ALSYSTECH
Journal of Education Technology

e-ISSN : 2988-442X
p-ISSN : 2988-4403

Index : Dimensions, Scilit, Crossref, Garuda, Semantic, Google Scholar, Base, etc

https://doi.org/10.58578/alsystech.v1i1.1785

AN ANALYSIS ON THE FACTORS OF ENGLISH LEARNING DIFFICULTIES FACED BY THE NINTH GRADE STUDENT AT SMP SWASTA BANUHAMPU

Annisa Fathin Zafira & Genta Sakti
UIN Sjech M. Djamil Djambek Bukittinggi, Indonesia
annisafz999@gmail.com ; gentapamenan64@gmail.com

Article Info:

Submitted:	Revised:	Accepted:	Published:
Sep 1, 2023	Sep 5, 2023	Sep 8, 2023	Sep 11, 2023

Abstract

This reasearch based on in the process of learning English. The problem was namely: "What are the factors of english learning difficulties for students in learning english? These problems were explained through observation and interviews with class IX students at SMP Swasta Banuhampu. In this study, researchers used qualitative research as a research methodology with a descriptive analysis research design. The research subjects were 21 students of the ninth grade and english teacher at SMP Swasta Banuhampu. Data obtained from observation and interviews. The results of this study inform that factors of students difficulties in learning english based on internal and eskternal factors. The researchers classify the problems they face from several factors of existing learning difficulties. The researcher group the problems from physiological factors into 2 general categories, namely: (1) pysical health (2) body defect. On psychological factors, the researcher group problems into 3 general categories, namely: (1)intelligence (2) interested (3) motivation. On the school factor, the researcher group problems into 3 general categories, namely: (1) parental support (2) noisy home atmosphere (3) economic problems. On school factors, the researcher group problems into 3 general categories, namely: (1) teaching method is not varied (2) english learning facilities are inadequate. On social factors, the researcher group problems into 2 general

AlSysTech is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

categories, namely (1) the living environment does not motivate to learn english, an (2) technological sophistication makes negligent in learning english.

Keywords: English, the Factors Learning Difficulties

INTRODUCTION

English is important in this era of globalization. Most of the information is spoken or written in English. It is seen in newspapers, magazines, television, internet, advertisements, etc. English is the international language. Therefore, English is the language most widely used by people in many countries. As an international language, English is studied by many students around the world. Realizing the reality of globalization, Indonesian government has considered that English is a compulsory subject that must be studied by students. In junior high school, English is also a compulsory subject to be studied. It is not many students get good grades in learning English. Most of them have difficulty learning english and get low grades.

English is one of the languages used internationally. Therefore, English is used as an important basic competency for people who want to have broad knowledge. As part of culture, language plays an important role in business conversation in every country. Therefore, English is one of the important subjects in school. Learning English is different from studying other sciences, because language is a communication tool used to connect with other people. It is not enough just to know the theory of English Grammar, structure and vocabulary, but speaking practice will make a person more accustomed to pronouncing English sentences (Sintadewi et al. 2020). The focus of Learning English in Indonesia is to enable students to talk about their own culture in English as the target language. This is very different from the previous syllabus which encourages students to focus more on displaying or imitating appearances like natives by having an English-speaking country culture. Communicative ability is more important in producing English than likeness to native people. However, the syllabus still emphasizes the correctness of English as a pronunciation based on native performance, although it focuses more on enabling students to be communicative in English(Gunantar, D. A.2016).

Learning difficulties are disorders owned by a child related to internal and external factors. Finally, this disorder causes difficulties for the brain to follow the normal learning

process, such as; receive, process, and analyze the information obtained during the learning process(Rofiqi.,& Rasyid,M.Z.2020). Learning difficulties are conditions in the learning process that are marked by certain obstacles to achieving learning outcomes(Syarifan Nurjan,M.A.2016). Learning difficulties are symptoms that appear in various types of behavioral manifestations, either directly or indirectly. These symptoms will be seen in the cognitive, motoric, and affective aspects of the learning process and results achieve (Rosada,U. D.2016). Therefore, learning difficulties have an impact on student achievement.

There are many factors causing learning difficulties to students. Causing learning difficulties of students are divided into two categories, namely internal and external factors. The internal factors, include physiological factor and psychological factor (e.g: health, body defects, etc) . The external factors, include: family environment, school environment, and social environment (e.g: building condition, parents, economi condition, mass media, etc (Rofiqi.,& Rasyid, M. Z.2020). Besides, the factor of students' difficulties in learning English comes from internal and external factors. On the internal factors that come from within the student, including; students think English is confusing, students don't like English lessons, and students say English is not important. The external factors include coming from the teacher, which are grouped into three general categories including; the teacher behaves less pleasantly when teaching English, the teacher's method is less interactive/passive, and the teacher is less able to teach English courses(Tambunsaribu, G.,& Galingging, Y.2021). In addition, causing learning difficulties of students which are by various factors, namely internal factors and external factors. Internal factors are factors that come from within students, including; intellectual, affective such as feelings and self-confidence, motivation, learning maturity, age, feeling, etc . Then, external factors are factors that come from outside the students, including; factors related to the learning process which include teachers, learning quality, etc (Sintadewi, N. M. D., Artini, N. P. J., & Febryan, I. 2020). The researchers found problems related to difficulties in learning English. First, the researcher saw that some students paid less attention to the teacher's explanation in front of the class. Second, students must do remedial because of incomplete test scores. Third, some students do not do the English assignment given by the teacher. In addition, the researcher interviewed teachers who teach English subjects on October 3rd 2022. First, the teacher said that some students did not pay attention to the teacher's explanation in front of the class. Second, the lack of English language learning facilities in

schools. Third, some students do not do their English homework well at home so they copy other friends' assignments at school. Fourth, the influence of the living environment does not train students to speak English because students prefer to use their respective regional languages, Fifth, the average score of students in English is below the minimum standard of completeness, which is 68.

There are many factors that make it difficult for students in learning English. The difficulty factor in learning English are; the students need to use unique media in the learning process, discipline, infrastructure in school, encouragement from teachers and friends at school, attention and motivation by parents and families. Then, the positive path in social environment was important for the students(Rachmawati, M. S., & Rachmawati, E.2018). Factors learning difficulties are divided into two things, including (Rofiqi & Rosyid, 2020) : 1. Internal factors; Internal factors are factors that come from within students, including: a. physiological factors, which is related to the individual's physical condition, such as illness, lack of health, and disability. b. psychological factors, which are a person's mental state which can affect the learning process, such as intelligence, talent, interests, and physical condition. 2. External factors; External factors are factors that come from outside the student, including: (a.) Family environmental factors. It has a significant influence on the success of learning. The factors that occur include: 1. Parents. First, how to educate children. Learning difficulties will occur in a child if parents pay less attention to their child's education and do not pay attention to the child's progress. Second, the relationship between parents and children. This is often forgotten by parents. Parents do not give affection to children, hard attitude, pamper children too much, and others. Finally, examples and guidance from parents. All parental behavior will be imitated by children. Keep in mind that parents are the closest example of a child. 2. Home condition. Home conditions are very crowded and noisy can make children uncomfortable to study, because it can interfere with concentration. 3. Economic condition. First, a lack of or poor economy can result in a lack of learning equipment, lack of funds provided by parents, and not having a good place to study. Second, excessive economics can cause children to be reluctant to learn, because they have too much fun and end up being lazy to learn.

(b) School environmental factors. It has a great influence on children's lives, because they will be in the school building a third of their daily lives. The school environment is an official educational institution in providing planned, directed and systematic education by professional educators with programs outlined in the curriculum within a certain period of

time. The factors that occur include: 1. Teaching methods. It is the means used to achieve the goals that have been set. Teachers must know various methods for learning purposes. So, the teacher can determine the right method according to the existing situation and conditions. 2. The relationship between teachers and students. Something undesirable can be created if the teacher- student relationship is not good, even though in this case the method used is maximal. 3. Learning equipment. If this is complete and appropriate, it will facilitate the acceptance of the material that has been delivered by the teacher. On the other hand, if the learning equipment is incomplete, it will make the delivery of material less good and disrupt the smooth learning process. So, complete media will make teachers able to teach well and students can receive lessons and learn well. 4. School time, which is the time the teaching and learning process occurs in the morning, afternoon, evening, and evening. School time can affect student learning success. If school enters the afternoon or afternoon, then the conditions are not optimal for receiving lessons, because energy has been reduced. Therefore, school time that is too long will cause the child's condition to be not optimal to receive lessons. This difficulty is because students lack concentration and think on a tired body condition. So choosing the right time can have a positive effect on learning. (c) Social environment. This is one of the reasons that are quite strong related to the difficulties of children in learning in the area where they live. The factors that occur in the social environment of society include: 1. Neighborhood. The life style of neighbors who are not good will affect children who go to school, for example, often play gambling, drink alcohol, are unemployed, and do not like to study. This causes less learning motivation. However, if the neighbor is educated, such as students, students, doctor, engineers, lecturers, it will encourage students' enthusiasm and motivation to learn. 2. Mass media factor. This has a big influence on the personal formation and mentality of a child. This factor should not be underestimated, due to the fact that many children are more interested in using mass media than learning. Media factors include; cinema, TV, newspapers, magazines, and comics are all around us. So, if they spend too much time enjoying the media, it will hinder the learning process where they neglect and forget the learning task.

METHODS

This research conducted through a qualitative approach, namely descriptive analysis. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources (Fadli, M. R.2021). Descriptive analysis is defined as a procedure or how to solve a research problem by explaining the state of the object being investigated (people, institutions, communities, etc.) as it is, based on actual facts at the present time, so that it can describe all the symptoms that occurred at the time the research was conducted, especially the causative factors learning difficulties in students(Rachmawati, M. S., & Rachmawati, E.2018). In this case, the use of qualitative research aims to determine the factor of learning difficulties in English subjects in the ninth grade students at SMP Swasta Banuhampu.

To get the data to be analyzed, this study used several instruments to help the researcher in collecting the data. The instruments were observation sheet and interview. In order to make the instrument become valid, the researcher have been done the validity. The researcher gave the instrument to three lectures to validate the instrument. The instrument is use after valid. From the result of the validation, the validator stated that the instrument of this research was valid.

The researcher used the descriptive method in this research, so in concluding this research the researcher did some ways to collect data, as doing observation and interview: 1.Observation; Direct observation is one of the most passive qualitative data collection methods. For doing observation the observer directly observed the classroom based on students activity in learning process. The researcher came to the classroom activity when teaching and learning process is start. During observation, the researcher took a seat at the back to investigate the factors causing english learning difficulties of students.In the meantime, video recording of the whole processing was also made to acquire more complete data about the classroom process. 2. Interview; Interview is one of them most common methods in qualitative research. Researcher conducted interview with the english teacher and the students. Before conducting the interview the researcher brings general idea by some questions that were prepare before. The researcher asked some information to the english teacher and the students. The researcher give question related to the factors causing english learning difficulties of students. The interviews were recorded by using

smartphone. Interview guide was list of question that is formulated by researcher to get information that needed for the research.

Technique of data analysis, qualitative research data analysis is an activity of data collection, data reduction, data presentation, and conclusion of research results (Rijali, A.2018). Data analysis includes the following steps: 1. Data collection analysis; Data collection is related to data mining techniques, as well as other sources or types of data, in the form of words and actions. Then, additional data such as documents or written data, photos and statistics. The words and actions of the people observed or interviewed are the main sources of data. The main data source is data recorded through written notes or through audio/video recordings. 2. Data Reduction; Data reduction is a form of analysis that sharpens, focuses, discards, and organizes data in such a way that final conclusions can be drawn and verified. The reduction process can be carried out immediately after the data is processed. Observation and Interviews were arranged and grouped in such a way as possible according to the research questions. Data reduction can make unmanageable data easier to manage and understand. Researchers transcribed the data in written form after collecting data in the form of observation and interview. 3. Presentation of Data; Presentation of data is an activity when a set of information is compiled, thus giving the possibility of drawing conclusions and taking action. The form of presentation of qualitative data can be in the form of narrative text in the form of field notes, matrices, graphs, networks, and charts. The researcher presents the data in the following steps: First, the researcher presents the observation data in the form of narrative text related to the data that has pay attention and analyzes. Second, the researcher presents the interview data in the form of a narrative text related to the results of interviews conducted with teachers and students directly. 4. Conclusion; Conclusions are needed during the analysis process by re- checking the data. Researchers will find out the factors of difficulty in learning English at SMP Swasta Banuhampu. Data was collected by means of observations and interview. After collecting data through observations and interview, then analyzed with qualitative descriptive data analysis. Data analysis was divided into two steps: Observations data analysis and interview data analysis. The data will be discussed based on observations and interviews reinforced with existing theories. For the last step, the researcher concludes by re-checking the data, after the data has been analyzed in the form of narratives as research reports.

RESULTS

A . Description of the research

1. Observation

The data was in form of observation which its observation related to teacher and students in the learning process in the classroom. The observation was done for one meeting in class IX, which consist of one class. The classroom observation was recorded the teaching and learning process in english class by using smartphone from the beginning until the end of the class. During the observation conducted in the classroom, the researcher saw that there are factors of students difficulties in learning english in the classroom. These data would be describe as below:

Tabel 1. Observation guideline of the factors students difficulties in learning english, class IX at SMP Swasta Banuhampu, 2022

Categories	List of categories	Notes	
1. Physiological factors	a.Pysical health	There are students who are sick while learning English	-
	b. Body defect	There are students who have hearing / vision problems during the process of learning English	-
2. Physiological factors	a. Intelligence	Students find it difficult to understand English lessons and get low scores	√
	b. Interest	Student is not interested in learning English, so they don't pay attention to the teacher's explanation in front of the class	√
	c. Motivation	Students consider English to be unimportant/trivial, so students do not bring English textbooks and do not do English assignments in class	√
3. School factors	a. Teaching method	The teacher-centered learning method makes students less active in learning English in class	√

	b. Teacher-student relation	The attitude of the teacher who does not care about students who ask questions makes students unhappy in learning English	-
	c.Learning equipment	Facilities for learning English at school are inadequate	√
	d. Study time	Late hours of learning English make students sleepy and not enthusiastic about learning English	-

Source: Rofiqi., & Rasyid, M. Z. 2020. Diagnosis Kesulitan Belajar Pada Siswa,Pamekasan: Literasi Nusantara.p.15-23

Based on the table above, the researcher can conclude that the factors of students difficulties in learning english are: phsychological factor and school factor. Based on phsychological factors, include; intelligence, interest and motivation. Then, based on school factors, include; teaching method and learning equipment. In this case, on physchological factors, it was found that; students get low scores in English lessons, students chat with friends when the teacher explains the lesson, and students do not do well on assignments given by the teacher in English class. Then on school factors, it was found that the teacher's teaching methods made students less active in class and the facilities for learning English at school were still inadequate.

2. Interview

The interviews consisted of 15 questions for teachers and 15 questions for students regarding difficulties in learning English. Interviews were conducted by researchers directly. Researchers came to schools and conducted interviews with teachers and students. The interview was recorded using a smartphone.

B. Data analysis

Based on the observation, interview students and english teacher, researchers found several causes of students' difficulties in learning English. Researcher would explain the result of the observation and interview. Researcher would explain the result of the observation and interview.

1. Physiological factors, include: a. Physical health; It was found by observation that there were no students who were sick during the English learning process. Then, it was found by the results of interviews that there was a student who had asthma. So he can not learn English to the fullest. The student lost concentration to learn English when the disease relapsed. Students sometimes do not come to school and miss English lessons. b. Body defect; It was found by the results of observations that there were no students who had hearing and vision problems. After conducting interviews it was found that some students had vision problems, such as nearsightedness. They can't learn English comfortably. When the teacher explains the english lessons on the whiteboard, students' concentration becomes disturbed because the writing seen on the whiteboard looks unclear.

2. Psychological factors, include; (a) Intelligence; It was found by observation that some students find it difficult to understand English lessons well and get low scores in English lessons. Then, it was found from the interview results that some students scored below the standard of minimum completeness, namely below 68. So that some students had to remedy to improve their English scores. Some students get low marks in English lessons and find it difficult to understand English lessons well. (b) Interest; It was found by observation that some students were less interested in learning English. They chat with friends by discussing things outside the context of English lessons when the teacher explains the lesson. The student does not pay attention to the teacher's explanation in front of the class, such as; eating in class without the teacher's permission while studying and going in and out of class when the teacher is explaining English lessons. Then, it was found by the interview results that some students were not interested in learning English itself. (c) Motivation; It was found by observation that some students were less motivated to learn English. Five students did not open English books while studying English. In addition, some students did not do the English assignments that the teacher had ordered in class. Then, it was found by the results of interviews that some students underestimate English lessons. Students think that learning English is not important for their future.

3. Family environment factors, include; (a)Parental support; It was found by the results of interviews that some students did not get support from their parents to learn English. Students only rely on learning English at school. Students recognize that support from parents to learn English is important, such as advice and admission to English lessons. The support from parents can make students enthusiastic in learning English. However, due to the lack of support from parents, students are not enthusiastic in learning English. (b)

Home condition; It was found by the results of the interviews that some students did not do their homework well at home. Students do homework at school and copy their friends' assignments. So they do not understand English lessons well. Then, it was added that students could not learn English by concentrating at home because of the noisy atmosphere. Some students choose to do their English homework at school. They don't even do English homework at all. (c)Economic condition; It was found by the results of interviews that some students have economic problems to buy stationery and books to learn English.School environment factors, include;

4. School environment factors, include; (a) Teaching method; It was found by observation that teacher-centered teaching methods make students less active in class. It was found by the results of the interviews that the teacher still uses the conventional teaching method, in which the teacher explains, the students listen, and after that the students do the English assignments ordered by the teacher. Students feel bored with the teacher's teaching methods which are less varied. (b)Teacher-student relation; It was found by observation that the teacher has a good relationship with the students in the class, such as the attitude of the teacher who cares and is friendly towards the students in the class. Then, it was found by the results of the interviews that the students had a good relationship with the English teacher in the class. (c) Learning equipment; It was found by the results of observations that the English learning facilities in schools were quite adequate. The teacher teaches using the whiteboard in front of the class and each student and teacher has an English lesson package book. Then, it was found by the results of interviews that In focus, LCD projectors, and speakers are available for learning English at school. However, teachers are still not optimal in utilizing school facilities to teach English. Students suggest that teachers use these facilities in order to better understand English lessons well. In addition, English labor is not available in schools. Therefore, students and teachers suggest that English laboratories be provided in schools so that the English learning process becomes more enjoyable. (d) Study time; It was found by the results of observations that the hours of learning English were not overslept. Students study English in the morning on Monday. During these class hours, the students' concentration and enthusiasm in learning were still very good to receive English lessons. The results of the interview found that the English study hours were 4x4, which consisted of two meetings a week. On Monday English class begins at 08.10 a.m after the flag ceremony. Then, on Friday the English class starts at 08.10 a.m after the line up.

5. Social environment factors, including; (a) Living environment; It was found by the results of interviews that the social environment is very influential on students to learn English. Students only rely on learning English at school. They don't practice English outside of school. Students more often use their respective regional languages. Then, the environment in which students live in rural areas makes them unmotivated in learning English and embarrassed to practice English themselves. Students do not train themselves to improve skills in English lessons. They only rely on English lessons at school. (b) Mass media; The results of the interviews found that the mass media had an unfavorable impact on student behavior, such as the meaning of western song lyrics that teach negative behavior. In addition, the development of technology and cellphones makes students lazy to learn and negligent in doing English assignments. Students are so engrossed in playing games and social media that they forget the time. Finally, students do not use the time to learn English well.

DISCUSSION

After describing and analyzing the data using observation and interviews, it can be known the information about the factors of students difficulty in learning english can be seen from several factors that are physiological factor, physchological factor, family environment factor, school environment factor, and social environment factor.

The difficulty factor of students in learning English can be seen from several factors that are physiological factor, physchological factor, family environment factor, school environment factor, and social environment factor. The causes of students' English scores were below standard and the factors causing them difficulty learning English, including; lack of motivation to learn english, inappropriate learning materials, lack of intensity in learning english, and lack of confidence in learning english(Wahyudi, Nanang.2020).

First, on the physiological factor, the student has asthma which sometimes relapses so they cannot learn English to the fullest and some students experience nearsightedness because the writing on the whiteboard is not clear so that concentration when learning English is disturbed. Students who are not healthy can have learning difficulties, because they lose concentration power and their minds are disturbed, so that the reception of

responses to lessons is reduced and the brain's nerves are not able to work optimally(Rofiqi., & Rasyid, M. Z. 2020).

Second, on the physchological factors, students find it difficult to understand English lessons well so they get low grades, some students don't like English lessons so when the teacher teaches they pay less attention to English lessons in front of the class and some students are less motivated to learn English because they think that English is not important for the future. When students play more with friends and show attention that is not focused on the lesson, then this shows students' interest in the lesson (Bayu, G. W., & Wahyuni, L. G. E.2019). In addition, The low interest in learning was seen from the behavior of students during the learning process in the classroom, such as students not showing enthusiasm during the English learning process(Harlina, H. & F. N. Y.2020). After that, the motivation of a student in learning English, among others, is to have the hope that by mastering English, one can achieve a better position or job, which is a tool to achieve certain goals (Gardner, R. & Lambert, W. 1972).

Third, on family environment factor, students did not receive support from their parents to learn English so they were less enthusiastic about learning English, students were less comfortable learning English at home because the house atmosphere was noisy, and students had economic problems making it difficult to buy English books and stationery for learn English. One f of parental support in improving children's learning achievement is by providing tutoring outside the home to add insight to children, providing learning facilities and tools needed by children, as well as motivation and advice so that children are enthusiastic about learning (Fazrin, A., Hsb, B. W., & Hsb, M. N. S.2019). After that very crowded and noisy family atmosphere made children unable to study comfortably because their concentration in learning was disturbed. Then, less or poor economists lead to a lack of funds and tools for learning (Rofiqi., & Rasyid, M. Z. 2022).

Fourth, on school environment factor, the teacher's teaching methods were less varied which made students bored in learning English, teachers did not make use of school facilities to teach English, and facilities for learning English were inadequate such as language laboratories. If the teachers were less varied and not innovative, it would be one of the factors causing students' difficulties in learning English (Sintadewi, N. M. D., Artini, N. P. J., & Febryan, I.2020).

Fifth, on social environment factor, the living environment around the countryside makes students less motivated to learn English and technological sophistication makes students negligent in learning English because they often play games and social media. The environment is considered very influential on a person and has an effect on shaping a person's mindset and motivation to do something, not least for school students who live in rural areas in learning English (Harlina, H. & F. N. Y. 2020). Theremore, one of the negative impacts of technological developments is that students become lazy to study, where students spend more time on the internet (Astuti, A. P., & RPS, A. N. 2014).

In summary based on the observation, interview teacher, and interview students, it can be conclude that, the factors of students difficulties in learning english are seen in physiological factor, psychological factor, family environment, school environment, and social environment factor.

CONCLUSION

Based on the findings and discussion above, the research question were answered. The reserch question was: "What are the factors of english learning difficulties faced by the ninth grade student at SMP Swasta Banuhampu?. Based on the observation, it was found that the factors of students difficulties in learning English, namely students paid less attention to the teacher's explanation in front of the class, students were less interested in learning English, conventional methods in learning English made students less active in learning English. Next, based on the interview, the factors of student difficulty in learning English includes; students have health problems so they cannot learn English to the fullest, students have nearsightedness so they are less comfortable learning English, students don't like English lessons, students are less motivated to learn English, students don't get support from parents to learn English, students are not comfortable doing English assignments at home, students have economic problems to buy English textbooks, the way the teacher teaches makes students bored, the teacher does not maximize the use of English learning facilities at school, English learning facilities at schools are inadequate, the living environment does not motivate students to learn English, and technological developments make students negligent in doing English assignments. Therefore, it can be concluded that: "The factors of the English learning difficulties faced by the ninth grade students at SMP

Swasta Banuhampu, comes from several factors, including; physiological factor, psychological factor, family factor, school factor, and social factor.

In this case, it means that students have diffculties in learning english comes from several factors. First on physiological factor are the students have health problems so they cannot learn English to the fullest and students have nearsightedness which interferes with comfort when learning English. Second, on physchological factors are the students find it difficult to understand English lessons, students is less interested in learning English and students think English is not important for the future. Third, on familly environment factors is the students did not get enough support from their parents to learn English, students could not learn English comfortably because of the noisy atmosphere at home, and economic problems made it difficult for students to buy English books and tools for learning English. Fourth, on school environment factors is inadequate English learning facilities such as language laboratories, less varied ways of teaching teachers, and teachers still do not utilize existing facilities to teach English. Fifth, on social environment factors are the living environment around the countryside does not motivate students to learn English and sophistication of technology makes students negligent in learning or doing English assignments.

REFERENCES

Astuti, A. P., & RPS, A. N. (2014). Teknologi Komunikasi Dan Perilaku Remaja. *Jurnal Analisa Sosiologi*, *3*(1).

Bayu, G. W., & Wahyuni, L. G. E. (2019). Efektivitas Implementasi Strategi Enjoyable Learning Berbantuan Media Audio Visual Terhadap Hasil Belajar Bahasa Inggris Permulaan Peserta Didik Sekolah Dasar. *Jurnal Ilmiah Sekolah Dasar*, *3*(3), 335–341.

Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, *21*(1), 33–54.

Fazrin, A., Hsb, B. W., & Hsb, M. N. S. (2019). Peran Orang Tua dalam Meningkatkan Prestasi Anak Di SMP Negeri 1. *Jakarta: BPK Gunung Mulia*, *1*(1).

Gardner, R. & Lambert, W. (1972). Attitudes and Motivation in Secondary Language Learning. Rowley, M.A: Newburry House.

Gunantar, D. A. (2016). the Impact of English As an International Language on English Language Teaching in Indonesia. *Language Circle: Journal of Language and Literature*, *10*(1), 142.

Harlina, H. & F. N. Y. (2020). Tantangan Belajar Bahasa Inggris di Sekolah Pedesaan Challenges of Learning English in Rural School. *Jurnal Penelitian Pendidikan*, *20*(3), 325–334.

Rachmawati, M. S., & Rachmawati, E. (2018). Analysis of Students' Learning Difficulty in English Lesson At Mts Nurul Falah Cimahi. *PROJECT (Professional Journal of English Education)*, *1*(6).

Rijali, A. (2018). *Analisis Data Kualitatif Ahmad Rijali UIN Antasari Banjarmasin*. *17*(33).

Rofiqi., & Rasyid, M. Z. 2020. *Diagnosis Kesulitan Belajar Pada Siswa,* Pamekasan: Literasi Nusantara.

Rosada, U. D. (2016). Diagnosis of Learning Difficulties and Guidance Learning Services To Slow Learner Student. *GUIDENA: Jurnal Of Guidance and Counseling*, *6*(1), 61–69.

Sintadewi, N. M. D., Artini, N. P. J., & Febryan, I. (2020). Analysis of English Learning Difficulty of Students in Elementary School. *International Journal of Elementary Education*, *4*(3), 431–438.

Syarifan Nurjan, M. A. (2016). *Psikologi belajar* (W. Setiawan (ed.)). WADE GROUP.

Tambunsaribu, G., & Galingging, Y., (2021). Masalah Yang Dihadapi Pelajar Bahasa Inggris Dalam Memahami Pelajaran Bahasa Inggris. *Jurnal Bahasa, Sastra dan Budaya* 8(1).p.40

Wahyudi, Nanang. (2020). Analisa Kesulitan Belajar Bahasa Inggris Pada Mahasiswa Jurusan Pendidikan Agama Islam DI STAI Pancawahana Bangil. *Journal Studi Islam* 15 (2).p.7