EXPLORING THE EIGHTH GRADE STUDENTS' PERCEPTIONS ABOUT ENGLISH THAT TRIGGER PSYCHOLOGICAL PROBLEMS IN THEIR ENGLISH PARAGRAPH WRITING ACTIVITY AT SMPN 3 JEMBER

THESIS

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LANGUAGE AND ARTS DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

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THESIS

Composed to Fulfill of the Requirements to Obtain the Degree of S1 at the
English Language Education Study Program, Language and Arts Department
The Faculty of Teacher Training and Education, Jember University.

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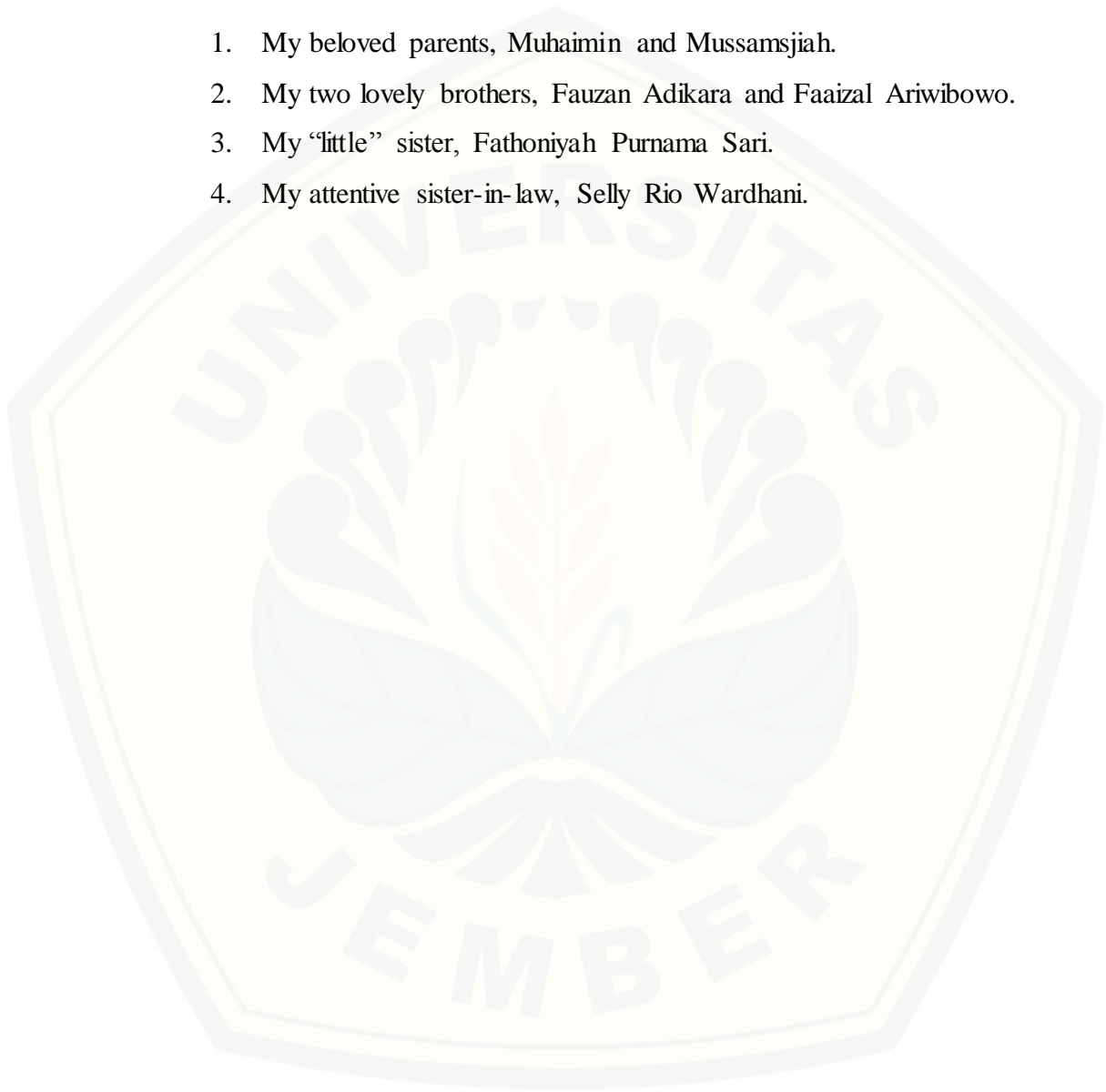
Jember, June 2017

Septa Puspita Sari
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DEDICATION

**This thesis is honorably dedicated to:**

1. My beloved parents, Muhaimin and Mussamsjiah.

2. My two lovely brothers, Fauzan Adikara and Faaizal Ariwibowo.

3. My "little" sister, Fathoniyah Purnama Sari.

4. My attentive sister-in-law, Selly Rio Wardhani.

MOTTO

Do not ever stop believing because there must be unpredictable miracles in each day for those who believe!

-Septa Puspita Sari
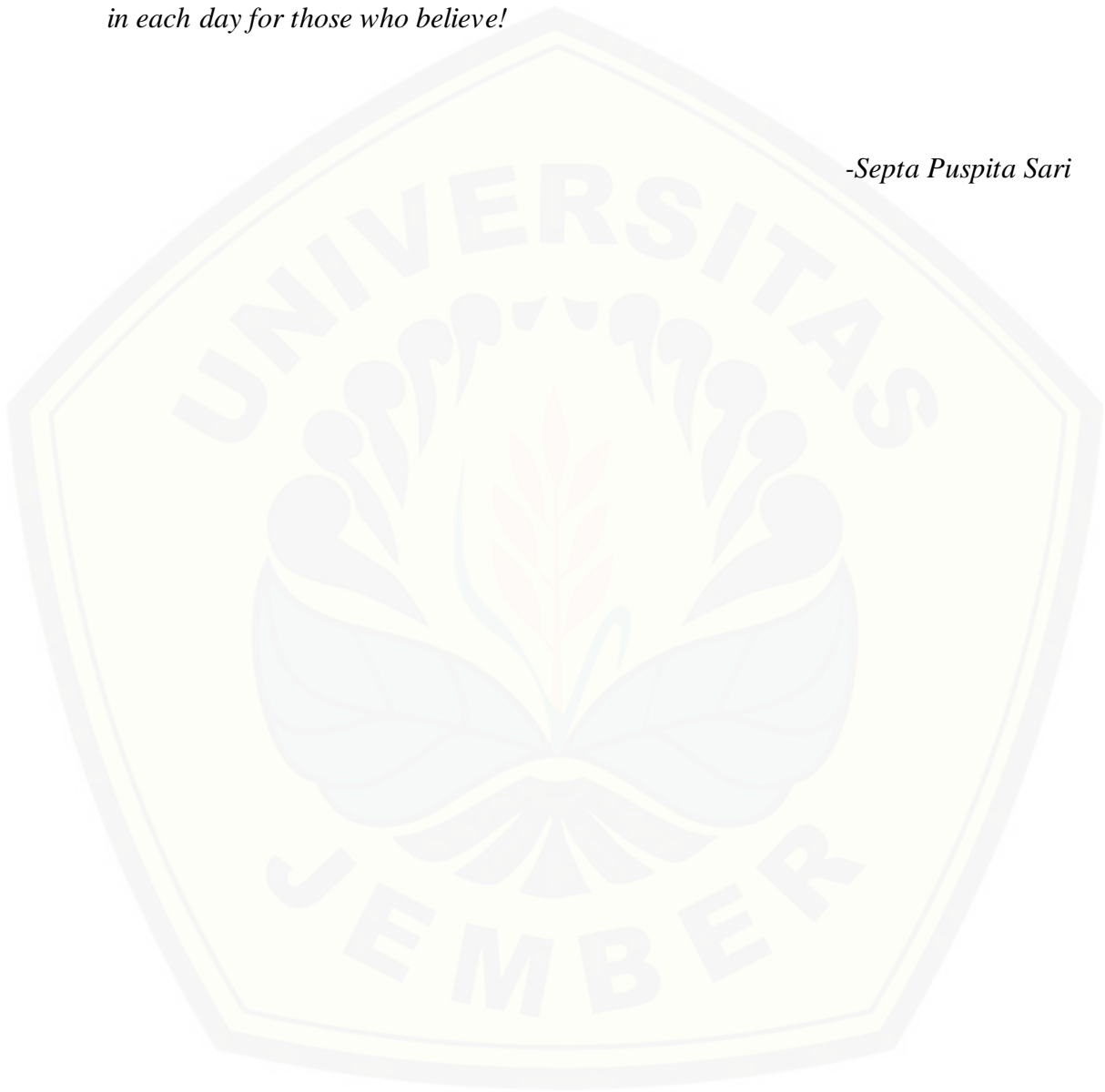
CONSULTANTS' APPROVAL

EXPLORING THE EIGHTH GRADE STUDENTS' PERCEPTIONS ABOUT ENGLISH THAT TRIGGER PSYCHOLOGICAL PROBLEMS IN THEIR ENGLISH PARAGRAPH WRITING ACTIVITY AT SMPN 3 JEMBER

THESIS

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3. The Chairperson of English Language Education Study Program.
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I believe that this thesis might have some weaknesses. Therefore, any criticism and suggestion from those who really want to improve this thesis is wisely appreciated.
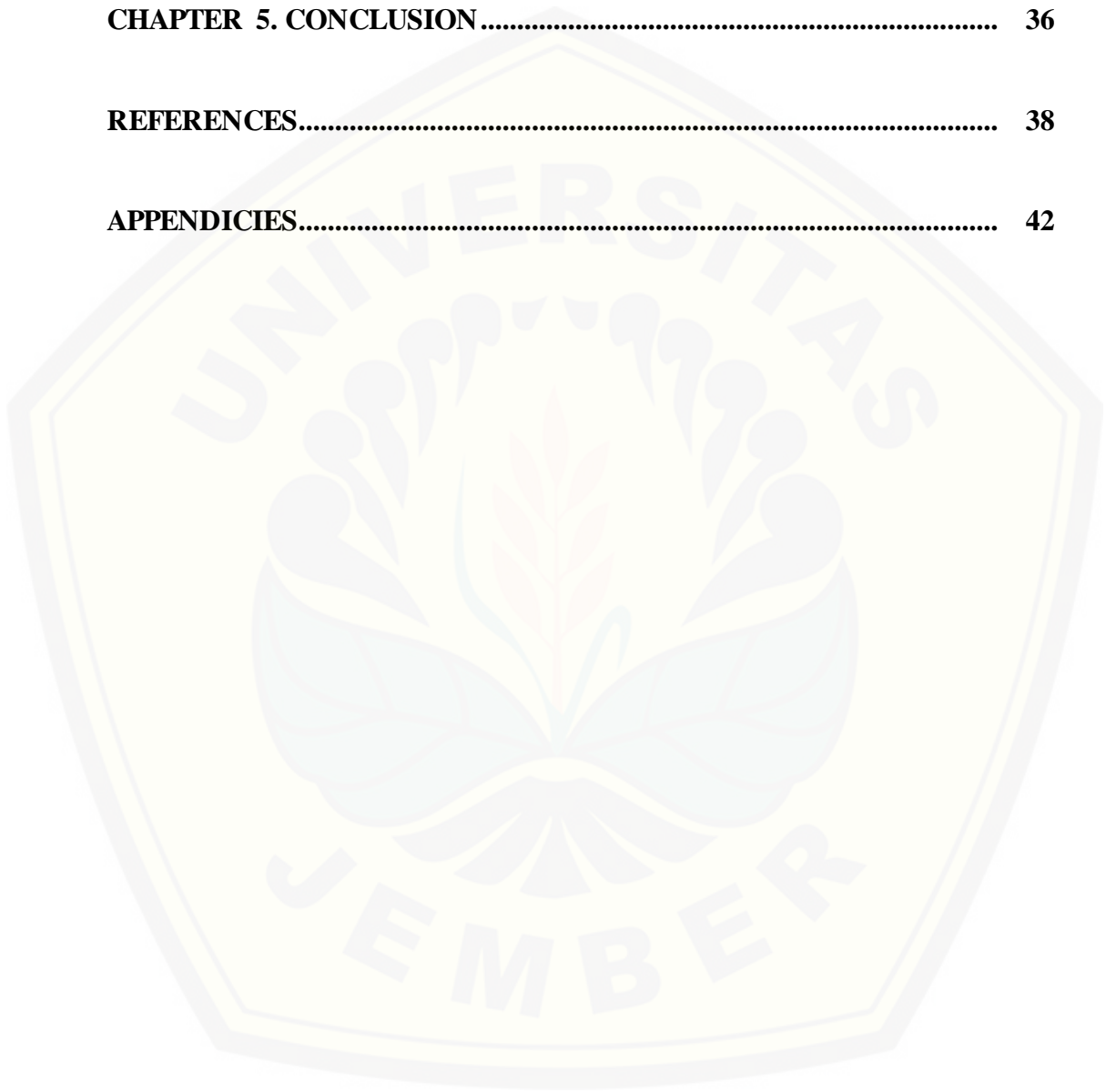
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The Writer

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SUMMARY

Exploring the Eighth Grade Students' Perceptions about English that Trigger Psychological Problems in Their English Paragraph Writing Activity at SMPN 3 Jember; Septa Puspita Sari, 130210401017; 2017; 37 Pages; English Education Program; Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

Writing is a complex skill which requires both knowledge and critical thinking as well as the strategy of writing. It can be more complex when we try to write in another language, for example English. It must be a bit harder when we try to express our ideas and thoughts in the written form using English. English and Indonesian language certainly have different rules either linguistically or culturally that we should understand first before we start writing. Unfortunately, people tend to write in English following the rules of Indonesian language instead of English. Therefore, the result of their writing are not satisfying in the sense of English. The fact shows it takes time and process to produce a good writing. We cannot judge a writing work by the final outcome only, because writing is not as a product but as a process. In the process of writing in English, Indonesian students usually face various problems caused by some factors such as linguistic factor, cultural factor, and psychological factor. Moreover, the objectives of this research is exploring the psychological factors that cause problems. It deals with the students' feelings, interest, motivation towards English. The researcher tried to dig deeper information about what on students' mind actually while they are writing in English.

The design of this research is qualitative research whereby the quantity of data gained from the respondents becomes the crucial point rather than the quantity of the respondents. The sampling technique used in this research was theoretical sampling which the researcher's belief is the most crucial thing to start collecting data. This research was done in SMPN 3 Jember which involved the eighth grade students especially the students of class 8A as the research participants. There were four data collection methods applied in the process of gaining data, those were questionnaire, writing instruction, in-depth interview, and observation. The important thing that should be pointed out is that writing instruction was used just as a bridge to gain the main data whereby the researcher did not take any score from the students' writing. After all the data had been collected, then the researcher did 6 steps for analysing the data. those 6 steps were, rearranging the data, reviewing & exploring the data, coding the data,

constructing description, building themes & testing hypotheses, and reporting & intepreting the data as the final step of the analysis data

The results of the research showed that almost all the research participants have negative perceptions towards English that often hamper them in English paragraph writing activity. There were 7 psychological problems hampering the students in English paragraph writing activity. Then, 10 students of 12 students very often experienced difficulties while they were writing, and the difficulties caused by more than one psychological factors. Based on the result of the data analysis, the most prominent psychological problems hampering the students in English paragraph writing activity were doubt, anxiety, shyness, and discouragement.

Therefore, the researcher hopes that the data about students' difficulties in English paragraph writing activity can be beneficial as important source of data for English teachers to determine and to decide what appropriate methods and materials for better improvement of students' writing skill in the future. Aside from that, for the future researchers who desire to undergo such this research, it is expected for gaining more data dealing with psychological problems that hamper students while they are writing in English.

CHAPTER 1. INTRODUCTION

This presents the background of the study, the formulation of the problems, the objectives of the study, and the research contributions.

1.1 The Research Background

Writing is a complex skill which requires both knowledge and critical thinking as well as the strategy of writing. It can be more complex when we try to write in another language, for example English. It must be a bit harder when we try to express our ideas and thoughts in the written form using English. In trying to write using certain language, we should have sufficient knowledge about the language itself. It includes the grammar rules which deals with how to construct words and sentences in grammatically correct, and cultural rules which deals with how to use the language in social life properly. English and Indonesian language certainly have different rules either linguistically or culturally that we should understand first before we start writing. Unfortunately, people tend to write in English following the rules of Indonesian language instead of English. Therefore, the result of their writing are not fully satisfying in the sense of English. The followings are the sentences produced by the eighth grade students from one of junior high schools in Jember in their paragraph writing.

(Table 1.1.1)

1.	**The original :** *"I see Mr. Budi is keeping the <u>helmet students</u>."* **It should be..** *"I see Mr. Budi is keeping the <u>students' helmets</u>."*
2.	**The original :** *"Every morning <u>I am wake up at 03.00 o'clock.</u>"* **It should be..** *"Every morning <u>I wake up at 3 o'clock</u>."*
3.	**The original :** *"Mr. Boyyo <u>is walk around to see many students.</u>"* **It should be..** *"Mr. Boyyo <u>is walking around to see the students.</u>"*

While writing, we automatically learn how to use the language correctly, and it involves our language awareness. Language awareness refers to the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching, and language use (ALA:2012). Once we understand about English both linguistically and culturally, we know how to communicate using English correctly and properly. It is actually relevant to the concept of psycholinguistics which covers behaviour of language and the process of how language is acquired and how language is produced. It takes time and process to produce a good writing. Therefore, we cannot judge a writing work by the final outcome only, because writing is not as a product but as a process (Murray 2009).

In the process of writing in English, Indonesian students usually face various problems. The most common example is that they do not know what they should write first. There are some problems that might inhibit students in writing using English such as linguistic problems, cultural problems, and psychological problems. Linguistic problems deals with the knowledge of English itself. Linguistic factor sometimes closely relates to cultural factor. This means when a student is lack of knowledge of English, beside being unable to arrange sentences in correct grammar, she might also fail in using certain English expressions in culturally correct situation. For example, in Indonesian culture, when we meet a stanger in our trip, it is probably fine to say "*Mau kemana, mbak?*" in trying to give warm greeting to build new communication with new people. This is different from western culture. It can make them feel uncomfortable. Saying "Hello" is enough. On the contrary, psychological problems is different from those two external factors. There are a number of research investigating about linguistics and cultural factors inhibiting students in English writing activity that were conducted. However, the researcher has not found yet the research investigating the psychological problems faced by students in writing English. Therefore, in this research, the researcher only focused on the psychological factor.

Psychological problems refer to the internal problems or the internal causes that hinder students in English paragraph writing activity. The causes that come from the students themselves might be their feelings, their interest, motivation, and many others. For example, students' feelings on English paragraph writing activity will affect their interest towards that thing. When there is a student who feels English is difficult, he might not be interested in English paragraph writing activity. Consequently, he might be less motivated to join writing English activity. Therefore, the researcher tried to explore what causes that psychologically distract the students in English paragraph writing activity. The researcher also tried to dig deeper information about what on the students' mind while they were writing a paragraph in English. Then, the researcher would automatically know about the students' perceptions about English paragraph writing activity.

Thus, by knowing the result of this research, hopefully there will be good suggestions to solve the problems. As it has been stated about the aim of psychological research, then the researcher conducted the research entitled "*Exploring the Eighth Grade Students' Perceptions about English that Trigger Psychological Problems in Their English Paragraph Writing Activity at SMPN 3 Jember.*"

1.2   The Research Problems

Based on the problem mentioned above related to the students' difficulties in mastering writing skill, the research questions can be formulated as follows:

1. What are the students' opinions about English paragraph writing activity?
2. What are the difficulties that students face in writing paragraph using English?
3. What makes the students feel difficult in English paragraph writing activity?
4. What are the students' psychological problems that hamper them in English paragraph writing activity?

1.3   The Research Objectives

Due to the problems which have been written in this study, the researcher lists the research objectives as followed:

1.   To describe the students' opinions about English paragraph writing activity.

2.   To describe the difficulties that students face in writing paragraph using English.

3.   To describe the causes or the factors that make students feel difficult in English paragraph writing activity.

4.   To describe the students' psychological problems that hamper them in English paragraph writing activity.

1.4   The Research Contribution

This research was conducted to give the contributions as follow.

1.4.1   Empiricial Contribution

This research is expected to be beneficial for other researchers who desire to undertake the same kind of this psychological research. This research also becomes a kind of intial sample of research which explored the students' difficulties in English paragraph writing activity.

1.4.2   Practical Contribution

This research is expected to be able to provide information for the English teachers about the students' psychological problems in writing a paragraph using English. It will also help the English teachers to decide the suitable methods and materials to make efficient writing class.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter presents some related literatures of the study including the description of theoretical framework, conceptual framework, and previous study.

2.1   Theoretical Framework

Theoretical framework tells about the most prominent theory underlying this research. This psychological research explores the field of psychology because it discusses about mental processes of human beings. Further, this research discusses the knowledge about language not only about the structure of language itself but also the process of how the language is learned, perceived, and processed by human beings to communicate. Therefore, psychology and language are described as they have a close relationship in this research.

2.1.1   Psychological Factors

Psychological factor is the mental factor which drives human being to synchronize the brains with the physical actions (BBC : 2014). It refers to human beings' thoughts, feelings, inne stimulation which affect human beings' attitudes and behaviours or physical actions towards something. We can claim psychological factor as the internal factor human beings that affect their attitude. Psychological factor is often related to the affective factor. Those domains are actually the same as discussing about human beings' feelings and thoughts.

In this research, the thing being explored is the students' psychological factors that might hamper them in English paragraph writing activity. As the explanation about psychological factor written above, we can conclude that psychological factors are the internal factors that influence human beings' brains to do any actions. The thing that the researcher tried to seek for was about the problems the students usually face while they are writing in English caused by their internal factors, including their opinions about English and English paragraph writing

2.1.2 Psychology

Psychology is defined as the field of scientific study that discusses about behaviour and mental processes (Feist & Rossenberg, 2009: 28). Psychology deals with the nature of human experience and behavior, the hows and whys of what we do, think, and feel (Gleitman, Gross, and Reisberg, 2010: xix). We can come to a conslusion that psychology is a deep and unique science in which it is about understanding individuals—animals as well as people by learning how they think, how they perceive and process something inside their mind by comparing and seeing their change of behaviour and attitude through the situation around them. All those things are covered in the field of psychology.

2.1.3 Subdiciplines of Psychology

According to Feist & Rosenberg, (2009: 29), psychology has a number of subdisciplines. For instances, cognitive psychology, developmental psychology, behavioural neuroscience, biological psychology, personality psychology, social psychology, and educational psychology. The most relevant to this study is Cognitive psychology.

A. Cognitive Psychology

Feist & Rosenbberg (2009: 29) define cognitive psychology as the study of how we perceive, how we learn and remember, how we aquire and use language, and how we solve problems. In this study, the researcher tries to explore students' psychologically through their process of writing. It includes the way how students think, how students learn and perceive the language, and how students deliver and organize their ideas into written form. So this cognitive psychology is the direct gate between psychology and language.

B. Developmental Psychology

Developmental psychology explores how thought and behavior change and it shows stability across the life span (Feist & Rosenberg, 2009:31). This study learns how the way human beings think and change

through other kinds of aspects, such as age. We know that there must be a certain change in human beings' mind when they grow. This subdicipline learns how it changes, what kind of change that happens through the process or analyze is there any change at all.

C. Behavioural Neuroscience

Behavioural neuroscience studies the links among brain, mind, and behavior. Neuroscience is a field that cuts across various disciplines and subdisciplines of psychology (Feist & Rosenberg, 2009:31). This field of psychology aslso studies about the function of brain involving in learning process, emotion, social behavior, and mental illness, to name just a few areas.

D. Biological Psychology

Biological psychology examines the relationship between bodily systems and chemicals and their relationship to behaviour and thought (Feist & Rosenberg, 2009:31). We know that certain hormone, liquid, or our body condition sometimes affecting our way of thinking, people who usually a nice person can possibly change when they have a very dangerous disease infecting the body into a person full of anger, someone who always be a kind person can change into a very stingy one. That is because their bodily systems and chemicals change due to some kind of condition or something changes it then it also change their way of think that is why it changes their behaviour also, that is this study all about.

E. Personality Psychology

Personality psychology considers what makes people unique as well as the consistencies in people's behaviour across time and situations (Feist & Rosenberg, 2009:32). This study explains that each person carries different personality and also different way of thinking. It discusses about how people receive, think, and react through something diffirently since all people are born with no identical things they carry out with others.

F. Social Psychology

Social psychology considers how the real or imagined presence of others influences thought, feeling, and behaviour (Feist & Rosenberg, 2009:31). There is no way a single human can live on his own, all human beings absolutely will live and make contact with others, and surely because they also need the presence of others to live their life. It will effect their way of thingking, feeling, and behaviour like taking decision, or reacting to something.

G. Educational Psychology

Educational psychology connects to cognitive, developmental, and social psychology. It examines how students learn, the effectiveness of particular teaching techniques, the dynamics of school populations, and the psychology of teaching (Feist & Rosenberg, 2009:33). This also has the direct relationship with those three fields of psychology since this study takes place in the field of education. This subdicipline learns anything relating to psychology that affects the educational process and all the system and the involving people within it.

2.1.4 The connection between Cognitive Psychology and Cognitive Linguistics

Cognitive linguistics is an approach of the study of learning and gaining deep knowledge about language. Bednarikova (2013:13) states that cognitive linguistics is a science which studies about psychological structures and processes of language knowledge. This means that it discusses about how a language is formed, how language is learnt and how language is produced. Language is an instrument of organizing, processing, and delivering information to others.

According to Evans, Bergen, & Zinken (2007:02), cognitive linguistics has always been related to other cognitive sciences, especially the cognitive psychology. Anderson (2000:1) states that cognitive psychology is the study of how human beings' thoughts are organized and produced. In

other word, cognitive psychology discusses about how human beings learn, perceive, and produce something. In this case, the present psychological research touches the connection between cognitive psychology and cognitive linguistics which studies about the nature of language.

Cognitive linguistics puts more emphasis on the concepts of language mental processes underlying the process of language acquisition, humans' storage or memory, the process of understanding a language, and the process of the language production itself. While, as it has been stated that cognitive psychology studies about the process how we learn language, how we acquire language, and how we finally use language to communication. In addition, cognitive psychology also covers how we deal with language in term of solving language problems. Therefore, cognitive psychology and cognitive linguistics tie each other in covering how human beings learn language.

2.2 Conceptual Review

Conceptual framework consists of some operational definitions and conceptual review such as writing skill, the importance of writing, interference, language awarnes, and sociolinguistics which touches the relationship between language and social. Those some operational definitions bridge this psychological research to investigate students' writing process and students' mind wihile they are writing in English.

2.2.1 Defintions of Writing

Writing is one of the productive skill aside from speaking skill. It is different from speaking skill which people just spontaneously produce words and sentences to talk to others without thinking about how to organize their ideas while speaking. In contrast, the process of writing involves us to think of how to organize and how to deliver our ideas, thoughts and sometimes feeling as well at the same time through words written down in a piece of paper coherently and cohesively. As it is explained by Strauss (in Hartley, at al 1962:66), "writing might, that is to say, be regarded as a form of artificial

memory, whose development should be accompanied by a deeper knowledge of the past, and therefore, by a greater ability to organize the present and the future." It is just like what Harmer (2004: 3) says dealing with writing, once students write, they have to include their understanding and comprehension to express their ideas through written form about everything had happened, in order to make a well-organized work of writing.

From the explanations given by the experts above, we can come to a conclusion that writing skill is a productive skill which involves our deep understanding about the things being talked. Writing is not about producing words and sentences through written form to communicate, but also it includes our knowledge which requires us to think critically due to reach the target of creating a well-organized work of writing.

2.2.2 The Importance of Writing

Writing skill is a productive skill which means that we produce language to communicate with others in daily life. It makes writing skill important to be mastered. This point is almost the same with the importance of writing conveyed by Hyland (2003: 69), he says "writing is one of the main ways that we create a coherent social reality through engaging with others." It is clear that writing is the important means of communication. We can organize and process our ideas into written form, then convey it to others. In the process of writing, we usually think critically how to deliver our ideas in the correct way. Thus, when we deliver our ideas through correct way of communication, we will automatically be successful in building good relationship with other people.

2.2.3 Paragraph Writing

There are several kinds of writing activity in English such as essay writing and academic writing. Moreover, this research only focuses on the smaller form of writing that is paragraph writing. As it is stated in thhe web of *Writing Tutorial Services Indiana University* (2014), paragraph is a series

of sentences which are coherently organized and tied one another. Paragraph is actually the foundation of all kinds of writing.

2.2.4 Interference

Interference can be regarded as the phenomenon of automatically transfering any level of first language towards a new target language (Dulay, Burt, & Krashen, 1982). Interference itself is often claimed as learning transfer. As it has been stated stated by James (2007), oftentimes people are applying their first language rules onto the new language they are learning either consciously or unconsciously. He regards this as learning transfer in which it is process of applying any element of the first language onto the new language. Automatically, it influences the language production of the new language. He states that there two types of interference, positive and negative interference.

In learning language, it is normal that people make some mistakes or errors. We can assume that error refers to the negative interference. In the line of negative interference, Jie (2008) argued that there might be one of the four mistakes that people do while learning language. Those four kinds of mistakes are over generalization, neglecting of L2 or the target language rules, applying the rules incompletely, and creating imagery rules for L2 or the target language. However, Gass and Selinker (1983) argued that people with high attention of the target language will be successful in applying the new language in completely correct rules. This means that the forms and the meaning of the first language are represented in the form of new language with applying its correct rules. Unfortunately, people in reality tend deliver the forms and the meaning production of the target language influenced by their first language. Moreover, practice a lot might much influence in triggering positive of negative interference while learning new language (Ellis, 1965). This means when people often do some practices in producing new language, they will trigger more positive interference. In contrast, when

people just do a little practice they will gain negative interference as the consequence.

From some theories above, we can come to a conclusion that interference is the influence of the first language rules towards the production of the new language or the target language. Indeed, our first language will influence us in producing the new language no matter how we have mastered that new language. Gaining positive or negative interference depends on how much and how diligent we do some practice to produce a new language.

2.2.5 Language Awareness

Language awareness can be regareded as a person's deep comprehension about language. Association of Language Awareness (ALA: 2012) states, "language awareness is the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching, and language use". We can regard language awareness as the insight provisions of language to communicate in certain situations properly.

Donmall (1985) conveyed her idea about language awareness at the UK National Congress on Languages in Education. She argued that language awareness refers to a person's sensitivity and consciousness of the nature of language and the way to use the language. While using language to communicate, we learn not only about word and sentence structures but also the rule and the nature of how we produce the language itself.

According to Ronald Charter (2003:64), language awareness is the development of a person's sensitivity towards the form of a language and its functions. Someone's sensitivity will be continually increasing along with the learning process of language that someone is undergoing through.

From some experts' theories about language awareness above, we can come to a conclusion that, language awareness is often related to a person's conscious perception towards the function of a language in use. This means that how deep a person's comprehension of a language, it measures that person's awareness towards that language. For example, when someone

has deep insights about a language, she understands the structure of the language very well. She must have strong sensitvity and high consciousness towards the language she uses. So, she will be able to use that language to communicate correctly and properly in terms of any social and cultural context.

2.3   Previous Research Review

The researcher was first inspired to undetake this psychological research by the previous psychological research done by Mulya (2014). However, it is different from the research that the researcher did. The difference is on the skill focused, the research done by Mulya (2014) was about speaking skill while the researcher's is about writing skill. The research also found some other psychological research which are similar to Mulya's research. The results which are shown by those psychological research are almost the same. The psychological factors hampering students in English speaking activity are students' anxiety, shyness, fear of making mistake, lack of confidence, and lack of motivation. The details are shown in the tables below

(Table 2.3.1)

Factors	Numbers of Students	Precentage
Anxyety	4	10%
Shyness	7	17.5%
Fear of mistakes	17	42.5%
Lack of confidence	9	22.5%
Lack of motivation	3	7.5%

Unfortunately, the researcher did not find the psychological research in writing skill. Therefore, the researcher tried to focus on analysing the students' difficulties psychologically while they were writing in English. In order to know what things that hampered the students psychologically in English paragraph writing activity.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the description of the research design, research context, research participants, data collection methods, collecting data mecanism, and data analysis.

3.1 Research Design

In this study, the researcher applied qualitative research design in composing the data. Qualitative research is a research which is the results of the study are presented in descriptive data (Mackey & Gass, 2005:162). The researcher's reason of using qualitative research design was because the researcher wanted to gain natural and accurate data from the students. It is in line with the aim of qualitative research design is to study individuals and events in their natural settings (Mackey & Gass, 2005:153). It was also because of this research is about language and how students learn and perceive knowledge about English itself. As it is stated by Parker (2011:9), the qualitative research should be the study of intersubjective phenomena, such as language, culture, and society. Therefore, the researcher observed the phenomena that happen while the students were writing in English in order to gain information as much as possible about what happened on their mind and what things might inhibit them the most in the process of writing in English.

The purposive method was applied in this research due to the specific characteristics or specific reason that the target area of research has (Schreiber, 2011:85). Then, based on the explanations above about this research, the researcher applied theoretical sampling in gaining the samples from the sources of data. Glaser and Strauss (1967:45) define theoretical sampling as the process of the research data collection for building up a theory or a concept whereby a researcher simultaneously collects, processes the data, and decides what should be done next for developing the concept. Theoretical sampling involves identifying and selecting the participants based on certain criteria that the researcher considered. The researcher's belief is the starting point to undergo

theoretical sampling. Indeed, this kind of sampling helped the researcher to choose the research participants who could give informative and representative data.

3.2 Research Context

The term "the research context" refers to the setting where the research takes place. This research context was SMPN 3 Jember. It is one of junior high schools in Jember whose curriculum is K13 Curriculum. The targeted school is located close to the center of city whereby the students are competitive enough.

The first thing that the researcher did was gaining the access to enter the research area. In gaining access to the research area, the researcher first gained an agreement from the headmaster. Then, the next step was the researcher did such a personal negotiating process with the English teacher as the individual who facilitated the research. As the researcher got the official permission from the headmaster, there was a guarantee that the English teacher helped in facilitating the research. The researcher built good communication with the main individuals who were involved in this research, both the English teacher and the students involved so this research could run well. In this kind of research, the researcher created closeness and familiarity with the individuals. Therefore, there was no disobedience or rejection from the individuals involved. It was the result of good commication and familiarity built by the researcher with the individuals involved.

3.3 Research Participants

The research participants were the eighth grade students of the targeted school. There are 8 classes of the eighth grade level of students there. Nevertheless, since this kind of research requires deep information about the thing being researched, the researcher chose 1 class only from 8 classes.

The researcher chose the 8A class based on two consideration. First, the students of class 8A were a group of active students. They were active either in doing the tasks given or in delivering ideas and opinion confidently. Second, 8A was the class where the researcher praticed teaching with them for about 3

months. Through the 3-month interaction in the teaching and learning process, all of 8A students and the researcher have known each other. Therefore, familiarity between 8A students and the researcher has been well-established. Indeed, it minimized the possibility of disobedience and rejection that might come from the participants.

Besides, the number of students as the key informants selected was determined. The total number of students in 8A class was 36 students. There was a selection phase whereby 32 students were eliminated to get 12 students whom the researcher considered as the most appropriately efficient participants based on the result of their questionnaire at the beginning of data collection.

3.4 Data Collection Methods

There were 3 different kinds of data collection methods to collect the main data such as questionnaire, in-depth interview, and observation. Beside, there was also one complementary methods used as the means to get the validity of the data, writing instruction which was done after applying the questionnaire method.

3.4.1 Questionnaire

According to Arikunto (2006: 151), questionnaire is a list of written questions used to get further information needed about something from respondents. The researcher used multiple choice questionnaire type which has several options of answers and short-answer questionnaire type. The researcher composed the questions based on the theory that related to the research. The researcher also composed questions using simple words so that the paticipants could aswer the questions easily.

3.4.2 Writing Instruction

Writing instruction is a written direction which bears guidance or procedure to do a task. The writing instruction used in this research carried out the direction for the research participants to write a descriptive paragraph describing favourite things using English. Moreover, the use this kind of instruction in this research was not for taking score from the

students' writing. It was only as the bridge that helped the researcher to gain the main data from the research participants naturally.

3.4.3 Interview

According to Arikunto (2006: 155), interview is a dialogue done by interviewer to gain information from the interviewee. In this research, the researcher applied semi-structured interview, in which the researcher used a written list of questions as a guidance, while still having the freedom to digress and probe for more information (Mackey & Gass, 2005:173). Doing this kind of interview enables the researcher to gain more information of the concept that the researcher has arranged. It is free to adjust the questions regarding the current environmental condition and the answers that come from the student, but it keeps the researcher in the concept of the questionnaire guidance. It is a simply flexible of interview type.

3.4.4 Observation

Observation is a method of generating data which usually dirrectly involves the researcher to systematically observe the current situation or the research setting. (Mackey & Gass, 2005:175).

3.5 Collecting Data Mecanism

There were some strings of procedure did to gain the data by using the four methods above. The procedures did were coherently continuous. It was started from appplying the questionnaire method at the beginning of collecting data. The questionnaire which had been created were distributed to the whole of class 8A consisting of 36 students in the classroom as the first step of selecting the research participants. It was done to gain the initial data about the students' perceptions about English and its writing activity. All of the 36 students were asked to answer all the questions provided in the questionnaire based on their real situation. From the students' answers in the questionnaires, the researcher sorted and determined which students the researcher believed that they would be involved then in the interview session to dig more information. As the result of sorting the students through the questionnaire, it was gained 12 students as the research participants.

The next step was involving the students into the interview session. Before the researcher begin the interview session with each student one by one, the researcher gave a writing instruction to be done by the students while they were simultaneously being interviewed. Writing instruction used in this research was a kind of writing task with a topic about describing their favourite things. This method was done out of the classroom while English subject was running in the class 8A. The researcher invited the students one by one to leave the class for a while. Certainly, at the very beginning of gaining access to the research context, the researcher had got permission form the English teacher to have 12 students to do interview session out of the classroom. Each research participant was asked to do the writing task while they were being interviewed. The crucial thing which should be pointed is that this writing task was used only as the means to get the students could answers the questions given by the researcher as natural as possible while being interviewed. Indeed, interviewing them while they were writing might distract their concentration to write. Moreover, it was not a big deal since the researcher did not take any score from the students writing task. The writing task used was just a kind of the bridge that facilitate the researcher to get information wanted dealing with their actual thoughts while they were writing. It was actually a kind of gateway for the researcher to get the natural data from the created the natural situation.

Since the process of giving writing instruction to the 12 research participants was coherently simultaneous with the process of interviewing them, the researcher had made a kind of natural atmosphere wanted to get natural data. When a student who was writing task task given looked concerned or showed negative attitude towards English, it means that the student does not like English. The researcher took action to start interviewing and digging information when that kind of phenomenon happened. Besides, the other crucial thing is that the researcher used informal language and acted very friendly while interviewing the students in order to create comfortable atmosphere to relax them while being interviewed. While the process of interview was running, the researcher recorded all the students' responses while being interviewed. The recording helped the

researcher to transcribe the students' responses. It also helped the researcher to avoid any missing information. After transcribing the result of the students' interview, then the researcher transcribed and then the data were analyzed.

The last method applied in this research was observation. The obsevation process was actually done simultaneously while the students were writing and the process of interview was running. Indeed, there were simulteneously 3 data collection process running at the same time. Those all methods were important to this research in facilitating the researcher to gain the data. Those 3 data collection method continually coherent connected one to another. In the process of observation, the researcher paid attention more to the interviewees' expressions and body movements while they were writing in English. The researcher did this kind of observation in order to comprehend their gestures while they were writing in English. Then, the researcher clarified each student's result of in-depth interview and the emerging gestures of each student while he/she was writing in English. Therefore, the results of interview and observations were prominently and mostly used in this research, then those data were analyzed

3.6 Data Analysis

Lodico et al., (2006:301) explain that data collection and analysis in qualitative research are inductive processes which means numerous small pieces of data are collected and continually combined or related to broader form, more general descriptions and conclusion. These are some processing stages of analyzing data in qualitative research.

3.6.1 Preparing and Organizing the Data (Rearranging the data)

In this stage, the researcher rearranged all pieces of the data that had been collected from the earliest data to the latest data (Lodico et al., 2006:301-302). Then, the researcher checked the completeness of the data.

3.6.2 Reviewing and Exploring the Data

In this stage, the researcher red and examined data to gain an overall sense of what results had been collected (Lodico et al., 2006:304).

3.6.3 Coding Data into Categories

Coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category names underlying the concept (Lodico et al., 2006:305). In this process, the researcher divided all of the data into several psychological categories.

3.6.4 Constructing Descriptions

The researcher wrote detailed descriptions of the people, places, and events in the study to get rich and deep descriptions of the experiences, perspectives, and physical settings represented in the data (Lodico et. Al: 2006:307). The descriptions come from the coded data.

3.6.5 Building Themes and Testing Hypotheses

The researcher combined several codes to build big themes which provides the thick descriptions (Lodico et al., 2006:307).

3.6.6 Reporting and Interpreting Data (Final Analysis)

The final step in qualitative data analysis is the actual writing of the research report, including the researcher's interpretations of what the data mean (Lodico et al., 2006:311). The report form of qualitative research is in narrative form, The narrative may be organized using any several different formats which are summarized.

CHAPTER 5. CONCLUSION

The result of all data gained in this research shows that all of the research participants involved, most of them said that English is a kind of difficult subject because of the confusions it brings to most students. That negative perceptions impacted to the students' writing performance. The English structures and varied rules including its patterns triggered students' confusion in both process of learning English and writing paragraph using English. The causes of their confusion about English were various. Those difficulties were coded into 8 themes: being confused of getting started, being unable to use appropriately correct tense, being confused of choosing appropriate words, being confused of words arrangement, being confused of the text structures, being stuck to write, being unable to translate some English vocabs, and being confused of delivering ideas.

Based on the result of the researcher's interpretation, the data were all about the causes of those students' difficulties face in English paragraph writing activity. The causes were coded into 5 themes. They were: lack of comprehension about English tenses, lack of reading and practise, lack of knowledge about English correct structure, limited imagination, and lack of vocabulary mastery. Furthermore, the fact was those linguistics difficulties were mostly triggered by some psychological problems including the students' negative perceptions. The students' psychological problems hampering them in English writing activity were coded into 7 themes; doubt, anxiety, shyness, current mood, discouragement, lack of interest, and lack of motivation. The data show that 10 of 12 students experienced more than one psychological problems when they were writing in English. The first prominent psychological factors hampering the students were doubt & anxiety which have the equal total of accumulation (9 students experience). The second prominent psychological factors which also have the equal total of accumulation (6 students experience) were shyness and discouragement. The third psychological factor was lack of motivation (5 students experience). The fourth psychological factor was lack of interest (4 students

experience). The last psychological factor hampering was current mood (3 students).

Therefore, from all the data gained in this psychological research, it is expected for other researchers who desire to do or continue this research to find out more psychological factors or other prominent factors hampering students in English paragraph writing activity. It is also expected for the English teacher that the results of this research can be beneficial data as guidance in determining appropriate English learning materials and methods particularly in improving students'writing skill.
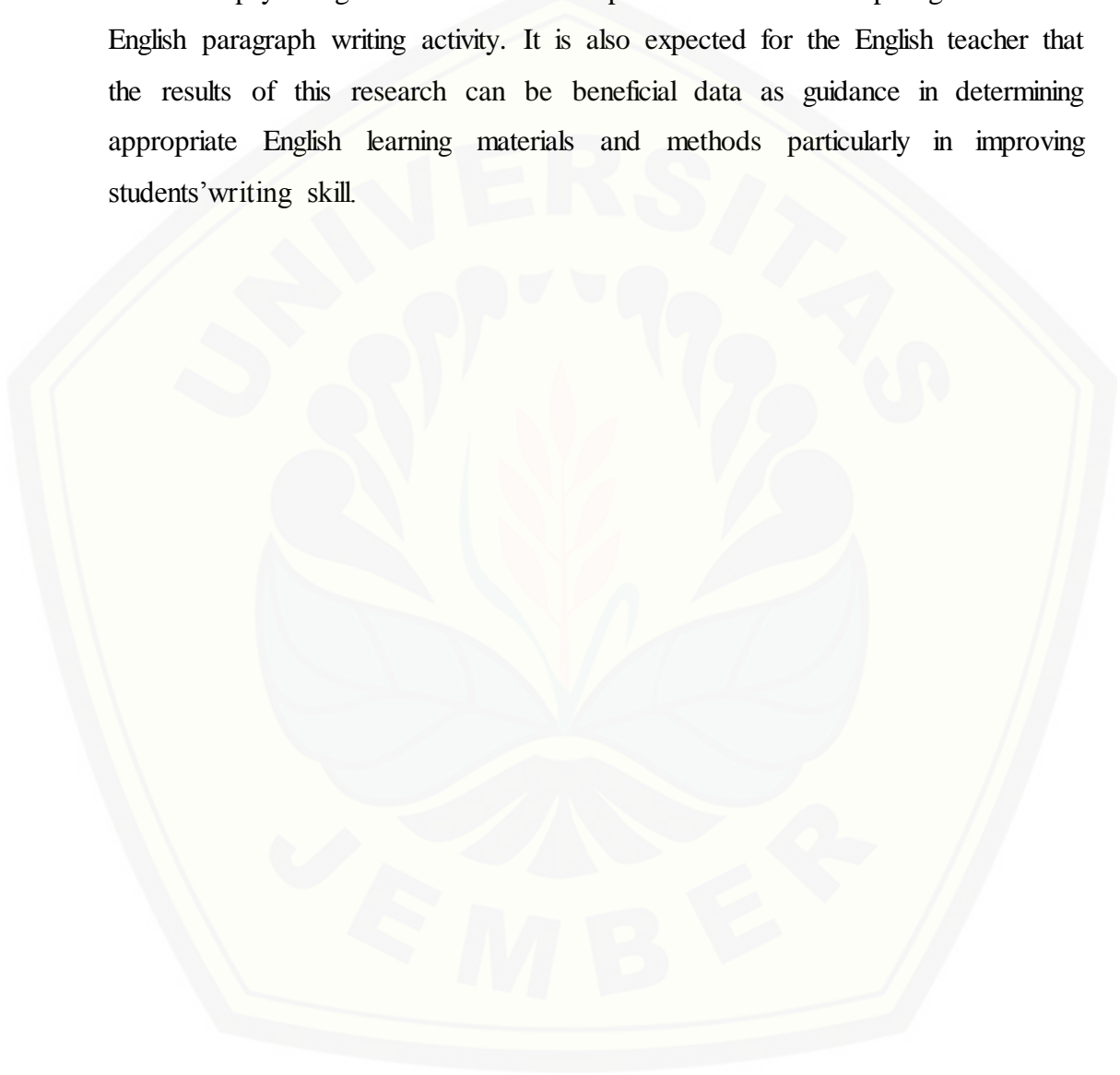
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APPENDIX 1.

<u>**Research Matrix**</u>

Research Title	Research Problems	Variable	Indicators	Research Methodology	Source of Data
Exploring the Eighth Grade Students' Psychological Difficulties in Paragraph Writing English Activity at SMPN 3 Jember	1. What are students' opinions about paragraph English writing activity? 2. What are the difficulties that students face in paragraph writing English activity? 3. What makes students feel difficult in paragraph writing English activity? 4. What are the students' psychological factors that hamper them in paragraph writing English activity?	1. Students' Psychological Problem in paragraph writing English activity. 2. Writing Skill.	1. To describe the students' opinions about paragraph English activity. 2. To describe the difficulties that students face in paragraph writing English activity. 3. To describe the causes or the factors that make students feel difficult in paragraph writing English activity. 4. To describe the students' psychological factors that hamper them in paragraph writing English	1. Research Design : Qualitative Descriptive Design Mackey & Gass (2005:162) 2. Research Method : Purposive method (Schreiber, 2011:85) 3. Sampling Strategiy : Theoretical Sampling (Glaser and Strauss (1967:45)) 4. Data Collection Method : 1) Interview 2) Observation 3) Questionnaire	The Eighth Grade Students of SMPN 3 Jember.

APPENDIX 2.

<div align="center">

Research Instruments

</div>

A. Observation Guidance

<div align="center">

OBSERVATION GUIDE

</div>

1. **Describe the ways students act towards English!**

   _____

   _____

   _____

2. **Describe the students' expressions while they are writing in English!**

   _____

   _____

   _____

3. **Describe the students' gesture while they are writing in English!**

   _____

   _____

   _____

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**

   _____

   _____

   _____

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**

   _____

   _____

   _____

B. Writing Instruction

Write a short description consisting about 175 up to 200 words about your favourite thing(s)!

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C. In-Depth Interview Guidance (List of Questions)

INTERVIEW GUIDE

Semi-Structured Interview

1. Jelaskan pendapat kamu tentang Bahasa Inggris!

2. Ceritakan pengalaman kamu belajar Bahasa Inggris!

3. Jelaskan pendapat kamu tentang menulis dalam Bahasa Inggris!

4. Sebutkan kesulitan apa saja yang biasa kamu alami saat akan memulai maupun sedang menulis dalam Bahasa Inggris!

5. Apa yang biasanya menyebabkan kamu kurang atau bahkan tidak bersemangat untuk menulis dalam Bahasa Inggris?

6. Bagaimana kamu mengatasi kesulitan-kesulitan itu?

D. Students' Questionnaire

Nama : ....
Kelas : ....
Absen : ....
CP : ....

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☐ Membingungkan
   - ☐ Biasa saja
   - ☐ Menyenangkan

2. Kamu suka menulis?
   - ☐ Tidak suka
   - ☐ Lumayan suka
   - ☐ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis dalam Bahasa Inggris?
   - ☐ Sulit
   - ☐ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☐ Jarang
   - ☐ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☐ Jarang
   - ☐ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?
   ....
   ....
   ....
   ....
   ....

APPENDIX 3.

The Results of the Students' Questionnaire

Nama : Qudsiyatul fitria

Kelas : 8A

Absen : 31

CP : 082257254822

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☐ Membingungkan
   - ☐ Biasa saja
   - ☑ Menyenangkan

2. Kamu suka menulis?
   - ☐ Tidak suka
   - ☑ Lumayan suka
   - ☐ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis *dalam Bahasa Inggris*?
   - ☐ Sulit
   - ☐ Biasa saja
   - ☑ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☑ Jarang
   - ☐ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☑ Jarang
   - ☐ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Ketika saya menyusun karangan dlm materi apa itu aku lupa :v. Aku tau bahasa Inggris tapi akue malu mau ngungkapin. Takut ada salah. Tapi sekarang aku udah nyoba bicara pake bahasa Inggris sedikit-dikit. Nulisnya kaya di chat gitu. Temen pake bahasa Indo rini english. Sering baca novel bahasa inggris kaya Omelas x Demian. Ngertiin matsud lagu wesf. ~~kamus~~ Kalo ga tew maksudnya yaaa. ~~kamu~~ Dictionary :v.

Nama : Nurul Zafira
Kelas : 8A
Absen : 20
CP : 089245546015

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☐ Membingungkan
   - ☑ Biasa saja
   - ☐ Menyenangkan

2. Kamu suka menulis?
   - ☐ Tidak suka
   - ☑ Lumayan suka
   - ☐ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis dalam *Bahasa Inggris*?
   - ☐ Sulit
   - ☑ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☑ Jarang
   - ☐ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☑ Jarang
   - ☐ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Saya merasa malu jika salah penulisan bahasa inggris jadi saat merasa ragu saya bertanya dahulu pada kakak saya atau teman saya yang lebih tau.

Nama : Farrel Rayhan . N.

Kelas : VIII A

Absen : 15

CP : 081252280411

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☑ Membingungkan
   - ☐ Biasa saja
   - ☐ Menyenangkan

2. Kamu suka menulis?
   - ☐ Tidak suka
   - ☑ Lumayan suka
   - ☐ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis dalam Bahasa Inggris?
   - ☐ Sulit
   - ☑ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☑ Jarang
   - ☐ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☑ Jarang
   - ☐ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Saya takut dalam menulis bahasa Inggris. karena saya takut artinya salah atau penerapan katanya salah

Nama : Setyo Panji Syahputro

Kelas : 8A

Absen : 34

CP : +62 812 5976 7893

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☑ Membingungkan
   - ☐ Biasa saja
   - ☐ Menyenangkan

2. Kamu suka menulis?
   - ☐ Tidak suka
   - ☑ Lumayan suka
   - ☐ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis dalam Bahasa Inggris?
   - ☑ Sulit
   - ☐ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☐ Jarang
   - ☑ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☐ Jarang
   - ☑ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Ketika di saat pelajaran B. Inggris saya sering mengalami kesulitan dan ketika mengerjakan tugas dan sebagainya tetapi saya paham ketika membaca dan sulit ketika mengerjakan

Nama : Ar Rayyaan Bilqis U

Kelas : 8A

Absen : 05

CP : 085204980540

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☐ Membingungkan
   - ☐ Biasa saja
   - ☑ Menyenangkan

2. Kamu suka menulis?
   - ☐ Tidak suka
   - ☐ Lumayan suka
   - ☑ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis *dalam Bahasa Inggris*?
   - ☑ Sulit
   - ☐ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☐ Jarang
   - ☑ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☐ Jarang
   - ☑ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Ketika saya ingin membuat cerita / menulis bahasa inggris saya seringkali merasa kesulitan. Saya sangat suka menulis, namun apabila menggunakan bahasa Inggris itu merupakan suatu tantangan tersendiri. Saya terkadang masih bingung menggunakan kosakata bhs. inggris karena kosa kata bhs inggris yang saya tahu masih tergolong sedikit. Tak jarang, saya juga bingung terhadap kosakata bhs. inggris yang mempunyai arti lebih dari satu. Cara menuliskannya dengan rumus pun terkadang saya masih kesulitan. Cara saya mengatasi ini adalah dengan belajar lebih giat lagi untuk mempelajari bhs. inggris dan rumus kalimatnya dan lebih suka tanya ke kakak.

Nama : Salsa Sapta P.

Kelas : 8A

Absen : 33

CP : 085332171724

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☐ Membingungkan
   - ☑ Biasa saja
   - ☐ Menyenangkan

2. Kamu suka menulis?
   - ☐ Tidak suka
   - ☑ Lumayan suka
   - ☐ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis dalam *Bahasa Inggris*?
   - ☐ Sulit
   - ☑ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☐ Jarang
   - ☑ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☐ Jarang
   - ☑ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Sering merasa takut dan ragu jika sedang menulis bahasa Inggris, kadang merasa kesulitan, dan agak membingungkan.

Nama : Feny Eka Wulandari.

Kelas : 8A.

Absen : 16.

CP : 082245685451

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☑ Membingungkan
   - ☐ Biasa saja
   - ☐ Menyenangkan

2. Kamu suka menulis?
   - ☐ Tidak suka
   - ☐ Lumayan suka
   - ☑ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis dalam Bahasa Inggris?
   - ☑ Sulit
   - ☐ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☐ Jarang
   - ☑ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☐ Jarang
   - ☑ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Jujur saya kurang tertarik dengan pelajaran Bahasa Inggris. Jadi, ketika saya ingin ataupun sedang menulis Bahasa Inggris saya bingung. Saya suka menulis tetapi dengan menggunakan Bahasa Indonesia tidak dengan Bahasa Inggris. Jadi, disaat saya mengalami kesulitan saya akan bertanya pada teman-teman ataupun pada kamus. Jika di rumah saya bertanya pada mama dan nenek saya. Jadi, saya mengatasi masalah saya dengan bertanya dan mencari di kamus.

Nama : Khansa Fairus Shafa'

Kelas : 8A

Absen : 20

CP : 085 236 189 507

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☐ Membingungkan
   - ☐ Biasa saja
   - ☑ Menyenangkan

2. Kamu suka menulis?
   - ☐ Tidak suka
   - ☐ Lumayan suka
   - ☑ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis dalam Bahasa Inggris?
   - ☑ Sulit
   - ☐ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☑ Tidak pernah
   - ☐ Jarang
   - ☑ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☐ Jarang
   - ☑ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Saya sangat takut dengan pelajaran Bhs. Inggris karena saya kurang tau materi tersebut. Ketika menulis dan disuruh mencatat saya agak kesulitan dalam menulis pelajaran Bahasa Inggris.

Nama : Salsabila Kanza Ilma

Kelas : 8A

Absen : 32

CP : 081217529366

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☐ Membingungkan
   - ☐ Biasa saja
   - ☑ Menyenangkan

2. Kamu suka menulis?
   - ☐ Tidak suka
   - ☑ Lumayan suka
   - ☐ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis dalam *Bahasa Inggris*?
   - ☐ Sulit
   - ☑ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☑ Jarang
   - ☐ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☑ Jarang
   - ☐ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Masalah = takut salah menulis, ragu-ragu
   saat takut & ragu-ragu, saya mencari kosakata dan penulisan yang
   benar di kamus / translate di google

Nama : Annisa Dian H.

Kelas : 8A

Absen : 09

CP : 087745735978

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☐ Membingungkan
   - ☑ Biasa saja
   - ☐ Menyenangkan

2. Kamu suka menulis?
   - ☑ Tidak suka
   - ☐ Lumayan suka
   - ☐ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis dalam *Bahasa Inggris*?
   - ☐ Sulit
   - ☑ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☑ Jarang
   - ☐ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☐ Jarang
   - ☑ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Malas untuk memulai pekerjaan karena tidak paham akan materi yg diberikan . untuk memulai tanpa malas saya bertanya pada teman saya mengerti

Nama : Mutiara Eldiena Fitri

Kelas : 8A

Absen : 25

CP : 081217628476

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☐ Membingungkan
   - ☐ Biasa saja
   - ☑ Menyenangkan

2. Kamu suka menulis?
   - ☑ Tidak suka
   - ☐ Lumayan suka
   - ☐ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis dalam *Bahasa Inggris*?
   - ☐ Sulit
   - ☑ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☑ Jarang
   - ☐ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☐ Jarang
   - ☑ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Ketika menulis bahasa Inggris saya terkadang merasa bingung memilih kata dan menyusun kata Bahasa Inggris banyak variasinya. Kadang kurang is' kadang sering salah. Usahanya ya belajar lagi terus

Nama : Maydina Regilia P.

Kelas : 8A

Absen : 24

CP : 082140982784

I. Pilih satu jawaban yang paling sesuai dengan memberikan tanda centang!

1. Menurut kamu Bahasa Inggris itu pelajaran yang seperti apa?
   - ☐ Membingungkan
   - ☑ Biasa saja
   - ☐ Menyenangkan

2. Kamu suka menulis?
   - ☐ Tidak suka
   - ☑ Lumayan suka
   - ☐ Sangat suka

3. Apa pendapat kamu tentang kegiatan menulis dalam *Bahasa Inggris*?
   - ☐ Sulit
   - ☑ Biasa saja
   - ☐ Mudah

4. Seberapa sering kalian merasa kesulitan dalam menulis Bahasa Inggris?
   - ☐ Tidak pernah
   - ☑ Jarang
   - ☐ Hampir setiap waktu

5. Apa kalian pernah merasa ragu-ragu dalam menulis Bahasa Inggris?
   - ☐ Tidak Pernah
   - ☐ Jarang
   - ☑ Sering sekali

II. Jawab pertanyaan berikut sesuai dengan pengalaman yang kalian sering alami!

1. Ceritakan pengalaman yang pernah kamu lakukan dalam mengatasi masalah kamu ketika akan memulai maupun sedang menulis Bahasa Inggris?

   Masalah saya ketika akan memulai maupun sedang menulis bahasa Inggris adalah takut karena gak Pd sama jawaban sendiri Tanya teman yang pintar :v

APPENDIX 4.

The Results of the Students' In-Depth Interview

Student 1

T : Teacher

S1 : Student 1

T   : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S1   : Wawancaranya jawab pake Bahasa Inggris bu?

T   : No, nulis karangannya aja yang pake Bahasa Inggris. Jawab wawancaranya pake Bahasa Indonesia.

S   : Oh iya , siap.

T   : Let's start. **Suka sama Bahasa Inggris gak? (*Question 1*)**

S1   : **Suka bu, soalnya dari kecil udah dididik soal Bahasa Inggris.udah dr TK terbiasa sama Bahasa Inggris. (*The answer for question 1*)**

T   : **Suka nulis bahasa Inggris? (*Question 3*)**

S1   : **Suka sih bu meskipun kadang sih juga nemuin kesulitan gitu bu di masalah vocabnya. (*The answer for question 3 and 4*)**

T   : **Bu Septa pengen tau gimana pengalaman belajar Bahasa Inggris kamu. Coba ceritakan. (*Question 2*)**

S1 : **Mmm.. kalau nulis tuh dari TK kayak dikasih buku gitu, terus di bukunya kayak ada soal-soal yang ada gambarnya, terus digambar itu disuruh tulis bahasa Inggrisnya dr gambar itu bu. terus dilanjut kelas 1 sama kelas 2 belajar di sekolah aja, baru kelas 3 sampe kelas 5 sih bu udah mulai ikut les Bahasa Inggris yang diajarin listening juga gitu. Kalau kelas 7 sampe kelas 8 barusan ini bu berhenti lesnya soalnya ada masalah sama sananya bu. Aku suka sih bu belajar Bahasa Inggris. Mmm.. Itu bu..aku biasanya belajar Bahasa Inggris dari nonton film, dengerin lagu juga bu, lagu-lagu K-Pop gitu bu kan biasanya liriknya ada Bahasa Inggrisnya gitu bu terus coba buat artiin meskipun gak semuanya bisa. Kadang dari baca-baca fanfic juga sih bu.** (*The answer for question 2*)

T : Jadi udah kebiasa sama Bahasa Inggris gitu yaa dari kecil. Terus pernah ngalamain kesulitan gitu?

S1 : Ehee.. iya pernah, bu.

T : **Kesulitannya apa aja selama ini?** (*Question 4*)

S1 : **Mmm.. itu bu.. kesulitannya tuh misalnya kayak struktur teksnya gitu bu, kayak misal kita itu pengen ngomong sesuatu di tulisan kita tapi gak tau nulisnya harus gimana gitu bu, terus juga sering gak tau artiya gitu bu.** (*The answer for question 4*)

T : Oalah gitu.. Nah, itu tadi kan masalah strukturnya nih. **Kalau masalah secara perasaan kamu gimana?** Maksudnya tuh entah kamu *enjoy* atau enggak selama Belajar Bahasa Inggris? (*Question 5*)

S1 : **Mmmm yaaa.. kalau aku sih suka aja gitu, tapi yaa sering aja ngerasa males. Malesnya karna lingkungan yang kurang mendukung gitu. Misal kayak kalau aku ngomong pake bahasa inggris di *chat* gitu sama temen, temenku itu balesnya "ngomong opo" kayak ngejek gitu, jadi kan akhirnya aku males bu. Tapi kalau sama Bahasa Inggrisnya sih aku suka-suka aja gitu bu.** (*The answer for question 5*).

T : Oh jadi udah sering pake Bahasa Inggris gitu yaa kalau *chatting* sama temen. Good! **Nah terus kalau lagi nulis seperti sekarang ini, merasa sulit bagian mana? (*Question 4*)**

S1 : **Enngggg... Tadi sulitnya pas pertama mau mulai nulisnya itu bu, soalnya saya masih belum tau strukturnya kebanyakan gitu sih bu. Misalnya itu bu pas mau nulis, ide sih udah ada tapi gak tau harus mulai dari mana gitu bu, harus gimana strukturnya. Ehe.. (*The answer for question 4*)**

T : Oh bingung kudu mulai nulis dari mana gitu yaa. Terus, kalau lagi di tengah-tengah proses kamu nulis nemu kesulitan gak?

S1 : **Itu bu.. Sulitnya itu biasanya suka lupa bu. Ehee.. Misal kayak sekarang gitu bu disuruh nulis *descriptive text*, saya lupa bentuk strukturnya gimana gitu bu. Ragu-ragu gitu bu buat nulis kalimatnya, soalnya takut salah. Kudu *perfect* bu. (*The answer for question 4 & 5*)**

T : Oh kudu perfect. *Perfectionist* kamu yaa. Jadi kadang dari situ kamu akhirnya jadi ragu-ragu soalnya takut gak *perfect*. **Terus kalau dapet kesulitan gitu gimana cara kamu mengatasinya? (*Question 6*)**

S1 : **Selain liat di kamus sih biasanya aku *guessing* gitu bu ngira2 artiya apa sambil *relate* ke objeknya. Kadang ya tanya sama kakak sih. (*The answer for question 6*)**

T : Oh jadi kakaknya sering gitu ya ngebantu kamu.

S1 : Iya bu kakak juga suka belajar Bahasa Inggris gitu.

T : **Terus, pernah gak ada perasaan gak semnagat pas lagi belajar Bahasa Inggris, *especially* waktu kamu nulis bahasa Inggris gini? (*Question 5*)**

S1 : **Pernah sih. Mmm..waktu gurunya ngeselin bu. jadinya gak suka sama suasana pas belajar Bahasa Inggris waktu itu. Baru kalau ada game tambah seneng bu. Tapi ya kalau karna jelasin materi jadi serius gitu suasananya gak papa bu. Sebenernya sih gak ada game-**

pun enjoy aku bu asal gurunya juga enjoy gitu. (*The answer for question 5*)

T : Ah I see... Dari pengalaman kamu nih, pernah gak kamu diejek gitu sama temen kamu gitu pas lagi ngajak ngomong atau *chat* sama mereka pake bahasa Inggris?

S1 : Mmm.. Enggak sih bu. Soalnya aku juga liat kondisi temen gitu kalo ngajakin komunikasi pake bahasa inggris, entah itu nulis di *chat* atau pas ngomong langsung.

T : Oh berarti kamu menyesuaikan sama lawan komunikasi kamu gitu yaa. Udah jago berarti dong soal Bahasa Inggris kalau segitu sukanya.

S1 : **Mmm... Aku suka Bahasa Inggris sih tapi suka gak PD kalau salah arti atau salah kata gitu bu. Waswas gitu bu, gak PD aja gitu bu. Aku lumayan sering latihan nulis dalam Bahasa Inggris gitu bu, misalnya aku dengerin lagu terus aku tulis liriknya dari apa yang aku denger gitu bu. Kadang juga *translating* gitu bu.** (*The answer for question 5 & 6*)

T : Oh bagus dong udah sering latihan nulis pake Bahasa Inggris. Sekarang kan kamu lagi nulis, kalau lagi nulis gini mikirnya apa?

S1 : Ehee... Mmm.. itu bu.. Ngebayangin bu, ngebayangin apa yang lagi dideskripsiin bu. Jadi aku ngebayangin kalau aku lagi di rumah gitu bu kan bendanya ada di rumah bu. Jadi aku ngebayangin kalau aku di rumah gitu bu.

T : Oh bagus dong imajinasinya jalan gitu. Terus kenapa daritadi sering macet gitu kalau ibu perhatiin. Apa yang bikin macet kan imajinasinya udah dapet?

S1 : **Mmm.. pas lagi nulis suka macet gitu..Mmm.. ya apa ya bu..Soalnya bingung apa lagi yang perlu ditulis bu, kayaknya udah semua gitu bu rasanya.** (*The answer for question 4*)

T : Ah I see... yaudah kamu Cuma perlu kembangin imajinasi kamu aja lagi lebih luas. Terus ni yaa bu Septa penasaran kenapa daritadi kertas kamu tutupin? Bu Septa gak ambil nilai dari ini toh.

S1 : Ehehe..Saya takut bu, malu gitu. Nanti kalau ibu liat tulisan saya terus ternyata ada yang salah saya malu, takutnya bu Septa ketawa gitu.

T : Ohooooo... No, I won't. Bu septa gak bakalan ketawa kok.

S1 : Jangan bu.. nanti aja kalau udah jauh bu liatnya. Malu aku bu.

T : Oh gitu oke oke.. It's okay. Well, that's all I think. Thanks yaa. Kalau sudah sini submit your work now.

Student 2

T : Teacher

S2 : Student 2

T   : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S2   : Iya,bu.

T   : Oke mulai dari pertama nih. **Di kuesioner kamu bilang kalo Bahasa Inggris itu tingkat sulitnya biasa aja. Biasa aja-nya yang kamu rasain nih lebih condong gampang atau sulitnya?** (*Question 1*)

S2   : **Lebih ke gampang bu soalnya udah kebiasa sama Bahasa Inggris.** (*The answer for question 1*)

T   : Oh gitu.. syukurlah. **Coba ceritakan gimana pengalaman kamu belajar Bahasa Inggris dari awal gimana.** (*Question 2*)

S2   : **Saya belajar Bahasa Inggris itu dari sering liat film sama orangtua gitu bu dari kecil. Terus dari nonton film itu saya bisa belajar, awalnya dari dengerin mereka yang di film ngomong sambil baca *subtitle*-nya, dari situ saya belajar cara ngomong sesuatu misalnya sambil dengerin suara film sama ngehubungin sama *subtitle*-nya gitu bu. kadang dari *game* atau dengerin lagu.** (*The answer for question 2*)

T   : **Oh gitu.. kamu suka nulis gak? Nulisnya pake bahasa Inggris gitu.** (*Question 3*)

S2   : Hmm.. **lumayan bu**. (*The answer for question 3*)

T   : Kamu suka nulis pake bahasa Inggris-nya dalam bentuk apa aja?

S2   : Mmmm.. nulis apa yaaaa... kadang yaa iseng-iseng nulis cerita terus bahasanya pake Bahasa Inggris gitu bu. Sering juga *chatting* sama orang lain pake Bahasa Inggris.

T   : Ah berarti gampang banget dong buat kamu Bahasa Inggris itu?

S2   : Mmm.. kadang juga ngerasa susah sih bu soalnya ngomong sama nulisnya itu beda bu jadi susah. Apa itu bu namanya.. Ohh! *Pronunciation*-nya bu.

T   : Oh I see.. Sekarang kan lagi nulis nih. **Terus kalau lagi nulis gini, apa aja kesulitan yang biasa kamu temuin? (***Question 4***)**

S2   : **Yaaa.... sulit cari ide di awalnya bu. Terus kalau udah nulis terus kadang suka macet soalnya bingung mau nulis apa sama gimana lagi. (***The answer for question 4***)**

T   : Oalah gitu... bu Septa pengen tau kalau lagi nulis gini kamu mikir apa?

S2   : Yaaaa...ngebayangin bendanya bu.

T   : **Ngerasa *nervous* gak kalau disuruh pake Bahasa Inggris gini? (***Question 5***)**

S2   : **Iyaa takut bu. Yaa gitu bu.. ehee.. (***The answer for question 5***)**

T   : Gitu? Gitu gimana maksudnya?

S2   : **Mmm.. itu bu.. takut soalnya malu takutnya diketawain sama temen gitu bu. Kadang juga takut ceritanya gak nyambung gitu bu. (***The answer for question 5***)**

T   : Oalah kamu jadi kurang PD gitu yaa. Gakpapa PD aja. Terus selain itu, pernah ngerasa males gak sama Bahasa Inggris? Khususnya sih kalau disuruh nulis dalam Bahasa Inggris.

S2   : **Kadang yang bikin males biasanya sih topiknya bu. Kalau topiknya susah saya jadi males buat nulis. (***The answer for question 5***)**

T   : **Terus kalau lagi bingung gitu kamu ngatasinnya gimana? (***Question 6***)**

S2   : **Yaaa... tanya ke yang lebih tau biasanya bu, kadang nyari di kamus. (***The answer for question 6***)**

T   : Tadi kamu bilang malesnya kadang gara-gara topik yang sulit ya. Selain karna topik ada lagi gak? Entah itu mungkin suasananya?

S2   : **Iya bu kadang juga karna suasananya jadi males gitu bu. Kayak pas lagi materinya susah terus kelasnya rame gitu bikin tambah susah, saya jadi males bu. Terus juga kalau materi yang diulang-ulang juga bikin males, bosen gitu bu.** (*The answer for question 5*)

T   : Oh gitu..iya meteri yang terlalu sering diulang emang sering bikin murid-muird jadi males gitu ya karna bosen.

S2   : Iya bu.

T   : Well, great! You did you writing very well.
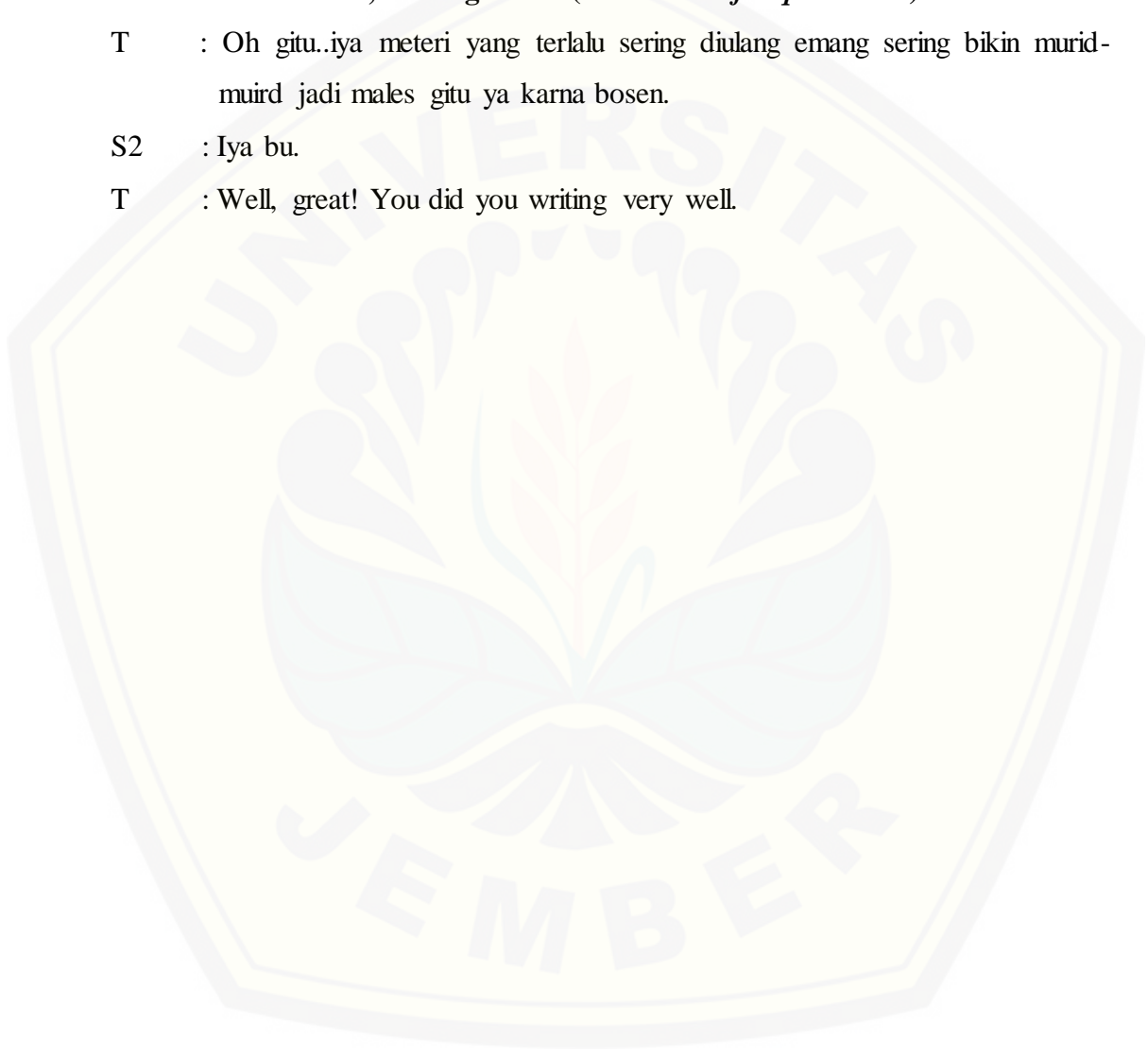
Student 3

T : Teacher

S3 : Student 3

T : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S3 : Siap bu. Jawabnya wawancaranya pake Bahasa Inggris juga bu?

T : Enggak, wawancaranya pake Bahasa Indonesia. Paham?

S3 : Oh iya iya bu.

T : Oke, kita mulai. **Pelajaran Bahasa Inggris itu pelajaran yang kayak gimana sih menurut kamu? (Question 1)**

S3 : **Susah bu.** (*The answer for question 1*)

T : Susahnya dimana?

S3 : **Itu bu.. kadang suka malu kalau mau jawab, ragu gitu. Yaa soalnya gak paham materinya sih bu, tapi ya mau kalau disuruh belajar. Semangat sih tp baru semangat belajar bahasa Inggrisnya pas kelas 7.** (*The answer for question 1 & 2*)

T : **Kalau nulisnya? Maksudnya nulis karangan dalam Bahasa Inggris gitu. (Question 3)**

S3 : Kalau pas disuruh nulis pake Bahasa Inggris gitu suka ragu-ragu bu. Takut yg ini salah misalnya gitu bu.

T : Kok bisa? **Sulit tah kalau disuruh nulis pake Bahasa Inggris gitu? (Question 4)**

S3 : **Iya bu sulit, ngerasa sulit pas awal mau nulisnya itu gimana gitu bu, gimana mau nuangin idenya gitu bu.** (*The answer for question 4*)

T : Oh gitu.. terus kalau nulis gini daritadi kenapa tiba-tiba sering macet gitu?

S3 : **Bingung bu mau nulis apa lagi. Gimana gitu lagi bu. terus takut salah gitu bu kan malu kalau salah bu. (*The answer for question 4*)**

T : Jadi kamu takut salahnya karna malu gitu takut diketawain sama temen-temennya?

S3 : Hee.. **Iyaaa... malu bu. kurang percaya diri gitu bu. (*The answer for question 5*)**

T : Kenapa harus malu loh padahal kamu punya modal dari belajar Bahasa Inggris selama ini. Terus yang kamu pikirin kalau lagi nulis gini apa?

S3 : Kalau lagi nulis gini saya mikir kata-katanya bu buat ditulis, terus juga ya sama bayangin bendanya yang mau ditulis.

T : Selain dapet pelajaran di sekolah, di rumah kamu belajar Bahasa Inggris juga? Entah nonton film gitu. Atau tambahan di les?

S3 : **Cara saya belajar sih kayak kalau saya nemu kata-kata bahasa Inggris gitu yang saya gak tau artinya yaa... saya cari di kamus bu. saya *translate* bu. Iya sih bu dari dengerin musik sama nonton film juga. (*The answer for question 6*)**

T : **Terus pernah gak ngerasa males gitu kalau pas giliran disuruh nulis pake Bahasa Inggris gini? (Question 5)**

S3 : **Oh iya bu males bu. Malesnya itu karna kata-katanya susah gitu bu. terus juga, apa yaa.. takut gitu bu, takut salah nanti pas diketawain temen-temen. (*The answer for question 5*)**

T : Kamu kurang percaya diri aja. Banyak-banyak latihan aja yaa biar tambah jago biar gak perlu minder-minder lagi gitu, lagian juga kamu bisa gitu loh.

S3 : Heee... iya bu.

T : Oke, good. Thank you.

Student 4

T : Teacher

S4 : Student 4

T : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S4 : Wawancaranya pake Bahasa Inggris bu?

T : Pake Bahasa Indonesia kok. Nulis teks deskripsinya yang pake Bahasa Inggris.

S4 : Oh iya siap, bu.

T : Good. Let'S start. **Bahasa Inggris itu pelajaran yang kayak gimana sih menurut kamu? (Question 1)**

S4 : **Susah bu, gak bisa saya bu. (*The answer for question 1*)**

T ; Susahnya emang dari segi mananya?

S4 : **Yaaaa... susah bu pemahamannya. Kalau pemahamannya itu eh kadang masuk sih Cuma prakteknya itu susah. Kayak kalau disuruh ngomong sama nulisnya pake Bahasa Inggris gitu bu. (*The answer for question 1*)**

T : Ahh gituu.. suka kebingungan gitu ya kamu. **Terus coba ceritain pengalaman kamu belajar Bahasa Inggris**, yaa mulai dari kapan gitu kamu belajaranya. **(Question 2)**

S4 : **Mmm.. Saya belajar Bahasa Inggris itu dari TK bu sampe sekarang ini. (*The answer for question 2*)**

T : Kamu ikut les buat belajar Bahasa Inggris gak di luar jam sekolah?

S4   : Gak ikut bu soalnya kurang minat sih bu sama Bahasa Inggris. Gak minat sih bu sebenernya.

T   : **Berarti gak suka nulis karangan pake Bahasa Inggris ya? (question 3)**

S4   : **Hee.. enggak bu. susah bu. (*The answer for question 3*)**

T   : **Susahnya di bagian mananya sih? (Question 4)**

S4   : **Mmm.. yaa gitu bu.. kalau lagi nulis pake Bahasa Inggris gitu bu suilt, sulitnya yaa pas nulis kata kerjanya itu susah bu, milih-milih katanya gitu bu. Terus buntu nulisnya akhirnya bu soalnya gak paham gitu bu mau nulis apa dan gimana. (*The answer for question 4*)**

T   : Kamu bener-bener gak ada minat ya sama Bahasa Inggris?

S4   : Hehehe, enggak bu. Gak suka bu, susah.

T   : Oalah yaudah sambil dikerjain itu tulisannya jangan macet sampe segitu aja. Coba lagi.

S4   : Gak bisa saya bu.

T   : Sering nervous gini tah kamu kalo disuruh nulis pake Bahasa Inggris? Takut?

S4   : **Mmm.. kalau takut sih jarang bu, lebih ke ragu-ragunya aja yang sering soalnya takut salah gitu bu akhirnya. (*The answer for question 5*)**

T   : Ragu-ragu gitu emang apa yang ngebuat ragu? Mikirnya apa sih kalau lagi nulis gini kamu?

S4   : Yaaa..Mikir kata kerjanya bu, yaa apa ya.. kata-katanya yang buat ditulis gitu bu sama bayangin bendanya. Bingung bu sama Bahasa Inggris.

T   : **Terus usaha kamu biar paham sama Bahasa Inggris gitu misalnya kalau dapet pelajaran itu gimana? (Question 6)**

S4   : **Hmm..gimana yaa bu, baca aja sih bu materinya. Kalau disuruh nulis pake Bahasa Inggris gitu saya malah gak paham bu jadinya yaa gitu males. Kalau ngomong saya mending lah. Heee.. yaa..Sering**

gitu bu ngerasa males kalau disuruh nulis bahasa inggirs soalnya karna gak paham. (*The answer for question 6*)

T : Terus kalau udah gak paham mau nulis apa gitu kamu nyerah gitu aja?

S4 : Yaa gimana yaa bu.. gak bisa saya bu. Beneran gak bisa. Gak minat gitu.

T : Perbanyak latihan yaa kali aja bisa minat. Kamu udah punya bekal percaya diri disini.

Student 5

T : Teacher

S5 : Student 5

T : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S5 : Siap...

T : Pertanyaan pertama ini berhubungan sama jawaban kamu di kuesioner. **Menurut kamu Bahasa Inggris itu menyenangkan**, berarti udah terbiasa sama Bahasa Inggris ya? (*The answer for question 1*)

S5 : **Mmm.. apa yaa.. Soalnya kan Bahasa Inggris kan bisa buat komunikasi sama banyak orang luar, jadi bisa dapet banyak temen dari luar negeri pake Bahasa Inggris itu.** (*The answer for question 1*)

T : **Terus kamu belajar Bahasa Inggris dari kapan? (Question 2)**

S5 : **Saya belajar Bahasa Inggris itu dari SD.** (*The answer for question 2*)

T : Kamu belajar dari SD itu udah langsung gampang paham?

S5 : Iya bu udah bisa paham gitu.

T : Bu Septa fokusnya tentang menulis dalam Bahasa Inggris. **Kamu suka gak nulis dalam Bahasa Inggris gitu? (Question 3)**

S5 : **Eeeee...suka nulis bu tapi nulisnya sih dalam Bahasa Indoenesia gitu. Kalau nulis dalam Bahasa Inggris agak susah bu.** (*The answer for question 3*)

T : **Oh susah, susahnya itu emang kenapa? (Question 4)**

S5 : Eeee.... apa yaa..**susahnya itu buat nulis kata-kata sama kalimatnya itu gimana gitu bu. (*The answer for question 4*)**

T : Terus selain itu ada lagi gak kesulitan kamu kalau lagi nulis dalam Bahasa Inggris?

S5 : **Terus... kalau misalnya *past tense* gitu bu bingung *verb*-nya yang mana. Sering juga pas awal mau mulai nulis itu bingung bu mau nulisnya apa dan gimana. (*The answer for question 4*)**

T : Oh I see.. masalah sama *tenses*-nya berarti yaa sama bingung permulaan nulisnya ya. Nah kalau kayak sekarang lagi nulis gini kamu tiba-tiba macet gitu, apa sih yang bikin kamu macet di tengah-tengah gini?

S5 : **Yaaa... eeee.. apa yaa.. bingung bu nyusun penulisan kata sambil dihubungin sama benda aslinya gitu. (*The answer for question 4*)**

T : Oh berarti waktu kamu proses nulis gini kamu juga sambil ngebayangin benda yang kamu deskripsiin?

S5 : Iya bu ngebayangin bendanya sama nyari kata-katanya bu.

T : **Oh gituuu.. terus dari sekian banyak kesulitan yang kamu pernah alamin tuh kamu ngatasinnya gimana? (Question 6)**

S5 : Mmm.. itu bu.. **baca-baca gitu. Baca-baca buku yang pake Bahasa Inggrisnya. Kan dari situ akhirnya nambah kosa-kata bu. Selain itu juga kadang saya tanya-tanya sama yang lebih tau gitu bu. (*The answer for question 6*)**

T : **Kamu pernah gak ilang semangat gitu atau tiba-tiba gak minat gitu buat belajar Bahasa Inggris sama nulis dalam Bahasa Inggrisnya? (Question 5)**

S5 : **Pernah bu. Kalau materinya atau topiknya sulit jadinya saya males gitu bu. Jadi kalau udah males gitu bu saya biarin gitu aja sampe gak males lagi. (*The answer for question 5*)**

T : Oh gitu..nunggu ada semangat lagi gitu ya buat belajar sendiri.

S5 : Iya bu.

T : **Terus yang jadi pikiran kamu gitu kalau disuruh nulis dalam Bahasa Inggris gitu, selain males sama materinya, ada gak sih perasaan waswas gitu? (Question 5)**

S5   : **Takut bu, soalnya takut salah. Waswas nanti diketawain temen-temen kalau salah.** (*The answer for question 5*)

T   : Oh gitu..Masalah kamu berarti kurang percaya sama diri sendiri gitu yaa. Well, you did the interview session. Meskipun rada malu-malu gitu jawabnya. Thanks.

Student 6

<div align="right">

T : Teacher

S6 : Student 6

</div>

T : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S6 : Siap bu.

T : Mulai dari poin yang udah kamu jawab di kuesioner ya. Di kuesioner kamu jawab Bahasa Inggris itu pelajaran yang biasa aja. Biasa aja-nya itu gimana? Maksudnya biasa aja yang lebih condong kemana?

S6 : **Agak lebih ke sulit gitu bu.. sama apa yaa.... kurang tertarik gitu bu sama Bahasa Inggris. (*The answer for question 1*)**

T : Gak ada minat kah sama Bahasa Inggris?

S6 : Mmm.. Heee..enggak bu.

T : **Kamu belajar Bahasa Inggris dari kapan? (Question 2)**

S6 : Mmm..**Udah dilatihnya sih pas dari waktu masih TK nol besar tapi pas masuk SD itu bu baru diajarin. (*The answer for question 2*)**

T : Oalah udah dr TK yaa tapi tetep gak suka? Tapi bisa kan Bahasa Inggris?

S6 : **Heee enggak bu tetep gak suka. Yaaa.. bisanya bisa bu.. tapi gak minat sama Bahasa Inggris. (*The answer for question 1*)**

T : Oh gitu...masalah terbesar kamu berarti minat kamu di Bahasa Inggris yaa. **Kamu suka nulis gak? Khususnya sih bu Septa pengen tau kamu suka nulis dalam Bahasa Inggris gitu gak? (Question 3)**

S6 : Mmmm.. **biasa sih. Tergantung sih bu. (*The answer for question 3*)**

T : Oalah.. tergantung sama apa?

S6 : Eeee.. **misalnya kalau materinya tentang apa gitu bu. Kalau misal suka sama materinya baru enak nulisnya. (*The answer for question 3*)**

T : Berarti tergantung topiknya gitu yaa? Meskipun itu artinya kamu diminta buat nulis dalam Bahasa Inggris?

S6 : Iya bu nulis dalam Bahasa Inggris pun, asal topiknya itu bu, materinya enak.

T : **Kamu pernah ngalamin kesulitan? Terus coba sebutin apa aja kesulitannya. (Question 4)**

S6 : **Iya bu pernah. Mmm.. kalau misalnya lagi dibuat kayak cerita pas lagi liburan, pernah disuruh bu Tanti waktu itu tuh. Terus juga bingung misal Bahasa Inggrisnya ini apa gitu bu, terus tanya-tanya akhirnya. Yaa kadang juga ada yang lupa gitu bu. (*The answer for question 4*)**

T : Kalau lagi nulis nulis gini yang kamu pikirin apa?

S6 : Kalau aku kan lagi nulis ini bu tentang jaket bu. kan aku suka pake jaket bu kalau misal lagi *simple* lagi jalan gitu bu, enak gitu bu *simple* pake jaket aja. Jadi selama nulis ini aku ngebayangin kebiasaan aku sehari-hari kalau pake jaket gitu bu.

T : Berarti imajinasi kamu selama nulis juga jalan yaa. Selama nulis gitu kamu kadang macet kalau ibu liatin. Padahal kamu udah punya bayangan buat apa yang kamu tulis. Naaahh, itu macetnya kenapa sih?

S6 : **Mmmm..itu bu, nyusun kata-katanya juga sulit. Terus sama..apa yaa... kadang kan juga kalau pas udah nyusun kata-katanya tapi Bahasa Inggrisnya lupa atau gak tau gitu bu jadi akhirnya macet. (*The answer for question 4*)**

T : **Terus dari sekian kesulitan yang kamu alamin itu, gimana cara kamu buat mengatasi masalah kamu sendiri? (Question 6)**

S6 : **Mmmm... kadang liat di buku gitu bu kan ada contohnya. Misal ada kalimat yang hampir sama gitu bu, saya belajar dari contoh-contoh yang ada itu. Terus atau kalau enggak ya bisa *translate* di hp. Eeee.. atau enggak nanya sih bu.** (***The answer for question 6***)

T : Pernah gak belajar Bahasa Inggris selain jam sekolah, misal kayak di rumah gitu?

S6 : Enggak sih bu, cuman pas les aja sih belajarnya. Bemer-bener belajar Bahasa Inggrisnya cuma pas lagi di sekolah aja bu.

T : Kamu gak ada semangat gitu tah buat belajar Bahasa Inggris?

S6 : **Kalau aku sih, kalau di Bahasa Inggris itu bu tergantung sama gurunya juga. Terus, eee...materinya juga sih kadang-kadang. Kalau misalnya materi ini gak paham kadang ya kalau udah di rumah ya gak dipelajari lagi gitu bu, emang gak tertarik. Yaaa kalau udah gak tertarik yaudah gak aku pelajari lagi bu.** (***The answer for question 1***)

T : Jadi kamu biarin gitu aja? Gak ada keinginan buat belajar biar lebih tau gitu?

S6 : **Eeee.. jarang sih bu. hehe..Soalnya udah gak suka sama Bahasa Inggris gitu bu. Mmmm.. kadang juga, ya apa ya.. bingung juga sih kalau Bahasa Inggris itu. Kadang juga kalau misal lagi tertarik gitu tuh ya tertarik banget, tapi kalau udah gak tertarik yaudah jadi gak minat jadi dibiarin aja gitu bu. tergantung guru sama materinya bu.** (***The answer for question 1***)

T : Pernah ngerasa minder gitu gak buat nulis pake Bahasa Inggris?

S6 : Enggak sih bu biasa aja. PD aja sih meskipun gak bisa. Yaa kalau misal pas presentasi gitu bisa sih bu, pokoknya asal nyiapin materi dulu. Kadang sih bu ngerasa ragu-ragu gitu pas mau nulisnya.

T : Gak ada kemauan buat belajar nulis pake Bahasa Inggris gitu?

S6 : Enggak sih bu.

T : Kenapa gak tertarik coba?

S6   : Gak terlalu.. mmm.. apa yaa.. Soalnya emang gak suka Bahasa Inggris gitu bu. Jadi ya biasa aja sih bu, gak terlalu mikir pelajaran Bahasa Inggris.

T   : Terus kalau lagi pelajaran Bahasa Inggris kamu gak perhatiin gurunya jelasin dong? Bisa ngerti?

S6   : Perhatiin kok bu. Bisanya bisa paham bu, juga tergantung sih. Tergantung gurunya juga sama materinya itu. Tapi kalau pas kelas 8 ini mmm.. kurang sih bu pahamnya. Gurunya gak jelasin bu Cuma ngasi tugas terus, moro-moro disuruh presentasi gitu bu. Cuek gitu loh bu gurunya kalau ditanyain.

T   : Oh gitu..yaudah kamu ditingkatkan lagi minat sama belajarnya. Eman aja sih kamu udah punya modal *confidence* tinggal minatnya aja yang perlu ditambah. Oke, that's all. Thanks yaa.

Student 7

T : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S7 : Iya siap, bu.

T : Di kuesioner kamu jawab Bahasa Inggris itu membingungkan. Coba ceritain sama bu Septa, **kenapa menurut kamu Bahasa Inggris itu membingungkan? (Question 1)**

S7 : **Iya bu membingungkan. Yaaa.. karna..kalau aku..Bahasa Inggris itu apa yaa..kayak gak paham aja sih. Yaaa.. sebenernya bingung, soalnya mama sama nenek kan ngajar Bahasa Inggris malah akunya gak tertarik sama Bahasa Inggris, gak tau kenapa. Mungkin..mungkin karna gara-gara aku tuh kayak papa. Jadi papa kan orang Jawa, dan gak suka Bahasa Inggris. Jadi kayak nurun gitu bu gak sukanya sama Bahasa Inggris.** (*The answer for question 1*)

T : **Oh gitu... emang kamu belajar Bahasa Inggris dari kapan? (Question 2)**

S7 : **Dari SD sih**.. **yaa tapi paling gak suka**. (*The answer for question 2*)

T : Jadi emang dari awal dulu ya gak suka sama Bahasa Inggris?

S7 : Mmm.. Iya emang bu. Yaa... **gak suka gitu bu sama Bahasa Inggris.** (*The answer for question 1*)

T : Berarti kamu sering ngalamin kesulitan gitu ya selama belajar Bahasa Inggris?

S7 : Hee... Iya bu sering.

T : **Terus kamu suka nulis gak? Especially nulis dalam Bahasa Inggris. (Question 3)**

S7 : Mmm... **susah bu**. (*The answer for question 3*)

T : **Nah susahnya itu kenapa?** Atau emang karna kamu gak suka sama Bahasa Inggris terus jadi susah? (**Question 4**)

S7 : Yaaa sebenernya alasannya karna itu juga bu. terus juga ya bu, **kalau Bahasa Inggris kan misalnya kayak Bahasa Inggris kan dibalik-balik itu loh bu, kan banyak dibalik-balik sih. Terus aku bingung gitu bu kenapa harus dibalik. Bikin bingung bu, akhirnya aku jadi males.** Tapi bu kalau disuruh nulis cerita pake Bahasa Indonesia gitu aku paling suka. (*The answer for question 4 & 5*)

T : Oalah kamu suka nulis tapi dalam Bahasa Indonesia gitu yaa. Terus kamu gak ada ketertarikan gitu buat belajar atau pengen tau soal Bahasa Inggris?

S7 : Yaa ada sih... cuman yaaa.. tergantung *mood* bu. heee.

T : Terus pengalaman kamu nulis dalam Bahasa Inggris nih, permah nemuin kesulitan apa aja?

S7 : Mmm.. ya kan apa yaaa. Selain bingung sama kata-katanya, yaa.. mungkin kalau gak.. mmm.. **ya apa yaa soalnya kalo di telinga itu asing gitu loh bu Bahasa Inggris. Kalau biasa di kehidupan sehari-hari kan kayak pake Bahasa Jawa-Bahasa Indonesia mungkin gak sulit. Nah kalau Bahasa Inggris kan enggak pernah gitu ya.. mmm.. jarang banget. Ya jadi kayak apa sih, asing aja gitu bu di telinga.** (*The answer for question 4*)

T : Kalau dalam keadaan nulis dalam Bahasa Inggris gini yaa, ibu liatin daritadi kamu suka macet gitu. Sebenernya yang bikin kamu macet di tengah-tengah gitu apa sih?

S7 : **Karna aku gak tau Bahasa Inggrisnya apa. Hehee. Selain itu juga gak bisa menyusun kata-kata dengan baik. (*The answer for question 4*)**

T : Tapi jago gitu nyusunya kalau nulis dalam Bahasa Indonesia. Apa bedanya?

S7 : Eeee.. iyaaa.. tapi tidak dalam Bahasa Inggris bu. Sebenernya ya sudah bu, ada gitu udah dapet kata-katanya tapi gak tau nulis Bahasa Inggrisnya, soalnya ya itu bu..Bahasa Inggris susah banyak yang dibalik-balik.

T : Oh I see..Terus yang ada di pikiran kamu sekarang nih pas lagi nulis topik kamu dalam Bahasa Inggris gini apa?

S7 : Eeee... mikir benda. Bendanya kan *handphone*, yaa... di dalem tulisanku ini aku jelasin apa aja fungsinya gitu bu terus kenapa aku suka. Tapi ya gitu...aku gak tau Bahasa Inggrisnya tuh apa.

T : **Nah dari sekian banyak kesulitan yang kamu pernah alamin gitu, cara kamu buat mengatasi itu semua gimana? (Question 6)**

S7 : **Mmmm... ya tanya. Ya kadang kalau bisa dari hp ya dari hp gitu bu. (*The answer for question 6*)**

T : Kamu belajar Bahasa Inggris ini dari buku pas di sekolah aja?

S7 : **Eeee.. belajar dari dengerin lagu juga kadang sih bu. Itu juga, kalau aku baca Bahasa Inggris itu sebenernya paham bu, tapi kalau misal ngomong sama kayak deskripsiin di tulisan itu yang susah. Ya ngerti gitu bu Cuma kalau disuruh pake buat prakteknya itu gak bisa, susah bu. Aku pernah bu waktu itu kan ketemu sama bule, bulenya ngomong sama aku, aku tau sih dia ngomong apa aku ngerti tapi yaa gitu bingung jawabnya mau gimana. (*The answer for question 2*)**

T : **Terus pernah gak kamu ngerasa gak semangat gitu buat belajar ataupun nulis Bahasa Inggris gitu? (Question 5)**

S7 : **Pernah. Yaa pernah gara-gara apa ya. Eeee.. kalau di kelas kan biasanya rame, gurunya juga cuek bu jadinya ya tambah gak paham bu. Terus kalau misal aku mau nulis gitu harus penuh konsentrasi. Jadi kalau misalnya rame pasti gak bisa bu, apalagi Bahasa Inggris. Kan Bahasa Inggris susah, ya jadi kalau misalnya rame gitu wes udah gak diselesein akhirnya kepikiran buat lanjutin di rumah aja wes.** (*The answer for question 5*)

T : Berarti lingkungan berperngaruh ya buat kamu?

S7 : Iya, karna aku kalau belajar dari audio bu. Yaa musik, kalau misal di rumah sepi gitu bu gak bisa. Kalau mau ngafalin sesuatu itu harus ada musik gitu baru masuk gitu. Nah kalau misal hafalan gitu harus ada tv, sambil lliat tv sambil ngafalin. Jadi gini-gini-gini itu bisa masuk gitu aja bu.

T : Berarti males enggaknya nih kamu tergantung guru, materi, sama suasana kelas ya.

S7 : Iya bu bener.

T : Terus selain ngerasa males gitu sama 3 hal itu, biasanya perasaan apa lagi yang bikin kamu ngerasa berat buat nulis pake Bahasa Inggris?

S7 : **Bingung bu. kalau udah bingung akhirnya ragu-ragu bu buat nulis.** (*The answer for question 5*)

T : Ada perasaaan takut gak? Takut diketawain gitu sama yang lain?

S7 : Enggak sih, bu. Emang ya aku gak suka Bahasa Inggris gitu, ya kalau misal diejek gitu bu yaa aku bilang aja sih "yaa emang aku gak suka Bahasa Inggris gitu, kenapa kamu yang repot.", gitu bu. Gak ambil pusing kata orang sih bu. Ya kalau udah gak minat gitu.

T : Ada kemauan gak sih buat belajar nulis karangan Bahasa Inggris gitu?

S7 : Pengen, kalau aku pengen. Soalnya mama kan kerja di luar negeri, waktu itu *video call*-an sama majikannya cuman pake Bahasa Inggris gitu. Jadi kayak oh yaa aku tau, aku ngerti, tapi aku gak tau mau ngomongnya gimana. Terus akhirnya aku bilang sama mama aku gak bisa ngomong seh, sama mama dibilangin gakpapa udah ngomong aja, gitu bu. Aku tuh

pernah ditarget bu kalau misalnya dapet nilai segini mau diajak liburan ke luar negeri. Terus aku mikir, kalau misalnya aku disana terus gak ada mama terus aku ngomongnya gimana sama orang sana.

T : Oalah jadi karna itu kemotivasi juga buat belajar lebih tentang Bahasa Inggris?

S7 : **Iya, bu. Tapi kadang tergantung *mood* juga. Kalau misalnya lagi *mood* gitu motivasi diri sendiri ayo ayo belajar dah. Tapi kalau udah gak *mood*.. ah yaudahlah nanti aja. Gitu bu. Heee..** (***The answer for question 5***)

T : Terus gitu itu banyakan *mood* atau gak *mood*-nya?

S7 : Mmmm..banyakan gak *mood*-nya. Eheheee...

T : Selama belajar di sekolah selama ini ngerti gak?

S7 : **Mmmm.. kalau pas kelas 8 ini gak seberapa sih bu. Cuma pas waktu bu Septa yang PPL disini itu aja aku bisa nanya gitu loh. Kalau sama guru yang sekarang, ibunya terlalu cuek gitu bu, cuek banget. Cuma dikasi tugas gitu bu gak dijelasin tugasnya gimana. Yaa.. kalau misalnya nanya ya bu dijawabnya singkat bu, disuruh *translate* sendiri gitu. Jadi kan ngerasanya sebenernya ini gurunya google atau bu Tanti gitu loh bu.** (***The answer for question 2***)

T : Oalah jadi gitu yaa. That's all I think. Well kamu komunikatif banget yaa. Thanks for being communicative, Feny.

S7 : Sama-sama, ibu.

Student 8

T : Teacher

S8 : Student 8

T : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S8 : Siap, bu.

T : **Kamu di kuesioner jawab kalau Bahasa Inggris itu menyenangkan. Berarti gampang dong menurut kamu? (Question 1)**

S8 : **Heee... tapi agak sulit gitu bu. Larinya jadi susah.. susah gitu bu.** (*The answer for question 1*)

T : **Kalau ngerasa gak sukanya sama Bahasa Inggris itu bagian mana? (Question 4)**

S8 : **Heeee.. Mmmm..bagian rumus-rumusnya yg banyak itu bu bingung.** (*The answer for question 4*)

T : Oalah masalah *tenses*-nya. **Terus kamu belajar Bahasa Inggris itu dari kapan? (Question 2)**

S8 : **SD itu udah diajarin Bahasa Inggris itu bu. Yaa dari situ sih mulai suka Bahasa Inggris.** (*The answer for question 2*)

T : Emang kenapa suka sama Bahasa Inggris?

S8 : Mmmm...sebenernya itu bu..saya suka matematika sama ipa dan disitu sering ada istilah dalam Bahasa Inggris. Yaaa.. jadi dari situ suka gitu pengen belajar Bahasa Inggris juga.

T : Oh I see.. Nah pertanyaan selanjutnya nih berhubungan banget sama apa yang pengen bu Septa cari tentang menulis dalam Bahasa Inggris. **Menurut kamu gimana sih kali disuruh nulis dalam Bahasa Inggris itu? (Question 3)**

S8 : **Mmm.. susah-susah gampang bu, tapi lebih banyak susahnya bu. Heeee. (*The answer for question 3*)**

T : Bagian mananya emang ya susah?

S8 : Eeee... soalnya kayak di waktu nyatet-nyatet gitu bu, buat ngerjain tugas gitu misal disuruh ngarang cerita, itu sulit bu.

T : **Sulitnya dari sisi mananya? (Question 4)**

S8 : **Yaa... sulit di bagian ngatur sama nyusun kata-kata sama kalimatnya gitu bu gak ngerti. (*The answer for question 4*)**

T : Terus nih pas lagi nulis kayak sekarang gini nih, yang kamu pikirin itu apa?

S8 : Ehee.. aku ngebayangin bendanya terus ngehubunginnya sama kebiasaanku sehari-hari gitu bu. Tapi bingung mikir gimana nulisnya, akhirnya buntu.

T : **Nah, selama ini kamu usaha apa buat mengatasi kesulitan kamu itu? Nyerah gitu aja? (Question 6)**

S8 : **Ndak bu, saya berusaha. Berusahanya itu nanya sih, kadang ya nanya ke orangtua. Kadang juga ya nyari di internet gitu bu buat nyari tau artinya. Pernah juga belajar dari dengerin lagu Bahasa Inggris gitu bu. (*The answer for question 6*)**

T : **Nah, terus nih kamu pernah gak ngerasa gak ada gairah gitu buat belajar maupun nulis pake Bahasa Inggris? (Question 5)**

S8 : **Pernah bu. hee.. materinya tuh kadang susah kadang gampang. Kadang materi dari buku itu ada yang bisa dipahami ada yang enggak gitu bu. Jadi kalau udah gak paham gitu biasanya jadi males. (*The answer for question 5*)**

T : Terus selain itu ada penyebab yang lain gak?

S8 : **Kalau di kelas itu bu, kalau misal kelas rame gitu bu saya susah buat paham jadinya males. Soalnya kalau saya butuh suasana yang sepi-sepi *nemen* gitu bu biar bisa paham. (*The answer for question 5*)**

T : Selain karna males gitu apa lagi yang jadi pikiran kalian kalau disuruh nulis dalam Bahasa Inggris gitu? Misalnya ngerasa kurang percaya diri gitu

S8 : **Takut bu, takut dikata-katain gitu bu. Kan kalau salah gitu bu terus akhirnya diketawain sama yang lain. (*The answer for question 5*)**

T : Tapi suka Bahasa Inggris toh?

S8 : Suka bu aku suka.

T : Yaudah berarti harus lebih giat lagi aja belajar sama prakteknya. *Be confident*.

Student 9

<div align="right">

T : Teacher

S9 : Student 9

</div>

T   : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S9   : Oh iya iya siap, bu.

T   : Okay, let's start. **Menurut kamu kayak gimana sih pelajaran Bahasa Inggris itu? (Question 1)**

S9   : Mmmm... **gimana ya bu.. biasa aja sih bu.** (*The answer for question 1*)

T   : Coba jelasin biasa aja-nya itu gimana?

S9   : **Mmm yaa biasa aja gitu bu tengah-tengah. Gak sulit tapi gak gampang juga bu.** (*The answer for question 1*)

T   : Berarti jarang dong nemuin kesulitan-kesulitan gitu?

S9   : Mmm... bisa dibilang iya jarang gitu sih bu.

T   : **Selain di luar sekolah nih, kamu ambil waktu tambahan buat belajar Bahasa Inggris gak? (Question 2)**

S9   : **Iya di les, bu.** (*The answer for question 2*)

T   : Di rumah?

S9   : Iya sih bu belajar. Hehehe..

T   : Nah, kalau di Bahasa Inggris itu kan ada *Speaking*, *Writing*, *Listening*, sama *Reading*. Tapi disini bu septa fokusnya ke *Writing* aja. Kamu pernah nulis pake Bahasa Inggris gak?

S9   : Mmm... pernah bu disuruh bu Tanti waktu itu.

T : **Gimana pendapat kamu menulis menggunakan Bahasa Inggris? (Question 3)**

S9 : **Mmm.. enggak sih bu gampang soalnya saya memang suka sama bahasa Inggris gitu.** (*The answer for question 3*)

T : Giliran dapet kesulitan nih misalnya, **sulitnya belajar Bahasa Inggris itu dari sisi mananya sih? (Question 4)**

S9 : **Sulitnya biasanya itu bu pas nentuin pake** *simple past tense* **atau enggaknya. Jadi masalah tensesnya sih, bu. Jadi kalau mau nulis itu saya suka bingung nulisnya** *pake tenses* **apa gitu bu. Kadang juga bingungnya pas pake** *past tense* **gitu ya bu, sering bingung nentuin bentuk** *verb***-nya gitu bu kan ada** *verb* **1** *verb* **2 gitu bu. Terus juga kadang jadinya suka ragu-ragu buat nulis itu bu.** (*The answer for question 4*)

T : Kok ragu?

S9 : Mmm.. takut tulisannya salah gitu bu

T : Kenapa harus takut sih?

S9 : Anu bu.. ituuu.. Takutnya sih karna kepikiran nanti nilainya nanti gitu bu. Yaa terus kalau misal dibaca gitu tulisannya terus salah kan jadinya malu bu.

T : Oh I see.. kurang PD aja berarati kamu. **Pernah ngerasa males gak kalau misal disuruh nulis pake bahasa inggris? (Question 5)**

S9 : **Yaaa males sih pernah bu..** hehe (*The answer for question 5*)

T : Ih yang bikin males itu apanya coba?

S9 : **Mmm.. hehe.. Kadang ngerasa males karna guru pengajarnya gitu bu.** (*The answer for question 5*)

T : Kenapa kamu bisa ngerasa kayak gitu?

S9 : **Mmmm... ya gitu bu misalnya kalau gurunya udah males ngajar kan akhirnya siswa juga ogah-ogahan gitu bu gara-gara bingung.** (*The answer for question 5*)

T : Nah kayak sekarang kamu lagi nulis terus tiba-tiba macet gini kenapa?

S9   : Itu bu..**bingung mau nulis apa lagi gitu**, jadi mikir gitu bu. (***The answer for question 4***)

T   : Emang yang kamu pikirin sekarang itu apa?

S9   : Anu bu..mikir apa yang mau ditulis lagi bu kan sambil ngebayangin bendanya gitu bu.

T   : Oh I see. Terus soal kemauan gitu, kalau dari diri sendiri ada kemauan atau semacem motivasi gitu gak buat belajar atau pas lagi nulis pake Bahasa Inggris gini?

S9   : Iyaa bu ada kemauan.

T   : Overall.. motivasi kamu belajar Bahasa Inggris nih apa?

S9   : Itu bu... soalnya Bahasa Inggris kan Bahasa *International* bu, jadi di internet tuh banyak pake Bahasa Inggris. Jadi biar paham gimana Bahasa Inggris akhirnya pengen belajar gitu bu.

T   : Oh gitu.. jadi karna Bahasa Inggris sebagai alat komunikasi dunia kamu jadi pengen belajar Bahasa Inggris. Great! Okay, that's all. You did you task well.

Student 10

T : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S10 : Oh wawancaranya pake Bahasa Inggris juga bu? Gak bisa loh bu.

T : Bukan gitu, nulis karangannya aja yang pake Bahasa Inggris tapi kalau wawancaranya cukup jawab pake Bahasa Indonesia. Paham?

S10 : Oh gitu. Iya paham, bu.

T : **Well, coba ceritain gimana sih pendapat kamu tentang Bahasa Inggis? (Question 1)**

S10 : **Menurut saya Bahasa Inggris itu.. yaa... pelajaran.. menurut saya sih.. semua pelajaran itu bisa jadi pelajaran yang menyenangkan kalau misalnya gurunya juga menyenangkan, bu.** (*The answer for question 1*)

T : I see.. Guru emang pengaruhnya besar. Oke itu kan semua pelajaran tuh. Kalau pelajaran Bahasa Inggris yang sekarang itu sendiri gimana menurut kamu?

S10 : **Iya bu banget pengaruhnya guru. Mmm.. Kalau Bahasa Inggris yang saya terima sekarang sih membosankan, bu. Soalnyaaa.. gurunya selalu memberikan tugas saja tapi gak menjelaskan bu, terus gak ada *game-game* gitu bikin bosen. Cara ngajarnya gak bervariasi gitu, bu.** (*The answer for question 1 & 2*)

T : **Di luar jam sekolah nih, kamu nambah waktu belajar Bahasa Inggris juga gak? Entah itu di les atau di rumah? (Question 2)**

S10 : **Kalau selain di sekolah sih di les, bu. (*The answer for question 2*)**

T : Di rumah enggak?

S10 : Enggak juga sih, bu. hehehe..

T : Nah, kita kan sekarang fokusnya ngomongin *writing* di Bahasa Inggris nih. Kamu pernah nulis pake Bahasa Inggris gak?

S10 : Iya bu pernah pas disuruh bu Tanti.

T : Oh berarti **udah punya pengalaman nulis pake Bahasa Inggris yaa. Gimana menurutmu?** Lancar? **(Question 3)**

S10 : **Yaaa tergantung *mood* juga sih, bu. Kalau *mood* saya kayak sudah bagus, misal pengen ngerjain ya langsung saya kerjain sih, bu. Kalau udah males sih jadinya males banget gitu bu. (*The answer for question 3*)**

T : Sulit gak sih nulis pake Bahasa Inggris itu?

S10 : Mmm.. biasa sih.. yaa gimana yaa bu.. sebenernya tergantung juga bu.

T : **Kalau giliran lagi sulit tuh sulitnya dari sisi mananya sih? (Question 4)**

S10 : **Sering sulit mahamin gurunya sih bu arahnya mau kemana gitu. Kalau dijelasin dan bisa ngerti jadinya ya enak buat ngerjainnya, tapi kalau arah gurunya gak tau kemana kan jadinya gak jelas bu. Gak paham gitu bu akhirnya males buat ngerjain. (*The answer for question 4 & 5*)**

T : I see.. berarti kalo misal gurunya udah gak enak gitu kamu males belajar?

S10 : Pasti, bu. Kan guru itu berpengaruh bu. Kalau ngajarnya enak gitu bu jadi ya muridnya seneng juga buat belajar bu.

T : Oh gitu.. Kalau tentang kesulitan yang pernah kamu rasain pas lagi nulis bahasa Inggris itu apa sih?

S10 : Mmm... kesulitannya aapa yaa.. mmm..

T : Nah coba sekarang dirasa-rasain sambil nulis pake Bahasa Inggris itu kamu sulitnya dimana?

S10 : **Itu bu.. kadang pengen nulis tapi gak tau bahasa Ingggrisnya apa gitu bu. Suka ragu-ragu buat nulis pake bahasa inggris bu soalnya takut ke depannya itu gimana. Maksudnya gak tau mau nulis buat kelanjutannya gitu bu.** (*The answer for question 4*)

T : Kalau udah dapet kesulitan gitu gimana? Masih punya motivasi gak buat lanjutin nulisnya?

S10 : Motivasinya sih kadang sebenernya kadang, bu. Hehe.. Yaa itu..tergantung guru yang mempengaruhi *mood* sih bu.

T : Selain guru nih ya, apa lagi yang biasanya bikin kamu ngerasa males buat nulis karangan dalam Bahasa Inggris gitu?

S10 : **Kalau saya yang bikin males itu bu karna ketagihan main sama temen-temen jadi akhirnya saya males buat ngerjain bu. Hehehe.** (*The answer for question 5*)

T : Terus maunya suasananya kayak gimana biar gak males, gak jenuh gitu.

S10 : Ada *game*-nya bu. Kalau diem-dieman gitu malah gak enak bu.

T : Jadi kalau kelasnya monoton gitu kamu kurang motivasi gitu yaaa..

S10 : Iya bu hehe..

Student 11

T : Teacher

S11 : Student 11

T   : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S11   : Iya bu, siap.

T   : **Coba ceritain pendapat kamu tentang pelajaran Bahasa Inggris itu gimana? (Question 1)**

S11   : **Mmm seru bu pelajarannya...apa yaaa.. iyaa seru gitu bu. ((***The answer for question 1***)**

T   : Oh kamu suka Bahasa Inggris yaaa.

S11   : **Iya bu seneng sama Bahasa Inggris aja. Bahasa Inggris sih yaa gak tergantung sama gurunya. Yaaa... tergantung sama anaknya kalau mau belajar Bahasa Inggris, yaaa.. kalau niat, yaaa... enak. (***The answer for question 1 & 3***)**

T   : Ini kan kita lebih fokusnya tentang nulis karangan pake Bahasa Inggris ya. Pernah nulis pake Bahasa Inggris gak?

S11   : Oh sering bu.

T   : Good. Terus gak merasa kesulitan nih buat nulis dalam Bahasa Inggris?

S11   : Mmm.. iya..kadang, bu.

T   : Nambah jam belajar Bahasa Inggris gak di luar jam sekolah?

S11   : Iya bu. Di les, bu.

T   : Cuma di les? Di rumah enggak?

S11 : **Oh iya belajar bu. Kan kalau kayak main *game* itu juga belajar Bahasa Inggris, bu. Hehehe.. (*The answer for question 2*)**

T : Terus kan tadi bilangnya kadang nemu kesulitan, berati pernah yaa. **Nah sering sulitnya itu di sisi mana? (Question 4)**

S11 : **Mmmm..Sulit milih *verb*-nya kalau di *past tense*. Kalau *simple past tense* kan ada beda *verb*-nya gitu. Jadi kadang gak PD bu karna takut salah. (*The answer for question 4*)**

T : Oh gitu.. tapi meskipun kadang ngerasa sulit masih tetep ada motivasi buat nulis kan?

S11 : **Iya bu. Kalau motivasi sih ada bu karna ayah saya sering nyuruh saya buat belajar Bahasa Inggris bu. Kan biasanya kalau lagi waktu liburan gitu diajak ke Bali, disana kan banyak turis bu. Terus saya disuruh belajar ngomong pake Bahasa Ingggris gitu biar bisa komunikasi sama turis tapi saya malu, bu. (*The answer for question 2*)**

T : Oh I see.. berarti ayah kamu yang ngemotivasi kamu yaa. Terus kalo motivasi dari diri sendiri ada gak?

S11 : Mmm.. ada bu soalnya saya pengen gitu kuliah di luar negeri, bu.

T : Oh gitu.. yaa berarti butuh banyak latihan pake Bahasa Inggrisnya.

S11 : Hehehe.. Mmm.. iya bu.

T : Okay, I think that's all. You did it very well.

Student 12

T : Sebelum kita mulai wawancara, bu Septa kasih tau gimana aturannya selama proses wawancara. Jadi selama wawancara kan kamu dikasih lembaran isinya perintah buat nulis paragraf deskriptif Bahasa Inggris gitu, selama nulis itu misal kamu nemuin kesulitan bu Septa gak bisa bantu kamu dalam bentuk apapun. Ibu gak ambil nilai ini buat raport kamu. Jadi kamu kerjain aja dengan kemampuan kamu, jawab pertanyaan yg bu Septa kasih sambil terus nulis descriptive textnya. Paham? Siap yaa.

S12 : Boh, wawancaranya ngomong pake Bahasa Inggris bu? Gak tau aku bu.

T : No. Jadi gini, di lembaran tugasnya kamu nulis karangan *descriptive text* pake Bahasa Inggris. Udah pernah diajarin kan?

S12 : Iya bu pernah. Berarti di kertas ini aku nulis *descriptive text*?

T : Iya bener. Nah selama kamu nulis itu bu Septa sambil ajak ngomong kamu, disitu wawancaranya pake Bahasa Indonesia, kamu jawabnya ya pake Bahasa Indonesia juga. Sampe sini paham?

S12 : Oh gitu bu.. Iya paham bu paham.

T : Pertama nih, **menurut kamu nih gimana sih sebenernya pelajaran Bahasa Inggris itu? (Question 1)**

S12 : **Yaaa kalau menurutku sih Bahasa Inggris tuh biasa aja, bu. Mmm.. apa yaaa... Maksudnya sih Bahasa Inggris yang saya terima sekarang sebenernya membosankan bu. Soalnya gurunya selalu memberikan tugas yang buanyak, bu. Kan siswa kalau misalkan dikasih tugas tugas tugas tugaaassss terus itu ya apa yaaa... kan jadi jenuh bosen kan gitu, bu. Kita juga butuh selingan-selingannya juga gitu bu, seperti game gitu, bu. Jadi yaa suka atau enggaknya sama Bahasa Inggris juga tergantung dari gurunya sih, bu.** (*The answer for question 1*)

T : **Kamu belajar Bahasa Inggrisnya cuman di sekolah? (Question 2)**

S12 : Di les, bu.

T : Mmm.. di rumah enggak?

S12 : **Kalau di rumah sih enggak, bu. Hehe. Oh belajar bu belajar juga sih bu sebenernya. Misal kalau pas lagi *chat* sama bule gitu bu saya kan ngetiknya pake bahasa Inggris bu. Bule luar negeri loh, bu. (*The answer for question 2*)**

T : Oh really?

S12 : Iya bu beneran. Aku emang punya temen sih bu dari luar negeri Itali, bu.

T : Oh gitu..Bagus bagus. Nah, Kalau ngomongin pelajaran Bahasa Inggris kan gak bakalan lepas dari *Speaking*, *Writing*, *Listening*, sama *Reading*. Tapi disini bu septa fokusnya ke *Writing* aja. Kamu pernah nulis pake Bahasa Inggris gak?

S12 : Mmm... pernah bu waktu itu tugas disuruh bu Tanti pas di kelas.

T : **Terus menurut pengalamanmu, nulis pake Bahasa Inggris itu gimana? (Question 3)**

S12 : **Ya apa yaaa.. Kalau menurut aku sih biasa aja gitu, bu. Menulisnya itu.. mmm apa yaa.. kadang menyenangkan kadang tidak. Tergantung dari *mood* gitu juga bu. Kalau *mood*-nya lagi bagus ya ngerjain bu, kalau udah males sih jadinya gak nulis bu. kalau topiknya sulit gitu bu gak paham akhirnya jadi males bu. Sering gitu ya bu gak tau mau nulis apa lagi gitu bu soalnya ngerasa yang perlu ditulis udah tak tulis semua gitu bu. yaa..akhirnya jadi buntu bu. (*The answer for question 3 & 5*)**

T : **Sulitnya itu dari sisi mananya sih? (Question 4)**

S12 : Anu bu.. **kalau saya itu suka bingung sama gurunya bu maunya kemana gitu. Kan jadi gak paham bu terus jadinya kan sulit gitu bu. Jadi pelajaran bisa menyenangkan kalau gurunya bisa ngebawa kelasnya dengan baik gitu. Kalau gurunya bisa menjelaskan apa yang perlu dan muridnya ngerti gitu bu, dan itu dengan santai**

bawainnya enak bu dan muridnya ngerasa nyaman berarti tandanya gurunya itu enak, bu. (*The answer for question 4 & 5*)

T : I see.. berarti kalo misal gurunya udah gak enak gitu jadi males belajar?

S12 : Ya ya apa ya bu.. Udah gak *mood* dari awal jadinya. Apa yaa.. guru itu juga mempengaruhi semuanya seh, bu. **Bahasa Inggris udah susah dan guru pengajarnya gak enak bu, ya jadinya kan males muridnya bu buat belajar Bahasa Inggris.** Jadi muridnya ngerjakannya kayak gak ikhlas terpaksa gitu bu. (*The answer for question 1 & 5*)

T : Oh gitu.. jadi guru itu punya pengaruh yang besar buat kamu yaa. **Terus perasaan kamu waktu disuruh nulis karangan dalam Bahasa Inggris itu gimana?** (**Question *3***)

S12 : **Mmm.. ya apa ya bu. kalau misal disuruh jawab gitu kurang berani soalnya kurang apa yaa... kurang.. ya apa ya bu..kurang rasa yakin kalau jawabannya bener gitu bu. soalnya kan kalau Bahasa Inggris tuh misal kurang dikit, kurang apanya gitu udah salah jadi mempengaruhi nilai itu udah, bu. Jadi aku mesti mikir dua kali gitu. Jadi yaa kadang suka tanya temen buat ngatasin kesulitanku sih bu. Kadang suka ngerasa males sih sama bahasa Inggris ya karana dari gurunya itu bu. Guru itu berpengaruh besar bu,kalau gurunya enak ya aku ngikut pelajaranya ya juga enak.** (*The answer for question 3 & 5*)

T : **Selain faktor guru nih, apa lagi yang biasanya bikin kamu ngerasa males buat nulis pake Bahasa Inggris gitu? (Question 5)**

S12 : Mmm..**karna capek sama bosen gitu bu.** (*The answer for question 5*)

T : Kalau ada gamenya?

S12 : Nah iyaa itu bu, seru itu bu. Join kalau gitu bu. kan seru bu kalau ada gamenya. Malah murid-murid seneng bu, soalnya kan.. mm apa yaa.. kalau ada gamenya kan jadinya tertarik gitu bu. masa' pelajaran harus serius terus gitu bu kan enggak bu.

T : Hmm jadi gitu yaa. Okelah, That's all I think. Bagus, belajar lagi yang lebih giat sambil perbanyak latihannya. Thanks for being communicative.

APPENDIX 5.

The Results of the Students' Observational Reports

Student 1,
   Qudsiyatul Fitria

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**

   She told the interviewer that she loves English. She oftentimes uses English when having conversation with other people, particularly when she is chatting with others. The fact that she loves English could also be seen when she confidently told about her experiences dealing with English.

2. **Describe the students' expressions while they are writing in English!**

   She was serious while doing her writing task. She sometimes smiled when she was thinking of the thing(s) she was describing on her writing. Also, she oftentimes made a little laughter when she forgot about what she should had written or what she should write further.

3. **Describe the students' gesture while they are writing in English!**

   She seldom moved her body. Once she made body movement, she still enjoyed to write. She looked confident and she seriously focused on her paper while she was writing. Yet, when I tried to see her writing, she hampered by covering it using her hands. It showed that she was shy and hesitant. She was just affraid of making mistake. She also oftentimes saw upon the top when she was confused of what she should write first.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**

   She spent around 40 minutes for her interview session and around 41 minutes for finishing her writing work.

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**

   She answered all the questions given by the interviewer confidently.

Student 2 :
      Nurul Zafira

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**
   She likes English. She prefers to write rather than to speak. She is a kind of shy person. She often get high score on English subject. The fact the interviewer got that many of her friends say that she is clever. She has mastered English very well compared to her friends at the same level.

2. **Describe the students' expressions while they are writing in English!**
   She looked so serious when she was thinking to write. She just focused on her paper while writing.

3. **Describe the students' gesture while they are writing in English!**
   She made just a little body movement. Almost all the time she spent, she just stared at her paper, and she just focused. She was confident while she was writing at that time.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**
   She spent 21 minutes for her interview session and she spent only around 21 minutes 34 seconds for finishing her writing.

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**
   She answered most questions given in short answers. she looked inconfident to speak. She just focused on her writing task-

Student 3 :

Farrel Rayhan N.

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**

   He told the interviewer that he actually likes English. Yet, he is not confident enough. So He is always affraid of making mistakes in using English because he is affraid of being laughed by his friends.

2. **Describe the students' expressions while they are writing in English!**

   He often smiled when he was stuck while he was writing. He also often saw upon the top and around him when he was looking for idea to be written.

3. **Describe the students' gesture while they are writing in English!**

   He seldom made body movements. What he did at that was mostly he made eyes-rolling when he was thinking. Yet, once he was writing, he focused on his paper.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**

   He spent 29 minutes for the interview session and around 30 minutes for finishing his writing.

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**

   He answered the questions sometimes bravely and sometimes confidently and clearly.

Student 4:
    Setyo Panji S.

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**
   He does not like English. H argues that English is difficult and confusing. When he was asked to write English, He did it indolently. He lacks of interest towards English.

2. **Describe the students' expressions while they are writing in English!**
   He looked nervous when he was writing. He oftentimes saw upon the top and around him when he was searching for any idea to be written. He really looked confused.

3. **Describe the students' gesture while they are writing in English!**
   He very often made body movements. He took his pen which looked like he would write, but he put his pen soon because he was confused of what he should write. In the process of writing session, he just complained and said that he could not do his task. He said that he was unable.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**
   He spent around 30 minutes on the interview session. Unfortunately, at the same time he also gave up on his writing. He really lacks of interest so he lacks of motivation towards English. Actually, at the 20th minute he first gave up on his writing.

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**
   He answered the questions given sometimes hesitantly sometimes confidently. He just answered the question in not too long answer.

He couldn't komplete his task

Student 5 =
      Ar Rayyaan Bilqis U.

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**

   She likes English. She has interest towards English. Unfortunately she lacks of confidence to use English itself.

2. **Describe the students' expressions while they are writing in English!**

   She just smiled when she was stuck for a while. She was nervous, it could be seen through her expression.

3. **Describe the students' gesture while they are writing in English!**

   She seldom made body movements. She just stared at her paper even when he was stuck for a while and confused of what she should write.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**

   She spent around 49 minutes for the interview session and 52 minutes for finishing her writing.

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**

   She answered the questions briefly but inconfidently. she looked confused to answer sometimes, so she took long time for the interview session.

Student 6 : Salsa Sapta P.

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**

   She said that she lacks of interest towards English so she just dislikes English.

2. **Describe the students' expressions while they are writing in English!**

   She looked serious while she was thinking although she does not like English. Yet, she looked confident without being hesitant at all.

3. **Describe the students' gesture while they are writing in English!**

   She seldom made body movements. she just sometimes rolled her eyes and saw upon the top while she was thinking of something.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**

   She spent 52 minutes for the interview session. While she spent 52 minutes and 45 seconds for finishing her writing.

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**

   She answered the questions given confidently and surely. She has enough confidence while doing something.

Student 7 = Feni, Eka Wulandari

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**

   She actually has a little interest towards English. She admitted that she is unable to use English both in writing and speaking. But, she is confident. She also has pretension to learn more about English.

2. **Describe the students' expressions while they are writing in English!**

   She oftentimes smiled when she was stuck. Even when she was stuck, she still looked confident and brave.

3. **Describe the students' gesture while they are writing in English!**

   She sometimes made body movements. She also saw upon the top and rolled her eyes when she was thinking.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**

   She spent 50 minutes for the interview session. While, she spent around 51 minutes for finishing her writing.

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**

   She is communicative and informative. She answered the questions given confidently and bravely. The answers given by her are all clear to understand.

Student 8 = Khansa Fairus S.

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**

   She has enough interest towards English actually. Unfortunatelly she is not confident.

2. **Describe the students' expressions while they are writing in English!**

   She was hesitant while she was writing. She looked serious while doing her writing task.

3. **Describe the students' gesture while they are writing in English!**

   She often made body movements, because she was hesitant. She was affraid of making mistakes. when she was stuck for a while she saw upon the top.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**

   She spent 51 minutes for the interview session and 52 minutes for finishing her task

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**

   She was inconfident to answer. she often answered the questions given in short answers.

Student 9 = Salsabila Kanza Ilma

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**

   She actually likes English. She pretty knows about English structures. Unfortunately, she is reluctant to show her ability to other. She prefers to be passive rather than to be active. She is a kind of shy person.

2. **Describe the students' expressions while they are writing in English!**

   She stayed calm. She just focused to write in the process of doing the writing task.

3. **Describe the students' gesture while they are writing in English!**

   She seldom made body movement while she was writing. It seemed like she enjoyed to write. Sometimes she saw upon the top while she was thinking.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**

   She did her writing task in around 45 minutes, while she spent around 40 minutes for the interview session.

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**

   She was passive. She tended being shy and inconfident. She just answered the question given in short answers. Only a little of long answers given by her.

Student 10 = Annisa Dian N.

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**
   She has a little interest towards English. Yet, she is actually able to write English. Moreover, she is just lazy to start. She lacks of motivation. She can come unmotivated once she finds difficulty at the beginning, so it is possible for her not to complete any task at that time.

2. **Describe the students' expressions while they are writing in English!**
   She looked serious in doing the writing task given. She tried hard even she said that she lacks of interest towards English.

3. **Describe the students' gesture while they are writing in English!**
   She stayed calm even when she was stuck for a while. Sometimes she made body movement and rolled her eyes when she was confused.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**
   She spent around 38 minutes for the interview session and around 40 minutes 35 seconds for finishing her writing.

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**
   She was confident enough in answering the questions given and sharing her story about her problem in learning English, especially in writing English activity.

Student 11 =
Mutiara Eldiena F.

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**

   She loves English. She is interested in English. Unfortunately, she is a kind of shy person so she prefers to be passive rather than to be active and productive.

2. **Describe the students' expressions while they are writing in English!**

   She looked serious. She focused in doing her task. She looked pretty confident while doing the writing task instead.

3. **Describe the students' gesture while they are writing in English!**

   She seldom made body movement while she was writing. When she was thinking of what should be written, she just stared at her paper. She focused on her paper. She enjoyed to write using English.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**

   She spent around 37 minutes for the interview session, while she spent around 45 minutes for doing the writing task.

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**

   She was shy in answering the questions given by the interviewer. She answered in short questions for almost all questions.

Student 12 : Maydina Regilia P.

OBSERVATION GUIDE

1. **Describe the ways students act towards English!**

   She lacks of interest towards English, she also told the interviewer that English is confusing.

2. **Describe the students' expressions while they are writing in English!**

   She looked confused while she was writing. It was because she did not know what to write. Her face expression really showed that she was confused and under pressure at that time.

3. **Describe the students' gesture while they are writing in English!**

   She very often made body movement while she was stuck to write. At many times she was stuck to write. She just saw around her and saw upon the top. She just oftentimes changed her position. She really was anxious and worried.

4. **Describe how each student spends the time in finishing the process of writing in English and does In-depth interview to clarify his/her action!**

   She spent 45 minutes 51 seconds for finishing her writing task and almost 46 minutes for the interview session.

5. **Describe the ways students respond to the questions given by the interviewer, whether they are confident or not!**

   She answered all the questions given bravely and surely. She was confident in answering all the question. She was very communicative and informative

APPENDIX 6.

The Letter of Research License

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 KampusTegalbotoKotakPos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : / UN25.1.5 / LT / 2017
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMPN 3
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.
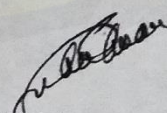
Nama : Septa Puspita Sari
NIM : 130210401017
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya,mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Bapak/Ibu pimpin dengan judul: *"A Psychological Analysis on Students' Difficulties in Writing English Activity at the Level of Eighth Grade in SMPN 3 Jember."*

Sehubungan dengan hal tersebut, mohon Bapak/Ibu berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

Pembantu Dekan I,

Dr. Sukatman, M.Pd.
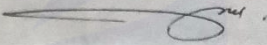NIP. 19640123 1998812 1 001

APPENDIX 7.

The Authorizing Signature Sheet

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMPN 3 JEMBER
Jl. Jawa No. 8 Jember ☏ 0331-335334 Kode Pos 68121
NSS. 201052402002 - NPSN. 20523891
e-mail: info@smpn3jember.sch.id

LEMBAR DISPOSISI

Tgl. Terima Surat	10 Maret 2017	Rahasia ☐ Segera ☐ Biasa ☐
Agenda Surat No.	5493	

Perihal   Permohonan Izin Penelitian

Tgl. Surat

No. Surat   /UN25/15/LT/207

Asal Surat   Universitas Negeri Jember

Diteruskan Kepada	Isi Disposisi
1. P Nur	- Diberikan layanan sesuai y. S. berlaku
2.	
3.	
4.	Terima Kasih

Kepala Sekolah,

KHOIRUL HIDAYAH, S.Pd, M.Pd.
NIP. 19640418 198412 2 005

APPENDIX 8.

The Research Participants' Identities

No.	Students' Code	Students' Names
1.	Student 1	Qudsiyatul Fitria
2.	Student 2	Nurul Zafira
3.	Student 3	Farrel Rayhan Nabil
4.	Student 4	Setyo Panji Syahputro
5.	Student 5	Ar Rayyaan Bilqis Unzurna
6.	Student 6	Salsa Sapta Permatasari
7.	Student 7	Feni Eka Wulandari
8.	Student 8	Khansa Fairus Shafa'
9.	Student 9	Salsabila Kanza Ilma
10.	Student 10	Annisa Dian Nabillah
11.	Student 11	Mutiara Eldiena Fitri
12.	Student 12	Maydina Regilia Putri