Student Perceptions about Internal and External Obstacles Factors on English Language Learning Process at Nutrition Study Program of Palangka Raya Health Polytechnic

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Abstract: This study aims to obtain a description of student perceptions about internal and external obstacles factors on English language learning process for Nutrition Program Students at Palangka Raya Health Polytechnic by using questionnaire. The results of this study are: a) Internal Factors: (1) Attitudes toward learning is 70.2%, (2) Learning motivation is 56.70%, (3) Learning concentration is 89.2%, (4) Ability in processing materials Learning is 62,1%, (5) Ability to store learning result is 64,8%, (6) Ability to learn result study is 78,4%, (7) Ability of achievement or show result of learning is 67,6% (8) The level of intelligence is 67.6%, (10) The learning habit is 62.2%, (11) The ambition is 43.2%; and b) External Factors consist of: (12) Teachers as learner supervisor is 40.1%; (13) Infrastructure and Learning Facilities are 59.5%, (14) Assessment Policy is 54.1%, (15) Social Environment is 40.5%, (16) School Curriculum is 40.5%. In the context of this study that internal factors in individual learners tend to have a greater influence on one's success in learning to obtain the expected results.

Keywords: perception, English, health polytechnic

INTRODUCTION

The learning process is the process of helping learners characterized by behavioral changes in both cognitive, affective, and psychomotor aspects. A teacher should be able to make this behavior change in the learner's self. All learning activities depart from and directed to the achievement of goals. In this case systematic efforts related to the development of the learning environment are created for the purpose of learning is achieved. Achievement of learning objectives can be said to be the impact of the learning process.

The impact of learning can be differentiated into direct impact or instructional impacts and the indirect impact or impact of the accompanist. The immediate impact is the impact of the pre-programmed learning activity, while the impact of the accompanist emerges as an influence from or occurs as an experience of the learning environment which can take the form of understanding, appreciation, attitudes, motivation, awareness, social skills and other similar behaviors (Satori et al, 2003)

In line with the above description, it is important to understand the development of individuals in the learning process both from aspects of pattern and development time, personality, learning style, and family

background. It can be said that learning for an individual is the result of the interaction between thought and experience with materials, ideas and other human beings. Individual failure in learning may be due to the failure of the teacher to care about the learner's developmental aspects. For example, when the individual's social skills are lacking and he/she is rejected by his/her partner, his/her ability to cooperate will be hampered. So in principle, the teacher must care and understand the learner as a whole. In understanding and accepting the reality that is often experienced by individuals in learning, as teachers need to provide assistance for learning activities can be implemented properly and directed. In this case more emphasis on learning English as one of the courses for students. As for the formulation of the problem in this study is what student perceptions of external and internal factors are on English language learning process of Nutrition Study Program at Palangka Raya Health Polytechnic.

Learning is a complex individual action and behavior. As an action, learning is experienced only by the learners themselves. Skinner explains learning is a behavior. At the time one learns, the response becomes better. Conversely, if he does not learn the response decreases (Dimyati and Mudjiono, 2002). Furthermore Djamarah and Zain (2002) further explain that learning is a process of behavioral change thanks to experience and practice. This means that the purpose of the activity is a change in behavior, whether involving knowledge, skills or attitudes; Even covering all aspects of the organism or personality. In the sense that the essence of learning is change. Then it is explained also that the learner is required to give attention to all stimuli that lead to the achievement of learning goals. So he must awaken his attention to all messages he learns. This increase / development of interest is one of the factors that influence motivation (Gage and Berliner in Dimyati and Mudjiono, 2002).

In learning behavior there is motivation to learn. To be able to generate and develop their learning motivation continuously, learners can do it by determining / learning objectives to be achieved, respond positively to praise / encouragement from others, determine the target / target completion of learning tasks and other similar behaviors. In other words it can be mentioned that the learning behavior is done by the learner. In him there is a mental force driving learning. Mental strength in the form of desire, attention, willing or ambitions is called learning motivation. The main component of learning motivation is the need, encouragement, and purpose of the learner.

METHOD

This research uses descriptive method to explain actual problems being faced by students at Palangka Raya Health Polytechnic. In this study, data collection technique is undertaken by using questionnaires to capture data from the respondents. The required data are matters relating to the indicators of the variables in this study. The questionnaire forms used open in which the respondents are still given the opportunity to provide other answers, in addition to the alternatives that have been provided by researchers. This questionnaire is intended only for students involved in the course program activities. The existing sample in this study is as many as the existing population of 37 participants of English courses in the Nutrition Study Program at the Health Polytechnic of Palangka Raya. Data obtained from the results of questionnaires, first compiled and clarified, then analyzed by using the formula percentage calculation. The assessment criteria used in analyzing this research data is using the percentage number clearly described by Arikunto (1987) namely: Percentage (%) 0 to 40 percent implies that the obstacles factor is "very less"; Percentage (%) 41 to 55 percent implies that the obstacles factor is "less"; Percentage (%) 56 to 75 percent implies that the obstacles factor is "moderate"; Percentage (%) 76 to 100 percent implies that the obstacles factor is "high".

RESULTS AND DISCUSSION

The results of the research were as follows: (1) Analysis of Attitude Frequency of Learning showed that from 37 respondents refused were 6 people (16.2%), who answered ignored were 2 people (5.4%), who answered the resignation were 12 people (32.4%), who answered normally were 9 people (24.3%), and who answered did not know were 8 people (21.6%). Based on the data obtained it can be concluded that most of the students have a posture only at the time of learning English subjects. Resignation, rejection and absence of clear goals within the individual learners at the time of learning were 70.2%; (2) Analysis of Frequency Motivation Learning showed that from 37 respondents who answered that there was nothing namely 1 person (2.70%), who answered that it was low namely 20 people (54%), who answered that it was average namely 12 people (32.4%), then who answered that it was high namely 4 people (10.8%), and who answered did not know was zero (0%). Based on the data obtained it can be concluded that most students have low motivation at the time of learning English subjects. The existence of low learning motivation and even no motivation in individual learners at the time of following the learning process (56.70%); (3) Analysis of Frequency of Learning Concentration showed that from 37 respondents who answered no was 0%, who answered that it was low namely 10 people (27%), who answered that it was in average namely 23 people (62.2%), who answered that it was high namely 4 people (10,8%), and who answered that they did not know namely 0%. Based on the data obtained it can be concluded that most students have a mediocre concentration at the time of learning English subjects. Students feel that the concentration of learning was low and only part of it was moderate (89.2%); (4) Analysis of Frequency of Processing Learning Materials showed that from 37 respondents who answered no was 0%, who answered low were 20 people (54%), who answered average were 14 people (37.8%), who answered high was 0%, and who answered did not know were 3 people (8.1%). Based on the data obtained it can be concluded that most of the students have the ability to accept the contents and the way the acquisition of English teaching. Ability in processing of low learning materials even some who do not know (62.1%); (5) Frequency Analysis Saving Learning Results showed that from 37 respondents who answered slowly were 10 people (27%), who answered rather slowly were 8 people (21.6%), who answered quickly were 4 people (10.8%), which answered sometimes fast were 9 people (24.3%), and who answered did not know were 6 people (16.2%). Based on the data obtained it can be concluded that most students have the ability to save the English learning results with slow conditions. The ability to store learning results seems slow and some do not know (64.8%); (6) Frequency analysis Digging Saved Learning results indicated that from 37 respondents who answered quickly did not exist (0%), which answered rather quickly were 5 people (13.5%), who answered always fast were 3 people (8.10%), which answered slowly were 19 people (51.4%), and who answered very slowly were 10 people (27%). Based on the data obtained it can be drawn the conclusion that most students have a slow ability in digging the results of learning English. The ability to dig learning outcomes is relatively slow (78.4%); (7) Analysis of Frequency of Achievement Ability or Performance of Learning Result showed that from 37 respondents who answered low were 10 people (27%), who answered average were 25 people (67.6%), who answered high and extraordinary was none (0%) and who answered did not know were 2 people (5.4%). Based on the data obtained it can be concluded that most of the students have the ability that is in achievement or performance of learning. Achievement ability or performance of learning result is classified (67,6%); (8) Analysis of Frequency of Self Confidence showed that from 37 respondents who answered strongly were 3 people (8.10%), who answered weak were 24 people (64.9%), who answered average were 10 people (27%), Answered remarkably and no was 0%. Based on the data obtained it can be concluded that most students have a weak sense of confidence in the process of learning English subjects/lectures. Students' self-esteem mostly showed a weak average (91.9%); (9) Intelligence Frequency Analysis showed that from 37 respondents who answered no (0%), who answered low were 25 people

(67.6%), who answered average 5 people (13.5%), who answered extraordinary was 0%, and the answer did not know were 7 people (18.9%). Based on the data obtained it can be concluded that most students feel have low level of intelligence in English ability. Level of intelligence in English including low even did not know (67,6%); (10) Frequency of Learning Habit Analysis showed that from 37 respondents who answered before the test / exam were 21 people (56.8%), who answered at the time were 4 people (10.8%), who answered as scheduled were 10 people (27%), who answered when asked were 2 people (5.4%) and who answered did not know was 0%. Based on the data obtained it can be concluded that most students have a habit of learning only at the time of the test/exam. Habit of learning only at the time of test/examination and if told only (62,2%); (11) Analysis of Frequency of Ideals shows that from 37 respondents who answered follow-up were 2 people (5.4%), who answered to be proficient to speak were 11 people (29.7%), who answered easily get a job were 10 people (27%), which answered compelled were 14 people (37.8%) and who answered did not know was 0%. Based on the data obtained it can be concluded that most students feel compelled course in following the process of learning English subjects/lectures. Students taking English lessons or lectures appear largely because of ambitions and partly because they are compelled to participate (43.2%); (12) The Frequency Analysis of the Faculty as a Lecturer of Learning showed that from 37 respondents answered always were 12 people (32.4%), who answered ever were 15 people (40.5%), who answered sometimes were 5 people (13, 5%), who answered if necessary were 5 people (13.5%), and who answered never was 0%. Based on the data obtained it can be concluded that most of the students judge that the teacher also acts as a builder in preparing the next generation of a reliable and professional nation; (13) Infrastructure Frequency Analysis and Learning Facility showed that from 37 respondents answered very adequately were 3 people (8.10%), which answered adequately were 22 people (59.5%), which answered quite adequate were 12 people (32, 4%), then the answer which was inadequate and very inadequate was 0%. Based on the data obtained it can be concluded that most of the students considered that the infrastructure and learning facilities are adequate in supporting the learning and teaching process; (14) Analysis of Frequency of Assessment Policy indicated that from 37 respondents answered in accordance were 5 people (13.5%), who answered not in accordance were 7 people (18.9%), who answered wisely were 20 people (54.1%) , who answered compassion were 5 people (13.5%), and who answered did not know was 0%. Based on the data obtained it can be concluded that most of the students judge that the assessment policy given in the English language course is on the basis of the element of wisdom; (15) Analysis of the Social Environment shows that from 37 respondents who answered as competition were 11 people (29.7%), who answered as the conflict was 0%, who answered as a study together were 15 people (40.5%), who answered dismissively indifferent were 11 persons (29.7%), and the answer did not know was 0%. Based on the data obtained it can be concluded that most of the students considered that the pattern of association in the social environment related to learning English can be found elements of cooperation in learning activities together; (16) School Curriculum Frequency Analysis showed that from 37 respondents who answered as expected were 9 people (24,3%) who answered unsuitable was none (0%), which answered difficult to apply were 8 people (21,6%), then who answered that it could be applied were 15 people (40.5%), and who answered did not know were 5 people (13.5%). Based on the data obtained it can be concluded that most of the students judge that the learning of English which is the elaboration of the predetermined curriculum can be applied in real life.

CONCLUSION

Based on data descriptions and data analysis as described, it can be concluded that the student perceptions about the obstacle factors in English subjects for students of Diploma III Nutrition Studies Program at Health Polytechnic of Palangka Raya are categorized into High Obstacle Factor and Medium Obstacle Factor. Internal Factors Learners (High Obstacles) namely: factors low learning concentration; Weak self-esteem; and the ability to slowly dig out the results of stored learning. While the Internal Factors Learners (Medium Obstacles) namely: attitude of resignation in learning; underachieving ability; Low intelligence level; Low ability to store learning results; Low ability to process learning materials; Irregular or sudden learning habits; Low learning motivation; Low support from personal aspirations in learning English. In this context it can be explained also that the external factors that can also affect students in learning does not have a significant level of the obstacles. This means that the internal factors in the individual self-learner tend to have more influence on the success or failure of a person in learning to obtain the expected results.

SUGGESTION

Based on the above conclusions, the authors can provide suggestions as follows: teachers of English subject or lecturers of English course more expected to give encouragement for student self-confidence. Furthermore, by having this self-confidence they can grow and become stronger in learning English; English subject teachers are more expected to provide a tangible example of the importance of having the ability to speak English in order to support professional skills in the future; English subject teachers are expected to provide more solutions to students about how to dig up the learning outcomes they have previously obtained; Not only English subject teachers, but to all teachers should be able to help every student who has problems in learning by providing motivation, learning advice and always convince students that their success highly depends on their efforts and personal awareness in achieving success study and for their bright future; Both teachers and learners should build good cooperation to achieve the goals of teaching and learning as expected together.

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