

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LEARNING ENGLISH
AT THE 8TH GRADE OF SMPN 2 WONOMULYO**



**By:
SALMAWATI
H0117354**

**This Undergraduate Thesis was written to fulfill a part of the requirement
for obtaining the Undergraduate Degree Education**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
SULAWESI BARAT UNIVERSITY**

2024

ABSTRAK

SALMAWATI: Analisis Kesulitan Siswa dalam Belajar Bahasa Inggris pada Kelas 8 di SMPN 2 Wonomulyo. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

Tujuan penelitian ini adalah untuk mengetahui kesulitan belajar yang dihadapi siswa, faktor yang menjadi penyebab kesulitan belajar siswa serta solusi yang diberikan oleh guru dalam mengatasi kesulitan belajar yang dihadapi oleh siswa pada salah satu sekolah menengah pertama di Wonomulyo. Pendekatan yang digunakan pada penelitian ini adalah pendekatan kualitatif deskriptif. Subjek penelitian dengan teknik *purposive sampling* terdiri atas 1 guru mata pelajaran Bahasa Inggris serta 10 siswa kelas 8A di SMPN 2 Wonomulyo. Data penelitian dikumpulkan melalui observasi, kuesioner terbuka serta wawancara. Data penelitian ini dianalisis melalui model interaktif dari Miles dan Huberman. Penelitian ini menunjukkan bahwa dalam proses pembelajaran, peneliti melihat bahwa siswa kurang minat dalam belajar dan sering berbicara, bercanda dan bahkan mengganggu siswa yang lain. Terdapat 4 jenis kesulitan belajar yang dihadapi oleh siswa dalam belajar Bahasa Inggris, yakni: *learning disorders*, *learning disability*, *learning dysfunction* dan *under achiever/less motivated*. Penelitian ini juga menunjukkan bahwa terdapat 2 faktor yang menjadi penyebab kesulitan belajar siswa, yakni faktor internal dan faktor eksternal. Solusi yang diberikan oleh guru dalam mengatasi kesulitan siswa dalam belajar bahasa inggris yaitu: upaya guru sebagai pendidik, upaya guru sebagai pembina dan upaya guru sebagai penilai.

Kata Kunci: Kesulitan Siswa, Pembelajaran Bahasa Inggris

CHAPTER I

INTRODUCTION

A. Background

English is one of the languages that almost everyone in the world uses. English is an international or universal language, which is the language used by most countries in the world as their main language. According to Kusuma (2018), the foreign language spoken by many people is English. Therefore, English is called an international language. In addition, according to Esmayanti & Kholiq (2020), English is international language that used by most of people in the world, including our country Indonesia. In Indonesia itself, English is categorized as a foreign language. English is a most important foreign language to learn in Indonesia.

A foreign language is a language that is not used as a medium or means of communication in a particular country where that language is taught. foreign language is usually taught as one of the subjects in schools with the aim of knowing basic communication and mastery 4 language skills (speaking, writing, reading and listening). Currently, English is needed in education in Indonesia so that in the future can master or at least be able to speak English which incidentally is an international language which will be very helpful for young people in keeping up with the times which are based on the use of English as a means of communication. According to Jaidi, et al. (2021), learning English is one of the skills that is currently a necessity to be able to move forward both nationally and internationally.

Learning process is an activity or interaction relationship between the teacher and students in a learning situation. The success of a learning is determined by the collaboration between the teacher and the students. The success or failure of a teaching and learning process can be measured from the learning process and learning outcomes. This can be seen from Idrus' research (2019) which says that, one of the factors that is important for learning effectiveness is the evaluation factor both for the learning process and for learning outcomes.

Learning English is a mandatory foreign language subject taught in schools in Indonesia. However, English in Indonesia is not supported by an adequate environment. In this case, English is not used as an everyday language and is only

used when at school, even when learning English. Which this triggers students' difficulties in learning English. According to Harlina & Yusuf (2020), access to information about English is very limited. So that students in their daily lives do not know English well, which then results in their lack of interest in learning English.

Learning difficulties are conditions where in the learning process there are obstacles that cause interference in achieving student's learning outcomes. According to Tambunsaribu & Galingging (2021), in general there are two factors that cause students to experience learning difficulties, namely internal and external factors. Internal factors are caused from within the students themselves while external factors come from outside the students themselves such as from their family, school, community, and also from their friendship environment. These two factors make it difficult for students to learn, in this case it is difficult to receive, understand and also apply the knowledge taught to them. These difficulties will also result in students obtaining low academic achievement and may not even pass the established achievement standards.

Not infrequently students' percept that English is one of the difficult subjects. This is because the students' knowledge of English is still minimal and there are striking differences from English and Indonesian both in pronunciation of the vocabulary and the patterns of the sentence they use. According to Munisah (2021), with a different language structure, different pronunciation, will create problems for students. The problem that is often faced by students is the difficulty in learning foreign language. Sometimes students are reluctant to learn English.

Based on temporary observations conducted by the researcher on students at SMPN 2 Wonomulyo, researcher found that students felt English was a difficult subject. Researcher also asked one of the English teachers there, and the teacher said that students were less active in learning English because their lack of vocabulary. With this, the researcher conduct research entitled "An Analysis of Students' Difficulties in Learning English at the 8th grade of SMPN 2 Wonomulyo"

B. Problem Identification

Problem identification from the data obtained by the researcher, namely that English subject is one of the subjects which according to students at the 8th grade

of SMPN 2 Wonomulyo is a difficult subject, because the students do not have more knowledge about English than at school. Factor that causes the emergence of students' perceptions that English is a difficult subject is the lack of students' vocabulary mastery or the lack of vocabulary knowledge possessed by students which causes students less active in participating in English learning process.

C. Research Focus

1. How is the process of learning English at the 8th grade of SMPN 2 Wonomulyo?
2. What are the difficulties faced by students in learning English at the 8th grade of SMPN 2 Wonomulyo?
3. What are the teacher's solutions in overcoming the difficulties of learning English for students at the 8th grade of SMPN 2 Wonomulyo?

D. Research Objective

1. To find out the process of learning English at the 8th grade of SMPN 2 Wonomulyo.
2. To find out the difficulties faced by students in learning English at the 8th grade of SMPN 2 Wonomulyo.
3. To find out the teacher's solutions in overcoming the difficulties of learning English for students at the 8th grade of SMPN 2 Wonomulyo.

E. Research Benefits

The result of this research is expected to provide a clear contribution to the reader and are useful both theoretically and practically.

1. Theoretical benefits

In the theoretical aspect, this research can provide insight and knowledge about the difficulties faced by students in English learning process and also the teacher's solutions in overcoming the difficulties faced by students in English learning process.

2. Practical benefits

In a practical aspect, the data obtained by the researcher in this study can be used for the next researchers in the field of learning and teaching English.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Purba, et al. (2021), in them research “Analisis Kerumitan Bahasa Inggris Pada Siswa SMP Swasta Alwasliyah 40 Bandar Huluan”

This study analyzes the difficulties of learning English for students of SMP Swasta Alwasliyah 40 Bandar Huluan. Focus of this study was to find students' difficulties in mastering English competence. This study used an individual approach in collecting qualitative data. The procedure used was through the use of media and learning strategies to improve the quality of teaching. Data were analyzed by used pre-test and post-test. The findings showed that the students' difficulties in learning English were: (1) a sense of coercion; (2) low mastery of basic concepts/intake; (3) lack of support from their environment; (4) have fewer opportunities to practice. In connection with these findings, it is suggested that teachers and schools should facilitate and provide high motivation for their students' English learning process.

The first study above was different from the research that carried out by the researcher because firstly, the first study above was conducted to find the students' difficulties in mastering the English competence of the students of SMP Swasta Alwasliyah 40 Bandar Huluan, while this research aims to find out how the English learning process, what are the difficulties faced by students and the solution from the teacher in overcoming the difficulties that faced by students at the 8th grade of SMPN 2 Wonomulyo. Secondly, the first study above used an individual approach in collecting qualitative data through the use of media and learning strategies to improve the quality of teaching, while this research used observation, open questionnaire, and interview as the data collection, also used qualitative descriptive approach method.

Silalahi, et al. (2022), in their research “Analisis Kesulitan Belajar Bahasa Inggris Siswa SMA Negeri 1 Narumonda Kabupaten Tobasa”

This study analyzes the difficulties of students in learning English at SMA Negeri 1 Narumonda Siantar, Tobasa district. Focus of this study was to find students' difficulties in mastering English competence. This study used a classical and individual approach in collecting qualitative and quantitative data. The procedure used context, input, process, and product/CCIP-Evaluation model for its benefits to improve teaching quality. The data were analyzed using the McDonough model. The findings show that students learning English find it difficult to: (1) feel coerced; (2) low mastery basic concepts/intake; (3) lack of support from their environment; (4) forget factors; (5) have fewer opportunities to practice.

The second study above was different from the research that carried out by the researcher because firstly, the second study above was conducted to find students' difficulties in mastering English competence, while this research aims to find out how the English learning process, what are the difficulties faced by students and the solution from the teacher in overcoming the difficulties that faced by students at the 8th grade of SMPN 2 Wonomulyo. Secondly, the second study above used a classical and individual approach in collecting qualitative and quantitative data and the data were analyzed using the McDonough model, while this research used the qualitative descriptive approach method with using interactive model by Miles and Huberman, namely data reduction, data display and conclusion drawing/verification as the data analysis technique.

Lena, et al. (2023), in their research “Analisis Kesulitan Siswa dalam Pembelajaran Bahasa Inggris di Sekolah Dasar”

This study aims to find out the difficulties experienced by students in learning English in elementary schools. Type of research used is survey techniques with data collection techniques were carried out through questionnaire via the G-Form, which were distributed via social media with a target of 150 teacher respondents. This study used qualitative descriptive data analysis. Finding of this study are, from the teacher’s perspective, students’ difficulties in learning English include: (1) lack of media to support learning English in school, (2) low physical health of students, (3) learning English is still unfamiliar to students because this learning has only been implemented in elementary school, (4) there are still many students who have difficulty mastering the 4 basic English skills, namely listening, speaking, reading and writing, (5) students have difficulty in using an English dictionary, (6) peer delinquency reduces students’ interest and motivation in developing their ability to speak English, (7) students’ lack of motivation in learning English is caused by the thought “English is not important”.

This third study above was different from the research that carried out by the researcher because firstly, the third study above aims to find out the difficulties experienced by students in learning English in elementary schools, while this research aims to find out how the English learning process, what are the difficulties faced by students and the solution from the teacher in overcoming the difficulties that faced by students in SMPN 2 Wonomulyo. Secondly, type of research used by this third study above is survey techniques with data collection techniques were carried out through questionnaire via the G-Form, while this research used qualitative descriptive approach method with observation, open questionnaire, and interview as the data collection.

B. Theoretical Framework

1. Learning Process

According to Baharuddin & Wahyuni (2008, p. 16), learning process is a series of activities that occur in the nerve center of the learning individual. Learning process can only be observed if there are changes in behavior that are different from before. These behaviors are cognitive, affective and psychomotor.

According to Ilyasova et al. (2019), the entire process of learning a foreign language must be structured in such a way as to arouse students' interest in learning the language, in language materials that carry important and new information, so that the desire to learn the language at home is always maintained, so that student can see this need. Only in this case we can have a positive influence on the development of such qualities in students as will, purposefulness, organization and perseverance.

According to Nurazizah et al. (2019) in teaching and learning process the teacher has been conducted the teaching activities through three steps such as pre-activities, main-activities and post-activities. While, according to Ayu & Viora (2019), there are 4 aspects to determine students' activeness during the learning process, include: (1) listening to the teacher's explanation, (2) taking notes, (3) asking and answering questions, and (4) completing assignments.

2. Learning Difficulties

a. Definition of Learning Difficulties

According to Septia et al. (2022), Difficulties can be defined as something difficult or a hard thing to do or understand, that which occasions labor or perplexity, requires skill and perseverance to overcome, solve or achieve. According to Putri (2018), learning difficulties is a condition where students experience obstacles in the learning process, causing failure to achieve learning outcomes. In addition, according to Munirah (2018), learning difficulties is a situation where students are less able to face the demands that must be made in the learning process so that the process and results are unsatisfactory. Another opinion,

Dr. Marlina (2019, p. 46) stated that learning difficulties is a condition where there is a deviation between actual ability and demonstrated achievement which is manifested in three basic academic fields such as reading, writing, and arithmetic. Also, according to Setyaputri (2021, p. 35), learning difficulties is a condition where students cannot learn as they should because of limitation experienced, which can be related to intelligence or non-intelligence. Seen from some of the definitions above, it can be concluded that learning difficulties are students' conditions in which the learning process is characterized by the presence of obstacles or disturbances in the learning process both in terms of intelligence and non-intelligence so that it can affect student learning achievement. So, learning difficulty is a condition where students cannot learn as they should. These obstacles can come from outside or from within the students themselves.

According to Maburria (2021), Several symptoms as indicators of students' learning difficulties can be seen from the following instructions:

- 1) Shows low learning outcomes, below the average score achieved by the group of students in the class.
- 2) The learning outcomes obtained are not commensurate with the efforts made even though students have tried hard to study, but their grades are always low.
- 3) Students are slow in carrying out learning tasks. They are always behind their friends in everything. For example, working on a problem takes a long time to finish.
- 4) Students show inappropriate attitudes, such as being indifferent, pretending, lying, being easily offended and so on.
- 5) Students show behavior that is not normally shown to other people. In this case, for example, students become moody, angry, always confused, always sad, less happy, or isolate themselves from their friends.
- 6) Students who are classified as having a high IQ, potentially they should achieve high learning achievements, but in fact they get low achievements.
- 7) Students who always show high learning achievements in most subjects. But at other times their learning achievement drops drastically.

b. Types of Learning Difficulties

According to Abdurrahman (2018), learning difficulties can be clarified as follows:

- 1) Developmental learning difficulties are generally less known by parents and students, because there is no systematic estimation of academics. That is, skills are more important to master than academics.
- 2) Academic learning difficulties are problems faced in the learning process such as reading, writing, speaking or listening. This difficulty can be identified if the child fails to demonstrate one or several abilities in the academic fields.

Meanwhile according to Haryanto & Yudhawati (2011, p. 144), there are various kinds of learning difficulties include:

1) Learning Disorders

Learning disorders is a problem in learning other than an interest subject. Things like this may be felt by students who have learning interest in one subject but because of curriculum demands so that the students must learn other subjects that result in students usually rarely learn or stop learning to subjects that are not in demand.

2) Learning Disability

Learning disability is a difficulty learning caused by laziness to learn. This is due to various factors so that the results obtained by students are below average. Various factors are such as the emotional problems of students or mental students as well as lack of support from parents.

3) Learning Dysfunctional

Learning dysfunctional is having difficulty learning because incapable of mastering all subjects, this is due to disturbances in the child's brain nerves so that it has difficulty in the learning process.

4) Slow Learner

Slow learner is a learning difficulty characterized by the slowness of students understanding learning such as slow to completing tasks that have been given differently from normal friends.

5) Under Achiever/Less Motivated

Less motivated is a learning difficulty caused by various factors that result in students being less motivated or not liking certain subjects but having normal intelligence.

c. Factors that Effect Learning Difficulties

According to Maburria (2021), several factors that can cause students' learning difficulties can be internal factors, namely those that come from within the student, and external factors that come from outside the student. The details of these factors can be described as follows:

1) Internal Factors

Internal factors are factors that come from within the students themselves. This factor can be divided into two, namely psychological factors (no desire or motivation to learn, low interest in learning, lack of self-confidence, low personal discipline, lack of willingness to respond or react, often experience psychological conflict, and weak personality integrity) and physiological factors (weak physical condition, the presence of diseases that difficult or incurable, disturbances in sensory function, physical fatigue).

2) External Factors

External factors are factors that come from outside students, originating from their environment. The environment is part of students' lives. It is in the environment that students interact in a chain of life called an ecosystem. Throughout their lives, students will not be able to avoid the natural environment and socio-cultural environment. Interaction with different environments always occurs in students' lives. The environment has a significant influence on students'

learning at school. These external factors are grouped into 3 factors, namely: family factors, school factors and community factors.

a) Family factors

The family is a primary and fundamental educational environment because the family is the first school in forming a child's personality. Family factors that can cause learning difficulties include poor and authoritarian parenting patterns, relationships between families that are less intimate, a noisy/crowded home atmosphere, and a poor social background and weak family economic level.

b) School Factors

The school environment is the second environment after the family environment in shaping a child's personality. School factors that can cause learning difficulties include the selection and application of teaching methods that are monotonous and lacking in variety, a curriculum that is structured too densely, relationships between students and their peers that are less than solid, lack of discipline in the school environment, inadequate school facilities and infrastructure, etc.

c) Community Factors

If the family is the smallest community, then society is the largest community in social life. The community environment influences students because of their existence in this environment. Community factors that can cause learning difficulties include excessive social activities outside school hours, poor peer interaction or association in the surrounding environment, and poor mass media.

While, according to Syukri (2022), there are two types of factors that cause learning difficulties, namely:

- 1) Students' internal factors, namely things or circumstances that arise from within the students themselves. These internal student factors include students' psycho-physical disorders or deficiencies, namely:

- a) Cognitive (in the realm of creativity), include among another things, students' low intellectual capacity which includes memorization, memory and understanding.
 - b) Affective (the realm of feelings), including interest, instability of attitudes and emotions, the process of receiving, responding and appreciating.
 - c) Psychomotor nature (in the realm of intention), including disruption of the sense organs of sight and hearing (eyes and ears).
- 2) Students' external factors, namely things or circumstances that come from outside the student, include all situations and conditions in the surrounding environment that do not support students' learning activities.
- a) Family environment, for example attention to children, disharmonious relationship between father and mother, and low economic life of the family.
 - b) Community environment, for example village or urban areas, playmates and social methods.

In conclusion, there are 2 factors that can influence students' learning difficulties, namely internal factors and external factors. Internal factors are factors that can influence students' learning difficulties where these factors originate from within the students' themselves, such as psychological factors and physiological factors. External factors are factors that are influenced from outside the students, such as school factors, family factors, and environmental factors or playmates environment.

3. Teacher's Solutions

According to Amarodin & Nada (2017), teacher's efforts in overcoming students' learning difficulties include:

- a. Teacher's efforts as an educator

The process or implementation of education is an effort to realize educational goals. So, after entering the classroom the teacher's job is to lead not merely control or criticize. To be able to perform their duties properly, teachers must have professional abilities which include: mastering material, managing teaching and

learning programs, using media and learning resources, managing teaching and learning interactions, assessing student's achievement for the benefit or lessons, recognizing and organizing school administration.

b. Teacher's efforts as a mentor

Guidance through assessment and training is one component of educators, considering that guidance and training is an activity of assistance and guidance given to individuals in general, and students in particular at school in order to improve their quality. This is relevant to education because education is a conscious effort that aims to develop personality and potential (talents, interests and ability).

c. Teacher's efforts as an assessor

The teacher as an assessor is the most complex aspect of learning, because it involves many backgrounds and relationships, as well as other variables that have meaning when related to a context that is almost impossible to separate from every aspect of assessment. There is no learning without assessment, because assessment is the process of determining the quality of learning outcomes, or the process of determining the level of achievement of students' learning objectives.

According to Junie in (Nuraeni & Syihabuddin, 2020), strategies in helping students with learning difficulties, include:

a. Giving reward

Luring children to get good grades with rewards has been heard in the past. Many parents apply this technique to lure their children to learn and achieve.

b. Giving punishment

The opposite of the first point is how giving punishment can usually cause negative perceptions in children towards learning activities. If this condition is given continuously, it will cause problems with children's emotions and behavior. As a result, children will feel anxious, depressed and school phobic.

c. Learning while playing

Playing for students is an activity carried out for pleasure or satisfaction. Through play activities, students can obtain better information. This means that teachers must be able to design learning activities that are interesting and fun. But do not invite children to learn while playing too often, because they consider the teacher as their own friend. So, the teachers need to maintain their authority and assertiveness when managing the class so as not to be humiliated by students.

d. Repeating the lesson

The nature of students who often forget and are confused, makes learning by repeating the material necessary. With repeating material, it will give students the opportunity to remember the lesson without realizing it. Through varied questions, students will certainly not be bored when their lessons are repeated.

The steps in the Theoretical Framework above can be understood through the following diagram shown below:

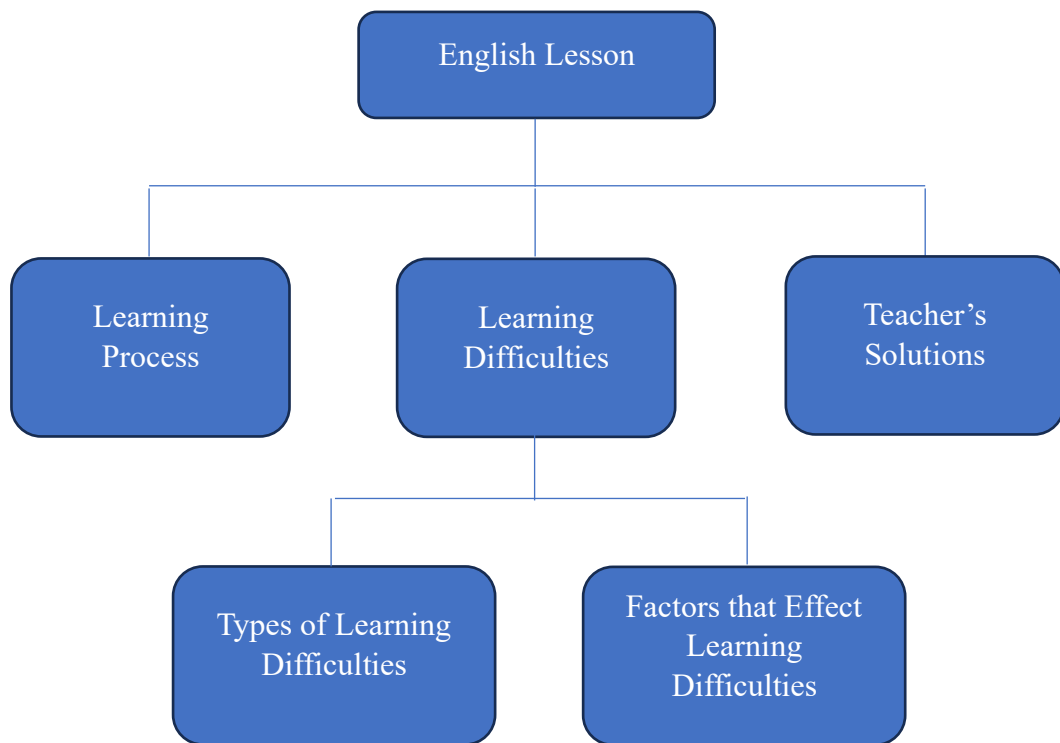


Figure 2.1 Conceptual Framework

English is an important language to learn because English is an international language used throughout the world. In Indonesia itself, English is taught in school as a foreign language subject. This becomes a challenge for students to learn other Language than Indonesian. Thus, this English subject is considered a difficult subject by some students.

Students' difficulties in understanding English subject matter can be identified from the students' learning process. Students who do not reach understanding will include students who have learning difficulties and need teaching also solutions to the problems they are experiencing.

On the point of learning difficulties, it was about what types of learning difficulties faced by students at SMPN 2 Wonomulyo and what factors that affect the learning difficulties in English. There are several opinions regarding the types of learning difficulties in students. Learning difficulties can be reduced by the efforts made by the teacher as a form of solution in making improvements in terms of teaching which will make it easier for students to better understand or comprehend English learning material. However, the teacher's efforts will not be successful without cooperation between teacher and students. Therefore, good cooperation is needed between the two, namely between teachers and students in solving learning difficulties experienced by students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing the findings and discussion in chapter IV, the conclusions that researchers can draw include:

1. Process of learning English

Opening: Class leader prepared and directed his friends to greet the teacher and then read a prayer before studying. Then the teacher excused students.

Main: Teacher explaining the learning material using mix language so that students can more easily understand the material being presented. During the learning process, students seem lacked interest in learning and often talked, joked and even disturbed other students. The class is often noisy even when doing assignments. In collecting assignments, only several students were seen collecting their assignments, there were even students who did not take notes and did not complete the assignments given by the teacher.

Closing: The class leader prepared and directed his friends to greet the teacher and then read a prayer after studying. Then all the students shook hands with the teacher and went home.

2. Difficulties faced by students in Learning English

There are 4 types of learning difficulties faced by class 8A students at SMPN 2 Wonomulyo including: learning disorders, learning disabilities, learning dysfunctional, and also under achievers/less motivated. In addition, there are 2 types of learning difficulty factors faced by students in learning English, namely internal and external factors. Internal factors include: lack of vocabulary possessed by students, lack of student interest in learning, lack of motivation, lack of self-confidence, and lack of preparation in learning English. Meanwhile, external factors are learning disorders from students who are often noisy in the learning process.

3. Teacher's solutions in overcoming the difficulties of learning English for students

The solution given by the teacher in overcoming students' difficulties in learning English includes: teacher's efforts as an educator, teacher's effort as a mentor and teacher's efforts as an assessor. As an educator, teachers are required to be able to manage the classroom by creating active and fun learning, fostering teaching and learning interactions and also using media and learning sources. As a mentor, teachers are expected to be able to overcome difficulties faced by students in learning, be able to see what kind of difficulties faced by students and provide solutions to the existing problem. As an assessor, teacher provide the opportunity to correct the students. With this role, teacher be able to see how well students are performing or how well they are performing as teachers.

B. Suggestions

1. For English Teacher

Teacher should provide more interest learning methods so that students do not feel bored in learning, especially for learning English. The teacher should create a good atmosphere in the class and can control the class.

2. For students

Students should pay more attention to the learning provided by the teacher and not play a lot in class, also disturb other students during the learning process. Students should confidence, brave to try and also concentrate well in learning English.

3. For future researchers

The Strengthness of this research is that the use of qualitative methods in this research is more effective than the use of quantitative methods. By using qualitative methods, it can explore in depth about students' difficulties in learning English, and also this research does not only discuss students' difficulties in learning English but also discusses the solutions provided by the teacher in overcoming problems or students' difficulties in learning English.

The weakness of this research is this research discusses about students' difficulties in learning English as a whole. Future researchers are expected to be able to conduct research more specific and also expected to be able to add new theories related to difficulties in learning English.

BIBLIOGRAPHY

- Abdurrahman, M. (2018). *Pendidikan Bagi Anak Berkesulitan Belajar* (5th ed.). Jakarta: Rineka Cipta.
- Abdussamad, Z. (2021). *Metode Penelitian Kualitatif* (1st ed.). Syakir Media Press.
- Amarodin, & Nada, L. S. (2017, April). Upaya Guru dalam Mengatasi Kesulitan Belajar Siswa. *Jurnal Perspektif*, X(1), 52-70.
- Ananda, N., & Hastini, H. (2023). A Study on Self-Confidence Impact of ELF Students' Speaking. *Journal of General Education and Humanities*, 237-246.
- Andriani, K., Ardiana, & Firman. (2022). Teaching Media in EFL Classrooms: What are they and why select them? *Journal of Language Teaching and Assessment*, 87-97.
- Asmita. (2023). STUDENTS' DEMOTIVATION FACTORS IN LEARNING ENGLISH at MTs NEGERI 1 BAUBAU. *ENGLISH EDUCATION JOURNAL*, 45-54.
- Athiyyaturrahmah, G., Huri, A. D., & Jaelani, S. R. (2023). Exploring The Factors Behind Students' Disinterest In Learning English. *Jurnal Pendidikan, Bahasa dan Budaya*, 187-198.
- Ayu, C., & Viora, D. (2019). AN ANALYSIS ON STUDENTS' DIFFICULTIES IN LEARNING ENGLISH AT UNIVERSITAS PAHLAWAN TUANKU TAMBUSAN IN 2017/2018. *Journal of English Language and Education*, 56-73.
- Baharuddin, H., & Wahyuni, E. N. (2008). *Teori Belajar dan Pembelajaran*. Yogyakarta: Ar-Ruzz Media.
- Cahyaningdyas, A. L., Ekaningsih, N., Nugroho, K. Y., & Maharani, M. M. (2023, March). Teachers' Strategy to Overcoming Students' Difficulties in Learning English at SMA Islam Sultan Agung 1 Semarang. *SIMPLE: International Journal of English Education*, I(1), 7-15.
- Creswell, J. W. (2012). *EDUCATIONAL RESEARCH : Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed.). Boston: PEARSON EDUCATION.
- Djamarah, S. B., & Zein, A. (2014). *Strategi Belajar Mengajar* (5th ed.). Jakarta: Rineka Cipta.
- Dr. Marlina, S. M. (2019). *ASESMEN KESULITAN BELAJAR* (1st ed.). Rawamangun, Jakarta Timur, Indonesia: PRENADAMEDIA GROUP. Dipetik July 1, 2023
- Esmayanti, E., & Kholiq, A. (2020). AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXT. *E-Link Journal*, VII(1), 10-20.

- Fatmawati, M., Haura, R., & Supiani. (2020). Factors Affecting EFL Learners' Confidence in Speaking English at the EMC English Course Banjarmasin. *International Conference On Socil Sciences & Humanity, Economics, And Politics*, 102-108.
- Hardani, A. H. (2020). *METODE PENELITIAN Kualitatif & Kuantitatif* (1st ed.). Yogyakarta: CV. Pustaka Ilmu Group.
- Harlina, H., & Yusuf, F. N. (2020, December 31). Tantangan Belajar Bahasa Inggris di Sekolah Pedesaan. *Jurnal Penelitian Pendidikan*, 20(3), 325-334.
- Haryanto, D., & Yudhawati, R. (2011). *Teori - Teori Dasar Psikologi Pendidikan* (1st ed.). Jakarta: PT. Prestasi Pustakarya.
- Hudang, A. K. (2022). TEKNIK PENGUMPULAN DATA, SKALA PENGUKURAN DAN INSTRUMEN PENELITIAN KUANTITATIF. Dalam S. W. Purwanza, A. Wardhana, A. Mufidah, Y. R. Renggo, A. K. Hudang, J. Setiawan, . . . e. al, *METODOLOGI PENELITIAN KUANTITATIF, KUALITATIF DAN KOMBINASI* (hal. 57-73). Bandung: Media Sains Indonesia.
- Idrus. (2019, August). EVALUASI DALAM PROSES PEMBELAJARAN. *Jurnal Manajemen Pendidikan Islam*, 9(2), 920-935.
- Ilyasova, A. M., Saetziyanova, A., & Fakhrutdinov, B. I. (2019). On Some Difficultues in Students' Independent Work in Learning Foreign Language. *International Journal of Higher Education*, VIII(7), 106-110.
- Indrawan, I. (2020). *Guru Sebagai Agen Perubahan*. Jawa Tengah: Lakeisha.
- Jabri, U., Naro, W., & Yuspiani. (2023). Kedudukan Guru Sebagai Pendidik. *Journal of Education, Psychology and Counseling*, 7-12.
- Jaidi, R. O., Amalia, A. R., & Uswatun, D. A. (2021, October 1). ANALISIS PERAN GURU PADA PEMBELAJARAN BAHASA INGGRIS DI MASA PANDEMI COVID-19 DI SDIT AL-UMMAH CIBADAK. *Edumaspul - Jurnal Pendidikan*, 5(2), 757-766.
- Kholilah, A. (2022). Upaya Guru Dalam Mengatasi Kesulitan Belajar Siswa Pada Mata Pelajaran Tematik Selama Masa New Normal Kelas II SDN 92 Seluma Timur.
- Kiswardhani, A. M., & Ayu, M. (2021). Memorization Strategy During Learning Process: Students' Review. *Journal of English Language Teaching and Learning*, 68-73.
- Kusuma, C. S. (2018). INTEGRASI BAHASA INGGRIS DALAM PROSES PEMBELAJARAN. *Jurnal Efisiensi - Kajian Ilmu Administrasi*, XV(2), 43-50.
- Lena, M. S., Sartono, Emilia, T., & Khairanis, S. (2023, July). Analisis Kesulitan Siswa dalam Pembelajaran Bahasa Inggris di Sekolah Dasar. *Bhinneka: Jurnal Bintang Pendidikan dan Bahasa*, I(3), 41-47.

- Mabruria, A. (2021). KONSEP DIAGNOSIS KESULITAN BELAJAR DALAM PROSES PEMBELAJARAN. *Jurnal Ilmiah Bimbingan Konseling Pendidikan Islam*, 1(2), 80-92.
- Miranti, A. M. (2021). ANALISIS KESULITAN BELAJAR BAHASA INGGRIS SISWA KELAS VIII DI MTs NEGERI SINJAI.
- Munirah. (2018, July-December). Peranan Guru dalam Mengatasi Kesulitan Belajar Siswa. *TARBAWI Jurnal Pendidikan Agama Islam*, 3(2), 111-126. Dipetik July 1, 2023
- Munisah, E. (2021). PENINGKATAN KEMAMPUAN BAHASA INGGRIS SISWA SEKOLAH DASAR MELALUI PROGRAM TERAS BELAJAR. *Edukasi Lingua Sastra*, 19, 24-30. doi:10.47637/elsa.v19i1.328
- Ningsih, A. R., Arianti, R., & Indah, D. (2021). Guru Sebagai Mentor Pada Pembelajaran Di Masa Pandemi Covid-19. *Jurnal Masyarakat Negeri Rokania*, 18-22.
- Nuraeni, & Syihabuddin, S. A. (2020). Mengatasi Kesulitan Belajar Siswa Dengan Pendekatan Kognitif. *Jurnal BELAINDIKA*, 1(1), 19-30.
- Nurazizah, H., Frihatin, L. Y., & Sugiarto, B. R. (2019). Whatsapp Voice Note in Speaking Class. *Journal of English Education and Teaching*, 343-360.
- Olalita, R. D. (2019). Teacher as Learning Assessor. *SCRIBD*, 1-16.
- Purba, A., Purba, R., Benarita, Matondang, M. K., Sipayung, R. W., Silalahi, M., . . . Girsang, S. E. (2021, November). ANALISIS KERUMITAN BAHASA INGGRIS PADA SISWA SMP SWASTA ALWASLIYAH 40 BANDAR HULUAN. *Community Development Journal*, 2, 1100-1103.
- Putri, S. P. (2018, December). ANALISIS KESULITAN BELAJAR SISWA DALAM MENYELESAIKAN SOAL JURNAL PENYESUAIAN PADA MATA PELAJARAN EKONOMI. *Jurnal Neraca*, 2(2), 97-107. Dipetik July 1, 2023
- Raco, D. J. (2010). *Metode Penelitian Kualitatif Jenis, Karakteristik dan Keunggulannya*. Jakarta: GRASINDO.
- Rusandi, & Rusli, M. (2021). Merancang Penelitian Kualitatif Dasar/Deskriptif dan Studi Kasus. *jurnal STAI DDI Makassar*, 1-13. Dipetik November 28, 2023
- Septia, N. W., Indrawati, Juriana, & Rudini. (2022). An Analysis of Students' Difficulties in Reading Comprehension. *English Education Journal*, 11(1), 11-22. doi:10.32923/eedj.v2i1.2519
- Setyaputri, N. Y. (2021). *BIMBINGAN DAN KONSELING BELAJAR (Teori dan Aplikasinya)* (1st ed.). (G. S. M.Pd, Penyunt.) Bandung, Jawa Barat, Indonesia: Media Sains Indonesia. Dipetik July 1, 2023
- Shifa, N. A. (2022). Teaching Method Used by English Teacher at Eighth and Ninth Grade in SMPN 5 Simpang Empat During Pandemic. *Journal of English Teaching, Literature and Linguistics*, 1-11.

- Sidiq, D. U., & Choiri, D. M. (2019). *Metode Penelitian Kualitatif di Bidang Pendidikan*. Ponorogo: CV. Nata Karya.
- Silalahi, M., Purba, A., Benarita, Matondang, M. K., Wati, R., Sipayung, . . . Sibuea, B. (2022). ANALISIS KESULITAN BELAJAR BAHASA INGGRIS SISWA SMA NEGERI 1 NARUMONDA KABUPATEN TOBASA. *Community Development Journal*, 728-732.
- Sintadewi, N. M., Artini, N. P., & Febryan, I. (2020). Analysis of English Learning Difficulty of Students in Elementary School. *International Journal of Elementary Education*, IV(3), 432-438.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif Kualitatif dan Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- Sujarweni, V. W. (2018). *Metodologi Penelitian Bisnis dan Ekonomi Pendekatan Kuantitatif*. Yogyakarta: Pustaka Baru Press.
- Syukri, M. (2022, June). PENGARUH KESULITAN DAN MINAT BELAJAR SISWA TERHADAP PENINGKATAN HASIL BELAJAR BAHASA ARAB DI MADRASAH IBTIDAIYAH NEGERI 2 SINJAI. *Jurnal Pemikiran dan Penelitian Pendidikan Dasar*, XI(1), 34-54. Dipetik October 6, 2023
- Tambunsaribu, G., & Galingging, Y. (2021). MASALAH YANG DIHADAPI PELAJAR BAHASA INGGRIS DALAM MEMAHAMI PELAJARAN BAHASA INGGRIS. *Jurnal Bahasa, Sastra dan Budaya*, 8(1), 30-41.
- Utami, R. P., Suharyadi, & Astuti, U. P. (2021). EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(1), 173-188.
- Willis, S. S. (2023). Peran Guru Sebagai Pembimbing (Suatu Studi Kualitatif). *Mimbar Pendidikan*, 25-32.
- Zainuddin, & Hardiansyah, F. (2023). Teacher Classroom Managemen Skills and Its Implementation in Primary School Learning. *Mimbar Sekolah Dasar*, X(1), 92-105.