text{Frequency} = \frac{\text{number of respondent}}{\text{Total respondent}} \times 100\%$$

2. Data familiarization

The researcher reviewed the data and audio recordings to record initial observations.

3. Code research data

The researcher labelled words or phrases that denoted significant and recurring themes in each response transcript.

4. Creating a Research Data Theme

Researcher-generated keywords or phrases that pertain to the research question or concept are developed.

5. Writing interpretations/results/discussions

Researchers analyse themes, compare and correlate research data. Through this process, they generate interpretations, findings, conclusions, recommendations and viewpoints.

F. Testing The Validity Of The Data

Researchers will employ triangulation techniques to assess the validity of the data. Triangulation is a methodology for evaluating data validity that uses a criterion other than the research data to cross-check or compare it.

III. FINDINGS AND DISCUSSION

A. Findings

The following results were obtained based on data from questionnaires and interviews with grade 11 students at Arriyadh Islamic Vocational School.

Table 4. 1 Research results

NUMBER	INDICATOR	PERCENTAGE
1.	The students' command of the English language is restricted by their limited vocabulary.	64,3 %
2.	The students in question are incapable of reading the English language.	82,1 %
3.	The students have not yet acquired the requisite skills to form sentences in the simple past tense.	92,9 %
4.	The students are unable to communicate in the English language.	82,1 %
5.	The student population exhibits a notable deficiency in self-confidence.	75 %
6.	The students lack the opportunity to engage in conversation with their peers in the linguistic environment required for the acquisition of English.	46,4 %
7.	The learning environment does not provide sufficient support for students to develop their English communication skills.	60,7 %

B. Discussion

The objective of this discussion is to present the findings of the research, which will be discussed in detail based on two parts. The first part will address the difficulties encountered by grade 11 students of the Arriyadh Islamic Vocational School when communicating in English. The second part will examine the factors that influence grade 11 vocational school students in communicating in English.

1. This Study Examines The Challenges Faced By Students In Class 11 Of The Arriyadh Islamic Vocational School In Their Daily English Communication.

The students of Class 11 at the Arriyadh Islamic Vocational School encounter a number of challenges in their English communication skills. These can be broadly categorised as follows:

a. Vocabulary

A solid foundation in vocabulary is essential for anyone wishing to gain proficiency in the English language. In the absence of a sufficiently extensive vocabulary, the acquisition of the language in question will prove to be a significant challenge. The majority of students in Class 11 at Arriyadh Islamic Vocational School have a limited English vocabulary, which impairs their ability to communicate in English in a range of everyday contexts. This is evidenced by the data presented in the questionnaire below.

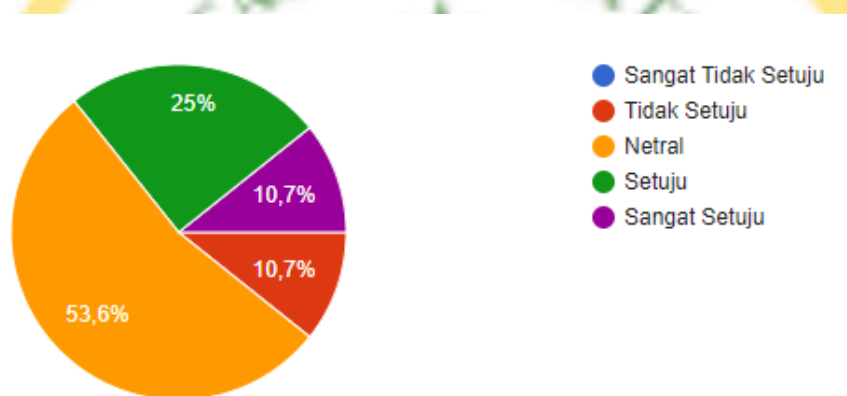


Figure 4. 1 I possess a substantial vocabulary in the English language

b. English Reading

Reading is a fundamental component of the learning process, enabling comprehension of written texts. In the context of English language learning, reading has assumed a pivotal role. However, despite this, students in Class 11 at Arriyadh Islamic Vocational School have not yet attained the requisite proficiency in reading English. They continue to require guidance from their teachers to ensure accurate reading of the language. This is evidenced by the data presented in the questionnaire below.

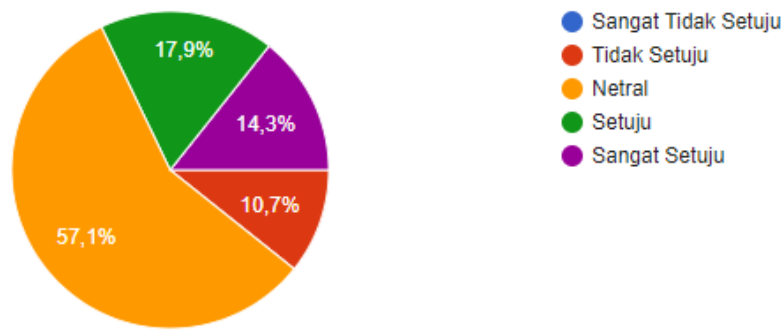


Figure 4. 2 I am able to read and comprehend the English language.

c. The Inability to Utilise the Simple Past Tense Correctly

The simple past tense is a grammatical form used in the English language to indicate actions or events that occurred in the past. The majority of students in the 11th grade at Arriyadh Islamic Vocational School have not yet achieved proficiency in the use of the simple past tense when communicating in English. This presents a significant challenge for 11th grade students at Arriyadh Islamic Vocational School in their daily use of English for communication. This is evidenced by the data presented in the questionnaire below.

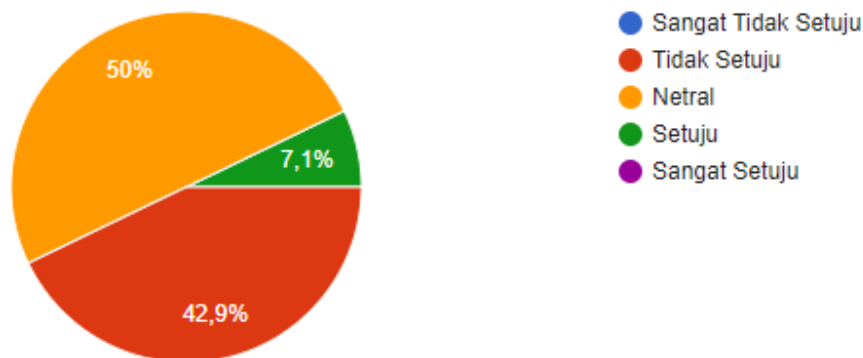


Figure 4. 3 I have acquired the ability to utilise the simple past tense in a variety of contexts

d. It Is Not Possible to Communicate in The English Language

Communication can be defined as the process of conveying messages from a sender to a recipient. The capacity to communicate enables humans to interact with each other. In this particular context, the English language communication skills that students in grade 11 at Arriyadh Islamic Vocational School are expected to demonstrate in their daily activities have not yet been fully developed. This is due to the fact that students in grade 11 at Arriyadh Islamic Vocational School rarely utilise the English language when engaging in social interactions with their peers. This is evidenced by the data presented in the questionnaire below.

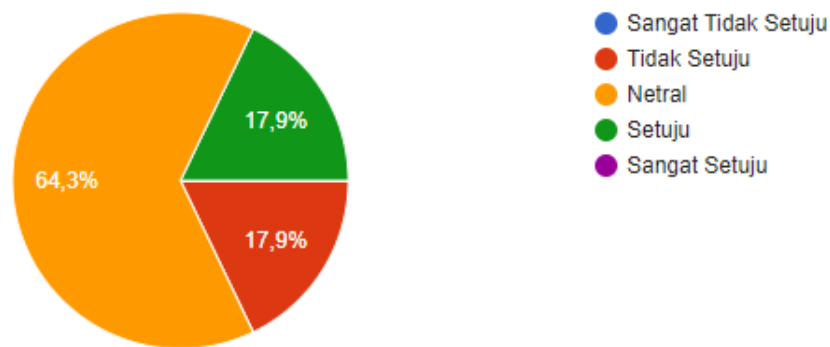


Figure 4. 4 I am proficient in the English language and am therefore able to communicate effectively in that language

e. A Deficiency in Self-Confidence

In general, self-confidence may be observed in an individual when that individual is confident in the abilities they possess and are able to demonstrate to others. Nevertheless, what are the underlying factors that contribute to the lack of confidence in English communication among 11th grade students at Arriyadh Islamic Vocational School? This is due to the fact that the majority of students lack proficiency in English communication, which causes them to feel embarrassed when speaking in English. This is evidenced by the data presented in the questionnaire below.

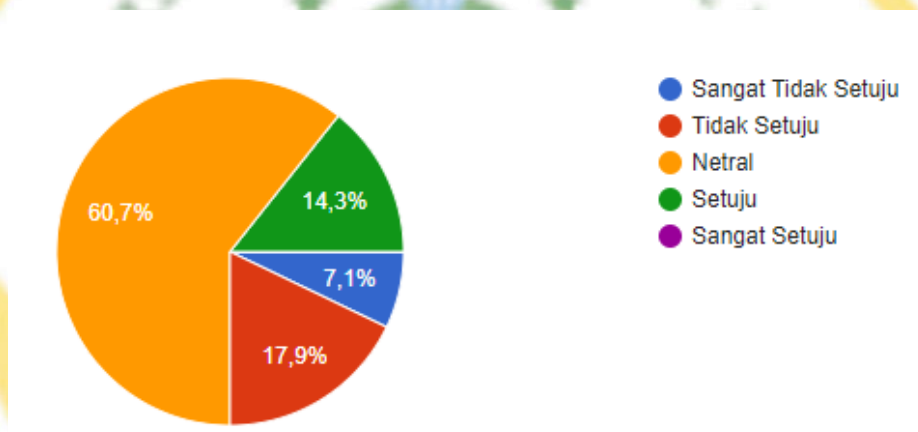


Figure 4. 5 I am reticent to engage in verbal communication in the English language

f. Demonstrates A Lack of Motivation to Engage In English-Language Communication.

Motivation can be defined as a strong drive from oneself to achieve a goal. Nevertheless, students in the 11th grade at Arriyadh Islamic Vocational School display a lack of motivation to communicate in English. This is because they perceive English to be a challenging language to master. Furthermore, they encounter difficulties in recalling English vocabulary. This is evidenced by the data presented in the questionnaire below.

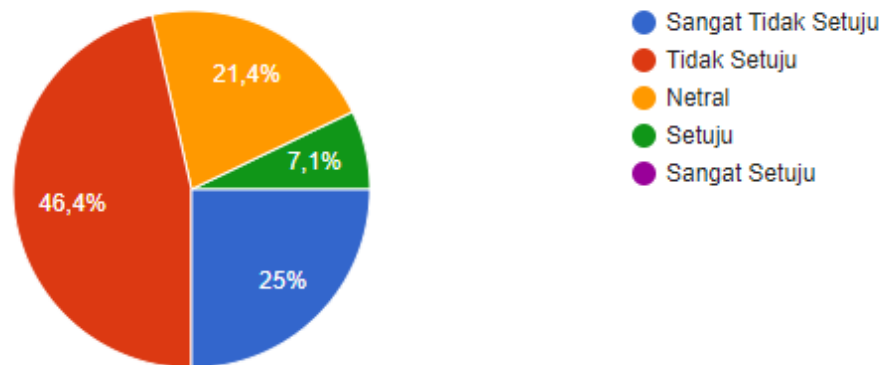


Figure 4. 6 I am no longer motivated to pursue further studies in English

g. It is impossible to accurately pronounce English

It is evident that English pronunciation represents a significant challenge for students in their first year of secondary education at Arriyadh Islamic Vocational School. This is due to the fact that students are not accustomed to articulating English in their everyday activities. When they attempt to pronounce English during communication, the majority of their utterances are not accurate, resulting in confusion on the part of the listener due to an inability to comprehend the speaker's message.

2. The Following Factors Have Been Identified As Influencing The Communication Barriers Encountered By 11th Grade Students At Arriyadh Islamic Vocational School On A Daily Basis.

The data presented in this study were gathered through the administration of questionnaires and interviews with students in Class 11 at the Arriyadh Islamic Vocational School. Two factors have been identified as influencing the obstacles to daily English communication for students in class 11 at Arriyadh Islamic Vocational School.

a. Peers

Peers play an integral role in a student's personal growth and development. Peers have the potential to exert a significant influence on student development, particularly with regard to English communication skills. Nevertheless, students in the 11th grade at Arriyadh Islamic Vocational School lack the opportunity to engage in English-language communication with their peers, as they tend to converse with one another in regional languages.

b. Environment

The environment can be conceptualised as a context within which individuals and groups can adapt to the circumstances that they encounter. Furthermore, the environment can exert an influence on the growth and development of a student's ability to communicate in English. Nevertheless, students in Class 11 at Arriyadh Islamic Vocational School are unable to develop in the environment in which they study or reside. This is due to the pervasive use of regional languages in both academic and domestic contexts.

IV. CONCLUSION

A. Conclusion

A synthesis of the findings from the research and discussions conducted indicates that students in Class 11 at Arriyadh Islamic Vocational School have not yet attained the level of proficiency in everyday communication that is expected of them. The limited vocabulary and

lack of proficiency in pronunciation pose significant challenges for these students in communicating in English. The lack of exposure to English in their daily lives and at school means that they are unable to develop their communication skills. Furthermore, the influence of peer interactions is also an impediment to their development in English communication. In their social interactions, they do not use English but instead employ regional languages.

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