

THESIS

STUDENT'S LEARNING DIFFICULTIES IN CLASS X ENGLISH SUBJECTS AT SMA FAVORIT NU TEGALDLIMO IN ACADEMIC YEAR 2024-2025



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BLOKAGUNG BANYUWANGI
2025**



DEGREE PREREQUISITES

STUDENT'S LEARNING DIFFICULTIES IN CLASS X ENGLISH SUBJECTS AT SMA FAVORIT NU TEGALDLIMO IN ACADEMIC YEAR 2024-2025

THESIS

Presented to Faculty of Tarbiya and Teachers
Training Universitas KH. Mukhtar Syafaat
In a Partial Fulfillment of the Requirement for the Degree of Strata 1
In English Education Department (S.Pd.)

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2025**

ADVISOR APPROVAL SHEET

Thesis with title:

STUDENT'S LEARNING DIFFICULTIES IN CLASS X
ENGLISH SUBJECTS AT SMA FAVORIT NU
TEGALDLIMO 2024-2025

It has been approved to be submitted in the thesis examination
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V

MOTTO AND DEDICATION

Moto:

"When things get tough, look at the people who love you. You will get energy from them."

(Saat keadaan sulit, lihat orang-orang yang mencintaimu. Kamu akan mendapat kekuatan dari mereka.)

~Kim Nam Joon-The Best Leader from BTS~

Dedication:

This thesis with the title 'STUDENT'S LEARNING DIFFICULTIES IN CLASS ENGLISH SUBJECTS SATSMA FAVORIT NUTUGALDI MO 2024-2025' is dedicated to:

1. My parents and my grandmother who with their advice and encouragement can make the author become a confident person and dare to try new things (get out of the comfort zone).
2. The author's relatives (Sis Maya Sulawesi-Alumni of UIMS in 2023 PBA (B) study programme) who are always ready to accept the author's complaints and always provide encouragement and motivation to the author.
3. BTS (Bangtan Sonyeondan) – Kim Nam Joon, Kim Seokjin, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung, Jeon Jungkook. Thank you for teaching me that dreams are worth fighting for and loving yourself is the first step to achieving them. BORAHAE BANGTAN.

DECLARE OF AUTHENTICITY OF THESIS

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RW/001

I solemnly declare that this thesis/thesis as a whole is the result of my own research/work, except for the parts referenced in the source.

Banyuwangi, 26 Juni 2025

Declarator,



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ABSTRAK

Sabela, Like Hana. 2025. "Student's Learning Difficulties In Class X English Subjects At SMA Favorit Nu Tegaldlimo 2024-2025" Pembimbing Bpk MOH. MAHMUD, M.Pd.

Kata Kunci: Bahasa Inggris, Siswa, Kesulitan Belajar

Penelitian ini bertujuan untuk mengidentifikasi kesulitan belajar yang dialami siswa kelas X dalam mata pelajaran Bahasa Inggris di SMA Favorit NU Tegaldlimo tahun ajaran 2024–2025, serta merumuskan solusi yang relevan untuk mengatasinya. Bahasa Inggris merupakan bahasa internasional yang penting dikuasai oleh siswa, terutama dalam era globalisasi saat ini. Namun, masih banyak siswa menghadapi hambatan dalam proses pembelajarannya.

Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Teknik pengumpulan data meliputi observasi kelas, wawancara mendalam dengan guru dan siswa, serta dokumentasi terkait proses pembelajaran. Subjek penelitian terdiri dari siswa kelas X dan guru Bahasa Inggris di SMA Favorit NU Tegaldlimo.

Hasil penelitian menunjukkan bahwa kesulitan utama siswa terletak pada aspek tata bahasa (grammar), berbicara (speaking), membaca (reading), mendengarkan (listening), dan menulis (writing). Faktor penyebabnya antara lain kurangnya motivasi belajar, rendahnya kepercayaan diri, metode pengajaran yang kurang variatif, serta minimnya lingkungan belajar yang mendukung. Solusi yang ditawarkan mencakup peningkatan motivasi belajar melalui pendekatan kontekstual, penerapan metode pembelajaran interaktif, pemanfaatan media digital, serta pembelajaran berbasis proyek dan teman sebaya.

Penelitian ini diharapkan dapat menjadi acuan bagi guru, siswa, dan sekolah dalam merancang strategi pembelajaran Bahasa Inggris yang lebih efektif dan adaptif sesuai dengan kebutuhan siswa.

ABSTRACT

Sabela, Like Hana. 2025. "Student's Learning Difficulties In Class X English Subjects At SMA Favorit Nu Tegaldlimo 2024-2025. Advisor Mr. MOH. MAHMUD, M.Pd.

Keywords: English Language, Student, Learning Difficulties

This study aims to identify learning difficulties experienced by grade X students in English at SMA Favorit NU Tegaldlimo in the 2024- 2025 academic year, and formulate relevant solutions to overcome them. English is an international language that is important for students to master, especially in the current era of globalization. However, many students still face obstacles in the learning process.

This research uses a qualitative approach with a case study method. Data collection techniques included classroom observation, in-depth interviews with teachers and students, and documentation related to the learning process. The research subjects consisted of class X students and English teachers at SMA Favorit NU Tegaldlimo.

The results showed that students' main difficulties lie in the aspects of grammar, speaking, reading, listening, and writing. The contributing factors include lack of learning motivation, low self-confidence, less varied teaching methods, and lack of a supportive learning environment. The solutions offered include increasing learning motivation through contextual approaches, implementing interactive learning methods, utilizing digital media, as well as project-based and peer learning.

This research is expected to be a reference for teachers, students, and schools in designing more effective and adaptive English learning strategies according to students' needs.

FOREWORD

Alhamdulillah, all praise and gratitude are due to Allah SWT alone because of His grace, ridho, and love, the author can complete the preparation of a thesis with the title 'Student's Learning Difficulties In Class X English Subjects At SMA Favorit Nu Tegaldlimo 2024-2025' as one of the requirements to obtain a Bachelor's degree in the English Tadris Study Program, Faculty of Tarbiyah and Keguruan, KH. Mukhtar Syafa'at Blokagung University.

Sholawat and salam may remain bestowed on the Prophet Muhammad SAW. who is an example for his people.

The author fully realises that without the help of various parties, this thesis would not have been completed properly. Therefore, on this occasion the author would like to express his sincere gratitude and appreciation to:

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author.

10. To all parties that the author cannot mention one by one, who have provided support and assistance in the preparation of this thesis.
11. The author's classmates "English Education Department" class of 2021 (TBIG 21).

The author realizes that the writing of this thesis is far from perfect. Therefore, constructive criticism and suggestions are very much expected. Hopefully this thesis can provide benefits for readers and become an additional insight into the performance of a better world of education. Amin Ya Robbal 'Alamin. And for all the mistakes in writing this thesis/thesis, the author apologizes as a dho'if human being.

Banyuwangi, 26 Juni 2025

Like Hana Sabela

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CHAPTER I

INTRODUCTION

1.1 Research Background

Humans cannot live without activities or teaching and learning activities. The activities that a person does as an individual or as part of a group are basically learning activities. The course of a person's learning activities, both as an individual and as part of a group, regardless of age, place and time, as a change in an individual's thinking pattern that occurs at any time, is a condition that makes learning activities never stop. Learning and education are learning processes that involve activities aimed at bringing about behavioral changes in an individual through interaction with the environment (Rofian, 2016).

English has become an international language that plays a central role in various aspects of modern life. English is used across a wide range of fields including education, science, technology, business, politics, and entertainment. In the midst of globalization and the Industrial Revolution, English proficiency is no longer considered a mere advantage but a fundamental necessity. The Indonesian government, through the National Curriculum, has designated English as one of the compulsory subjects at both junior high school (SMP) and senior high school (SMA) levels. Students are expected to master the four basic language skills: listening, speaking, reading, and writing, which are essential for facing the challenges of a globalized world.

According to Sya and Helmanto (2019), English is very important for every student to face the future. In addition, English language skills are now very important for getting a job. Language learning requires four skills: reading, writing, speaking, and listening. According to Tantri (2017), everyone goes through a regular process in acquiring these skills. Mastering listening, speaking, reading, and writing.

However, the reality on the ground reveals that students' mastery of English is still far from expectations. Many students continue to struggle with understanding and applying English in both daily life and academic contexts. This issue is not only present in remote areas but also in schools that have adopted modern curricula and implemented technology-based learning media. The obstacles faced by students vary widely, ranging from difficulties in

understanding grammar, limited vocabulary, lack of fluency in speaking, to low motivation and interest in learning English.

This research was conducted at SMA Favorit NU Tegaldlimo based on the consideration that the school has a relatively small number of students, particularly in the tenth grade. This condition creates a more conducive learning environment, as communication between teachers and students can take place on a more personal level. In a classroom with fewer students, the interaction between teachers and students becomes closer, giving students greater opportunities to ask questions and discuss materials, including English lessons they do not fully understand.

However, despite the close and intensive relationship between teachers and students at this school, an interesting phenomenon arises: some students still struggle in learning English. This raises an important question—why do these learning difficulties persist even though the classroom environment supports direct interaction? By conducting research at this school, the writer aims to uncover the factors that cause students' difficulties in learning English, whether from the students themselves, the teachers, the teaching methods, or the learning environment. The findings are expected to provide a deeper understanding and offer targeted solutions to overcome these challenges.

In-depth interviews and student questionnaires revealed that the most challenging aspects are grammar, speaking, and reading. Grammar is often perceived as confusing due to the substantial differences between English and Indonesian sentence structures. In terms of speaking, students feel shy, fear mispronunciation, and struggle to construct sentences spontaneously. Many students avoid speaking altogether due to fear of being laughed at or corrected publicly by their peers. Regarding reading, students find it difficult to comprehend text meaning due to limited vocabulary and lack of reading habits in English.

Listening difficulties also pose a unique challenge. Many students complain that they cannot understand the words spoken by native speakers in learning audios. This issue is exacerbated by a lack of regular listening practice and limited access to high-quality audio-visual learning media. In writing, students struggle to construct grammatically correct sentences and find it difficult to express their ideas in coherent written English.

The causes of these learning difficulties can generally be categorized into two main factors: internal and external. Internal factors include low motivation, lack of self-confidence, and negative

attitudes toward English as a subject. Some students believe that English is unimportant because they feel they will not use it in their daily lives. Some even openly reject English by saying, “Aku wong Jowo” (I am Javanese), which reflects a form of resistance to a foreign language perceived as incompatible with their cultural identity.

On the other hand, external factors include unvaried teaching methods, limited learning media, and an unsupported learning environment. Although teachers have tried to use digital media and implement project-based learning, the methods used are sometimes incompatible with students’ learning styles. Furthermore, the relatively small class sizes reduce interaction and class dynamics. As a result, students become less motivated due to the lack of competition or stimulation from classmates. This problem should not be underestimated. If not addressed promptly, it can lead to poor learning outcomes and leave students unprepared to face future academic challenges. Moreover, the inability to speak English may become a barrier for students who wish to continue their studies at university or enter the workforce, where English communication skills are often required. Therefore, it is essential to conduct an in-depth study of the difficulties students face in learning English. This research aims to identify the various forms of English learning difficulties experienced by tenth-grade students at SMA Favorit NU Tegaldlimo and analyze the contributing factors. Additionally, this study seeks to offer practical solutions that can be implemented by teachers, schools, and the students themselves to enhance the effectiveness of English learning. By thoroughly understanding the barriers students face, more targeted, engaging, and student-relevant learning strategies can be designed.

Learning difficulties are obstacles that result in failure in student learning achievement, which in turn leads to failure in student performance (Hamalik, 1983:112). In the context of the Merdeka Curriculum, English instruction should be more flexible, student-centered, and accommodate diverse learning styles. Teachers need to be more creative in creating an interactive and supportive learning environment. Learning media such as songs, films, language games, and technology-based applications can serve as attractive alternatives to boost student motivation and engagement. On the other hand, students should also be equipped with the understanding that English proficiency is a vital key to future success.

Through this study, it is expected that more effective approaches will be discovered to overcome English learning difficulties among high school students, particularly tenth graders at SMA Favorit NU Tegaldlimo. The findings of this research will not

only benefit the school where the study is conducted but can also serve as a reference for other schools facing similar challenges. Furthermore, the results of this research are expected to enrich the academic discourse in the field of language education, particularly in teaching English as a Foreign Language (EFL) in Indonesia.

Research Problem

Based on the research background above, the researcher formulates the problem as follows:

1. What are the factors that cause students' difficulties in learning English at the senior high school level?
2. What are the solutions to students' problems in learning English?

Research Objective

Based on the formulation of the problem above, the objectives of this study are as follows:

1. To find out about the difficulties that students face in learning English.
2. To find out what efforts are needed in dealing with students' difficulties in learning English.

Research Significance

Benefits for the author

1. Added academic insight and understanding

This research helped the author in understanding more about the factors that cause students to have difficulties in learning English and the solutions that can be applied. In addition, this research also improves analytical, problem-solving, and decision-making skills in the field of education.

2. As a contribution to the world of education

The results of this study can be a reference for teachers, schools, and related parties in improving the quality of English language learning. Thus, this

research is not only academically useful for the author but also has a positive impact in the world of education.

Benefits for readers of research results

1. As a reference for other researchers

Readers, especially students and academics, can use the results of this study as a source of information or a foundation for further research related to English learning difficulties in secondary schools.

2. Improve understanding in English language learning

Readers, whether teachers, parents or students, can understand more clearly the factors that influence English learning difficulties and the solutions that can be applied to overcome these problems, so that they can be more effective in supporting the learning process.

Definition of Key Terms

Before looking further at the next discussion, it is necessary to see the definition of terms to direct the purpose of the explanation in writing this thesis as follows:

English Language

According to Harmer (2007), English is a communication tool that involves four main skills: listening, speaking, reading, and writing, which are used in a variety of social and academic contexts.

Richards and Schmidt (2010:198) state that English is a language widely spoken in the world and is a second or foreign language learning by many people for academic, professional, or social purposes.

Crystal (2003) explains that English is 'a global language' because it is widely used as a language of international communication in various fields, such as science, technology, and economics.

Student

According to Slameto (2010: 2): A student is someone who is involved in learning activities under the guidance of

teachers in a formal educational institution, with the aim of developing their potential intellectually, emotionally, and socially.

According to Daryanto(2010:25):Studentsaresubjects in the educational process who are actively involved in receiving, searching, and processing information as part of learning activities.

According to Winkel (2009:53): Students are learners who actively participate in the learning process to achieve changes in behaviour, knowledge, skills, and attitudes.

Learningdifficulties

According to Djamarah (2011: 107): Learning difficulties are a condition in the learning process that is characterized bycertainobstacles to achieving optimallearning outcomes. These obstacles can come fromwithin the student or from outside, such as the learning environment or teaching methods.

According to Hamalik (2003:102): Learning difficulties are a condition in which students cannot learn as they should because of certain disturbances or obstacles that are internal (such as lack of motivation, ability, or attention) or external (such as teaching methods, environment, or learning media).

According to Richard and Rodgers (2001): In thecontext of learning English as a foreign language (EFL), learning difficulties include problems in understanding aspects of language such as vocabulary, grammar, pronunciation, and the ability to understand and produce language orally and in writing.

CHAPTER II

LITERATUREREVIEW

This section discusses the theories used as the basis for research on student learning difficulties and solutions to overcome difficulties in English subjects in class X SMA FAVORIT NU TEGALDLIMO 2024-2025 academic year. The theories reviewed come from the latest and relevant literature sources to avoid replication of previous research.

TheoreticalOverview

TheoreticalFoundation

This research discusses students' learning difficulties in English subjects. Therefore, this theoretical foundation will explain the relevant concepts as the basis for analyzing the data in this study. This theoretical foundation is divided into main theories and supporting theories.

a. **Definition of Learning Difficulties**

Learning difficulties refer to a condition where students face obstacles in the process of understanding, processing, or expressing information, which affects their academic performance. According to Hallahan, Kauffman, and Pullen (2015), learning difficulties are "a condition within the individual affecting learning processes and not directly caused by intellectual disability, environmental, or cultural factors."

Learning difficulties can be specific (e.g., difficulty in reading, writing, or speaking) or general (e.g., low motivation, lack of interest, or attention problems). In the context of English learning, students may face problems in various language components such as grammar, vocabulary, pronunciation, reading comprehension, and speaking fluency.

b. **Types of Learning Difficulties in English**

Based on Westwood (2008), learning difficulties in English can be categorized into:

understanding grammar, limited vocabulary, lack of fluency in speaking, to low motivation and interest in learning English.

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The causes of these learning difficulties can generally be categorized into two main factors: internal and external. Internal

factors include low motivation, lack of self-confidence, and negative attitudes toward English as a subject. Some students believe that English is unimportant because they feel they will not use it in their daily lives. Some even openly reject English by saying, “Aku wong Jowo” (I am Javanese), which reflects a form of resistance to a foreign language perceived as incompatible with their cultural identity.

On the other hand, external factors include unvaried teaching methods, limited learning media, and an unsupported learning environment. Although teachers have tried to use digital media and implement project-based learning, the methods used are sometimes incompatible with students’ learning styles. Furthermore, the relatively small class sizes reduce interaction and class dynamics. As a result, students become less motivated due to the lack of competition or stimulation from classmates. This problem should not be underestimated. If not addressed promptly, it can lead to poor learning outcomes and leave students unprepared to face future academic challenges. Moreover, the inability to speak English may become a barrier for students who wish to continue their studies at university or enter the workforce, where English communication skills are often required. Therefore, it is essential to conduct an in-depth study of the difficulties students face in learning English. This research aims to identify the various forms of English learning difficulties experienced by tenth-grade students at SMA Favorit NU Tegaldlimo and analyze the contributing factors. Additionally, this study seeks to offer practical solutions that can be implemented by teachers, schools, and the students themselves to enhance the effectiveness of English learning. By thoroughly understanding the barriers students face, more targeted, engaging, and student-relevant learning strategies can be designed.

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According to Djamarah (2011: 107): Learning difficulties are a condition in the learning process that is characterized by certain obstacles to achieving optimal learning outcomes. These obstacles can come from within the student or from outside, such as the learning environment or teaching methods.

According to Hamalik (2003:102): Learning difficulties are a condition in which students cannot learn as they should because of certain disturbances or obstacles that are internal (such as lack of motivation, ability, or attention) or external (such as teaching methods, environment, or learning media).

According to Richard and Rodgers (2001): In the context of learning English as a foreign language (EFL), learning difficulties include problems in understanding aspects of language such as vocabulary, grammar, pronunciation, and the ability to understand and produce language orally and in writing.

ResearchFlowofThought

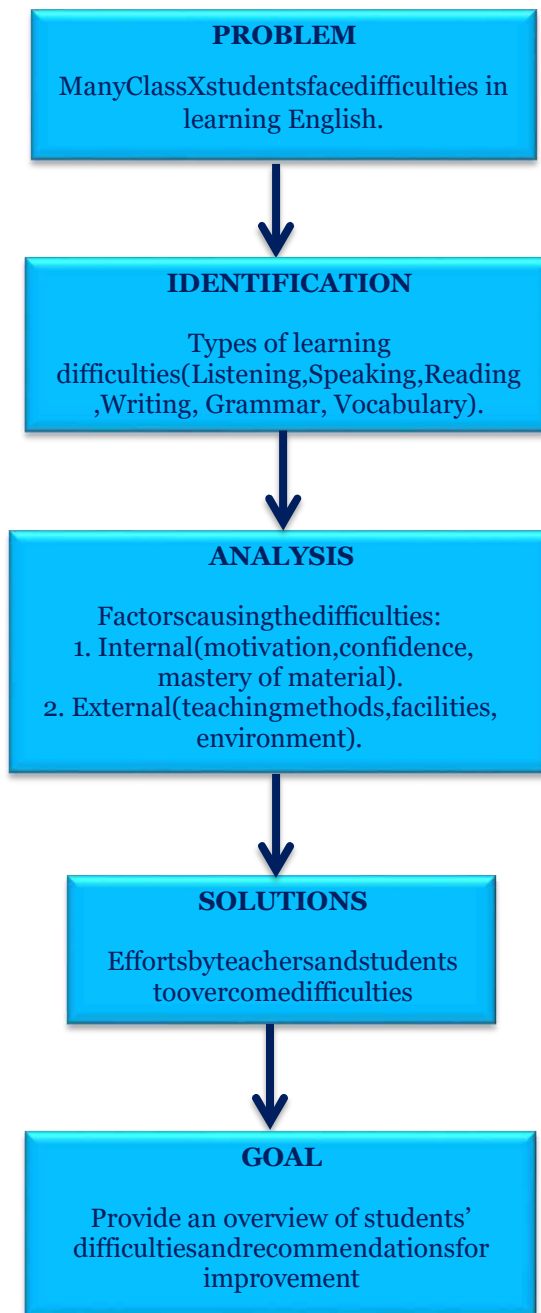


Figure2.1:ResearchFlowofThought

This study begins with the awareness that English is an international language that is very important for students to master as a provision in the era of globalization. However, in reality, many grade X students at SMA Favorit NU Tegaldlimo experience difficulties in learning English.

These difficulties can be influenced by various internal and external factors. Internal factors include low motivation to learn, lack of confidence, and limited vocabulary acquisition. While external factors can come from teachers' teaching methods, learning facilities, environment, and family support.

To understand this problem more deeply, this research uses a descriptive qualitative approach with interview, observation, and documentation techniques. The data collected will be analyzed to:

1. Identify the types of learning difficulties faced by students, including problems in listening, speaking, reading, writing, grammar, and vocabulary.
2. Explore the factors causing these difficulties, whether internal (student-related) or external (environmental).
3. Describe the solutions and strategies applied by teachers and students to overcome these challenges.

The findings of this study are expected to provide insights into the actual condition of students' English learning difficulties and offer recommendations for improving the quality of English teaching and learning at the school.

CHAPTER III

RESEARCH METHODS

Research Type

This research uses a qualitative approach with case study and narrative methods to understand students' learning difficulties in English subjects in class X of SMA FAVORIT NU TEGALDLIMO 2024-2025 in academic year. According to Yuliana et al. (2023) in Case Study Research: Design and Methods, case studies are an appropriate method for exploring complex phenomena in real-life contexts, including in the field of education. This research will explore the factors that cause students' learning difficulties in English, their impact on the learning process, and the challenges faced by students and teachers in overcoming these problems.

In addition, this research also uses a narrative approach as proposed by Fauziyah et al. (2022). The narrative approach allows individuals to recount their experiences, thus providing deep insights into how students and teachers make meaning of the learning process. Through this approach, the research will reveal students' subjective experiences in overcoming English learning difficulties, particularly in the aspects of reading, writing, speaking and listening.

Through in-depth interviews, observation and document analysis, this research aims to provide a comprehensive picture of students' learning difficulties in English and offer insights into effective strategies to improve their learning experience at the secondary level.

Research Location

The research location is at SMA FAVORIT NU TEGALDLIMO, which is located at RT/RW (o/o), Kendalrejo village, Tegaldlimo sub-district, Banyuwangi district/city, East Java province, Indonesia, with the zip code 68484. SMA FAVORIT NU TEGALDLIMO is one of the high schools in the area that has a variety of learning support facilities. This school became a research site because of the relevance of its academic and environmental conditions in identifying and analyzing

student learning difficulties in English language subjects in class X in the odd semester of the 2024-2025 academic year.

Research Time

This research carried out for one month in the 2024-2025 school year, during this time the researcher collects information by observing the implications of the material, conducting interviews with teachers and students, and conducting interviews with several sources to obtain detailed, complete and clear information.

Researcher Presence

This attendance report records the presence of the researchers during the research activities. Each researcher is expected to record arrival and return times clearly and sign the attendance list as proof of participation. This attendance data will be used as a reference in evaluating the implementation of the research and as an administrative document.

Research Subjects

The subjects of this study consisted of individuals who were directly involved in the English learning process in class X of SMA FAVORIT NU TEGALDLIMO. As this research uses a qualitative approach with case study and narrative methods, the selection of subjects was done by purposive sampling to ensure that the participants have relevant experiences in dealing with English learning difficulties. The research subjects include:

1. English Teacher

The teacher responsible for teaching English in class X will provide insights into lesson planning, teaching strategies, challenges faced, as well as students' responses to the methods used in the learning process. This information will help in understanding how teachers address students' learning difficulties as well as the strategies implemented to improve the effectiveness of English language learning.

2. Students

Students who experience difficulties in learning English in the X grade will share their experiences related to the learning process, the challenges they face, and the strategies they use to overcome obstacles in understanding the material. In addition,

they will also provide their views on the teaching methods applied by the teacher and the factors that influence their understanding of the English subject

The subjects in this study were class X students of SMA FAVORIT NU TEGALDLIMO in the odd semester of the 2024/2025 school year. The researcher chose all class X students as a sample consisting of 40 students divided into 2 classes, namely Science and Social Studies. The selection of this class used purposive sampling technique with the consideration that there were still a number of class X students who had difficulty in following English learning. Based on initial observations and information from the subject teacher.

Data and Data Sources

Data used to obtain a comprehensive picture of the factors causing students' learning difficulties in English, the impact on the learning process, and the strategies implemented by teachers to help students overcome these difficulties.

Data is collected directly from the research subjects, including:

- a. Classroom Observation Data
 1. Notes on classroom activities, teacher-student interactions, and the implementation of English language learning in the classroom.
 2. The use of teaching methods in the classroom
- b. Deep Interview Data
 1. Teacher; Insights into their teaching experience, strategies used, challenges faced, and effectiveness of methods.
 2. X Grade Students; Their learning experiences, challenges faced, and perceptions of classroom learning.

Data Collection Procedure

The data collection procedure was carried out systematically to obtain in-depth information about the students' learning difficulties. The techniques used include interviews, and observation.

- a. Preliminary Preparation
 1. Prepare interview guidelines for students and teachers.
 2. Prepare classroom observation sheets.
 3. Obtain permission to conduct research from the

school.

4. Determine the research informants (Class X students and the English teacher).

b. Data Collection Process

1. Interview

Used to gather insights from students and the teacher about the learning difficulties students are facing.

Steps:

- a) Create questions to ask the English teacher.
- b) The researcher came to the school and met the English teacher to conduct the interview.
- c) The researcher conducted an interview with the English teacher to find out the professional views on students' difficulties.
- d) Record or write down each response given by the informants.

2. Observation

Observations were made directly to class X students at FAVORIT NU Tegaldlimo High School in the 2024-2025 school year. This observation aims to find out the answers to the questions the author gave about student learning difficulties.

Steps:

- a) Developed questions to ask class X students.
- b) Write the questions in word.
- c) Printing questions for students into several sheets.
- d) Come to the school and enter the classroom that will be the object of research.
- e) The researcher introduced herself to the students and explained the purpose of her visit.
- f) Distributed the questionnaire to the students.
- g) Let the students fill in/answer the questionnaire from the researcher.
- h) The researcher documented the students while filling out the questionnaire into a photo.

- i) Students collected the questionnaire that had been answered to the researcher.

Data analysis

In this study, the data analysis technique used was qualitative data analysis with a descriptive approach and case study method. This technique was chosen to understand the meaning, patterns, and experiences of the informants in depth related to English learning difficulties experienced by class X students at Tegaldlimo NU Favourite High School in the 2024-2025 academic year.

According to Miles and Huberman (1994), the qualitative data analysis process is carried out interactively and continues until the data is considered saturated. The steps of data analysis in this study are as follows:

- a. Data Collection

Data were obtained through observation, in-depth interviews with teachers and students. All data was recorded and transcribed into written form.

- b. Data reduction

Data reduction is done by simplifying, summarizing, and selecting relevant data from interviews, and observations. Data that is not related to the focus of the research will be eliminated. This process aims to focus attention on important information about student learning difficulties and their causal factors.

- c. Data Presentation

The data that has been reduced is then arranged in the form of descriptive narratives and categorization tables to make it easier to understand. Presentation of this data helps researchers see patterns, relationships between categories, and allows drawing provisional conclusions.

- d. Conclusion Drawing and Verification

After the data was presented, the researcher drew preliminary conclusions based on the findings in the field. These conclusions were then verified through data triangulation, namely by comparing the results of observations, and interviews to ensure the validity of the data.

CHAPTER IV

RESULTS AND DISCUSSION

Field Data Overview

This research was conducted at SMA Favorit NU Tegaldlimo located in Kaliagung Hamlet, Kendalrejo Village, Tegaldlimo Sub-district, Banyuwangi Regency, East Java Province. This school is a private educational institution known as one of the schools that continues to strive to improve the quality of learning, including in English subjects. The research focused on students of class X in the 2024-2025 academic year which consisted of a small number of students, so that the interaction between teachers and students was more intensive and personalized.

Data was collected through in-depth interviews with English teachers and some grade X students at Tegaldlimo NU Favourite High School, observation during the learning process, and documentation related to the research process. Based on the results of data collection, an overview of the real conditions that occur in the field related to learning difficulties experienced by students in English subjects was obtained.

This research was conducted at SMA Favorit NU Tegaldlimo located in Kaliagung Hamlet, Kendalrejo Village, Tegaldlimo Sub-district, Banyuwangi Regency, East Java Province. This school is a private educational institution known as one of the schools that continues to strive to improve the quality of learning, including in English subjects. The research was focused on students of class X in the 2024-2025 academic year which consisted of a small number of students, so that the interaction between teachers and students was more intensive and personalized.

Table 4.1: School enrolment for the academic year 2024-2025

No	Name Room el	Level Class	Jumlah Siswa			Guardian Class	Curriculum	Room
			M	F	Total			
1	X	10	8	13	21	Umi Kulsum	Curriculum	X

1	X	10	8	1 3	21	Umi Kulsum	SMA Merd eka Curic ulum SMA	X
2	XI1	11	11	8	19	Ika Fitri Handayani	Merd eka Curic ulum SMA	XI1
3	XI2	11	1 5	5	20	Boy Januarsita Saputra	Merd eka Curic ulum SMA	XI2
4	XII IPS	12	1 3	2	15	Lailin Nafiah	2013 IPS Curic ulum SMA	XII IPS
5	XII MIP A	12	1 0	1 0	20	KakaDwi Setyawan	2013 MIPA SMA	XII IPA

FieldDataVerification

In a book entitled 'Remedial Education' by Cece Wijaya in 2010. In the book the author explains that there are 4 categories of things contained in students that affect their difficulties in learning, namely: (1). Dyslexia is a child who is weak against learning to write and speak. Children who experience this symptom usually have difficulty in remembering letters, sound, and writing. (2) Dyscalculia is a child who has difficulty understanding numbers and basic mathematical concepts, (3) Spatial, motor, and perceptual deficits are children who have difficulties in the form of slow learning and difficulties in social skills, then the 4th (4) Attention Deficit Hyperactive Disorder or called ADHD, in this symptom the child has difficulty in focusing on the problems she faces.

Field data verification is a process to ensure the truth, validity, and accuracy of the data obtained by the author from the results of interviews and questionnaires that have been distributed to class X students at SMA Favorit NU Tegaldlimo. This process is important so that the data used in the research truly reflects the real conditions in the field.

Data obtained through questionnaires distributed to Grade X students were reviewed through the verification stage. The questionnaire covered aspects of students' learning difficulties in English, including language skill components such as grammar, speaking, listening, reading, writing, and students' responses to teaching methods and their learning motivation.

The students' answers show the diversity in their English learning experiences. To ensure the validity of the data, groupings were made based on the types of difficulties most frequently mentioned, the congruence between answers, and the consistency between students' opinions about English lessons and the difficulties they experienced.

a. Factors causing students' difficulties in learning English at senior high school level

In the Indonesian context, Gorys Kerat & H.G. Tarigan explain that students' difficulties in learning English are also related to the lack of learning media, a less supportive environment, and the lack of integrated application of language skills in the classroom.

'Students' difficulties in learning foreign languages, including English, are greatly influenced by the low intensity of language practice involving all four skills in an integrated manner.' (Tarigan, 1988)

From the verification of students' answers during observation Tuesday 27 May 2025, it was found that:

1. Students' Interest in English

Most students do not really like English lessons. However, there are also those who like English lessons. Although the level of liking depends on the material taught and the way the teacher delivers the lesson.

The results of the study revealed that most of the tenth-grade students at SMA Favorit NU Tegaldlimo did not particularly enjoy learning English. This lack of interest was generally influenced by several factors, such

as difficulties in understanding vocabulary, mastering grammar rules, and a lack of confidence when speaking English. However, interviews with several students showed that their level of interest varied depending on the material being taught and the teacher's method of delivery.

2. The Dominant Difficulty in Learning English

The most dominant difficulties experienced by students are in the aspects of grammar, speaking, and reading. This can be seen from the students' answers which include several combinations of difficulties such as grammar, speaking, and reading simultaneously.

The study also identified that the most dominant learning difficulties experienced by students were in the aspects of grammar, speaking, and reading. This finding emerged consistently across the data collected from student interviews and questionnaires. Many students mentioned these areas either individually or in combination when asked about the challenges they face in learning English.

The dominance of grammar as a source of difficulty is not surprising, as English grammar involves complex rules that differ significantly from the students' native language. Speaking challenges were also prominent, with many students admitting they feel anxious during oral activities due to limited vocabulary and fear of being judged by their peers. As for reading, several students mentioned they struggle with long passages containing unfamiliar vocabulary, which slows down their comprehension and reduces their motivation to read.

These findings suggest that grammar, speaking, and reading are not isolated issues but are closely related, forming a cycle of difficulties that hinder students' overall English proficiency. Addressing these interconnected challenges requires a comprehensive teaching approach that integrates grammar instruction with practical speaking and reading activities.

3. Student's Grammar Difficulties

Students admit that grammar is difficult to understand, especially as the sentence structure in

English is considered complex and different from Indonesian.

The findings of the study revealed that many students admitted grammar to be one of the most challenging aspects of learning English. This difficulty is primarily due to the fundamental differences between English sentence structure and that of Indonesian language. In interviews, several students expressed their confusion with grammar rules, describing them as complicated and often conflicting with the linguistic patterns they use in daily life.

One of the main contributing factors is the significant difference between English and Indonesian grammatical systems. For instance, while Indonesian language does not require verb changes to indicate time (past, present, future), English demands the use of various tenseforms, which students must memorize and apply accurately. This situation often overwhelms learners, leading to difficulties in selecting and using appropriate grammatical structures. As a result, many students feel less confident when applying grammar in both oral and written communication.

This finding highlights that the challenge of mastering grammar is not only technical but also involves adapting to a different linguistic logic. Therefore, there is a strong need for teaching approaches that are more contextual and practical to help students better understand and apply grammar effectively.

4. Students' Speaking Difficulties

Speaking (berbicara) is a major challenge, many students do not feel confident to speak in English, and have difficulty in pronunciation and spontaneous sentence construction.

The study also revealed that speaking is one of the biggest challenges faced by most students in learning English. Many students admitted that they lack confidence when speaking English, both in the classroom and during practice with peers. This lack of confidence is often caused by limited vocabulary, fear of making grammatical mistakes, and difficulties with

pronunciation.

This difficulty in forming sentences spontaneously poses a significant barrier when students are asked to engage in English conversations. Even in simple speaking tasks like self-introductions, some students struggle to select appropriate vocabulary and organize it into grammatically correct structures.

The students' difficulties in speaking indicate dual barriers: linguistic (limited vocabulary, weak grammar mastery, and poor pronunciation) and psychological (shyness, low self-confidence, and fear of making mistakes). These findings suggest that teaching speaking skills requires a more supportive and enjoyable approach to help students feel safe and encouraged to practice speaking without fear of being judged.

5. Students' Listening Difficulties

Most students have difficulty in listening to English. They have difficulty with the parts of English words that are difficult to hear and understand.

The study found that the majority of students experienced significant difficulties in listening to English. This challenge primarily arises when students are asked to comprehend spoken English in classroom listening exercises or when listening to English texts independently. Many students admitted that they struggle to recognize English words when they are spoken because the pronunciation often differs from how the words are written, and native speakers tend to speak too quickly for them to follow.

This difficulty in listening is influenced by several factors, including a lack of intensive listening practice, differences in native speaker accents compared to what is commonly taught in class, and students' limited vocabulary, which makes it harder for them to guess the overall meaning of sentences. These findings suggest that teaching listening skills requires a more gradual approach—starting with slower-paced audio containing familiar vocabulary and gradually increasing the level of difficulty to help students build confidence and improve their ability to comprehend spoken English.

6. Students' Reading Difficulties

Reading (membaca) is also a dilemma for students due to incompatible writing and reading.

The study also revealed that reading poses a significant dilemma for students in learning English. Many students admitted that they find it challenging to read English texts because of the discrepancy between how words are written and how they are pronounced. This difference often leads to uncertainty in understanding the meaning of the words they encounter.

This difficulty becomes even more apparent when students are faced with longer texts containing numerous unfamiliar words.

This finding indicates that students face a dual challenge in reading: linguistic difficulties (spelling-pronunciation inconsistencies) and issues with contextual understanding of texts. As a result, many students read slowly and may lose motivation when dealing with more complex passages. To address this, reading instruction needs to include strategies that help students connect written forms to their spoken equivalents through intensive reading practice, the use of audio-assisted reading, and the introduction of phonics to build stronger word recognition skills.

7. Students' Writing Difficulties

The students also admitted that writing was difficult for them in terms of typesetting, spelling and memorizing the letters of each word.

The study also found that writing is one of the most challenging aspects of learning English for students. Many students admitted that they struggle with several key areas in writing, such as arranging letters correctly, spelling words, and memorizing the sequence of letters in each word.

This difficulty with spelling makes many students slow when asked to write sentences or paragraphs in English.

These writing difficulties are not only technical—such as spelling errors—but also relate to the students' ability to organize words into grammatically correct sentences. The inconsistency between English spelling

and pronunciation adds to the challenge, as students tend to spell words based on how they sound in Indonesian language. This finding highlights the need for a more structured approach to teaching writing, such as gradual spelling practice, dictation exercises, and introducing mind mapping techniques to help students organize their ideas before writing.

8. Media in Learning English

Many students learn English not only from school, but also from media such as films, songs and apps, although the intensity varies.

The study also revealed that many students learn English not only through formal education at school but also by using various media such as films, songs, and language-learning applications. However, the intensity of using these media varies from student to student. Some students actively use them as additional tools to improve their English skills, while others only engage with them occasionally or when required for school assignments.

This finding indicates that while media such as films, songs, and apps can be effective learning resources, their success greatly depends on how consistently students use them and how well they take advantage of these tools to enhance their English proficiency. Therefore, teachers may need to encourage students to actively integrate such media into their daily lives as part of their language-learning process.

The students also gave their expectations of the school which varied, including:

Table 4.2: Students' expectations of the School

No.	Student expectations
1.	More students and improved facilities.
2.	Hopefully the school will become more advanced and have many students.
3.	The school is progressing and surviving.
4.	Hopefully better, more advanced, more students.

With the suitability and reinforcement of data from

various sources, the data obtained in this study can be said to be valid and reliable. Therefore, it can be concluded that grade X students at SMA Favorit NU Tegaldlimo really face significant challenges in learning English, and more effective learning strategies and adaptive approaches are needed to overcome these obstacles.

b. Solutionstostudents'problemsinlearningEnglish

1. Students'Interestin English

Most students are not very fond of learningEnglish. However, some students do enjoy it, although their level of interest depends on the material being taught and the teacher's delivery.

a) Applying Attractive and Varied Teaching Methods

AccordingtoHarmer(2007)inThePracticeof English Language Teaching, one of the keys to increasing students' interest is making lessons more interactive and varied. Teachers can:

- 1) Utilizelearningmediasuch asvideos,songs,and educational games.
- 2) Apply Contextual Teaching and Learning (CTL) to make the material more relevant to students' daily lives.
- 3) Implement the Communicative Language Teaching (CLT) approach to encourage real-life communication practice.

• Theoreticalsupport

Gardner (1985) in his Socio-EducationalModel stated that students' interest in language learning is influenced by their attitudes towards the language, the teacher, and the teaching methods used.

b) Providing Materials Relevant to Students' Interests and Needs

According to Krashen's (1982) Affective Filter Hypothesis, students learn *better* when they feel comfortableandmotivated.Toachievethis,teachers can:

- 1) Conduct a survey of students' interests to find out topics they enjoy in English (e.g., films, music, technology).

- 2) Design learning materials that align with students' hobbies or current trends.

- Theoretical support

Ryan & Deci (2000) in Self-Determination Theory emphasized the importance of fulfilling psychological needs (autonomy, competence, relatedness) to foster intrinsic motivation.

- c) Improving Teachers' Delivery of Materials

According to Brown (2001) in Teaching by Principles, teachers who are enthusiastic, communicative, and able to build good relationships with students are more successful in fostering students' interest in learning. To support this:

- 1) Teachers should receive training in creative teaching strategies and the use of educational technology.
- 2) Schools should encourage teachers to innovate their teaching methods, such as through project-based learning.

- Theoretical support

Vygotsky (1978) through Social Constructivism emphasized the role of social interaction (teacher-student) in shaping students' interest and motivation in learning.

- d) Integrating Learning with Social Media and Technology

As Richards & Rodgers (2014) stated, using technology in teaching is more appealing to digital-native students. Teachers can:

- 1) Incorporate applications like Duolingo, Kahoot, or Quizizz for English practice.
- 2) Assign projects that involve social media, such as creating a vlog or a simple podcast in English.

- Theoretical support

Prensky (2001) introduced the term Digital Natives, explaining that today's generation is more interested in technology, so teaching approaches need to adapt accordingly.

e) Creating a Positive and Supportive Learning Environment

According to Bandura (1986) in his Social Learning Theory, students are more motivated to learn when they are in a supportive environment. Teachers and schools can:

- 1) Provide positive reinforcement (praise, rewards) for students who show enthusiasm in learning.
- 2) Foster a classroom atmosphere where students feel comfortable and not afraid to make mistakes.

- Theoretical support

Maslow (1943) in his Hierarchy of Needs theory stressed that students' sense of safety and belonging in the classroom must be met before they can fully focus on learning.

- Conclusion of Solutions

Experts agree that to address students' lack of interest in learning English, teachers should:

- 1) Use varied and engaging teaching methods.
- 2) Provide material tailored to students' interests.
- 3) Improve their teaching delivery.
- 4) Integrate technology into the learning process.
- 5) Create a positive, supportive learning environment.

These efforts can gradually increase students' motivation and make them more enthusiastic about learning English.

2. The Dominant Difficulty in Learning English

The most dominant difficulties experienced by students are in grammar, speaking, and reading. This is evident from students' responses mentioning combinations of these difficulties.

a) Overcoming Grammar Difficulties: Focus on Contextual and Functional Grammar Teaching

According to Ellis (2006) in Current Issues in the Teaching of Grammar, grammar should not be taught in isolation. Instead, teachers should:

- 1) Apply task-based learning where grammar is

integrated into communicative activities.

- 2) Emphasize learning grammar through context, such as using real-life conversations or texts.
- 3) Use inductive approaches (discovering rules from examples) rather than deductive approaches (explaining rules first), which can enhance understanding and retention.

- Supporting Theory

Krashen's Input Hypothesis (1982) argues that learners acquire grammar *more* naturally when exposed to comprehensible input rather than explicit grammar drills.

- b) Overcoming Speaking Difficulties: Create More Opportunities for Oral Practice

Brown (2001) in *Teaching by Principles* highlights that speaking is often a challenging skill because it requires fluency, accuracy, and confidence. Teachers can help students by:

- 1) Providing regular pair and group speaking activities (e.g., role-plays, debates, interviews).
- 2) Using Communicative Language Teaching (CLT) to encourage interaction rather than focusing solely on correctness.
- 3) Building students' confidence by creating a low-anxiety speaking environment where mistakes are seen as part of learning.

- Supporting Theory

- 1) Richards & Rodgers (2014) emphasize that fluency develops when learners are given meaningful opportunities to communicate in real-life contexts.
- 2) Bandura's Social Learning Theory (1986) supports the idea that observing and interacting with peers helps students gain confidence in speaking.

- c) Overcoming Reading Difficulties: Developing Strategic Reading Skills

Reading challenges often arise from limited vocabulary and a lack of strategies. According to Grabe and Stoller (2011) in *Teaching and Researching Reading*, teachers can:

- 1) Teach skimming and scanning techniques to improve reading speed and comprehension.
- 2) Introduce extensive reading programs, encouraging students to read a wide range of texts they enjoy.
- 3) Pre-teach key vocabulary and activate students' background knowledge before reading.

- **Supporting Theory**

Schema Theory (Anderson, 1984) suggests that activating prior knowledge helps students understand and connect with reading texts more effectively.

d) **General Strategies for Grammar, Speaking, and Reading**

To address these three areas holistically:

- 1) Use integrated skills teaching, where grammar, speaking, and reading are taught together in communicative contexts (Harmer, 2007).
- 2) Apply Blended Learning: combining face-to-face teaching with online platforms and apps (e.g., Duolingo, BBC Learning English) to reinforce grammar, speaking, and reading skills.
- 3) Encourage peer learning and collaborative activities to promote active engagement.

- **Supporting Theory**

Vygotsky's Zone of Proximal Development (1978) highlights the importance of scaffolding and peer support to help learners progress in challenging areas.

- **Conclusion**

The dominant student difficulties in grammar, speaking, and reading can be addressed through:

- 1) Contextual and communicative grammar

- teaching,
- 2) Regular oral practice in supportive environments,
 - 3) Strategic reading instruction and extensive reading programs,
 - 4) Holistic, integrated teaching approaches that combine these skills.

These expert-supported solutions aim to build students' confidence and competence in English while making learning more meaningful and enjoyable.

3. Student's Grammar Difficulties

Students admitted that grammar is difficult to understand, especially because English sentence structures are considered complicated and different from Indonesian.

a) Teaching Grammar in a Contextual and Functional Way

According to Ellis (2006) in *Current Issues in the Teaching of Grammar*, teaching grammar is more effective when it is integrated into meaningful communication rather than taught in isolation. Teachers can:

- 1) Present grammar through authentic texts (articles, stories, dialogues) so that students see how grammar is applied in real-life communication.
- 2) Apply task-based learning to allow students to practice grammar while performing communicative tasks.

• Theoretical Support

Krashen's *Natural Approach* (1983) emphasizes that grammar is acquired more easily when students are exposed to meaningful language input instead of memorizing rules.

b) Using Inductive Rather than Deductive Approaches

As stated by Harmer (2007) in *The Practice of English Language Teaching*, an inductive approach (students discover grammar patterns from

examples) makes learners more active and helps them better understand complex sentence structures.

Example: Provide several sentences with a certain grammar structure, then ask students to identify the rule that applies. This method enables students to grasp the differences between English and Indonesian sentence structures more naturally.

- Theoretical Support

Bruner's Discovery Learning (1961) supports learning where students actively construct their own understanding, leading to better retention.

- c) Contrasting English and Indonesian Sentence Structures (Contrastive Analysis)

Students' difficulties often stem from differences between the two languages. Lado (1957) in the Contrastive Analysis Hypothesis recommends:

- 1) Helping students through contrastive analysis to highlight the differences and similarities between English and Indonesian sentence patterns.
- 2) For example, showing differences in word order, subject-verb agreement, or the use of tenses.

- Theoretical Support

This approach helps reduce errors caused by negative transfer from Indonesian to English.

- d) Using Visual Media and Technology to Simplify Grammar Structures

According to Richards & Rodgers (2014), visual aids can help students comprehend complex grammar patterns. Teachers can:

- 1) Use diagrams, charts, and concept maps to visualize sentence structures.
- 2) Utilize interactive grammar applications (e.g., Grammarly, Quill, or Kahoot grammar quizzes) to make grammar learning more engaging.

- Theoretical Support

Paivio's Dual Coding Theory (1986) explains that combining verbal and visual information enhances understanding and memory.

- e) Providing Gradual and Repetitive Practice (Scaffolding)

According to Vygotsky (1978) in the Zone of Proximal Development (ZPD), learners require step-by-step support to master complex material. Teachers can:

- 1) Start with simple grammar exercises and gradually progress to more complex sentence structures.
- 2) Provide immediate feedback to help students correct their mistakes without creating anxiety.

- Conclusion of Solutions

Students' difficulties in understanding grammar due to differences in sentence structures can be addressed by:

- 1) Teaching grammar in meaningful contexts,
- 2) Using inductive approaches to engage learners in discovering patterns,
- 3) Comparing English and Indonesian sentence structures to avoid negative transfer,
- 4) Incorporating visual media and technology to simplify complex concepts.
- 5) Offering gradual practice with proper scaffolding.

These expert-based solutions aim to help students understand grammar more naturally and enjoyably.

4. Students' Speaking Difficulties

Speaking has become the main challenge. Many students feel unconfident to speak in English and experience difficulties in pronunciation as well as in constructing sentences spontaneously.

a) Building Confidence through a Supportive Learning Environment

According to Krashen's Affective Filter Hypothesis (1982), high levels of anxiety can block language acquisition, particularly speaking. To overcome this, teachers should:

- 1) Create a friendly and low-anxiety classroom atmosphere where students do not feel ashamed or afraid of making mistakes.
- 2) Provide positive reinforcement such as praise, simple rewards, or appreciation for students' efforts to speak.
- 3) Begin with light and informal speaking activities, like self-introductions or sharing opinions on favorite topics.

- Theoretical Support

Bandura (1986) in his Social Learning Theory emphasizes that students build confidence when they observe peers attempting to speak as well.

b) Improving Pronunciation through Phonological Awareness and Audio-Visual Media

Pronunciation difficulties can be addressed by:

- 1) Teaching phonological awareness techniques, including syllable segmentation and intonation practice.
- 2) Using audio-visual media such as films, songs, podcasts, or apps like Elsa Speak to help students correct and practice pronunciation.
- 3) Conducting drilling exercises regularly to familiarize students with English sounds.

- Theoretical Support

Celce-Murcia et al. (1996) in Teaching Pronunciation affirm that intensive phonological training enables learners to internalize sound patterns of the target language.

c) Enhancing Spontaneous Sentence Construction through Role-Plays and Simulations

To develop students' ability to construct sentences spontaneously, teachers can:

- 1) Conduct role-plays and real-life conversation simulations, such as ordering food, interviews, or speaking with tourists.
- 2) Use Communicative Language Teaching (CLT) to train students to think and respond in English directly without translating from their first language.
- 3) Introduce sentence-building games, where students quickly form sentences from random words.

- Theoretical Support

Richards & Rodgers (2014) highlight that realistic communicative activities significantly improve students' speaking fluency.

d) Applying Scaffolding Techniques in Speaking Lessons

According to Vygotsky's Zone of Proximal Development (ZPD, 1978), teachers need to provide gradual support (scaffolding) to help students gain independence in speaking. This can be done by:

- 1) Starting with patterned dialogues and gradually moving towards free conversation.
- 2) Providing sentence starters or key vocabulary to help students begin speaking.
- 3) Using the Think-Pair-Share technique to prepare students before speaking in front of the class.

e) Utilizing Technology and Speaking Applications

Technology offers innovative ways to practice speaking, such as:

- 1) Using applications like Duolingo Speaking, Elsa Speak, or BBC Learning English Speaking Skills.
- 2) Assigning projects where students create vlogs or podcasts in English, allowing them to practice

speaking confidently in front of a camera.

- Theoretical Support

Prensky (2001) asserts that digital-native students are more engaged when technology is integrated into learning, making speaking practice via apps highly effective.

- Conclusion of Solutions

Students' difficulties in speaking English—due to lack of confidence, pronunciation challenges, and spontaneous sentence construction—can be overcome through:

- 1) Creating a supportive and low-anxiety learning environment.
- 2) Training pronunciation with phonological techniques and audio-visual aids.
- 3) Role-plays and simulations to encourage spontaneity.
- 4) Gradual scaffolding to build independence, and.
- 5) Integrating technology and speaking-based applications.

These expert-supported approaches aim to enhance students' confidence, fluency, and overall speaking competence.

5. Students' Listening Difficulties

Most students experienced difficulties in listening to English. They find it challenging to catch and understand certain English words.

a) Gradual Listening Practice Using Authentic Materials

According to Brown (2001) in *Teaching by Principles*, listening is a receptive skill that requires repeated and gradual practice to accustom students' ears to English sounds. Teachers can:

- 1) Start with scripted listening materials (clear and simplified recordings) and then progress to authentic materials such as real-life conversations, songs, or news reports.
- 2) Break listening materials into short segments (segmented listening) to help students process

information more easily.

- Theoretical Support

Krashen's Input Hypothesis (1982) emphasizes the importance of "comprehensible input," where students are exposed to language slightly above their current level to encourage development.

b) Teaching Effective Listening Strategies

According to Field (2008) in Listening in the Language Classroom, difficulties in catching specific words are often caused by a lack of listening strategies. Teachers should:

- 1) Train students in strategies like listening for gist, listening for specific details, and predicting content based on context.
- 2) Provide pre-listening activities to activate students' background knowledge, such as introducing key vocabulary or discussing the topic beforehand.

- Theoretical Support

Schema Theory (Anderson, 1984) suggests that activating prior knowledge improves listening comprehension.

c) Addressing Pronunciation and Reduced Forms Issues

One major challenge is understanding words in connected speech, where sounds are often reduced, elided, or blended (e.g., "going to" → "gonna"). Solutions include:

- 1) Training students to recognize features of connected speech to help them adjust to natural spoken English.
- 2) Practicing minimal pairs to distinguish similar sounds.
- 3) Utilizing apps like BBC Learning English – The English We Speak for exposure to everyday English expressions.

- Theoretical Support

Celce-Murcia et al. (1996) in Teaching Pronunciation emphasize that focusing on connected speech features improves listening comprehension.

d) Increasing Exposure to English through Extensive Listening

As Richards (2008) in Teaching Listening and Speaking explains, increased exposure to English helps learners better understand spoken language. Teachers can:

- 1) Encourage students to engage in extensive listening outside the classroom by listening to songs, podcasts, or watching films with subtitles.
- 2) Provide a listening journal for students to reflect on their daily listening experiences.

- Theoretical Support

Krashen's Theory of Second Language Acquisition supports this approach, arguing that regular exposure reinforces listening skills naturally.

e) Using Technology for Interactive Listening Practice

Modern technology offers a variety of tools for listening practice, such as:

- 1) Apps like TED Talks, BBC Learning English, Duolingo, and English Listening Practice.
- 2) Interactive activities like dictation exercises or fill-in-the-blank listening games to make practice engaging.

- Theoretical Support

Prensky (2001) highlights that technology appeals to digital-native learners, making listening practice more effective and motivating.

- Conclusion of Solutions

Students' listening difficulties—caused by words being hard to hear and understand—can be addressed through:

- 1) Gradual listening practice with authentic materials.
- 2) Teaching effective listening strategies.
- 3) Focusing on pronunciation and connected speech features.
- 4) Promoting extensive listening for increased exposure.
- 5) Using technology for interactive and engaging listening activities.

These expert-supported solutions will help students familiarize themselves with English sounds, improve their concentration, and enhance their comprehension of spoken English.

6. Students' Reading Difficulties

Reading is also a dilemma for students because the written form and pronunciation of English words are inconsistent.

a) Teaching Phonics and Phonological Awareness

One core issue lies in English's complex spelling-to-sound correspondence. According to Nation & Newton (2009) in *Teaching ESL/EFL Listening and Speaking*, students benefit from explicit instruction in:

- 1) Phonics rules to understand letter-sound relationships.
- 2) Phonological awareness activities, such as syllable segmentation, blending, and rhyme recognition, to strengthen decoding skills.
- 3) Regular practice with word families and spelling patterns (e.g., -ough words like "though," "through," "cough").

• Theoretical Support

Gough & Tunmer's Simple View of Reading (1986) explains that reading comprehension depends on decoding (word recognition) and language comprehension.

b) Integrating Reading Aloud and Listening Activities

According to Brown (2001) in *Teaching by*

Principles, reading aloud bridges the gap between written words and their pronunciation. Teachers can:

- 1) Encourage students to read texts aloud while listening to native speakers (e.g., audiobooks or graded readers).
- 2) Use shadow reading techniques where students repeat after audio recordings to connect written and spoken forms.

- Theoretical Support

Krashen's Input Hypothesis (1982) highlights the importance of exposure to comprehensible spoken input alongside written texts.

c) Introducing Extensive and Intensive Reading Practices

To familiarize students with the irregularities of English spelling and pronunciation, Harmer (2007) in *The Practice of English Language Teaching* recommends:

- 1) Extensive reading: encouraging students to read a variety of texts they enjoy (e.g., graded readers, comics, or stories).
- 2) Intensive reading: focusing on shorter texts for detailed analysis of spelling-pronunciation patterns.
- 3) Using annotated texts that show both spelling and phonetic transcription.

- Theoretical Support

Anderson's Schema Theory (1984) suggests activating students' prior knowledge helps them anticipate pronunciation patterns when reading.

d) Employing Technology and Multi-Sensory

Approaches

Modern tools can aid students in bridging the gap between written forms and pronunciation:

- 1) Apps like BBC Learning English, Grammarly, or LingQ that provide spoken models of written words.
- 2) Multi-sensory techniques (seeing, hearing, and saying words simultaneously) to strengthen spelling-pronunciation connections.
- 3) Use of text-to-speech software to help students check the pronunciation of unfamiliar words.

- Theoretical Support

Dual Coding Theory (Paivio, 1986) explains that combining visual (written text) and auditory (spoken text) input enhances learning.

- e) Focusing on High-Frequency Irregular Words

Since English has many irregular spellings (e.g., “colonel,” “island”), Richards & Rodgers (2014) recommend:

- 1) Teaching students sight words—high-frequency words with irregular spelling-to-sound patterns.
- 2) Using flashcards and games to reinforce recognition and pronunciation of these words.

- Conclusion of Solutions

Students’ reading difficulties—stemming from inconsistencies between written English and pronunciation—can be addressed through:

- 1) Explicit phonics and phonological awareness instruction.
- 2) Reading aloud combined with listening activities.
- 3) Extensive and intensive reading practices.
- 4) Multi-sensory and technology-based approaches.
- 5) Focused learning of high-frequency irregular words.

These solutions, supported by expert theories, aim to help students build stronger connections between written and spoken

English, ultimately improving their reading comprehension and fluency.

7. Students' Writing Difficulties

Students also admitted that writing is difficult for them in terms of arranging letters, spelling words, and memorizing the letters of each word.

a) Teaching Basic Orthography and Phonics

Students' difficulties in arranging letters and spelling words are often caused by a lack of understanding of the relationship between sounds and letters. According to Nation (2009) in Teaching ESL/EFL Reading and Writing, teachers can:

- 1) Teach phonics to help students recognize letter-sound relationships.
- 2) Provide spelling drills to improve spelling accuracy.
- 3) Introduce basic spelling patterns and orthographic rules (e.g., capitalization and punctuation rules).

- Theoretical Support

The Simple View of Writing (Berninger & Graham, 1998) emphasizes that spelling ability forms an essential foundation for writing proficiency.

b) Utilizing Multi-Sensory Techniques to Enhance Spelling Skills

According to Ehri (2005) in Learning to Read Words, multi-sensory approaches are effective in helping students remember letters and spellings. Teachers may:

- 1) Combine visual (seeing words), auditory (saying words), and kinesthetic (writing or tracing words) activities to strengthen memory.
- 2) Provide letter tracing and copy-writing exercises to reinforce students' motor memory of letter shapes.

- Theoretical Support

Dual Coding Theory (Paivio, 1986) explains that combining visual and kinesthetic inputs enhances long-term information retention.

c) Applying a Gradual Writing Strategy (Process Approach)

Difficulties in spelling and arranging letters can also be addressed through a process writing approach, as proposed by Flower & Hayes (1981):

- 1) Prewriting: Brainstorming ideas and key vocabulary.
- 2) Drafting: Writing freely without focusing too much on spelling.
- 3) Revising & Editing: Checking and correcting spelling and letter arrangements.
- 4) Publishing: Presenting the final draft neatly.

- Theoretical Support

The Process Approach allows students to focus on generating ideas first and then refine technical aspects like spelling and letter arrangement later.

d) Incorporating Technology as a Writing Aid

Modern technology can assist students in overcoming writing challenges. According to Graham & Perin (2007), the use of technology enhances both motivation and writing accuracy. Teachers can:

- 1) Use applications like Grammarly or Google Docs with autocorrect features to help students recognize correct spelling.
- 2) Introduce typing games to develop typing and spelling skills simultaneously.

- Theoretical Support

Prensky (2001) states that technology is highly effective for digital-native learners, making writing practice more engaging and interactive.

e) Implementing Repeated Writing Practice

Spelling memorization issues can be improved through consistent writing practice. As Richards & Renandya (2002) in *Methodology in Language Teaching* argue, repeated writing strengthens muscle memory for correct spelling.

Teachers can assign daily writing journals or dictation exercises to help students regularly practice forming letters and words correctly.

- Conclusion of Solutions

Students' difficulties in writing—particularly in arranging letters, spelling, and memorizing word forms—can be addressed through:

- 1) Explicit teaching of phonics and orthography.
- 2) Multi-sensory techniques to reinforce visual and motor memory.
- 3) A gradual writing strategy using the process approach.
- 4) Technology-based tools as writing aids.
- 5) Repeated writing practice to build habits and confidence.

These expert-supported approaches aim to help students improve their spelling skills, develop confidence, and enhance their overall writing proficiency in English.

8. Media in Learning English

Many students learn English not only from school but also from media such as films, songs, and applications, although the intensity varies.

a) Optimizing English Learning Through Authentic Media

According to Richards & Schmidt (2010), authentic media such as films, songs, and applications provide more natural and contextual language input compared to traditional classroom materials. Teachers can:

- 1) Facilitate the use of authentic media in class as part of learning activities (e.g., watching short films and discussing the content).
- 2) Guide students to choose media that are

appropriate to their proficiency level to avoid overwhelming them.

- 3) Assign media-based tasks such as summarizing a movie or analyzing song lyrics for vocabulary and grammar.

- Theoretical Support

Krashen's Input Hypothesis (1982) suggests that students acquire language more effectively when exposed to interesting and meaningful input (comprehensible input).

- b) Teaching Independent Learning Strategies

Since students' intensity of using media varies, it is essential to teach them independent learning strategies. According to Holec (1981) and his concept of learner autonomy, teachers can:

- 1) Train students to set learning goals when using media (e.g., learning 5 new words from a movie).
- 2) Encourage techniques like note-taking while listening to songs or watching videos.
- 3) Teach effective use of learning apps (e.g., Duolingo, BBC Learning English, Memrise).

- Theoretical Support

Little (1991) emphasizes that learner autonomy enhances motivation and success in language learning.

- c) Utilizing Technology as a Tool for Structured Learning Support

According to Prensky (2001) in *Digital Natives, Digital Immigrants*, today's students respond better to technology-based learning. Teachers can:

- 1) Create a list of recommended apps and media that support English learning (e.g., podcasts, vlogs, grammar apps).
- 2) Incorporate project-based learning using media, such as having students create English vlogs after watching films.
- 3) Apply gamification through apps (e.g., leaderboards on Duolingo) to increase students'

engagement and motivation.

- Theoretical Support

CALL (Computer-Assisted Language Learning): Technology facilitates repeated practice, instant feedback, and vocabulary reinforcement.

d) Integrating Media as Part of Extensive Learning
According to Day & Bamford (1998) in

Extensive Reading, extensive exposure to language through media supports natural language acquisition. Teachers can:

- 1) Encourage students to listen to podcasts, songs, or watch films as extensions of classroom learning.
- 2) Introduce media journals where students record new vocabulary or expressions learned from media.
- 3) Hold classroom sessions where students share their experiences with media in English.

- Theoretical Support

Krashen's Theory of Second Language Acquisition also highlights that sufficient language exposure accelerates acquisition.

- Conclusion of Solutions

The varied intensity of students' English learning through media outside of school can be optimized by:

- 1) Integrating authentic media into classroom activities.
- 2) Teaching independent learning strategies to maximize media usage.
- 3) Utilizing technology as a structured learning aid.
- 4) Making media a part of extensive learning practices.

These expert-supported approaches help students gain more natural language input,

enhance motivation, and promote holistic language skill development.

Discussion

As explained in Chapter 1 about the formulation of the problem and the objectives of the research, in the presentation and analysis of this data the researcher divides it into two, namely, the factors of student difficulties, and solutions to student difficulties.

a. Factors of Student Difficulty

The findings indicate several factors contributing to students' difficulties in learning English. Firstly, a lack of motivation is evident as most students feel less interested in learning the language, perceiving it as difficult and irrelevant to their daily lives. Secondly, students face issues with limited vocabulary, which hinders their ability to understand texts and communicate effectively due to insufficient mastery of essential words. Additionally, linguistic aspects such as grammar, pronunciation, listening, and writing present significant challenges because of the structural differences between English and Indonesian. Furthermore, the learning environment outside the school provides minimal external support for practicing English, leaving students with few opportunities to apply their knowledge in real-life situations. Finally, some students perceive the teaching methods employed as too conventional and lacking interactive elements, making lessons less engaging and effective.

Supporting theories from experts reinforce these findings:

1. Harmer (2007) in *The Practice of English Language Teaching* emphasizes that motivation is a crucial element in successful language learning. Learners with strong motivation tend to persist despite challenges, supporting the observation that students with low interest are more likely to give up when facing difficulties.
2. Nation (2001) highlights the importance of vocabulary mastery as the foundation for developing all language skills. Limited vocabulary, as seen among the students, restricts their ability to read, write, listen, and speak effectively.

3. Richards and Renandya (2002) further explain that grammar and pronunciation often act as barriers for EFL learners due to differences between the target language and their mother tongue. This explains why students perceive English grammar as more complex than Indonesian grammar.
4. From an external perspective, Brown (2001) in *Teaching by Principles* stresses that the social environment significantly influences language development. Without a supportive environment for practicing English, students' communicative competence remains underdeveloped, as evident in those who rely solely on classroom instruction.
5. Larsen-Freeman (2000) argues that monotonous teaching methods lead to disengagement, while more communicative approaches such as Communicative Language Teaching (CLT) can foster greater student participation. This is consistent with findings showing that students respond positively when teachers use engaging media like videos and songs.

The analysis of the connection between these findings and supporting theories reveals strong alignment. Internal factors such as motivation and vocabulary mastery, as well as external factors like the learning environment and teaching methods, play critical roles in students' success or difficulties in learning English. Expert-recommended solutions, including communicative approaches (Harmer, 2007), the use of authentic media (Krashen, 1982), and the encouragement of independent learning strategies (Holec, 1981), are highly relevant and applicable to addressing the challenges identified at SMA Favorit NU Tegaldlimo.

b. Solutions of Student Difficulties

The findings reveal several solutions implemented to address students' difficulties in learning English. Firstly, teachers utilize various learning media such as films, songs, and applications to increase students' interest in the subject. Secondly, students are encouraged to practice speaking in groups to build their confidence in using English orally. Thirdly, teachers apply interactive teaching methods such as discussions, roleplays, and games to

make the learning process more enjoyable and engaging. Fourthly, students are assigned writing tasks gradually to train their ability to construct grammatically correct sentences. Lastly, for students facing more severe difficulties, teachers provide individual approaches such as additional tutoring or remedial lessons to help them catch up with their peers.

Supporting theories from experts reinforce the effectiveness of these solutions.

1. Harmer (2007) in *The Practice of English Language Teaching* explains that authentic media like films, songs, and applications can enhance students' learning motivation by providing real-world contexts for English usage. This aligns with the findings that students are more engaged when teachers integrate such media into their lessons.
2. Richards and Rodgers (2014) in *Approaches and Methods in Language Teaching* emphasize the importance of Communicative Language Teaching (CLT), which encourages students to actively speak through group work, discussions, and role plays. This theory supports the observation that students gain more confidence when practicing speaking in small groups.
3. Larsen-Freeman (2000) argues that interactive methods such as games, drama, and simulations help students absorb language material more easily within a positive and enjoyable learning atmosphere. Field findings also indicate that students show greater engagement when such methods are applied.
4. Nation (2009) in *Teaching ESL/EFL Reading and Writing* recommends a process writing approach, where writing practice develops step by step—from brainstorming to drafting, revising, and editing—to support students' writing skill development. This corresponds to teachers' practice of assigning writing tasks from simple to more complex levels.
5. Brown (2001) highlights the importance of individual guidance or remedial teaching to assist students who experience greater difficulties than their peers. This approach allows teachers to tailor materials and instructions to meet the specific needs of these

students.

The analysis of the connection between the findings and supporting theories demonstrates a strong alignment. The use of diverse media, interactive teaching methods, group activities, and gradual writing tasks corresponds well with modern pedagogical principles. Moreover, these theories also reinforce the significance of individualized approaches as an effective strategy for addressing students with specific challenges. Therefore, the solutions implemented by teachers at SMA Favorit NU Tegaldlimo are relevant and can be further developed to optimize students' learning outcomes.

CHAPTER V

CLOSING

Conclusion

From the results of the researcher's analysis at FAVORIT NU Tegaldlimo Banyuwangi High School about "the difficulties of class X students in learning B. English", the researcher concluded that:

- a. Factors causing students' difficulties in learning English at the senior secondary level

With the results of the students' answers to the questions given by the author, the author draws the conclusion that class X students at SMA Favorit NU Tegaldlimo experience various difficulties in learning English, especially in the aspects of grammar, speaking, listening, reading, and writing. These difficulties are influenced by low interest in learning, the assumption that English is not very important, as well as shyness and lack of confidence when speaking. In addition, the learning methods used by teachers also play a role in students' level of understanding of the material.

- b. Solutions to students' problems in learning English

In conclusion, the solutions implemented by teachers at SMA Favorit NU Tegaldlimo—such as using diverse learning media, group speaking practice, interactive teaching methods, gradual writing assignments, and individual approaches—have proven effective in helping students overcome difficulties in learning English. These findings are supported by expert theories that highlight the importance of motivation, communicative learning methods, and targeted support for students with greater challenges. These strategies align with modern pedagogical principles and can be further developed to improve students' learning outcomes.

Research Implication

Based on the results of observations and interviews that

have been conducted, the results of this study can contribute to the following research implications:

a. Theoretical Implications

This research enriches the theoretical insights on English language learning difficulties at the secondary school level, particularly in the local context. The findings support theories of foreign language learning which state that affective factors such as interest, motivation and self-confidence strongly influence students' learning outcomes.

b. Practical Implications

1. For teachers

The results of this study can be used as a reference in developing more appropriate and adaptive learning strategies.

2. For students

The results of this study provide an illustration that the difficulties they experience are common, but can be overcome with the right approach.

3. For schools

These results can serve as a basis for strengthening the English competency development programme through additional facilities and activities.

Research Limitations

In the process of conducting this research, the researcher faced several obstacles that became limitations in obtaining maximum data. The main limitation faced was the difficulty in meeting the resource teacher, Mrs Nasihatul Ummah, S.Pd., who teaches English at Tegaldlimo NU Favourite High School, which is located in Kaliagung Hamlet, Kendalrejo Village, Tegaldlimo District, Banyuwangi Regency.

His busy schedule in carrying out his teaching duties, as well as other activities such as teacher meetings, administrative management, and involvement in various school programmes, meant that the time to conduct interviews was very limited. The researcher had to reschedule several meetings, and on several occasions the interviews had to be conducted briefly. This had an impact on the limitations in extracting deeper information related to the role of teachers in overcoming students' learning difficulties.

According to Moleong (2019), in qualitative research,

direct involvement with informants is the main key in obtaining in-depth and rich data. When access to informants is limited, the quality of the data obtained risks being less in-depth. In addition, Sugiyono (2017) also states that limited time and opportunity to interact with informants can hinder the process of data triangulation and the validity of research results.

As a recommendation, future research is expected to establish earlier communication and coordination with the school, and arrange a more flexible research schedule so that time with sources such as teachers can be utilised optimally. In addition, alternative methods such as online interviews or written forms can also be used as a solution to address the limited time of the interviewees.

Nevertheless, the researcher hopes that the results of this study can still make a positive contribution in understanding and finding solutions to students' learning difficulties in English, especially in the environment of SMA Favorit NU Tegaldimo.

Suggestions

From a series of analyses and conclusions from researchers, with all humility, the author proposes several suggestions that can be considered, including:

a. Suggestions for English Teachers

1. Develop interesting and communicative learning methods.
2. Creating a supportive classroom environment so that students do not feel afraid to speak up.
3. Develop differentiated learning strategies according to students' abilities.
4. Listen to student feedback and evaluate teaching strategies regularly.
5. Frequently assign tasks to students so that they can gain a deeper understanding of the material presented by the teacher.

b. Suggestions for Students

1. Building confidence and opening up in learning English.
2. Utilising alternative learning media outside of class hours.

3. Practise reading and writing English sentences consistently.
 4. Complete the tasks assigned by the teacher in order to better understand the material presented by the teacher.
- c. Suggestions for Schools**
1. Provide adequate learning facilities such as language labs and internet access.
 2. Encourage extracurricular English activities.
 3. Invite practitioners or alumni to provide motivation.
- d. Suggestions for Future Researchers**
1. Expand the scope of the research to other levels or schools.
 2. Conducting classroom action research (PTK) to test solutions to the findings of this study.

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DATARIWAYAT HIDUP



NAMA :LIKEHANASABELA
TTL :Banyuwangi,25Maret2003
NIM :2111221026
Prodi :TadrisBahasaInggris(TBIG)
Alamat : Dsn. Kaliagung, Ds. Kendalrejo,
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Prov.JawaTimur,RT/003,RW/001

RIWAYATPENDIDIKAN:

1. TKPANCABHAKTI Tegaldlimo
2. MIAL-AMIEN Tegaldlimo
3. SMPTRI-BHAKTITegaldlimo
4. SMAFAVORITNU Tegaldlimo
5. UIMSYA(UniversitasK.HMukhtarSyafa'at)Blokagung

Lampiran

1. Instrumen Dan Data Mentah Penelitian:

- a) Judul Penelitian: Kesulitan Belajar Siswa pada Mata Pelajaran Bahasa Inggris Kelas X di SMA Favorit NU Tegaldlimo Tahun Ajaran 2024–2025
- b) Nama Guru: Nasihatul Ummah, S.Pd
- c) Tanggal Wawancara: Senin, 26 Mei 2025
- d) Wawancara Dilakukan oleh: Like Hana Sabela

NO	Pertanyaan	Catatan/Tanggapan Guru
1.	Sudah berapa lama Ibu mengajar di SMA Favorit NU Tegaldlimo?	Saya sudah berapa, 15 tahun. Saya masuk 2010. SMA umurnya 18 tahun, Saya di sini sudah 15 tahun.
2.	Apa strategi belajar yang Ibu gunakan untuk mengajar di kelas X?	Strategi Saya ya kan menyesuaikan dengan, strategi sama method itu menurut kamu sama nggak sih, beda ya. Terus tujuannya apa yang, tergantung tujuan sih. Kalo ngomongin strategi itu kan berarti harus ada tujuan akhir-Nya. Lha kalo di kelas itu kita identik dengan namanya metodologi yang di gunakan untuk pembelajaran, bukan strategi. Kalo metode yang saya gunakan kan sekarang kurikulum-Nya itu sudah kurikulum, merdeka. Lha, ada beberapa perbedaan sih, signifikan yang dipakai di kurikulum K-13 sama merdeka. Yang paling sih kurikulum-Nya beda, buku-Nya beda, asesmen-Nya juga beda. Dan beberapa faktor lain kayak, kalau di kurikulum merdeka itu bentuk modul ajarnya aja sudah beda kan, jadi ya metode-metode yang di gunakan,

		yang saya gunakan ya di sesuaikan dengan kebutuhan saya di kelas, gitu. Kalo B. Inggris di kelas X ini kan sudah kurikulum merdeka ya, kalo kurikulum merdeka jadi lebih ke teknologi yang di gunakan, media yang di gunakan itu harus benar-bener menarik gitu. Kalo Saya ke anak-anak lebih gini, Saya menyiapkan modul ajar, Saya sudah baca di awal tahun ini, kan perkiraan modul ajar itu ya kayak-kayak gitu sama aja dengan RPP ya, cuman tujuan nanti ya lihat di buku BAB-Nya apa, tentang apa, terus strategi yang Saya gunakan, metode yang Saya gunakan apa, tujuan-Nya nanti apa, udah gitu. Kalo guru kan sudah tau di ini, di bayangan-Nya itu mau ngapain gitu. Ya pokok-Nya di kelas, B. Inggris kalo bisa anak-anak itu lebih interaktif, menarik, gitu. Dalam artian interaktif itu, Saya sering menggunakan media-media pembelajaran. Contoh menggunakan media pembelajaran aplikasi pembelajaran, dan sebagainya, gitu. Kayak youtube, kayak pakek Quis, kayak pakek menti meter, dan sebagainya itu Saya sering make gitu, udah apa lagi.
3.	Apakah Ibu menerapkan variasi pembelajaran seperti diskusi kelompok?	Kalo di kurikulum merdeka itu malah kelompok-Nya sudah terbentuk. Kurikulum merdeka itu anak-anak belajar secara berkelompok.
4.	Apakah perbedaan yang Ibu	Yang jelas, kalo lebih kecil beratikan macem-Nya anak itu juga enggak

	rasakan ketika mengajar di kelas kecil dengan kelas yang lebih besar?	variasi ya, misalkan anak-Nya di satu kelas itu 15 atau nggak sampek 20 berarti kan nanti anak-anak juga nggak kreatif. Yang pasti juga, apa rain's Nya rata-rata-Nya itu juga berbeda, gitu. Pasti berbeda, kayak beda-Nya itu presentase anak pintar, presentase anak menengah, presentase anak yang tidak bisa itu beda. Anak 15 yang pintar anak 2 atau nggak 3, yang 10 anak biasa, yang 2 anak yang nggak bisa, itu kan mempengaruhi di kelas, gimana praktek-Nya. Beda dengan anak yang satu kelas itu 30 anak atau 35 anak, beratkan lebih semangat anak-anak-Nya, gitu. Kalo kecil kan pasti semangat-Nya kurang, guru-Nya juga kurang, kurang semua.
5.	Apakah kelebihan dan kekurangan yang Ibu rasakan ketika jumlah siswa sedikit?	Kurang semangat, ya. Akhir-Nya dari pihak guru itu kurang semangat untuk, apa ya, berkreasi, berkeaktifitas dalam mengajar. Terus, apa ya, tapi ada dampak plus-Nya juga sih ketika siswa-Nya sedikit itu kita lebih fokus ke satu anak, satu guru ke anak-anak itu lebih fokus gitu. Misalkan kalo dulu banyak itu, kan anak-anak diuntut untuk belajar mandiri. Gimana dapat bekerja sama dengan teman-Nya, tanya teman-Nya, kalo kayak gini, anak-anak kalo sedikit itu anak-anak lebih bisa. Tanya ke guru-Nya langsung, dan Saya respon, gitu.
6.	Apakah Ibu merasa lebih mudah	Yang pasti ya, yang pasti ya. Lebih mudah memantau dan, akhirnya kesempatan anak-anak belajar intens

	memantau perkembangan belajar siswa dalam jumlah sedikit?	dengan Saya itu lebih tinggi, gitu. Ya, anak-anak itu kan, kalo anak sedikit, kurang semangat mereka, kurang apa ya, daya saing-Nya untuk belajar itu kurang. Tapi ketika anak-anak sedikit pun biasa-Nya anak-anak lebih, apa, nggak malu, dan mereka kalo Tanya ya tanya saja, langsung direspons sama pihak guru-Nya, gitu.
7.	Menurut Ibu, apakah jumlah siswa yang sedikit memberikan dampak positif terhadap hasil belajar siswa?	Kala menurut Saya itu, kurang. Ada positif-Nya sih. Kadang-kadang misalkan bisa lebih fokus. Tapi dampak negatif-Nya itu daya sains-Nya kurang. Kalau siswa sedikit itu daya sains-Nya kurang. Kalau siswa-Nya banyak kan anak-anak kan berlomba-lomba bagaimana cara mereka bisa menjadi yang terbaik, kayak gitu. Daya sains-Nya kan banyak, gitu.
8.	Apakah Ibu menggunakan teknologi dalam pembelajaran? Jika ya, bagaimana penerapannya?	Iya. Kalau di kurikulum merdeka itu ya, jadi metode pembelajaran, media pembelajaran sangat ditekankan. Apalagi sekarang itu, dengan metode pembelajaran sekarang itu banyak sekali aplikasi atau link yang bisa digunakan untuk media pembelajaran. Malah dituntut untuk setiap mapel setiap mata pembelajaran, kegiatan pembelajaran itu harus ada media itu. Media itu harus benar-benar digunakan. Kalau dulu kan kita cuma ada apa-pa tulis, buku, gitu ya. Kalau sekarang media yang digunakan adalah LCD proyektor, sound system, internet, dan sebagainya itu digunakan, kalo

		sekarang gitu. Apalagi dalam pelajaran B. Inggris, gitu. Dalam B. Inggris itu, kalau, kebetulan B. Nasitu kan suka dengan sosial media, sukadenganhal-halbaru,meskipun kalau di bilang di sini B. Nas sudah senior, di mana kadang itu orang sudah berumur itu nggak mau meng-upgradetentang pengetahuan, tapi kalo Saya itu lebih suka. Mbantu temen-temen, (ayo Bu kita buat seperti ini) kayak gitu. Anak-anakpastitaukitamenggunakan dengan ques. Kamu tau “ques” nggak? “Ques” itu salah satu aplikasi atau link yang di gunakan untuk media pembelajaran dalam assesment,assessmentitupenilaian. Teruskitabismenyemangatanak-anak atau menstimulasi anak-anak di awal pembelajaran dengan memotivasi anak-anak di awal atau di akhir pembelajaran dengan “mentimeter”, nah itu. Anak-anak kan lebih enak. Dan B. Nas itu nggak, jarang Nge-share hotspot pribadiB.Nasuntuk anak-anak agar anak-anak itu bisa akses internet secara gampang di pembelajaran B. Nas, gitu. Jadi, sering sekali Saya menggunakan, B. Inggris itu kan ada, misalkan pelajaran tentang “caption”dikelasitu.Qaption,tau qaption? Qaption itu adalah sebuah teks yang di sematkan dalam sebuah gambar, nah itu adalah Qaption. Jadi anak-anak itu, tak suruh buat Qaption, mereka harus upload disosialmediamereka,habis
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		itu berapa like yang mereka dapet, kayak gitu. Terus kayak misalkan ada tentang prosedur teks kalau dulu kan anak buat teks paktek pribadi, kalau sekarang nggak. Sering anak-anak taksuruh buat praktek di rumah atau dimana pun, setelah itu buat video pribadi tentang prosedur, nanti yang bagus akan saya upload di YouTube sekolah, kayak gitu sering sekali. Jadi, saya itu banyak berkontribusi video-video untuk di upload di YouTube sekolah, pelajaran B. Inggris, dari dulu. Kayak misalkan materinya adalah review, review teks, jadi saya membebaskan anak-anak untuk mereview apa pun makanan yang ada di sekitar Tegaldlimo ataupun Muncar. Silahkan kalian datang ke restoran atau warung atau tempat makan sembarang-Nya silahkan kalian review tapi buat video dengan B. Inggris, setelah itu kirimkan ke saya, nanti kalau yang bagus saya upload ke YouTube, itu biasa. Itu yang saya gunakan untuk memotivasi anak-anak. Tapi sekarang itu kan kalau siswa-Nya sedikit kayak gini ya, jadi anak-anak itu kurang termotivasi itu sama teman-temennya. Kadang itu, susah sekali kalau, “ayolah nak buat ini”, “nggak bisa Bu nggak ada yang ditanyain”, nah itu berat kan anak-anak interaksi-Nya langsung ke teman-Nya, gitu.
9.	Bagaimana sistem	Ya tadi, saya menggunakan beberapa metode penilaian. Ya ulangan, terus

	penilaian yang Ibu gunakan?	kadang Saya pakai kuis. Kalau di B. Inggris itu kan ada ujian tulis ada ujian praktek. Ada assessment sumatif sama formatif yang di gunakan kan, apalagi di kurikulum merdeka ini. Jadi, kalau B. Inggris itu anak-anak ada ujian tulis ada ujian praktek. Prakteknya itu meliputi membaca, menulis, berbicara, ataupun mendengarkan, itu meliputi itu ujian prakteknya.
10.	Bagaimana tingkat partisipasi siswa selama pembelajaran Bahasa Inggris di kelas?	Kalo siswa itu, ya kalau anak yang cenderung tertarik dengan B. Inggris ya partisipasinya bagus. Cuma anak sekarang itu kan, dalam B. Inggris itu kadang ada yang benar-benar nggak mau bisa. Maksudnya nggak mau bisa itu "alah Buk, Aku Wongjowo" ngomong gitu bahasanya bias mereka keluarkan ketika belajar B. Inggris. Nggak bisa Buk, masaku tulis sama bacanya beda, nggak bisa Buk masaku tambahkan "S" aja sudah beda artinya. Itu yang membuat anak-anak itu kadang nggak bisa. Tapi, sebenarnya Saya memotivasi anak-anak itu dengan "B. Inggris itu bahasa internasional yang banyak digunakan di berbagai macam Negara, ketika kalian terbiasa untuk praktek, kuncinya B. Inggris itu adalah praktekkan, praktek ngomong, jangan pernah takut salah. Intinya yang kamu ajak ngomong itu paham. Kalau kita mau praktek ngomong dengan turis ataupun kita ngomong dengan native speaker itu intinya adalah mereka itu paham dengan apa yang kita bicarakan, jadi gitu. Misalkan kita ngomong dengan native speaker itu kan nggak mungkin mereka menyalahkani kata-kata kita. Mereka cuma berusaha untuk memahami apa

		yang kita omongkan, gitu. Sebenarnya kalo kita praktek, siswa kalo praktek ke saya jugasepertiitu. Kuncinya B. Inggris itu praktek kok, bukan grammarnya harus bagus nggak, praktek ngomongnya, gitu.
11.	Menurut pengamatan Ibu, apa saja kesulitan yang paling sering dialami siswa dalam belajar Bahasa Inggris?	Anak-anak itu cenderung malu atau nggak mau berkata Inggris. Kalo kunci saya itu dalam mendidik anak-anak itu kuncinya mereka mau praktek ngomong B. Inggris, gitu. Paling sulit itu, itu terus minatnya ke B. Inggris karena kita itu siswanya kebanyakan orang pinggiran, ya anak-anak yang tinggal di pinggiran kota, pinggiran desa, pinggiran kabupaten itu mereka itu nggak terlalu berminat untuk belajar B. Inggris, kurang minatnya anak-anak itu. Menurut mereka itu nggak terlalu penting bagi mereka.
12.	Apakah motivasi Ibu agar siswa bersemangat dalam pembelajaran dikelas?	Motivasi Saya pada anak-anak itu ya anak-anak itu lebih paham, kalo B. Inggris itu penting. Sampek kenapa B. Inggris itu di ajarkan anak-anak itu dari SD, dari sebelum sekolah pun mereka banyak yang udah diajarkan sampek ada kuliah jurusan B. Inggris. Seperti itulah B. Inggris. Sampek kenapa ada sekolah jurusan B. Inggris dan sebagainya itu. Kalau memotifasi anak-anak ya seperti itu tadi, sebenarnya B. Inggris itu penting dan nggak begitu sulit, anggap aja kita belajar ngomong gitu aja.

1. Foto1: Surat Pengantar Melaksanakan Penelitian

	UNIVERSITAS KH. MUKHTAR SYAFAAT FAKULTAS TARBIYAH DAN KEGURUAN Blokagung - Banyuwangi Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333 E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491
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Nomor : 51.2.12/035.162/FTK.UIMSYA/C.3/V/2025
Lamp. : -
Hal : **Pengantar Penelitian**

Kepada Yang Terhormat:
Kepala SMA Favorit NU Tegaldlimo
Banyuwangi

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama	: Like Hana Sabela
TTL	: Banyuwangi, 25 Maret 2003
NIM	: 2111221026
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris
Alamat	: Desa Kendalrejo, Kec. Tegaldlimo, Kab. Banyuwangi
Dosen Pembimbing	: Moh. Mahmud, S.Pd, M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: **"Students' Learning Difficulties in Class X English Subjects at SMA Favorit NU Tegaldlimo 2024-2025 in Academic Year"**

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 20 Mei 2025
Dekan



Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

2. Foto2:SuratKeteranganTelahMelaksanakanPenelitian

**LEMBAGA PENDIDIKAN MA'ARIF (LPM – NU)**
SMA FAVORIT NU TEGALDLIMO
TERAKREDITASI B
NSS : 302052520475 - NIS : 300510 - NPSN : 20554820
Jl. KH. Rofiqi No.15 Kendalrejo – Tegaldlimo – Banyuwangi
Telp. (0333) 594966 Pos 68484 E-mail : smafa_nu@yahoo.co.id

SURAT KETERANGAN
Nomor : 421.3/0373/429.245.300510/V/2025

Yang bertanda tangan dibawah ini kepala SMA FAVORIT NU Tegaldlimo Banyuwangi:

Nama : LUKMAN HAKIM S.Kom
Jabatan : Kepala Sekolah
Unit kerja : SMA Favorit NU Tegaldlimo

Menerangkan dengan sebenarnya bahwa :

Nama : LIKE HANA SABELA
Tempat, Tanggal lahir : Banyuwangi, 25 Maret 2003
Nim : 2111221026
Fakultas : Tarbiyah dan Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Kendalrejo – Tegaldlimo - Banyuwangi

Telah melaksanakan penelitian disekolah kami selama ±30 hari dalam rangka penulisan skripsi dengan judul “ *Student’s learning difficulties in class X english subject at SMA Favorit NU Tegaldlimo 2024-2025 in academic year*”

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana semestinya.

28 Mei 2025
Kepala Sekolah

LUKMAN HAKIM, S.Kom


3. Foto-foto Selama Proses Penelitian

Foto3: Permohonan izin penelitian kepada guru B. Inggris (Kamis, 22 Mei 2025)



Foto4: Wawancara dengan guru B. Inggris (Senin, 26 Mei 2025)



A photograph of a classroom. Several students, mostly girls wearing hijabs, are seated at wooden desks arranged in rows. They appear to be working on papers or books. A teacher, wearing a blue long-sleeved shirt and a black hijab, stands at the front of the room, facing the students. The classroom has white walls with a green horizontal stripe and green-painted wooden beams on the ceiling. There are two large arched windows on the right wall, looking out onto greenery. The floor is light-colored and reflective. In the bottom left corner, there is a watermark: "OPPO A18 • @Like1S" and "2025/05/27 08:34".

[illegible]

Foto7:Lembarpertanyaanuntuksiswa

SEMANGAT

NAMA: _____
KELAS: _____
SEKOLAH: SMA FAVORIT NU TEGALDLIMO

PERTANYAAN:

1. Apakah kamu suka pelajaran Bahasa Inggris?
2. Bagaimana menurutmu tentang pelajaran Bahasa Inggris?
3. Bagian mana dari Bahasa Inggris yang paling sulit untukmu? (Boleh pilih lebih dari satu)
 - Grammar (Tata Bahasa)
 - Speaking (Berbicara)
 - Listening (Mendengarkan)
 - Reading (Membaca)
 - Writing (Menulis)
4. Apakah kamu merasa kesulitan memahami tata bahasa (grammar) Bahasa Inggris?
5. Apakah kamu kesulitan saat berbicara (speaking) menggunakan Bahasa Inggris di kelas?
6. Apakah guru Bahasa Inggris di sekolahmu pernah mempraktekan mengajar "listening" (mendengarkan) menggunakan media digital (HP, laptop, Speaker Bluetooth) untuk mengasah kemampuan "listening" (mendengarkan) pada siswa?
7. Apakah kamu merasa kesulitan mendengarkan (listening) berbahasa Inggris?
8. Apakah kamu mengalami kesulitan saat membaca (reading) teks Bahasa Inggris?
9. Saat menulis (writing) dalam Bahasa Inggris, apa yang paling sulit bagimu?
10. Kesulitan apa yang kamu alami dalam belajar Bahasa Inggris?
11. Apakah metode pengajaran guru sudah membantumu memahami pelajaran Bahasa Inggris?
12. Apa yang kamu lakukan jika tidak mengerti materi/soal bahasa Inggris?
13. Menurutmu, apakah perlu seorang siswa/pelajar mempelajari Bahasa Inggris? Berikan alasan mu.
14. Apakah kamu pernah belajar Bahasa Inggris dari media selain buku pelajaran Bahasa Inggris di sekolah, seperti dari film, lagu, video, aplikasi, dll? Jika ya, sebutkan contohnya.
15. Kamu belajar Bahasa Inggris hanya saat pelajaran Bahasa Inggris di sekolah saja atau kamu juga belajar Bahasa Inggris di luar jam sekolah? Misalnya kursus Bahasa Inggris.
16. Seberapa sering kah kamu belajar Bahasa Inggris?
17. Menurutmu, apa yang bisa guru/sekolah lakukan agar pembelajaran Bahasa Inggris lebih menarik, mudah dipahami, dan membuat siswa semangat untuk belajar Bahasa Inggris?
18. Harapannya terhadap sekolah ke depan.



Foto8:Lembarjawabansiswa1

NAMA: ALIFIA
KELAS: X
SEKOLAH: SMA FAVORIT NU TEGALDLIMO

SEMANGAT!

1. Endak
2. Tergantung materi. Kalau atik yah suka kalau sulit gah kurang suka
3. Speaking
Reading.
4. Iya.
5. Iya.
6. Pernah
7. Endak
8. Iya.
9. Tidak ada
10. Tentang pengertian kosakata.
11. Paham sedikit.
12. Bertanya jika ~~tidak~~ tetap tidak paham yaudak.
13. Perlu, untuk digunakan buku ketika ingin mencari pekerjaan yang mengharuskan banyak kata atau setidaknya tahu berbahasa Inggris.
14. Pernah, (Video, youtube).
15. Saat disekolah saja.
16. Tidak sering & bisa seminggu mungkin.
17. Belajarnya di atom atau dengan cara yg menarik jangan di kelas saja. Harus banyak kreatif.
18. Semoga lebih baik, lebih maju. Banyak muridnya.



Foto9:Lembarjawabansiswa2

NAMA: YUSDA ISRA ANJANA
KELAS: X
SEKOLAH: SMA FAVORIT NU TEGALDLIMO

SEMANGAT!

1. Tidak
2. Mengganggu materi
3. ~~Sangat~~ Reading (membaca)
4. Tidak ~~ada~~
5. Tidak
6. Pernah
7. Tidak kesulitan
8. Iya
9. membaca
10. membaca
11. Iya
12. Tanya kepada guru
13. sangat perlu karena itu sangat penting
14. pernah
15. di sekolah saja
16. hanya di sekolah saja
17. jangan menonton film
18. menjadi lebih baik kedepannya kita semakin maju



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JADWAL PELAJARAN SEMESTER GANJIL
TAHUN PELAJARAN APRIL - JUNI 2024/2025

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NIM NAMA

FAKULTAS

PROGRAM STUDI

PERIODE

JUDUL

2111221026

LIKEHANASABELA

TARBIYAH DAN KEGURUAN

S1 TADRIS BAHASA INGGRIS

20241



STUDENTS LEARNING DIFFICULTIES IN CLASS X ENGLISH SUBJECTS AT SMANEGERI SRONO ODD SEMESTER 2024-2025 IN ACADEMIC YEAR.

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20241	19 Juni 2025	19 Juni 2025	Finishing prepare to examination	Bimbingan ke 10
2	20241	28 Mei 2025	29 Mei 2025	Bimbingan References	Bimbingan ke 9
3	20241	25 Mei 2025	25 Mei 2025	Bimbingan Chapter V Closing	Bimbingan ke 9
4	20241	21 Mei 2025	21 Mei 2025	Bimbingan Chapter V Closing	Bimbingan ke 8
5	20241	07 Mei 2025	07 Mei 2025	Bimbingan Chapter IV Finding	Bimbingan ke 6
6	20242	28 Februari 2025	12 Maret 2025	Finishing Proposal siap mendaftar Seminar Proposal (ACC)	Bimbingan 5
7	20242	13 Februari 2025	26 Maret 2025	Bimbingan Chapter 3 Method	Bimbingan 4
8	20242	31 Januari 2025	05 Februari 2025	Bimbingan Chapter 2 (Review Related Literature	Bimbingan 3
9	20242	13 Januari 2025	13 Januari 2025	Bimbingan Chapter 1 Introduction	Bimbingan 2
10	20242	25 Desember 2024	25 Desember 2024	Konsultasi pengajuan Judul Tesis	Bimbingan 1

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