CHAPTER II

REVIEW OF LITERATURE

2.1 Investigation

Investigation is to observe or study by close examination and systematic inquiry, retrieved from https://www.merriam-webster.com/dictionary/investigate. another terminology of investigation that took from Oxford dictionary is investigation the action of investigating something or someone; formal or systematic examination or research, retrieved from https://en.oxforddictionary.com/definition/investigation.

Based on the explanation above about investigation, investigation has the purpose to observe by close examination and systematic research, therefore, for this research, entitled An Investigation of Indonesian Students’s English Language Problems in Shafiyyatul Amaliyyah International School is to investigate whether in the international school, researcher observed the language problems that experienced by students or not. Indonesian students as ELLs are to have problems in language learning, especially English as EFL in Indonesia. That is why this research uses the term investigation on the title.
2.2 Language Problem

According to Wardaugh (1972: 3), he says that language is a system of arbitrary vocal symbols used for human communication. Language is a highly organized system in which each unit plays an important part which is related to other parts (Boey, 1975: 1).

In the other hand, the definition of problem are something that is difficult to deal with: something that is a source of trouble worry, etc. So, language problems is something difficult to deal with about language in this case a problem not only about system of arbitrary but also about important parts of the language component such as speaking, listening, reading and writing. When a person has trouble understanding others (receptive language). Here are some signs of receptive language problems that encountered by Indonesian students such : a) having trouble oral directions, b) needing oral directions repeated or rephrased, c) problems understanding questions, d) difficulting concentration in verbal settings, but not in other settings, e) delayed in acquiring decoding skills, f) poor reading comprehension past the 4th grade in spite of having a good sight vocabulary, g) trouble learning a foreign language.

Or sharing thoughts, ideas, and feelings completely (expressive language). Here are some signs of expressive language problems that experienced by Indonesian students such: a) being non-verbal (doesn’t talk much), b) Excessive use of simple, declarative, sentences or incomplete sentences, c) Hesitant or slow speech, d) Excessive use of pause words such as umm, you know, like, etc, e) poor use of words that he things together such as first, next, then, but and finally, f) lack of verbal participation in conversations and classroom discussion, g) poor written expression, h) brief answers and failure to elaborate, i) reducacy (using some words
over and over) of vocabulary or ideas, j) avoiding pronouns, k) tending to misjudge the prior knowledge of listener (leaving out details that help the listener understand what you are saying). Receptive and expressive language explanation above, usually experienced by a second language learner, retrieved from (www.cdl.org/articles/what-are-some-common-problems-with-language)

The specific problems of each skills can be explained below:

### 2.2.1. Listening Problem

According to Chastain (1971: 5) the aim of listening comprehension is understand the native conversation at normal rate in spontaneous condition. Listening comprehension is a rational phenomenon listeners try to establish a meaning when they obtain the information from the listening source (Goss, 1982).

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40%-50% speaking 25-30% reading 11-16% and writing 9% (Gilakjani and Ahmadi, 2011).

Underwood (1989: 1) states seven causes of problems to efficient listening comprehension. **First,** listeners cannot control the speed of delivery. He says," Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks" (Underwood, 1989 as cited in Gilakjani& Ahmadi, 2011, p. 981). **Second,** listeners cannot always have words repeated. This is a serious problem in learning situations. In the classroom, the decision to repeat the recording is in the teacher/lecturer; however, it is hard for the teacher to judge whether or not the students have understood any particular
section of what they have heard, but students still can repeated what they want to repeat (Underwood, 1989 as cited in Gilakjani& Ahmadi 2011 p. 982).

Third, listeners have a limited vocabulary. When listener listen to the recording, sometimes they encounter an unknown word, and it is become a reason of the listener to stop listen and think about the meaning of that word and thus cause them to miss next part of speech. As we know the speaker in recording may choose words that listener does not know. Fourth, listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. Discourse markers used in formal situations or lectures such as "secondly," or "then" are comparatively evident to listeners. In informal situations or spontaneous conversations, signals are more vogues as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can be missed especially by less proficient listeners.

Fifth, listeners may lack contextual knowledge. Sharing mutual knowledge and common content makes communication easier. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage unless they are familiar with the context. Nonverbal clues such as facial expressions, nods, gestures, or tone of voice can also be easily misinterpreted by listeners from different cultures. Sixth, it can be difficult for listeners to concentrate in a foreign language. In listening comprehension, even the shortest break in attention can seriously impair comprehension. Conversation is easier when students find the topic of the listening passage interesting; however, students sometimes feel listening
is very tiring even if they are interested because it requires an enormous amount of effort to follow the meaning.

**Seventh,** students may have established certain learning habits such as a wish to understand every word. Teachers want students to understand every word they hear by repeating and pronouncing words carefully, by grading the language to suit their level, by speaking slowly and so on. For conclusion, the listener becomes worried if they cannot understand a word or phrase. It is necessary for students to tolerate vagueness and incompleteness of understanding”(Underwood, 1989 as cited in Gilakjani& Ahmadi 2011, p. 982).

### 2.2.2. Speaking Problem

Zhang (2009 : 92) argues that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996 : 25), there are many factors that cause difficulty in speaking, and they areas follows: (1) Inhibition. Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract. (2) Nothing to say, Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking. (3) Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall. (4) Mother tongue use, It is easier for the
student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

2.2.3. Reading Problem

In reading a text, students meet with many problems obstructing their reading comprehension. For example, the problems related to background knowledge, cultural knowledge, and knowledge of text type. Background knowledge is the students’ prior knowledge or knowledge of the world. If a reader lacks of prior knowledge in reading a text, he cannot follow and understand it because he does not know what the text is about. In addition, cultural differences affect reading comprehension. An unfamiliar cultural context and distinguishing between content knowledge of culture and knowledge of vocabulary cause problems in reading, because the reader does not clearly understand the other culture. In addition, an inadequate knowledge of text type is a problem in reading texts. The text type such as a newspaper articles, fairy tales, and business letters, if the reader does not know what kind of the text.

Gunning (2002 : 35) maintains that problems with vocabulary in reading include: (1) the lack of basic decoding skills, (2) the lack of academic vocabulary, (3) limited background, (4) failure to read for meaning. First, the reader who has difficulty with decoding skills normally has problems with word recognition, because decoding helps readers retain word recognition and guess word meaning. If a reader lacks the ability to recognize words, his comprehension will be unclear. Second, the more difficult and more abstract side of a text affects a reader with limited academic vocabulary. He has problems to understand it. Teachers should teach their students to predict meaning by using context
clues. **Third**, a reader who has limited background normally has reading comprehension problems, because he does not know what the text is about. Readers should practice reading books of their level of language (Gunning, 2002). **Fourth**, the failure to read for meaning includes the lack of ability to decode. A reader who has problems with pronouncing words accurately also faces failure to read for meaning. He does not understand the text clearly. To solve this problem, he should be taught reading comprehension strategies that would help him become aware of understanding. Reading comprehension strategy; for example, prediction strategy, it is a strategy that reader attempts to guess meaning of vocabulary and the content of a text.

A reader always learns how to guess the meaning of a text, the event in a story, or the kind of information it deals with. He uses this strategy effectively on the basis of what he knows. Predictions can also determine a reader’s purpose in reading. Additionally, the ability to make predictions depends on the reader’s background knowledge.

### 2.2.4. Writing Problem

Writing is a big part of every high schooler’s life. In fact, students write more than ever before—from school research papers to essays on standardized tests to texting their friends. Writing is one of the four language skills which is considered really important to learn. Regarding to L2 learning, writing provides the learner with the collection of new vocabulary, sentence structure and writing production. Related to second language teaching, Brown (2003:218) defines writing as a primary convention for recording speech and for reinforcing grammatical and lexical features of language. In sum, writing is an activity to express the write’s idea to communicate with the readers which it is recorded in the form of words organization by means of language features.
According to the 2011 results of the National Assessment of Educational Progress (NAEP) in Thailand, only 24% of twelfth-graders are at or above the proficient level in writing and only 3% write at an advanced level. While these results are disappointing, the overall effect on student achievement is a larger concern: writing problems can greatly hinder college and career success. The good news is that with hard work, patience, and targeted help, high school writing problems can be overcome. Here are some common problems that will help you identify the trouble spots in your high schooler’s writing: (1) Genre of Text. (2) Lack of Subject-Verb Agreement. (3) Incorrect Noun Plurals. (4) Incorrect Plural and Possessive Nouns. (5) Not Forming Compound Sentences.

To be competent in English, learners need to acquire linguistic knowledge including grammar or syntax, morphology, phonology, and semantics. This knowledge is frequently called competence and its realization is described as performance. There are, of course, many rules to make up a native speakers competence. Linguist have relied on native speakers is measured. Essence of Linguistic Competence. (a) Linguistic Competence: (1) the speaker’s ability to comprehend and produce a language he is using/acquiring. (2) language competence develops through language use. (3) profiency development of language. (4) basic language use skills: Speaking, Listening, reading, Writing. (b) Redefining Language Competence: (1) organizational competence: grammatical competence, textual competence. (2) Pragmatic Competence: Illocutionary Competence, Sociolinguistic competence.
2.3 International School

An international school is a school that promotes international education, in an international environment, either by adopting a curriculum such as that of the international Baccalaureate, Edexcel or Cambridge International Examinations, or by following a national curriculum different from that of the school’s country of residence. (http://en.m.wikipedia.org/wiki/international-school)

International school can be simply call themselves as an international school because they have incorporated multiple approaches from different formats, and provide an international curriculum with a global perspective international schools also runs through these school is the desire to create global citizens who have an understanding of other country cultures and histories beyond their own national perspective and/or systems. (www.tieonline.com/article understanding-the-differences-international school)

International schools come in many different shapes and sizes and the term itself, includes a variety of school systems encompassing a wide variety of formats and curricula, with some being more international than others. In order to be considered an actual international school, it is widely agreed that a school generally follows a national or international curriculum different from that of the host country. Additionally, an emphasis is placed on international education and global citizenship. (www.tieonline.com/view_article)

2.4 Study Case

Case studies are analysis of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more method. The case
that is the subject of the inquiry will be an instance of a class of phenomena that provides and analytical frame-an-object-within which the study is conducted. According to Creswell (2009 : 30), data collection in a case study occurs over a “sustained period of time”. One approach sees the case study defined as a research strategy an empirical inquiry that investigates a phenomenon within its real-life context. Case study research can mean single and multiple sources of evidence, and benefits from the prior development of theoretical propositions. Case studies research can be based on any mix of quantitative and qualitative data. (http://en.m.wikipedia.org/wiki/case-study)

2.5 Theoretical Framework

The analysis of investigation of Indonesian students’s English language problems is mainly based on the Second Language Acquisition theory and Second Language Learning in this chapter. This study is going to relative some aspects in English language problem and language learning strategies related to Second Language acquisition in Second Language Learning Perspective.

2.5.1 Second Language Acquisition

Krashen (1988 : 2) from (University of Southern California) is an expert in the field of linguistics, specializing in theories of language acquisition and development. Much of his recent research has involved the study of non-English and bilingual language acquisition.

“Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill.
Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.”

According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act. The "learned system" or "learning" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

2.5.1.1 English as Foreign Language

Gass & Selinker (2008 :7) state that foreign language learning is generally differentiated from second language acquisition in that the former refers to the learning of non-active language in the environment of one’s native language. In foreign language setting, there is always an effort to acquire and overseas standard form of English, not same local from of English (Richards,1972:87). Unlike the second language setting which adapts the local English in the course, in foreign language setting, the English lesson is the occasion to bring a sample of American or British life into the classroom and the lessons are about life and people in English speaking countries. Indonesia as non-English speaking country, generally applies English to be taught in formal institutional such as school and university.
2.6 Theory of Language Learning Strategies

Research into language learning strategies began in the 1960s. Particularly, developments in cognitive psychology influenced much of the research done on language learning strategies (Williams and Burden 1997:149). In most of the research on language learning strategies, the primary concern has been on "identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language." (Rubin and Wenden 1987:19). In 1966, Aaron Carton published his study entitled The Method of Inference in Foreign Language Study, which was the first attempt on learner strategies. After Carton, in 1971, Rubin started doing research focusing on the strategies of successful learners and stated that, once identified, such strategies could be made available to less successful learners.


2.6.1 Listening Skills

Listening Rubin and Thompson (1994: 51) mentioned that ‘the listening is the most important of the language skills, since people spend approximately 60% of their time listening’. This kind of listening is referred to as interactive because participants alternately play the role of speakers and listeners. In interactive listening, one can ask
additional questions and seek clarification, repetition, or rephrasing. English language learners need frequent practice to prepare themselves to be confident during communication with English native speakers.

1) Listen regularly; make a regular effort to listen to English outside the classroom. Learners have a chance to engage in conversations with native speakers as well as listen to the radio, attend lectures, and watch TV and films in the English language.

2) Appropriate materials; the easiest way to start listening is interactive face-to-face speaking situations, because they can exert some measure of control over the speaker. If learners don’t have that opportunity or aren’t comfortable with it, find materials that were specially prepared for listening comprehension.

3) Right level of difficulty; if learners are a beginning or intermediate learner of English, start with very short TV segments on familiar topics that are amply supported by visuals and that are spoken clearly and deliberately, for instance, advertisements, announcements, weather reports, interviews, or short news reports. If learners are advanced learners, they can listen to more complex materials, such as lectures, speeches, professional discussions, movies, and any program on radio or TV. 4) Choose enjoyable materials; people listen for information or entertainment; therefore, choose materials that language learners think will be informative or entertaining. For instance, if language learners are interested in sports, watch sports on TV or listen to sport watch them in the foreign language.
2.6.2 Speaking Skills

The second language learners often have communicative intentions. They find difficulty in expression when they are engaged in communication. It is because of the gaps in their linguistic repertoire. If the problem arises while the learners are already engaged in speaking, they must try to find an alternative way of getting the meaning across.

1) Adjust the message: when learners encounter a problem while an exchange is actually taking place, it is usually too late to use avoidance, except by simply abandoning their message half-way through. However, they may decide to alter the meanings which they intended to communicate. For example, they may omit some items of information, make the ideas simpler or less precise, or say something slightly different.

2) Use paraphrase: a learner may use paraphrasing – for example, circumlocution or description – in order to express the meaning which he wants to communicate. For example, a learner who did not recall the word for a ‘car seat-belt’ avoided the need for it by saying I’d better tie myself in. A learner who could not recall the word ‘kettle’ spoke of the thing that you boil water in.

3) Create new words: a learner may create a new word or phrase, which will express the desired meaning. For example, a German learner of English who did not know the word for a ‘bedside table’ created the word night-table. There is always a chance, of course, that this strategy will result in a word which actually exists in the second language, especially if (like German) the language has productive rules for word-formation.
4) Switch to the native language; rather than attempt to create a new word with second language material, a speaker may decide to simply lift a word 21 from his own native language. Obviously, this strategy is most likely to succeed in situations where the listener has knowledge of the speaker’s native language. The learner may, of course, making appropriate modifications in pronunciation and morphology.

5) Use non-linguistic resources: even in our native language, we often use non-linguistic resources (e.g. mime, gesture or imitation) to make our meanings clearer. For example, we point and say Put it there, please, or we make a gesture and say It was this kind of shape. g) Seek help; learners may seek help from outside. This may simply mean using a bilingual dictionary. Alternatively, speakers may invoke the cooperation of listeners by signaling that they are in difficulty, either directly or by indirect means such as hesitation. Of course, the speaker may simultaneously use another strategy, such as mime or description, in order to indicate the notion that he wishes to express.

2.6.3 Reading Skills

Reading is an active information-seeking process in which readers related information in the text to what they already know. The readers need not know every word, because using context clues can guide them to understand difficult words they encounter since in passages, there are signal words that suggest the meaning (guning,2002; Nuttall,2002). To understand texts, students need abilities to grasp main ideas, identify supporting details, draw conclusion, and identify inferences.

These areas can develop their reading comprehension. (1) Grasping main ideas, They give the overall purpose of the written piece (Johnson, 1994; Seyler, 2004). They are the most important ideas in a passage (Chen & Fang, 1996). Students have to discover
the topic in order to find what the passage is about and what the writer wants to express. Then, students try to find the most important ideas (Flemming, 1997; Skidell & Becker, 1996). (2) **Supporting details**, They expand and support the main idea by providing examples, facts, and explanations. Students can read effectively by looking for these following strategies (Johnson, 1994; Skidell & Becker, 1996). (3) **Drawing conclusions**, It is an ability to conclude passages logically. Students need to know what the writer wants to express by using the information in passages (Chen & Fang, 1996). (4) **Identifying inferences**, It is the students’ ability to infer what, in a passage, a writer does not express directly. 

Students must imply the passage intelligently (Chen & Fang, 1996).

Lipson and Wixson (1997) suggest that when students begin to read, they define vocabulary in context. First, they must explore the titles or headings, then underline unknown words. Second, they have to find word meaning by using the context or sentences around it and relate to their background knowledge. Third, using a dictionary or asking someone can help them verify the correct meaning. Next, they write the meaning of the text for helping them understand texts easily while reading. Students should read texts again in order to ensure understanding. Next, structure of words analysis suggests that readers use prefixes, suffixes, and root words to guess the meaning of an unknown word. This strategy helps readers to read effectively (Johnson, 1994; Richardson & Morgan, 2003). In addition, decoding helps students retain word recognition and guess word meaning. It is important for understanding a text (Wood & Bob, 1994). Vocabulary knowledge is very necessary for this strategy (Kinzer & Lue, 1995; O’Donnell & Wood, 2004; Richardson & Morgan, 2003). Using synonyms and key
words leads students to construct meaning by guessing from context (Hayes, 1991). Students use knowledge of affixes, and root words to infer meaning of new words, then relate to a known word.

2.6.4 Writing Skills

Writing is a difficult skill, even in one’s own language. If language learners are good writer in their language, they probably are good writers in English. In any subject, if students are equal in ability and intelligence, those who are able to convey their thoughts clearly in writing will get the better marks. So it could be said that successful learners could be limited in writing skills. Davidson (2007 :11) says that writing procedure is to make their own texts based on their acquired skill and knowledge, it means that in writing skill, knowledge in some vocabularies develop their skill in writing.

Based on the previous theory by Davidson, here there are some learning strategies in writing skill 1) read a lot, this might be suprising, but the first step toward developing writing skills is not to write, but to read. Reading the works of respected authors will open your eyes and your mind to examples of good writing. Whether it’s fantasy, academic, humor, poetry, science fiction, satire, or general prose, reading a lot will help you recognize what sounds good on paper and, in turn, will help you follow a similar model in writing. 2) re-writing, rewriting is just as important as the rest of steps in writing a complete place. In rewriting, students would look for errors in grammar, sentences structure, word choice, and punctuation. 3) Dictionary use, dictionaries are a tremendous resources for EFL students. Whether they use a billilingual dictionary, checking for spelling and misuse of words or word form. 4) sentences combinations or sentences forming, students will be prefer to write a text on simple sentences without
thought the grammatical use, despite the usage of grammatical pattern is important, only few students who known about it.

2.7 Shafiyyatul Amaliyah Foundation

Syafiyyatul Amaliyah Foundation is one of International Schools accredited “A” was established in December 20, 1997. Syafiyyatul Amaliyyah International School has some of education levels begin from primary until senior high school. Syafiyyatul Amaliyyah Foundation also runs special curriculum different from other schools in Medan. It uses Cambridge International Examination curriculum to control the qualities of that school and also the capability students in Syafiyyatul Amaliyah International School.

2.8 Previous Relevant Studies

There are some studies that have been done by other researchers concerning of investigation of language problems in four skills. The first research done by Pawapatcharauodom (2007) entitled ” An Investigation of Thai Students English Language Problems and their Learning Strategies in the International Program at Mahidol University”. The study was to investigate the English Language Problems and Learning Strategies.

The study employed a survey design which involved administrating questionnaire. The result of this study revealed that the most serious problem of Thai students in English language learning is writing skills, Thai students unable to write an essay within a limited time. Even though they cannot write an essay, Thai students were never being ashamed of pronunciation when communicating with an English native speaker, and the most strategy that used by Thai students was metacognitive strategy.
In that research, researcher did not use interview as measurement to complete the data for her research. Even, for this present research, researcher used questionnaire and interview as tools for collecting the data. If in the previous research, researcher mention and observe also the learning strategies according Oxford’s theory (1990) which discussed about three strategies: Affective, metacognitive and socio-affective. In the present research, researcher only give the theory based on each of four skills in English.

The second research is about an investigation of ACT students’ and their learning strategies in grade 10 bilingual program from Ngersawat (2014) in international journal of international conference on current trends in ELT. It was investigated English language problems and learn the most learning strategies of Assumption College Thonburi (ACT) students in Grad 10 bilingual program through a survey design which involved administering questionnaires of rating scales to measure English language problems from 30 participants bilingual program students of Assumption College Thonburi (ACT).

The result of this study has different from Pawapatcharoudum’s research, if in the Pawapatcharoudum research, metacognitive as the most strategies, in this study metacognitive was the least strategies used for the students in 10 grade. Participants reported frequent use of the strategy inventory for language learning (SILL) as well as compensatory strategies. From both previous studies above, both of them have a little bit similar in title, the similar were investigation what learning strategies for the object, and both of the previous studies did not interview to make data stronger to answer the question of the research.
The third research was written by Chawwang (2008) is about “an investigation of English reading problems of Thai 12th grade students in Nakhonratchasima education regions 1,2,3 and 7”. This study aimed to investigate English reading problems of Thai 12th grade students in educational regions 1,2,3 and 7 in Nakhonratchasima, in the academic year 2006. The participants were composed of 1680 students from grade 12, science program and arts program.

The participants were asked to take a reading test to test their English reading ability included (sentence structure, vocabulary, reading comprehension). It was found that the reading ability of the participants in the three areas of sentence structure, vocabulary and reading comprehension was at a low level. Most of them over 70% of all participants were unable to give the correct answers on the test. And the conclusion of the study, because the participants in this research divided into two categories (arts students and science students) had no differences in reading ability, they have problem in sentences structure, vocabulary and reading comprehension.

Different from Chawwang’s research. In this present research, researcher tried to observe four ability from four skills (listening, speaking, reading, writing), eventhough, the result between this present study and Chawwang’s research have the same result are reading problems in vocabulary and reading comprehension, but the instrument of Chawwang’s research with this present research are different. The previous study used a test comprised in three passages concerning sentence structures, vocabulary and reading comprehension, meanwhile, this present study used reading comprehension’s question in the questionnaire.
The fourth research from world conference on learning, teaching and educational leadership (WCLTA) was written by Ameri (2010) is about “An Investigation about Language Learning Problems at Elementary Levels in Bilingual Areas of Iran” conducted his investigation to specify child language learning Phonological, Morphological and syntactic problems Listening comprehension, speaking, reading and writing skills of Persian at elementary level in bilingual areas of the I.R. Iran, where Turkish and Arabic speaking children are supposed to learn Persian at school.

The findings of that study show that these children have more listening comprehension problems in the first months of the educational year, but the problems decline in the next months. The most frequent morphological problems of Arabic speaking Persian learners are in verbal inflections and subject –verb agreement. They also have technical problems in reading and writing as well. The comparative study of Turkish and Arabic with Persian and measuring it against the findings of the survey research in this study show that the differences of these Persian. Vice versa, the Phonological, Morphological and syntactic commonalities between children’s native tongue languages with Persian is a significant hinder causing problems for bilingual learners.

In that research, researcher tried to observe language problems between Turkish and Arabic children, researcher observe the problems happened based on the linguistic problem’s theory. There are two findings of this study are, the problems that experienced are listening comprehension and reading comprehension, from the study above, the result of language problems that was experienced by Indonesian students or Arabic and Turkish
was the same, the similarity is reading comprehension. This research also used questionnaire as a tool for completing his research.

The fifth research from Hamouda (2013) from international journal of academic research in progressive education and development entitled: “An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom”. This study attempts to investigate the Listening Problems encountered by a group of first year English major students of Qassim University. Data was gathered by means of questionnaires and interviews by 60 students who took the listening course in 2012/13. Data was gathered by means of questionnaires and interviews.

The result of the study showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners. This research, researcher tried to give the solutions to the EFL teachers and EFL students to improve listening ability with affective learning strategies. Because this study focuses on investigation of listening comprehension, the result of this study certainly contains of listening problems that experienced by the students. This research used the similar tools to collected the data such questionnaires and interviews.

The previous studies give some contributions to this present study. But it’s not same. Almost of the previous studies using qualitative method as the research methodology with the instrument are questionnaire and interview. This present study using qualitative method to describe the most language problems in four skills (listening, speaking, reading, writing) learning strategies that are suitable to improve English Language Problems and what the fits ways that had been done by students through
interview’s instrument. The previous study was supported the researcher to vary the aspects of investigated in order to bring the new one although all of them have the same issues to discuss.