FILTERS AND BARRIERS OF ENGLISH CLASSROOM LEARNING OF HIGH SCHOOL STUDENTS IN SOUTHERN BANGKA INDONESIA

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Abstract
Filters and barriers in teaching and learning process is something undeniable including in language classroom. This research aims to identify the filtering or barriers experienced by students learning English. Mixed-method research using a case study approach with embedded type is employed in designing this study. An integrated questionnaire and interview entitled Filtering Experiences by High School Students were distributed in gaining the data. While the sample of this study was 50 students from two different high schools in Pongok Island, Southern Bangka, Indonesia. The findings of this study indicate that the average value obtained is 3.85 on a given scale of 5. It Indicates that most students do not have filtering in learning English in the classroom. From the interview, it was found that the students were fully aware that English is essential to learn. However, it was also found that the external factor that affected the low motivation of learning was the attitudes and ways of teaching by English teachers.

Keywords: Filtering, Classroom Learning, Joyful Learning, Motivation

Introduction
Rationale of the study
The classroom learning process will experience many barriers. Those can come from both inside and outside of students and teachers (Boles, 2010; Wong, Montague, Wallace, Negishi, Liteplo, Ringrose, & Ma, 2020; Li, Ornstein, Li, & Liu, 2021; Howell, Bradshaw, & Langdon, 2022). Communication is one of some that often arise. However, the fatal problem of learning in the classroom is when the teacher or student does not realize what is the real problem they face. Hence, teachers must be more active in finding out the classroom learning barriers so that learning can effectively be done. One of the ways to address the problem is by conducting research.

Concerning those problems, unfortunately, there are many teachers who at risk of the ability to do classroom action research (Zulfiani, Herlani & Sofyan, 2016). It is because of many reasons that may arise and become obstacles. Teachers should find out problems and develop the quality of education in the classroom as teaching is not the single obligation of a teacher. If not, students will be at risk and will experience learning barriers (Nelson & Soli, 2000; Howell, Bradshaw, & Langdon, 2022). Regarding the low level of teachers’ ability to conduct classroom action research, they must be continuously trained through the guided activity of conducting classroom action research (Supriyanto, 2017). On the other side, it is also done to improve the quality of education both inside and outside the classroom as well as to avoid the confusion of concepts experienced by teachers (Duraku & Hokha, 2020). By knowing the problems experienced by students, it will make teachers easy to handle and respond to student problems and needs.

In a different context, as a second language, English has its difficulties. Many students are at risk of having obstacles in learning a second language (Erdos, Genesee, Savage & Haigh, 2014; Karmos, 2020; Pullido & Dussias, 2020). The problems experienced will be more varied. Besides, it is supported by the lack of a supportive environment that makes students feel uncomfortable.
learning English. However, the teacher's proficiency in teaching second languages also needs special attention. Lastly, the English learning process in the classroom is deemed necessary to research related to the filtering experienced by students during learning English in the classroom (Haiyudi & Art-in, 2021).

Filter as part of communication barrier among teacher and students

One of the several problems that arise is communication barriers. Communication is a process of conveying information from one person to another (Francesco & Siyang, 2019). However, learning activities in the classroom are a form of communication that occurs in two directions. It can be between teachers to students, students to teachers, or students to students. Communication can occur for many reasons, one of them aims to express some things such as perceptions, learning messages, culture, traditions, and feedback (Hartley, Hong & Elowitz, 2020). The problem of interaction that generally occurs between teachers and students or students and other students in the presence of noise or a barrier in the communication. In detail, communication can be generally defined as the interaction relationship between the sender and the receiver of the message. According to (Keyton, 2013; Homedoglu, 2019), communication is a process of transferring information about a message from one person to another. Linguistically, communication is a word coming from Latin, namely Communis, which means ordinary. In short, the communication process that occurs on a daily class is supposed to deliver messages from teachers to students. However, the barriers will be varied. Specifically, the following figure is figuring out the cause of the messages transmission process does not work effectively (Homdogklu, 2019).

On the other hand, communication barriers can generally be divided into several parts. According to Antos (2011), Filtering is one of several sub-sections of problems in communication. Apart from that, there is also Field of Experience as well as Psychological Distance that have close relationships with each other. Filtering refers to covering oneself to receive something. Unfortunately, covering oneself to receive positive things such as a learning, positive message and information is a pity. Someone should open up to receive positive things. The following figure will show the position of Filtering in communication barriers under psychosocial barriers. Paragraph: use this for the first paragraph in a section, or to continue after an extract.

![Psychosocial Communication Barriers](image)

Figure 1. Filtering as part of psychosocial communication barriers (Antos, 2011)

Reflected Figure 1, Filtering is one of the barriers having a close relationship with student experiences and psychology. Hence, it is directly related to their motivation as the higher barriers, the lower enthusiasm (Sudjasmarca, 2018). However, it will become a barrier to communication in the classroom. Because one of the goals of learning communication is to get a clear and definite message (Borisssova, 2013).
To sum up, there are many problems that may arise in classroom learning. One among some that often happens without being realized is filtered learning or students have filtering that limits themselves in learning (Antos, 2011). For this reason, teachers must have knowledge of filtered learning before teaching implementation in their respective classes. There are many ways that teachers can do, one of which is by conducting research to find out students' perceptions about Filtering that may arise (Zulfiani, Herlani & Sofyan, 2016).

Therefore, the purpose of this study was to determine the significance of Filtering experienced by students that occurred in the Southern Bangka Regency, especially in the English class. In addition, this study also aims to increase teachers' awareness that filtering often appears in a class without any visible signs. But unfortunately, not many teachers pay attention to this. Therefore, one of the importance of doing this research is to illustrate the problems that may arise in many classes, so that teachers become more sensitive in responding to problems that arise, especially filtered learning experienced by students.

The process of interaction between teachers and students is another form of the communication process described in the figure above, where the sender can be interpreted as a teacher and the receiver is defined as students or vice versa. Unfortunately, in carrying out this communication, many problems will arise. In general, learning in the classroom is carried out to effectively convey messages from teachers to students, from students to teachers, and from students to other students (Borissova, 2013). However, there are sometimes misunderstandings or unclear messages. For instance, students are less focused on receiving learning, teachers are not interested in delivering the message of learning. Thus, to anticipate it, teachers must actively find out the problems that are hindering the process of delivering the message. Moreover, the teacher must find the best way to solve or avoid the problem that is suspected of being the obstacle.

Method
Research Design

This research belongs to mixed-method study employing the embedded design. It was used in designing this research where qualitative data will be the main data in this study. Meanwhile, the results of the interviews would be in form of a narrative to support the statistic numbers. (Cresswell, 2012; Raharjo, 2017).

Participants

The sample of this study was 50 students who were in grade 3 of two high schools. In addition, to complement these data, the researcher asked two students from junior high school and two students from high school to be deeply interviewed related to the learning filters in English Classroom. In relation, there were several steps taken to determine the population of this study. 1) Selecting an area that was under the Southern Bangka regency. 2) selecting one sub-district which was categorized as an underdeveloped one. 3) Selecting two secondary schools to be the population scope. 4) Choosing one class from each school to be used as the research sample. Thus, there were two secondary schools selected to be the population in this study. Lastly, 50 students consisting of 25 students in each school were selected to be research samples. However, there were 3 students who were not able to fill out the research instruments. In total, 47 students actively cooperated. Four among those were chosen to be interviewed.

Data Collection
The intersectional designed instrument named *Filtering Experienced by High School Students* consisting five statements related to Filtering distributed through a google form. Those statements were set into 5 rating scale. Meanwhile, interviews were directly conducted to support the questionnaire. The questionnaire has previously been validated by three experts before distributed to the respondents. Item-Objective Congruence (IOC) consisting of 3 scales was filled by validators to validate the items. Lastly, the questionnaire leads to the desired goal of getting the data according to the wishes of the researchers (Lam, Hasan, Sulaiman & Kamarudin, 2018).

**Data Analysis**

The last step was then data analyzing. Descriptive qualitative which was calculated through SPSS (Statistics Package for Social Science) was needed. In detail, Percentages, Mean and Standard Deviation were needed to explain the result of the research. On the other hand, narrative descriptive were used to support the data obtained from the questionnaire.

**Findings and Discussions**

**Validity and Reliability**

As previously mentioned, to obtain the validity of instruments, three experts were previously involved to validate the items by filling out Item Objective Congruence (IOC) scale. After the questionnaire was declared fit for use, the researcher distributed the questionnaire to 50 participants as desired. However, there were 3 participants who could not fill out the questionnaire. Therefore, only 47 participants were involved. On the other hands, this Table 1 explains the validity of the item on the questionnaire based on the response of those 47 participants.

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In short, these Table 1 and Table 2 indicate that this study is fit and qualified according to the validity and reliability. The proposed value is higher than the criteria that some scholars had been previously set.

**Filters in English Classroom**

To obtain data that is in accordance with the objectives of this study, 5 statements were asked to the respondents. Those statements are related to filtering that students may experience during
learning English in the classroom. For more details, each statements will be presented in form of a histogram as below:

Figure 2. Self-intention of Learning English

Figure 2 illustrates that self-intention is not a significant problem for students. Most of them have self-awareness to learn English without being forced. The majority of respondents answered that they understand the importance of English which increases their awareness of learning English.

Figure 3. The importance of English as their next career

Figure 3 shows that most of students understand that English is important and needed in the continuation of their future careers. In contrast there are at least 8.6% who completely disagree, even refers to give a negative response on the importance of English for their future career.

Figure 4. Joyful feeling toward English learning in current level

Enjoyment is influenced by many things. It can affect the psychology of learners. Therefore, teachers are strongly encouraged to ensure that students in the class are enjoying learning. Figure 5 illustrates about 12.8% of respondents did not really enjoy learning English, and as much as 2.1%
really did not enjoy learning English at the current level. The teacher must take responsibilities to furthermore look for problems experienced by students, so that all students can enjoy learning in class.

![Figure 5. Students response on teachers teaching style](image)

On the other prominent aspects, teacher performance during teaching will affect the enthusiasm, learning motivation and enjoyment. Feelings of discomfort in learning will make students cover themselves in the classroom. This can be caused by unhappy feeling through teachers’ teaching styles and techniques. Figure 6 shows 14.9% of respondents feel unhappy. As well as 4.3% whose response are really unhappy with their English teacher's teaching style.

![Figure 6. Students’ self-studying of English](image)

Lastly, filtering doesn't allow students to do independent study. If they feel uncomfortable in learning, it will be difficult for them to do self-study as well. This is due to the image factor that is formed by the learning process in the classroom. From the data above, there are 8.5% who did not do self-study and as much as 2.1% did not do self-study for English subjects at all. This can be caused by many things. The remaining 48.9% have not been able to determine the trend. Overall, the average value of filtering experienced by students can be seen through the table below.
In general, those displayed figures illustrate that most students do not experience filtering in learning English. Based on Table 3, the overall average by summarizing the 5 items above illustrates a positive trends of students filtering where the mean value is at 3.85 out of 5 scales. However, there is still a small proportion who still have filtering in English learning. Hence, it must take collective works of all teachers to handle filtering in communication of English classroom experienced by students in order that learning process can be carried out effectively.

Addressing students’ direct response on the Filters of English classroom

Direct interviews were also conducted to confirm and complete the statistical data obtained from the questionnaire. Four students from two different high schools located in a rural area in Southern Bangka regency were separately interviewed into two sections based on their school level. However, the interview process was done in Bahasa Indonesia. Right after, the script is translated into English as follow:

"We do realize that we have to learn English. It makes us trying hard to adjust as English is an international language. For teaching methods, teachers often give assignments. Teachers sometimes get angry, which makes us uncomforted from learning English in the classroom. We have to learn English independently outside the classroom to make up for the backwardness. If we don’t, we will get left far behind other students who are coming from other area”

On the other hands, two senior high school students’ response as follow:

"English are very important, especially since we are about to graduate and face the next level. It will be general requirement of any field of works, including to continue study. It has become a spirit so that we study even harder. In contrast, teacher teaching technique is not satisfying. Sometimes, teacher only explains and assigns task. There are no attractive teaching techniques and styles that seem ordinary. However, we do realize that have to learn English independently at home. But sometimes I feel lazy

From the interview, it was found that the students were fully aware that English is very important to learn. However, it was also found that the external factor affected to the low motivation of learning was the attitudes and ways of teaching from English teachers

Discussion

From those results, some discussions may appear then. Table 1 indicates that all items are considered valid as the calculated value is higher than the R-Table. T-Table was determined based
on the number of participants, where 47 were compared to the criteria of 5% confidence level. Meanwhile, Cronbach alpha was used to find the reliability or consistency of the participants' response on the questionnaire. Table 2 describes Alpha value that interprets its reliability as the value exceeds 0.7 (Tavakol 2011; Yamane, 1967). The higher Alpha value the more consistent we get.

From the findings, it can be seen that the average value of respondents' answers is 3.85. It means that most of them do not have filtering problems in learning English. However, the value of 3.85 out of 5 scale remains things to be improved. The rest of those are at risk of having filtering in learning English. Teacher must notice such this problem. However, equality before the learning process to all student must be well maintained. On the other words, every student has the same right to receive the same messages of learning.

Similarly, the interviews indicate the quite similar response on students filtering in English class. Students have full awareness about the importance of English. In addition, they also carry out independent learning because of this awareness. It's just one thing that makes them feel lazy and affect to low motivation of learning English, namely the less preferred ways of teaching owned by English teachers. This makes them cover themselves to learning English. In detail, each figure will be furtherly discussed separately as follow.

Self-Intention of Learning English

The data presented through Figure 2 illustrates that the percentage of those who have self-intention in learning English is upper average. Self-intention in learning is something that greatly affects student achievement (Wei, Hung, Lee & Chen, 2011; Zhu, Zhang, Au, & Yates, 2020). It indicates that only a few percent of those are experiencing filtering problems in learning English based on self-intention analysis. From these data it can be interpreted that overall, awareness of the importance of learning English is very good as it requires self-awareness based on the ability to plan, monitor, and evaluate his own learning (Kim, So, & Joo, 2021). The average value of the respondent’s answer is at a value of 4.19 from a scale of 5. It means that most students have sincere intentions to learn English without any coercion from outside parties.

In detail, there are at least 31.9% of the respondents agree that they learn English based on their own awareness, even as many as 48.9% of the respondents answered strongly agree that they learn English without any coercion from outside parties. It purely came from themselves. In contrast, there are a few percent of students who say that they learn English not based on their own intention. It was found that 2.1% are desperate and 6.4% feel pressed to learn English. However, it becomes things need to take care of. Teacher should look for the cause to be furtherly analyzed. As Wei, Hung, Lee & Chen (2011) stated that self-intention of learning will directly affect to students’ achievement (Rivers, Nakamura & Vallance, 2022). On the other hand, during the process of learning this will also affect to the process of receiving messages in classroom learning. It is because they cover themselves from receiving the message of learning. Therefore, knowing self-intention of students is very important so that they can get the maximum learning message (Teng & Zhang, 2022). Lastly, teacher must be responsive towards various types of barriers in classroom communication. It is due to the process of correcting the way of teaching from the teachers.

The Importance of English for Future Careers

As English is now considered as a global language, students must have a well understanding related to the importance of English for their future career (Belcher, 2006). It is important to enhance students’ awareness and motivation toward learning English as the future careers depend
on how communication is (Yusupova, 2022). Referring to Figure 3, it can be seen that most students realize that English has an important role in determining their future career. At least 61.7% strongly agree and 27.7% agree that English has an important role to play in their future career. However, it is surprising that at least 4.3% of students disagreed and even another 4.3% strongly disagreed that English has an important role in determining their future career. Thus, the teachers should provide various way in determining the best lesson of English (Hawett, 2022), as it will affect student motivation especially for those who previously do not believe of the existence of English. As they think so, their learning motivation must be in line with what they believe.

Hence, this obtained data demands a new task of the teacher. They are not only supposed to teach the knowledge related to English. Some students even need more things to highlight the importance of English. Indirectly, it will affect their learning motivation as they understand the role of English, especially for those who are living in a rural area.

**Joyful feeling toward English learning in the classroom**

On the other statements, students will put themselves filtering in the classroom when they do not enjoy learning (Li, 2022; Wei, Hung, Lee & Chen, 2011; Piaget, 1968). This can be caused by many things. One of them is how the teacher conducts the class during lessons. Based on the data in Figure 4, it is known that most students enjoy learning. Most of them gave a positive response to classroom learning. Otherwise, there are 12.8% of students do not enjoy and even 2.1% do not enjoy learning English in the classroom at all. However, equality of learning must still be reminded to teachers.

On the other sides, students will not teachers directly know their feeling towards the learning activity. Therefore, the teacher should find it out creatively without being realized by the students. Some invisible things may occur during a classroom activity. They just show the unbalance signal. Thus, a blind survey must be badly needed to get invisible information from high school students. On the other sides, joyful learning leads to the creativity created inside of the class. Bhakti, Ghiffari & Salsabila (2018) stated that an appropriate model of learning will lead to happiness and joyfulness of learning. Thus, it is badly suggested that teacher do self-corrections on own teaching model implemented in the classroom.

**Students’ Respond to Teachers Teaching Style**

The feeling of enjoying learning English can be influenced by many interrelated things, one of those is how the teacher delivers the messages during a learning activity. Active learning is an option to increase interest and self-efficacy in learning (Hendrickson, 2019). If the chosen method of teaching is deemed unattractive, students may close themselves during class learning as well. This becomes the basis of why learning with happiness is very important. As the result, learning with highly motivated will also increase happiness as well as achievements (Sudjasmara, 2018).

Hence, teachers must be sensitive in dealing with problems that arise in class. Self-reflection on the teaching style is needed. This is important because students will let themselves filtering from the process of learning when the teaching styles of teacher do not let them interested. Figure 5 illustrates that most of the students feel comfortable with the teaching ways of English teachers. Indirectly, it is appropriate and let them feel happy when learning in the class.

However, a quite big number of students who are not appropriate with the teaching style of the teacher can be seen through Figure 5. There are 14.9% of those students feel that the teacher’s teaching style was not very suitable. In addition, 4.3% of students indicate to the poor teaching style of teachers. However, a teacher’s teaching style will lead to many things. The most prominent
things caused by this problem are low of learning motivation, joyful learning as well as for self-studying (Bhakti, Ghiffari & Salsabila, 2018; Wei, Hung, Lee & Chen, 2011). Badly, those things will let them filtering themselves in receiving the messages of learning.

**Students' Self-learning**

The final form of joyful learning is to form students’ motivation so that independent learning will automatically be created. Independent learning is a basic form of attitude development and motivational care (Tseng, Chang & Cheng, 2015; Kim, So, & Joo, 2021). However, if the learning is not given properly during classroom activity, it will reduce the intention and motivation to learn (Hu, Zhang, He, Zhu, Shen, & Liu, 2022). Therefore, this is very important to ensure that students must be well motivated to learn. Independent learning is not only carried out in the classroom but will also be transmitted outside the classroom. Figure 6 illustrates students' responses toward their independent learning. Most of the students are in a confused or neutral stage. It is found that the average value of independent learning is 3.43 on a scale of 5. This indicates to be improved. The things that need to do is by conducting a joyful learning (Bhakti, Ghiffari & Salsabila, 2018).

In detail, it can be seen that at least 8.5% of the respondents do not have the motivation to do self-learning. There are even 2.1% who have no motivation to learn English independently, both inside and outside the classroom. This must be a concern of teachers to solve kind of these learning problems as well as increasing student motivation. However, the highest step of joyful learning is about doing independent learning (Rakhmanberdiyeva, 2022). Some proposed ways to increase students learning motivation are by showing joyful learning. Choosing the proper method of teaching will be badly needed.

**Conclusion**

Based on the results of the research and discussion above, it was found that most of the students do not have filtering in their English learning process in the classroom. From a determined scale of 5, the average value is at 3.85. It indicates that the filtering experienced by students is not so significant. However, to achieve maximum results from the learning process, teachers must be more concerned with responding to the filtering experienced by students during classroom learning. This can be influenced by many things, one of the fundamental things is teaching style and techniques used in the classroom. This can affect student motivation for learning. In contrast, if students' learning motivation and supportive environment of learning are found, the filtering will be even lower.

Based on the research results above, the most influencing problem of learning motivation and enthusiasm for the student is the low proficiency of the English. It affects student learning motivation, independent study as well as joyful feeling in learning. On the other sides, the poor skills of teachers in teaching will affect students' happiness in learning and achievement. In short, from this study, it can be concluded that the average respondent does not have filtering problems in learning. However, only a small proportion of students have filtered into English learning. Meanwhile, teachers' teaching styles and techniques need to be developed in order to increase student motivation for learning, joyful learning, and independent learning. It is because students' low motivation for learning will increase students filtering in learning.
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