

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The research findings and the discussion are presented in this chapter. The research represents the results of data analysis from participant FGD reflection and interviews to reveal the students' problems in the English classroom that might hinder the learning process based on what EFL pre-service teachers had observed. Also, the study's results are further explored in the discussion section by the researcher and linked with relevant previous research findings.

#### **4.1 Findings**

The findings of this study report the results of data analysis of FGD reflection and interviews from 12 EFL pre-service teachers as the research participants to reveal what problems occurred to students at schools based on the pre-service teachers' experiences while observing the teaching and learning process of English in the classroom where they conducted the first field teaching practice (PLP 1).

The FGD reflection in this study consisted of 1 question related to student problems that hinder learning English in the classroom. Meanwhile, the interview consisted of 11 questions to elicit data from participants' answers in the FGD reflection. Furthermore, the data were analyzed qualitatively using thematic analysis (Braun & Clark, 2006).

These statements can be proven through various themes, including sub-themes identification that emerges to reveal the research findings based on the

results of data analysis from the FGD reflections and in-depth interview, i.e., (1) Listening skill as part of the receptive skill, (2) Reading skill as part of the receptive skill, (3) Speaking skill as part of the productive skill, (4) Writing skill as part of the productive skill, (5) Students' attention, and (6) Students' motivation.

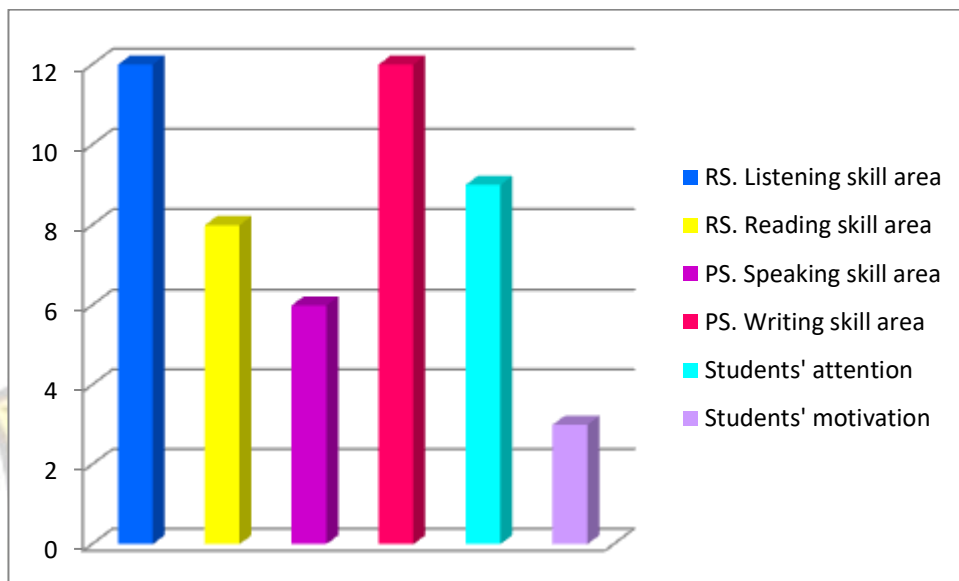


Figure 4.1 Students' Problems Chart

The picture above is a diagram showing the tendency of student problems that participants most often encounter during school field teaching practice. From the diagram above, it can be seen the students' problems that hinder learning in English class is mainly in listening skill and writing skill area. The data shows that the most common problem experienced by students in the listening skill area is influenced by inadequate vocabulary as the most one. On the other hand, problems in the writing skill area have the same frequency as in the listening skill area. These two skills are problematic areas for each receptive skill and productive skill.

In contrast with the case of listening and writing skills as the most problematic areas, students' motivation is the area with the fewest problems. It can be seen in the diagram above where only three participants gave their responses. The scope of the problem that occupies the second highest position after listening and writing skills is the students' attention. It is followed by the reading skill as the problematic area in the third position and the speaking skill area as the fourth.

#### **4.1.1 Students' Problems in Receptive Skills**

##### **4.1.1.1 Students' Problems in Listening Skill**

In terms of listening skills as part of receptive skills, this study found many participants revealed that they had encountered listening problems during their observations in English class. The most common listening problem found by participants in both FGD and interviews was the influence of vocabulary limitation on students' listening skills, as shown in the following excerpts.

*“The inhibiting factor for students in learning English is that they sometimes can't understand the explanation from the teacher. If the teacher uses English, they are very limited in vocabulary, even for very basic vocabulary... students are mostly silent when the teacher explains in English. One of the reasons they are silent is because they do not understand the explanation from the teacher when the teacher only uses English.”* (FGD\_P1)

*“...Students still don't know the meaning of the teacher's explanation.”* (Interview\_P3)

*“Most of the students were silent because what they heard mostly did not understand. They lack vocabulary, so they could not understand when listening to the teacher's explanation.”* (Interview\_P4)

*“Many students are just silent as if listening, but they do not understand at all. There are students who ask what the teacher means because they do not understand the teacher's explanation using English. They are lack of vocabulary”* (Interview\_P6)

*“Based on my experience, students were more often silent when the teacher explained in full English because students did not understand what the teacher was saying...” (Interview\_P7)*

*“...They do not understand what is said in English. Student lack of vocabulary is the cause.” (Interview\_P11)*

Those excerpts show that many students found it difficult to follow the material presented by the teacher, especially when the teacher explained using English. Students' limited vocabulary greatly affected how much they understood what the teacher said.

Seeing the problems that occurred in students related to students' vocabulary, their teacher must do another alternative, such as translating their explanation into Indonesian. Hence, the students could understand what the teacher meant related to the material. It is seen from the citations P1, P8, and P10 below.

*“...Many students are still perplexed when the teacher explains using English. They are still lacking in vocabulary, so the teacher has to re-explain using Indonesian.” (Interview\_P1)*

*“Most students, when they hear instructions in English, they are silent. They did not understand what the teacher was saying, but after it was translated into Indonesian, they understood. Students tend to be quiet and pay attention first because they do not understand what the teacher means. However, after the teachers translated it into Indonesian, the students just said something like "oh, I see," a kind of expression that they understood after being translated.” (Interview\_P8)*

*“Students do not understand what the teacher's explanation means. They ask each other what the teacher said unless the teacher translates it back into Indonesian. Since the teacher explained in full English, they wondered, what does that mean? What did the teacher say?” (Interview\_P10)*

From the overall data above, it could be seen that inadequate vocabulary was a big problem found by participants when they were doing observations in English classes. It made the class less effective because the average students did not understand what the teacher explained.

On the other hand, students' listening ability was not only caused by the students' limited vocabulary but also by the speakers or the teacher himself, as stated by Hardiyanto et al. (2021) related to listening problems that speakers influence. Reflection data showed similarities between P5 and P6 related to students' listening problems: pronunciation and accent used by the teacher when explaining material that was difficult to understand. They put in the following:

*“I see that their listening problem is still below standard, because what they hear they cannot catch well, because the teacher's pronunciation is difficult to understand.”* (Interview\_P5)

*“Students do not understand the teacher's instructions and explanations using English because the teacher's accent influences them. So it doesn't help their listening skills. Students don't fully understand even though the teacher uses basic words, but the pronunciation is unclear because it's a little mixed with the teacher's accent.”* (Interview\_P6)

The extracts above illustrate that students were also hampered by their listening skills because of the teacher's pronunciation and accent, who did not consider their abilities, which may be difficult for students to understand. In addition, listening problems could not be separated from how loud the teacher explained the material, as an extract by P9:

*“...The teacher's voice is not loud in explaining, so many students don't hear it.”* (Interview\_P9)

It usually happens in the classroom where the class situation is filled with several students. Sometimes it was not easy to hear clearly what the teacher conveyed in English. The small volume of the teacher's voice was difficult for students and unclear, especially for those sitting in the backseat.

#### **4.1.1.2 Students' Problems in Reading Skill**

During observations at school, reading skills were a part of the problems experienced by students when learning English. Giving lessons related to reading texts became something that was considered difficult for students. The initial problem that became the most cliché thing found in some students, i.e., a sense of laziness in reading, as quoted from data P10.

*"...Some students, when they are given readings in English, they are like lazy to read ..."* (Interview\_P10)

The next problem is they were confused about how to read the sentences in the text. P1 and P5 reflected it in the interview.

*"...When they are asked to read a text, they are still stammering reading it. They are still difficult to pronounce the sentences in the text.* (Interview\_P1)

*"I see there is a problem with their reading. Sometimes they find it difficult to read the sentence because there are new words they find in the reading."* (Interview\_P5)

From those citations above, it can be seen that technically students still have difficulty reading sentences in a passage. They did not know how to

pronounce the sentences in their reading. Hence, they stammered when they found new words. In addition, the problem related to the ability in reading, it turned out that another problem that arose in students was a complex understanding of the content of the text they read. After further observation, this problem was still closely related to students' lack of vocabulary, as extracted by P4, P7, P8, and P11.

*“The students' problems are related to their reading skills. The problem I found was that they were lacking in reading and when they read, they did not understand the text they were reading.”*  
(Interview\_P4)

*“There are so many problems that I get. For example, when students are working on assignments in textbooks. When they read the instructions for doing their assignments or the procedures, many are confused by the instructions because of the lack of vocabulary from students. Therefore they are confused about translating them.”*  
(Interview\_P7)

*“There are reading problems in students. The problem is that when they read English texts, they lack vocabulary. There is some vocabulary that they do not know even though it is the basic vocabulary they should know.”* (Interview\_P8)

*“Sometimes students ask for vocabulary that they don't know the meaning from their reading.”* (Interview\_P11)

The extracts above show that students' problems in reading are based on the lack of students' vocabulary, making it difficult to understand the contents of a reading. Furthermore, this had an impact when students got assignments that required students to understand the intent of the instructions to be able to work on the questions given, as already underlined in P7, where the results of the participant's observation was in sync with what was found by P6 in the class he observed that:

*“Some students still have difficulty finding answers to the questions whose answers have been written in the reading text, so they also have difficulty finding specific information in the reading text.”(Interview\_P6)*

The vignette above illustrates that students encountered problems when reading and answering questions that referred to specific information that only be found in their reading.

#### **4.1.2 Students’ Problems in Productive Skills**

##### **4.1.2.1 Students’ Problems in Speaking Skill**

In the productive skills section, the results of the data analysis related to students' speaking skills showed that there was one problem encountered by students in English class, i.e., students' lack of confidence when appearing to speak in English. The four participants showed the same observations regarding this issue as some of the following vignettes:

*“... Students who mock each other, from there, it makes students feel insecure or embarrassed when speaking English.” (FGD\_P3)*

*“... Many students feel embarrassed or do not brave to appear in front of the class. When they were told to make conversations in front of the class, many of them were shy, didn't want to come forward..” (FGD\_P8)*

*“The reason is that if they want to speak in English, most of their friends make fun of them, so they are embarrassed, making the students insecure. For example, when they are told to make presentations in English.... they will be laughed at because their speaking is not good. They are ashamed because their pronunciation is bad.” (Interview\_P4)*

*“The problem is that students often don't feel confident going to the front of the class, such as making conversations in English. For*



*example, they are not confident speaking in front of the class because their classmates often laugh at them if they don't speak correctly.”*  
(Interview\_P9)

From the vignettes of the four participants' observations above, we can see that the self-confidence that existed in students would be eroded every time they wanted to try to speak in front of their friends. They got an unfavorable response, such as mocking or laughing at other students who were talking, because their pronunciation or ability when speaking was still lacking. Indirectly, the data above also show that negative responses could cause other students to feel insecure with themselves and afraid to try to speak English again.

In addition, Students' lack of self-confidence also came up when they had to answer questions in English verbally. Students were embarrassed to answer what was asked by the teacher because they were afraid of being wrong, as expressed by P7 and P10 below.

*“Lack of self-confidence from students which can be seen when we ask them to answer verbally...”* (FGD\_P7)

*“Several students lack self-confidence, such as answering questions from the teacher like they are afraid to give the wrong answer.”*  
(Interview\_P10)

The vignettes above illustrate that students' self-confidence can be influenced by their anxiety. It will make students afraid to try to speak and will hinder them from showing their performance to be more active in question and answer activities.

#### 4.1.2.2 Students' Problems in Writing Skill

The writing section found that the most common problems encountered were mechanism issues, such as errors in writing words or typos, ineffective sentences, capitalization, and punctuation errors, as cited by P1, P2, P4, P5, P7, P9, P10, and P11 below.

*“Regarding problems in writing when they are given the task of writing a text or a conversation, some students are still typo and confused in arranging the words to be written.” (Interview\_P1)*

*“About writing, I see many students write in English still have many mistakes, and there are still difficulties related to adjective order like the word "my book beautiful" which should be "my beautiful book"” (Interview\_P2)*

*“I find many students afraid to write because of typos...” (Interview\_P4)*

*“Their problem is that sometimes they are typos when writing.” (Interview\_P5)*

*“There are so many writing errors, punctuation, and other problems regarding writing using capital letters.” (Interview\_P7)*

*“They want to write, but they are lack of ideas related to the given topic, still confused about what sentence to write at the beginning of the paragraph, and usually there are still many typos.” (Interview\_P9)*

*“There are some students whose writing ability is still lacking. Such as ineffective sentence they use.” (Interview\_P10)*

*“It's also rare, but there are still errors in writing, such as errors in capitalization and punctuation.” (Interview\_P11)*

The participants' citations indicate that students were still constrained by the writing mechanism in several things, i.e., typos, ineffective sentences, capitalization, and punctuation errors. Besides, due to lacking ideas, students still struggle with how to start and what sentence they must use initially as the topic is

given, as already cited in P9. It was regarding what writing they should produce or what kind of sentence that suitable for the beginning of the paragraph. Furthermore, the problem expressed by P10 was related to ineffectiveness in writing. Ineffective sentences are sentences used excessively or repetitively. Students were less attention to the use of effective sentences. Students often write words that have the same meaning as words that have been written.

The vignettes also showed that common problems in writing cannot be separated from the use of capital letters caused by the writer's ignorance regarding proper nouns or the students' inaccuracy when writing. Besides, there were punctuation problems that students ignored when they wanted to write, such as where to put a comma or a period to end a sentence. These things were usually ignored when writing. These were simple things that were also important in writing.

Looking back at the grammar problem, P4 and P6 clarified this problem through their interview.

*“....They are afraid of grammar errors.” (Interview\_P4)*

*“Students still have difficulty in arranging correct sentences in English. For example, even though some students can do it, most students are still wrong in stringing words and compiling sentences. For example, the simple sentence part is still reversed, the tenses are not right, and sometimes the subject is missing. So, the simple sentence is not right. They still make it.” (Interview\_P6)*

The two citations above illustrated students' fear of grammar errors and being an obstacle when they were about to write. They were worried they made mistakes related to tenses, verb agreements, missing subjects, etc.

The next problem was students' difficulty writing due to a lack of vocabulary. Again, vocabulary played an essential role in improving students' English skills, as the results found in the discussion of receptive and productive skills, which on average, were inseparable from a lack of vocabulary. The same thing happened in the case of this writing skill as delivered by P8.

*“When students are asked to write like dialogues or simple sentences, they always ask “Sis, what English is this? What does this mean in English? So in terms of writing difficulties, they lack in vocabulary.”*  
(Interview\_P8)

The excerpt above proves that vocabulary also is a barrier for students when they are going to write. Besides that, there was still one problem faced by students in writing skills, namely not being confident, as cited from P7 below.

*“When we tell students to come forward to write, they are stiff, and even they are shy to come forward ....”* (FGD\_P7)

The vignette above shows that, in fact, a lack of self-confidence also affects students in terms of writing. They were embarrassed if their writing on the board would turn out to be wrong.

#### **4.1.4 Students' Problems in Students' Attention**

In learning English, the seriousness of the students is significant to understand the lesson given, considering that English is a foreign language that is not our everyday language. However, this concept is inversely proportional to the reality found in schools where students ignored English lessons in their classes. It

was evidenced by the statements of two participants who had observed students' attention problems in English class. They put in the following:

*“What I found in students when learning English in class was that there were some students who did not pay attention to the teacher when the teacher explained.” (Interview\_P1)*

*“They are happier with their own business, so when the teacher explains, there are only 2 or 7 people who pay attention to the teacher when explaining.” (Interview\_P2)*

The vignettes above reveal that when learning English, students ignored the delivery of the teacher. They did not focus on learning English and were busy with their business. It was also clarified by several participants in their interview data that students' attention was talking to each other, playing on their mobile phones, sleeping during class, and disturbing other friends who related to several participants such as P2, P4, P5, P6, P8, P9, and P12 in their excerpts:

*“...They talk to each other with their friends or do their own business such as playing games, some sleep when the teacher is explaining in front using English, even though they use Indonesian, they still pay less attention to the teacher when explaining.” (Interview\_P2)*

*“...They play games on the mobile phone” (Interview\_P4)*

*“The problem is the students' unfocused when the subject is going. Some students who are not focused on studying usually play or sleep.” (Interview\_P5)*

*“Students do not pay attention to the teacher's explanation. For example, students talk to friends about things that are not related to the ongoing lesson and playing mobile phone” (Interview\_P6)*

*“If the learning is in the afternoon, usually the student is playing in the back of the class and does not pay attention to the teacher. They talk to their classmates or play games” (Interview\_P8)*

*“Lack of attention when the teacher is explaining. They also don't focus on studying and often play with their phone.” (Interview\_P9)*

*“Students don't focus on learning. They disrupt their friends.” (Interview\_P12)*

The excerpts above reveal that students who did not attend the lessons given preferred to talk to each other, play with their cellphones, sleep during class, and disturb other friends, so they ignored English lessons. They preferred to do those things than pay attention to learning.

#### **4.1.5 Students' Problems in Students' Motivation**

Learning motivation is fundamental for students when they want to achieve good results in a lesson, as well as if they want to master English. Some students are less motivated to learn, especially in English class. The research detected two forms of learning motivation problems, namely internal and external. Internally, students did not like English lessons. They became lazy to study and, as a result, did not participate in class. The vignettes from P3, P4, and P6 show it.

*“For example, when the English class is ongoing, students immediately leave the classroom... their dislike of learning English makes them lazy to study, even during English class. They do not want to learn.” (Interview\_P3)*

*“They still do not participate when entering English class. Some were out of class during the lesson.” (Interview\_P4)*

*“... So, there is no interest by the students, and the teacher also encourages the students to be like that. There is no separate method to making students more interested in learning ...” (FGD\_P6)*

Meanwhile, the external came from the student's learning environment, the media, and the treatment of teachers in the classroom. P6 conveyed it in her interview.

*“...Because the teacher only pays attention to students who are more active in class plus the class is only monotonous, and there is no interesting media in the class.” (Interview\_P6)*

The excerpt above shows the teacher's importance in giving the same attention to other students. This kind of treatment helps increase student motivation. In addition, using media makes English learning more exciting and motivates students to learn English.

#### **4.2 Discussion**

This section discuss the finding of students' problems in English classrooms that might hinder the learning process based on EFL pre-service teachers' experiences during filed teaching practice (PLP I). These findings revealed that students' problems in learning English were diverse and influenced by many things. Besides that, problems are interrelated with other problems discussed in this segment. In other words, the results of this study are discussed by looking at previous studies related to student problems in learning English.

This study found four main problematic areas that could hinder students from learning English in the classroom. The first is receptive skills in the listening skill section. The finding showed that students found difficulties in learning English, especially in listening skills, due to several things. Starting from the

teacher who explained the material used English which students do not master a lot of vocabulary in English. It caused students did not understand what the teacher explained. Students tended to be silent and listen blankly without knowing what the teacher was talking about. They usually asked their friends what their teacher meant or waited for the teacher to translate it into Indonesian.

The mastery of students' vocabulary greatly influenced their listening skills. The less vocabulary they know, the more difficult it can be for them to process the information they hear from the teacher as the speaker. This problem is in line with the argument by Hardiyanto, Tanjung, and Suharjono (2021) that students' problems related to listening skills could arise from the listeners' lack of vocabulary. Hence, students were unable to understand the meaning and recognized familiar words.

Furthermore, apart from the students' lacked of vocabulary, this study's findings showed that the teacher's pronunciation and accent could make it difficult for students to understand what they were listening to. It can be related to the teacher's ability to speak in English. The words spoken by the teacher that students might initially know became problematic because the teacher mixed them with an accent which makes the teacher's speech even more difficult to understand. It cannot be denied that teachers' pronunciation and accents are a big deal in learning English. Moreover, the average English teachers in schools are not native speakers.

In addition, problems related to accents in students' listening ability are also argued by Syadiah (2016) that common problems experienced by EFL students related to listening skills are influenced by the accent used and



pronunciation. It is also supported by relevant research that using varied and unfamiliar accents and pronunciations from speakers could be a problem for students in listening comprehension (Chang, Wu, & Pang, 2013; Hardiyanto, Tanjung, & Suharjono, 2021). This shows that the teacher as a speaker can also influence problems related to students' listening.

Besides that, students' listening problems were also influenced by the teacher's voice which was not loud enough when teaching using full English. This greatly affects students' listening ability, and they will find it challenging to know what the teacher is saying. It will be felt by students, especially those who sit behind. It also made it difficult for students to hear the material presented, as confirmed by Chang, Wu, and Pang (2013), who explained that external factors such as characteristics, effectiveness, and loudness of the speaker's voice were part of listening comprehension difficulties.

The next problem identified was in the students' reading skills area. The most basic and common problem was students' laziness when given reading assignments. It is influenced by several things, including students who were not used to it and did not know how to read English in the text. It became a complaint of students when the teacher taught material related to the text genre in English, and students had to read the sentences in the texts. Undeniably, the way to pronounce words in Indonesian writing differs from English (Panggabean, 2015). There are many rules of how to pronounce the word in their English reading that they need to know to be able to read properly.

The phenomenon was in line with this study that text complexity influenced reading comprehension. Learners' fluency in language enabled them to

have a more in-depth understanding of the text. Hence, verbal ability is prominent when recognizing how skilled a reader could be since students acquire new vocabulary through listening. Having adequate vocabulary helps students clarify the strange words by relating them with the context in which they are used, Dennis (2008, as cited in Jarrah & Ismail, 2018).

The relevant study also confirmed that the level of vocabulary mastery could also affect students' reading comprehension, as the findings of this study. The data showed that students found it difficult to understand the contents of the reading because of the large number of new vocabularies that did not know the meaning. It is supported by the findings of Karademir and Gorgoz (2019) that the lack of vocabulary and grammar knowledge impacted students' reading skills.

The last problem that came up in reading skills was that students' incomprehension when reading made it difficult for them to do a reading test requiring them to read the text to find the answer. It proved that to be able to do the reading test, students must increase their vocabulary knowledge to understand the questions and find answers in the reading text. Since in reading there are usually questions that require students to know synonyms that will help them find the answer intended in the text (Zhang & Bin Anual, 2008). It is in line with research from Jarrah and Ismail (2018) that reading comprehension and vocabulary knowledge are interrelated. So that generally, students who do not have an adequate vocabulary and good learning strategies will face problems in reading skills (Nor & Rashid, 2018).

Furthermore, it turned out that not only students' receptive skills had problems but also in students' productive skills, such as speaking skills. The data

revealed that students' self-confidence could not be ignored. The shyness that dominated students impacted their success in language learning. It was found that students had problems with self-confidence when speaking in front of the class. For instance, they get embarrassed when they have to make an English conversation in front of the class.

Also, they felt embarrassed when they had to answer the questions verbally. They felt ashamed if they made a mistake when they spoke. It is in line with the findings from Jimenez (2015) that students' fear of speaking can be caused by several things, including shame and fear of being wrong. This study is also supported by Gkonou (2011) that negative evaluation and embarrassment are part of speaking anxiety.

The learning environment also influenced the insecurity they faced. The habits of other students who mocked and laughed at other students when speaking were part of the students' difficulties in speaking (Hosni, 2014). The long-term result was that students felt insecure and afraid if they were appointed to do things related to speaking again.

In addition, the results of this study also showed that there was a writing problem which was also an obstacle for students in improving their English skills. The most obstacles were mechanism problems in writing, such as typos, improper capitalization, and punctuation. Students did not understand well about the rules of writing in English. Sometimes they are also less careful when writing. This relates to the findings from Akbari (2015) that one of the problems of writing in EFL learners is the writing mechanism, i.e., spelling, punctuation, and capitalization, which still have many errors. It is also supported by Khan (2011)

that students' writing obstacles include spelling, grammar, doubling of the subject, and tenses.

Furthermore, the students' lack of grammar mastery caused their writing to become irregular, especially the word order in their writing. They did not pay attention to the placement of the subject, verb agreement, and other things related to grammar in writing. As for the tenses used, sometimes, it is still not right with the context in which they write, such as when they write down their experiences but the tenses used are the present tense. However, the limitation of vocabulary was also part of the students' problems in writing. Students were still lacking in terms of vocabulary, which caused their writing to be less interesting.

It was also found by Muamaroh, Mukti, and Haryanti (2020) that limited vocabulary and inappropriate word selection in expressing their ideas into sentences were the causes of students' difficulties in writing. As a result, some words kept repeating in one paragraph. It is also related to the previous study, which noted that vocabulary and grammar errors as the cause of students' writing difficulties (Mohamed & Zouaoui, 2014).

In addition, problems in students' writing skills are also influenced by students' lack of self-confidence. Students tend to feel afraid if asked to come forward and write their answers on the blackboard. They were afraid that what they would write was getting wrong. Students' lack of self-confidence was usually caused by excessive student fear, such as fear of being wrong. It is supported by Mohammed's (2018) previous study that negative views and student failures in learning English are caused by lack of motivation, stress, confidence, and fear of being wrong. It will usually have a huge impact on aspects of productive skills.

However, both problems in receptive and productive skills cannot be separated from students' vocabulary mastery. It can be seen that most of the causes of problems in listening, reading, and writing were students' lack of vocabulary mastery. It is also emphasized by Lutfiyah et al. (2022) that lack of word collection will influence the students' English achievement, both receptive and productive skills. Regarding this matter, the results of this study also revealed that the students' problems found in several problematic areas were influenced by inadequate vocabulary.

On the other hand, students' attention to English lessons is important to discuss. It was found that students who were learning English in class did not focus on the lesson. It is in line with Akbari (2015) that students pay less attention to English lessons and assignments even though they have studied for years.

The forms of inattention among students are various. The students ignored the teacher who explained and was more interested in their personal affairs, such as playing on cell phones. Students also usually talk to other friends, which could make other students not pay attention to the lesson. It was also expressed by Putra (2021) that the challenges faced by students during English language learning were the lack of attention from students. It is also supported by Larasaty et al. (2021) that students only pay attention blankly in learning English and will end up playing with cell phones and talking to each other. Another thing they also do is sleeping in class because they are bored. These problems will make learning achievement challenging to achieve.

Furthermore, the problem identified that could hinder English learning is the lack of motivation possessed by students. It becomes very influential in their

English achievement. It is emphasized by Lasagabster (2013) that student motivation is fundamental in language lessons. It will determine what student progress and changes look like. It was found that the student motivation to learn English is still lacking. It is evidenced by what was found in this study that students feel lazy and eventually become less involved in lessons (Akbari, 2015).

A monotonous classroom atmosphere was another factor that made them not interested in taking lessons (Tse, 2000). It is undeniable that learning that is carried out repeatedly without an interesting learning method presented by the teacher will make students less interested in following the lesson. The absence of media will make students not interested in following the lesson, which would greatly increase their motivation. It is supported by Bahous et al. (2011) that there are many ways to increase student motivation, and one can use technology as a medium or give rewards to students.

