

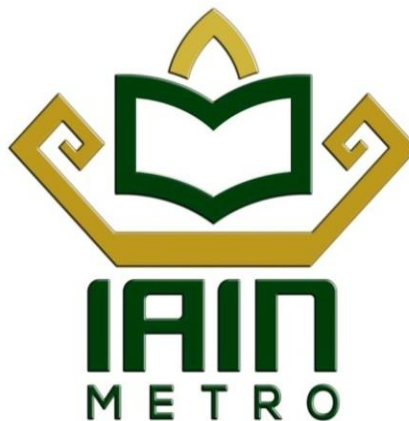
AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN
LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP
NEGERI 2 TRIMURJO**

By:

THALIA SHIVA

Student Number: 1801070065



**Tarbiyah and Teachers Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M**

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN
LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP
NEGERI 2 TRIMURJO**

Presented as a Partial Fulfillment of the Requirements
For The Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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1443 H / 2022 M**



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Assalamu'alaikum Wr.Wb.


Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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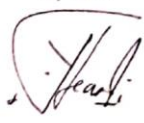
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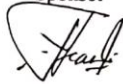
It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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RATIFICATION PAGE

No. B-3559/111-28-1/D/PP-003/07/2022

An Undergraduate thesis entitled: AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO. Written by: Thalia Shiva, Student Number 1801070065, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 28th, 2022 at 10:00– 12:00 a.m

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The Dean of Tarbiyah and Teacher Training Faculty



AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

ABSTRACT

**BY :
THALIA SHIVA**

This study aims to identify the difficulties faced by eighth grade students of SMP Negeri 2 Trimurjo in learning English in the pandemic era and to find out the strategies used by eighth grade students of SMP Negeri 2 Trimurjo to overcome difficulties in learning English.

This type of research is descriptive qualitative research. The subjects of this research were eighth grade students and English teacher at SMP Negeri 2 Trimurjo. Data were obtained through passive participant observation, structured interviews, and documentation.

The results of the research findings are that there are still many eighth grade students of SMP Negeri 2 Trimurjo who have not mastered English and have difficulty learning English in the pandemic era. From the results of the research, the difficulties of eighth graders at SMP Negeri 2 Trimurjo in learning English in the pandemic era were: lack of vocabulary, grammatical errors, lack of interest, lack of participation, learning materials, limited time, technology, and internet networks. Students' strategies in overcoming difficulties in learning English in the pandemic era are: open dictionary, and study hard.

Keywords: Student Difficulties, English, Learning, Learning English, Pandemic Era.

AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

ABSTRAK

**BY :
THALIA SHIVA**

Penelitian ini dilakukan bertujuan untuk mengidentifikasi kesulitan yang dihadapi siswa kelas delapan SMP Negeri 2 Trimurjo dalam belajar bahasa Inggris di era pandemi dan mengetahui strategi yang digunakan siswa kelas delapan SMP Negeri 2 Trimurjo untuk mengatasi kesulitan belajar bahasa Inggris.

Jenis penelitian ini adalah penelitian deskriptif kualitatif. Subjek dari penelitian ini adalah siswa kelas delapan dan guru bahasa Inggris SMP Negeri 2 Trimurjo. Data didapatkan melalui *passive participant observation*, wawancara terstruktur, dan dokumentasi.

Hasil temuan penelitian adalah masih banyak siswa kelas delapan SMP Negeri 2 Trimurjo belum menguasai bahasa Inggris dan mengalami kesulitan dalam belajar bahasa Inggris di era pandemi. Dari hasil penelitian kesulitan siswa kelas delapan SMP Negeri 2 Trimurjo dalam belajar bahasa Inggris di era pandemi adalah : kurang nya kosa kata, *grammatical error*, kurang nya minat, kurang partisipasi, materi pembelajaran, terbatasnya waktu belajar, teknologi, dan jaringan internet. Dan strategi siswa dalam mengatasi kesulitan belajar bahasa Inggris di era pandemi adalah : membuka kamus, dan belajar dengan keras.

Kata Kunci : Kesulitan siswa, Bahasa Inggris, Belajar, Belajar Bahasa Inggris, Pandemi Era.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, 28 June 2022

The Writer



Thalia Shiva

Student Number. 1801070065

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Menyatakan bahwa skripsi sarjana ini merupakan hasil penelitian penulis, kecuali bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 28 Juni 2022
The Writer



Thalia Shiva
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MOTTO

إِنَّمَا الْعُسْرُ يُسْرًا , فَإِنَّمَا الْعُسْرُ يُسْرًا

"For verily after hardship there is ease, verily after hardship there is ease".
(QS. Al-Insyirah: 5-6).

DEDICATION PAGE

Alhamdulillah, with gratitude to Allah SWT who has bestowed His grace and guidance, I will dedicate my success to:

1. My beloved parents Mr.Azuardi and Mrs.Nina utami who has given me extraordinary love, educated me until I was an adult, supported me with all her body and soul, and always prayed for me day and night.
2. My beloved sisters, Nindy Lanti Maya and Bella Valina Sinka, who always give me great encouragement.
3. My comrades in arms 2018, and in particular my best friend Monica Yolanda Sari who always accompanies me in difficult and happy situations and supports me wholeheartedly.
4. My partner is Alfanda Nuranda Hidayat who has always accompanied me in the process of guiding my thesis until now.
5. All lecturers of IAIN metro and staff of the English Education Department of IAIN Metro.
6. My beloved almamater IAIN Metro.
7. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting.

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Praise be to Allah SWT. Who has given grace, guidance, and gifts to all of us, so that researcher can complete an undergraduate thesis entitled " An Analysis of the Student Difficulties In Learning English In The Pandemic Era at SMP Negeri 2 Trimurjo". Shalawat and salam do not forget to give to the Prophet Muhammad SAW and his family and friends.

In connection with this undergraduate thesis, the researcher would like to thank Mrs. Yeasy Agustina Sari M,Pd. As a supervisor who has seriously guided and motivated to complete this study, thank you to Mrs. Linda Septiyana M.Pd as an academic supervisor who also provided motivation and support. May Allah SWT repay all their kindness. Thank you to all the teachers of SMP Negeri 2 Trimurjo who have given permission and made it easier for researcher to conduct research. I also thank my beloved parents for their support and always pray for the completion of this research.

It is realized that this undergraduate thesis still has many shortcomings, both in content and composition. Researcher expect suggestions and criticisms for future improvements so that they can provide benefits for the field of education and readers.

Metro, 28 June 2022

The Writer



Thalia Shiva

Student Number : 1801070065

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is an important component in communicating to exchange information, convey arguments, ideas, opinions, or express an emotional feeling, and desire to someone. According H. Douglas Brown has quoted from Finocchiaro that language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact.¹

English as an international language makes it the main target for people around the world, especially in Indonesia, to learn. In Indonesia, English is used as a foreign language after the mother tongue, namely Indonesian. According to Astuti there are four skills in English lessons that must be mastered, namely listening, speaking, reading and writing.²

The function of the English language is not only as a means of communication between countries but also as a good impact in the fields of education, trade, medicine, security, and science in the world, and the fact that most scientific books use English. Therefore, to gain a lot of knowledge we must master English as a medium to continue learning so that the Indonesian state can compete with other countries. The curriculum in Indonesia applies

¹Yahya Kudsiyah, "Analysis of Some Causal Factors of Student's Problem in Learning English", *skripsi*, (Syarif Hidayatullah State Islamic University Jakarta, 2009), 1.

²Ni Made Dita Sintadewi, Ni Putu Juni Artini, and Irwan Febryan, "Analysis of English Learning Difficulty of Students in Elementary School", *International Journal of Elementary Education* 4, no.3 (2020): 432.

English as a language that must be studied from elementary school to high school education levels, not only that, universities in Indonesia also make English lessons as one of the subjects that must be taken by students in every department, especially the English department.

Students who master English will get many advantages such as being able to socialize with everyone in foreign countries, being able to travel to any country without fear of not understanding the language, having greater opportunities in the world of work both from within the country such as being bank employees, flight attendants, writers, journalists, public relations, embassies, and tourism, as well as abroad such as translators. This is in line with Handayani who stated that English is not only an academic need because mastery is not only limited to aspects of language knowledge but also as a global communication medium, especially in economic terms.³

At the end of 2019 the world was shocked by an outbreak of a new virus that occurred in almost every part of the world such as: Italy, Iran, Spain, America, and others. This virus was originally discovered in the city of wuhan, Hubei, China on December 31, 2019. This virus was given the name coronavirus disease-2019 or often referred to as Covid-19. The Covid-19 virus entered Indonesia for the first time on March 2, 2020 in Depok, West Java with a very fast transmission rate because it is not only transmitted by direct physical contact but also through objects, liquids, or air that have been

³Alan Jaelani, and Olivia Widad Zabidi, "Junior High School Students' Difficulties of English Language Learning in the Speaking and Listening Section", *Journal of English Language Teaching* 9, no.1 (2020) : 46.

contaminated with the Covid-19 virus and many victims died. This makes a global pandemic that continues to this day.

The outbreak of the Covid-19 virus has a very bad impact on the whole world, especially Indonesia. After the entry of the Covid-19 virus, Indonesia had to create a new system, and all activities in Indonesia had to be hampered by applying the concept of "learning from home, working from home, and worshipping at home". Not only has an impact on health, the economy, politics and socialization, the Covid-19 virus has also had a very bad impact on the world of education.

The Ministry of Education and Culture was forced to change the concept of teaching and learning for students and teachers from face-to-face to online learning to reduce the spread of the Covid-19 virus. Then until July 2021 with the new normal concept the Minister of Education and Culture Nadiem Makarim finally allowed limited face-to-face learning on the condition that the vaccination program had been completed and still adhered to health protocols. This limited face-to-face learning is carried out by dividing students into 2 groups, namely students who enter in the morning and students who enter in the afternoon. This activity was carried out to anticipate the presence of crowds. This limited face-to-face activity was carried out until the end of February 2022, after which the full or normal face-to-face learning system was reused until now. With this changing new concept, of course, it makes the teaching and learning process of students and teachers less effective, especially in English subjects.

Based on the results of the researcher pre-survey by interviewing an English teacher on October 11, 2021 which was held at SMP Negeri 2 Trimurjo, the researcher assumed that students of SMP Negeri 2 Trimurjo had difficulty learning English during the pandemic era because of the geographical location of SMP Negeri 2 Trimurjo which was still included in rural areas. so that students of SMP Negeri 2 Trimurjo do not understand the importance of learning English and lack of knowledge of using technology when learning online.

The results of the researcher short interview with one of the English teachers at SMP Negeri 2 Trimurjo at the time of the pre-survey, the teacher said that the eighth grade students of SMP Negeri 2 Trimurjo had low grades in English, students rarely took English lessons, students could not answer language questions. English, and students can't speak English well. Based on the phenomenon that occurred, the researcher wanted to analyze the difficulties faced by eighth grade students in learning English in the pandemic era at SMP Negeri 2 Trimurjo. Based on the reasons above, the researcher wants to conduct a research entitled "AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO".

B. Focus of The Research

The focus of this research is "An analysis of the students difficulties in learning English in the pandemic era at SMP Negeri 2 Trimurjo".

C. Research Questions

Based on the above background, the writer identifies several research questions through the following questions:

1. What are the difficulties faced by the eighth grade students in learning English in pandemic era at SMP Negeri 2 Trimurjo ?
2. What are the students' strategies to overcome their difficulties in learning English ?

D. Objective and Benefit of Study

1. The objectives of this research are:
 - a. To find out the difficulties faced by the eighth grade students in learning English in the pandemic era at SMP Negeri 2 Trimurjo.
 - b. To know the students' strategies to overcome their difficulties faced by the eighth grade students in learning English in pandemic era at SMP Negeri 2 Trimurjo.
2. The benefits of this research

In general, the results of this study are expected to be useful for analysis of the difficulties faced by the eight grade students in learning English in the pandemic era at SMP Negeri 2 Trimurjo, and can provide the following benefits:

- a. Theoretically

Theoretically this research is expected to add insight and knowledge for its readers, enrich and strengthen theories about students' difficulties in learning English in the pandemic era and can

contribute to providing understanding to readers about students' difficulties in learning English in the pandemic era.

b. Practically

- 1) For the English Teachers : Teachers can use this paper as a guide to increase their understanding of the causes of students' difficulties in learning English during the pandemic, and teachers can also find solutions and implement learning strategies according to students' circumstances.
- 2) For schools : this research can be a constructive input to improve the quality of education, including students, teachers, and educational institutions.
- 3) For the Writer : this research is a valuable experience for writer and adds to the knowledge and insight of writer about the difficulties of students in learning English in the pandemic era.
- 4) For further research : this research can be used as a basis for further research so that further research can be further developed, especially about students' difficulties in learning English in the pandemic era.

E. Prior Research

Previous research is an attempt by researcher to find out the similarities, differences, and look for comparisons from previous studies so that future research has new inspiration from previous research on "student difficulties in learning English".

The first study conducted by Ni Made Dita Sinta dewi, Ni Putu Juni Artini, and Irwan Febryan entitled "Analysis of English Learning Difficulty of Students in Elementary School". The purpose of this study are to analyze the types of learning difficulties experienced by students, the factors that affect learning difficulties, and to find out the efforts to overcome the difficulties of learning English in fifth grade of Elementary School. The sample of this study amounted 22 fifth grade students and fifth grade teachers. Data obtained through interviews, questionnaires, and documentation. Based on the results of interviews, questionnaires, and documentation, students faced several problems, namely 16 students have difficulty learning English, and also do not understand when the teacher conveys English material. Factors causing difficulties in learning English for fifth graders are internal factors, among them are students who are still less motivated and less interested in taking English lessons, while the external factors are that teachers do not use teaching aids and the methods used are less varied and not innovative.⁴

The second study conducted by Citra Ayu, and Dwi Viora entitled "An Analysis on Students' Difficulties in Learning English at Universitas Pahlawan Tuanku Tambusai in 2017/2018". The purpose of this study are to determine students' difficulties in learning English, and to expected that the learning process will be more meaningful. The sample of this study is the enrolled odd semester students in academic year 2017/2018. Data obtained through documentation, tests, observations, and interviews. Based on the

⁴Ni Made Dita Sintadewi, Ni Putu Juni Artini, and Irwan Febryan, "Analysis of English Learning Difficulty", 431.

results of documentation, tests, observations, and interviews, students faced several problems, namely (1) lack of English practice (2) students not actively participate in the learning process (3) passive students (4) students do not pay attention to the teacher's explanation (5) students not active in answering the teacher's questions and giving opinions.⁵

The third study conducted by Choosri Banditvilai and Robert Cullen entitled "Problems and Obstacles in Learning English as a Foreign Language". The purpose of this study are to identify the main major non-English student problems and difficulties at Kasetsart University, Kamphaeng Saen Campus, and to make further recommendations. The sample of this study amounted 520 students from various disciplines at Kasetsart University. Data obtained through questionnaires, and interviews. The findings of this study indicate that, writing is generally considered to be the biggest problem area followed by listening. And Based on the results of questionnaires, and interviews, indicate that the great majority of students do not study or practice English on a daily basis.⁶

The fourth study conducted by Muhtarom, and Azizatul Maghfiroh entitled "Student Difficulties in English Learning During Limited PTM Period". The purpose of this study are to describe students' difficulties in learning English during limited offline Teaching and Learning Process Period and to explain the factors that cause difficulties in learning English during

⁵Citra Ayu, and Dwi Viora, "An Analysis on Students' Difficulties in Learning English at Universitas Pahlawan Tuanku Tambusai in 2017/2018", *Journal of English Language and Education* 4, no.1 (2019): 56.

⁶Choosri Banditvilai, and Robert Cullen, "Problems and Obstacles in Learning English as a Foreign Language", *International Journal of Social Science and Humanity* 8, no.12 (2018): 289.

PTM period is limited. The sample of this study amounted 33 students who were all in class IX-A MTs N Gresik for the academic field year 2021/2022. Data obtained through interviews, questionnaires, and documentation. Based on the results of interviews, questionnaires, and documentation, students faced several problems, namely there are two factors that influence the difficulty of learning English for students in grades IX- An MTs N Gresik, namely internal factors and external factors. The internal ones include less motivation and interest in participating in English lessons, while external ones consist of less interesting media and less varied and innovative methods.⁷

The last study conducted by Kanwal Shahzadi, Zahabia, et al entitled "Difficulties Faced in Learning English Language Skills by University of Sargodha's Students". The purpose of this study is to explore the difficulties of Sargodha University students in learn English skills. The sample of this study amounted 300 students who were randomly selected from the department English and many other departments. Data obtained through questionnaires. Based on the results of questionnaires, the study indicate that overall students need extra help in improving their English reading, writing, listening and speaking skills.⁸

Referring to previous research, there are similarities and differences between the five previous studies and this study. The five studies above have

⁷Muhtarom, and Azizatul Maghfiroh, "Student Difficulties in English Learning During Limited PTM Period", *International Journal of Research on English Teaching and Applied Linguistics* 2, no.2 (2021): 10.

⁸Kanwal Shahzadi, et al, "Difficulties Faced in Learning English Language Skills by University of Sargodha's Students", *International Journal of Academic Research and Reflection* 2, no.2 (2014): 76.

similarities with this study because they both discuss the difficulties of students in learning English. On the other hand, there are differences between the five studies above and this study, because in this study the researcher tried to find out the difficulties of students in learning English in the pandemic era. This study is more specific than previous studies and is still rarely studied. After knowing the difficulties faced by students in learning English, this research is expected to provide solutions to these problems.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Learning

1. The Definition of Learning

Learning is an activity between teachers and students that aims to help students' learning process that leads to changes in behavior, and increases potential. There are many experts define learning ;

According to Bandura, learning occurs by observing the behavior and modeling of others. He explained that human behavior is a continuous reciprocal interaction between cognitive, behavioral and environmental influences. in this case fortunately human behavior is largely influenced by modeling by observing other people, then one forms an idea of how the new behavior is performed, and on subsequent occasions the information becomes a code that serves as a guide to action.¹

Brown said that learning is often thought of as a translation of the term "instructional" is a process of interaction between students and educators and learning resources in the learning environment. Learning is described by Gagne and Briggs in Brown, as a person's effort aimed at helping someone in learning. There are five assumptions that can support learning, including; (1) in a learning must be planned in advance to make it easier for students to learn, (2) in the short-term and long-term phases

¹Qutaiba A. Abukhadrah, "The Difficulties of Learning English as Perceived by a Group of Internasional Students : a Case Study", *International Journal of English Language Teaching* 3, no.8 (2015) : 40.

included in the design of learning, (3) planning learning should not be careless and not merely provide environmental care, (4) learning efforts should be designed with a systems approach, and (5) learning should be developed based on knowledge of how the person learns.²

Next, Pane and Dasopang said learning and learning are two mutually sustainable things that can not be separated in educational activities, learning and learning are forms of education by interacting between teachers and students. Learning and learning process takes place starting with planning various components and learning tools so that they can be applied in the form of educational interactions, and ending with an evaluation to measure and assess the level of achievement of learning objectives expected.³

Then, Uno said learning can also be interpreted as a form of interaction process between learning participants and teachers in a learning environment in order to achieve a goal in learning.⁴

Meanwhile, Moller states Language learning that focuses on imitation, practice, encouragement, and habit formation.⁵

²Muhtarom, and Azizatul Maghfiroh, "Student Difficulties in English Learning During Limited PTM Period", *International Journal of Research on English Teaching and Applied Linguistics* 2, no.2 (2021) : 11.

³Alan Jaelani, and Olivia Widad Zabidi, "Junior High School Students' Difficulties of English Language Learning in the Speaking and Listening Section", *Journal of English Language Teaching* 9, no.1 (2020) : 46.

⁴Ni Made Dita Sintadewi, Ni Putu Juni Artini, and Irwan Febryan, "Analysis of English Learning Difficulty of Students in Elementary School", *International Journal of Elementary Education* 4, no.3 (2020): 432.

⁵Mia Selvia Rachmawati, and Ema Rachmawati, "Analysis of Students' Learning Difficulty in English Lesson at MTS Nurul Falah Cimahi", *Professional Journal of English Education* 1, no.6 (2018): 764.

learning as a process that leads to change that is the result of experience thereby increasing the potential for improved performance and learning in the future.⁶

From the understanding of learning according to the experts above, it can be concluded that learning is a process of teacher interaction with students to help someone in learning by planning various components to achieve learning goals, and forming behavior by focusing on observing and imitating.

2. Component of Learning

There are three critical components to this definition :⁷

- a. Learning is a process, not a product. However, since this process occurs in the mind, we can only conclude that it occurs from the product or student performance.
- b. Learning involves changes in knowledge beliefs, behaviors, or attitudes. These changes are revealed from time to time; it is not fleeting but has a lasting impact on the way students think and act.
- c. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their *experiences* - conscious and unconscious, past and present.

⁶Richard E. Mayer, *How Learning Works* (California: Santa Barbara, 2010), 3.

⁷*Ibid.*

B. English Language

English is used in many countries as an international language. The role of English is very important, namely as a tool of international communication in various sectors. English plays a leading role in many sectors including education, medicine, engineering, advanced studies, business, technology, banking, computing, tourism, etc. As a result, English is taught and studied around the world as a second language today.⁸ Therefore, English is used as a second language for people in several countries. Indonesia with its cultural diversity and natural wealth makes Indonesia one of the tourist destinations abroad, so that the Indonesian state needs English as a means of communication between Indonesian people and tourists from abroad. Through English we can introduce our culture to other countries.

C. Learning English

Learning English is done when someone wants to learn how to speak English and understand English. Someone who learns English they often learn to read and write at the same time. Many people learn English because English is used as a common subject at school. Someone is willing to spend their time to learn English. Some of them may not know English, and who have studied English in school and improved their knowledge. English as a foreign language of course the success of learning depends on the teacher's strategy in teaching and learning.

⁸Suparman, "The Effectiveness of the English Conversation to Improve Students' Speaking Skill", *Jurnal Studi Keislaman dan Ilmu Pendidikan* 5, no.2 (2017): 39.

Kannan said Learning English can improve individual status and opportunities in the fields of education, technology, global trade and business. In addition, English plays an important role as a communication channel..⁹

D. Pandemic Era

Coronavirus belongs to a large family of viruses that can cause infectious diseases in humans and animals. In humans, most people affected by this virus will experience mild to serious symptoms that cause infections in the respiratory tract, ranging from the flu to Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). This virus can spread through small liquids (droplets) from the respiratory tract that are produced when the person coughs, sneezes, sings or breathes, so that objects around the person can be contaminated with the virus and transmit it to others.

This new type of virus was first discovered by humans in the city of Wuhan, Hubei province, China in December 2019. Later this virus was named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), causing Coronavirus disease-2019 or what is often called with Covid-19. This Covid-19 virus has spread to almost the entire world, causing a global pandemic that continues to this day. The ten countries in the world that have the highest number of Covid-19 cases include: the United States, India, Brazil, France, England, Russia, Germany, Turkey, Italy and Spain. The Covid-19 virus has a fast spread rate and has caused many deaths.

⁹Ali Derakhshan, and Marjan Shirmohammadli, "The Difficulties of Teaching English Language: The Relationship between Research and Teaching", *International Journal of Linguistics* 7, no.1 (2015): 103.

The existence of the Covid-19 virus must have had a huge impact on every country, especially Indonesia. The impact caused by the Covid-19 virus is not only in the economic, political and social fields but also has an impact on the education sector. Ministry of Education and Culture, the government issued a policy package, namely distance learning for all levels of education.¹⁰ Circular Letter Number 4 of 2020 concerning the Implementation of Education in an Emergency of the Corona Virus (Covid-19), which contains an appeal to the world of education to implement distance learning programs or online learning. This program is carried out with the aim of reducing the spread of the COVID-19 virus by preventing face-to-face contact, physical contact, and crowd activities.

E. English Learning Difficulties

According to Blassic and Jones in Irham and Wiyani, student learning difficulties prove that there is a gap between the student's expected learning achievement and the student's actual academic achievement, a problem or disorder.¹¹

Then, Cor-tiella & Horowitz, student learning difficulties can hinder students in obtaining maximum achievement results. This is one of the

¹⁰Ahmad Nur Syafiq, et al, "Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19", *Journal of English Language Studies* 3, no.1 (2021), 50.

¹¹Cahya Wulandari, Monika Widyastuti Surtikanti, Antonius Setyawan Sugeng Nur Agung. "A Case Study of Internal and External Faktors on the Difficulties in Learning English" , *Journal of English Education and Literature* 1, no.2 (2020): 44-45.

psychological disorders including hearing, thinking, speaking, reading, writing, spelling, or doing mathematical calculations.¹²

From the definition of learning difficulties above, it can be concluded that learning difficulties are conditions in the learning process which are characterized by certain obstacles and disturbances to achieve student learning.

Cahyono and Sormin some of the difficulties of students in learning English :¹³

1. Lack of motivation

Self-motivation to continue learning is very important for every student, because this motivation will inspire students to stay passionate about learning. On the other hand, without this motivation, students will find it difficult to understand the material that has been explained by the teacher, and of course this will have a bad impact on the quality of themselves and their future. The main thing that needs to be done as a teacher is to evaluate yourself. Teachers in schools not only function as educators, but also as motivators for their students. The teacher's role in motivating students is very important, especially for students who are lazy to learn, and students who have problems.

¹²I. Maryani, et al, "Learning Difficulties of the 5th Grade Elementary School Students in Learning Human and Animal Body Organs", *Jurnal Pendidikan IPA Indonesia* 1, (2017): 96.

¹³Cahya Wulandari, Monika Widyastuti Surtikanti, Antonius Setyawan Sugeng Nur Agung. "A Case Study of Internal and External Faktors"., 47.

2. Interest

One of the factors supporting the success of student learning is student interest in learning and trying. This means that there are more and more learning opportunities and optimal if the student shows his seriousness in learning English so that it can generate interest and motivation to learn. Students who are motivated in learning English will be more enthusiastic in learning it so that it creates interest in learning. Students who have a high interest in learning will always try to find, explore and develop their basic potential (talents), so that they can grow self-confidence.

3. Materials

One of the main factors for the success of education is the subject matter. The subject matter is the core of learning. The process of delivering material from teachers to students is very important to do in order to gain student understanding in order to achieve learning objectives. The ability to explain is a very important aspect for teachers because most of the learning conversations that have a major influence on students' understanding are in the form of explanations.

4. Teaching media

By using learning media, educators can deliver the material taught in different and interesting ways like proper media so that students do not get bored easily, can generate new desires and interests, generate

motivation and stimulation of activities and even psychological effects on students. Learning media can be used to create real learning conditions.

According (Regina L. Smalley and Mary K. Ruetten). Some difficulties faced by the students in learning English are having; 1. lack of vocabulary mastery, 2. grammatical errors, 3. Not having good speaking practice, 4. and Having listening difficulty.¹⁴

1. Lack of vocabulary mastery

Vocabulary is a word or a collection of words or several words that are combined so that they have meaning. Vocabulary consists of two forms, namely spoken and printed (written). Vocabulary is the most important component in English. It will be a problem in language learning if students lack vocabulary because students will have difficulty speaking English and answering English questions.

2. Grammatical errors

Grammar is the study of the rules about the grammatical structure of language and the rules for using language. Learning grammar will be a little boring because it takes a lot of time and effort. If in learning English students do not understand grammar, then students will not be able to communicate in English effectively. Grammar will be a problem if students do not learn it well and structured.

¹⁴Sanggam Siahaan, *The Practice of English Learning* (Pematangsiantar : Graha Ilmu, 2008), 26.

3. Not having good speaking practice

One of the most common English learning difficulties faced by the students is probably the lack of good and also enough speaking practice.

English speaking is important, and all the students who are learning English as their second language might face this struggle because they do not have people around them to speak English with and improve their skills. These people can use speaking apps that are available on the internet and they are beneficial for having regular speaking practice.

4. Having listening difficulty

The fourth trouble can be in the listening part. Understanding native listening can be difficult because of their speed and fluency. In order to solve this difficulty that students face, listening to podcasts is really recommended which improves their English listening skills.

F. Strategies To Solve Students Difficulties

Sri Susanti states strategies to overcome the difficulties experienced by students are:¹⁵

1. Open a dictionary and read a book; by reading a lot of books students will find a lot of new vocabulary which then students will find out the meaning of the vocabulary through an English dictionary so that they can increase their English vocabulary.

¹⁵ Sri Susanti, "Student's Learning Difficulties and The Strategies to Overcome at Eighth Grade Student of SMPN 1 Sumbergempol Tulungagung", *Skripsi*, (State Islamic Institute (IAIN) of Tulungagung, 2014), 1.

2. Doing questions and exercises; learning a language can not just be done with theory, but you have to practice a lot, by practicing English a lot and doing English questions they will get used to it on their own.
3. Participate in group discussions and ask friends or teachers; students who are active in the learning process, students will think more critically and creatively and foster innovation in themselves, and can practice the knowledge that has been obtained in front of their friends.
4. Study hard; Studying diligently will certainly make someone smarter, evaluating the learning that has been learned before will make someone superior to others.

CHAPTER III

RESEARCH METHOD

A. The Characteristics and Types of the Research

In a study, it is very important for us to choose the appropriate method for the research we make to get satisfactory results about understanding the research problem. In this study, the researcher wanted to analyze the difficulties faced by the eight grade students in learning English in pandemic era at SMP Negeri 2 Trimurjo. In this study, the researcher considered the usual difficulties in learning English.

This research includes descriptive qualitative research. This research is a qualitative research, which means that research understands the phenomena experienced by research subject such as behavior, perception, motivation, and action by way of description in the form of language words.¹ Qualitative research is descriptive which means that the data collected is in the form of sentences, words or pictures and not in the form of numbers.² According to Gall qualitative research has a higher level of difficulty than quantitative research because the data collected are usually subjective and the main measurement tool for collecting data is the investigator himself.³

¹Lexy J. Moleong, *Qualitative Research Methodology*, print. ke-30, (Bandung: Rosda, 2012), 6.

²Sugiyono, *Quantitative, Qualitative Research Methodology and R&D*, print. ke-24, (Bandung: Alfabeta, 2016), 13.

³*Ibid.*, 213.

And this research method used a descriptive method, meaning the method used to find out a picture or situation by describing in as much detail as possible based on the facts found by the researcher.

B. Research Setting

This research conducted at SMP Negeri 2 Trimurjo for class VIII students. SMP Negeri 2 Trimurjo is located at Jalan Ramayana 11B, Desa Liman Benawi, Kecamatan Trimurjo, Kabupaten Lampung Tengah, Provinsi Lampung. The subjects of this study were students of class VIII SMP Negeri 2 Trimurjo. SMP Negeri 2 Trimurjo, and the object of this research is students' difficulties in learning English in the pandemic era.

The population in this study were students of class VIII SMP Negeri 2 Trimurjo. The sample of this study was 10 students of class VIII D SMP Negeri 2 Trimurjo who had the lowest English scores that the researcher interviewed, and in determining the sample the researcher used purposive sampling technique, namely the sampling technique with certain considerations.

C. Data Sources

According to Anderson, the data sources are divided into two, namely primary data sources and secondary data sources. Primary data is data obtained and collected directly by researcher and most of the primary data comes from artifacts, documents, and observations. While secondary data is

the data came from ones who is not present and provides the research as a supporting data.⁴

Most of the primary data sources of this research were the result of observation with recorder, and the script of interview between researcher with an English teacher and between researcher with students. While the secondary data sources of this research are books, journals, and documents related to this research.

D. Data Collection Technique

In conducting the qualitative research, researcher collected data in various forms and spend a lot of time gathering information. The steps for collecting the research data included setting research boundaries, collected information through passive participant observation, structured interviews, and documentation. In collecting the data, there are several techniques that was implemented in this research. Those are as follows :

1. Observation

According to Chambliss and Schutt, observation is paying attention to conscious actions and events in the classroom that are very relevant to the problem or topic being investigated.⁵ In this study, the researcher used a one type of observation, namely participant observation, which is specifically passive participation.

⁴Gary Anderson and Nancy Arsenaut, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), second edition, 12.

⁵Baiq Suprapti Handini, et al, "An Analysis on Students' Difficulties in Speaking", *Journal of Language and Literature* 7, no.2 (2021): 189.

In this research, the researcher collected the data by using recorder of students learning English. This observation was carried out to see in real terms how the teaching and learning process of students in the classroom and to see first hand the difficulties faced by the eighth grade students of SMP Negeri 2 Trimurjo in learning English in the pandemic era. In this study, the researcher did not teach students directly but only observe students activities in learning English in the pandemic era at SMP Negeri 2 Trimurjo. In this case, the researcher writes, analyzes and draws conclusions about the object under study.

2. Interview

Interview is a dialogue to get information from someone being interviewed. Interviews is uses to assess a person's condition.⁶

In this study, researcher used structured interviews to obtain data. The researcher interviewed an English teacher and students as a supporting instrument and gave some questions about his opinion regarding the students' difficulties in learning English and how to overcome difficulties in learning English faced by the eighth grade students of SMP Negeri 2 Trimurjo in the pandemic era. The purpose of this interview is to make sure about the results of observations and obtain more data relating to this research.

⁶Anita Suciati Rahayu, et al, "Analyzing Speaking Problems Faced by EFL Colleges Learners", *Journal of Linguistics and Applied Linguistics* 2, no.1 (2020): 13.

3. Documentation

Documentation is used in this study as written evidence. This documentation technique is done by digging up information that can be found such as notes, writings, or photos related to the research. This technique is used to obtain information about the profile of the research site, namely SMP Negeri 2 Trimurjo.

E. Data Analysis Technique

This research has applied the Miles and Huberman model to analyze the data that has been collected. The procedure is shown in the following figure:

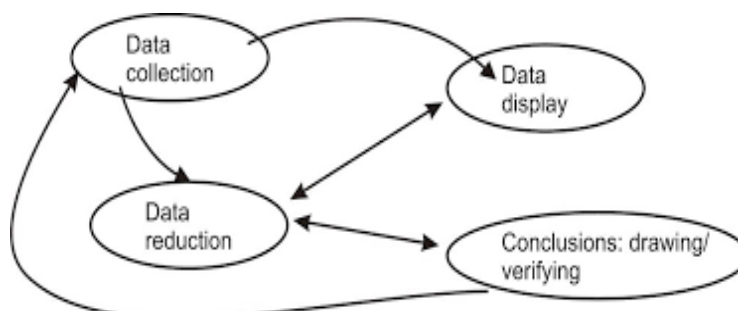


Figure 3.1 *Component of Data Analysis: Interactive Model*⁷

Data analysis by Miles and Huberman model conducts the following steps:

1. Research data collection is the first step where the researcher collects all the data to complete the research. The researcher collected data by making observations in one of the classes, namely class VIID during English class and by conducting structured interviews with the English teacher and ten students of class VIII D.

⁷Sugiyono, *Quantitative, Qualitative Research Methodology*, 247.

2. Then the data from the observations and interviews of researcher at SMP Negeri 2 Trimurjo was reduced by summarizing the data that the researcher found and recording important points and discarding points that were not important.
3. After the data from the observations and interviews of researcher at SMP Negeri 2 Trimurjo were reduced, then the data from the reduction was displayed by the researcher in the form of a table.
4. and the last stage after the observation and interview data is displayed in table form, the researcher draws conclusions and suggestions from the findings to verify the research.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of SMP Negeri 2 Trimurjo

SMP Negeri 2 Trimurjo is one of the State Junior High Schools located at Jalan Ramayana 11B, Liman Benawi Village, Trimurjo District, Central Lampung Regency, Lampung Province. Similar to other junior high schools in Indonesia, the education period at SMP Negeri 2 Trimurjo is taken within three school years, starting from Class VII to Class IX. The curriculum applied is the K13 curriculum, with a total of 34. The school's accreditation is B based on the Decree on the results of BAP-S/M accreditation number: 123/BAP-S/M/12-LPG/2016 Year, 17 September 2016. The school is located about 2 km from the Trimurjo-Metro highway, close to rice fields and very supportive of teaching and learning activities. This school is owned by the local government and was established on June 30, 1991 with the establishment decree number 0363/O/1991. The first principal who served was Mr. Zainudin Amir.

b. School Vision And Mission

Every school will definitely have a vision and mission as guidelines or ideals to be realized and achieved. Each school will

usually have a different vision and mission. Like wise with SMP Negeri 2 Trimurjo Vision of SMP Negeri 2 Trimurjo:

The vision of SMP N 2 Trimurjo:

"Noble in Morals, excelling in Achievement". Indicators:

In appearance, it appears as a clean, neat, beautiful and modern school.

- 1) Become a center for fostering and strengthening aqidah, worship and noble character, as well as mastery of science, language, skills and arts for students of SMP Negeri 2 Trimurjo.
- 2) Become a center for the development of life skills components for all students of SMP Negeri 2 Trimurjo.
- 3) Have academic achievements (champions in subjects and scientific works) and non-academic (sports, arts and others).

Mission of SMP N 2 Trimurjo:

Based on the vision and vision indicators above, the Education Mission at SMP Negeri 2 Trimurjo can be formulated as follows: "To develop appreciation and practice of the religion adopted, to carry out learning effectively, optimally, and to excel academically and non-academicly". Indicators:

- 1) Growing appreciation and practice of the religion adopted so that it becomes wise in acting
- 2) Increasing the professional ability of teachers and employees in carrying out their daily tasks.

- 3) Carry out effective learning activities so that students can develop optimally.
- 4) Improve learning optimally so that there is an increase in the final test score for all subjects, namely 0.5, and the final score is at least 7.50 per subject.
- 5) Carry out extracurricular activities optimally to achieve achievement.
- 6) Complete the necessary infrastructure
- 7) Creating a conducive and harmonious work environment and climate
- 8) Implement participatory management and involve stakeholders
- 9) Organize the school environment so as to create a beautiful, safe and healthy atmosphere.

c. Geographical Location

SMP Negeri 2 Trimurjo stands on an area of 18,000 m² in Liman Benawi Village, Trimurjo District, Central Lampung Regency. To the north, east and south of the school are vast rice fields, only to the west of the school is bordered by residential areas. Judging from its location, this school is a school destination for villages in the Trimurjo sub-district, especially the villages of Liman Benawi, Depok Rejo, Trimurjo, Simbar Waringin, and Adipuro. This school is not passed by public transportation so that the majority of students go to school using

bicycles or motorbikes. The location of the school is 2 km from the Trimurjo-Kota Metro highway.

(APPENDIX FIGURE 4.1)

d. Human Resources

Human Resources of SMP Negeri 2 Trimurjo headed by Mr. Sodik, S.Pd. seen in the employee data and the division of tasks for teachers consisting of 1 principal, 12 administrative staff and 62 teachers with the classification being 20 male civil servant teachers, 40 female civil servant teachers, 1 male assistant teacher and 1 female assistant teacher. And the number of class VII students is as many as 220 students with qualifications of 112 males and 108 females with a total of 7 classes, the number of students in class VIII is 166 students with qualifications of 90 males and 76 females with a total of 6 class groups, the number of students in class IX consisted of 196 students with qualifications of 96 males and 100 females with a total of 9 classes. The total number of students in the 2021/2022 academic year is 582 students with a classification of 298 boys and 284 girls.

(APPENDIX TABLE 1, 2)

e. Organizational Structure and Working

SMP Negeri 2 Trimurjo is a junior high school that has enough human resources with good quality, this can be seen from the complete management duties and functions of SMP Negeri 2 Trimurjo which have the respective responsibilities and duties of each position in the

school. At SMP Negeri 2 Trimurjo not only has an organizational structure but also has a committee management structure.

Principal : Sodik, S.Pd.

School Committee : Paiman

Deputy Head of Curriculum : Sri Hepi Pinawati, S.Pd.

K. Standard Content : Siti Umisah, S.Pd.

K. Graduation Standard : Sri Yuliani, S.Pd.

K. Standard Process : Dra. Sariyatun

K. Standard of Assessment : Maryunani, S.Pd.

Deputy Head of Student Affairs : Turseno, S.Pd.

Waka Sarpras : Rolides Suhaebi, S.Pd.

K. Sapras : Kiswanto Amd.Pd

KA.TU : Budiyanto Staff TU

Deputy Head of Public Relations : Drs. Kuswandi

K. Standard of Financing : Sumarni, S.Pd.

KA. Library : Ari Litawati, S.Pd. KA. science Laboratory

KA. KA Computer Lab. Language laboratory

Extracurricular Leader:

- Student Council builder
- Scoutmaster
- Builder 7 K
- KIR builder
- Dance coach

- Futsal coach
- Volleyball coach
- Science Olympiad
- MTK builder

K. Management Standard : Siti Zahroh, S.Pd.

K. CAR standards : Eko Windi Jatmiko, S.Pd. Homeroom teacher

BK teacher

Subject teacher

Committee Management Structure

Advisor : Mrs. Rahadi

Chairman : Paiman

Secretary : Muhammad Yunus

Treasurer : Lia Ferdiasti

Member:

- It's hard, Sujadi
- Maryanto
- Bejo
- Suyono

(APPENDIX TABLE 3)

f. Co-curricular and Extra Curricular Activities

Co-curricular activities can be understood as activities intended to further deepen and appreciate the material that has been learned in intra-curricular activities in the classroom. While extra-curricular

activities are activities that are more inclined towards student interest and self-development. As a school that has been around for a long time, SMP Negeri 2 Trimurjo also has several co-curricular and extra-curricular activities.

Co-curricular/intracurricular activities

- 1) Every morning do morning apple starting at 07.15
- 2) Study hours start at 07.30 – 12.25 (Monday-Saturday)
- 3) Study hours start at 07.30 – 11.00 (Friday)
- 4) Clean Friday activities are carried out on Fridays.

Extracurricular activities

- 1) Volleyball
- 2) Football
- 3) Scouts
- 4) Self development
- 5) Student Council
- 6) 7 K
- 7) KIR
- 8) Dance
- 9) Futsal
- 10) Science Olympiad
- 11) MTK Olympics

The above activities are a series of activities carried out at SMP Negeri 2 Trimurjo before the Covid-19 pandemic which is inversely

proportional to the current conditions and situation, where school activities are at home which results in all intracurricular and extracurricular activities being unable to carry out due to the Covid-19 pandemic which requires the school eliminates activities at school and prohibits crowds.

g. State of SMP Negeri 2 Trimurjo Facilities and Infrastructure

Success in carrying out learning activities in schools is inseparable from the availability of the necessary facilities and infrastructure, facilities and infrastructure in education will have a good influence on improving the quality and quality of education in the school. The facilities and infrastructure available at SMP Negeri 2 Trimurjo are adequate to support the smooth learning process. The facilities and infrastructure owned by SMP Negeri 2 Trimurjo can be seen in the following table:

(APPENDIX TABLE 4)

2. Description of Research Data

a. Students' difficulties in learning English

English is one of the most important subjects for students to learn. Learning English is not an easy thing because there are many points that students need to master. By learning English, students are expected to be able to speak English fluently. In this chapter, the researcher specifically analyzes the difficulties of students in learning English in the pandemic era at SMP Negeri 2 Trimurjo by class VIII

students of SMP Negeri 2 Trimurjo. Researcher collect data in various forms and spend a lot of time gathering information. The steps for collecting research data include setting research boundaries, collecting information through passive participant observation, and structured interviews. The researcher only observed one class out of six classes, namely class VIII D which consisted of 28 students.

Students' difficulties in learning English After the researcher made observations at SMP Negeri 2 Trimurjo by recording the entire teaching and learning process carried out by teachers and students using a recorder. This observation was carried out to see in real terms how the teaching and learning process of students in the classroom and to see first hand the difficulties faced by class VIII students of SMP Negeri 2 Trimurjo in learning English in the pandemic era. In this case the researcher writes, analyzes and draws conclusions about the object under study.

In this observation, the researcher observed the learning methods applied by the teacher to the students, the activeness of the students during the teaching and learning process, and the difficulties faced by the students during the teaching and learning process of English in the classroom. At the time of observation, the researcher saw various difficulties faced by class VIID students of SMP Negeri 2 Trimurjo including the lack of student interest in English lessons, it can be seen from many students chatting with their friends during English

lessons, lack of explanation from the teacher about the material, lack of vocabulary, and grammatical errors. These difficulties can be seen during the teaching and learning process of English :

Table 4.1 The Result of Observation

Participant	Difficulties in Learning English in the Pandemic Era	Students' Strategies to Overcome
1st Participant (ANM)	Lack of vocabulary, less participation.	Open dictionary
2nd Participant (CCM)	Less interest, lack of vocabulary, grammatical error.	-
3rd Participant (DJ)	Less participation, lack of vocabulary, grammatical error.	Open dictionary
4th Participant (N)	Lack of vocabulary.	Open dictionary
5th Participant (PS)	Less interest, less participation, lack of vocabulary, grammatical error.	Open dictionary
6th Participant (RNS)	Less participation, lack vocabulary, grammatical error.	Open dictionary
7th Participant (RMR)	Less participation, material is not clear, lack of vocabulary, grammatical error.	-
8th Participant (SAR)	Less interest, less participation, material is not clear, lack of vocabulary, grammatical error.	-
9th Participant (SA)	Less interest, less participation , lack of vocabulary, grammatical error.	Open dictionary
10th Participant (WAG)	Less interest, less participation, material is not clear, lack of vocabulary, grammatical error.	Open dictionary

Table 4.2 The Result of Interview

Participant	Difficulties in Learning English in the Pandemic Era	Students' Strategies to Overcome
1st Participant (ANM)	Less interest, less participation, material is not clear, lack of vocabulary, internet network, grammatical error.	Open dictionary
2nd Participant (CCM)	Less interest, technology, material is not clear.	Study hard, open dictionary
3rd Participant (DJ)	Less interest, less participation, technology, material is not clear, lack of vocabulary, grammatical error.	Open dictionary
4th Participant (N)	Internet network, technology, limited time.	Learn more, and open dictionary
5th Participant (PS)	Less interest, internet network, lack of vocabulary, grammatical error.	Open dictionary, practice
6th Participant (RNS)	Technology, lack vocabulary.	Open dictionary, study hard
7th Participant (RMR)	Less interest, less participation, material is not clear, internet network, lack of vocabulary, grammatical error.	Study hard, open dictionary
8th Participant (SAR)	Less interest, less participation, material is not clear, internet network, lack of vocabulary, grammatical error.	Learn more and practice
9th Participant (SA)	Less interest, limited time, technology, lack of vocabulary, grammatical error.	Study hard
10th Participant (WAG)	Less interest, less participation, limited time, material is not clear, internet network, lack of vocabulary, grammatical error.	Study hard

1) Vocabulary

"How many vocabularies do you have in English? I do not have much English vocabulary ".¹ (Appendix Interview 7 RMR)

From the results of the researcher's interviews with students, eight out of ten students namely S1, S2, S3, S5, S7, S8, S9 said that they only had a little English vocabulary because students had difficulty memorizing vocabulary, and two students namely S4, S6 said that they have enough English vocabulary.

When the researcher observes the teacher provides material related to tenses such as present tense, future tense and past tense at the beginning of the lesson the teacher explains what present tenses, future tense and past tense are then the teacher gives some questions and divides students into 2 groups to answer questions about present tense, future tense, and past tense on the whiteboard. Some students feel confused with the vocabulary given by the teacher on the question such as vocabulary: *petani, kakek, liburan*, etc.

2) Grammatical Error

"How well do you understand English grammar? So far I don't really understand".² (Appendix Interview 8 SAR)

the results of the researcher's interviews with students, seven out of ten students, namely S1, S3, S5, S7, S8, S9, S10 said that they did not understand grammar in English and three other students,

¹Interview with participant RMR, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

²Interview with participant SAR, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

namely S2, S4, S6, said that they understood grammar. English for easy tenses.

While in this observation, the researcher found students' difficulties in grammar. Students in conveying sentences Students stammer in pronouncing a sentence and can not compose a future tense sentence when the teacher asks to answer questions on the white board. This is because students are lazy in studying grammar formulas that have been given by the teacher such as present tense, future tense and past tense. This is a factor that makes students feel embarrassed or afraid to speak English, namely the fear of being laughed at when speaking.

From the data above, based on student interviews and observation, this shows that students have difficulties. Most of the students find it difficult to learn grammar. The lowest difficulty is in vocabulary.

3) Interest

"What makes you like/dislike English? Because I'm not interesting".³ (Appendix Interview 10 WAG)

"How are students interested in learning English? seems less interested especially during the pandemic era".⁴ (Interview teacher RS)

³Interview with participant WAG, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

⁴Interview with participant RS, an English teacher SMP Negeri 2 Trimurjo, on May, 23rd 2022.

The results of the researcher's interviews with students, five out of ten students, namely S1, S3, S7, S8, S10 said that they did not like and were not interested in English lessons and two students, S4, and S6 said that they liked English lessons and were interested in learning English. and three other students, namely S2, S5, S9 said that they felt neutral with English lessons. The results of interviews with teachers also agree that teachers feel that students seem less interested in English lessons, especially during the pandemic era.

The result of observation some students talk with friends when the teacher explains the English learning material, the researcher sees students who talk with their friends excitedly feel confused when the teacher asks to re-explain the material that has been explained. Students seem less interested in the material given by the teacher about present tense, future tense, and past tense.

4) Participation

"How often do you take English lessons at school? I go to class quite often, actually, but I'm not active".⁵ (Appendix Interview 3 DJ)

From the results of the interview seven out of ten students namely S1,S3,S5,SS7,S8,S9,S0 said that they participated less in English class and were not active when learning English, and three other students namely S2,S4,S6 said they were active in English class,

⁵Interview with participant DJ, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

the teacher's interview results also supported that the teacher said some students were often absent when learning English.

The result of observation when the teacher asks students to come forward to answer questions about the present tense, future tense, and past tense that the teacher has given on the whiteboard, none of the students took the initiative to come to the front of the class and answer questions until finally the teacher pointed to one student firmly. Researcher see students less participate in class. Students tend to be passive rather than active when the teacher asks something.

5) Learning Material

" How well do you understand the English learning materials given by the teacher? I don't really understand ".⁶ (Appendix Interview 2 CCM)

The results of researcher interviews with students, nine out of ten students namely S1,S3,S4,S5,S6,S7,S8,S9,S10 stated that students sometimes lacked understanding of learning materials, especially when online learning they only understood a little of the material given by the teacher, and one other student namely S2, said that she did not understand the material at all. When learning online, usually the teacher only gives assignments from books without explaining the material in detail first. Students find it difficult to understand the

⁶Interview with participant CCM, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

assignments given because of the lack of explanation of the material being studied.

6) **Limited time**

"What are the difficulties you face when learning English during a pandemic (online learning-new normal)? signal network difficulties at home are very inhibiting, do not understand how to use certain applications, study time is less when the new normal is applied".⁷ (Appendix Interview 4 N)

The results of the interviews that the researchers conducted, three out of ten students, namely S4, S9, S10 students had difficulty learning English because of limited study time, especially when the new normal and limited period (PTM) was enforced which required them to be divided into two study groups, namely morning class and class. afternoon. The limited period of teaching and learning activities (PTM) is very ineffective because teachers are required to teach the material in a shorter time.

7) **Technology**

"What are the difficulties you face when learning English during a pandemic (online learning-new normal)?

"I don't have a cell phone do when online learning starts I have to borrow my neighbor".⁸ (Appendix Interview 3 DJ)

"I do not have a cellphone so during online learning I have to wait for

⁷Interview with participant N, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

⁸Interview with participant DJ, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

my parents to come home".⁹ (Appendix Interview 6 RNS)

"I do not understand using some online learning apps".¹⁰ (Appendix Interview 9 SA)

From the results of interviews, five out of ten students namely S2, S3, S4, S6, S9 students experienced difficulties related to technology such as not having an Android cellphone so students had to wait for their parents to come home from work or borrow from their neighbors, besides that students did not understand how to use a cellphone or applications that are used for online teaching and learning so that sometimes students do not take part in online teaching and learning activities.

8) Internet Network

"What are the difficulties you face when learning English during a pandemic (online learning-new normal)? the difficulty in the signal network at home is very hampering".¹¹ (Appendix Interview 5 PS)

From the results of researcher interviews with students, six out of ten students namely S1, S4, S5, S7, S8, S10 students said that the internet network at their home had problems when doing online learning, this happened because students' homes were still in rural areas where it was difficult to get a signal, only a few operators could be used in the area. The constrained internet network makes students

⁹Interview with participant RNS, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

¹⁰Interview with participant SA, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

¹¹Interview with participant PS, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

unable to carry out online teaching and learning activities during the COVID-19 pandemic.

b. Students' Strategies to Overcome the Difficulties

Strategies used to reduce student difficulties based on research that has been done previously such as:

1.) Open a Dictionary Book

"How do you overcome the difficulties you experience in learning English? open the English dictionary".¹² (Appendix Interview 3 DJ)

In language learning, especially foreign languages such as English, it is very necessary to have a language translation tool such as a dictionary. The results of the researcher's interview, six out of ten students namely S1, S2, S3, S4, S5, S6, S7 said that they used the strategy of opening a dictionary to overcome difficulties in learning English. The results of the researcher's observations, seven out of ten students, namely S1, S3, S4, S5, S6, S9, S10 always open a dictionary to look up vocabulary they do not know.

2) Study Hard

"How do you overcome the difficulties you experience in learning English? I think I should study hard".¹³ (Appendix Interview 10 WAG)

¹²Interview with participant DJ, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

¹³Interview with participant WAG, student of SMP Negeri 2 Trimurjo, on May, 23rd 2022.

Study hard and continuously will also affect student learning outcomes in their English language skills, because the more you learn the language and the more often you practice it, the results you will see will be maximized. eight out of ten students, namely S2, S4, S5, S6, S7, S8, S9, S10 used study hard strategies to overcome their difficulties in learning English.

B. Discussion

1. Students' Difficulties in Learning English

This research was conducted in eight grade of SMP Negeri 2 Trimurjo, that means that the results of this study are definite and limited to these participants in that regard place and time. In other words, the results may be different at that time done in different places, times and participants even though they have the same problem.

Based on observation and interviews data with eight grade of SMP Negeri 2 Trimurjo, the difficulties faced by eight grade of SMP Negeri 2 Trimurjo are the students do not understand what the English study especially in english learning in pandemic era COVID-19.

The difficulties faced by the eighth grade students of SMP Negeri 2 Trimurjo in learning English in the pandemic era were that most of them said it was difficult to memorize vocabulary so they did not have a lot of vocabulary, students also did not understand grammar so they were afraid when the teacher asked them to review the material. By using English and coming to the front of the class to answer questions. This finding is in line

with the theory that the researcher uses, namely According to Regina L. Smalley and Mary K. Ruetten that students have difficulty learning English, one of which is a lack of vocabulary and grammatical errors.¹⁴

Some of them also answered that they have no interest and are not active in English class, students feel very bored with the material given by the teacher, they feel that English lessons are very difficult for them to learn, students do not want to participate in their teaching and learning activities and more interested in talking to his friends. Similar results were found by Cahyono and Sormin that students' interest and material were students' difficulties in learning English.¹⁵

Then when interviewed students said that when online learning students had to borrow android phones from neighbors or wait for their parents to come home from work, students also did not understand some of the applications used by teachers when online learning they felt confused and could not use the application. The internet network also hinders students from learning online, the majority of students at SMP Negeri 2 Trimurjo live in villages where the internet network at their home is automatically difficult to obtain. This finding is in line with Muslem that

¹⁴Sanggam Siahaan, *The Practice of English Learning* (Pematangsiantar : Graha Ilmu, 2008), 26.

¹⁵Cahya Wulandari, Monika Widyastuti Surtikanti, Antonius Setyawan Sugeng Nur Agung. "A Case Study of Internal and External Faktors on the Difficulties in Learning English", *Journal of English Education and Literature* 1, no.2 (2020) : 47.

students have difficulty learning English in the pandemic era including; lack of experience in using technology, and internet connection.¹⁶

2. Students' Strategies to Overcome the Difficulties

Students realize that they have many difficulties in learning English, especially in the pandemic era. After conducting interviews and observations, the results showed that students had two strategies to overcome their difficulties, some students used the strategy of opening a dictionary, some used a study hard strategy, or they used two strategies at once. They use this strategy to minimize the difficulties they face when learning English, especially in the pandemic era. This finding is supported by the results of observations when they work on the questions given by the teacher, students always bring an English dictionary to school. This finding is similar to Sri Susanti that students usually open dictionary and study hard to overcome their difficulties.¹⁷

¹⁶Muslem, "EFL Student Difficulties of Online Learning During Coronavirus Pandemic at IAIN Langsa", *Journal Pendidikan, Hukum dan Sosial keagamaan* 14, no.1 (2021) : 150.

¹⁷Sri Susanti, "Student's Learning Difficulties and The Strategies to Overcome at Eighth Grade Student of SMPN 1 Sumbergempol Tulungagung", *Skripsi*, (State Islamic Institute (IAIN) of Tulungagung, 2014), 1.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research that has been carried out regarding an Analysis of the Students Difficulties in Learning English in the Pandemic Era at SMP Negeri 2 Trimurjo, the researcher conclude that students of SMP Negeri 2 Trimurjo have not mastered English and have experienced many difficulties in learning English in the pandemic era including:

1. Eighth grade students of SMP Negeri 2 Trimurjo have difficulties in learning English in the pandemic era, especially they have difficulty memorizing English vocabulary, which causes students to be afraid to speak in English and are asked to work on questions in front of the class, in addition to State Junior High School students 2 Trimurjo have difficulties with the technology used when online learning such as not having an Android phone, and being unable to use the application on a cellphone, lack of participation, lack of student interest, grammatical errors, learning materials, internet network, and limited time.
2. To overcome students' difficulties in learning English, students usually open a dictionary, and study hard.

B. Suggestion

Based on the conclusions above, the researcher would like to give some suggestions to students, English teachers, and further research, as follows:

1. For students

Students who have difficulty memorizing vocabulary should use several methods such as making small notes which are then read over and over again, students should study harder and be more focused when English class starts, then before online learning students should learn several applications first and be ready early before learning. English lesson begins.

2. For teachers

Online learning during the COVID-19 pandemic, teachers must provide more explanations regarding the material and use learning methods and media with various innovations so that students do not get bored easily.

3. For further research

The results of this study can also be used as an additional reference for further research with a different discussion for further research.

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APPENDICES













Figure 4.1 Location of SMP Negeri 2 Trimurjo

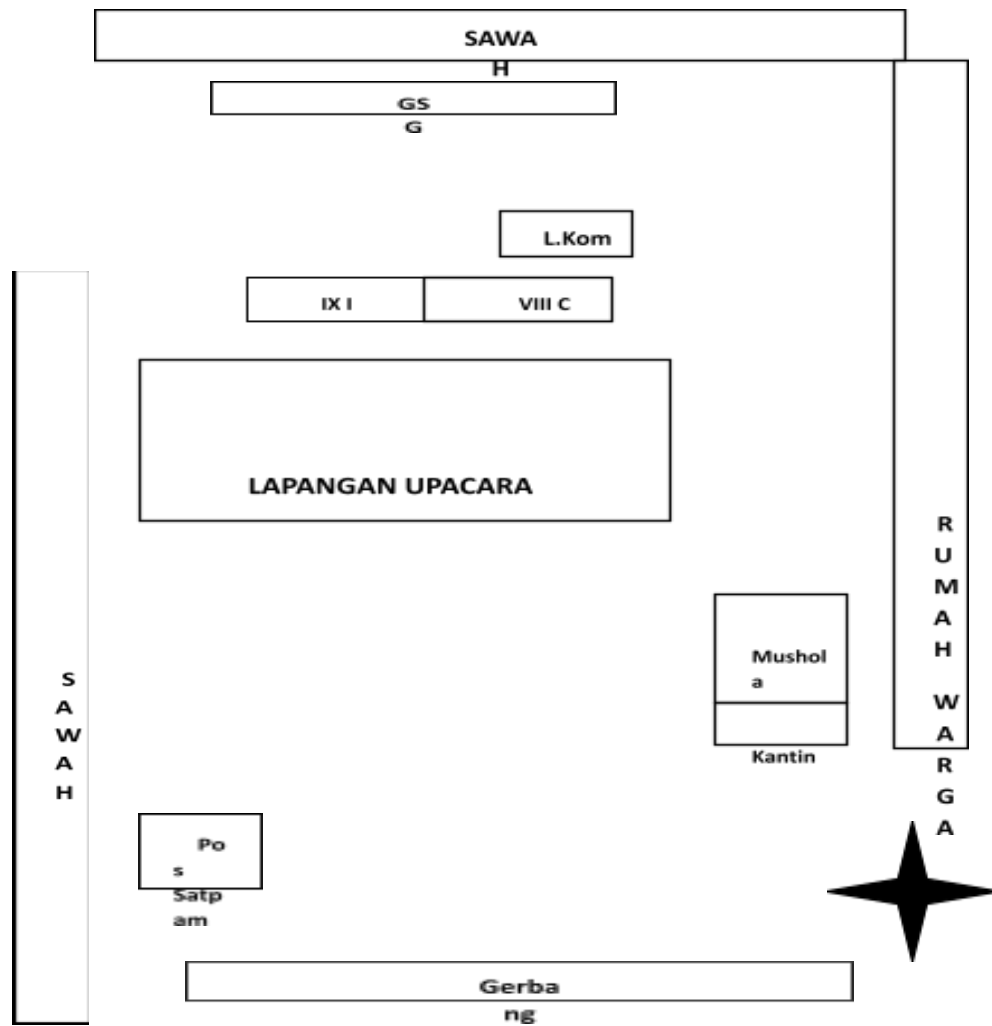


Table. 1
Educational Qualification, Status, Gender, and Number of Teachers

No.	Level of Education	Number and status of teachers				Amount
		GT/PNS		GTT/Help Teachers		
		L	P	L	P	
1.	S3/S2	1	2			3
2.	S1	19	38	1	1	59
3.	D-4					
4.	D3/Sarmud					
5.	D2					
6.	D1					
7.	High School/Equivalent					
Quantity		20	40	1	1	62

Table 2
Qualifications of SMP N 2 Trimurjo

School year	Class VII		Class VIII			Class IX			Jumlah (Kls VII + VIII + IX)				
	Total Students		Total Students	Jumlah Rombel	Total Students		Jumlah Rombel	Students		Students L+P	Rombel		
	L	P			L	P		L	P				
2021/2022	112	108	7	90	76	6	96	100	9	298	284	582	22

Table.3
Principal and Deputy Position of SMP N 2 Trimurjo

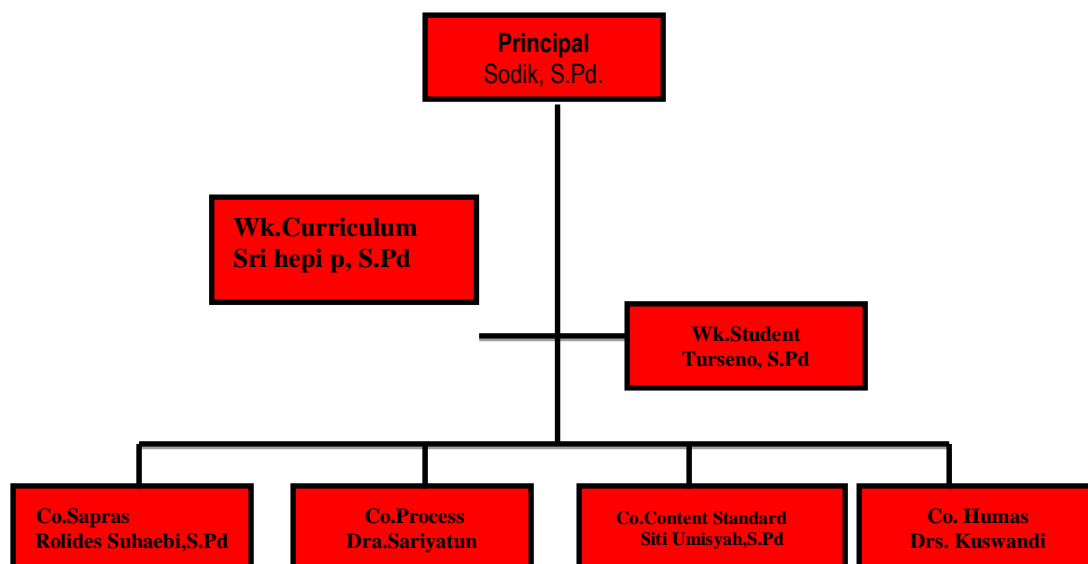


Table 4
Facilities and infrastructure of SMP Negeri 2 Trimurjo

No	Type	Quantity
1.	Office room	1
2.	BK room	1
3.	Principal's office	1
4.	Teacher's room	1
5.	Classroom	6
6.	Library	1
7.	prayer room	3
8.	Teacher's WC	2
9.	Student WC	6
10.	Administration room	1
	Total	23

DIRECTIVE INTERVIEW

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

A. INTERVIEW INSTRUCTIONS

1. In-depth interview
2. During the research, the researcher recorded and described the results of the interviews
3. The time of the interview can still change at any time following the development of the situation and conditions that occur in the field, until the desired information is obtained

B. IDENTITY

Place : SMP N 2 TRIMURJO
 Date : Monday, 23 May 2022
 Time : 08:00 am
 Interviewee : RS
Interview Teacher: Rina Sukariati S.Pd
 Interviewer : THALIA, the researcher

C. QUESTIONS

NO	QUESTIONS	YOUR OPINION
1	What do you think about the importance of learning English for students?	I think it's very important, because English is an international language which one day will be useful for students
2	How are students interested in learning English?	seems less interested especially during the pandemic era
3	Do students have motivation in learning English?	most students are less motivated in English lessons
4	Are students always present in English lessons?	not always present, some students are often absent in English lessons
5	What actions do you take against students who don't want to take	Usually I give a warning to students who don't take English

	English lessons?	lessons
6	Do students often participate and be active in learning English?	only some students are active while others are passive
7	Is there a significant difference in students' English scores before the pandemic and during the pandemic?	Yes, even students' grades during the pandemic are much apprehensive and are getting lower
8	What are the differences in your teaching strategies before the pandemic and during the pandemic?	the difference is only in the delivery media because everything is online and teaching and learning time is limited
9	What is your strategy in teaching English during the pandemic?	My strategy is more creative in making media, so students don't get bored
10	Do you think your teaching method is effective or not for students?	Personally, I think it's half effective for those who have the will to learn
11	What media do you use in learning English during the pandemic?	I use social media for my teaching materials to students such as youtube videos etc
12	In your opinion, what are the difficulties faced by students in speaking English during the pandemic?	lack of partners to dialogue and ask questions in a straightforward and precise manner

DIRECTIVE INTERVIEW 1

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

A. INTERVIEW INSTRUCTIONS

1. In-depth interview
2. During the research, the researcher recorded and described the results of the interviews
3. The time of the interview can still change at any time following the development of the situation and conditions that occur in the field, until the desired information is obtained

B. IDENTITY

Place : SMP N 2 TRIMURJO
 Date : Monday, 23 May 2022
 Time : 08:05 am
 Interviewee : ANM
Interview Students: Abi Nanda Mulia
 Interviewer : THALIA, the researcher

C. QUESTIONS

NO	QUESTIONS	YOUR OPINION
1	How do you like English lessons?	Personally i don't like it
2	What makes you like/dislike English?	Because it's hard to understand
3	In your opinion, how important is English to learn?	I don't know but maybe it's important but it's still difficult
4	How often do you take English lessons at school?	I go to class quite often, actually, but I'm not active
5	How do you feel when you learn English?	I feel a little confused in English class
6	What is the difference in the way teachers teach before the pandemic and during the pandemic (online learning-new normal)?	The difference is that there is more homework online than the material provided.
7	Do you have difficulties in learning English during the pandemic (online learning- new normal)?	having a lot of trouble
8	What are the difficulties you face when learning English during a pandemic (online	Besides being difficult materially, not understanding English vocabulary, signals at

	learning-new normal)?	home are also very influential
9	How does the teacher convey English subject matter?	the teacher sometimes conveys the material by explaining through the whatsapp group
10	How well do you understand the English learning materials given by the teacher?	Fifty percent understand a bit
11	How many vocabularies do you have in English?	very little because rarely memorize
12	How well do you understand English grammar?	I don't really understand
13	Do you feel anxious when learning English?	a little anxious if asked a question by the teacher
14	What makes you anxious about learning English?	Can't speak English because I don't know much vocabulary
15	How do you overcome the difficulties you experience in learning English?	I usually open an English dictionary

DIRECTIVE INTERVIEW 2

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

A. INTERVIEW INSTRUCTIONS

1. In-depth interview
2. During the research, the researcher recorded and described the results of the interviews
3. The time of the interview can still change at any time following the development of the situation and conditions that occur in the field, until the desired information is obtained

B. IDENTITY

Place : SMP N 2 TRIMURJO
 Date : Monday, 23 May 2022
 Time : 08:10 am
 Interviewee :CCM
Interview Students: Cika Candra Meylita
 Interviewer : THALIA, the researcher

C. QUESTIONS

NO	QUESTIONS	YOUR OPINION
1	How do you like English lessons?	not really like
2	What makes you like/dislike English?	because I don't understand English
3	In your opinion, how important is English to learn?	not so important
4	How often do you take English lessons at school?	yes quite often follow English lessons
5	How do you feel when you learn English?	I feel a little difficult and bored following English lessons
6	What is the difference in the way teachers teach before the pandemic and during the pandemic (online learning-new normal)?	the media used is more but everything is online during the pandemic
7	Do you have difficulties in learning English during the pandemic (online learning- new normal)?	Yes, of course
8	What are the difficulties you face when learning English during a pandemic (online learning-new normal)?	I have difficulty using some applications when studying online, and I don't understand the explanation given by the teacher
9	How does the teacher convey	sometimes interesting but

	English subject matter?	sometimes also boring
10	How well do you understand the English learning materials given by the teacher?	I don't really understand
11	How many vocabularies do you have in English?	I know a little vocabulary
12	How well do you understand English grammar?	So far I understand pretty well for an easy structure
13	Do you feel anxious when learning English?	yes i feel anxious
14	What makes you anxious about learning English?	I am anxious when asked to come to the front of the class
15	How do you overcome the difficulties you experience in learning English?	learn more and open english dictionary

DIRECTIVE INTERVIEW 3

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

A. INTERVIEW INSTRUCTIONS

1. In-depth interview
2. During the research, the researcher recorded and described the results of the interviews
3. The time of the interview can still change at any time following the development of the situation and conditions that occur in the field, until the desired information is obtained

B. IDENTITY

Place : SMP N 2 TRIMURJO
 Date : Monday, 23 May 2022
 Time : 08:15 am
 Interviewee : DJ
Interview Students: Daffa Jauhar
 Interviewer : THALIA, the researcher

C. QUESTIONS

NO	QUESTIONS	YOUR OPINION
1	How do you like English lessons?	I don't like it
2	What makes you like/dislike English?	Because I dont understand
3	In your opinion, how important is English to learn?	I think it's not important
4	How often do you take English lessons at school?	I go to class quite often, actually, but I'm not active
5	How do you feel when you learn English?	Just so so
6	What is the difference in the way teachers teach before the pandemic and during the pandemic (online learning-new normal)?	The difference is many exercises given by the teacher when online learning
7	Do you have difficulties in learning English during the pandemic (online learning- new normal)?	yes i have difficulties when learning english
8	What are the difficulties you face when learning English during a pandemic (online learning-new normal)?	I don't have a cell phone do when online learning starts I have to borrow my neighbor
9	How does the teacher convey English subject matter?	not very clear so I don't understand the material given

10	How well do you understand the English learning materials given by the teacher?	Fifty percent understand a bit
11	How many vocabularies do you have in English?	very little because rarely memorize
12	How well do you understand English grammar?	I don't really understand
13	Do you feel anxious when learning English?	a little anxious if asked a question by the teacher
14	What makes you anxious about learning English?	Can't speak English because I don't know much vocabulary
15	How do you overcome the difficulties you experience in learning English?	open the English dictionary

DIRECTIVE INTERVIEW 4

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

A. INTERVIEW INSTRUCTIONS

1. In-depth interview
2. During the research, the researcher recorded and described the results of the interviews
3. The time of the interview can still change at any time following the development of the situation and conditions that occur in the field, until the desired information is obtained

B. IDENTITY

Place : SMP N 2 TRIMURJO
 Date : Monday, 23 May 2022
 Time : 08:20 am
 Interviewee : Ns
Interview Students: Novsella
 Interviewer : THALIA, the researcher

C. QUESTIONS

NO	QUESTIONS	YOUR OPINION
1	How do you like English lessons?	i like a little
2	What makes you like/dislike English?	because English is a little fun
3	In your opinion, how important is English to learn?	Maybe important because english window world
4	How often do you take English lessons at school?	Every English subject I'm always present
5	How do you feel when you learn English?	I'm happy
6	What is the difference in the way teachers teach before the pandemic and during the pandemic (online learning-new normal)?	the media used is more but everything is online during the pandemic
7	Do you have difficulties in learning English during the pandemic (online learning- new normal)?	Yes, i have
8	What are the difficulties you face when learning English during a pandemic (online learning-new normal)?	signal network difficulties at home are very inhibiting, do not understand how to use certain applications, study time is less when the new normal is applied
9	How does the teacher convey	sometimes interesting but

	English subject matter?	sometimes also boring
10	How well do you understand the English learning materials given by the teacher?	quite a lot of people understand
11	How many vocabularies do you have in English?	So far, I know quite a lot of vocabulary
12	How well do you understand English grammar?	So far I understand pretty well for an easy structure
13	Do you feel anxious when learning English?	May be
14	What makes you anxious about learning English?	when I was asked to speak English in front of the class
15	How do you overcome the difficulties you experience in learning English?	Learn more, and open dictionary

DIRECTIVE INTERVIEW 5

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

A. INTERVIEW INSTRUCTIONS

1. In-depth interview
2. During the research, the researcher recorded and described the results of the interviews
3. The time of the interview can still change at any time following the development of the situation and conditions that occur in the field, until the desired information is obtained

B. IDENTITY

Place : SMP N 2 TRIMURJO
 Date : Monday, 23 May 2022
 Time : 08:25 am
 Interviewee : PS
Interview Students: Panji Suyitno
 Interviewer : THALIA, the researcher

C. QUESTIONS

NO	QUESTIONS	YOUR OPINION
1	How do you like English lessons?	Personally Just so so
2	What makes you like/dislike English?	Because i'm not intersting
3	In your opinion, how important is English to learn?	Very important maybe
4	How often do you take English lessons at school?	Every English subject I'm always present but iam not interest
5	How do you feel when you learn English?	Just so so
6	What is the difference in the way teachers teach before the pandemic and during the pandemic (online learning-new normal)?	the media used is more but everything is online during the pandemic
7	Do you have difficulties in learning English during the pandemic (online learning- new normal)?	Of course
8	What are the difficulties you face when learning English during a pandemic (online learning-new normal)?	the difficulty in the signal network at home is very hampering
9	How does the teacher convey	sometimes interesting but

	English subject matter?	sometimes also boring
10	How well do you understand the English learning materials given by the teacher?	quite a lot of people understand
11	How many vocabularies do you have in English?	So far, very little a bit
12	How well do you understand English grammar?	So far I don't understand
13	Do you feel anxious when learning English?	not at all
14	What makes you anxious about learning English?	I worry when I spell English wrong
15	How do you overcome the difficulties you experience in learning English?	look in dictionary and more practice

DIRECTIVE INTERVIEW 6

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

A. INTERVIEW INSTRUCTIONS

1. In-depth interview
2. During the research, the researcher recorded and described the results of the interviews
3. The time of the interview can still change at any time following the development of the situation and conditions that occur in the field, until the desired information is obtained

B. IDENTITY

Place : SMP N 2 TRIMURJO
 Date : Monday, 23 May 2022
 Time : 08:30 am
 Interviewee : RNS
Interview Students: Razita Nur Sabrina
 Interviewer : THALIA, the researcher

C. QUESTIONS

NO	QUESTIONS	YOUR OPINION
1	How do you like English lessons?	Yes i like
2	What makes you like/dislike English?	Because of this my favorite language
3	In your opinion, how important is English to learn?	yes important because English is an international language
4	How often do you take English lessons at school?	Every English subject I'm always present
5	How do you feel when you learn English?	Verry happy
6	What is the difference in the way teachers teach before the pandemic and during the pandemic (online learning-new normal)?	the media used is more but everything is online during the pandemic and the tasks given are more than before the pandemic
7	Do you have difficulties in learning English during the pandemic (online learning- new normal)?	Yes, i have
8	What are the difficulties you face when learning English during a pandemic (online learning-new normal)?	I do not have a cellphone so during online learning I have to wait for my parents to come home
9	How does the teacher convey English subject matter?	sometimes interesting but sometimes also boring

10	How well do you understand the English learning materials given by the teacher?	yes sometimes I understand the explanation given by the teacher
11	How many vocabularies do you have in English?	I know quite a lot of vocabulary
12	How well do you understand English grammar?	So far I understand pretty well for an easy structure
13	Do you feel anxious when learning English?	not at all
14	What makes you anxious about learning English?	Writing ability
15	How do you overcome the difficulties you experience in learning English?	Open dictionary and study hard

DIRECTIVE INTERVIEW 7

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

A. INTERVIEW INSTRUCTIONS

1. In-depth interview
2. During the research, the researcher recorded and described the results of the interviews
3. The time of the interview can still change at any time following the development of the situation and conditions that occur in the field, until the desired information is obtained

B. IDENTITY

Place : SMP N 2 TRIMURJO
 Date : Monday, 23 May 2022
 Time : 08:35 am
 Interviewee : RMR
Interview Students: Rio Muzaki Ramadhan
 Interviewer : THALIA, the researcher

C. QUESTIONS

NO	QUESTIONS	YOUR OPINION
1	How do you like English lessons?	I don't like it
2	What makes you like/dislike English?	Because I dont understand
3	In your opinion, how important is English to learn?	I think it's not important
4	How often do you take English lessons at school?	I go to class quite often, actually, but I'm not active
5	How do you feel when you learn English?	Just so so
6	What is the difference in the way teachers teach before the pandemic and during the pandemic (online learning-new normal)?	The difference is more homework when online.
7	Do you have difficulties in learning English during the pandemic (online learning- new normal)?	having a lot of trouble
8	What are the difficulties you face when learning English during a pandemic (online learning-new normal)?	Apart from being difficult in material, the signal at home is very influential
9	How does the teacher convey English subject matter?	Apart from being difficult in material, the signal at home is

		very influential
10	How well do you understand the English learning materials given by the teacher?	Fifty percent understand a bit
11	How many vocabularies do you have in English?	I do not have much English vocabulary
12	How well do you understand English grammar?	don't really understand
13	Do you feel anxious when learning English?	a little anxious if asked a question by the teacher
14	What makes you anxious about learning English?	Can't speak English because I don't know much vocabulary
15	How do you overcome the difficulties you experience in learning English?	learn more and open the dictionary

DIRECTIVE INTERVIEW 8

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

A. INTERVIEW INSTRUCTIONS

1. In-depth interview
2. During the research, the researcher recorded and described the results of the interviews
3. The time of the interview can still change at any time following the development of the situation and conditions that occur in the field, until the desired information is obtained

B. IDENTITY

Place : SMP N 2 TRIMURJO
 Date : Monday, 23 May 2022
 Time : 08:40 am
 Interviewee : SAR
Interview Students: Syarif Abdul Rafi
 Interviewer : THALIA, the researcher

C. QUESTIONS

NO	QUESTIONS	YOUR OPINION
1	How do you like English lessons?	Personally i don't like it
2	What makes you like/dislike English?	Because it's hard to understand
3	In your opinion, how important is English to learn?	I think it's important but it's still hard
4	How often do you take English lessons at school?	I go to class quite often, actually, but I'm not active
5	How do you feel when you learn English?	Just so so
6	What is the difference in the way teachers teach before the pandemic and during the pandemic (online learning-new normal)?	The difference is more homework when online.
7	Do you have difficulties in learning English during the pandemic (online learning- new normal)?	having a lot of trouble
8	What are the difficulties you face when learning English during a pandemic (online learning-new normal)?	Apart from being difficult in material, the signal at home is very influential
9	How does the teacher convey English subject matter?	I think it's very boring

10	How well do you understand the English learning materials given by the teacher?	Yes, I understand a little about the material given by the teacher
11	How many vocabularies do you have in English?	very little because rarely memorize
12	How well do you understand English grammar?	So far I don't really understand
13	Do you feel anxious when learning English?	a little anxious if asked a question by the teacher
14	What makes you anxious about learning English?	Can't speak English because I don't know much vocabulary
15	How do you overcome the difficulties you experience in learning English?	learn more and practice

DIRECTIVE INTERVIEW 9

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

A. INTERVIEW INSTRUCTIONS

1. In-depth interview
2. During the research, the researcher recorded and described the results of the interviews
3. The time of the interview can still change at any time following the development of the situation and conditions that occur in the field, until the desired information is obtained

B. IDENTITY

Place : SMP N 2 TRIMURJO
 Date : Monday, 23 May 2022
 Time : 08:45 am
 Interviewee : SA
Interview Students: Syfa Adelia
 Interviewer : THALIA, the researcher

C. QUESTIONS

NO	QUESTIONS	YOUR OPINION
1	How do you like English lessons?	Personally Just soso
2	What makes you like/dislike English?	Because not intersting
3	In your opinion, how important is English to learn?	Very important maybe
4	How often do you take English lessons at school?	Every English subject I'm always present but iam not interest
5	How do you feel when you learn English?	Just soso
6	What is the difference in the way teachers teach before the pandemic and during the pandemic (online learning-new normal)?	more media used but all online during the pandemic and also less study time and uncertain study time compared to before the pandemic
7	Do you have difficulties in learning English during the pandemic (online learning- new normal)?	Yes, i have difficulties
8	What are the difficulties you face when learning English during a pandemic (online learning-new normal)?	I do not understand using some online learning apps

9	How does the teacher convey English subject matter?	sometimes interesting but sometimes also boring
10	How well do you understand the English learning materials given by the teacher?	quite a lot of people understand
11	How many vocabularies do you have in English?	So far, very little a bit
12	How well do you understand English grammar?	So far I do not understand
13	Do you feel anxious when learning English?	Yes, i feel anxious
14	What makes you anxious about learning English?	I worry when speak English wrong
15	How do you overcome the difficulties you experience in learning English?	I learn more English

DIRECTIVE INTERVIEW 10

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO

A. INTERVIEW INSTRUCTIONS

1. In-depth interview
2. During the research, the researcher recorded and described the results of the interviews
3. The time of the interview can still change at any time following the development of the situation and conditions that occur in the field, until the desired information is obtained

B. IDENTITY

Place : SMP N 2 TRIMURJO
 Date : Monday, 23 May 2022
 Time : 08:50 am
 Interviewee : WAG
Interview Students: Wikri As Gunawan
 Interviewer : THALIA, the researcher

C. QUESTIONS

NO	QUESTIONS	YOUR OPINION
1	How do you like English lessons?	I don't like it
2	What makes you like/dislike English?	Because I'm not interesting
3	In your opinion, how important is English to learn?	I do not know, but i think not important
4	How often do you take English lessons at school?	yes often but sometimes i'm absent
5	How do you feel when you learn English?	sometimes i get bored
6	What is the difference in the way teachers teach before the pandemic and during the pandemic (online learning-new normal)?	The difference is less study time and uncertain study time compared to before the pandemic, and given more assignments than material
7	Do you have difficulties in learning English during the pandemic (online learning- new normal)?	Yes, I have a lot of difficulties
8	What are the difficulties you face when learning English during a pandemic (online learning-new normal)?	Apart from being difficult in material, the signal at home is very influential

9	How does the teacher convey English subject matter?	Apart from being difficult in material, the signal at home is very influential
10	How well do you understand the English learning materials given by the teacher?	Fifty percent understand a bit
11	How many vocabularies do you have in English?	very little because rarely memorize
12	How well do you understand English grammar?	don't really understand
13	Do you feel anxious when learning English?	a little anxious when asked by the teacher and when asked to come to the front of the class
14	What makes you anxious about learning English?	Can't speak English because I don't know much vocabulary
15	How do you overcome the difficulties you experience in learning English?	I think I should study hard

IZIN PRASURVEY

<https://sismik.metrouniv.ac.id/v2/page/mahasiswa/prasurvey/mhs-daf...>

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2957/In.28/J/TL.01/07/2021
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 KEPALA SMP NEGERI 2
 TRIMURJO
 di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **THALIA SHIVA**
 NPM : 1801070065
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 Judul : ANALYZING THE DIFFICULTIES FACED BY STUDENTS
 IN SPEAKING ENGLISH IN PANDEMY ERA AT SMP
 NEGERI 2 TRIMURJO

untuk melakukan prasurvey di SMP NEGERI 2 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Juli 2021

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 TRIMURJO



Jl. Ramayana 11b Limanbenawi Kec. Trimurjo Kab. Lampung Tengah 34172
 ☎ (HP) 081369712223 E-mail : smpndua.trimurjo@yahoo.co.id

Nomor : 400/008/03/C.16/D.a.VI.01/2021
 Lampiran : --
 Perihal : **Surat Keterangan Melaksanakan Prasurvey**

Yth : Ketua Jurusan Institut Agama Islam Negeri Metro
 Fakultas Tarbiyah dan Ilmu Keguruan
 Di
 Metro

Dengan Hormat,

Mengindahkan Surat Izin Prasurvey nomor : B-2957/In.28/J/TL.01/07/2021, tanggal, 23 Juli 2021 , Kepala UPTD Satuan Pendidikan Sekolah Menengah Pertama Negeri 2 Trimurjo Kabupaten Lampung Tengah menerangkan bahwa :

No	Nama	NPM	Universitas Asal/Fakultas	Prodi
1	THALIA SHIVA	1801070065	IAIN Metro/ Fakultas Tarbuyah dan Ilmu Keguruan	Tadris Bahasa Inggris

Telah melaksanakan Pra survey di UPTD Satuan Pendidikan SMP Negeri 2 Trimurjo Kabupaten Lampung Tengah dalam rangka penyelesaian tugas Akhir/Skripsi dengan judul :

“ ANALYZING THE DIFFICULTIES FACED BY STUDENTS IN SPEAKING ENGLISH IN PANDEMY ERA AT SMP NEGERI 2 TRIMURJO ”

Demikian surat keterangan melaksanakan Prasurvey ini kami sampaikan , untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 7 Oktober 2021

Kepala UPTD Satuan Pendidikan
 SMP Negeri 2 Trimurjo,

SODIK, S.Pd.

NIP. 19650920 199003 1 010



Tembusan disampaikan kepada yth :

1. Arsip
 --pnt/a/izinpra-survey/2022--



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-1614/In.28.1/J/TL.00/04/2022
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Yeasy Agustina Sari (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
 Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **THALIA SHIVA**
 NPM : 1801070065
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : An Analysis of the Students Difficulties in Learning English in the Pandemic Era at SMP Negeri 2 Trimurjo

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 April 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.



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Nomor : B-1693/In.28/D.1/TL.00/04/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 2 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1694/In.28/D.1/TL.01/04/2022, tanggal 25 April 2022 atas nama saudara:

Nama : **THALIA SHIVA**
NPM : 1801070065
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 April 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 TRIMURJO

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 ☎ (HP) 081369712223 E-mail : smpndua.trimurjo@yahoo.co.id



Nomor : 400/080 /03/C.16/D.a.VI.01/2022
 Lampiran : --
 Perihal : **Izin Research**

Yth : Wakil Dekan Akademik dan kelembagaan
 Institut Agama Islam Negeri Metro
 Fakultas Tarbiyah dan Ilmu Keguruan
 Di
 Metro

Dengan Hormat,

Mengindahkan Surat Izin Research dengan nomor surat : B-1693/In.28/D.1/TL.00/04/2022, tanggal, 25 April 2022, Kepala UPTD Satuan Pendidikan Sekolah Menengah Pertama Negeri 2 Trimurjo Kabupaten Lampung Tengah memberi izin kepada :

No	Nama	NPM	Universitas Asal	Prodi
1	THALIA SHIVA	1801070065	Institut Agama Islam Negeri Metro	Tadris Bahasa Inggris

Untuk melakukan Research di UPTD Satuan Pendidikan SMP Negeri 2 Trimurjo Kabupaten Lampung Tengah Dengan judul skripsi
 "AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO"

Demikian surat Izin Research ini diberikan, untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 17 Mei 2022
 Kepala UPTD Satuan Pendidikan
 SMP Negeri 2 Trimurjo,

SODIK, S.Pd.
 NIP 19650920 199003 1 010

Tembusan disampaikan kepada yth
 1. Yang bersangkutan
 2. Arsip
 -psw/s.izin-penelitian/2021-



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1694/In.28/D.1/TL.01/04/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **THALIA SHIVA**
NPM : 1801070065
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 2 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP NEGERI 2 TRIMURJO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 25 April 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Telp. (0725) 41507, faksimili (0725) 47296, website: www.metroainv.ac.id | E-mail: iainmetro@metroainv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Thalia Shiva**
 NPM : 1801070065

Jurusan : TBI
 Semester/TA : VII / 2021-2022

No	Hari / Tanggal	Pembimbing	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	Rabu / 3 November 2021	I	- Add theory how to solve in chapter 2 - Add research instrument in chapter 3.	

Diketahui:
 Ketua Jurusan TBI


Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing


Yeasy Agustina Sari, M.Pd
 NIDN. 2012089002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Thalia Shiva
 NPM : 1801070065

Jurusan : TBI
 Semester/TA : VII / 2021-2022

No	Hari / Tanggal	Pembimbing	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	Rabu/ 7 Des 2021	1	<ol style="list-style-type: none"> 1. Tell how did you get the data on prasurevey detailly. 2. Revise the benefikial of the research 3. Move the prior research in Chapter I 4. Add 2 prior research 5. Find the novelty of your research. 6. Make the design of your research instrument. 	

Diketahui:
 Ketua Jurusan TBI

Andarip, M.Pd
 NIP/ 19871102 201503 1 004

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Yeasy Agustina Sari, M.Pd
 NIDN. 2012089002



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Thalia Shiva
 NPM : 1801070065

Jurusan : TBI
 Semester/TA : VII / 2021-2022

No	Hari / Tanggal	Pembimbing	Hal yang dibicarakan	Tanda Tangan Mahasiswa
	Senin / 3 Januari 2022	J	- Revisi chapter 3 - look at the guidance book - Explain the data will you get * from collecting the data	

Diketahui:
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IAIN METRO**

Nama : **Thalia Shiva**
NPM : 1801070065

Jurusan : TBI
Semester/TA : VII / 2021-2022

No	Hari / Tanggal	Pembimbing	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Jum'at 7 Januari 2022	1	Acc to proposal Seminar .	

Diketahui:
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Nama : Thalia Shiva
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Jurusan : TBI
 Semester : VIII

No	Hari / Tanggal	Pembimbing	Hal yang dibicarakan	Tanda Tangan Mahasiswa
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Diketahui:
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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Nama : Thalia Shiva
NPM : 1801070065

Jurusan : TBI
Semester : VIII

No	Hari / Tanggal	Pembimbing	Hal yang dibicarakan	Tanda Tangan Mahasiswa
	Senin, 6 Juni 2022	✓	<p>Chapter 3 : - Be attention on using tenses in sentences. You have to use past tense.</p> <p>- Elaborate the steps of analysis technique.</p> <p>Chapter 4 : - The research result have to be supported by the data.</p> <p>- The discussion part must be revised.</p> <p>- The conclusion is not suitable with your research. please revise it.</p> <p>- Make the abstract</p> <p>- Revise Your Motto. Motto have to related to your research.</p>	

Diketahui:
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Nama : Thalia Shiva
 NPM : 1801070065

Jurusan : TBI
 Semester : VIII

No	Hari / Tanggal	Pembimbing	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Senin, 13 Juni 2022		Acc to Munaaasah	

Diketahui:
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Dosen Pembimbing

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Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Thalia Shiva
NPM : 1801070065
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070065

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Juni 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



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Nama : Thalia Shiva
NPM : 1801070065
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Juni 2022
Ketua Jurusan TBI

Audianto, M.Pd
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AN ANALYSIS OF THE
STUDENTS' DIFFICULTIES IN
LEARNING ENGLISH IN THE
PANDEMIC ERA AT SMP NEGERI
2 TRIMURJO
by Thalia Shiva 1801070065

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AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN
LEARNING ENGLISH IN THE PANDEMIC ERA AT SMP
NEGERI 2 TRIMURJO**

By:

THALIA SHIVA
Student Number: 1801070065



Tarbiyah and Teachers Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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CURRICULUM VITAE



Thalia shiva was born in the Metro city on January 29th, 2000. She was raised by a lovely married couple, Mr. Azuardi and Mrs. Nina utami. She is the third child of 3 children. She was enrolled pre elementary school at Aisyah metro in 2005 and graduated in 2006. She took her elementary school at SD Negeri 1 Metro from 2006-2012. Then, she took her junior high school at SMP Negeri 2 Metro for three years from 2012-2015. Having graduated from junior high school, she continued her study at SMA Negeri 5 Metro and finished in 2018. After that, she took her undergraduate program at IAIN Metro, majoring English Education.