

CHAPTER IV FINDINGS AND DISCUSSIONS

4.1 Finding

4.1.1 Data Description of the Research

This research was conducted by researcher at SMAN 1 Batipuh which was held on July 21st, 2021 to August 28th, 2021. In the two-week period, the researcher used a questionnaire method given to students and interview given to both students and teachers of English subjects in order to obtain data of the research.

Questionnaire was given to students through a Google form, distributed by the English teachers to the students in the four classes they were teaching through the WhatsApp group class. Meanwhile, interviews were done via telephone to 5 students and 2 English teachers. The data of the interviews that were conducted on students and teachers were used as supporting data for the questionnaire to collect more information about the types of student learning difficulties. The questionnaire had a scale of answers “strongly agree”, “agree”, “disagree” and “strongly disagree”. Strongly agree was given a score of 1, agree was given a score of 2, disagree was given a score of 3, and strongly disagree was given a score of 4. In processing and analyzing the data of questionnaire and interview that used a scoring system, the data were also analyzed by percentage and were described by interview sheets. The determination of the answers (students and English teachers) on the instruments used were not based on certain rubrics but were based on answers from data sources only.

4.1.2 Questionnaire

4.1.2.1 Types of Learning Difficulties of the Students at SMAN 1 Batipuh

The results of the questionnaire on the types of student learning difficulties in English subjects at SMA Negeri 1 Batipuh can be seen in the following diagram.

Diagram 1
Data Questionnaire Types of Student Learning Difficulties

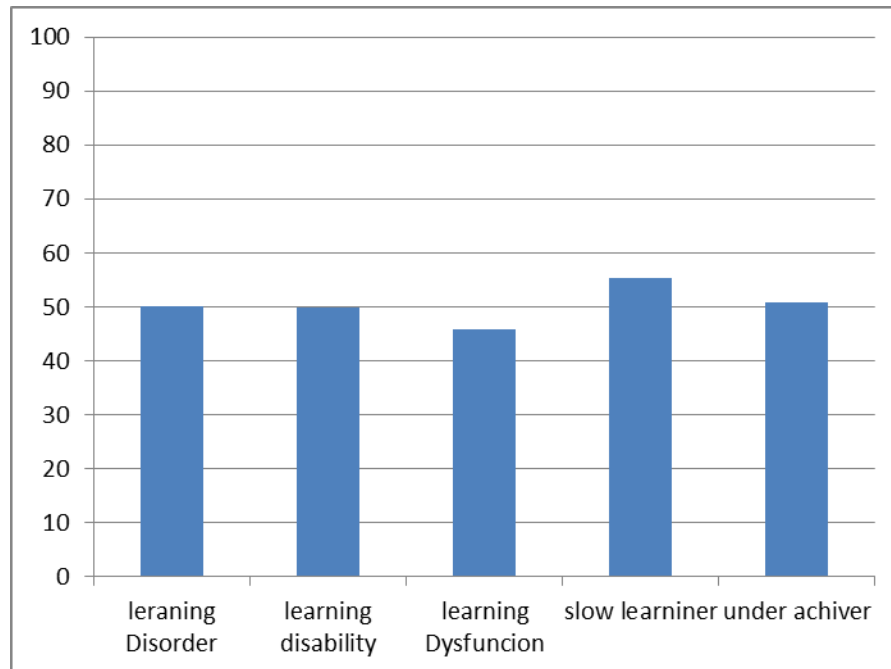
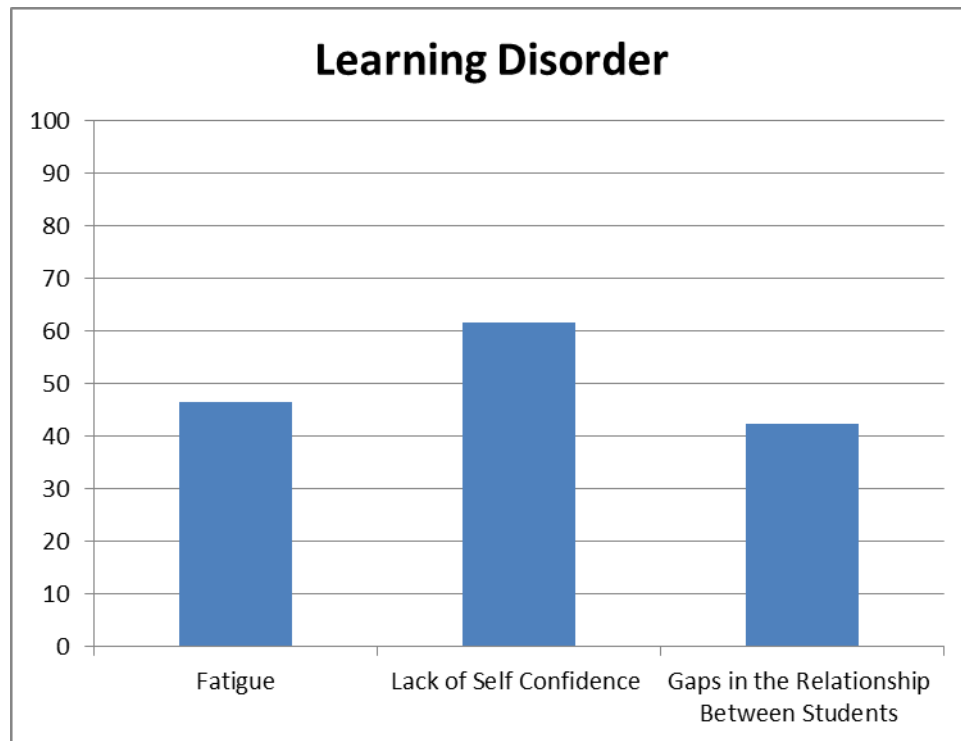


Diagram 1 above show that the types of learning difficulties at SMAN 1 Batipuh, that is, learning disorders (50.15%) was in the fair category, learning disability was (49.76%) in the fair category, learning dysfunction (45.91%) was in the fair category, slow learner (55.43%) was in the fair category, and under achievers (50.83%) was in the fair category.

4.1.2.1.1 Learning Disorder

The result of the questionnaire on the types of learning difficulties of students in English subjects at SMAN 1 Batipuh can be seen as follows.

Diagram 2
Data questionnaire Learning disorder



As it could be seen from diagram 2, indicator of fatigue was 46.59%, included in fair classification. Then, indicator of lack of self-confidence was 61.59% which was included in the high category. Further, indicator of gaps in the relationship between students was 42.27%, included in the fair classification. Based on the data above, it could be concluded that the indicator of lack of self-confidence was the main indicator of students experiencing learning disorders.

4.1.2.1.2 Learning Disability

The results of the student learning disability questionnaire in English subjects at SMAN 1 Batipuh could be seen in the diagram below.

Diagram 3
Data Questionnaire Learning Disability

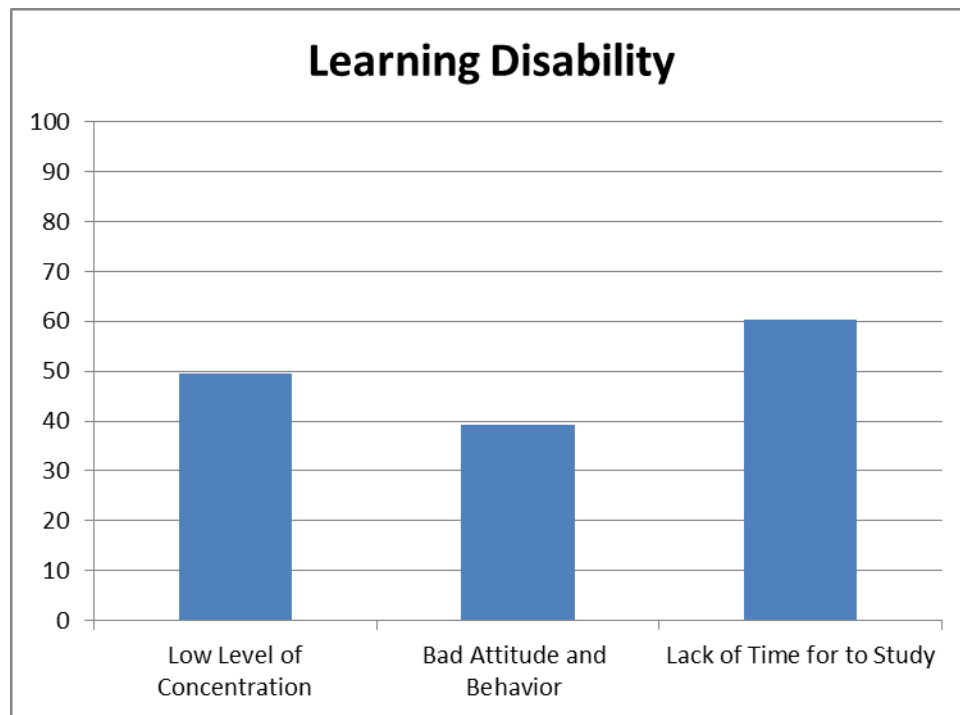


Diagram 3 shows that in learning disability during learning English, the indicator of low level concentration while studying 49.54% was in fair category, bad attitude and behavior 39.31% was in low category, and lack of time to study 60.45% was in high category. Based on this data, it could be concluded that the lack of time to study was the main indicator of students experiencing learning disability.

4.1.2.1.3 Learning Dysfunction

The results of the student learning dysfunction questionnaire in English subjects at SMAN 1 Batipuh could be seen in the diagram below.

Diagram 4
Data Questionnaire of Learning Dysfunction

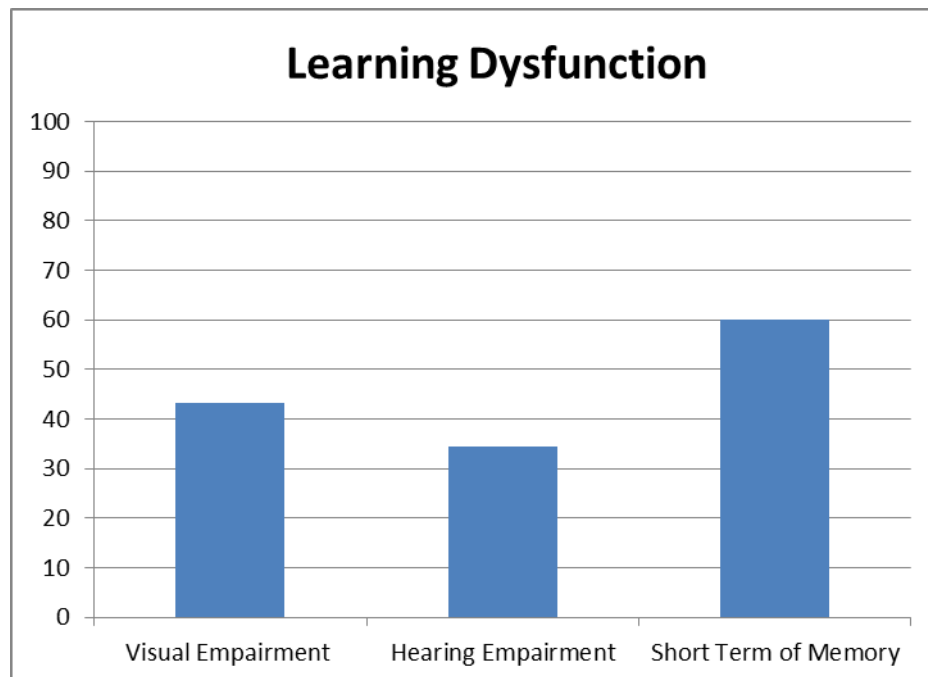


Diagram 4 shows that in learning dysfunction learning during learning English, the indicators of visual impairment (43.18%) was in the fair category, hearing impairment 34.54% was in the low category, and short term memory 60% was in the high category. Based on this result, it could be concluded that low memory is the main indicator of students experiencing learning dysfunction.

4.1.2.1.4 Slow Learner

The results of student slow learner questionnaires in English subjects at SMAN 1 Batipuh could be seen in the diagram below.

Diagram 5
Data Questionnaire of Slow learner

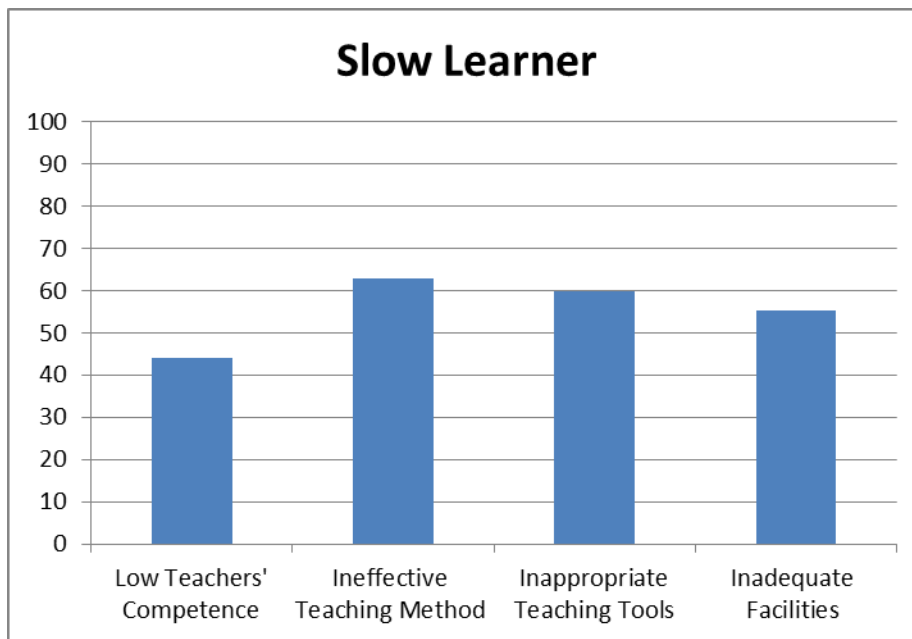


Diagram 5 shows the result of learning dysfunction in learning English. The indicator low teacher competence 44,09% was in fair category, ineffective teaching method 62,72% was in high category, inappropriate teaching tools 59,77% was in fair category. Inadequate facilities 55,15% was in fair category. Based on the data above, it could be concluded that ineffective teaching method was the main indicator of students experiencing slow learner.

4.1.2.1.5 Under Achiever

The results of the under achiever of students in English subjects at SMAN 1 Batipuh could be seen in the diagram 6.

Diagram 6
Data Questionnaire of under achievers

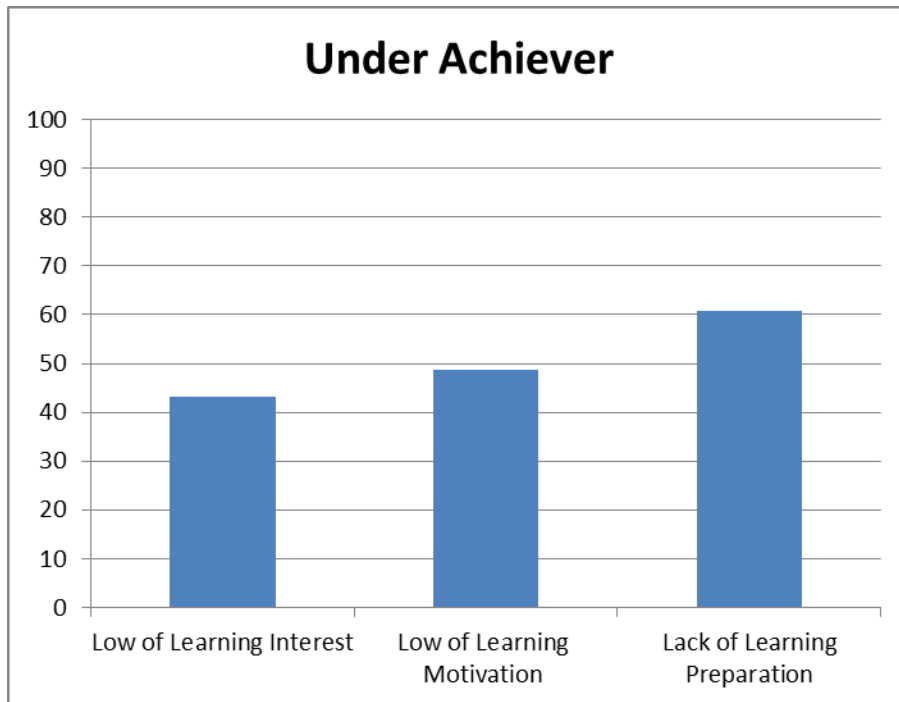


Diagram 6 shows the result of learning difficulties of under achiever in English subject. The indicator of low of learning interest was 43.18% in the fair category, low of learning motivation was 48.63% in the fair category, lack of learning preparation for learning was 60.68% in the high category. Based on this result, it could be concluded that the lack of preparation for learning was the main indicator that students are under achievers.

1.1.3 Interview

4.1.3.1 Students' Interview

This interview data was used to support the data generated from the questionnaires filled out by students. The interview consisting of sixteen question items was given to five students who had been selected, namely, YA, KN, MF, MR, and D. Based on the results of the interviews, the data obtained could be seen as follows:

A. Learning Disorder

The results of interviews that had been conducted with YA showed that YA did not experience fatigue or pain during the learning process. YA had high self-confidence in class because YA was not afraid to make mistakes. According to YA, if students made mistakes when answering teacher questions or made mistakes in English pronunciation was a natural thing because when YA made mistakes in pronouncing vocabulary, the teacher would tell how to pronounce it correctly. This made it easier for YA to understand what the teacher taught. YA had a good relationship with all of her friends. They always helped each other when one of them could not understand the material or could not answer the questions given by the teacher.

The results of interviews with KN showed that KN sometimes experienced fatigue or sleepiness during the learning process. This was due to the distance from KN's house to school which was quite far. As a result, KN could not have time to eat breakfast before leaving for school. KN felt less confident when learning an English language because she found it difficult to understand the material and had lack of understanding of English vocabulary, so she was afraid to give opinions or ask the teacher. KN had lack confidence when answering exam questions and was always pessimistic about getting good grades because KN did not review the material taught by the teacher before taking the test. KN stated that her relationship with friends was fine.

The results of interviews with MF showed that MF did not experience fatigue or sleepiness during the learning process. MF felt less confident when answering exam questions because MF felt that the material taught by the teacher was quite difficult. MF was also lazy to repeat the material at home, so MF often felt unconfident in getting good grades. During the learning process, MF also felt insecure to express his ideas or opinions because MF admitted to have an introverted personality. Yet, despite having introverted personality, MF had good relationships with his friends.

MR did not experience fatigue during the learning process, because MR always slept on time and had breakfast every morning, so that MR could follow the lesson well. MR had a fairly high self-confidence. Even some of MR's friends laughed at him when he made a mistake, MR did not feel disturbed. It was because the MR felt that everyone in the class was studying together, so it was natural to make mistakes. The relationship between MR and his friends was good. It was common for MR to study together and to understand the material that had been taught by the teacher, share vocabulary and make homework together.

The results of interviews with D showed that D did not experience fatigue. D never had breakfast before learning begins. It was because this had been becoming her habit since childhood. Yet still, it did not affect her physical condition during the learning process. It was just that sometimes D felt sleepy while studying because the material taught by the teacher was boring. D had low self-confidence due to lack of mastery of English vocabulary, so D was afraid of being laughed at by her friends, especially when speaking in English. Although they often laughed at each other, the relationship between D and her friends in the class was good.

B. Learning Disability

YA found it difficult to concentrate during the learning process when one of her friends made a joke, but YA always maintained her attitude and behavior towards the teacher. YA felt that the time allocated for English subjects was very less, because the material that ought to be studied was quite a lot but the time given was very limited.

KN found it difficult to focus because KN often did not have breakfast before leaving for school, so KN felt hungry and sleepy. As a result, it made KN unable to focus and understand the material taught by the teacher properly. KN had good behavior towards teachers and friends, shown by not disturbing or inviting friends to talk during the learning process, and pay attention to the teacher. KN felt that the time to learn English was very less because KN found it difficult to understand the material taught by the teacher. KN hoped the time to learn English could be longer, so that the teacher could explain all the material until all students understood.

MF found it difficult to focus during the learning process because they often talked to his friends. MF had bad behavior for he often asked his friends to talk, made jokes, and was late in submitting assignments because MF was lazy to do them. MF felt that the time that was completed for learning was very little, while the material taught by the teacher was quite a lot.

Moreover, sometimes the learning stopped before the material was completely taught by the teacher.

MF could focus during the learning process. When one of their classmates looked less enthusiastic and sleepy, MF always invited his friends to pay attention to the teacher who taught in front of the class. This also showed that MF had good attitudes and behavior during the learning process took place. The time provided for learning English was considered very lacking. MF taught that at least learning English was done 4 hours a week, while currently the time for learning English was only 2 hours in a week.

D sometimes found it difficult to concentrate because there were friends who asked to talk and play with cellphones when the teacher teaches in front of the class. It indicated that D behaved poorly during the learning process, but this was not done all the time. D stated that she was very respectful to English teacher. She did and collected assignments on time, and listened to all teacher orders as well. D felt that the time given to learn English was sufficient, because the learning process was carried out online and offline, she felt that students were required to study independently at home.

C. Learning Dysfunction

YA did not have visual and hearing impairments, so that the English learning process always ran smoothly. Yet, YA found it a little difficult to memorize the material taught by the teacher because there were some new vocabularies that she did not know. To overcome this, YA always spent her spare time to memorize new vocabulary and review the material that the teacher had taught at home.

KN did not experience visual impairments because she always chose to sit in the front seats. KN did not have hearing impairments, so she could listen to instructions from the teacher well. KN found it difficult to remember English material due to lack of vocabulary.

MF did not experience visual and hearing impairments, but MF had low memory. Hence, it took a long time and repetition for MF to understand the material taught by the teacher.

MF did not experience visual impairment, but MF found it difficult to read the teacher's writing on the blackboard since the teacher used a blue marker, so that his eyes hurt to read the writing on the blackboard. MF had good hearing, but sometimes the teacher's voice was very small, especially if there were friends who also talked loudly, so that it made MF find it difficult

to hear what the teacher was saying. MF had a fairly high memory, could understand, and memorized the material in a fairly short time.

D did not have a visual impairment. D always sat in the second row, so that she could read all of the teacher's writings on the blackboard well. D did not have a hearing impairment, but she found it difficult to understand the English spoken by the teacher due to lack of knowledge of English vocabulary. D had a fairly high memory, could understand the material taught by the teacher quickly, and could answer questions given by the teacher at the end of the lesson.

D. Slow Learner

YA felt that the competence of the teacher was quite good. The teacher explained the material clearly and easily. The teacher always came to class on time and was always present at every meeting. In the teaching process, the teacher used the lecture and discussion method, so that YA felt free to express her opinions and asked questions during the discussion. The learning was also supported by printed books, worksheets, YouTube videos and school facilities in the form of libraries and in focus.

KN stated that the English teacher was very pleasant. The teacher mastered the material very well. The teaching method used by the teacher was discussion and lecture. The teacher explained the material in detail. The media used by the teacher were books, worksheets, blackboards, cellphone. The teacher always came on time and was always present at every meeting. The facilities provided by the school were audio speakers and in focus, but they were rarely used.

According to MF the teacher had excellent competence. The teacher taught the material well and smoothly. The teacher always came on time and was always present at every meeting. The teacher, in the learning process, used books, worksheets, PPT and teaching materials. As a medium, the teaching method used by the teacher was the lecture method, and the teacher occasionally asked questions to students, but teachers more often used the lecture method to explain learning material to students. This method was considered less effective by MF. The facilities provided by the school for learning were adequate. Chairs and tables were suitable for the number of students. Classrooms and a library were clean and comfortable and were completed with books. Other facilities, such as LCD and speakers were rarely used because teachers often sent files/audio directly to students' cellphones.

According to MR, the teacher had a fairly high competence where in the learning process the teacher taught without having to hold a book. The teacher could answer questions asked by students. The teacher always came on time and was always present at every meeting. The teacher used the lecture method and wrote the material on the blackboard during the learning process. The teacher also used vocabulary that was quite easy to understand. However, the teacher used the lecture method more often during the learning process which made MR felt bored and sleepy during the learning process. Teachers used printed books, worksheets and teaching materials both in print and soft files forms. The school facilities provided were adequate, such as clean and comfortable classrooms.

D felt that the teacher taught very pleasantly. The teacher had was kind and gentle personality, did not often get angry, so D felt that it was very easy to understand the material taught by the teacher. The teacher always came on time and was always present at every meeting. The teacher used books, and worksheets made by the teacher. The teacher used the lecture method and group discussion. The teacher asked students to have a dialogue in pairs in front of the class. The media used by the teacher were in focus and audio speakers. School facilities were adequate, such as a library that provided complete books, in focus, speakers and computer lab. However, this facility was still very rarely used due to its limited number

E. Under Achiever

RA had a high interest in learning English. It could be seen from the high enthusiasm and curiosity of RA to the material explained by the teacher. RA also had high motivation to learn English. This could be seen when RA actively asked questions when she did not understand the material, and try to understand all the material by herself. RA made preparations before taking part in the learning process, such as reading the material before learning started, review all the material before taking the daily test, compiling notes and English books neatly, and bringing an English dictionary every time learning English.

KN was less interested in learning English because of her laziness to memorize vocabulary and material taught by the teacher. But KN was quite motivated to learn English because he had high support from her parents and friends. Besides that KN had the awareness that English was one of the most important things to compete with the global world.

MF had high interest in learning English, because he though English is an interesting subject even if this subject is difficult to understand, Mf have high motivation to learning

English, he got so many support or motivation from his parents. He also take some course out side of the school to make sure he can understand the English language. But MF have less preparation before followed the English class such as did not read the book before start the English class or did not bring his dictionary.

MR had a high interest in learning English because he already had an interest in English from a young age. MF had a high enough motivation to learn English. The biggest motivation came from himself because he had a dream to study and work abroad. MR always prepared himself before learning English began, such as reading the material to be studied in class, learning new vocabulary, bringing a dictionary in every meeting ,and studying before taking the daily test.

D had a high interest in learning English because she had an interest in learning English from a young age. The way the teacher teaches was very fun. D had high motivation to learn for D had dream to study abroad. The D's parents also gave motivation and support, such as providing additional English classes outside of school. D always made preparations before participating in English language learning, such as preparing the completeness of assignments, reading the material that would be taught by the teacher and bringing a dictionary.

4.1.3.2 Teachers' Interview

This interview data was used to support the data generated from the questionnaires filled out by students. The interview consisting of sixteen question items was given to two teachers who taught the students as sample of this study, namely, teacher Y and teacher E. Based on the results of the interviews, the data obtained could be seen as follows:

A. Learning Disorder

The results of interviews with teacher Y during the learning process showed that a small number of students looked tired because there were some students who did not have breakfast and stayed up late at night. This could be seen when teacher Y asked questions and the students could not answer, they were silent. Students experienced a sense of insecurity during the learning process. It was seen when they felt embarrassed to speak English during dialogue in front of the class and hesitated to answer questions given by teacher Y. The relationship between students was very good. Students helped each other when there was one who did not understand the

material taught by teacher Y. Yet, there were some students, especially in the science class who preferred to learn and did their own work.

The results of interviews with teacher E showed that there were some students who looked tired when following the lesson. It was due to the habit of students sleeping late at night, and not having breakfast before going to school, so students often yawn, put their heads on the table, and did not concentrate. Some students had low self-confidence due to low background knowledge of students. This could be seen when teacher E asked questions, but students were hesitant to raise their hands to answer teacher E's questions. Teacher E stated that it was not uncommon when students spoke, their lips might move, but no sound came out. The relationship between students was quite good, but the formation of groups in a class often occurred. There were some students who always discussed with their friends that they taught having the same character. Besides that, there were also introverted and book worms students who preferred to spend their time alone.

B. Learning Disability

The results of interviews with teacher Y showed that some students seemed not being concentrated when studying, due to lack of understanding of the material taught by the teacher. The students did not like English subjects, and did not have breakfast, so they did not have the energy to learn. This could be seen when students daydreamed or chat with his friends in class. Students had good attitudes and behavior although there were still a small number of students who liked to talk and made jokes during the learning process. The students taught by teacher Y were quite obedient and easy to direct. Teacher Y felt that the hours given to learn English were still lacking. Based on the curriculum, the time for learning English was only 2 hours or 90 minutes per week. This allocated time was considered too short. However, as a teacher, Y always tried his best to take advantage of the available time to teach the material in one meeting.

The results of interviews with teacher E showed that some students seemed not to concentrate when studying due to the habit of students that liked talking to their friends, so when teacher E conveyed an information, they did not listen to and asked teacher E to repeat it again. The students prepared well for teacher E. It was just that there were some students who did not do homework when teacher E asked to collect new assignments. If the teacher did not ask to collect assignments, students would be silent. According to the teacher, the lesson hours

provided for learning English were still lacking, namely only 2 hours of lessons or 90 minutes in one week. Behind this fairly short time, was not uncommon for learning time to be used for school activities such as (national holidays commemoration), so that teachers were sometimes overwhelmed to teach outdated material. Teacher E hoped that the English lesson hours would be added two hours more every week, so that the teacher could pay more attention to students who had difficulty in understanding the material taught by the teacher.

C. Learning Dysfunction

The results of interviews with teacher Y showed that students did not experience visual and hearing impairments, but students still had lack of listening comprehension skills. Students were less able to understand the English vocabulary they heard. This was seen when students asked the teacher to repeat what they heard. Some students had low memory due to students not understanding the material being taught and never repeating the lesson at home. They also had the habit of cheating on their friends' answers when the teacher gave assignments or homework.

The results of the interview with teacher E showed that students did not have visual impairment, but some students complained that teacher E's writing was too small. Besides that, when teacher E used colored markers, the students asked to move to the front and asked the teacher to write with black marker. Students did not experience hearing loss. It was just that students found it difficult to understand what the teacher was saying because students were not used to listening to English listening. However, some students who were used to them easily understood what the teacher meant but had difficulty to pronounce it. There were some students who had low memory. This could be seen when the teacher asked questions after explaining the material, only a few students were able to answer. There were some who preferred to come to teacher E's desk to ask for material they still did not understand.

D. Slow Learner

The results of the interview with teacher Y showed the teacher used Indonesian to explain the material in front of the class, and used English when asking questions. The teacher used media in the form of videos and power points. With this method, students understood well, but there were some students who did not understand because they did not pay attention when the teacher explained, and did not want to ask when they did not understand the material. The method used by the teacher was the lecture method to explain the material followed by questions

and answers with students, group discussions. However, due to time constraints, the teacher used the lecture method more often because the teacher wanted to ensure that all students understood the material explained by teacher Y. The instruments used were in the form of printed books and worksheets. Questions test made by the teacher were including multiple choice questions, true/false, completing the text, composing paragraphs, displaying the dialogue in front of the class. In general, the instruments used had been effective. The facilities provided by the school were quite complete, in the form of books provided in the library, projectors, and speakers. However, some facilities such as projectors were still very rarely used because of their limited number.

The results of interviews with teacher E showed that the teacher always introduced new vocabulary in every meeting. The teacher asked students to repeat the pronunciation of each vocabulary with the correct intonation. Sometimes students repeated with a smile and laugh when listening to vocabulary with funny intonations. This way of teaching was inspired by the Look Ahead book. The method used by the teacher was the lecture method to explain the material. The teacher also walked around the class visiting students one by one. This was a good opportunity for students to ask questions when they did not understand the material that had been taught, beside that the teacher also made group discussions. The instrument used by the teacher when teaching was in the form of videos, books in worksheets made by the teacher. The facilities provided by the school were in the form of speakers and infocus, but these facilities were still limited and less efficient because the infocus is not in the classroom, so it takes time to use it. This could also cause a lack of time to study. The teacher hoped that each class had been facilitated by infocus, so that teachers only needed to bring a flashdisk to teach in class.

E. Under Achiever

The results of interviews with teacher Y showed that the low interest of students was influenced by the lack of background knowledge that students possessed such as lack of vocabulary. As a result, students experienced difficulties during learning. The low motivation of students was caused by students' assumption that English was difficult to learn. Students were less disciplined with study time, and many assignments from other subjects also made them having less time to study English at home.

The results of interviews with teacher E showed that some students had low interest due to the negative image of students who taught that English was difficult. They were also influenced by the way their teachers in junior high school taught in the wrong way. Teacher E thought that it would be better if the teacher who taught English in junior high schools were professional teachers, so that students had a high sense of love and desire to learn English. Students had high motivation to learn English. Teacher E always provided motivation every time they started learning. Teacher E always reminded that English would be very important for their future, that motivation also comes from within students who told teacher E that they wanted to continue their education abroad. Some students did not make preparations before learning began, such as not reading the material to be studied, and not bringing a dictionary. However, there were some students who prepared well before learning began, such as tidying up the notes that had been taught by the teacher, making a summary of the material, and reading the material that would be taught by the teacher the next day.

4.2. Discussion

Learning difficulties are conditions where students experienced obstacles in the learning process that students could not learn as usual. Students' learning difficulties in this study include learning disorders, learning disabilities, learning function, slow learners, and under achievers. The sample in this study was 55 students of class XI SMAN 1 Batipuh, consisting of 14 students of class XI IPA 1, 14 students of XI IPA 2, 13 students of XI IPS 1, and 14 students of XI IPS 2. The method to collect data was a questionnaire and interview. Questionnaire was the main method to get the percentage of each type of learning difficulties, while interview done was the supporting method. The findings of this study were discussed in order to answer the problem of the study.

A. Learning Difficulties in General

The value of students learning difficulties at SMA Negeri 1 Batipuh in general is 50.42%. The description of each types are (1) learning disorders (50.15%) was in the fair classification in which the dominant indicator was students' low self-confidence that was caused by their habits of feeling embarrassed and afraid to answer their teachers' questions by using English, (2) learning disability (49.76%) was in the fair classification in which the dominant indicator was

students' lack of time in learning English that was caused by the implementation of the learning process carried out online and offline, (3) learning dysfunction (45.91%) was in the fair classification in which the dominant factor was short term memory caused by a large number of vocabularies which were new to students, so it made the students difficult to understand and memorize all of the material, (4) slow learners (55.43%) was in the fair classification in which the dominant factor was ineffective teaching method that was caused by the lecture method used by the teachers too often, and (5) under achievers (50,83%) was in the fair classification in which the dominant indicator was lack of student preparation before participating in the learning process that was caused by the students feel lazy and the student had the other assignment to do.

B. Learning disorder

Learning disorder, the first type of learning difficulties, consisted of three indicators, including fatigue, lack of self-confidence, and gaps relationships between students. The first indicator was the fatigue 46.59 in the percentage; it was in the fair category, seen from the physical condition of students during the learning process. The second indicator was the lack of self -confidence which was shown by 61.59 the students in the percentage, it was in the high category seen from the level of confidence of students in answering the teacher's questions using English in front of the class and not sure they would get good grades in every test. The third indicator was the gaps relationship between students shown by the percentage of 42.27. This showed that the gaps relationship between students was in the fair category, see how the student relationship during learning English. All of this data percentage is supported by students' and teachers' interview:

a. Students

Some of the students did not experience fatigue, sleepy or dizzy during the learning process, some of the reason are because the students always sleep on time in the night and had breakfast in the morning, so the students might have good stamina to follow the learning process. But there is small number of the students also experience fatigue during learning process because they did not have breakfast before go to school. Students felt less confident when learning a English language because they found it difficult to understand the material and had lack of understanding of English vocabulary, so they were afraid to give opinions or ask the teacher and they felt afraid

to some of their friends laughed. Students also not feel less confident when answering exam questions because they felt lazy to repeat the material at home. Relationship between students also good because they always helped each other when one of them could not understand the material or could not answer the questions given by the teacher and sometimes they were studying together to understand the material that had been taught by the teacher, share vocabulary and make homework together.

b. Teachers

Teacher stated most of the students were fine and did not felt fatigue during learning English, but the is small number of the students looks tired because of they did not have breakfast and stayed up late at night. This could be seen when teachers asked questions and the students could not answer, and keep being silent, sometime students yawn, put their heads on the table, and did not concentrate. Some students had low self-confidence due to low background knowledge of students. This could be seen when teachers asked questions, but students were hesitant to raise their hands to answer teacher' questions. it was not uncommon when students spoke, their lips might move, but no sound came out. The relationship between students was very good. Students helped each other when there was one who did not understand the material taught by teachers.

Based on the students and teacher interview it can concluded the Small number of the students felt sleepy and dizzy during the English learning process. This was caused by the habit of students who liked staying up late and did not have breakfast before taking part in the lesson. This made students felt sleepy and sleep during the learning process. It was supported by the opinion of Slameto (2010) stated that physical fatigue was seen by weakness of the body and a tendency to lie down. Physical fatigue occurred because of the chaos in the combustion process in the body, so that the blood is not smooth in certain parts of body. students felt ashamed to answer the teacher's questions in English for they were worried of being laughed at by their friends Students also felt insecure to get low grades in every test because students did not make maximum preparation before the test, and the relationship between students was quite good. This was indicated by the students' habits when

conducting group discussions and encouraging each other. it was supported by the opinion Slameto (2010) stated that students who had bad behavior toward other friends, had a feeling of inferiority, or had mental stress, would be alienated from the group in the class.

Based on the results of the discussion, it can be concluded that:

- a. Some of students experienced fatigue during the process of learning English
- b. Most of students experienced lack of self-confidence during the process of learning English
- c. Some of students experienced gaps in the relationship with their friends during the process of learning English

C. Learning disability

The second type of learning difficulties was learning disabilities. Learning disability consisted of indicators of low level of concentration while studying, bad attitudes and behavior, and lack of time to study. The first indicator was the low level of concentration of students at SMAN 1 Batipuh that obtained 49.54%, seen from students who did not pay attention to the teacher and found it difficult to focus when learning English. This showed that the low concentration while studying was in the fair classification. The second indicator was students' bad attitude and behavior that obtained 39.31%, it was in low category, seen from the way students behaved during the English learning process. The third indicator is the lack of study time for students of SMAN 1 Batipuh, students that obtained 60,45%, it was in the high classification , seen from the estimated time allocated for learning English. All of this data percentage is supported by students' and teachers' interview:

a. Students

Some students found difficult to concentrate during the learning process when one of her friends made a joke, some students were playing their phone and the other factor is students did not have breakfast before go to school, than they felt hungry during learning process. Students have good attitude and behavior it can be seen from when the students very respectful to English teacher, they did and collected assignments on time, and listened to all teacher orders as well.

Students felt that the time allocated for English subjects was very less, because the learning process was carry out online and offline, learning English was done 4 hours a week, while currently the time for learning English was only 2 hours in a week. While material that ought to be studied was quite a lot but the time given was very limited.

b. Teachers

Teacher stated that's small number of students seemed not being concentrated when studying, due to lack of understanding of the material taught by the teacher. The students did not like English subjects, and did not have breakfast, so they did not have the energy to learn. This could be seen when students daydreamed or chat with their friends in class. All of the students have good attitude and behavior. Teachers felt that the time given to learn English were still lacking. Based on the curriculum, the time for learning English was only 2 hours or 90 minutes per week. This allocated time was considered too short. However, teachers always tried their best to take advantage of the available time to teach the material in one meeting.

Based on the students and teacher interview it can concluded, sometimes the small number of student made a joke and talked to other students. It made some students cannot concentrate. It was supported by the opinion of Slameto (2010) mentioned in order to guarantee good learning outcomes, students must pay attention to the teacher and had a good concentration on the material being studied. Students did not disturb each other, and were polite to the teachers. They also did what the teacher instructed. This was supported by the opinion of (Slameto, 2010) stated that students who had bad attitude and behavior towards their friends, felt inferior, and experienced inner-pressure, would be exiled from the group. It could interfere with the process and learning outcomes of these students. (Mustaqim and Wahid, 2010) added that attitude of students towards the teacher would affect their learning. If students liked the teacher, it would facilitate the learning process, and vice versa. The study time allocated for learning English was only 2 hours of lessons (90 minutes) in a week. Besides that, the learning process which was carried out online and offline make time felt likely shorter. Teachers and students hoped that learning time could be added to 4 hours of lessons every week.

Based on the results of the discussion, it can be concluded that:

- a. Some of students experienced a low level of concentration during the process of learning English

- b. Some of students experienced a bad attitude during the process of learning English
- c. Most of students experienced lack of study time during the process of learning English

c. Learning dysfunction

The next type of learning difficulties was learning dysfunction that consisted of three indicators, namely visual impairment, hearing impairment, and short term memory. The first indicator was the visual impairment of students of SMAN 1 Batipuh by 43.18% of the students, it was in the fair category, could be seen from the presence of visual disturbances of students during the process of learning English. The second indicator was hearing impairment (34.54%) indicated in the low category, seen from the presence of hearing impairment experienced by students during the process of learning English. The third indicator of short term memory (60%) was in the high category. It was seen from the ability of students to understand and remember the material taught by the teacher when learning English, All of this data percentage is supported by students' and teachers' interview:

a. Students

Students did not have visual impairments, but sometime they found it difficult to read the teacher's writing on the blackboard since the teacher used a blue marker, so that their eyes hurt to read the writing on the blackboard. Students did not have a hearing impairment, but sometimes the teacher's voice was very small, especially if there were friends who also talked loudly, so that it made students find it difficult to hear what the teacher was saying and found it difficult to understand the English spoken by the teacher due to lack of knowledge of English vocabulary. Students had difficulty to memories the material tough by the teacher do to lack of background knowledge and lack of vocabulary.

b. Teachers

Teacher stated that students did not experience visual and hearing impairments, but students still had lack of listening comprehension skills. Students were less able to understand the English vocabulary they heard. This

was seen when students asked the teacher to repeat what they have heard and some students complained that teacher' writing was too small. Besides that, when teacher used colored markers, the students asked to move to the front and asked the teacher to write with black marker. Some students had low memory due to students not understanding the material being taught and never repeating the lesson at home. They also had the habit of cheating on their friends' answers when the teacher gave assignments or homework

Based on the students and teacher interview it can concluded, students did not experience visual impairment physically, but students found it difficult to read the teacher's writing on the blackboard because the teacher's writing was too small. The teacher sometimes also used a red marker, so that the blackboard looked dazzling which made it difficult for students to read the teacher's writing. It was supported by the opinion of Djamarah (2008)stating that one of the factors that caused students to experience learning difficulties was the physical condition of students who were less supportive, like mild body defects, such as hearing impairment, visual impairment, and psychomotor disorders. Students had good hearing. Students could hear any information/material taught by the teacher well. It was just that students had difficulty understanding what the teacher was saying because of a lack of understanding of new vocabulary. This was supported by the opinion Djamarah (2008) that emphasized one of the factors that caused students to experience learning difficulties was the physical condition of students who were less supportive, like body defects, such as hearing disorders, visual impairment, and psychomotor disorders. students had difficulty memorizing the material that had been taught by the teacher because there was vocabulary they did not understand. The learning process also often used the lecture method and the teacher very rarely used teaching aids, so that it made it difficult for students to remember the material taught by teacher. This was supported by the opinion of Dalyono (2010) stated that learning activities are memorizing which is based on the need and awareness to achieve further learning goals. Mustaqim and Wahid (2010) added that the type of material can causes a person to get difficulty in memorize something. The more meaningful the material, the easier it was to remember. Someone would be easier to remember something if there were props. Therefore, every learning process required props or photos/pictures that could make it easier for students to remember what was being taught.

Based on the results of the discussion, it can be concluded that:

- a. Some of students experienced visual impairment during the process of learning English
- b. Some of students experienced hearing impairment during the process of learning English
- c. Most of students experienced short term memory during the process of learning English

d. Slow learner

Slow learner consisted of four indicators, namely low of teacher competence, ineffective teaching methods, inappropriate teaching tools, and inadequate school facilities. The first indicator was the low competency of English teachers at SMAN 1 Batipuh that obtained 44.9%. It was in the fair classification. This was seen from the teacher's ability to convey material during the English learning process. The second indicator was the ineffective teaching method at SMAN 1 Batipuh (62.72%) that was in the high classification. This could be seen from the method used by the teacher during teaching English, showing that the ineffective teaching method was in the high category. The third indicator was the inappropriate learning tools at SMAN 1 Batipuh presented by (59,77%. This could be seen from the instrument used by the teacher during the English learning process. This showed that the inappropriate learning instruments were in the fair classification, seen from the learning instruments used by the teacher during learning process. The fourth indicator was the inadequate school facilities at SMAN 1 Batipuh presented by 55.15%, it was fair classification. This was seen from the facilities provided by the school to support the English learning process. All of this data percentage is supported by students' and teachers' interview:

a. Students

Students felt that the competence of the teacher was quite good. The teacher explained the material clearly and easily. The teacher always came to class on time and was always present at every meeting. In the teaching process, the teacher used the lecture and discussion method, but the lecture method too often used by the teacher, it was made the learning process less effective. The learning process was also supported by printed books, worksheets, YouTube videos and

school facilities in the form of libraries and in focus, but the this facility was still very rarely used due to its limited number.

b. Teachers

Teachers stated teacher used Indonesian to explain the material in front of the class, and used English when asking questions. The teacher used media in the form of the class by using whiteboard, videos and power points. With this method, students understood well, but there were some students who did not understand because they did not pay attention when the teacher explained, and did not want to ask when they did not understand the material. The method used by the teacher was the lecture method to explain the material followed by questions and answers with students, sometime used group discussions. However, due to time constraints, the teacher used the lecture method more often because the teacher wanted to ensure that all students understood the material explained. The instruments used were in the form of printed books and worksheets. Questions test made by the teacher were including multiple choice questions, true/false, completing the text, composing paragraphs, displaying the dialogue in front of the class. In general, the instruments used had been effective. The facilities provided by the school were quite complete, in the form of books provided in the library, projectors, and speakers. However, some facilities such as projectors were still very rarely used because of their limited number.

Based on the students and teacher interview it can concluded, teachers could explain the material well, used books and learning media during the English learning process, and were always present and never late at every meeting. This was supported by the opinion of Dalyono (2010) highlighted that teachers who have lacked self-preparation, do not master the material being taught, so they cannot explain the material properly, which can make students experience difficulties in the learning process. This was also supported by Djamarah (2008) stated that the teacher who is not well qualified in taking the method or in mastering the material being taught, it can occur because their skills are not suitable, lack of preparation, so that the way of explaining the lesson is not clear, makes it difficult for students to understand. Students felt the method used by the the teacher was too monotonous and boring. Teacher used lecture method because of the time limitation. Learning proses during pandemic make time for study shorter

than in normal situation, usually time allocation for learning English was 4 hours every weeks but during pandemic only two hours per week and learning process have been carried out online and offline.. This was supported by the opinion Slameto (2010)that teaching method is a method or way that must be followed in the teaching process, fewer teaching methods can affect student learning process become not good too. In addition, Subini (2011)stated that method is a way that used to achieve predetermined learning goals”. instruments used by the teacher were books, projectors, blackboards and speakers. These instruments were considered effective enough to support the learning process. It was supported by Subini (2011) stated that tools are everything that can be used to achieve teaching goals since the learning tools had a function as a complement to achieving the goals of learning. Dalyono (2010)argues that the less complete learning tools make the presentation of learning become not good.

Based on the results of the discussion, it can be concluded that:

- a. Some of students felt that teachers have low competency during the process of learning English
- b. Most of students felt the teaching method was ineffective during the English learning process
- c. Some of students felt the learning tools were inappropriate during the English learning process
- d. Some of students felt that school facilities are inadequate during the process of learning English

e. Under Achiever

Under achiever consisted of three indicators, namely low of learning interest, low of learning motivation and lack of learning preparation for learning. The first indicator was the low of learning interest of students of SMAN 1 Batipuh to learn English (43.18%), seen from the desire of students to understand English lessons. This showed that the low interest in student learning was in the fair classification. The second indicator was the low of learning motivation of students at SMAN 1 Batipuh (48.63%). This could be seen from how high students' motivation to learn English. This showed that the low motivation of students was in the fair classification.. The third indicator was the lack of learning preparation of students at SMAN 1 Batipuh

(60.68%). It was in high classification. This could be seen from the preparation of students to take part in the English learning process. All of this data percentage is supported by students' and teachers' interview:

a. Students

Students have a high enough interest in learning English. It could be seen from the high enthusiasm and curiosity of the students to the material explained by the teacher. Students also had high motivation to learn English. This could be seen when students actively asked questions when she did not understand the material, and try to understand all the material by themselves or trying to make discussion with small group discussion. Students also have high, motivation to learn English came from themselves, friends, family and the teacher. Some students have dream to study and work abroad. Big number of the students have no preparation before start the learning process, such as did not bring dictionary, did not read the material before follow the exam and did not complete their note.

b. teacher

some students have low interest to learning English, it was influenced by the lack of background knowledge that students possessed such as lack of vocabulary. As a result, students experienced difficulties during learning. Students have good motivation to learning English I came from the teacher always give motivation before start the learning process and the students its self, the students have dream to continue their study abroad. Big number of students did not make preparations before learning began, such as not reading the material to be studied, and not bringing a dictionary, students were less disciplined with study time, and many assignments from other subjects also made them having less time to study English at home.

Based on the students and teacher interview it can concluded, students were quite interested in learning English, seen from students who paid attention to the teacher when teaching in front of the class, taking notes on the material taught by the teacher in a notebook. This was supported by Slameto (2010), stated that "interest is a constant tendency to pay attention and remember some circumstances. Interest has a big influence on learning because if the material of the lesson to be studied is not based on the student's interest, the student will not

learn it well. It was also supported by Dalyono (2010) that students' interest in learning could be seen from the way they followed the lesson: having complete notes, being able to answer all of the teacher's questions. Students had a high enough motivation to learn English, whether it was motivation from within themselves, friends or teachers. This was supported by the opinion of Hamalik (2011) emphasized that motivation is a change of energy in a person which is characterized by the emergence of effective and reaction to achieve their goals. Dalyono (2010) added the function of motivation are to generate, underlie, and direct learning actions, if the students have high motivation it will make them have more power to get a high score or the best learning outcome. According Syah (2010), motivation is a booster to encourage people to do something. The booster could come from the student it was self or come from out of the students such as teachers, friends, or parents. students were less prepared before learning began like not reading the material that would be taught by the teacher, not bringing a dictionary, and not studying before taking daily exams. This was supported by the opinion of Slameto (2010) that stated readiness is the whole condition of a person to get ready to respond or answer in a certain way to the situation. Slameto (2010) added there are three aspects of readiness (a) Physical, mental, and emotional conditions; (b) Needs, motives, and goals; (c) Skills, knowledge, and other aspects that have been learned.

Based on the results of the discussion, it can be concluded that:

- a. Some of students experienced low of learning interest during the process of learning English
- b. Some of students experienced low of learning motivation during the process of learning English
- c. Most of students experienced lack of learning preparation during the process of learning English

After knowing the types of students' learning difficulties, there are three steps that can be taken to overcome learning difficulties, Syah (2010) stated that before the teacher takes action overcoming student learning difficulties, teachers need take the following important steps.

- a. Analyzing the results of the diagnosis, namely examining the parts of the problem and the relationship between these parts to get the correct understanding regarding the learning difficulties faced by students.

- b. Identify and determine which specific parts of skill need to repair.
- c. Develop a repair program

Based on the opinion of Syah above it can be conclude that teachers need to analyze the results of the diagnosis, Identify and determine specific parts of skill need to repair and develop a repair program for the students. After all the process, the teacher can make improvements to improve learning achievement of the students. According to Widyawati (2012), by knowing the causes of the learning difficulties of students, teachers can make various efforts to overcome those learning difficulties, so that there will be an increase in achievement which is satisfying for all of parties, especially teachers and students.