AN ANALYSIS OF STUDENTS' DIFFICULTIES FACTOR IN LEARNING ENGLISH AT SMPN 2 MAPATTUNGGUL

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LETTER OF ADVISOR APPROVAL

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ABSTRACT

Febriko Wandra (2319048): An Analysis of Students' Difficulties Factors in Learning English at SMPN 2 Mapattunggul. A Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sjech M. Djamil Djambek Bukittinggi, 2026.

Students' difficulties in learning English remain one of the major challenges, particularly in rural schools where educational resources and English exposure are limited. Based on preliminary observations conducted at SMPN 2 Mapattunggul, students experienced difficulties related to lack of exposure to English, limited learning resources and facilities, low learning motivation and family support, and difficulties in the learning process. Therefore, this research aimed to identify the factors contributing to students' difficulties in learning English and to identify the teacher's strategies to solve those difficulties.

This research employed a descriptive quantitative design. The participants consisted of 17 students of SMPN 2 Mapattunggul who were selected using total sampling. The research instrument was a questionnaire developed based on the research indicators. The collected data were analyzed using the Guttman Scale by calculating the scores, percentages, and categories of each indicator.

The findings revealed that the indicators of Students' Difficulties in Learning English and Strategies Used by Teachers to Solve Difficulties in Learning English in Rural Areas were categorized as Very High. The results indicated that students' difficulties were mainly influenced by lack of exposure to English, limited learning resources and facilities, low learning motivation and family support, and difficulties in the learning process. The findings also showed that the teacher solved these difficulties by utilizing innovative teaching methods, continuously providing motivation and encouragement, improving professional competence, and promoting communication and collaboration with parents. These findings indicate that both the factors influencing students' difficulties and the teacher's strategies were consistent with the theoretical framework used in this research.

Keywords: Students' Difficulties, English Learning, Rural Areas.

ABSTRAK

Febriko Wandra (2319048): Analisis Faktor-Faktor Kesulitan Siswa dalam Belajar Bahasa Inggris di SMPN 2 Mapattunggul. Tesis, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, 2026.

Kesulitan siswa dalam belajar bahasa Inggris tetap menjadi salah satu tantangan utama, khususnya di sekolah-sekolah pedesaan di mana sumber daya pendidikan dan paparan bahasa Inggris terbatas. Berdasarkan observasi awal yang dilakukan di SMPN 2 Mapattunggul, siswa mengalami kesulitan yang berkaitan dengan kurangnya paparan bahasa Inggris, keterbatasan sumber daya dan fasilitas belajar, rendahnya motivasi belajar dan dukungan keluarga, serta kesulitan dalam proses belajar. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap kesulitan siswa dalam belajar bahasa Inggris dan untuk mengidentifikasi strategi guru untuk mengatasi kesulitan tersebut.

Penelitian ini menggunakan desain kuantitatif deskriptif. Partisipan terdiri dari 17 siswa SMPN 2 Mapattunggul yang dipilih menggunakan metode pengambilan sampel total. Instrumen penelitian berupa kuesioner yang dikembangkan berdasarkan indikator penelitian. Data yang dikumpulkan dianalisis menggunakan Skala Guttman dengan menghitung skor, persentase, dan kategori dari setiap indikator.

Temuan menunjukkan bahwa indikator Kesulitan Siswa dalam Belajar Bahasa Inggris dan Strategi yang Digunakan Guru untuk Mengatasi Kesulitan dalam Belajar Bahasa Inggris di Daerah Pedesaan dikategorikan sebagai Sangat Tinggi. Hasil penelitian menunjukkan bahwa kesulitan siswa terutama dipengaruhi oleh kurangnya paparan terhadap bahasa Inggris, keterbatasan sumber dan fasilitas pembelajaran, rendahnya motivasi belajar dan dukungan keluarga, serta kesulitan dalam proses pembelajaran. Temuan juga menunjukkan bahwa guru mengatasi kesulitan ini dengan menggunakan metode pengajaran inovatif, terus memberikan motivasi dan dorongan, meningkatkan kompetensi profesional, serta mendorong komunikasi dan kolaborasi dengan orang tua. Temuan ini menunjukkan bahwa baik faktor-faktor yang memengaruhi kesulitan siswa maupun strategi guru konsisten dengan kerangka teori yang digunakan dalam penelitian ini.

Kata kunci: Kesulitan Siswa, Belajar Bahasa Inggris, Daerah Pedesaan.

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CHAPTER I

INTRODUCTION

A. Background of Research Problem

Students' difficulties in learning English remain one of the major challenges in English language education, particularly in rural areas where educational resources and learning opportunities are limited. Students' difficulties in learning English are influenced by four main factors: lack of exposure to English, limited learning resources and facilities, low learning motivation and family support, and difficulties in the learning process (Harlina and Yusuf 2020) . These factors are closely interconnected and affect students' ability to develop English language skills, including listening, speaking, reading, and writing. Therefore, identifying these factors is essential to understand the causes of students' learning difficulties and to determine appropriate strategies to solve them.

One of the major factors is the lack of exposure to English. Students in rural areas generally have limited opportunities to hear and use English in their daily lives because communication is dominated by their first language or local language. As a result, students have limited vocabulary, weak pronunciation, and low confidence in using English. The minimal exposure to English and limited environmental support reduce students' motivation and opportunities to practice the target language (Rofi'i and Susilo, 2022).

Another factor is limited learning resources and facilities. Rural schools often experience shortages of English textbooks, instructional media,

language laboratories, and internet access. These limitations reduce students' opportunities to experience meaningful English learning activities. In addition, learning often depends on conventional teaching methods because teachers have limited access to technology and supporting facilities. Consequently, students receive fewer opportunities to improve their English proficiency through various learning resources.

Students' difficulties are also influenced by low learning motivation and family support. Students who have low motivation tend to show less interest in learning English and participate less actively during classroom activities. Furthermore, family support plays an important role in encouraging students to study independently at home. However, parents in rural areas may have limited educational backgrounds or economic conditions that prevent them from providing sufficient academic support for their children. These conditions may decrease students' motivation to learn English effectively.

The last factor is difficulties in the learning process. Students frequently experience problems in vocabulary mastery, pronunciation, grammar, reading comprehension, and speaking because English is learned as a foreign language. They often translate directly from their first language into English, despite the differences in grammatical structures between the two languages. Moreover, psychological factors, such as fear of making mistakes and anxiety about being laughed at by peers, discourage students from participating actively in English lessons (Mufidah & Nida, 2017). These

findings indicate that students' difficulties arise from both linguistic and non-linguistic factors.

Students' difficulties in learning English can also be observed in mastering language skills. Previous studies have reported that students frequently struggle with vocabulary acquisition, grammatical accuracy, and pronunciation. In addition, limited opportunities to practice English and insufficient instructional time often prevent students from developing their language proficiency effectively. Psychological factors, such as fear of making mistakes and anxiety about being ridiculed by peers, may also discourage students from participating actively in classroom activities (Mufidah & Nida, 2017). These conditions indicate that students' difficulties in learning English arise from a combination of linguistic and non-linguistic factors.

Furthermore, students' difficulties in learning English may be influenced by internal and external factors. Internal factors include students' attitudes toward learning, motivation, concentration, self-confidence, and study habits. Meanwhile, external factors involve aspects such as family support, learning environments, instructional practices, and the availability of educational resources. Lena et al. (2023) argue that these factors collectively shape students' learning experiences and affect their achievement in developing the four essential English skills: listening, speaking, reading, and writing. Therefore, understanding the factors underlying students' difficulties is essential for identifying appropriate strategies to improve English learning outcomes.

Although numerous studies have investigated students' difficulties in learning English, most previous studies have focused on identifying the forms of learning difficulties rather than examining the factors underlying those difficulties. Research conducted by (Harlina and Yusuf, 2020), described students' learning problems and the strategies used to address them, while studies specifically investigating the factors contributing to students' difficulties in rural junior high schools remain limited. Therefore, this research aims to fill this gap by identifying the factors contributing to students' difficulties in learning English at SMPN 2 Mapattunggul, with rural areas serving as the context of the study.

Based on preliminary observations conducted in January 2026 at SMPN 2 Mapattunggul, several indications of students' difficulties in learning English were identified. The school had limited English learning facilities, including insufficient textbooks, limited instructional media, and restricted internet access. Students also experienced difficulties in pronunciation, vocabulary, reading comprehension, and understanding the teacher's explanations. In addition, many students showed low motivation and limited participation during English lessons. These conditions reflect the four factors proposed by Harlina and Yusuf (2020), namely lack of exposure to English,

limited learning resources and facilities, low learning motivation and family support, and difficulties in the learning process.

Based on the explanation above, it is important to conduct research entitled "An Analysis of Students' Difficulties in Learning English in Rural Areas at SMPN 2 Mapattunggul." This research is expected to provide a better understanding of the factors contributing to students' difficulties in learning English and to provide information that may help teachers and schools improve the English teaching and learning process, especially in rural areas.

Another English teacher explained that supporting learning media were inadequate, including the limited number of English books and the lack of technological facilities such as projectors. As a consequence, the teaching and learning process relied heavily on teacher explanations, reducing opportunities for students to engage with varied instructional media that could facilitate their understanding of English.

Although numerous studies have investigated students' difficulties in learning English, most previous research has primarily focused on identifying the forms of difficulties experienced by students or examining general challenges in English learning without exploring the underlying factors comprehensively. Studies conducted by Harlina and Yusuf (2020) as well as Sardy, Trisnawati, and Fitria (2023) mainly described the difficulties encountered by learners and the strategies used to address them, but provided limited analysis of how linguistic and non-linguistic factors interact to influence students' difficulties, particularly at the junior high school level.

Moreover, studies that specifically investigate the factors contributing to students' difficulties in learning English within rural junior high school contexts remain limited. Therefore, this study seeks to fill this gap by analyzing the factors underlying students' difficulties in learning English among junior high school students at SMPN 2 Mapattunggul, with rural areas serving as the context of the study rather than the primary focus of investigation.

Based on the explanations above, it is evident that students' difficulties in learning English constitute a complex phenomenon influenced by various factors, including cognitive, psychological, linguistic, economic, and environmental aspects. Therefore, it is important to conduct a study entitled "An Analysis of Students' Difficulties Factors in Learning English in Rural Areas at SMPN 2 Mapattunggul." This study is expected to provide a comprehensive understanding of the factors contributing to students' difficulties in learning English, while the rural setting of SMPN 2 Mapattunggul serves as the context in which these factors are explored.

In January 2026, this research conducted preliminary research through observations and pre-interviews at SMPN 2 Mapattunggul, a state junior high school located in a rural area of Mapat Tunggul District, Pasaman Regency, West Sumatra. The findings revealed that students experienced various difficulties in learning English. The school had limited educational facilities and restricted internet access, resulting in inadequate learning resources to support English instruction. English teachers reported that the availability of

English textbooks was insufficient, as not all students had access to their own books. In addition, supporting media such as projectors were limited, causing the teaching and learning process to rely heavily on teacher explanations. Teachers also observed that many students had difficulties in pronouncing English words, reading English texts, and maintaining motivation during English lessons.

The pre-interviews further indicated that students encountered several factors contributing to their difficulties in learning English. Students admitted that they often did not understand the teacher's explanations and frequently mispronounced English words when reading texts or answering questions. Some students also demonstrated low engagement during classroom activities, such as showing little interest in English lessons and leaving the classroom before the lesson had ended. These findings suggested that students' difficulties in learning English at SMPN 2 Mapattunggul were influenced by a combination of linguistic factors, including pronunciation and reading difficulties, as well as non-linguistic factors, such as limited learning resources, low motivation, and inadequate classroom participation.

Based on the background of the problem above, it is important to conduct research with the research title "Analysis of Students' Difficulties in Learning English in Rural Areas (Case Study at SMP N 2 Mapattunggul)".

B. Identification of the Problems

Based on the background above, this research identified that there were several problems found from the teacher interviewed. The problems were as follows:

1. Students experience difficulties in English reading skills, especially in rural areas, such as pronunciation, spelling, and vocabulary mastery.
2. Students at SMPN 2 Mapattunggul showed low motivation to learn English, which was reflected in their limited interest in the subject and avoidance behaviors, such as frequently asking permission to leave the classroom before the English lesson had ended.
3. Resources and supporting facilities in the library are very limited, with a very small collection of English language books at SMP N 2 Mapattunggul.

C. Research Question

Based on the limitations of the research problem, the research questions were formulated as follows:

1. What factors contributed to students' difficulties in learning English at SMPN 2 Mapattunggul?
2. What strategies were employed by the teacher to overcome students' difficulties in learning English at SMPN 2 Mapattunggul?

D. Research Objective

Based on the formulation of the research problems, the objectives of this research were:

1. To identified the factors contributing to students' difficulties in learning English at SMPN 2 Mapattunggul.
2. To analyze the strategies employed by the teacher to overcome students' difficulties in learning English at SMPN 2 Mapattunggul.

E. Significance of Research

The significance of this research can be classified into theoretical and practical significance as follows:

1. Theoretical Significance
    a. This research is expected to contribute to the development of knowledge in the field of English language education by providing a deeper understanding of the factors contributing to students' difficulties in learning English, particularly among junior high school students.
    b. This research is also expected to enrich the existing literature related to students' difficulties in learning English by examining both linguistic and non-linguistic factors within the context of rural schools, an area that remains relatively underexplored in previous studies.

2. Practical Significance

   a. For English Teachers

      This research is expected to provide English teachers with insights into the various factors that contribute to students' difficulties in learning English. The findings may also serve as a reference for selecting and implementing appropriate strategies to address these difficulties according to students' needs and classroom conditions.

   b. For Students

      The findings of this research are expected to help students recognize the factors that hinder their English learning process. By identifying these factors, students may become more aware of their learning challenges and be encouraged to improve their motivation, participation, and learning strategies.

   c. For Schools

      This research is expected to provide schools with information regarding the factors influencing students' difficulties in learning English. The findings may be used as consideration in improving learning facilities, providing adequate educational resources, and creating a more supportive learning environment.

   d. For Future Researchers

      This research is expected to become a reference for future studies related to students' difficulties in learning English. It may also

provide empirical evidence and encourage further investigations into factors affecting English learning in different educational contexts.

F. Definition of Key Terms

To provide conceptual clarity and avoid ambiguity, the key terms used in this study were defined as follows:

1. Factors of Learning

   Factors of learning refer to the aspects that influence students' learning process and may contribute to their difficulties in learning English. In this study, the factors of learning are based on Harlina and Yusuf (2020), which consist of lack of exposure to English, limited learning resources and facilities, low learning motivation and family support, and difficulties in the learning process. These factors were analyzed to identify the causes of students' difficulties in learning English at SMPN 2 Mapattunggul.

2. Learning English

   Learning English referred to the process through which students acquired and developed their English knowledge and skills, including listening, speaking, reading, and writing. This process also involved mastering language components such as vocabulary, grammar, and pronunciation. In this study, learning English focused on the experiences of junior high school students in encountering difficulties during the English learning process.

3. Rural Areas

Rural areas referred to geographical settings characterized by limited access to educational resources, inadequate facilities, restricted technological infrastructure, and minimal exposure to English in daily life. In this study, rural areas served as the context in which the research was conducted, namely SMPN 2 Mapattunggul, located in Mapat Tunggul District, Pasaman Regency, West Sumatra.

CHAPTER II

REVIEW OF LITERATURES

A. Theoretical Theories

1. The Nature of Language Learning

a. Definition of Language Learning

Language learning can be understood as a continuous process through which individuals acquire the ability to understand and use a language for communication purposes. In the context of English as a foreign language, language learning does not merely involve memorizing vocabulary items or mastering grammatical rules. Instead, it encompasses the development of communicative competence, enabling learners to interpret meaning, express ideas, and interact effectively in various situations. Recent perspectives emphasize that language learning is a dynamic process influenced by cognitive, social, emotional, and environmental factors that shape learners' experiences and outcomes (Griffiths & Soruç, 2021). Therefore, learning a language requires active engagement from learners as they construct knowledge through meaningful experiences and interactions.

Furthermore, contemporary views describe language learning as a process of gradual development in which learners actively participate in creating and negotiating meaning. Rather than being passive recipients of knowledge transmitted by teachers, students are

considered agents who use strategies, previous experiences, and available resources to facilitate their learning. Language acquisition occurs through exposure to comprehensible input, opportunities for interaction, and repeated practice in authentic contexts. Consequently, successful language learning depends not only on instructional practices but also on learners' willingness, motivation, and ability to engage with the target language in meaningful ways (Fuchs et al., 2021).

In relation to the present study, understanding the definition of language learning is essential because students' difficulties cannot be separated from the nature of the learning process itself. Students in rural areas often encounter unique circumstances that may limit their opportunities to engage with English. Limited access to learning materials, inadequate technological facilities, and minimal exposure to English outside the classroom can influence how language learning takes place. These conditions may hinder students from receiving sufficient input and interaction, which are considered fundamental elements in language learning. Therefore, investigating students' difficulties in learning English requires an understanding that language learning is shaped by both individual efforts and contextual conditions surrounding the learners (Griffiths & Soruç, 2021).

In conclusion, language learning refers to an active and ongoing process through which learners develop their ability to

understand and use a language through interaction, practice, and meaningful experiences. The process is affected by various cognitive, social, and environmental factors. Within the context of this research entitled "An Analysis of Students' Difficulties Factors in Learning English in Rural Areas at SMPN 2 Mapattunggul," understanding the concept of language learning provides a theoretical foundation for identifying the factors that contribute to students' difficulties in learning English, particularly within the realities and challenges of rural educational settings.

b. Characteristics of Language Learning

Language learning possesses several characteristics that distinguish it from learning other academic subjects. One of its primary characteristics is that it is an active and constructive process in which learners continuously build knowledge through exposure, practice, and interaction. Students are not merely expected to memorize linguistic forms; instead, they need to understand how language functions in authentic communication. Recent studies have emphasized that language learning requires learners to regulate their own learning process by setting goals, monitoring progress, and selecting appropriate learning strategies. Through active participation, learners gradually develop their language competence and become more independent in managing their learning experiences (Öztürk & Çakıroğlu, 2021).

Another important characteristic of language learning is that it is influenced by individual differences among learners. Students differ in terms of motivation, attitudes, learning styles, self-confidence, aptitude, and emotional conditions. These differences contribute to variations in learning outcomes, even among students who receive similar instruction from the same teacher. Griffiths and Soruç (2021) explain that language learning should be viewed from a complex and socio-ecological perspective because learners interact with multiple internal and external factors simultaneously. Consequently, the success or difficulty experienced by students cannot be attributed to a single cause but rather to the dynamic interplay of personal characteristics and contextual influences.

In addition, language learning is a contextual and socially mediated process. Learners acquire language more effectively when they have opportunities to interact with others and use the target language in meaningful situations. The availability of learning resources, technological support, teacher guidance, and exposure to English significantly shapes students' learning experiences. In rural educational contexts, such as SMPN 2 Mapattunggul, these opportunities may be limited due to inadequate facilities, restricted access to authentic English materials, and minimal use of English beyond the classroom. Such conditions can affect students' participation and engagement in the learning process, ultimately

contributing to the difficulties they encounter while learning English (Stockwell, 2022).

In conclusion, language learning is characterized as an active, individualized, and context-dependent process. Learners actively construct knowledge through practice and interaction, while their learning experiences are shaped by personal characteristics and environmental conditions. These characteristics are highly relevant to the present study because understanding the nature of language learning helps explain why students in rural areas may experience different challenges in learning English. Therefore, identifying these characteristics provides an important foundation for analyzing the factors underlying students' difficulties in learning English at SMPN 2 Mapattunggul.

c. English as a Foreign Language Learning

English as a Foreign Language (EFL) learning refers to the process of learning English in countries where English is not used as the primary language of daily communication. In EFL contexts, students generally learn English within formal educational settings, such as schools and language institutions, while opportunities to use the language outside the classroom remain limited. Consequently, classroom instruction becomes the main source through which learners receive linguistic input and practice their language skills. According to

Rose et al. (2021), EFL learning environments are often characterized by restricted exposure to authentic English use, making teachers and learning activities essential components in supporting students' language development. Therefore, the effectiveness of EFL learning largely depends on how instructional practices facilitate meaningful interaction and engagement with the target language.

Another important aspect of EFL learning is the presence of various challenges that may hinder students' achievement. Since English is not commonly used in everyday communication, learners frequently experience difficulties in developing vocabulary, understanding grammatical structures, improving pronunciation, and gaining confidence in using English. The limited opportunities to practice English outside the classroom may reduce students' familiarity with the language and affect their motivation to learn. Macaro et al. (2022) explain that EFL learners often rely heavily on classroom experiences to acquire language competence because authentic communication opportunities are scarce. As a result, the quality of instruction, the availability of learning resources, and students' psychological readiness play crucial roles in determining the success of EFL learning.

In the context of rural schools, the challenges associated with EFL learning can become more complex. Students living in rural areas may encounter additional obstacles, such as inadequate educational

facilities, limited access to technology, insufficient learning materials, and a lack of exposure to English-speaking environments. Teachers in rural settings may also face constraints in implementing innovative teaching strategies due to contextual limitations. These conditions can influence students' participation, motivation, and opportunities to practice English, thereby contributing to the difficulties they experience during the learning process. Since this study focuses on students at SMPN 2 Mapattunggul, understanding EFL learning within rural contexts is important for identifying the specific factors that shape students' difficulties in learning English.

In conclusion, English as a Foreign Language learning is a process through which students acquire English in environments where the language is not commonly used in daily life. The characteristics of EFL learning include limited exposure to authentic language use, dependence on classroom instruction, and the need for meaningful learning experiences to develop communicative competence. Moreover, students in rural areas may face additional challenges related to educational resources and learning opportunities. Therefore, understanding the nature of EFL learning provides a relevant theoretical basis for analyzing the factors contributing to students' difficulties in learning English at SMPN 2 Mapattunggul.

2. English Learning in Junior High School

a. Characteristic of Junior High School Students

Junior high school students are generally in the stage of early adolescence, which is characterized by rapid physical, cognitive, emotional, and social development. Students at this level, typically aged between 12 and 15 years old, begin to develop abstract thinking skills and become more capable of analyzing information and solving problems. However, they also tend to experience emotional fluctuations and seek recognition from their peers. These developmental characteristics influence how students respond to learning activities, including English learning. Therefore, teachers need to consider students' developmental stages when designing learning experiences that are appropriate for their needs and abilities (Eccles & Roeser, 2023).

Another characteristic of junior high school students is their strong need for engaging and meaningful learning experiences. Adolescents are more motivated when learning activities are interactive, relevant to their daily lives, and provide opportunities for collaboration. They often prefer activities that encourage participation, such as discussions, games, group work, and problem-solving tasks, rather than traditional teacher-centered instruction. In English classrooms, students' interest and motivation can increase when teachers use various teaching strategies and learning media that

accommodate their curiosity and creativity. Conversely, monotonous instructional approaches may reduce students' enthusiasm and negatively affect their learning outcomes (Ryan & Deci, 2020).

Furthermore, junior high school students exhibit diverse individual differences that influence their English learning experiences. They possess different levels of language proficiency, learning styles, self-confidence, and motivation. In rural educational settings, these differences may become more apparent due to varying access to learning resources and exposure to English outside school. Students in rural areas may have limited opportunities to practice English and encounter authentic language input, which can contribute to the difficulties they experience in mastering the language. Therefore, understanding the characteristics of junior high school students is essential for identifying the factors underlying students' difficulties in learning English at SMPN 2 Mapattunggul.

In conclusion, junior high school students are adolescent learners with unique developmental characteristics that shape their learning behaviors and needs. Their emotional development, desire for meaningful learning experiences, and individual differences significantly influence their engagement and achievement in English learning. Understanding these characteristics provides an important foundation for analyzing the difficulties encountered by students in rural areas, particularly those studying at SMPN 2 Mapattunggul.

b. Curriculum requirements

English learning in Indonesian junior high schools is currently implemented under the framework of the Merdeka Curriculum. This curriculum emphasizes the development of students' competencies through meaningful, student-centered, and differentiated learning experiences. Rather than focusing solely on the mastery of grammatical knowledge, English instruction is directed toward enabling students to communicate effectively in various contexts. The curriculum also encourages the integration of language skills, including listening, speaking, reading, viewing, writing, and presenting, to support students' communicative competence and character development (Kemendikbudristek, 2022, as cited in Trisna et al., 2024).

In addition, the Merdeka Curriculum provides flexibility for teachers to adapt learning activities according to students' readiness, interests, and learning needs. Teachers are encouraged to implement differentiated instruction and utilize various teaching methods and learning resources that support active student participation. English learning is expected to help students develop critical thinking, creativity, collaboration, and communication skills that are relevant to the demands of the twenty-first century. This approach allows teachers to accommodate the diverse characteristics of students, including those

studying in rural schools with varying educational backgrounds and learning conditions (Haan & Margana, 2024).

However, implementing curriculum requirements in rural contexts may present several challenges. Schools located in remote areas often face limitations related to technological facilities, teaching materials, internet access, and exposure to authentic English use. These conditions can influence the effectiveness of curriculum implementation and may hinder the achievement of expected learning outcomes. In the context of SMPN 2 Mapattunggul, understanding curriculum requirements is important because students' difficulties in learning English may not only stem from individual factors but also from contextual constraints that affect the implementation of English instruction. Therefore, curriculum expectations should be interpreted by considering the realities and resources available within rural educational settings.

In conclusion, the Merdeka Curriculum requires English learning at the junior high school level to be student-centered, competency-based, and responsive to learners' needs. The curriculum promotes communicative competence, differentiated instruction, and the development of essential twenty-first-century skills. Nevertheless, the successful implementation of these requirements may be influenced by contextual factors, particularly in rural schools. Consequently, examining curriculum requirements helps provide a

broader understanding of the factors contributing to students' difficulties in learning English at SMPN 2 Mapattunggul.

3. Students' Difficultuies

a. Students' Difficultuies in Linguistics

Linguistic difficulties refer to problems directly related to students' mastery of the language system itself. In learning English as a foreign language, students are required to understand various linguistic components, such as vocabulary, grammar, pronunciation, and the four language skills. However, many learners encounter obstacles in acquiring these components because English differs significantly from their first language. Mahrian et al. (2023) found that students commonly experience difficulties in understanding English vocabulary and translating meanings accurately, which subsequently affects their ability to comprehend and produce the language effectively. Therefore, linguistic difficulties are considered one of the major barriers that hinder students' progress in English learning.

One of the most frequently reported linguistic difficulties is limited vocabulary knowledge. Vocabulary serves as the foundation for understanding and expressing meaning in English. Students with insufficient vocabulary often struggle to comprehend reading texts, understand teachers' explanations, participate in classroom discussions, and communicate their ideas. In addition, difficulties in grammar and

pronunciation may reduce students' confidence in using English because they are afraid of making mistakes. Salam and Nurnisa (2021) revealed that learners frequently encounter problems related to pronouncing unfamiliar English sounds, spelling words correctly, memorizing vocabulary, and understanding the meanings of unfamiliar expressions. These challenges demonstrate that linguistic competence involves interconnected elements that influence one another.

In rural educational settings, linguistic difficulties may become more pronounced due to limited exposure to English and restricted access to learning resources. Students at SMPN 2 Mapattunggul may have fewer opportunities to encounter authentic English materials through books, technology, media, or extracurricular activities. Consequently, they may receive limited language input and practice, which are essential for developing linguistic competence. Difficulties in vocabulary acquisition, grammar usage, pronunciation, and comprehension can accumulate over time and negatively affect students' academic achievement in English. Therefore, identifying students' linguistic difficulties is crucial for understanding the specific language-related factors that contribute to learning challenges in rural contexts.

In conclusion, students' linguistic difficulties involve challenges associated with mastering the components of the English language, including vocabulary, grammar, pronunciation, and

comprehension. These difficulties can limit students' ability to understand and use English effectively. In the context of this study, examining linguistic difficulties provides valuable insights into the language-related obstacles experienced by students at SMPN 2 Mapattunggul and helps explain why many students encounter challenges in learning English.

b. Students' Difficultuies in Non Linguistics

Non-linguistic difficulties refer to obstacles that originate from factors outside the language system but significantly influence students' learning processes and performance. These difficulties include psychological aspects, such as anxiety, lack of confidence, low motivation, fear of making mistakes, and shyness. Students who experience these conditions may hesitate to participate in classroom activities or avoid using English even when they possess adequate language knowledge. Consequently, non-linguistic factors can reduce students' engagement and hinder the development of their English proficiency.

Research has consistently shown that psychological factors play an important role in shaping students' learning experiences. Abadi and Tika (2021) reported that students frequently experience nervousness, shyness, and lack of confidence when learning English. Many learners fear being laughed at or receiving negative evaluations from their peers and teachers when they make mistakes. Such feelings

may discourage students from asking questions, expressing opinions, or practicing English actively. As a result, their opportunities to improve language skills become limited.

Besides psychological aspects, environmental conditions also contribute to non-linguistic difficulties. Family support, teacher encouragement, peer influence, classroom atmosphere, learning facilities, and access to educational resources can affect students' motivation and learning outcomes. In rural areas such as SMPN 2 Mapattunggul, limited educational facilities, inadequate technological support, and minimal exposure to English outside the classroom may further intensify these difficulties. Students may perceive English as a difficult and intimidating subject because they lack opportunities to practice and receive reinforcement from their surroundings. Therefore, understanding non-linguistic difficulties is essential for identifying the broader contextual factors that shape students' experiences in learning English.

In conclusion, non-linguistic difficulties encompass psychological and environmental factors that influence students' willingness, confidence, and motivation to learn English. Although these factors are not directly related to linguistic knowledge, they can substantially affect students' participation and achievement in English learning. Within the context of this research, examining non-linguistic difficulties provides a more comprehensive understanding of the

factors contributing to students' difficulties in learning English at SMPN 2 Mapattunggul.

c. Students' Difficultuies in Rural Areas

Obstacles to learning English in rural areas are clearly different. Kadoeng, (2023) explains that the main obstacles to learning English in rural areas are structural and psychological, consisting of:

1. Lack of Exposure. English is perceived as a foreign language with no practical use in everyday life. Students rarely see information boards, menus, or interact with tourists.
2. Facility Gaps. Limited textbooks, the absence of language laboratories, and unstable internet signals hinder access to digital learning materials (such as YouTube or learning apps).
3. Shortage of Skilled Teaching Staff. Often, English teachers in villages have to teach multiple classes at once, or even teachers of other subjects are forced to teach English due to staff shortages.
4. Family Economic Factors. The cost of buying a dictionary or taking additional courses is often considered a burden, because the family's economic priority is basic needs.

Meanwhile, Calista, et al, (2025) explained that the obstacles to learning English in rural areas are more competitive and distracting, consisting of:

1. High Anxiety Levels. Due to intense competition, students often feel pressured to achieve instant proficiency. This leads to an increased fear of making grammatical errors.
2. Digital Distractions. Despite abundant internet access, the temptation to use gadgets for entertainment (games, social media) is often greater than the desire to seriously learn a language.
3. Lack of Organic Practice. Despite comprehensive facilities, many rural students study solely for "test scores." They excel at written exams but remain awkward when it comes to speaking due to the lack of relaxed practice spaces.
4. Dense Curriculum. Rural students typically have very busy school and tutoring schedules, often leading to mental burnout, which reduces the effectiveness of language acquisition.

Harlina & Yusuf (2020) explain that rural students' English learning methods rely more on creativity within limited resources. Due to limited facilities, rural students typically use more manual, teacher-centered methods. Generally, rural students' learning methods include:

1. Lack of Exposure to English. Students have limited opportunities to use and practice English because English is rarely used in daily communication, both at school and in the surrounding community.
2. Limited Learning Resources and Facilities. Students experience difficulties learning English due to inadequate learning resources,

such as textbooks, internet access, language learning media, projectors, and other educational facilities.

3. Low Learning Motivation and Family Support. Students have low motivation to learn English because of limited encouragement from parents and the community, who often consider English and higher education less important.
4. Difficulties in Learning Process. Students face difficulties in understanding English lessons due to teacher-centered instruction, limited learning activities, lack of practice opportunities, and minimal interaction during classroom learning.

Meanwhile, according to Munisah, (2021), it is explained that the learning methods of students in rural areas make greater use of modern technology and environments, because students in cities have multimodal and technology-based (high-tech) access.

1. Digital apps and platforms. Learn through apps like Duolingo and ELSA Speak, or follow educational influencers on TikTok and YouTube.
2. Immersive Environments (High Exposure). Rural students learn subconsciously through their surroundings, such as reading a menu in a cafe, seeing advertisements in a mall, or watching a movie in a cinema without subtitles.
3. International Courses. Many city students take additional courses with native speakers to improve their fluency.

4. Online gamePlaying games on international servers forces them to communicate with foreign players using English.

Based on the explanations above, it can be concluded that students' difficulties in learning English in rural areas are influenced by various interconnected factors related to the characteristics of rural schools, the learning environment, and the quality of English language instruction. Although previous studies have identified different challenges, such as anxiety, digital distractions, and ineffective learning practices, the present study adopts the theory proposed by Harlina and Yusuf (2020) as the primary theoretical framework because it comprehensively explains the realities of English learning in rural schools. According to Harlina and Yusuf (2020), students in rural areas commonly encounter challenges resulting from limited exposure to English, inadequate learning facilities and resources, low educational support from families and the surrounding community, and limitations in the teaching and learning process caused by the conditions of rural schools. These factors are considered highly relevant to the context of SMPN 2 Mapattunggul and provide a comprehensive framework for analyzing the factors contributing to students' difficulties in learning English. Therefore, the theory proposed by Harlina and Yusuf (2020) serves as the grand theory and the main reference for identifying, analyzing, and interpreting the findings of this study.

4. English Education in Rural Context

a. Rural Characteristics

Rural areas are generally characterized by their geographical isolation, lower population density, and limited educational infrastructure compared to rural settings. These characteristics often influence the quality and accessibility of educational services, including English language education. In many rural schools, students and teachers face challenges related to inadequate facilities, limited professional development opportunities, and insufficient learning resources. As a result, the educational experiences of students in rural communities may differ considerably from those of students in rural areas. Coady (2020) emphasized that rural educational contexts often involve intersecting challenges associated with resource availability, teacher support, and equitable learning opportunities.

Another important characteristic of rural education is the close relationship between schools and local communities. Rural schools often operate within communities that maintain strong cultural values, local traditions, and social ties. Although these characteristics can foster supportive learning environments, they may also shape students' perceptions of English as a foreign language. Since English is not frequently used in daily interactions, many rural students perceive it as distant from their immediate realities and practical needs. Consequently, learners may struggle to recognize the relevance of

English to their everyday lives, which can influence their motivation and engagement in learning.

Furthermore, rural schools frequently encounter contextual constraints that affect English instruction. Teachers may have limited access to training programs, innovative teaching approaches, and professional collaboration networks. Likewise, students may experience fewer opportunities to participate in extracurricular activities related to English. Recent studies have reported that rural learners often face challenges associated with geographical isolation, restricted educational support, and contextual limitations that shape their language learning experiences (Sukma et al., 2025). These realities are particularly relevant to SMPN 2 Mapattunggul, where the rural environment may contribute to students' difficulties in learning English.

In conclusion, rural areas possess distinctive characteristics that influence educational practices and outcomes. Geographical conditions, community values, and contextual limitations shape the way English education is implemented in rural schools. Understanding these characteristics is essential because they provide a foundation for examining the factors contributing to students' difficulties in learning English at SMPN 2 Mapattunggul.

b. Limited Acces to English Learning

Limited access is one of the most significant issues affecting English education in rural contexts. This limitation does not only refer to the lack of physical facilities but also includes restricted access to educational resources that support effective language learning. Rural schools may experience shortages of English textbooks, libraries, audio-visual media, internet connectivity, and technological devices that facilitate interactive learning. These constraints can reduce students' opportunities to explore various learning materials and develop their English proficiency through diverse instructional experiences.

In addition to limited educational resources, rural students often experience limited exposure to English outside the classroom. Since English is rarely used in daily communication within rural communities, students have fewer opportunities to hear, practice, and apply the language in authentic situations. Unlike rural learners who may access English through private courses, digital platforms, social media, or interactions with broader communities, rural learners frequently depend solely on classroom instruction. Consequently, the classroom becomes the primary source of language input and practice, making students more vulnerable to difficulties when instructional opportunities are insufficient (Anggela et al., 2024).

These limitations can significantly affect students' motivation, confidence, and language development. Insufficient access to educational support may hinder the acquisition of vocabulary, pronunciation, grammar, and communicative competence. In rural schools such as SMPN 2 Mapattunggul, limited resources and minimal English exposure may jointly contribute to the difficulties experienced by students in learning English. Therefore, understanding the issue of limited access is crucial for identifying environmental factors that influence students' learning outcomes in rural educational settings.

In conclusion, limited access in rural English education encompasses both the scarcity of educational resources and the restricted exposure to English beyond the classroom. These challenges can reduce students' opportunities to engage meaningfully with the language and may hinder the achievement of learning objectives. Thus, examining limited access helps explain how contextual constraints contribute to students' difficulties in learning English at SMPN 2 Mapattunggul.

c. Strategies Used by Teachers to Overcome Difficulties in Learning English in Rural Areas

Teachers in rural areas often employ various strategies to overcome the challenges encountered in English teaching and learning. Due to limited facilities and resources, teachers are required to be

creative and adaptable in designing instructional activities that support students' learning needs (Anggela et al., 2024).

First, teachers utilize innovative teaching methods by maximizing available resources and, in some cases, using personal funds to provide supplementary learning materials and simple teaching media. Such efforts aim to create more engaging learning experiences despite the lack of adequate facilities.

Second, teachers continuously provide motivation and encouragement to students. They often use inspirational stories, examples of successful figures, and personal experiences to increase students' confidence and interest in learning English. Through positive reinforcement, teachers attempt to reduce students' anxiety and promote active participation in the classroom.

Third, teachers strive to improve their professional competence by participating in training programs and other professional development activities. Although rural contexts may present obstacles such as unstable internet connections and limited access to training opportunities, teachers make efforts to enhance their teaching knowledge and skills to provide better instruction for their students.

Finally, teachers promote effective communication and collaboration with parents. By maintaining regular contact with families, teachers can discuss students' learning difficulties and work

together to provide appropriate support both at school and at home. This partnership helps create a more supportive learning environment for students.

In conclusion, the strategies employed by teachers in rural areas include utilizing innovative teaching practices, providing continuous motivation, engaging in professional development, and fostering collaboration with parents. These strategies demonstrate teachers' commitment and adaptability in overcoming difficulties in English learning and supporting students' achievement despite the limitations of rural educational contexts.

d. Mother Tongue Influences to English Learning

Mother tongue influence refers to the effect of learners' first language on the process of acquiring a foreign language. In English learning contexts, students often rely on their native language to interpret meanings, understand instructions, and express ideas. The influence of the mother tongue may facilitate learning by helping students connect new knowledge with prior linguistic experiences. However, it may also create difficulties when the structures and sound systems of the first language differ substantially from those of English.

One common manifestation of mother tongue influence is language interference. Students may transfer pronunciation patterns, grammatical structures, vocabulary usage, and sentence organization from their first language into English. Such transfer can lead to errors

in speaking and writing because learners unconsciously apply familiar linguistic rules when using English. Nevertheless, recent perspectives suggest that the strategic use of local languages can also support understanding and classroom participation, particularly in EFL settings where learners possess limited proficiency in English (Ganesha & Artini, 2025).

In rural contexts, mother tongue influence may be more prominent because students primarily communicate using local languages within their homes and communities. Since English exposure is limited, opportunities to internalize English patterns through authentic interaction become scarce. As a result, learners may depend heavily on their first language when processing English input. While this reliance can assist comprehension, excessive dependence on the mother tongue may hinder students' fluency and confidence in using English independently. Therefore, understanding the role of mother tongue influence is important for identifying both the challenges and potential benefits associated with students' linguistic backgrounds at SMPN 2 Mapattunggul.

In conclusion, mother tongue influence is a natural aspect of foreign language learning that can function as both a support and a challenge. Although learners' first language may facilitate comprehension and participation, it can also contribute to errors and interference in English use. Within the context of this study, examining

mother tongue influences provides a deeper understanding of how students' linguistic backgrounds may contribute to the difficulties they encounter while learning English in rural areas.

B. Relevant Studies

There are three related studies that implementing of difficulties factor in learning English in rural areas.

First, Eniati, & Numertayasa, (2024). Analysis of English Vocabulary Pronunciation Difficulties of Elementary School Students in Pesaban Village. The results of the study indicate that elementary school students in Pesaban Village (Bali) still experience difficulties in pronouncing English vocabulary. The main factors include low student ability, lack of speaking practice, low student interest and motivation, and less interesting teaching methods. The study used tests, interviews, and observations. Similarities: Focus on analyzing students' difficulties in learning English in rural areas (villages), similar to the title of your thesis. Differences: More specific to the aspect of elementary school students' vocabulary pronunciation, not the general difficulties in learning English as a whole.

Second, Amelia, (2022) “Problem Faced by the Rural Area Students in Learning English Speaking”. Research Results: Eighth grade students at MTs Muhammadiyah Tolitoli (rural area of Central Sulawesi) mostly experience skill factor problems: lack of confidence (80%), low motivation (60%), and shyness (60%). Knowledge factors include pronunciation (56%) and

vocabulary (52%). The main causes are inhibition, unsupportive environment, and mother tongue interference. The study used mixed methods (observation, interviews, questionnaires). Similarities: Directly analyzes the difficulties of students in rural areas in learning English (especially speaking), very relevant to the title of the thesis. Differences: Focuses only on speaking skills, not difficulties in learning English as a whole (listening, reading, writing, etc.)

Third, Sukma, et al. (2025)Examining Challenges in Rural English Education. Research Results: High school graduates on Bengkalis Island (an isolated rural area) experience difficulties with grammar (94%), vocabulary (86%), and pronunciation (81%). Typical rural factors include insufficient teacher competence (21%), low motivation (52%), anxiety when speaking (27%), and very strong mother tongue interference (84%) due to an environment with minimal exposure to English. Qualitative research with semi-structured interviews with 84 students. Similarities: Analyzes students' difficulties in learning English comprehensively in rural areas of Indonesia, in line with the title of the thesis. Differences: Emphasizes isolated geographical contexts (islands) and unique factors such as more dominant mother tongue interference compared to general rural areas.

Fourth, Anggela, (2024) Teaching English in Rural Area: Difficulties and Strategies. Research Results: Teachers in rural schools in South Sumatra face four main difficulties that impact students: inadequate infrastructure and facilities, low student motivation, minimal opportunities for teacher professional development, and lack of parental support. Strategies used by

teachers include self-teaching methods, providing motivation, and communicating with parents. Case study research with interviews. Similarities: Discussing the difficulties of learning English in rural areas that affect students (e.g., low motivation), in line with the analysis of student difficulties. Differences: The perspective is more from the teacher's side (difficulties in teaching), rather than directly analyzing the students' difficulties themselves.

Fifth, Mariyam, (2025) Challenges in Teaching English in Indonesian Rural Schools: Issues and Solution. Research Results: Teachers in rural schools in West Nusa Tenggara face inadequate infrastructure, limited internet connections, a shortage of qualified teachers, and a lack of supervision and motivation. This causes a disparity in the quality of English learning between rural and rural areas, making it difficult for students to get sufficient exposure and practice. Qualitative research with interviews with 5 teachers and thematic analysis. Similarities: Analyzes the challenges of English learning in rural Indonesian schools that have a direct impact on student difficulties, very relevant to the title of the thesis. Differences: The main focus is on teacher and system challenges (not direct student difficulties), although the implications are clear for rural students.

Based on the five related studies above, it can be concluded that students in rural areas encounter various difficulties in learning English, which are influenced by both linguistic and non-linguistic factors. Previous studies revealed that pronunciation problems, limited vocabulary, low motivation,

anxiety, mother tongue interference, inadequate learning facilities, and restricted exposure to English commonly contributed to students' learning difficulties. In addition, teacher-related and environmental factors were found to affect the quality of English learning in rural contexts.

Several differences can be identified between the previous studies and the present study. Previous studies mainly focused on specific English skills, such as vocabulary pronunciation and speaking, or examined challenges from the teachers' perspective. In contrast, this study focuses on analyzing the factors contributing to students' difficulties in learning English comprehensively among junior high school students at SMPN 2 Mapattunggul. Furthermore, this study also explores the strategies employed by teachers to overcome these difficulties within the rural school context.

Despite these differences, there are several similarities. All studies discuss English learning difficulties within rural settings and highlight the influence of linguistic and non-linguistic factors on students' learning experiences. Therefore, the present study complements previous research by providing a more comprehensive understanding of the factors underlying students' difficulties in learning English and the strategies used by teachers to address them at the junior high school level.

C. Conceptual Framework

Based on the theories above, the conceptual framework of this research as follows:

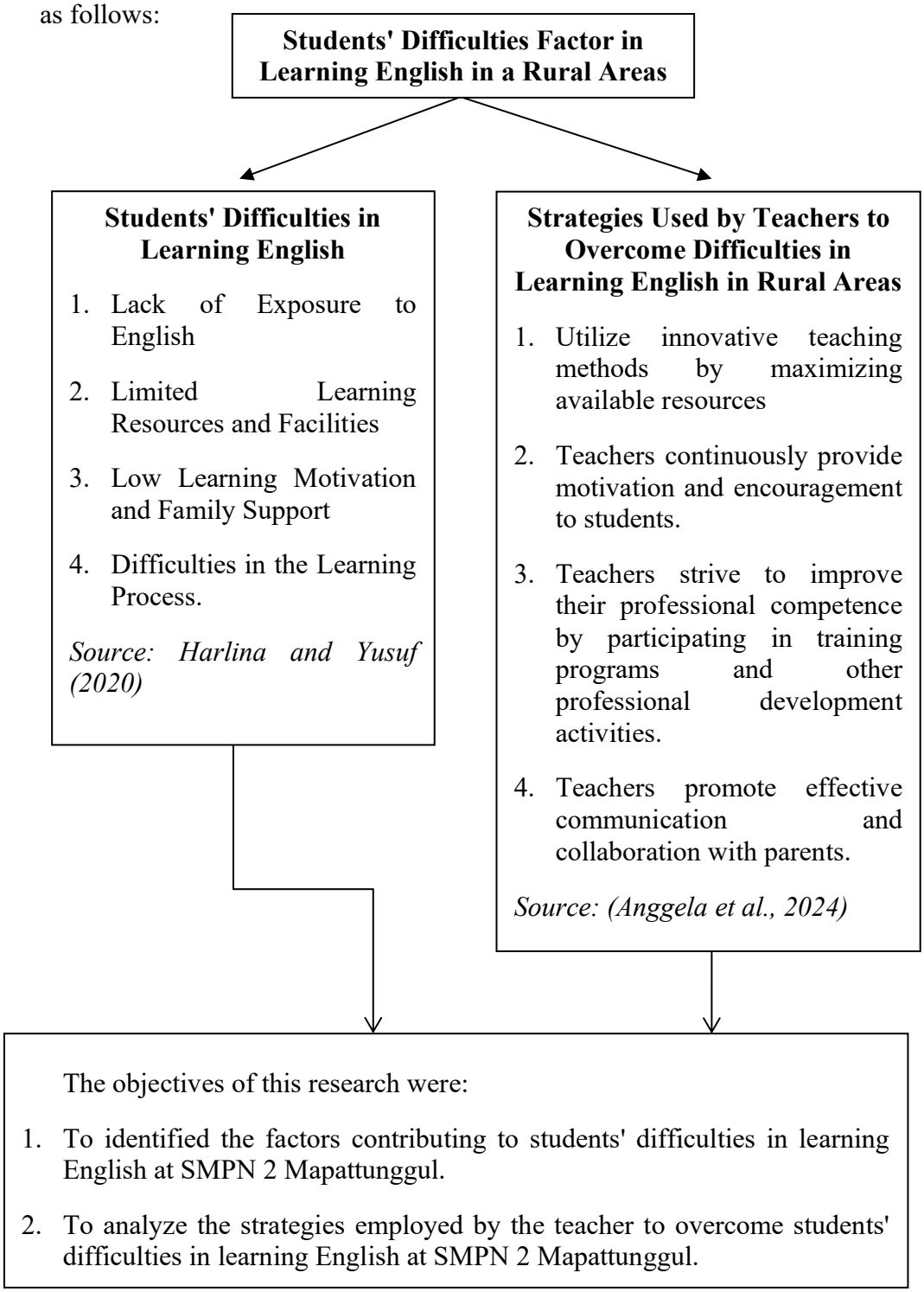


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Type of Research

In this study, a descriptive quantitative research method was employed. Descriptive quantitative research aims to describe a phenomenon by presenting numerical data systematically without testing hypotheses (Hardani et al., 2020). This method was used to identify the factors contributing to students' difficulties in learning English and the teacher's strategies to overcome those difficulties at SMPN 2 Mapattunggul based on students' responses to the questionnaire.

The data were collected through a questionnaire developed based on the research indicators. The questionnaire was administered to obtain information regarding students' difficulties in learning English and their perceptions of the teacher's strategies in overcoming those difficulties. The collected data were analyzed using the Guttman Scale by calculating the frequency and percentage of the respondents' answers to each statement. Therefore, this study focused on describing the factors contributing to students' difficulties in learning English and the teacher's strategies to overcome those difficulties at SMPN 2 Mapattunggul. The use of the descriptive quantitative method was expected to provide objective, systematic, and accurate information regarding the research findings.

B. Research Setting

This research was conducted at SMP N 2 Mapattunggul, Pasaman Regency, West Sumatra Province, a rural area with hilly geography, far from the city center, and a majority of the population working as farmers and gardeners. This school is located in a representative rural area, with the following conditions:

1. The distance of the school from the district capital (Lubuk Sikaping) is approximately 60 km.
2. Road access is still partly difficult during the rainy season.
3. The majority of students come from surrounding villages with lower-middle class economic backgrounds.
4. The students' everyday language is Minangkabau/Malay (regional language), so exposure to English is very minimal outside of class hours.
5. English language learning support facilities (language laboratories, multimedia, reference books, stable internet access) are still very limited.

This research was conducted in May-June 2026. The selection of this location was based on the consideration that the Mapattunggul area of Pasaman Regency has the general characteristics of English learning difficulties that are often encountered, namely low student motivation, lack of environmental support, limited teacher and media resources, and strong local cultural influences.

C. Informants

Participants are individuals who take part in a research study by providing data relevant to the objectives of the research (Abdussamad, 2021). The selection of participants is carried out based on predetermined criteria to ensure that the data collected are relevant to the research objectives.

The participants of this research consisted of 17 students of SMPN 2 Mapattunggul. These participants were selected based on predetermined criteria established by the researcher and were willing to participate in the study by completing the questionnaire. The selected participants were expected to provide information regarding the factors contributing to students' difficulties in learning English and the teacher's strategies to solve those difficulties at SMPN 2 Mapattunggul.

The data obtained from the participants were collected through a questionnaire and analyzed using the Guttman Scale, which employed two alternative responses, namely Yes and No. The analysis was conducted by calculating the frequency and percentage of each response to describe the research findings.

D. Sampling Technique

In this study, total sampling was employed as the sampling technique. Total sampling is a sampling technique in which all members of the population who meet the predetermined criteria are included as the research sample (Sugiyono, 2022). This technique was considered appropriate because

the number of participants was relatively small, allowing all eligible students to participate in the research.

The sample of this research consisted of 17 students of SMPN 2 Mapattunggul. All 17 students who met the predetermined criteria were included as participants and were asked to complete the questionnaire. By employing total sampling, this research was expected to obtain comprehensive data regarding the factors contributing to students' difficulties in learning English and the teacher's strategies to solve those difficulties.

The data collected from the participants were analyzed using the Guttman Scale by calculating the frequency and percentage of Yes and No responses for each questionnaire statement to determine the category of each indicator.

E. Instrumentation of Research and Technique of Data Collection

Data collection techniques are systematic procedures used to obtain the data needed to answer the research questions (Hardani et al. 2020). Since this study employed a descriptive quantitative research method, data were collected using a questionnaire as the only research instrument. The questionnaire was developed in Bahasa Indonesia to facilitate the data collection process and ensure that the informants clearly understood each statement, enabling them to provide accurate responses. The collected data were then analyzed using the Guttman Scale by calculating the frequency and percentage of the informants' responses..

The questionnaire was used to collect quantitative data regarding the factors contributing to students' difficulties in learning English. A questionnaire is a data collection technique conducted by providing a set of written statements or questions to respondents to obtain information related to the research objectives (Sugiyono, 2022).

Sub Variable	Indicators	Statements	DATA ANALYSIS	
			Y	N
1) Students' Difficulties in Learning English	a. Lack of Exposure.	1. Saya jarang menggunakan bahasa Inggris di luar kelas.		
		2. Saya jarang mendengar atau melihat bahasa Inggris di lingkungan sehari-hari saya.		
	b. Facility Gaps.	3. Saya tidak memiliki sumber belajar bahasa Inggris yang memadai, seperti buku teks atau kamus.		
		4. Akses internet yang terbatas menyulitkan saya untuk mengakses materi pembelajaran bahasa Inggris.		
	c. Shortage of Skilled Teaching Staff.	5. Terkadang saya kesulitan memahami penjelasan guru selama pelajaran bahasa Inggris.		
		6. Saya membutuhkan lebih banyak bimbingan dan latihan untuk memahami materi bahasa Inggris dengan jelas.		
	d. Family Economic Factors	7. Kondisi keuangan keluarga saya membatasi akses saya		

		ke sumber belajar bahasa Inggris tambahan.		
		8. Saya harus membagi waktu saya antara belajar dan membantu keluarga saya di rumah.		
2) Strategies Used by Teachers to Overcome Difficulties in Learning English in Rural Areas	a. Utilize innovative teaching methods by maximizing available resources.	1. Guru Bahasa Inggris saya menggunakan media pengajaran sederhana untuk mendukung pembelajaran.		
		2. Guru Bahasa Inggris saya menggunakan metode pengajaran kreatif meskipun fasilitas terbatas.		
	b. Teachers continuously provide motivation and encouragement to students.	3. Guru Bahasa Inggris saya memotivasi saya untuk belajar Bahasa Inggris.		
		4. Guru Bahasa Inggris saya mendorong siswa untuk berpartisipasi aktif selama pelajaran.		
	c. Teachers strive to improve their professional competence by participating in training programs and other professional development activities.	5. Guru Bahasa Inggris saya menggunakan berbagai teknik pengajaran di kelas.		
		6. Guru Bahasa Inggris saya mendemonstrasikan praktik pengajaran yang membantu siswa memahami pelajaran dengan lebih baik.		
	d. Teachers promote effective communication and collaboration with parents.	7. Guru saya mengkomunikasikan kesulitan belajar siswa kepada orang tua bila perlu.		
		8. Guru saya mendorong orang tua untuk mendukung		

		pembelajaran Bahasa Inggris siswa di rumah.		

Table 3.1 Questionnaire Guidline

In this study, the questionnaire was administered to students to identify the frequency and extent of linguistic and non-linguistic factors influencing their difficulties in learning English. The questionnaire consisted of closed-ended items using a Guttman scale, allowing this research to describe the percentage and distribution of students' responses.

F. Validity and Reliability of Instruments

1. Validity of Instruments

In this research, construct validity was employed to determine whether the questionnaire appropriately measured the factors contributing to students' difficulties in learning English and the teacher's strategies to overcome those difficulties. The questionnaire was developed based on the research variables, indicators, and sub-indicators. To establish the validity of the instrument, the questionnaire was evaluated through expert judgment by three English lecturers from the English Education Department of UIN Sjech M. Djamil Djambek Bukittinggi. The validators examined the relevance, clarity, and appropriateness of each questionnaire item. Based on their suggestions and recommendations, several revisions were made, and the questionnaire was considered valid for data collection.

2. Reliability of Instruments

Reliability refers to the consistency and dependability of an instrument in measuring the intended variables (Borst, 2017). A reliable instrument produces consistent results when it is administered under similar conditions. In this study, the reliability of the questionnaire was measured using Cronbach's Alpha to determine the internal consistency of the questionnaire items. Cronbach's Alpha is widely used to assess the reliability of research instruments by measuring the consistency of respondents' answers across all questionnaire items.

The questionnaire consisted of dichotomous responses (Yes and No) based on the Guttman Scale. The reliability coefficient was calculated using IBM SPSS Statistics. An instrument was considered reliable if the Cronbach's Alpha coefficient met the acceptable reliability criteria. Therefore, the Cronbach's Alpha coefficient was used to determine whether the questionnaire was sufficiently reliable for data collection.

No	Aspect	Validator 1	Validator 2	Validator 3
1	Contents	4	3	4
2	Language	3	4	4
		4	4	4
4	Presentation	3	4	4
5	Mechanism	4	4	4

Table 3.2 Validation Sheets Description

Then the product moment technique was used Kappa Cohen Statistic to measure the level of the validator's score agreement on categorical. The formula is:

$$\left(K = \frac{Po - Pe}{1 - pe}\right)$$

Which:

κ = Cohen's Kappa,

Po = Percentage of observed agreement,

Pe = Randomized expected percentage of agreement.

From this data, it can be calculated:

$$Pe = \frac{(1 + 3 + 5)}{3x5} = \frac{9}{15} = 0{,}6$$

Po = Number of agreements observed/Total data, if there are 9 agreements observed out of a total of 15 data, then Po = $\frac{9}{15}$ = 0.6. That is, the percentage of observed agreement (Po) is 0.6 or 60%.

Next, it is necessary to calculate Pe, which is the percentage of agreement expected at random. If there are five categories, then Pe can be calculated using the appropriate formula. After calculating Pe, Cohen's Kappa formula can be used to measure inter-rater agreement:

$$Pe = \left(\frac{11}{15}x\frac{11}{15}\right) + \left(\frac{4}{15}x\frac{4}{15}\right) = \frac{121}{225} + \frac{16}{225} = \frac{137}{225}$$

Count κ:

$$K = \frac{0.6 - \frac{137}{225}}{1 - \frac{137}{225}}$$

$$K = \frac{\frac{63}{225}}{\frac{88}{225}}$$

$$K = \frac{63}{88} = 0.7159$$

This research is reliable because the test was scored directly. A reliability test has been done by using the Kappa Cohen Statistic. By correlating the score that the raters get for each item with the total score of each item. The result of the data above was 0.7159, which indicates a very good level of agreement between raters (Kilic, 2015).

Score Category	Interpretation
< 0.00	Very Low
0.00 - 0.20	Low
0.21 - 0.40	Low to Fair
0.41 - 0.60	Fair to Good
0.61 - 0.80	Very Good
0.81 - 1.00	Very High

Table 3.3 Kappa Cohen Statistic

G. Trustworthiness of Data

The trustworthiness of the data in this study was ensured through the validity and reliability of the questionnaire. Before being administered, the questionnaire was evaluated through expert judgment by three English lecturers from the English Education Department of UIN Sjech M. Djamil

Djambek Bukittinggi to ensure that each item was relevant to the research objectives and indicators. After the necessary revisions were made based on the validators' suggestions, the questionnaire was considered valid for data collection. Furthermore, the reliability of the questionnaire was measured using Cronbach's Alpha to determine the internal consistency of the instrument. The collected data were then analyzed using the Guttman Scale by calculating the frequency and percentage of the respondents' answers.

H. Technique of Data Analysis

The quantitative data obtained from the questionnaires were analyzed using the Guttman Scale. According to Sugiyono (2022), the Guttman Scale is used to obtain clear and consistent responses in the form of two alternatives, namely "Yes" and "No." Each response was scored using a dichotomous system, in which "Yes" was scored as 1 and "No" was scored as 0. The data were then calculated to determine the frequency and percentage of each response using the following formula:

Answer score "yes" = 1

Answer score "No" = 0

Converted in percentage: Answer "Yes": 1 x 100% / 100%

Answer "No": 0 x 100% /0% (so it doesn't need to be calculated).

$$\left(Percentage = \frac{Total\ “Yes”\ answers}{Total\ of\ respondents}\ x\ 100\%\right)$$

As for the category, the Guttman Scale provides two categories with the following score ranges table:

Score Range (%)	Category
0-49 %	Low
50-100 %	High

Table 3.4 Guttman Scale Analysis

The percentages obtained were used to describe the factors contributing to students' difficulties in learning English at SMPN 2 Mapattunggul. The results of the quantitative analysis were subsequently compared and integrated with the qualitative findings to provide a more comprehensive understanding of the research problem.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter presented the research findings and discussed the data analysis conducted to answer the research questions. The analysis focused on identifying the factors that contributed to students' difficulties in learning English at SMPN 2 Mapattunggul as a rural school context, as well as describing the strategies used by the English teacher to overcome those difficulties. The findings were obtained through questionnaires and were analyzed using both quantitative descriptive approaches.

1. The Description of the data

The data of this research were collected from the students of SMPN 2 Mapattunggul, Pasaman Regency, West Sumatra. The participants were selected based on the research criteria and consisted of students who experienced difficulties in learning English and the English teacher as the secondary informant. The research was conducted to identify the factors contributing to students' difficulties in learning English in the rural school context and to explore the strategies used by the teacher to overcome those difficulties.

Sub Variable	Indicators	Statements	DATA ANALYSIS	
			Y	N
1. Students' Difficulties in Learning English	a. Lack of Exposure to English	1) Saya jarang menggunakan bahasa Inggris di luar kelas.	15	2
		2) Saya jarang mendengar bahasa Inggris dalam kehidupan sehari-hari.	13	4
	b. Limited Learning Resources and Facilities	3) Fasilitas dan sumber belajar bahasa Inggris di sekolah saya sudah memadai.	4	13
		4) Saya mengalami kesulitan belajar bahasa Inggris karena fasilitas dan sumber belajar di sekolah masih terbatas.	14	3
	c. Low Learning Motivation and Family Support	5) Orang tua atau keluarga saya mendukung saya untuk belajar bahasa Inggris.	15	2
		6) Saya sering merasa kurang semangat dalam belajar bahasa Inggris.	13	4
	d. Difficulties in the Learning Process	7) Saya sering mengalami kesulitan memahami penjelasan guru saat pelajaran bahasa Inggris.	15	2
		8) Saya mengalami kesulitan mengerjakan tugas bahasa Inggris secara mandiri.	15	2
2. Strategies Used by Teachers to Overcome Difficulties in Learning English in Rural Areas	a. Utilize innovative teaching methods by maximizing available resources.	1) Guru Bahasa Inggris saya menggunakan media pengajaran sederhana untuk mendukung pembelajaran.	16	1
		2) Guru Bahasa Inggris saya menggunakan metode pengajaran kreatif meskipun fasilitas terbatas.	16	1
	b. Teachers continuously provide motivation and encouragement to students.	3) Guru Bahasa Inggris saya memotivasi saya untuk belajar Bahasa Inggris.	17	0
		4) Guru Bahasa Inggris saya mendorong siswa untuk berpartisipasi aktif selama pelajaran.	16	1
	c. Teachers	5) Guru Bahasa Inggris saya	15	2

	strive to improve their professional competence by participating in training programs and other professional development activities.	menggunakan berbagai teknik pengajaran di kelas.		
		6) Guru Bahasa Inggris saya mendemonstrasikan praktik pengajaran yang membantu siswa memahami pelajaran dengan lebih baik.	15	2
	d. Teachers promote effective communication and collaboration with parents.	7) Guru saya mengkomunikasikan kesulitan belajar siswa kepada orang tua bila perlu.	15	2
		8) Guru saya mendorong orang tua untuk mendukung pembelajaran Bahasa Inggris siswa di rumah.	15	2

Table 4.1 Description of the Data

Based on the data presented in Table 4.1, the questionnaire results showed the factors contributing to students' difficulties in learning English and the teacher's strategies to overcome those difficulties at SMPN 2 Mapattunggul. The results varied across each statement based on the number of Yes and No responses from the 17 informants.

The first indicator, Students' Difficulties in Learning English, consisted of four sub-indicators with eight statements. The first sub-indicator, Lack of Exposure to English, showed that most informants experienced limited exposure to English. As many as 15 informants agreed

that they rarely used English outside the classroom, while 13 informants agreed that they rarely heard English in their daily lives. The second sub-indicator, Limited Learning Resources and Facilities, indicated that 14 informants agreed that they experienced difficulties in learning English because of limited learning resources and facilities. However, only 4 informants agreed that the available learning facilities at school were adequate, whereas 13 informants disagreed. The third sub-indicator, Low Learning Motivation and Family Support, revealed that 15 informants agreed that they received support from their parents or families to learn English, while 13 informants admitted that they often lacked motivation to learn English. The fourth sub-indicator, Difficulties in the Learning Process, showed that 15 informants experienced difficulties in understanding the teacher's explanations and completing English assignments independently.

The second indicator, Strategies Used by Teachers to Overcome Students' Difficulties in Learning English in Rural Areas, also consisted of four sub-indicators with eight statements. The first sub-indicator, Utilize Innovative Teaching Methods by Maximizing Available Resources, showed that 16 informants agreed that the teacher used simple teaching media and creative teaching methods despite limited facilities. The second sub-indicator, Teachers Continuously Provide Motivation and Encouragement to Students, revealed that all 17 informants agreed that the teacher continuously motivated them to learn English, while 16 informants

agreed that the teacher encouraged students to participate actively during classroom activities. The third sub-indicator, Teachers Strive to Improve Their Professional Competence by Participating in Training Programs and Other Professional Development Activities, indicated that 15 informants agreed that the teacher applied various teaching techniques and demonstrated teaching practices that helped students understand the lesson more effectively. The fourth sub-indicator, Teachers Promote Effective Communication and Collaboration with Parents, showed that 15 informants agreed that the teacher communicated students' learning difficulties to parents when necessary and encouraged parents to support students' English learning at home.

In conclusion, the questionnaire findings indicated that most informants agreed that students experienced difficulties in learning English due to limited exposure to English, inadequate learning resources and facilities, low learning motivation, and difficulties during the learning process. The findings also showed that the teacher implemented various strategies to overcome these difficulties by applying innovative teaching methods, continuously motivating students, improving professional competence, and promoting communication and collaboration with parents. These findings addressed the research objectives concerning the factors contributing to students' difficulties in learning English and the strategies employed by the teacher to overcome those difficulties at SMPN 2 Mapattunggul.

2. Analysis of the Data

The data presented in Table 4.1 were used to determine the scores, percentages, and categories of each indicator and sub-indicator related to the factors contributing to students' difficulties in learning English and the teacher's strategies to overcome those difficulties at SMPN 2 Mapattunggul. The data were analyzed using the Guttman Scale, which is appropriate for questionnaire items with dichotomous responses (Yes/No) (Alviana, 2020). The score for each statement was determined based on the number of informants who selected "Yes", and the percentage was calculated to identify the level of agreement for each indicator. The results of the data analysis using the Guttman Scale are presented as follows:

Indicators	Sub Indicators	Score (Yes)	Percentage	Category
1. Students' Difficulties in Learning English	a. Lack of Exposure to English	15	88.24%	Very High
		13	76.47%	High
	b. Limited Learning Resources and Facilities	4	23.53%	Low
		4	82.35%	Very High
	c. Low Learning Motivation and Family Support	15	88.24%	Very High
		13	76.47%	High
	d. Difficulties in the Learning Process	15	88.24%	Very High
		15	88.24%	Very High
2. Strategies Used by Teachers to Overcome Difficulties in Learning	a. Utilize innovative teaching methods by maximizing available resources.	16	94.12%	Very High
		16	94.12%	Very High
	b. Teachers	17	100%	Very

English in Rural Areas	continuously provide motivation and encouragement to students.			High
		16	94.12%	Very High
	c. Teachers strive to improve their professional competence by participating in training programs and other professional development activities.	15	88.24%	Very High
		15	88.24%	Very High
	d. Teachers promote effective communication and collaboration with parents.	15	88.24%	Very High
		15	88.24%	Very High

Table 4.2 Analysis of the Data

The Guttman Scale analysis showed that most questionnaire statements were categorized as Very High, with percentages ranging from 82.35% to 100%. The findings indicated that students experienced difficulties in learning English due to limited exposure to English, limited learning resources, low learning motivation, and difficulties in the learning process. Meanwhile, the statement regarding the adequacy of learning facilities was categorized as Low (23.53%), indicating that the available facilities were still inadequate. The results also showed that the teacher implemented various strategies to overcome these difficulties, including innovative teaching methods, continuous motivation, professional development, and collaboration with parents. In conclusion, the questionnaire findings identified the main factors contributing to students'

difficulties in learning English and confirmed that the teacher had applied appropriate strategies to overcome these difficulties at SMPN 2 Mapattunggul.

The average scores presented in Table 4.2 indicate the computation of the scores, percentages, and categories of each indicator based on the questionnaire data. The results showed that most questionnaire statements were categorized as Very High, while a few statements were categorized as High and Low. The statements with Very High and High categories indicated that the majority of informants agreed that students experienced several factors contributing to difficulties in learning English, including limited exposure to English, limited learning resources and facilities, low learning motivation, and difficulties in the learning process. In addition, the questionnaire results showed that the teacher had implemented various strategies to overcome these difficulties, such as applying innovative teaching methods, continuously motivating students, improving professional competence, and promoting communication with parents.

The only statement categorized as Low was related to the adequacy of learning facilities at school, indicating that most informants disagreed that the available facilities sufficiently supported English learning. In conclusion, the Guttman Scale analysis demonstrated that students' difficulties in learning English were influenced by several internal and external factors, while the teacher had made considerable efforts to

overcome these difficulties through various instructional strategies at SMPN 2 Mapattunggul.

The questionnaire data were analyzed using the Guttman Scale, which consists of two response options, namely Yes and No. Each "Yes" response was scored 1, while each "No" response was scored 0. The total score for each indicator was calculated by summing all students' responses. The scores were then converted into percentages to determine the level of agreement for each indicator related to the factors contributing to students' difficulties in learning English at SMPN 2 Mapattunggul.

The percentage of each indicator was calculated using the following formula:

$$\left(Percentage = \frac{Total\ "Yes"\ answers}{Total\ of\ respondents}\ x\ 100\%\right)$$

After obtaining the percentages, the results were categorized to identify the dominant factors influencing students' difficulties in learning English.

Summary of Questionnaire Results

Respondents	Total Score	Percentage	Category
Student 1	16	100.00%	Very High
Student 2	15	93.75%	Very High
Student 3	14	87.50%	Very High
Student 4	15	93.75%	Very High
Student 5	16	100.00%	Very High
Student 6	14	87.50%	Very High
Student 7	13	81.25%	Very High
Student 8	15	93.75%	Very High
Student 9	14	87.50%	Very High

Student 10	15	93.75%	Very High
Student 11	16	100.00%	Very High
Student 12	14	87.50%	Very High
Student 13	15	93.75%	Very High
Student 14	13	81.25%	Very High
Student 15	14	87.50%	Very High
Student 16	15	93.75%	Very High
Student 17	16	100.00%	Very High
Total score	250		

Average Score

Total Score = **250**

Maximum Score = **17 × 16 = 272**

$$\frac{\mathbf{250}}{\mathbf{272}} \boldsymbol{X} \mathbf{100\%} = \mathbf{91.91\%}$$

Based on the calculation above, the average percentage was 91.91%, which falls into the Very High category (81%–100%). This result indicates that most students agreed with the questionnaire statements regarding the factors contributing to students' difficulties in learning English and the teacher's strategies to overcome those difficulties at SMPN 2 Mapattunggul.

The findings revealed that students experienced several factors contributing to difficulties in learning English. The highest percentages were found in the indicators of lack of exposure to English, low learning motivation and family support, and difficulties in the learning process, indicating that these factors strongly influenced students' English learning. In addition, the questionnaire results showed that limited learning facilities

and resources also contributed to students' learning difficulties, as indicated by the low percentage on the statement regarding the adequacy of school facilities.

The questionnaire also indicated that the teacher had implemented various strategies to overcome students' difficulties in learning English. These strategies included applying innovative teaching methods, continuously motivating students, improving professional competence, and promoting communication and collaboration with parents. In conclusion, the questionnaire findings showed that students' difficulties in learning English were influenced by several internal and external factors, while the teacher had implemented appropriate strategies to help students overcome these difficulties at SMPN 2 Mapattunggul.

B. Discussion

The findings of this research revealed that students experienced various difficulties in learning English at SMPN 2 Mapattunggul. Based on the Guttman Scale analysis, the questionnaire results showed that the indicator Students' Difficulties in Learning English was categorized as Very High. This finding supports the theory proposed by Harlina and Yusuf (2020), who state that students' difficulties in learning English are influenced by four factors: lack of exposure to English, limited learning resources and facilities, low learning motivation and family support, and difficulties in the learning process.

The first factor, lack of exposure to English, was categorized as Very High, indicating that students rarely used English outside the classroom, resulting in limited opportunities to practice the language. The second factor, limited learning resources and facilities, showed that the available learning facilities were still insufficient to support English learning effectively, as reflected in the low percentage of the statement regarding the adequacy of school facilities. The third factor, low learning motivation and family support, was also categorized as Very High, indicating that students' motivation and family encouragement influenced their English learning. The fourth factor, difficulties in the learning process, obtained a Very High category, showing that students still experienced problems in understanding English materials and mastering English language skills. These findings are consistent with the theory of Harlina and Yusuf (2020), which explains that these four factors are the primary causes of students' difficulties in learning English.

The second indicator, Strategies Used by Teachers to Overcome Difficulties in Learning English in Rural Areas was categorized as Very High. This finding indicates that the English teacher had implemented appropriate strategies to help students overcome their learning difficulties. The results support the theory proposed by Anggela et al. (2024), which states that teachers should apply several strategies to overcome students' difficulties in learning English, especially in rural areas.

The questionnaire showed that the teacher utilized innovative teaching methods by maximizing available resources, continuously provided

motivation and encouragement to students, improved professional competence through training and professional development activities, and promoted communication and collaboration with parents. These strategies received Very High responses from the students, indicating that the teacher had actively implemented various efforts to support students' English learning despite the limitations of learning facilities and resources.

In conclusion, the findings of this research support the theories proposed by Harlina and Yusuf (2020) and Anggela et al. (2024). The first indicator, Students' Difficulties in Learning English, showed that students' learning difficulties were influenced by lack of exposure to English, limited learning resources and facilities, low learning motivation and family support, and difficulties in the learning process. Meanwhile, the second indicator, Strategies Used by Teachers to Overcome Difficulties in Learning English in Rural Areas, demonstrated that the teacher had implemented appropriate strategies by maximizing available resources, motivating students, improving professional competence, and collaborating with parents. These findings indicate that the two indicators are closely related, as effective teaching strategies can help overcome students' difficulties in learning English at SMPN 2 Mapattunggul.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research was to identify the factors contributing to students' difficulties in learning English and to analyze the strategies used by the English teacher to overcome those difficulties at SMPN 2 Mapattunggul. Based on the findings and discussion presented in the previous chapter, the following conclusions were drawn.

First, the findings indicated that the indicator Students' Difficulties in Learning English was categorized as Very High. The questionnaire results showed that students' difficulties were mainly influenced by four factors: lack of exposure to English, limited learning resources and facilities, low learning motivation and family support, and difficulties in the learning process. These findings indicate that both internal and external factors contributed to students' difficulties in learning English at SMPN 2 Mapattunggul.

Second, the findings showed that the indicator Strategies Used by Teachers to Overcome Difficulties in Learning English in Rural Areas was also categorized as Very High. The questionnaire results revealed that the English teacher implemented various strategies, including utilizing innovative teaching methods by maximizing available resources, continuously providing motivation and encouragement to students, improving professional

competence through professional development activities, and promoting communication and collaboration with parents. These strategies were

considered effective in helping students overcome their difficulties in learning English despite the limitations of educational facilities and resources at SMPN 2 Mapattunggul.

B. Suggestion

Based on the conclusions above, the following suggestions were proposed:

1. English teachers were encouraged to apply creative and innovative teaching strategies, maximize available learning resources, continuously motivate students, and improve their teaching competence through professional development activities.
2. Students were encouraged to increase their English exposure, practice English regularly, utilize available learning resources, and participate actively in classroom activities without being afraid of making mistakes.
3. Schools were expected to improve English learning facilities and resources, support teachers' professional development, and strengthen collaboration between teachers and parents to enhance students' English learning.

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APPENDICES

Appendix 1: Research Guideline

Variable	Sub Variable	Indicators	Description
Analysis of Students' Difficulties in Learning English in Rural Areas (Case Study at SMP N 2 Mapattunggul)	1. Students' Difficulties in Learning English	a. Lack of Exposure to English	Students have limited opportunities to use and practice English because English is rarely used in daily communication, both at school and in the surrounding community.
		b. Limited Learning Resources and Facilities	Students experience difficulties learning English due to inadequate learning resources, such as textbooks, internet access, language learning media, projectors, and other educational facilities.
		c. Low Learning Motivation and Family Support	Students have low motivation to learn English because of limited encouragement from parents and the community, who often consider English and higher education less important.
		d. Difficulties in the Learning Process	Students face difficulties in understanding English lessons due to teacher-centered instruction, limited learning activities, lack of practice opportunities, and minimal interaction during classroom learning.
	2. Strategies Used by Teachers to Overcome Difficulties in Learning English in Rural Areas	a. Utilize innovative teaching methods by maximizing available resources	In some cases, using personal funds to provide supplementary learning materials and simple teaching media. Such efforts aim to create more engaging learning experiences despite the lack of adequate facilities.
		b. Teachers continuously provide motivation and	They often use inspirational stories, examples of successful figures, and personal

		encouragement to students.	experiences to increase students' confidence and interest in learning English. Through positive reinforcement, teachers attempt to reduce students' anxiety and promote active participation in the classroom.
		c. Teachers strive to improve their professional competence by participating in training programs and other professional development activities.	Although rural contexts may present obstacles such as unstable internet connections and limited access to training opportunities, teachers make efforts to enhance their teaching knowledge and skills to provide better instruction for their students.
		d. Teachers promote effective communication and collaboration with parents.	By maintaining regular contact with families, teachers can discuss students' learning difficulties and work together to provide appropriate support both at school and at home. This partnership helps create a more supportive learning environment for students.

Sources: (Harlina and Yusuf 2020) & (Anggela et al., 2024)

Appendix 2: Questionnaire Guideline

Angket Analisis Faktor-Faktor Kesulitan Siswa dalam Belajar Bahasa Inggris di Daerah Pedesaan di SMPN 2 Mapattunggul (Studi Kasus SMPN 2 Mapattunggul)

Identitas responden

Nama :

Kelas :

Nama sekolah :

Instruksi:

Mohon baca petunjuk berikut ini dengan seksama sebelum Anda mulai.

1. Mohon baca setiap pernyataan dengan seksama dan tunjukkan tingkat persetujuan Anda dengan memberi tanda centang (✓) pada kotak yang sesuai.
2. Jawaban Anda bersifat anonim dan akan dijaga kerahasiaannya. Tidak ada jawaban yang benar atau salah, jadi mohon jawablah sejujur mungkin berdasarkan pengalaman dan perasaan Anda.
3. Angket ini dibagi menjadi beberapa bagian. Setiap bagian berisi pernyataan yang berkaitan tentang Faktor-Faktor Kesulitan Siswa dalam Belajar Bahasa Inggris di Daerah Pedesaan di SMPN 2 Mapattunggul.
4. Mohon pastikan bahwa Anda menjawab semua pernyataan di setiap bagian. Angket yang tidak lengkap dapat mempengaruhi validitas temuan penelitian.
5. Jika Anda menemukan pernyataan yang kurang jelas atau memiliki pertanyaan mengenai angket, jangan ragu untuk meminta klarifikasi kepada peneliti.
6. Setelah Anda mengisi angket, mohon kirimkan ke tempat pengumpulan yang telah ditentukan atau sesuai instruksi peneliti.

Sub Variable	Indicators	Statements	DATA ANALYSIS	
			Y	N
1) Students' Difficulties in Learning English	a. Lack of Exposure to English	1. Saya jarang menggunakan bahasa Inggris di luar kelas.		
		2. Saya jarang mendengar bahasa Inggris dalam kehidupan sehari-hari.		
	b. Limited Learning Resources and Facilities	3. Fasilitas dan sumber belajar bahasa Inggris di sekolah saya sudah memadai.		
		4. Saya mengalami kesulitan belajar bahasa Inggris karena fasilitas dan sumber belajar di sekolah masih terbatas.		
	c. Low Learning Motivation and Family Support	5. Orang tua atau keluarga saya mendukung saya untuk belajar bahasa Inggris.		
		6. Saya sering merasa kurang semangat dalam belajar bahasa Inggris.		
	d. Difficulties in the Learning Process	7. Saya sering mengalami kesulitan memahami penjelasan guru saat pelajaran bahasa Inggris.		
		8. Saya mengalami kesulitan mengerjakan tugas bahasa Inggris secara mandiri.		
2) Strategies Used by Teachers to Overcome	a. Utilize innovative teaching methods by maximizing available resources.	1. Guru Bahasa Inggris saya menggunakan media pengajaran sederhana untuk mendukung pembelajaran.		
		2. Guru Bahasa Inggris saya menggunakan metode pengajaran kreatif meskipun fasilitas terbatas.		
	b. Teachers continuously provide motivation and encouragement	3. Guru Bahasa Inggris saya memotivasi saya untuk belajar Bahasa Inggris.		

Difficulties in Learning English in Rural Areas	to students.	4. Guru Bahasa Inggris saya mendorong siswa untuk berpartisipasi aktif selama pelajaran.		
	c. Teachers strive to improve their professional competence by participating in training programs and other professional development activities.	5. Guru Bahasa Inggris saya menggunakan berbagai teknik pengajaran di kelas.		
		6. Guru Bahasa Inggris saya mendemonstrasikan praktik pengajaran yang membantu siswa memahami pelajaran dengan lebih baik.		
	d. Teachers promote effective communication and collaboration with parents.	7. Guru saya mengkomunikasikan kesulitan belajar siswa kepada orang tua bila perlu.		
		8. Guru saya mendorong orang tua untuk mendukung pembelajaran Bahasa Inggris siswa di rumah.		

Appendix 3: Documentations








IKBAL