

## Challenges of Libyan Students in Learning Indonesian Language: strategies and factors

Khayri Rajab Amir Abdulkaream  
Universitas Sarjanawiyata Tamansiswa  
khairyamralkashtawi@gmail.com

**Abstrak:** Proses pemerolehan sebuah bahasa baru tidaklah mudah. Banyak strategy dan factor yang membantu seorang pembelajar bahasa di masa belajarnya. Dalam studi naratif ini saya mewawancarai beberapa mahasiswa Libya di Indonesia tentang strategi dan faktor yang membantu atau menghambat mereka dalam belajar dan mendalami strategi dan factor dalam belajar Bahasa Indonesia. Strategy dapat berasal dari pengalaman pembelajar misalnya latar belakang budaya, kualitas pembelajaran bahasa yang diperoleh, latihan dan praktek penggunaan bahasa, dan keinginan untuk berpegang pada motivasi. Faktor yang dimaksud dalam studi ini adalah permasalahan dalam mendapatkan teks bahasa sumber, kesulitan dalam memahami terjemahan, bervariasinya aktifitas bahasa, dan perbedaan individu. Strategi-strategi ini dikembangkan dari diri pembelajar untuk membantu mereka belajar dan menghadapi factor-faktor selama proses belajar.

**Kata kunci:** pemerolehan, bahasa, strategi, faktor, belajar

**Abstract:** *Acquiring a new language is not an easy thing. There must be strategies and factors that help a language learner through the period of his/her study. In this narrative research I asked some Libyan students in Indonesia about the strategies and factors that encouraged or discouraged them in learning Indonesian language and approached some strategies and factors that encouraged or discouraged Libyan students in Indonesia to learn Indonesian language. The strategies can be from the learner's experience for example cultural background, perfection what he educated of a language, Exercise and practice and the persistence of motivation. The factors for example problem in receiving the source language text, difficulty in realizing the problem of translation, variety in language activities and individual differences. These strategies which are developed from the students to help them in learn Indonesian language confront of some factors through the learning process.*

**Keywords:** *acquiring, language, strategies, factors, learning*

### Pendahuluan

This qualitative research studied the impact of the factors affecting on the strategies in learning foreign language. There are several definitions of the strategies in learn foreign language from several researchers. (Ivone, n.d.) For example (Chamot and Kupper, 1989) define the strategies in learning a foreign language is some techniques that using from the students to understand or memorize or remember the information.

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(Oxford et al, 1989) define the strategies is actions, steps, or techniques that learners use to enhance learning a new language. In this research I asked twenty Libyan students through them learning to Indonesian language in Indonesia. They took some strategies to encourage them in learn Indonesian language. These strategies faced some factors that affected on them strategies.

### **Metode Penelitian**

I used is the outcome questions. That I asked the Libyan students some question about how they learned Indonesian language for example (1)How did you learned the rules of Indonesian language ?(2)What are the differences between Arabic language and Indonesian language?(3)What is the main rules in Indonesian language?

Libyan students respondents. They took some strategies to encourage the in learn Indonesian language for example: - cultural background, perfection what he educated of a language, Exercise and practice and the persistence of motivation. The factors that effected on them strategies :- problem in receiving the source language text, difficulty in realizing the problem of translation, variety In language activities and individual differences.

I used interviewed to collection my data. By interviewed Libyan students face to face in Indonesia 'Yogyakarta'.

When I asked those twenty students. I made with them some conversations to given me a clear answers about my questions in learning the Indonesian language. In some meeting I recorded those conversations by voice recorder to be easy for me to analysis the data.

Data analysis (how did you interpret and give meaning to the data)

### **Hasil Penelitian Dan Pembahasan**

The strategies that help Libyan students in learn Indonesian language are Culture back ground, perfection what he educated of a language, exercise and practice and persistence of motivation.

1- Cultural background (Bedell, 1993) depending to the discover of the learners the culture backgrounds of a language are some kinds of strategies that help to get the main result of the study language. Libyan students took the culture background of the language is a very main point because there are a completely deference between the Arabic language and the Indonesian language in the alphabet and the rules.(Language, 2019) They used some applications for example (Duolingo) to keep the alphabet and some basic rules.

2- Perfection what they educated of a language (The, Of, & World, n.d.)Participants indicated that, in some states, the new standardized tests either are not rigorous enough to have an effect on student performance or are not sufficiently oriented toward the skills needed to succeed in a course. Libyan students didn't focus on course activities just, they also do some extra activities for example they use the language in them daily lives; for example (in a shopping, in street and also in a home)

3- Exercise and practice are an important method of learning, especially in the early stages not in the late stages, but it must be known that not every repetition leads to learning, just useful or meaningful repetition. For example looking for a fun way to practice vocabulary each day, choosing every day different topic to focus on it (e.g., food and drink, street conversation, shopping ) and see how words list in a topic. Each time they make a list, and they try to list more words than the day before. They also took these challenges to each level. And some of them took the street conversations as main practices. Tasks are so important that we can say to some extent they are the guarantee of knowledge acquirement. Therefore, when the teacher assigns tasks, he should remember that tasks to be assigned and should relate to what has been taught, i.e. moderate, not too difficult or too easy. They should be appropriate, challenging, and meaningful.

4- The persistence of motivation. Motivation is the key to successfully in learning a new language. In learning is one of the most important strategies in how well students learn a foreign language. (Borisova, Vasbieva, Frolova, & Merzlikina, 2016)wrote motivation to language learning is a complex set of variables including effort; desire to achieve goals, and attitudes toward the learning of the language, integrativeness and attitudes lead to motivation. When I asked the students, I got that every student has got kinds of motivations and deferent strategies.

These strategies faced some affecting factors during the course of language learning which are problem in receiving the source language text, difficulty in realizing the problem of translation, variety In language activities and individual differences.

1- Problem in receiving the source language text Language learning; textbooks based on divided learning into four skills, i.e. reading, listening, speaking, and writing, and contained discrete grammar points and glossaries.(Language, 2019) The focus, however, was reading skill combined with many grammar rules and words to be memorized. Because the first language in a Libya is the Arabic language and the teachers in Indonesian course were speaking by English language so Libyan students were have a deferent level in the in English language means some of them are in a beginner level in the English language, some of them are in a advanced level and also some of them are not learning the English language in Libya. So those students who they are not leaning English language they got problem in understand the source text in class.

2- Difficulty in realizing the problem of translation Education translate is one of the must important kind of translations and obligate for the education translate stapes is deferent on the another kinds of translations. However because Libyan students have a deferent level of the English language they found a beg difficulties to translate the text from the Indonesian language into the Arabic language or the English language even by using the trans tools because the trans also has some grammatical and meaningful mistakes. The

3- Variety In language activities teachers' beliefs, according to Kagan (Abukhattala, 2016), play an important role in influencing their teaching practice. These beliefs come from teachers' past experiences, knowledge, and environments in which they have been living. Kennedy (1997: 7) states, "One of the most difficult beliefs to be changed for teachers are those formed during childhood, which is while they themselves are students in school observing their teachers and envisioning the kind of teachers that they would be". Having learned and taught a foreign language (FL) in Indonesia. The teacher how they taught Libyan students they focus on the deferent activities to depending to them levels or they did not focus on the personality deferent between the students. So some of Libyan students said that activities were not any positive affect on them learning.

4- Individual differences between the students in the class. In (Uusiautti, 2012) communicative in the English language teaching (CELTE) involves learners as active participants in communication. Language skills are not divided into active and passive skills but rather as productive and receptive skills that involve a collaborative nature of meaning making, and this collaborative nature is best illustrated by interpretation, expression and negotiation of meaning.(Hanımoğlu, 2018) CELTE has become a term for methods and curricula that embraces both the goals and the process of classroom learning. Libyan students said the teachers did not focus on the individual differences between the levels of students in class. In that courses there are a lot of international students some of them are coming from the English speaker countries as a first language. So there will be a beg deferent in a communication level between the students. That is why Libyan students find some difficulties in the communication in the class.

In (The et al., n.d.) students who particularly learn foreign language in CLT context tends to be challenging due to several factors such as (1) self-confidence means the student should trust in himself by training to speak by that language which he learns in class and also used to in his life to be apple to speak by it as first language in this Cass he will not be afraid to make mistakes (2) motivation means the teachers should motivate the student how to comprehended in the target language communicate by it , teachers need to invest as much as possible into their performance, including being flexible in class management, being mindful of their students' cultural behaviors or pedagogical psychology. Effective teachers' performance can help their learners' language skills to be enhanced further. One of the issues that teachers regularly think of is how to teach so that interaction among students as well as between teacher and students is maximized for the sake of communicative language learning. (3) lack of understanding on the materials due to language barriers means there is a big relationship between student oral participation and teachers' questioning techniques and types of classroom activities that "students' oral participation is increased if application and presentation activities are used; the right vocabulary is offered when students need it to continue; questions related to students' knowledge and (4) teachers' domination in learning In a particular situation, so the main components of learning are teacher and student. The reason of emphasis on the role of the teacher and student, especially teacher within learning process is the influence of other educational factors

such as educational objectives, Curriculum, textbook content, and teaching methods takes place through teacher to the learners. For the same reason, education system at first should direct any kind of improvement and motivation to encourage students in learning process.

## **Kesimpulan**

Language teachers must have variety in deliver the information, by using methods and deferent activities. They have to focus on the level of the students to make sure that they are delivering the information or given a good course in teaching language process. In this research there are fifteen Libyan students followed those strategies to learn the Indonesian language and took that factors which they faced as motivation to learn the language. And five of them affected of that factors because they took it as impediment to them study.

## **Daftar Pustaka (Font 14, Bold, Rata Kiri)**

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