A THESIS

ANALYSIS OF STUDENT'S DIFFICULTIES IN LEARNING ENGLISH AT THE SECOND GRADE OF SMPN 2 TELLU LIMPOE KAB. SIDRAP

By

NUR ALVIAH
Reg Number. 18.1300.128

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023 M / 1444 H

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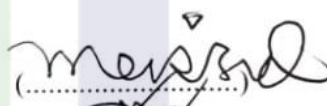|	
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بِسْـــــــــــمِ اللهِ الـرَّحْمَنِ الرَّحِيْمِ

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ اْلأَنْبِيَاءِ
وَالْمُرْسَلِيْنَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

In the name of Allah, The most gracious and most merciful

Assalamu Alaikum Warahmatullahi Wabarakatuh

Alhamdulillahi Rabbil Alamin. First of all, the researcher would like to express her deepest gratitude the almighty Allah Swt for the chance and time to this thesis had been finished. Salawat and taslim goes to muslim prophet, Muhammad Saw, as the prophet that choose by Allah Swt to guide all of the people in the world from the "darkness" to the "brightness".

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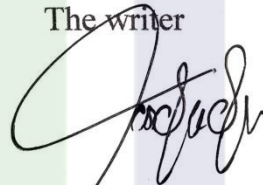
Finally, the researcher realizes that this thesis is still far from being perfect and therefore all constructive critics and suggestion will be appreciated.

May the almightly Allah SWT bless us.

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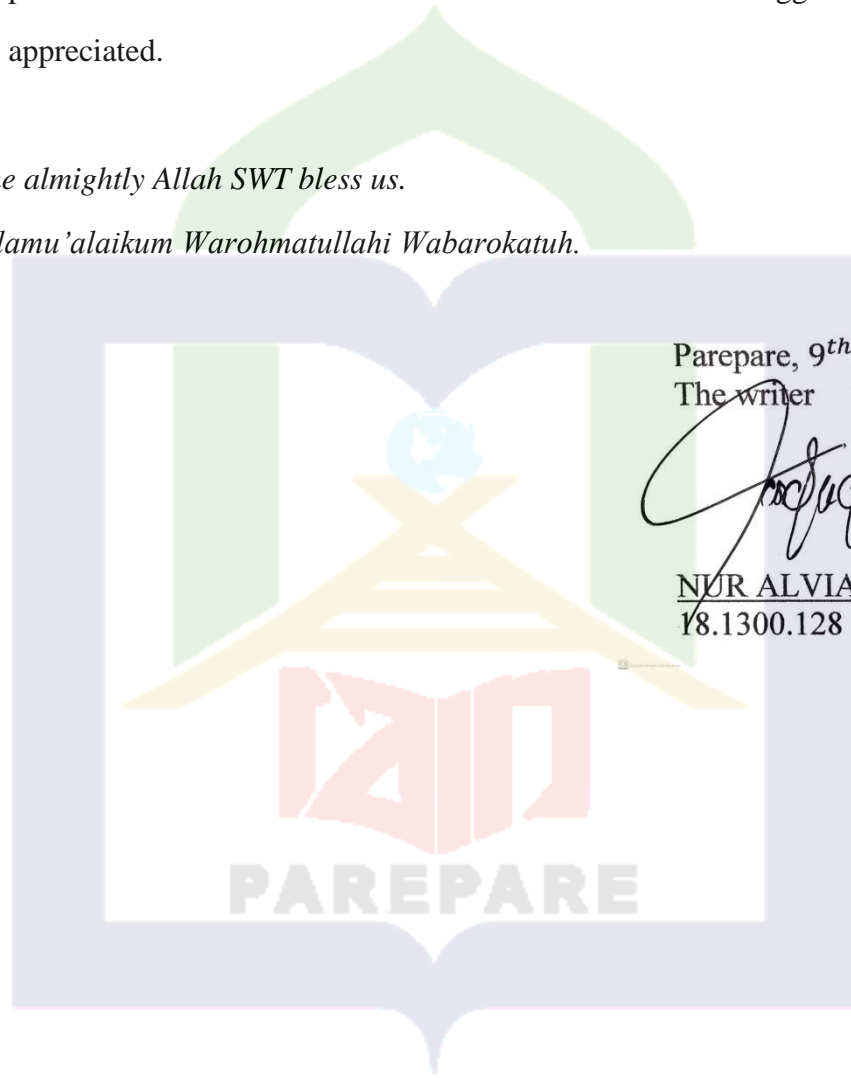
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Stated this thesis is her own writing and if it can be proved that was copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Nur Alviah, 2022. *Analysis of Student's Difficulties in Learning English At The Second Grade of SMPN 2 Tellu Limpoe Kab. Sidrap.* (Supervised by Arqam and Mujahidah).

This study was aimed to find out the types of student's difficulties in learning English and the factors that cause student's difficulties in learning English at the second grade of SMPN 2 Tellu Limpoe, Sidrap Regency.

The research method used in this research was descriptive qualitative, the researcher wants to describe the conditions to be observed in the field in a more specific, transparent and in-depth manner. The data collection method used is the observation method, observation is used to determine objective conditions during English teaching and learning activities and to determine the factors that can influence the learning process. interview method, interviews were conducted to find out clearly the problems faced by students when learning English. documentation method, used for taking pictures by researchers to strengthen research results. Data analysis used includes data collection, data display, and drawing conclusions.

The results of this research, the research subject showed that students' difficulty in learning English in four skills namely Speaking, Listening, Writing and Reading. Such as difficulty in pronunciation, difficulty in understanding the language, difficulty in writing and reading the text, difficulty in translation and difficult to understand language. Factors that cause student's difficulty in learning English are internal and external factors, in internal factors consist of cognitive aspects, namely memorization skills, material mastery abilities. For the affective aspect, the factors that cause student's difficulties in learning are lack of interest in learning, not confident and have no motivation in learning. In External factots, The family environment that is a factor that causes students to have learning difficulties is the lack of parental attention in guiding their children while studying at home. For the school environment, the factor that causes students to have learning difficulties is the way the teacher teaches.

Keywords : Difficulties in Learning English

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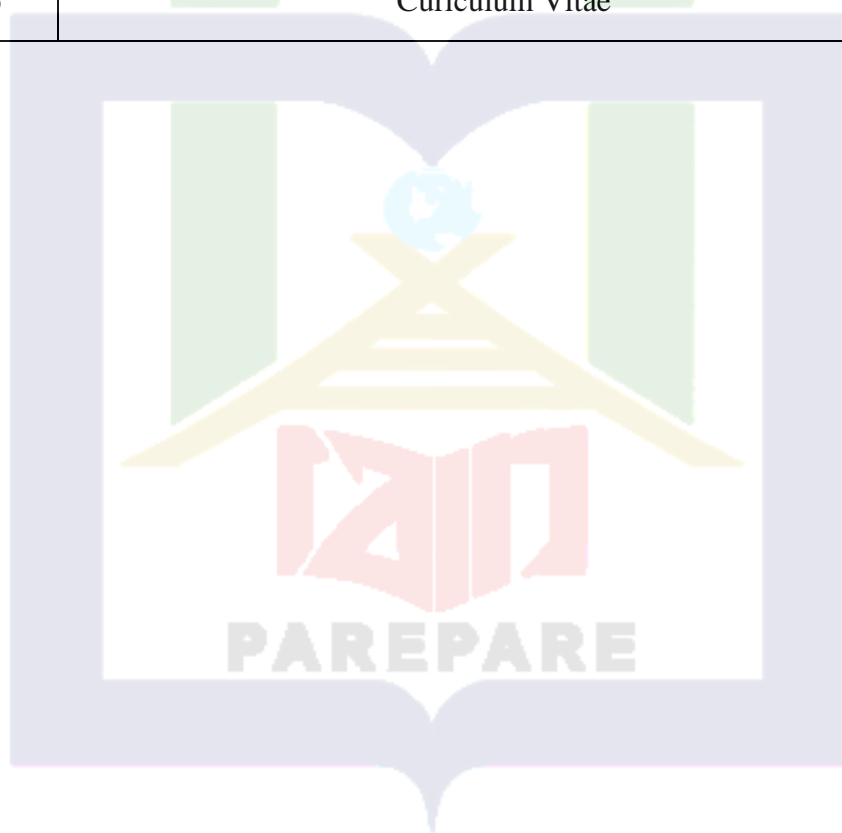
CHAPTER I

INTRODUCTION

A. Background

Humans in living life nothing can be separated from activities or learning and teaching activities. Activities that are carried out by someone either as an individual or as part of a group are basically learning activities. According to Law Number 20 of 2003 concerning the National Education System, Chapter I General Provisions Article 1 paragraph 20 Learning is a process of interaction between students and educators and learning resources in a learning environment. [1] Of course, in the learning process, we definitely learn about language because language is usually used to interact with the other person. Language has an important role in the intellectual, emotional and social development of children.

Studying language subjects is different from studying non-language subjects because language itself is a means of communication in dealing with other people. So learning English is not enough with the theory of language structure and vocabulary, but practicing speaking in English will make a person more familiar with English sentences. For the nation, English has a very important role because it is to discuss business between c ountries. Therefore, English is one of the important subjects taught in schools. So it is hoped that those who graduate with a good command of the English language will expand their space and can become part of the global community of the world community. So elementary school education can introduce English from an early age. By using information and communication technology in

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[1] Ministry of National Education. 2003. RI Law No. 20 of 2003. "About the National Education System"

the teaching and learning process, the teachers found an increase in the enthusiasm of the students in their participation in the teaching and learning process.[2]

The competence of English subjects is that students can communicate both orally and in writing with a variety of appropriate languages, fluently and accurately. In learning English, there are 4 main types, including listening, speaking, reading, and writing. So if you want to master English subjects, one at least understands the 4 main types of English learning above in order to make it easier for him to learn English subjects, but in the learning process the teacher is involved and must strive optimally to create conditions that allow students to be encouraged to play an active role. as a real form as a learning process in students.[3]

The learning process carried out by junior high school students includes various subjects, one of which is English. English subjects held in schools are generally difficult to understand. Many students find English lessons boring. So that during the teaching and learning process of English subjects, many do not pay attention to the teacher's explanation. English lessons are less attractive to students, because students think this lesson is stressful so that students become tense and ultimately interfere with learning concentration. In addition, in the teaching and learning process the teacher does not use varied teaching methods and uses less attractive teaching media. This causes the teaching and learning process of English to be passive and does not stimulate interaction between teachers and students. In addition, the teacher in teaching does not allocate time to convey learning objectives

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[2]Muhammad Arief Budiman. 2012. "Utilization of technology and information in English class" Semantic Proceedings Vol 2 no 1

[3]Rofian. 2016. "Application of the Demonstration Learning Method in Fine Arts Education in Elementary Schools". Malih Peddas. Volume 6 Number 2 December 2016

and divides the material into face-to-face activities as expected, so that before the exam a lot of material has not been completed and the teacher must teach to complete it. this causes students not ready to receive a lot of subject matter in a short time. During the teaching and learning process, students must pay attention to the teacher's explanation, not talking to friends or lying in class. In addition, teachers in the use of media or learning methods must vary in order to create a good learning atmosphere, students will be more active during the teaching and learning process. However, in fact, based on interviews with several eighth grade students of SMP N 2 Tellu Limpoe, they stated that during the teaching and learning process of English, these students did not pay attention to the teacher's explanation, they tended to see the teacher speaking but they did not absorb the material presented by the teacher.

From the problems above, the researchers are interested in researching what difficulties are experienced by students in learning English subjects and what factors influence students in learning English subjects.

B. Research questions

Based on the research background above, this research formulates the research questions as follows:

1. How are the student's difficulties in learning English at the second grade of SMPN 2 Tellu Limpoe ?

2. What factors cause student's difficulties in learning English at the second grade of SMPN 2 Tellu Limpoe ?

C. Research Objectives

The aim of this research is :

1. Knowing and analyzing student's difficulties in learning english at the second grade of Smpn 2 Tellu Limpoe

2. Knowing and analyzing factors that cause students's difficulties in learning english at the second grade of Smpn 2 Tellu Limpoe

D. Significance of Research

The significance of this research is theoretically and practically.

1. Theoretical benefits

The theoretical benefit of this research is to develop educational knowledge related to increasing student learning competence and student participation in the learning process.

2. Practical benefits

   a. For school

      as input to students, teachers, principals, and other staff to improve the quality of education by learning in accordance with the subject.

   b. For teachers

      provide various learning benefits in increasing student participation in the teaching process.

   c. For students

      to further improve student learning competence by improving learning and improving the quality of the learning process.

d. For researchers

as the application of knowledge received in lectures in the form of theory, especially those related to English. As a prospective teacher, learn to apply appropriate learning to deliver teaching materials according to the conditions students want in the learning process that will be carried out.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Many researchers have conducted research on student learning difficulties. Their findings are presented below:

1. Ita Widyawati in her research using descriptive qualitative method "Analysis of learning difficulties in English class VIII at SMP N 1 Sawahan Madiun" that in improving student learning achievement the efforts made by teachers through teaching improvements. From the increase in teaching, it can be seen that student learning achievement is increasing. Efforts made by teachers who have attached themselves to teachers must be optimized so that learning difficulties experienced by students can be minimized. The teacher's role in overcoming student learning difficulties by implementing remedial teaching should be further enhanced.[4]

2. Qutaiba A. Abukhadrah in his research using a qualitative method "Difficulty learning English as experienced by a group of international students: case study" that 1) teachers must encourage students to play an active role in the learning process; 2) teaching materials should be based on several strategic approaches such as 'reciprocal teaching'; 3) teachers can use social technology tools to teach target language culture; 4) future teachers as well as current teachers should be properly trained and exposed to the latest research findings in the field of second language acquisition; 5) teach the target language

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[4]Ita Widyawati, "Analysis of the difficulty of learning English for class VIII at SMP N 1 Sawahan Madiun" . Digilid.uns.ac.id

culture and social interactions that must be highlighted in class activities; 6) University teachers should bridge the gap between their preferred teaching style and students' learning styles.[5]

3. Md. Amir Hossain in his research based on qualitative, quantitative methods and a questionnaire process "Difficulties of learning English at secondary level: case study of thakurgaon district. From this research, the present researcher has also gathered some pragmatic experiences regarding the difficulty of learning English among Middle-Level Students in Lahiri Middle School under Thakurgaon district. Most of the students are very weak in English Grammar, Vocabulary and Speaking Skills. They don't know how or what to speak English with other people. Their fluency is very poor, one type of level '0' can be mentioned; even some English teachers do not have fluency in speaking skills. while teachers take classes, they use local languages, such as Bengali. When asked about difficulties in learning English, they did not understand well about the questionnaire pattern. From the students' point of view, it was found that the teacher always used Bengali in the English class. Most of the students come from very poor families; they do not have the ability to learn English from the private tutoring system because of the financial crisis; they have to rely on class lectures.[6]

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[5]Qutaiba A. Abukhadrah, "The Difficulties of Learning English as Experienced by a Group of International Students: A Case Study". (International Journal of Teaching English Vol.3, No.8, pp.40-48, December 2015)

[6]Md.Amir Hossain, "The Difficulties of Learning English at Intermediate Level: A Case Study of Thakurgaon District" . (Journal of ISSN Education and Training 2330-9709 2018, Vol. 5, No. 2)

4. Mia Selvia Rachmawati in her research uses Qualitative approach "Analysis of students learning difficulty in english lesson at MTS Nurul Falah Cimahi" The result is that students difficulties, in learning English 85% is not appropriate. Some experts suggest external factors and internal factors that will affect students learning difficulties to learning difficulties. The author only focus on one factor that is external factor. External factors are : School factors, Family factors, and Environmental factors. The result of the analysis, the external factors that most affect the difficulties students learn English in MTs. Nurul Falah is the School and Family factors.[7]

B. Some Pertinent Ideas

1. Definition of Analysis

According to Hanjoyo Bono Nimpuno, analysis is an investigation of an event (writing, deed, etc.) to find out the actual situation (cause, problem, etc.); the elaboration of a subject or its various parts and the study of the parts themselves and the relationship between the parts to obtain a proper understanding and understanding of the meaning of the whole.[8]

Following this there is a number of method in analysis , consists of above:

a. Data Analysis Qualitative

Method analysis this no use tool statistics but conducted with interpret tables , graphs or existing numbers , new, then To do decomposition and interpretation .

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[7] Mia Selvia Rachmawati , " "Analysis of students learning difficulty in english lesson at MTS Nurul Falah Cimahi" Volume 1, No. 6, November 2018 pp 763-768

[8]Hanjoyo Bono Nimpuno, *Kamus Bahasa Indonesia Edisi Terbaru.* Jakarta : Tim Pandon Media, (2014:44).

b. Data Analysis Quantitative

Method data analysis quantitative is method analysis using tool statistics , in other words, analysis conducted according to basics statistics . There are two type tool usual statistics used that is statistics descriptive and statistics inferential .

Following this there is a number of technique in analysis , consists of above :

a. Technique Data Analysis Descriptive

Technique data analysis descriptive is technique analysis used for analyze data with method describe or describe the data that has been collected sober without there is meaning for make generalization from results research . Example from technique data analysis descriptive that is presentation of data to in form table , diagram , mean , mode , graph , percentage , frequency and so on .

b. Technique Data Analysis Inferential

Technique data analysis inferential is statistics used for To do data analysis with method interesting valid conclusion by general . Characteristic typical from technique this is with use formula statistics certain , then results the calculation will Becomes base from making generalization . Usually technique data analysis inferential used for study sample .

There are steps in analysis, consist above :

a. Identification Phase

In this step, identification refers to the process of recognizing and naming discourse contents such as forms, functions, structures, as well as other relevant information of language which are used by native

English speakers in their real social interactions. If the ones who carry out discourse analysis are teachers, so how the teachers recognize and name the discourse contents depends on the language outputs that they possess to be identified.

To clarify how this identification phase is administered, it is essential to give example about identifying discourse contents in a spoken discourse. Then spoken discourse is an authentic material since it is derived from a real interaction between two English native speakers whose social relationship is very close and is identified as two besy friend.

b. Explanation Phase

Explanation phase refers to the process of making the result of discourse analysis clear by telling the cultural descriptions of relevant components in the discourse both in spoken and written. To get the explanation, teachers can explore information in two ways. The first, searching information on the internet to disclose the cultural descriptions about particular expressions used by the native speakers of English in the discourse. The second, interviewing English native speakers to gain explanation about the cultural aspect that the speakers use in in particular expressions of the discourse. The information on the cultural descriptions might be used to enrich knowledge of English culture for both teachers and learners in order to ease them in understanding and using it for real social interactions.

c. Classification Phase

After identifying and explaining the result of analyzing a particular discourse, the next phase is the classification phase. This phase refers to the process of putting the result of discourse analysis which have been identified into some information according to particular categories so it's easier to make sense of them. In this regard, the result of the analysis are grouped into a table including all the result which have been identified and described from a cultural standpoint. This is done to help teachers in recognizing each component of the discourse, that if the teachers will use the information to prepare teaching materials, they then will easily find suitable information they need.[9]

2. **Learning**

a. Definition of Learning

Learning is a process that is often not under our control and is wrapped up with the environments we inhabit and the relationships we make. It involves encountering signals from the senses; attending to them; looking for connections and meanings, and framing them so that we may act. Over the last thirty years or so, "learning" has become one of the most used words in the fields of education. Adult education became lifelong learning; students became learners, teacher facilitators of learning; schools are now learning environments; learning outcomes are carefully monitored. This verification of the language and practice of education (Biesta 2009, 2018:

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[9] Andi Kaharuddin dan Ismail Latif, The Essential of Discourse Analysis. (TrustMedia Publishing, 2017), pg. 154.

245) is in part due to the rise of individualizing neoliberal policies. Developments in learning theory have also contributed.[10]

Understanding learning is a process or effort made by each individual to get changes in behavior, both in the form of knowledge, skills, attitudes and positive values as an experience from the various materials that have been studied. The definition of learning can also be interpreted as all psychological activities carried out by each individual so that his behavior is different between before and after learning. Changes in behavior or responses, due to new experiences, having intelligence/knowledge after learning, and practicing activities.

The meaning of learning is a process of changing one's personality where the change is in the form of improving the quality of behavior, such as increasing knowledge, skills, thinking, understanding, attitudes, and various other abilities. Learning is something that is processed and is a fundamental element in each education level. In order to better understand what learning means, we can refer to the opinions of some of the following experts:

1) M. Sobry Sutikno

According to M. Sobry Sutikno, the notion of learning is business process carried out by someone to get a new change as the result of his own experience in interaction with environment. In this case, change is a thing done consciously (intentionally) and purposefully to get something better than before.

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[10] Biesta, G. J. J. Good Education in an Age of Measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation, and Accountability (2009). 21 (1), 33- 46

2) Thursan Hakim

      According to Thursan Hakim, the definition of learning is a process of change in human personality shown in the form of increased quality and quantity behavior such as increasing skills, knowledge, attitudes, habits, understanding, skills, thinking power, and other abilities.

3) Hilgard & Bower

      According to Hilgard & Bower, the notion of learning is a change in one's behavior towards a situation certain because of his experience repeatedly in this situation. as has been alluded to in the notion of studying in above, the main purpose of learning activities is to acquire and improve human behavior in form knowledge, skills, positive attitudes, and variety other abilities.

b. Learning Function

    It has been suggested that the term learning defies precise definition because it is put to multiple uses. Learning is used to refer to:

1) The acquisition and mastery of what is already known about something.

2) The extension and clarification of the meaning of one's experience, or

3) An organized, intentional process of testing ideas, relevant to problems. In other words, it is used to describe a product, a process, or a function.[11]

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[11] Smith, R. M. *Learning how to learn: Applied theory for adults*. (Chicago: Follett, 1982)

c. Learning Objective

According to Sadirman in general there are three learning objectives, namely:

1. To Acquire Knowledge

The results of learning activities can be marked with increasing one's thinking ability. So, besides have new knowledge, the learning process will also improve one's thinking ability good. In this case, knowledge will increase one's ability to think, and vice versa thinking ability will develop through knowledge learned knowledge. In other words, knowledge and the ability to think is something that can not separated.

2. Instill Concepts and Skills

The skills that each individual has are through the learning process. Concept planting requires skills, both physical and spiritual skills. In this case, physical skills are abilities individual in appearance and observable movement. These skills relate to technical matters or repetition. While spiritual skills tend to be more complex, because it is abstract. This skill associated with appreciation, way of thinking, and creativity in solving problems or creating a concept.

3. Shaping Attitudes

Learning activities can also shape a person's attitude. In this case, the formation of the mental attitude of students will be very related to the cultivation of values so that awaken awareness within him. In the process develop the mental attitude, behavior, and personality of the child students, a teacher must take a wise approach and be careful. The teacher must be an example for children students and have the ability to provide motivation and direct thinking.[12]

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[12] Djamaluddin, Ahdar., & Wardana. *Belajar dan Pembelajaran 4 Pilar Peningkatan Kompetensi Pedagogis*. (CV Kaaffah Learning Center, 2019)

Education as an indicator of the nation's progress is seen as very important in the development process. Therefore, it is necessary to continuously and continuously improve the quality of education. Education must be designed in such a way as to enable students to develop their potential fairly and creatively in an atmosphere of freedom, togetherness and responsibility so that they are beneficial for themselves and society in general. The developments and changes that occur in the life of society, nation and state in Indonesia are inseparable from global influences, these continuous developments and changes require the need to improve the quality of education to create a society that is able to compete and adapt to changing times. .

Education is always undergoing renewal in order to find the structure of the curriculum, the education system in teaching methods that are effective and efficient. These efforts include improving facilities and infrastructure, improving the quality of educators and students as well as changing and improving the curriculum. National education in Indonesia is not only tasked with forming good citizens, but also carrying out the task of educating the nation, especially for the benefit of the younger generation throughout Indonesia. According to Article 31 of the 1945 Constitution, it is explained that education or teaching is the right of every citizen, no party can prohibit every citizen from receiving teaching. Education here is a conscious and planned effort to realize learning, a learning atmosphere and learning process so that students actively develop their potential.[13]

In a general sense, learning is an activity that causes relatively permanent changes as a result of the efforts it does. In fact, there are changes in the form of

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[13]Kompas.com, Citizens' *Rights* , https://nasional.kompas.com/read/2022/02/04/03000041/hak-warga-negara-dalam-pasal-31-uud-1945 , (4 March 2022)

responses as learning outcomes that are easily visible but also potential, meaning they are not appropriate.

From several opinions about the understanding of learning above, it can be concluded that learning is an effort process to acquire a skill, intelligence or understanding in which the individual changes his behavior as a result of experiences related to the material already possessed by the individual. Many changes are experienced by individuals, but not every change is a learning activity. Changes that occur in aspects of maturity, growth, and development do not include changes in the meaning of learning. Learning is a process, not a result, therefore learning takes place actively and integratively by using various forms of action to achieve a goal.

3. Learning Difficulty

a. Definition of Learning Difficulties

Learning difficulties are a condition in process learning which is characterized by certain obstacles to achieving learning outcomes. These barriers may be realized and may also not be realized by people who experience it and can be sociological, psychological, or physiological in its entirety learning process (Mulyadi, 2010).[14]

Sugihartono defines learning difficulties as a symptom that appears in students which is characterized by low or below normal learning outcomes that have been determined and lower learning outcomes compared to his friends (Sugihartono, 2007).[15]

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[14] Mulyadi, M. Diagnosis Kesulitan Belajar dan Bimbingan Terhadap Kesulitan Belajar Khusus. (Yogyakarta: Nuha Litera, 2010)

[15] Sugihartono, S. Model Pembelajaran Inovatif Serta Penerapannya pada SD/SMP CI-BI. (Semarang: Rajawali, 2007)

This is known by the presence of factors obstacle to learning as it is listening, reading, writing and speaking disorders. This difficulty includes all individuals who have difficulties in the learning process. So from We can get various definitions of learning difficulties above conclude that learning difficulties are a barriers experienced by individuals in learning. The main cause is visual impairment, hearing, economic and emotional disorders.

From these quotes we can understand that causes of learning difficulties a person has many kinds that cause a person it is difficult to understand what is being taught. Learning done in schools can known various kinds of difficulties in the process learn because of the individual characteristics encountered different. students who have a smooth learning process as well as having a learning process that has obstacle. Each student has own learning characteristics. So power educators must need to know the whole characteristics of students in school, making it easier to apply learning and it's easier to understand what's going on provide educators.

Difficulty is a situation that is difficult to finish or do a job. Learning difficulties are conditions when students experience certain obstacles to participate in the learning process and achieve optimal learning outcomes.[16] Student learning difficulties are described as such the gap or distance between expected academic achievement and academic achievement achieved by students in fact (actual achievement). Thus, trouble learning is an obstacle experienced by students in the learning process which causes them to get less than optimal results in the learning process.

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[16] Rumini S., & Sundari, S. *Pekembangan Anak & Remaja*. (Jakarta : Rineka Cipta, 2004)

Learning difficulties are anything that makes it slow (slow) or hinders someone from learning, understanding and mastering something in order to achieve goals. The existence of learning difficulties can be characterized by low or below average achievements achieved by class groups, the results achieved are not balanced with the effort made and slow in carrying out learning tasks. Students who experience learning difficulties will find it difficult to absorb the subject matter delivered by the teacher so that they will be lazy in learning, and cannot master the material, avoid lessons, and ignore the assignments given by the teacher.

b. Types of learning difficulties

According to Mulyono Abdurrahman it was difficult learning can be clarified as follows:

1) Developmental learning difficulties

In general less known by parents and students, due to the absence of a systematic estimate on academic. That is the main skill mastered rather than academic.

2) Academic learning difficulties

Namely problems faced in learning processes such as reading, writing, speaking or listen. This difficulty is known if the child fails to show either or some abilities in the academic field.

Meanwhile According to Ratna Yudhawati and Dany Haryanto has various kinds of learning difficulties among others:

1) Learning Disorder

Learning Disorder is a deep problem learning other than the subjects of interest. Things like this might be felt by students who have an interest in learning in one eye lessons but because of the demands of the curriculum so that the student must study the eye other lessons that result in students usually rarely learn or stop to learn in uninterested subjects.

2) Learning Disability

Learning Disability is a learning difficulty caused by laziness to learn. Matter this is due to various factors the results obtained by students are below average. The factors are as varied as the problem student emotional or mental students as well as lack support from parents.

3) Dysfunctional Learning or Lack of Understanding Lesson

Dysfunctional Learning is difficulty learn because of the inability to master all subjects, this is due to their existence neurological disorders of the child's brain so that they experience difficulties in the learning process.

4) Slow Learner

Slow Learner is a learning difficulty marked by the slowness of students understanding learning such as slow to complete the task what has been given is different from friends which is normal.

5) Under Uchiver or Less Motivated

Under Uchiver is a learning difficulty caused by various factors the student is less motivated or not like certain subjects but have normal intelligence.

Learning difficulties that will be examined in this research is learning difficulties in the process learning in schools only, namely

capacity student learning in the learning process in a class that has below average abilities such as listening, reading, speaking and writing. Effective language learning has diverse skills, training and abilities, problems or difficulties in the learning process occurs for a variety of complex reasons expected progress. Learning second can be influenced by various individual namely personality, behavior, motivation, talent language, social problems and psychology.

c. Factors Causing Learning Difficulties

The factors of learning difficulties are distinguished into 2 as follows:

1) Internal factors are those that arise from within individual without being influenced by others. Like physical, psychological causes of decline learning process.

2) External factors are those that emerge from all conditions and the surrounding environment are not support student learning. This can cause someone to be weak in control given material. When someone is themed with people who are classified as naughty, then he is did not immediately follow the friend so he had difficulty in controlling the material he learns (Abuzar 2020).[17]

As for the factors that cause other emergence learning difficulties consist of two kinds, namely:

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[17] Abuzar, A. Pengaruh Kesulitan Dan Minat Belajar Siswa Terhadap Peningkatan Hasil Belajar Bahasa Arab Di Madrasah Ibtidayah Negeri 2 Sinjai (Phd Thesis). Intitut Agama Islam Muhammadiyah Sinjai.
(2020)

1) Student internal factors, namely things or conditions that arise from within the student alone. The internal factors of these students include distractions or lack of students' psycho-physical abilities, namely:

a) Cognitive (creative realm), such as low intellectual capacity of students which includes memorization, memory, and understanding.

b) Affective (the realm of taste), among others, such as interest, the instability of attitudes and emotions, the process of acceptance, respond and appreciate.

c) Psychomotor (intentional realm), among others such as impaired visual and sensory organs hearing (eyes and ears).

2) Student external factors, namely things or circumstances that come from outside the student self include all situations and environmental conditions hat do not support student learning activities.

a) Family environment, for example attention against children, disharmony relationship between father and mother, and low family economic life.

b) Community environment, for example: region village or urban, friends play and socializing.

c) School environment, for example: how to teach teachers, poor condition and location of school buildings such as near the market, the condition of teachers and the media less supportive learning (Muhibbin Syah).[18]

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[18] Muhibbin, S. Faktor-Faktor Kesulitan Belajar. (2012)

So it was concluded that factors that can affect students' learning difficulties influenced by two factors, namely internal factors and external factors where these internal factors are factors that influence from within the human itself and external factors are factors that are influenced by outside of human beings such as playmates, environment and local community.

Learning difficulties students must be able to known and addressed early so we can convey learning indicators easily understood by students. So it is necessary to organize research, it aims to find out learning difficulties of students and the factors that influence it.

4. **English**

English is one of the international languages used throughout the world and is not only used as the official language in various countries but also influences different cultures in many countries and becomes the central language of communication throughout the world. The development of English has rapidly increased the need for better communication skills in English worldwide because the talent to use English is needed for further study, travel to other countries and also for social and professional activities in a job.[19]

English in general is also used as an international language to communicate with different language backgrounds around the world. In addition, English is a global language that is used to communicate with native speakers

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[19] Hashemi, M. Language Stress And Anxiety Among The English Language Learners. Procedia - Social and Behavioral Sciences, 30(0), 1811-1816.

and language learners around the world, especially in the field of education.[20] All students need English to study and find information and people's need for English in various countries in the world makes English a major factor and becomes an international language that develops very quickly.

English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts that are realized in the four language skills namely listening, speaking, reading and writing. These four skills are used to respond to or create discourse in people's lives. Therefore the English subject is directed at developing these skills so that graduates are able to communicate and have discourse in English at a certain level of literacy. Communication can be realized if someone masters the four English skills, namely:

a. Listening

Listening is a receptive type of spoken language which is not just listening activities but also understanding what has been heard. There are two types of situations in listening, including listening situations interactive and non-interactive. Interactive listening occurs in face-to-face conversations and telephone conversations or the like, which allows speakers and listeners to interact with each other and have equal opportunities to get explanations and information. Whereas non-interactive there is no interaction between the

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[20] Khader, K. T., & Mohammad, S. Reasons behind Non-English Major University Students' Achievement Gap in the English Language in Gaza Strip from Students' Perspectives . Retrieved26/09/2012

speaker and the listener so that they cannot get questions or get explanations, for example listening on radio or television.

b. Speaking

Speaking skill is the most important aspect in learning a second language or a foreign language. In addition, the success of language learning is measured by the ability shown in conversation in the target language. Speaking skill is an interactive process of constructing meaning which includes generating, receiving, processing and using both verbal and nonverbal components. On the other hand, as an oral ability, speaking skills are related to meaning and the use of active language to express intentions so that other people can understand it. Thus, speaking skills emphasize the use of language interactively to make sense of what is being said. In addition, speaking skills also pay attention to the formation of meaning which includes both verbal and non-verbal symbols through the interaction process.

c. Reading

Reading skill is one of the writing skills which is receptive in nature and can be developed separately, apart from listening and speaking skills. However, in societies that have developed literacy traditions, it is not uncommon for reading skills to be developed in an integrated manner with listening and speaking skills.

d. Writing (Writing)

Writing is a productive language skill and the most difficult among the other three types of language skills. This is due to writing activities not

only assembling words or sentences but developing and expressing ideas or ideas in an orderly sentence structure.

In addition, there are three elements of language that play an important role in supports the four skills, namely pronunciation (pronunciation), vocabulary (vocabulary), and grammar (language structure). To achieve optimal English language skills, professional language instructors are needed to produce quality students. In addition, mastery of the material and practice must be given in a balanced portion. However, to realize the ideal language class is not easy. In addition to having sufficient mastery of the material, a language teacher should know the level of mastery of each student's language. If all conditions are generalized, it will be difficult to achieve the expected learning objectives. Because basically every student has different characteristics including learning techniques and the portion of absorption of subject matter such as the concept of multiple intelligence.[21]

In the process of learning English, a student certainly has experience a barrier in learning. These obstacles can arise less than the maximum student learning outcomes. At school, students are taught that English is an international language. to learn this language requires constant practice and patience. the good feeling that exists among students is that it is not possible to achieve fluency or mastery of the English language. This tendency makes students reluctant to learn a new language like English. because most students are first generation learners, how can students get to know a foreign language related to English without

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[21] Stanford, P. Multiple intelligence for every classroom. Intervention in school and clinic, 39(2), 80-85. Peranan Bahasa Inggris.

guidance from their parents and others, even though students are studying English, they are not able to produce a single sentence without grammatical errors in English. the reason put forward for this is that they study the subjects from the examination system in such a way as to make students memorize rather than test their analytical and creative skills. In this process, they memorize the lesson and reproduce it in the exam room and forget it the same day. students learn basic grammar at school and are not exposed to real-life situations. Application-oriented advanced grammar is not taught in schools.

There are several things that make students feel difficult in English language skills. For example, difficulties that are often encountered in speaking skills are usually caused by a lack of vocabulary mastery so that students will find it difficult to start a conversation in English. In addition, their lack of knowledge about how to pronounce words in English also often makes them hesitate to speak English. Finally, what makes students most difficult to speak English is their limited knowledge of grammar.

Meanwhile, in listening skills, students find it difficult to understand what they hear from native speakers. This is also due to native speakers' conversations which they consider too fast. Meanwhile, in understanding the conversation or discussion content, they find it difficult due to limited vocabulary so they find it difficult to interpret every word that comes out of the native speakers themselves, plus they don't have time if they have to open a dictionary.

It's different in writing skills, they don't find it too difficult compared to speaking and listening. This is because when they are asked to write a piece of writing in English, usually they will get an example or illustration so they can

follow the written structure that has been exemplified. Apart from that, they can also open a dictionary or other tools to translate from English to Indonesian or vice versa. Nevertheless, students also admit to having difficulty writing in English. The difficulty they often experience is in grammar. As it is known that when writing English, it cannot be separated from the ability to write using grammar that is in accordance with what has been determined. While on the elements of pronunciation and vocabulary they did not face too much difficulty in writing English skills.

Finally, in reading skills, they admit that they face fewer difficulties when compared to the previous three skills. This is because in reading skills, they are only required to understand the contents of the reading. Unlike other skills, in reading skills, students do not have to know how to pronounce a word in English. They are only required to know the meaning of the reading so that the intent of the reading can be known. Even so, it cannot be denied that in reading skills, students also often face difficulties. Even though they can open the dictionary to understand a word in English whose meaning is unknown, they still have difficulty understanding the meaning of the text as a whole. This is because even though they have interpreted all the words in English that they do not understand, their understanding of a text is sometimes different from the meaning of the text itself. Thus, they also continue to face difficulties in reading skills (reading).[22]

The difficulties faced by English learners will certainly encourage English teachers to pay more attention to students. With careful preparation and

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[22] Puspitaloka, Nina. & Tresna Wahyuna, Yuna., Kesulitan-Kesulitan Yang Dihadapi Mahasiswa Piaud Dalam Pembelajaran Bahasa Inggris. AWLADY: Jurnal Pendidikan Anak, Vol. 4, No. 2, September 2018

knowledge of the difficulties faced by students, teachers can improve the quality of learning so that students have the expected abilities in English. Based on the concepts that have been described, it can be seen that there are many difficulties faced by English learners. Thus, author interested in examining more deeply the extent of the difficulties faced by students in learning English.

C. Conceptual Framework

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            ┌─────────────────┐
            │    STUDENTS     │
            └─────────────────┘
                     │
                     ▼
          ┌──────────────────────┐
          │  LEARNING DIFFICULTY │
          └──────────────────────┘
                     │
          ┌──────────┴───────────┐
          │                      │
┌──────────────────┐   ┌──────────────────┐
│ INTERNAL FACTORS │   │ EXTERNAL FACTORS │
└──────────────────┘   └──────────────────┘
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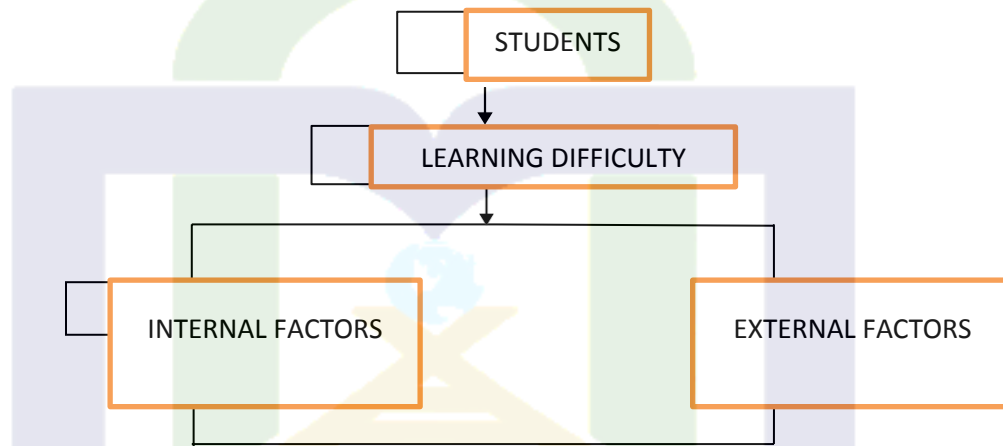
Students' learning difficulties in understanding the subject matter can be identified during the teaching and learning process. Students who are said to have learning difficulties can be seen from poor learning outcomes. This poor score may be because students have learning difficulties or it may be because students are not ready to face learning. Students who have difficulties can be seen from internal and external factors in the learning process, then from there the teacher provides solutions or efforts to overcome learning difficulties in students. Efforts or problem solving to overcome learning difficulties in students include providing repairs or remedial, enrichment programs, individual teaching and so on. From the efforts made by the teacher to solve problems in learning difficulties, student achievement will increase in accordance with the desired expectations.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research design

The researcher here uses a qualitative descriptive approach which aims to describe students' difficulties in learing English subjects by describing the facts and data obtained from data sources. Furthermore, the data will be analyzed with students' difficulties in learning English subjects and the factors that influence it in students of SMP Negeri 2 Tellu Limpoe, Sidrap Regency. The subjects of this study were students of class VIII.1 who had difficulties in learning English. In this case, the researcher wants to know the difficulties in learning English subjects and what factors influence learning difficulties in students.

B. Location and Time of the Research

In carrying out this research, the researchers took the research location at SMP Negeri 2 Tellu Limpoe, which is located on Jl. Pemukiman, Sidenreng, Rappang Regency. The reason for choosing this school was to do research:

a. Because there is a problem with learning difficulties, namely the low learning achievement of class VIII students in English subjects
b. Availability of data needed in this study
c. The school has never been used for similar research, thus avoiding the possibility of repeated research

This research was carried out starting from the approval of the preparation of the proposal until the completion of the preparation of the report in the form of a thesis.

C. Subject of the Research

The research subjects used as research informants were class VIII.1 students, totaling 19 students. The results of interviews with several students of class VIII.1 obtained information that almost all students in the class had difficulty learning English. The informants in this study were limited, considering the objectives to be achieved in this study were based on the consideration that the informants were considered capable of providing valid, accurate, and reliable data regarding students' learning difficulties in learning English in class VIII. 1 at SMP Negeri 2 Tellu Limpoe

In this study, researchers will use a purpose sampling technique. according to Suharsini Arikunto "The purpose of the sample is to take the subject, not based on strata, random, or regional but based on certain goals". The objective sample is the sample taken not emphasized on the amount, but emphasized on the quality of understanding the problem under study.[23]

D. Instrument of the Research

1. Observation

   Observation is a systematic process that records the actual behavior of people, objects, and events that occur. This observation method is also known as the primary data collection method which is carried out through the process of recording the behavior of the subject (person), object (object), or systematic event without any questions or communication with the individual being studied.

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[23]Arikunto, Suharsimi. (2013). *Research Procedure A Practical Approach*. Jakarta : PT Rineka Cipta.

[24] Observations in this study were observations of class VIII.1 students. These observations were made during learning. Observations made are passive participation observations. Researchers are not directly involved and only as observers. Researchers recorded, analyzed, and made conclusions about students' learning difficulties in learning English for class VIII.1. The instrument used by the researcher was an observation sheet.

2. Interview

What is very important in qualitative research is in the form of humans who are in a position as resource persons or informants. To collect information from these data sources, interview techniques are needed. according to Lexy. J. Moleong, "interviews are conversations carried out with a specific purpose and carried out by two parties, namely researchers who ask questions and informants who provide answers". In this study, the researcher as the interviewer used a structured interview technique where the main questions were structured in a structured manner, and the outline and outline were made before being in the research field so that what was given was more focused.[25]

3. Documentation

Collecting data by means of interviews and observations is not enough to get the necessary data. For this reason, researchers also use documentation techniques. This technique is used to obtain data from existing archives and documents. Documentation is an attempt to provide an overview of how

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[24]Sugiarto, *Business research methodology* (Yogyakarta: Printing CV. ANDI OFFSET, 2017), p.187.

[25]Moleong, LJ 2010. *Qualitative Research Methodology*. Bandung: PT Pemuda Rosdakarya.

descriptive qualitative research is conducted. The data generated from this activity are in the form of pictures or photos of learning activities.

E. Technique of Data Analysis

The steps in data analysis used in this study follow interactive analysis techniques. Mathew and A. Michel Huberman stated that, "data flow analysis technique consists of three streams of activities that occur simultaneously, namely data reduction, data presentation and conclusion drawing or verification". [26]So between presenting data reduction and drawing conclusions or verification is done before, during, and after data collection in parallel to build a strong analysis.

Next, the researcher moved between data reduction activities, data presentation, and drawing conclusions. The activities are as follows:

a. Data Collection

This first part is one of the main points in conducting qualitative research. collecting data means collecting all related and supported information. The material of this research includes: observation and interviews. Observation is a technique of collecting data by conducting proper research, systematically recording events in the field. interview guidelines can be seen in the appendix. In conducting interviews, both Indonesian and English are used in accordance with the wishes of the interview.

b. Data Display

After performing data reduction or data analysis, the next step is to display the data. In qualitative research, data presentation can be done in the form of

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[26]A. Michael Huberman, and Matthew B. Miles. Qualitative data analysis Trans. Tjejep Rohidi. Jakarta: UI Press, 1992.

brief explanations, charts, relationships between categories, and flow charts. Miles and Huberman state that a common way of presenting data in qualitative research is in the form of narrative.

c. Conclusion

The final step in analyzing qualitative research based on Miles and Huberman is drawing conclusions and verification. This research can answer previous research questions or not because it is still temporary and will be developed during the research. Conclusions in qualitative research are based on new findings. the verification process will be carried out with the assistance of research subjects and experts.[27]

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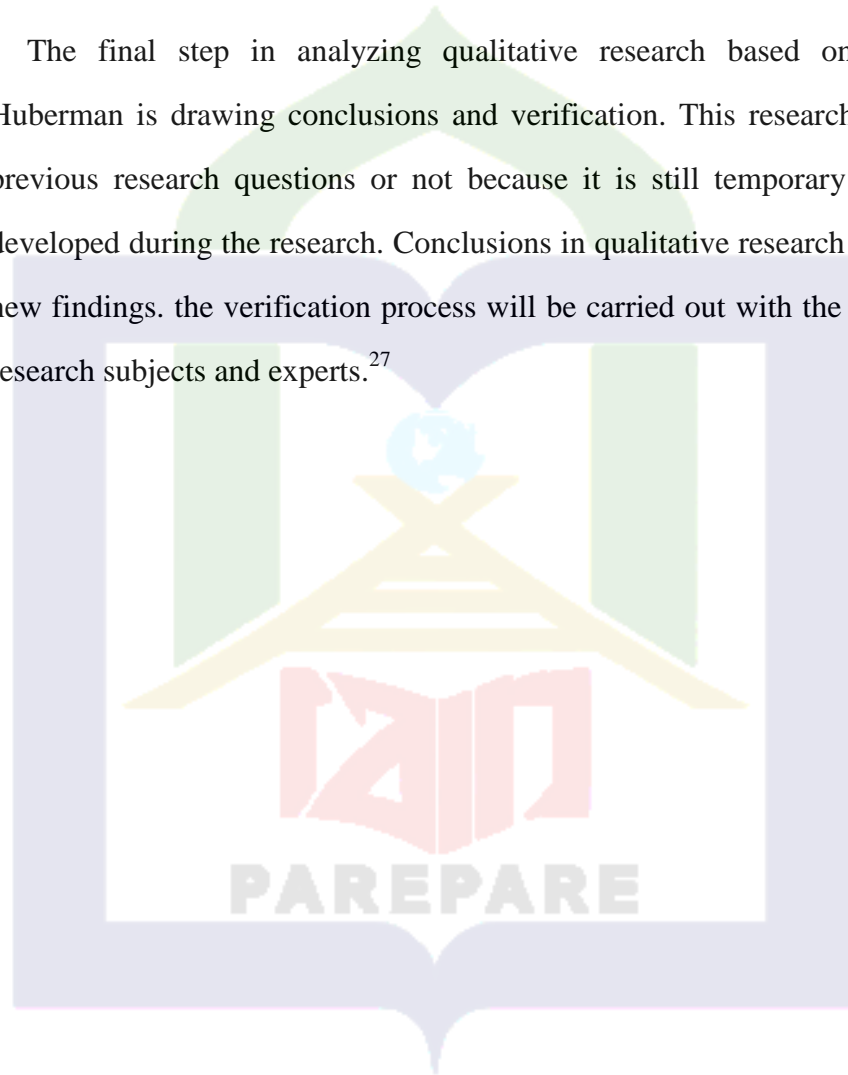
[27] Sukardi, *Metode Penelitian Pendidikan*, (Cet XI; Jakarta: PT Bumi Aksara, 2004)

CHAPTER IV

FINDING AND DISCUSSION

A. Description of Location

SMP Negeri 2 Tellu Limpoe is an educational unit with a junior high school level having its address at Jl. Pemukian, Massepe, Tellu Limpoe District, Sidenreng Rappang Regency, South Sulawesi Province, with postal code 91671. The current principal of SMP Negeri 2 Tellu Limpoe is Drs. H. Sahibu, M.Pd. In carrying out its activities, Tellu Limpoe 2 public junior high schools are under the auspices of the Ministry of Education and Culture. If you want to ask questions or contact SMP Negeri 2 Tellu Limpoe directly, you can use several media. if you want to send an electronic letter (email), it can be sent to www.smpn2tl.sidrap@gmail.com. SMP Negeri 2 Tellu Limpoe has accreditation B, based on certificate 160/SK/BAP-SM/XI/2017. to assist teaching and learning activities, the source of electricity used is from PLN. The lessons were carried out in the morning for six days.

B. Findings

This chapter is the result of research related to research questions, the researcher explains the findings based on the research questions. The first research question is to find out the difficulties that students face in the process of learning English in the classroom and the second research question is about the factors that cause students to have difficulty learning English in the classroom.

Several stages carried out by the researcher were observation, interviews and documentation. In the first stage the researcher made observations at school, especially in the classroom when the teacher was carrying out the teaching and learning process of English subjects. Then the second stage is interviews conducted

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directly to students related to the factors that cause them difficulties in learning English. The last stage is the documentation carried out by the researcher.

1. Data Finding of the Observation

Observation of students in teaching and learning activities in this study was conducted on july 28. The first step in this study is to observe the researcher arrives at the class, then makes observation when the teaching and learning process in the classroom is taking place by referring to the following observation sheet.

NO	Aspect to Observation	Implementation	
		Yes	No
1.	Students show a happy attitude in English learning	✓	
2.	Students understand the material in learning English		✓
3.	Students pay attention in English Learning	✓	
4.	Students slow processing something		✓
5.	Students are responsible for English Learning		✓
6.	Students have interest in English Learning		✓
7.	Student have confidence in English Learning		✓
8.	Students work together with friends in	✓	

	English Learning		
9.	Students have motivation in English Learning		✓
10.	Clear intonation when the teacher explains	✓	
11.	Students low learning outcomes	✓	
12.	Unreasonable attitude when learning English	✓	
13.	Good relationship between students and teachers	✓	
14.	Good relationship with classmates	✓	
15.	Students utilize what has been learned		✓

In the process of learning English that is carried out, namely from the process of planning, implementing, closing. Planning is the teacher prepare media and material before implementing the learning process in class, then proceed with implementation, the teacher starts the learning process in class by starting with greetings and then students answer these greetings by showing happy feelings, then the teacher starts checking student attendance to enter the material, while the teacher explains the material some students concentrate to understand the material provided by the teacher and some students do not concentrate enough, after the teacher explains all the material provided, then the teacher gives directions to students to do the task at the same time but there are some students who still do not understand the directions given by the teacher so that students ask again

regarding the teacher's direction then the teacher explains the assignment given, after giving the assignment by the teacher, students then work on the task that has been given until the learning time is almost over, before the English learning time ends the teacher checks the assignment that has just been given to students but only a few the person who completes the task even though it is not entirely correct. After checking student assignments to end the learning process the teacher gives additional assignments to students to do at home and collect them at school further learning process. This is proven in the observations that have been made in the process of learning English in class viii.i.

2. Data Finding of Interviews

The writer would present the data of interviews which consist of second questions, the data will be presented as follows:

a. Student's difficulties in learning english

1) Speaking

From the results of the interviews it was stated that in general students experienced difficulties in pronouncing. In general, the dominant difficulty experienced by students is how to pronounce a foreign language, students experience confusion with how to pronounce it. Because in English, the pronunciation and writing are very different. It describes by the students' statement below :

> *" Pengucapannya kak, paling sulit karna lain tulisannya lain juga bacanya"*
>
> *" Menurut saya kak hal yang paling sulit dalam belajar bahasa inggris adalah pengucapannya, karna dalam bahasa inggris dibedakan antara penulisan dengan pengucapan. Sehingga pada*

> *saat disuruh berbahasa inggris di kelas saya sering menolak karna saya takut membuat kesalahan dan akan ditertawakan oleh teman."*
>
> *"Saat berbahasa inggris kak, ada banyak kata-kata yang pengucapannya hampir sama dan sulit untuk membedakannya.*

2) Listening

From the results of the interviews it was stated that students experienced difficulties in understanding English. the difficulties experienced by students were not understanding what was explained by the teacher when using full English to explain the material. students cannot control the speed of the teacher's speech before they understand what is being conveyed. Limited vocabulary that students have makes them unable to understand what is conveyed. This is explained through student statements below:

> *" Kesulitan memahami bahasanya kak, pada saat guru menjelaskan materi terlalu cepat dengan menggunakan full english saya hanya terdiam dan tidak memahami apa yang dijelaskan. Meskipun terkadang guru sudah mencampurkan ke bahasa indonesia namun tetap saja saya tidak mengerti".*
>
> *" Pada saat mengajar guru kadang terlalu cepat menjelaskan kak"*
>
> *"bingung kak ketika gurunya menjelaskan panjang lebar, dalam hati apa je roh nabilang ibu"*
>
> *" Pada saat guru menjelaskan saya mencoba untuk mengartikan setiap kata yang di ucapkan, namun karna kurangnya kosa kata yang saya miliki maka saya tidak bisa sepenuhnya mengartikan penjelasan tersebut".*

3) Writing

Based on the results of the interviews students argue that writing skills are also the most difficult thing in English. students find difficulties in writing translating a sentence using a dictionary where there are words whose positions are reversed so that they become perfect sentences and also find it difficult to write sentences . This is explained through student statements below:

> *"Kalau saya kak tulisannya yang paling susah kak karna haruspi ditulis satu satu supaya tidak salah"*

> "*Ketika belajar bahasa inggris kita sering disuruh menerjemahkan bahasa inggris ke bahasa indonesia dengan menggunakan kamus, kemudian pada saat menerjemahkan kak ada kata yang penulisan posisinya dibalik-balik sehingga menghasilkan kalimat yang sempurna dan bisa dipahami maksudnya. Begitupun sebaliknya ketika disuruh menuliskan kalimat bahasa indonesia ke bahasa inggris tidak sembarang menerjemahkan. Dan saya pikir itu hal yang sulit."*

> "*Saya sering kesulitan dalah hal penulisannya kak, karna ketika disuruh membuat kalimat saya harus benar-benar fokus agar tidak membuat kesalahan. Guru pernah berkata bahwa satu huruf lebih atau kurang dalam menuliskan kata dalam bahasa inggris akan memiliki arti yang berbeda."*

4) Reading

From the results of the interviews it was stated that students experienced difficulties in reading English text. the difficulties experienced by students were not reading text when teacher give assignment. This is explained through student statements below:

> *"Cara bacanya juga sulit kak, seperti intonasinya"*

"Bacaannya kak, kalau disuruh baca yang di ada di buku paket haruspi dulu di dengar ibu yang baca duluan baru di ikutimi supaya tidak salah baca"

"Saya paling takut kalau disuruh membaca kak"

Based on the results that have been presented, it can be concluded that the difficulties faced by eighth graders of SMPN 2 Tellu Limpoe in learning English are broadly influenced by the level of student mastery in language skills such as speaking, listening, writing, reading and language components such as vocabulary, grammar , and pronunciation. This can be seen from the opinions of students who stated that speaking is the most difficult language skill. The factors that influence these difficulties are due to the lack of English vocabulary they master, the lack of understanding of the structure of the language good and correct English, and the lack of practical use of English in everyday life.

b. Factors that cause student learning difficulties

Student learning difficulties in mastering English can be caused by various factors, namely internal factors and external factors. Muhibbin Syah describes the factors that cause learning difficulties which can be categorized into two types, namely:

1) Internal factors, namely things or conditions that arise from within the student alone. The internal factors of these students include distractions or lack of students' psycho-physical abilities, namely:

a) Cognitive (creative realm), such as low intellectual capacity of students which includes memory and understanding. This is explained through student statements below:

> *"Gampang lupa kak"*
>
> *"Pada saat ditanya tentang materi pelejaran sebelumnya saya kesulitan mengingatnya karna bahasa inggris susah dipahami sehingga saya mudah lupa"*
>
> *"Jujur kak saya orangnya pelupa, apalagi bahasa inggris itu sulit jadi saya sering kebingungan"*
>
> *"Ketika belajar bahasa inggris, saya akan selalu meminta dan bertanya kepada guru arti dari kata bahasa inggris yang dijelaskan"*
>
> *"Saya akan kesulitan mehamami materi pembelajaran jika guru menjelaskan hanya sekali"*
>
> *"Kalau najelaskan ulangki guru kak biasa dipahami tapi kalau selesaimi jam pelajarannya di lupami"*
>
> *"Kalau betul-betul di perhatikan kak yah pasti paham tapi itusi lagi kalau cepat di lupa juga"*
>
> *"Kalau bahasa inggris kak cepat paham dan cepat lupa, tapi kalau mata pelajaran lain seperti matematika saya lebih paham kak"*

from the data that has been obtained so that the researcher can conclude that class VIII.1 students of SMP Negeri 2 Tellu Limpoe have difficulty learning English caused by internal factors from the cognitive aspect.

b) Affective (the realm of taste), among others, such as interest, the instability of attitudes and emotions, the process of acceptance, respond and appreciate. This is explained through student statements below :

> *"Saya tidak begitu tertarik dengan bahasa inggris kak karna sangat sulit untuk dipelajari"*
>
> *"Hm tidak kak"*
>
> *"Kayak tidak ada motivasi untuk belajar mungkin karna sulit kak"*
>
> *"Saya tidak percaya diri kak untuk belajar bahasa inggris karna pada saat kita mulai untuk belajar berbicara bahasa inggris, kadang teman-teman menganggap bahwa kita sok inggris dan mulai mengolok-ngolok"*
>
> *"Kalau untuk sekarang kak saya tidak terlalu mementingkan bahasa inggris untuk digunakan karna dalam kehidupan sehari-hari bahasa tersebut tidak digunakan"*
>
> *"Saat belajar bahasa inggris kak saya lebih memilih diam daripada salah mengucapkan kata atau kalimat"*
>
> *"Begini kak, kan kita belajar bahasa inggris itu hanya di sekolah saja dan waktunya pun hanya 1 jam lebih, jadi menurut saya kita tidak punya waktu untuk mendalami bahasa inggris"*

from the data that has been obtained so that the researcher can conclude that class VIII.1 students of SMP Negeri 2 Tellu Limpoe have difficulty learning English caused by internal factors from the afective aspect.

c) Psychomotor (intentional realm), among others such as impaired visual and sensory hearing organs (eyes and ears). This is explained through student statements below:

> *"Tidak kak, saya bisa melihat dan mendengar dengan jelas"*
>
> *"Saya memiliki alat indera pendengar dan penglihatan yang baik"*
>
> *"Alhamdulillah semuanya baik-baik saja kak"*
>
> *"Aman kak"*

> *"Meskipun saya duduk paling belakang kak saya bisa melihat tulisan di papan tulis dengan jelas dan mendengarkan guru dengan baik"*

from the data that has been obtained so that the researcher can conclude that class VIII.1 students of SMP Negeri 2 Tellu Limpoe no have difficulty learning English caused by internal factors from the Psychomotor aspect.

2) External Factor

External factors that affect students experience the difficulty in learning English is an environment where there is a lack of support for using English at home such as a lack of attention from parents and the teacher's teaching methods do not attract students' attention so students feel bored. This is explained through student statements below:

a) Family Environment

For example attention towards children, the disharmony of the relationship between father and mother, and the low economic life of the family. This is explained through student statements below:

> *"Hubungan saya dengan orang tua sangat baik kak, tapi kalau masalah belajar mereka tidak terlalu memperhatikan"*

> *"Orang tua tidak pernah menyuruh belajar kak, makanya saya jarang belajar dirumah"*

> *"Orang tua kadang menyuruh belajar jika mengetahui akan ada ulangan di sekolah"*

> *"Saya dengan orang tua baik kok kak, ketika saya memperlihatkan hasil ulangan yang rendah mereka hanya tersenyum dan menyuruh untuk lebih rajin belajar"*

> *"Baik kak, mereka selalu menyuruh untuk rajin ke sekolah tapi jarang memperhatikan masalah pelajaran"*

> *"Orang tua saya biasa-biasa saja ketika saya mendapatkan nilai yang rendah"*

> *"Orang tua saya tidak pernah bertanya tentang hasil ulangan saya kak"*

> *"Jarang kak, mereka kadang sibuk sendiri jadi tidak terlalu memperhatikan"*

> *"Kadang-kadang kak kalau main hp teruska biasa ditegur untuk belajar"*

from the data that has been obtained so that the researcher can conclude that class VIII.1 students of SMP Negeri 2 Tellu Limpoe have difficulty learning English caused by external factors from the family environment aspect.

b) School Environment

Like how to teacher teach the material, poor condition and location of school buildings, teacher conditions and supportive learning media. This is explained through student statements below:

> *"Ya begitu ji kak seperti menjelaskan terus menerus dan langsung kasi tugas"*

> *"Cara mengajar guru baik tapi metode yang digunakan hanya itu saja seperti menjelaskan terus menerus"*

> *" Menurut saya tidak ada hal yang menarik ketika kita belajar bahasa inggris "*

> *"Pembelajaran bahasa inggris kurang menyenangkan kak"*

> *"Bosan kak apalagi selalu berpatokan pada buku paket. Bagusnya kalau ada pembelajaran kayak nonton kak"*

> *"Guru selalu berpatokan pada buku paket"*

> *"Menurut saya kak, bagusnya kalau kita belajar itu harus dibarengi dengan game supaya kita tidak merasa bosan di kelas tapi guru hanya memberikan tugas untuk berdialog dengan teman menurut saya kak itu tidak terlalu menarik"*

> *"Guru bahasa inggris kurang tegas kak menurut saya, ketika kita diberikan tugas untuk mengerjakan hari itu namun ada yang belum selesai maka akan diperiksa minggu depan jadi ada kemungkinan kalau teman yang belum selesai itu akan mencontek kepada teman yang sudah selesai"*

> *"Selama ini kak kita hanya belajar dengan menggunakan buku paket"*

> *"Mennjelaskan apa yang ada di buku paket kemudian memberikan tugas juga yang ada di buku paket"*

> *"Menurut saya kak lokasi sekolahnya terlalu pedalaman tidak ada angkutan umum yang masuk mengantar sehingga kita yang jalan kaki sering terlambat masuk kelas"*

> *"Lokasi sekolahnya jauh masuk kedalam kak"*

from the data that has been obtained so that the researcher can conclude that class VIII.1 students of SMP Negeri 2 Tellu Limpoe have difficulty learning English caused by external factors from the school environment aspect.

c) Community environment

Which includes student activities in the community, neighbor and social friends. This is explained through student statements below:

> *"Hubungan saya dengan orang-orang di lingkungan tempat tinggal saya baik kak "*

> *"Tetangga saya baik semua kak"*

> *"Saya punya tetangga yang sekolah disini juga jadi ada teman untuk belajar bersama"*

> *"Alhamdulillah baik semua kak"*

from the data that has been obtained so that the researcher can conclude that class VIII.1 students of SMP Negeri 2 Tellu Limpoe no have difficulty learning English caused by external factors from the community environment aspect.

This shows that motivation and interest in learning English are significant influencing factors in learning English. students will have high motivation and interest if they have awareness and main goals in learning English. Conversely, students will have low motivation and interest if they do not have the main awareness and purpose in learning English. then the method used by the teacher in teaching is also a factor causing students to have difficulty l earning English. The lack of attention from parents at home also makes students lazy to study.

C. Discussion

In the findings of this study, researchers can analyze the information collected in the field according to the formulation of the problem then link it with the existing theory. Every students wants each of their learning outcomes to get good or satisfactory grades for all subject taught at school. It is impossible to happen if not with diligent study, every individual has differences that have been brought from birth. These differences include talents,interest, personality, attitudes, study habits, intelligence levels and so on. Unsatisfactory learning achievment can be an indication of students experiencing learning difficulties. Students learning outcomes are strongly influenced by what is learned, how the subject matter is studied and the factors that influence the learning process, including the situation and condition of the class which is not conductive. It can be seen from the way students receive the material,

some of them, less active, ignorant, lazy and do not pay attention when the teacher is teaching in class.

1. The Types of Students' Difficulties In Learning English

   It can be seen that the result of the research are accordance with the existing theoritical srtudies as proposed by Mulyono Abraham :

1. Developmental learning difficulties

   In general less known by parents and students, due to the absence of a systematic estimate on academic. That is the main skill mastered rather than academic.

2. Academic learning difficulties

   Namely problems faced in learning processes such as reading, writing, speaking or listen. This difficulty is known if the child fails to show either or some abilities in the academic field.

The result of the research that has been done regarding the types of learning difficulties experienced by the eight grade students of SMP Negeri 2 Tellu Limpoe are in Academic learning difficulties :

1. Speaking

   The dominant difficulty experienced by students is how to pronounce a foreign language, students experience confusion with how to pronounce it. Because in English, the pronunciation and writing are very different.

2. Listening

   The difficulties experienced by students were not understanding what was explained by the teacher when using full English to explain the

material. students cannot control the speed of the teacher's speech before they understand what is being conveyed.

3. Writing

That writing skills are also the most difficult thing in English. students find difficulties in writing translating a sentence using a dictionary where there are words whose positions are reversed so that they become perfect sentences and also find it difficult to write sentences.

The researcher assumes that there are some difficulties in learning English for students, such as difficulties in pronouncing English words. In fact, almost all students still experience difficulties because many English words are written with very different pronunciations . then in interpreting or translating English words students usually use a dictionary for some words that are not yet the meaning of the word is known, but when translating sentences using a dictionary, students find it very difficult because when interpreting word for word, the translation of the sentence will be confusing for them. In English speaking and listening skills students are still lacking because when asked to speak English they are embarrassed due to the lack of vocabulary they have, and when the teacher explains they don't understand.

After knowing the types of difficulties experienced by students in learning English, the researchers also discussed the factors that caused students' difficulties in learning English.

2. Factors that cause students difficulties in learning English

As for the result of the research in accordance with the existing theoritical studies as stated by Muhibbin Syah :

Student learning difficulties in mastering English can be caused by various factors, namely internal factors and external factors.

1) Student Internal Factor

The internal factors of these students include distractions or lack of students' psycho-physical abilities, namely:

a) Cognitive (creative realm), such as low intellectual capacity of students which includes memorization, memory, and understanding.

b) Affective (the realm of taste), among others, such as interest, the instability of attitudes and emotions, the process of acceptance, respond and appreciate.

c) Psychomotor (intentional realm), among others such as impaired visual and sensory organs hearing (eyes and ears).

2) Student external factors, namely things or circumstances that come from outside the student self include all situations and environmental conditions hat do not support student learning activities.

a) Family environment, for example attention against children, disharmony relationship between father and mother, and low family economic life.

b) Community environment, for example: region village or urban, friends play and socializing.

c) School environment, for example: how to teach teachers, poor condition and location of school buildings such as near the market, the condition of teachers and the media less supportive learning.

The result of research that have been carried out regarding the factors of learning difficulties in english learning by students of class viii.i at SMP Negeri 2 Tellu Limpoe are distinguished due tot two factors, namely :

1. Internal Factor

a. Cognitive

Such as low intellectual capacity of students which includes memory and understanding. In the form of memorization skill,

lack of mastery of the material and wrong study habits. Some students are less able to memorize and find it difficult to understand the material presented by the teacher. There are also students who have bad habits in studying such as only studying when there will be exams and also rarely taking notes on subject matter.

b. Affective

Such as interest, the instability of attitudes and emotions, the process of acceptance, respond and appreciate. The presence of insecurity in learning, lack of interest in lessons, less focus on lerning. Some students feel normal when taking english lessons in class, their feel safe and are not disturbed by other things but will feel bored quickly when the teacher only explains the material.

2. External Factor

c. Family Environment

The factor causes learning difficulties from the family environment is the lack of parental attention when children study. Some parent pay attention and monitor their children studying at home when they know there will be exams, but there are also parents who do not monitor their children because these children rerely study at home.

d. School Environment

Such as how to teacher teach the material, teacher only explain the material without any reciprocity so that students get bored quickly. Teaching methods that are not in accordance with the wishes and needs of students, so the student responses when the learning process takes place are more ignorant, lazy, do not pay attention to the teacher's explanation.

Factors that influence student learning difficulties include internal factors and external factors. Internal factors that can affect students' learning difficulties include a lack of interest and motivation in English. while external factors include family

factors and school factors. Both of these factors can affect students' learning difficulties either directly or indirectly.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the findings of the research analysis and discussion that has been described, it can be concluded that:

1. Research subject showed students' difficulty in learning English in four skills namely Speaking, Listening, Writing and Reading. Such as :
   a. Difficulty in Pronunciation
   b. Difficulty in Understanding the Language
   c. Difficulty in Writing and Reading the text
   d. Difficulty in Translation

2. The causes of student having difficulties in learning English consist of:
   a. Internal factors such as, Cognitive Aspect and Affective Aspect
   b. External Factors such as, Family Environment, School Environment and Community Environment

B. Suggestion

This research is expected to provide suggestion for improving the quality of education, especially for prospective English teachers. Suggestion that can be given include :

1. For Students
   a. Students should not consider English as a difficult subject so that there is an interest in learning it
   b. Students do more practice with friends and ask the teacher or friends if they have difficulties or don't understand the material presented
2. For Teachers
   a. Teachers are expected to always provide motivation to students so that students have attention and interest in learning English subject
   b. Teacher are expected to be able to choose learning methods and approaches that invlove students in a way that students can remember and practice English.

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APPENDICES

Appendix 1

Observation Protocol

Date / Time : 28 July 2022 / 11.20 – 12.40

Place : Class of VIII.1 SMPN 2 Tellu Limpoe

Observation : English Learning Process

Observer : Nur Alviah

NO	Aspect to Observation	Implementation	
		Yes	No
1.	Students show a happy attitude in English learning	✓	
2.	Students understand the material in learning English		✓
3.	Students pay attention in English Learning	✓	
4.	Students slow processing something		✓
5.	Students are responsible for English Learning		✓
6.	Students have interest in English Learning		✓
7.	Student have confidence in English Learning		✓
8.	Students work together with friends in English Learning	✓	
9.	Students have motivation in English Learning		✓

10.	Clear intonation when the teacher explains	✓	
11.	Students low learning outcomes	✓	
12.	Unreasonable attitude when learning English	✓	
13.	Good relationship between students and teachers	✓	
14.	Good relationship with classmates	✓	
15.	Students utilize what has been learned		✓

Appendix 2

Research Instrument

	KEMENTRIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI (IAIN)PAREPARE
	FAKULTAS TARBIYAH
	Jl.Amal Bakti No.8 Soreang 911331 Telepon (0421) 21307, Faksimile (0421)2404 website: www.iainpare.ac.id, email: mail@iainpare.ac.id
	INSTRUMEN PENELITIAN SKRIPSI

The researcher will use interview to gain the information about Students' Difficulties in Learning English and Factors that Causes Students' Difficulties in Learning English at the Second Grade of SMPN 2 Tellu Limpoe Kab. Sidrap

NAMA MAHASISWA   : NUR ALVIAH

NIM   : 18.1300.128

FAKULTAS/PRODI   : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL   : ANALYSIS OF STUDENTS' DIFFICULTIES IN

LEARNING ENGLISH AT THE SECOND GRADE

OF SMPN 2 TELLU LIMPOE KAB. SIDRAP

Students will answer the question with their own words and there is no alternative answer from the researcher. The question might be expanded related to the students's answer in order to find the aim of this research.

Interview Items

No	Indicators of Interview Items	Questions Items
1	The Types of Difficulties in Learning English	1. In your opinion, is English difficult to learn ?
		2. What difficulties make it difficult for you to learn English
2	Factor that Causes Students' Difficulties in Learning English	3. How is your memory and understanding when learning English? Is it good?
		4. Are you interested in learning English ?
		5. Are you confident when learing English ?
		6. Do you have hearing or vision problems ?
		7. Do your parent or family at home pay attention to your lesson at home ?
		8.What is the learning method applied by the teacher in the process of learning English ?
		9. What do you think about the location of your school ?
		10. How is your relationship with the environment in which you live ?

Interview Result

NAMA   : ALKA

NIS   : 21003

Narasumber   : In your Opinion, is English difficult to learn ?

                     (Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : ya sulit kak

Narasumber   : What difficulties make it difficult for you to learn English ?

                     (Kesulitan seperti apa yang membuat anda kesulitan belajar

                     bahasa inggris?)

Responden   : ……

Narasumber   : ee begini kenapaki bisa bilang bahasa inggris itu sulit, apanya

                     yang sulit menurut ta ?

Responden   : ee banyak kak

Narasumber   : Apa-apa mi itu ?

Responden   : Pengucapannya kak, paling sulit itu. Ee terus anu juga kak

                     lain tulisannya lain juga bacanya hehe

Narasumber   : ya terus apa lagi ?

Responden   : ee karna bahasanya memang sulit dimengerti kak

Narasumber   : How is your memory and understanding when learning

                     English? Is it good ?

                     (Bagaimana daya ingat dan pemahaman anda ketika belajar

bahasa inggris?)

Responden	: …..
Narasumber	: begini dek kalau misalnya belajarki bahasa inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah paham ketika menjelaskan guru ta ?
Responden	: Jujur kak saya orangnya pelupa, apalagi bahasa inggris itu sulit dimengerti jadi saya sering kebingungan kak
Narasumber	: berarti masih rendah daya ingat ta dih
Responden	: hehe iyye kak
Narasumber	: are you interested in learning English ? (Apakah anda tertarik dengan bahasa inggris)
Responden	: hemmm nda kak
Narasumber	: Are you confident when learing English ? (Apakah anda percaya diri ketika belajar bahasa inggris)
Responden	: hmm
Narasumber	: Percaya diri jki ga kalau belajarki bahasa inggris atau tidak?
Responden	: aih tidak sedding kak hehe
Narasumber	: Do you have hearing or vision problems ? (Apakah anda memiliki gangguan pendengaran atau penglihatan)
Responden	: Alhamdulillah tidak kak
Narasumber	: Do your parent or family at home pay attention to your lesson at home ?

(Apakah orang tua anda atau keluarga dirumah memperhatikan pelajaran anda di rumah)

Responden   : …..

Narasumber   : ee begini dek, misalkan kalau dirumahki naperhatikan jki ga orang tua ta, nasuruh jki ga belajar kalau malam misalnya

Responden   : ai tidak pernah kak

Narasumber   : okk next. What is the learning method applied by the teacher in the process of learning English ?

(Metode pembelajar apa yang diterapkan guru ketika proses belajar mengejar?)

Responden   : hmmm

Narasumber   : bagaimana caranya guru ta mengajar ?

Responden   : ya begitu ji kak seperti menjelaskan terus menerus dan langsung kasi tugas

Narasumber   : Jadi suka ki ga sama itu caranya guru ta mengajar ?

Responden   : hmm biasa aja kak

Narasumber   : What do you think about the location of your school ?

(Bagaimana pendapat anda tentang lokasi sekolah anda)

Responden   : ….

Narasumber   : kira-kira lokasinya ini sekolah ta menjadi penyebab ga kesulitan ki belajar?

Responden   : hm tidak ji kak karna sejuk dikelilingi oleh kebun hehe

Narasumber   : Ok the last question. . How is your relationship with the

environment in which you live ?

(Bagaimana hubungan anda dengan lingkungan tempat tinggal

anda)

Responden   : alhamdulillah bagus ji kak

Narasumber   : okay thank you

NAMA   : ANDI DEDI PARAMADJENG

NIS   : 21003

Narasumber   : In your Opinion, is English difficult to learn ?

                           (Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : Sulit kak

Narasumber   : What difficulties make it difficult for you to learn English ?

                           (Kesulitan seperti apa yang membuat anda kesulitan belajar

                           bahasa inggris?)

Narasumber   : kenapaki bisa bilang bahasa inggris itu sulit, apanya

                           yang sulit menurut ta ?

Responden   : Menurut saya kak hal yang paling sulit dalam belajar bahasa

                           inggris adalah pengucapannya, karna dalam bahasa inggris

                           dibedakan antara penulisan dengan pengucapan. Sehingga

                           pada saat disuruh berbahasa inggris di kelas saya sering

                           menolak karna saya takut membuat kesalahan dan akan

                           ditertawakan oleh teman.

Narasumber   : How is your memory and understanding when learning

                           English? Is it good ?

                           (Bagaimana daya ingat dan pemahaman anda ketika belajar

                           bahasa inggris?) begini dek kalau misalnya belajarki bahasa

                           inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah

                           paham ketika menjelaskan guru ta ?

XIII

Responden	: gampang lupa kak
Narasumber	: kalau pemahaman ta ketika guru menjelaskan ?
Responden	: kadang paham kak
Narasumber	: are you interested in learning English ?
	(Apakah anda tertarik dengan bahasa inggris)
Responden	: tertarik sih kak tapi sulit aih
Narasumber	: Are you confident when learing English ?
	(Apakah anda percaya diri ketika belajar bahasa inggris)
Responden	: iyye kak percaya diri
Narasumber	: Do you have hearing or vision problems ?
	(Apakah anda memiliki gangguan pendengaran atau
	penglihatan) kalau menulis guru ta dipapan tulis jelas ji ga
	kita lihat ?
Responden	: iyye kak jelas tapi kadang juga tidak jelas kalau kecil sekali
	tulisannya kak hehe
Narasumber	: Do your parent or family at home pay attention to your lesson
	at home ?
	(Apakah orang tua anda atau keluarga dirumah memperhatikan
	pelajaran anda di rumah) naperhatikan jki ga
	orang tua ta belajar dirumah ?
Responden	: jarang kak
Narasumber	: What is the learning method applied by the teacher
	in the process of learning English ?

(Metode pembelajar apa yang diterapkan guru ketika proses

belajar mengejar?)

Narasumber	: bagaimana caranya guru ta mengajar ?
Responden	: Menjelaskan kak apa yang ada di buku paket
Narasumber	: suka ki ga sama itu caranya guru ta mengajar ?
Responden	: yahh maumi diapa kak harus di ikuti
Narasumber	: What do you think about the location of your school ?

(Bagaimana pendapat anda tentang lokasi sekolah anda)

Narasumber	: kira-kira lokasinya ini sekolah ta menjadi penyebab ga

kesulitan ki belajar?

Responden	: tidak ji kak. Tidak ada ji sedding hubungannya
Narasumber	: Ok the last question. . How is your relationship with the

environment in which you live ?

(Bagaimana hubungan anda dengan lingkungan tempat tinggal

anda)

Responden	: baik ji kak
Narasumber	: okay thank you

NAMA   : ARIANI

NIS   : 21004

Narasumber   : In your Opinion, is English difficult to learn ?

                    (Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : Sulit kak

Narasumber   : What difficulties make it difficult for you to learn English ?

                    (Kesulitan seperti apa yang membuat anda kesulitan belajar

                    bahasa inggris?)

Narasumber   : kenapaki bisa bilang bahasa inggris itu sulit, apanya

                    yang sulit menurut ta ?

Responden   : Saat berbahasa inggris kak, ada banyak kata-kata yang

                    pengucapannya hampir sama dan sulit untuk membedakannya

Narasumber   : Terus apanya lagi yang sulit ?

Responden   : tulisannya juga kak

Narasumber   : kenapa tulisannya ?

Responden   : susah kak haruspi ditulis satu satu

Narasumber   : How is your memory and understanding when learning

                    English? Is it good ?

                    (Bagaimana daya ingat dan pemahaman anda ketika belajar

                    bahasa inggris?) begini dek kalau misalnya belajarki bahasa

                    inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah

                    paham ketika menjelaskan guru ta ?

Responden	: kalau najelaskan ulangki guru kak biasa dipahami tapi kalau
	selesaimi jam pelajarannya di lupami hehe
Narasumber	: are you interested in learning English ?
	(Apakah anda tertarik dengan bahasa inggris)
Responden	: hm sedikit kak
Narasumber	: oh sedikit. Are you confident when learing English ?
	(Apakah anda percaya diri ketika belajar bahasa inggris)
Responden	: kurang percaya diri kak
Narasumber	: Do you have hearing or vision problems ?
	(Apakah anda memiliki gangguan pendengaran atau
	penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar
	atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?
Responden	: iyye kak jelas
Narasumber	: Do your parent or family at home pay attention to your lesson
	at home ?
	(Apakah orang tua anda atau keluarga dirumah memperhatikan
	pelajaran anda di rumah) naperhatikan jki ga
	orang tua ta belajar dirumah ?
Responden	: jarang kak
Narasumber	: What is the learning method applied by the teacher
	in the process of learning English ?
	(Metode pembelajar apa yang diterapkan guru ketika proses
	belajar mengejar?)

Narasumber	: bagaimana caranya guru ta mengajar ?
Responden	: Menjelaskan kak
Narasumber	: suka ki ga sama itu caranya guru ta mengajar ?
Responden	: iyye kak
Narasumber	: berarti kita pahami ji kalau menjelaskan guru ta karna kita suka cara mengajarnya ?
Responden	: paham sedikit kak hehe
Narasumber	: What do you think about the location of your school ? (Bagaimana pendapat anda tentang lokasi sekolah anda)
Narasumber	: kira-kira lokasinya ini sekolah ta menjadi penyebab ga kesulitan ki belajar?
Responden	: tidak kak
Narasumber	: Ok the last question. . How is your relationship with the environment in which you live ? (Bagaimana hubungan anda dengan lingkungan tempat tinggal anda)
Responden	: baik ji kak tetanggaku semua
Narasumber	: okay thank you

NAMA   : MUH. FADHIL

NIS   : 21005

Narasumber   : In your Opinion, is English difficult to learn ?

        (Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : hm sulit kak

Narasumber   : What difficulties make it difficult for you to learn English ?

        (Kesulitan seperti apa yang membuat anda kesulitan belajar

        bahasa inggris?)

Narasumber   : kenapaki bisa bilang bahasa inggris itu sulit, apanya

        yang sulit menurut ta ?

Responden   : bahasanya kak yang memang sulit

Narasumber   : kenapa bahasanya ?

Responden   : eh anu kak pada saat guru menjelaskan terlalu cepat

        menggunakan full english saya hanya terdiam dan tidak

        memahami apa yang dijelaskan. Meskipun terkadang guru

        sudah mencampurkan ke bahasa indonesia namun tetap

        saja saya tidak mengerti.

Narasumber   : Terus apanya lagi yang sulit ?

Responden   : ituji kak kalau mendengarkan guru menjelaskan, bingungki

        apa nabilang

Narasumber   : How is your memory and understanding when learning

        English? Is it good ?

(Bagaimana daya ingat dan pemahaman anda ketika belajar bahasa inggris?) begini dek kalau misalnya belajarki bahasa inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah paham ketika menjelaskan guru ta ?

Responden   : setiap belajar bahasa inggris kak, saya akan selalu meminta dan bertanya kepada guru arti dari kata bahasa inggris yang dijelaskan.

Narasumber   : are you interested in learning English ?
                  (Apakah anda tertarik dengan bahasa inggris)

Responden   : tidak kak karna bikin pusing hehe

Narasumber   : Are you confident when learing English ?
                  (Apakah anda percaya diri ketika belajar bahasa inggris)

Responden   : Saya tidak percaya diri kak untuk belajar bahasa inggris karna pada saat kita mulai untuk belajar berbicara bahasa inggris, kadang teman-teman menganggap bahwa kita sok inggris dan mulai mengolok-ngolok

Narasumber   : Do you have hearing or vision problems ?
                  (Apakah anda memiliki gangguan pendengaran atau penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?

Responden   : iyye kak jelas

Narasumber   : Do your parent or family at home pay attention to your lesson at home ?

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(Apakah orang tua anda atau keluarga dirumah memperhatikan

pelajaran anda di rumah) naperhatikan jki ga

orang tua ta atau keluarga ta belajar dirumah ?

Responden : tidak kak, sibuk sendiri

Narasumber : What is the learning method applied by the teacher

in the process of learning English ?

(Metode pembelajar apa yang diterapkan guru ketika proses

belajar mengejar?)

Narasumber : bagaimana caranya guru ta mengajar ?

Responden : Menjelaskan kak

Narasumber : suka ki ga sama itu caranya guru ta mengajar ?

Responden : kurang menyenangkan menurut saya kak

Narasumber : What do you think about the location of your school ?

(Bagaimana pendapat anda tentang lokasi sekolah anda)

Narasumber : kira-kira lokasinya ini sekolah ta menjadi penyebab ga

kesulitan ki belajar?

Responden : tidak kak

Narasumber : How is your relationship with the environment in which you

live ?

(Bagaimana hubungan anda dengan lingkungan tempat

tinggal anda)

Responden : bagus ji kak, apalagi ada teman satu sekolah juga

Narasumber : okay thank you

NAMA   : Jelita Septian

NIS   : 21007

Narasumber   : In your Opinion, is English difficult to learn ?

(Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : Sulit kak

Narasumber   : What difficulties make it difficult for you to learn English ?

(Kesulitan seperti apa yang membuat anda kesulitan belajar

bahasa inggris?)

Narasumber   : kenapaki bisa bilang bahasa inggris itu sulit, apanya

yang sulit menurut ta ?

Responden   : semuanya kak hehe

Narasumber   : he apa-apa mi itu

Responden   : bahasanya,tulisannya,cara penyebutannya,cara bacanya, cara

mengartikannya kak

Narasumber   : How is your memory and understanding when learning

English? Is it good ?

(Bagaimana daya ingat dan pemahaman anda ketika belajar

bahasa inggris?) begini dek kalau misalnya belajarki bahasa

inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah

paham ketika menjelaskan guru ta ?

Responden   : kalau satu kali ji dijelaskan kak biasa tidak pahamka

Narasumber   : are you interested in learning English ?

(Apakah anda tertarik dengan bahasa inggris)

Responden : hmm tidak tau kak

Narasumber : Are you confident when learing English ?

(Apakah anda percaya diri ketika belajar bahasa inggris)

Responden : malu kak, karna kalau bicara bahasa inggris biasa itu teman ta

naketawaiki kak

Narasumber : berarti tidak percaya diriki itu

Responden : hm iye kak

Narasumber : Do you have hearing or vision problems ?

(Apakah anda memiliki gangguan pendengaran atau

penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar

atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?

Responden : iyye kak jelas semua

Narasumber : Do your parent or family at home pay attention to your lesson

at home ?

(Apakah orang tua anda atau keluarga dirumah memperhatikan

pelajaran anda di rumah) naperhatikan jki ga

orang tua ta atau keluarga ta belajar dirumah ?

Responden : tidak kak. orang tua tidak pernah menyuruh belajar kak,

makanya saya jarang belajar dirumah

Narasumber : What is the learning method applied by the teacher

in the process of learning English ?

(Metode pembelajar apa yang diterapkan guru ketika proses

belajar mengejar?)

Narasumber	: bagaimana caranya guru ta mengajar ?
Responden	: Menjelaskan kak
Narasumber	: suka ki ga sama itu caranya guru ta mengajar ?
Responden	: bosan kak apalagi selalu berpatokan pada buku paket. Bagusnya kalau ada pembelajaran kayak nonton kak
Narasumber	: What do you think about the location of your school ? (Bagaimana pendapat anda tentang lokasi sekolah anda)
Narasumber	: kira-kira lokasinya ini sekolah ta menjadi penyebab ga kesulitan ki belajar?
Responden	: tidak kak
Narasumber	: How is your relationship with the environment in which you live ? (Bagaimana hubungan anda dengan lingkungan tempat tinggal anda)
Responden	: baik
Narasumber	: okay thank you

NAMA : Khaerul

NIS : 21008

Narasumber : In your Opinion, is English difficult to learn ?

(Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden : Sulit kak

Narasumber : What difficulties make it difficult for you to learn English ?

(Kesulitan seperti apa yang membuat anda kesulitan belajar

bahasa inggris?)

Narasumber : kenapaki bisa bilang bahasa inggris itu sulit, apanya

yang sulit menurut ta ?

Responden : bahasanya,tulisannya,cara penyebutannya

Narasumber : How is your memory and understanding when learning

English? Is it good ?

(Bagaimana daya ingat dan pemahaman anda ketika belajar

bahasa inggris?) begini dek kalau misalnya belajarki bahasa

inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah

paham ketika menjelaskan guru ta ?

Responden : cepat ingat cepat juga lupa kak

Narasumber : are you interested in learning English ?

(Apakah anda tertarik dengan bahasa inggris)

Responden : tidak kak, tidak termotivasi

Narasumber : Are you confident when learing English ?

(Apakah anda percaya diri ketika belajar bahasa inggris)

Responden : tidak kak. saya lebih memilih diam daripada harus salah ucap

Narasumber : Do you have hearing or vision problems ?

(Apakah anda memiliki gangguan pendengaran atau

penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar

atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?

Responden : jelas kak

Narasumber : Do your parent or family at home pay attention to your lesson

at home ?

(Apakah orang tua anda atau keluarga dirumah memperhatikan

pelajaran anda di rumah) naperhatikan jki ga

orang tua ta atau keluarga ta belajar dirumah ?

Responden : ya orang tua kadang menyuruh belajar jika mengetahui

ada ulangan di sekolah

Narasumber : What is the learning method applied by the teacher

in the process of learning English ?

(Metode pembelajar apa yang diterapkan guru ketika proses

belajar mengejar?)

Narasumber : bagaimana caranya guru ta mengajar ?

Responden : Menjelaskan apa yang ada di buku paket

Narasumber : suka ki ga sama itu caranya guru ta mengajar ?

Responden : hm menurut saya kak, bagusnya kalau kita belajar itu harus

dibarengi dengan game supaya kita tidak merasa bosan di

kelas tapi guru hanya memberikan tugas untuk berdialog

dengan teman menurut saya kak itu tidak terlalu menarik.

Narasumber : What do you think about the location of your school ?

(Bagaimana pendapat anda tentang lokasi sekolah anda)

Narasumber : kira-kira lokasinya ini sekolah ta menjadi penyebab ga

kesulitan ki belajar?

Responden : tidak ji kak tapi menurut saya kak lokasi sekolahnya terlalu

pedalaman tidak ada angkutan umum yang masuk mengantar

sehingga kita yang jalan kaki sering terlambat masuk kelas

Narasumber : How is your relationship with the environment in which you

live ?

(Bagaimana hubungan anda dengan lingkungan tempat

tinggal anda)

Responden : baik

Narasumber : okay thank you

NAMA   : MUH. AS'AD ALQADRI

NIS   : 21009

Narasumber   : In your Opinion, is English difficult to learn ?

       (Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : Ya Sulit

Narasumber   : What difficulties make it difficult for you to learn English ?

       (Kesulitan seperti apa yang membuat anda kesulitan belajar

       bahasa inggris?)

Narasumber   : kenapaki bisa bilang bahasa inggris itu sulit, apanya

       yang sulit menurut ta ?

Responden   : di penulisannya kak, karna ketika disuruh membuat kalimat

       saya harus benar-benar fokus agar tidak membuat kesalahan.

       Guru pernah berkata bahwa satu huruf lebih atau kurang

       dalam menuliskan kata dalam bahasa inggris akan memiliki

       arti yang berbeda. Begitu kak toh?

Narasumber   : ya betul itu

Narasumber   : How is your memory and understanding when learning

       English? Is it good ?

       (Bagaimana daya ingat dan pemahaman anda ketika belajar

       bahasa inggris?) begini dek kalau misalnya belajarki bahasa

       inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah

       paham ketika menjelaskan guru ta ?

Responden : hm iyye kak cepat lupa dan makurang paham hh

Narasumber : are you interested in learning English ?

(Apakah anda tertarik dengan bahasa inggris)

Responden : sedikit tertarik sih kak tapi yah begitumi

Narasumber : heh kenapami ?

Responden : eh anu kak kayak tidak ada motivasi untuk belajar mungkin

karna sulit kak

Narasumber : Are you confident when learing English ?

(Apakah anda percaya diri ketika belajar bahasa inggris)

Responden : begini kak, kan kita belajar bahasa inggris itu hanya di

sekolah saja dan waktunya pun hanya 1 jam lebih, jadi

menurut saya kita tidak punya waktu untuk mendalami bahasa

inggris

Narasumber : jadi tidak percaya diriki belajar bahasa inggris walaupun

hanya 1 jam pembelajaran ?

Responden : (mengangguk)

Narasumber : Do you have hearing or vision problems ?

(Apakah anda memiliki gangguan pendengaran atau

penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar

atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?

Responden : meskipun saya duduk paling belakang kak saya bisa melihat

tulisan di papan tulis dengan jelas dan mendengarkan guru

dengan baik

Narasumber	: Do your parent or family at home pay attention to your lesson at home ? (Apakah orang tua anda atau keluarga dirumah memperhatikan pelajaran anda di rumah) naperhatikan jki ga orang tua ta atau keluarga ta belajar dirumah ?
Responden	: saya dengan orang tua baik kok kak, ketika saya memperlihatkan hasil ulangan yang rendah mereka hanya tersenyum dan menyuruh untuk lebih rajin belajar
Narasumber	: What is the learning method applied by the teacher in the process of learning English ? (Metode pembelajar apa yang diterapkan guru ketika proses belajar mengejar?)
Narasumber	: bagaimana caranya guru ta mengajar ?
Responden	: guru bahasa inggris kurang tegas kak menurut saya, ketika kita diberikan tugas untuk mengerjakan hari itu namun ada yang belum selesai maka akan diperiksa minggu depan jadi ada kemungkinan kalau teman yang belum selesai itu akan mencontek kepada teman yang sudah selesai.
Narasumber	: What do you think about the location of your school ? (Bagaimana pendapat anda tentang lokasi sekolah anda)
Narasumber	: kira-kira lokasinya ini sekolah ta menjadi penyebab ga kesulitan ki belajar?
Responden	: lokasi sekolahnya jauh masuk kedalam dari jalan raya kak

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Narasumber   : How is your relationship with the environment in which you

live ?

(Bagaimana hubungan anda dengan lingkungan tempat

tinggal anda)

Responden   : baik

Narasumber   : okay thank you

NAMA   : IBRAHIM

NIS   : 21010

Narasumber   : In your Opinion, is English difficult to learn ?

(Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : Sulit

Narasumber   : What difficulties make it difficult for you to learn English ?

(Kesulitan seperti apa yang membuat anda kesulitan belajar

bahasa inggris?)

Narasumber   : kenapaki bisa bilang bahasa inggris itu sulit, apanya

yang sulit menurut ta ?

Responden   : semuanya kak

Narasumber   : How is your memory and understanding when learning

English? Is it good ?

(Bagaimana daya ingat dan pemahaman anda ketika belajar

bahasa inggris?) begini dek kalau misalnya belajarki bahasa

inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah

paham ketika menjelaskan guru ta ?

Responden   : lupa kak

Narasumber   : kalau pemahaman ta?

Responden   : paham kak

Narasumber   : are you interested in learning English ?

(Apakah anda tertarik dengan bahasa inggris)

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Responden : tidak

Narasumber : kenapa tidak tertarik dek ?

Responden : karna sulit kak

Narasumber : Are you confident when learing English ?

(Apakah anda percaya diri ketika belajar bahasa inggris)

Responden : tidak kak

Narasumber : Do you have hearing or vision problems ?

(Apakah anda memiliki gangguan pendengaran atau

penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar

atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?

Responden : jelas kak

Narasumber : Do your parent or family at home pay attention to your lesson

at home ?

(Apakah orang tua anda atau keluarga dirumah memperhatikan

pelajaran anda di rumah) naperhatikan jki ga

orang tua ta atau keluarga ta belajar dirumah ?

Responden : tidak kak

Narasumber : What is the learning method applied by the teacher

in the process of learning English ?

(Metode pembelajar apa yang diterapkan guru ketika proses

belajar mengejar?)

Narasumber : bagaimana caranya guru ta mengajar ?

Responden : menjelaskan kemudian dikas tugas

Narasumber : What do you think about the location of your school ?

(Bagaimana pendapat anda tentang lokasi sekolah anda)

Narasumber : kira-kira lokasinya ini sekolah ta menjadi penyebab ga

kesulitan ki belajar?

Responden : tidak kak

Narasumber : How is your relationship with the environment in which you

live ?

(Bagaimana hubungan anda dengan lingkungan tempat

tinggal anda)

Responden : paggosip semua kak
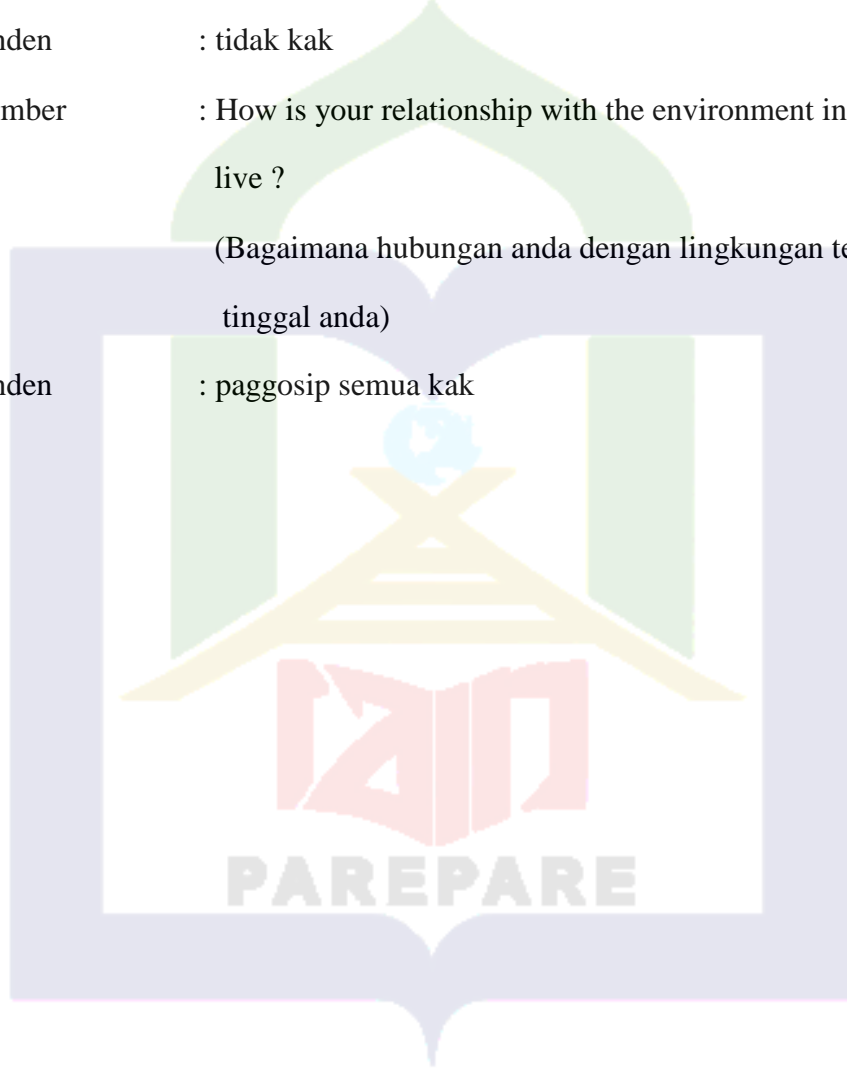
NAMA   : MUHAMMAD ADRIYAN

NIS   : 21011

Narasumber   : In your Opinion, is English difficult to learn ?

                        (Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : sangat sulit kak

Narasumber   : What difficulties make it difficult for you to learn English ?

                        (Kesulitan seperti apa yang membuat anda kesulitan belajar

                        bahasa inggris?)

Narasumber   : kenapaki bisa bilang bahasa inggris itu sulit, apanya

                        yang sulit menurut ta ?

Responden   : seperti kalau disuruh mengartikan kak

Narasumber   : kenapa itu?

Responden   : kalau disuruh menerjemahkan bahasa inggris ke bahasa

                        indonesia dengan menggunakan kamus, kemudian pada saat

                        menerjemahkan kak ada kata yang penulisan posisinya

                        dibalik-balik sehingga menghasilkan kalimat yang sempurna

                        dan bisa dipahami maksudnya. Begitupun sebaliknya ketika

                        disuruh menuliskan kalimat bahasa indonesia ke bahasa

                        inggris tidak sembarang menerjemahkan. Menurut saya kak

                        itu sulit dilakukan.

Narasumber   : How is your memory and understanding when learning

                        English? Is it good ?

(Bagaimana daya ingat dan pemahaman anda ketika belajar bahasa inggris?) begini dek kalau misalnya belajarki bahasa inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah paham ketika menjelaskan guru ta ?

Responden   : kalau betul-betul di perhatikan kak yang pasti paham

Narasumber   : are you interested in learning English ?

(Apakah anda tertarik dengan bahasa inggris)

Responden   : ai tidak kak

Narasumber   : kenapa tidak tertarik dek ?

Responden   : membingungkan kak

Narasumber   : Are you confident when learing English ?

(Apakah anda percaya diri ketika belajar bahasa inggris)

Responden   : percaya diri kak

Narasumber   : Do you have hearing or vision problems ?

(Apakah anda memiliki gangguan pendengaran atau penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?

Responden   : aman kak

Narasumber   : Do your parent or family at home pay attention to your lesson at home ?

(Apakah orang tua anda atau keluarga dirumah memperhatikan pelajaran anda di rumah) naperhatikan jki ga orang tua ta atau keluarga ta belajar dirumah ?

Responden	: mereka selalu menyuruh untuk rajin ke sekolah tapi jarang memperhatikan masalah pelajaran
Narasumber	: What is the learning method applied by the teacher in the process of learning English ? (Metode pembelajar apa yang diterapkan guru ketika proses belajar mengejar?)
Narasumber	: bagaimana caranya guru ta mengajar ?
Responden	: menjelaskan kak
Narasumber	: What do you think about the location of your school ? (Bagaimana pendapat anda tentang lokasi sekolah anda)
Narasumber	: kira-kira lokasinya ini sekolah ta menjadi penyebab ga kesulitan ki belajar?
Responden	: tidak kak
Narasumber	: How is your relationship with the environment in which you live ? (Bagaimana hubungan anda dengan lingkungan tempat tinggal anda) akrab jki ga ?
Responden	: tidak terlalu akrab kak
Narasumber	: okay thank you

NAMA   : MUHAMMAD FACHRI

NIS   : 21012

Narasumber   : In your Opinion, is English difficult to learn ?

        (Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : sulit sekali kak

Narasumber   : What difficulties make it difficult for you to learn English ?

        (Kesulitan seperti apa yang membuat anda kesulitan belajar

        bahasa inggris?)

Narasumber   : kenapaki bisa bilang bahasa inggris itu sulit, apanya

        yang sulit menurut ta ?

Responden   : sulit memahami bahasanya kak, pada saat guru menjelaskan

        saya mencoba untuk mengartikan setiap kata yang diucapkan,

        namun karna kurangnya kosa kata yang saya miliki maka

        saya tidak bisa sepenuhnya mengartikan penjelasan terseb

Narasumber   : How is your memory and understanding when learning

        English? Is it good ?

        (Bagaimana daya ingat dan pemahaman anda ketika belajar

        bahasa inggris?) begini dek kalau misalnya belajarki bahasa

        inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah

        paham ketika menjelaskan guru ta ?

Responden   : ai pelupa ka kak sebentar sekali ji masuk di otak hilang lagi

Narasumber   : are you interested in learning English ?

(Apakah anda tertarik dengan bahasa inggris)

Responden : hm sedikit kak

Narasumber : kenapa sedikit ji dek ?

Responden : ya begitu ji kak

Narasumber : Are you confident when learing English ?

(Apakah anda percaya diri ketika belajar bahasa inggris)

Responden : hm tidak kak karna nda kutau memang saya bahasa inggris

Narasumber : Do you have hearing or vision problems ?

(Apakah anda memiliki gangguan pendengaran atau

penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar

atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?

Responden : saya memiliki alat indera pendengar dan penglihatan yang

baik

Narasumber : Do your parent or family at home pay attention to your lesson

at home ?

(Apakah orang tua anda atau keluarga dirumah memperhatikan

pelajaran anda di rumah) naperhatikan jki ga

orang tua ta atau keluarga ta belajar dirumah ?

Responden : tidak terlalu memperhatikan kak, orang tua saya biasa-biasa

ji ketika saya mendapatkan yang rendah

Narasumber : What is the learning method applied by the teacher

in the process of learning English ?

(Metode pembelajar apa yang diterapkan guru ketika proses

belajar mengejar?)

Narasumber	: bagaimana caranya guru ta mengajar ?
Responden	: menjelaskan kak
Narasumber	: kita suka ji seperti itu cara mengajarnya ?
Responden	: iyye kak
Narasumber	: What do you think about the location of your school ?
	(Bagaimana pendapat anda tentang lokasi sekolah anda)
Narasumber	: kira-kira lokasinya ini sekolah ta menjadi penyebab ga
	kesulitan ki belajar?
Responden	: ai tidakji kak
Narasumber	: How is your relationship with the environment in which you
	live ?
	(Bagaimana hubungan anda dengan lingkungan tempat
	tinggal anda) akrab jki ga ?
Responden	: tidak terlalu akrab kak
Narasumber	: okay thank you

NAMA : MUHAMMAD NUR SYAMS BASRAN

NIS : 21013

Narasumber : In your Opinion, is English difficult to learn ?

(Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden : sulit kak

Narasumber : What difficulties make it difficult for you to learn English ?

(Kesulitan seperti apa yang membuat anda kesulitan belajar

bahasa inggris?)

Narasumber : kenapaki bisa bilang bahasa inggris itu sulit, apanya

yang sulit menurut ta ?

Responden : sulit penulisannya kak, bacaannya, ketika guru menjelaskan

tidak paham

Narasumber : How is your memory and understanding when learning

English? Is it good ?

(Bagaimana daya ingat dan pemahaman anda ketika belajar

bahasa inggris?) begini dek kalau misalnya belajarki bahasa

inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah

paham ketika menjelaskan guru ta ?

Responden : cepat lupa kak tapi kalau mata pelajaran lain tidak ji

Narasumber : are you interested in learning English ?

(Apakah anda tertarik dengan bahasa inggris)

Responden : tidak kak karna bukan ji bahasa ta itu

XLI

Narasumber	: Are you confident when learing English ?
	(Apakah anda percaya diri ketika belajar bahasa inggris)
Responden	: tidak kak tapi kalau pelajaran lain percaya diri seperti Matematika
Narasumber	: Pintarki matematika ?
Responden	: iyye kak pintar
Narasumber	: Do you have hearing or vision problems ?
	(Apakah anda memiliki gangguan pendengaran atau penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?
Responden	: alhamdulillah semuanya berfungsi dengan baik
Narasumber	: Do your parent or family at home pay attention to your lesson at home ?
	(Apakah orang tua anda atau keluarga dirumah memperhatikan pelajaran anda di rumah) naperhatikan jki ga orang tua ta atau keluarga ta belajar dirumah ?
Responden	: kadang-kadang kak. Karna mereka juga sibuk jadi jarang berada dirumah
Narasumber	: What is the learning method applied by the teacher in the process of learning English ?
	(Metode pembelajar apa yang diterapkan guru ketika proses belajar mengejar?)
Narasumber	: bagaimana caranya guru ta mengajar ?

XLII

Responden	: menjelaskan kak lalu memberikan tugas yang ada di buku paket
Narasumber	: kita suka ji seperti itu cara mengajarnya ?
Responden	: kurang menyenangkan kak. Tegang ki sedding belajar
Narasumber	: What do you think about the location of your school ? (Bagaimana pendapat anda tentang lokasi sekolah anda)
Narasumber	: kira-kira lokasinya ini sekolah ta menjadi penyebab ga kesulitan ki belajar?
Responden	: saya pikir tidak adaji hubungannya kak
Narasumber	: How is your relationship with the environment in which you live ? (Bagaimana hubungan anda dengan lingkungan tempat tinggal anda) akrab jki ga ?
Responden	: alhamdulillah tetangga saya baik semua kak
Narasumber	: okay thank you

NAMA   : REHAN

NIS   : 21017

Narasumber   : In your Opinion, is English difficult to learn ?

(Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : sulit kak

Narasumber   : What difficulties make it difficult for you to learn English ?

(Kesulitan seperti apa yang membuat anda kesulitan belajar

bahasa inggris?)

Narasumber   : kenapaki bisa bilang bahasa inggris itu sulit, apanya

yang sulit menurut ta ?

Responden   : bacaannya kak, kalau disuruh baca yang di ada di buku paket

haruspi dulu di dengar ibu yang baca duluan baru di ikutimi

supaya tidak salah ucap

Narasumber   : How is your memory and understanding when learning

English? Is it good ?

(Bagaimana daya ingat dan pemahaman anda ketika belajar

bahasa inggris?) begini dek kalau misalnya belajarki bahasa

inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah

paham ketika menjelaskan guru ta ?

Responden   : kadang cepat paham kak tapi kadang juga cepat lupa

Narasumber   : are you interested in learning English ?

(Apakah anda tertarik dengan bahasa inggris)

Responden	: tidak kak
Narasumber	: kenapa tidak tertarik ?
Responden	: karna sulit dipelajari kak
Narasumber	: Are you confident when learing English ? (Apakah anda percaya diri ketika belajar bahasa inggris)
Responden	: tetap percaya diri kak walaupun tidak kunjung paham
Narasumber	: Do you have hearing or vision problems ? (Apakah anda memiliki gangguan pendengaran atau penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?
Responden	: aman kak
Narasumber	: Do your parent or family at home pay attention to your lesson at home (Apakah orang tua anda atau keluarga dirumah memperhatikan pelajaran anda di rumah) naperhatikan jki ga orang tua ta atau keluarga ta belajar dirumah ?
Responden	: jarang kak
Narasumber	: What is the learning method applied by the teacher in the process of learning English ? (Metode pembelajar apa yang diterapkan guru ketika proses belajar mengejar?)
Narasumber	: bagaimana caranya guru ta mengajar ?
Responden	: menjelaskan kak lalu memberikan tugas

Narasumber   : kita suka ji seperti itu cara mengajarnya ?

Responden   : lumayan kak

Narasumber   : What do you think about the location of your school ?

                              (Bagaimana pendapat anda tentang lokasi sekolah anda)

Narasumber   : kira-kira lokasinya ini sekolah ta menjadi penyebab ga

                              kesulitan ki belajar?

Responden   : tidak ji kayaknya kak

Narasumber   : How is your relationship with the environment in which you

                              live ?

                              (Bagaimana hubungan anda dengan lingkungan tempat

                              tinggal anda) akrab jki ga ?

Responden   : baik kak

Narasumber   : okay thank you

NAMA   : TIARA

NIS   : 21020

Narasumber   : In your Opinion, is English difficult to learn ?

        (Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : hm sulit

Narasumber   : What difficulties make it difficult for you to learn English ?

        (Kesulitan seperti apa yang membuat anda kesulitan belajar

        bahasa inggris?)

Narasumber   : kenapaki bisa bilang bahasa inggris itu sulit, apanya

        yang sulit menurut ta ?

Responden   : cara menulisnya kak dan cara ngomongnya.

Narasumber   : How is your memory and understanding when learning

        English? Is it good ?

        (Bagaimana daya ingat dan pemahaman anda ketika belajar

        bahasa inggris?) begini dek kalau misalnya belajarki bahasa

        inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah

        paham ketika menjelaskan guru ta ?

Responden   : cepat lupa kak apalagi kan bahasa inggris jadi sulit juga di

        ingat kak

Narasumber   : are you interested in learning English ?

        (Apakah anda tertarik dengan bahasa inggris)

Responden   : tidak kak

Narasumber : kenapa tidak tertarik ?

Responden : susah je kak

Narasumber : Are you confident when learing English ?

(Apakah anda percaya diri ketika belajar bahasa inggris)

Responden : tidak kak. Malahan kak toh takutka di tunjuk sama guru karna

kalau salah-salahki pasti naketawaiki teman ta

Narasumber : Do you have hearing or vision problems ?

(Apakah anda memiliki gangguan pendengaran atau

penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar

atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?

Responden : iyye kak jelasji semua

Narasumber : Do your parent or family at home pay attention to your lesson

at home

(Apakah orang tua anda atau keluarga dirumah memperhatikan

pelajaran anda di rumah) naperhatikan jki ga

orang tua ta atau keluarga ta belajar dirumah ?

Responden : kadang-kadang kak kalau ma hp teruska biasa ditegur untuk

belajar

Narasumber : What is the learning method applied by the teacher

in the process of learning English ?

(Metode pembelajar apa yang diterapkan guru ketika proses

belajar mengejar?)

Narasumber : bagaimana caranya guru ta mengajar ?

Responden	: seperti tadi yang nabilang temanku kak
Narasumber	: he yang bagaimana tadi itu ?
Responden	: hehe menjelaskan materi kak. Kadang juga ada praktek berdialog tapi lihat jki buku kak
Narasumber	: kita suka ji seperti itu cara mengajarnya ?
Responden	: kalau ada praktek kak kusuka, tapi harus naik semua orang. Maksudku kak harus ada semua bagiannya orang.
Narasumber	: What do you think about the location of your school ? (Bagaimana pendapat anda tentang lokasi sekolah anda)
Narasumber	: kira-kira lokasinya ini sekolah ta menjadi penyebab ga kesulitan ki belajar?
Responden	: bukan ji kak
Narasumber	: How is your relationship with the environment in which you live ? (Bagaimana hubungan anda dengan lingkungan tempat tinggal anda) akrab jki ga ?
Responden	: akrab kak
Narasumber	: okay thank you

NAMA   : WIDYA. P

NIS   : 21021

Narasumber   : In your Opinion, is English difficult to learn ?

(Menurut anda apakah bahasa inggris sulit dipelajari?)

Responden   : sulit kak

Narasumber   : What difficulties make it difficult for you to learn English ?

(Kesulitan seperti apa yang membuat anda kesulitan belajar

bahasa inggris?)

Narasumber   : kenapaki bisa bilang bahasa inggris itu sulit, apanya

yang sulit menurut ta ?

Responden   : semuanya kak, sulit penulisannya, bacaannya, terjemahannya.

Saya paling takut disuruh membaca kak

Narasumber   : How is your memory and understanding when learning

English? Is it good ?

(Bagaimana daya ingat dan pemahaman anda ketika belajar

bahasa inggris?) begini dek kalau misalnya belajarki bahasa

inggris cepat kah kita lupa kalau sudahki belajar, cepatki kah

paham ketika menjelaskan guru ta ?

Responden   : kalau materinya gampang kak cepat paham dan bisa di ingat

Narasumber   : are you interested in learning English ?

(Apakah anda tertarik dengan bahasa inggris)

Responden   : tidak terlalu kak

Narasumber	: kenapa tidak tertarik ?
Responden	: kayak tidak adaji motivasi untuk belajar kak. Karna tidak
	yakinka juga kalau bisa ka keluar negeri nanti hehe
Narasumber	: Are you confident when learing English ?
	(Apakah anda percaya diri ketika belajar bahasa inggris)
Responden	: tidak kak.
Narasumber	: Do you have hearing or vision problems ?
	(Apakah anda memiliki gangguan pendengaran atau
	penglihatan) kalau menjelaskan guru ta jelas ji ga kita dengar
	atau kalau menulis guru ta di papan tulis jelas ji ga kita lihat ?
Responden	: jelasji kak
Narasumber	: Do your parent or family at home pay attention to your lesson
	at home
	(Apakah orang tua anda atau keluarga dirumah memperhatikan
	pelajaran anda di rumah) naperhatikan jki ga
	orang tua ta atau keluarga ta belajar dirumah ?
Responden	: iyye kak kadang-kadang
Narasumber	: What is the learning method applied by the teacher
	in the process of learning English ?
	(Metode pembelajar apa yang diterapkan guru ketika proses
	belajar mengejar?)
Narasumber	: bagaimana caranya guru ta mengajar ?
Responden	: menjelaskan kak

Narasumber : kita suka ji seperti itu cara mengajarnya ?

Responden : tidak menarik sedding kak dan cepatki bosan

Narasumber : What do you think about the location of your school ?

(Bagaimana pendapat anda tentang lokasi sekolah anda)

Narasumber : kira-kira lokasinya ini sekolah ta menjadi penyebab ga

kesulitan ki belajar?

Responden : bukan ji kak

Narasumber : How is your relationship with the environment in which you

live ?

(Bagaimana hubungan anda dengan lingkungan tempat

tinggal anda) akrab jki ga ?

Responden : akrab kak

Narasumber : okay thank you

Appendix 3 Documentation

Appendix 4 Recommendation Letter from IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2505/In.39.5.1/PP.00.9/07/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Sidrap
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

    Kab. Sidrap

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Nur Alviah
Tempat/ Tgl. Lahir	: Teppo, 26 Juni 1999
NIM	: 18.1300.128
Fakultas/ Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Massepe, Desa Teppo, Kec. Tellulimpo e,
	Kab. Sidenreng Rappang

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul **"Analysis Of Student's Learning Difficulties In English Context At SMPN 2 Tellu Limpoe Kab. Sidrap"**. Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 19 Juli 2022
Wakil Dekan I,

Bahtiar

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

Appendix 5 Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Sidrap

Appendix 6 Letter of research completing from SMPN 2 Tellu Limpoe

PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 TELLU LIMPOE
Jl. Pemukiman Kel. Massepe Kec. Tellu LimpoE Kab. Sidrap Kode Pos 91671
Email : uptsmpn2tellulimpoe.sidrap@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 805/048.1/SMPN2TL/2022

Yang bertanda tangan di bawah ini :

Nama	:	**Drs. H. SAHIBU, M.Pd**
NIP	:	19661231 199512 1 016
Jabatan	:	Kepala UPT SMP Negeri 2 Tellu LimpoE
Unit Kerja	:	UPT SMP Negeri 2 Tellu LimpoE

Dengan ini menerangkan bahwa mahasiswi berikut :

|		
Nama	:	**NUR ALVIAH**
NIM	:	18.1300.128/ENGLISH PROGRAM
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah
Universitas	:	INSTITUT AGAMA ISLAM NEGERI PAREPARE

Telah selesai melakukan penelitian di UPT SMP Negeri 2 Tellu LimpoE, Kelurahan Massepe Kecamatan Tellu LimpoE Kabupaten Sidenreng Rappang, untuk memperoleh data dalam rangka penyusunan skripsi berjudul :

"ANALYSIS OF STUDENT'S LEARNING DIFFICULTIES IN ENGLISH CONTEXT AT SMPN 2 TELLU LIMPOE "

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Massepe, 24 Agustus 2022
Kepala UPT SMP Negeri 2 Tellu LimpoE

Drs. H. SAHIBU, M.Pd
NIP. 19661231 199512 1 016
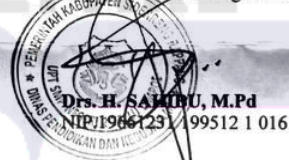
Nur Alviah, his short name is via, the author was born on June 26, 2000 in Sidrap/Massepe, South Sulawesi. She is the last child of five children, her father's name is Abd. Basit and his mother's name is Darni. She is a student of the English Education Study Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare. His educational background, he began studying in 2006-2012 at SDN 3 Massepe, and graduated in 2012, while in the same year he studied at SMPN 2 Tellu Limpoe then continued his studies at SMA N 1 Tellu Limpoe and graduated in 2018. The writer conducted a Community Service Lecture in Bila Village, Sidrap Regency in 2021 while conducting a Teaching Practicum (PPL) at SMPN 3 Pangsid Sidenreng Rappang. The author studied at the Tarbiyah Faculty of IAIN Parepare and completed a final project entitled "*Analysis of students' learning difficulties in English classroom context at the second grade of SMPN 2 Tellu Limpoe, Sidrap Regency"*.