

Exploring obstacles in language learning among prospective primary school teacher

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ABSTRACT

In the implementation of educational practices, Indonesian is used as the language of instruction. Teacher candidates are prepared to have language competence as their knowledge in carrying out classroom learning. Important language competence is owned by a prospective elementary school teacher to facilitate communication with students and design learning about language. In an effort to improve material understanding and mastery of good language competence, prospective teachers in Primary School Teacher Education have constraints in the learning process in tertiary institutions that are identified based on nine indicators. These indicators consist of curriculum, practicum activities materials/tools, books/modules, initial abilities of prospective teachers, learning resources from outdoor learning, learning resources from outdoor language learning, learning resources from indoor learning, learning environments, motivating teacher candidates, and the ability to judge yourself. This study used a qualitative research approach. This study aimed to analyze the constraints students face in Indonesian language competence. Subject in this study was 30 students in Primary School Teacher Education. In-depth interview and documentation techniques were used to collect data.

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1. INTRODUCTION

As a teacher, competence is a skill that must be possessed as a provision in teaching. [1] Teacher competence is an important factor in teaching and learning to determine teaching success. The success of learning itself is not only assessed by the teacher's teaching method, but needs to be supported by learning methods, teaching aids, and resources. [2] Competency in teaching and learning in handling the instructional process with the help of instructional methods, teaching aids and resources. Teachers are required to be able to have the good competence to plan and create teaching that can change behavior and increase students' knowledge. [3] Because the quality of the teacher itself is an important factor in determining the benefits to students achievement.

When teachers carry out learning, especially in teaching language material, teachers need to have good language knowledge. [4] In the use of language, it is necessary to involve the integration of knowledge about linguistic forms and real-world reference knowledge from vocabulary forms. Language knowledge itself needs to be mastered by the teacher because in its daily application language is a communication tool used by the general public. [5] Language is a tool used for communication and emphasizes the close relationship between language and socio-cultural environment. As a prospective elementary school teacher, you need to learn a good language for learning with students and students who want to talk about language. [6] The process of learning and teaching for effective learning is supported by activities, with reflection and reasoning, collaboration to learn with responsibility [7]. Devide program teaching preapreance into 3

components language, science, and practice that are connected with language skill, special knowledge and pedagogy and their teaching ability [8]. The effectiveness of learning can be measured by the level of student achievement. Success in the lesson is measured by the level of student entry.

In an effort to improve material understanding and mastery of language competence well, prospective teachers in Primary School Teacher Education have constraints in the learning process in universities that are identified based on 9 indicators. These indicators consist of curriculum, practicum activities materials/tools, books/modules, initial abilities of prospective teachers, learning resources from outdoor learning, learning resources from outdoor language learning, learning resources from indoor learning, learning environments, motivating teacher candidates, and the ability to judge yourself. So that all the obstacles that arise in the learning process of prospective primary school teachers greatly affect their level of understanding of their language competence. So that these obstacles need to be overcome and improvements will be made in the future because they will affect the learning process when the prospective teacher has been teaching in school.

2. RESEARCH METHOD

This study used a qualitative research approach. Qualitative research is used to explore and compare individuals or groups related to social or human problems. This study aims to analyze the constraints students face in Indonesian language competence [9]. The sample in this study were students in Primary School Teacher Education with a total of 30 respondents. The sampling technique in the study used a random sampling technique. Data collection techniques used are interviews and documentation. Interviews were conducted with students at elementary school teacher education program Faculty of Teacher Training and Education Jambi University using structured interview techniques. The purpose of the interview was to obtain in-depth information related to the constraints that students of Primary School Teacher Education faced in Indonesian language lectures. Data analysis in this study uses the analysis of Miles and Huberman. The steps of Miles and Huberman analysis are 1) Data reduction, which is the process of summarizing, selecting the main things, focusing on important things, looking for themes and patterns, in this study the data collected is based on constraints faced by school teacher education students basic in lectures. 2) Display Data, which is the presentation of data based on the results of the reduction of the data that is obtained when the data is displayed, the display can be either narrative or descriptive. 3) Conclusion Drawing / Verification, namely the process of drawing conclusions based on data reduction and subsequent data display in drawing conclusions is a new discovery that has never before existed.

3. RESULT AND DISCUSSION

Interview results of prospective teacher candidates for analysis in improving Indonesian can be answered as:

- a. Good category: I enjoy learning Indonesian in the Jambi University elementary school teacher education and teacher education program because I study diligently to get an award for Indonesian language night eyes. I tried to finish the task on time but also saw the quality. Indonesian Language lecturers can deliver material accurately and in accordance with the RPS (Semester Learning Plan). I also want to use the details well and the value given is in accordance with the capabilities. (student interview May 17, 2018)
- b. Not good category: I don't like learning Indonesian because I have no interest in learning Indonesian at our school IPA because in our eyes the IPA is often practiced. The assignments I gave were done. In addition, in Indonesian Language courses, not supported by language facilities because Indonesian facilities are not yet available for facilities such as earphones, bar tables, tape or VCD not yet available in the education program for elementary school teachers of the Teaching and Education Faculty of Jambi University (student interview May 17, 2018) as shown in Table 1.

Table 1. Descriptions of elementary teacher education program's student constraints in improving Indonesian language competence.

Indicators	Number of respondents College Student (n = 30)
Student curriculum for Primary School Teacher Education for the improvement of Indonesian Language	The Indonesian language curriculum used in the Study Program of Primary School Teacher Education is good enough, but in its application, some lecturers still do not adjust to the characteristics and needs of students.
Materials/tools for practicum activities on Indonesian language competence in Primary School Teacher Education on Indonesian language competence	Materials/tools for practicum activities on Indonesian competence in Primary School Teacher Education are not adequate because the language room facilities are not specifically available.
Book/ Indonesian language module in Primary School Teacher Education	Books or modules in the Primary School Teacher Education library are incomplete from some books that students must buy themselves. In addition, modules containing in the library are still many old editions.
Students' initial ability in primary school teacher education in Indonesian	The initial ability of Indonesian language competence for elementary school teacher education students is still insufficient, but the knowledge they have must be developed again because, at the high school, students have no interest in learning Indonesian in depth.
Learning resources (outdoor learning), elementary school teacher education students towards Indonesian language competence	Outdoor learning resources used by elementary school teacher education students are rarely used because Indonesian language learning is more often carried out in the classroom.
Learning resources (indoor learning), elementary school teacher education students towards Indonesian language competence	Indoor learning resources used by elementary school teacher education students are adequate but lacking in developing Indonesian language competence because the learning resources used are less varied.
The learning environment of elementary school teacher education students towards Indonesian language competence	Based on learning environmental indicators, the obstacles that students face in language lectures are that there are still some classes that are not physically good because of incomplete classroom equipment such as limited use of OHP and classroom management strategies that have been conducted in language courses have not varied.
The motivation of elementary school teacher education students towards Indonesian language competence	Lack of high motivation to improve Indonesian language competence, because it only accepts what sources are given without developing them.
Ability to judge students of elementary school teacher education for Indonesian language competence	Students find it difficult to measure their abilities so that their abilities do not develop. Not infrequently students at the time of language learning do not have preparation for learning to be learned so that self-evaluation of prior learning is not carried out.

Teacher candidates are prepared to have language competence as their knowledge in carrying out classroom learning. Especially in terms of mastering the structure of language and grammar. [10] The priority of mastering language learning is the mastery of the language structure and in the learning process, the emphasis on the meaning of language itself is seen as a lower goal. [11] In language learning students are expected to be able to improve their grammatical competence to be used as a means of communication. If prospective teacher students have mastery of language competence, the prospective teacher will have good communication skills to carry out classroom learning. [12] Expertise in language problems related to teaching and learning is important for all educator, more as a percentage language learners and dialect language speakers are increasing among student. [5] Language is a tool used for communication and emphasizes the close relationship between language and socio-cultural environment.

To achieve good mastery of language competence, the implementation of the language learning curriculum at Elementary School Teacher Education Program (PGSD) Jambi University that prospective teacher students must take 4 language courses, namely 1. Indonesian: aims to prepare prospective teachers to be able to use the Indonesian language properly and correctly; 2. Enhancing Indonesian Language Skills which aim to improve the Indonesian language skills of prospective teachers developed through listening, reading, speaking, writing and appreciating literary works for children; 3. Indonesian Language and Literature Education in Elementary Schools with the aim of learning Indonesian language learning strategies to improve the development of spoken and written language 4. Indonesian Language Learning Model is aimed at students having good competence when teaching practice because they have understood various learning models and methods. The loading of language competence into the curriculum shows that Indonesian Language competence is an indicator of success in improving a teacher's professional ability.

Based on the results of the interviews, the constraints faced by Elementary School Teacher Education Program (PGSD) students in improving Indonesian language competence were caused by various factors. The following will explain the obstacles faced by students in improving language competencies which have so far been identified based on 9 indicators. These indicators consist of curriculum, practicum activities materials/tools, books/modules, initial abilities of prospective teachers, learning resources from

outdoor learning, learning resources from outdoor language learning, learning resources from indoor learning, learning environments, motivating teacher candidates, and the ability to judge yourself.

The success of the language learning curriculum refers to the output or learning outcomes in terms of performance, competence or skills. In language teaching, input refers to the linguistic content of a course. It seems natural to assume that before we can teach language, we need to decide what to teach. Based on language learning curriculum indicators, the obstacles faced by students during lectures, namely the implementation of lectures that have been going on so far are considered only by delivering theories through lectures to learn the language as knowledge [13]. In this case, the aspects of Indonesian language learning skills have not been optimally applied. Presentation of material regarding linguistic aspects is considered boring because students at the secondary school level have obtained it.

In the learning process there are three domains, in addition to the cognitive and affective aspects, there are psychomotor aspects. While in the psychomotor aspects that can not be separated from the cognitive and affective aspects can be done through practicum. Especially in language learning, practicum can be carried out in labor language [14]. Language laboratory (LL) is an electronic device designed to assist the learning proses become easier [15]. Language laboratories have become a common ground for all teaching methods and have been embraced by many institutions because they are seen as effective assistance to developing communicative skills that combine fun and education. Based on indicators of materials/tools of practicum activities, the constraints that students face during language lectures are the absence of language laboratory facilities or language spaces specifically. So that for the use of completeness in labor languages such as earphones, DVD, tables and others students cannot access because the facilities are not yet available. So it is feared that it can cause student language skills to be not optimal.

Aryani in implementing Indonesian language learning, the role of modules is needed. The module in several schools used as the primary sources in conducting teaching and learning activity [16]. If during language learning students do not have a book or module as a reference, students will experience problems in understanding the material. The constraints that students face in language learning in the book/module indicator are modules or books contained in the library of elementary school teacher education study programs that have not been updated, which are still old editions. So, students must find additional books/modules from outside the library. In Indonesian language courses, especially Indonesian Language Skills Improvement courses and Indonesian Language and Literature Education courses in Primary Schools, lecturers only provide reference sources that students must look for themselves and are not provided directly. So that during the implementation of learning, the material owned by each student has a different subtopic. [17] The module helps students in many things and current conditions in all more croqded universities and inadequate facilities. In addition, there are still students who are looking for reference sources through blogspot as reference material in carrying out assignments.

As for the ability of primary school teacher candidates (Elementary Teacher Education Program's Student) are still categorized as not good enough so that they still need to develop skills in language both speaking, writing, reading and listening skills. These skills need to be developed by means of learning through existing learning resources on campus, namely reading material available in libraries or learning from sources outside the campus, namely through seminars or training in poetry, fairy tales and other literature. So that the skills of primary school teacher candidates are not formed only in the classroom but from outside the classroom can add to their skills.

In the implementation of language learning, lecturers are required to have a varied teaching strategy so that they can freely determine language and literary teaching materials in accordance with the campus environment [18]. Outdoor teaching is also a recognized method for improving learning and is widely used by elementary school teachers in Taiwan. However, the problems faced in outdoor teaching include teacher skills and appropriate teaching schemes. Learning resources that come from outside the room can be useful for students to use and develop oral, written, and visual languages. The outdoors can serve as both venue and content as students use spoken, written, and visual language. [19]. Because the outdoors pulls at the senses, the schoolyard can provide fantastic raw material for description. Learning that is carried out in an environment outside the room such as a schoolyard can affect feelings, especially in learning Indonesian about literature, such as writing poetry, fairy tales, conducting drama dialogues or making linguistic reports. However, the obstacles faced by students of Primary School Teacher Education when implementing language learning, students rarely use the outdoor environment. Learning is more often done indoors so that it makes boredom in learning. The learning process is carried out by delivering the material by the lecturer and delivering the students' assignments, while the assignment is made for work at home so that the utilization of learning resources from outside the room when language learning is less than optimal.

Learning resources are all data sources that can support the learning process, universities need to prepare all learning resource facilities because this is the responsibility of universities. [20]. It is the responsibility of personnel at the Department of Education and school boards / districts, administrators,

teacher librarians, and teachers to provide instructional programs and learning resources that promote the enjoyment of reading and enable learners to become critical and creative thinkers as well as effective users of information in all formats and media. The constraints that students face in language lectures based on indicators of learning resources from classroom learning are the learning resources used are less varied so that efforts in developing Indonesian language competence are not optimal. Completeness of learning resources from within the campus itself needs to be improved again, such as providing the latest books/modules, completing language laboratory facilities, providing DVD, audio, and other facilities that support learning in the classroom. [20] Learning Resources should • support and be consistent with provincial and local pilots/curriculum outcomes programs • be developed by competent authors and producers and meet high standards of quality in fact and presentation • be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected • have aesthetic, literary, and/or social value • have a physical format and appearance suitable for their intended use • be one of a variety of media presentation modes.

Based on learning environmental indicators, the obstacles that students face in language lectures are that there are still several classes that are not physically good because of incomplete class equipment such as limited use of OHP (Overhead projector) and classroom management strategies that have not varied in language lectures. In a social environment, interactions between students tend to be grouped together. A learning environment is a place of learning that can affect the learning process. [21]. Conceptually the learning environment is the whole component and activity in which learning occurs. The learning environment can also influence the knowledge, attitudes, and behavior of prospective elementary school teachers. [22]. For students the learning environment helps students develop a repertoire of their skills, knowledge, attitudes, and behaviors to meet 21st-century competency.

Based on motivational indicators of teacher candidates, the constraints that students face in language learning are the lack of motivation of students during Indonesian language learning. At this level, learner study with enjoyment, but may cease studying in the future. [23]. Students can have a level of motivation in learning if they like the teacher or the teaching method. Motivation consists of two types, namely intrinsic motivation and extrinsic motivation. In intrinsic motivation when learning Indonesian language courses, students are not too diligent in learning, but when a new learning exam will be held. When the deadline for assignments is Indonesian Language, prospective teacher students can still relax but still work. In overcoming obstacles that hamper the achievement of Indonesian language courses prospective teacher students overcome them according to the mood. Prospective teacher students prefer to discuss things that are light and seem unimportant than discussing assignments in language courses. For extrinsic motivation in learning Indonesian, in doing the assignments the prospective teacher's students are more concerned with finishing quickly due to the influence of friends without prioritizing the quality of their assignments. In addition, prospective teacher students are more often doing assignments individually than discussing to increase the perfection of the task and will look for resources that support the assignment if the lecturer asks for it.

The importance of the motivation of prospective teacher students in language learning is closely related to the ability of students to assess themselves. [24] Self-regulatory control can involve thinking, emotions, motivation, behavior, and environment. Evaluation criteria or standards are used to determine the progress of the learning. Obstacles that students face in language lectures based on indicators of the ability to assess themselves are prospective teacher students in Elementary School Teacher Education is difficult in measuring the abilities possessed, so that existing abilities, not developed. Students as students should be able to manage their own learning goals and monitor the extent of their own learning progress. [25] "Generally, self-regulation is described as learners' efforts to direct their own learning by setting goals, planning how to achieve them, monitoring the learning task, using learning strategies to solve problems, and evaluating their own performance".

4. CONCLUSION

Frequently students at the time of language learning do not have preparation for learning to be learned so that self-evaluation of prior learning is not carried out. This fact shows that students have not maximally regulated learning both in setting learning goals, planning and evaluating their own learning progress.

Based on indicators of constraints in Indonesian language learning faced by students of the Primary School Education Study Program, study programs should develop linguistic and literary programs. The programs are according to the circumstances of students and available learning resources and utilize the environment as learning resources.

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