

**FACTORS CONTRIBUTING TO DIFFICULTIES IN LEARNING
ENGLISH AMONG CLASS 7 STUDENTS AT MTS MA'ARIF NU 04
TAMANSARI, PURBALINGGA DISTRICT**



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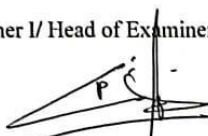
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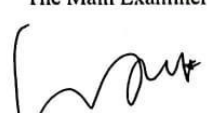
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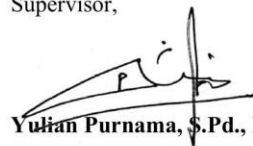
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MOTTO

" A life that is not risked will not be won"



DEDICATION

“To my beloved parents, who never stopped supporting and pushing me to finish this thesis, and to my friends who were always there to motivate and cheer me up during this journey”



CONFESSION

In the name of Allah, the Most Gracious, the Most Merciful. Praise be to Allah who has bestowed His grace and guidance so that I can complete my thesis with the title " Causing Factors Difficulty Learning English for Students Class VII MTs Ma'arif NU 04 Tamansari " can be completed.

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ABSTRACT

This study investigated the factors that cause English learning difficulties among Grade 7 students at MTs Ma'arif NU 04 Tamansari during the 2024/2025 academic year. Using a qualitative descriptive method, this study explored internal and external influences that hinder students' English language acquisition. Data were collected through classroom observations, student questionnaires, and interviews with English teachers and principals. The study findings revealed that internal factors such as low self-confidence, limited previous English exposure, and high language anxiety significantly affected students' performance. Externally, factors including teaching methods, classroom environment, parental involvement, and availability of learning resources also played an important role.

Keywords: *English Learning Difficulties, Second Language Acquisition, Qualitative Research*

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External factors are the influence of the environment and contextual elements that shape the experiences and learning outcomes of grade 7 students of MTs Ma'arif NU

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INTRODUCTION

A. Research Background

English is a language that we are very familiar with in the world of education. Lessons related to English itself have started since elementary school. The introduction of English as a foreign language then continues at a higher level, namely in junior high school and continues until college.

English according to Brown in the Journal entitled *Analysis of "Bilingual Program in English Development KG 1 at Kiddos Preschool"* written by Ni Nyoman Pande Pemi Rusma Urip and Luh Made Dwi Wedayanth explained that since English was established as a global Lingua Franca, this language is used as a language of communication between countries in various parts of the world. In the context of the education system in Indonesia, English has a position as a foreign language while Indonesian is used as a lingua franca in the educational environment. English as an international language has a very important role and is even considered mandatory to be mastered, especially by children from an early age. Mastery of English from an early age is considered important because English functions as a connecting language between nations.¹

Seeing the urgency of the need for English, then the researcher is interested in discussing how the process is gone through in the world of education itself. As a process takes place, of course there are so many factors involved in it. This can be a positive or negative source that will greatly affect the sustainability of learning in this case is English lessons. One of the main focuses in learning is to first find out the problems that exist both in the process through the teacher or from the direction of the student himself. It should be noted that one aspect of learning problems will cause difficulties

¹Ni Nyoman Pande Pemi Rusma Urip, Luh Made Dwi Wedayanth, *Analysis of Bilingual Program in English Language Development of KG 1 at Kiddos Preschool*, (Bali: Pragmatics: Journal of Language and Education Science Cluster, 2025) Vol. 3, No. 1, p. 23.

and obstacles in the learning process. In the education curriculum, the definition of learning difficulties itself is explained, namely: "learning difficulties are a translation of the English language learning disability which means learning disabilities". This definition is also taken and written in Ilham Azwadi's thesis which also explains that "all conditions that cause educators' inability to learn are learning difficulties."²

Language acquisition, especially English as a second language, is a complex process that poses significant challenges for learners around the world. For Grade 7 students at MTs Ma'arif NU 04 Tamansari, these challenges are also based on internal and external factors encountered by students at MTs Ma'arif NU 04 Tamansari.

The process of learning English involves developing four core skills, namely listening, speaking, reading, and writing. However, in the process it is often found that students have difficulty with basic aspects such as vocabulary mastery, grammatical accuracy, and oral fluency, which hinders their ability to be effective. These difficulties are not only technical in nature, but are deeply rooted in individual and contextual factors that shape the learning environment.

MTs Ma'arif NU 04 Tamansari is a junior high school educational institution located on Jl. Raya Tamansari Karangmoncol Purbalingga. Reflecting on the educational context of MTs Ma'arif NU 04 Tamansari, students face challenges that are universal and specific to their learning environment. These universal challenges include the complexity of English grammar, extensive vocabulary, and irregularities in pronunciation. Other problems found were also obtained from external factors such as limited access to quality learning resources, teaching methods that still tend to be traditional and lack of support from parents.

² Ilham Aswadi, *Thesis Analysis of Arabic Language Learning Difficulties of Grade VII Students of MTs DDI Wanio Regarding Arabic Vocabulary Mastery*, (Pare- pare: IAIN Parepare Thesis, 2019) p. 8.

Personal observation in the classroom of MTs Ma'arif NU 04 Tamansari shows a dynamic learning environment. However, on the other hand there are also several challenges that become obstacles in the process of learning English. As an illustration at MTs Ma'arif Nu 04 Tamansari there are still several students who have difficulty in understanding complex grammatical structures, in addition, several others find it difficult to memorize vocabulary due to limited exposure and practice carried out due to several other obstacles that are still there.

In addition to linguistic challenges, affective factors such as motivation and anxiety play a significant role in shaping students' language learning experiences. Motivation, both intrinsic and extrinsic, acts as a driving force that sustains students' efforts to master English. However, low self-confidence and high levels of anxiety can create significant barriers to effective learning. For example, students who are afraid of making mistakes during class discussions may avoid participating altogether, thereby missing out on valuable opportunities for practice and feedback.

Furthermore, the advent of the digital era has presented new opportunities and challenges in English language learning. While digital tools and online resources have made language learning more accessible, their effective use depends on students' digital literacy and access to technology. At MTs Ma'arif NU 04 Tamansari, the integration of digital resources is still limited, with many students relying on traditional methods such as textbooks and classroom learning.

The selection of MTs Ma'arif NU 04 Tamansari as the focus of this study is based on its unique position in the Purbalingga educational landscape. The school's commitment to holistic development and its relatively small student population provide an ideal environment to investigate the multifaceted nature of English language learning. The school's ethos emphasizes not only academic excellence but also the development of lifelong learners who are equipped to navigate an increasingly globalized world.

Based on some of the information above, the researcher is then interested in studying the dynamics of factors that cause difficulties in learning English in grade 7 students in the context of MTs Ma'arif NU 04 Tamansari. This study aims to provide a deep understanding of the factors that cause difficulties in learning English in grade 7 students at MTs Ma'arif NU 04 Tamansari and identify strategies that can improve their learning outcomes based on the results of research found in the field. This study not only contributes to the academic discourse on the existence of English, but also offers practical insights for educators, policy makers, and stakeholders who seek to improve English education in the same context.

B. Clarification of Key Terms

1. Learn English

The definition of self-learning has several views, including as explained in the behaviorist view that the behaviorist learning theory is... a theory that studies behavior human. According to Desmita's theory Behaviorist learning is a "theory" learning to understand human behavior using an objective, mechanistic, and materialistic approach, so that changes in behavior in a person can be done through conditioning efforts. In addition, it is also explained in this understanding that. This theory prioritizes observation, because observation is an important thing to see whether or not changes in behavior occur.³

Learning English refers to the structured process through which students develop proficiency in the English language. It involves acquiring and applying core linguistic skills: listening, speaking, reading and writing. It also involves understanding the cultural and social nuances of the language to ensure effective communication.

³ Novi Irwan Nahar, *Application of Behaviorist Learning Theory in the Learning Process* , (SumBar: Journal of Social Sciences: 2016), Vol 1, No. 1, Pg. 65

2. Difficulties in Learning English

Syaiful Bahri Djamarah said in the behaviorist view that "learning difficulties are a condition where students cannot learn naturally, due to threats, obstacles or disturbances in learning."⁴

In addition, in the cognitive view expressed by Khadijah, it is said that " learning is a change in a person's mental structure that provides the capacity to show behavioral changes. This mental structure includes knowledge, beliefs, skills, expectations and other mechanisms in the learner's head. The focus of cognitive theory is the potential to behave and not on the behavior itself."⁵

Difficulties in learning English indicate the various challenges that students face when learning the language. These challenges include, but are not limited to, understanding complex grammar rules, expanding vocabulary, achieving accurate pronunciation, and building confidence in oral communication.

3. Internal Factors

Burton said as quoted by Syamsuddin that "the factors that cause individual learning difficulties can be internal factors originating from within the person concerned, and external factors originating from outside the person concerned."⁶

Internal factors are the characteristics and intrinsic attributes of students that affect their ability to learn English. According to a journal written by Desy Ayu Nurmala, Lulup Endah Tripalupi, Naswan Suharsono stated that "Internal factors are factors that come from within

⁴ Suaibatul Aslam *iah, Difficulties in Learning English in Educational Perspective*, (Sambas: Primary: Journal of Elementary and Early Childhood Education Studies, 2020) Vol. III, No. 2, p. 136.

⁵Jum Anidar, *Learning theory according to the cognitive school and its implications in learning*, (Padang: Al-Taujih Journal: Islamic Guidance and Counseling Framework (2017), Vol. 3, No. 2, p. 8

⁶The following are the names of the three most famous names in the world : *Identification of Physics Learning Difficulties in Rsmabi Students: Case Study in Rsmabi in Semarang City*, (Semarang: / Unnes Physics Education Journal, 2012) Vol. I, No. 2, p. 6

the student such as physiological conditions, intelligence, talent, interest, motivation and cognitive abilities."⁷

4. External Factors

According to Ngalim Purwanto quoted in the Journal by Desy Ayu Nurmala, "external factors are factors that arise from outside the student. These factors are often referred to as social factors. External factors have a major influence on student learning activities. The external factors that influence learning activities are the environment."⁸

External factors include environmental and contextual elements that influence students' English learning experiences. These include the teaching methods used by educators, classroom dynamics and relationships, the availability of learning resources, and socio-cultural attitudes towards English in the community.

C. Research Questions

What are the internal and external factors of English learning difficulties among 7th grade students of MTs Ma'arif NU 04 Tamansari, Karangmoncol, Purbalingga District?

D. Purpose and Significance of the Research

1. Research purposes

This study aims to determine the difficulties experienced by grade 7 students of MTs Ma'arif NU 04 Tamansari in learning English. The objectives are as follows:

- a) To identify and analyze internal factors

⁷Desy Ayu Nurmala, Lulup Endah Tripalupi, Naswan Suharsono, *The Influence of Learning Motivation and Learning Activities on Accounting Learning Outcomes*, (Singaraja: Ganesha University of Education: 2014) Vol. 4, No. 1. Pg. 2.

⁸Desy Ayu Nurmala, Lulup Endah Tripalupi, Naswan Suharsono, *The Influence of Learning Motivation and Learning Activities on Accounting Learning Outcomes*, (Singaraja: Ganesha University of Education: 2014) Vol. 4, No. 1. P. 6.

This study seeks to understand how students' individual characteristics, such as cognitive ability, language aptitude, motivation, and interest in English, influence their learning experiences. By exploring these internal aspects, insights are gained into the personal barriers that students face in mastering the language.

b) To explore external factors

This study also examines the impact of environmental elements on students' English learning outcomes. These external factors include teaching methods, classroom dynamics, resource availability, school policies, and the socio-cultural context that shapes students' learning environment.

c) To understand more deeply the relationship between internal and external factors in influencing students' learning difficulties.

This study focuses on understanding how internal and external factors interact and collectively influence students' English learning outcomes. By highlighting these interactions, this study aims to present a holistic perspective on the challenges and opportunities in English language learning.

According to Hartoyo, "A holistic approach to education is an approach that aims to develop students holistically, covering cognitive, emotional, social and physical aspects."⁹

Based on this understanding, it can then be seen that the next goal is to find out more about student development which includes emotional, social and physical aspects and their impact on the process and intelligence of children in understanding the material presented.

⁹Muhamad Miftah Farid , Muhamad Nurul Asro , Maulana Alfian Izzul Muttakin , Eva Luthfi Fakhru Ahsan , *Holistic Approach in Education Case Study of Collaboration of Independent Curriculum and Cambridge*, (Kudus: Al-Mubtadi: 2025) Vol. 2, No. 2, Page 239

2. The Importance of Research

This study offers several important contributions to English language education, particularly in understanding and addressing the challenges faced by students.

a) Pedagogical Insight

In a journal written by Ika Purnamasari et al., it was stated that "The pedagogical approach emphasizes the importance of adapting media to the needs, characteristics, and learning styles of students, as well as relevance to learning objectives."¹⁰

These findings provide valuable information for educators to design effective and tailored teaching strategies to students' needs. By addressing specific difficulties faced by students, teachers can increase motivation and engagement in the English learning process.

b) Enhanced Teaching Practices

This study offers practical recommendations for optimizing teaching methods and creating supportive classroom environments. By understanding the interactions between internal and external factors, educators can adopt approaches that encourage active participation and foster a positive learning atmosphere.

To create a positive learning atmosphere in a book, it is explained that there are 2 factors that can help realize the supporting environment, namely Growth mindset and Positive Discipline. "Growth mindset encourages students to see mistakes as a natural part of the learning process. While positive discipline itself can help teachers in providing guidance when students make mistakes, so they can learn from

¹⁰Ika Purnama Sari, Dian Pratama, Ilmiyatul Fitri Charisma et al., *Theoretical Basis in the Selection of History Learning Media: Pedagogical and Technological Approaches*, (Medan: Journal of Citizen Research and Development: 2025) Vol. 2, No. 1, P. 531

the experience. In the context of positive discipline, teachers can help students understand that mistakes are opportunities to learn, not something to be punished. This creates an atmosphere where students feel safe to try and innovate without fear of negative consequences.¹¹”

From the above understanding, the importance of this research is also to find a way to provide a positive learning atmosphere which is also created from the methods used by English teachers who play a role in delivering material to students' acceptance.

c) Policy Recommendations

This study contributes to the development of evidence-based policies at the institutional and governmental levels. These policies can focus on resource allocation, teacher training, and curriculum development to strengthen English language education in similar contexts.

d) Empowering Stakeholders

By highlighting the difficulties faced by students, this research empowers stakeholders, including students, teachers, parents, and policymakers, with the knowledge and tools to foster inclusive and supportive learning environments. According to the Great Dictionary of the Indonesian Language (KBBI), the word "inclusive" means including, counted, or inclusive. Inclusion itself is defined as the coverage or activity of teaching students with special needs in regular classes. In short, inclusive is an approach that includes everyone without exception.¹²

¹¹M. Jamhuri, Ahmad Yusuf, *Improving Positive Discipline Through Accentuation of Growth Mindset* (Malang: Rahmazar Kurnia Jaya Foundation: 2024) Page 7

¹²Big Indonesian Dictionary (KBBI) Online. (Online). https://www.google.com/search?q=ipengertian+inklusif+kbbi&oq=ipengertian+inklusif+kbbi&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIICAEQABgWGB4yCAgCEAAyFhgeMggIAxAAGB

Collaboration among these stakeholders is essential to improving English learning outcomes.

e) Contribution to Academic Discourse

This study adds to the growing literature on second language acquisition, particularly in the context of secondary school students in Indonesia. The findings provide a basis for further research on the challenges and strategies associated with learning English in similar educational settings.

E. Previous Studies

The review of relevant studies provides a strong basis for contextualizing the current research within the broader scientific discourse on English language learning difficulties among secondary school students. Several previous studies offer valuable insights into the challenges faced by students in similar educational settings and the factors that influence their language learning experiences. These studies not only highlight the universality of these challenges but also provide a comparative perspective that enriches the current research.

One important study was conducted by Miranti (2021), who explored the difficulties faced by Grade VIII students at MTs Negeri 1 Sinjai in learning English.¹³ Her thesis specifically addressed challenges related to vocabulary acquisition, grammar comprehension, and pronunciation. This study stems from an understanding of the diverse learning needs and barriers faced by students when navigating the complexities of English language acquisition. Miranti's findings align with the current study, as both focus on identifying

[YYHjIKCAQQABiABBiiBDIKCAUQABiABBiiBDIKCAYQABiABBiiBDIKCAcQABiABBiiBDIKCAgQABiABBiiBNIBCDc4OTRqMG0qAIAAsAIB&sourceid=chrome&ie=UTF-8](https://ojs.umsida.ac.id/index.php/IBDIKCAQABiABBiiBDIKCAUQABiABBiiBDIKCAYQABiABBiiBDIKCAcQABiABBiiBDIKCAgQABiABBiiBNIBCDc4OTRqMG0qAIAAsAIB&sourceid=chrome&ie=UTF-8)

Accessed on April 22, 2025.

¹³Miranti A. Medya, *Thesis Analysis Difficulty Learn English Student Class VIII At State Islamic Junior High School 1 Sinjai*, (Sinjai : Muhammadiyah Islamic Institute of Sinjai : 2021)

linguistic and cognitive barriers to language learning. However, while Miranti's study concentrated on Grade VIII students, the current study narrowed its scope to Grade 7 students at MTs Ma'arif NU 04 Tamansari. Additionally, Miranti's work could have investigated different dimensions or aspects of language difficulties compared to the specific focus area of this study.

Another relevant study is Putri's (2020) analysis entitled "AN ANALYSIS OF THE STUDENT'S DIFFICULTIES IN ¹⁴READING COMPREHENSION AT MTs AL MAHRUS MEDAN" on reading comprehension difficulties at MTs Al Mahrus Medan. Putri's research emphasizes the importance of reading comprehension skills in English language learning and academic success. She identified key challenges such as understanding complex vocabulary and understanding unfamiliar sentence structures. Although Putri's study and the current study acknowledge the important role of reading comprehension in language learning, the current study broadens its scope to include a wider range of challenges faced by Grade 7 students, including grammar, pronunciation, and oral communication. Putri's work offers valuable insights into foundational skills, which complement the broader focus of this study.

A third important study was conducted by Poornima, Jayaraman, and Kumar (2015), who investigated the factors influencing second language learning among urban European language learners. This qualitative study sought to understand the experiences, perceptions, and challenges faced by learners in an urban context. The study highlighted the importance of both internal and external factors, such as motivation, teaching practices, and social context, in shaping the language acquisition process. While there are methodological similarities between their study and the current study, both of which used a qualitative approach, there are key differences in terms of focus

¹⁴Suci Sintia Putri, *Thesis An Analysis Of The Student's Difficulties In Reading Comprehension At Mts Al Mahrus Medan*, (Medan: Islamic University of North Sumatera, 2020)

and context. While Poornima et al. studied urban European learners, the current study focused on Indonesian secondary school students in a rural educational setting. Despite these contextual differences, the emphasis on understanding the interaction of internal and external factors serves as a valuable theoretical foundation for the current study.

These studies collectively underscore the multifaceted nature of English language learning challenges, emphasizing the importance of understanding individual and contextual influences. By integrating insights from these works, the current study aims to provide a nuanced perspective on the specific difficulties faced by Grade 7 students at MTs Ma'arif NU 04 Tamansari. This synthesis not only enhances the relevance of the study but also places it within the broader academic conversation on second language acquisition.

F. Discussion Systematics

In order for this research to be arranged systematically, it is necessary to organize the paper. The organization of this paper is explained as follows:

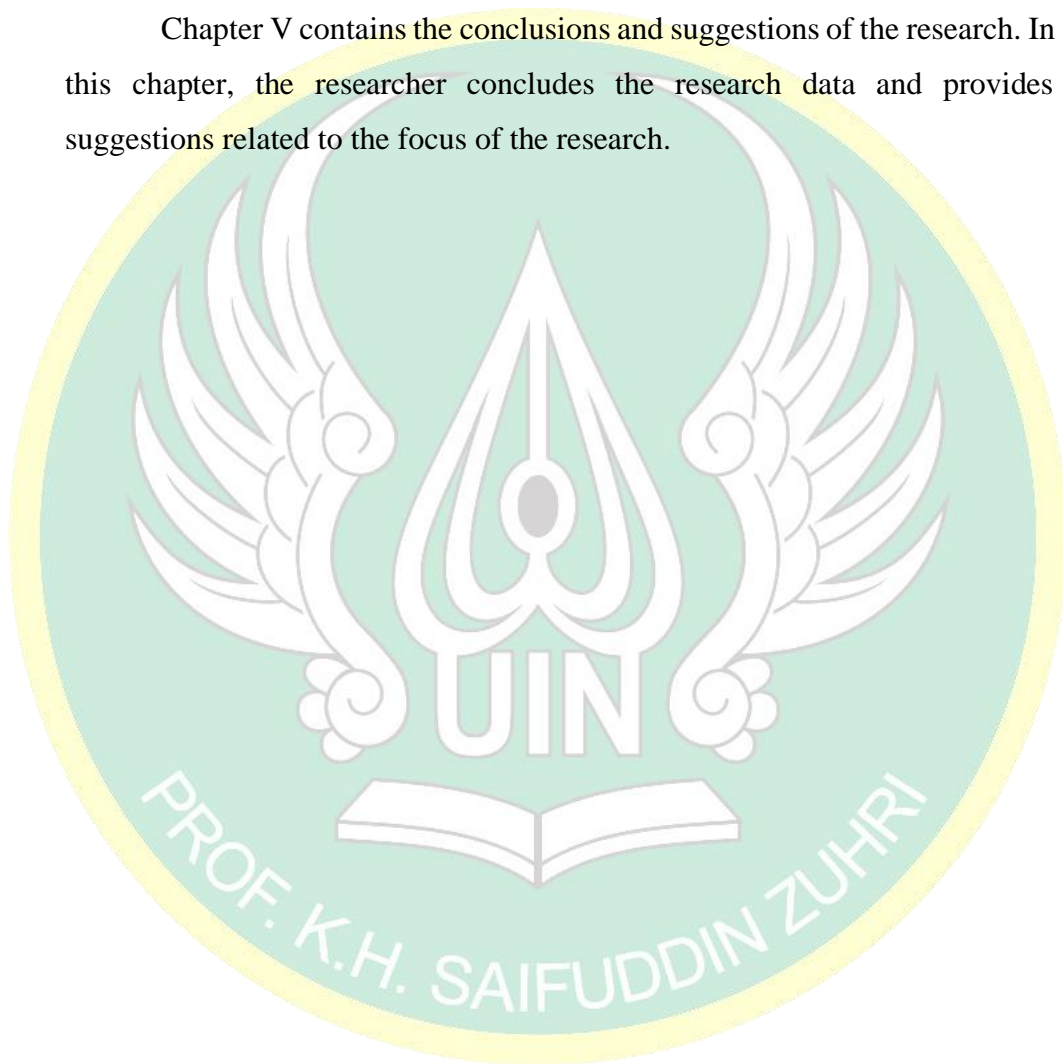
Chapter I presents the Introduction. This chapter discusses the background of the problem, research questions, objectives and significance, conceptual definitions, review of relevant studies, research methods, and research structure.

Chapter II presents a theoretical review. This chapter contains the Theoretical Framework consisting of the Definition of Learning English, Difficulties in Learning English, Factors Affecting English Learning, Challenges in Learning English, Conceptual Framework consisting of Internal Factors in Language Learning, External Factors Affecting English Learning, Interaction between Internal and External Factors, Visual Representation of the Conceptual Framework and a review of related studies.

Chapter III explains the research methods used in this study. This chapter discusses the research design, research location, population and sample, data collection techniques, and data analysis techniques.

Chapter IV presents a discussion of the research results based on the study conducted by the researcher, which includes a complete description of the perceptions of Grade 7 students regarding the difficulties of learning English at MTs Ma'arif NU 04 Tamansari and the perceptions of the teaching teachers regarding the methods that have been used to develop students' learning motivation.

Chapter V contains the conclusions and suggestions of the research. In this chapter, the researcher concludes the research data and provides suggestions related to the focus of the research.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Learning English

According to Syaiful Bahri Djamarah, the definition of learning is "A series of physical and mental activities to obtain a change in behavior as a result of individual experience in interaction with the environment concerning cognitive, affective and psychomotor. ¹⁵"

According to Piaget "Cognitive development is the growth of logical thinking from infancy to adulthood, according to Piaget the development that takes place through four stages, namely: the first stage is the sensorimotor stage starting at the age of 0 to 1.5 years. The second stage is the pre-operational stage: starting at the age of 1.5 - 6 years. The third stage, the concrete operational stage takes place at the age of 6 - 12 years. The fourth stage, the formal operational stage at the age of 12 years and above. Piaget believes that we all go through these four stages, although each stage may be passed at a different age. " ¹⁶Cognitive development plays an important role in this process. Learning English involves students' memory, problem-solving skills, and critical thinking skills. These cognitive functions are important for understanding complex grammar rules, remembering vocabulary, and interpreting the contextual nuances of English. This aims to improve students' ability to learn and remember language elements.

From the statement above, a conclusion can be drawn from the understanding of learning which, if associated with English, can create

¹⁵Ita Widyawati, *Thesis Analysis of Students' Learning Difficulties in English Subjects for Grade VIII at SMP N 1 Sawahan Madiun Even Semester of the 2010-2011 Academic Year*, (Surakarta: UNS: 2012) P. 2

¹⁶Fatimah Ibda , *Journal Cognitive Development: Jean Piaget's Theory* , (Aceh: INTELLECTUALITA: 2015) Vol. 3, No. 1, Page 32

an understanding that learning English is a series of activities carried out by students of Class 7 MTs Ma'arif NU 04 Tamansari to achieve changes towards proficiency in English. This process involves individual experiences in interactions with the environment concerning cognitive, affective and psychomotor that shape their journey towards mastering English.

There are several things needed in developing the English learning process consisting of four linguistic skills as written in a journal by Putera et al., namely four language skills consisting of listening, speaking, reading and writing.¹⁷ These four skills are interdependent on each other, forming the basis for effective communication and understanding. For example, listening and reading skills help in the acquisition of vocabulary and grammatical structures, while speaking and writing skills enable learners to be able to apply their knowledge actively in practical contexts.

In the digital age, technology has become an essential tool in language acquisition. Digital platforms, such as language learning apps, online dictionaries, and interactive classroom technologies, provide students with additional resources to complement traditional learning methods. These tools offer opportunities for personalized learning, allowing students to practice at their own pace and explore areas of interest. Stockwell and Hubbard (2013) emphasize the potential of mobile-assisted language learning to increase engagement and accessibility in the learning process.

Furthermore, learning English involves the application of effective learning strategies. Metacognitive strategies, such as planning and self-monitoring, enable students to take control of their

¹⁷Digna Rita, *Improving English language skills using gallery exhibition project in English learning on the topic of report text*, (Bengkayang: Journal of Educational Learning and Innovation (ELIa), 2023), Vol. 2, No. 1, p. 100

learning progress. Cognitive strategies, including the use of memorization devices and contextual guessing, help overcome linguistic challenges. Social strategies, such as group discussions and peer learning, foster a collaborative environment where students can learn from each other.

Finally, Motivation acts as a driving force that supports students' efforts and persistence, while self-confidence and anxiety management determine their willingness to actively participate in language activities. Creating a supportive environment that nurtures these affective dimensions can have a significant impact on students' success in language acquisition.

In conclusion, learning English is not just about acquiring language skills, but encompasses a broad spectrum of cognitive, socio-cultural, and affective elements. By considering these interrelated dimensions, educators can design effective teaching strategies that meet the diverse needs of students at MTs Ma'arif NU 04 Tamansari. This holistic approach fosters a deeper understanding and appreciation of English, empowering students to achieve proficiency and navigate the challenges of language learning successfully.

2. Difficulties in Learning English

This term refers to a series of challenges and obstacles faced by Grade 7 students at MTs Ma'arif NU 04 Tamansari throughout their journey in acquiring English language proficiency. According to Nathan, the term learning disability is given to children who experience failure in certain learning situations. In this case, learning is defined as "a change in behavior that occurs continuously that is not caused by fatigue or illness"¹⁸

¹⁸M. Nur Ghufroon, Rini Risnawita, *Learning difficulties in children: Identification of contributing factors*, (Kudus: Elementary: Islamic Teacher Journal, 2015), Vol. 3, No. 2, p. 298.

These difficulties encompass a range of linguistic aspects, including but not limited to grammar, vocabulary, pronunciation, listening comprehension, and fluency. In addition, these difficulties extend to broader cognitive and affective factors such as motivation, self-efficacy, anxiety, and attitudes toward English learning. These difficulties include understanding complex grammatical structures, expanding vocabulary knowledge, pronouncing words accurately, understanding spoken English at a natural pace, participating confidently in oral communication, and maintaining sustained engagement and motivation in English learning activities.

3. Factors Influencing English Learning

Learning problems come from two factors, namely internal factors including attitudes towards learning, learning motivation, learning concentration, learning habits and external factors including the learning process driven by students' intrinsic motivation. Internal factor problems include: student characteristics, attitudes towards learning, learning concentration, ability to process learning materials, ability to explore learning outcomes, self-confidence, and learning habits. While external factors include teacher factors, social environment, school curriculum, and facilities and infrastructure.¹⁹

a. Internal Factors in English Learning

Learner autonomy and motivation are among the most influential factors in maintaining progress in English learning . Based on the theory presented above, internal factors that can affect students' learning difficulties include:

¹⁹I. Gusti Ayu Agung Dian Susanthi, *Obstacles in learning English and how to overcome them*, (Denpasar: Linguistic Community Services Journal, 2021) Vol. 1, No. 2, p. 67

1) Attitude towards learning according to Arif and Aumidjo (2018:

94) Attitude is a response or reaction to a stimulus object, siding or No biased, positive mupun negative to various condition social.attitude positive from participant educate can influence formation attitude good study like become more active and happy in follow the learning process. While attitude negative will give impact like become No active in the learning process in class.

2) Motivation to learn

According to Mc Donald in Kompri (2016:229) motivation is a change in energy within a person which is marked by the emergence of affective (feelings) and reactions to achieve goals. Thus the emergence of motivation is marked by a change in energy within a person that can be realized or not. According to Hamzah B. Uno, learning motivation is divided into two groups, namely intrinsic and extrinsic motivation.²⁰

3) Concentration on studying

Concentration Study is a ability For centralize very relevant attention with memory (memory). Memory is a matter important useful in the process of maintaining and processing information because in order to be able to succeed in learn and reason, a person naturally need maintain information and get it out return If required.²¹

4) Study habits

²⁰Sunarti Rahman, *The importance of learning motivation in improving learning outcomes*. (Gorontalo: *Proceedings of the National Seminar on Elementary Education* : 2021), p . 292

²¹Dhaifany Karissa Caesarridha, *The relationship between sleep quality and learning concentration in students of the Faculty of Medicine during the COVID-19 pandemic*. (Lampung: Jurnal Medika Hutama: 2021) Vol. 2, No. 4, p. 1214

Learning habits are behaviors that have been embedded for a long time and have individual characteristics. emphasized by Aunurrahman (2009: 185) who argues in his book "Learning habits are a person's behavior that has been embedded for a relatively long time so that it provides characteristics in the learning activities he does." The same thing is the opinion of Hutabarat in Aunurrahman (2009: 187) that habits are behaviors that have been repeated, so that they become automatic, meaning they occur without thinking about them again, without being commanded by the brain. To be able to train habits, it takes a long time and must also be supported by continuous repetition.²²

b. External Factors in English Learning

External factors are the influence of the environment and contextual elements that shape the experiences and learning outcomes of grade 7 students of MTs Ma'arif NU 04 Tamansari in learning English. These factors go beyond individual characteristics, including aspects of the learning environment, teaching practices, and the broader socio-cultural context. The main dimensions of external factors are as follows:

1) Teaching Methods

The teaching methods used by English teachers play a major role in shaping students' learning experiences. Effective pedagogical approaches and teaching strategies ensure that lessons are engaging, interactive, and tailored to the varying needs of students. Techniques such as cooperative learning,

²²Siagian, Roida Eva Flora. "The influence of students' interests and learning habits on mathematics learning achievement." *Formative: Scientific Journal of Mathematics Education* 2.2 (2015). p.127

task-based instruction, and the use of multimedia can enhance students' understanding and application of English. In contrast, outdated or rigid methods can hinder students' progress, underscoring the importance of adopting innovative and student-centered approaches.

2) Learning Environment

The learning environment significantly influences students' language development, especially in the context of English as a Foreign Language (EFL). A conducive environment includes not only physical resources, such as textbooks, media, and technology, but also the social and psychological climate of the classroom. Hazaymeh (2021) asserted that a supportive, engaging, and low-anxiety classroom atmosphere promotes better learning, especially in skills that require risk-taking, such as speaking and writing. The role of the teacher is crucial in shaping this environment. When teachers provide clear instructions, positive feedback, and opportunities for collaboration, students are more likely to participate actively. In under-resourced schools, the lack of language labs or technological devices often limits exposure to authentic materials. However, as Maharani and Hidayat (2025) observe, teachers' ability to creatively adapt and integrate available tools, such as printed visuals or teacher-made videos, can still create meaningful learning opportunities. At the institutional level, the existence of programs such as English Day or conversation clubs contribute to a more immersive environment. According to Riyanti (2019), schools that promote longer exposure to English outside of class hours see better results in language retention and student confidence. Therefore, the learning environment should be seen as a physical and social construct

that directly supports or constrains students' language acquisition.

3) Class Dynamics

Classroom dynamics refer to the interactions between students, the relationships between teachers and students, and the overall atmosphere in the classroom. A positive and supportive environment encourages collaboration, active participation, and a sense of belonging, which are essential for effective language learning. Teacher-student relationships built on mutual respect and encouragement can motivate students, while healthy peer dynamics can create opportunities for language practice and mutual support. Conversely, negative dynamics, such as competition or conflict, can hinder students' ability to fully engage in the learning process.

4) Resource Availability

Accessibility of English learning resources has a significant impact on students' ability to master the language. Resources such as textbooks, dictionaries, technology tools (e.g., language learning apps and online platforms), libraries, and language labs provide essential support for students to practice and strengthen their skills. Additionally, extracurricular activities such as English clubs or competitions offer opportunities for students to apply their knowledge in practical contexts. However, a lack of resources can create barriers to effective learning and limit students' opportunities for growth.

5) Socio-Cultural Context

Sociocultural context includes cultural norms, values, beliefs, and social attitudes surrounding English language learning in the local community and wider society. In communities where English is seen as a vital tool for communication and economic advancement, students tend to

show greater motivation and enthusiasm for learning. Conversely, in environments where English is seen as less relevant, students may face challenges in finding the motivation to learn the language.

6) Parental Involvement

involvement in their children's language learning process has a significant impact on student outcomes. Parental involvement can take many forms, such as providing resources, encouraging home practice, and fostering positive attitudes towards English. Parents who actively support their children's education contribute to their self-confidence and motivation. However, a lack of parental involvement or awareness of the importance of English language learning can hinder students' progress, highlighting the need for schools to build strong partnerships with families.

7) Challenges in English Learning

At the secondary school level, the journey to English language proficiency unfolds amidst a unique landscape of challenges. Miranti (2021) and Putri (2020) offer in-depth insights into these hurdles, highlighting the multifaceted nature of English language learning among Grade 7 students. Miranti's study explored the struggles faced by students as they grapple with the intricacies of vocabulary, grammar, and pronunciation. These foundational aspects of language acquisition pose formidable obstacles, requiring dedicated effort and targeted support to overcome. Furthermore, Putri's study highlights the inherent complexity of comprehending English texts. From deciphering nuanced meanings to grappling with unfamiliar syntactic structures, students navigate a myriad of linguistic nuances in their quest for language proficiency. Through the lens of these studies, we gain a nuanced understanding of the

complex web of challenges that Grade 7 students face in their English language learning journey. These insights underscore the importance of tailored interventions and innovative pedagogical approaches to address the diverse needs of learners and advance their journey towards English language proficiency.

B. Conceptual Framework

This study is based on the understanding that English language learning, especially in the context of junior high school students in rural Islamic schools, is shaped by the dynamic interaction of internal and external factors. These factors are not isolated, but influence each other continuously throughout the learning process. This conceptual framework serves as a theoretical lens through which the data in this study are analyzed. It explains how individual characteristics of students interact with their learning environment to produce certain patterns of difficulty in learning English.

1. Internal Factors in Language Learning

Internal factors refer to the psychological, cognitive, and emotional states that students bring to the learning environment. These factors include language aptitude, previous experience with English, learning style, motivation, self-confidence, and anxiety levels. Each of these elements plays a major role in determining how students respond to language input and how they engage in learning activities.

As Lightbown and Spada (2013) explain, second language acquisition is influenced not only by exposure to the language but also by how students process that exposure mentally and emotionally. For example, students who are naturally curious and inclined to enjoy language may absorb new vocabulary and structures more efficiently than those who find language learning abstract or intimidating. Similarly, students with high self-

confidence may be more willing to participate in speaking tasks and take learning risks, while students with high anxiety may remain silent even when they know the answer.

In addition, students' previous exposure to English, whether through school, family, or media, significantly influences how well they adapt to English lessons in junior high school. In the case of MTs Ma'arif NU 04 Tamansari, many students entered with limited or no basic knowledge of English, making it more difficult for them to follow lessons that assume basic vocabulary or grammar. This lack of readiness contributes to confusion, hesitation, and ultimately detachment from the learning process. Thus, internal factors act as filters or facilitators that directly influence student learning outcomes.

2. External Factors That Influence English Learning

External factors include all environmental influences that shape how students experience English language learning. These factors include the quality of instruction, classroom interactions, availability of learning materials, access to technology, and support from teachers, parents, and peers. These elements shape the environment in which students apply their internal capacities for language learning.

a) Teaching methods are one of the most important external influences. The teacher's approach, whether communicative, grammar-based, or task-oriented, can make English interesting or frustrating. Riyanti (2019) argues that effective classroom interactions and teacher-student relationships are key to building student motivation and creating a safe space for practice. In cases where teaching methods are monotonous or rely too much on memorization, students may become disinterested and emotionally disconnected from the subject.

b) Other external factors, such as access to textbooks, worksheets, or multimedia devices, also play a role. In many rural areas, including MTs Ma'arif NU 04 Tamansari, schools operate with minimal infrastructure. The absence of computer labs or audiovisual aids limits opportunities for dynamic learning. However, as this study shows, some teachers compensate by using handmade materials or personal devices to enrich classroom learning.

c) Parental support is another major factor. Students who are encouraged at home, through activities such as reading English aloud or watching English-language media, tend to show more positive attitudes and make faster progress. Conversely, students who receive less support outside of school may struggle to remember or practice what they have learned. Thus, external factors can either enhance or limit the internal mechanisms that support language learning.

3. Interaction between Internal and External Factors

Although internal and external factors can be discussed separately for clarity of analysis, in real learning contexts, these factors are constantly interacting. This study views these factors not as isolated variables, but as interplaying forces that together shape the learning experience. Low student motivation (internal) may be the result of uninspiring teaching methods or a rigid classroom environment (external). Conversely, a well-structured and supportive classroom can increase students' self-confidence and reduce their anxiety, thus enabling better language acquisition.

This interaction explains why students with the same level of aptitude can perform differently in different classroom conditions. This interaction also shows that improving one dimension, such as creating a more engaging learning environment, can have a

positive impact on another dimension, such as students' self-confidence. Therefore, the conceptual framework adopted in this study assumes a two-way relationship between internal and external factors, where each influences and is influenced by the other over time.

In practice, this means that solving problems in English language learning cannot be limited to improving teaching techniques or student behavior in isolation. It requires a holistic approach that takes into account the psychological conditions of the learner, the quality of teaching, and the socio-cultural context in which learning takes place.

4. Visual Representation of Conceptual Framework

To capture the interdependence of internal and external factors in shaping English learning outcomes, the conceptual framework of this study is visualized as follows:

[Internal Factors] \longleftrightarrow [Difficulties in Learning English] \longleftrightarrow [External Factors]

In this model, the learning difficulties experienced by students are at the center of a dynamic system. Internal factors such as anxiety, motivation, and prior knowledge, continuously interact with external influences such as teaching methods, availability of resources, and parental support. This model highlights that challenges in English language learning cannot be attributed to a single cause, but are the result of a variety of interrelated influences.

This framework serves not only as a theoretical guide, but also as an analytical tool for interpreting data collected through student interviews, observations, and questionnaires. The framework allows researchers to trace difficulties to their root causes and suggest improvements that address student needs and environmental constraints.

CHAPTER III

METHODOLOGY

A. Research Design

This study used a qualitative descriptive design to investigate the factors contributing to English language learning difficulties among Grade 7 students at MTs Ma'arif NU 04 Tamansari. A qualitative approach was chosen because of its ability to explore phenomena from the perspective of participants and to provide a rich and contextual understanding of social and educational issues (Creswell, 2012). Unlike quantitative methods that emphasize numerical data, a qualitative approach allows researchers to capture students' subjective experiences, emotional responses, and perceptions about English language learning.

Specifically, this design facilitates detailed exploration of both internal factors, such as motivation, self-confidence, and comprehension ability, and external factors, such as teaching methods, parental support, and school infrastructure (Lightbown & Spada, 2013). The study also examines the interactions between these variables in a real-world setting. This method is particularly appropriate given the researcher's goal of exploring the meanings and interpretations that participants attribute to their own learning processes.

B. Research Location and Participants

This research was conducted at MTs Ma'arif NU 04 Tamansari, an Islamic junior high school located in Purbalingga, Central Java, Indonesia. This institution serves a diverse student population, most of whom come from rural areas with limited exposure to English outside the school environment. This location was chosen intentionally because it is relevant to the research objective, which is to explore the

challenges of English language learning in a context where language resources and exposure are relatively limited.

The study took place during the 2024/2025 academic year, allowing the researcher to observe the actual dynamics of the English language learning process directly. The school provided access to a relevant group of participants, including English teachers and students, who were directly involved in the daily practice of teaching and learning English. In addition, the institution's openness to research collaboration and the existence of school-initiated English language programs (e.g., English Day and conversation clubs) further supported the selection of this site.

C. Objects and Subjects of Research

The object of this study is focused on the English language learning process among Grade 7 students of MTs Ma'arif NU 04 Tamansari, with special attention given to various factors that contribute to students' difficulties in acquiring English as a foreign language. These factors include affective aspects such as self-confidence and motivation, cognitive components such as comprehension ability and prior knowledge, and environmental influences such as teaching methods, parental support, and availability of learning resources. By examining these dimensions, this study aims to gain a comprehensive understanding of the challenges faced by students in the context of English language learning.

The subjects of this study consisted of Grade 7 students and English teachers at the school. Students were selected because of their direct involvement in the learning process and their capacity to provide insights into the obstacles they experienced in mastering English. Through their responses, the researcher gathered valuable information about personal experiences, perceived difficulties, learning habits, and engagement with English both inside and outside the classroom.

Meanwhile, English teachers contributed professional perspectives based on their teaching experiences. They offered reflections on teaching strategies, classroom dynamics, student participation, and the types of challenges most often encountered in the classroom environment.

To ensure the relevance and depth of data collection, purposive sampling technique was used in selecting participants. This method was chosen because it allows the researcher to intentionally select individuals who are most likely to provide rich and meaningful data based on their roles, experiences, and knowledge related to the research topic. As noted by Riyanti (2019), purposive sampling is well suited for qualitative research, where the goal is not generalization but rather depth of understanding. The selected student participants represented a range of language proficiency levels and varying levels of classroom engagement, allowing the researcher to capture a diverse spectrum of learning experiences. The participating English teachers had first-hand experience teaching the students involved in the study, further enriching the validity and relevance of the data collected.

D. Data collection technique

In order to obtain accurate and comprehensive information regarding the difficulties experienced by Grade 7 students in learning English, the researcher used several data collection techniques. These techniques were chosen to ensure breadth and depth of data, and to allow for triangulation across sources. The three main techniques used were: (1) classroom observation, (2) semi-structured interviews, and (3) student questionnaires. Each of these methods makes a unique contribution to the understanding of the phenomenon being studied.

1. Class Observation

Classroom observation was conducted to gain direct insight into the natural learning environment of Grade 7 students during English

lessons at MTs Ma'arif NU 04 Tamansari. The researcher acted as a non-participant observer, meaning that there was no direct interaction or intervention that occurred during the teaching and learning process. Instead, the researcher remained present in the classroom to observe and record the flow of lessons, classroom activities, teacher-student interactions, and student behavior.

Detailed field notes were taken during the observation sessions. These notes documented aspects such as the teaching strategies used by the teacher, the types of media or learning aids implemented, students' reactions to tasks, and moments when students showed confusion, participation, or disinterest. Particular attention was paid to episodes when students had difficulty listening, speaking, or reading comprehension, which are core skills in English language learning. The researcher also noted signs of affective problems such as nervousness, reluctance to speak, or lack of confidence, especially when students were asked to read or speak in front of their peers.

In addition, the physical and environmental conditions of the classroom were also noted, including seating arrangements, visibility of materials on the board, classroom noise levels, and availability of teaching aids. These contextual elements help identify external factors that may hinder or support learning. For example, the absence of visual aids during a vocabulary lesson was observed to result in confusion among some students, while in another lesson, the use of student-made posters appeared to increase participation.

Stockwell and Hubbard (2013) emphasize that classroom observation allows researchers to gain firsthand insight into how learning actually takes place, beyond what participants might report in interviews. In this study, observation served as a real-time validation tool, confirming whether the challenges expressed by students and teachers were observable in the classroom environment. The data obtained through this method are invaluable in uncovering behavioral

patterns and environmental factors that might not emerge from self-reported data alone.

2. Semi Structured Interview

To complement the observational data and access deeper layers of meaning behind the experiences of students and teachers, semi-structured interviews were conducted with several participants. This technique was chosen for its flexibility and depth, as it allowed the researcher to pursue predetermined themes while also exploring topics that emerged during the conversations.

Interviews were divided into two groups: students and English teachers. The students' interviews aimed to uncover their personal perceptions, emotional responses, and life experiences in learning English. Guide questions addressed issues such as: what aspects of English were most difficult, how students felt during lessons, whether they practiced English outside of class, and how they viewed the role of their teachers and parents in supporting their learning. Many students described feeling intimidated during speaking tasks, unsure about grammar usage, or confused by reading passages. Others mentioned that they enjoyed learning English through media, such as videos or music, when available.

Interviews with teachers explored teaching challenges and professional observations related to student behavior and learning difficulties. Teachers were asked about their typical lesson structures, their strategies for addressing comprehension issues, and their perceptions of student motivation and readiness. One teacher, for example, shared that she often had to change her lesson plans because students did not have the basic vocabulary assumed at the Grade 7 level. Another teacher mentioned that students with active parental support tended to show more enthusiasm and improved more quickly.

Putri (2020) highlighted that semi-structured interviews are very effective in educational research because they allow participants

to express complex ideas and reflect on personal experiences that cannot be fully captured by structured surveys. In this study, interviews provided important qualitative depth, allowing researchers to contextualize observable classroom data and understand not only what happened, but also why it happened.

3. Student Questionnaire

In addition to observations and interviews, a structured questionnaire was distributed to 10 Grade 7 students. The questionnaire contained closed-ended statements based on a Likert scale format, asking students to agree or disagree with various indicators related to their experiences of learning English.

The questionnaire served two important functions. First, it provided a general picture of how common or widespread certain experiences and difficulties were among students. Second, the results were used to guide and validate the findings of the observations and interviews, thereby strengthening the overall triangulation of the data. Responses were anonymous to ensure honesty and reduce bias, and items were written in plain language to ensure that they were accessible to students of all levels of proficiency.

When combined, these three data collection techniques, namely observation, interviews, and questionnaires, allow for a comprehensive and multidimensional understanding of the research problem. Each method offers a unique perspective: observations capture what happens, interviews explain why it happens, and questionnaires reveal how widespread the experience is among students. The integration of these tools ensures that the findings are not only rich in detail but also grounded in the real context of the classroom and school.

E. Data Analysis Techniques

In order to generate meaningful and valid conclusions from the qualitative data collected in this study, a systematic analysis process was applied. The researcher used thematic analysis as the primary method of data interpretation, supported by triangulation to enhance the validity and credibility of the results. These techniques were chosen because of their relevance in qualitative educational research, especially when the aim is to extract recurring themes from narrative data and ensure consistency across data sources.

1. Thematic Analysis

Thematic analysis is the most widely used type of analysis in qualitative research, which is implemented through data reduction, organization and interpretation steps.²³Thematic analysis or commonly referred to as interpretive thematic analysis is defined as a method by identifying, analyzing and reporting themes or patterns contained in the data. According to Liamputtong , there are two main steps that must be taken in thematic analysis. First, the researcher reads the entire contents or transcripts of the interviews and tries to provide meaning from the transcript data.²⁴Thematic analysis is applied in this study as the main method for interpreting and organizing qualitative data collected from classroom observations and interviews. This method is very suitable for identifying and analyzing patterns of meaning that emerge from rich textual data. This method allows researchers to understand how participants understand, describe and interpret their experiences, in this case, their challenges in learning English. The thematic analysis process follows several main stages,

²³Ilham Junaid *Qualitative Data Analysis in Tourism Research*, (Makasar: Tourism Journal: 2016) Vol. 10, No. 1, Pg. 59

²⁴Ilham Junaid *Qualitative Data Analysis in Tourism Research*, (Makasar: Tourism Journal: 2016) Vol. 10, No. 1, Pg. 66

starting with data transcription and continuing through a series of analytical steps that lead to the formulation of meaningful themes.

The first stage of analysis involved transcribing all audio-recorded interviews and converting field notes into typed format. This step was critical to capturing participants' words and behaviors as they occurred during the data collection process. Once transcribed, the data was read over and over again to allow the researcher to fully understand its content. This close reading process was necessary to uncover subtle patterns and to begin to recognize important responses and expressions that emerged across multiple participants.

After this stage, the researcher engaged in a process known as initial coding. This process involved highlighting segments of text that were significant or represented key ideas expressed by the participants. Each of these segments was given a short descriptive phrase, or "code," that summarized its main idea. For example, when a student expressed hesitation in speaking English due to fear of making mistakes, the researcher labeled this as "speaking anxiety." Similarly, when a teacher mentioned that many students had little exposure to English during elementary school, this was coded as "lack of prior exposure." These initial codes served as building blocks for further analysis.

As the number of codes grew, the next step was to group them into broader thematic categories that represented recurring patterns across the data. This was done inductively, meaning that themes were not predetermined but emerged from the data itself based on frequency, emphasis, and relevance. Among the dominant themes that emerged were linguistic difficulties, affective challenges, and external support systems. Linguistic difficulties referred to problems related to limited vocabulary, grammar confusion, and pronunciation. Affective challenges included emotional barriers such as low self-confidence, fear of being judged, or general lack of motivation. External support

systems included factors such as parental involvement in learning, availability of learning materials, and adequacy of classroom infrastructure.

Each theme was then refined through comparison and verification. The researcher reviewed the transcripts and notes to ensure that each theme was strongly supported by evidence. This cross-validation helped confirm that the themes were not just derived from individual opinions but also shared experiences among several participants. For example, when several students reported feeling confused during reading assignments, and this was also observed during class sessions where many students struggled to understand English texts, the theme of “difficulty in comprehension” gained further credibility. This process of constant comparison ensured that the final themes were analytically rich and based on actual data.

Thematic analysis was chosen in this study not only because of its flexibility but also because of its capacity to organize large unstructured data sets into coherent and interpretable categories. As Miranti (2021) points out, thematic analysis is particularly relevant in educational settings, where researchers aim to represent participants’ lived experiences in a meaningful and systematic way. In this study, this method allowed the researcher to gain insight into the personal and academic challenges faced by students, as well as the perceptions and teaching strategies shared by teachers. By transforming raw narratives into structured themes, thematic analysis serves as a powerful tool to uncover key issues underlying English language learning difficulties at MTs Ma'arif NU 04 Tamansari.

2. Triangulation

To increase the credibility and trustworthiness of the findings, triangulation is applied. This technique involves using multiple data sources or perspectives to mutually validate and strengthen the research findings. In qualitative research, triangulation helps reduce

the risk of bias and increases the robustness of interpretation by ensuring that conclusions are not based on a single source.

In this study, triangulation was conducted by comparing data from three primary sources: classroom observations, student interviews, and teacher interviews. For example, if a student stated in an interview that they had difficulty understanding vocabulary during a reading activity, the researcher would cross-check this statement with the classroom observation, looking for evidence such as visible confusion, repeated teacher explanations, or lack of student response. Similarly, if a teacher mentioned that a student lacked confidence, the researcher would refer to the observation data to determine whether the student hesitated to answer questions or avoided speaking during class.

According to Poornima et al. (2016), triangulation is a powerful method to confirm emerging patterns in qualitative research. This method ensures that themes and categories are not simply derived from subjective interpretations, but are based on consistent evidence from multiple perspectives. In this study, triangulation allowed for validation of thematic findings, ensuring that the final conclusions accurately reflected classroom realities and participant perspectives.

By combining thematic analysis with data triangulation, the researcher was able to construct a detailed and reliable description of the various challenges faced by Grade 7 students in learning English. This approach also provided insights into the coping strategies used by teachers, the influence of external support systems, and the affective and cognitive dimensions underlying language learning. Ultimately, this analytical framework contributes to a deeper understanding of the contextual factors that shape English language acquisition in the classroom environment of MTs Ma'arif NU 04 Tamansari.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The data collection process in this study used 2 instruments: a structured questionnaire given to 10 seventh grade students, and a semi-structured interview conducted with English teachers at MTs Ma'arif NU 04 Tamansari. Both instruments aim to ensure a more comprehensive understanding of the factors contributing to students' difficulties in learning English and to obtain quantitative patterns and qualitative insights from various educational perspectives.

1. Questionnaire

A summary of students' responses to the questionnaire is presented below:

QUESTIONNAIRE	INTERNAL FACTOR	PRESENTATION
1. Do you think learning English is important?	MOTIVATION TO LEARN	50%
2. Have you ever studied English outside of school, such as private English lessons or doing assignments together	MOTIVATION	60%

Table 1.1 Summary of Student Questionnaire Responses

After conducting research at MTs Maarif 04 Tamansari, the researcher found several factors that influence students' learning problems at the school as the results of the questionnaire that the researcher took from the possibilities at MTs Ma'arif NU 04 Tamansari school. Based on the results above, the researcher found internal factors that influence students' learning problems, namely:

- a. From the results of the statement above, the researcher found a lack of motivation to learn English owned by 7th grade students at MTs Ma'arif NU 04 Tamansari. This can be seen from the results of the questionnaire stating their level of opinion on the importance of learning English which shows that as many as 50% of 7th grade students at MTs Ma'arif NU 04 Tamansari stated that it was not important to learn English and only 50% stated that learning English was important.
- b. From the results of the statement above, the researcher also found that the attitude and motivation towards English learning motivation at MTs Ma'arif NU 04 Tamansari were very lacking. This is indicated by the existing data recorded that 60% of students at MTs Ma'arif NU 04 Tamansari said they had never done learning activities such as private English lessons or group learning outside of English learning activities at school.

Table 2.2 Summary of Student Questionnaire Responses

QUESTIONNAIRE	EXTERNAL FACTORS	PERCENTAGE
1. Do you have any difficulties in learning English? (reading, writing, Speaking, listening)	Challenges in English learning	100%
2. Do you have difficulty receiving the learning provided by the teachers?	Teaching Method	100%

3. Does the school provide complete facilities needed for the English learning process?	Resource Availability	20%
4. Do you think teachers often use the facilities available at school?	Resource Availability	90%

In addition to internal factors, researchers also found external factors that affect learning problems of 7th grade students at MTs Maarif NU 04 Tamansari. The following are the results of external factors that affect student learning problems obtained based on the questionnaire above:

- a. Based on the results above, researchers found the level of difficulty in learning English through the challenges faced in learning English. The data above shows that 100% of students have difficulty learning English in terms of reading, writing, speaking or listening. This also later became a translator of learning difficulties which showed that from the total number of 7th grade students at MTs Ma'arif NU 04 Tamansari, they found it difficult to learn English with each of the various difficulties.

- b. Based on the results of the questionnaire above, the researcher found problems related to the methods used by English teachers. From the statement regarding students' difficulties in receiving lessons delivered by English teachers, 100% of children had difficulty in receiving explanations given during English learning. This also means that all students at MTs Ma'arif NU 04 Tamansari still experience obstacles in receiving the methods used by English teachers.
- c. Based on the results of the questionnaire above, the researcher found a lack of resources at MTs Ma'arif NU 04 Tamansari, this can be seen from the students' responses to the facilities provided by the school institution for students. The data above shows the results where 80% of children stated that the facilities at MTs Ma'arif NU 04 Tamansari were still incomplete. While only 20% of students stated that the facilities provided by the school were complete. This answer was then explained by another child who said that "yes, there are several facilities provided by the school, dictionaries and printed books.
- d. Based on the results of the questionnaire, the lack of resources is also seen from how often teachers use the facilities provided by the school. As many as 90% of children stated that teachers have often used the facilities provided by the school and 10% said that teachers only occasionally use the facilities at school. From this statement, the researcher welcomed it a little happily because the teachers in charge had tried to utilize the facilities at school properly to minimize the potential for student learning problems even though there were still obstacles with several facilities that still could not be used optimally.

2. Interview

There are so many types of problems experienced by someone in learning something. As in general when someone learns something, of

course there are several things that become obstacles in the smooth learning process. It can be an internal factor that comes from someone who is learning something or also an external factor that comes from the surrounding environment, either from culture, social environment or also from the method used to get maximum learning results. Similarly, in a study that discusses the problem of learning English for students at MTs Ma'arif NU 04 Tamansari, there are also several obstacles that were found in this study.

To find out the obstacles that are factors in the problem, the researcher also conducted an interview with the English teacher for class 7 MTs Ma'arif NU 04 Tamansari. To find out the problems experienced After conducting interviews with the teachers, the researcher found several factors that influence the problem of learning English by students at MTs Ma'arif NU 04 Tamansari. The factors found from the interview results include internal factors and external factors. These results were obtained from interview statements expressed by the English teacher as follows .

Researchers found several internal factors from statements put forward by English teachers, including:

Question 1: How do students respond to the follow-up that has been implemented in activities (follow-up) related to the text used in learning at each meeting?

Answer: " *When following up with students, there was very little response from the questions I asked to stimulate previous learning outcomes. This is what makes students lack attitudes that lead to motivation to carry out English learning activities.*"

From the statement, the researcher found a lack of positive attitudes towards student motivation in English activities. As mentioned by the teacher above, this condition is also a factor that greatly

influences the sustainability of good learning outcomes and becomes a problem for student learning.

Question 2: What attitudes do students show when learning English?

Answer: " *Students tend to be less active in English learning activities, in fact it is not uncommon to find children who do not do the assignments given because they forget or even some who feel that English is not important because we are Indonesians .*"

This statement describes the learning environment of children who do not have learning motivation, which is indicated by the students' inactivity in the learning process.

Question 3: Does the child show good concentration when learning English?

Answer: " *There are still many students who are not enthusiastic in participating in learning activities, even some children often fall asleep in class during lesson hours and some others also chat with their classmates .*"

From the statement, the researcher found that students have poor concentration in learning such as sleeping in class during English lessons and some students also show bad attitudes such as chatting and not paying attention to the material delivered by the English teacher. This also affects the results that students will achieve in learning English.

Question 4: Do you use any special strategies to teach English in your school?

Answer: " *Yes, we use strategies according to the conditions of the students and the material. However, with the various methods that have been done, the children still have not shown maximum results .*"

Based on this answer, we can see the potential of the teacher in providing learning methods that are adapted to the conditions of the students and the material that should be delivered.

Question 5: Is it necessary to have English stories and learning activities that support students' listening, speaking, reading and writing skills?

Answer: " *We have tried to be able to and get children used to developing Critical Thinking, Creativity, Communication, and Collaboration. However, children are more interested in video-based learning than reading textbooks.*"

From here we can also see clearly with the method that has been used, children's interest in reading textbooks is still very lacking and prefer video-based teaching methods which actually as we know that each method has its own shortcomings including video-based methods which have a shorter duration and children are required to understand what is conveyed in the video during the duration given. From this statement we can also see that apart from textbooks, English teachers also use other media devices such as videos. This also explains that it is very important for teachers to know what motivates students to want and be more enthusiastic in following the English learning process.

Question 6: Have any efforts been made to observe children's understanding of what has been taught previously?

Answer: " *Yes, in every meeting we always try to review the teaching material that has been delivered to see the child's readiness before moving on to the next material .*"

From the statement above, the English teacher made observations through the material that had been taught previously and then taught it again at the previous meeting.

Question 7: Has the teacher implemented English language learning activities that support students in developing the 4Cs?

Answer : *“Yes, we are trying to be able to and get children used to developing Critical Thinking, Creativity, Communication, and Collaboration.”*

Based on this answer, we can see the potential carried out by the teacher in an effort to improve student learning acuity. However, if we look at the results of the questionnaire submitted to students stating that the level of acceptance of the material delivered by the teacher there is still difficult for them to understand. So, this also shows that the class dynamics shown are included in the level that still tends to be less good, either because they do not interact with each other to achieve the understanding conveyed by the teacher or indeed the method used is still less understandable by students. However, if we look at the results that state that all students have difficulty in receiving the explanation of the material, then it is likely that there are also less good dynamics between each other, both in the classroom environment and outside the classroom, resulting in an equal level of understanding but in the same low position.

Question 8: What did the supervising teacher do when following up on students and what were the results?

Answer: *"When I did the follow-up, I gave provocative questions to see how active the students were in answering the questions given, but there were still very few responses from these questions ."*

Based on the statement above, it can be seen that the instructor has implemented a good method to provide a positive learning environment for students. However, not everything can run smoothly and according to wishes, there are always obstacles in every process, including in this case the follow-up carried out to create a positive learning environment still gets less than optimal results. The response shown by students when receiving provocative questions from the instructor tends to be very minimal and gives a bad impression of the learning environment in the class. This also proves that the learning environment there is too dependent on learning in the classroom and the lack of group discussions between students to improve learning outcomes from the learning that has been delivered.

Question 9: Do you encounter any obstacles in the process of learning English at school?

Answer: *"Yes, we are experiencing limited facilities to support better learning outcomes and this also hinders several methods that still require facilities other than those currently provided by the school. "*

From the statement above, we can see the lack of facilities in the school. This is certainly a factor that affects the results and learning methods of students in learning English. With the lack of facilities, teachers must also be able to adjust to school conditions and tend to be less creative about the methods to be used due to the limitations in the school.

Question 10: Do you think the textbooks you use have helped you to encourage your child to communicate actively in learning English?

Answer: *"Children are more interested in video-based learning compared to reading textbooks."*

Based on the statement above, it can be seen that the instructor does not only use textbooks to carry out the learning process but also uses video-based technology to improve student understanding.

Question 11: Do you think using other sources in the form of texts or stories other than textbooks can support the English learning process?

Answer: *"Yes, we occasionally use books or reading sources outside of student books to support success in learning ."*

In addition to student books, the supervising teacher has also tried well to improve student learning outcomes by using other teaching materials such as books or other reading sources that are appropriate to the material or needs of students. This also explains that books are often used to support students' learning process, but of course other methods such as videos that are liked or can also increase children's motivation are also very much needed for this as explained in the previous answer which stated that students tend to prefer video-based methods compared to reading textbooks. If the facilities are still inadequate, then this can also be hampered to be done and also reduce students' ability to understand the context conveyed by the supervising teacher due to the lack of student learning motivation that is not met.

Question 12: What do you think about the learning environment in the classroom demonstrated by students?

Answer: *"Students tend to be less active in English learning activities, in fact it is not uncommon to find children who do not do the assignments given because they forgot or even some who feel that English is not important because we are Indonesian ."*

From the statement above, we can see related to the culture that states that learning English is not important. This then greatly affects the student learning process and affects the patterns that will be carried out and the results obtained. A culture that does not support teaching and

learning activities will provide less than optimal results and tends to produce output that has difficulty adapting to the learning environment.

B. Discussion

The findings presented in the previous section illustrate that the English learning difficulties experienced by Grade 7 students at MTs Ma'arif NU 04 Tamansari are not the result of a single cause, but rather the consequence of a complex interaction between internal and external factors. These findings are very much in line with the conceptual framework adopted in this study, which emphasizes the multifaceted nature of second language acquisition (SLA). As previously mentioned by I Gusti Ayu Agung Dian Susanthi That the internal factor problems include: student characteristics, attitudes towards learning, concentration on learning, ability to process learning materials, ability to explore learning outcomes, self-confidence, and learning habits. While external factors include teacher factors, social environment, school curriculum, and facilities and infrastructure.

Internal factors, after distributing questionnaires and teacher interviews, include the problems faced and also findings related to students' needs in understanding English lessons. This problem is caused by several factors which refer to the previous theory that several important factors play a role in developing students' potential in learning English, where if these factors have obstacles, students' needs will also be constrained and then create a problem in the student learning process. From an interview held with one of the English teachers at MTs Ma'arif NU 04 Tamansari, especially the teacher in class 7, he stated that there are still many students who were first introduced to English at the junior high school level. From this statement we can see that the first obstacle is related to the low language readiness of students who have never studied English at previous levels of education. This then also plays a role as a factor that

inhibits students' ability to actively participate in class and understand lessons.

This is supported by Stockwell and Hubbard (2013), who emphasize that early and repeated exposure to the target language is essential for learners to feel comfortable and proficient in using the language. In this case, the absence of such exposure during the elementary level creates a fundamental gap that must be bridged during junior high school.

External factors were found to have both mitigating and inhibiting effects. On the positive side, access to learning materials was found to be strong among students. However, on the negative side, it was found that the learning environment outside the classroom was very lacking, which is also directly related to the role of parents in shaping students' learning motivation. Several students emphasized that they had access to additional materials, such as books, worksheets, or online sources. This shows that there is an opportunity for independent learning and learning at one's own pace. In addition, the availability of resources, teachers' efforts in preparing and adapting their own teaching aids using simple media or personal devices greatly influence the continuity of the learning process to the maximum. This finding reflects the view of Maharani and Hidayat (2025) that the integration of technology into English language teaching depends not only on the availability of resources but also on the initiative and creativity of teachers.

Next, the discussion that the researcher will reveal is related to the results obtained from the questionnaire and also interviews with English teachers at MTs Ma'arif NU 04 Tamansari. The following will explain one by one the results and also related theories as stated in the previous chapter from the questionnaire that has been obtained based

on answers from students and also English subject teachers for grade 7 at MTs Ma'arif NU 04 Tamansari.

1. Internal factors

From the results of observations that have been carried out, the internal factors that influence students' learning problems at MTs Ma'arif NU 04 Tamansari are from the children's motivation which tends to be lacking based on the results of the questionnaire and interviews conducted.

A study written by Puspitasari stated that "Learning motivation is an absolute requirement for learning and plays an important role in providing passion or enthusiasm in learning. Learning motivation is not only a driver to achieve good results but also contains efforts to achieve learning goals"²⁵

In another discussion, Caplin stated that "self-awareness is insight into or insight into the reasons for one's own behavior or self-understanding. Self-awareness is also a starting point for personal development. Self-awareness is an essential raw material for demonstrating clarity and understanding of one's behavior."²⁶

The motivations found include several branches, including:

- a) Researchers found a lack of motivation to learn English among 7th grade students at MTs Ma'arif NU 04 Tamansari.
- b) Researchers also found that attitudes and motivation towards learning English at MTs Ma'arif NU 04 Tamansari were very lacking.

²⁵Putri, Youlinda Loviyani, and Achmad Rifai. " *The Influence of Attitude and Interest in Learning on Learning Motivation of Package C Students* " *Journal of Nonformal Education and Community Empowerment*: 2019), Vol. 4, No. 1, p. 81.

²⁶Widyayanti, Neni, and Roy Gustaf Tupen Ama. " *Self-Awareness and Learning Discipline in High School Students* " (*Jogjakarta: Counsenesia Indonesian Journal of Guidance and Counseling*: 2021), Vol. 2, No. 1, p. 3

- c) Lack of student learning motivation in English activities. As mentioned by the teacher, this condition is also a factor that greatly affects the sustainability of good learning outcomes and becomes a problem for student learning.
- d) The learning environment for children who do not have motivation to learn is indicated by the students' inactivity in the English learning process.
- e) Students have poor concentration in learning, such as sleeping in class during English lessons and some students also show bad attitudes such as chatting and not paying attention to the material presented by the English teacher.

2. External factors

In addition to the following internal factors, researchers will also review several external factors that influence students' learning difficulties obtained from the results of research conducted by researchers. The following are several external factors that influence students' learning difficulties at MTs Ma'arif NU 04 Tamansari:

a. Teaching method

- 1) All students at MTs Ma'arif NU 04 Tamansari still experience obstacles in accepting the methods used by the English teacher.

As also mentioned in a discussion that the teacher's lack of understanding can affect the integration of values in the learning process. Although it has been integrated into learning, a teacher who has developed his capacity will have his own methods and strategies to adjust to teaching activities and student characteristics.²⁷

- 2) The positive impacts generated by the methods used by the teaching staff are still very small.

²⁷Annisa, Annisa, and Wahdan Najib Habiby. " *Implementation Of Basic Values In Efforts To Prevent Bullying In Child-Friendly Elementary Schools* " (Surakarta: Anterior Jurnal:2024), Vol. 23, no. 2, p. 129.

- 3) Children's interest in reading textbooks is still very low and they prefer video-based teaching methods, which, as we know, each method has its own shortcomings, including video-based methods which have a shorter duration and children are required to understand what is conveyed in the video during the duration given.

However, in line with the existing theory that "the need for media in learning, because the teaching and learning process is essentially a process of communication and delivery of messages from the sender to the recipient. This message is expressed in verbal communication (words and writing) and non-verbal (visual images). Learning media is very useful so that the delivery of learning messages can be more standardized, learning can be more interesting, increase student interactivity in applying learning theories, shorten learning time and the quality of learning can be improved. "²⁸

b. Class dynamics

- 1) The potential carried out by the supervising teacher in an effort to improve the sharpness of student learning. From here we see that the supervising teacher has tried well to use 4 methods to develop children's learning potential which includes writing, reading, speaking, listening as the theory that has often been used in language skills theory which states "that all languages in the world consist of 4 basic principles. It doesn't matter what kind of language it is, where it comes from and how its structure is, they are all made of 4 main elements, namely reading, writing, speaking and listening. "²⁹

However, if you look at the results of the questionnaire submitted to students who stated that the level of acceptance of the material

²⁸Abusiri. " *Learning Media and Efforts to Build Students' Learning Awareness* " Jakarta: Hikmah: Journal of Islamic Studies: 2017), vol. 13, no. 1, p. 38

²⁹Amaniasih, Dwi Suci, and Lala Din Arsita. " *Tips for Mastering 4 Skills in English .* " (Makassar: JURDIMAS: Journal of Community Service, DIPa University, Makassar: 2023), Vol. 2. No. 1, p. 150

presented by the teacher there was still difficult for them to understand. So, this also shows that the class dynamics shown are at a level that still tends to be less good.

- 2) There are poor dynamics between each other, both in the classroom environment and outside the classroom, resulting in an equal level of understanding but in equally low positions.

c. Learning environment

It is very important that the English teacher has done a follow-up, which is also something that has been discussed in a previous study "as one of the teacher-fronted strategies that emphasizes a pattern that can be used by teachers when interacting with students. In this strategy, teachers can take three steps, namely initiation, response and follow-up which is better known as IRF (initiate-respond-follow up)." ³⁰However, the response shown by students when receiving a provocative question from the teacher tends to be very minimal and gives a bad impression of the learning environment in the class. This also proves that the learning environment there is too dependent on learning in the classroom and the lack of group discussions between students to improve learning outcomes from the learning that has been delivered.

d. Resources Availability

As explained in the theory that discusses several factors that influence the problem of learning English mentioned by Priastuti who stated that "Learning facilities are infrastructure to support the student learning process, to improve learning achievement and create a comfortable learning atmosphere, learning facilities must be adequate."³¹

³⁰Nissa, Khairun, and Jihan Hidayah Putri. " *The Role of Teachers and Strategies in Increasing Student Participation* " (Medan: JGK (Jurnal Guru Kita): 2021), Vol. 5, no. 4, p. 55.

³¹Pratiwi, Nurul, et al. " *The Influence of Family Environment and Learning Facilities on Mathematics Learning Achievement of Class VIII SMP Negeri 3 Lingsar on Circle Material in the*

- 1) Lack of facilities in schools is a factor that influences students' learning outcomes and methods in learning English.
- 2) Books are often used to support students' learning process, but of course other methods such as videos that are liked or can also increase children's motivation are also very much needed for this as explained in the previous answer which stated that students tend to prefer video-based methods compared to reading textbooks.

e. Social cultural context

Arifin said "there are three roles of parents that play a role in children's learning achievement, namely: 1. Providing the best opportunity for children to find their interests, talents, and other skills and encouraging children to ask for guidance and advice from teachers. 2. Providing important and relevant information that is in accordance with children's talents and interests. 3. Providing learning facilities or means and helping with learning difficulties."³²

From the results of the study above, the role of culture that states that learning English is not important is very influential on motivation and also the way students receive material delivered by teachers in English learning. This is because a culture that does not support teaching and learning activities will provide less than optimal results and tends to produce output that has difficulty adapting to the learning environment.

f. Challenges in English Learning

The level of difficulty in learning English through the challenges faced in learning English as seen from the total number of 7th grade students at MTs Ma'arif NU 04 Tamansari, they find it difficult to learn English with each difficulty varying.

2020/2021 Academic Year " (Mataram: Griya Journal of Mathematics Education and Application: 2022) Vol. 2, No. 1, p. 18

³²Umar, Munirwan. "The role of parents in improving children's learning achievement." (Banda Aceh: EDUCATIONAL JOURNAL: Counseling Guidance Journal 2015), Vol. 1, no. 1, p. 25

According to Indarta, to "face various challenges requires a tactical effort with various understandings of the role of each component or subject of education itself. The position of the school can choose to continue using the old curriculum or change the curriculum according to the character of the school, the role of students must always try to undergo the curriculum by getting used to it seriously according to the points of their learning independence, and the position of teachers in improving the quality of teaching and learning activities by using the latest curriculum .³³"

According to the principal, the practice of developing English language skills is supported by the school through activities such as English Day and English Conversation Club. These programs are designed to create an immersive and stress-free environment for students to practice their English skills. This is directly in line with Riyanti's (2019) emphasis on the importance of expanding English exposure outside the classroom, especially through informal interactions and usage, which helps internalize the language in a meaningful way.

Furthermore, the existence of co-curricular programs indicates that schools are taking deliberate steps to overcome the limitations of formal instruction. As Simanungkalit and Katuuk (2025) argue, repeated exposure to language use in informal settings significantly improves students' comprehension and retention. Such exposure, especially through consistent practice, reading, or conversation, is an essential component of effective language acquisition.

³³Anwar, Zainul, Yuni Masrifatin, and Andi Prastowo. " *Independent Learning: Teacher Readiness in Learning in Elementary Madrasah* " Mentari: Journal of Islamic Primary School 2023) Vol. 1, No. 2, p. 112

However, despite the positive elements identified, some structural barriers remain. Teachers mentioned the absence of dedicated computer labs or digital classrooms, which limits the scale and diversity of digital resources that can be used during English lessons. While teachers' use of personal devices partially addresses this gap, it still limits students' engagement with audio-visual materials that could support a variety of learning styles. Maharani and Hidayat (2025) highlight that such infrastructural constraints are common in Indonesian schools and can reduce the effectiveness of pedagogical innovations, especially those involving technology.

In summary, the discussion of these findings reveals that the difficulties experienced by students in learning English are shaped by a series of multiple influences. Internally, students grapple with a lack of prior exposure, low self-confidence, and limited understanding. Externally, the situation is more nuanced: while material resources and parental support are limited by economic constraints and parental understanding of the desire and motivation to learn a foreign language, the learning environment is limited by sophisticated facilities that are rarely used. However, teacher commitment through supportive methods suggests that significant progress is possible. This analysis confirms the relevance of Lightbown and Spada's (2013) framework, which views second language learning as a dynamic process involving the learner and the learning environment.

From the results and discussions presented, researchers found factors that have the potential to become obstacles and problems of difficulty in learning English. Some of the factors found include:

Internal factors, as explained in the previous chapter, according to I. Gusti Ayu Agung Dian Susanthi, there are 4 internal factors that may be the cause of students' learning problems, including: Attitude

towards learning , Learning motivation, Learning concentration, Learning habits.

Of the four factors, students at MTs Ma'arif NU 04 Tamansari got various results, but the most prominent thing was that out of 10 recipients of the questionnaire, they had good learning attitude and motivation potential. This can be seen from the total number stating that they all had the impression that it was important for them to learn English with different observation results ranging from awareness of English as an international language, the need for English competitions and if they want to work abroad which really needs English to be able to interact well. However, several other obstacles were found in learning habits that could not be used as a routine that was carried out as the results of the answers given in the questionnaire stating that there were only 4 children who had English learning activities other than in the school environment such as private tutoring and studying together or in groups. While for the other 6 students, they never did learning activities other than delivering material in the school environment.

External factors, apart from internal factors as explained in the previous chapter, according to I. Gusti Ayu Agung Dian Susanthi, there are 7 external factors that may be the cause of student learning problems, including: Teaching Method, Learning Environment, Classroom Dynamics, Resource Availability, Socio-Cultural Context, Parental Involvement, Challenges in English Learning. From the 7 factors that are obstacles in the problem of learning English after seeing the results of the questionnaire and also interviews, the researcher found that starting from the Teaching Method, learning environment and class dynamics, very good results were found in terms of the responsibility of the guardians in providing materials and also monitoring the learning outcomes of children with follow-ups and always updating the methods or teaching materials needed in the

English learning process in class. However, the obstacles to factors that are problems in students' English learning are still found. This is dominated by several external factors, including incomplete facilities as explained by students or opinions from the guardians who sometimes also have problems due to inadequate facilities to maximize the student learning process in English material. In addition, it was also found that parental involvement outside of school is still very minimal, as indicated by the statements of students who still answer more often that they have never studied outside compared to those who get lessons outside the school environment. This also actually happens because for the student area at Mts Ma'arif Nu 04 Tamansari, the culture such as private tutoring is still very rare and it is rare to find institutions that accommodate this field. From some of these things, it is also a challenge for children and also the guardians to be able to continue to improve the quality of teaching and learning so that existing obstacles can be anticipated with motivation and also the teacher's experience in teaching and the desire to always innovate with new methods to improve students' English learning abilities.

Thus, this study confirms that an integrated approach, which strengthens students' internal readiness while enhancing instructional support, facilities, and family engagement, is needed to reduce barriers to learning. With further investment in professional development, technology access, and strategic parental engagement, it is likely that English proficiency among students at MTs Ma'arif NU 04 Tamansari can be significantly improved.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study was conducted to determine the factors that cause difficulties in learning English in Grade 7 students of MTs Ma'arif NU 04 Tamansari in the 2024/2025 academic year. Using a qualitative approach supported by descriptive data from questionnaires, interviews, and classroom observations, this study identified various internal and external challenges that affect students' ability to learn English effectively.

The findings reveal that internally, many students face difficulties due to learning habits and concentration patterns. This is seen from learning habits outside of school and how they need some special methods such as the use of learning videos to support their learning potential.

Externally, the school still faces limitations in terms of technological facilities and infrastructure. Difficulty in using the school's computer lab and multimedia resources means that teachers often rely on personal initiative, such as using their own laptops or handmade media, to support learning. Despite these constraints, the school makes commendable efforts to provide an immersive environment through programs such as English Day and English Conversation Club. In addition, parental motivation, as well as a culture that still does not have a deep understanding of the importance of learning English, are also factors in students' learning problems, so that many still do not engage in English learning activities outside the school environment.

In summary, the difficulties faced by Grade 7 students in learning English at MTs Ma'arif NU 04 Tamansari are the result of a combination of linguistic, affective, and environmental factors. This study highlights

the need for more structured early exposure to English, better instructional support, and greater collaboration between teachers, parents, and institutional policies to create a more supportive learning environment and student motivation.

B. Suggestion

Based on the results of this study, several suggestions can be given to stakeholders involved in the English learning process at the junior high school level, especially at MTs Ma'arif NU 04 Tamansari.

1. For English Teachers

Teachers are encouraged to continue implementing communicative, student-centered teaching approaches that foster confidence and interaction in the classroom. Teachers are also advised to provide differentiated instruction to accommodate students with varying levels of proficiency. In addition, the development of simple and low-cost teaching aids, such as note cards, printed dialogues, or audio recordings, can help bridge the gap caused by the lack of digital infrastructure. Teachers can also consider assigning creative home-based language assignments to reinforce students' understanding outside of classroom learning.

2. For School Administrators

School management is advised to invest in improving the learning environment, particularly by gradually increasing access to digital learning tools. While budget constraints are understandable, partnerships with local communities, alumni, or external donors can offer alternative sources of support. Schools are also encouraged to provide regular training for teachers in low-tech teaching innovations and to strengthen programs such as English Day and extracurricular clubs that support language practice in informal contexts.

3. For Parents and Guardians

Parents are encouraged to continue supporting their children's efforts in learning English by creating a positive learning environment at home. Simple practices such as encouraging children to watch English videos, read simple English stories, or use mobile learning apps under supervision can significantly increase language exposure. Parents should also maintain communication with teachers to stay informed about their children's progress and to provide additional motivation when needed.

4. For Future Researchers

This study was limited to a small group of participants in one institution. Therefore, future research is encouraged to explore similar topics in a broader context, involving a larger population or a comparative study between schools with different levels of resources. Furthermore, researchers can investigate the effectiveness of specific teaching interventions or digital media tools in addressing English language learning difficulties among junior high school students.

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ATTACHMENT

Appendix 1. Transcription of Interview with English Teacher

INTERVIEW WITH ENGLISH TEACHER

Researcher : In your opinion, what are the main challenges students face in learning English?

English teacher : One of the most significant factors is the difficulty of students in concentrating. This happens because English is not a compulsory subject in elementary schools or madrasah ibtidaiyah. As a result, when they enter junior high school or madrasah ibtidaiyah, many of them do not have any basic knowledge of English at all, which is a challenge for us as teachers.

In addition, the facilities available in our school are limited. To overcome this, I try to utilize the available learning media. For example, I make my own visual aids such as question cards or simple pictures that I use on the board to explain the material. Occasionally, I also bring my personal laptop to class to show short learning videos, so that the class is more lively and attracts students' interest. Although I do not have a computer lab, I try to keep the learning atmosphere varied and meaningful through simple but effective methods.

Researcher : What factors most significantly influence students' ability to understand English?

English teacher : I usually use interactive lectures and vocabulary exercises to help students get to know basic words first. I also often have them do simple role-plays so they can practice using English in real-life contexts, even if it is still very basic. This helps build their confidence.

- Researcher : What teaching methods do you use to help students overcome difficulties in learning English?
- English teacher : In my opinion, this method is quite effective, although the results are not immediately visible. With a gradual approach and lots of repetition, students begin to feel more comfortable and are no longer afraid of English. Of course, its effectiveness could be even better if we had a more ideal study time and better facilities.
- Researcher : How effective do you think the teaching methods used in your class are?
- English teacher : Yes, I have tried to integrate technology into English learning, although it is still limited. Usually, I use YouTube videos that contain English songs for children or simple conversations. I play them using my personal laptop in class. Although it is quite simple, it really helps to attract students' attention and make them more enthusiastic in learning. However, the use of technology is still quite limited due to the limited internet and facilities at school.
- Researcher : Have you ever tried integrating technology or other media to support English learning?
- English teacher : I use both formative and summative assessments. Formative assessments include daily assignments and quizzes, while summative assessments include midterms and final exams. I also pay attention to their speaking skills during class activities, although the assessments are still quite informal.
- Researcher : Does the school provide adequate support facilities for English language learning?
- English teacher : Yes, the school provides learning resources that support English education. We have a variety of materials to help the teaching and learning process. In addition to the main textbooks, we also use additional media that suits the needs of students. English teachers here are also proactive in creating supporting materials

and sharing them with each other, so that the learning environment becomes more dynamic and interesting for students.



Appendix 2. Transcription of Interview with the Principal

INTERVIEW WITH THE PRINCIPAL

- Researcher : What policies does the school implement to support English language learning?
- Headmaster : The school places great emphasis on English as one of the core subjects in our curriculum. We ensure that English is taught with structured lesson plans that are aligned with national standards. In addition, we encourage our English teachers to participate in training or workshops that focus on modern teaching strategies. We also hold internal coordination meetings to discuss how to improve the quality of English teaching, based on student progress and classroom experiences.
- Researcher : Are there any special programs designed to improve students' English skills?
- Headmaster : Yes, we have several initiatives. One is the English Conversation Club, where students can practice speaking outside of regular class hours in a more relaxed atmosphere. We also have English Days, where students and teachers are encouraged to use simple English phrases throughout the day. These programs are intended to increase students' exposure to English and help them become more confident in using the language.
- Researcher : How do schools provide facilities and learning resources to improve students' English skills?
- Headmaster : We provide basic learning materials such as textbooks and supplementary worksheets to support the learning process. Our teachers are also encouraged to create and use teaching media such as posters, note cards, and audio-visual aids. Where possible, we try to integrate multimedia tools to make lessons

ns more engaging. While we continue to improve our resources, we always support our teachers' creativity in designing their own materials that suit the needs of their students.

Researcher : To what extent are parents involved in supporting students' English learning?

Headmaster : We believe that parental involvement plays a vital role in students' academic success, including in learning English. We regularly communicate with parents through school meetings and newsletters to inform them about their child's progress and encourage them to support English learning at home. We also advise parents on how to help their children develop good study habits, even with simple practices such as reading English words or helping them review vocabulary.



Appendix 3. Documentation Observation and Questionnaire Distribution



Attachment 4. Statement letter stating that research has been conducted

