

**AN ANALYSIS OF STUDENTS' DIFFICULTIES OF SEVENTH GRADE
STUDENTS IN LEARNING ENGLISH SUBJECT AT SMPN 2 TAPUNG
HILIR**

A THESIS

*Intended to Fulfill of Requirements for the Award of Sarjana Degree in English
Language Teaching and Education*



By

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ISLAMIC UNIVERSITY OF RIAU

2022

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STUDENTS IN LEARNING ENGLISH SUBJECT AT SMPN 2 TAPUNG
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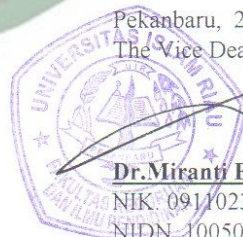
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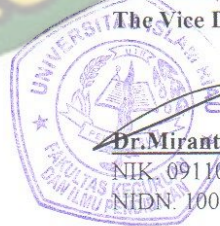
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DECLARATION

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and scientifically referenced. The reseaecher responsible for the data and fact provided in this thesis.

Pekanbaru, 27 June 2022

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Pekanbaru,27 June 2022

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ABSTRACT

Puja Aulia, 2022, An Analysis of Students' Difficulties of Seventh Grade Students In Learning English Subject at SMPN 2 Tapung Hilir.

Key Words : Difficulties in English Subject, The Factor Learning Difficulties

This research tell about the Difficulties of Seventh Grade Students in English Subject At SMPN 2 Tapung Hilir. This study aims to determine : (1) The Types of learning Difficulties in English Subject in Class VII SMPN 2 Tapung Hilir; (2) The Factors that cause students' learning Difficulties in English Subject in Class VII SMPN 2 Tapung Hilir.

This research is included in Phenomenological Research using Descriptive Qualitative Research. The subjects of this study is students of class VII E. The data collecting methods were interview, and documentation. While the data analysis uses data reduction, data display, and data conclusion.

The Result of the study show that (1) The Types of learning Difficulties in English Subject in Class VII SMPN 2 Tapung Hilir. (2) The Factors that cause students' learning Difficulties in English Subject in Class VII SMPN 2 Tapung Hilir. The students in class VII E have difficulties such as, Learning Disorder which is characterized by lack of confident. Learning Disability which is characterized by low learning concentration, poor attitudes and behavior and lack of study time. Learning Dysfunction which is characterized by impaired vision, low intelligence and memory and Under Achiever which is characterized by low interest, low motivation to learn. Slow Learner is a term for children who find it difficult to learn something. The difficulties causes from the factors, namely internal factor and external factor. Internal factors that affect student learning difficulties such as low interest in learning caused by learning that is difficult to understand by students and lack of motivation to learn caused by high interest in playing rather than learning and impaired vision resulting in students not being able to see clearly the material given by the teacher. External factors are the low interest in student learning concentration caused by friends who invite them to play during the learning process.

TABLE OF CONTENTS

THESIS APPROVAL	i
THESIS	ii
LETTER OF NOTICE	iii
THESIS GUIDENCE AGENDA	iv
DECLARATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
CHAPTER I INTRODUCTION	1
1.1 Background of the Problem	1
1.2 Identification of the Problem	5
1.3 Focus of the Problem	5
1.4 Formulation Question.....	5
1.5 Objective of the Research	6
1.6 Significance of the Research.....	7
1.7 Definition of the Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 Relevance Theories	8
2.1.1 Learning	8
2.1.2 Learning Difficulties.....	19
2.1.3 Types of Learning Difficulties.....	10
2.1.4 Difficulty in Learning English.....	11

2.1.5 Factors of Learning Difficulties.....	15
2.1.6 Efforts to Overcome of learning Difficulties.	17
2.2 Relevance Studies.....	18
2.3 Conceptual Framework	19
2. 4 Assumption.....	21
CHAPTER III RESEARCH METHODOLOGY	22
3.1 Research Design.....	22
3.2 Source Data	23
3.2.1 Location and Time of the Research.....	23
3.2.2 Population and Sample	23
3.2.3 Research Instrument.....	24
3.3 Data Collection Technique	29
3. 4 Data Analysis Technique.....	29
CHAPTER IV RESEARCH FINDINGS	31
4.1 Data Description.....	31
4.2 Data Analysis.....	32
4.3 Discussion.....	38
CHAPTER V CONCLUSION, AND SUGGESTION	40
5.1 Conclusion.....	40
5.2 Suggestion	40
REFERENCES	42
APPENDICES	44



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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Education is a conscious and planned effort to realize learning. Education has provided a tested vehicle for implementing emerging community values, giving rise to new values, an educator plays an important role in life. Education will make changes in the individual towards better. Education is a very important need for anyone. Education improves the quality of the nation and the intellectual community.

To improve the quality of the nation, education really needs to be taught in educational institutions ranging from elementary schools to tertiary institutions. In educational institutions there are various kinds of subjects, one of which is English subject.

English is an international language, but in Indonesia it has become a foreign language. English has become a medium of communication because of its position as a technological and international language. With rapid technological advances, Indonesia as one of the countries in the world realizes the importance of mastering English, so that teaching English has long been applied in education in Indonesia, starting from early childhood education.

In early childhood, before the child reaches the age of 12-13 years, language learning is easier to grasp. So the presence of English in elementary schools makes it easier for students to continue at the secondary level because it is considered to have many benefits in learning English. This means that English is

very important for the future of students. However, many schools do not include English in their subjects.

The absence of English subjects in elementary schools causes many problems. One of the problems in learning English is the assumption of most students in junior high school that English is a difficult and boring subject, so that many students do not like English lessons and even make English one of the subjects that must be avoided. In fact, if you always think like this, students can have difficulty understanding the material presented and have an impact on the low achievement of learning English.

The low achievement in learning English can be seen from the learning process that took place during the researchers' practical field experience, especially at SMPN 2 Tapung Hilir. Many students at SMPN 2 Tapung Hilir think that learning English is very difficult, because they do not have the basic skills yet. Such as lack of self-confidence, limited study time, lack of vocabulary, difficulty in translating because English is not their own language. For easy things like listening and reading words in English they have difficulty, they only know a few words in English that are in their environment. And there are still many teachers who use conventional methods in teaching English. Even though students still need a lot of explanation from the teacher. This is the impact of the invalidation English subjects in elementary schools carried out by the government.

The Indonesian government did not explain the reasons why English was omitted from the elementary school curriculum, even though learning English is still important considering the future opportunities that can be taken from introducing foreign languages from an early age, and supported by research results that show the golden period of learning English. Since the change of the new curriculum (K13) officially, English subjects are no longer required to be taught in elementary schools. Even though there are many goals for learning English in junior high school according to curriculum 13.

According to the curriculum of 13 English lessons in junior high schools, it is intended that students have the following abilities: 1. Develop communication competence in oral and written form for reach the level of functional literacy 2. Have an awareness of the nature and importance of English for improve the nation's competitiveness in a global society 3. Develop students' understanding of the relationship between language with culture.

In the implementation of the English learning objectives above, there are still many that have not been achieved by students. Because students still have many difficulties in learning English. According to Indah Sari & Hum, (2019) explains that learning difficulties are a condition where students cannot learn properly, due to the threat of learning disorders experienced by students and can lead to despair. Therefore, learning becomes neither effective nor efficient. Various kinds of disturbances and threats experienced by students certainly have a causal factor in learning.

There are two factors that cause learning difficulties, namely internal factors and external factors. Internal factors come from within the students themselves, namely physiological factors and psychological factors. What is meant by physiological factors are weakness or body defects, while psychological factors include low intelligence levels. External factors come from outside the students, namely non-social factors and social factors such as family, community, school, and teacher.

Based on the results of an interview with one of the teachers in the field of English studies at SMPN 2 Tapung Hilir Kabupaten Kampar, information was obtained that: 1) Student learning outcomes in learning English have not been satisfactory. 2) In solving and answering questions, class VII students have difficulty. Among them are difficulties in understanding words, sentences, text in a question or a story.

Based on the explanation above about the learning difficulties experienced by class VII junior high school students, the researchers are interested in conducting a study entitled “AN ANALYSIS OF STUDENTS’ DIFFICULTIES OF SEVENTH GRADE STUDENTS IN ENGLISH SUBJECT AT SMPN 2 TAPUNG HILIR ”

1.2 Identification Of The Problem

Based on the background of the problem, the researcher found that there were several learning difficulties faced by students such as external and internal difficulties in the learning process. This study focuses on analyzing students' learning difficulties in learning English subject in seventh grade.

1.3 Focus Of The Problem

Based on the identification of the research above, the researchers focused on finding out the difficulties faced by students in English subject. The learning difficulties referred to in this study are academic difficulties, because of the failure to achieve academic achievements that are not as expected.

1.4 Formulation of the Problem

Based on the background described in this research, it is formulated as follows:

- 1) What types of student learning difficulties in English Subject in class VII SMPN 2 Tapung Hilir?
- 2) What factors that cause students' learning difficulties in English Subject in class VII SMPN 2 Tapung Hilir?

1.5 Objective Of The Problem

Based on the formulation of the problem above, this research aims to:

- 1) Describe the types of students' learning difficulties in English Subject in class VII SMPN 2 Tapung Hilir?
- 2) Describe the factors that cause students' learning difficulties in English Subject in class VII SMPN 2 Tapung Hilir?

1.6 Significant Of The Research

1. For Teachers

With the implementation of this research, teachers at SMPN 2 Tapung Hilir can find out the types of learning difficulties experienced by students in English Subject so that teachers are able to help students overcome learning difficulties with the aim of improving student learning outcomes better.

2. For Students

Students can find out the types of learning difficulties they face and are able to overcome these learning difficulties to improve the quality of learning English at SMPN 2 Tapung Hilir.

3. For Researchers

It is intended to fulfill one of the requirements for obtaining a Bachelor's degree and to provide information and experiences for researchers about the real difficulties.

1.7 Definition Of Key Terms

To avoid misunderstanding and misinterpretation in this research, it is necessary to explain the definitions of the terms described as follows:

1. Analysis

Analysis is an investigation of an event to find out actual situation. According to Rijali, (2018) analysis is defined as the decomposition of a subject of its various parts and the study of the parts themselves, and their relationships between parts to get the right understanding of the meaning whole.

2. Learning

According to Alfany, (2015) learning is a process of changing behavior that is carried out to get better changes involving cognitive, affective, and psychomotor skills.

3. Learning Difficulties

According to Ita, (2012) Learning Difficulties are Disabilities where a person cannot learn, usually seen from decrease in learning achievement. And the difficulties of each students is different both in term of intellectual, physical ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Learning

Learning is an activity carried out to gain new understanding and experience. According to Muhibbin, (2011) learning is a process of changing behavior that is carried out to get better changes. These changes are changes that arise due to practice and experience.

Learning shows activities carried out by someone who is aware of or intentional in someone's activity in carrying out aspects that allow changes to occur in a person. Learning is defined as an individual's interaction with the environment that gains new experiences or knowledge or something that has been previously obtained Muhammad,(2017)

Learning is a process that is carried out by each individual to obtain behavioral changes in knowledge, skills, attitudes and positive values from various materials that have been studied. This means a change in a person's personality where the change is in the form of an increase in the quality of behavior that occurs consciously Ahdar,(2019).

2.1.2 Learning Difficulties

According to H. Muhammad, (2016) difficulty its means that difficulty in achieving goals. Meanwhile, learning difficulties are a condition where students cannot learn properly due to threats, obstacles or inability to obtain learning outcomes that have been determined due to several factors such as internal factors and external factors.

According to Khairani M, (2013) learning difficulties can be grouped into four types:

1. Judging from the type of learning difficulty, there are levels that are heavy and some are moderate
2. Judging from the field of study being studied, some are in some fields of study and some are having difficulties in all fields of study.
3. Judging from the nature of the difficulty, some are permanent and some are temporary
4. In terms of the causative factors, intelligence factors and non- intelligence factors

From some expert opinions, it can be concluded that a high IQ does not guarantee success in learning because learning difficulties are a condition where students cannot learn properly due to disturbances, threats that are not always caused by intelligence factors but are also caused by non-intelligent factors.

2.1.3 Types of Learning Difficulties

According to Mulyono, (2018) there are several types of student learning difficulties which can be clarified as follows:

1. Developmental Learning Dissabilities, this difficulty is generally not realized by parents or students because there is no systematic estimate on academics, namely skills are more prominent than academics.
2. Academic Learning Dissabilities, this difficulty can be known if the child fails in the learning process such as listening, reading, writing and speaking.

Meanwhile, according to Ratna Yudhawati, (2011), there are several kinds of learning difficulties, such as:

1. Learning Disolder

Problems in learning other than the subject of interest. Students have learning difficulties because of the demands to master all subjects, while students only have an interest in one subject.

2. Learning Disability

Difficulties caused by a sense of laziness to learn due to students' emotional or mental factors and lack of support from parents.

3. Learning Dysfunctional

Learning difficulties due to not being able to master all subjects caused by brain nervous disorders.

4. Slow Learner

Learning difficulties are marked by the slowness of students understanding learning such as being slow to do assignments.

5. Under Uchiver

Learning difficulties are caused by various factors, namely being less motivated or not liking the subject but having normal intelligence.

2.1.4. Difficulty In Learning English

Students' learning difficulties are usually obvious which are marked by certain obstacles to achieving learning outcomes. However, each student has their own level of difficulty, especially in English subjects.

English subjects are subjects that are taught in order to improve language skills to communicate. Because the role of English is very important in broadening the horizons in the field of science and technology.

English as a tool for communicating orally and in writing can be used to convey information, thoughts and feelings. Recognizing the important function of English in life, efforts to support learning have been made, both formal and non-formal education institutions.

The experience of teachers in the learning process generally still feels that the English learning process is not as expected, the learning outcomes are still low. Laziness, lack of motivation to learn, and undiscipline are still common. Learning English is also more emphasis on theory than practice.

According to Ita, (2012) learning difficulties occur because students do not have the opportunity to learn English such as:

1. Difficulty reading Sentences and Vocabulary

Students have difficulty in reading, especially if the sentences they read are passive sentences. It is easier for students to understand active sentences. To understand vocabulary, some students just memorize without understanding the intent or meaning of concepts, and circumstances.

2. Difficulty Understanding the Concept

There are many concepts in English. Concepts are ideas about material that can be expressed in words or terms. Students cannot understand what is contained in the material being taught.

According to Medya, (2021) there are several difficulties in learning English in junior high schools, such as:

1. Lack of Self-Confidence in the Process of Learning English

Many students are not confident and shy in learning English, especially in pronouncing words or sentences in English.

2. Relationship With Friends Not Good

Relationship with friends is a motivation for learning in the classroom, so this is very important. Because they can exchange ideas to solve problems, such as assignment at school or discuss learning difficulties, study together to face school exams or motivate each other in terms of studying.

3. The Low Concentration of Student Learning

In the Learning Process Concentration of learning becomes important during the learning process, but many students do not concentrate due to several factors, such as interference from friends, or thoughts.

4. Bad Attitude and Behavior

Many students have bad attitude and behavior especially in teaching process, for example prioritizing playing over studying, procrastinating on work, and never studying.

5. Lack of Learning Time in English Subject

Students only get English lessons at school, even though the time to learn English at school is only forty minutes, and they don't add extra hours of lessons outside of school such as private English, only a few who take private English lessons because of the family's economic situation.

6. Impaired Vision

Impaired Vision is one of the big problems in learning, many children can not read clearly on the blackboard or books. So that it becomes a problem faced by students.

7. Low Level of Intelligence

Low intelligence levels can be from heredity or an unhealthy lifestyle such as too much sleep, lack of exercise which can reduce health mental and stress.

8. Low Memory

This often not realized but can be felt. Unstable mental conditions are prone to triggering a decline in students' memory which may be caused by

excessive stress and fear.

9. The Low Competence of Teachers in Explaining the Material

The teacher does not understand the material being taught and is not yet professional in his field

10. Less Effective Learning Methods

In delivering material, a teacher still uses conventional methods, so that students do not understand what is being conveyed.

11. Inappropriate Learning Instruments

Many teachers use conventional methods where teachers do not transmit knowledge students' brains are asked to memorize not analyze.

12. Inadequate School Facilities

In learning English, it should be equipped with adequate facilities, such as laboratories, or technological tools that are suitable for learning.

13. The Teacher Give Assignment is Not Appropriate

Many teachers give assignments that are not in appropriate with the taught, so students have difficulty doing assignments. Because what is the teacher described different with what is done.

14. Low Interest in Learning

Low interest in learning causes difficulties in learning English, students prioritize their mother tongue over English and think English is not important.

15. Lack of Motivation to Study

Self-motivation to continue learning is very important, but some students do

not care about it. For example, students spend their time sleeping during class, students ignore the explanations given by the teacher.

16. Lack of Learning Readiness

With the readiness to learn, students will be motivated to optimize their learning outcomes, but there are some obstacles, for example sick and depressed.

2.1.4 Factors of Learning Difficulties

There are two factors that cause learning difficulties, namely internal factors and external factors. Internal factors come from within the students themselves, namely physiological factors and psychological factors. External factors come from outside the students, namely non-social factors and social factors such as family, community, school, and teacher factors.

According to Wahab, (2015) explains that the factors of learning difficulties are divided into two groups, namely internal factors (factors originating from students) and external factors (factors originating from outside the student). The two factors include:

a. Internal factors

Internal factors are psychophysical disorders of students or disturbances from within students, namely: Cognitive (the realm of creativity), namely the low level of intelligence/intellectual. What is effective (the realm of taste) is the still unstable emotions and attitudes. Those that are psychomotor (intentional realm) are disturbances of the senses of hearing and sight.

b. External factors

External factors are all situations and environmental conditions that do not support student learning activities. These factors are divided into three, namely the family environment, community environment and school environment.

According to Riyanti, (2020) the factors of learning difficulties can be classified into 2, namely internal factors and external factors. Internal factors are factors that come from within students that can affect learning difficulties, namely:

1. Physiology: factors caused by body conditions, such as pain and fatigue
2. Psychology includes intelligence, talent, interest and motivation which are generally low on subjects.
3. Low intelligence or intelligence, for example having difficulty in doing tasks and being slow to understand the material.

External factors, student difficulties are influenced by situations or conditions outside of students. Among others:

1. Family factor, the family becomes a child's first teacher. The family is the determinant of the success or failure of the future of their children, it can be seen from how parents educate their children, the relationship that is less harmonious between parents and children, and how the family atmosphere is busy, always tense which allows children not to get comfortable, the economy in the family can also cause student learning difficulties.

2. School factors, schools can also affect student learning difficulties, among others, such as first, unqualified teachers, rude teacher attitudes towards students, demands for grades from a teacher above students' abilities and teaching methods by teachers are less attractive and lack of facilities and infrastructure that are in school.

3. Environmental factors, such as mass media, social environment such as friends to hang out with and activities around them.

2.1.5 Efforts to Overcome the Causes of Learning Difficulties

In overcoming learning difficulties will not be separated from the factors that cause learning difficulties that have been described above. The ways to overcome learning difficulties are:

a. Family attitude

The family has an important role in the education and personality of the child. Family support is what students need in improving learning outcomes or achievement. According to Rambe, (2019) said that the support given by the family to a student includes attention and support. Family support is given to get a sense of enthusiasm for students in the learning process. The family environment is the first and foremost educational environment, because it is in this family that children first receive education and guidance.

In the family the role of parents should be as the first person in laying the foundations of education for their children. Parents can play the following roles:

- 1) As a Advisor
- 2) Provide children's learning facilities

- 3) Giving motivation to learn from parents to children
- b. Attitude of schools and teachers

As parents of students in schools, teachers can also provide encouragement in the form of motivation. When students have learning difficulties, teachers can motivate them not to give up. Teachers can provide solutions to students to solve a problem with every day life.

2.2 Relevance Studies

Before the writer conducted this study, there is some researcher who had done to other research that is relevant to the topic.

Ita Widyawati (2012) was conducted a research while the title Analysis of Students' Difficulties in The English Subject Class VIII at SMPN 1 Sawahan Madiun Even Semester 2010-2011 academic year. This study aims to look at the types of learning difficulties in understanding and completing the material in English lessons, to find out the causes of learning difficulties in class VIII SMPN 1 Sawahan Madiun and finally to find out the efforts to solve problems in learning difficulties. The method used is descriptive qualitative method. The data sources used are informants, places, documents. And the technique used is sampling technique. The result of this research is that students' learning difficulties are seen from the aspects of reading, listening, structure, and writing. Then the causative factor is wrong study habits.

Riyati (2020) with the title *The Level of Difficulty in Learning English in Class XI Students of SMA Xaverius Jambi for the 2019/2020 academic year*. The purpose of this study was to describe the level of difficulty in learning English, to determine the appropriate topic of guidance to help students learn English based on the score of learning difficulties. This type of research is quantitative descriptive. The results showed that there were 28 (16,18%) students having difficulty in learning English in the high category and 145 (83.82%) in the medium difficulty level.

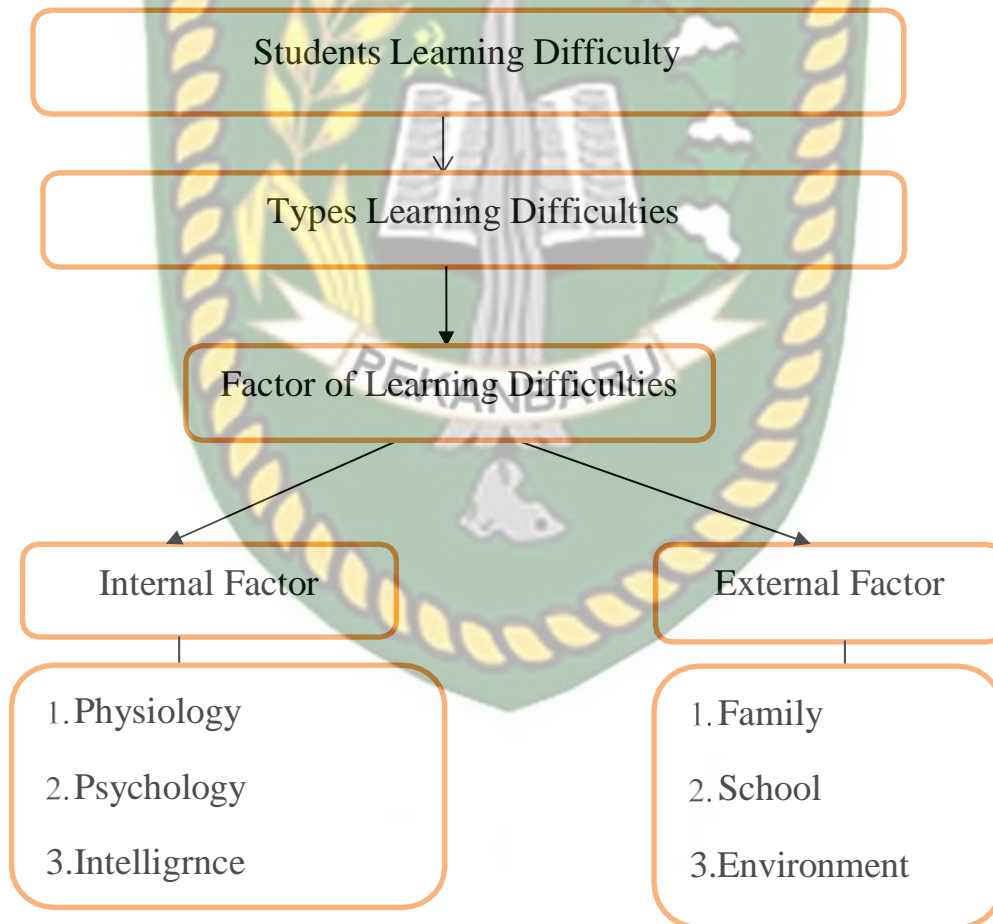
The other relevance research study about the *Analysis of English Learning Difficulties class VIII Students at MTs Negeri 1 Sinjai* by A.Medya Miranti English Study Program, Faculty of Tarbiyah and Teacher Training IAI Muhammadiyah Sinjai, 2021 . The purpose of study to determine the process of learning English, the difficulty level of learning English and the teacher solution to the learning difficulties of class VIII students at MTs Negeri 1 Sinjai. This Research is included in phenomenological research using a qualitative approach. The subject of this study were English teacher and students of class VIII A and VIII B. The data collection methods were interview, observation, and Documentation. While the data analysis uses data reduction, data display and data verification.

2.3 Conceptual Framework

The conceptual framework in this research is student learning difficulties which is the main framework. Learning difficulties in English subjects can be seen

from the results of the student learning evaluation results that are not good. There are several types of student difficulties that can be seen from students' academics, and when the learning process takes place. Then students' difficulties are also caused by several factors, namely internal factors and external factors in the learning process. Internal factors are factors that come from within students and external factors that come from outside of students.

Figure 2.3 Conceptual Framework



2.4 Assumption

The researcher assumed that some students have difficulties in Learning English Subject, because due to several factors, such as internal and external factors, especially at SMPN 2 Tapung Hilir .



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CHAPTER III

RESEARCH METHOD

3.1. Research Design

This study uses descriptive qualitative research which is to analyze the learning difficulties experienced by students in learning English. According to Rijali, (2018) qualitative research produces and processes descriptive data, such as transcription of interviews and observations. Qualitative research is intended to investigate the phenomenon of what is experienced by the object of research, for example behavior, motivation, perception involving various existing methods with the aim of getting a deep understanding of the problem.

From the above definition it can be concluded that descriptive qualitative is a thorough observation of something that is in the research background to understand the phenomenon of what is happening by the object of research.

3.2 Source of Data

There are two groups of data according to the source of retrieval, namely primary data sources and secondary data sources. Research data at SMPN 2 Tapung Hilir will be collected and separated into two, namely primary data and secondary data.

The sources of data from this research are as follows:

1. Primary data

The data taken from SMPN 2 Tapung Hilir, the first is a interviews with class VII E students consisting of 29 students including 10 female students and 19

male students.

2. Secondary data

The secondary data used to support the research includes documentation such as photographs related to the research data that supports the research.

3.2.1 Place and Time

The research conducted at the seventh grade students at SMPN 2 Tapung Hilir on March 28, 2022. It was located at Jl.Ir.Soekarno, Desa Kijang Jaya, Kecamatan Tapung Hilir, Kabupaten Kampar.

3.2.2 Population and Sample

Population represented entire all subject research. Population is an object to be examined and this object can be form of : Human,animals,plants and thing (object or something), that is lifeless or abstract object Putra, (2014). The population in this study is the seventh grade students of SMPN 2 Tapung Hilir for the academic year 2021/2022.

Table 3.2.2

Population of the Students at SMPN 2 Tapung Hilir

No	The Class	The Students
1	VII A	32
2	VII B	30
3	VII C	32
4	VII D	32
5	VII E	29
	TOTAL	155

The sample is part of the population that has certain characteristics or conditions that will be studied by Riduwan, (2011) The sampling technique used in this study used a purposive sampling technique. Purposive sampling is a data collection technique with certain considerations (Sugiyono, 2013) .In this case, the researcher chose class VII E at SMPN 2 Tapung Hilir which consisted of 29 students including 10 female students and 19 male students.

3.2.3 Research Instruments

In this study the authors conducted research using the following instruments:

2. Interview

Interview is a technique carried out by researchers by dealing directly with respondents to find out the learning difficulties of students. In this study, the type of interview used is a structured interview in which a predetermined set of questions has been prepared by the interviewer beforehand. In addition, the researchers also recorded all the results of the answers put forward by the respondents. Furthermore, interviews were conducted with students with the aim of exploring the factors that caused students to have learning difficulties.

Table of indicators of learning difficulties in English :

Variable	Sub Variable	Indicator	Interview Guidness
Learning Difficulties	Learning Disorder	1.Less Confident	1.Apakah anda merasa kurang percaya diri dalam Proses Pembelajaran bahasa inggris ?
		2.Relationship With Friends is Not Good	2.Bagaimana hubungan belajar anda dengan teman ?
Learning Difficulties	Learning Disability	3.Low Learning Concentration	3.Apakah anda selalu berkonsentrasi dengan baik dalam proses pembelajaran bahasa inggris ?
		4.Bad Attitude and Behavior	4.Apakah anda menyukai pembelajaran bahasa inggris ?

			5. Bagaimana perilaku anda dalam proses pembelajaran bahasa inggris berlangsung ?
		5. Less Study Time	6. Apakah anda kurang waktu dalam belajar bahasa inggris ?
Learning Difficulties	Learning Disfuction	6. Impaired Vision	7. Apakah anda mengalami gangguan dalam penglihatan?
		7. Low Level Of Intellegence	8. Apakah anda memiliki tingkat kecerdasan rendah ?
		8. Low Memory	9. Apakah anda memiliki daya ingat yang rendah ?

		9.Low Teacher Competence	10.Apakah guru anda cakap dalam pembelajaran bahasa inggris ?
Learning Difficulties	Slow Learning	10.Less Effective Learning Methods	11.Bagaimana metode pembelajaran yang diterapkan oleh guru ?
		11.Less Appropriate Learning Instruments	12.Bagaimana materi yang diberikan oleh guru ?
		12.Inadequate School Facilities	13.Bagaimana fasilitas yang disediakan oleh sekolah ?
		13.The Assignment Given is Not Appropriate	14.Bagaimana cara guru memberikan tugas ?
	Under Achiever	14.Low Interest in Learning	15.Apakah anda memiliki minat belajar bahasa inggris yang

			rendah ?
		15.Lack of Motivation to Study	16.Apakah anda merasakan kurang motivasi dalam belajar bahasa inggris ?
		16.Lack of Learning Readiness	17.Apakah anda merasakan kurang dalam persiapan belajar bahasa inggris ?

Adopted from A.Medya Miranti (2021)

2. Documentation

Documentation is a process of collecting, processing, selecting, and also storing information in the field of knowledge, which provides or collects evidence related to information, such as quotes, pictures, and other reference materials that can be in the form of writing, pictures or photos, and so on. The documentation taken by the researcher is documentation of student learning and activities during learning, documentation of school or class conditions, and others.

3.3 Data Collection Techniques

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. The techniques used are interviews and documentation. To conduct the method of collecting data, the researcher used several techniques. The researcher take some steps to get the data in this research, they are following :

1. First, the researcher came to school to ask permission from the principal and English teacher to conduct interviews with 7E grade students, the interviews conducted were structure interviews.
2. Second, the students were given interview questions according to the indicators provided.
3. Third, the researcher collected the results of interviews obtained from the students.
4. Finally, after the researcher obtained the results of the interviews, the researcher looked at the types of difficulties and factors faced by the students in English Lessons, and the researcher described the results of their research.

3.4 Data Analysis Technique

The data analysis technique used in this study is an interactive data collection model consisting of:

1. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect

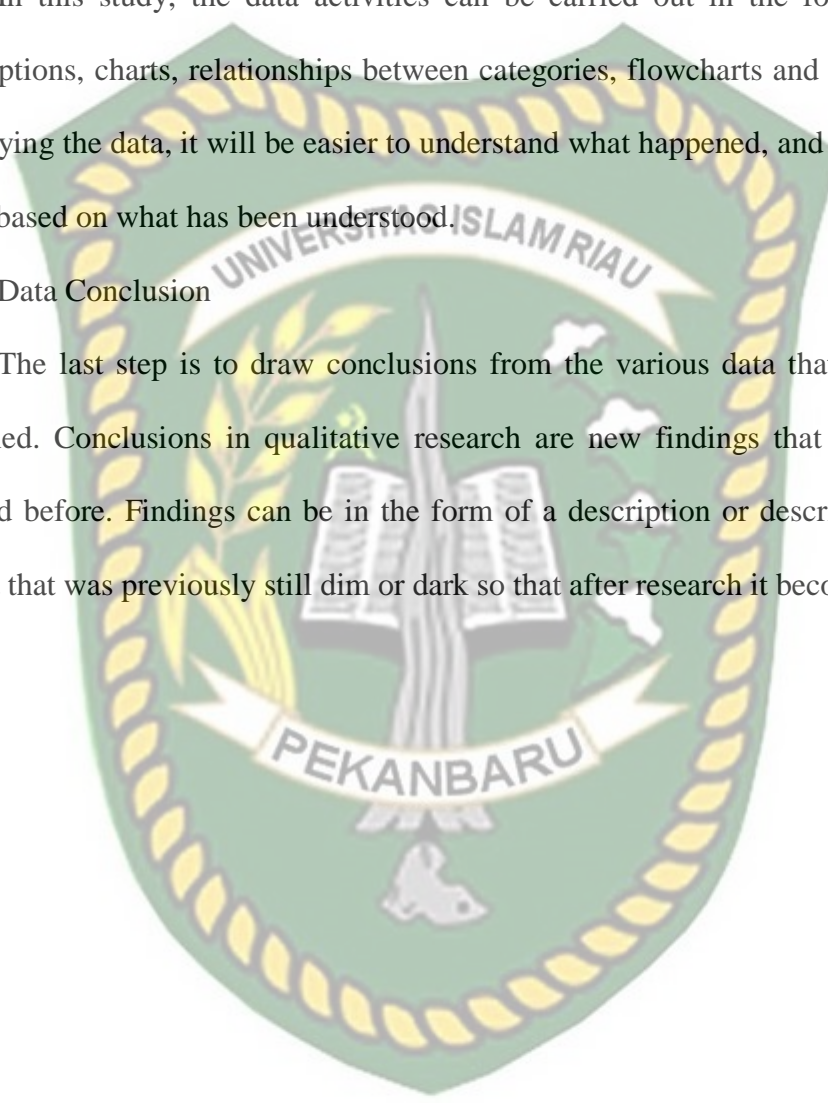
data in the field.

2. Data Display

In this study, the data activities can be carried out in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. By displaying the data, it will be easier to understand what happened, and plan further work based on what has been understood.

3. Data Conclusion

The last step is to draw conclusions from the various data that have been obtained. Conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of a description or description of an object that was previously still dim or dark so that after research it becomes clear.



CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

In chapter IV, the researcher describes the findings of the research. The findings of this study are a description of the data obtained in data collection in the field through interviews and documentation. Furthermore, in the discussion, an analysis of research results will be carried out regarding the difficulties in learning English for students at SMPN 2 Tapung Hilir.

The data that has been generated in this research process will be described starting with general data. General data includes a general description of the research location, namely SMPN 2 Tapung Hilir and continues with research findings and research data or discussion. The findings in this study are the results of in-depth interviews and documentation studies.

All data obtained by the researcher is in accordance with the problem that is the focus of the research. The research results obtained from the field are described and analyzed as a basis for obtaining conclusions and the initial objectives of the study. The initial purpose of this research as stated in Chapter 1, that this study aims to 1) Describe the types of student learning difficulties in English subject in class VII SMPN 2 Tapung Hilir? 2) Describe the factors that cause students' learning difficulties in English subject in class VII SMPN 2 Tapung Hilir?.

The research on the analysis of learning difficulties in English was carried out in class VII E at SMPN 2 Tapung Hilir. This research was conducted for one day to find out the difficulties experienced by students.

4.2 Data Analysis

The following is data that has been obtained from various sources, including:

1. Types of students' difficulties in learning English
2. Factors that make it difficult to learning English

The results of research that has been obtained in the study include:

1.Types of Students' Difficulties in English Subject

After the researchers conducted research at SMPN 2 Tapung Hilir, the researchers found several types of difficulties faced by students in learning English, namely:

a. Learning Disorder.

Learning disorders are learning disorders characterized by a lack of self-confidence and poor relationships with friends and low concentration of learning in the learning process. With this understanding, the author gives interview questions to class VII E students with two questions. The first Do you feel less confident in the process of learning English? And the second is how your learning relationship with friends.

From the results of interviews with class VII E students, it was found that many students lacked confidence in the learning process on the grounds that they could not use English, were embarrassed to pronounce it, could not read English

sentences and did not understand. Then how is the relationship with friends? it turns out that many students have bad relationships with friends. For example, being bullied by a classmate. Many friends also told stories about the time it was going on. So don't focus on the lesson.

This is evidenced in the results of interviews with respondents. With these various reasons, it can be concluded that students of class VII E at SMPN 2 Tapung Hilir have difficulty learning Soldered Learning.

b. Learning Disability

Learning Disability or learning disability which is characterized by low learning concentration. As at this time, many students do not concentrate in learning, many things cause discomfort in learning which makes learning concentration reduced. Thus, the author gives four questions during the interview related to learning disabilities. First Do you always concentrate well in the process of learning English? Do you like learning English? How do you behave in the process of learning English? Do you lack time to learn English?

From the results of interviews with class VII E students, it turns out that not all students concentrate during the learning process, because of interference from friends, teachers who are still angry, and also because they do not understand what the teacher is explaining. Then almost all students in class VII E do not like English lessons, because they think that English lessons are very difficult and boring lessons and difficult to understand. And how the behavior of students in the process of learning English takes place, students experience pressure because the subject teacher is angry. So they behave well but do not understand what the

teacher is saying. There are some students who choose to tell stories behind their backs. The time in the learning process they get at school is also less, and they have to take additional hours or private English lessons outside of school. However, not all students are able to participate in these activities, because the economics of students are different.

From the data that has been obtained, it can be concluded that students also experience Learning Disabilities.

c. Learning Dysfunction

Learning dysfunction or often called functional impairment in learning is characterized by vision, low intelligence, and low memory. From this understanding, to see if class VII E students experience learning dysfunction, the author gives various questions related to learning dysfunction, such as do you have a visual impairment? Do you have a low level of intelligence Do you have a low memory? Is your teacher proficient in learning English?

The results of interviews showed that many students had visual disturbances caused by games, mostly playing cellphones and scrolling through social media. Interview results For the level of intelligence possessed by students, only some students have low intelligence and memory. However, when compared to other classes, class VII E has the lowest level of intelligence according to the English subject teacher. Class VII E students said that their teacher was quite proficient in English lessons, both in the process of explaining and giving assignments.

From the data that has been obtained, it can be concluded that students also

experience Learning Disfunction.

d. Slow Learning

Slow learning is a term for children who find it difficult to learn something, be it academics or skills. Usually this condition is caused by heredity and environmental factors. From the explanation of the notion of slow learning, to find out whether the students of class VII E have slow learning difficulties or not, the author gives several questions. Is your teacher proficient in learning English? How is the learning method applied by the teacher? How is the material given by the teacher? What are the facilities provided by the school? And how does the teacher give assignments.

It was obtained from interviews that teachers in the field of study in English subjects were proficient in English lessons, but teachers still used conventional methods. Meanwhile, at this time, teachers should be expected to be more creative to attract the attention of students. Students also said that the material presented was given by the teacher does not match the book they have. So that makes them confused, what is explained by the teacher in front of the class is different from what is being done. However, the facilities provided by the school are very sufficient according to some students, but some say it is lacking, because there is no English laboratory, only Indonesian language and natural science laboratories. The teacher's way of giving assignments according to students is also very difficult to understand. giving directions, for example "please go to page 24, then do it" without giving an explanation. If giving an explanation is also different from what is done.

Thus, it can be concluded that the students of class VII E at SMPN 2 Tapung Hilir have difficulty with the slow learner type.

e. Under Achiever

Under Achiever is the difficulty of students where the condition of a child shows an achievement that is below the child's actual ability. Or often called low learning desire which is characterized by low interest in learning, lack of motivation to learn and lack of readiness to learn.

With this understanding the author asks the first question, Do you have a low interest in learning English? Do you feel a lack of motivation in learning English? Do you feel lacking in preparation for learning English? From some of these questions, answers will be obtained whether students have difficulty in the Under Acheiver type.

Interview results were obtained which stated that students had difficulties in this type. That is, students had low interest in English lessons because they did not like English, they did not understand the meaning of words or sentences using English. Then students lacked motivation in English lessons, because most learn from the internet which is instantaneous, then because English is not the mother language used daily. Students are also less prepared in English lessons, which is caused by themselves. For example, the teacher suggests to bring a dictionary at the clock. English lessons, but students do not bring a dictionary for various reasons, such as not having a dictionary, forgetting, and being lazy to bring.

From the answers of these students, it was determined that the students of class VII E had difficulties with the Under Achiever.

b. The Difficulty Factor of Students in English

After looking at the types of students' difficulties in the process of learning English, it can be concluded that there are two factors that influence the learning difficulties of students at SMPN 2 Tapung Hilir, namely Internal factors and External factors.

3. *Internal factors*

Internal factors are factors that come from within a person or within the students themselves such as Physiology, Psychology, and low intelligence. The factors can be seen from the results of student interviews such as low interest in learning, low levels of intelligence caused by learning that is difficult to understand. Some students also think that English lessons are boring lessons. The lack of motivation to learn caused by the high interest in playing rather than learning and visual disturbances which resulted in students not being able to see clearly the material provided by the teacher were also internal factors.

4. *External factors*

External Factors that come from all situations obtained from outside, such as the environment, family, and school. This factor can also be seen from the results of interviews that the low interest in student learning concentration is caused by friends who invite them to play during the learning process, teachers who like to be angry so that students are not interested in learning, and lack of support from family.

4.3 Discussion

Difficulties in learning English, it can be concluded that in general Difficulty learning English in class VII SMPN 2 Tapung Hilir tends to be high. Learning difficulties are a condition where the competencies or achievements achieved by students are not in accordance with predetermined standard criteria. From the results of the interview above, it can be seen that the types of difficulties faced by class VII E students at SMPN 2 Tapung Hilir are Learning Disorder, Learning Disability, Learning Disfunction, Slow Learner and Under Achiever.

Factors that affect student learning difficulties are the presence of internal factors and external factors. Internal factors that can affect student learning difficulties include: Physiology: factors caused by body conditions, such as pain and fatigue. Psychology includes intelligence, talent, interest and motivation which are generally low on subjects. Low intelligence or intelligence, for example having difficulty in doing tasks and being slow to understand the material. While external factors include: family factors, school factors, and community factors. Both of these factors can affect student learning difficulties either directly or indirectly. Students' learning difficulties can be seen from learning outcomes or low academic scores below the predetermined average.

Internal factors that influence student learning difficulties such as low interest in learning caused by poor learning difficult for students to understand and is a foreign language and lack of motivation to learn which is caused by the high interest in playing compared to learning and impaired vision which results in students not being able to see more clearly the material being studied given by the

teacher. While external factors that cause difficulties the student learning process, namely the low concentration of student learning caused by friends who invite to play or tell stories during the learning process.



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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the results of research conducted at SMPN 2 Tapung Hilir, it can be concluded that:

1. The types of difficulty in learning English includes Learning Disorder, Learning Disability, Learning Disfunction, Under Achiever, and Slow Learn which. Learning Disorder is characterized by a lack of self-confidence. Learning Disability is characterized by low learning concentration, poor attitudes and behavior and lack of study time. Learning Disfunction is characterized by impaired vision, low intelligence level and low memory. Under Achiever is characterized by low interest in learning and lack of motivation to learn. Slow Learning is a term for children who find it difficult to learn something.
2. There are two factors that cause difficulties in learning English, namely internal factors and external factors which are characterized by low interest in learning and student concentration.

5.2 Suggestions

1. For Prospective Educators, we must know the level of student learning difficulties so that in the learning process students can more easily understand what is being conveyed so that we do not fail to educate the nation's generation. As well as using interesting learning methods to overcome students' learning difficulties such as direct methods to increase or develop students' vocabulary and conventional methods used to improve students' speaking skills.

2. For further researchers, it is better to develop the results of the research that has been done so that it can be a reference for future research.



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