

**INVESTIGATION OF STUDENTS' DIFFICULTIES IN LEARNING
ENGLISH IN JUNIOR HIGH SCHOOL**

A PAPER

Submitted to the English Language Education Study Program Faculty of Teacher
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By

TIRAY WINANDASARI

031117039



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES
PAKUAN UNIVERSITY**

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APPROVAL SHEET

INVESTIGATION OF STUDENTS' DIFFICULTIES IN LEARNING ENGLISH IN JUNIOR HIGH SCHOOL

Approved by:

Supervisor,



Dr. Istiqlaliah Nurul Hidayati, M.Pd.

NIK 1.0212008570

Co-Supervisor,



Lungguh Halira Vonti, M.Pd.

NIK 1.1211052564

Dean of Faculty of Teacher Training
and Educational Sciences,



Dr. Eka Suhardi, M.Si.

NIK 1.0694021205

The Head of English Language
Education Study Program,



Lungguh Halira Vonti, M.Pd.

NIK 1.1211052564



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PENDIDIKAN BAHASA INGGRIS

Jalan Pakuan PO BOX 452, Telepon (0251) 8375608 Bogor

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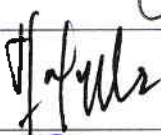
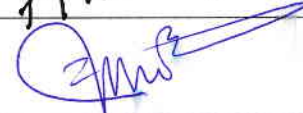
Nama : Tiray Winandasari

NPM : 031117039

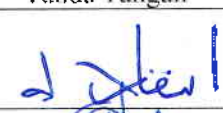
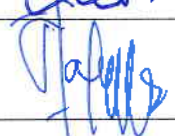
Judul Skripsi : Investigation of Students' Difficulties in Learning English in Junior High School

Tanggal Ujian : 22 Mei 2024

Pengujian Sidang Skripsi :

No	Nama Penguji	Tanda Tangan
1.	Dr. Yanti Suryanti, M.Pd	
2.	Lungguh Halira Vonti, M.Pd	
3.	Mursidah Rahmah, M.Pd	

Pembimbing Skripsi :

No	Pembimbing skripsi	Tanda Tangan
1.	Dr. Istiqlaliah Nurul Hidayati, M.Pd	
2.	Lungguh Halira Vonti, M.Pd	

Bogor, 19 Juli 2024

Mengetahui,

Ketua Prodi,



Lungguh Halira Vonti, M.Pd.

NIDN.411068201

SURAT PERNYATAAN PENGALIHAN HAK CIPTA

Yang bertanda tangan dibawah ini :

Nama : Tiray Winandasari

NPM : 031117039

Program Studi : Pendidikan Bahasa Inggris

Alamat : Kp. Lembak Jaya, RT/RW: 003/007, Cicurug, Kec. Cicurug,
Kab. Sukabumi, Jawa Barat 43359

Dalam hal ini bertindak untuk dan atas nama pencipta dari hak cipta berupa Karya Tulis Ilmiah/Tugas Akhir/Skripsi yang berjudul : "Investigation of Students' Difficulties in Learning English in Junior High School" yang selanjutnya disebut pencipta, bersama ini menyatakan mengalihkan hak atas ciptaan tersebut kepada :

Nama : Program Studi Pendidikan Bahasa Inggris FKIP Universitas Pakuan

Alamat : Jalan Pakuan, Nomor 1 Ciheuleut, Kota Bogor, Jawa Barat

Telpon : 0251 8275 608

Dalam hal ini diwakili oleh Lungguh Halira Vonti, M.Pd., selaku Ketua Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Pakuan.

Demikian surat pernyataan ini saya buat secara sadar dan sukarela tanpa paksaan dari pihak mana pun untuk di pergunakan sebagaimana mestinya.

Bogor, 20 Juli 2024

Untuk dan atas nama
Program Studi Pendidikan
Bahasa Inggris
Ketua Program Studi,



Lungguh Halira Vonti, M.Pd.
NIK 1.1211052564

Pencipta,



Tiray Winandasari
031117039

DECLARATION

I hereby declare that the paper entitled "Investigation of Students' Difficulties in Learning English in Junior High School" is completely my own work. In this paper is to the best of my knowledge and belief, original except as acknowledged in the text, and has not been submitted, either in whole or in part, for a degree at this university. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. If someday, it is proven as duplication, imitation, and plagiarism or made by others partly or entirely, I would be prepared to take any legal responsibility.

Bogor, May 2024



Tiray Winandasari

PREFACE

All praise and gratitude to Allah SWT for His guidance, blessings, and grace thus the writer can complete the paper entitled “Investigation of Students’ Difficulties in Learning English in Junior High School”. This paper is written to fulfill one of the requirements for the *Sarjana Pendidikan* Examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. The writer is fully aware that this paper has its shortcomings and weaknesses. Therefore, it is hoped that constructive criticism and suggestions from readers. In addition, she expresses the hope that the paper will be useful, particularly for educators whose students struggle with English language acquisition.

Bogor, May 2024

Tiray Winandasari

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First of all, the writer would like to express gratitude to Allah SWT for His grace and guidance, which have allowed the writer to finish this paper. She realizes that her ability to write this paper properly is a result of the people who have supported and encouraged her in conducting research. Therefore, she intends to utter her deepest gratefulness and appreciation to them.

The writer would like to express the deepest gratitude and honorable to the supervisor and co-supervisor, Dr. Istiqlaliah Nurul Hidayati, M.Pd, and Lungguh Halira Vonti, M.Pd., for all of the guidance and encouragement to her during the paper's guiding process. In the other hand, she would like to thank to Dr. Eka Suhardi, M.Si. as the Dean of Faculty of Teachers Training and Educational Sciences, Pakuan University. In addition, she is grateful to Lungguh Halira Vonti, M.Pd as the head English Language Education Study Program, Faculty of Teacher Training and Educational Sciences and Dr. Iyan Irdiyansyah, M.Pd as her academic advisor of B class (2017). Furthermore, she utters thanks and honors to the lecturers of English Language Education Study Program of Teacher Training and Educational Sciences for sharing their valuable knowledge.

Furthermore, the writer is thankful to the Principal of SMPN 1 Cicurug, who has allowed her to be able to conduct research at this school. In addition, she expresses gratitude to Asep Permana, S.Pd., who has assisted maximally during the research process at school. Moreover, she is grateful to 8-I, who assisted her in gathering the data needed for this research.

The writer would like to express her deepest appreciation to her family,

especially her mother, Rina Suminarsih, who has facilitated and prayed throughout the process of this paper. In addition, she is thankful to her respected and beloved sisters, Bina Pertamasari and Deta Lestari, for their support and understanding. Furthermore, she is grateful to Fitriani Hanipah, who assisted, supported, and took care of her during the process of making the paper.

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ABSTRACT

Learning English is essential since it's required in various professions and aspects. This paper aims to investigate students' difficulties in learning English in junior high school. The research was conducted at SMP Negeri 1 Cicurug. The writer used purposive sampling to determine classes or participants who experienced difficulties in learning English. The participants of this research were students of grade 8-I. A descriptive qualitative method is applied in this research. The instruments used to collect data were questionnaires and interviews. The writer constructed 15 statements for the questionnaire and 15 questions for the interview regarding students' difficulties in learning English. In addition, a teacher from grade eight also participated in the interview session to provide more information about students' difficulties in learning English. Based on the results of the research, students experience difficulties due to the lack of vocabulary known, thus it has an impact on inhibiting students in mastering English skills in both productive and receptive skills. In addition, there are internal factors such as some students are not motivated or interested in learning English and students are indicated to be slow in learning English. External factors also affect students' difficulties in learning English. Improper teaching techniques make students bored.

Keywords: *English Skills, Junior High School, Students Difficulties*

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language where people can communicate with each other easily because they use the same language worldwide. Learning English is essential since it's required in various professions and aspects. Thus, English subjects are crucial to the Indonesian educational system. In addition, students must learn English in junior high school according to Curriculum 13.

In Indonesia, students need to learn English, especially in junior high school. It assists students in recognizing vocabulary and honing the four skills in English. In addition, the target is for students to be able to utilize English in everyday life both orally and in writing. However, there are challenges that must be faced, one of which is students' difficulty in learning English.

From the previous research, Nur Ikhsan et al. (2023) found that students are still low in vocabulary mastery. The results showed that out of 28 students, only six scored above 60, while the rest were below 60. In addition, Iftanti dan Maunah's (2021) found that non-English major students around ages 19-20, still struggle in learning English. Despite having studied since elementary school, even from preschool, these students assert that they have not been able to master the English language.

Before conducting the research, the writer asked several things to the teacher related to student difficulties in learning English. Based on the result, students have problems in vocabulary which impacts on the difficulty of mastering the four skills (speaking, reading, listening, and writing). In addition, the teacher stated that most of the students' backgrounds in elementary school did not learn English. These results demonstrate that there is a problem that must be investigated.

Consequently, Students need to grasp English to make things easier for them later. In addition, teachers need to be aware of the difficulties faced by their students in learning the English language to assist them in becoming proficient language learners. Therefore, this research aims to investigate students' difficulties in learning English.

The writer chose this topic because students difficult to learn English languages. From the previous research described above, it is explained that students have adversity in learning English and some students' mastery of vocabulary is still low. Futhermore, according to teacher from SMP Negeri 1 Cicurug, students have problem with a lack of vocabulary and the four basic English skills.

Therefore, this topic is vital to conduct the research to find out what difficulties students face in learning English. Thus, teachers can determine the suitable learning methods and media that students need in the learning process. Therefore, this research is necessary for teachers and students to aid in finding a way out of students' difficulties in learning English.

B. Research Question

Based on the phenomenon of problems about students' difficulties in learning English in junior high school, there are facts students still struggling and have a low ability to learn English from previous studies.

Thus, the problem investigated is about what are the difficulties students face when learning English in junior high school in the teaching and learning process. Therefore, the writer formulates the research question: What are the difficulties students have in learning English in junior high school?

C. The Aim of the Research

The objective of this study is to investigate students' difficulties in learning English in junior high school. Consequently, this research can find what makes students have difficulty in English, thus that teachers can evaluate the learning needed by students.

D. Research Focus

In this study, the writer focuses on the difficulties students face and challenges related to mastering the four skills in junior high school. The four English skills include writing, speaking, listening and reading.

E. Operational Definitions

1. Learning difficulties are the inability to systematically developmental capacities. In addition, such inability academically results in language and spelling weaknesses and inability to read and write (Zidan, 2023).

2. Learning English has four fundamental and essential language skills to master, which are writing, speaking, listening, and reading (Arrias et al., 2019).

F. Research Significance

In this research, both theoretically and practically, it is hoped that it can provide useful information for teachers, students, and future researchers. Theoretically, it is hoped that the results of this study can support previous theories related to students' difficulties in learning English.

In addition, practically, the results of this study are expected to be useful information for teachers regarding the needs of students in the teaching and learning process. Furthermore, for students, the writer hopes that students can overcome the challenges of learning English both inside and outside of the classroom with the aid of this research.

CHAPTER II

THEORETICAL FOUNDATION

A. Difficulties

1. Definition of Student Difficulties in Learning

The process of learning something new may never be easy because every learner who acquires knowledge will face challenges. Based on Ismail (2016, as cited in Nuraeni & Syihabuddin, 2020), stated that students are individuals who have their own uniqueness which between one student and another has their own differences such as abilities, talents, interests, and learning styles. From the explanation it can be concluded that students are unique, thus their learning difficulties can differ depending on the challenges they face.

According to Ahmadi & Supriyono (1991, as cited in Jaelani & Zabidi, 2020), explained that learning difficulties are a condition where in the learning process there are signs of certain barriers to reaching the goals of learning. (Jaelani & Zabidi, 2020). As stated by Apriyana et al. (2021), students' learning difficulties are impediments that students encounter during instruction and learning activities, which can affect their academic performance or learning goals. In addition, Idris (2009, as quoted in Liliani & Ellissi, 2021) explained that when there are obstacles or large differences between the intelligence of children or adolescents and the

academic abilities that should be achieved, it is referred to as learning difficulties.

Another viewpoint was provided by Mulyono that learning difficulties are a variety of barriers related to comprehending and applying skills related to reading, writing, speaking, listening, or reasoning (Alisnaini et al., 2023). Furthermore, Subini (2016, as cited in Hariadi, 2019), stated that learning difficulties in students refer to students who experience learning difficulties that may be affected by one or more impairments. It can be difficult to understand written and spoken language, which can manifest as deficiencies in listening, writing, reading, speaking, thinking, and calculating skills.

2. Difficulties in Language Skills

In learning a new language, difficulties in learning the language skills are commonly encountered. Thus, the mastery of four fundamental skills of language is necessary for language learning, which are writing, speaking, listening, and reading (Arrias et al., 2019).

a. Writing Skill

Writing is a communication tool to express thoughts and feelings, arrange information and opinions into cogent arguments, and deliver well-written texts that have significance (Nurfidoh & Kareviati, 2021). According to Dastgeer & Afzal (2015, as cited in Kristiana et al., 2021), stated that nearly all of a student's everyday activities, including assignments, homework, and final exams, must be

completed in writing. However, Shinta (2013, as quoted in Irine & Misrita, 2020), stated that when it comes to writing in English, students are worried about punctuation, vocabulary, generic structures, and other components.

b. Speaking Skill

Speaking is a dynamic, spontaneous, and situation-driven real-time action that allows us to convey our ideas and engage with others (Akbarjono et al., 2021). Furthermore, based on Ananda and Hastini (2023), stated that speaking is the act of expressing ideas, knowledge, thoughts, information, and opinions via pronouncing vocal symbols when compelled to do so. Moreover, Heriansyah (2012, as cited in Chand, 2021), explained that the two biggest obstacles to improving speaking abilities are a lack of vocabulary and a fear of making mistakes.

c. Listening Skill

Effective communication is facilitated by listening, which is a complex process that calls for the listener to comprehend the information she or he hears, according to Rost (2015, as quoted in Permatasari et al., 2023). However, lack of vocabulary is one of the main areas of difficulty for students in listening comprehension (Haloho et al., 2022). In addition, the primary issue with listening is that there are sounds that are foreign to them in English but not in their

mother tongue, which can be difficult for them to grasp (Gultom et al., 2023).

d. Reading Skill

Barnett (1989, as cited in Laoli & Ellyanus, 2020) stated reading is a reciprocal activity in which the reader and the text engage with each other to construct meaning. Furthermore, students can acquire a vast vocabulary through reading and they can utilize it in their writing and speaking (Idayanti, 2021). Nuttal (1982, as quoted in Pahamzah & Viona, 2021) mentioned that to effectively grasp the material, students need to be able to do the following five reading comprehension skills; identify the main idea, locate specific information, draw conclusions, recognize references, and comprehend the meaning of words or detailed information.

3. Factors of the Students' Difficulties

A number of factors contribute to students' learning difficulties, making it harder for them to learn and hindering them from reaching their learning objectives. Learning difficulties can be caused by two different types of factors, which are internal and external learning factors (Nuraeni & Syihabuddin, 2020).

a. Internal Factors

Internal factors are those that originate from within the individual itself, including motivation, interest, maturity, and intelligence.

b. External Factors

Social factors and the individual's environment are closely associated with external factors. For instance, the surroundings of the community, the family, the educators, and the educational aids utilized in the classroom.

B. Learning English

Learning is crucial in order to thrive in this world. According to Setiawati (2018, as cited in Huliatusunisa et al., 2022), learning refers to a change in all aspects of each individual, such as increased knowledge, attitudes, skills, abilities, interests, comprehension, personality, self-worth, and self-adjustment. In addition, Tomlinson (1998, as quoted in Silalahi et al., 2022) explained that learning is a conscious process in which a person's memory is connected with the information being learned; examples of this process are saying greetings, adhering to grammar rules, and expanding vocabulary.

In the field of education, learning is a process that must be carried out by students with the guidance of teachers. Muhajirah (2020) stated that learning is a teacher's awareness to assist students according to their needs and interests, thus the output of students will be of high quality because teachers are professional in their fields. Moreover, the process of teachers and students exchanging information in order to gain knowledge, develop confidence, and shape attitudes is called learning (Apriyana et al., 2021). In addition, Uno (2007, as cited in Sintadewi et al., 2020) stated that learning is the process of teachers and learners interacting in a learning environment to accomplish specific learning objectives.

According to Uktolseja (2019) language is a meaningful communication tool that has the power to unite people and is a tool to interact with one another based on the language they speak. Learning a language implies learning how to use it for communication (Damayanti, 2022). Learning a language can take the form of becoming knowledgeable about the language system and how to use it (Silalahi et al., 2022).

In learning English, there are four basic skills that must be learned to be considered proficient in English. Based on Rao (2019), the four skills are speaking and writing, which are productive or active skills, and listening and reading, which are receptive or passive skills. In addition, English has language components that are as essential as the language skills such as grammar, vocabulary, spelling, and pronunciation (Andriani & Sriwahyuningsih, 2019).

C. Junior High School in the Context of EFL in Indonesia

For junior high school, English is a foreign language which students need to learn at school. According to Widiati & Cahyono (2006, as cited in Amalia et al., 2021), explained that in the context of EFL in Indonesia, students are simply given practice to compose some English sentences. Subsequently, students compose paragraphs to practice word manipulation with grammatical rules. Students' interaction with English in an EFL context has limitations and the classroom is typically the only setting in which students can use the English language, according to Suryati (2013, as quoted in Nurhardiyanti et al., 2021).

D. Related Research

Research is conducted to find new facts about something. This is needed to get more effective performance in a system, including in learning. In addition, previous research supports the reference of researchers who will conduct further research.

The previous research related to this study is from Nur Ikhsan et al. (2023) titled " Analysis of Difficulty and English Vocabulary Learning Media for Students of SMP Negeri 2 Gebang". This research was conducted at SMP Negeri 2 Gebang with the research subjects being ninth-grade students. There were 28 students that took part in this study. The method used descriptive qualitative, which is to clarify and comprehend a specific object of study, which was mastery of English vocabulary. Student learning outcomes, questionnaires, interviews, and documentation were used as methods of collecting data. The results of this study found that the results of tests conducted to determine students' mastery of English vocabulary were at a concerning level. From the test results obtained, out of 28 students about 22 students got scores below 60, while students who received scores above 60 only amounted to 6 students. Furthermore, the findings from the observations and interviews demonstrated that certain teachers at SMP Negeri 2 Gebang use digital learning tools, such as Quizziz, Google Classroom, and WhatsApp that aim to draw students into the classroom.

Moreover, Iftanti and Maunah (2021) conducted a study titled "Belief, Perception, and Challenges of Non-English Department Students to Learn English in Globalization Era". Researchers use descriptive qualitative in their

research. This study involved third-semester who took the TOEFL course from 21 non-English majors at Tulungagung State Islamic Institute in Indonesia. Furthermore, 80 students who were digital natives and aged between 19 and 20 years old participated in filling out the research questionnaire. This research uses the interview method to collect information, one of which is about the perception of learning English in the 4.0 era. Structured questions were used in the interview to find out the reasons for English being a difficult subject. There are several results from the interview related to the perception that English is a difficult subject. The reasons for the difficulty of learning English are seldom to be used, different learning purposes, reluctance to read, and the difference between spelling and its pronunciation. In addition, constructing sentences and memorizing vocabulary in English are other reasons. Moreover, the role of the teacher and teaching techniques are necessary so that students are not bored and determine whether the English subject is easy or not. Another reason discovered is that learning English requires serious and persistent effort when beginning to learn it. In addition, willingness and spirit as well as belief can affect the way students perceive whether learning English is difficult or not. That means English is difficult or not depending on the student's own attitude.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

In research, the researcher needs methods that are in accordance with the research objectives to obtain accurate and valid data. In this case, the writer uses a qualitative approach. According to Creswell (1994, as quoted in Lanka et al., 2021), qualitative research is an investigation process that aims to comprehend a social or human problem by using words to create a complex, comprehensive picture, reporting the specific perspectives of informants, and taking place in a natural environment. In addition, the writer uses the qualitative descriptive in this study, which based on Hermawan, is carried out in order to clearly and systematically describe a research activity conducted on a specific object (Yulyani, 2023). The writer utilizes descriptive qualitative research to find out what are difficulties students face in learning English in junior high school.

B. Research Site and Participants

1. Research Site

The research site was conducted at SMP Negeri 1 Cicurug because according to the teacher, students in this site still have difficulties in learning English.

2. Research Participants

The participants of this research are students of eighth-grade students of SMPN 1 Cicurug. There are ten classes in this school,

consisting of class A to class J and each class consists of 32 students. Arikunto (2010, as cited in Putri et al., 2019) stated that purposive sampling is a process of selecting a sample in which the selection of subjects is based on a specific purpose not based on regions or strata.

In addition, the writer used purposive sampling to determine the class or participant who have difficulties in learning English. From the results of the odd semester final summative that the writer analyzed, the classes with the lowest score of the entire eighth grade are class 8-I. Therefore, the classes that will be used for this research are 8-I.

C. Research Instruments

In research, instruments are required to collect data. The writer will use non-test instruments, namely questionnaires and interviews. The type of questionnaire the writer used a closed questionnaire because based on Sudaryono (2016, as quoted in Al Baghdadi et al., 2021) stated that respondents only need to choose alternative answers that have been provided for each question or statement. In addition, interviews are among the other tools the writer uses in this study. According to Lexy (2011, as cited in Kamaria, 2021) explained that a conversation with a specific goal between two people is called an interview. The type of interview the writer used a structured interview.

D. Research Procedure

Data collection is needed in the research. The writer used questionnaires and interviews in collecting data for this research. There are 15 statements in the

questionnaire about the students' difficulties learning English. The questionnaire is in the form of a google form because it is easier and to streamline time. After the questionnaire was filled in by the students, the next step is to interview some students. In addition, a teacher from eighth grade participated in the interview sessions to provide further information about students' difficulties in learning English.

E. Data Analysis

Data analysis is the process of reviewing data that has been found or obtained to get a conclusion. In this research, the questionnaire is the first data to be analyzed. Thus, the writer reviews the student interviews that have been obtained. Furthermore, the writer analyses the teacher's interview to find out and add information related to student difficulties. After the questionnaires and interviews were examined, then the writer interpreted all the results of the data that had been obtained.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

Data description describes research findings from the results of data that has been collected by researchers from respondents. The research was conducted from December 11th, 2023, until January 15th, 2024. Students who participated in this study were all students from class 8-I of SMP Negeri 1 Cicurug which consisted of 32 students. The sample selection was based on the class with the lowest English score in the final summative odd semester in 2023/2024. This research gathered the data with a closed questionnaire. In addition, structured interviews were conducted with students and additional interviews were conducted with teachers.

1. Data from Questionnaire

In the questionnaire, there are 15 statements related to the difficulties in learning four English skills, as well as the internal and external factors they face in learning English.

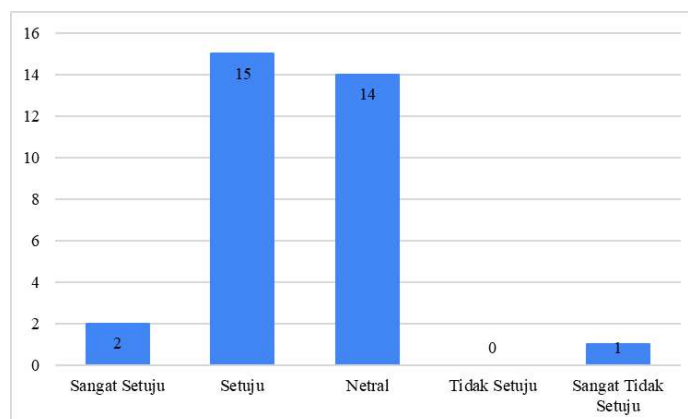


Figure 4.1. Bar Diagram of Students' Responses to Statement 1

In Figure 4.1, the statement "I find it difficult to compose sentences in English", demonstrates that 2 students strongly agree, 15 students agree, and 14 students are neutral. Based on the results, it demonstrates that some students have difficulty in composing English sentences. The writer assumes that these neutral students may have difficulties, however students can still handle it.

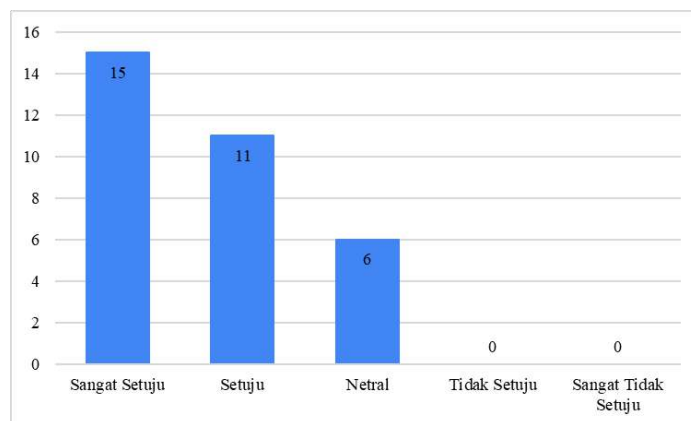


Figure 4.2. Bar Diagram of Students' Responses to Statement 2

In Figure 4.2, the statement is "I need a teacher guidance in constructing English sentences". Based on the result, almost all students need teacher guidance in constructing English sentences. The statement is followed by evidence that 15 students strongly agree, 11 students agree and 6 students are neutral.

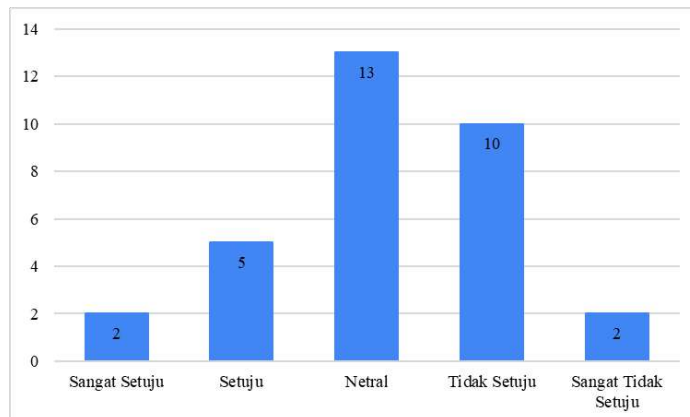


Figure 4.3. Bar Diagram of Students' Responses to Statement 3

In Figure 4.3, the statement is "I find learning English at school very boring". The results of the students' responses demonstrate that 2 students strongly agree followed by 5 students agree. In addition, 13 students are neutral, 10 disagree and 2 strongly disagree. Based on the results, it demonstrates that some students are not bored learning English. The writes assume that students who respond neutral are sometimes bored and sometimes the learning presented by the teacher is interesting.

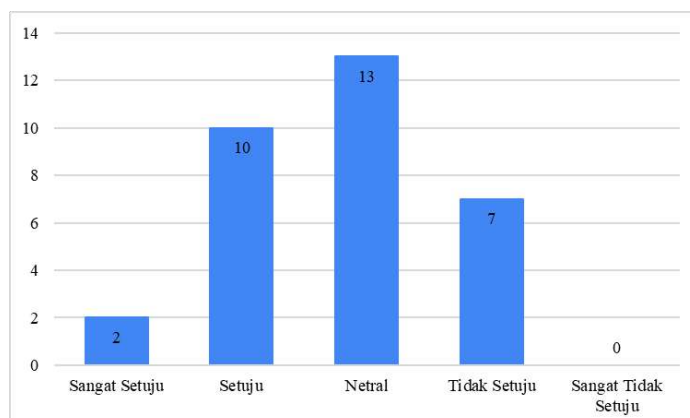


Figure 4.4. Bar Diagram of Students' Responses to Statement 4

In Figure 4.4, the statement is "I find it difficult to learn English

because the learning process in class is monotonous or lacks variety". The results of students' responses indicate that some students experience difficulties due to the lack of learning variations during the learning process. It demonstrates from the students' answers, which are 2 students strongly agree followed by 10 students agree. In addition, 13 students are neutral, 7 disagree. The writer's assumptions related to the responses of students who chose neutral are students may argue that the teacher still has at least some variety of learning in the classroom.

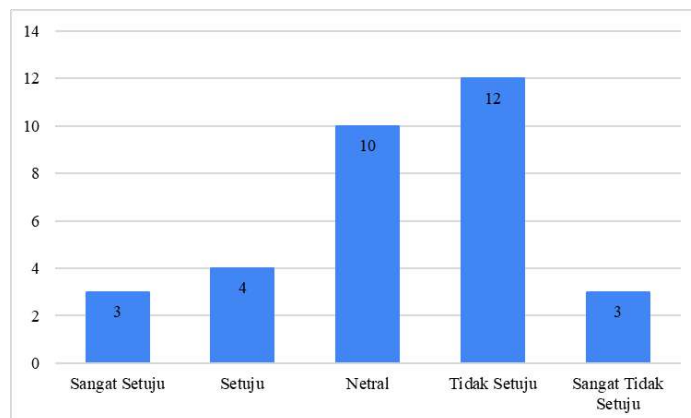


Figure 4.5. Bar Diagram of Students' Responses to Statement 5

In Figure 4.5, the statement is "I have no interest and willingness to learn English". The results of the students' responses demonstrate that 4 students strongly agree followed by 5 students agree. In addition, 12 students are neutral, 9 disagree and 2 strongly disagree. Based on the results, it demonstrates that some students still have an interest and willingness to learn English. The writer indicates that students who respond neutral are sometimes interested and willing to learn English.

In addition, students sometimes have low interest and are not willing to learn English depending on their circumstances or mood.

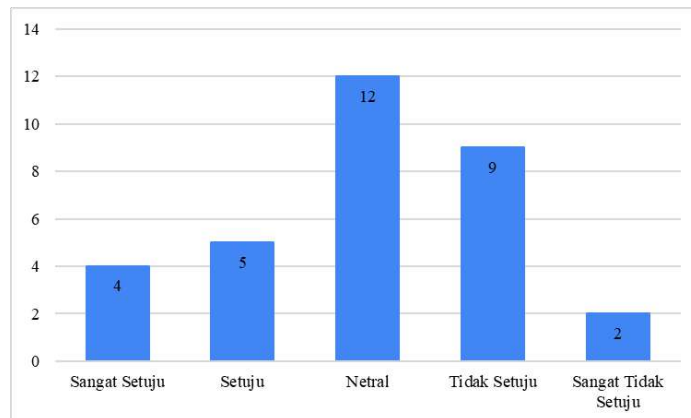


Figure 4.6. Bar Diagram of Students' Responses to Statement 6

In Figure 4.6, the statement is "I am not motivated to learn English because my environment and peers are not supportive". The results of students' responses demonstrate that some students have a supportive environment and peers that motivate them to learn English. It is indicated by evidence from student answers, which are 4 students strongly agree followed by 5 students agree. In addition, 12 students are neutral, 9 disagree, and 2 strongly disagree. The writer speculates that students who chose neutral are possible students who are only supported by one of the above statements; it could be from the environment but not from peers, or vice versa.

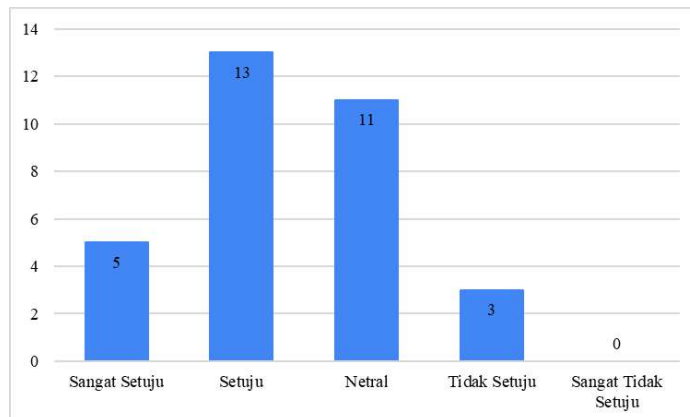


Figure 4.7. Bar Diagram of Students' Responses to Statement 7

In Figure 4.7, the statement is "It takes me a long time to understand the English material being studied in class". The results of the students' responses demonstrate that 5 students strongly agree followed by 13 students agree. In addition, 11 students are neutral and 3 students disagree. Based on the results, it illustrates that most students take a long time to comprehend the English being studied. The writer speculated that students who respond neutrally sometimes can understand it even though the teacher only explains the material once. In addition, sometimes students take a long time to understand the material because maybe the material explained is complicated.

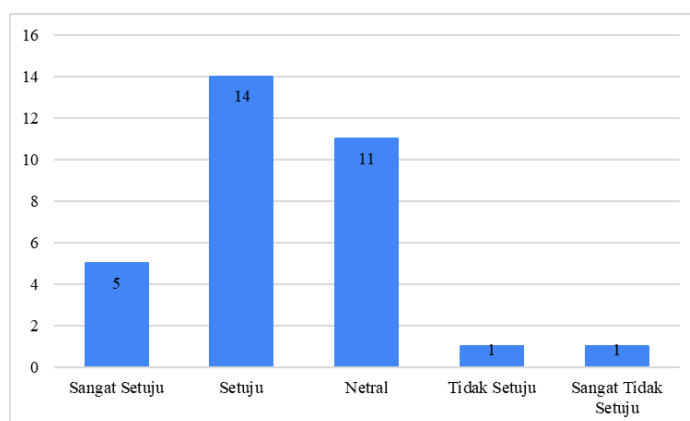


Figure 4.8. Bar Diagram of Students' Responses to Statement 8

In Figure 4.8, the statement is "The teacher needs to explain twice or more for me to understand what I am learning". The results of students' responses indicate that most students need repeated explanations from the teacher related to the material studied. Therefore, students can comprehend the material. It is proven from students' responses which are 5 students strongly agree followed by 14 students agree. In addition, 11 students are neutral, 1 students' disagree, and 1 students strongly disagree. The writer speculates that students who respond neutrally may have understood what the teacher explained, however, perhaps on certain English materials students need repeated explanations from the teacher.

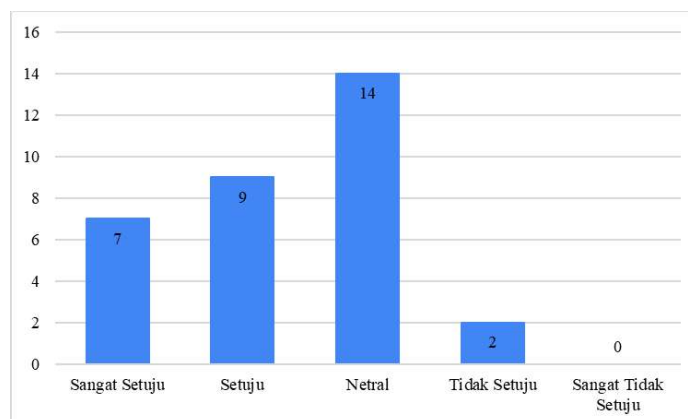


Figure 4.9. Bar Diagram of Students' Responses to Statement 9

In Figure 4.9, the statement is "I am unable to complete English assignments because I do not understand what I am reading". The results of the students' responses demonstrate that 7 students strongly agree followed by 9 students agree. In addition, 14 students are neutral

and 2 students disagree. Based on the results, it illustrates that some students were unable to complete the English assignment because they did not comprehend the content and instructions of the assignment. The writer indicates that students answer neutrally because they can still complete the task although they face difficulties sometimes. In addition, these students who choose neutral have their way of completing the assignment.

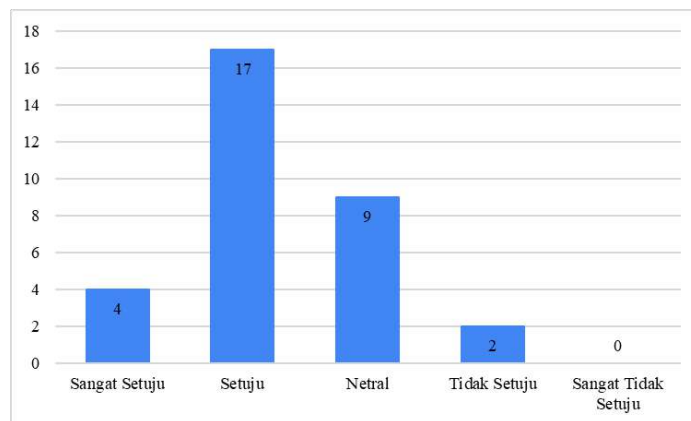


Figure 4.10. Bar Diagram of Students' Responses to Statement 10

In Figure 4.10, the statement is "Limited vocabulary and phrases are often an obstacle for me in expressing ideas into English writing". The results of students' responses indicate that most students are constrained when expressing ideas into English writing due to their lack of vocabulary. It is proven from students' responses, which are 4 students strongly agree followed by 17 students agree. In addition, 9 students are neutral and 2 students disagree. The writer's assumptions related to the responses of students who chose neutral are students may argue that they have enough vocabulary. However, students have

other obstacles, such as grammar or choose the proper vocabulary for their writing ideas.

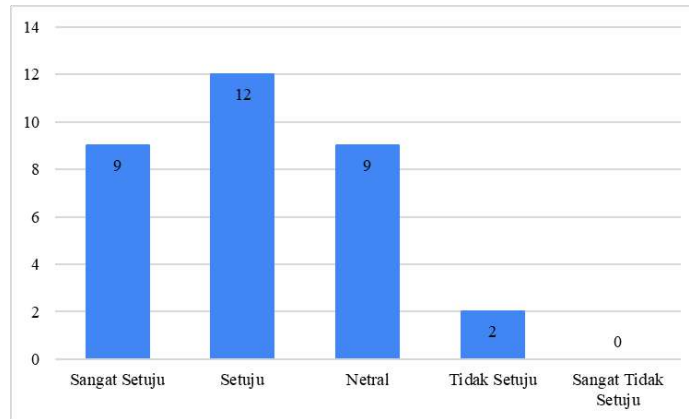


Figure 4.11. Bar Diagram of Students' Responses to Statement 11

In Figure 4.11, the statement is "My limited or inadequate vocabulary makes me insecure when it comes to speaking in English". The results of the students' responses indicate that 9 students strongly agree followed by 12 students agree. In addition, 9 students are neutral and 2 students disagree. Based on the results illustrates that most students are not confident speaking in English due to the lack of known vocabulary. The writer speculates that students respond neutrally because sometimes the vocabulary makes them not confident in speaking English. On the other hand, students can become confident to speak when they have a little bit of recognition of the vocabulary of some material being studied.

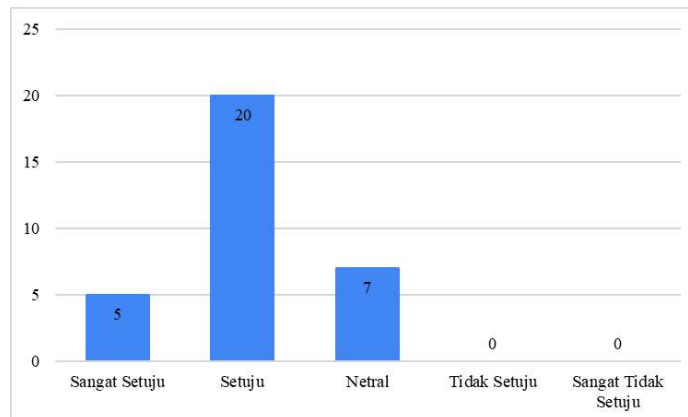


Figure 4.12. Bar Diagram of Students' Responses to Statement 12

In Figure 4.12, the statement is "I have trouble understanding details such as key words and phrases when listening to conversations in English". The results of students' responses indicate that almost all students have difficulty catching keywords or phrases when listening to conversations in English. It is proven from students' responses, which are 5 students strongly agree followed by 20 students agree. In addition, 7 students are neutral. The writer assumes that the English teacher or speaker that students listen to speaks quite fast. On the other hand, students may not be familiar with listening to English conversations because they recognize few vocabularies and are not used to listening to English in their environment.

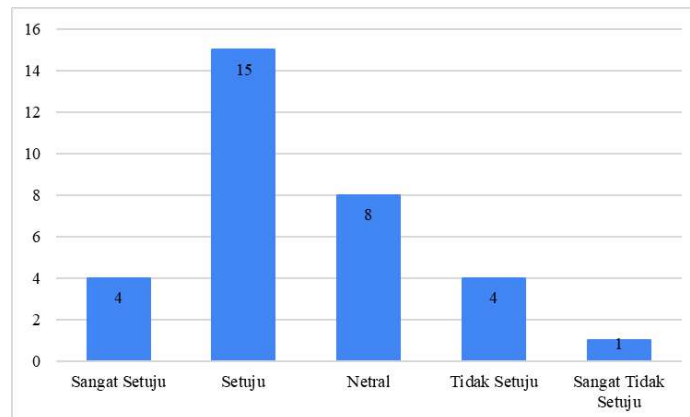


Figure 4.13. Bar Diagram of Students' Responses to Statement 13

In Figure 4.13, the statement is "When I speak English in class, I worry and fear my peers' judgment". The results of the students' responses indicate that 4 students strongly agree followed by 15 students agree. In addition, 8 students are neutral, 4 disagree and 1 strongly disagree. Based on the results, it demonstrates that most students are fearful and worried about their classmates' judgment when speaking English in class. The writer assumes that students who respond neutral sometimes may have fear and worry. However, on certain English materials students can be confident because they have mastered the English material.

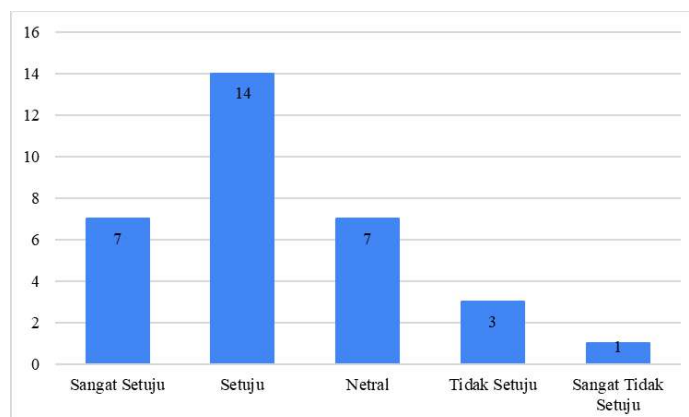


Figure 4.14. Bar Diagram of Students' Responses to Statement 14

In Figure 4.14, the statement is "A noisy environment can hinder my focus when trying to understand conversations in English". The results of students' responses that most of the students are bothered by the noisy environment because it interferes with students' focus and concentration when trying to understand conversations in English. It demonstrates from students' responses, which are 7 students strongly agree followed by 14 students agree. In addition, 7 students are neutral, 3 disagree, 1 strongly disagree. The writer infers that students who respond neutrally are students can focus when listening to English conversations. However, in certain situations can be distracted and the reason depends on each student.

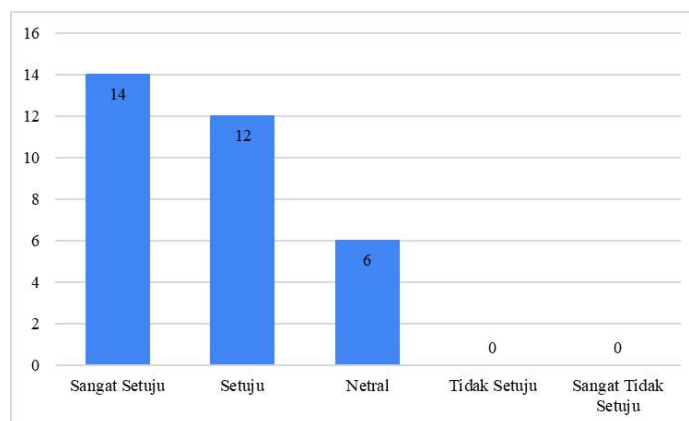


Figure 4.15. Bar Diagram of Students' Responses to Statement 15

In Figure 4.15, the statement is "In order for me to understand the content of English reading texts in class, the teacher needs to explain and interpret the words or sentences of the reading text". The results

of students' responses demonstrate that almost all students needed the teacher to translate and explain words or sentences from the reading text being studied. It is proven from students' responses, which are 14 students strongly agree followed by 12 students agree. In addition, 6 students are neutral. The writer speculates to the students who responded neutrally that students may sometimes there are words or sentences that make them need the teacher to interpret and explain. However, sometimes students can still grasp some of the reading texts that are being studied.

2. Data from Interview

a. Students Interview

In the first question, the writer asked about what made students have difficulty constructing sentences in English. From the data obtained, the results concluded several circumstances. The first, students do not know or understand English. The writer assumes that students have not comprehended what has been learned.

Excerpt #1

"Karena saya tidak tahu."
(I do not know.) (Interviewee 1)

"Karena saya tidak mengerti cara penjelasan nya."
(Because I do not understand how to explain it.) (Interviewee 3)

"Gatau."
(No idea.) (Interviewee 9)

In addition, the reason why students struggle with writing is that they

are not accustomed to composing sentences in English.

Excerpt #2

“Karena saya tidak terbiasa.”
(Because I'm not accustomed.) (Interviewee 2)

“Karena saya belum terbiasa mengucapkan kata-kata bahasa Inggris.”
(Because I'm not familiar with saying English words.) (Interviewee 7)

Furthermore, the statement uttered by the fifth interviewee, stated that fear prevented her from composing sentences.

Excerpt #3

“Takut salah.”
(fear of being wrong.) (Interviewee 5)

Finally, the difficulty of students in composing sentences is that the arrangement of words from Indonesian to English and vice versa is different.

Excerpt #4

“Karena saya lebih mementingkan artinya dulu baru di lanjut penjelasan nya.”
(Because I am more concerned with the meaning first and then the explanation.) (Interviewee 6)

“Karena dalam bahasa Inggris susunan katanya jika di bahasakan Indonesia suka berbeda.”
(Because in English the word order when translated into Indonesian likes to be different.) (Interviewee 8)

In the second question, the writer asks about what makes students need teacher guidance in constructing English sentences. The writer argues that almost all students answered that the teacher's guidance can assist in constructing correct and precise English sentences.

Excerpt #5

“Biar bisa menyusun kalimat bahasa Inggris.”
(So, I can compose English sentences.) (Interviewee 1)

“Untuk membantu cara menyusun kata dalam bahasa Inggris.”
(To help with how to arrange words in English.) (Interviewee 2)

“Karena tidak begitu pandai dalam menyusun atau membuat kalimat bahasa Inggris.”
(Because I'm not very good at composing or making English sentences.) (Interviewee 6)

In the third question, the writer asked about what makes students bored when learning English at school. The writer assumes that most students do not understand what the teacher explains, thus they feel bored.

Excerpt #6

“Tidak mengerti cara penjelasan guru dan terlalu cepat berbicara.”
(I didn't understand the teacher's explanation and spoke too quickly.) (Interviewee 3)

“Karena saya tidak mengetahui arti dalam ucapan tersebut yang membuat saya tidak mengerti apa yang diucapkan atau di bicarakan.”
(Because I don't know the meaning of the words, I don't understand what is being said or talked about.) (Interviewee 6)

“Saya bosan karena tidak mehamahi arti dari kosakata tersebut.”
(I was bored because I didn't understand the meaning of the vocabulary.) (Interviewee 7)

“Alasan nya saya kurang mengerti dalam bahasa Inggris.”
(The reason is that I don't understand English.) (Interviewee 8)

In addition, first interviewee argued that the thing that makes learning English boring is because of the lack of interest in learning English.

Excerpt #7

“Bosen karena saya tidak terlalu tertarik dalam belajar bahasa Inggris.”
(Bored because I'm not really interested in learning English.)
(Interviewee 1)

Furthermore, the statement uttered by the second interviewee, stated that she likes learning with games. The writer assumes that students are bored because there are no interludes such as ice-breaking or games during the learning process.

Excerpt #8

“Karena saya suka game dalam pembelajaran.”
(Because I like games in learning.) (Interviewee 2)

In question four, the writer asked about students' hopes and suggestions related to English learning in class. Based on the results of the students' answers, the suggestions and expectations are English games and quizzes be held during the learning process in class.

Excerpt #9

“bermain sambil belajar.”
(playing while learning.) (Interviewee 1)

“semoga mapel bahasa Inggris ke depan nya ada game yang bisa memuat kepada pembelajaran.”
(I hope that in the future English subjects hold games that can be used for learning.) (Interviewee 2)

“bermain game sesuai materi yang di jelaskan.”
(play games according to the material explained.) (Interviewee 4)

“Belajar sambil bermain.”
(Learn through play.) (Interviewee 5)

Excerpt #10

“Kuis.”
(Quiz) (Interviewee 3)

“diadakan kuis bahasa inggris.”
(held an English quiz.) (Interviewee 7)

Futhermore, there is one opinion from the sixth interviewee that teachers need to explain the material accompanied by the meaning of the word or sentence being studied.

Excerpt #11

“Harapan saya adalah bisa memahami dengan jelas saat guru menerangkan materi dan saya harap bisa lebih mengerti terkait pembelajaran bahasa Inggris dan saran saya agar menerangkan sedikit saja tentang apa arti dari kata tersebut.”
(My hope is to be able to understand clearly when the teacher explains the material and I hope to understand more about English learning and my suggestion is to explain a little about what the word means.) (Interviewee 6)

In addition, the eighth interviewee stated that he hoped that teachers always give direction and guidance to students.

Excerpt #12

“Harapan dan saran saya guru pembimbing selalu membimbing.”
(My hopes and suggestions are that the supervising teacher always guides.) (Interviewee 8)

In the fifth question, the writer asked about what makes students' low motivation in learning English. The first is students' inability to speak and use English.

Excerpt #13

“tidak bisa berbicara bahasa Inggris.”
(can not speak English) (Interviewee 1)

“karena saya sulit dalam mengatakan bahasa Inggris.”
(because I find it difficult to speak English.) (Interviewee 2)

“Karna ga bisa bahasa inggris.”

(Because I don't speak English.) (Interviewee 5)

In addition, students lack of interest and boredom towards learning English.

Excerpt #14

“Menurut aku bahasa inggris mebosan kan.”

(I find English boring.) (Interviewee 3)

“Karena saya tidak terlalu meminati pelajaran ini tetapi saya berusaha belajar pelajaran ini.”

(Because I don't have much interest in this subject but I try to learn this subject.) (Interviewee 6)

“karena saya kurang suka dengan pelajaran bahasa Inggris.”

(because I don't like English lessons.) (Interviewee 7)

Furthermore, lack of understanding makes students have low motivation.

Excerpt #15

“sedikit mengerti dan sedikit tidak mengerti jika guru sedang menerangkan materi dan itu membuat nilai ku kecil mungkin itu motivasi yang rendahnya bagi saya.”

(a little understanding and a little not understanding if the teacher is explaining the material and that makes my score small maybe that's the low motivation for me.) (Interviewee 4)

“Motivasi rendah saya karena kurang mengerti dalam bahasa nya.”

(My low motivation is due to a lack of understanding in the language.) (Interviewee 8)

On the sixth question, the writer asked about environmental conditions and peers in learning English. The result are some students who are supported by the environment and peers in learning English, while others are not. First, the environment and peers are not supportive. According to the fourth interviewee explained that the environment was not supportive, however she needed the initiative to

ask others, thus peers assisted her.

Excerpt #16

“*Tidak.*”
(No) (Interviewee 1)

“*tidak ada yang mendukung kecuali jika bertanya ☹️.*”
(no one supports unless if you ask ☹️.) (Interviewee 4)

“*Ga mendukung.*”
(Not supportive.) (Interviewee 9)

Furthermore, there is an opinion from the fifth interviewee that peers support each other in learning English, however in terms of cheating each other.

Excerpt #17

“*Saling contek menyontek.*”
(Cheat on each other.) (Interviewee 5)

On the other side, peers are very supportive. The sixth interviewee stated that she was supported because peers assisted each other when there were difficulties in learning English.

Excerpt #18

“*Sangat mendukung.*”
(Very supportive.) (Interviewee 3)

“*Sangat cukup mendukung bagi saya karena ketika saya kesusahan ada mereka yang selalu membantu saya.*”
(It's quite supportive for me because when I'm in trouble they always help me.) (Interviewee 6)

“*Teman selalu mendukung.*”
(Friends are always supportive.) (Interviewee 8)

Furthermore, in question seven the writer asked about why it takes so long to understand English lessons. From the result, the majority of

students take a longer to comprehend English lessons. Students have no understanding of the material because it takes time for students to comprehend the subjects that teachers explain.

Excerpt #19

“kalo sebentar saya tidak paham.”
(If briefly, I don't understand) (Interviewee 1)

“karena saya kurang bisa mencerna apa yang di jelaskan oleh guru.”
(because I can't quite digest what the teacher is explaining.)
(Interviewee 2)

“Karena dalam bahasa Inggris banyak yang saya sulit memahami.”
(Because in English there is a lot that I find difficult to understand.)
(Interviewee 8)

Furthermore, the writer deduced from interviewees 6 and 7 that students take a long time since they need to comprehend the meaning of each sentence being studied.

Excerpt #20

“Karena saya perlu waktu yang lama untuk berfikir apa itu arti.”
(Because it took me a long time to think about what it meant.)
(Interviewee 6)

“karena arti dan pengucapan nya sangat susah.”
(because the meaning and pronunciation are very difficult.)
(Interviewee 7)

In the eighth question, the writer posed to the students the question of whether or not teachers need to explain the subject matter again for the students to grasp it. Almost all students agreed that teachers need to explain the material more than two or more times, thus students can understand it.

Excerpt #21

“iya karena saya tidak mengerti kalo d jelaskan sekali.”
(Yes, because I don't understand if it's explained once.) (Interviewee 1)

“Ya, saya perlu beberapa kali lagi penjelasan agar saya mengerti dengan pelajaran tersebut.”
(Yes, I need a few more explanations to understand the lesson.) (Interviewee 6)

“Benar alasannya karena saya kurang paham apabila penjelasan satu kali.”
(That's right, because I don't understand well enough if it's explained once.) (Interviewee 8)

In addition, according to the third interviewee stated that English is a foreign language where the explanation of the material needs to be conveyed slowly.

Excerpt #22

“Iya karena menurut saya bahasa inggris itu bahasa asing yang harus belajar dengan perlahan lahan hingga aku bisa mengerti yang di maksud guru.”
(Yes, because I think English is a foreign language that must be learned slowly until I can understand what the teacher means.) (Interviewee 3)

On the other hand, the fourth interviewee stated that teachers need to explain accompanied by meaning and the language used when conveying the material is not complicated. Thus students are easy to comprehend.

Excerpt #23

“tidak, saya akan mengerti jika guru itu menerangkan nya lebih dalam lagi dan mungkin translate yang lebih mudah untuk saya mengerti.”
(No, I will understand if the teacher explains it more deeply and maybe translates it easier for me to understand.) (Interviewee 4)

Each student's answer varied on question nine. The writer asked about the reasons why students were unable to complete English assignments. Some students were unable to complete the English assignment because they lacked comprehension and did not understand what to do.

Excerpt #24:

“tidak paham.”
(I don't understand.) (Interviewee 1)

“Ga ngerti sumpah.”
(I don't understand, I swear.) (Interviewee 3)

“Kurang paham sama apa yang di jelaskan oleh guru.”
(Didn't understand what the teacher was explaining.) (Interviewee 5)

In addition, inadequate vocabulary is an obstacle for students in completing the assigned tasks.

Excerpt #25:

“karena saya tidak mengerti apa arti dari kata dalam pembelajaran bahasa Inggris.”
(because I don't understand what the words mean in English learning.) (Interviewee 2)

“karena saya kurang tau arti dari kata berikut.”
(because I don't know the meaning of the following words.) (Interviewee 7)

Furthermore, interviewees fourth argued that the dominant use of English by the teacher made her not understand what the teacher explained.

Excerpt #26:

“karna saya tidak mengerti stiap guru menerangkan selalu

memakai bahasa inggris 70% dan indo 20%, memang pelajaran nya bahasa inggris tapi saya tidak mengerti karna guru itu hampir sepenuh nya memakai bahasa inggris.”

(Because I don't understand that every time the teacher explains, he always uses 70% English and 20% Indonesian, indeed the lesson is in English but I don't understand because the teacher almost completely uses English.) (Interviewee 4)

Moreover, the lack of time given makes students unable to complete the tasks that have been given.

Excerpt #27:

“Karena membutuhkan waktu yang lebih lama.”

(Because it takes longer.) (Interviewee 8)

In question ten, the writer asked about students' difficulties in expressing ideas into writing in English. Some students answered that it was difficult to find the right words for their ideas in English. The writer speculates on interviewee three's answer, that improperly used vocabulary will affect the meaning of the sentence.

Excerpt #28:

“Gak tau cara ngomong nya salah sebut salah arti kan.”

(I don't know how to say it, the wrong word used can make the wrong meaning.) (Interviewee 3)

“mencari kata nya.”

(looking for the word.) (Interviewee 7)

On the other hand, the writer assumes that the sixth interviewee needed a long time to express ideas in English writing because to find the proper vocabulary for her writing.

Excerpt #29:

“Kesulitan saya adalah ketika menulis kata dalam bahasa Inggris karena memerlukan waktu cukup lama.”

(My difficulty is when writing English words because it takes a while.) (Interviewee 6)

In addition, writing sentences from Indonesian to English is an obstacle because the pattern is different, thus students have difficulty expressing their writing in English.

Excerpt #30:

“Kesulitan dalam mengekspresikan dari bahasa Indonesia ke bahasa Inggris.”
(Difficulty in expressing from Indonesian to English.) (Interviewee 8)

In the 11 question, the writer asked about the reasons why students were not confident when learning English. From the result, almost all students answered that they were not confident because they were afraid that what they conveyed was not properly pronounced in English.

Excerpt #31:

“Takut salah baca.”
(Afraid of reading it wrong.) (Interviewee 3)

“Karena saya takut kata atau kalimat yang saya ucapkan salah.”
(Because I am afraid that the words or sentences I say are wrong.) (Interviewee 6)

“takut pengucapan nya salah.”
(I'm afraid of pronouncing it wrong.) (Interviewee 7)

“Karena saya takut ada kesalahan dalam pembicaraan.”
(Because I am afraid that there will be mistakes in my speech.) (Interviewee 8)

In addition, interviewee fourth stated that her confidence was low when speaking English because there was a friend who spoke English

more fluently.

Excerpt #32:

“karna saya iri melihat teman saya sangat lancar berbicara bahasa inggris, dan itu membuat saya tidak percaya diri, dan kadang saya mikir, saya harus belajar bahasa inggris lebih konsentrasi agar saya bisa seperti teman saya.”

(Because I'm jealous that my friend speaks English so well, and it makes me not confident, and sometimes I think, I have to study English more concentrated so that I can be like my friend.)
(Interviewee 4)

According to the fifth interviewee, his lack of knowledge of the English language was her obstacle. The writer assumes that the lack of vocabulary and grammar is an obstacle to being confident when speaking English.

Excerpt #33:

“kurang pengetahuan bahasa inggris.”

(lack of English language knowledge.) (Interviewee 5)

In question 12, the writer asked about the difficulties students experienced when listening to English conversations. Almost all students answered that they had difficulty listening to English conversations because they did not understand what was being said.

Excerpt #34:

“tidak mengerti apa topik pembicaraan tersebut.”

(didn't understand what the topic was.) (Interviewee 2)

“Ga ngerti yang di maksud guru.”

(Didn't understand what the teacher meant.) (Interviewee 3)

“karna saya tidak terlalu mengerti bahasa inggris jadi agak sulit jika mendengar percakapan bahasa inggris.”

(because I don't really understand English so it's a bit difficult to

hear English conversations.) (Interviewee 4)

“Karena saya kurang memahami.”
(Because I don't understand enough.) (Interviewee 8)

On the other hand, the writer assumes related to the statement of the seventh interviewee, that her difficulty in listening to English conversations is due to not knowing the meaning of each word spoken.

Excerpt #35:

“arti dari kosakata berikut.”
(the meaning of the following vocabulary.) (Interviewee 7)

In addition, interviewee sixth stated that the noisy conditions made her lose concentration, thus she could not focus on capturing the teacher's speech. Therefore, noisy conditions can affect her understanding of the context being discussed in class.

Excerpt #36:

“Kesulitan saya adalah ketika guru menjelaskan banyak sekali orang² yang berisik membuat saya tidak mengerti apa yang di ucapkannya.”
(My difficulty is that when the teacher explains, there are so many noisy people that I can't understand what she is saying.)
(Interviewee 6)

In question 13, the writer asked why students were afraid of others' judgment when speaking English in front of the class. Some students answered that they were afraid and worried when speaking in front of the class because they were afraid that their English pronunciation would be incorrect and inappropriate.

Excerpt #37:

“karena takut apa yang saya katakan tidak sesuai dengan apa yang

saya katakan.”
 (for fear that what I say does not match what I say.) (Interviewee 2)

“karna saya takut yang saya bicarakan itu salah atau kurang tepat.”
 (because I'm afraid that what I say is wrong or not right.)
 (Interviewee 4)

“Karena takut salah pengucapan dalam bhs inggris.”
 (Because I am afraid of mispronunciation in English.) (Interviewee 5)

“Saya takut salah dalam berbicara nya.”
 (I'm afraid of speaking incorrectly.) (Interviewee 8)

In addition, students are afraid that their peers will ridicule them when they speak English inappropriately.

Excerpt #38:

“takut di ejek.”
 (afraid of ridicule.) (Interviewee 1)

“Takut aku salah baca terus nanti di ketawain.”
 (I'm afraid of reading it wrong and then being laughed at.)
 (Interviewee 3)

“Karena saya takut ditertawakan oleh orang² karena ucapan saya sangatlah salah.”
 (Because I'm afraid of being laughed at by people because my words are very wrong.) (Interviewee 6)

In addition, the seventh interviewee stated that her fear of speaking English was because she was worried that her friends would not understand what she conveyed.

Excerpt #39:

“karena kita dimata orang lain berbeda beda,saya takut ada kata kata yg salah dan membuat teman teman saya tidak mengerti.”
 (Because we are different in the eyes of others, I'm afraid there are wrong words and make my friends not understand.) (Interviewee 7)

In question 14, the writer asked whether a noisy environment can hinder students in understanding English conversation. The fourth interviewee argue that noisy environmental conditions can hinder her to understand the conversation because it can reduce concentration and cannot hear clearly.

Excerpt #40:

“karena saya tripikal orang yang kalau belajar harus sunyi dan tidak ada yang berbicara jikalau itu ada mungkin saya tidak akan paham.”

(Because I'm a typical person who when I study, it has to be quiet and no one is talking if it's there, maybe I won't understand.)
(Interviewee 4)

In addition, the fifth interviewee stated that noisy environments can disrupt her concentration.

Excerpt #41:

“Konsentrasi terganggu.”

(Concentration is disrupted.) (Interviewee 5)

In addition, the voice of the presenter or teacher with a noisy environment is balanced, thus students' focus is disrupted to understand the material or conversation being studied in class.

Excerpt #42:

“Karena suara yang mereka keluarkan menyatu sehingga saya tidak bisa fokus ke dalam materi.”

(Because their voices were blending together, thus I couldn't focus on the material.) (Interviewee 6)

In question 15, the writer asked why students need teacher guidance in spelling words or sentences when reading English texts. From the answers of the second and fourth interviewees, stated that they needed

teacher guidance in spelling words or sentences because they wanted to know how to pronounce the words or sentences correctly.

Excerpt #43:

“untuk lebih membenarkan cara pengucapan dalam bahasa Inggris.”

(to better correct the pronunciation in English.) (Interviewee 2)

“saya ingin bisa berbicara bahasa inggris lebih jelas.”

(I want to be able to speak English more clearly.) (Interviewee 4)

In addition, fifth and sixth interviewees argue that they can not be fluent in English pronunciation, thus they need teacher guidance.

Excerpt #44:

“masih belum lancar bahasa inggris.”

(still not fluent in English.) (Interviewee 5)

“Karena sama belum terlalu bisa dalam mengucapkan kalimat bahasa Inggris.”

(Because I can't really pronounce English sentences.) (Interviewee 6)

b. Teachers Interview

Excerpt #1

“Menurut saya kesulitan siswa/i menyusun kalimat dalam bahasa inggris yaitu karena belum mempunyai kosakkata yang cukup dan mereka merasa takut di tertawakan oleh siswa lain dan juga kemungkinan karena takut salah secara tata bahasa.”

(I think the difficulty of students composing sentences in English is because they do not have enough vocabulary and they feel afraid of being laughed at by other students and also possibly because they are afraid of being grammatically wrong.)

Based on the interview results in question 1, the teacher assumed that inadequate vocabulary was an obstacle for students in composing

sentences into English. In addition, students lack confidence because students are afraid of being wrong with their grammar when composing sentences in English.

Excerpt #2

“Metode yang digunakan pada saat proses pembelajaran kebanyakan metode ceramah.”

(The methods used during the learning process are mostly lecture methods.)

Based on the interview results in question 2, The writer assumes that some students feel bored because the methods or techniques during the learning process in class mostly use the lecturing method.

Excerpt #3

“menurut pandangan saya siswa/i sebagian siswa memiliki motivasi yang cukup tinggi tetapi motivasi mereka kadang kadang kurang berkembang karena ketika di dalam kelas mereka malu oleh siswa/i yang motivasinya sangat kurang tetapi mendominasi di kelas.”

(In my perspective, some students are quite motivated, however their motivation is sometimes underdeveloped because when they are in class they are embarrassed by students whose motivation is very low but who dominate the class.)

In line with the results of the students' questionnaire responses, the teacher assumes that they have the motivation to learn English. However, teachers indicate that students' motivation is not developed because students are shy or lack of confidence to express their interest in English when they are in the classroom.

Excerpt #4

“Menurut pengalaman saya siswa sekarang memerlukan beberapa kali pengulangan penjelasan untuk pemahaman materi tetapi kebanyakan siswa ingin pendekatan secara personal sehingga kadang kadang waktu pembelajaran sering tersita karena ingin menjelaskan secara personal sedangkan yang ingin mendapatkan penjelasan personal sangatlah banyak di dalam kelas.”

(According to my experience, students now need several repetitions of explanations to understand the material, however most students want a personal approach, thus sometimes learning time is often taken up because they want to explain personally while there are many who want to get personal explanations in the classroom.)

In accordance with the results of student interviews, that students need repetition in the material during the learning process. The teacher indicates that the reason is because students have not fully understood what has been explained. In addition, the reason the teacher has not been maximized in explaining English material is due to constraints related to learning time. The teacher explained in more detail that students prefer personalized explanations with a large number of students who want it.

Excerpt #5

“menurut pandangan saya kosakata masih merupakan permasalahan dasar yang sering dialami dalam mengembangkan ide kedalam tulisan bahasa inggris walaupun ketika guru bisa menjadi seorang pendamping hal tersebut bisa diminimalisir.”

(In my perspective, vocabulary is still a basic problem that is often experienced in developing ideas into English writing, although when the teacher can be a companion it can be minimized.)

Furthermore, according to the teacher, students have difficulty in expressing writing ideas in English due to a lack of vocabulary. Then, the teacher explained that the teacher is a facilitator or one who gives

directions to students. However, difficulties in writing can be minimized when students can master the vocabulary. Therefore, the writer infers that when students can master the vocabulary, the teacher can easily direct the writing procedures into proper and correct English.

Excerpt #6

“menurut pendapat saya siswa/i merasa tidak percaya diri karena bahasa inggris sangat jarang sekali di jumpai di lingkungan mereka terutama lingkungan di sekitar rumah mereka sendiri.”

(In my opinion, students do not feel confident because English is very rarely encountered in their environment, especially the environment around their own homes.)

Based on the results of the sixth interview, the teacher argues that students' lack of confidence when speaking English is because their environment does not support students in developing or practicing English, especially in the environment around the students' homes.

Excerpt #7

“Saya pribadi mengevaluasi pemahaman pendengaran dengan cara menulis apa yang saya katakan.”

(I personally evaluate auditory comprehension by writing down what I say.)

In the seventh interview, the teacher tests or evaluates students' listening comprehension in English by writing a word or sentence according to what the teacher says.

Excerpt #8

“Kebiasaan saya dalam membaca teks adalah dengan cara pengulangan yaitu dengan cara siswa mengucapkan kalimat yang ada di dalam teks setelah guru membacanya.”

(repetition, in which students say the sentences in the text after the teacher reads it.)

Furthermore, the teacher guides students in spelling the word or sentence by sentences repetition. The steps are for the teacher to read the sentences in a text. After that, students repeat what the teacher said before.

B. Data Analysis

Accurate data has been gathered from the analysis of student questionnaire data, student interviews, and teacher interviews. From the data that has been analyzed, the writer found that students have difficulty in learning the four skills in English. In addition, almost all students experience difficulties in learning English from both internal and external factors.

1. Writing Skill

From the data obtained and analyzed, the writer found that students have difficulty in writing. The result of students' responses in Figure 4.1 indicates that some students have difficulty in composing sentences in English. The interview results found that students afraid of making mistakes in writing, students have less knowledge, and do not understand how to write in English. Moreover, students are not acclimated to writing in English. In addition, in Figure 4.10 provides the findings that most students find it difficult to express their ideas in English writing because

they do not have enough vocabulary. Furthermore, the writer discovered throughout the interview phase that the student's writing challenge was finding the appropriate words in English to express their ideas. Additionally, the writer concludes that misapplied language can distort a sentence's meaning and that translating sentences from Indonesian to English is challenging due to the differences in grammar. In addition, students need a long time to express their thoughts in English writing due to the necessity to locate relevant words.

On the other hand, students still need teacher guidance, thus they can write sentences properly and correctly. When students write thoughts or information, teachers should be available for guidance them (Amalia et al., 2021). From the teacher's perspective, a deficiency of vocabulary is the reason why students find it hard to express ideas in writing in English. In addition, students lack confidence in writing due to their fear of making grammatical mistakes. Furthermore, the teacher argues that once students have a firm grasp of vocabulary, the teacher as a facilitator can easily direct the correct procedures for writing in English. However, according to Ahlsén & Lundh (2007, cited in Amalia et al., 2021) stated that teachers can utilize certain strategies to assist students write effectively, such as organizing their writing, thus that ideas, information, and arguments can be developed and built.

2. Speaking Skill

Based on the results from Figure 4.11 illustrates that most students

are not confident speaking in English due to the lack of known vocabulary. Moreover, in Figure 4.13, the writer found that the majority of students fear and worry about judgment when speaking English in class. In addition, from the interview stage, the writer found that students lacked confidence and fear when speaking English due to their worry about pronouncing words incorrectly and inappropriately in English. Furthermore, students worry that their classmates may not understand what they are saying and students will be mocked by their peers because they speak English inappropriately. The writer concludes that students have difficulty speaking in English because of the lack of vocabulary and they struggle to find the right words to speak. Thus, it makes them not confident and fear to speak English.

Additionally, in interview question fifteen, students require assistance from the teacher in spelling words or sentences because they want to learn how to pronounce the words or sentences correctly. Therefore, students can be fluent in English pronunciation. Furthermore, from the interview phase with the teacher, the teacher guides students in spelling the word or sentence by repetition. The steps are for the teacher to read the sentences in a text. After that, students repeat what the teacher said before.

3. Listening Skill

Based on responses provided by the students, Figure 4.12 indicates that nearly every student finds it challenging to identify words or phrases

when listening to English conversations. The interview stage results revealed that students struggled to understand what was being said when listening in English, making it difficult for them to pick up on keywords or phrases. The writer assumes that students do not understand what they hear due to a lack of vocabulary and are not familiar with hearing English because they rarely use it in their daily lives.

Based on Figure 4.14 results, the majority of students respond that the noisy environment interfered with their focus when trying to understand what the teacher was explaining or the English conversation they were hearing. In the interview phase, the writer concluded the noisy environment can hinder their ability to concentrate to listen English. Furthermore, based on the result of the teacher interviews, the teacher assesses students' English listening comprehension skills by having them write words or phrases following what the teachers say. The writer assumes that it can be one of the reasons why students are stuck having difficulty in listening to English. Therefore, teachers must introduce or encourage students to listen to English from native speakers such as from social media or YouTube.

4. Reading Skill

Based on the students' questionnaire responds in Figure 4.9., the writer found that some students were unable to finish the English task because they could not understand what they were reading. In the interview phase, the writer deduced that the reason behind students' inability to finish

their assignments was their poor reading comprehension, which prevented them from knowing what needed to be done. Students are additionally unable to finish the tasks due to limited time and lack of vocabulary.

The findings of the student's responses, illustrated in Figure 4.15, demonstrate that almost all of the students required the teacher to translate and explain words or sentences from the reading text being studied. Students need teachers to translate and explain words or sentences, according to the sixth interviewee's perspective in interview question 4 and the fourth interviewee's viewpoint in interview question 8.

5. Factors of Students' Difficulties in Learning English

The writer found some internal factors of students' difficulty in learning English. During the interview phase, the teacher stated that students have the motivation to learn English. However, some students are not motivated or interested in learning English. These students have reasons, which are inability to speak in English, lack of understanding of English, and boredom with learning English. Furthermore, the majority of the questionnaire responses stated that students take a long time to understand the English material being studied in class. The writer concludes that students are indicated to be slow learners in learning English. The results of interviews with students from this internal factor are in line with Mulyadi's theory (2010, as cited in Liliani & Ellissi, 2021). The theory stated that students who indicate slow learners are those who

absorb information more slowly and require more time to comprehend the material.

On the other hand, the writer found several external factors of students' difficulty in learning English. During the interview phase, students expressing boredom in learning English have reasons. The reason is that students' inadequate comprehension of the English material being taught. The writer assumes that the boredom that students experience can be due to the improper teaching techniques that teachers use in teaching in class. Thus, the writer concludes that students have difficulty learning English because the learning process in the classroom lacks variety or is monotonous. The evidence is found in the graph in Figure 4.4. In addition, in line with the results of student interviews, Students' hopes and suggestions related to learning in the classroom are to hold games or quizzes in the learning process. In line with the theory from Puteh et al. (2015, as cited in Kholili, 2023) that students would have a comfortable learning experience if teachers could create a well-suited learning style and enjoyable learning method.

According to Kholili (2023) stated that when the setting or environment is supportive to learning, comfort in learning will be found. On the other hand, in the Figure 4.6, the questionnaire results demonstrate that students have motivation to learn English because they are supported by their environment and peers. However, students who are not supported by the environment and peers argue that they need the initiative to ask

others, thus the peers will assist. In addition, according to the findings of teacher interviews, the environment around the students' homes does not encourage students to practice or enhance their English, thus contributing to their lack of confidence while speaking the language.

Moreover, most students agreed that teachers need to explain several times, thus students can understand the English material being studied. From the results of the interview, the writer concluded that the reason students need repeated explanations is that students are not familiar with English. According to the teacher, the majority of students during the elementary school backgrounds were not learning English. The writer infers that it can be the reason students need the teacher to explain more related to English learning. From the interviews with the teacher, he argues that he cannot explain twice or more because of the lack of time given. On the other hand, most students want personalized explanations. Therefore, the teacher needs strategy to explain in a language that is easy for students to understand and needs to be accompanied by the meaning of each sentence in explaining the material.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and analysis of the difficulties of students of SMP Negeri 1 Cicurug, several conclusions can be drawn, which are that students experience difficulties due to the lack of vocabulary known, thus it has an impact on inhibiting students in mastering English skills both in productive and receptive skills. In addition, students have difficulty in writing because it is hard to find the right words in English to express their ideas. In speaking skills, students struggle to find the appropriate words to pronounce it. Since students are not accustomed to hearing English in their daily lives, they find it difficult to understand what they hear. In reading skills, students' poor reading comprehension makes them unable to complete the English assignments given to them.

In addition, there are internal factors such as some students are not motivated or interested in learning English and students are indicated to be slow in learning English. External factors also affect students' difficulties in learning English. Improper teaching techniques make students bored. Thus, students hope and suggestions related to learning in the classroom are to hold games or quizzes in the learning process. The majority of students demand individualized explanations, however, teachers are unable to repeat or further clarify the content due to time constraints. Moreover, the environment around

the students' homes does not encourage students to practice or enhance their English.

B. Suggestion

Based on the analysis that the writer has done using all of the information that has been gathered, there are several suggestions for educators. Teachers need to organize games and quizzes during the learning process thus students can feel the atmosphere of learning English is interesting and enjoyable. When delivering the material, it is necessary to translate what has been delivered because students still need to be guided, especially in their knowledge related to vocabulary. Teachers need strategies or techniques to make students understand what is explained. For example, the material explanation is related to a phenomenon that is currently being favored by teenagers, thus students can recognize and understand what is being explained.

In addition, there are recommendations for further researchers who are interested in investigating student difficulties. This research still needs to be studied more deeply, especially in each type of difficulty. The writer recommends for further research on learning disorder for senior high school or college level. The reason is that learning disorder requires a more in-depth study of what factors make students have continuous difficulties related to learning English.

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APPENDICES

Appendices 1 Research Instrument

1. Questionnaire Form

Nama : _____
 Kelas : _____
 Nomor Ponsel : _____

Indicator	No	Statements	SS	S	N	TS	STS
Writing Skills	1	Saya merasa sulit untuk menyusun kalimat dalam bahasa Inggris.					
	2	Saya perlu bimbingan guru dalam menyusun kalimat bahasa Inggris.					
	10	Keterbatasan kosakata dan frasa sering kali menjadi kendala bagi Saya dalam mengekspresikan ide ke dalam tulisan bahasa Inggris.					
Speaking Skills	11	Kosakata Saya yang sedikit atau kurang memadai membuat saya tidak percaya diri ketika harus berbicara dalam bahasa Inggris.					
	13	Ketika Saya berbicara menggunakan bahasa Inggris di kelas, saya khawatir dan takut terhadap penilaian teman-teman saya.					
Listening Skills	12	Saya kesulitan memahami detail seperti kata-kata kunci dan frasa saat mendengarkan percakapan dalam bahasa Inggris.					
	14	Kondisi lingkungan yang bising dapat menghambat fokus Saya saat mencoba memahami percakapan dalam bahasa Inggris.					
Reading Skills	9	Saya tidak mampu menyelesaikan tugas bahasa Inggris karena Saya tidak memahami apa yang sedang saya baca.					

	15	Agar Saya dapat memahami isi teks bacaan bahasa Inggris di kelas, guru perlu menjelaskan dan mengartikan kata atau kalimat teks bacaan tersebut.					
Internal and External Factors	3	Saya merasa belajar bahasa Inggris di sekolah sangat membosankan.					
	4	Saya merasa kesulitan belajar bahasa Inggris karena proses pembelajaran di kelas monoton atau kurang bervariasi.					
	5	Saya tidak memiliki minat dan kemauan untuk belajar bahasa Inggris.					
	6	Saya kurang termotivasi belajar bahasa Inggris karena lingkungan dan teman sebaya kurang mendukung.					
	7	Saya membutuhkan waktu yang lama untuk memahami materi bahasa Inggris yang sedang dipelajari di kelas.					
	8	Guru perlu menjelaskan dua kali atau lebih agar Saya mengerti apa yang sedang dipelajari.					

Detail:

SS: Sangat Setuju, S: Setuju, N: Netral. TS: Tidak Setuju, STS: Sangat Tidak Setuju

2. Interview Form

a. Students Interview

Nama Lengkap : _____

Kelas : _____

Nomor Ponsel : _____

Indicator	No	Question	Answer
Writing Skills	1	Mengapa Anda merasa kesulitan menyusun kalimat dalam bahasa Inggris?	
	2	Mengapa Anda membutuhkan bimbingan guru dalam menyusun kalimat bahasa Inggris?	
	10	Kesulitan apa yang Anda alami saat mengekspresikan ide ke dalam tulisan bahasa Inggris?	
Speaking Skills	11	Apa yang membuat Anda tidak percaya diri saat berbicara dalam bahasa Inggris?	
	13	Ketika Anda harus berbicara bahasa Inggris di depan kelas, mengapa Anda memiliki ketakutan dan kekhawatiran terhadap penilaian orang lain?	
Listening Skills	12	Kesulitan apa yang Anda alami ketika mendengarkan percakapan dalam bahasa Inggris?	
	14	Mengapa kondisi lingkungan yang bising dapat menghambat Anda saat mencoba memahami percakapan dalam bahasa Inggris?	
Reading Skills	9	Mengapa Anda tidak mampu mengerjakan atau menyelesaikan tugas bahasa Inggris?	
	15	Mengapa Anda membutuhkan bimbingan guru dalam mengeja kata atau kalimat ketika membaca teks bahasa Inggris di kelas?	
Internal and External	3	Apa yang membuat Anda bosan ketika belajar bahasa Inggris di sekolah? Sertakan alasannya!	

Factors	4	Apa harapan dan saran Anda terkait dengan pembelajaran bahasa Inggris di kelas agar pembelajaran menjadi menyenangkan?	
	5	Mengapa Anda memiliki motivasi yang rendah dalam belajar bahasa Inggris?	
	6	Bagaimana lingkungan dan teman sebaya mendukung Anda dalam belajar bahasa Inggris?	
	7	Mengapa Anda membutuhkan waktu yang lebih lama dalam memahami pelajaran bahasa Inggris yang dijelaskan oleh guru?	
	8	Apakah guru perlu menjelaskan beberapa kali agar Anda mengerti dengan materi bahasa Inggris yang sedang dipelajari? Sertakan alasannya!	

b. Teacher Interview

Nama Lengkap : _____

Nomor Ponsel : _____

E-mail : _____

No	Question	Answer
1	Menurut pandangan Ibu/Bapak, apa yang membuat siswa/i kesulitan menyusun kalimat dalam bahasa Inggris?	
2	Apa metode atau teknik pengajaran yang digunakan Ibu/Bapak pada saat proses pembelajaran bahasa Inggris di kelas?	
3	Menurut pandangan Ibu/Bapak, apakah siswa/i memiliki motivasi yang rendah dalam belajar bahasa Inggris?	
4	Apakah Ibu/Bapak telah menjelaskan beberapa kali kepada siswa/i yang mengalami kesulitan memahami materi bahasa Inggris yang sedang dipelajari?	
5	Menurut pandangan Ibu/Bapak, apakah kurangnya kosakata yang dimiliki siswa/i membuat mereka kesulitan mengekspresikan ide ke dalam tulisan bahasa Inggris?	
6	Menurut pandangan Ibu/Bapak, apa yang membuat siswa/i tidak percaya diri ketika berbicara dalam bahasa Inggris?	
7	Bagaimana Ibu/Bapak mengevaluasi pemahaman mendengarkan siswa/i dalam bahasa Inggris?	
8	Apakah Ibu/Bapak membimbing siswa/i dalam mengeja kata atau kalimat ketika membaca teks bahasa Inggris di kelas?	

Appendices 2 Research Data (Raw Data)

Timestamp	Nama Lengkap :	Nomor Ponsel	1. Saya merasa sulit untuk menyusun kalimat dalam bahasa Inggris.
12/13/2023 11:07:45	Apriliani	083111219939	Sangat Tidak Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Netral
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Setuju
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Setuju
12/13/2023 11:37:07	Lulu Amanda	083836428697	Setuju
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Netral
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Netral
12/13/2023 11:42:37	Aira Cahyani	083893137691	Setuju
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Setuju
12/13/2023 11:53:29	Maura Nadira	085939696709	Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Netral
12/13/2023 12:00:12	Warda Syahrani	083873128165	Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Netral
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Sangat Setuju
12/13/2023 20:44:38	Aira Aghisni	085864611393	Setuju
12/13/2023 20:44:56	Mohammad Defri	085814742300	Sangat Setuju
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Netral
12/13/2023 20:51:26	Nabila Sani	085659804594	Setuju
12/13/2023 20:53:16	Riezta	085720625770	Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Netral
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Netral
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Setuju
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Netral
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Netral
12/14/2023 8:35:42	Nayla Putri	083115940042	Setuju
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Netral
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Netral
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Netral
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	2. Saya perlu bimbingan guru dalam menyusun kalimat bahasa Inggris.
12/13/2023 11:07:45	Apriliani	083111219939	Sangat Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Netral
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Netral
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Sangat Setuju
12/13/2023 11:37:07	Lulu Amanda	083836428697	Sangat Setuju
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Sangat Setuju
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Sangat Setuju
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Sangat Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Netral
12/13/2023 11:53:29	Maura Nadira	085939696709	Sangat Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Setuju
12/13/2023 12:00:12	Warda Syahrani	083873128165	Sangat Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Sangat Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Sangat Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Sangat Setuju
12/13/2023 20:44:38	Aira Aghisni	085864611393	Setuju
12/13/2023 20:44:56	Mohammad Defri	085814742300	Sangat Setuju
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Netral
12/13/2023 20:51:26	Nabila Sani	085659804594	Setuju
12/13/2023 20:53:16	Riezta	085720625770	Sangat Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Setuju
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Setuju
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Setuju
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Setuju
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Netral
12/14/2023 8:35:42	Nayla Putri	083115940042	Setuju
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Sangat Setuju
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Setuju
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Sangat Setuju
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	3. Saya merasa belajar bahasa Inggris di sekolah sangat membosankan.
12/13/2023 11:07:45	Apriliani	083111219939	Sangat Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Tidak Setuju
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Setuju
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Netral
12/13/2023 11:37:07	Lulu Amanda	083836428697	Netral
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Netral
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Netral
12/13/2023 11:42:37	Aira Cahyani	083893137691	Netral
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Tidak Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Netral
12/13/2023 11:53:29	Maura Nadira	085939696709	Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Tidak Setuju
12/13/2023 12:00:12	Warda Syahrani	083873128165	Netral
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Tidak Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Tidak Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Netral
12/13/2023 20:44:38	Aira Aghisni	085864611393	Netral
12/13/2023 20:44:56	Mohammad Defri	085814742300	Netral
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Setuju
12/13/2023 20:51:26	Nabila Sani	085659804594	Sangat Tidak Setuju
12/13/2023 20:53:16	Riezta	085720625770	Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Tidak Setuju
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Sangat Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Tidak Setuju
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Tidak Setuju
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Setuju
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Tidak Setuju
12/14/2023 8:35:42	Nayla Putri	083115940042	Netral
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Tidak Setuju
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Sangat Tidak Setuju
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Netral
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	4. Saya merasa kesulitan belajar bahasa Inggris karena proses pembelajaran di kelas monoton atau kurang bervariasi.
12/13/2023 11:07:45	Apriliani	083111219939	Sangat Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Netral
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Setuju
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Setuju
12/13/2023 11:37:07	Lulu Amanda	083836428697	Netral
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Netral
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Setuju
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Tidak Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Tidak Setuju
12/13/2023 11:53:29	Maura Nadira	085939696709	Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Setuju
12/13/2023 12:00:12	Warda Syahrani	083873128165	Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Tidak Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Tidak Setuju
12/13/2023 20:44:38	Aira Aghisni	085864611393	Netral
12/13/2023 20:44:56	Mohammad Defri	085814742300	Netral
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Setuju
12/13/2023 20:51:26	Nabila Sani	085659804594	Tidak Setuju
12/13/2023 20:53:16	Riezta	085720625770	Sangat Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Netral
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Netral
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Netral
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Netral
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Tidak Setuju
12/14/2023 8:35:42	Nayla Putri	083115940042	Netral
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Netral
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Tidak Setuju
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Netral
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	5. Saya tidak memiliki minat dan kemauan untuk belajar bahasa Inggris.
12/13/2023 11:07:45	Apriliani	083111219939	Sangat Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Sangat Tidak Setuju
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Netral
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Tidak Setuju
12/13/2023 11:37:07	Lulu Amanda	083836428697	Netral
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Tidak Setuju
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Sangat Tidak Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Netral
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Tidak Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Tidak Setuju
12/13/2023 11:53:29	Maura Nadira	085939696709	Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Netral
12/13/2023 12:00:12	Warda Syahrani	083873128165	Tidak Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Tidak Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Tidak Setuju
12/13/2023 20:44:38	Aira Aghisni	085864611393	Netral
12/13/2023 20:44:56	Mohammad Defri	085814742300	Setuju
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Netral
12/13/2023 20:51:26	Nabila Sani	085659804594	Tidak Setuju
12/13/2023 20:53:16	Riezta	085720625770	Sangat Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Tidak Setuju
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Sangat Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Netral
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Tidak Setuju
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Tidak Setuju
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Setuju
12/14/2023 8:35:42	Nayla Putri	083115940042	Netral
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Tidak Setuju
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Sangat Tidak Setuju
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Netral
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	6. Saya kurang termotivasi belajar bahasa Inggris karena lingkungan dan teman sebaya kurang mendukung.
12/13/2023 11:07:45	Apriliani	083111219939	Netral
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Tidak Setuju
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Tidak Setuju
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Setuju
12/13/2023 11:37:07	Lulu Amanda	083836428697	Tidak Setuju
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Sangat Tidak Setuju
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Tidak Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Netral
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Sangat Tidak Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Netral
12/13/2023 11:53:29	Maura Nadira	085939696709	Sangat Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Netral
12/13/2023 12:00:12	Warda Syahrani	083873128165	Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Netral
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Netral
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Tidak Setuju
12/13/2023 20:44:38	Aira Aghisni	085864611393	Setuju
12/13/2023 20:44:56	Mohammad Defri	085814742300	Netral
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Sangat Setuju
12/13/2023 20:51:26	Nabila Sani	085659804594	Tidak Setuju
12/13/2023 20:53:16	Riezta	085720625770	Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Tidak Setuju
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Sangat Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Netral
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Tidak Setuju
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Netral
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Netral
12/14/2023 8:35:42	Nayla Putri	083115940042	Setuju
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Sangat Setuju
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Tidak Setuju
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Netral
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	7. Saya membutuhkan waktu yang lama untuk memahami materi bahasa Inggris yang sedang dipelajari di kelas.
12/13/2023 11:07:45	Apriliani	083111219939	Netral
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Netral
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Sangat Setuju
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Netral
12/13/2023 11:37:07	Lulu Amanda	083836428697	Setuju
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Setuju
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Setuju
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Setuju
12/13/2023 11:53:29	Maura Nadira	085939696709	Sangat Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Netral
12/13/2023 12:00:12	Warda Syahrani	083873128165	Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Netral
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Tidak Setuju
12/13/2023 20:44:38	Aira Aghisni	085864611393	Sangat Setuju
12/13/2023 20:44:56	Mohammad Defri	085814742300	Sangat Setuju
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Netral
12/13/2023 20:51:26	Nabila Sani	085659804594	Tidak Setuju
12/13/2023 20:53:16	Riezta	085720625770	Sangat Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Tidak Setuju
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Setuju
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Netral
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Netral
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Setuju
12/14/2023 8:35:42	Nayla Putri	083115940042	Setuju
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Netral
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Netral
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Setuju
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	8. Guru perlu menjelaskan dua kali atau lebih agar Saya mengerti apa yang sedang dipelajari.
12/13/2023 11:07:45	Apriliani	083111219939	Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Netral
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Netral
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Netral
12/13/2023 11:37:07	Lulu Amanda	083836428697	Sangat Setuju
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Netral
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Netral
12/13/2023 11:42:37	Aira Cahyani	083893137691	Setuju
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Setuju
12/13/2023 11:53:29	Maura Nadira	085939696709	Sangat Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Netral
12/13/2023 12:00:12	Warda Syahrani	083873128165	Sangat Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Sangat Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Netral
12/13/2023 20:44:38	Aira Aghisni	085864611393	Setuju
12/13/2023 20:44:56	Mohammad Defri	085814742300	Netral
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Netral
12/13/2023 20:51:26	Nabila Sani	085659804594	Tidak Setuju
12/13/2023 20:53:16	Riezta	085720625770	Sangat Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Setuju
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Setuju
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Setuju
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Setuju
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Setuju
12/14/2023 8:35:42	Nayla Putri	083115940042	Setuju
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Sangat Tidak Setuju
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Netral
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Setuju
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	9. Saya tidak mampu menyelesaikan tugas bahasa Inggris karena Saya tidak memahami apa yang sedang saya baca.
12/13/2023 11:07:45	Apriliani	083111219939	Sangat Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Tidak Setuju
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Netral
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Netral
12/13/2023 11:37:07	Lulu Amanda	083836428697	Netral
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Netral
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Netral
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Setuju
12/13/2023 11:53:29	Maura Nadira	085939696709	Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Setuju
12/13/2023 12:00:12	Warda Syahrani	083873128165	Netral
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Sangat Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Netral
12/13/2023 20:44:38	Aira Aghisni	085864611393	Netral
12/13/2023 20:44:56	Mohammad Defri	085814742300	Sangat Setuju
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Netral
12/13/2023 20:51:26	Nabila Sani	085659804594	Setuju
12/13/2023 20:53:16	Riezta	085720625770	Sangat Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Netral
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Sangat Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Setuju
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Tidak Setuju
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Sangat Setuju
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Netral
12/14/2023 8:35:42	Nayla Putri	083115940042	Sangat Setuju
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Setuju
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Netral
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Netral
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	10. Keterbatasan kosakata dan frasa sering kali menjadi kendala bagi Saya dalam mengekspresikan ide ke dalam tulisan bahasa Inggris.
12/13/2023 11:07:45	Apriliani	083111219939	Sangat Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Netral
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Setuju
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Setuju
12/13/2023 11:37:07	Lulu Amanda	083836428697	Setuju
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Netral
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Setuju
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Netral
12/13/2023 11:53:29	Maura Nadira	085939696709	Sangat Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Setuju
12/13/2023 12:00:12	Warda Syahrani	083873128165	Sangat Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Setuju
12/13/2023 20:44:38	Aira Aghisni	085864611393	Setuju
12/13/2023 20:44:56	Mohammad Defri	085814742300	Setuju
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Netral
12/13/2023 20:51:26	Nabila Sani	085659804594	Setuju
12/13/2023 20:53:16	Riezta	085720625770	Sangat Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Tidak Setuju
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Setuju
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Setuju
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Netral
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Tidak Setuju
12/14/2023 8:35:42	Nayla Putri	083115940042	Netral
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Setuju
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Netral
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Netral
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	11. Kosakata Saya yang sedikit atau kurang memadai membuat saya tidak percaya diri ketika harus berbicara dalam bahasa Inggris.
12/13/2023 11:07:45	Apriliani	083111219939	Sangat Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Setuju
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Setuju
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Setuju
12/13/2023 11:37:07	Lulu Amanda	083836428697	Netral
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Netral
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Setuju
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Sangat Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Sangat Setuju
12/13/2023 11:53:29	Maura Nadira	085939696709	Sangat Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Setuju
12/13/2023 12:00:12	Warda Syahrani	083873128165	Sangat Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Netral
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Sangat Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Setuju
12/13/2023 20:44:38	Aira Aghisni	085864611393	Sangat Setuju
12/13/2023 20:44:56	Mohammad Defri	085814742300	Setuju
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Tidak Setuju
12/13/2023 20:51:26	Nabila Sani	085659804594	Setuju
12/13/2023 20:53:16	Riezta	085720625770	Sangat Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Netral
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Setuju
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Netral
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Setuju
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Netral
12/14/2023 8:35:42	Nayla Putri	083115940042	Sangat Setuju
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Tidak Setuju
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Netral
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Netral
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	12. Saya kesulitan memahami detail seperti kata-kata kunci dan frasa saat mendengarkan percakapan dalam bahasa Inggris.
12/13/2023 11:07:45	Apriliani	083111219939	Sangat Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Netral
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Setuju
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Setuju
12/13/2023 11:37:07	Lulu Amanda	083836428697	Setuju
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Setuju
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Setuju
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Setuju
12/13/2023 11:53:29	Maura Nadira	085939696709	Sangat Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Setuju
12/13/2023 12:00:12	Warda Syahrani	083873128165	Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Netral
12/13/2023 20:44:38	Aira Aghisni	085864611393	Setuju
12/13/2023 20:44:56	Mohammad Defri	085814742300	Sangat Setuju
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Netral
12/13/2023 20:51:26	Nabila Sani	085659804594	Sangat Setuju
12/13/2023 20:53:16	Riezta	085720625770	Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Setuju
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Setuju
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Netral
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Netral
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Setuju
12/14/2023 8:35:42	Nayla Putri	083115940042	Setuju
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Sangat Setuju
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Netral
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Setuju
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	13. Ketika Saya berbicara menggunakan bahasa Inggris di kelas, saya khawatir dan takut terhadap penilaian teman-teman saya.
12/13/2023 11:07:45	Apriliani	083111219939	Netral
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Setuju
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Tidak Setuju
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Setuju
12/13/2023 11:37:07	Lulu Amanda	083836428697	Netral
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Setuju
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Setuju
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Sangat Setuju
12/13/2023 11:53:29	Maura Nadira	085939696709	Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Sangat Setuju
12/13/2023 12:00:12	Warda Syahrani	083873128165	Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Netral
12/13/2023 20:44:38	Aira Aghisni	085864611393	Sangat Setuju
12/13/2023 20:44:56	Mohammad Defri	085814742300	Setuju
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Tidak Setuju
12/13/2023 20:51:26	Nabila Sani	085659804594	Sangat Setuju
12/13/2023 20:53:16	Riezta	085720625770	Netral
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Netral
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Setuju
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Setuju
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Tidak Setuju
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Tidak Setuju
12/14/2023 8:35:42	Nayla Putri	083115940042	Setuju
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Sangat Tidak Setuju
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Netral
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Netral
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	14. Kondisi lingkungan yang bising dapat menghambat fokus Saya saat mencoba memahami percakapan dalam bahasa Inggris.
12/13/2023 11:07:45	Apriliani	083111219939	Sangat Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Sangat Setuju
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Tidak Setuju
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Setuju
12/13/2023 11:37:07	Lulu Amanda	083836428697	Setuju
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Sangat Tidak Setuju
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Sangat Setuju
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Netral
12/13/2023 11:53:29	Maura Nadira	085939696709	Netral
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Setuju
12/13/2023 12:00:12	Warda Syahrani	083873128165	Sangat Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Sangat Setuju
12/13/2023 20:44:38	Aira Aghisni	085864611393	Setuju
12/13/2023 20:44:56	Mohammad Defri	085814742300	Tidak Setuju
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Setuju
12/13/2023 20:51:26	Nabila Sani	085659804594	Setuju
12/13/2023 20:53:16	Riezta	085720625770	Sangat Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Setuju
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Netral
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Setuju
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Sangat Setuju
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Tidak Setuju
12/14/2023 8:35:42	Nayla Putri	083115940042	Netral
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Netral
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Setuju
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Netral
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap :	Nomor Ponsel	15. Agar Saya dapat memahami isi teks bacaan bahasa Inggris di kelas, guru perlu menjelaskan dan mengartikan kata atau kalimat teks
12/13/2023 11:07:45	Apriliani	083111219939	Sangat Setuju
12/13/2023 11:32:04	Aliya Nishrina Auni	086594200284	Netral
12/13/2023 11:35:06	Syipa Faoziah	083106084218	Sangat Setuju
12/13/2023 11:35:24	Kayla Chandra Kirana Siregar	082123845215	Sangat Setuju
12/13/2023 11:37:07	Lulu Amanda	083836428697	Sangat Setuju
12/13/2023 11:37:09	Raischa Sukadi Putri	085821632519	Setuju
12/13/2023 11:37:41	Dinda Agustiani	083133955582	Setuju
12/13/2023 11:42:37	Aira Cahyani	083893137691	Sangat Setuju
12/13/2023 11:50:55	Muhamad Fikriansyah	085780734503	Sangat Setuju
12/13/2023 11:51:01	Hilda Fulvia	085813770720	Setuju
12/13/2023 11:53:29	Maura Nadira	085939696709	Sangat Setuju
12/13/2023 11:56:45	Silmi Kaffah Junaedi	085723375687	Setuju
12/13/2023 12:00:12	Warda Syahrani	083873128165	Sangat Setuju
12/13/2023 12:10:31	Raka Kurniawan	083894198542	Sangat Setuju
12/13/2023 13:36:01	Alika Ainal Haq	085863384996	Sangat Setuju
12/13/2023 20:42:11	Jasmine Nur Afifah Azzahra Suradi	085861507181	Netral
12/13/2023 20:44:38	Aira Aghisni	085864611393	Setuju
12/13/2023 20:44:56	Mohammad Defri	085814742300	Netral
12/13/2023 20:46:02	Siti Raiya Julia A	+62 85863412867	Netral
12/13/2023 20:51:26	Nabila Sani	085659804594	Setuju
12/13/2023 20:53:16	Riezta	085720625770	Sangat Setuju
12/13/2023 21:03:21	Akhdan Bial Khadafi	085846589834	Sangat Setuju
12/13/2023 21:03:54	Muhammad Alvi	085885932373	Setuju
12/13/2023 21:04:54	Monica Aurellia Wulandary	083814769314	Setuju
12/13/2023 21:10:53	Raisya Ayu Dwi Mustika Julianti	85864502937	Setuju
12/13/2023 21:29:16	M Zaldy Putra Effendi	083143235357	Sangat Setuju
12/14/2023 5:51:15	Imanuel Apriliano Nenoliu	085603464630	Setuju
12/14/2023 8:35:42	Nayla Putri	083115940042	Setuju
12/14/2023 8:37:19	Dimas Apriadi	085723104359	Sangat Setuju
12/14/2023 8:41:22	Puspa Chandra Ningtyas	085798421009	Netral
12/14/2023 9:03:49	Hilal Ramdhan	085216253583	Setuju
12/14/2023 9:40:22	Muhammad Wafri Adis Akmal	085863969994	Netral

Timestamp	Nama Lengkap:	Nomor Ponsel	1. Mengapa Anda merasa kesulitan menyusun kalimat dalam bahasa Inggris?
1/8/2024 14:12:17	Aira Aghisni	085864611393	Karena saya tidak tahu
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	Karena saya tidak terbiasa
1/8/2024 19:42:15	Air Cahyani	083893137691	Karena saya tidak mengerti cara penjelasan nya
1/8/2024 19:55:21	Dinda Agustiani	083133955582	Karna mungkin saya sedikit sulit bisa berbicara bahasa Inggris jadi agak susah untuk menyusun kalimatnya
1/8/2024 20:05:27	Riezta	085720625770	Takut salah
1/8/2024 20:18:23	Nayla Putri	083115940042	Karena saya lebih mementingkan artinya dulu baru di lanjut penjelasan nya
1/8/2024 20:49:23	Maura Nadira	085939696709	Karena saya belum terbiasa mengucapkan kata² bahasa Inggris
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Karena dalam bahasa Inggris susunan katanya jika di bahasakan Indonesia suka berbeda
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Gatau

Timestamp	Nama Lengkap:	Nomor Ponsel	2. Mengapa Anda membutuhkan bimbingan guru dalam menyusun kalimat bahasa Inggris?
1/8/2024 14:12:17	Aira Aghisni	085864611393	biar bisa menyusun kalimat bahasa Inggris
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	untuk membantu cara menyusun kata dalam bahasa Inggris
1/8/2024 19:42:15	Air Cahyani	083893137691	Saat belajar umum saya tidak mengerti maksud dari kosakata tersebut
1/8/2024 19:55:21	Dinda Agustiani	083133955582	saya ingin bisa lebih lancar belajar bahasa Inggris
1/8/2024 20:05:27	Riezta	085720625770	Takut salah
1/8/2024 20:18:23	Nayla Putri	083115940042	Karena tidak begitu pandai dalam menyusun atau membuat kalimat bahasa Inggris
1/8/2024 20:49:23	Maura Nadira	085939696709	supaya saya bisa lebih paham apa yg saya pelajari
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Karena bimbingan guru sangat membantu dalam pengerjaanya
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Gatau

Timestamp	Nama Lengkap:	Nomor Ponsel	3. Apa yang membuat Anda bosan ketika belajar bahasa Inggris di sekolah? Sertakan alasannya!
1/8/2024 14:12:17	Aira Aghisni	085864611393	bosen karena saya tidak terlalu tertarik dalam belajar bahasa Inggris
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	karena saya suka game dalam pembelajaran
1/8/2024 19:42:15	Air Cahyani	083893137691	Tidak mengerti cara penjelasan guru dan terlalu cepat berbicara
1/8/2024 19:55:21	Dinda Agustiani	083133955582	pelajaran nya bikin ngantuk 😊 karna saya tidak terlalu bisa bahasa inggris jadi agak membosankan
1/8/2024 20:05:27	Riezta	085720625770	gurunya susah di mengerti
1/8/2024 20:18:23	Nayla Putri	083115940042	Karena saya tidak mengetahui arti dalam ucapan tersebut yang membuat saya tidak mengerti apa yang diucapkan atau di bicarakan
1/8/2024 20:49:23	Maura Nadira	085939696709	saya bosan,karena tidak mehamahi arti dari kosakata tersebut
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Alasan nya saya kurang mengerti dalam bahasa inggris
1/10/2024 8:53:11	Muhammad Alvi	081290949336	tgaaeru

Timestamp	Nama Lengkap:	Nomor Ponsel	4. Apa harapan dan saran Anda terkait dengan pembelajaran bahasa Inggris di kelas agar pembelajaran menjadi menyenangkan?
1/8/2024 14:12:17	Aira Aghisni	085864611393	bermain sambil belajar
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	semoga mapel bahasa Inggris ke depan nya ada game yang bisa memuat kepada pembelajaran
1/8/2024 19:42:15	Air Cahyani	083893137691	Kuis
1/8/2024 19:55:21	Dinda Agustiani	083133955582	bermain game sesuai materi yang di jelaskan
1/8/2024 20:05:27	Riezta	085720625770	Belajar sambil bermain
1/8/2024 20:18:23	Nayla Putri	083115940042	Harapan saya adalah bisa memahami dengan jelas saat guru menerangkan materi dan saya harap bisa lebih mengerti terkait pembelajaran bahasa Inggris dan saran saya agar menerangkan sedikit saja tentang apa arti dari kata tersebut
1/8/2024 20:49:23	Maura Nadira	085939696709	diadakan kuis bahasa inggris
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Harapan dan saran saya guru pembimbing selalu membimbing
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Harus memyenang kan

Timestamp	Nama Lengkap:	Nomor Ponsel	5. Mengapa Anda memiliki motivasi yang rendah dalam belajar bahasa Inggris?
1/8/2024 14:12:17	Aira Aghisni	085864611393	tidak bisa berbicara bahasa Inggris
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	karena saya sulit dalam mengatakan bahasa Inggris
1/8/2024 19:42:15	Air Cahyani	083893137691	Menurut aku bahasa inggris mebosan kan
1/8/2024 19:55:21	Dinda Agustiani	083133955582	sedikit mengerti dan sedikit tidak mengerti jika guru sedang menerangkan materi dan itu membuat nilai ku kecil mungkin itu motivasi yang rendahnya bagi saya
1/8/2024 20:05:27	Riezta	085720625770	Karna ga bisa bahasa inggris
1/8/2024 20:18:23	Nayla Putri	083115940042	Karena saya tidak terlalu meminati pelajaran ini tetapi saya berusaha belajar pelajaran ini
1/8/2024 20:49:23	Maura Nadira	085939696709	karena saya kurang suka dengan pelajaran bahasa Inggris
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Motivasi rendah saya karena kurang mengerti dalam bahasa nya
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Gatau

Timestamp	Nama Lengkap:	Nomor Ponsel	6. Bagaimana lingkungan dan teman sebaya mendukung Anda dalam belajar bahasa Inggris?
1/8/2024 14:12:17	Aira Aghisni	085864611393	tidak
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	saya ingin lingkungan teman saya saat belajar bahasa Inggris lebih tertib
1/8/2024 19:42:15	Air Cahyani	083893137691	Sangat mendukung
1/8/2024 19:55:21	Dinda Agustiani	083133955582	tidak ada yang mendukung kecuali jika bertanya 😊
1/8/2024 20:05:27	Riezta	085720625770	Saling contek menyontek
1/8/2024 20:18:23	Nayla Putri	083115940042	Sangat cukup mendukung bagi saya karena ketika saya kesusahan ada mereka yang selalu membantu saya
1/8/2024 20:49:23	Maura Nadira	085939696709	dengan mengajari saya
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Teman selalu mendukung
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Ga mendukung

Timestamp	Nama Lengkap:	Nomor Ponsel	7. Mengapa Anda membutuhkan waktu yang lebih lama dalam memahami pelajaran bahasa Inggris yang dijelaskan oleh guru?
1/8/2024 14:12:17	Aira Aghisni	085864611393	kalo sebentar saya tidak paham
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	karena saya kurang bisa mencerna apa yang di jelaskan oleh guru
1/8/2024 19:42:15	Air Cahyani	083893137691	Karna tidak masuk ke otak, kalau secara perlahan-lahan insyaallah saya mengerti
1/8/2024 19:55:21	Dinda Agustiani	083133955582	karna otak saya suka kurang konek kak 😊
1/8/2024 20:05:27	Riezta	085720625770	Karena tidak mengerti
1/8/2024 20:18:23	Nayla Putri	083115940042	Karena saya perlu waktu yang lama untuk berfikir apa itu arti
1/8/2024 20:49:23	Maura Nadira	085939696709	karena arti dan pengucapan nya sangat susah
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Karena dalam bahasa Inggris banyak yang saya sulit memahami
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Gatau

Timestamp	Nama Lengkap:	Nomor Ponsel	8. Apakah guru perlu menjelaskan beberapa kali agar Anda mengerti dengan materi bahasa Inggris yang sedang dipelajari? Sertakan alasannya!
1/8/2024 14:12:17	Aira Aghisni	085864611393	iya karena saya tidak mengerti kalo d jelaskan sekali
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	tidak selalu, karena kalau memang saya tidak mengerti saya akan bertanya
1/8/2024 19:42:15	Air Cahyani	083893137691	Iya karena menurut saya bahasa inggris itu bahasa asing yang harus belajar dengan perlahan lahan hingga aku bisa mengerti yang di maksud guru
1/8/2024 19:55:21	Dinda Agustiani	083133955582	tidak, saya akan mengerti jika guru itu menerangkan nya lebih dalam lagi dan mungkin translate yang lebih mudah untuk saya mengerti
1/8/2024 20:05:27	Riezta	085720625770	Iya,,karena saya kurang paham bhs ingris
1/8/2024 20:18:23	Nayla Putri	083115940042	Ya, saya perlu beberapa kali lagi penjelasan agar saya mengerti dengan pelajaran tersebut
1/8/2024 20:49:23	Maura Nadira	085939696709	iya, karena supaya saya bisa mengingat apa yg guru jelas kan tadi
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Benar alasannya karena saya kurang paham apabila penjelasan satu kali
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Ya

Timestamp	Nama Lengkap:	Nomor Ponsel	9. Mengapa Anda tidak mampu mengerjakan atau menyelesaikan tugas bahasa Inggris?
1/8/2024 14:12:17	Aira Aghisni	085864611393	tidak paham
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	karena saya tidak mengerti apa arti dari kata dalam pembelajaran bahasa Inggris
1/8/2024 19:42:15	Air Cahyani	083893137691	Ga ngerti sumpah
1/8/2024 19:55:21	Dinda Agustiani	083133955582	karna saya tidak mengerti tiap guru menerangkan selalu memakai bahasa inggris 70% dan indo 20%, memang pelajaran nya bahasa inggris tapi saya tidak mengerti karna guru itu hampir sepenuh nya memakai bahasa inggris
1/8/2024 20:05:27	Riezta	085720625770	Kurang paham sama apa yang di jelaskan oleh guru
1/8/2024 20:18:23	Nayla Putri	083115940042	Karena bagi saya tugas bahasa Inggris sangat lah lebih susah dari pada pelajaran yang lainnya
1/8/2024 20:49:23	Maura Nadira	085939696709	karena saya kurang tau arti dari kata berikut
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Karena membutuhkan waktu yang lebih lama
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Gatau

Timestamp	Nama Lengkap:	Nomor Ponsel	10. Kesulitan apa yang Anda alami saat mengekspresikan ide ke dalam tulisan bahasa Inggris?
1/8/2024 14:12:17	Aira Aghisni	085864611393	susah di mengerti
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	menyebutkan kata
1/8/2024 19:42:15	Air Cahyani	083893137691	Gak tau cara ngomong nya salah sebut salah arti kan
1/8/2024 19:55:21	Dinda Agustiani	083133955582	tidak bisa berkata kata menurut saya ada yang mudah ada yang sulit 😊
1/8/2024 20:05:27	Riezta	085720625770	Typo
1/8/2024 20:18:23	Nayla Putri	083115940042	Kesulitan saya adalah ketika menulis kata dalam bahasa Inggris karena memerlukan waktu cukup lama
1/8/2024 20:49:23	Maura Nadira	085939696709	mencari kata nya
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Kesulitan dalam mengekspresikan dari bahasa Indonesia ke bahasa inggris
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Memg hapal

Timestamp	Nama Lengkap:	Nomor Ponsel	11. Apa yang membuat Anda tidak percaya diri saat berbicara dalam bahasa Inggris?
1/8/2024 14:12:17	Aira Aghisni	085864611393	saya tidak bisa
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	karena saya sering salah dalam pengucapan bahasa Inggris
1/8/2024 19:42:15	Air Cahyani	083893137691	Takut salah baca
1/8/2024 19:55:21	Dinda Agustiani	083133955582	karna saya iri melihat teman saya sangat lancar berbicara bahasa inggris, dan itu membuat saya tidak percaya diri, dan kadang saya mikir, saya harus belajar bahasa inggris lebih konsentrasi agar saya bisa seperti teman saya
1/8/2024 20:05:27	Riezta	085720625770	kurang pengetahuan bahasa inggris
1/8/2024 20:18:23	Nayla Putri	083115940042	Karena saya takut kata atau kalimat yang saya ucapkan salah
1/8/2024 20:49:23	Maura Nadira	085939696709	takut pengucapan nya salah
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Karena saya takut ada kesalahan dalam pembicaraan
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Gasik

Timestamp	Nama Lengkap:	Nomor Ponsel	12. Kesulitan apa yang Anda alami ketika mendengarkan percakapan dalam bahasa Inggris?
1/8/2024 14:12:17	Aira Aghisni	085864611393	kalo mendengarkan orang itu kek cocok kalo saya tidak
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	tidak mengerti apa topik pembicaraan tersebut
1/8/2024 19:42:15	Air Cahyani	083893137691	Ga ngerti yang di maksud guru
1/8/2024 19:55:21	Dinda Agustiani	083133955582	karna saya tidak terlalu mengerti bahasa inggris jadi agak sulit jika mendengar percakapan bahasa inggris
1/8/2024 20:05:27	Riezta	085720625770	Kurang ngerti
1/8/2024 20:18:23	Nayla Putri	083115940042	Kesulitan saya adalah ketika guru menjelaskan banyak sekali oang? yang berisik membuat saya tidak mengerti apa yang di ucapkannya
1/8/2024 20:49:23	Maura Nadira	085939696709	arti dari kosakata berikut
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Karena saya kurang memahami
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Tidak ada

Timestamp	Nama Lengkap:	Nomor Ponsel	13. Ketika Anda harus berbicara bahasa Inggris di depan kelas, mengapa Anda memiliki ketakutan dan kekhawatiran terhadap penilaian orang lain?
1/8/2024 14:12:17	Aira Aghisni	085864611393	takut di ejek
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	karena takut apa yang saya katakan tidak sesuai dengan apa yang saya katakan
1/8/2024 19:42:15	Air Cahyani	083893137691	Takut aku salah baca terus nanti di ketawain
1/8/2024 19:55:21	Dinda Agustiani	083133955582	karna saya takut yang saya bicarakan itu salah atau kurang tepat
1/8/2024 20:05:27	Riezta	085720625770	Karena takut salah pengucapan dalam bhs inggris
1/8/2024 20:18:23	Nayla Putri	083115940042	Karena saya takut ditertawakan oleh orang ² karena ucapan saya sangatlah salah
1/8/2024 20:49:23	Maura Nadira	085939696709	karena kita dimata orang lain berbeda beda,saya takut ada kata kata yg salah dan membuat teman teman saya tidak mengerti
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Saya takut salah dalam berbicara nya
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Gatu

Timestamp	Nama Lengkap:	Nomor Ponsel	14. Mengapa kondisi lingkungan yang bising dapat menghambat Anda saat mencoba memahami percakapan dalam bahasa Inggris?
1/8/2024 14:12:17	Aira Aghisni	085864611393	tidak tahu
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	karena saya harus mendengar dengan jelas apa yang seharusnya di ucapkan dari kata bahasa Inggris
1/8/2024 19:42:15	Air Cahyani	083893137691	Karna bahasa inggris itu harus dengan perlahan lahan belajar nya
1/8/2024 19:55:21	Dinda Agustiani	083133955582	karena saya tripikal orang yang kalau belajar harus sunyi dan tidak ada yang berbicara jikalau itu ada mungkin saya tidak akan paham
1/8/2024 20:05:27	Riezta	085720625770	Konsentrasi terganggu
1/8/2024 20:18:23	Nayla Putri	083115940042	Karena suara yang mereka keluarkan menyatu sehingga saya tidak bisa fokus ke dalam materi
1/8/2024 20:49:23	Maura Nadira	085939696709	kagok
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Iya
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Ya

Timestamp	Nama Lengkap:	Nomor Ponsel	15. Mengapa Anda membutuhkan bimbingan guru dalam mengeja kata atau kalimat ketika membaca teks bahasa Inggris di kelas?
1/8/2024 14:12:17	Aira Aghisni	085864611393	karena saya tidak bisa dalam bahasa Inggris
1/8/2024 18:28:33	Kayla Chandra Kirana Siregar	082123845215	untuk lebih membenarkan cara pengucapan dalam bahasa Inggris
1/8/2024 19:42:15	Air Cahyani	083893137691	Biar bisa bertanya
1/8/2024 19:55:21	Dinda Agustiani	083133955582	saya ingin bisa berbicara bahasa inggris lebih jelas
1/8/2024 20:05:27	Riezta	085720625770	masih belum lancar bahasa inggris
1/8/2024 20:18:23	Nayla Putri	083115940042	Karena sama belum terlalu bisa dalam mengucapkan kalimat bahasa Inggris
1/8/2024 20:49:23	Maura Nadira	085939696709	karena jika saya sendiri saya tidak bisa memahami arti tersebut
1/9/2024 6:15:54	Muhamad Fikriansyah	085780754305	Saya sangat membutuhkan bimbingan guru
1/10/2024 8:53:11	Muhammad Alvi	081290949336	Susah

Nama Lengkap : Asep Permana, S.Pd.
 Nomor Ponsel : 081290949336
 E-mail : p.aseppermana@gmail.com
 Timestamp : 11/01/2024 21:09:49

No	Question	Answer
1	Menurut pandangan Ibu/Bapak, apa yang membuat siswa/i kesulitan menyusun kalimat dalam bahasa Inggris?	Menurut saya kesulitan siswa/i menyusun kalimat dalam bahasa Inggris yaitu karena belum mempunyai kosakkata yang cukup dan mereka merasa takut di tertawakan oleh siswa lain dan juga kemungkinan karena takut salah secara tata bahasa.
2	Apa metode atau teknik pengajaran yang digunakan Ibu/Bapak pada saat proses pembelajaran bahasa Inggris di kelas?	Metode yang digunakan pada saat proses pembelajaran kebanyakan metode ceramah
3	Menurut pandangan Ibu/Bapak, apakah siswa/i memiliki motivasi yang rendah dalam belajar bahasa Inggris?	Menurut pandangan saya siswa/i sebagian siswa memiliki motivasi yang cukup tinggi tetapi motivasi mereka kadang kadang kurang berkembang karena ketika di dalam kelas mereka malu oleh siswa/i yang motivasinya sangat kurang tetapi mendominasi di kelas
4	Apakah Ibu/Bapak telah menjelaskan beberapa kali kepada siswa/i yang mengalami kesulitan memahami materi bahasa Inggris yang sedang dipelajari?	Menurut pengalaman saya siswa sekarang memerlukan beberapa kali pengulangan penjelasan untuk pemahaman materi tetapi kebanyakan siswa ingin pendekatan secara personal sehingga kadang kadang waktu pembelajaran sering tersita karena ingin menjelaskan secara personal sedangkan yang ingin mendapatkan penjelasan personal sangatlah banyak di dalam kelas
5	Menurut pandangan Ibu/Bapak, apakah kurangnya kosakata yang dimiliki siswa/i membuat mereka	Menurut pandangan saya kosakata masih merupakan permasalahan dasar yang sering dialami dalam

	kesulitan mengekspresikan ide ke dalam tulisan bahasa Inggris?	mengembangkan ide kedalam tulisan bahasa inggris walaupun ketika guru bisa menjadi seorang pendamping hal tersebut bisa diminimalisir
6	Menurut pandangan Ibu/Bapak, apa yang membuat siswa/i tidak percaya diri ketika berbicara dalam bahasa Inggris?	Menurut pendapat saya siswa/i merasa tidak percaya diri karena bahasa inggris sangat jarang sekali di jumpai di lingkungan mereka terutama lingkungan di sekitar rumah mereka sendiri.
7	Bagaimana Ibu/Bapak mengevaluasi pemahaman mendengarkan siswa/i dalam bahasa Inggris?	Saya pribadi mengevaluasi pemahaman pendengaran dengan cara menulis apa yang saya katakan
8	Apakah Ibu/Bapak membimbing siswa/i dalam mengeja kata atau kalimat ketika membaca teks bahasa Inggris di kelas?	Kebiasaan saya dalam membaca teks adalah dengan cara pengulangan yaitu dengan cara siswa mengucapkan kalimat yang ada di dalam teks setelah guru membacanya.

Appendices 3 SK Bimbingan

	
YAYASAN PAKUAN SILIWANGI UNIVERSITAS PAKUAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN <i>Bermutu, Mandiri dan Berkepribadian</i> Jalan Pakuan Kotak Pos 452, E-mail: kip@umpak.ac.id , Telepon (0251) 8375608 Bogor	
SURAT KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN Nomor : 3341/SK/D/FKIP/V/2024	
TENTANG PENGANGKATAN PEMBIMBING SKRIPSI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN, DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN	
Menimbang :	1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku. 2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan. 3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana. 4. Ujian Sarjana harus terselenggara dengan baik.
Mengingat :	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional. 2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan. 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan. 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi. 5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.
Memperhatikan :	Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
MEMUTUSKAN	
Menetapkan Pertama :	Mengangkat Saudara Dr. Istiqillah Nurul Hidayati, M.Pd : Pembimbing Utama Lungguh Halira Vontii, M.Pd : Pembimbing Pendamping
	Nama : TIRAY WINANDASARI NPM : 031117039 Program Studi : PENDIDIKAN BAHASA INGGRIS Judul Skripsi : INVESTIGATION OF STUDENTS' DIFFICULTIES IN LEARNING ENGLISH IN LOWER SECONDARY SCHOOL
Kedua :	Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
Ketiga :	Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.
Ditetapkan di Bogor Pada tanggal 16 Mei 2024 Dekan,  Dr. R. S. Suhardi, M.Si. NIK 1. 0694.021.205	
Tembusan :	
1. Rektor Universitas Pakuan 2. Wakil Rektor I, II, dan III Universitas Pakuan	

Appendices 4 Guidance Report

Tanggal	Bab	Catatan Rimbungan	Paraf
04/05/2021	1	- Berapakah jumlah kata "knowledge and ability" dengan kata pengganti "understanding" - Berapakah kata pengganti di bagian atas - Citing the use of transitional signal - Take note penggunaan "prior" dan "hence" dan "therefore" dan "thus" - Berapa kata ganti, apakah menggunakan kata ganti yang benar? - Menyatakan dengan benar dan benar terdapat limitation	<i>[Signature]</i>
11/05/2021	1	- add about the use of future in teaching and learning activities/ process - Limitation is when the teacher use future in teaching process - No a core study but an experiment study	<i>[Signature]</i>

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Tanggal	Bab	Catatan Rimbungan	Paraf
07/05/2021	1	Lupa bab 2	<i>[Signature]</i>
07/05/2021	1	- Para reading (404) - 1. Statement of problem without personal experience - bukan kalimat - A research significant	<i>[Signature]</i>
	2	- Re-creation area paragraph	

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Tanggal	Bab	Catatan Rimbungan	Paraf
20/05/2022	1 2 3	- Penulisan - Penulisan kalimat yang benar saja - Design menggunakan one group pretest posttest	<i>[Signature]</i>
09/06/2022		- Menentukan media pembelajaran untuk kelas kontrol - Mengganti tempat penelitian	<i>[Signature]</i>

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Tanggal	Bab	Catatan Rimbungan	Paraf
07/05/2021	1-2	- Cek kalimat dalam teks - SMP kelas 3 - Cari Raporis dan lain-lain - Dan untuk kelas	<i>[Signature]</i>

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Tanggal	Bab	Catatan Rimbungan	Paraf
25/04/2022	1	- Bagaimana dimiringkan kata "Jagalah Pendidikan" karena menggunakan Bahasa Indonesia - Perbaiki indikasi paragraf - Perbaiki kalimat "sebelum itu made" menjadi "sebelum itu" atau "sebelum" - Perbaiki yang digarisbawahi - Setelah diperbaiki disetujui di Grammatik Correction.	
19/04/2022	1	Jangan ke bab 2	

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Tanggal	Bab	Catatan Rimbungan	Paraf
19/04/2022	2	Perbaiki kesesuaiannya - Underline: A. The Teaching of Grammar B. Learning Media C. Teacher D. Related Research	
20/05/2023	1 2 3	- Tambahkan ke bagian pertama disetujui - Indent paragraf & perbaiki - Perbaiki penulisan kata - Menambahkan informasi lebih rinci terkait dengan kelas yang akan digunakan, peserta dan sampel - Quasi, belum merupakan media untuk kelas kontrol	

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Tanggal	Bab	Catatan Rimbungan	Paraf
12/07/2023	1-3	Membuat RPP untuk kelas eksperimen dan kontrol	
2/8/2023	1	Mengajukan judul yang baru	

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Tanggal	Bab	Catatan Rimbungan	Paraf
21/06/23	1-3	ole Buat instrumen	
27/06/23	Instansi ole Simpul/tempro		
27/11/2023		Diberikan izin untuk seminar proposal	

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Appendices 5 Research Permission from FKIP

 YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Ketek Pos 452, E-mail: fkip@unpak.ac.id, Telapen (0251) 8375608 Bogor

Nomor : 7552/WADEK /FKIP/XII/2023
Perihal : Izin Penelitian

08 Desember 2023

Yth. Kepala Sekolah SMP Negeri 1 Cicurug
Universitas Pakuan
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

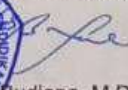
Nama : TIRAY WINANDASARI
NPM : 031117039
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 11 Desember 2023 s.d. 20 Januari 2024 mengenai: INVESTIGATION OF STUDENTS' DIFFICULTIES IN LEARNING ENGLISH IN LOWER SECONDARY SCHOOL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan


Dr. Sandi Budiana, M.Pd.
NPM 06025469



Appendices 6 Research Certificate from related institutions



PEMERINTAH KABUPATEN SUKABUMI
DINAS PENDIDIKAN
SMP NEGERI 1 CICURUG

Jl. Raya Siliwangi No. 50 Telp (0266) 6725008 Kec. Cicurug Kab. Sukabumi 43359

No : 800/594/TU/2023
Lampiran : -
Perihal : Surat Balasan

Kepada Yth.
Wakil Dekan
Bidang Akademik dan Kemahasiswaan
Di
Bogor

Dengan Hormat

Berdasarkan surat permohonan izin Wakil Dekan Bidang Akademik dan Kemahasiswaan Universitas Pakuan Bogor FKIP dengan No. Surat: 755/WADEK I/FKIP/XII/2023 Tanggal 8 Desember 2023, dengan ini Kepala SMP Negeri 1 Cicurug menyatakan **TIDAK KEBERATAN** untuk memberi izin penelitian kepada:

Nama : Tiray Winandasari
NPM : 031117039
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Yang bersangkutan di atas akan melaksanakan kegiatan Penelitian untuk penulisan Skripsi di SMP Negeri 1 Cicurug pada tanggal 11 Desember 2023 - 20 Januari 2024.

Demikian surat balasan izin penelitian ini untuk dapat dipergunakan seperlunya



Ditandatangani di : Sukabumi
Pada tanggal : 11 Desember 2023

Merius Pd., M.M.Pd.
NPS 106507241988032002



PEMERINTAH KABUPATEN SUKABUMI
SMP NEGERI 1 CICURUG

Jalan Raya Siliwangi No. 50 Cicurug, Sukabumi Kode Pos 43359
Telp (0266) 6725008
Email : smpnegeri1cicurug@gmail.com



SURAT KETERANGAN

Nomor: 800/031/TU/2024

Yang bertanda tangan dibawah ini Kepala SMPN 1 CICURUG dengan ini menerangkan bahwa:

Nama : Tiray Winandasari
NPM : 031117039
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Telah melaksanakan penelitian dengan judul "INVESTIGATION OF STUDENTS' DIFFICULTIES IN LEARNING ENGLISH IN LOWER SECONDARY SCHOOL" di SMPN 1 CICURUG. Pada tanggal 13 Desember 2023 – 12 Januari 2024

Demikian surat keterangan ini kami sampaikan, untuk dipergunakan sebagaimana mestinya

Sukabumi, 15 Januari 2024

Kepala Sekolah



M. H. H. Pd., M.M.Pd.

NIP. 196507241988032002