

CHAPTER I

INTRODUCTION

1.1. Background of Study

Language is a tool for communicating. Language is one way for people to express their ideas, beliefs, and emotions. According Hornby (1995), Through a system of sounds and sounds symbols, language is a non-intensive human means of communicating thoughts, feelings, and wishes. Using language, both expressly and implicitly, people can communicate with one another. Language is vital to human life it is the major mode of communication for people to send and receive messages. Hudson (1996:12) agrees that we may be impressed by the amount of agreement that is often found among speakers. This agreement goes well beyond what is needed for efficient communication.

For example, students who speak Indonesian as their first language will have an easier time than students who speak English. The first is the native tongue. Students whose primary language is a regional language will face difficulties such as differences in elements between Indonesian and English, differences in elements between English and regional languages. When opposed to utilizing Indonesian, employing English in teaching and learning activities results in lower student absorption.

The status of English in Indonesia is that it is classified as a foreign language. All languages other than Indonesian, regional languages, and Malay are considered foreign language in Indonesia. In Indonesia, foreign language serves the following purposes: (1) in connection to Indonesian, Foreign languages include languages like

English, French, German, Dutch, and others besides Indonesian and regional languages, as well as Malay. This stance is supported by the fact that some foreign languages are taught at a certain level in schools and other institutions of higher learning, and that these foreign languages do not compete with Indonesian as a national and state language, as well as with regional languages as a symbol of socio-cultural values and as a language that serves as, similar to English, French, and German, as a (a) worldwide communication tools, (b) aids in the evolution of Indonesian into a contemporary language, and (c) science and technology for national development in their roles as foreign languages. Given its proposed status as a foreign language, English does not compete with other languages in Indonesia. The nation's language, Indonesian, as well as the state language are included. Instead of being used to introduce education delivery, English is taught in educational facilities.

If a foreign language is to be used as the medium of instruction, it can be used to deliver pertinent foreign language themes. Foreign languages are utilized as the primary language of instruction at universities where students major in foreign languages. Teaching teachers or linguists who do not know Indonesian can utilize foreign languages, particularly English, as a language introduction in higher education. A phenomenon of the difficulties and strategies learning foreign English can be observed in teaching and learning English. Students will be asked to understand and re-study the content that will be taught to them by the teacher. However, some students continue to struggle with other languages, particularly English. In order to understand English, we must be able to master four strategy languages: reading, writing, listening, and speaking.

As a preliminary research, the writers examine the difficult teacher in teaching English as a foreign while the writer observation in the school at SMP Negeri 2 Tapian Nauli. The writer finds it difficult for a teacher to teach students who do not understand foreign languages. The teacher has a way so that the child can learn without feeling pressure and helps him in making it easier to understand even though he does not have a strong effort. The type difficulties in learning foreign language are adopted by Schwarz's theory. The connection between professors and students is crucial while teaching and studying a foreign language since it helps the student understand the subject.

From the preliminary research above, Schwarz (1997) proposed that the failure of learning second language have some factors from anxiety. Anxiety about comprehending an instructor, making grammatical and pronunciation problems, and having trouble memorizing vocabulary. Chamnot (2004) proposed that having strategies for learning English as a foreign language is necessary to overcome difficulties. Because the writer wants to learn more about the students' understanding, the writer will analyze the study entitled "Students' Difficulties and Strategies in Learning English as a Foreign Language of Eighth Grade at SMP Negeri 2 Tapian Nauli".

1.2. The Problems of the Study

As previously stated, the writer develops two queries as a result of this study, which are as follow:

1. What are the Difficulties Faced by Students at Eighth Grade of SMP Negeri 2 Tapian Nauli in Learning English as a Foreign Language?

2. How the students' Strategies at Eighth Grade of SMP Negeri 2 Tapian Nauli to encounter their Difficulties in Learning English as a Foreign Language?

1.3. The Objectives of the Study

The objective of this study will support the previous background and problems, the objectives of the study:

1. To find out the Difficulties faced by students at Eighth Grade of SMP Negeri 2 Tapian Nauli School in Learning English as a Foreign Language.
2. To describe the students' Strategies at Eighth Grade of SMP Negeri 2 Tapian Nauli to encounter their Difficulties in Learning English as a Foreign Language.

1.4. The Scope of the Study

The writer of this study would concentrate on analyzing barriers to learning English as well as learning methods. On the other hand, when studying English as a foreign language, we would discuss the face concept, theories of English learning strategies, and difficulties that arise. So, using the schwarz theory and chammot theory as a foundation, the writer will concentrate on the difficulties faced when learning English and the strategies for overcoming such difficulties. Schwarz identified vocabulary, pronunciation, and grammar as the three main difficulties in learning English. Then, Chammot suggested using the four strategies of speaking, writing, reading, and listening to acquire English. The writer will examine the difficulties SMP Negeri 2 Tapian Nauli encountered when learning English as a second language.

1.5. The Significant of the Study

This study is expected to be useful in terms theoretically and practically, it will describe as follow:

1.5.1. Theoretically

1. This study is anticipated to be utilized to support understanding of learning English as a foreign language.
2. The purpose of this study is to identify students' difficulties and strategies for overcoming such difficulties when studying English as a foreign language
3. The findings of this study should prove to be a useful resource for other academics looking to examine the subject of foreign language acquisition of English.

1.5.2. Practically

There are three significances of this research:

1. The findings of this study are recommended to students as a better approach to their issue with learning English as a foreign language.
2. The findings of this study can be used by the lecturer to better understand the challenges and methods to employ when teaching English as a foreign language.
3. Aid the writer in comprehending students' challenges and methods for learning English as a foreign language.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

When conducting research to explain the relationships between the terms in the writer's study, certain theories will be necessary. The writers offer a review of the literature that clarifies a few ideas.

2.2. Learning

Learning, according to Wahyuni (2006) is the process by which humans learn a wide range of abilities, skill, and attitudes. Learning starts in childhood when children learn a few basic skills, and it lasts until an adult when it is expected that they have mastered a variety of functional skills and tasks related to their line of work. Human skills can be acquired in a number of formal and informal contexts, from the relatively constrained conditions of a school classroom to the open areas of the countryside or a quiet corner where a chance conversation led to a deeper understanding of some topic.

Brown (2004) stated there are seven components in definition of learning, those are:

1. Learning is acquiring or getting,
2. Learning is retention of information or skill.
3. Retention implies storage system, memory, cognitive organization.
4. Learning involves active, conscious focus on an acting upon events outside an inside the organism.
5. Learning is relatively permanent, but subject to forgetting.

6. Learning involves some forms and practice, perhaps reinforce practice.

7. Learning is a change in behavior.

Listening, speaking, reading and writing are the four main abilities involved in learning a language. This approach is reasonable because students practice correct pronunciation when learning a language. Students must memorize all they study, from vocabulary to grammatical standards. This can be problematic for student, especially if learning is not their first or second language.

2.2.1.Characteristic Learning

According to some defenition learning put forward by experts. There are some characteristic of learning Wahyuni (2006) namely:

1. A change in conduct is a sign of learning (change behavior). This means that the only way to see the effects of learning is to see how your behavior changes from not knowing something to knowing it, from being unskilled to being skilled, and so on.
2. Behavior modifications that resulted from learning for a period of time are fixed or unaffected because behavioral changes are relatively durable.
3. Behavior change is not immediately visible while the learning process is taking place because these behavioral changes are potential.
4. Change in behavior results through repetition or experience.
5. The knowledge or instruction that can serve as reinforcement. Something that uplifts the spirit or inspires behavior change.

2.2.2. Categories Learning

Saljo (1997) conducted a basic, but extremely valuable piece of research a few years ago. He inquired about what learning meant to adult students. Five important categories emerged from their responses:

1. Learning is defined as a growth in knowledge that is quantitative. Getting information or “knowing a lot” is the definition of learning.
2. Memorization as a form of learning is the process of storing and reproducing information.
3. Learning is defined as the acquisition of knowledge, skill and procedures that can be remembered and applied when needed.
4. Learning as a process understanding or abstraction. Learning entails connecting various aspects for the subject to one another as well as to the real world.
5. Learning can be defined as a new method of interpreting and comprehending reality.

2.3. Foreign Language

Speaking a foreign language should make people less susceptible to biases than when speaking their native tongue. It is possible that a foreign language's tendency to be processed less automatically than a native tongue, leading to greater conscious processing based on Favreau & Segalowitz (1983). According Ellis (1997) defined second language (SL) or Foreign Language (FL) acquisition as the way in which people learn a language other than their mother tongue, inside or outside of a classroom. As the result, if a student finds studying ESL difficulties, it is most likely

because they have less experience learning their native tongue. If the learner's initial language learning experience does not include the acquisition of any or many of the skills required for emotional language learning. Because they lack the requisite abilities, the learner is likely to have difficulty picking up a second or foreign language. These issues could worsen if the tools needed to master the first language aren't available.

The second language learner encounters a variety of difficulties even in the greatest learning environments. The first language interference, also known as negative transfer or first language bias, is the psycholinguistic tendency to rely on well-established forms of expression when the goal is to build a new form, the second language. “The impact that the learner’s L1 (first language) exerts over the acquisition of an L2 (second language),” according to Ellis (1997). Language and communication, according to the Standards for Foreign Language Learning: Preparing for the Twenty-first Century, is essential to the human experience. The quotation in the US refers to the philosophical idea of language development. This philosophical statement uses five fundamental terms to convey the philosophy of foreign language training chosen to address the twenty-first century. Communities come to mind when I think of communities. Throughout the execution, these five words are woven together.

2.4. English

Many international and intercultural contexts employ English for specialized objectives. User in these contexts may include so called “Native English Speakers” from Western, Anglo Saxon countries (for example; Australia, Canada, New Zealand,

the United Kingdom, and the United States) communicating with “Second Language Learners” from other countries. However, users are just as likely to be bilinguals with varying degrees of proficiency and different standards of use, none of whom fit the stereotypical definition of a “Native English Speaker”. The lingua franca in these situations is English. In way worldwide, intercultural contexts, different, localized versions of English are also employed world Englishes. Bolton (2019) Agree that World Englishes (WE) has become an established subfield of linguistics, with particular reference to sociolinguistic and applied linguistic approaches to language. Since the 1980s, the world Englishes turn has succeeded in effecting a paradigm shift in the academy, transforming English as an area of international research and scholarship, and in the process, relexifying the language we use to talk about the spread of language worldwide.

English as a global language, bridging the gap between English knowledge and worldwide connections and trade. Similarly, English proficiency and multilingualism have spread across Europe, partly due to debates about economic opportunity according to Hoffman (2000). For example, English is gaining popularity as a foreign language in Switzerland, which is already known for its long-standing policy of numerous national languages.

2.5. Language Difficulties

Schwarz (1997), Language learning failure has historically been attributed to a number of problems, according to research on second language acquisition. It has been determined that fear in the language classroom (fear of spelling and pronunciation mistakes, anxiety of not understanding the teacher, fear of losing

vocabulary) plays a substantial role in failure. Grammar is a system of rules that reveals and structure. Pronunciation is the act or manner of speaking a word. Vocabulary is a set of familiar words within a person's language. According Schwarz (1997), in a foreign language lesson, even students who had not previously received a diagnosis of a learning impairment (LD) revealed that they had learning difficulties. Language-based learning disorders are described by Newhall (2012) as "a range of difficulties connected to the understanding and use of spoken and written language." However, many students with this disorder go through early elementary school with few problems. It is only when the educational demands and expectation rise that their language-based learning disabilities become identified. According to the Linguistic Coding Differences Hypothesis (LCDH), which was put forth by Sparks and Ganschow in 1991, the ability to speak and write in one's home tongue as well as one's attitude toward learning a foreign tongue are crucial components in learning a foreign language.

2.5.1. Pronunciation

Since there are discrepancies between a symbol's sound and its pronunciation, pronunciation is one of the most important aspects of speaking English. Not only should we have a strong vocabulary when speaking with others, but also strong pronunciation skills. It is crucial to teach pronunciation as a result. According to Harmer in Devi Mulatsih (2015), "for all these persons, becoming aware of pronunciation concerns will be of tremendous benefit not only to their own output but also to their own understanding of spoken English." It is challenging for Indonesian pupils to pronounce English words correctly; for instance, when they are asked to say

the word “diamond” (/dajm nd/), they will say /djamon/. It is as a result of the differences between their native speech and English.

2.5.2. Grammar

Grammar is crucial, especially when using words. It is crucial to both spoken and written language. If we also comprehend the grammar, learning English will be successful. As everyone is aware, grammar refers to the structure or pattern of a sentence. As a result, grammar will aid students in understanding the meaning of the statement. Students will understand the meaning of the others’ means, which may take the form of utterances or paragraphs, in addition to sentences. Grammar is used to determine the grammatical form that best conveys the intended meaning.

It is well known that kids in this situation struggle to learn grammar. Language does not appear to have a set definition that is unambiguous. According to Quirk in Atiqoch (2019), grammar is a complicated system in which one component defines the others, making it impossible to simply follow a linear explanation to understand one component in terms of another. In an effort to help learners comprehend how to apply the language in a practical setting, the grammatical accuracy is characterized as analyzing and elaborating in a sentence.

2.5.3. Vocabulary

Meaning that in order to acquire a new language, a person must be familiar with its vocabulary. There are numerous methods to define vocabulary. Some vocabulary terms have been proposed by experts. According to Richards and Renandya in Rohmatillah (2014), vocabulary is a crucial part of language ability and forms a large part of how students talk, listen, read, and write. Without a large vocabulary and

methods for expanding it, learners frequently fall short of their potential and may become discouraged from taking advantage of the many opportunities for language learning that are available to them, such as listening to the radio or a native speaker, using language in different contexts, reading, or watching television.

2.6. Language Strategies

Every student, without a doubt own learning strategies. If students do not observe, organize, regulate, and assess their learning process, it will be difficulty for them to be self-sufficient in their learning. According to Hardan (2013), language learning strategies is increasing in the current year with increasing importace of language learning all over the world. A theory that covers numerous dimensions of language for integrative language usage in all four language skill domains of listening, speaking, reading, and writing, as well as language acquisition from beginning stages of second language learning to proficient use of the target language is needed. According to Chamot (2004), maintaining the ideal situation mentioned earlier is difficult because teachers must act as role models while introducing the strategies and make greater efforts to provide opportunities for students to engage in “many practices” in order to increase their language learning autonomy.

2.6.1. Listening Strategies

Newton & Nation (2020), listening strategy is a bridge to learning a language, because it is so closely linked to the communication process. Listening ability is one of the most important abilities that language learners must develop. Hammer (2007), also claims that students can benefit from listening in order to operate successful conversation. Students’ communicative competence is successfully combined with

their good listening skills. According to Burley Allen (1995), listening is the most common activity in daily communication (40%), followed by speaking (35%), reading (16%) and writing (9%). In other words, if you won't be able to communicate effectively. Listener must enrich themselves with basic language information, such as vocabulary, grammar, pronunciation, and other language components, in order to have good listening skill in English. According to Buck (2001), there are two types of knowledge used in listening and non- linguistics knowledge. Another aspect that may influence learners' capacity to participate in listening activities is their ability to correctly pronounce each word, because the communication process can't be separated from the actions of pronouncing words, phrases, and sentences. As a result, learner must continue to improve their basic language skills in order to participate in listening activities.

2.6.2. Writing Strategies

Writing strategy is crucial English language ability because it allows language learners to communicate in written formats with various specialized purposes and emphasis Sanu (2016). According to Panahandeh & Asl (2014), writing is thought to be one of the most difficult to master. The challenges were not just in creating and organizing ideas, but also in converting those thoughts into understandable text. The usage of writing method was one of the most effective variables in learning to write. The application of strategy is a deliberate cognitive action. Language learning techniques, according to Oxford (1989), are behaviors or acts that language learners adopt to make language learning more successful, self-directed, and pleasant. By utilizing suitable metacognitive skills, language learners can overcome writing

difficulties. Metacognitive methods can be used for a variety of reason. As a result, Rahimi & Katal (2012) believe that utilizing metacognitive methods gives learners the ability to organize, manage, and evaluate their learning, resulting in higher accomplishment and better learning.

2.6.3. Reading Strategies

Reading strategy, according to Bölükbaş (2013), are cognitive methods used by readers in three stages: pre-reading, re-reading, and post-reading, in order to gain a better understanding of the text. Pre-reading is the process of skimming a text to locate key ideas before carefully reading a text from start to finish. Reading is the process of looking at a series of written symbols and getting meaning from them. Post-reading is activities done after the student has finished reading a text. Reading methods are used to guarantee that readers grasp the gist of the text accurately. Students' background knowledge about the subject they read is activated through pre-reading practices, which increases their interest in reading. The goal of reading methods is to help students connect with the text so that they can figure out what text's main concept and what unfamiliar words mean. Meanwhile, post-reading procedures are used to offer students with a thorough examination of the text as well as a combination of background information and text concepts.

2.6.4. Speaking Strategies

Speaking Strategy, according to Richard (2006), is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process. One of two useful abilities in language teaching is speaking. According

to Nunan et al., (2003) defines that Speaking is the process of generating intentional vocal utterances to express ideas. To know deeper what speaking is, Nunan (2004) differentiates it from writing. Speaking in a spoken language requires that others listen to you. Its reception is momentary and immediate. People's speech has its own prosody as we listen to them, including stress, rhythm, and intonation. For direct communication, there must be an intermediary feedback mechanism. Planning and editing by channel must be taken into consideration when speaking.

2.7. Previous of Study

The first study, English as a Second Language or Foreign Language Difficulties, was written Wold (2006). In this research effort, the writer examined the strategies faced by an adult female immigrant studying English as a second language (ESL) in the United States and discovered a variety of factors that together prevented her from achieving the anticipated progress. The learner got the opportunity to share her own experience in the phenomenological case study through personal observation and interviews. Foreign language (FL) learners endure numerous barriers, and the student encountered significant problems. The results showed that the learner had never received instruction in the English sound/letter rules system because first and second languages were not alphabetical, and that this fundamental weakness was a significant contributor to her low attendance in class, waning desire to study and use English, and ultimately, her lack of development. The findings imply that basic ESL programs should include fundamental sound/letter teaching, especially for first-language learners of non-alphabetic scripts. The research's conclusions can help the author better comprehend the challenges of learning English as a foreign language.

The second study, *A Case Study on the Problems and Suggestions in Foreign Language Teaching and Learning at Higher Education*, is written by Unal & Ilhan, (2017). This study, conducted at Ahi Evran University, explores and identifies several factors that contribute to difficulties in teaching and learning a foreign language (English) from the viewpoints of graduate students and teachers. Students and teachers both agreed on which students had struggled with language learning as the study's results were evaluated using a content analysis method. In addition to students, difficulties to language acquisition have been identified in the testing system, instructional programs, language teacher qualifications and learning spaces. The findings of the research will help the writer to solve the second problems.

The third study, *Higher Secondary Students' Perceptions on the Problems in Learning English as a Second Language*, was written by Selvi (2011). This research examines some of the root causes of ESL learning difficulties. The goals of this study were to determine the most common cause of problems in learning ESL and to determine whether there was a significant difference in the causes of problems faced by students based on gender, location, habit of reading English newspaper, and habit of listening to English news. The information was gathered using a survey method. The writers scale on Causes of Problems in Learning ESL, which consist of 59 statements, was utilized as a tool. There were 400 kids in the sample, including 207 boys and 193 girls. Mean, t-test, and ANOVA were used to analyze the data. The results of this study showed that the environment was the main reason why ESL learners had learning difficulties. Boys were more aware of issues than were girls. The fact that rural students felt more difficulties than urban pupils was another

important finding. Learning ESL might be difficult due to a lack of reading habits and listening skills. The study's findings are used to provide new information regarding the challenges of learning English as a foreign language.

As previously mentioned, there are some similarities and variations between the writer's research and the three preceding investigations. The three studies mentioned above share some parallels with the writer's research in that they both examine difficulties associated with learning English as a foreign language and list various potential explanations of those issues. There are differences between the three forms of study because the writer's research is centered on a formal school student. Contrary to what this writer would explore, a formal school student is at ease learning English. There are numerous issues with foreign languages and different ideas at this institution. This school performs below expectations. In this study, the researcher identified numerous additional specific causes of problems with learning English as a foreign language, such as talking about the language difficulties that students have and the solutions they employ to deal with these problems. The comparison demonstrates how this study differs from the previous three examinations.

2.8. Conceptual Framework

Students' Difficulties and Strategy in Learning English as a Foreign Language at

Eighth Grade Students of SMP Negeri 2 Tapian Nauli

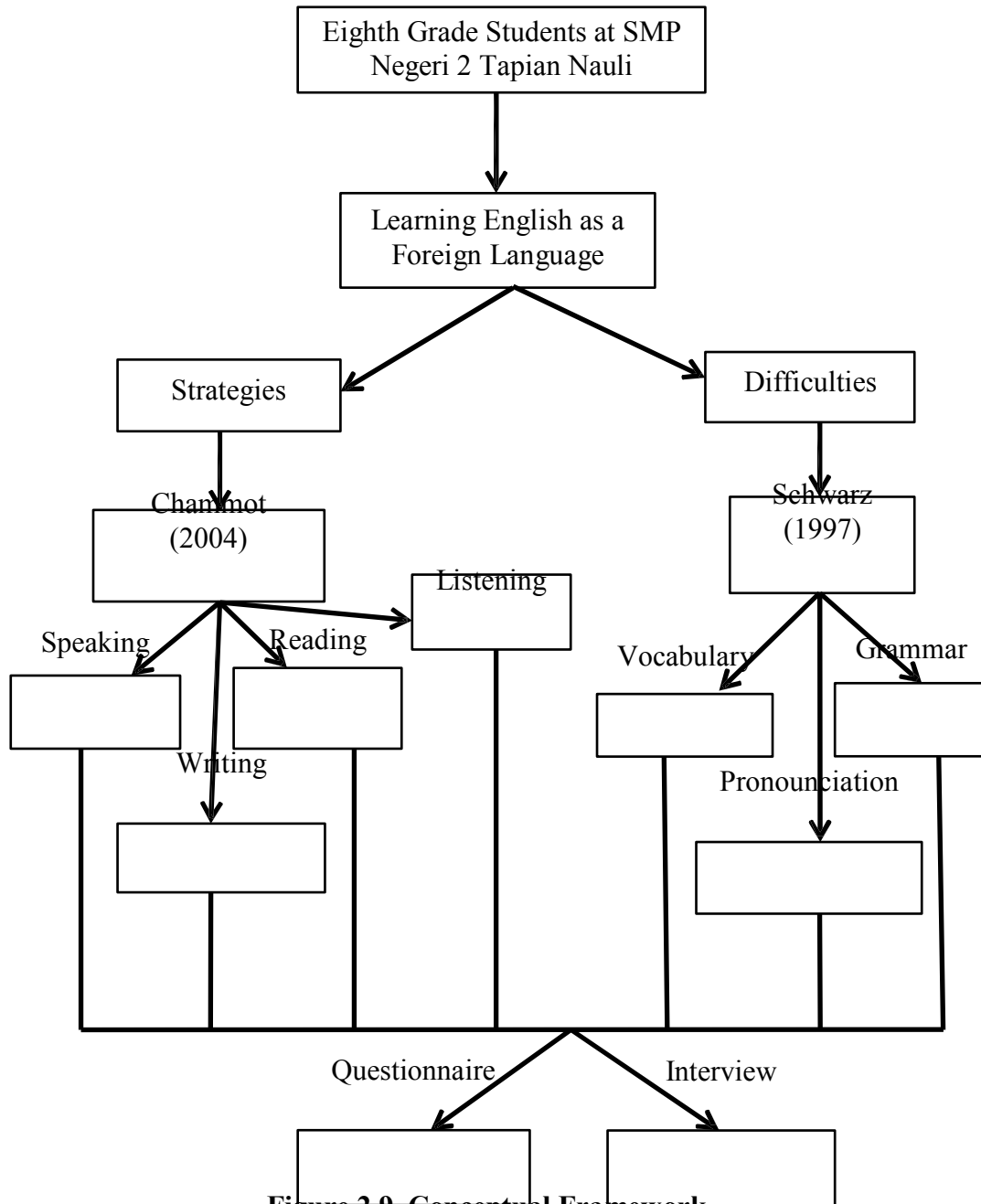


Figure 2.9. Conceptual Framework

Based on conceptual framework above, the writer used a questionnaire and interviews with eighth graders at SMP Negeri 2 Tapian Nauli to investigate students' skill to learn English as a foreign language in the classroom. This section was divided into four sections, including the eighth-grade students at SMP Negeri 2 Tapian Nauli, learning English as a foreign language, difficulties and strategies in learning foreign languages, and so on. In Indonesia, learning English solely as a foreign language is more common. As a result, learning English takes place mostly in formal settings rather than in casual conversations. The use of English as a language for communication outside of the classroom is not readily available to English language learners in Indonesia. Learning English in Indonesia has unique difficulties that are not present in places like Hongkong, where English is more frequently utilized on a daily basis. The last, Students independently determine their own difficulties and strategies. What are the actual strategies the student has when learning English as a foreign language in a classroom using writing, speaking, listening, and reading procedures based on grammar, pronunciation, and vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

Descriptive qualitative research applied in this study because the result would be finding by the analysis from the questionnaire system and interviews. Creswell (2014: 41) qualitative research is way of probing and determining the objective of a study's problem. This research is qualitative because in this research the writers would analyze the difficulties and strategies faced by students in learning foreign language. The method of this research includes emerging questions and procedures, data collection, data analysis, and the researcher's interpretation of the results. In the descriptive approach, several types of research methods were found, including searching for data, collecting data, classifying and analyzing data, and interpreting and drawing conclusions from the data's result.

3.2. The Source of Data

The information for this study would come from students' difficulties and strategies for learning English as a foreign language. This research would be done in the school, especially at SMP Negeri 2 Tapian Nauli focussed VIII students. The writers provide a questionnaire to the class to learn about English learning strategies, and they randomly select 25 eighth grade students to learn about the difficulties of learning English as a foreign language.

3.3. Population and Sample

The population in this research would be the students from eighth graders of SMP Negeri 2 Tapian Nauli in academic year 2021-2022. The total numbers of the

students from eighth graders are 90 students in 3 different classes. In this research, the researcher would use purposive sample and VIII will be as the sample.

3.3.1. Population

Best (2002: 13) states that a population is a group of individuals, namely: person, object, or item from which samples will take for the measurement. The population in this research would be eighth graders from SMP Negeri 2 Tapian Nauli. The total numbers of populations are about 90 students.

3.3.2. Sample

A sample is a limited number of cases Corbetta (2003: 211). The number of the questionnaire sample is 90 students, they would answer the question from the questionnaire. A sample of test minimum 25 students according Dworkin (2012). The number of the test sample is 25 students randomly from eighth graders

3.4. The Instrument of Collecting Data

An instrument is a tool used to gather information. According Gay (2012: 145) an instrument is a tool used to collect data. As a result, the data collection instrument assisted the researcher in gathering and organizing data more systematically and straightforwardly. Here, the instruments of collecting data used in this study there are questionnaire, Test and Documentation.

3.5. The Techniques of Collecting Data

In collecting the data, the writer used questionnaire with Eighth Grade Students and interview method with 10 Eight Grade Students that is based on the audio recording of the students' difficulties and strategies in learning English as a foreign language. Sugiyono (2015: 162) it has been started that direct questionnaire, in-depth

interview as test and documentation reviews are the primary methods used by qualitative research obtained information. The writers uses some ways of collecting the data, they are:

3.5.1. Questionnaire

A questionnaire is a method of gathering data that involves giving or distributing a questionnaire to the responder in the hopes that they would completed it. The writers employed a closed form questionnaire with two options for each topic in this investigation.

Strategies Language			
No	Items	Yes	No
1	Do you have a strategy to deal with your difficulties in learning English as a foreign language? (Apakah kamu mempunyai sebuah strategi untuk menghadapi kesulitanmu dalam belajar bahasa inggris sebagai bahasa asing)		
2	Can using the “Drilling” strategy solve your difficulties in learning English as a foreign language? (Apakah dengan menggunakan strategi “Latihan” dapat mengatasi kesulitanmu dalam belajar bahasa inggris sebagai bahasa asing)		
3	Can a focused listening strategy solve your difficulties in learning English as a foreign language? (Apakah strategi fokus ketika mendengarkan dapat mengatasi kesulitanmu dalam belajar bahasa inggris sebagai bahasa asing)		
4	Can a careful strategy when writing solve your difficulties in learning English as a foreign language? (Apakah strategi teliti ketika menulis dapat mengatasi kesulitanmu dalam belajar bahasa inggris sebagai bahasa asing)		
5	What is the grammatical reading strategy can solve your difficulties in learning English as a foreign language? (Apakah strategi membaca dengan mengeja sesuai tata bahasa dapat mengatasi kesulitanmu dalam belajar bahasa inggris sebagai bahasa asing)		
6	Can LLS (Language Learning Strategy) solve your difficulties in learning English as a foreign language? (Apakah LLS (Strategi Pembelajaran Bahasa) mengatasi kesulitanmu dalam belajar bahasa inggris sebagai bahasa asing)		

7	Can using cognitive strategies solve your difficulties in learning English as a foreign language? (Apakah dengan menggunakan strategi kognitif dapat mengatasi kesulitanmu dalam belajar bahasa inggris sebagai bahasa asing)		
8	Is a strategy of memorizing difficult vocabulary can solve your difficulties in learning English as a foreign language? (Apakah strategi menghafal kosakata sulit dapat mengatasi kesulitanmu dalam belajar bahasa inggris sebagai bahasa asing)		
9	Can the strategy of memorizing lots of new vocabulary solve your difficulties in learning English as a foreign language? (Apakah strategi menghafal banyak kosakata baru dapat mengatasi kesulitanmu dalam belajar bahasa inggris sebagai bahasa asing)		
10	Is a relaxed but serious learning strategy can solve your difficulties in learning English as a foreign language? (Apakah strategi belajar santai tapi serius dapat mengatasi kesulitanmu dalam belajar bahasa inggris sebagai bahasa asing)		

(Anis, 2020)

3.5.2. Test

The test is an exercise that is used to determine the level of understanding or difficulty of a person in understanding the material. The researcher would know what the difficulties students based a test. In this study, the writer tests with 25 students from Eighth Graders to learn about their difficulties in learning English as a foreign language.

1. Pronunciation Test

Please read this word carefully!

Seat	Page
Accompany	Pleasure
First	Note
Catch	Not
Dictionary	So

(Sahara, 2019)

2. Grammar Test

Answer the question!

1.	A: She's French, isn't she? B: No, _____ she's from Belgium. a. Anyway b. Exactly c. Actually
2.	He _____ me that the machine was broken. a. Said b. Told c. Spoke
3.	My boss say that I _____ to finish the report by Friday. a. Have b. Should c. Must
4.	My new computer works _____ faster than my old one. a. More b. Much c. Many
5.	That was an interesting talk. May I _____ A questions? a. Have b. Ask c. Make
6.	I have worked for this company _____ I left university. a. Since b. After c. From
7.	If I _____ you were in hospital, I would have visited you. a. Could know b. Had known c. Knew
8.	We were late for our plane because of _____ traffic. a. Heavy b. Thick c. Strong
9.	He did rather _____ on the test and got eight out of ten. a. Fine b. Good c. Well
10.	Attention! Please stand _____ of the doors. a. Away b. Clear

	c. Far
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(Aptis Test)

3. Vocabulary Test

Finish each sentence using a word from the list (A to H). Use each word once only! (Aptis Test)

1.	To encourage someone is to?	a. Gather
2.	To change something is to?	b. Urge
3.	To prepare for something is to?	c. Refuse
4.	To repair something is to?	d. Detach
5.	To collect something is to?	e. Rehearse
		f. Blame
		g. Convert
		h. Mend

Mark the letter of the word on the right that has the most similar meaning to the word on the left. Use each word once only!

1.	Bare	a. Not real
2.	Obscure	b. Solid
3.	Sore	c. Plain
4.	Artificial	d. Rough
5.	Hard	e. painful
		f. Tight
		g. Not clear
		h. Proud

(Aptis Test)

3.5.3. Documentation

Documentation is a technique of collecting data used by researchers, namely photos.

3.6. The Techniques of Analyzing Data

During the study, several processes would be followed in order to obtain valid data to answer the research problems. The writer prepares all the instruments to collect the data:

1. Distributing the questionnaire about language strategies take by students at SMP Negeri 2 Tapian Nauli in learning English as a foreign language.
2. Analyzing the responds' of questionnaire to know strategies of students in learning English as a foreign language.
3. Distributing the test with students to know the difficulties in learning English as a foreign language.
4. Analyzing the answer from students test in order to describe the students' difficulties in learning English as a foreign language.

After that, the writer would make conclusion from the data. Where the data would be concluded based on the writer's analysis. That way the writer would know what difficulties and strategies students in learning English as a foreign language.