

**FACTORS OF ENGLISH LEARNING DIFFICULTIES AT ELEMENTARY
LEVEL OF STUDENTS IN MUARA BULIAN**

A THESIS

**Submitted in Partial Fulfillment of The Requirement for Master Degree in English
Education Program**



**Written by:
IZZATUL ULYA
P2A419018**

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LETTER OF RATIFICATION

This thesis entitles “Factors Of English Learning Difficulties At Elementary Level Of Students In Muara Bulian” written by Izzatul Ulya, student’s registration number, P2A419018, who has been defended in front of the board examiners on, May 3rd 2021 and was declared acceptable.

The Board Examiners

Eddy Haryanto, M.Sc. Ed, M.PP., Ph.D Chair Person 1. _____
NIP. 197301102001122001

Bunga Ayu Wulandari, Ph.D Secretary 2. _____
NIP. 198201262005012003

Drs. Syahrial, M.Ed, Ph.D Main Examiner 3. _____
NIP. 196412311990031037

Hadiyanto, S.Pd, M.Ed, Ph.D Examiner 4. _____
NIP. 197203231998031002

Rd. M. Ali, S.pd, M.Pd Examiner 5. _____
NIP. 197407172006041003

Jambi, 03 May 2021

Ratified by

The Director of Graduate Program
Universitas Jambi

The Head of Master Program of
English Education

Prof. Dr. H. Haryadi, S.E. M.M.S
NIP. 196504011990031002

Drs. Marzul Hidayat, M.A., Ph.D
NIP 196703171993031003

DECLARATION OF ORIGINALITY

I am a student with the following identity :

Name : Izzatul Ulya
Student's Number : P2A419018
Program Study : Master of English Education
University : Universitas Jambi

I honestly certify that this thesis with the title “Factors Of English Learning Difficulties At Elementary Level Of Students In Muara Bulian” which I have written does not contain the other people work. I am completely responsible for the content of this thesis. Other's opinion those cited in the quotations and references are quoted in accordance with the ethical standards of scientific paper.

Jambi, 03 May 2021

Izzatul Ulya

NIM. P2A419018

MOTTO

For indeed, with hardship (will be) ease (5)

Indeed, with hardship (will be) ease (6)

So, when you have finished (your duties), then stand up (for worship) (7)

And to your Lord direct (your) longing (8)

(Q.S Al-Insyirah: 5-8: 94)

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ABSTRACT

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Second Advisor : Bunga Ayu Wulandari, Ph.D

This research entitled Factors Of English Learning Difficulties At Elementary Level Of Students In Muara Bulian . This research aims to explore English learning difficulty factors of elementary level students in LKP Muara Bulian. It employed a descriptive qualitative research design to answer the research question. It showed that the internal factors of English language learning at elementary level of students were motivation, self-confidence, attitude and self-esteem. From those of them, the most internal factor of English learning difficulties of the elementary level of the students at Menara Informatika was self-confidence. Those factors were shown that students never asked for questions in English to their English teacher, they were not comfort using English in every class situation, and getting embarrassed related to errors that they generated in English classroom learning. The external factor of English language learning at elementary level of students were teacher, teaching aid and classroom culture. From those of them, the most external factor of English learning difficulties of the elementary level of the students at Menara Informatika was teaching aids factor. Most of the participants admitted that the lack of teaching aids in the class. and limited tools/media of learning.

Key words : Learning English, Learning Difficulty, Factors of Learning Difficulties

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CHAPTER I

INTRODUCTION

1.1 Background of problem

In education, learning process carried out by various subjects, one of them is English. Nowadays, mastering English is very important. According to Viktor and Stefanus (2013, p. 1) stated that English, as one of second languages in Indonesia has to be mastered actively in oral and in writing. It follows the fast growth of technology that requires English practitioners such as students, lecturers, businessmen or officers to be more proactive to response global information. English also enables them to get knowledge, friends, relations, and occupational. In addition, English is included by Indonesia's government into schools' curriculum and considered as a first foreign language to be taught in junior high schools, senior high schools, university level and the institution of private English course. (Viktor et.al, 2013, p. 1). It shows us how important English today.

Student can get many information if they learn English well. According to Nurjaman (2013, p. 500), student who learned English as frequently as possible, they will get more new information about English, such as new vocabulary, new grammar and other English language skills (listening, speaking, writing and reading). But, there are still a lot of problems in Indonesia education system since the learning of English is not easy and it needs continuous process. For some students, English is difficult to understand. According to Carillo (2016, p. 1), English lessons are not interesting to students, because students think that English lessons are stressful. In addition, According to Ali and Yunus (2013, p. 77) stated that students are boring in learning English because they claimed that teachers did not use various teaching methods and unattractive teaching media.

Those problems make student getting difficult in English learning. Students did not pay attention to the teacher's explanation. According Chamot (2005, p. 112) stated that students

take three stages in the English learning process, namely the information stage (material acceptance stage), transformation stage (stage of changing the material) and evaluation stage (assessment stage). These concepts must be learned, but the reality in the field shows that these concepts are not studied in depth, therefore students still get difficulties in English learning. For example, the research from Edi Supriyatno (2014) about *The Survey of Students' Difficulties in English learning Skills at the Right Grader Junior High School on Sumbergempol District in Tulung Agung in Academic Year 2013/2014*. The results of his research were difficulties in learning, reading skill, speaking skill, writing skill and listening skill. The highest percentage of difficulties in learning, reading skill is 62% of respondents difficult in to translate each word in a text. The highest percentage of difficulties in learning speaking skill is 78% of respondents difficult in making a sentence for speaking. The highest percentage of difficulties in learning writing skill is 44% of respondents difficult in selecting the vocabulary. The highest percentage of difficulties in learning, listening skill is 64% of respondents difficult in getting the message when hearing soft voice/sound.

Learning difficulty is influenced by level of intelligence, knowledge, talents, personality, attitudes, habits, traits and backgrounds of family, social and emotional life (Carillo, 2016, p. 2). It is experienced by students in learning the concept of English can affect student achievement, so the teacher as an educator must strive them. So that, these learning difficulties can be reduced or even eliminated. The efforts that are made by the teacher can be successful if there is harmonious cooperation between the teacher and students, so that students can achieve the expected learning achievement.

The phenomenon of student learning difficulty usually evident from the decline in learning achievement. According to Cahya, Monika and Antonius (2020, p.48), students have difficulty in English learning because of the lack potential in learning achievement. Burton (2010) as cited in Cahya et.al (2020, p. 48) learning difficulty can be classified into 2 groups,

firstly, learning difficulty related to development (*developmental learning disabilities*), this learning difficulty is motor & perceptual disorders, language and communication learning difficulties, and learning difficulties in solving social behavior. Secondly, academic learning difficulty (*academic learning disabilities*), learning difficulty refers to the failure of academic achievement in accordance with the capacity of the students' knowledge. In addition, Tania (2017) as cited in Cahya et.al (2020, p. 46) stated that learning difficulties can be influenced by internal factors and external factors. Internal factors consist of psychophysical and psychological. External factors consist of family, environment, institution and community. Therefore, for facing that problem, one of the things that a teacher or an educator should know is the factors causing in English learning difficulties.

The learning difficulties referred to in this study are academic learning difficulties, due to the failure to achieve academic achievement that is not as expected in the subject. This failure is due to the factors that cause student learning difficulties in learning the concept of English. The learning difficulties experienced by students vary in terms of learning difficulties, in terms of the subjects studied, in terms of the nature of the difficulties, and in terms of causal factors.

English learning difficulties occurs because students do not get the opportunity to learn English which is due to difficulty reading sentences & vocabulary and difficulty understanding concepts. Difficulty reading sentences & vocabulary, namely difficulty reading, especially if the sentence is a passive sentence, the active sentence is easier for students to understand. The meaning of a term according to the English dictionary is a word or combination of words that accurately expresses the meaning of a concept, state, or characteristic that is unique in a particular field. Often students do not understand the terms used correctly. Some students just memorized it without understanding what it really meant. For example, in terms of listening and grammar aspects. Then, the difficulty in understanding

the concept is that in English there are many concepts. Concepts are ideas about material that can be expressed in words or terms. Meanwhile, the definition of theory according to the English dictionary is the principles and laws that form the basis of a science. For example, in terms of structure and reading aspects.

Based on the prior observation at Menara Informatika Muara Bulian, the researcher found that there were some problems in English Learning, such as students' difficulties in understanding basic knowledge of English, students' difficulties in memorizing simple vocabulary and students' difficulties in understanding simple sentences. The previous reasons have motivated the researcher to explore the factors of English learning difficulties deeply. It is not only in internal factor, but also in external factor of English learning difficulties.

1.2 The Formulation of Problem

To achieve the purpose of the research, the formulation problem is what are the factors of English learning difficulties at elementary level of the students in Menara Informatika Muara Bulian?

1.3 The Objective of Research

The objective of the research is to find out the factors of English learning difficulties at elementary level of the students in Menara Informatika Muara Bulian.

1.4 The Limitation of Research

To make this research more specific, the researcher needs to limit the scope of the research. The limitation of this research, it focused on Internal Factors and External Factors of English learning difficulties at the Elementary level of the students of Menara Informatika.

1.5 The Significances of Research

For Menara Informatika institution, this research is an input to students, teachers and school principals to improve the quality of education by learning in accordance with the subject matter. For teachers, it is providing various benefits of learning in increasing student participation in the teaching and learning process. For students, it is to improve student learning competencies by improving learning and improving the quality of the learning process. For the researcher, it is the application of knowledge received in lectures in the form of theory, especially those related to English.

1.6 The Definition of Key Terms

In order to have a better understanding and avoid misinterpretation, the researcher presents the definition of key terms applied in this research. The details are as follows:

Language learning, *it is like a bridge that brings us to other places, but it will take time, effort and persistence of people who learn that language. (Brown, 2006)*

English Learning, *it is closely connected to the possibilities and limits of the individual cognitive capacity and development. (Nurjaman, 2013)*

Non-formal learning, *it is various structured learning situations which do not either have the level of curriculum, syllabus, accreditation and certification then it takes place outside formal learning environment but within some kind of organizational framework a type of learning that takes place in community-based setting, the work place and through the activities of some organizations.(Lestari, 2020)*

English learning difficulties, *it is a condition of the English learning process characterized by certain obstacles to achieving learning outcomes. (Chamot, 2005)*

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Language Learning

According to Cahya, Monika and Antonius (2020, p. 43), education as an indicator of national progress is seen as very important in the development process. Therefore, there is a need for continuous improvement so that the quality of education will increase. Education must be designed in such a way as to enable students to develop their potential naturally and creatively in an atmosphere full of freedom, togetherness and responsibility so that it benefits themselves and society in general. The developments and changes that occur in the life of society, nation and state in Indonesia cannot be separated from the influence of global changes, developments in science and technology as well as arts and culture. This continuous development and change demands the need to improve the quality of education to create a society that is able to compete and adapt to changing times.

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

In a general sense, learning is an activity that creates a relatively permanent change as a

result of the efforts it does. In reality, changes in the form of responses as a result of learning are easily visible, but also potential ones, meaning they are not right. Slameto (2017 p. 2) stated that learning is a process of effort carried out by a person to obtain a whole new change in behavior as a result of his or her own experience in interacting with the environment. James O. Whittaker (2000) as cited in Slameto (2017, p. 2) argued that, learning is a process in which behavior, behavior is generated or changed through practice or experience. Learning is an attempt to master a skill, both physical and spiritual by organizing or reorganizing the material, so that it belongs to the person who learns and changes better behavior.

From some of the opinions about the understanding of learning above, it can be concluded that learning is a process of trying to get a skill, intelligence or understanding in which individuals change their behavior as a result of experiences associated with material that is already owned by the individual. There are a lot of changes experienced by individuals, but not every change is a learning activity. Changes that occur in aspects of maturity, growth and development do not include changes in the meaning of learning. Learning is a process, not a result, therefore learning takes place actively and interactively by using various forms of action for achieving a goal. Thus, there are special characteristics, so that a change in behavior is called learning. According to Cahya et.al (2020, p. 44) the characteristics of changes in behavior in the sense of learning, namely changes that occur consciously, changes in learning are functional, changes in learning are positive and active, changes in learning are not temporary, changes in learning are purposeful and directed and change covers all aspects of behavior.

Learning a language is like a bridge that brings us to other places, but it will take time, effort and persistence of people who learn that language. According to Brown (2006), stated that learning a language is not an easy process, there are some factors involved in it such as

intellectual, physical, participation and commitment. Learning a language is not only an instant process, but it takes a long period of time. According to Gass (2013) stated that often times, people who learn their second, third or fourth languages have a struggle in facing their difficulties.

2.2 Non-Formal Learning

Non formal learning was known as one of the types of learning that influences students to follow besides the formal learning (Lestari, 2020, p. 7). According to Affeldt, Weitz, Siol (2015, p. 239) stated that in some countries non-formal learning has become a recognize pillar of the educational system. Related to this issue, there were some educational experts who define non-formal learning. According to Falali and Salisu (2016) stated that non-formal learning was highly received outside the formal educational setting. Further, this kind of learning was highly practical and functional. It aimed to solve the learning problems of adults, youth, and children regardless of their experiences.

As stated by one of the educational organizations, namely UNESCO (1989), non-formal education was an integral part of the entire educational system, lying institutionally and significantly outside the formal educational environment and it was the product of change and development in society and it covered a wide range of activities. Besides, non-formal learning attended as a complement for formal learning. For instance, the remedial education program followed by the students who failed in reaching a preferred grade to complement the missing gap. Garrido (2012) stated that if non-formal learning is any organized learning also educational activity outside the structure of formal learning systems that was aimed at meeting that specific learning needs by particular groups or communities. Based on those definitions, non-formal learning described as any organized though the selected type of education that it is aiming to solve the life problems of children, youth and

adults.

2.3 English learning

English has been known as a lingua Franca and it becomes a common language that is taught and used in most of the country in the world. Even though there are some countries still stick to using their native language and do not want to learn English, it does not mean English become not popular anymore in this universe.

English learning is the step from a student who needs to think about English. English language ability will create if students need to learn English. According to Ilham Nurjaman (2013, p. 500) he stated that English learning is firmly associated with conceivable outcomes and cutoff points of the individual psychological limit and advancement. The students' craving of English originates from themselves without compulsion from others. Furthermore, the students who have learn English will get new information about English.

As frequently as they learn, they will get new information about English more. The information that they will get when English learning such as getting new vocabulary and grammar, and the students also are able to speak English. The students also will know about some skills in English learning.

2.4 Grade levels in English

According to Vani (2019) stated that the level in English is the level of ability that has been achieved by English students. This level is obtained from an English language test measurement standard. Usually in English courses, to determine which class it is appropriate to place. Students must carry out the test first, after that they are placed in their respective classes. In general, the grade level in English can be divided into several types.

The first level is ***Beginner***, it means as a student who doesn't understand English or that

studentis just starting to learn or he has already practiced English without having any prior knowledge of English itself. The second level is *Elementary*. At this level, the student is ready to learn English and already has some knowledge of English. When other students speak English, casually and clearly, elementary level of the students can understand and express their thoughts using simple English and sometimes they still ask questions when answering other students` questions. Students at this level can already describe themselves and interpret simple sentences and write them in English. The third level is *Pre Intermediate*, it means students who can communicate in simple English and understand the use of tenses according to the conditions and times that are common and experienced but have difficulty using tenses at other times. The fourth level is *Intermediate*. It means students who can speak English and understand how to use basic tenses, but there are still many errors in using more complex grammar and it is difficult to use higher vocabulary. The fifth level is *Upper Intermediate*. At this level of English, students can communicate using English without much difficulty, but they still make a lot of mistakes and sometimes it is still difficult to understand a sentence in English. The sixth level is *Pre Advanced*. It means students who speak English and understand very well what they are saying, but they still make mistakes and sometimes other students don't understand what they are talking about. The seventh is *Advanced*. It means students who can speak English and understand it very well, but sometimes they get into trouble with new situations and new vocabulary. The last level is *Upper Advanced*. It means students who can speak English fluently and they can understand English very well.

2.5 English Learning difficulties

Each student in principle is certainly entitled to the opportunity to achieve satisfactory academic performance. However, from daily reality it is clear that the system has differences in terms of intellectual abilities, physical abilities, family backgrounds, habits and learning

approaches that are sometimes very striking between one student and another.

The student learning difficulty is usually evident from the decline in learning achievement. According to Viktor, Stefanus and Eusabinus (2013, p. 1) stated that students have difficulty learning to achieve learning achievements far below their potential. The student alleged to have learning difficulties if the concerned indicates a failure in achieving the objectives of certain studies. According to Chamot (2005, p. 1) stated that a condition of the learning process characterized by certain obstacles to achieving learning outcomes. Learning difficulties are of varying degrees. There is light, simple or simple nature and complicated or complex. The complexity of cases of learning difficulties includes types and nature of learning difficulties themselves, and types and factors that cause learning difficulties.

Improving the quality of English learning can be achieved if the background of learning difficulties is known. According to Hasan (2000) states that learning difficulties faced by students in English learning can be seen from the four skills in English learning, there are reading, writing, speaking and listening. In reading skills, According to Rahmawati (2011) states that students experience difficulties due to a lack of knowledge of reading text comprehension and ignorance of how to relate ideas between sentences to one another. In writing skills, According to Rukmini (2011) stated that things are difficult to happen because these activities require a complex and systematic thought process. In speaking skill, According to Megawati and Mandarina (2016) stated that the difficulty students often face when speaking English lies in the lack of English vocabulary. In listening, students experience difficulties because of their lack of understanding of the English pronunciation used.

2.5.1 Types of learning difficulty

According to Nasir, Tafaz, Maqsud and Tayyab (2011, p. 19) stated that learning

difficulty occurred because the students do not get a chance to learn English which is based on the difficulty of reading sentences and vocabulary words and the difficulty of understanding the concept.

Difficulty in reading, especially if the sentence is a passive sentence, the active sentence is easier for students to understand. The definition of vocabulary according to experts is a combination of words that carefully express the meaning of a concept, situation, or characteristic that is unique in a particular field. Often students do not understand the terms used correctly. Some students just memorized it without understanding what it really meant.

In English, many concepts are found. Concepts are ideas about material that can be expressed by words or terms. Meanwhile, the understanding of theory according to the opinion of experts is the principles and laws that form the basis of a science. According to Mulyono (2010), in general, learning difficulties can be classified into two groups, namely developmental learning disabilities, it is included motor & perceptual disorders, language and communication, and learning difficulties in solving social behavior and academic learning disabilities, this learning difficulty refers to the failure to achieve academic achievement in accordance with the expected capacity.

2.5.2 Factors of English learning difficulties

Learning difficulties are not only experienced by students with low abilities, but also students with average (normal) abilities and even students with high abilities. This is caused by certain factors that hinder the achievement of academic performance as expected. The factors that cause learning difficulties include student internal factors and student external factors. In addition, learning difficulties comes from two factors based in Westwood (2010) as cited in Stefenson (2012, p.9) stated that, the first is internal factor which comprises of affective factors as motivation, self-confidence, self-esteem, and attitude. The second is the

external factors which come from socio-cultural elements like a teacher, teaching and learning aids, and culture in the classroom.

Dixon (2011) as cited in Stefenson (2012, p. 10) added that there are also some variables influencing the student's abilities in learning a second language, he defined it into two facets of the affective domain of second language acquisition. The first of these is the intrinsic side. This is the internal factor that comes within a person with learning a language. Furthermore, the second facet is the extrinsic factors. This is the factors which arrive from sociocultural variable around the learners. It socially requires learners in the same way of learning a second language along with culture. Finally, the lack of making consideration and ignoring both of the factors in teaching will challenge those EFL/ESL learners when they are learning and students may have serious experience in learning difficulties.

According to Brown as cited in Viktor et.al (2013, p.2), there are two factors in English learning difficulties such as Internal Factor and External Factor. In Internal factor, there are motivation, self-confidence, self-esteem and attitude. **Motivation**, it is an orientation towards learning. Therefore, it impacts how likely a student is either to give up or push forward, and how thoughtful their reflection on their learning will be. The deeper the motivation for pursuing an activity, the more likely that the student will not accept easy answers to complex questions. In short, intrinsic motivation fosters strong and flexible critical thinking skills. On the other hand, amotivation and purely extrinsic motivation lead to low interest and academic persistence. Motivated students are not more intelligent than unmotivated students, but they need to find out the answer to a question or to master a concept pushes their thinking. Intrinsically motivated students will think about questions far beyond the confines of the classroom, because the presence of the teacher or the fear of a low grade are not the underlying drivers for their thinking. Therefore, motivated students, by virtue of thinking longer and harder and enjoying the challenge of being confused, will ask deeper, more

thought-provoking questions. Motivated students are more able to adapt learned content to new situations because they tend to reflect on underlying causes or frameworks. **Self Confidence**, it is a belief in the ability to do best. For students, maintaining a high level of self-confidence is absolutely necessary. Students make themselves vulnerable by taking risks and reaching beyond their present abilities. They have to be open to criticism and feedback without losing faith in their ability to improve. This can be a difficult challenge. But with a strong belief in the ability to do best, then the students can open themselves to new ideas. The students can learn a new skill if they are not afraid to make mistakes. **Self-esteem**, A student's self-esteem has a significant impact on almost everything she/he does on the way she engages in activities, deals with challenges, and interacts with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, her/his ability to focus, and her/his willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of the institution's success. It provides a firm foundation for learning. If the student encounters academic difficulties, help her appreciate that failure is a normal part of learning and that everyone experiences disappointment or frustration at some point. The teacher might tell the students that Lincoln lost seven elections before being elected president of the United States, or that Babe Ruth struck out 1,330 times during his career. Acknowledge the student's frustration, and then move on to help her develop strategies for improvement. Express the confidence that with hard work and support, he/she is likely to succeed. **Attitude**, it determines their ability and willingness to learn. If negative attitudes are not altered, a student is unlikely to continue his education beyond what is required. Changing students' negative attitudes towards learning is a process that involves determining the factors driving the attitude and using this information to bring about change. In the learning process, learning behavior is needed in accordance with educational goals, where with this learning behavior educational goals can be achieved effectively and

efficiently, so that academic achievement can be improved. Learning behavior, often also called learning habits, is a dimension of learning that individuals do repeatedly so that it becomes automatic or spontaneous. This behavior will affect learning achievement.

In external factor, there are teacher, teaching aids and classroom culture. **Teacher**, The teacher is a model or role model for students and everyone who thinks of him or her as a teacher. There is a strong tendency to assume that this role is not easy to challenge, let alone reject. As an example, of course, the person and what the teacher does will get the attention of students and people around them who think or acknowledge them as teachers. There are several things that must be considered by teachers: basic attitudes, speech and speech style, work habits, attitudes through experiences and mistakes, clothing, human relations, thought processes, neurotic behavior, tastes, decisions, health, lifestyle in general, teacher behavior is very influence students, but students must dare to develop their own personal lifestyle. A good teacher is one who realizes the gap between what she/he wants and what is in herself/himself, then realizes the mistakes when he/she is guilty. Mistakes must be followed by feeling and trying not to repeat them. **Teaching Aids**, it can be used and can be used to explain learning concepts from material that is abstract or less clear to being real and clear so that it can stimulate the thoughts, feelings, attention and interests of students that lead to the learning process. It has the benefit of learning faster, immediately match between class and outside the classroom, teaching aids can enable teaching to be more systematic and also orderly. **Classroom Culture**, It is the pattern of dominant values supported by the institution that policy guidelines towards all elements and components of the institution, including education stakeholders.

2.6 Previous studies

Edi Supriyatno (2014) about *The Survey of Students' Difficulties in English learning*

Skills at the Right Grader Junior High School on Sumber Gempol District in Tulung Agung in Academic Year 2013/2014. The results of his research were difficulties in learning, reading skill, speaking skill, writing skill and listening skill. The highest percentage of difficulties in learning, reading skill is 62% of respondents difficult in to translate each word in a text. The highest percentage of difficulties in learning, speaking skill is 78% of respondents difficult in making a sentence for speaking. The highest percentage of difficulties in learning writing skill is 44% of respondents difficult in choosing the vocabulary. The highest percentage of difficulties in learning, listening skill is 64% of respondents difficult in getting the message when hearing soft voice/sound.

While research Rohmatillah (2016) which is entitled *A Study on TheStudents' Difficulties In Learning Vocabulary.* The findings showed that the students still faced the problems or difficulties in vocabulary learning. The kinds of difficulties faced by students in vocabulary learning were various. The kinds of difficulties faced by the students were (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as inflections were one of the causes of students' difficulties in learning vocabulary. In addition, (4) the students found difficulties in choosing the appropriate meaning of the words and (5) also still confuse in using the word based on the context. The last, (6) the students were also still confuse when they found words or expression that were idiomatic. There were some factors that caused students' difficulties in learning vocabulary (1) the written form is different from the spoken form in English, (2) The number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words, (4) The complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.

In addition, a study conducted by Rahmat and Indah (2017). Based on the research findings, it can be concluded that the difficulty of English learning in the STKIP Budidaya Binjai Counseling Study Program is caused by internal factors and external factors. The causes of these factors include: (1) students' learning motivation tends to be low, (2) there is no material understanding of the importance of English learning, (3) the opportunity to learn English is relatively lacking, (4) there is a 'forgetting' factor which due to the accumulation of memorizing power due to the entry of various other languages that violate the grammatical of English and absorb in the brain's nerve formation, (5) lack of support from the surrounding environment such as parents, friends and the surrounding community.

In Menara Informatika, elementary level of the students got the problems in English learning. Students get difficult to follow the learning process well. In this level, students should be able to understand simple English. According to Vani (2019) stated that students of elementary level can understand and express their thoughts using simple English. Researcher gets the information from the English teacher in Menara Informatika about the condition of English learning. The teacher said that some of the students are still confused with English learning. It is shown by the monthly achievement report of students. Therefore, the researcher will conduct this research not only in internal factor, but also in external factor of English learning difficulties elementary level of the students at Menara Informatika.

CHAPTER III

METHODOLOGY

3.1 Research Design

This research was a qualitative approach. According to Creswell (2012) stated that a qualitative approach is a particular tradition in social science that fundamentally depends on observing humans in their own area and relating to these people in their language and events. The researcher applied this qualitative approach based on some considerations, first, adapting a qualitative method is easier when dealing with multiple realities Second, this method presents directly the nature of the relationship between researcher and respondent. Thus, the researcher was encouraged to build a good relationship with the subject and be able to learn something and to make it easier to present descriptive data.

Based on the previous explanation, the researcher intended using descriptive qualitative as a research design. The use of descriptive was appropriate for the research purpose because the researcher want to report the results based on the students' perspectives. In addition, to creating a comprehensive summary related to what the participant's said, the researcher obtained the data in its natural circumstance from the participant.

3.2 Data Resources

The participant of the research was elementary level's students of Menara Informatika. There are 15 students. The researcher selected five students who have low achievement progress in the class by teacher's recommendation. The researcher undertook the research in Menara Informatika which has located at Jl. Gajah Mada, Komplek BBC Blok. D No. 1-4 Muara Bulian, Batanghari, Jambi, 36613.

3.3 Technique of Data Collection

Regarding the technique of collecting data, the researcher needs an instrument to support the process of collecting data. In this research, the researcher used field note and interview

protocol as the research instrument. For observation, the researcher used participant observation. The researcher wrote every activity in the class. For interview, the researcher asked some questions related to the internal factor and external factor causing on English learning difficulties to the participants. The questions are made by the researcher through interview guidelines. In this study, the researcher as an interviewer used a structured interview. Miles and Hubberman (2010) stated that a structured interview is the interview that is arranged by interviewer in the researcher's field. Each of students was interviewed individually for 10-15 minutes.

Likewise, to collect the data of this research then the researcher designed some ways procedures. There were some procedures used in collecting the data at Menara Informatika. Firstly, asking permission to the principle of Menara Informatika in Muara Bulian. Secondly, conducting observation by using the field notes at that institution. Thirdly, conducting interview with five students who are recommended by the teacher. Then, making transcription and concluding of the observation data and interview data and the last, drawing the conclusion also proposing some suggestions and recommendations.

3.4 Technique of Data Analysis

After collecting the data, the next step was the researcher analyzed the data. The researcher reviewed the results of this study and discussed it further to answer the research question. All the data gotten in this research were analyzed through a qualitative approach, which was by reducing the data, displaying the data and drawing the conclusion and proposing the suggestions and recommendations.

First, the researcher made the transcription of the interview results then the researcher reviewed the whole transcriptions of the interview results. Furthermore, the researcher reduced it into some important points regarding the purpose of this research. This analysis

was compared and combined with other data that were gotten from the observation. Another way to get a deep data of this research, the researcher did some observations during the class was going on. The researcher observed and saw some activities for the participants. In doing the observation, the researcher saw the participant's activities and the responses to them. So, from that way, the researcher can combine and compare the data gotten from the interview and the observation. When the data have been analyzed the researcher concluded as the final result of this research and the research proposes the suggestion to any part which has relation to the topic of this research.

3.5 Trustworthiness

To obtain an accurate data presentation, it is necessary to examine the data sources. In this case, the researcher used triangulation. Triangulation is qualitative cross-validation. Triangulation of data collection techniques to test data credibility is done by checking data against the same data source with different techniques. For example, data is obtained by interview, then checked by observation, documentation or questionnaire. If the three data credibility testing techniques produce different data, the researcher will conduct further discussions with the relevant data source or others to ascertain which data is considered correct or maybe all of them are correct because of different perspectives.

There were some steps carried out by the researcher. First, the researcher conducted the observation at the elementary class and in-depth interview with the participants. Second, the researcher made the transcription on the observation and interview data. Here, the researcher transcribed the field note of observation and the recording from the interview into written text. The transcript of interview data used the original language from the recording. The interview was conducted in Indonesian language. So, the researcher must translate the data of the interview into English. In this case, the researcher translated the data by herself. Furthermore, the results of translation were checked by the grammarly checker to avoid

misinterpretation. Third, before writing in the findings section, the researcher asked the interviewees to give approval confirmation as an agreement to the result of the interview. Fourth, the researcher analyzed the observation results based on the topics, then it was supported by the interview results. In case, doing this activity then the researcher is easier to find out the strict answers from those five research participants. Last, the researcher wrote the final report as the conclusion of the research.

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Demography of respondents

Before discussing about the results, the researcher discussed the demographics of the respondents, which include gender, age, grade and study period. All information regarding research results and respondent information were obtained from the teacher. Respondents in this study are elementary level of students in Menara Informatika. The selected respondents were five respondents. Those of them were teacher's recommendation. Three respondents were male and two respondents were female. The ages of each of the respondents ranged from 10 to 11 years old. The study period of all respondents is six months.

Participants	Information
Participant 1	Gender : Male Age : 10 y.o Grade : elementary level Period of study : 6 months
Participant 2	Gender : Male Age : 11 y.o Grade : elementary level Period of study : 6 months
Participant 3	Gender : Male Age : 10 y.o Grade : elementary level Period of study : 6 months
Participant 4	Gender : Female

	Age : 10 y.o Grade : elementary level Period of study : 6 months
Participant 5	Gender : Female Age : 10 y.o Grade : elementary level Period of study : 6 months

Table 1. Demography of respondents

4.2 Findings

The data in this section were in the form of observation data and interview data.

Based on the data obtained during conducting the research, it can be presented as follows:

Topics	Themes	Sub-themes
Internal factors of English learning difficulties	Motivation	<ul style="list-style-type: none"> - Student's perspective about how importance English learning - Student's effort in English learning - Student's perspective about English learning
	Self-confidence	Student's participation in asking question in the class.
	Attitude	Student's attention while getting information in English learning.
	Self-esteem	- Student's response for better English

		achievement - Student's response for the result of their English assignment or test.
External factors of English learning difficulties	Teacher	How the teacher teaches at the class
	Teaching Aids	The availability of the teaching tools/media in English learning
	Classroom Culture	Policy and condition of classroom

Table 2. Themes of english learning difficulties factors

Data obtained from the field notes when observing students' teaching and learning activities at Menara Informatika. The observation process was during seven meetings.

4.2.1 Factors of English learning difficulties

In the exploring of English learning difficulties, there was not all of the things could be running according to the plan. Based on the data of the observation and interview, there were some factors often found by the participants during activities in the class. Data obtained from the field notes when observing students' activities at Menara Informatika. The observation and interview process were during seven meetings. It started from January, 4th 2021 to January, 25th 2021. The researcher found the English learning difficulties of students by the teacher's information. There were students' difficulty in the understanding of English basic knowledge such as part of speech, students' difficulty in the memorizing of English simple vocabulary, students' difficulty in the pronunciation of English words and students' difficulty in understanding of the English grammar. It is also shown by the report achievement of student per-month. Therefore, researcher found some factors causing of those English learning difficulties of the elementary level of students during the observation, then it's also shown in interview results. There were:

- Internal Factors

1. Motivation

It is an orientation towards learning. Therefore, it impacts how likely a student is either to give up or push forward, and how thoughtful their reflection on their learning will be. Motivated students are not more intelligent than unmotivated students, but they need to find out the answer to a question or to master a concept pushes their thinking. Therefore, motivated students, by virtue of thinking longer and harder and enjoying the challenge of being confused, will ask deeper, more thought-provoking questions.

It was shown on the third day of observation, January, 11th 2021. Some students did not prepare writing tools for study. It was because they did not have motivation in English learning such as memorizing vocabulary. They got problems in memorizing vocabulary. This activity is categorized as cognitive factor. Cognitive aspects of learning refer to thinking processes and mental procedures involved in the learning process. Cognitive factors that influence learning range from basic learning processes, such as memorizing facts or information, to higher-level processes, such as understanding, application, analysis and evaluation (Wahyudin, 2017). An important cognitive aspect of learning, that can hinder or facilitate learning, is prior knowledge and prior learning experience of students. According to Widyawati (2011) cognitive aspects, namely skill abilities memorization, the ability to master the material and the wrong study habits. Thus, based on the interview data gotten by the, their internal factor causing is motivation. There were three questions (Q1 to Q3) that related to the motivation factor. These statements/responses from the research participants showed the internal factor causing of English learning difficulties which was motivation:

Q1 : *How is important of English in your opinion?*

Participant 1 : *English is very important miss. Two of my brothers were students of Menara Informatika. They both managed to achieve success because they have excellent English language skills. They have also gone to several other countries.*

Participant 2 : *In my opinion, English is not really important because in Indonesia most of people communicate in Indonesian not English. And, it is also not my favorite subject.*

Participant 3 : *English is very important. If my English is good, then I can communicate with people from abroad.*

Participant 4 : *I choose English because I was so bored at home, it can be an alternative way for me to go outside the home. So, I think it is not really important for me, but I can find many friends from this course.*

Participant 5 : *English is very important, because according to the article that I read, it stated that English is the language of the world.*

Q2 : *How are your efforts in English learning?*

Participant 1 : *I usually carry books or electronic dictionary. Besides that, I also often listen to English music, miss.*

Participant 2 : *I like watching anime in English dialog, but it's still with Indonesian subtitle. Watching is better than learning in the class.*

Participant 3 : *I like foreign songs. I usually listen to English songs every day. Through these songs, I learned some new vocabulary.*

Participant 4 : *I do not know. I only rely on available dictionaries in the class, when all of friends took them, I don't use anything when studying. Sometimes my mom asked me to bring it by myself, but I am so lazy.*

Participant 5 : *I usually listen to English songs, watch English movies and read books or novels. I found a lot of new vocabularies from those ways.*

Q3 : *Is English learning easy? Why?*

Participant 1 : *It's easy, if the material is simple cause it will be easy for me to understand.*

Participant 2 : *English will be easier to learn when using games. Games makes my brain more relax.*

Participant 3 : *English learning is easy if we have strong intentions.*

Participant 4 : *No, it's not. English learning is difficult. Especially in the memorization section of the tenses formula.*

Participant 5 : *English is very easy if we pay attention and listen well in class.*

In Q1, this statement revealed students' personality to measure how intensive students motivation in achieving learning goals in English fields. This statement was answered by three students who had high motivation and two students who had low motivation in English learning. For Q2 inquired students to tell how often their effort to be able to communicate in English both in written and spoken. This statement had a strong relation to students' motivation. Students with high motivation had a lot effort to train themselves to become good in English. But, if there was less motivation, studentstendedto avoidany opportunitiesofbeinggood inEnglish.Infact,two students chosen book or electronic dictionary, then, three students chosen listening to music and watching English movies as their effort to

learn English. For Q3 for knowing students` perspective about English learning. It was about how easy English during they learned English. There were four students said that English was easy based on their efforts in learning, then a student said that English was difficult in memorization aspect.

2. Self-confidence

For students, maintaining a high level of self-confidence is absolutely necessary. Students make themselves vulnerable by taking risks and reaching beyond their present abilities. They have to be open to criticism and feedback without losing faith in their ability to improve. This can be a difficult challenge. But with a strong belief in your ability to do your best, you can open yourself to new ideas. Students can learn a new skill if student are not afraid to make mistakes.

It was shown on the third day, fourth day and sixth day of observation. There were on January, 11th 2021, January, 14th 2021 and January, 21st 2021. Then, students did not have the courage when they were asked by the teacher to answer the questions in front of the class. They were just silent and doing nothing. It is caused of their affective factor. Affective factors may be as important for successful language learning, if not more so, than the ability to learn (Linyan, 2019). Teachers can reduce negative factors and develop positive ones by doing activities to build a positive group dynamic, by including students in deciding aspects of the course and choosing activities that are motivating for the age and interests of the learners. According to Widyawati (2011) for the affective aspect which is a factor that causes students to have difficulty learning is a lack of interest in schoolwork, lack of focus, avoiding responsibility, lazy studying and often skipping classes.

Thus, based on the interview data gotten by the researcher, their internal factor is self-confidence. There was one question in Q4 that related to the self-confidence factor. These

statements/responses from the research participants showed the internal factor causing of English learning difficulties which was self- confidence.

Q4 : *Do you often ask questions in the class about the material being taught?*

Participant 1 : *No, miss, because I am embarrassed. I am worried that the questions I ask are not related to the material that has been taught previously.*

Participant 2 : *Yes, I often ask miss A in the class. It's just that, a few minutes later I immediately forgot what she explained before.*

Participant 3 : *Not. I am embarrassed to speak in class. When I want to ask a question, I suddenly I feel blank and I don't know what to say.*

Participant 4 : *No, miss. I am embarrassed.*

Participant 5 : *I usually shortly find out by myself or I will ask my friend to give question to miss A. I don't dare to ask of myself because I am afraid and ashamed that the questions are not related to the topic.*

The next factor in students' English learning was self-confidence. It can be both negative and positive. An individual who is starting in with a little or no confidence in the English classroom learning will minimize his/her opportunities to get contented at the end. It is because the learning process of English needs a lot of effort and practices. Therefore, in order to understand how significant the effect of students' self-confidence with their failure in English learning. In Q4, it asked students' about how often they ask questions related to the English lesson. Most of the students did not have a good confidence in asking questions at the class. There were four students who felt embarrassed and only one student who felt confident in asking. Understanding this case is very important because English learning is

closely related to the term of “trial and error”. Thus, if there is no trial after error was made as the result of no confidence or bashful felling, the learning will stop and English are not reachable for every student.

3.Attitude

It determines their ability and willingness to learn. If negative attitudes are not altered, a student is unlikely to continue his education beyond what is required. Changing students' negative attitudes towards learning is a process that involves determining the factors driving the attitude and using this information to bring about change. In the learning process, learning behavior is needed in accordance with educational goals, where with this learning behavior educational goals can be achieved effectively and efficiently, so that academic achievement can be improved.

It was found on January, 11th 2021 that students chatted with their friends so they did not pay attention to the teacher who was explaining the material in front of the class. Thus, based on the interview data gotten by the researcher, their internal factor causing was attitude. There was one question in Q5 that related to the attitude factor. These statements/responses from the research participants showed the internal factor causing of English learning difficulties which was attitude.

Q5 : *Do you pay attention to the teacher when teaching English?*

Participant 1 : *Yes, miss. Because I really want to be able to master English. I really want to be a teacher like Miss A so that I can teach in front of the class.*

Participant 2 : *Not really, miss. My friends often ask me to talk. I often get reprimanded for being so noisy.*

Participant 3 : *I talked to my friends more often than pay attention to the teacher while teaching.*

Participant 4 : *Yes. Even though I often don't understand the material, I still appreciate Miss A while teaching.*

Participant 5 : *Yes. Because my goal is to study, so I have to pay attention when the teacher is teaching.*

Students' attitude is one of the internal factors that might contribute to the students' low English learning achievement. In the Q5, it tried to confirm students' response while getting information during English class. Specifically, it dealt to students' attention toward their English teacher. Ignoring teacher' presentation while English class is running could be worse for the students. It is because every detail of material will be not on target and the difficulties are getting involved with them later. The interview reported that there were three students who pay good attention to their teacher eventhough they did not understand the explanation and there were two students who did not pay attention well because they talked with their friends.

4. Self-esteem

A student's self-esteem has a significant impact on almost everything he/she does on the way she engages in activities, deals with challenges, and interacts with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, her ability to focus, and her willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of the institution's success.

It was found on January, 18th 2021 and January, 25th 2021. In internal factor, self-esteem factor was some students complained when the teacher gave them rote assignments. According to Ken Shloer (2016), a students' self-esteem has a significant impact on almost

everything they do on the way they engage in activities, deal with challenges, and interact with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, her/his ability to focus, and her willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning. So, the teacher can give praise the student in a specific and genuine way. Students are experts in distinguishing genuine feedback from empty compliments. They learn to dismiss vague words of praise as insincere, and perhaps even phony. Comments that suggest thoughtful appreciation of their work, on the other hand, are meaningful to them. Toward that end, let the student know in specific terms what you like about her work or behavior. If a student is progressing slowly, praise her/him for small steps forward. If the teachers sense that she`s/he's uncomfortable being praised in front of her/his classmates, tell her/him in private or in a note. Meanwhile, in external factor, teacher factor was the teacher took too long to do pre-activity, so that it took up a lot of time. According to Tofa (2018), teacher centered made students are not involved at all, the material presented is easy to forget because students only hear, student can be inactive students, then, students become sleepy, think about other things, or look for other activities such as talking to other friends or disturbing their friends, student`s participation in learning is low.

Thus, based on the interview data gotten by the researcher when the students presented their speech, their internal factor causing was self-esteem. There were two questions in Q6 and Q7 that related to the self-esteem factor. These statements/responses from the research participants showed the internal factor causing of English learning difficulties which was self-esteem.

Q6 : *What do you do when you receive material that is difficult to understand?*

Participant 1 : *I usually ask my smart friends. But, if we both do not understand, we asked to miss A are together.*

Participant 2 : *I usually ask miss A until I understand.*

Participant 3 : *I just shut up.*

Participant 4 : *I will ask my friend who is smarter.*

Participant 5 : *I usually ask my smarter friends for help.*

Q7 : *How do you feel when you fail an exam or assignment?*

Participant 1 : *I will feel sad and disappointed, miss. However, I try to strengthen myself and keep trying to improve my score in the next exam.*

Participant 2 : *I will be okay. I don't like to force myself so hard. I try to understand my capacity.*

Participant 3 : *I like to blame and compare myself with others. Sometimes I wonder why I am not as great as them.*

Participant 4 : *It's just an ordinary thing for me. I can forget anything easily.*

Participant 5 : *I feel sad and disappointed, but I try to keep improving my grades.*

Another factor that probably causes students' low English learning achievement is self-esteem factor. In Q6, it confirmed about a high self-esteem on students will give a strong faith of being deserved for better English achievement. The content was created for searching how well the self-esteem on students' when they were facing the complicated of English materials. Individuals with low self-esteem may often take the problems personally, and can be devastated to find themselves struggling to achieve the target

language. Therefore, some students tried to avoid English or hang on their current performance without any endeavors. Based on the interview, there were only one student who was silent and nothing to do and four others asked their friends or teacher in order to understand the material well.

Then, in Q7 invited students to reflect that they were not really supposed to be failed in the English test. Some students may complain with themselves about getting poor on English achievement, but on the other hand it indicates that they are actually good in self-esteem. They were not just surrender about what has happened recently, moreover trying another effort in another chance to get improvement on English achievement. In the interview, the answers had been booked that four students had high self-esteem because they could accept themselves very well and one student had low self-esteem because she/he could not accept herself/his self very well.

- **External Factors**

1. Teacher

There are several things that must be considered by teachers: basic attitudes, speech and speech style, work habits, attitudes through experiences and mistakes, clothing, human relations, thought processes, neurotic behavior, tastes, decisions, health, lifestyle in general, teacher behavior is very influence students, but students must dare to develop their own personal lifestyle. A good teacher is one who realizes the gap between what he wants and what is in himself, then realizes the mistakes when he is guilty.

It was found on January, 7th 2021 and January, 25th 2021 that the teacher always started the lesson as usual, namely telling stories. When teacher delivered material, students had difficulty in some vocabularies and the teacher ignored them without correcting students' mistakes. According to Rokhmatillah (2016), there were some factors that caused students`

difficulties in learning vocabulary, firstly, the written form is different from the spoken form in English, secondly, the number of words that students need to learn is exceedingly large, thirdly, the limitations of sources of information about words, fourthly, the complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, fifthly, causes of lack of understanding of grammatical of the words, the last is, the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.

Thus, based on the interview data gotten by the researcher when the students presented their speech, their external factor causing is a teacher. There was a question in Q8 that related to the teacher factor. These statements/responses from the research participants showed the external factor causing of English learning difficulties which was teacher.

Q8 : *How does your teacher teach English in class?*

Participant 1 : *She is very nice. Miss A is one of my favorite teachers here. She is very patient in teaching. Before studying, they must be invited to tell stories first. When explaining the material, she often mixes it, using English and Indonesian.*

Participant 2 : *Miss A is a good teacher. Unfortunately, her voice is very small. She gives us materials and exercises too often which made me bored. Also, she gives us memorizing task too much about vocabularies without any tips and tricks, in fact I am the weakest at memorizing.*

Participant 3 : *Miss A too often tells us many stories at the beginning. It is so boring. Then, she often explains material that is too long, so it is difficult for me to understand and also, her voice is very small.*

Participant 4 : *Miss A always gives smile for us. She is a very nice teacher. She uses two languages while teaching, Indonesian and English. It is very useful for me to understand.*

Participant 5 : *Miss A usually teaches at the beginning with a story first, asking how our day going well or not. She also uses games, quizzes and discussions in teaching.*

Another important factor in causing students English learning difficulties in classroom activities stated in this paper is teachers. They are a boss in every class session and they must fight to have their students included in all school or institution activities because it positively influences and help create opportunities for students' success. In Q8, it focused on how the way teacher teaches in the class. Teacher with wrong and out of date methods in presenting the material tends to struggle in teaching. For e.g. a teacher comes to class, picks up a textbook of the prescribed syllabus, opens it and starts reading himself and then tells the meaning of some lines or all lines. Then, how often the English teachers using the target language in leading their students in English class. Most of the problem arises due to the interference of mother-tongue in speaking English. Both the teachers and the students are very fluent in talking in their own mother-tongue. But they forget the essence of pure language. They have to practice the target language of English. Teacher's methods, technique, or approach in explaining the materials. Of course, good teachers are more important than good methods, but an efficient teacher can improve remarkably the quality of teaching by applying the best method and techniques of teachings. Most of teachers in Indonesia use the grammar translation method or finishing the text book by writing in detail. Though, those methods prevent them in acquiring communication abilities in English. Based on the interview, the researcher got results that all of the students felt bored because their

teacher too often used speech method while teaching process and three students also said that the teacher`s voice was very small.

2. Teaching Aids

It can be used and can be used to explain learning concepts from material that is abstract or less clear to being real and clear so that it can stimulate the thoughts, feelings, attention and interests of students that lead to the learning process. It has the benefit of learning faster, immediately match between class and outside the classroom, teaching aids can enable teaching to be more systematic and also orderly.

It was found on January 7th 2021, January, 18th 2021, January, 21st 2021 and January, 25th 2021 that some students complained about using the same teaching-aid over and over. Then, the use of teaching aid was limited in class, namely the use of scrabble, which can only be used by a few students. According to Jemi Sudhaker (2017), teaching aids are an integral component in any classroom. The many benefits of teaching aids include helping the students improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Teaching aids also engage students' other senses since there are no limits on what aids can be utilized when supplementing a lesson. As students are reading less and less on their own, teachers are finding reading comprehension skills very low among today's students. Teaching aids are helping teachers to close the gap and hone the reading comprehension skills of their students. Using magazine and newspaper articles, print ads and even comic books are viable teaching aids that assist in helping students comprehend text. Teaching aids prove to be a formidable supplement for teachers when the reinforcement of a skill or concept is necessary. Not only do they allow students more time to practice, but they

also present the information in a way which offers students a different way to engage with the material. Of course, this is important in order to reach the various learning types in the class.

Thus, based on the interview data gotten by the researcher, their external factor causing is teaching aids. There was a question in Q9 that related to the teaching aids factor. These statements/responses from the research participants showed the external factor causing of English learning difficulties which was teaching aids.

Q9 : *What is media that your teacher use when teaching in the class?*

Participant 1 : *Laptop, Infocus, speaker, scrabble and flashcard. Scrabble is the most exciting medium, but the amount is limited.*

Participant 2 : *Laptop, Scrabble, Flashcard.*

Participant 3 : *Laptop, Scrabble. Those of two media that are too often used repeatedly and makes me bored.*

Participant 4 : *Scrabble and pictures.*

Participant 5 : *Scrabble and laptop. These are two media that Miss A used very often, to be honest, I am bored if I have to wait a turn while playing scrabble because there is only one scrabble at the class.*

The next factor that was considered as an important factor causing students English learning difficulties was insufficient provision of audio-visual aids. Many teachers are unable to teach English effectively because they face a lot of problems due to the lack of Teaching-Aids. In Q9, it is about the availability of the teaching aids around students at the LKP Menara Informatika such as tape recorder, LCD projector, or television or etc. Those media are very important to support English learning, because poor performances in English

language in most schools are the fact that the teaching of language do not run well without facilities. From the interview, the researcher got the data that all of the students mentioned some teaching aids that was available at the class. They also said that there has been a teaching aid too often to use such as scrabble. Scrabble was limited to use in teaching learning. It made students bored if they should wait for their turn to play scrabble.

3. Classroom Culture

It is the pattern of dominant values supported by the institution that policy guidelines towards all elements and components of the institution, including education stakeholders. Thus, based on the interview data gotten by the researcher when the students presented their speech, their external factor causing is classroom culture. There was a question in Q10 that related to the classroom culture factor. These statements/responses from the research participants showed the external factor causing of English learning difficulties which was classroom culture.

Q10 : *Do you have to follow a lot of rules in your class?*

Participant 1 : *The rules are normal, miss. It`s not too much and bothersome.*

Participant 2 : No.

Participant 3 : No/

Participant 4 : No.

Participant 5 : No.

Next to the last discussion considered as a factor that contributes difficulties to students' English learning. That is a classroom condition factor. Classroom condition can be essential

in promoting English because teaching “alien” language does not mainly concern to the basic literacy concept or chronological grammatical structure, but it needs a lot of practice as a means of helping students to emerge their potential valiantly. In Q10 asked students` feelings headed for the situations around their class. Noises from the next door, feeling stifled and critical temperature, or some rules that will bother students learning. So, the difficulties are easily suffering the learners. The interview reported that all of the students felt comfortable with the situation in the classroom, such as completion of facilities (AC, speaker for music, colorful class). They also said that all of the rules at Menara Informatika are still normal. They enjoyed every moment while teaching-learning was going on.

4.3 Discussion

The purposes of this research were to find out the factors of English learning difficulties by elementary level of students in Menara Informatika. In answering the research question, there were two themes and seven sub-themes in the findings. There were some internal factors (motivation, self-confidence, attitude, and self-esteem) and some external factors (teacher, teaching aids and classroom culture).

Based on the findings that the researcher found the results in observation and interview. In observation, the researcher wrote every students' activities that happened at the class. Meanwhile, in doing interview, the researcher has interviewed the participants one by one per-meeting. In collecting the data, the factors of English learning difficulties of elementary level of student at Menara Informatika were internal factors and external factors.

In the internal factors there were motivation, attitude, self-confidence and self-esteem. In motivation factor, students said that English was easy based on their efforts in learning, then a student said that English was difficult in memorization aspect. Second factor was Self-confidence factor that most of the students did not have a good confidence in asking questions at the

class. There were four students who felt embarrassed and only one student who felt confident in asking. Understanding this case is very important because English learning is closely related to the term of “trial and error”. Thus, if there is no trial after error was made as the result of no confidence or bashful feeling, the learning will stop and English are not reachable for every student. Third, Attitude factor that was students who pay good attention to their teacher even though they did not understand the explanation and there were two students who did not pay attention well because they talked with their friends. Last, Self-esteem factor, some students tried to avoid English or hang on their current performance without any endeavors. Based on the interview, there were only one student who was silent and nothing to do and four others asked their friends or teacher in order to understand the material well. The findings of external factor were first, in the teacher factor, the researcher got results that all of the students felt bored because their teacher too often used speech method while teaching process and three students also said that the teacher’s voice was very small. Second, in the Teaching Aids factor, the researcher got the data that all of the students mentioned some teaching aids that was available at the class. They also said that there has been a teaching aid too often to use such as scrabble. Scrabble was limited to use in teaching learning. It made students bored if they should wait for their turn to play scrabble. Last, in the Classroom Culture factor, the interview reported that all of the students felt comfortable with the situation in the classroom, such as completion of facilities (AC, speaker for music, colorful class). They also said that all of the rules at Menara Informatika are still normal. They enjoyed every moment while teaching-learning was going on.

Another finding which had the same case with this research was a research conducted by Edi Supriyatno (2014) about *The Survey of Students' Difficulties in English learning Skills at the Right Grader Junior High School on SumberGempol District in Tulung Agung in Academic Year 2013/2014*. The results of his research were difficulties in learning, reading skill, speaking skill, writing skill and listening skill. The highest percentage of difficulties in

learning, reading skill is 62% of respondents difficult in to translate each word in a text. The highest percentage of difficulties in learning, speaking skill is 78% of respondents difficult in making a sentence for speaking. The highest percentage of difficulties in learning writing skill is 44% of respondents difficult in choosing the vocabulary. The highest percentage of difficulties in learning, listening skill is 64% of respondents difficult in getting the message when hearing soft voice/sound.

Another study was done by Rohmatillah (2016) which is entitled *A Study on The Students' Difficulties in Learning Vocabulary*. The findings showed that the students still faced the problems or difficulties in vocabulary learning. The kinds of difficulties faced by students in vocabulary learning were various. The kinds of difficulties faced by the students were (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as inflections were one of the causes of students' difficulties in learning vocabulary. In addition, (4) the students found difficulties in choosing the appropriate meaning of the words and (5) also still confuse in using the word based on the context. The last, (6) the students were also still confuse when they found words or expression that were idiomatic. There were some factors that caused students' difficulties in learning vocabulary (1) the written form is different from the spoken form in English, (2) The number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words, (4) The complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' nati language.

Another study was carried out by Hermayawati (2010). This case study intended to analyze the higher graders' English learning difficulties of the Guidance and Counselling

study program. This study mainly focused on finding students' difficulties in mastering English competency. It was conducted in University of Ahmad Dahlan Yogyakarta by involving 50 students and a teacher as the subjects. The researcher used both classical and individual approaches in gathering both qualitative and quantitative data. The procedures used context, input, process, and product/CIPP-Evaluations Model for its benefit to increase teaching quality. The data was analyzed by using McDonough & McDonough Model, i.e.: (1) exploration on both students' learning processes and the results; (2) analyzing the results of exploration through questionnaire, interviewing with students; (3) conducting peer-debriefing, i.e. interviewing with other lecturers related to, the methods, syllabus content, whether they have matched with the students' needs. The findings showed that students' English learning difficulties for: (1) their sense of being-forced; (2) low-mastery on the basic concept/intakes; (3) less-endorsement from their environment; (4) forget factor; (5) having less-chance to practice. In reference with the findings, it was suggested that teachers and institution should facilitate and give high motivation for their students' English learning process.

In addition, a study conducted by Rahmat and Indah (2017). Based on the research findings, it can be concluded that the difficulty of English learning in the STKIP Budidaya Binjai Counseling Study Program is caused by internal factors and external factors. The causes of these factors include: (1) students' learning motivation tends to be low, (2) there is no material understanding of the importance of English learning, (3) the opportunity to learn English is relatively lacking, (4) there is a 'forgetting' factor which due to the accumulation of memorizing power due to the entry of various other languages that violate the grammatical of English and absorb in the brain's nerve formation, (5) lack of support from the surrounding environment such as parents, friends and the surrounding community.

The last study was conducted by Widyawati (2012). The results of this study are (1) The

types of learning difficulties experienced by students in completing material on English subjects are seen from the aspects of Reading, Listening, Structure, and Writing, namely understanding concepts and vocabulary, (2) Which are the causative factors. Students' experience learning difficulties in the form of cognitive aspects, namely the ability to memorize skills, the ability to master the material and the wrong study habits. For the affective aspect which is a factor that causes students to have difficulty in learning, it is a lack of interest in schoolwork, lack of focus, avoiding responsibility, lazy studying and often skipping classes. For the psychomotor aspect in the form of disruption of the sense organs of sight and hearing is a factor that causes students to experience learning difficulties. The family environment which is a factor that causes students to experience learning difficulties is the desk and space for learning. For the school environment the factors that cause students to experience learning difficulties are the attention of teachers to students, the relationship between teachers and students, how to teach teachers and learning facilities at schools, (3) The efforts made by teachers by students class VIII SMP N 1 Sawahan Madiun is to use remedial teaching. The form of remedial teaching is a form of teaching that is improving. The form of improvement used by the teacher is in the form of discussion and group assignments.

In order to know the factor that may lead students into English learning difficulties, the researcher, organized field notes in observation and a number of questions during interview on students' English learning difficulties factors. The data description of the research consist of seven variables in motivation, self-confidence, self-esteem, attitude (internally) and teacher, classroom condition, teaching aids (externally). There are ten questions that were designed to five participants for showing difficulties in English learning. They were invited to participate by choosing one of the four possible answers. There is no right or wrong answer for each question. The interview showed a variety result in every factor. On the internal factor, self-confidence was dominant of internal factors. There were 4 of 5 students who gave

responses about self-confidence factor. Then, it was followed by motivation, attitude and self-esteem. There were two students who gave responses in attitude factor, two students who gave responses in attitude factor and only a student in self-esteem factor. On the other factor, teaching aid was dominant of external factor. It was shown by three students who gave responses on teaching aid factor. Then, external factor, followed by the teacher and the classroom culture factor in the last. There were two students who gave responses in teacher factor and no students who gave response in classroom culture factor. Therefore, the most dominant internal factors based on discussion above was a self-confidence factor and the most dominant external factors was teaching media

Self-confidence is very important in teaching and learning process, especially in teaching and English learning as a foreign language. In language learning, especially speaking, students' confidence is one of the factors to improve their learning (2001), as cited in Songsiri (2007, p. 27) suggested that the ways to promote students' confidence were through providing an experience of success, encouraging the learners and reducing anxiety. Self-confidence factor as the highest factor in contributing difficulties to the students learning in English was designed in Q4 in the interview question. That is proved in Q4, students never ask for questions in English to their English teacher. They had no confidence in English learning had been gathered from the Q4. Most of the participants never consult with their English teacher when they were not satisfied with learning achievements. Moreover, some students got embarrassed when having poor in the achievement and there is no expedience feeling about them and effort to think that they are worthwhile and valuable. Of course, this phenomenon will be inch by inch affect their English learning progress and leave them behind than other confident students. So, the data above showed that the elementary level's students have less confidence in discussion English problems with their teacher.

Getting embarrassed related to errors that they generated in English classroom learning is considered as another silly confidence students produce. Students did not realize that being ashamed as always in trying the language is not merely good. However, English learning needs to practice aloud more often to create a significant improvement. Finally, the researcher assumed that low self-confidence will give bad influence to the students' English learning achievement. Lack of practicing English in every situation created by the teacher, no trial after the error was made, avoid to discuss English problems with the teacher is the real facts happening in the elementary level's students of Menara Informatika.

This part stresses to explain in which teaching media gave its impact to students English learning difficulties in elementary level's students of Menara Informatika. The researcher focused on the availability of some teaching aids for supporting language learning such television, tape recorder, LCD projector, laptop, game tools and etc. in Menara Informatika. Based on students' answers, researcher assumed that teaching aid totally gives a lot of impact on students learning difficulty. In Q9, there were most of the participants declared that they were facilitated by the same tools in every meeting such as scrabble. The teacher used scrabble as the media very often. Beside, this scrabble is limited, it made only some students could play it. As we know that flannel board can be the alternative way to deliver language learning. Overall, teaching aids in Menara Informatika are not used as well as to be due the incompetent skills by the teacher and the minimal availability.

For the solutions of those factors, there were professional skills, implementation of teaching classroom and community participation. Professional Skills, this is important and appropriate as stated by Brooks (1967) that an English teacher has expertise in English or have attended training to teach students at the class. Even so, the researcher thought that the teacher still have to improve their abilities especially in terms of understanding students's

habits in learning foreign languages. Therefore training or workshops are still very much needed. Implementation of Teaching in the Classroom, from the data obtained shows that respondents generally have problems regarding the implementation of classroom teaching. They all expect a pleasant atmosphere during their teaching. What happened was far from their expectations. In language teaching the number of students should be limited. However, this can actually be overcome by dividing students into groups or dividing them into pairs. Johnson (1994: 185) says that there are three advantages to dividing students into groups:

1. Creating an atmosphere of interaction between students and students
2. Change the culture of students from individual work to work in one group.
3. Make a more varied atmosphere so that students can show their abilities to the fullest.

Another expert, Dunn (1983), argues that in one class it should be inhabited between 24 and 30 students. For elementary level of students in Menara Informatika usually need more attention. Students expect that they can be more individually considered given their young age. The availability of appropriate teaching material is very important. The unavailability of that can hinder or reduce the motivation of students and teachers. One way to reduce the problem is to provide material that they knew very much before. As an example of learning material related to their daily activities, the introduction of basic technology practice tools at home and school. One of the things that supports it is Ratte (1967: 279) who says foreign language learning will be very useful if teaching materials and teaching tools are related to things - daily activities, or using real media so that it increases students' curiosity and learning motivation. Another opinion from Hamalainen (1967) who said that the way to increase student motivation in learning is to use appropriate teaching media such as films, body movements, globe, images of tape recorders. School and Community Participation, teacher generally state that schools should be responsible for

fulfilling teaching equipment and facilities in schools. They have to do other work besides teaching. From the teacher's side, they can stop teaching, if there are more promising offers from other parties. If this happens, the continuity of this program will be a question mark. Another problem is the lack of teaching media. Teachers must prepare teaching media that indirectly increase their own expenses. Nevertheless the teacher was very happy to teach his students. The actual school obligations that can provide an ideal teaching atmosphere.

Furthermore, the different results of the other researchers could be happening because of the different participant, place, and year in which the researcher has been conducted. So, it's not all of the results cannot be the same at all, even the topic is quite the same with each other.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data interpretation and discussions, the researcher draws the conclusions about the analysis on the factors causing students' English learning difficulties in the elementary level's students of Menara Informatika. The conclusion was about internal factors and the external factors. It was recorded from the field notes of observation and interview.

The researcher concluded that the internal factors of English language learning at elementary level of students were motivation, self-confidence, attitude and self-esteem. From those of them, the most internal factor of English learning difficulties of the elementary level of the students at Menara Informatika was self-confidence. Those factors were shown that students never asked for questions in English to their English teacher, they were not comfortable using English in every class situation, and getting embarrassed related to errors that they generated in English classroom learning. The external factor of English language learning at elementary level of students were teacher, teaching aid and classroom culture. From those of them, the most external factor of English learning difficulties of the elementary level of the students at Menara Informatika was teaching aids factor. Most of the participants admitted that the lack of teaching aids in the class. and limited tools/media of learning.

5.2 Suggestion

For the teachers, mastering English is very important, teachers should teach English in a variety of ways in accordance with the English learning theory along with the use of teaching aids that can increase student learning motivation. For the students, they should have a positive attitude towards English lessons and be more active in learning. In addition, students should practice more questions and be more thoroughly so that the difficulty of English learning can be reduced. For parents, parents should always pay attention to the students'

learning developer, especially paying attention to the difficulties experienced in English learning. In addition, parents should foster student motivation and give positive suggestions that English is a fun lesson so that students have a positive attitude towards students in English lessons. For the researcher, the results of this study can be developed with similar research so that efforts can be found to overcome other difficulties in English learning.

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APPENDICES

APPENDIX 1

FIELD NOTES

Observation 1

Day / Date : Monday, January 4, 2021

Time : 14.30-16.00 WIB

Activity : English learning at Menara Informatika

Result

English lessons start at 14.30 until 16.00. The researcher has asked permission to see the process of English learning in the class. The researcher is welcome to enter and see learning in class. There is an empty chair in the class at the back so that the researcher can occupy that seat. The teacher greets, checks the attendance list and invites students to tell stories about activities during holidays in the pandemic. The first day after a long holiday, the teacher only repeats the previous material, namely the comparative degree. The teacher tries to get students' attention so they can remember the last discussion in the previous class. However, students find it difficult to remember the previous material. The teacher tries to give an example so that students can easily remember and re-understand the material that has been taught previously and finally students are able to remember again.

The first day in early 2021, students looked enthusiastic at the class. Learning goes on very quietly. The teacher explains and gives the assignment contained in the student handbook. Students make it easier because the material has been previously explained. After that, the lesson is complete and the teacher gives a quiz on the material before going home.

FIELD NOTES

Observation 2

Day / Date : Thursday, 7 January 2021

Time : 14.30-16.00 WIB

Activity : English learning at Menara Informatika

Result

English lessons start at 14.30 until 16.00. The teacher greets, checks the attendance list and invites students to tell stories first. After that, the teacher gives an apperception by saying about the last topic, namely the comparative degree. Some students enthusiastically answered several questions from the teacher about the material. The teacher directs students to the next material, namely tenses. The teacher explains the material about tenses in general to students.

The teacher begins to focus today's material on the present simple. The teacher briefly explains the material. The teacher emphasizes students to better understand the use of verbs in detail. The teacher writes some verbs on the board and asks students to pronounce them. The teacher teaches how to pronounce properly and correctly. However, students still find it difficult to pronounce some of the verbs that have been taught. After that, students are asked to come to the front of the class to read the verb that has been written on the whiteboard. Some students do errors in pronouncing verbs, but the teacher does not pay attention to their errors. This activity is going on during 30 minutes. The teacher uses this opportunity to invite students to play scrabble. The teacher divides the students into pairs. However, since Scrabble is only available in one unit, only two pairs will be able to play today. It can be seen that several other pairs of students feel bored just being spectators and they cannot play. The

scrabble game is associated with the verb material that has been taught. The game is going on until the time runs out. The teacher closes the meeting by asking students to sing together.

FIELD NOTES

Observation 3

Day / Date : Monday, 11 January 2021

Time : 14.30-16.00 WIB

Activity : English learning at Menara Informatika

Result

English lessons start at 14.30 until 16.00. The teacher greets, checks the attendance list and invites students to tell stories first. After that, the teacher provides a perception activity by explaining the last material about present simple. The teacher explains on the board by writing formulas and examples. When the teacher explains the material, students tend to not pay attention well, students chat with their friends and did not pay attention to the whiteboard.

Students do not prepare their writing tools on the table. After explaining the material, the teacher gives a verb that must be arranged in a complete sentence. The teacher asks students who do not pay attention to, answer the question, but they are just silent. The teacher does not get angry with them. The teacher guides the students to answer the questions in front of the class. The teacher provides the opportunity for students to ask questions, but there are no questions. Furthermore, the teacher asks students to do the task on the whiteboard.

When doing on the questions given, there were some students who are seen reluctant to do the assignment, but do not ask questions. The teacher does not go around the class to see how the students do the assignment. After 30 minutes, students are asked to submit their assignments. The teacher corrects students' assignment and reads the results of the scores obtained by the students and students are allowed to go home.

FIELD NOTES

Observation 4

Day / Date : Thursday, January 14, 2021

Time : 14.30-16.00 WIB

Activity : English learning at Menara Informatika.

Result

English lessons in class begin. Students enter the classroom in a conducive manner. The researcher observes a very neat classroom, there is a whiteboard and cupboard near the teacher's desk, there are two air conditioners on opposite sides, several books and dictionaries on a special shelf.

As usual, the teacher invites students to tell stories by asking about the activities of each student this day. After that, the teacher begins to convey the lesson objectives. The teacher starts writing example of present simple sentences on the board, then explains how to finish them. Furthermore, the teacher offers students to work on the questions written on the whiteboard. It is seen that some students raise their hands and dare to come to the front of the class to do the question. The student is shown comes to the front of the class and does it correctly. Then the teacher offers to other students who are indicated to have difficulty English learning, it does not appear that these students are active and dare to come to the front of the class and students tend to be seen chatting with their friends and are not enthusiastic about trying to do on the questions given. Finally, the teacher explains the material until those students understand.

After giving the questions on the whiteboard, the teacher gives practice questions to all students to do with. The teacher conveys the message that students have to do it themselves to find out the students' abilities before the end of the month test is held. Students are given time to learn until English hours are finished or until recess. The researcher can see

that the students learn quietly, but there are still some students who ask their friends or borrow stationery. After time runs out, the teacher asks students who have finished collecting their assignment, while students who have not finished are asked to finish it, some students who are indicated that have difficulty English learning appear to have not collected their assignment until the time allotted is up.

FIELD NOTES

Observation 5

Day / Date : Monday, 18 January 2021

Time : 14.30-16.00 WIB

Activity : English learning at Menara Informatika

Result

In the observation of English learning in the classroom, the researcher see that the class atmosphere is quite conducive because the number of students is not too many, namely fifteen students. Classroom arrangement is also fairly good, the front of the classroom or the whiteboard is not located near the door so that students 'attention is not drawn to the door which sometimes interferes with students' attention when someone passes by.

The teacher opens lessons as in previous meetings. However, the duration of the story was a bit longer than before so a lot of time was wasted. It is shown that some students are bored and sleepy. Then, the teacher asks the students to prepare a dictionary. Today's lesson is past tense. The students seemed enthusiastic about preparing their dictionaries. The teacher introduces the three types of verb forms first before getting into the core material. The teacher asks students to find verbs according to the type requested (V1, V2 and V3). Then the students were divided into some groups, each group containing three people. Then each group is asked to look for V2 and V3 from the basic verb that the teacher wrote on the board. The group discussion runs for about half an hour. Then group representatives were asked to read the results of their respective group discussions on the front of the class.

After the discussion is over, students are asked to return to their respective seats. Students are then asked to memorize five complete verbs there are V1, V2, V3 and the meanings. It seems that there are some students who complain because they have a weakness

in memorization activity. Until the time to go home, some students have not deposited their memorization, the teacher tells them to continue at the next meeting.

FIELD NOTES

Observation 6

Day / Date : Thursday, January 21, 2021

Time : 14.30-16.00 WIB

Activity : English learning at Menara Informatika

Result

The teacher starts English lessons as usual. The teacher starts the lesson by conveying the objectives of the lesson, the subject matter delivered is past tense. The teacher asks students who have weakness in memorization to come forward. After that, the teacher explains the past tense material in detail along with examples. Some students are busy chatting with friends or doing activities other than teaching English. After explaining the teacher gives the opportunity to students to ask questions if they do not understand, but none of the students asked.

Next, the teacher gives students the opportunity to answer the next question. However, only high motivated students are dominant in the class. The teacher is not too focused on students who have low motivation. Because the teacher thinks all students have understood the material, the teacher asks the students to do the questions on the whiteboard. After all the questions are done by students. The teacher gives students the chance to ask. When the time is up, the teacher gives students the opportunity to conclude today's learning material in exchange for additional grades. Two students who have good achievement conclude the material in turn.

FIELD NOTES

Observation 7

Day / Date : Monday, January 25, 2021

Time : 14.30-16.00 WIB

Activity : English learning at Menara Informatika

Result

The teacher begins the lesson by inviting students to tell stories. However, some students seemed bored with the opening activity. The teacher does apperception to students with the speech method. Furthermore, the teacher asks students the previous material, which aims to measure students' understanding. However, only a few answered correctly.

After that, the teacher asks students to practice the material at the previous meeting. The students immediately see the results of the exercises they were doing. Almost all students were satisfied with the results obtained, but some others did not show any satisfaction. Then the teacher asks students to pair up to play scrabble. Students also gave responses such as cheering happily. As usual, only a few pairs get the chance to play Scrabble. Students have to take turns playing scrabble because there is only one unit scrabble in the class. Some students complained about this, some even grumbled boredom. This activity lasted until the end of the lesson. Then the students are asked to write down some of the vocabulary during the scrabble game. After completing work, the teacher asks students to memorize the vocabularies and it is deposited in the next meeting. Some students complained about the assignment the teacher gives, but in a very low voice or in a whisper. This can be seen from the expressions they give. After that, the lesson is closed by singing together.

APPENDIX 2

INTERVIEW PROTOCOL

Researcher will conduct interviews with informant who provide contribution and information in this study. They are students of elementary level at LKP Menara Informatika.

1. How is important English in your opinion?
2. How are your efforts in English learning?
3. Is English learning easy? Why?
4. Do you often ask questions in class about the material being taught?
5. Do you pay attention to the teacher when teaching English? Why?
6. What do you do when you receive material that is difficult to understand?
7. How do you feel when you fail an exam or assignment?
8. How does your teacher teach English in class?
9. What is media that your teacher use when teaching in class?
10. Do you have to follow a lot of rules in your class?

APPENDIX 3

The Transcript of Interview with Participant 1

(Monday, January, 11th, 2021)

No	Conversation
I	Hallo, Selamat Siang! Saya ingin meminta waktu anda sekitar 10-15 menit untuk wawancara. Hari ini, Senin 11 Januari 2021. Kegiatan hari ini bertujuan untuk memenuhi penelitian saya. Silahkan anda menjawab pertanyaan-pertanyaan di bawah ini secara jujur. Sebelum saya mulai, apakah ada yang ingin anda tanya?
P1	Tidak, miss.
I	Berapa lama anda belajar di LKP Menara Informatika ini?
P1	Saya di sini sudah 6 bulan, miss.
I	Mengapa memilih bahasa inggris, padahal ada kursus komputer dan lain-lain?
P1	Saya memilih kursus bahasa inggris karena keinginan orang tua saya. Mereka ingin saya pandai berbahasa Inggris.
I	Jelaskan seberapa pentingkah bahasa inggris menurut pendapat anda?
P1	Sangat penting miss. Dua saudara saya adalah alumni dari LKP Menara Informatika ini. Mereka keduanya bisa sukses meraih prestasi karena memiliki kemampuan bahasa inggris yang sangat baik. Mereka juga sudah pergi ke beberapa negara lainnya.
I	Bagaimana upaya anda dalam mempelajari bahasa inggris?
P1	Saya biasanya membawa kamus buku dan kamus elektronik. Selain itu, saya juga sering mendengarkan lagu berbahasa Inggris, miss.
I	Apakah belajar bahasa inggris itu mudah? Mengapa?
P1	Mudah dan sulit. Terkadang jika, materi nya sederhana maka saya akan mudah memahami. Dan begitu pula sebaliknya.
I	Apakah anda sering bertanya dikelas mengenai materi yang diajarkan?

P1	<p>Tidak, miss.</p> <p>Karena saya malu. Saya khawatir pertanyaan yang saya ajukan tidak berkaitan dengan materi yang sudah di ajarkan sebelumnya.</p>
I	Apakah anda memperhatikan guru ketika mengajar bahasa inggris? Mengapa?
P1	<p>Iya, miss.</p> <p>Karena saya ingin sekali bisa menguasai Bahasa Inggris. Saya ingin sekali menjadi guru seperti miss A agar bisa mengajar didepan kelas.</p>
I	Apa yang anda lakukan ketika menerima materi yang sulit dimengerti?
P1	<p>Saya biasanya bertanya kepada teman saya yang pintar.</p> <p>Tapi, kalau sama-sama tidak paham, kami bertanya ke miss A secara bersama-sama.</p>
I	Bagaimana perasaan anda ketika gagal mengerjakan ujian atau tugas?
P1	<p>Sedih dan kecewa, miss.</p> <p>Tapi, saya berusaha menguatkan diri sendiri dan terus usaha memperbaiki nilai di ujian selanjutnya.</p>
I	Bagaimana cara guru anda mengajar bahasa inggris dikelas?
P1	<p>Sangat menyenangkan.</p> <p>Miss A adalah salah satu guru favorit saya disini. Dia sangat sabar dalam mengajar. Sebelum belajar, pasti di ajak bercerita dulu. Dia kalau mengajar bahasanya sering di campur, pakai Bahasa Inggris dan Bahasa Indonesia.</p>
I	Media apa saja yang digunakan guru anda ketika mengajar dikelas?
P1	<p>Laptop, Infokus, Speaker, Scrabble, Flashcard.</p> <p>Hanya itu saja, dan pemakaiannya di gunakan berulang-ulang</p> <p>Scrabble merupakan media yang paling seru, tapi jumlahnya terbatas.</p>
I	Apakah di kelas anda harus mengikuti banyak aturan yang menyusahkan?
P1	<p>Aturan nya biasa aja, miss.</p> <p>Tidak berlebihan dan menyusahkan.</p>
I	Apakah anda merasa nyaman dengan aturan itu?
P1	<p>Nyaman , miss.</p> <p>Seperti aturan kelas pada umumnya, disekolah pun juga seperti itu.</p>

I	Baik, terima kasih atas waktunya. Saya rasa cukup sekian wawancara kita pada hari ini. Kira-kira ada yang ingin anda tambahkan?
P1	Iya, sama-sama miss Tidak, miss. Cukup
I	Baik. Kita tutup pertemuan hari ini, see you next time!
P1	See you miss.

The Transcript of Interview with Participant 2

(Thursday, January, 14^h, 2021)

No	Conversation
I	Hallo, Assalamualaikum Saya ingin meminta waktu anda sekitar 10-15 menit untuk wawancara. Hari ini, Kamis, 14 Januari 2021. Kegiatan hari ini bertujuan untuk memenuhi penelitian saya. Silahkan anda menjawab pertanyaan-pertanyaan di bawah ini secara jujur. Sebelum saya mulai, apakah ada yang ingin anda tanya?
P2	Walaikumsalam Tidak.
I	Sudah berapa lama anda belajar di LKP Menara Informatika ini?
P2	6 bulan, kak
I	Mengapa memilih bahasa inggris, padahal ada kursus komputer dan lain-lain?
P2	Ibu saya meminta saya untuk mengambil bahasa inggris karena untuk yang lain sudah pernah di pelajari semua.
I	Jelaskan seberapa pentingkah bahasa inggris menurut pendapat anda?
K	Tidak begitu penting. Karenbahasa inggris bukan pelajaran favorit saya
I	Bagaimana upaya anda dalam mempelajari bahasa inggris?
P2	Saya suka menonton anime yang berbahasa inggris. Beberapa kosa kata baru saya dapatkan dari sana.
I	Apakah belajar bahasa inggris itu mudah? Mengapa?
P2	Bahasa inggris itu akan terasa mudah dipelajari jika menggunakan games. Games membuat otak saya lebih santai.
I	Apakah anda sering bertanya dikelas mengenai materi yang diajarkan?
P2	Iya, saya sering bertanya kepada miss A dikelas. Hanya saja, beberapa menit kemudian saya langsung lupa.
I	Apakah anda memperhatikan guru ketika mengajar bahasa inggris? Mengapa?
P2	Saya bisa dikatakan siswa yang jarang memperhatikan pembelajaran.

	Saya sering ditegur karena ribut,
I	Apa yang anda lakukan ketika menerima materi yang sulit dimengerti?
P2	Saya biasanya bertanya kepada miss A sampai paham.
I	Bagaimana perasaan anda ketika gagal mengerjakan ujian atau tugas?
P2	Ketika ujian saya gagal, saya merasa biasa-biasa saja. Saya tidak suka memaksakan diri sendiri untuk menyukai hal-hal yang saya tidak suka.
I	Bagaimana cara guru anda mengajar bahasa inggris dikelas?
P2	Miss A adalah guru yang baik. Sayangnya, suaranya kecil sekali. Dia terlalu sering memberi materi dan latihan yang membuat saya bosan. Dan juga, dia memberi hafalan kosa kata terlalu banyak tanpa tips dan trik, pada kenyataannya saya paling lemah dalam menghafal.
I	Media apa saja yang digunakan guru anda ketika mengajar dikelas?
P2	Laptop, Infokus, Speaker, Scrabble, Flashcard.
I	Apakah di kelas anda harus mengikuti banyak aturan yang menyusahkan?
P2	Tidak.
I	Apakah anda merasa nyaman dengan aturan itu?
P2	Iya, karena aturan disini masih di kategorikan normal.
I	Baik, terima kasih atas waktunya. Saya rasa cukup sekian wawancara kita pada hari ini. Kira-kira ada yang ingin anda tambahkan?
P2	Oke, kak cukup.
I	Baik. Kita tutup pertemuan hari ini, Wassalamualaikum.
P2	Walaikumsalam

The Transcript of Interview with Participant 3

(Monday, January, 18^h, 2021)

No	Conversation
I	Hallo, Assalamualaikum Saya ingin meminta waktu anda sekitar 10-15 menit untuk wawancara. Hari ini, Senin, 18 Januari 2021. Kegiatan hari ini bertujuan untuk memenuhi penelitian saya. Silahkan anda menjawab pertanyaan-pertanyaan di bawah ini secara jujur. Sebelum saya mulai, apakah ada yang ingin anda tanya ?
P3	Walaikumsalam Tidak, terima kasih.
I	Sudah berapa lama anda belajar di LKP Menara Informatika ini?
P3	Saya sudah belajar selama 6 bulan disini.
I	Mengapa memilih bahasa inggris, padahal ada kursus komputer dan lain-lain?
P3	Saya memilih kursus bahasa inggris karena teman saya mengajak saya untuk masuk kesini.
I	Jelaskan seberapa pentingkah bahasa inggris menurut pendapat anda?
P3	Bahasa inggris sangat penting. Jika bahasa inggris saya baik maka saya bisa berkomunikasi dengan orang-orang dari luar negeri.
I	Bagaimana upaya anda dalam mempelajari bahasa inggris?
P3	Saya menyukai lagu-lagu luar negeri. Biasanya saya mendengarkan nya setiap hari. Melalui lagu-lagu itu, saya mengetahui beberapa kosa kata baru.
I	Apakah belajar bahasa inggris itu mudah? Mengapa?
P3	Belajar bahasa inggris itu mudah jika kita memiliki niat yang kuat.
I	Apakah anda sering bertanya dikelas mengenai materi yang diajarkan?
P3	Tidak. Saya malu untuk berbicara di kelas. Ketika ingin bertanya, tiba-tiba saya merasa blank dan saya tidak tau ingin mengatakan apapun.
I	Apakah anda memperhatikan guru ketika mengajar bahasa inggris? Mengapa?

P3	Saya lebih sering berbicara dengan teman saya daripada memperhatikan guru saat mengajar.
I	Apa yang anda lakukan ketika menerima materi yang sulit dimengerti?
P3	Diam saja .
I	Bagaimana perasaan anda ketika gagal mengerjakan ujian atau tugas?
P3	Saya suka menyalahkan diri sendiri, membanding-bandingkan diri sendiri dengan yang lain. Kadang saya berfikir mengapa saya tidak sehebat mereka .
I	Bagaimana cara guru anda mengajar bahasa inggris dikelas?
P3	Miss A terlalu banyak bercerita yang tidak penting. Dia sering menjelaskan materi yang terlalu panjang, jadi saya sulit memahami, ditambah lagi suara miss A yang sangat kecil
I	Media apa saja yang digunakan guru anda ketika mengajar dikelas?
P3	Laptop, Scrabble, Gambar Tiga media yang sering di gunakan berulang-ulang dan membuat saya bosan.
I	Apakah di kelas anda harus mengikuti banyak aturan yang menyusahkan?
P3	Tidak.
I	Apakah anda merasa nyaman dengan aturan itu?
P3	Iya, saya nyaman.
I	Baik, terima kasih atas waktunya. Saya rasa cukup sekian wawancara kita pada hari ini. Kira-kira ada yang ingin anda tambahkan?
P3	Tidak,terima kasih
I	Baik. Kita tutup pertemuan hari ini, Wassalamualaikum.
P3	Waalaiikumsalam

The Transcript of Interview with Participant 4

(Thursday, January, 21st, 2021)

No	Conversation
I	Hallo, Selamat Siang Saya ingin meminta waktu anda sekitar 10-15 menit untuk wawancara. Hari ini, Kamis, 21 Januari 2021. Kegiatan hari ini bertujuan untuk memenuhi penelitian saya. Silahkan anda menjawab pertanyaan-pertanyaan di bawah ini secara jujur. Sebelum saya mulai, apakah ada yang ingin anda tanya ?
P4	Selamat siang, juga. Tidak, terima kasih.
I	Sudah berapa lama anda belajar di LKP Menara Informatika ini?
P4	6 bulan.
I	Mengapa memilih bahasa inggris, padahal ada kursus komputer dan lain-lain?
P4	Saya hanya asal pilih saja, agar tidak di rumah terus.
I	Jelaskan seberapa pentingkah bahasa inggris menurut pendapat anda?
P4	Bahasa inggris itu penting sekali, agar saya bisa berkomunikasi dengan orang-orang diseluruh dunia.
I	Bagaimana upaya anda dalam mempelajari bahasa inggris?
P4	Saya tidak tau. Saya hanya mengandalkan kamus yang tersedia di kelas, kalau sudah terpakai semua saya tidak menggunakan apapun saat belajar. Kadang disuruh bawa sendiri, tapi saya malas.
I	Apakah belajar bahasa inggris itu mudah? Mengapa?
P4	Belajar bahasa inggris itu sulit. Apalagi di bagian hafalan rumus tenses.
I	Apakah anda sering bertanya dikelas mengenai materi yang diajarkan?
P4	Tidak. Saya tidak berani bertanya, karena malu.
I	Apakah anda memperhatikan guru ketika mengajar bahasa inggris? Mengapa?
P4	Iya. Meskipun saya sering tidak mengerti materi, tapi saya menghargai miss A

	ketika mengajar.
I	Apa yang anda lakukan ketika menerima materi yang sulit dimengerti?
P4	Saya akan bertanya kepada teman saya yang lebih pintar.
I	Bagaimana perasaan anda ketika gagal mengerjakan ujian atau tugas?
P4	Biasa saja. Saya mudah melupakan apapun.
I	Bagaimana cara guru anda mengajar bahasa inggris dikelas?
P4	Miss A terlalu banyak bercerita dan suara nya juga kecil.
I	Media apa saja yang digunakan guru anda ketika mengajar dikelas?
P4	Scrabble dan gambar.
I	Apakah di kelas anda harus mengikuti banyak aturan yang menyusahkan?
P4	Tidak.
I	Apakah anda merasa nyaman dengan aturan itu?
P4	Iya, saya merasa nyaman.
I	Baik, terima kasih atas waktunya. Saya rasa cukup sekian wawancara kita pada hari ini. Kira-kira ada yang ingin anda tambahkan?
P4	Tidak
I	Baik. Kita tutup pertemuan hari ini, see you next time!
P4	See you too.

The Transcript of Interview with Participant 5

(Monday, January, 25th, 2021)

No	Conversation
I	Hallo, Assalamualaikum Saya ingin meminta waktu anda sekitar 10-15 menit untuk wawancara. Hari ini, Senin, 25 Januari 2021. Kegiatan hari ini bertujuan untuk memenuhi penelitian saya. Silahkan anda menjawab pertanyaan-pertanyaan di bawah ini secara jujur. Sebelum saya mulai, apakah ada yang ingin anda tanya ?
P5	Waalikumsalam Oke
I	Sudah berapa lama anda belajar di LKP Menara Informatika ini?
P5	6 bulan
I	Mengapa memilih bahasa inggris, padahal ada kursus komputer dan lain-lain?
P5	Karena bahasa inggris lebih menarik untuk dipelajari.
I	Jelaskan seberapa pentingkah bahasa inggris menurut pendapat anda?
P5	Penting sekali, karena menurut artikel yang saya baca menyatakan bahwa Bahasa Inggris adalah bahasa dunia.
I	Bagaimana upaya anda dalam mempelajari bahasa inggris?
P5	Saya biasanya mendengarkan lagu, menonton movie dari luar negeri dan membaca teks di buku paket. Saya banyak menemukan kosa kata baru disana.
I	Apakah belajar bahasa inggris itu mudah? Mengapa?
P5	Bahasa inggris itu sangat mudah jika kita memperhatikan dan menyimak dengan baik dikelas.
I	Apakah anda sering bertanya dikelas mengenai materi yang diajarkan?
P5	Saya biasanya mencari tau sendiri, atau menyuruh teman saya untuk menanyakan nya. Saya tidak berani menanyakannya sendiri karena saya takut dan malu pertanyaan yang saya ajukan tidak nyambung dengan materi.
I	Apakah anda memperhatikan guru ketika mengajar bahasa inggris? Mengapa?
P5	Iya.

	Karena tujuan saya adalah untuk belajar, jadi harus memperhatikan.
I	Apa yang anda lakukan ketika menerima materi yang sulit dimengerti?
P5	Saya biasanya meminta bantuan teman saya yang lebih pintar.
I	Bagaimana perasaan anda ketika gagal mengerjakan ujian atau tugas?
P5	Sedih dan kecewa.. Tapi, saya berusaha untuk terus memperbaiki nilai saya.
I	Bagaimana cara guru anda mengajar bahasa inggris dikelas?
P5	Miss A kalau mengajar biasanya di awal dengan cerita dulu, menanyakan kabar kami semua. Dia juga menggunakan games, quiz dan diskusi.
I	Media apa saja yang digunakan guru anda ketika mengajar dikelas?
P5	Scrabble dan laptop Dua media ini yang sangat sering digunakan miss A, jujur saya bosan jika harus menunggu giliran terus-terusan saat bermain scrabble, karena hanya satu.
I	Apakah di kelas anda harus mengikuti banyak aturan yang menyusahkan?
P5	Tidak.
I	Apakah anda merasa nyaman dengan aturan itu?
P5	Nyaman, karena peraturannya masih standar seperti di sekolah pada umumnya.
I	Baik, terima kasih atas waktunya. Saya rasa cukup sekian wawancara kita pada hari ini. Kira-kira ada yang ingin anda tambahkan?
P5	Tidak Terima kasih
I	Baik. Kita tutup pertemuan hari ini, Wassalamualaikum!
P5	Waalaiikumsalam

APPENDIX 4

Data Tabulation (The Result of Interview)

Participant 1

Questions	Participant`s Answer
1. How is important English in your opinion?	<i>It`s very important miss. Two of my brothers were students of LKP.Menara Informatika. They both managed to achieve success because they have excellent English language skills. They have also gone to several other countries.</i>
2. How are your efforts in English learning?	<i>I usually carry a book dictionary and an electronic dictionary. Besides that, I also often listen to songs in English, miss.</i>
3. Is English learning easy? Why?	<i>It`s easy, if the material is simple cause it will be easy for me to understand.</i>
4. Do you often ask questions in class about the material being taught?	<i>No, miss. I am embarrassed and worried that the questions are not related to the material that has been taught previously.</i>
5. Do you pay attention to the teacher when teaching English? Why?	<i>Yes, miss. Because I really want to be able to master English. I really want to be a teacher like Miss A so that I can teach in front of the class.</i>
6. What do you do when you receive material that is difficult to understand?	<i>I usually ask my smart friends. But, if we both do not understand, we asked to miss A are together.</i>
7. How do you feel when you fail an exam or assignment?	<i>I will feel sad and disappointed, miss. However, I tried to strengthen myself and kept trying to improve my score in the next exam.</i>
8. How does your teacher teach English in class?	<i>She is very nice. Miss A is one of my favorite teachers here. She is very patient in teaching. Before studying, they must be invited to tell stories first. When explaining the material, she often mixes it, using English and Indonesian.</i>
9. What is media that your teacher use when teaching in the class?	<i>Laptop, infocus, speaker, scrabble and flashcard. Scrabble is the most exciting medium, but the amoubt is limited.</i>
10. Do you have to follow a lot of rules in	<i>The rules are normal, miss. It`s not too</i>

your class?

much and bothersome.

Data Tabulation (The Result of Interview)

Participant 2

Questions	Participant`s Answer
1. How is important English in your opinion?	<i>It does not really important, because English is not my favorite subject.</i>
2. How are your efforts in English learning?	<i>I like watching anime in English dialog, but it`s still with Indonesian subtitle. Watching is better than learning at the class.</i>
3. Is English learning easy? Why?	<i>English will be easier to learn when using games. Games makes my brain more relax.</i>
4. Do you often ask questions in class about the material being taught?	<i>Yes, I often ask miss A in the class. It's just that, a few minutes later I immediately forgot what she explained before</i>
5. Do you pay attention to the teacher when teaching English? Why?	<i>Not really, because my friends often ask me to talk. I usually get reprimanded for being so noisy.</i>
6. What do you do when you receive material that is difficult to understand?	<i>I usually ask miss A until I understand.</i>
7. How do you feel when you fail an exam or assignment?	<i>I will be okay. I don't like to force myself so hard. I try to understand my capacity.</i>
8. How does your teacher teach English in class?	<i>Miss A is a good teacher. Unfortunately, her voice is very small. She gives us materials and exercises too often which made me bored. Also, she gives us memorizing task too much about vocabularies without any tips and tricks, in fact I am the weakest at memorizing.</i>
9. What is media that your teacher use when teaching in the class?	<i>Laptop, Scrabble, Flashcard.</i>
10. Do you have to follow a lot of rules in your class?	<i>No.</i>

Data Tabulation (The Result of Interview)

Participant 3

Questions	Participant`s Answer
1. How is important English in your opinion?	<i>English is very important. If my English is good then I can communicate with people from abroad.</i>
2. How are your efforts in English learning?	<i>I like foreign songs. I usually listen to English songs every day. Through these songs, I learned some new vocabularies.</i>
3. Is English learning easy? Why?	<i>English learning is easy if we have strong intentions.</i>
4. Do you often ask questions in class about the material being taught?	<i>No, I don`t. I am embarrassed to speak in class. When I wanted to ask a question, I suddenly felt blank and I didn't know what to say.</i>
5. Do you pay attention to the teacher when teaching English? Why?	<i>I talk to my friends more often than pay attention to the teacher while teaching.</i>
6. What do you do when you receive material that is difficult to understand?	<i>I just shut up.</i>
7. How do you feel when you fail an exam or assignment?	<i>I like to blame and compare myself with others. Sometimes I wonder why I am not as great as them.</i>
8. How does your teacher teach English in class?	<i>Miss A too often tells us many stories at the beginning. It is so boring. Then, she often explains material that is too long, so it is difficult for me to understand and also, her voice is very small.</i>
9. What is media that your teacher use when teaching in the class?	<i>Laptop, Scrabble. Those of two media that are too often used repeatedly and makes me bored.</i>
10. Do you have to follow a lot of rules in your class?	<i>No.</i>

Data Tabulation (The Result of Interview)

Participant 4

Questions	Participant`s Answer
1. How is important English in your opinion?	<i>English is important, so that I can communicate with people around the world.</i>
2. How are your efforts in English learning?	<i>I don`t know. I only rely on available dictionaries in the class. When all of friends took them. I don`t use anything while studying. Sometimes my mom asked me to bring it by myself, but I am so lazy.</i>
3. Is English learning easy? Why?	<i>No, it`s not. English learning is difficult. Especially in the memorization section of the tenses formula.</i>
4. Do you often ask questions in class about the material being taught?	<i>No. I do not dare to ask because I was embarrassed.</i>
5. Do you pay attention to the teacher when teaching English? Why?	<i>Yes. I do. Even though I often don't understand the material, I still appreciate Miss A when teaching</i>
6. What do you do when you receive material that is difficult to understand?	<i>I will ask my friend who is smarter.</i>
7. How do you feel when you fail an exam or assignment?	<i>It`s just an ordinary thing for me. I can forget anything easily.</i>
8. How does your teacher teach English in class?	<i>Miss A always gives smile for us. She is a very nice teacher. She uses two languages while teaching, Indonesian and English. It is very useful for me to understand.</i>
9. What is media that your teacher use when teaching in the class?	<i>Scrabble and pictures.</i>
10. Do you have to follow a lot of rules in your class?	<i>No.</i>

Data Tabulation (The Result of Interview)

Participant 5

Questions	Participant`s Answer
1. How is important English in your opinion?	<i>English is very important, because according to the article that I read, it stated that English is the language of the world.</i>
2. How are your efforts in English learning?	<i>I usually listen to English songs, watch movies from abroad and read text in textbooks. I found a lot of new vocabularies from those ways.</i>
3. Is English learning easy? Why?	<i>English is very easy if we pay attention and listen well in class.</i>
4. Do you often ask questions in class about the material being taught?	<i>I usually shortly find out by myself or I will ask my friend to give question to miss A. I do not dare to ask by myself because I was afraid and ashamed that the questions did not relate with the topic.</i>
5. Do you pay attention to the teacher when teaching English? Why?	<i>Yes, I do. Because my goal is to study, so I have to pay attention when teacher is teaching</i>
6. What do you do when you receive material that is difficult to understand?	<i>I usually ask my smarter friends for help.</i>
7. How do you feel when you fail an exam or assignment?	<i>Sad and disappointed, but I try to keep improving my grades.</i>
8. How does your teacher teach English in class?	<i>Miss A usually teaches at the beginning with a story first, asking how our day going well or not. She also uses games, quizzes and discussions in teaching</i>
9. What is media that your teacher use when teaching in the class?	<i>Scrabble and laptop. These two media that Miss A used very often, to be honest, I am bored if I have to wait a turn while playing scrabble because there is only one scrabble at the class.</i>
10. Do you have to follow a lot of rules in your class?	<i>No.</i>