

STUDENTS' DIFFICULTY IN LEARNING ENGLISH AT THE EIGHT GRADE STUDENTS OF MTSN 5 KERINCI

THESIS



**ANIS FADILA
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN JAMBI
2022**

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STUDENTS' DIFFICULTY IN LEARNING ENGLISH AT THE EIGHT GRADE STUDENTS OF MTSN 5 KERINCI

THESIS

*Submitted As Partial Fulfillment Of The Requirement To Get
Undergraduate Degree (S.1) In English Education*



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**ENGLISH EDUCATION STUDY PROGRAM
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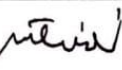

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Date : June, 23rd 2022
Time : 11:00 – 12:30
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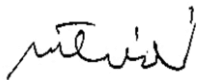
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(S.1) at English Education Faculty of Education and Teacher Training The State
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So, we submit it in order to be received well. We appreciate your attention.
May this thesis be a great benefit for the religion and nation.

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I who signed below stated that the thesis that I arrange as a requirement to get under graduate degree which is entitled “**Students’ Difficulty in Learning English at The Eight Grade Students of MTsN 5 Kerinci**” is originally and truly my own work.

As certain part of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules and ethics of scientific writing.

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Jambi, 14 Juni 2022

The Researcher



Anis Fadila

205180006

DEDICATION

Thanks to Allah SWT the most gracious and merciful for the blessing and leading me, Therefore I can finally finish this thesis. Do not forget Sholawat to the Prophet Muhammad SAW who has brought us from the darkness era to the lightness era. His coming really change the world. Special thanks to:

My beloved parents, My father **Abdul Hakim** and my mother **Kamariah** who always supporting every step that I have been taken. Thank you for your love, material, best support, and prayer for me. Both of you always give me best motivation when I am down. To my amazing brother **Hendra Saputra** and **Adi Samjaya** who have provided guidance, prayer and motivation so that I could have a degree like both of you. Your love give me a power to finish this thesis. I really love you all. And also all of my family, who always support me and given all the kindness for my success, that is very kind of you, may Allah grant you goodness.

Thank you for **My Self**, sorry if all this time I have been comparing you with other people, and sorry I have been pushing you too hard. I want to say thank you for never getting tired of saying “Let’s try again, you can do it!” when failure and anxiety come way, whatever has happened so far, thank you for choosing to stay and be strong. Even though it feels difficult, but you see, you are strong, you can get through it well. Thank you and I love you!

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All of my lecturers who teach me since I don’t know anything till I graduated. And All of people who keep supporting me wherever you are.

May Allah grant you all goodness, Aamiin Allahumma aamiin.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hard ship will be ease”

The meaning:

“Maka, sesungguhnya bersama kesulitan terdapat kemudahan”

(Q.S. Al-Insyrah : 5)

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Alhamdulillahirobbil alamin, thanks to Allah SWT the Almighty, who give me opportunities and happiness and for giving me blessing and guiding me, therefore I can finish my thesis. Do not forget Sholawat to the prophet Muhammad SAW who has brought us from darkness era to the lightness era.


This thesis is written as one of the requirement for S1 degree in English Education Program of Education and Teacher Training Faculty of the State Islamic University of SulthanThaha Saifuddin Jambi. The researcher realizes that this thesis would have not been completed without the help, advice and guidance from many people. Therefore, in this opportunity the researcher would like to express thanks and gratitude to following parties for their contribution:

1. Prof. Dr. H. Suaidi Asy'ari, MA., Ph.D Rector of the State Islamic University of Sulthan Thaha Saifuddin Jambi.
2. Dr. Hj. Fadlilah, M. Pd. as Dean of Faculty of Education and Teacher Training of The State Islamic University of Sulthan Thaha Saifuddin Jambi
3. Wahyuni Fitria., M.Pd as the chief of English Education Program.
4. Dr. Muhamad Taridi, M.Pd as my first advisor and Edi Rozal, M.Pd as my second advisor.
5. All lecturers at the Faculty of Education and Teacher Training of The State Islamic University of Sulthan Thaha Saifuddin Jambi.
6. All the teacher and students in MTsN 5 Kerinci who had helped me to finish this research

It is expected that this thesis will give contribution to the Students of English Education Program that will be English teacher in the future. Then, the researcher realized that this thesis is still far from being perfect. For that reason, the researcher hope constructive critics and suggestion from readers for the perfection of this thesis.

Jambi, 14 Juni 2022

Researcher,


Anis Fadila

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ABSTRACT

Name : Anis Fadila
Study Program/Department : English Education Study Program
Title : Students' difficulty in learning English at the eight grade students of MTsN 5 Kerinci

The aims of this study was to find out the difficulties faced by students and identify the causes of students' difficulty in learning English at the eight grade students of MTsN 5 Kerinci. The methodology of the research was descriptive qualitative approach. The data was collected through observation and interview of 12 students at the eight grade students of MTsN 5 Kerinci. From the finding and discussion, the researcher found several difficulties and cause difficulties in learning English. The first is the difficulties coming from students, they are low motivation, lack of vocabulary, poor of grammar, lack of confidence, shyness and nervousness. The second is the difficulties coming from the environment, that is unsupportive environment. From difficulties the dominantly difficulties is lack of confidence. Most of students stated that they afraid of making mistake when practicing English. The cause of student difficulties is afraid of making mistake.

Keywords: Students' difficulty, learning English

ABSTRAK

Nama : Anis Fadila

Jurusan : Tadris Bahasa Inggris

Judul : Kesulitan siswa dalam belajar bahasa inggris di MTsN 5 Kerinci

Penelitian ini bertujuan untuk menemukan kesulitan yang dihadapi siswa dan mengidentifikasi penyebab yang membuat siswa kesulitan didalam belajar bahasa inggris pada siswa kelas delapan MTsN 5 Kerinci. Desain penelitian ini adalah dengan menggunakan metode deskriptif kualitatif. Data penelitian ini dikumpulkan dengan menggunakan observasi dan wawancara dari 12 siswa kelas delapan MTsN 5 Kerinci. Dari temuan dan diskusi, peneliti menemukan beberapa kesulitan dan penyebab kesulitan belajar bahasa inggris. Yang pertama adalah kesulitan datang dari siswa, yaitu motivasi rendah, kurangnya kosakata, kurangnya grammar, kurangnya kepercayaan diri, rasa malu dan gugup. Yang kedua adalah kesulitan datang dari lingkungan, yaitu lingkungan yang tidak mendukung. Dari kesulitan-kesulitan tersebut, yang paling dominan adalah kurangnya kepercayaan diri. Kebanyakan dari siswa mengatakan bahwa mereka takut membuat kesalahan ketika mempraktekkan bahasa inggris. Penyebab kesulitan adalah takut membuat kesalahan.

Kata kunci: kesulitan siswa, belajar bahasa inggris

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CHAPTER I INTRODUCTION

A. Background of the Research

Language means communication that humans use as social beings in daily life. People utilize language to communicate their thoughts and emotions. Language is a sophisticated and specialized skill, That occurs naturally in early infants, is employed without conscious effort or formal teaching, is oblivious of the underlying logic, is qualitatively the same in everyone, and further varies in terms of a person's capacity for critical thought or intelligent behavior, according to Brown (2007:16).

English is a language used as a second language by people almost all over the world. According to Rao (2019:72), state that The language of science and technology is primarily English. Additionally, it became a de facto universal tongue, which had a significant influence on intellectual communication. This enables scientists from all over the world to interact with scientists in other parts of the world and utilise the accessible scientific literature. In many fields and professions today, including research, medicine, computing, and others, proficiency in English is becoming a prerequisite.

English is a very important language which is mastered by everyone in the world as it is used in international forums. English is necessary in today's globalized world since it is fundamental to all facets of human activity. According to Harmer (2007), that In order to apply General English students at their country's institutions and schools as short-term visitors to a target language country, English as a Foreign Language is typically implemented. According to Ilyosovna (2020: 22), The official language of 53 nations and the language of almost 400 million people worldwide, It's possible that languages other than English are spoken more commonly worldwide. Speaking English is more than just being able to communicate with English speakers because it is the second most widely spoken language in the world. Learning English is essential, thus people from all over the world have made the decision to study it as a second language. In many nations where English is taught in schools as a second

language, children start studying it at an early age. English is widely used as the principal language in the fields of science, aviation, information technology, diplomacy, and tourism. If you speak English well, you have a better chance of getting a good job with a multinational corporation.

According to Nishanthi (2018: 871), state that in today's global world, The most widespread common language in the world, English, cannot be discounted or disregarded. Learning English took patience and constant practice. English is a window to the modern world where developing countries will open their doors to recruit the right people.

It is impossible to separate English language proficiency from the English component. When speaking, the speaker has to pay attention to grammar usage, vocabulary selection, and proper pronunciation. Reading comprehension demands that the reader read the material effectively and comprehend the vocabulary and syntax employed in it. When writing, authors had to be aware of the tenses they were using in order to structure their sentences and use the right terminology. Listeners needed to pay close attention when listening. Because they will hear inaccurate information if they do not understand the grammar being utilized in the audio. Additionally, listeners pay attention to the terminology used in the audio and how well they are familiar with the speaker's pronunciation.

Students' proficiency in English becomes a valuable asset in both the classroom and the workplace. The Indonesian government employs English in schools because it understands how crucial it is for everyone to learn and be proficient in the language. Many people make English a target language that needs to be learned and mastered. As stated by Riyanti (2019:29), middle school and high school students must take English as a subject from the beginning of the school year until graduation because it is a topic that is required for both levels of education. Students must develop a strong command of the language in order to communicate their ideas and emotions in English.

Learning difficulty are made up of two words, they are difficulty and learning. Before explaining the meaning of learning difficulties, need to explain the definition of the difficulty and the learning itself.

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According to Subini (2012: 13), difficulty means a trial, concern, situation or condition, and something complicated. Difficulty is a condition in which the display of obstacles characteristic of the activity to reach the goal requires a good effort to solve the difficulties.

Learning is the primary task of students, so it is important that students, teachers and parents understand what study is. So that students or children can study well according to their needs. The teacher can teach and provide a suitable learning environment or teachers and parents can educate their children well. Before studying students' problems in learning English, let's get to know the definition of.

Learning difficulties are one of the issues that students run into during the learning process. Learning difficulties are a specific condition marked by challenges that must be overcome in order to complete an activity. The learner may or may not have been informed of these obstacles. During the teaching and learning process, these types of barriers may be psychological, sociological, or physiological (Sugiyanto, 2014). This disruption has consequences on students' learning outcomes. Students' internal and external (internal factor) elements as well as exterior (external factor) factors can both have an impact on their learning challenges (external factor). While external influences are attributed to school elements, family factors, media and social environment factors, internal factors are split into physical aspects and psychological components (Supriyono & Ahmadi, 2004). All pupils cannot completely avoid some of these circumstances. Students therefore require a teacher's specific attention.

Every topic, including English, has its challenges for many reasons. According to Mosha (2014), there are a number of reasons why people have trouble learning English. First, teachers lack the education, training, and qualifications to teach English-related courses. Due to a teacher shortage, some teachers are required to teach English even when they have no formal English training. As a result, they omit from the curriculum several of the more challenging subjects. The instructor is also responsible for making sure that pupils have access to sufficient learning resources throughout class, such as worksheets, photos, posters, and books, which are necessary for understanding the content being taught. Third, the classroom's

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physical setting is poor. Both students and teachers are greatly impacted by the environment in the classroom. Students may experience difficulty learning if the classroom is not conducive to learning, such as classroom windows. Fourth, very few students speak English at home or at school. There are specific causes for this. For instance, students at school lack vocabulary and are hesitant to converse in English with their peers or teachers. Additionally, they can be living with their parents because some of them are elderly, don't speak English, and lack education.

While it is true that English is a universal language, speaking is still one of the hardest skills for students to learn, according to Suryanto & Sari (2020: 314). The students, according to Sawir, struggle with their English. When they were asked to introduce themselves to their classmates, we could see this. They were unsure of how they should be said or done. When teachers teach English in schools, they also cause issues. He claimed that either the professors do not feel comfortable conversing with their students in English or that they do not familiarize the students with the capacity to have a discussion in the classroom. Honestly, there are other sources besides teachers that contribute to the challenges we face when learning English. There are situations when relatives of pupils do not encourage them to study English.

The Ministry of Education has made various efforts to enable Indonesian students to master foreign languages (English). But in reality, most Indonesian students still find it difficult to learn English.

According to Tunnoor & Ramadhani (2020: 69), students with learning disabilities report a variety of behavioral symptoms, including: low learning outcomes below the group average or below the potential it has. The results obtained are not compensated by the efforts made. There are students who have tried to study aggressively but the value obtained is always low, and there are also students who tend to complete the task of learning activities slowly and tend to be always left behind. for account by their friends.

Teachers only employ traditional approaches in the classroom, hence there is a lack of variety in the ways they employ. At the beginning of learning, the teacher uses the lecture method to open the lesson, then the teacher explains the matter of fractions, then the student representatives are invited to come forward to answer the

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teacher's questions . In the current learning period, there are students who are bored to learn mathematics. Ningsih et al(2018) .'s study, which demonstrates that the traditional learning strategy soon leads to student learning becoming boring, lends additional credence to this. The appropriate approach decreases student boredom in class and makes it simpler for pupils to absorb the topic (Putra et al, 2017). Additionally, Slameto (2010) contends that the teacher's instructional strategies are insufficient to influence students' learning.

According to studies, students have difficulty picking up English. According to a 2018 study by Hossain, pupils in Thakurgaon, a district of North Ben7al in Bangladesh, struggle to learn English because there are no English teachers or language clubs, no financial barriers, no multimedia projectors, and perhaps most crucially, no road connectivity. Students' struggles with learning the English language are further influenced by their limited vocabulary, their first language's influence, and their family's socioeconomic situation. According to Misbah's (2017) study in seven Sekolah Kebangsaans in Malaysia. He also conducted a study of the Indonesian population of his study, who are students at Sekolah Tinggi Ilmu Tarbiyah (STIT) Buntet Pesantren Cirebon. Studies show that students have difficulties in learning English. According to a study by Hossain (2018), students from Thakurgaon, a district of North Ben7al in Bangladesh, had difficulty learning English because no English teacher taught there, no English language club existed, no money was available, there was no multimedia projector in the classroom, and there was insufficient road communication. In addition to Misbah's (2017) research in seven Sekolah Kebangsaan Malaysia, The three main themes that contribute to students' difficulties in learning the English language are the influence of the first language, the socioeconomic status of the family, and a study of the Indonesian population of his study, which includes students at Sekolah Tinggi Ilmu Tarbiyah (STIT) Buntet Pesantren Cirebon. He discovered that factors contributing to students' difficulty learning English include their sense of being coerced, a lack of background information or presumptions, less social support from their surroundings, poor memory, and less opportunities for practice.

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Indeed, research conducted by Sultra & Baharudin has shown that, The learning level of the pupils at SMA Negeri 1 Batauga can be inferred from the data gathered on-site, including the outcomes of exams and interviews.

In general, middle school students still struggle in English to convey ideas, thoughts, questions, etc. It is also experienced by most eight grade of MTsN 5 Kerinci. Students are generally afraid to go to foreign language courses. You may feel unmotivated and easily discouraged. They believe that learning a foreign language is challenging because the majority of them start out knowing very little or nothing. Therefore, the students' English skills were still very weak. This shows the average score of students, which is below average, almost 50% of students got 65 points. Therefore, students should improve their grades by joining the repair class. They complained that it was difficult to translate the words into Indonesian.

From the explanation above, the writer has considered that this topic is suitable to be the subject of research, taking into account the benefit that can derive from the research activity. In this study, the author decided to design a problem to be explored with entitled "Students' difficulty in learning English at the eight grade students of MTsN 5 Kerinci".

B. The Limitation of the Research

In this research, the researchers examined the causes of English learning at the eighth grade of MTsN 5 Kerinci and the students' challenges in this area.

C. Formulation of the Problem

These problems can be found in accordance with the scientific background given above:

1. What are the difficulties that MTsN 5 Kerinci at the eight grade students have when learning English?
2. What are the causes of difficulties when learning English in MTsN 5 Kerinci at the eight grade students?

D. Objective of the Research

The following study goals can be formed in context of the difficulties stated above:

1. To recognize the difficulties that students encounter when learning English at the eight grade of MTsN 5 Kerinci.
2. To determine the reasons why pupils have trouble learning English at the eight grade of MTsN 5 Kerinci.

E. The significant of the research

1. Theoretically

The researcher hopes that this investigation will support and complement previous theories on English learning difficulties.

2. Practically

The research expects that the study results are useful for:

a. For students

The results of this research can provide insight into English learning difficulties among students. Knowing their difficulties will help them learn more about how to master English and solve their difficulties.

b. For teachers

As a didactic reference for teachers to improve themselves and become materials in the face and overcome the learning difficulties of students. Knowing the difficulties, they can hopefully be motivated to find ways to solve them.

c. For school

Based on the results of this investigation, a benchmark can be used as a reference material when developing research on learning difficulties of English in students.

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d. For researcher

According to this study's findings, researchers understanding of students who have difficulty learning English was further expanded. In addition, the researcher can choose a method for solving students' learning problems with a particular method.

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CHAPTER II

REVIEW OF RELATED LITERATURES

A. Theory Description

1. Learning English

According to Brown (2008: 8) learning is mastery or acquisition of knowledge about an object or a skill with learning, experience, or instruction. According to Urbayatun et al (2019: 5) state that, learning is an activity conducted by someone either deliberately or accidental. Learning also interpreted as an activity or interaction between individuals with its environment. The activities that will provide an experience or adds to the individual's knowledge. Both new knowledge and known knowledge previously there was an interaction.

English is the international main language used by most countries in the world. Even, English is a very important foreign language to continue education to higher level. Education in indonesia applies English as one of the subjects that are taught from the basis to the bench of the lecture. Therefore, English han an important position in daily life. According to Harmer (2007) state that, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in a target language. According to Lisa & Widya (2021: 37), state that English is essential to taught for a country in order to compete with other countries. Learning is a process planning and reporting almost all of learning activities. Students have a role to become interactive students during the learning process. Active students are the people who have a tendency to be interested in experiments and less interested to save. Students who are active are also referred as active people both physically and mentally. In order students are able to develop themselves and able to achieve optimal learning objectives, a good learning system should be applied.

English is used as an important basic competency for people who want to be insightful and knowledgeable. As a part of culture, language plays an important role in business talks between nations. Therefore, English is one of the important subjects taught in schools. So, it is hoped that graduates who master English well will provide the widest possible room for them to become part of the global community of the world community. Therefore, education in elementary schools should introduce English to students from an early age. Within the framework of cross culture (cross culture), English, which is used as an international language, then becomes unique because each nation has a different cultural background, which of course affects dialects, grammar pronunciation and different behavior. English lessons have four skills that must be mastered, namely listening, speaking, reading and writing (Astuti, 2017; Miranti, 2015).

There are four skills in english learning that should be mastered: according to Harmer (2007 :133) *Listening* is good for our students' pronunciation, in that the more they hear and understand english is being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. Listening texts are good pronunciation model, in other words, and the more students listen, the better they get, not only at understanding speech but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.

In *Speaking skill*, according to Brown (2000: 270) state that speaker will look by people as a good speaker in foreign language if the speaker can to speak in other language fluently and can be understood. As a native speaker who learn about foreign language will be difficult if the native speaker not always speak in english especially. In junior high school generally, this common is not conducted. In competence standard of speaking is give expression of meaning in transactional conversation and simple oral short interpersonal for interacting with around environment. The students during their lesson in learning english have to speak or express their conversation in english, like ask a question and asking or giving something.

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According to Harmer (2007 :99) state that *Reading* is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. According to Sharma & Rachna puri (2020: 34-35) state that reading is a salient way of acquiring finesse in language learning besides being a basic tool of learning for a student of language. Reading is a common activity in an examination, nowadays. Nevertheless, such readings must be done in restricted time period. Students are required to read a piece appropriately at a definite pace. For example, somebody pronounces word by word. Somebody reads with his finger gliding along successive words in a quivering voice. They often read phrase by phrase shaking head or blinking eyes frequently with moving eyeballs. In the process for better learning of words, there must be reasonable interspaces between their eyes as well as the reading material.

Writing is a process of a demonstrative classroom method. It equips a student to express ideas with cohesion and coherence and learn progressively to calculate his refinement. This helps the writer to build up their grip over lexicon and form and to brush up other language skills. Writing sentences is the foundation of writing an article. Consequently, he ought to start his writing with writing meaningful sentences. Additionally, it also involves skill of translation, altering of sentence pattern, as well as punctuation and rewriting of a text. It assists to comprehend a given text and write compositions thereon. This can enhance the capability of the student to summarize and to make use of the language constructively.

These four types of skills have different levels of understanding, so it can be different how to learn. Effective english mastery will support the improvement and capabilization of the learner so that they can compete in the current and modern technology era (Sari, 2019: 82)

Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in studying all fields of study (Mansyur, 2016). Learning English is different from learning other sciences,

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language is a communication tool in dealing with other people. It is not enough just to know the theory of English grammar, both structure and vocabulary, but practice speaking with high frequency will make a person more accustomed to pronouncing English sentences.

According to Tan (2021: 2), state that from 6.500 oral languages in the world today, many people choose to learn English for several reasons:

1. English is the language for the international communication that is widely used as a second language in a country.
2. English can open the door and give access to explore and develop education to be better.
3. Make us become different and smarter.
4. Can continue to update and get various information globally.
5. Get a passport to explore the world.
6. Build self confidence because of the ability and English language skills that have been mastered.

According to Ratminingsih (2017: 13), state that the main purpose of English learning for learners is an international language that becomes the indicator of the success of a language learner with the control of the language competence. In English learning, competence in general is the ability that includes the knowledge, skills, attitudes, and behavior that must be owned by students related to the ability to use English. In specific, what is meant by competence in language learning is communicative competence as a form of realization of language use which is due to the communication and interaction of students both in learning and outside learning. Some experts argue that communicative competence is competence using language in accordance with the rule of the language and the language rules in the community.

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2. The Definition of Learning Difficulty

Difficulty is defined as a condition that becomes the obstacle of a goal can be achieved so that efforts are needed to achieved it. According to Subini (2016), difficulty is a condition that shows the characteristics of disorders in achieving goals in an activity, so it takes an effort to deal with the disorder. According to Merriam-Webster dictionary defines difficult as hard to deal with, manage, or overcome. In contrast, challenge is defined as to arouse or stimulate especially by presenting with difficulties.

Learning difficulty is a condition that makes individuals difficulty in following learning activities. Learning difficulty is an obstacle or interference experienced by children in learning activities so inhibit the achievement of a learning goal and inhibiting the increased level of a person learning. The difficulty of learning is caused by several factors, internal factors in the individual itself, nor external factors such as environment, social, culture and learning facilities. The disorders are often not understood and known by parents because of learning difficulties is not a disorder such as physical disabilities that can be seen generally (Urbayatun et al, 2019: 6-8).

According to Clement in weiner (2003) state that, Learning difficulties is conditions in which children with average or above average intelligence abilities, but have learning disabilities or failures related to obstacles in the process of perception, conceptualization, language, memory and concentration, self-mastery, and integration functions sensory motor.

Learning difficulties are conditions in which students cannot learn naturally, due to threats, obstacles or distrubances in learning. According to The United States Office of Education (USOE) in Mulyono Abdurrahman (2003) learning difficulties are a disorder in one or more of the basic psychological processes that include understanding and using teaching or writing language. Whereas, according to Sunarta (1985) learning difficulties are difficulties experienced by students in their learning activities, resulting in low learning achievment and changes in behavior that occur is not in accordance with the participation obtained as classmates.

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According to Sudrajat (2009) quoted by Setyawan et al (2020: 156) state that, students learning difficulty has a lot of definitions. Such as, *Learning disorder* (Students learning difficulty caused by a conflicting response), *Learning disfusion* (Symptoms experienced by the students as a result of the learning process was not done by the students well), *Under achiever* (Disorder experienced by students who have high level of intellectual potential, but the achievements owned by children are standard), *Slow learner* (Obstacles or disorders that occur in children so that the child takes a long time to understand learning materials than other children), *Learning disabilities* (Obstacles that occur in students who do not like to learn or tend to avoid learning).

Based on the description above it can be concluded that the difficulties learning is anything that makes it smooth (slow) or deter someone from learning understanding and master something to be able to reach the goal. There are difficulties learning can be characterized by achievement that is low or below the average achieved by the class group, the results achieved are not balanced with the work done and slow in doing learning assignments. Students who experience learning difficulties will be difficult in absorbing the subject matter delivered by the teacher so he will be lazy in learning and unable to master material, avoid lesson and ignore tasks that are given the teacher. So, improving the quality of learning English can be achieved if it is known the background of learning difficulties.

According by Widjaya (1996) quoted by Putri & Marpaung (2018: 37) state that, the characteristics or symptoms of inactive students (learning difficulty experience) can be reviewed from several sides, that is from the side of the learning process which they do. Students characteristics that have learning difficulty reviewed from this side is as follows:

- a. Slow to observed and react the events that occur around
- b. Less interested in doing investigation toward the things the new one in its neighborhood

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- c. Not much asking questions, moreover questions that contain problematic element which claim trouble solution, and its very difficult to follow the lessons presented
- d. Less show attention toward what and how the task can be solved well
- e. Many use of memory (memorization) than the logic (reasoning)
- f. Unable to use certain ways in studying science
- g. Less smooth to speaking, unclear, and stammer
- h. Very dependent on the teacher and the parents, especially to prove the truth of the knowledge that is being studied
- i. Difficult to understand abstract concepts
- j. Difficult to move certain skills that have been mastered into other skills (transfer) even in the same subjects
- k. Make more mistakes
- l. Have difficulty making generalize knowledge in disheveled even unable to conclude
- m. Has a weak memory or easy to forget
- n. Have trouble in writing down the knowledge, even though using the word and simple sentences, and
- o. Slow doing the tasks or the exercises are given, both in school and home

According to Abdurrahman (2003) quoted by Sari (2019: 82-83), learning difficulty are categorized as two parts:

- 1) Learning difficulty related to development (Developmental learning disabilities) is learning difficulty related to development includes motor disorders and perception, language learning difficulty and communication, and learning difficulty in the adaptation of social behavior.
- 2) Academic learning difficulty (Academic learning disabilities) is learning difficulty that includes the existence of failures of achievement of academic achievements that match the capacity that is expected.

English learning difficulty is one of many languages learned in almost all schools in indonesia, many students still have difficulty in learning English. According to Sintadewi et al (2020: 432) state that, Some say that learning

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difficulties in students are caused by the low willingness of students to learn English, students find it difficult to remember the meaning of words in English, there are also those who say the difficulty of these students is because the teacher who teaches does not specialize in the field of English, learning English is very boring, and short hours of English lessons do not optimize learning English in schools. According to the results of the interview, the learning outcomes in the form of passing scores for daily tests and general tests of English were still not optimal. It is known from student learning outcomes that are still below the Minimum Completeness Criteria that have been set by the school.

- a. In reading skills, students find pronunciation as a common problem when they read aloud. According to Sholeh and Muhaji quoted by Suryanto & Sari (2021: 315-316) students have difficulties in pronouncing certain words because of the strong influence from students' mother tongue and get unaccustomed to English environment. Another difficulty that students face in learning reading skills is their understanding. Rahmawati quoted by Suryanto & Sari (2021: 315-316) argued that students have a lack of understanding about the materials because the students consider that reading skills are difficult.
- b. In listening skills, students get difficulties because they have a shortage of understanding and difficulties in controlling the speed of words when the speakers deliver the message through their pronunciation. This condition causes the students to have bad listening ability because the listeners cannot ask the reader in a listening lesson to replay what he/she read before. This statement is in line with Megawati quoted by Suryanto & Sari (2021: 315-316), who said that lack of understanding and problems in controlling the speed of words pronunciation is responsible for the difficulties in learning the English language.
- c. In writing skills, students face difficulties concerning grammar and vocabularies students who are bad in writing skills that generally lack vocabularies and grammar knowledge. Wigati quoted by Suryanto & Sari (2021: 315-316) argued that good writing depends on how we structure the

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sentence well. Another difficulty in writing skills is that the students are difficult to relate one sentence to another sentence because they possess limited knowledge about the topic that the students want to write. Prihatmi quoted by Suryanto & Sari (2021: 315-316), stated that students are confused to relate a sentence to others because they have no enough understanding on the topic.

- d. In speaking skills, the students face difficulties to deal with pronunciation, vocabulary, and grammar. These three micro-skills are supported by each other in speaking skill. The better one's performances on each micro skill, the better the ability to speak in English the students have.

Based on some explanation above can be concluded that learning difficulty is a condition which students are inability in learning as they should, so that they do not achieved good results of learning achievements and in accordance with the standard criteria that have been set especially students learning difficulty in English.

3. Types of Learning Difficulty

According to Utami (2020: 98-99) state that, there are three types of learning difficulty as follows:

- a. Dyslexia (reading difficulty)

Accoding to Muhammad (2008: 2360 quoted by Utami (2020: 98-99) state that, reading difficulty (dyslexia) is learning disorders reading which is indicated by the ability to read under the real ability its owned.

The symptoms of this learning difficulty are children learning ability is under the ability which should be consider with the level of intelegence, age and education. This dyslexia leads to how the brain cultivate and process the information that is being read the child. This difficulty is usually newly detected after child enters the school world for some time.

- b. Dysgraphia (a disorder that affects handwriting)

This difficulty comes from nerve abnormalities which inhibits the ability to write which includes physical barriers, like can not hold a pencil or his

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handwriting is bad. Children with dysgraphia have difficulty in harmony memories with mastery of muscle motion automatically when writing letters and numbers.

c. Dyscalculia (difficulty with math skills)

Dyscalculia (difficulty with math skills) is a disorder on mathematical calculation capability. Divided into a form of difficulty counting and difficulty the child's calculation will show difficulties in understanding mathematical processes are characterized by learning difficulties and do the tasks that involve the numbers or automatic symbols.

4. Factors of English Learning Difficulty

According to Sari (2019: 90) state that, The lack of english mastery was due to a variety of factors. Several factors are causing students to be weak in english mastery, such as the limited of english books or texts, the teacher is less quality, an unstandard curriculum (Souvannasy et al, 2008b). Moreover, the poor economic background is also one of the causal factors which makes students learning difficulty to learn english (Khattak et al, 2011).

According to Normazidah et al (2012) quoted by Sari (2019: 90) state that, factors that caused students have weaknesses in learning english are as follow:

- a. English is considered a difficult subject.
- b. Students learning is dependent on english teachers as the authorities.
- c. Lack of students support in using english at home or community.
- d. It is limited or lack of opportunity for students to use english outside of class.
- e. Limited of vocabulary mastery and the provision of reading resources.
- f. Lack of desire and motivation to learn english because it does not pay attention to the direct needs of the usage of english.
- g. Lack of negative motivation and learning or behavior toward the foreign language (english).

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According to Aslamiah (2020: 136-141) state that, learning difficulty encountered by learners can be seen from two things are from internal and external factors:

a. Internal factors

This learning difficulty is related to central abnormalities on brain function. In learning, someone needs the ability of the perception, the ability to remember, cognitive and attention. These capabilities are internal in the brain. The learning process will experience obstacles if the abilities are experiencing interference.

In language learning generally and english especially, learning difficulty caused by this internal factor can also be associated with some of the difficulties are commonly found in learners such as *dyslexia*.

- Perception: perception is needed in learning to analyze the information received. Learning difficulty which is caused by the interference in terms of this perception, in english learning will affect all the aspects learned. That will be affect reading and also will affect the ability to write. Because the learners are unable to see and hear (listening) with the correct perception. Finally it will also affect their ability to speak (speaking), so what is delivered not in accordance with the taught.
- The ability to remember: in learning english, the ability to remember can be attributed to tightly with three components that affect the four aspects of language skills. English pronunciation which is different between the writing and the pronunciation, requires the ability of learners in remembering.
- Cognitive process : writing skills and speaking, one of them is influenced by the cognitive process. A good understanding of the concept making learners is able to string up the sentences alone. In the process of writing and speaking. In this case the writing is not just noting what is seen and heard, but write a concept or opinion based on the understanding that has been received. This cognitive process basically affects all aspects of english learning. Learners will not be able to understand whatever taught

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the material is as easy as anything, if experience interference in the cognitive process.

- Attention: attention is very important for a learner to be able to learn. It is almost impossible to learn the process will be learned if the learners has difficulty to pay attention to the object or the activities they are studying. Learners who can not choose which stimulus are important, will respond to all the stimulus with the same intensity. Therefore, learners can not focus only on one object or activity but they attention is on all the objects being faced.

b. External factors

External learning difficulties are called learning problems. This learning difficulty is very related to two situations. First, the situation outside and before school. Second, related to the situation at school.

- The situation outside and before school: activity of learners at home affects its development. If the home environment gives enough opportunities for learners to get learning experience, thus allowing learners to have pre-academic skills. Pre-academic is prerequisite to learn academically.
- The situation at school: the study process in the school is related to the curriculum elements and learning methods. Schools in indonesia are generally very strongly centered on achieving curriculum targets with very much charge. Therefore, there is a tendency for teachers to always measure the success of the learning program based on the achievement of the curriculum target. Thus, the teacher did not have time to check whether each learner has reached the level of understanding the concept. The teacher has moved on learning materials with higher levels, at the time learners who still do not understand the basic concept of the material. So, it is certain to be sure learners who do not understand the basic concept will have difficulty understanding the learning material with a higher level.

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While, according to Wulandari et al (2020: 45-47) state that, The factors of learning difficulties in English are divided into two, namely internal and external factors.

- Internal factors: there are four indicators creating learning difficulties. They are students health conditions, students learning interest, students learning motivation, and student learning habits. Students are not interested in taking the English lesson because it is boring since they get bored easily. Even though they are in a good health, the lesson makes them sleepy. Moreover, the assignments and the tests stressed them out.
- External factors: there are three indicators in external factors of learning difficulties namely the teacher, the media, and classroom conditions. the way the teacher delivering the teaching and the lack of media helping the teaching gives a less enjoyable learning experience to those low motivated students. Lecturing without bringing any variation in teaching tools and method is a dull English learning experience for them. It contributes in creating learning difficulties.

According to Ahmadi & Supriyono (2013) quoted by Sari (2019: 84-85) state that, factors cause learning difficulty can be categorized into two types namely: internal factors and external factors. Internal factors is difficulty factor which comes from the student itself. Internal factors that can affect learning difficulty that is:

- a. Physiology factors: such as the condition of the students who are ill, less healthy, the existence of weaknesses or body defect and so on.
- b. Psychology factors: such as the level of intelligence is generally low, talent towards the subject is low, interest to learn which is less, low motivation, and the mental health condition is not good.

External factors is difficulty factor which comes from out of human. External factors that can affect learning difficulty that is:

- a. Non-social factors: can be in the form of learning equipment or learning media which is less good or even less complete, condition of study room or building is less feasible, a very difficult curriculum is described by the

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teacher and mastered by students, time of learning process which is less diciplined, and so on.

- b. Social factors: such as family factors, school factors, playmates, and a wider community environment.

According to Kirk & Gallagher (1989) quoted by Sari (2019: 85) state that, there are four factors which causes students to experience learning difficulty:

1. Physical condition, which includes visual interference, hearing interference, balance and space orientation interference, body image low, hyperactive, and lack of nutrition.
2. Family enviroentment, societies and schools that are less profitable for children will inhibit social development, psychological and academic achievements.
3. Motivation and afection factors, these two factors can make heavier children who has learning difficulty, the child who always fails in on or some subjects tend to become not confident, ignore the task. This attitude will reduce learning motivation and appear negative feelings to the things that are in the school. This failure can form children personal become a passive student.
4. Psychological conditions, such as distruption of attention, visual perception, hearing perception, motor perception, inability to think, and slow in the language skills.

5. Difficulties faced by the students in learning English

Learning English in this study means that students learn together, and there is a teacher who teaches and guides the students in formal class. The teacher gives explanation about English lesson. In the class room, the students do the activities such as following teacher instruction and doing task. Language learning in the class room means there is an interaction between teacher and students. They spend their times for completing certain activity such as giving lesson and doing the task (Chen, 2008). Ideally, students understand what English lesson is. However, in the process of learning English, the students may face difficulties (Wati, 2011). Some

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difficulties faced by the students in learning English are having lack of vocabulary mastery, grammatical errors, limited exposure, and anxiety (Arifiani, 2017, (Koizumi & In'nami, 2013, Al-Meklafi & Nagaratnam, 2011, Pallawa & Alam, 2013, Cheng & Dornyei, 2007, Raju & Joshith, 2017, & Aouatef, 2015). Hence, the explanation of each problem faced by the students in learning English is explained in the following paragraphs.

Lack of motivation. Cheng and Dornyei (2007) stated that motivation is believed to act an engine of generating learning, and propelling students helps the students to overcome the difficulties encountered in learning foreign language. Besides, Brown (2007) said that motivation as an affective factor plays as central role in learning second or foreign language. According to Cohen (2010), motivation as a dynamic process which is not stable but it is continuous change.

In learning English, not all students have positive attitude when they learn. Some of the students just think about how to pass in this lesson. Also, the students do not have any interest in learning the language. However, the students do not pay attention to the teacher, and they will be easier to forget the lesson given by their teacher (Raju & Joshith, 2017). Hence, the Students who have lack of motivation in learning English will only focus how to pass the course, and they do not interest on how to master English well.

Lack of vocabulary. Vocabulary is very important in the language use. In a study conducted by Nanda (2016) found that learning vocabulary does not only understand the meaning and form, but students also have to know how to use the vocabulary in accordance with the context of the sentence they made.

Vocabulary has critical position in speaking skill. Koizumi and In'nami (2013) argued that vocabulary size control a central position in the process of making speech with appropriate meaning. Furthermore, in Koizumi's finding, it was explain that vocabulary size has relationship toward the L2 speaking ability. Kormos (2006) said that there are three main of producing speeches namely, formulation, conceptualism, and articulation. Formulation becomes the first step in making speech which the speaker searches necessary vocabulary from their knowledge to make an utterance. Unfortunately, in this step, Kormos (2006)

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mentioned that the speakers face difficulty in implementing this process. Thus, the vocabulary size has big influences for the speaker to produce an utterance.

Lack of vocabulary also produces difficulty for the students in reading an English text. This case can make the students get difficulty in understanding the text. That way, the students need to understand enough about vocabulary knowledge in order to understand the text. Fen, Hong, and Amster (2013) found that Taiwanese students who have limited vocabulary size face reading difficulties. To make students easier in understanding the text, the great quality of vocabulary knowledge is needed. It can be concluded that vocabulary and reading cannot be separated.

Lack of vocabulary also becomes the difficulties faced by the students in listening skill. In a study conducted by Ardila (2013), it mentioned that the lack of vocabulary delays the students' listening skill. Besides, the participants in Ardila's research have the same difficulties in listening because they do not know the keywords. Further, when the participants sense unknown word, they start to think about the meaning of the words and sometimes miss the following part of the listening because they stop to listen. Hence, lack of vocabulary will make students' have difficulties in listening skill. Also, the students will miss the information in the following part if they only think about the meaning of unknown words. In conclusion, lack of vocabulary make students' get difficulty in listening skill.

The growing awareness of learners about the importance of enhancing their communicative competence of target language and the recognition of vocabulary is needed. Learning vocabulary is not all about the meaning but also about the appropriate strategies to learn. Students who cannot use the appropriate strategies will face misunderstanding about the use of vocabulary based on the context. Additionally, inappropriate use of vocabulary can lead to the difficulties in learning the target language. Sari (2012) stated that students in Indonesia face difficulties in learning English especially in learning vocabulary because they feel difficult to memorize English words. Also, the students who are diligent to write the vocabulary will be able to memorize. Students' behavior determines their

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ability in mastering vocabulary. She also argued that considering the students' behavior, teacher must also know whether the students are diligent enough or not in rewriting the material since memorizing vocabulary is essential for them to develop their ability in mastering English.

Inability to memorize the word is another reason why the students find difficulties in learning vocabulary. Arifiani (2017) stated that "some students have difficulties in memorizing the word when they find new vocabulary, and they also may have difficulty to remember various vocabularies" (p.33). However, Webb and Chang (2012) asserted that students faced difficulty in memorizing the word becomes the common problem which appears in learning English.

Lack of grammar. In a study conducted by Meklafi and Nagaratnam (2011), one of the results in their research is that the students are able to recall the grammar rules, but they still have problem in applying it in an actual communication. From the statement mentioned, it means that the students are able to recall the material, but they cannot apply it in a real communication. However, there are some learners' perceptions of grammatical difficulty presented by Shiu (2011) in her thesis. There are five results of her study, and those are knowledge of syntactic constituents, semantics, pragmatics, previous grammar teaching and learning, and L1 influence.

Syntactic constituent is about the rule of the third person, modal auxiliary, and active and passive voice. The difficulties faced by the learners are to know the English rules and memorize English terms in order to create a correct sentence form. Another difficulty is that when the passive voice involves complex tense-aspect, it can create a difficulty to understand the syntactic constituent. The researcher can conclude that the learners' problem in syntactic constituent is when the learners have to memorize the rules. Besides, the learners do not only have to memorize the rules but they also have to know how to apply the correct form. Also, learners also get the difficulty when they learn passive and active voice in syntactic aspect.

Knowledge of semantic is also potential to give difficulties to learners. Units of information concerning the semantic aspects of a grammar feature were

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coded as “knowledge of semantics”. Features perceived by the students as “abstract” were reported to be more difficult to learn” (Shiu, 2011). In this case, “abstract” that learners’ perception is the present perfect. Besides, some learners also said that they are confused to differentiate the meaning of modal auxiliaries. “A number of students reported that they have difficulty in fully understanding the meaning of the modal auxiliaries” (Shiu, 2011, p.84).

Knowledge of pragmatic also may raise problem for learners. The responses associated with when and why to use grammar form coded as knowledge of pragmatics. Besides, there are a lot of grammar features which make the students confuse on how to use it. Grammar is not always clear on when or why to use certain features (Shiu, 2011). One of the examples is that when students use the article system. As Shiu (2011) stated, eighteen out of 30 students reported that grammar use is not always clear enough to them when adding or omitting the article “the”. Likewise, grammar has many features which may confuse the learners, and some features which usually make the students feel confused is how and when they have to use article “the” (p.85).

Previous grammar teaching and learning also can be a source of learners’ difficulties. It refers to the grammar instruction that the students receive in the previous study. To enhance students’ learning, teacher frequently tests the features of grammar to the students. In fact, frequent test does not make the students easy to understand the material. Additionally, there are two types of students in doing the test. They are students who do well in the test and students who not do well in the test. Students who do well in the test will face fewer difficulties. On other hand, students who do not do well in the test find more difficulties in learning English. The statement mentioned previously is in line with Shiu (2011) who asserted that the students do not do well on the test tended to perceive the test features to be more difficult to learn, and the students who do well on the test tended to perceive the test features as less difficult to learn.

L1 influence also contributes to the learners’ difficulties. There are some differences between L1 and L2 that make the students face difficulty especially in term of grammar. The differences between L1 and L2 influence are about the

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students' understanding in the use of certain grammar features. Shiu (2011) stated that "A few students commented that L1 and L2 differences adversely influence students' understanding the meaning of certain grammar features" (p.87). In addition, Dekeyser (2005) stated that grammar form is one of the difficulties faced by the students in learning grammar. Also, the students who have many experience in learning grammar, face more difficulties in applying the correct form especially in making English correct sentences both spoken and written. Furthermore, he also stated that the students feel difficulty in learning about how to use verb in grammatical structure. In English, the verb is usually divided into present, past, and past participle, and to use each verb is also different in every situation use.

Anxiety. Anxiety is another problem which appears when learning English. Aouatef (2015) stated that anxiety can be described as individual's feeling of nervous, afraid, and worried. The students who learn English have possibility to feel anxiety. Woodrow (2006) argued that in English learning aspect, anxiety truly happens. Besides, the students who feel anxiety in learning English will show some characteristics. Some of the characteristics show that the students feel panic. Some activities which make students panic are when the teacher asks them to read, but they do not have any idea on how to pronounce the word correctly (Raju & Joshith, 2017). Moreover, panic can appear when students have to answer the question which they do not understand at all (Stawiarska, 2013). Brown (2007) stated that anxiety becomes one of the significant factors in learning second or foreign language. Besides, anxiety has a big potency to become a problem for students in language learning. In other research, Wu (2010) and Zheng (2008) argued that in language education, anxiety becomes a problem since anxiety is a burden for foreign language learning. From the statement mentioned, anxiety is a burden for student in language learning, so it is better for students to overcome the problem.

Anxiety happens in every skill in language learning especially in writing. Cocuk , Yanpae, Yelken, and Ozer (2016) maintained that anxiety is counted as one of difficulties which happens in writing. From the statement mentioned,

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anxiety in writing becomes problem in developing writing skill. In other research, Martinez, Kock, and Cass (2011) found that in writing, anxiety becomes complicated thing which can cause negative effect toward the students psychologically. Students who feel anxiety in writing will do negative reaction. The negative reaction felt by the students is such as feeling nervous and discomfortable. Anxiety in writing will make students not to feel interested in developing their writing skill. Thus, the students' anxiety becomes a problem in learning English since anxiety can be barrier for the students in improving their English ability.

B. Relevant Studies

The researcher also have found some relevants studies:

1. The results of study Fadhilah (2020) entitled "The analysis of student's difficulties in learning English as a foreign language". The objectives of the study are to find out the difficulties faced by students and identify student's strategies to encounter their difficulties in learning English as a foreign language at the eighth grade students of junior high school at Dharma Lestari Islamic Boarding School Salatiga, in the academic year 2020/2021. The methodology of the research was descriptive qualitative study. The research was conducted on 15 October 2020. The data are collected from questionnaire and interview of 6 students at the eighth grade students of junior high school at Dharma Lestari Islamic Boarding School Salatiga in the academic year 2020/2021. The results of this research is presented descriptively. It was found that from six students with average percentage 18% students who faced language difficulties. From six students with average percentage 42% students who did not faced language difficulties. With average percentage c. While, with average percentage 28% students who did not faced non-language difficulties. With average percentage 43% students who have strategies to encounter their difficulties. While, with average percentage 17% students who did not have strategies to encounter their difficulties in learning English as a foreign language. From the results of the interview, the number of students

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who answered “yes” was more than students who answered “no” to each of the questions given.

The novelty between my research and this previous research is that this research focused to find out the difficulties faced by students and identify student’s strategies to encounter their difficulties in learning English as a foreign. While my research focused to find out the difficulties faced by students and identify the causes of students’ difficulty in learning English.

2. The results of study Hapsari (2018) entitled “Students’ difficulties in learning English at a Vocational High School”. This study aims to find out the problems faced by the students in learning English at vocational high school. Vocational high school students are required to have mastery in English, since English mastery is useful to get better carrier or continuing their study. The research question of this research is “what are students’ problems in learning English at a state vocational high school”? The purpose of this research was to find out students problems in learning English. The researcher used qualitative research and used descriptive qualitative as research design. The researcher involved eight students in a state vocational high school in Central Java as the participants. The researcher interviewed the participants to obtain the data. The findings of this study showed that there were some problems faced by the students. The problems were lack of motivation, lack of vocabulary, difficulty in memorizing the vocabulary, spelling problems, lack of grammar, anxiety, unsupportive environment, listening problems, and misintonation.

The novelty between my research and this previous research is that this research focused to find out the problems faced by the students in learning English. While my research focused to find out the difficulties faced by students and identify the causes of students’ difficulty in learning English.

3. The results of study Sintadewi et al (2020) entitled “Analysis of English learning difficulty of students in elementary school”. The purpose of this study is to analyze the types of learning difficulties experienced by students, the factors that affect learning difficulties, and to find out the efforts to overcome the difficulties of learning English in grade V of elementary school. This

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research method uses descriptive qualitative. The research subjects were 22 grade V students and grade V teachers. The data collection procedures used were interviews, questionnaires, and documentation. Data analysis used is a qualitative approach. The results of this study were 16 students experienced difficulty learning English, and also did not understand when the teacher delivered English materials. The factors that cause difficulty in learning English for grade V students are internal factors, including students are still less motivated and less interested in taking English lessons, while the external factor is that the teacher does not use teaching aids and the methods used are less varied and not innovative. Based on the above results, it is showed that grade V Elementary School students still have difficulty learning English lessons. Therefore, it can be concluded that students' learning concerns will have an impact on low learning outcomes.

The novelty between my research and this previous research is that this research focused to analyze the types of learning difficulties experienced by students, the factors that affect learning difficulties, and to find out the efforts to overcome the difficulties of learning English in grade V of elementary school. While my research focused to find out the difficulties faced by students and identify the causes of students' difficulty in learning English.

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CHAPTER III RESEARCH METHOD

A. Research Design

In this research, the researcher analyze the data using descriptive qualitative approach. According to Mack (2005) states that, qualitative research is especially effective in obtaining culturally spesific information about the values, opinions, behaviors, and social contexts in particular populations. She also explain that analytical objectives of qualitative research are to describe variation, relationships, individual experiences, and group norms. According to (Sugiyono, 2010), descriptive research is used to analyze data by describing the data that has been collected as it is without intending to make conclusions that apply to the general public and its generalization. Azwar (2012), stated that descriptive research aims to systematically and accurately describe the facts and characteristics of a population or a particular field.

According to Kountur (2005), descriptive research has the following characteristics: relates to the current situation, describes only one variable or several variables but is described one by one, and the variables studied are not manipulated. This research seeks to analyze and explain learning difficulty of class VIII students toward English learning at MTsN 5 Kerinci descriptively and supported by percentage figures.

B. Place and Time of the Research

1. Place of the Research

This research was carried out at Islamic junior high school in Kerinci, that is MTsN 5 Kerinci. It is located on JL. Bukit Tiung, Desa Penawar Tinggi, Kec. Sitanjau Laut, Kab. Kerinci, Provinsi Jambi.

2. Time of the Research

This research was conducted in March & April 2022 at MTsN 5 Kerinci on JL. Bukit Tiung, Desa Penawar Tinggi, Kec. Sitingau Laut, Kab. Kerinci, Provinsi Jambi.

C. Instruments of Data Collection

Instrument is tools that are required to get information. Instrument is a tool that used in collecting data (Gay, 2000: 145). Instrument in collecting data is a tool is used by researcher to help them in collecting data in order to make it more systematic and easy (Arikunto, 2000: 134).

1) Field note

It is used to describe the students activity during english learning process in the classroom.

2) Voice recorder

It is used to record student answer during interview with the researcher.

D. Subject of the Research

The subjects of this study was the students at the eight grade students of islamic junior high school in Kerinci, that is MTsN 5 Kerinci. In this research, the sampling technique used is nonprobability sampling with purposive sampling technique. According to Sugiyono (2016: 85) state that, purposive sampling is a sample determination technique with certain considerations. The researcher had criterion for selecting the participants. The criterion was that the students were those who had difficulties in learning English. The researcher only interviewed 12 students with lowest grade. The researcher choose the range score 60-65 scores. The researcher choose the subject according to need of purpose of the research. The score range was given by the english teacher. The researcher asked the teacher's recommendation to choose appropriate participants for this research who met the criteria.

E. Technique of Data Collection

Technique of data collection is an important step in research, because the aim of the research is to get the data. In collecting the data, the writer used some techniques to get valid data and objective information. Some techniques used in collecting the data of this research are:

1. Interview

The researcher used the interview to the students after did observation. Ask one or more participant general open ended questions and record their answer. According to Esterberg (2002) in Sugiyono (2016), interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. The researcher does interview to one by one student. The researcher used open ended question, so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings.

2. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and place at a research site. Observation was the first technique to know the situation and condition in the learning process of MTsN 5 Kerinci. This observation was conducted to observe the English learning process in the real classroom activities at the eight grade students of MTsN 5 Kerinci. The researcher used observation sheet and the observation takes place during learning activities to observe the students.

F. Technique of Analysis the Data

Data analysis is the process of searching and arranging the interview transcript, field notes and other material that you collecting to increase your own understanding and others then describing into units, choose what is important and make conclusions so it can easy to understand (Sugiyono, 2012: 335). In this research, the researcher used qualitative research, so it was analyze by using technique of analysis of descriptive qualitative.

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According Miles & Huberman (1994: 10), analysis can be define as three current flows of activity that is data reduction, data display, and conclusion drawing/verification. In this research, the researcher used Miles & Huberman theory in analyzing the data, so there are three steps to do, they are:

1. Data Reduction

Data reduction become the first steps to do in analyzing the data in this research. According to Miles & Huberman (1994: 10), Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data in written up field note or transcript. The reduction of data would continuously until the end of the research. The main purpose of qualitative research was on findings.

2. Data display

The second steps data display. According to Miles & Huberman (1994: 11), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. In Miles and Huberman (1984), stated the most often used form data display for qualitative research is narrative text. It means the data is drawn and explain in form of word, sentence and paragraphs.

3. Conclusion Drawing

After finished doing data reduction and data display, the last steps to analyze the data in this research is drawing conclusion. According to Miles & Huberman (1994: 11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; condensing storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this step the researcher concludes the result of the research based on the research problems and deixis theory that are used.

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G. Triangulation

To check the validity of the data of this research, the researcher used the Triangulation. According Miles & Huberman (1994: 266), triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at least do not contradict it. According to Sugiyono (2016: 241), states that triangulation is data collection technique that combines various data collection techniques and existing data sources. The type of triangulation used by researcher in this study is using triangulation techniques. Triangulation technique means that researcher used different data collection techniques to obtain data from the same source.

Data obtained by interview, then checked by observation. If the two data credibility testing techniques produce different data, the researcher conducts further discussions with the relevant data source or others, to ensure which data is considered correct, or maybe all of them are correct because of different perspectives.

H. Schedule of Research

The writer arranges the schedule of research in order to make the research be effective and finish with the specified time. It divided into five times, they are:

- First : Arranging thesis proposal and pointing of advisors
- Second : Improvement of thesis proposal seminar
- Third : Gathering and analyzing of data
- Fourth : Consultation to the advisors and improvement
- Fifth : Continue the analysis, arrange the outline, final

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CHAPTER IV FINDING AND DISCUSSION

A. Study Results

The study's findings are presented and discussed in this chapter. The researcher conducted this research to examine "Students' difficulty learning English and the root cause of students' difficulties learning English in the eight grade of MTsN 5 Kerinci students". Furthermore, the information is supported by the statements of the participants and discussed with some related theories. Through observation and interviews, the researcher collected the research's findings.

1. Students' at MTsN 5 Kerinci eight grade have challenges when studying English.

This section provided the researcher with data pertaining to the inquiry, i.e. "What are the difficulties that MTsN 5 Kerinci at the eight grade students face when learning English?". There were twelve eight grade students participated in this study. The participants shared their difficulties in learning English at school. The results are divided into two parts, student and environment.

a. The difficulties coming from students.

Difficulties in learning English can arise from several aspects. Students who struggled with English language acquisition was one of the factors. The study's findings revealed that there are a number of challenges that students encounter when learning English, including low motivation, a lack of vocabulary, trouble remembering new words, poor grammar, and anxiety.

1. Low motivation

According to the research, several students had no desire in learning English. They feel lazy in learning English because English was difficult. They just think about how to get to class and sometimes they don't pay attention to the teacher. Furthermore, participants said they sometimes feel lazy to learn and sometimes not. Students' opinions on learning English:

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"Honestly, I feel lazy learning English in class." (Interview, MR March 31, 2022)

Another opinion by one of the students:

"From primary school, so far I was not interested in learning English." (Interview, MF April 7, 2022)

The researcher also found that some students seemed confused and difficult to understand when the teacher was teaching English in front of the class. (Observation, April 7, 2022)

The biggest obstacle to learning English is a lack of motivation. According to Raju and Joshith (2017), the primary issue is a lack of enthusiasm or interest in learning English. Additionally, even if they don't learn anything, low motivation pupils will sometimes only be concerned with getting through the session and won't pay attention to the teacher. As an affective element, motivation is crucial for learning a second or foreign language, according to Brown's (2007) argument. If students are not motivated to learn something, they will have a hard time mastering the lesson and will even more easily forget their teacher's lesson (Raju & Joshith, 2017).

Based on the observation and interview above, when learning english, one of the crucial problems was lack of motivation. The educational process and the students' attitudes are both impacted by a lack of motivation. Students who are not motivated often have a negative attitude. As a result, they sometimes don't pay attention to the teacher and score lower than students with high motivation. Therefore, the researcher can conclude that students have difficulty learning English due to lack of motivation.

2. Lack of vocabulary

The children' limited vocabulary presented another obstacle. A couple of them claimed that a limited vocabulary was the cause of their issues. Based on observations when the teacher gives them vocabulary to memorize. Some students only memorize vocabulary, but they haven't used

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it to learn English, and they haven't used it in practice to speak English with their friends. Therefore, they cannot remember some of the vocabulary that was given. Students forget vocabulary because they haven't practiced vocabulary yet (Observation, March 31, 2022). Researchers also found that when Researchers tried to have a brief conversation with some of the respondents in English, they looked so difficult and confused answering the questions. When researchers asked about her difficulties in answering questions in English, Because they are unfamiliar with many English words or because their vocabulary is small, researchers discovered that the majority of students only employed a small vocabulary when speaking. (observation, April 14, 2022). One of the students comments:

“It's hard to speak English because I can't remember a lot of vocabulary, so I can't practice speaking English with my boyfriend. It's difficult to remember english vocanulary.” (Interview, MR March 31, 2022).

Other student comments:

"I have a limited vocabulary in English, so that I struggle when learning english." (Interview, IFW March 31, 2022).

Another comment from a student:

"I had trouble reading when I found a new word, and sometimes it was hard to understand, but sometimes I didn't know the meaning" (Interview, NP, April 7, 2022).

The observation and interview data allow the researcher to conclude that a student's struggles with learning English were brought on by a deficiency in vocabulary. Due to their limited vocabulary and difficulty remembering it, students find it difficult to communicate in English. Students with limited vocabulary still have difficulty reading, according to Fen, Hong, and Amster's (2013) research. Additionally, Hadijah and Shalawati (2017) reported that students wrote incorrect vocabulary when they completed a section of the listening activity. Additionally, a limited vocabulary makes it challenging for learners to learn the English language.

Students will encounter a lot of obstacles while English learning. Additionally, student will encounter difficulty in listening, reading, speaking, and also reading. It can make students have a hard time mastering English.

3. Poor of grammar

The same applied to issues with vocabulary mastery. The majority of the students struggled with grammar. Students struggled with grammar in English. They felt confused in applying grammar to their English learning activity. Students often made mistakes on simple grammatical points such as the singular and a third person verb. Students get confused to organize sentences with grammar rules. (Observation, April 14, 2022). This is the student comments:

"When speaking English, I feel confused because I find it difficult to understand and apply grammar." (Interview, HN April 14, 2022).

Observation findings also revealed that some learners had grammatical faults. as revealed during a practical dialog in front of class, in which students made grammatical errors. So the students is be afraid for making grammatical errors while trying to speak English (Observation, April 21, 2022). From the interview result, the students commented on the grammar:

"The problems I encounter are organizing the vocabulary into a good sentence, and messy sentences make me confused in interpreting the meaning." (Interview, KR April 14, 2022).

In order to create the proper sentence structures, Shiu (2011) contends that it is difficult for pupils to understand the rules of English grammar and commit them to memory, Grammar, which many students claim to find challenging to understand, is one of the issues that still present itself to students studying English.

Based on observations and interviews result, researchers can conclude that student has difficulty speaking English due to lack of grammar. Student

had difficulty organizing the phrase or words when speaking by the correct grammar.

4. Lack of confidence

In order to practice English, confidence is crucial. Even if their level of expressiveness is low, students who have a high level of confidence in their English will keep speaking it as well as they can. The majority of the students however, don't seem to be certain that they are speaking English, based on observations made in the classroom. The perception among students is that they speak English poorly. Due to their perception that they didn't speak English well, the students eventually lost confidence in speaking to their peers in English. The student's lack of confidence in speaking English was another finding by the researcher. When a learner lacks confidence, they speak more softly when speaking in English out of concern that his language skills are poor. Some students are unsure whether to speak English with their boyfriend or girlfriend because they think their English skills are weak (observation, April 14, 2022). Student Comment on Self-confidence:

"I'm worried that my English is bad and that my friend will make fun of me if I speak English in front of my pals." (Interview, AM March 31, 2022).

Comment from other students on trust:

"When speaking in front of the class in English, I have less confidence because my knowledge of English is extremely poor." (Interview, MF April 7, 2022).

The researcher found that a few of the student had a lack of confidence while practicing english conversation with their friends in front of the class. This is seen in the reserved facial expression when practicing communication in front of the class or insecure bodily motions, particularly head movements, hastily moving food, touching, and playing when being

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observed. (Observation, April 21, 2022). Following an interview with students on trust:

"English is bad, so that I didn't feel safe when I spoke English. When I speak English, I was worried that my friend would make fun of me. I didn't always believe in myself, which made it challenging for me to communicate in English. " (Interview, KKD 7 April 2022)

Based on the observations and interview results given above, researchers can infer that students' struggles speaking English are brought on by a lack of confidence. While practicing speaking in front of their friend, they are worried to make mistakes and that their friend would make fun of them.

5. Shyness and nervousness

According to the observation, some of the eighth-grade pupils at MTsN 5 Kerinci still struggle with shyness and lack of confidence (Observation, March 31, 2022). According to the findings of a student interview:

"Speaking English was challenging for me since I felt shy when I spoke to my friend and in front of the class." (Interview, AM March 31, 2022).

Based on the observation, Researchers discovered that learners felt awkward when speaking to a buddy in front of the class because they worried that they would seem awkward in English. They felt awkward when speaking in English and when their companion smiled. (Observation, April 21st, 2022).

The statement of a student on shyness:

"Because I was nervous about using the wrong term, I refrained from speaking English in class. I occasionally experienced shyness, which made it challenging for me to talk in English, particularly in front of my classmates. (Interview, MM , April 7, 2022).

The statements from other learners:

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"Because I don't know English, I'm afraid to say it, sister. ".
(Interview, KKD 04/14/2022)

An other issue that students had when speaking English was nervousness. The majority of those surveyed by the researcher claimed that having to stand up and speak in front of a classmate and a teacher had made them really nervous. This comment from a student:

"Speaking in English makes me incredibly nervous because I worry that I'm saying the wrong thing" (Interview, MRA April 7, 2022)

The students were extremely nervous when speaking English, according to the researchers. They might forget their words in their heads if they were anxious. Despite being ready in advance, they forgot how to pronounce (Observation April 21, 2022).

Student statement on nervousness:

"I am anxious when I have to speak in front of the class. I worry when I have to speak in front of the class because my friend laughs. When I'm anxious, my head empties and I struggle to speak English because I keep forgetting things" (Interview, IFW 31 March 2022).

Researchers can infer from the results of the observation and interview that the student's trouble speaking was due to their shyness and nervousness.

b. The difficulties coming from the environment

The second factor that makes students have difficulty learning English comes from the environment. An unfavorable environment can make students feel difficult when learning English.

1. Unsupportive environment

Based on the observation, Researchers discovered that the atmosphere did not promote students' learning as they struggled with learning English. Because of how the class is set up, students will become distracted. Most students said they are bored because the classroom activity is busy during the learning process. .

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From the observation above, researchers can conclude students have problems with the environment in the classroom. The classroom environment does not support students in learning. According to Han and Bridglall (2009), overcrowded classrooms encourage student failure. Therefore, it will be difficult for students to study English in a busy environment or a strange classroom.

2. The cause of students having difficulties learning English

When studying the English language, never be afraid of mistakes as students progress in their English, but it is different in MTsN 5 Kerinci, While practicing their English with their classmates and teacher, the students became afraid.

The researcher have spoken with 12 students. According to the results of an interview with the 12 students, the student said that the appendix proves that the students' difficulties with English was due to their fear of making a mistake.

Students' fear of making mistakes is what is causing them difficulty when learning English. The students' comment is as follows:

" Because I am worried about pronouncing the word incorrectly in front of my classmates, I rarely speak English in class sister". (Interview, CA April 14, 2022).

The results of the previous interview show that students who routinely use English don't frequently make other pupils worry about making mistakes while they're studying. A student's opinion, which supports the interview's conclusion, is as follows:

"I am scared of making mistakes while I practice my English, having this fear of making mistakes makes it challenging for me to speak English, sister." (Interview, MF April 7, 2022).

The student agreed with the relevant viewpoint:

"Sister, I found studying English to be really challenging. the spelling and pronunciation are very different, and then the grammar is also difficult. Sometime I do not believe in myself and while I speaking English,

sometimes I do not want to cause of I'm scared of making a mistake in learning English” (Interview, MH April 14, 2022).

The students' fear of making mistakes when practicing their English in front of the class was discovered by researchers based on observation results. As evidenced by facial expressions that dared not look at the audience and seemed nervous (Observation, March 21, 2022). It can be concluded that the fear of making mistakes causes difficulties for students in learning English.

B. Discussion

The researcher reviewed the findings of the study results through observation and interview in this section. The topic of discussion is learners' struggles with learning English and the reasons behind those struggles.

1. The difficulty of student to learn English among the eight grade students of MTsN 5 Kerinci

a. The difficulties coming from students

According to the study's conclusions, the eight students at MTsN 5 Kerinci have trouble learning English. Researchers discovered five challenges students experience when learning English. These include a low of motivation, limited vocabulary, poor of grammar, a lack of confidence, shyness, and nervousness.

First finding was that students had trouble learning English because they lacked motivation. Being motivated is crucial when studying English. Students who are motivated are more enthusiastic about learning English.

The students' struggles in learning English was caused by a lack of vocabulary, according to the second study. Vocabulary is generally a source of knowledge, meaning, and words, claim Kamil and Hiebert (2005). Students find it difficult to communicate during the learning process because they lack the necessary language. Some students struggle because of their limited vocabulary to communicate their ideas to a friend. Similar findings were made by (Heriansyah, 2012), who attributed the kids' trouble speaking English to

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their limited vocabulary. The researcher discovered that the majority of the students lacked vocabulary based on the findings of the observation. The researcher attempted to extract information regarding the students' difficulties, and this came from a talk the students had with a classmate. However, the students' responses lacked vocabulary, and they all repeated the advice to "think before you answer" because they were unfamiliar with many words.

The third result was a lack of grammar, which also makes it challenging for students to acquire English. Speaking to improve your grammar. In other words, using grammar is essential for communicating (Nunan, 1999). Grammar is the study of sentence structure. If students are unfamiliar with grammar rules and how to write sentences that follow those standards, they will never be able to communicate in English effectively. Because the students' do not study the structure separately, grammar has become challenging (Celce-Murcia, 2001). A few of the students that were interviewed had grammar issues. One of the children commented, "Sister, I occasionally have grammar problems since I do not even know how to correctly structure the words when I speak English" (Interview, NP, April 7, 2022). The researcher can conclude from the previous interview that learners struggle with English grammar and have poor sentence-formation skills.

Lack of confidence was the fourth result, which came from the learners' struggles with learning English. It's crucial to have confidence when studying English. In the company of another person, the student can practice their English language skills thanks to the feeling of security. According to Nunan (1999), communication problems are unavoidable for pupils who lack confidence in their ability to speak in English. It might be detrimental if students appear to lack confidence in front of the class. The researcher discovered from the observation that many second-year MTsN 1 Kerinci students lacked confidence when practicing communication in front of the class. This is demonstrated by the timid facial expression, which makes the bodily movements, usually made by the head and feet moving fast, look hesitant, as if the person were fiddling with a skirt or a pen. The fact that

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learners believe their English is poor and that they don't speak it properly has caused them to lose confidence. Lack of English proficiency is the key factor contributing to students' low self-confidence (He & Chen, 2010). Several students believe they don't speak English properly and that their English isn't very good in this situation.

Shyness and nervousness are the ultimate indications that students find it difficult to learn English. Many people experience shyness and nervousness when they have to practice their English in class. This suggests that shyness could contribute to language barriers. To help students perform their best during oral presentations in class, it is crucial to pay attention to this element. According to Saurik (2011), as a result of their fear of making mistakes, the majority of students are shy when speaking the language. Susilawati (2007) argued that shyness and nervousness can hinder an English-speaking student. The researcher also discovered a student in some of these searches who was reluctant to talk in English because he was shy and nervous.

Due to their shyness and reluctance to speak in front of others, students seldom like speaking English (Brown, 2002, p. 345). I was uncomfortable and anxious speaking English in front of my friend and my teacher, according to a student from MTsN 5 Kerinci's eight grade class, who said as much in an interview. I can't speak English because I'm afraid of making mistakes (Interview, MH, 31 April 2022). Baldwin (2011) claims that speaking in front of a sizable audience in a classroom or on a platform is one of the most prevalent phobias, It results in pupils who are shy and anxious going blank or forgetting what to say. The researcher can draw the conclusion that if a person was anxious and bashful, it would be conceivable for them to forget what they had stated.

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2. The cause of difficulty while learning English students of MTsN 5 Kerinci at the eight grade

The study found that students struggle with learning English because of their anxiety of making mistakes in interviews and observations. Every students will make errors when speaking or writing English, according to Harmer (2007). The fear of speaking incorrectly in English is common among students. Students are reportedly terrified of making mistakes, particularly while speaking in front of an attentive audience, according to (Fadlan, 2017). The interview with one of the students revealed what he said when asked about his fears: "I am worried, sister, because I think that speaking in front of the class I will make many mistakes." (KKD interview, 14 April 2022). The same conclusion was reached by (Heriansyah, 2012), who observed that students' trouble speaking English is primarily caused by their worry of making mistakes. Most students find it difficult to speak English because they are afraid to make a mistake, according to the researcher's analysis of the previous interview.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data that has been presented before, it can be concluding that the students of second grade of MTsN 5 Kerinci have difficulties in learning English. It can show from the interview and observation result that have been conducted by researcher. Students have difficulties in learning English such as: lack of motivation, limited of vocabulary, lack of grammar, and lack of confidence, shyness and nervousness. From the problems the dominantly is lack of confidence to practice English word and expressing word or sentence. Most of the students difficult to pronounce English word when they practice dialogue in front of the class. Most of students did not confident to speak English or practice dialogue because they did not know how to pronounce English word correctly. The students said speaking English is very difficult because how to write and how to speak in English is different that made them confused to pronounce the word. The causes of students difficulty in learning English were afraid of making mistake.

B. Suggestion

Regarding the findings of this research, there are some suggestions for the students, teachers, institution, and the other researchers.

For the students. You must further develop your skills in English by being more diligent in studying English. Be more confident when practicing English because practice makes perfect. Don't feel shy to express your idea in English. Don't feel afraid of making mistake when learning English if you want to be master English. You have to memorize many vocabulary and study about how to pronounce word correctly using dictionary.

For the teachers. The teachers have to give more motivation to the students, so that they will exited in leaning English. Teacher are also required to help the students in learning English with a good way in teaching in order to make learning English interesting.

For the institution. The researcher suggest the institution to always do the improvement in providing the book that the students need, so it can help the teachers in teaching English class well.

For the researchers. I hope this research will useful as reference for the next researchers. The researcher hope the next researcher can study more about the difficulty faced by the students in learning English from more available source.

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APPENDICES

State Islamic University of Sulthan Thaha Saifuddin Jambi

@ Hak cipta milik UIN Sutha Jambi

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Appendix I : Field note observation

| REAL | |
|-------------------------------|--|
| Students lack of motivation | Most of students feel lazy during the English class. Most of the students do not pay attention to the teacher because they are not interested in learning English. |
| Students lack of vocabulary | The students were so difficult to learn English because they did not know much vocabulary. The students did not know how to say word in English even in very simple sentence. The main problem that faced by most of students were the vocabulary mastering. |
| Students lack of confidence | The student felt their ability in English was bad. The main from faced by student by most of the student they think their English is speaking was very low. |
| Students lack of grammar | The students were made mistake even in some simple grammar points like a verb third person and others. Example they used does when the subject is you, or they were not used verb 1 when they made some sentence in present tense forms. |
| Students felt shy and nervous | Most of the students were felt shy and nervous when they tried to speak English. They were shy and nervous when speak English in front of their |

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| | |
|-----------------------------------|---|
| | friend and teacher because they think they will make mistake when speaking English and their friend laughed. |
| Students afraid of making mistake | Most of the students felt afraid of making mistake when they tried to speak English in front the class. They were afraid if the teacher would be angry when they made some mistake when practicing their English. |

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Appendix II: Interview Students

Pedoman Wawancara Siswa

| No. | Questions |
|-----|--|
| 1. | Apakah kamu menyukai pelajaran bahasa inggris? |
| 2. | Apakah kamu sering berlatih berbicara bahasa inggris dengan temanmu di dalam kelas atau di luar kelas? |
| 3. | Kesulitan apa yang sering kamu hadapi ketika mencoba berbicara menggunakan bahasa inggris? |
| 4. | Menurut kamu apa saja yang sering kamu hadapi ketika mencoba berbicara menggunakan bahasa inggris? |
| 5. | Apa yang sering kamu alami ketika praktek berbicara bahasa inggris di depan teman kelas? |
| 6. | Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat kamu kesulitan ketika berbicara bahasa inggris? |
| 7. | Seberapa besar kepercayaan diri kamu ketika berbicara bahasa inggris? |
| 8. | Jadi apa sebenarnya kesulitan kamu dalam belajar bahasa inggris? |
| 9. | Apa penyebab kamu jarang mau berbicara bahasa inggris depan kelas? |
| 10. | Jadi apa sebab yang membuat kamu enggan/kesulitan berbicara bahasa inggris? |

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Interview's Script

Name: AM

Date: March 31st 2022

R: Assalamualaikum wr. wb? Pagi dek

S: waalaikumsalam wr. wb. Pagi kak

R: Oke dek maaf ya sebelumnya, kakak mau nanya ni, sebenarnya adek suka gak sama pelajaran bahasa inggris?

S: Kurang suka kak, soalnya bahasa inggris susah kak. Apalagi pas ngomong bahasa inggris kak.

R: Adek pernah gak latihan bicara bahasa inggris sama teman adek dikelas atau diluar kelas dek?

S: Jarang sih kak latihan sama teman dikelas apalagi diluar kelas kak.

R: Nah, selama adek coba belajar bahasa inggris sering ada kesulitan enggak?

S: Pernah sih kak, saya kesulitan di pengucapannya. Saya ngerasa pengucapan bahasa inggris sangat sulit jadi saya tidak bisa mengucapkan kata atau kalimat bahasa inggris dengan benar kak.

R: Selain sulit pengucapannya apa lagi yang jadi hambatan saat berbicara bahasa inggris dek?

S: Kadang saya ngerasa malu sama gak percaya diri gitu kak

R: Malu gimana maksudnya dek? Terus kenapa adek gak percaya diri?

S: Saya malu gitu kalau ngomong bahasa inggris depan teman kak. Saya takut salah kalau ngomong pakai bahasa inggris kak, gak percaya dirinya karna kalau bicara bahasa inggris apalagi depan teman teman pasti kalau salah nanti diketawain teman teman kelas kak.

R: Apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: Malu kak, malu nian kalau lah disuruh praktek di depan kelas tu kak

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

S: iya kak pengucapannya susah kak karna kan tulisan sama ucapannya berbeda kak makanya kami sering bingung.

R: Seberapa besar kepercayaan diri adek berbicara bahasa inggris?

S: Saya kadang pd kadang gak kak berbicara bahasa inggris

R: Jadi apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: Penyebabnya malu takut salah pengucapan katanya sulit.

R: Apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: Malas be kak takut salah kak trus takut kalo bahasa inggrisnya salah nanti dimarahin guru lagi hihii

R: Jadi apa sebab utama yang membuat adek enggan/kesulitan berbicara bahasa inggris?

S: yaaa pertama takut membuat kesalahan ka pas bicara bahasa inggris, kesulitannya di kosa kata sama pengucapannya sih ka yang utama

R: oke baik dek terimakasih ya udah menyempatkan diri interview sama kakak

S: iya sama-sama kak.

Name: HN

Date: April 14th 2022

R: Assalamualaikum, wr. wb? Pagi dek

S: Waalaikumsalam wr. wb, Pagi kak

R: Oke dek, Sebelumnya kakak mau nanya nih, sebenarnya adek suka gak sama pelajaran bahasa inggris

S: suka sih kak tapi susah pelajaran bahasa inggris tu kak apalagi ngomongnya hehehe

R: adek pernah gak latihan berbicara bahasa inggris sama teman adek dikelas atau diluar kelas dek?

S: hehe jarang lah kak palingan latihan ngomong bahasa inggris pas disuruh guru maju kedepan baca dialogue. Kalo diluar kelas mah kita main kak hehe

R: nah dek, selama adek mencoba berbicara bahasa inggris sering menghadapi kesulitan engga?

S: hihi sering lah ka, pas nak bicara bahasa inggris tu sulit di banyaknya kosa kata yang gak diketahui sama pengucapan katanya kak, kadang tu bingung kak cara

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ngucapin katanya, kan pengucapan kata dan tulisanya dalam bahasa inggris kan berbeda kak jadi bingung.

R: nah dek selain kosa kata sama pengucapan apa lagi yang mejadi hambatan saat berbicara bahasa inggris dek?

S: grammar sih kak, sulit sih grammar kak.

R: maksudnya sulit grammarnya gimana dek?

S: ya kak maksudnya tu kak saya kesulitan dalam tata bahasa (grammar) yang benar ketika berbicara bahasa inggris tu kak, jujur ya kak saya tidak mengerti kak nyusun kalimat dan kata yang baik tu kak masih bingung

R: apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: takut lah ka takut salah pengucapan takut salah tata bahasa terutama sih malu ka bicara bahasa inggris depan teman takut diketawoi ka hihi

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

S: iya sih ka pengucapan dalam bahasa inggris yg bikin kesulitan kak

R: seberapa besar kepercayaan diri adek berbicara bahasa inggris?

S: hihi kalau lah disuruh praktek bicara bahasa inggris depan kelas langsung dak pd lagi kak langsung kesulitan nak ngomong

R: jadi apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: ya sebenarnya kesulitan yang utama yaitu gak percaya diri sama susanan katanya dalam bahasa inggris

R: Apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: kadang sih mau kadang enggak penyebabnya gak mau ya karna takut aja pas ngomong bahasa inggris membuat kesalahan

R: Jadi apa sebab utama yang membuat adek enggan/kesulitan berbicara bahasa inggris?

S: sebabnya takut membuat kesalahan kak pas bicara bahasa inggris, rasa takut salah tu yang kadang enggan bicara bahasa inggris

R: oke baik dek terimakasih ya udah menyempatkan diri interview sama kakak

S: iya kak sama sama.

Name: IFW

Date: March 31st 2022

R: Assalamualaikum, wr. wb? Pagi dek

S: waalaikumsalam wr. wb. Pagi kak

R: Oke dek maaf ya sebelumnya kakak mau nanya, sebenarnya adek suka gak sama pelajaran bahasa inggris

S: kurang suka kak soalnya bahasa inggris tu susah hihi

R: adek pernah gak latihan berbicara bahasa inggris bersama teman adek dikelas atau diluar kelas dek?

S: pernah sih kak kadang latihan ngomong bahasa inggris sama teman pas mau maju kedepan baca percakapan disuruh guru ka kalo di luar kelas sih gak pernah ka

R: nah, selama adek mencoba berbicara bahasa inggris sering menghadapi kesulitan engga?

S: sering lah kak yang paling sering pas ngomong bahasa inggris tu grogi apalagi ngomong depan teman kelas makin grogi, saya takut kak teman saya ketawa pas saya ngomong , kalo teman saya ketawa makin grogi deh kak bicara bahasa inggris kalau dah grogi langsung ngeblank jadi lupa mau ngomong apa hihi

R: nah dek selain grogi apa lagi yang mejadi hambatan saat berbicara bahasa inggris dek?

S: selain grogi saya tidak tau banyak kosa kata dalam bahasa inggris kak itu sih kak kesulitannya

R: apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: ya grogi tadi ka trus kadang stuck di kosa kata sih kak

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

S: gak sih kak kadang ada yang bisa saya ucapakan kalimatya kadang ada juga sih yg sulit kak

R: seberapa besar kepercayaan diri adek berbicara bahasa inggris?

S: sebenarnya sih kak PD ini yang sulit kak soalnya saya kadang suka gak percaya diri kak sama kemampuan bahasa inggris saya

R: jadi apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: kesulitannya sih kak kosa katanya saya kurang makanya kesulitan saya berbicara bahasa inggris kak dan grogi sih kak

R: apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: penyebabnya takut membuat kesalahan aja pas ngomong bahasa inggris apalagi saya gak banyak tau kosa kata dalam bahasa inggris kak

R: Jadi apa sebab yang membuat adek enggan/kesulitan berbicara bahasa inggris?

S: kalau sebabnya ya takut membuat kesalahan kak pas bicara bahasa inggris

R: oke baik dek terimakasih ya udah menyempatkan diri interview sama kakak

S: iya kak sama sama.

Name: KKD

Date: April 14th 2022

R: Assalamualaikum, wr wb? Pagi dek

S: waalaikum sallam wr.wb, Pagi kak

R: Oke dek maaf ya sebelumnya kakak mau nanya, sebenarnya adek suka gak sama pelajaran bahasa inggris?

S: Kadang suka kadang gak kak

R: Adek pernah gak latihan bahasa inggris bersama teman adek dikelas atau diluar kelas dek?

S: hmm pernah sih kak latihanya pas mau tampil didepan kelas aja kak, kalo di luar kelas gak sih kak

R: nah dek selama adek mencoba berbicara bahasa inggris sering menghadapi kesulitan enggak?

S: pernah sih kak kesulitannya tu kadang gak percaya diri kak

R: gak percaya diri gimana dek?

S: kadang saya merasa tidak percaya diri kak ketika berbicara bahasa inggris kak karna saya merasa bahasa inggris saya jelek, saya takut teman saya mentertawakan saya ketika berbicara bahasa inggris, dan ketidak percayaan diri itu kak yang membuat saya kesulitan berbicara bahasa inggris

R: nah dek selain tidak percaya diri apa lagi yang menjadi hambatan saat berbicara bahasa inggris dek?

S: malu sih kak

R: malu gimana dek?

S: ya malu kak soalnya saya merasa kurang bisa bahasa inggris

R: apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: pas praktek bicara bahasa inggris tu kadang lupa sama kosa katanya haha itu malu banget sih kak

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

S: iya kak

R: seberapa besar kepercayaan diri adek berbicara bahasa inggris?

S: gak besar sih kak soalnya bahasa inggris saya jelek

R: jadi apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: malu sama tidak percaya diri kak kadang kosa kata dalam bahasa inggris juga kak

R: Apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: penyebabnya sih takut membuat kesalahan kak apalagi kak saya malu banget kak bicara bahasa inggris karna ga PD

R: Jadi apa sebab yang membuat adek enggan/kesulitan berbicara bahasa inggris?

S: sebabnya ya kak takut membuat kesalahan kak menggunakan bahasa inggris

Name: KA

Date: April 14th 2022

R: Assalamualaikum, wr.wb? Pagi dek

S: waalaikumsalam wr.wb, Pagi kak

R: Oke dek maaf ya, kakak mau nanya ni, sebenarnya adek suka gak sama pelajaran bahasa inggris?

S: saya gak suka bahasa inggris kak karna bahasa inggris tu susah kak

R: dek pernah gak latihan berbicara bahasa inggris sama teman adek dikelas atau diluar kelas dek?

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S: Gak pernah kak

R: Nah dek ketika adek mencoba berbicara bahasa inggris sering menghadapi kesulitan engga?

S: Sering sih kak terutama karena kami kurang percaya diri sih kak

R: kurang percaya diri gimana ya dek maksudnya?

S: malu kak

R: Nah dek selain kurang percaya diri apa lagi yang menjadi hambatan saat berbicara bahasa inggris dek?

S: kosa katanya banyak yang kami gak tau kak

R: Apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: Yang sering saya alami ya kak palingan kalo pas praktek gitu adalah pengucapannya yang salah salah gitu kak

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

S: Iya kak pengucapannya yang membuat saya kesulitan berbicara bahasa inggris kak

R: Seberapa besar kepercayaan diri adek berbicara bahasa inggris?

S: Gak deh kak gak percaya diri

R: Jadi apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: Kesulitannya ya cara pengucapannya dan kosa katanya itu beda kak, jadi sulit kak

R: Apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: Penyebabnya takut membuat kesalahan ketika mengucapkan kata dalam bahasa inggris kak

R: Jadi apa sebab yang membuat adek enggan/kesulitan berbicara bahasa inggris?

S: Saya jarang berbicara bahasa inggris dikelas kak jadi sebab saya takut saya membuat kesalahan dalam pengucapan kata bahasa inggris

R: Oke baik dek terimakasih ya udah menyepatkan diri interview sama kakak

S: Iya kak

Name: KR

Date: April 14th 2022

R: Assalamualaikum, wr.wb? Pagi dek

S: Waalaikum sallam wr.wb, Pagi kak

R: Oke dek maaf ya sebelumnya kakak mau nanya, sebenarnya adek suka gak sama pelajaran bahasa inggris?

S: Suka dong kak soalnya pelajaran bahasa inggris keren kak

R: Adek pernah gak latihan berbicara bahasa inggris bersama teman adek dikelas atau diluar kelas dek?

S: Pernah kak kalo dalam kelas kalo dikasih guru teks berbentuk percakapan gitu saya sering latihan bacanya kak sama teman saya, kalo di luar kelas sih gak pernah kak

R: Nah dek selama adek mencoba belajar bahasa inggris sering menghadapi kesulitan engga?

S: Pernah sih ka kesulitannya di grammar sih kak

R: Maksudnya gimana tu dek kesulitan di grammar?

S: Saya merasa grammar sulit banget kak, kayak yang verbnya ada yang pake s/es lah dan khawatir grammar saya salah kak pas bicara bahasa inggris. Saya khawatir saya kesulitan untuk menyusun kosa kata menjadi kalimat yang baik

R: Nah dek selain grammar apa lagi yang mejadi hambatan saat berbicara bahasa inggris dek?

S: Gak ada sih kak

R: Apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: Yang sering saya alami palingan saya malu kalo grammar saya salah pas parktek kak

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

S: Gak sih kak kayaknya hehehe

R: Seberapa besar kepercayaan diri adek berbicara bahasa inggris?

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2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunha Jambi

S: Ya gak besar juga sih kak apalagi kalo tata bahasa pas bicara bahasa inggris saya berantakan ya gak percaya diri kak kadang percaya diri juga sih haha

R: Jadi apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: Kesulitannya ya di grammar kak sulit aja pas bicara bahasa inggris kadang kita harus fokus jugakan sama tata bahasa yang benar kak

R: Apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: Penyebabnya ya kak takut membuat kesalahan di grammar ketika bicara depan kelas kak

R: Jadi apa sebab yang membuat adek enggan/kesulitan berbicara bahasa inggris?

S: Sebabnya takut membuat kesalahan di tata bahasa kak, kan saya kesulitan belajar bahasa inggris karna kurang paham tentang grammarnya kak

R: Oke baik dek terimakasih ya dek udah menyempatkan diri interview sama kakak

S: iya sama sama kak

Name: MM

Date: April 7th 2022

R: Assalamualaikum, wr.wb? Pagi dek

S: Waalaikumsalam wr.wb, Pagi kak

R: Oke dek maaf ya sebelumnya kakak mau nanya, sebenarnya adek suka gak sama pelajaran bahasa inggris?

S: Suka sih kak tapi pelajaran bahasa inggris sulit apalagi speaking

R: Adek pernah gak latihan berbicara bahasa inggris bersama teman adek dikelas atau diluar kelas dek?

S: Hmm gak pernah kak

R: Nah dek selama adek mencoba berbicara bahasa inggris sering menghadapi kesulitan engga?

S: Malu sih kak

R: Nah dek selain malu apa lagi yang menjadi hambatan saat berbicara bahasa inggris dek?

S: Gak ada sih kak

R: Apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: Pas praktek berbicara bahasa inggris malu lah kak apalagi diliat teman tambah malu

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

S: Iya sih ka kadang kesulitan di pengucapannya karna ada banyak kosa kata dan pengucapan katanya dalam bahasa inggris yang sulit kak

R: Seberapa besar kepercayaan diri adek berbicara bahasa inggris?

S: Gak besar sih kak

R: Jadi apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: Kesulitannya di grammarnya sih kak yang rumit

R: Apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: Iya takut membuat kesalahan kak pas ngomong bahasa inggris grammarnya gak benar

R: Jadi apa sebab yang membuat adek enggan/kesulitan berbicara bahasa inggris?

S: Takut membuat kesalahan ketika berbicara bahasa inggris khususnya di tata bahasanya sulit kak

R: oke baik dek terimakasih ya udah menyempatkan diri interview sama kakak

S: iya kak

Name: MR

Date: March 31st 2022

R: Assalamualaikum, wr.wb? Pagi dek

S: Waalaikum sallam wr.wb, Pagi kak

R: Oke dek maaf ya sebelumnya kakak mau nanya, sebenarnya adek suka gak sama pelajaran bahasa inggris

S: Kurang suka sih kak karna pelajaran bahasa inggris sulit jadinya malas kalau belajar bahasa inggris kak

R: Dek pernah gak latihan berbicara bahasa inggris bersama teman adek dikelas atau diluar kelas dek?

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S: Pernah sih kak tapi jarang banget, kalo diluar kelas gak pernah kak

R: Nah dek selama adek mencoba berbicara bahasa inggris sering menghadapi kesulitan engga?

S: Sering sih kak kesulitannya kosa kata kak

R: Nah dek selain kosa kata apa lagi yang menjadi hambatan saat belajar bahasa inggris dek?

S: Hmm gak ada sih kak

R: Apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: Pas praktek bicara bahasa inggris depan kadang pas lagi ngomong lupa sama kosa kata itu sering banget sih kak terjadi

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

S: Kadang sih ya ka pengucapan dalam bahasa inggris yang mebuat kesulitan bicara bahasa inggris

R: Seberapa besar kepercayaan diri adek berbicara bahasa inggris?

S: Saya kadang suka gak percaya diri kak bicara bahasa inggris

R: Jadi apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: Saya kesulitan mempraktekkan bahasa inggris dengan teman karna saya gak banyak hafal kosakata kak, kosa kata dalam bahasa inggris juga sulit buat dihafal kak. Permasalahannya saya kurang menguasai kosa kata kak

R: Apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: Ya takut kak pas bicara bahasa inggris saya lupa kosa kata malu lah kak diketawain teman kak

R: Jadi apa sebab yang membuat adek enggan/kesulitan berbicara bahasa inggris?

S: Takut membuat kesalahan kak ketika mempraktekkan bahasa inggris apalagi saya gak hafal banyak kosa kata dalam bahasa inggris

Name: MRA

Date: April 7th 2022

R: Assalamualaikum, wr.wb? Pagi dek

S: Waalaikum sallam wr.wb, Pagi kak

R: Oke dek maaf ya sebelumnya kakak mau nanya, sebenarnya adek suka gak sama pelajaran bahasa inggris

S: Suka sih suka kak tapi pelajaranya sulit kak, jadi kadang suka kadang engga kak

R: Dek pernah gak latihan berbicara bahasa inggris bersama teman adek dikelas atau diluar kelas dek?

S: Jarang sih kak palingan kalau pas giliran mau maju kedepan baca dialogue baru latihan baca dialogenya kak, kalau diluar gak pernah sih kak

R: nah dek selama adek mencoba berbicara bahasa inggris sering menghadapi kesulitan engga?

S: Sering sih gak kak tapi pernah lah kak

R: Apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: Yang saya alami pas praktek grogi sih kak

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

S: Iya kak saya kesulitan berbicara bahasa inggris karna pengucapan katanya sulit

R: Seberapa besar kepercayaan diri adek berbicara bahasa inggris?

S: Wah kecil sekali kak kepercayaan diri saya ketika bicara bahasa inggris kak

R: Jadi Apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: kesulitan saya sangat grogi ketika berbicara bahasa di depan kelas, saya grogi takut yang saya ucapkan itu salah

R: Apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: Penyebabnya ya takut membuat kesalahan kak kalo pas saya merasa grogi pasti membuat kesalahan ketika berbicara

R: Jadi apa sebab yang membuat adek enggan/kesulitan belajar bahasa inggris?

S: Yang menyebabkan saya kesulitan belajar bahasa inggris karna saya grogi, saya grogi karna saya takut apa yang saya ucapkan salah dan malu sama guru dan teman kalo salah kak

R: Oke baik dek terimakasih ya dek udah mau bantuin kakak menjawab pertanyaan dari kakak

S: Iya kak gak apa-apa

Name: MF

Date: April 7th 2022

R: Assalamualaikum wr. wb? Pagi dek

S: waalaikumsalam wr. wb. Pagi kak

R: Oke dek maaf ya sebelumnya, kakak mau nanya ni, sebenarnya adek suka gak sama pelajaran bahasa inggris?

S: Kurang suka kak, soalnya bahasa inggris susah kak. Apalagi pas ngomong bahasa inggris kak. Dari SD sampai sekarang, saya tidak tertarik belajar bahasa inggris kak.

R: Adek pernah gak latihan bicara bahasa inggris sama teman adek dikelas atau diluar kelas dek?

S: Jarang sih kak latihan sama teman dikelas apalagi diluar kelas kak

R: Nah, selama adek coba belajar bahasa inggris sering ada kesulitan enggak?

S: Ada sih kak, kurangnya kosa kata saya kak.

R: Selain itu apa lagi yang jadi hambatan saat berbicara bahasa inggris dek?

S: Kadang saya ngerasa malu sama gak percaya diri gitu kak

R: Malu gimana maksudnya dek? Terus kenapa adek gak percaya diri?

S: Saya tidak percaya diri ketika mempraktekkan bahasa inggris didepan kelas kak karena saya merasa kemampuan saya tidak bagus.

R: Apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: Malu kak, malu kalau disuruh guru praktek didepan kelas kak

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

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S: iya kak pengucapan sama penulisannya susah kak karna kan tulisan sama ucapanya berbeda kak makanya kami sering bingung.

R: Seberapa besar kepercayaan diri adek berbicara bahasa inggris?

S: Saya kadang pd kadang gak kak berbicara bahasa inggris

R: Jadi apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: Penyebabnya malu takut salah pengucapan katanya sulit.

R: Apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: Saya tidak percaya diri karena takut diketawain teman kelas kak

R: Jadi apa sebab utama yang membuat adek enggan/kesulitan berbicara bahasa inggris?

S: yaaa pertama takut membuat kesalahan ka pas bicara bahasa inggris, kesulitanya di kosa kata sih ka yang utama

R: oke baik dek terimakasih ya udah menyempatkan diri interview sama kakak

S: iya sama-sama kak.

Name: NP

Date: April 7th 2022

R: Assalamualaikum, wr. wb? Pagi dek

S: Waalaikumsalam wr. wb, Pagi kak

R: Oke dek, Sebelumnya kakak mau nanya nih, sebenarnya adek suka gak sama pelajaran bahasa inggris

S: suka sih kak tapi susah pelajaran bahasa inggris tu kak hehehe

R: adek pernah gak latihan berbicara bahasa inggris sama teman adek dikelas atau diluar kelas dek?

S: hehe jarang lah kak palingan latihan ngomong bahasa inggris pas disuruh guru maju kedepan baca dialogue. Kalo diluar kelas mah enggak kak hehe

R: nah dek, selama adek mencoba berbicara bahasa inggris sering menghadapi kesulitan engga?

S: hihi sering lah ka, pas nak bicara bahasa inggris tu sulit di banyaknya kosa kata yang gak diketahui kak, kadang tu bingung kak cara ngucapin katanya karena

pengucapan kata dan tulisanya dalam bahasa inggris kan berbeda kak jadi kadang bingung.

R: nah dek selain kosa kata yang mejadi hambatan saat berbicara bahasa inggris dek?

S: grammar sih kak, sulit sih grammar kak.

R: maksudnya sulit grammarnya gimana dek?

S: maksudnya kak, saya kesulitan menyusun kata dengan benar sesuai grammarnya kak

R: apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: takut kalo salah kak, takut salah tata bahasa terutama sih malu kak bicara bahasa inggris depan teman takut diketawain sama teman-teman kak hihi

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

S: iya sih ka pengucapan dalam bahasa inggris yg bikin kesulitan kak

R: seberapa besar kepercayaan diri adek berbicara bahasa inggris?

S: hihi kalau lah disuruh praktek bicara bahasa inggris depan kelas langsung dak pd lagi kak langsung kesulitan nak ngomong

R: jadi apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: ya sebenarnya kesulitan yang utama yaitu grammar sama kurangnya kosa kata kak. Ketika membaca, saya mengalami kesulitan ketika menemukan kosa kata baru yang terkadang sulit dipahami dan terkadang saya tidak tau artinya kak

R: Apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: kadang mau kadang enggak sih kak. penyebabnya gak mau ya karna takut aja pas ngomong bahasa inggris membuat kesalahan

R: Jadi apa sebab utama yang membuat adek enggan/kesulitan berbicara bahasa inggris?

S: sebabnya takut membuat kesalahan kak pas bicara bahasa inggris, rasa takut salah tu yang kadang buat takut bicara bahasa inggris

R: oke baik dek terimakasih ya udah menyempatkan diri interview sama kakak

S: iya kak sama sama.

Name: MH

Date: April 14th 2022

R: Assalamualaikum, wr.wb? Pagi dek

S: waalaikumsalam wr.wb, Pagi kak

R: Oke dek maaf ya, kakak mau nanya ni, sebenarnya adek suka gak sama pelajaran bahasa inggris?

S: saya gak suka bahasa inggris kak karna bahasa inggris tu susah kak

R: dek pernah gak latihan berbicara bahasa inggris sama teman adek dikelas atau diluar kelas dek?

S: Gak pernah kak

R: Nah dek ketika adek mencoba berbicara bahasa inggris sering menghadapi kesulitan engga?

S: Sering sih kak terutama karena saya kadang tidak percaya diri kak

R: tidak percaya diri gimana ya dek maksudnya?

S: saya malu kak

R: Nah dek selain tidak percaya diri apa lagi yang menjadi hambatan saat berbicara bahasa inggris dek?

S: kosa katanya banyak yang kami gak tau kak

R: Apa yang sering adek alami ketika praktek berbicara bahasa inggris di depan teman kelas?

S: Yang sering saya alami ya kak palingan kalo pas praktek gitu adalah takut membuat kesalahan kak

R: Apakah cara pengucapan kata/ kalimat dalam bahasa inggris yang membuat adek kesulitan ketika berbicara bahasa inggris?

S: Iya kak pengucapannya yang membuat saya kesulitan berbicara bahasa inggris kak

R: Seberapa besar kepercayaan diri adek berbicara bahasa inggris?

S: saya gak percaya diri kak

R: Jadi apa sebenarnya kesulitan adek dalam belajar bahasa inggris?

S: Kesulitannya ya cara pengucapannya dan kosa katanya itu beda kak, jadi sulit kak

R: Apa penyebab adek jarang mau berbicara bahasa inggris di depan kelas?

S: Penyebabnya karena bahasa inggris itu susah kak, cara menulis dan pengucapannya saja beda, saya juga tidak tau menyusun kata sesuai grammarnya kak, dan yang paling utama saya tidak percaya diri, jadi ketika saya diminta untuk berbicara bahasa inggris saya tidak mau karena takut buat kesalahan

R: Jadi apa sebab yang membuat adek enggan/kesulitan berbicara bahasa inggris?

S: Saya jarang berbicara bahasa inggris dikelas kak jadi sebab saya takut saya membuat kesalahan kak

R: Oke baik dek terimakasih ya udah menyepatkan diri interview sama kakak

S: Iya kak

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Appendix III: Documentation



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FAKULTAS TARBIYAH DAN KEGURUAN

Jalan Lintas Jambi-Muaro Bulian KM.16 Simpang Sungai Dures Kab. Muaro Jambi 36363

Telp/Fax : (0741) 583183 – 584118 website : www.iainjambi.ac.id

CONSULTATION CARD

Name : Anis Fadila
Students Number : 205180006
Advisor I : Dr. Muhamad Taridi, M.Pd
Title : Students' Difficulty in Learning English at The Eight Grade
Students of MTsN 5 Kerinci
Faculty : Faculty of Education and Teacher Training

| NO | DAY DATE | MATERIAL CONSULTATION | SIGNATURE |
|----|----------------------------|---|---|
| 1 | Des 15 th 2021 | Handed off the Letter of Appointment of Advisor |  |
| 2 | Des 22 nd 2021 | Consultation Chapter I,II,III |  |
| 3 | Des 30 th 2022 | Acc to Seminar |  |
| 4 | Mar 7 th 2022 | Revise Chapter I,II,III |  |
| 5 | Mar 9 th 2022 | Acc for conducting research |  |
| 6 | June 9 th 2022 | Consultation Chapter IV & V |  |
| 7 | June 10 th 2022 | Consultation Chapter IV & V |  |
| 8 | June 13 th 2022 | Consultation Chapter IV & V |  |
| 9 | June 14 th 2022 | Acc for Munaqosah |  |

Jambi, 14 Juni 2022

Advisor I



Dr. Muhamad Taridi, M.Pd

NIP. 19640106 201412 1 002

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Name : Anis Fadila
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Students of MTsN 5 Kerinci
Faculty : Faculty of Education and Teacher Training

| NO | DAY DATE | MATERIAL CONSULTATION | SIGNATURE |
|----|---------------------------|---|-----------|
| 1 | Nov 2 nd 2021 | Handed off the Letter of Appointment of Advisor | |
| 2 | Des 6 th 2021 | Consultation Chapter I,II & III | |
| 3 | Des 13 th 2021 | Revise Chapter I | |
| 4 | Jan 14 th 2022 | Revise Chapter III | |
| 5 | Feb 7 th 2022 | Acc to Seminar | |
| 6 | Mar 4 th 2022 | Revise Chapter I & III | |
| 7 | Mar 7 th 2022 | Acc for conducting research | |
| 8 | June 8 th 2022 | Consultation Chapter IV & V | |
| 9 | June 8 th 2022 | Acc for Munaqosah | |

Jambi, 09 Juni 2022

Advisor II

Edi Rozal, M.Pd

NIP. 19880803 201503 1 003

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Education Program

1. SD : SDN 131/III Pendung Tengah, Graduate Year 2012
2. SMP/MTS : MTsN 5 Kerinci, Graduate Year 2015
3. SMA/MA : MAN 1 Kerinci, Graduate Year 2018
4. Perguruan Tinggi : S1 English Education Department at UIN Sulthn Thaha Saifuddin Jambi, Graduate Year 2022

Motto Hidup: Di Setiap Kesulitan Pasti Ada Kemudahan

Jambi, 14 Juni 2022

Researcher

Anis Fadila

205180006