

**ANALYSIS OF STUDENTS' ENGAGEMENT AND CHALLENGES
IN LEARNING ENGLISH AS A FOREIGN LANGUAGE
AT MA AL-FATAH SIDOARJO**

THESIS



NIA AMALIA WARDHANA

SRN. 212101060009

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
2025**

**ANALYSIS OF STUDENTS' ENGAGEMENT AND CHALLENGES
IN LEARNING ENGLISH AS A FOREIGN LANGUAGE
AT MA AL-FATAH SIDOARJO**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Written by:

NIA AMALIA WARDHANA

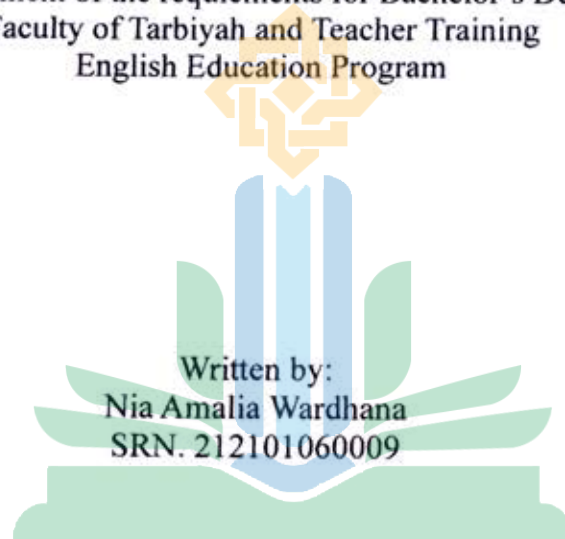
SRN. 212101060009

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
2025**

**ANALYSIS OF STUDENTS' ENGAGEMENT AND CHALLENGES
IN LEARNING ENGLISH AS A FOREIGN LANGUAGE
AT MA AL-FATAH SIDOARJO**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Bachelor's Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R
Approved by advisor


Dr. Suparwoto Sapto Wahono, M.Pd.
NIP: 1974060920070101020

**ANALYSIS OF SUDENTS' ENGAGEMENT AND CHALLENGES
IN LEARNING ENGLISH AS A FOREIGN LANGUAGE
AT MA AL-FATAH SIDOARJO**

THESIS

Has been examined and approved as the requirements to
obtain bachelor degree of *Sarjana Pendidikan* (S.Pd.)
Faculty of Tarbiyah and Training Teacher
English Education Department

Day : Thursday
Date : 12th of June 2025

The Board Of Examiners

Chairman



Dewi Nurul Qomariyah, S.S., M.Pd.
NIP. 197901272007102003

Secretary



Khusnul Khotimah, M.Pd.
NIP. 197706042014112001

Members:

1. Dr. Ninuk Indrayani, M.Pd.

2. Dr. Suparwoto Sapto Wahono, M.Pd.

Approved by

Dean of Faculty Tarbiyah and Teacher Training



Dr. H. Abdul Mu'is, S.Ag., M.Si.
NIP. 197304242000031005

MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمُوتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِلْعَالَمِينَ

Meaning: “And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge” (Q.s Ar-Rum: 22) *



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

* Departemen Agama Republik Indonesia, Qur'an Tajwid, Maghfiroh Pustaka 2006:406.

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Mr. Sudarsono and Mrs. Syamsiyah, who always pray for me, give support and spirit to me in gaining success.
2. My beloved Brother, M. Eric Burhanudin, and all my family who always give me support and motivation
3. My beloved mentor Lailil Nur Fitriani, S.Pd was always support me when I was down while doing my undergraduate thesis.
4. All of my beloved friends, Andini Wahyuning Rizqi and Nadya Safiroh for their support.
5. Lastly, for myself Nia Amalia Wardhana for all her hard work and enthusiasm that never gave up in pursuing this final thesis. Thank you to myself for being strong in facing the twists and turns of the journey until now. I am proud of myself in the end to be in the current phase. Let's work together to develop into a better person in the future.

Thus, researcher would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard time, so researcher can finish this graduate thesis completely. Researcher would like to say thank you very much for all the affection they gave.

ACKNOWLEDGEMENT

Firstly, thanks to Allah SWT who has been giving me mercies and blessings so researcher can finish this thesis with the title “Analysis Of Students’ Engagement and Challenges In Learning English As a Foreign Language At MA Al-Fatah Sidoarjo”. Secondly, may sholawat and salam always be with prophet Muhammad SAW who has guided me from the darkness to the lightness.

The researcher is aware that this undergraduate thesis has never finished without any helps and supports from others during the process. Therefore, in this opportunity, the researcher would like to thankful to:

1. Prof. Dr. H. Hepni, S.Ag, MM. CPEM as the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember who supports and facilitate the researcher during learning in this campus.
2. Dr. H. Abdul. Mu’is, S.Ag., M.Si. as the Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University of Kiai Haji Achmad Siddiq of Jember. Thanks for giving permission for the researcher’s research.
3. Dr. Nuruddin, S.Pd.I., M.Pd.I. as the head of Islamic Studies and Language Education Department who had given the permission to do this research.
4. Dewi Nurul Qomariyah, S.S, M.Pd. as the head of English Education Department. Thanks for giving permission for the researcher’s research.
5. Rofid Fikroni, M.Pd. as academic advisor. Thank you for guidance and direction during the lecture period until the writing of this research.
6. Dr. Suparwoto Sapto Wahono, M.Pd. as the Advisor who has given her time to guide the researcher until this undergraduate thesis finished. Thanks to advice, suggestion, and guidance.
7. All of the Lecturers of the English Education Department, thank you so much for everything you have given to the writer.
8. Sokhibul Ilmi, S.Pd. as the Head of MA Al-fatah Sidoarjo, who help me to conduct this research.
9. Wakhibah Dwi Khusnah, M.Pd. as the English teacher of MA Al-Fatah, who help me to conduct this research.

Researcher wish Allah SWT gives blessings to all of you. Finally, researcher hope that this undergraduate thesis will be useful for readers. However, researcher realize that this undergraduate thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this undergraduate thesis are greatly appreciated.

Jember, 25th of May 2025

Researcher,

Nia Amalia Wardhana
SRN. 212101060009



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ABSTRACT

Nia Amalia Wardhana, 2025. *Analysis Of Students' Engagement and Challenges in Learning English As a Foreign Language at MA Al-Fatah Sidoarjo*

Keywords: *Students' Engagement, Challenges, English Foreign Language*

Learning English as a foreign language at MA Al-Fatah Sidoarjo shows that student engagement has not yet been fully optimal. This condition process several challenges in the learning process, but it also presents an opportunity to in the right solutions to enhance participation and the effectiveness of English language learning in that school environment. This challenges faced by students, teachers, and the school can be identify to allow for the design of learning that enhances motivation and engagement among active students.

The focuses of this research are: 1) How are students' engagement in learning English as a foreign language at MA Al-Fatah Sidoarjo? And 2) What are the students' challenges in learning English as a foreign language at MA Al-Fatah Sidoarjo?.

The aims of this research are to analize: 1) Students' engagement in learning English as a foreign language at MA Al-Fatah Sidoarjo, 2) Students' challenges in learning English as a foreign language at MA Al-Fatah Sidoarjo.

This research employed descriptive qualitative as the method of the research. It was conducted in MA Al-Fatah Sidoarjo. The data were gathered by observation, interview, and document review. Source and technique triangulation were used to validate the data

The result of the research are: 1) Students' engagement in English learning includes cognitive, emotional and behavioural. In cognitive, students actively summarizing, take notes, ask question, and seek information. Emotional can be seen from their enthusiasm and high motivation, supported by good relationship with teacher. In behavioural these students were disciplined and engaged in discussions, presentations, and speaking exercises. 2) The challenges faced by students have a psychological and emotional challenges, such as lack of confidence, lack of motivation, anxiety frustasion, especially due to difficulties in understanding materials such grammar, vocabulary, and differences between spelling and pronunciation.

LIST OF CONTENT

	Page
COVER	i
APPROVAL OF SUPERVISOR	ii
APPROVAL OF EXAMINERS	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENT	vii
ABSTRACT	ix
LIST OF CONTENT	x
LIST OF TABLES	xii
LIST OF PICTURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I: INTRODUCTION	1
A. Background of the Study	1
B. Research Focus	6
C. Research Objectives	6
D. Research Significant	6
E. Definition of Key Terms	7
F. Structure Discussion	8
CHAPTER II: LITERATURE REVIEW.....	10
A. Previous Study	10
B. Theoretical Framework	19
1. Students' Engagement in English learning process	19
a. Cognitive Engagment	20

b. Emotional Engagment	21
c. Behavioural Engagement	21
2. Students' Challenges in English learning process	22
a. Lack of confidence	22
b. Lack of Motivation	23
c. Anxiety Frustration	25
3. English as a Foreign Language (EFL) Learners	26
a. Characteristics of English as a Foreign Language Learners	26
CHAPTER III: RESEARCH METHOD	30
1. Research Design	30
2. Research Location	30
3. Research Subject	31
4. Data Collection Technique	33
5. Data Analysis	37
6. Validity of Data	38
7. Research Procedure	39
CHAPTER IV: RESEARCH FINDING	41
A. Findings	41
B. Discussion	57
CHAPTER V: CONCLUSION AND SUGGESTION	63
A. Conclusion	63
B. Suggestion	64
REFERENCES	66
APPENDICIES	

LIST OF TABLE

Table 2.1 Similarities and Differences of Previous Study.....	16
--	-----------



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

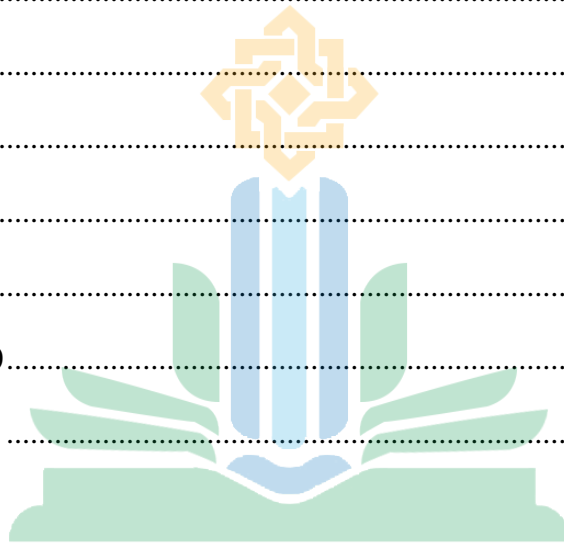
LIST OF PICTURES

4.1 Observation in ¹¹ th grade of MA Al-Fatah	42
4.2 Interview on students' engagement with the students of MA Al-Fatah	49
4.3 Interview on students' challenges with the students of MA Al-Fatah.....	56



LIST OF APPENDICIES

Appendix 1	70
Appendix 2	72
Appendix 3	73
Appendix 4	75
Appendix 5	77
Appendix 6	82
Appendix 7	89
Appendix 8	91
Appendix 9	93
Appendix 10	95
Appendix 11	102



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

The first chapter contains some aspects related to the topic of study. There are research background of the study, research focus, research objectives, research significant, definition of key terms, and structure discussion.

A. Background of the Study

Student engagement is a learning process that shapes student success in academic, social and emotional development². This student engagement refers to several active learning processes, namely involvement in student attendance, activity, and participation³. Therefore, student engagement has various dimensions, including cognitive, affective, and psychomotor engagement that can know the process of foreign language learning⁴. In this case, this student engagement can have a good impact on students and effective learning process.

Related with the students engagement, an important role in the information of this superior next generation is also students challenges. The challenges faced by students is the lack of motivation to learn English, which is a subject that is difficult to understand in everyday life⁵. in addition,

² Aarthi Janakiraman, *International Journal of Heritage Studies*, 2021.

³ Nuha Alruwais and Mohammed Zakariah, "Student-Engagement Detection in Classroom Using Machine Learning Algorithm," *Electronics (Switzerland)* 12, no. 3 (2023), <https://doi.org/10.3390/electronics12030731>.

⁴ Budsara Suwannatrai, "The Perspective of 3 Domains of Learning: Cognitive , Psychomotor , and Affective in English Learning of Higher Education in Thailand," *NeuroQuantology* 20, no. 22 (2022): 1963–79, <https://doi.org/10.48047/nq.2022.20.22.NQ10184>.

⁵ Ramesh Bahadur Singh, "Navigating English Language Education Challenges in Resource-Limited Contexts," *KMC Journal* 6, no. 1 (2024): 135–52, <https://doi.org/10.3126/kmcj.v6i1.62336>.

exposure to English in the surrounding environment is a lack of support from the surrounding environment. Such as a lack of opportunity to understand the material that has been obtained, resulting in a lack of support from peers or family, is also a factor that exacerbates students' challenges and difficulties in mastering this language⁶. Therefore, providing motivation and a supportive environment can encourage students to learn English as a foreign language.

Learning English as a Foreign Language (EFL) is learning English for students in an environment where English is not the primary language of communication⁷. In Indonesia, English learning is very important in the world of education. This learning is taught and introduced to students from elementary level to college, in the mention of foreign languages⁸. EFL is included in the formal learning process. However, lack of practice leads to difficulties in communicating fluently. The challenges in this country is to increase student engagement through programs that encourage direct interaction, such as language exchanges⁹. EFL policy in Indonesia has become part of the national curriculum and continues to undergo policy changes to adapt to global development, the government stipulates that English is taught as a compulsory subject at the junior high school (SMP), senior high school

⁶ Hariya Harlina and Fazri Nur Yusuf, "Tantangan Belajar Bahasa Inggris Di Sekolah Pedesaan," *Jurnal Penelitian Pendidikan* 20, no. 3 (2020): 325–34, <https://doi.org/10.17509/jpp.v20i3.28191>.

⁷ Addisu Sewbihon Getie, "Factors Affecting the Attitudes of Students towards Learning English as a Foreign Language," *Cogent Education* 7, no. 1 (2020), <https://doi.org/10.1080/2331186X.2020.1738184>.

⁸ Ahmad Munir, "The Role of Academic Background in English Private Tutors' Language Proficiency," *Journal of English Language and Education* 10, no. 1 (2025): 91–101.

⁹ Fitri Alfarisy, "Kebijakan Pembelajaran Bahasa Inggris Di Indonesia Dalam Perspektif Pembentukan Warga Dunia Dengan Kompetensi Antarbudaya," *Jurnal Ilmiah Profesi Pendidikan* 6, no. 3 (2021): 303–13, <https://doi.org/10.29303/jpp.v6i3.207>.

(SMA), and primary school level, English is still an elective subject until the 2026/2027 academic year and will be enforced as a compulsory subject from the 2027/2028 academic year¹⁰. These students face many learning challenges, including comprehension in acquiring English language skills, so they have less opportunity to understand the language, as they often receive formal English instruction¹¹. So, EFL in Indonesia is formally taught, but the lack of practice makes it difficult for students to communicate fluently to enhance the ever-evolving Policy on Increased engagement and the challenge of global adaptation.

The importance of English learning as EFL is regulated by the Merdeka Curriculum (Decree of the Minister Of Education, Culture, Research, and Technology Number 262/M/2022) highlights “English in the Merdeka Curriculum is introduced as an elective subject, but remains an important part of vocational and general education, supporting the development of EFL learners’ competencies¹²”. Therefore, English has become an important subject in the curriculum in the current era as an English foreign language.

There are several barriers that students face in EFL learning, such as limited vocabulary, a lack of understanding of what the teacher is discussing, and psychological conditions. In overcoming these barriers for EFL learners, a

¹⁰ Lanny Isabela Dwisyahri Koroh, “Kebijakan Bahasa Terhadap Peran Bahasa Asing Di Indonesia: Perspektif Ekologi Bahasa,” *Pendidikan Bahasa Dan Sastra Indonesia* 7, no. 1 (2024): 40–48.

¹¹ Gender Diversity et al., “Social Science Review Archives,” *Challenges and Psychological Influences in Teaching English as a Medium of Instruction in Pakistani Institutions*, no. 2018 (2024): 871–80.

¹² Tiara Vinnilarika Sari and Muamaroh, “The Implementation of The Merdeka Curriculum in Learning English in Senior High School: Case Study,” *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 10, no. 1 (2024): 28–35, <https://doi.org/10.30605/onoma.v10i1.3047>.

strategic learning environment is created by providing media and methods in an interactive way for teachers to create a conducive class for learning by shaping interaction between learners and teachers, different types of media and methods are used to support the improvement of students' English language skills, including audio, visual, audiovisual, print, and digital media¹³. To improve learners' language skills, teachers can use digital resources, collaborative projects, and real-life language practice. As English continues to be a global lingua franca, mastery of English is essential for academic success, career opportunities, and cross-cultural communication, making the study of EFL learning experiences an important area of research¹⁴. In this case, it is necessary to be introduced to learning English from childhood, which is very important for a higher level in the future.

Based on the relevance in students engagement and challenges in learning a madrasah environment such as MA Al-Fatah Sidoarjo are still limited. So, in particular not many have explored the cognitive, emotional and behavioural aspects of student engagement and the impact of challenges such as lack of confidence, lack of motivation, anxiety frustration, and psychological constraints on the learning process.

There are several research which are similar to this research, the first result is researcher examined student engagement in learning English as a

¹³ Kiki Andriani, Ardiana, and Firman, "Teaching Media in Efl Classrooms: What Are They and Why Select Them," *Journal of Language Testing and Assessment* 2, no. 1 (2022): 87–97, <https://doi.org/10.56983/jlta.v2i1.214>.

¹⁴ Mary Faye et al., "How Is English as a Lingua Franca (ELF) Transforming Education in ASEAN Universities ?," *JOURNAL OF MULTIDISCIPLINARY RESEARCH AND DEVELOPMENT* 2, no. 1 (2025): 102–15.

foreign language. Student engagement in English learning has an important role in improving learning outcomes. In this context, cognitive engagement is the main factor that determines students' active participation and their ability to think and understand learning material better. The support provided can create a conducive learning environment and encourage effective interaction. In addition, implementing various interactive teaching methods can also increase student engagement and help them gain a deeper understanding of the English learning process¹⁵.

The second result is that researcher found students are challenged to learn English as a foreign language. This challenge is important in identifying various obstacles that arise during the learning process. By understanding these challenges, the effectiveness of English language learning can be improved, helping students gain a better and deeper understanding of the English language¹⁶.

Based on the researcher's explanation above, the similarities are clarified in terms of the research focus. Therefore, the current research is important, and researchers need to examine the phenomenon in depth of student engagement and challenges in learning English as a foreign language. The aim to obtain an in-depth explanation of engagement and challenges in learning English.

¹⁵ Niken Hasdina et al., "Students' Engagement in English Language Course," *English Education and Applied Linguistics Journal (EEAL Journal)* 7, no. 1 (2024): 23–33, <https://doi.org/10.31980/eeal.v7i1.225>.

¹⁶ Alpino Susanto et al., "The Challenges Of Learning English As A Foreign". *INOVISH JOURNAL* 5, no. 1 (2020).

As a result, the researcher is interested to the engagement and challenges of students in foreign languages in MA Al-Fatah with the title of research “Analysis of Students’ Engagement and Challenges in Learning English As a Foreign Language At MA Al-Fatah Sidoarjo”

B. Research Focus

1. How are students’ engagement in learning English as a foreign language at MA Al-Fatah Sidoarjo?
2. What are students’ challenges in learning English as a Foreign language at MA Al-Fatah Sidoarjo?

C. Research Objective

1. To analyze students’ engagement in learning English as a Foreign language at MA Al-Fatah Sidoarjo.
2. To analyze students’ challenges in learning English as a foreign language at MA Al-Fatah Sidoarjo.

D. Research Significant

The researcher hopes this research can contribute to the process of learning English, especially in learning English as a foreign language. However, the significance of this research is elaborated in several points, namely: theoretical and practical significance, those are:

1. Theoretical significance

The research is expected to provide benefits and contributions to the knowledge of English language education as well as provide an understanding of the engagement and challenges faced by students in the

foreign language learning process. In addition, this research is expected to provide additional information and broaden readers' horizons in creating an effective foreign language learning process.

2. Practical significance

a. For English Teachers

The research is expected to provide benefits in engaging and challenging students in the English language learning process, especially in English foreign language (EFL).

b. For Students

The research is expected to increase students' interest in learning English as a second foreign language, so that can be motivated to develop abilities and overcome difficulties in English.

c. For Other Researchers

The research can be a reference for future research on the challenges in English language learning, as well as in the development of new approaches and the students' English language progress.

E. Definition of Key Terms

1. Students' Engagement

Student engagement in learning reflects the interaction between teachers and students in the learning process, which includes students' attendance, activity, and participation in achieving academic success and self-development. It aims to improve their understanding, skill, and academic achievement

2. Students' Challenges

The students' challenges in foreign language learning include a range of difficulties and obstacles that can impact on learning experiences and outcomes, so the difficulties experienced by students in learning English include lack of confidence and not mastering pronunciation. Meanwhile, the obstacles faced are the different levels of ability of each student in understanding English. However, by addressing these challenges effectively, students can increase their motivation, enthusiasm for learning, and resilience in developing skills during the learning process.

3. English Foreign Language

English as a foreign language involves challenges for students in the process of using and learning after their primary language. In this case, the main goal of EFL learning to improve communication skills in English, both in oral and written aspects, so that students can use it in various contexts, such as education, work, and international interaction.

F. Structure Discussion

This research is divided into five chapters. Each chapter is covered in detail here:

Chapter I is introduction. This chapter includes the background of study, research focus, research objective, research significant, definition of key terms, and Structure Discussion.

Chapter II is a literature review. This chapter contains previous study as well as a theoretical framework.

Chapter III is a research methodology. This chapter includes a research design, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

Chapter IV is a research finding. This chapter includes a description of the research purpose, data display, data analysis, findings, and discussion.

Chapter V is the conclusion and suggestion. It includes a conclusion and suggestion.



CHAPTER II

LITERATURE REVIEW

In this chapter explain two sub-chapters. The first is a review of previous studies where researchers explain the differences between this study and previous studies. The second is the theoretical framework, where the researcher was explain the theories related to this research.

A. Previous Study

Some researchers have studied several issues related to assessment procedures with different focuses and subs but the research findings show almost the same results. Here are some previous studies discovered by researchers.

1. The first previous research was written by Xiaolan Ye (2024), entitled “A Review of Classroom Environment on Student Engagement In English as a Foreign Language Learning”¹⁷
Learning engagement is a topic that is receiving increasing attention as many studies show that higher levels of learning engagement are associated with better educational outcomes. Various internal student factors, such as academic education, as well as external factors, such as teacher engagement have been identified as key elements in student learning engagement in English as a foreign language (EFL) learning. However, as far as the authors are aware, no literature review specifically addresses this aspect. Therefore, this study

¹⁷ Xiaolan Ye, “A Review of Classroom Environment on Student Engagement in English as a Foreign Language Learning,” *Frontiers in Education* 9, no. July (2024): 1–7, <https://doi.org/10.3389/feduc.2024.1415829>.

aims to review the existing literature regarding the impact of classroom environment on EFL students' learning engagement, which has an important role in creating, maintaining and enhancing students' engagement in foreign language through a conducive classroom environment.

2. The second previous research was written by Peijian Paul Sun, Lawrence Jun Zhang (2024), entitled "Investigating the Effects of Chinese University Students' Online Engagement on Their EFL Learning Outcomes"¹⁸

Engagement plays a crucial role in students' success in the learning Process. Although student engagement is widely researched, the extent to which they engage in online learning and its relationship with learning outcomes, particularly in the context of second or foreign language learning, is less explored. This study analyses the online engagement profile of university students studying English as a second language and their learning outcomes. The result shows that students' engagement in online English learning is multidimensional, covering behavioral, cognitive, affective, and social aspects. Moreover, there is a significant correlation between students' actual engagement such as task work and task completion rate, and their self-perceived online engagement (behavioral, cognitive, and affective engagement).

However, of the two means of online engagement, only actual

¹⁸ Peijian Paul Sun and Lawrence Jun Zhang, "Investigating the Effects of Chinese University Students' Online Engagement on Their EFL Learning Outcomes," *Asia-Pacific Education Researcher* 33, no. 4 (2024): 747–57, <https://doi.org/10.1007/s40299-023-00800-7>.

behavioral engagement measured through assignment scores proved to be a positive predictor of student learning outcomes

3. The third previous research was written by Alpino Susanto, A Malik, Mitrayati (2020), entitled “The Challenges of Learning English as a Foreign Language Among Undergraduate Student”¹⁹

As one of the foreign languages in Indonesia, English is taught from junior high school to university level. In learning English as a foreign language, both teachers and students as learners face various challenges. Various responses can be found in the classroom related to these challenges, especially in terms of students’ attitudes during the learning process, the achievement of learning outcomes, and their participation in group activities. So the results of this study show that students experience various difficulties in learning English, which are caused by differences in the level of mastery of English between individuals.

4. The fourth previous research was written by Hamed Mohammad Hosseini, Jalil Fathi, Ali Derakhshesh, Sepideh Mahraein (2022), entitled “A Model of Classroom, Foreign Language Enjoyment, and Student Engagement among English Foreign Language Learners”²⁰

Emotional factors affecting second language learning and positive emotions can enhance student engagement. This research effort

¹⁹ Susanto et al., “THE CHALLENGES OF LEARNING ENGLISH AS A FOREIGN.”

²⁰ Hamed Mohammad Hosseini et al., “A Model of Classroom Social Climate, Foreign Language Enjoyment, and Student Engagement among English as a Foreign Language Learners,” *Frontiers in Psychology* 13, no. August (2022): 1–12, <https://doi.org/10.3389/fpsyg.2022.933842>.

contributes to this field of research in student engagement based on classroom social climate (CSC) and enjoyment in foreign language learning among EFL learners in Iran to intermediate English as a foreign language (EFL) learners who participated in this survey by filling out a questionnaire. The results showed that CSC and FLE acted as significant predictors of student engagement, with FLE being the more dominant predictor. In addition, CSC had a small effect on FLE. These findings confirm the contribution of positive psychology to second language teaching, indicating that positive perceptions of the learning environment and pleasant emotions can enhance student engagement in EFL learners.

5. The Fifth previous research was written by Niken Hasdina, Eva Devi Sofyawati, Sinta Dewi, Hanifah Oktarina (2024), entitled “Students’ Engagement in English language Course”²¹
This study analyses the types of engagement shown by students in English language subjects. Another objective was to identify the factors that influence students’ engagement. The result revealed that there were three types of student engagement, namely cognitive engagement, behavioral engagement, and affective engagement. On three types, cognitive engagement is the most dominant. In addition, this study also shows that student engagement in English learning is influenced by five

²¹ Hasdina et al., “Students’ Engagement in English Language Course.”

main factors, namely school level, support from teachers, peers, class structure, and task characteristics.

6. The sixth previous research was written by Ali Derakhshan, Jalil Fathi, Mirosław Pawlak, Mariusz Kruk (2022), entitled “Classroom Social Climate, Growth Language Mindset, and Student Engagement: The Mediating Role of Boredom in Learning English As a Foreign Language”²²

This study examines different models of classroom social climate and their impact on students’ boredom and engagement in learning English as a foreign language. The boredom studies involved a large number of students majoring in English at a university in Iran. The result of data analysis using the Confirmatory Factor Analysis (CFA) in Structural Equation Modelling (SEM) revealed that students’ engagement in EFL learning is affected by their level of boredom, which in turn affects language mindset in growth process.

7. The seventh previous research was written by Tipaya Peungcharoenkun, Budi Waluyo (2024), entitled “Students’ Affective Engagement in Peer Feedback across Offline and Online English Learning Environment in Thai Higher Education”²³

²² Ali Derakhshan et al., “Classroom Social Climate, Growth Language Mindset, and Student Engagement: The Mediating Role of Boredom in Learning English as a Foreign Language,” *Journal of Multilingual and Multicultural Development*, no. July (2022): 1–19, <https://doi.org/10.1080/01434632.2022.2099407>.

²³ Tipaya Peungcharoenkun and Budi Waluyo, “Students’ Affective Engagements in Peer Feedback across Offline and Online English Learning Environments in Thai Higher Education,” *Asian-Pacific Journal of Second and Foreign Language Education* 9, no. 1 (2024), <https://doi.org/10.1186/s40862-024-00286-w>.

The research highlights the dynamics of online learning effectiveness in the context of English as a foreign language (EFL). In this case, student engagement plays an important role in the learning process, especially by utilizing their affective aspects through a blended learning method that is explanatory in nature. This method was implemented by dividing students into several learning groups that interacted through Zoom and a traditional classroom. Researchers analyzed student engagement based on peer feedback during online learning, measuring the level of engagement showed an improvement in writing, the result highlighted that improving writing skills in EFL learning was not the main focus.

8. The eighth previous research was written by Nguyen Le An Phuong, Nguyen Thi Hoang Bau (2024), entitled “A Study on Adult Learners of English As a Foreign Language in Vietnam: Motivation, Advantages, and Challenges”²⁴
- English has become very popular in Vietnam and is increasingly in demand in education. The main purpose of teaching English in schools and training centers is to improve the language skills of the participants. Popularity of English continues to increase as many individuals are interested in learning it for career development, employment, and communication needs. Student learning English as a foreign language (EFL) in Vietnam face various challenges, such as time constraints, low

²⁴ Le An Phuong Nguyen and Thi Hoang Bau Nguyen, “A Study on Adult Learners of English as A Foreign Language in Vietnam: Motivations, Advantages, and Challenges,” *International Journal of Language Instruction* 3, no. 1 (2024): 31–42, <https://doi.org/10.54855/ijli.24313>.

literacy skills, and financial constraints, which can hinder the effectiveness of their learning. Various solutions have been developed to help learners and educators overcome these barriers. The main motivation for learning English remains driven by career and work demands, despite the obstacles.

Table 1.1
Similarities and Differences of Previous Study

NO	Author and Title	Similarities	Differences
1.	Xiaolan Ye (2024), entitled “A Review of Classroom Environment on Student Engagement In English as a Foreign Language Learning”	both researchers used qualitative research methods Both researchers discussed student engagement in learning English as a foreign language (EFL)	This researcher analyzed student engagement and challenges in EFL This research used a systematic literature review to evaluate the influence of classrooms on student engagement.
2.	Peijian Paul Sun, Lawrence Jun Zhang (2024), entitled “Investigating the Effects of Chinese University Students’ Online Engagement on Their EFL Learning Outcomes”	Both emphasize the importance of student engagement in the EFL learning process.	The research object used in this study is students at Zhejiang University with quantitative research methods survey design, using questionnaires and statistical analysis. While the researcher used is high school students in MA Al-Fatah using qualitative descriptive methods.
3.	Alpino Susanto, A Malik, Mitrayati (2020), entitled “The Challenges of Learning English as a Foreign Language Among Undergraduate Student”	Both discuss strategies used by students to overcome challenges in learning English	This study emphasises the influence of the classroom environment on student challenges, while the researcher focuses more on the specific engagement or challenges that students face in learning English.
4.	Hamed Mohammad Hosseini, Jalil Fathi, Ali Derakhshesh, Sepideh Mahraein	Both focus on students’ experiences in English language learning contexts, including	This study emphasises more on the relationship model between classroom social climate,

NO	Author and Title	Similarities	Differences
	(2022), entitled “A Model of Classroom, Foreign Language Enjoyment, and Student Engagement among English Foreign Language Learners”	factors that influence engagement and challenges faced by students.	foreign language enjoyment, and student engagement. And while the researcher focuses more on the engagement and challenges students face in the English learning process, such as anxiety, motivation, or social support.
5.	Niken Hasdina, Eva Devi Sofyawati, Sinta Dewi, Hanifah Oktarina (2024), entitled “Students’ Engagement in English Language Course”	Both researchers used research approaches relating to qualitative data analysis to understand the factors influencing student engagement.	This study focused more on English language courses in particular student engagement. Whereas the researcher suggests a broader scope, potentially examining student engagement and challenges in a variety of contexts related to foreign language learning.
6.	Ali Derakhsan, Jalil Fathi, Mirosław Pawlak, Mariusz Kruk (2022), entitled “Classroom Social Climate, Growth Language Mindset, and Student Engagement: The Mediating Role of Bedroom in Learning English As a Foreign Language”	Both researchers discussed student engagement in learning English as a foreign language (EFL)	This study describes the condition of learning English as a foreign language based on benchmarks and methods applied through in-room mediation. While the researcher also outlines the engagement faced by students in the process of learning English as a foreign language.
7.	Tipaya Peungcharoenkun, Budi Waluyo (2024), entitled “Students’ Affective Engagement in Peer Feedback across Offline and Online English Learning Environment in Thai	Both researcher discussed student engagement	This research object used in this study in Thailand higher education with mix methods. While the researcher used in this study in Indonesia (MA AL-Fatah) with qualitative method.

NO	Author and Title	Similarities	Differences
	Higher Education”		
8.	Nguyen Le An Phuong, Nguyen Thi Hoang Bau (2024), entitled “A Study on Adult Learners of English As a Foreign Language in Vietnam: Motivation, Advantages, and Challenges”	Both researcher discussed student Callenges in English as a foreign language	This research object used in this study in the University of Danang with mix methods. While the researcher used this study in School (MA Al- Fatah)

Based on previous research, six studies focus on student engagement, and two study focuses on student challenge, the researchers' results are similar to those of other researchers' research on foreign language learning. The previous research and the researcher, namely in the first study, differed in the previous study to evaluate the influence of the classroom on student engagement. Then in the second research, the difference is in the research object used in the previous research, which is at the university, while the researcher is at school as the object of research. This third study discusses student challenges, where the difference lies in the influence of student pressure in the influence of the classroom environment. The fourth part of the study explains the stress in the process of the relationship between social climate and language enjoyment in student engagement. The Fifth of researcher is study focuses more on English language courses, while the researcher examines student engagement and challenges associated with foreign language learning at school. The sixth and Seventh is the study focus student engagement in

English as a foreign language and the difference between with research and the researcher is the object. The last part of researcher is in the research object used in the previous research, which is at the university, while the researcher is at school as the object of research.

So, the relevance in students engagement and challenges in learning a madrasah environment such as MA Al-Fatah Sidoarjo are still limited. Than, in particular not many have explored the cognitive, emotional and behavioural aspects of student engagement and the impact of challenges such as lack of confidence, lack of motivation, anxiety frustration, and psychological constraints on the learning process.

B. Theoretical Framework

The literature review explains the theoretical discussion supporting this research. This aims to ensure that researchers have a broader insight and understanding of the problem they want to solve in accordance with the focus and objectives of the research. In this part of the research, the researcher presents theories about Students' Engagement, Students' Challenges, and English Foreign Language (EFL) Learner

1. Students' Engagement in English learning process

Students' engagement in the success of the learning process can be seen from the cognitive, emotional, and behaviour participation in learning activities in the classroom which has a tendency for stdents to be active, higly motivated, involved in discussions, and complete

assignment on time²⁵. In this case, the main component that influences students engagement is self-efficacy, which includes three main aspects, namely cognitive engagement, emotional engagement, and behavioural engagement²⁶.

a. Cognitive Engagement

Cognitive engagement is a combination of motivation, effort, and the application of effective learning strategies, which reflects the active engagement of students in learning which interest, attention, and awareness of students in following the learning process in earnest to find out students in interest that fosters critical thinking skills, self monitoring, and deep understanding with the encouragement of student curiosity in solving problems and facing various learning difficulties²⁷. For example, summarising the text helps students think critically and understand the content in depth, asking critical question reflects active engagement and analytical understanding, and correcting sentence structure errors demonstrates independence and attempts to improve language skills.

²⁵ Nur Wahyuni, Universitas Battuta, and Universitas Battuta, “Strategi Efektif Dalam Pengelolaan Kelas Untuk Meningkatkan Keterlibatan Siswa Dalam Proses Pembelajaran” 7, no. 2 (2022): 34–41.

²⁶ Albert Bandura, *Self-Efficacy and Educational Development*, *Self-Efficacy in Changing Societies* (1995, 1995), <https://www.researchgate.net/publication/247480203>.

²⁷ Albert Bandura, “Social Cognitive Theory of Self-Regulation.Pdf” (Academic Press, 1991).

b. Emotional Engagment

Students' emotional engagement is the response to the environment, which includes the personal interest from personal value, emotions, attitudes, and motivation during the learning process, therefore the higher the level interest can greater the positive value that students bring to learning, thus encouraging higher enthusiasm in learning English²⁸. For example feel exitent when learning english like a activities with wathcing film, sing a song, having confidence in speaking and expressing opinions in English and than feeling motivated thanks to positive relation ship with the teacher in understanding and helping overcome students' learning difficulties.

c. Behavioural Engagement

Behavioural engagement is the reflects students' active participation in the learning process in consistent attendance in class, timely completion of assigned tasks, and adherence to established school rules and regulations, so that students can demonstrate commitment in undergoing learning activities with discipline and responsibility²⁹. For example always arrive on time for English lessons, consistently engage in answering question and

²⁸ Dhiya Ahadia Shafa, Arga Sutrisna, and Barin Barlian, "Pengaruh Kecerdasan Emosional Dan Kemampuan Adaptasi Terhadap Employee Engagement," *Jurnal Akuntansi, Keuangan, Dan Manajemen* 3, no. 4 (2022): 307–22, <https://doi.org/10.35912/jakman.v3i4.1295>.

²⁹ Md Abdullah Al Mamun and Gwen Lawrie, "Factors Affecting Student Behavioural Engagement in an Inquiry-Based Online Learning Environment," *Research Square*, 2021, 1–31.

discussing during teaching and learning activities, and complete assignments from the teacher and submit them according to the deadline.

So, this theory suggests that a form of students' engagement can affect the effectiveness of student learning activities and interaction between teachers and students in an effective English language learning process in a students' mindset and performance of students' brain.

2. Students' Challenges in English learning process

Students' challenges in learning English, students often face various obstacles related to psychological or emotional aspects, such as lack of confidence, lack of motivation, and frustration during the learning process³⁰.

a. Lack of confidence

Lack of confidence in learning English is one of the main obstacles that students face during the learning process, for the students feeling unsure of their abilities, this can lead to fear of making mistakes, feelings of embarrassment when speaking in front of others, as well as traumatised or negative experiences that have been experienced before, such as being ridiculed when

³⁰ Adi Wijayanto, *Metode Psikologi Pendidikan Dalam Menghadapi Tantangan Dan Problematika Pembelajaran* (Akademia Pustaka, 2024), <https://doi.org/10.5281/zenodo.13864537>.

mispronouncing words³¹. For example a students who has been laughed at for mispronunciation is likely to become reluctant to speak English the next time, despite his or her potential, so this fear then becomes a barrier for students to actively participate in class and practice the English skills to the fullest.

b. Lack of Motivation

Motivation to learn is very important for these students at school. Motivation is a learning process that will help the implementation of learning from start to finish. In addition, learning motivation can provide information about student progress in learning, and student learning improvement, but the lack of motivation is sprung by students' lack of interest in English which can reduce student motivation³². The important role of a teacher in motivation students for learning development has several types, because teachers have an active role in motivating students with success in learning in terms of external motivation and internal motivation³³. So, the student motivation is divined into two types, namely external motivation and internal motivation:

1) External Motivation

External motivation is a type of learning motivation that comes fom factors outside the student and function as a driver

³¹ Wijayanto. Hal 177

³² Adetya Dewi Wardani et al., "Student Learning Motivation: A Conceptual Paper" 487, no. Ecpe (2020): 275–78, <https://doi.org/10.2991/assehr.k.201112.049>.

³³ Wardani et al. Hal. 277

so that students want to learn. This motivation does not arise from personal desire, but because of the pressure of reward expected from the surrounding environment. Examples of external motivation include:

- a) The desire to always achieve top rank or get high grades in every subject.
- b) Encouragement from parents or teachers who demand students to achieve a certain target.
- c) Rewards or prizes as a form of appreciation for learning success.
- d) Fear of punishment or consequences for not studying well.
- e) A strong desire to be accepted into a favourite educational institution or dream institution³⁴.

So, External motivation is characterised by being temporary and inconsistent. While it may encourage student to learn in the short term, it often does not result in deep interest or understanding of the material. Therefore, when relying solely on external motivation, the effectiveness of student learning can be limited.

2) Internal Motivation

Internal motivation is a drive that arises from within a person due to personal interest and awareness of the importance

³⁴ Saif Ur Rehman et al., "Intrinsic and Extrinsic Motivation of Learning English as a Subject at the Secondary Level," *Journal Of Archaeology Of Egypt/Egyptology* 20, no. 2 (2023): 1928–45.

of the learning process for the future. When a person feels happy and appreciates the learning process itself, learning becomes more meaningful and enjoyable. Some example of internal motivation include:

- a) High consistency about a particular topic.
- b) The desire to become more confident and intellectually develop.
- c) The personal satisfaction that comes with successfully completing a learning task.
- d) Enjoying all the subjects learnt.
- e) Actively contributes to every learning activity and enjoys sharing knowledge with others³⁵.

So, internal motivation has stable and long-lasting characteristics. This drive keeps a person consistent in learning, increases the effectiveness of the learning process, and encourages the growth of independence in developing one's potential in a sustainable manner.

c. Anxiety Frustration

Anxiety in frustration is an emotional condition in which a person feels pressure, anxiety and apprehension when trying to understand the material being learnt, especially when the efforts made do not procedure the expected result, the context of English

³⁵ Rehman et al. Hal 45

language learning, the rustasi can rise fom difficulties in understanding vocabulary, grammar, or when experiencing errors in speaking and writing that ca lower self confidence and the tesion arising from these repeated failures can create a passive attitude to learning, even making students feel afraid to actively participate in classroom activities³⁶. For example students who earn to speak English fluently but continue to experience difficulties in pronunciation or comprehension can feel frustrated by the lack vocabulary.

So, this theory suggest that a from of the challenges students face in the psychological and emotional behaviour in English language learning in terms of lack of confidence, lack of motivation and anxiety frustation for students.

3. English as a Foreign Language (EFL) Learners

a. Characteristics of English as a Foreign Language Learners

Characteristics in the learning process have a very important role. Therefore, character education applied to students aims to develop their potential to optimise the learning process³⁷. There are types of characteristics that can be used in learning English, including motivation, interest and learning style in learning to students:

³⁶ Andrian, “Kecemasan Siswa Dalam Belajar Bahasa Inggris” 2, no. 2 (2023).

³⁷ Aulia Safira Septiana et al., “Jurnal Pendidikan Transformatif (JPT) Karakteristik Peserta Didik Dalam Proses Pembelajaran Bahasa Inggris Di Jurnal Pendidikan Transformatif (JPT),” *Jurnal Pendidikan Transformatif (JPT)* 02, no. 06 (2023): 120–34.

1) Motivation

Motivation in this characteristic acts as a condition that simulates behavior, gives clear direction and maintains the action taken. High learning motivation encourages learners to be more diligent in facing various challenges in order to achieve success in the future, as well as build a more effective learning spirit. In this context, learning motivation has several main aspects that play a role in the development of learners, including the quality of their involvement in the learning process, the level of feelings and affective involvement in learning, and the efforts made to maintain and increase motivation in learning³⁸. So, with strong motivation, learners can be consistent in developing the academic potential and skills optimally.

2) Interest

Interest acts as the main drive of a person in choosing and doing an activity. When a person realizes the benefit of something with feels satisfied, which then generates interest when a person recognizes the characteristics of a situation that match wants or needs. Therefore, it is important to develop interest according to individual preferences. Learners' interest in English varies from high to low and

³⁸ Aulia Safira Septiana et al. Hal. 128

can be measured through indicators such as enjoyment, interest, attention, engagement in learning, and perceived benefits³⁹. So, Active participation in learning contributed to better learning outcomes, where learners' engagement increases if they are interested and enjoy the material being taught.

3) Learning style

Learning style refers to a person's ability to receive and process information from their environment. In general, learning styles can be described as a combination of individual ways of absorbing, organizing, and processing information. In the learning process, the learning style of learners is an important factor that can affect both the course of learning and the result achieved⁴⁰. There are three main categories of learning styles⁴¹: visual, auditory, and kinesthetic.

a) Visual

Learning with visual learning styles find it easier to understand information through visual elements. Therefore, educators are advised to use media such as pictures, posters, powerpoint presentation, and observation activities to support the learning process.

³⁹ Aulia Safira Septiana et al. Hal. 129

⁴⁰ Aulia Safira Septiana et al. Hal.129

⁴¹ Aulia Safira Septiana et al. Hal. 131

b) Auditory

Learners with auditory learning style tend to be more effective in understanding material through hearing. Enjoy learning methods such as lecture, discussions, and have good listening skills. To optimize the learning, educators can utilize recording media, encourage engagement in discussion, create a conducive learning environment, and use music as a learning tool.

c) Kinesthetic

Learners with kinesthetic learning style prefer learning that involves physical activities, such as moving and touching object. Therefore, educators can

facilitate the learning by using real objects to help understand new concept and invite them to be more active in exploring the surrounding environment.

So, characteristics of English learners include motivation, interest, and learning style which can help educators adjust teaching methods to be more effective.

CHAPTER III

RESEARCH METHOD

This chapter discusses the procedure for conducting research. It includes research design, research subject, data and data source, research process, research instruments, data collection techniques, data analysis techniques, validity of data, and research procedure.

1. Research Design

Based on the research title “Analysis of Students’ Engagement and Challenges in Learning English As a Foreign Language At MA Al-Fatah Sidoarjo”, the design of this research is descriptive qualitative. It describes a phenomenon, where the existing data is accurate data that is researched systematically⁴². The aim of this research to find out the phenomenon of student engagement and challenges in the process of learning a foreign language. Qualitative research is an understanding of the researchable phenomena gained through an in-depth study of each case, where the issues studied are diverse or varied. So that the data collected is accurate, appropriate primary data and secondary data⁴³.

2. Research Location

In this research, the researcher was conducted at MA Al-Fatah, which is located in the Jl. Raden Fatah Kedungpandan, Kedungpandan, Jabon sub-district, Sidoarjo Regency, Jawa Timur. In this case, the

⁴² Syafrida Hafni Sahir, *Methodologi Penelitian*, Cetakan 1, (Banguntapan, Bantul-Jogjakarta, PENERBIT KBM INDONESIA), 2021, hal. 6

⁴³ Ibid, hal. 41

researcher plays an important role in obtaining data that is in accordance with the focus of the research location. The location chosen by the researcher is expected to provide relevant data and fulfill the research needs.

This selection of this research location is influenced by similarities and differences in teaching and learning activities at the target location. The researcher chooses this location based on several considerations; First, no previous research has addressed engagement and challenges in this research location. Secondly, through the learning process, the researcher observed the students' ability to understand English as a foreign language. Third, this research location is relevant to the topic being studied. Fourth, this school environment supports the research induction elaboration process, such as identifying new scientific findings related to learning objectives, learning conditions at school, student learning motivation, and evaluation of learning outcomes at MA Al-Fatah. Thus, this research is expected to reveal gaps in engagement as well as challenges faced by students during the learning process.

3. Research Subject

In qualitative research, the population used can be generalized to the development of exploration to the development of a phenomenon that is subjective. Purposeful sampling is a participation selection technique carried out deliberately by researchers, selecting individuals or groups that are considered to have the best capacity to provide in-depth insight into the

phenomenon being studied⁴⁴. In this sampling process, researcher selected several samples that would be used as research subjects. because this research is qualitative, so the research subject was called as informan⁴⁵. The informant of this research consist of hedmaster, English teacher, and students of MA Al-Fatah.

a. The headmaster of MA Al-Fatah

The headmaster of MA Al-Fatah is Mr. Sokhibul Ilmi, S.Pd. said that English learning has an important role for all students. Therefore, the development of English learning needs to be done to increase ther learning motivation.

b. The English teacher of MA Al-Fatah

English teacher at MA Al-Fatah is Mrs. Wakhiba Dwi Khusnah, M.Pd. applies various effective learning strategies so that the English learning process is conducive. However, she said the students' engagement and challenges of learning English as a foreign language are motivating.

c. The students of MA Al-Fatah

The students who was the subject of the study are grade XI students based on the recommendation from Mrs. Wakhibah Dwi Khusnah, M.Pd. with a total of 29 students with 12 Male and 17 Female. In this study, the researcher found diverse characteristics of

⁴⁴ Creswell, Hal.206

⁴⁵ Tim Penyusun, *Buku Pedoman Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember 2024*, (UIN Kiai Haji Achmad Siddiq Jember, Jl. Mataram No.01. Mangli Kaliwates Jember), Hal. 48

the students regarding the engagement and challenges in English learning. Therefore, Mrs. Wakhilah Dwi Khusnah, M.Pd. suggested that this class was suitable to be the research subject as the students were ready to participate in the research.

4. Data Collection Technique

Data collection techniques are methods used to obtain information directly in the field⁴⁶.

a. Observation

In this research, the researcher used participant observation, and the data obtained using this observation technique was the condition that occurred in MA Al-Fatah. Observation is data collection method that is done directly by observing several people and research locations⁴⁷. In this case, data collection techniques are divided into non-participant observe. However, researcher chose non-participant observe data collection techniques, which is a method that involves direct observation at the location without participating in activities, and recording the result of these observations⁴⁸.

This observation includes several important steps:.

- 1) Researcher examined the objective conditions at MA Al-Fatah
- 2) The teacher delivered the material by utilizing the media used in English learning.

⁴⁶ Syafrida Hafni Sahr, *Methodology Penelitian*, Cetakan 1, (Bangutapan, Bantul-Jogjakarta, PENERBIT KBM INDONESIA), 2021, hal. 45

⁴⁷ Creswell, Hal.213

⁴⁸ Creswell, Hal. 214-215

- 3) The researcher observed the students' engagement relationship as well as the challenges they faced in the English learning process.
- 4) The teacher conducted an evaluation during the learning process
- 5) The researcher recorded the results of the observations that had been made.

Thus, the observation conducted by the researcher at MA Al-Fatah is expected to produce relevant research findings. This observation also provides an overview of the engagement and challenges faced by students in learning English as a foreign language.

b. Interview

In this qualitative interview, the researcher engages one or more participants to answer general questions openly and recorder the answer⁴⁹. Some of interview concept to consider in determining the form of the interview and understanding the key phenomena include one-on-one interview, focus group interview, telephone interview and e-mail interview⁵⁰. These interviews was discussed students' engagement and challenges faced in the learning process. In the interviews, the researcher was interviewed several interviewees including the headmaster, English teacher, and eleventh-grade students.

c. Document Review

The document review include various personal records collected during the research at the research site. These documents

⁴⁹ Cresweel, Hal. 217

⁵⁰ Creswell, Hal. 218-219

provided the research was very useful to the researcher in understanding the phenomenon in the context of qualitative research⁵¹.

This document review by researcher collects several data such as:

1) Cognitive assessment

Cognitive assessment is an evaluation process that focuses on students' thinking abilities, such as concept understanding, ability to analyse information, and application of material in the situation of learning English as a foreign language. In the context of this research, cognitive assessment is used to measure students' cognitive engagement, i.e. how students process and understand English learning materials in the classroom. This assessment provides an overview of the extent to which students are able to internalise knowledge and demonstrate intellectual participation during the learning process.

2) Summative assessment

Summative assessment is a type of evaluation conducted at the end of a learning period, such as the end of a semester or the end of a particular learning topic, with the aim of assessing students' overall learning achievement. In relation to this research, summative assessment helps to know the final result of the English learning process and evaluate the extent to which students have achieved the learning objectives. It is also closely related to the challenges that

⁵¹ Cresweel, Hal. 223

students face during the learning process, as the final result could be a reflection of the extent to which engagement and obstacles affect their achievement.

3) Student attendance

Student attendance is an important indicator in assessing behavioural engagement. Students who are actively and consistently present in learning demonstrate positive attitudes, responsibility and motivation in learning. In this study, attendance data is used to see the extent to which students are physically involved in the English learning process. High attendance can reflect students' interest and commitment, while low attendance can be an indicator of certain barriers or challenges in following EFL learning.

4) Result of student ability score

The results of students' proficiency scores reflect the extent to which students have mastered the English language materials that have been taught, whether in the aspects of reading, writing, speaking or listening. In the context of this study, students' proficiency scores are used to assess their success in facing challenges and how much their engagement influences that achievement.

5. Data Analysis

Data analysis based on the result of data collection is a crucial stage in scientific research. The method used for data analysis in this study is interactive analysis. According to Miles, Huberman, and Saldana, qualitative data analysis consists of three main steps⁵²:

a. Data Condensation

Data condensation involves selecting, focusing, simplifying, abstracting, and transforming data from various sources, such as field notes, interview transcripts, and documents. In this process, data condensation occurs after the researcher conducts interview and collects written data in the field. This research began with field observation, where the researcher documented the findings obtained during the observation process. The interview transcripts are then sorted and refined to highlight the key aspects relevant to the research focus. The results of the interview selection were then analyzed by comparing them to data from the review of available documents.

b. Data Display

Data display refers to the organization, integration, and summarization of information. This stage facilitates a clearer understanding of the research context by enabling a more in depth analysis of the collected data.

⁵² Matthew, B. Milles & A. Mihael Huberman. *Qualitative Data Analysis*. (Thousand Oaks: Sage Publications, 2014), Hal 12-14

c. Conclusion

Conclusions are formulated from the early stages of data collection. The research aims to identify underlying patterns, recognize recurring explanations, and analyze cause and effect relationships through the research process.

6. Validity of Data

Validity is a key aspect in the development and evaluation of measuring instruments. Historically, validity has been defined as the degree to which an instrument measures what it is supposed to measure. More recent views on validity focus not only on the instrument itself but also on the interpretation and meaning of the scores obtained through the instrument⁵³. This section explains the steps that have been taken in the implementation of the research, starting from preliminary studies, design development, and implementation of the main research, to the preparation of reports. The stages in the research are as follows:

a. Source Triangulation

The source triangulation method, this research method was reliabilited and validited of the data. In this study, data wase obtained through direct interviews with the headmaster, English teachers, as well as eleventh grade students at MA Al-Fatah.

⁵³ Donald Ary et al., *Introduction to Research in Education*, Nelson Education, Eight Edition, (Canada: Nelson Education, 2010), Hal. 225

b. Technical Triangulation

The triangulation technique refers to efforts to ensure the authenticity and validity of data by comparing the same information through various techniques, such as observation, interview and document review, which are then combined by researcher.

7. Research Procedure

This research procedure includes the implementation of the research strategy, which consists of preliminary research, design development, actual research, research implementation, and report preparation. Based on the research techniques described earlier, this research includes three main stages that researchers must carry out in the form of the research procedures, which are as follows:

a. Pre-Field Stage

The pre-field stages is carried out before the implementation of research at the location.

1) Developing a Research Design

Research prepares a research design by considering several factors, such as research title, focus, objective, advantages, research subjects, and methodology used.

2) Choose a research field

The researcher chose the research field at MA Al-Fatah Sidoarjo

3) Permit Processing

Before starting the research, the researcher first took care of licensing from the university, then visited the research location to obtain official permission before carrying out the next stage of research.

4) Assessing the state of the field

After obtaining permission, the researcher began to assess field conditions to support the data collection process and understand more about the research context.

5) Make a research instrument

The preparation of research instruments was carried out after all the previous steps were completed. This instrument was used in the data collection process during the research.

b. Research implementation stages (Field Work)

At this stage, researcher collected research data using two methods, namely observation, interview, and document review

c. Data Analysis Stage

After the data were obtained through observation, interview, and document review. The data were analysed using Huberman and Saldana. The analysis results were then outlined in the form of a research report and consulted with the supervisor.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The researcher delivered a research findings and discussion in this chapter. It was researcher to focus on the research issues raised in the first chapter.

In the findings, the researcher discussed the data collection procedure and presented the data's results. In contrast, the researcher would analyze the findings in the discussion section.

A. Findings

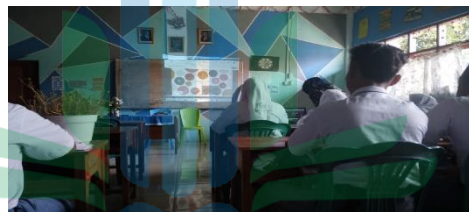
The data was collected through observation, interviews, and document review. The researcher discovered data about students' engagement and challenges in learning English as a foreign language at MA Al-Fatah Sidoarjo based on observation, interview, and document review.

The data displayed and analyzed based on the research focus, which are as follows: 1) How are students' engagement in learning English as a foreign language, and 2) What are students' challenges in learning English as a foreign language. The data is obtained as follows:

1. Students' engagement in learning English as a Foreign Language

Based on the observation result, it showed that there are engagement faced by students in learning English process, which affects the level of activeness and enthusiasm in participating in the lesson. In this case, teacher provides learning creativity in order to create an interesting learning atmosphere and avoid boredom in classroom. So, the interviews was be discussed below to refine the data

obtained. Based on the statements interview result, the researcher found that students' engagement in learning English can be known directly through the learning process they experience. This engagement manifests in several forms, including cognitive engagement, which involves students' mental effort and investment in understanding the material emotional engagement, reflected in their interest, enjoyment, or anxiety during the lesson; and behavioral engagement, shown through their participation, attentiveness, and interaction in classroom activities.



Picture 4.1

Observation in 11th grade of MA Al-Fatah⁵⁴

a. Cognitive engagement in learning English as a foreign language

Cognitive engagement is a form of student involvement that is directly related to the thinking process, understanding, and learning strategies they use during learning.

“Ya, keterlibatan dalam bahasa Inggris dimadrasah Al-Fatah ini bermacam-macam, 1. Ada siswa yang aktif dan sampai ikut lomba baik di kabupaten maupun diprovinsi, 2. Ada juga yang gak mungkin menonjol dikelas tapi kalau dikasih tugas atau proyek dikerjakan dengan sungguh-sungguh dan semangat, 3.

⁵⁴ Observation in 11th grade of MA Al-Fatah

Memiliki prestasi belajar hal ini dapat dilihat dari nilai yang didapatkan”.⁵⁵

From the explanation above, it can be seen that students' enthusiasm in learning English is at Madrasah Al-Fatah varies, ranging from students who actively participate in competitions, students who are silent but serious about doing assignments, to students who show achievements through academic scores. This shows that engagement can be known from various aspects, both participation, responsibility, and learning outcomes. This statement is also reinforced by the opinion of the English teacher Mrs. W.D.K

“Menurut saya, keterlibatan siswa dalam bahasa Inggris itu penting kenapa? Karena ketika siswa terlibat, siswa aktif, berpartisipasi mereka akan lebih mudah untuk memahami dan menguasai bahasa Inggris. Nah, pembelajaran itu juga bisa menjadi menyenangkan dan efektif ketika siswa dapat terlibat dalam pembelajaran tersebut”.⁵⁶

From the explanation above, it shows that the student engagement in English learning is very important because it can improve understanding and mastery of the language. When students are active and participating, the learning process becomes more enjoyable and effective. So, this statement is supported by MA Al-Fatah students, who show a positive response to the learning activity.

“Ya saya selalu hadir dalam belajar bahasa Inggris, karena saya selalu aktif seperti ingin mencoba tau lebih dalam bahasa Inggris

⁵⁵ Interview with Mr. S.I as the Headmaster of MA Al-Fatah, 21st of April 2025

⁵⁶ Interview with Mrs. W.D.K. as the English teacher of MA Al-Fatah, 21st of April 2025

*meskipun ya kadang-kadang sulit tapi tidak apa-apa”.*⁵⁷

This statements is also shows that students have an active involvement in learning English. Despite recognising difficulties, students remain motivated to learn and want to understand more, reflecting a passion for learning and a positive attitude towards challenges. Than supported by other students in the engagement of these students.

*“Keterlibatan yang dimaksud ini seperti hadir didalam kelas, bukan hanya hadir tapi ikut dalam proses belajar, bertanya, dan menjawab yang sering-sering memakai bahasa Inggris”.*⁵⁸

Than, the statement described above, engagement is not only limited to physical presence, but also includes active participation such as asking questions, answering, and using English in the learning process. This shows students' understanding of the importance of active engagement in the classroom.

*“Menurut saya, keterlibatan itu hadir dalam kelas dengan aktif belajar dan bertanya dalam kegiatan bahasa Inggris, contohnya seperti bu Iba menjelaskan teks explanasi dan saya tidak pernah mendengarkan kata-kata yang belum saya pernah dengar sebelumnya ya”.*⁵⁹

Students' engagement in the learning process is reflected in their active participation in learning activities. Studets not only act as listener recipients of informatio, but there is direct engagement strategy in the

⁵⁷ Interview with students 1 of MA Al-Fatah. 21st of April 2025

⁵⁸ Interview with student 2 of MA Al-Fatah, 21st of April 2025

⁵⁹ Interview with Student 3 of MA Al-Fatah, 21st of April 2025

learning process, so that students also show curiosity towards new vocabulary, which reflects cognitive engagement and interest in language acquisition.

b. Emotional engagement in learning English as a foreign language

Emotional engagement refers to students' emotional involvement in the learning process, which includes interest, enthusiasm, internal motivation, and positive or negative feelings towards learning materials and situations.

*“Ya, itu yang jelas untuk memberikan motivasi kepada siswa dan saling sharing kepada guru agar membuat suasana belajar yang menyenangkan dan bermakna, jadi metode yang digunakan guru bukan ceramah saja tetapi permainan, diskusi, dan presentasi agar siswa lebih aktif, yang kedua memberikan apresiasi kepada siswa yang prestasi agar siswa yang lain dapat termotivasi untuk belajar”.*⁶⁰

In English language learning, the statement explained that motivation and a pleasant learning atmosphere are very important in improving student engagement. Teachers are expected to not only use the lecture method, but also apply a variety of methods such as games, discussions and presentations to make students more active. In addition, giving appreciation to students who excel is also considered effective to motivate other students to be more enthusiastic in learning.

“Menurut saya, keterlibatan emosional siswa itu sangat penting dalam belajar Bahasa Inggris. Banyak dari mereka yang sebenarnya

⁶⁰ Interview with Mr. S.I as the headmaster of MA Al-Fatah, 21st of April 2025

punya keinginan untuk bisa, tapi kadang merasa malu, minder, atau takut salah. Rasa takut ini sering muncul saat mereka harus berbicara di depan kelas atau ketika pengucapan mereka berbeda dari yang diajarkan. Bahkan ada yang jadi enggan bertanya karena khawatir dianggap tidak pintar oleh teman-temannya. Sebagai guru, saya merasa penting untuk menciptakan suasana belajar yang nyaman, supaya mereka merasa aman dan percaya diri untuk mencoba tanpa takut dihakimi”.⁶¹

The interview emphasised the importance of students' emotional engagement, as shyness and fear of being wrong often hinder their learning. Teachers need to create a comfortable atmosphere so that students feel confident and dare to try.

“Saya biasanya mencatat materi, merangkum pelajaran kadang bertanya jika ada yang belum faham atau gak saya diskusi teman bangku”.⁶²

The above statements is students engage by taking notes, summarising, asking questions, and discussing if they do not understand. So, and also supported by a other students of MA Al-Fatah.

“Saya suka pelajaran Bahasa Inggris, tapi kadang takut salah ngomong, jadi sering diam dulu sebelum berani jawab”.⁶³

The statements is Students like learning English, but the fear of being wrong makes them hesitant to speak, preferring to remain silent.

“Kalau gurunya semangat dan ngajarnya enak, saya jadi lebih semangat juga buat belajar meskipun agak susah”.⁶⁴

⁶¹ Interview with Mrs. W.D.K. as the English teacher of MA Al-Fatah. 21st of April 2025

⁶² Interview with student 1 of MA Al-Fatah 21st of April 2025

⁶³ Interview with student 2 of MA Al-Fatah 21st of April 2025

Students feel more enthusiastic about learning when the teacher teaches with enthusiasm and fun, even though the material is difficult. So, this statement reinforced by student 3.

c. Behavioural engagement in learning English as a foreign language

Behavioural engagement refers to students' visible involvement, such as attendance, active participation in class, completing assignments on time, and engaging in discussions and other learning activities.

“Baik, keterlibatan siswa dalam pelajaran Bahasa Inggris bisa terlihat dari sikap dan kebiasaan mereka sehari-hari, meskipun tidak selalu terlihat mencolok di kelas, siswa tetap menunjukkan tanggung jawab dan keseriusan dalam belajar. Hal ini juga tercermin dari hasil nilai mereka yang menunjukkan partisipasi aktif dalam proses pembelajaran. Jadi, keterlibatan itu nggak selalu harus kelihatan aktif bicara, tapi juga bisa dilihat dari konsistensi dan kesungguhan mereka dalam menjalani proses belajar.”⁶⁵

The headmaster said that students' engagement in learning English can be seen from their attitude of responsibility and seriousness, although they are not always active in speaking in class. This can be seen from their study habits and their grades.

“Nah, ada beberapa keterlibatan siswa yang ‘mempengaruhi hasil belajar mereka apa saja itu? Pertama, selain aktif mereka juga melalui diskusi kelompok, proyek kolaboratif, presentasi, dan latihan percakapan, semua ini itu

⁶⁴ Interview with student 3 of MA Al-Fatah 21st of April 2025

⁶⁵ Interview with Mr. S.I as the headmaster of MA Al-Fatah, 21th of April 2025

*dapat meningkatkan hasil belajar bahasa Inggris mereka. Ada kemarin itu bab explanation teks kita bagi kelompok, lah bagi kelompok ecaru acak jadi gak pintar-pintar aja, yang pintar kita jadi ketua kemudian yang sedang-sedang terus bawahnya yang paling gak bisa, jadi satu kelompok rata, gak semuanya pintar pembagian biar adil”.*⁶⁶

The interviews show that student engagement through discussions, projects, presentations, and conversation exercises can improve learning outcomes. The even distribution of groups also helps to create cooperation and equalization of abilities between students. It is supported by students in learning teacher with students attendance, asking question, and discussing.

*“I usually take notes, do my assignments on time, and participate actively during class discussions”.*⁶⁷

This statement is Student 1 demonstrate behavioural engagement by taking notes, completing assignments on time, and being active in class discussions.

*“Mungkin lebih sering aktif menjawab pertanyaan, ngerjain tugas bahkan jika ada pertanyaan, saya juga mencari tau terlebih dahulu baru bertanya kepada guru”.*⁶⁸

In the statements students showed activeness in answering questions, completing tasks, and taking the initiative to find out before

⁶⁶ Interview with Mrs. W.D.K. as the English teacher of MA Al-Fatah. 21st of April 2025

⁶⁷ Interview with students 1 of MA Al-Fatah, 21st of April 2025

⁶⁸ Interview with students 2 of MA Al-Fatah, 21st of April 2025

asking the teacher., there are also statements that will be explained by students 3 below.

"Ya saya sering datang on time saat pembelajaran bahasa Inggris, ngerjain tugas individu atau kelompok, gak pernah saya ngumpulin telat dan bentuk keterlibatan ini saya juga sering nonton film agar lebih faham bahasa Inggris dan juga mendengarkan lagu pakai bahasa Inggris".⁶⁹



Picture 4.2
Interview on students' engagement with the students of MA Al-Fatah⁷⁰

The observation, interview, and document review regarding, the researcher can conclude the students' engagement in learning at MA Al-Fatah can be seen from their active participation in class, doing assignments, as well as showing interest in learning through various means such as discussions, presentations, and conversation exercise. This is important engagement because it can improve understanding and learning outcomes with the strategies used include motivation with a fun learning atmosphere.

⁶⁹ Interview with students 3 of MA Al-Fatah, 21st of April 2025

⁷⁰ Interview with students of MA Al-Fatah, 21st of April 2025

2. Students' challenges in learning English as a Foreign Language

Based on observation, the researcher found that the English learning process faced students with various challenges that directly affected their learning effectiveness and achievement. These challenges stem from a lack of confidence, motivation or anxiety. Although foreign language learning is often perceived as difficult, some students are able to persevere and continue the process because they find meaning and an enjoyable learning experience. These findings are closely related to the psychological and emotional challenges students face, particularly lack of confidence, lack of motivation, and anxiety frustration, which significantly influence their willingness to engage and participate actively in the learning process.

a. Lack of Confidence

Lack of confidence is one of the main obstacles students face in learning English. Students feel hesitant to speak or participate because they are afraid of making mistakes and being judged by others. This fear often limits their willingness to try and reduces their overall engagement in the learning process.

“Ya kalau melihat pengalaman yang saya lihat pada siswa itu ada beberapa siswa belajar bahasa Inggris itu susah, karena tulisan dan bacaanya tidak sama ada juga yang malu saat berbicara, selain itu perbedaan kemampuan siswa juga jadi tantangan buat guru, bagaimana caranya biar semua siswa itu bisa tetap belajar dengan baik, jadi intinya tantangannya bermacam-macam yang pokok biasanya anak-anak itu belajar bahasa

Inggris itu yang jadi masalah tulisan dan bacanya itu beda gitu loh gak sama”.⁷¹

Based on the interview, the researcher found the challenges arising from the pronunciation and understanding of grammar, as well as ability of these students greatly affect the mentality of students, because almost the ability of students is different, therefore the teacher must find the right way to overcome student learning obstacles. This was reinforced by the English teacher as the teacher of the subject.

“Tantangan siswa dalam proses belajar siswa itu macam-macam, ada anak itu yang bilang kayak gini” Bu, saya itu sulit untuk berbicara dalam bahasa Inggris, tulisan sama bacaanya gak sama”, terus ada yang “Bu, saya malu takut nanti grammarnya gak sesuai”, ada lagi yang “Bu, saya bisa tapi dialektanya masih Indonesia banget, gak bisa kayak orang native”, jadi macam-macam. Lah tantangan seperti ini ya kita harus pecahkan sebagai pendidik, kan tantangannya gak sama jadi kita kelompokkan, nanti kita biasakan kalau contohnya tulisan sama bacaannya gak sama itu kita biasakan dia untuk berbicara, kalau yang malu ya gak papa secara step by step kita latih dia agar dia mau ngomong, kita ajak buat aturan dikelas kalau ada temannya yang salah gak boleh ada yang nertawain, kalau ada yang nertawain kamu yang gantiin”.⁷²

Based on the statement, the researcher found that the variation in students' abilities is different in terms of the abilities of students they experience, in this case teacher can solve the challenges in learning in terms of step by step to help overcome the difficulties experienced. This is explained by MA Al-Fatah students.

⁷¹ Interview with Mr. S.I as the headmaster of MA Al-Fatah, 23rd of April 2025

⁷² Interview with Mrs. W.D.K as the English teacher of MA Al-Fatah, 23rd of April 2025

*“Saya itu, ya saya sering mersa minder karena takut salah ngomong dan takut diterwakan sama teman-teman karena saya merasa kurang percaya diri dalam belajar bahasa Inggris”.*⁷³

From the above statement, the challenges faced in learning English occur because the students are not confident in themselves, this statement is also the reason for other students who explain that.

*“Saya merasa kesulitan dalam bahasa Inggris, karena saya takut salah dan diterawakan teman-teman”.*⁷⁴

This statement was also affirmed by another student, who said that the challenges faced were also the same, namely in their level of confidence in English.

*“Ya saya merasa kurang percaya diri dalam belajar bahasa Inggris, karena saya sering cemas dalam berbicara, menulis dan menghafal itu yang saya alami dalam belajar bahasa Inggris”.*⁷⁵

The statement above was the challenges that students face in learning English include difficulty distinguishing between writing and pronunciation, shyness, lack of confidence, and fear of making mistakes and being laughed at. To overcome these obstacles, there are strategies to resolve the obstacles which will be explained by the headmaster of MA Al-Fatah.

b. Lack of Motivation

Lack of motivation is shown by students who feel bored, unenthusiastic, and less interested in learning English. This can be

⁷³ Interview with student 1 of MA Al-Fatah, 23rd of April 2025

⁷⁴ Interview with student 2 of MA Al-Fatah, 23rd of April 2025

⁷⁵ Interview with student 3 of MA Al-Fatah, 21st of April 2025

caused by monotonous teaching methods, difficult material, or a lack of support and encouragement from the learning environment.

*“Ya, itu kita adakan apa remedial atau bimbingan tambahan buat siswa yang mengalami kesulitan, guru-guru juga kita dorong menggunakan belajar yang bervariasi dan interaktif biar siswa tidak mudah bosan, dan kita juga berusaha menyediakan fasilitas dan sumber belajar yang memadai, seperti perpustakaan, internet, dan tak lupa kita ciptakan lingkungan sekolah yang mendukung dimana siswa gak takut buat mencoba dan berani bertanya”.*⁷⁶

Based on statement above, the obstacles and difficulties of these students become the teacher's encouragement to overcome the challenges of the students is dealing. So, schools provide remedials, encourage teachers to use varied learning methods, and create a supportive environment. This Mr. W.D.K statements on this below.

*“Untuk mengatasi kecemasan itu, guru menciptakan lingkungan belajar yang nyaman dan mendukung supaya siswa itu nyaman dulu, kemudian jangan lupa kita memberikan pujian, meskipun ada yang salah sedikit gak papa yang penting ada peningkatan meskipun sedikit, lah berikan pujian gak harus kita kasih uang enggak, dengan omongan pun mereka sudah bahagia, kemudian kita motivasi meeka contohnya “Ayo kita belajar, kamu belajar nanti kamu terus belajar, kamu akan bisa” kayak gitu, kemudian jangan lupa selalu memberikan kenyamanan kepada peserta didik, kita lihat kondisi yang sedang tidak baik-baik saja, jangan terlal dipaksa secara perlahan-lahan aja gak papa”.*⁷⁷

In this statement teachers try to overcome students' anxiety by creating a comfortable and supportive learning environment, providing

⁷⁶ Interview with Mr. S.I as the headmaster of the MA Al-Fatah, 23rd of April 2025

⁷⁷ Interview with Mrs. W.D.K as the English teacher of MA Al-Fatah. 23rd of April 2025

motivation and praise for their efforts, and understanding students' emotional states to make learning run more calmly and gradually. Then, there are several statements that will be explained by several students regarding strategies in overcoming student obstacles.

*“Kadang saya merasa malas belajar Bahasa Inggris, soalnya saya pikir susah dan jarang dipakai juga di lingkungan saya. Kalau tugas dari guru, ya saya kerjakan, tapi nggak ada semangat buat belajar lebih. Apalagi kalau udah ketemu grammar, rasanya makin bingung. Jadi ya, motivasinya naik turun, kadang semangat, tapi sering juga enggak”.*⁷⁸

This statement reflects students' low motivation because they find English difficult and irrelevant to their daily lives. Then statement also based on an interview with student 2.

*“Saya kalau belajar bahasa Inggris itu harus fokus sama satu kemampuan dul, saya ada yang gak bisa, saya bertanya kepada guru dan kadang kalau dirumah saya belajar aplikasi bahasa Inggris supaya tidak tertinggal sama teman-teman”.*⁷⁹

The statement shows that student 2 has an independent learning strategy with a gradual focus on one skill, as well as actively seeking help and using additional media. Then statement above also affirmed by the student 3, who also contributes to their English learning.

*“Saya belajar bahasa Inggris biasanya sering menonton film, meskipun kadang ada subtitle dan mendengarkan musik Inggris, nah dari situ saya mendapatkan kosa kata baru meskipun kosa kata saya minim”.*⁸⁰

⁷⁸ Interview with student 1 of MA Al-Fatah, 23rd of April 2025

⁷⁹ Interview with student 2 of MA Al-Fatah, 23rd of April 2025

⁸⁰ Interview with student 3 of MA Al-Fatah, 23rd of April 2025

This statement reflects students' efforts to learn independently through entertainment media such as films and music, which help enrich vocabulary even though it is limited.

c. Anxiety Frustration

Anxiety frustration refers to the feelings of nervousness and stress students experience when facing difficulties in learning, such as struggling with grammar, pronunciation, or speaking in front of others. This often leads to a lack of focus, fear of failure, and reduced motivation to participate in class. This proves that it will be explained by the headmaster.

*“Dari pengamatan saya, banyak siswa yang merasa cemas saat belajar Bahasa Inggris, terutama karena tulisan dan cara bacanya berbeda. Mereka jadi bingung, apalagi kalau harus berbicara. Ada juga yang frustrasi karena sudah belajar, tapi nilainya belum memuaskan. Ini membuat mereka jadi kurang percaya diri dan enggan aktif di kelas”.*⁸¹

As explained above, many students feel anxious and frustrated when learning English because of the difference between writing and pronunciation, as well unsatisfactory learning results, so they become less confident and passive in class.

*“Sering kali siswa bilang ke saya, ‘Bu, saya takut ngomong karena grammar saya salah’ atau ‘Saya malu, takut diketawain teman-teman.’ Ada juga yang bilang sudah belajar tapi tetap nggak paham-paham, itu bikin mereka frustrasi. Makanya saya coba bantu dengan pelan-pelan, supaya mereka nggak merasa tertekan.”*⁸²

⁸¹ Interview with Mr. S.I as the headmaster of the MA Al-Fatah, 23rd of April 2025

⁸² Interview with Mrs. W.D.K as the English teacher of MA Al-Fatah. 23rd of April 2025

The teacher said that students are often afraid and frustrated when learning, so the teacher assists them with a slow and non-pressurised approach.

*“Saya mencoba belajar bahasa Inggris dengan teman saya supaya lebih nyaman dan tidak takut salah, meskipun ditertawakan, tetpai tidak jadi masalah”.*⁸³

From the statement that was explained by student 1 the learning doesn't look at anyone, but to friend as well. This statement is also based on and interview with student 2.

*“Kalau disuruh ngomong Bahasa Inggris saya sering deg-degan, takut salah ngomong. Kadang teman juga suka ketawa kalau ada yang salah. Itu bikin saya jadi males ngomong, padahal saya pengen bisa”.*⁸⁴

From the statement student 2 feel nervous and afraid of being wrong when speaking, plus pressure from friends who laugh, making them reluctant to speak even though they really want to be able to.

*“Saya ngomong pakai Bahasa Inggris bikin saya tegang, takut keliru. Kadang teman malah ngeledek, jadi saya jadi nggak nyaman buat ngomong”.*⁸⁵



Picture 4.3
Interview on students' challenges with the students of MA Al-Fatah⁸⁶

⁸³ Interview with student 1 of MA Al-Fatah, 23rd of April 2025

⁸⁴ Interview with student 2 of MA Al-Fatah, 23rd of April 2025

⁸⁵ Interview with student 3 of MA Al-Fatah, 23rd of April 2025

⁸⁶ Interview with students of MA Al-Fatah, 23rd of April 2025

Based on the interview and observation above. The researcher can conclude several points. Firstly, students show active engagement in English learning by participating in discussions, asking questions and co-operating both inside classroom. Secondly, students experience various challenges in learning English, such as lack of confidence, little motivation, grammar comprehension, and differences in ability levels. The teachers overcome these with various interesting approaches to create a conducive classroom atmosphere.

B. Discussion

In this discussion, the researcher described the data obtained by the researcher from the field and previously presented in the form of a data presentation. The following data were:

1. Students' engagement in learning English as a foreign language

Based on the results of observation, interviews, and documentation, it was found that students' engagement in learning English at MA Al-Fatah appears in various forms, encompassing three main aspects: cognitive, emotional, and behavioral engagement. These aspects are interrelated and contribute significantly to students' success in learning English as a foreign language.

a. Cognitive Engagement in learning English as a foreign language

Cognitive engagement is reflected in students' mental efforts and the learning strategies they apply to understand the material.

Some students actively participate in competitions, others show seriousness in completing assignments even though they are not verbally active in class, and some demonstrate high academic performance. These variations indicate that cognitive engagement includes not only verbal participation but also personal responsibility, initiative, and internal motivation to learn. The role of the teacher in designing enjoyable and meaningful learning experiences is also a key factor that fosters this type of engagement.

b. Emotional Engagement

Emotional engagement involves students' feelings towards the learning process, including interest, enthusiasm, anxiety, and motivation. It was found that emotional barriers such as fear of making mistakes, shyness, or lack of confidence often hinder students from participating actively. However, when teachers create a supportive and enjoyable classroom atmosphere by using varied teaching methods like games, discussions, and presentations students tend to become more motivated and confident. Positive emotional experiences help students overcome challenges and foster a stronger desire to learn.

c. Behavioral Engagement

Behavioral engagement is demonstrated through students' visible actions, such as regular attendance, timely completion of assignments, active participation in class discussions, and

involvement in group projects and presentations. According to the principal and teachers, student engagement does not always mean being outspoken in class; it also involves consistency, responsibility, and persistence throughout the learning process. Equitable group arrangements and collaborative activities further support inclusive participation and enhance learning outcomes. So, engaging students in the language learning process can be done by giving them activities such as formulation and asking question (Wahono, 2023)⁸⁷.

Based on the result of observation, interview, and document review, researcher can result o this affirm that the theory of students engagement, which encompasses cognitive, emotional, and behavioral aspects, is truly in the practice of English language learning at MA Al-Fatah⁸⁸. This comprehensive student engagement significantly contributes to the improvement of material understanding and academic achievement, there by demonstrating that learning involving these three aspects can produce more optimal and meaningful learning outcomes for students.

2. Students' challenges in learning English as a foreign language

The findings of this research reveal that students at MA Al-Fatah Sidoarjo face various psychological and emotional challenges that significantly affect their engagement in learning English. These

⁸⁷ Suparwoto Sapto Wahono, "The Potrait of Scientific Approach Assisted by Video in EFL Reading:Participatory Action Research, TELL-US Journal. Vol.9 no.1. 2023

⁸⁸ Bandura, *Self-Efficacy and Educational Development*.

challenges include lack of confidence, lack of motivation, and anxiety frustration, each of which influences how students participate and perform in the classroom. Despite these obstacles, some students demonstrate resilience and utilize various strategies to cope, with support from teachers and the learning environment playing a crucial role.

a. Lack of Confidence

Lack of confidence emerges as a dominant barrier to active participation in English learning. Many students are hesitant to speak due to the fear of making mistakes, especially in pronunciation and grammar. The fear of being laughed at by peers further discourages students from trying. This aligns with prior research that highlights the impact of self-perception and peer judgment on language learning anxiety. This interview data confirm that students often express concern about the inconsistency between English spelling and pronunciation. To overcome this challenge, the teacher applies a gradual approach and creates a supportive classroom environment. Teachers also set rules so that no students laugh at their friends who make mistakes, and train students slowly to get used to speaking in English.

b. Lack of Motivation

Another significant challenge faced by students is lack of motivation, particularly when English is perceived as difficult or

irrelevant to their daily lives. Some students reported that they study English merely to fulfill school requirements, lacking intrinsic motivation to go beyond basic assignments. Factors such as difficulty understanding grammar and limited use of English in the surrounding environment contribute to decreased enthusiasm. In response, schools provide remedial programs, encourage varied teaching methods, and create a learning environment that fosters encouragement and curiosity. Teachers motivate students by offering verbal praise and emotional support, emphasizing progress over perfection. Teachers give praise even when students' results are not perfect, as a form of motivation and appreciation of their efforts. In addition, some students took the initiative to study independently through entertainment media such as films, music, or English learning apps, which shows that informal learning strategies help to maintain students' learning engagement.

c. Anxiety Frustration

Anxiety frustration are also considerable challenges. Many students feel nervous when they have to speak in English, especially if they have tried to study but the results are not satisfactory. This creates a sense of disappointment and lowers their confidence, even making them passive in class. Teachers respond to this by creating a comfortable and non-stressful learning atmosphere. A slow and understanding approach is applied so that students do not feel

pressurised. Some students also admitted that they felt more comfortable learning with friends, because they felt more relaxed and not afraid of being wrong. This shows that emotional support and a positive social environment are very important to overcome students' anxiety and frustration.

Based on the explanation above, the researcher concludes that the role of teachers and schools is crucial in helping students face various challenges in learning English. Teachers apply a gradual approach, accustom students to speak in a safe and comfortable environment, and group students based on the types of difficulties they face. This strategy is in line with the theory that emphasizes the importance of supporting psychological and emotional comfort in the language learning process⁸⁹. In addition, some students also develop their own learning strategies and practice their understanding in learning English.

⁸⁹ Wijayanto, *Metode Psikologi Pendidikan Dalam Menghadapi Tantangan Dan Problematika Pembelajaran*.

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher reported on the study's findings in this chapter. As a result, this chapter discusses the research's conclusion and suggestions.

A. Conclusion

Based on the research data analyzed and presented in chapter IV, these are the conclusions obtained.

1. Students engagement in English learning at MA Al-Fatah reflects the implementation of an approach that is tailored to the needs and character of each individual. Cognitive, students are active in summarizing the material, taking notes, asking question when experiencing difficulties, and taking the initiative to seek information before asking for help from the teacher. From an affective perspective show high enthusiasm and motivation that is strengthened by a harmonious relationship with the teacher. And of the behavioural, students demonstrate discipline, are active in discussion, presentation, and speaking excercise and ulize additional media. So that, teacher play a major role by implementing various innotative learning methods that can increase student participation. All of these practices have been impemented effectively and have made a real contribution to students' understanding of the mmaterial and achievement of learning outcomes in English.
2. The challenges of MA Al-Fatah students experience various obstacles in learning English, which are generally related to psychological and

emotional factors, such as lack of confidence, lack of motivation, and feelings of anxiety frustasi. Lack of confidence causes students to be afraid of making mistakes and reluctant to speak in public because they are worried about being ridiculed. Students learning motivation, which can increase the enthusiasm for learning through award or praise from teachers and try to foster this motivation by creating a pleasant learning atmosphere. Anxiety frustation also arise due to difficulties in understanding the material, such as grammar, vocabulary, and the mismatch between spelling an prononciation. Therefore, the role of teachers and school is very important in building a learning environment that encourage students to develop learning strategies.

B. Suggestion

The researcher made several suggestions based on the results of the study. The following recommendations were made:

1. For the school MA Al-Fatah

The researcher suggests schools are expected to create a learning environment that supports active English learning, including by providing additional facilities such as language development programmes and teacher training to improve the quality of English learning more intensively.

2. For the English teacher

The researcher suggests that English teacher continue to implement varied, contextualised and motivating learning strategies, so that

students can be more actively involved in creating a conducive and meaningful atmosphere.

3. For Other Researchers.

The researcher suggests that future research should explore more deeply the factors that influence students' engagement and challenges in learning English, as well as develop more comprehensive and contextualised research methods through comparative studies.



REFERENCES

- Alfarisy, Fitri. “Kebijakan Pembelajaran Bahasa Inggris Di Indonesia Dalam Perspektif Pembentukan Warga Dunia Dengan Kompetensi Antarbudaya.” *Jurnal Ilmiah Profesi Pendidikan* 6, no. 3 (2021): 303–13. <https://doi.org/10.29303/jipp.v6i3.207>.
- Alruwais, Nuha, and Mohammed Zakariah. “Student-Engagement Detection in Classroom Using Machine Learning Algorithm.” *Electronics (Switzerland)* 12, no. 3 (2023). <https://doi.org/10.3390/electronics12030731>.
- Andrian. “Kecemasan Siswa Dalam Belajar Bahasa Inggris” 2, no. 2 (2023).
- Andriani, Kiki, Ardiana, and Firman. “Teaching Media in Efl Classrooms: What Are They and Why Select Them.” *Journal of Language Testing and Assessment* 2, no. 1 (2022): 87–97. <https://doi.org/10.56983/jlta.v2i1.214>.
- Bandura, Albert. “Social Cognitive Theory of Self-Regulation.Pdf.” Academic Press, 1991.
- Bandura, Albert. *Self-Efficacy and Educational Development. Self-Efficacy in Changing Societies.* 1995, 1995. <https://www.researchgate.net/publication/247480203>.
- Derakhshan, Ali, Jalil Fathi, Mirosław Pawlak, and Mariusz Kruk. “Classroom Social Climate, Growth Language Mindset, and Student Engagement: The Mediating Role of Boredom in Learning English as a Foreign Language.” *Journal of Multilingual and Multicultural Development*, no. July (2022): 1–19. <https://doi.org/10.1080/01434632.2022.2099407>.
- Diversity, Gender, Rahimi Mansoor, Subhan Ullah, Sohaib Sadiq, Asif Khan, Information Technology Peshawar, and Information Technology Peshawar. “Social Science Review Archives.” *Challenges and Psychological Influences in Teaching English as a Medium of Instruction in Pakistani Institutions*, no. 2018 (2024): 871–80.
- Faye, Mary, Atam Suoc, John Rey, and Osben Pelila. “How Is English as a Lingua Franca (ELF) Transforming Education in ASEAN Universities ?” *JOURNAL OF MULTIDISCIPLINARY RESEARCH AND DEVELOPMENT* 2, no. 1 (2025): 102–15.
- Getie, Addisu Sewbihon. “Factors Affecting the Attitudes of Students towards Learning English as a Foreign Language.” *Cogent Education* 7, no. 1 (2020). <https://doi.org/10.1080/2331186X.2020.1738184>.
- Harlina, Hariya, and Fazri Nur Yusuf. “Tantangan Belajar Bahasa Inggris Di Sekolah Pedesaan.” *Jurnal Penelitian Pendidikan* 20, no. 3 (2020): 325–34. <https://doi.org/10.17509/jpp.v20i3.28191>.

- Hasdina, Niken, Eva Devi Sofyawati, Sinta Dewi, and Hanifah Oktarina. "Students' Engagement in English Language Course." *English Education and Applied Linguistics Journal (EEAL Journal)* 7, no. 1 (2024): 23–33. <https://doi.org/10.31980/eeal.v7i1.225>.
- Janakiraman, Aarthi. *R P Fo r R Iew On Ly. International Journal of Heritage Studies*, 2021.
- Koroh, Lanny Isabela Dwisyahri. "Kebijakan Bahasa Terhadap Peran Bahasa Asing Di Indonesia: Perspektif Ekologi Bahasa." *Pendidikan Bahasa Dan Sastra Indonesia* 7, no. 1 (2024): 40–48.
- Mamun, Md Abdullah Al, and Gwen Lawrie. "Factors Affecting Student Behavioural Engagement in an Inquiry-Based Online Learning Environment." *Research Square*, 2021, 1–31.
- Mohammad Hosseini, Hamed, Jalil Fathi, Ali Derakhshesh, and Sepideh Mehraein. "A Model of Classroom Social Climate, Foreign Language Enjoyment, and Student Engagement among English as a Foreign Language Learners." *Frontiers in Psychology* 13, no. August (2022): 1–12. <https://doi.org/10.3389/fpsyg.2022.933842>.
- Munir, Ahmad. "The Role of Academic Background in English Private Tutors' Language Proficiency." *Journal of English Language and Education* 10, no. 1 (2025): 91–101.
- Nguyen, Le An Phuong, and Thi Hoang Bau Nguyen. "A Study on Adult Learners of English as A Foreign Language in Vietnam: Motivations, Advantages, and Challenges." *International Journal of Language Instruction* 3, no. 1 (2024): 31–42. <https://doi.org/10.54855/ijli.24313>.
- Peungcharoenkun, Tipaya, and Budi Waluyo. "Students' Affective Engagements in Peer Feedback across Offline and Online English Learning Environments in Thai Higher Education." *Asian-Pacific Journal of Second and Foreign Language Education* 9, no. 1 (2024). <https://doi.org/10.1186/s40862-024-00286-w>.
- Rehman, Saif Ur, Muhammad Ali Shahid, Anser Mahmood, and Anser Mahmood Intrinsic. "Intrinsic and Extrinsic Motivation of Learning English as a Subject at the Secondary Level." *Journal Of Archaeology Of Egypt/Egyptology* 20, no. 2 (2023): 1928–45.
- Safira, Aulia Septiana, Laila Nurhidayah, Siti Aisah, Irega Gelly Gera, and Gunawan Santoso. "Jurnal Pendidikan Transformatif (JPT) Karakteristik Peserta Didik Dalam Proses Pembelajaran Bahasa Inggris Di Jurnal Pendidikan Transformatif (JPT)." *Jurnal Pendidikan Transformatif (JPT)* 02, no. 06 (2023): 120–34.

- Shafa, Dhiya Ahadia, Arga Sutrisna, and Barin Barlian. "Pengaruh Kecerdasan Emosional Dan Kemampuan Adaptasi Terhadap Employee Engagement." *Jurnal Akuntansi, Keuangan, Dan Manajemen* 3, no. 4 (2022): 307–22. <https://doi.org/10.35912/jakman.v3i4.1295>.
- Singh, Ramesh Bahadur. "Navigating English Language Education Challenges in Resource-Limited Contexts." *KMC Journal* 6, no. 1 (2024): 135–52. <https://doi.org/10.3126/kmcj.v6i1.62336>.
- Sun, Peijian Paul, and Lawrence Jun Zhang. "Investigating the Effects of Chinese University Students' Online Engagement on Their EFL Learning Outcomes." *Asia-Pacific Education Researcher* 33, no. 4 (2024): 747–57. <https://doi.org/10.1007/s40299-023-00800-7>.
- Susanto, Alpino, Special Education, Study Program, Karimun-kepulauan Riau, Humanities Faculty, and Karimun-kepulauan Riau. "The Challenges Of Learning English As A Foreign." *INOVISH JOURNAL* 5, no. 1 (2020).
- Suwannatrai, Budsara. "The Perspective of 3 Domains of Learning : Cognitive , Psychomotor , and Affective in English Learning of Higher Education in Thailand." *NeuroQuantology* 20, no. 22 (2022):1963–79. <https://doi.org/10.48047/nq.2022.20.22.NQ10184>.
- Tiara Vinnilarika Sari, and Muamaroh. "The Implementation of The Merdeka Curriculum in Learning English in Senior High School: Case Study." *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 10, no. 1 (2024): 28–35. <https://doi.org/10.30605/onoma.v10i1.3047>.
- Wahono, S.S. "The Potrait of Scientific Approach Assisted by Video in EFL Reading: Participatiory Action Research" *TELL-US Journal*. Vol. 9 no.1. 2023
- Wahyuni, Nur, Universitas Battuta, and Universitas Battuta. "Strategi Efektif Dalam Pengelolaan Kelas Untuk Meningkatkan Keterlibatan Siswa Dalam Proses Pembelajaran" 7, no. 2 (2022): 34–41.
- Wardani, Adetya Dewi, Imam Gunawan, Desi Eri Kusumaningrum, Djum Djum Noor Benty, Raden Bambang Sumarsono, Ahmad Nurabadi, and Lestari Handayani. "Student Learning Motivation: A Conceptual Paper" 487, no. Ecpe (2020): 275–78. <https://doi.org/10.2991/assehr.k.201112.049>.
- Wijayanto, Adi. *Metode Psikologi Pendidikan Dalam Menghadapi Tantangan Dan Problematika Pembelajaran*. Akademia Pustaka, 2024. <https://doi.org/10.5281/zenodo.13864537>.
- Ye, Xiaolan. "A Review of Classroom Environment on Student Engagement in English as a Foreign Language Learning." *Frontiers in Education* 9, no. July (2024): 1–7. <https://doi.org/10.3389/educ.2024.1415829>.

Documentation of Aunthenticity

AUNTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name : Nia Amalia Wardhana
 SRN : 212101060009
 Major : English Education Program
 Faculty : Faculty of Education and Teacher Training
 Institution : State Islamic University of Kiai Haji
 Achmad Siddiq Jember
 Place, date of birth : Pasuruan, 21st Of April 2002
 Address : Besongol RT 001/ RW 003, Sumberejo,
 Pandaan, Pasuruan

Hereby declares that the thesis entitled: "Analysis of Students' Engagement and Challenges In Learning English As a Foreign Language At MA Al-Fatah Sidoarjo" is truly my original work, except, in part of quotation and references, theory, sources, and data. I take references from expects.

Jember, 25th of May 2025
 Author



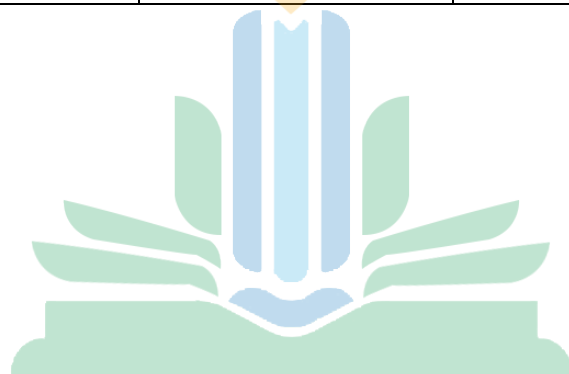
Nia Amalia Wardhana
 SRN. 212101060009

Appendix 1

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	RESEARCH FOCUSED
Analysis of students' engagement and Challenges in Learning English As a Foreign Language at MA Al-Fatah Sidoarjo	1. Students' engagement	1. Students' engagement <ul style="list-style-type: none"> • Cognitive Engagement • Affective Engagement • Behavioral Engagement 	1. Primary Data Interview Informant: a. The Headmaster of MA AL-Fatah b. The teacher of English teacher MA AL-Fatah c. The students of MA AL-Fatah 2. Secondary Data: Observations, Interviews, and Document Review	1. Approach of Research Qualitative research 2. Type of Research Descriptive 3. Data collection techniques a. Observation b. Interview c. Document Review 4. Data Analysis a. Data Condensation b. Data Display c. Conclusion 5. Validity of Data a. Source Triangulation b. Technical Triangulation	1. How are students' engagement in learning English as a foreign language at MA Al-Fatah Sidoarjo? 2. What are students' challenges in learning English as a foreign language at MA Al-Fatah Sidoarjo ?

	2. Students' Challenges	2. Students' Challenges <ul style="list-style-type: none"> • Low Of Confidence • Low Of Motivation • Anxiety Frustration 			
	3. English Foreign Language (EFL) Learners	3. English Foreign Language (EFL) Learners <ul style="list-style-type: none"> • Characteristic of EFL Learners 			



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 2

NO	Research Question	Research Findings
1.	How are students' engagement in learning English as a foreign language at MA Al-Fatah Sidoarjo?	Students' engagement in English learning at MA Al-Fatah shows the application of approaches that suit individual characters and needs. Cognitively, students actively summarise, take notes, ask question, and seek information independently. Affectively, the students are enthusiastic and motivated, supported by good relationship with teachers. Behaviourally, students are disciplined, active in discussions, presentations, speaking exercise, and utilising additional media. So, teachers play an important role by applying innovative learning methods that are effective in important students' understanding and learning outcomes.
2.	What are the students' challenges in learning English as a foreign language at MA Al-Fatah Sidoarjo?	The challenges in learning English are mainly due to psychological factors such as lack confidence, low motivation, and anxiety and frustration in fear of making mistakes makes the students reluctant to speak in public. Difficulty understanding grammar, vocabulary, and the difference between spelling and pronunciation are also obstacles. So, teachers and schools play an important role in creating a supportive and motivating learning environment for students.

Appendix 3

Research Instrument

A. Observation Instrument

1. Students' engagement in learning English of MA Al-Fatah
2. Students' challenges in learning English of MA Al-Fatah

B. Instrument Interview

(Headmaster and English teacher of MA Al-Fatah)

1. How do you think students' engagement in English learning is in terms of how they think (cognitive), feel (emotional) and are active in class (behavioural)?
2. What steps or strategies have schools/teachers taken to improve students' overall engagement in English language learning?
3. How does students' lack of confidence and motivation affect their engagement in English learning?
4. What are anxiety or frustration have you observed in students while learning English?

(Students of MA Al-Fatah)

1. How was your experience of learning English when you were active in class?
2. What do you usually do if you find it difficult to understand English lessons or feel insecure while studying?
3. What do you feel when you are asked to speak or answer in English?
4. What makes you unmotivated when learning English?

Appendix 4

- Profile of MA Al-Fatah

MA Al-Fatah is a private Madrasah Aliyah under the auspices of the Ministry of Religious Affairs, located in Jabon district, Sidoarjo regency, East Java. The school began operating as an educational institution on the 13th February 2012 and is managed by the Al-Fatah Education and Social Foundation affiliated with the Nahdlatul Ulama's religious organization. In MA Al-Fatah there is one class at each level of education with science majors. However, in this study, the researcher only took one class as a sample, namely class 11.

- School Identity

School Name	: MAS Al-Fatah
NSM/ NPSN	: 131235150043/ 60728151
Latitude	: -7.5689351
Longitude	: 112.7705038
Telephone Number	: 03436531540
Email	: ma.alfatah_jabon@yahoo.com
Address	: Jl. Raden Fatah RT 05/ RW 02 Kedungpandan, Kedungpandan, Jabon aub-district, Sidoarjo regency, Jawa Timur
SK Operational	: Kw. 13.4/4/PP.00.6/1418/2012
Date	: 13 th of Febuary 2012
SK Kemenkumham	: AHU-2875.AH.01.04. Tahun 2014
Date	: 3 rd Juny 2014
Accreditation	: C

- Vision and Mission

- a. Vision

The realisation of devoted students, skilled and able to actualise themselves in the life of society, nation, and state.

- b. Mission

- 1) Realising an Islamic and quality educational institution.
- 2) The realisation of professional and competent educators and education staff have competence in their fields.
- 3) Realising students who are creative, innovative, and have mastery of science and technology.
- 4) Forming a creative and competitive lifestyle based on faith and devotion.
- 5) Fostering the spirit of nationhood and statehood through the improvement of activities of love for the country and nation (scouting), discipline, and responsibility.
- 6) Realising a harmonious and dynamic relationship between the madrasah community and the community.
- 7) Realising a learning process that produces graduates with devotion and achievement.

Appendix 5



**PENILAIAN TENGAH SEMESTER (PTS) GENAP
MA. AL – FATAH JABON
TAHUN PELAJARAN 2024/2025**

NAMA : _____ **MATA PELAJARAN: BAHASA**
KELAS: XI (SEBELAS) **INGGRIS**
WAKTU : 60 Menit

I. Choose the correct answer by crossing a, b, c, d or e!

The text question No 1-5

March, 3th, 2025

Hello Khurnaini,

It's been too long since our last visit, and I thought I'd write to you to see how everything is. So, how are you and the family doing? If I remember correctly, Noval is just about to start kindergarten, right? That must be exciting; He was always such a bright boy. And what grade is Cyntia going into? 8th or 9th? She's growing up so fast. They both are, really.

My kids are getting ready for the school year as well. Abas just mentioned you guys the other day while we were at the park. He remembered how Noval was throwing the pebbles last time and asked when he'd get to play with him again. I really hope that I can tell him you'll be visiting soon. You guys should drive up for a weekend out with us. There's a new restaurant in town, and I think you'd like it. It's very simple and cozy.

We all miss you very much, Khurnaini! And the family is welcome to visit any time at all. I hope all is well with everyone. Please send hellos from all of us to your family. Talk to you soon.

Love,

Rahma

1. Who is Khurnauni?
 - a. She is Abas's mom.
 - b. She is the receiver of the letter.
 - c. She is Rahma's family member.
 - d. She is the new restaurant's owner.
 - e. She is the writer of the letter.
2. How many kids does Khurnaini have?
 - a. One d. Five
 - b. Two e. Six
 - c. Three
3. Who just about to enter kindergarten?
 - a. Abas d. Noval
 - b. Khurnaini e. Cyntia
 - c. Rahma
4. Where will the writer take her friend if she comes to visit?
 - a. To a new restaurant in town

- b. To a simple and cozy cafe
 - c. To the playground
 - d. To the city park
 - e. To the beach
5. Which one is false based on the letter?
 - a. It was written on March, 3th, 2025
 - b. Rahma is the sender of the letter.
 - c. Khurnaini lives apart from Rahma.
 - d. It is about Rahma's past experience.
 - e. Rahma will visit Khurnaini soon.
 6. Echa runs so fast.....competition
 - a. because of d. So
 - b. however e. therefore
 - c. because
 7. I will follow you.....you go
 - a. but d. Although
 - b. case e. Whereever
 - c. Because
 8. You can borrow my car.....you agree to be very careful with it
 - a. As long as d. Unless
 - b. Whenever e. If
 - c. Whereas
 9.I was walking on the street, the accident happened
 - a. Otherwise d. While
 - b. Whereas e. When
 - c. Unless
 10. We did not go to the beach because.....
 - a. The delay
 - b. Bad score
 - c. It's too high
 - d. They are in love
 - e. It was cold outside
 11. Our neighbor is going to buy a gun.....she can protect herself from intruders who break into her apartment
 - a. Because d. Over
 - b. So that e. Go
 - c. Due to
 12. The road was slippery this morning.....many accident
 - a. So d. When
 - b. And e. Because
 - c. But

The text is for questions 13 to 17.

In Indonesia, there was a long drought in 2011. The drought during this time has caused many problems.

First, the people were lack of clean water to either take a bath, wash clothes or drink. Consequently, the government had to spend more calculation in social welfare.

Second, many breeders did not find grass for their cattle, sheep and goats. As result, their animals got thinner day after day due to lack of enough food.

Third, many farmers who depended on rainfall couldn't cultivate their land. Consequently, they did not get regular income from agribusiness. This also causes the farmer labors of losing their jobs. Therefore, poverty rate increases that year.

Finally, the drought had the greatest impact on the water reservoir, dams, lake, and canal. Their water level was down or even totally dry. All of those conditions were clearly due to the long drought in our country.

13. What is the appropriate title for the text?
 - a. Drought
 - b. Agribusiness
 - c. The environment
 - d. Farmer's problem
 - e. Natural phenomenon
14. Which sentence doesn't show the cause and effect?
 - a. Consequently, the government had to spend more calculation in social welfare.
 - b. As result, their animals got thinner day after day due to lack of enough food.
 - c. Therefore, poverty rate increases that year.
 - d. Third, many farmers who depended on rainfall couldn't cultivate their land.
 - e. All of those conditions were clearly due to the long drought in our country.
15. What is the first problem posed by the long drought in 2011?
 - a. Farmer labors lose their job.
 - b. The government can't solve the problem.
 - c. The people lack of clean water to either take a bath, wash clothes or drink.
 - d. Farmer doesn't get regular income from agribusiness.
 - e. The animals get fatter because they Comp have enough food.
16. What is the consequence of the scarcity and of clean water?
 - a. The government can't cultivate their land
 - b. The government needed to fill the water reservoir.
 - c. The government can't find grass for their cattle, sheep and goats.
 - d. The government has to import some food from another country.
 - e. The government has to spend more expenditure in social welfare.
17. How can the drought impact the water reservoir?
 - a. People uses clean water to take a bath, wash clothes or drink.
 - b. Government spends more expenditure in social welfare.
 - c. Their water levels go down or ever totally dry.
 - d. Farmers can't cultivate their land.
 - e. The drought is quickly gone.

Complete the following text for number 18-20

Dear Grandma,

How are you today? I (18).....you are healthy and well as always. I am writing this letter to thank you for the gift you (19)for my birthday yesterday. I really like the toys and clothes you bought for me.

I can't wait to (20)..... your house later this year! We'll plant flowers, cook bread, and sew as usual right? Thank you very much for caring and loving me.

Love,

Your Granddaughter.

18. a. hope d. hoped

- b. hopes e. is hoping
 c. hoping
 19. a. Is sending d. Sent
 b. sending e. Send
 c. Sends
 20. a. Visited d. Visits
 b. Visiting e. Is visiting
 c. Visit

II. Read the following text and answer the question correctly!

Alcoholic drinking is very dangerous for our health. There are lots of problems caused by this dangerous fluid. First, it can cause a swell in our liver. This is because it can trigger the liver to work extra hard filtering the fluid in our body, so the liver becomes swollen because it contains so much fluid. Secondly, alcoholic drinking damages the human brain. It will decrease the function of the alcohol addict's brain, thereby increasing the risk of depression and frustration. If this happens, there will be a change in behavior for the alcoholic, even if they are mad. Then, alcohol also decreases the functions of our senses. One is that our eyes can absolutely go blind because of alcohol. In addition, this drink can also speed up menopause in women because it decreases the function of reproductive organs, so they will get menopause sooner than men in general.

Last but not least it is also able to cause defects in the fetus. Alcohol that comes into the bodies of pregnant women also has an impact on their babies, so they will be born with disabilities.

- 1) Choose the correct option. You can choose more than one.

1. What is the effect of drinking alcohol?

- a. Blindness
 b. The Fetus
 c. Swell in our live
 d. Function of our sense
 e. Menopause in women

2. What is the effect of alcohol in human brain?

- a. Mad
 b. Swell in our liver
 c. Decreasing frustration
 d. Increasing depression
 e. Filtering the fluid in our body

- 2) Decide whether the statements are true or false!

Statements	True	False
1. Alcoholic drinking is very dangerous for our health		
2. Alcoholic does not increase the risk of depression and frustration		
3. Alcoholic drinking damages the human brain		
4. Alcoholic cannot cause blindness		
5. Alcoholic does not cause any dangerous disease to the body		

3) Match each cause with an effect!

Cause	Effect
1. Yoyok practiced playing football every week	a. Because she was sunbathing
2. Since they were out of food	b. So he was hungry
3. Her Skin got tanned and burned	c. He becomes a skilled soccer
4. Jovan forgot eat lunch	d. She had more energy throughout the day
5. Bella exercise regularly	e. The Millers had to eat out for dinner

3. It will decrease the function of the alcohol addict's brain (paragraph 2). What is the similar meaning of the underline word ?
4. What do think about Alcoholic drinking? Is it dangerous or not? Explain!

Book (X), Mobile Phone (X), Dictionary (✓)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 6

SUMATIF AKHIR SEMESTER

MADRASAH ALIYAH SIDOARJO

TAHUN PELAJARAN 2024 - 2025

Mata Pelajaran	: BAHASA INGGRIS	Hari Pelaksanaan	:
Kelas	: XI	Waktu	:

Berilah tanda silang (x) huruf A, B, C, D, atau E pada jawaban yang benar.

1. Choose the best answer!

Andi: Have you seen the new superhero movie?

Budi: Yes, I have.

Andi: What do you think of it?

Budi: ... (1)

- A. I think it's too long.
- B. I'm not sure.
- C. It's great! The action scenes are amazing.
- D. I don't like superhero movies.
- E. Can you repeat that?

2. The dialogue for number 2-4

Rafa: "I have a serious problem today. I have just lost my driver license."

Sifa: "Don't be so sad, my friend, let us search it around the park."

Rafa: "I have looked for it for hours, but I could not find it. Do you have any suggestion?"

Sifa: "You should tell the security to announce it to other students."

Rafa: "Yeah, that sounds good. I do hope it helps"

Which sentence that shows asking suggestion?

- A. Don't be so sad, my friend.
- B. Do you have any suggestion?
- C. You should tell the security.
- D. I have just lost my driver license.
- E. That sounds good.

3. Below are sentence of asking suggestion, except....

- A. What would you do?
- B. Do you have any suggestion for me?
- C. Can you tell me what should i do?
- D. What should i do?
- E. Would you mind giving me your suggestion?

4. What is Rafa's Problem?

- A. He lost a wallet
- B. He lost a bag
- C. He lost a car
- D. He lost a driver license
- E. He lost a pencil

5. Which one is the expression of giving an opinion in formal way?
- In my view, you should give at least one example for every theory you use in your research
 - I feel we need to take shelter for the rain is heavier
 - I really know your opinion about the phenomena of bullying at school
 - I'd say this place is too difficult to find
 - I don't think you're right about asking for help to Mr. Tian
6. You see your neighbor pick some mango from her tree. You greet her and she offers you some mangos if you want. However, you refuse it. What do you say?
- Do you want some mango?
 - That's very kind of you
 - I appreciate that but I don't like mango
 - Do you like mango or guava?
 - Can't you pick some mangos for me too?
7. There's an old man who brings a lot of things. He lives next to your door. You see his walk so slowly with the things. You come to him and offer help. What do you say?
- What should I do?
 - Let me give you a hand to bring these things
 - You had better ask for help to your children
 - Can I bring these things to your house?
 - Would you like some water? You must be so thirsty
8. Teacher: "What's the matter with you?"
 Student: "I am sorry, ma'am, I didn't know."
 Teacher: "I'm sure you didn't study last night. What did you do?"
 Student: "..."
 How might the student respond to the teacher's question?
- The movie was interesting
 - I wasn't busy last night
 - I studied too late last night
 - I watched an interesting movie until late last night
 - The movie was easy to understand
9. (1) Ayu: "What about telling about the human body?"
 (2) Andi: "What should we present for the oral test next week?"
 (3) Ayu: "Good idea."
 (4) Andi: "Not a bad idea, but talking about animals is very ordinary. Many of our classmates have told about animals."
 (5) Ayu: "How about something about animal species?"
 Arrange the jumble sentence above into a good dialogue!
- (1)-(3)-(2)-(4)-(5)
 - (1)-(3)-(2)-(5)-(4)
 - (2)-(3)-(4)-(1)-(5)
 - (2)-(5)-(1)-(4)-(3)

E. (2)-(5)-(4)-(1)-(3)

10. For number 10-11

Dear Gigih,

Due to the English Debate Competition 2018 event on 1 December 2018, at Dubai, please come to the selection of English Debate Competition 2018.

The top three students will become UNA's Delegate and compete with others top

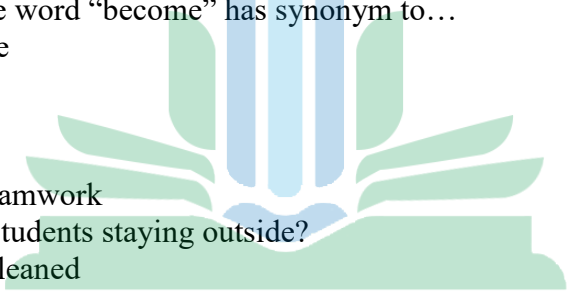
students in the world. I believe that you have the quality to pass the selection.

Best regards,

Atim Sekarwangi

What is the purpose of the invitation text above?

- A. To invite Arum attend the selection of English Debate Competition 2018
 - B. To invite Gigih join the internal selection process
 - C. To invite someone join the English Debate Competition 2018 at Dubai
 - D. To inform Gigih the selection of English Debate Competition 2018
 - E. To invite someone join the internal selection process
11. The top three students will become UNA's delegate and compete with others..." The word "become" has synonym to...
- A. Participate
 - B. Watch
 - C. Register
 - D. See
 - E. Having teamwork
12. Why are the students staying outside?
- A. Is being cleaned
 - B. Cleans
 - C. Is cleaning
 - D. Was cleaning
 - E. Being cleaned
13. "The waiter is serving the customer"
The passive voice of the sentence is....
- A. The customer are served by the waiter
 - B. The customer is served by the waiter
 - C. The costumer is being served by the waiter
 - D. The customer was served by the customer
 - E. The costumer was being served by the customer
14. Komodo.....to be descended from dinosaurs.
Which are the suitable words to fill the blank?
- A. They believe
 - B. Is believe
 - C. To believe
 - D. Believed
 - E. To be believed



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

15. Which passive sentence uses past perfect tense?
- The piano was being played when the man fell down
 - The box had been being coloured
 - Putra is always called by ranggas
 - The bread had just been eaten
 - My dress had ben washed before i took a nap
16. "we need extra Pillows"
- The passive voice of that sentences is
- Extra pillows are need by us
 - Extra pillows is needed by us
 - Extra pillows are needed by us
 - Extra pillows is needed by us
 - Extra pillows was need by us
17. Dono : would you like to go watch a movie this weekend?
Tian : i can't, i am low on cash right now, i will stay at home and watch TikTok instead
- The suitable expression to fill the blank is...
- What about
 - Bad sound
 - How about
 - Let's
 - I think
18. The students in the University..... by professional lecturers
- Has been taught
 - Are taught
 - Was taught
 - Is taught
 - Would be taught
19. An apple (peel) by father right now
- Which one is the correct vword to replace the verb in the bracket?
- Is being peeled
 - Is peeled
 - Are being peeled
 - Was being peeled
 - Will be peeled
20. Long time ago, a ship (sink) by a giant in a deep sea
- Which one is the correct verb form
- Is sunk
 - Is sank
 - Was sunk
 - Was sank
 - Had been sunk

The dialogue is for 21-25

Water is a source of life for humans. Humans body needs water to fulfill the need of minerals. Every day people drink water. however, there are still many people lack of drinking water. They just prefer drinking tea, coffee, juice, syrup or even soft drink to water. In fact, water has a lot of advantages.

Water is your body's principal chemical component and makes up about 60 percent of your body weight. Every system in your body depends on water. For example, water flushes toxins out of vital organs, carries nutrients to your cells and provides a moist environment for ear, nose and throat tissues. Lack of water can lead to dehydration, a condition that occurs when you dont have enough water in your body to carry out normal functions. Even mild dehydration can drain your energy and make you tired. Water is also good to burn fats in the body

21. What does the text tell about?
 - A. The advantages of drinking water
 - B. Eight glasses of water a day
 - C. Water is a source of live
 - D. Human's body
 - E. Healthy life
22. What is dehydration according to the text?
 - A. A condition where you drink a lot of water so that your body cannot do the normal function
 - B. When the systems in the body cannot do normal function because of much water
 - C. It is when your body needs a lot of water but it still can do the normal function as usual
 - D. A condition when you feel tired because of drinking a lot of water
 - E. A condition where your body does not have enough water to do the normal function
23. What the main idea of paragraph 2?
 - A. How to keep healthy
 - B. The rule of drinking water
 - C. The advantage of water
 - D. The simple way to live healthy
 - E. The disadvantages of water
24. What is washed out vital organ?
 - A. Toxins
 - B. Ears
 - C. Nutrients
 - D. Nose
 - E. Throat tissues
25. What depends on water?
 - A. Health

- B. Brain
- C. Every system
- D. Toxin
- E. Stamina

The internet has generated many changes in our lives. It has changed the way we communicate and access information. The internet also has changed the way we buy things. In today's life, online shopping is growing rapidly. It has become a new culture in every country.

Buying things online is very easy. The only thing to do is to go to a certain website, which sells the product you need. The search engine on the web also enables us to find things fast with various choices.

After the product is chosen and the payment is made, the online shopper should only wait for three to five days until the thing purchased comes to his/her door. Another good advantage of online shopping is that things may be cheaper than in real stores.

In the other hand, online shopper should be careful in choosing products. Sometimes, you do not get what you need. Another big problem is the quality of the things can be less than similar items in real stores. That's the reason why online shoppers must thoroughly check products offered.

1. Soal Pilihan Ganda Kompleks

1. what does the text mainly talk about? (you may choose more than one answer)
 - A. the minuses if inline shopping
 - B.the benefits of online shopping
 - C.the pluses of online shopping
 - D.the deficlencles of online shopping
 - E.the procedure of online shopping
2. Which is the reason why people like to do online shopping (you may choose more than one answer)
 - A.they get convenience of shopping
 - B.they can decrease the desire to shop
 - C.they can save time for shopping
 - D.they never feel disappoint with goods they received
 - E.they always receive the goods they ordered
3. Based on the text, what should online shoppers do to ensure a positive shopping experience?
 - A. Research the seller's reputation
 - B. Avoid purchasing items that are too cheap
 - C. Pay with Credit Card
 - D. Pay in Supermarket
 - E. Read Product Review

2. match the terms in Column A with the corresponding definitions in Column B.

Soal			Jawaban
1. online shopping	•	•	A. A website that enables user to find information on the internet
2. Search engine	•	•	B. A fake or imitation product
3. Payment	•	•	C. A person who buys things over the internet.
4. Online Shopper	•	•	D. The process of buying and selling goods and services over the internet
5. Counterfeit Product	•	•	E. The act of giving money or something else of value in exchange for goods or services

3. Put checklist for the true or false statement based on the text!

STATEMENT	TRUE	FALSE
1. Buying things online is difficult		
2. Online shopping is growing rapidly		
3. The big problem of online shopping is the quality of the things		
4. Online shopping more expensive than in real store		
5. Some people prefer use online shopping		

4. Answer these questions!

1. Does the online shopping more efficient
2. how long online shopper wait for their purchased comes?

5. Answer this question

Explain the reason why online shoppers must thoroughly check products offered?

Appendix 7

KUNCI JAWABAN PTS– BAHASA INGGRIS KELAS XI

Penilaian Tengah Semester Genap – Tahun Ajaran 2024/2025

MA Al-Fatah Jabon

Pilihan G.anda (1–20):

1. B	6. A	11. C	16. E
2. C	7. E	12. E	17. C
3. D	8. A	13. A	18. A
4. A	9. D	14. D	19. D
5. E	10. E	15. C	20. C

Efek Alkohol – Multiple Response:

- ✓ Blindness
- ✓ The Fetus
- ✓ Swell in our liver
- ✓ Function of our senses
- ✓ Menopause in women

Effect of alcohol on the brain:

- ✓ Mad
- ✓ Increasing depression

Pernyataan True/False:

Alcoholic drinking is very dangerous for our health: ☒ True

Alcoholic does not increase the risk of depression and frustration: ☒ False

Alcoholic drinking damages the human brain: ☒ True

Alcoholic cannot cause blindness: ☒ False

Alcoholic does not cause any dangerous disease to the body: ☒ False

Cocokkan Cause and Effect:

Yoyok practiced playing football every week → He becomes a skilled soccer

Because she was sunbathing → Her skin got tanned and burned

Since they were out of food → The Millers had to eat out for dinner

Jovan forgot eat lunch → So he was hungry

Bella exercise regularly → She had more energy throughout the day

Sinonim dan Pendapat:

Sinonim dari "decrease" dalam kalimat: "It will decrease the function of the alcohol addict's brain" adalah:

→ reduce / lessen

Pendapat tentang Alcoholic drinking:

I think alcoholic drinking is very dangerous. It can damage our organs such as the liver and brain, cause blindness, lead to early menopause in women, and even cause defects in babies if consumed by pregnant women.



Appendix 8

KUNCI JAWABAN SAS – BAHASA INGGRIS KELAS XI MA Al-Fatah

Penilaian Akhir Semester – Tahun Ajaran 2024/2025

Pilihan Ganda

- | | | | |
|------|-------|-------|-------|
| 1. C | 6. C | 11. A | 16. C |
| 2. B | 7. B | 12. A | 17. E |
| 3. C | 8. D | 13. C | 18. B |
| 4. D | 9. E | 14. A | 19. A |
| 5. A | 10. B | 15. D | 20. C |

Soal Bacaan tentang Air (21–25):

- | | | |
|-------|-------|-------|
| 21. A | 23. C | 25. C |
| 22. E | 24. A | |

Pilihan Ganda Kompleks (Teks Belanja Online):

- What does the text mainly talk about?
 - ✓ B. the benefits of online shopping
 - ✓ C. the pluses of online shopping
- Which is the reason why people like to do online shopping?
 - ✓ A. they get convenience of shopping
 - ✓ C. they can save time for shopping
- What should online shoppers do to ensure a positive shopping experience?
 - ✓ A. Research the seller's reputation
 - ✓ E. Read Product Review

Pencocokan Istilah (Matching):

Online shopping: The process of buying and selling goods and services over the internet

Search engine: A website that enables user to find information on the internet

Payment: The act of giving money or something else of value in exchange for goods

Online Shopper: A person who buys things over the internet

Counterfeit Product: A fake or imitation product

Pernyataan True/False:

Buying things online is difficult: ☐ False

Online shopping is growing rapidly: ☒ True

The big problem of online shopping is the quality: ☒ True

Online shopping more expensive than in real store: ☐ False

Some people prefer use online shopping: ☒ True

Jawaban Esai

1. Does the online shopping more efficient?

► Yes, because it saves time and effort, and can be done from home.

2. How long online shopper wait for their purchased comes?

► Three to five days.

3. Explain the reason why online shoppers must thoroughly check products offered?

► Because sometimes the products received are not as expected, and the quality may be lower than those sold in physical stores.



Appendix 9



ABSENSI KELAS 11 MA AL-FATAH

Jl. Raden Fatah Kedungpandan, Keungpandan, Jabon, Sidoarjo

No	Name	JANUARY						FEBRUARY						MARCH				TOTAL		
		6	8	13	15	20	22	3	5	12	17	19	24	9	14	16	21	S	I	A
1	ACHMAT ANDRE PRASETYO	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
2	AK.ADIYA RA.MA YANTI	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	i	0	0	0
3	AYU ANGGRAENI	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
4	BUNGA SUKMAWATI RIDUWAN	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
5	CYNTHIA PUTRI NABILA	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
6	DELLA ANGGUN REFFA AGUSTIN	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
7	DWI RIZKYA. UTAMI	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
8	EC.A MEZZALUNA PUTRI FITRIYANTO	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
9	FAIZATUL RIZQIYA.	.	.	.	.	.	.	.	.	.	.	.	.	.	A	.	.	0	0	1
10	HARLAN ARTHA MAULANA	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0

11	INTAN NUR AINI	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
12	KARINDRA YUFI MUFIANA	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
13	K.URNAINI	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
14	LIRA SA.IRA	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
15	MAEZA KALIMATUS SAKDIA	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
16	MIA RISKIKA AKBAR	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
17	MINAMRINA ROSYADA.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
18	MUC.AMMAD AKBAR FERDIANSYA.	.	.	i	.	A	.	.	.	.	.	.	.	.	.	.	.	0	1	1
19	MU.AMMAD FARDAN ABAS	.	.	.	.	i	.	.	.	.	A	.	.	.	.	.	.	0	1	1
20	MU.AMMAD REYNALDO BAYU SAKTIWAN	.	.	.	.	.	.	.	.	.	A	.	.	.	.	.	.	0	1	0
21	MU.AMMAD REYNALDY BAYU SAKTIWAN	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
22	NAURO YASMIN NADZIRO.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
23	NO.AL UBAIDILLA.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
24	RA.MAT SAFFAR WIJAYA	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
25	RISKA AULIA	.	.	.	.	.	.	.	.	.	.	.	.	i	.	.	.	0	1	0
26	TEGUH SETIAWAN	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
27	YOGI PRASETYO	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
28	MOHAMMAD FAJAR	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0
29	M. .ASBI ARRIZQI	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0

Appendix 10

No	Name	Cognitive	Summative	Ability Score	S.E	Deskription
1	ACHMAT ANDRE PRASETYO	86	76	87	84	<ul style="list-style-type: none"> • Kognitif: Siswa mampu menunjukkan pemahaman materi pelajaran yang cukup baik dengan nilai akademik yang stabil. • Afektif: Siswa mampu menunjukkan minat belajar yang sedang, meskipun tidak terlalu menonjol dalam antusiasme. • Perilaku: Siswa mampu terkadang berpartisipasi dalam diskusi kelas dan cukup terlibat dalam pembelajaran.
2	AKHADIYA RAHMA YANTI	87	80	87	92	<ul style="list-style-type: none"> • Kognitif: Siswa mampu menunjukkan prestasi akademik yang sangat baik. • Afektif: Siswa mampu menunjukkan antusiasme tinggi dalam mengikuti pelajaran dan inisiatif tinggi. • Perilaku: Siswa mampu aktif berpartisipasi dalam seluruh kegiatan pembelajaran dan diskusi kelas.
3	AYU ANGGRAENI	85	76	76	80	<ul style="list-style-type: none"> • Kognitif: Siswa mampu menunjukkan pemahaman yang cukup terhadap materi pelajaran. • Afektif: Siswa mampu menunjukkan minat belajar yang sedang. • Perilaku: Siswa mampu kadang berpartisipasi dalam diskusi kelas
4	BUNGA SUKMAWATI RIDUWAN	87	95	88	91	<ul style="list-style-type: none"> • Kognitif: Siswa mampu menunjukkan prestasi akademik yang sangat baik. • Afektif: Siswa mampu menunjukkan antusiasme tinggi dan semangat dalam pembelajaran.

						<ul style="list-style-type: none"> Perilaku: Siswa mampu selalu aktif dan berinisiatif dalam diskusi kelas.
5	CYNTHIA PUTRI NABILA	87	95	87	90	<ul style="list-style-type: none"> Kognitif: Siswa mampu menunjukkan prestasi belajar yang tinggi. Afektif: Siswa mampu menunjukkan semangat dan ketertarikan yang tinggi pada materi pelajaran. Perilaku: Siswa mampu sangat aktif dan berinisiatif dalam kelas.
6	DELLA ANGGUN REFFA AGUSTIN	87	95	76	90	<ul style="list-style-type: none"> Kognitif: Siswa mampu menunjukkan prestasi baik dengan pemahaman materi yang kuat. Afektif: Siswa mampu menunjukkan ketertarikan dan antusiasme tinggi dalam belajar. Perilaku: Siswa mampu aktif dalam diskusi dan menunjukkan inisiatif tinggi.
7	DWI RIZKYAH UTAMI	87	90	87	90	<ul style="list-style-type: none"> Kognitif: Siswa mampu menunjukkan pencapaian akademik yang baik. Afektif: Siswa mampu menunjukkan antusiasme tinggi dalam kegiatan pembelajaran. Perilaku: Siswa mampu aktif dan berinisiatif dalam proses belajar.
8	ECHA MEZZALUNA PUTRI FITRIYANTO	87	95	87	85	<ul style="list-style-type: none"> Kognitif: Siswa mampu menunjukkan kemampuan akademik yang baik. Afektif: Siswa mampu menunjukkan minat yang baik terhadap pelajaran.

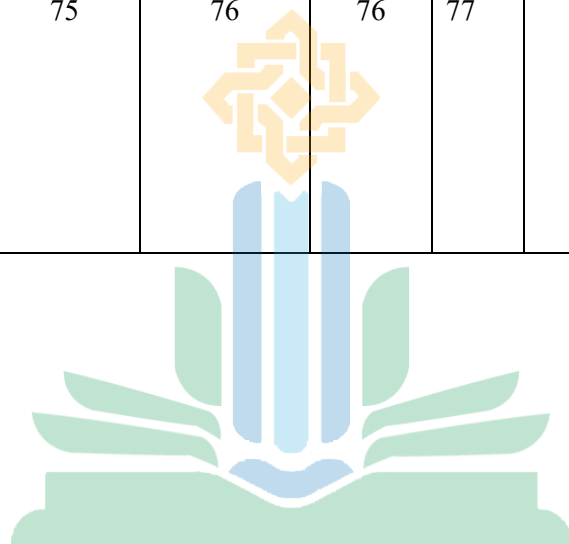
						<ul style="list-style-type: none"> Perilaku: Siswa mampu terlibat aktif dalam sebagian besar kegiatan pembelajaran.
9	FAIZATUL RIZQIYAH	88	96	88	92	<ul style="list-style-type: none"> Kognitif: Siswa mampu menunjukkan prestasi belajar yang sangat baik. Afektif: Siswa mampu menunjukkan antusiasme tinggi dan minat belajar yang tinggi. Perilaku: Siswa mampu aktif dalam diskusi dan menunjukkan inisiatif
10	HARLAN ARTHA MAULANA	85	89	78	87	<ul style="list-style-type: none"> Kognitif: Siswa mampu memahami materi pelajaran dengan baik. Afektif: Siswa mampu menunjukkan minat yang baik. Perilaku: Siswa mampu aktif dalam sebagian besar kegiatan pembelajaran.
11	INTAN NUR AINI	86	90	87	88	<ul style="list-style-type: none"> Kognitif: Siswa mampu memiliki pemahaman materi yang baik. Afektif: Siswa mampu menunjukkan minat yang baik dalam pelajaran. Perilaku: Siswa mampu terlibat aktif dalam sebagian besar diskusi kelas.
12	KARINDRA YUFI MUFIANA	87	90	86	90	<ul style="list-style-type: none"> Kognitif: Siswa mampu menunjukkan prestasi akademik yang sangat baik. Afektif: Siswa mampu menunjukkan antusiasme tinggi terhadap pelajaran. Perilaku: Siswa mampu selalu aktif dan menunjukkan inisiatif

						di kelas.
13	KHURNAINI	86	89	87	90	<ul style="list-style-type: none"> • Kognitif: Siswa mampu memiliki pemahaman akademik yang sangat baik. • Afektif: Siswa mampu sangat antusias terhadap kegiatan belajar. • Perilaku: Siswa mampu aktif dan penuh inisiatif dalam diskusi.
14	LIRA SAVIRA	87	95	89	95	<ul style="list-style-type: none"> • Kognitif: Siswa mampu menunjukkan prestasi akademik yang sangat baik. • Afektif: Siswa mampu memiliki antusiasme tinggi dan semangat belajar. • Perilaku: Siswa mampu selalu aktif dan berinisiatif dalam kegiatan kelas.
15	MAEZA KALIMATUS SAKDIA	85	90	76	86	<ul style="list-style-type: none"> • Kognitif: Siswa mampu memahami pelajaran dengan baik. • Afektif: Siswa mampu menunjukkan minat yang baik. • Perilaku: Siswa mampu terlibat aktif dalam sebagian besar kegiatan pembelajaran.
16	MIA RISIKKA AKBAR	86	90	76	80	<ul style="list-style-type: none"> • Kognitif: Siswa mampu menunjukkan pemahaman yang cukup. • Afektif: Siswa mampu menunjukkan minat belajar yang sedang. • Perilaku: Siswa mampu terkadang berpartisipasi dalam diskusi.
17	MINAMRINA ROSYADAH	86	90	88	80	<ul style="list-style-type: none"> • Kognitif: Siswa mampu cukup memahami materi. • Afektif: Siswa mampu menunjukkan minat belajar yang sedang.

						<ul style="list-style-type: none"> • Perilaku: Siswa mampu sesekali aktif dalam kegiatan kelas.
18	MUCHAMMAD AKBAR FERDIANSYAH	85	87	87	85	<ul style="list-style-type: none"> • Kognitif: Siswa mampu memahami materi pelajaran dengan baik. • Afektif: Siswa mampu menunjukkan minat belajar yang baik. • Perilaku: Siswa mampu aktif dalam sebagian besar kegiatan kelas.
19	MUHAMMAD FARDAN ABAS	87	87	86	85	<ul style="list-style-type: none"> • Kognitif: Siswa mampu menunjukkan prestasi akademik yang baik. • Afektif: Siswa mampu menunjukkan minat yang baik dalam pelajaran. • Perilaku: Siswa mampu aktif dalam sebagian besar kegiatan pembelajaran.
20	MUHAMMAD REYNALDO BAYU SAKTIAWAN	85	87	76	78	<ul style="list-style-type: none"> • Kognitif: Siswa mampu cukup memahami materi pelajaran. • Afektif: Siswa mampu menunjukkan minat yang sedang. • Perilaku: Siswa mampu kadang terlibat dalam diskusi kelas.
21	MUHAMMAD REYNALDY BAYU SAKTIAWAN	85	76	76	78	<ul style="list-style-type: none"> • Kognitif: Siswa mampu menunjukkan pemahaman yang cukup. • Afektif: Siswa mampu menunjukkan minat belajar yang sedang. • Perilaku: Siswa mampu sesekali berpartisipasi dalam pembelajaran.
22	NAURO YASMIN NADZIROH	88	90	87	87	<ul style="list-style-type: none"> • Kognitif: Siswa mampu memahami materi pelajaran dengan baik. • Afektif: Siswa mampu menunjukkan minat yang baik terhadap

						<p>pelajaran.</p> <ul style="list-style-type: none"> • Perilaku: Siswa mampu aktif dalam sebagian besar kegiatan kelas.
23	NOVAL UBAIDILLAH	88	90	87	90	<ul style="list-style-type: none"> • Kognitif: Siswa mampu menunjukkan prestasi belajar yang sangat baik. • Afektif: Siswa mampu menunjukkan antusiasme tinggi dan ketertarikan terhadap pelajaran. • Perilaku: Siswa mampu sangat aktif dan berinisiatif dalam kelas.
24	RAHMAT SAFFAR WIJAYA	87	90	87	80	<ul style="list-style-type: none"> • Kognitif: Siswa mampu memahami materi pelajaran dengan cukup baik. • Afektif: Siswa mampu menunjukkan minat yang sedang. • Perilaku: Siswa mampu terkadang terlibat dalam diskusi kelas.
25	RISKA AULIA	87	97	87	84	<ul style="list-style-type: none"> • Kognitif: Siswa mampu menunjukkan prestasi belajar yang baik. • Afektif: Siswa mampu menunjukkan minat yang sedang. • Perilaku: Siswa mampu kadang berpartisipasi dalam pembelajaran.
26	TEGUH SETIAWAN	87	76	76	79	<ul style="list-style-type: none"> • Kognitif: Siswa mampu memahami materi pelajaran dengan cukup baik. • Afektif: Siswa mampu menunjukkan minat belajar yang sedang. • Perilaku: Siswa mampu kadang aktif dalam diskusi kelas.

27	YOGI PRASETYO	86	97	87	79	<ul style="list-style-type: none"> • Kognitif: Siswa mampu memahami pelajaran dengan cukup baik. • Afektif: Siswa mampu menunjukkan minat yang sedang. • Perilaku: Siswa mampu terkadang berpartisipasi dalam kelas.
28	MOHAMMAD FAJAR	75	76	76	77	<ul style="list-style-type: none"> • Kognitif: Siswa mampu cukup memahami materi pelajaran. • Afektif: Siswa mampu menunjukkan minat yang sedang dalam pembelajaran. • Perilaku: Siswa mampu sesekali aktif dalam diskusi kelas.
29	M. HASBI ARRIZQI	75	76	76	77	<ul style="list-style-type: none"> • Kognitif: Siswa mampu memahami materi pelajaran secara cukup. • Afektif: Siswa mampu menunjukkan minat belajar yang sedang. • Perilaku: Siswa mampu terkadang terlibat dalam kegiatan pembelajaran.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 11**Documentation**

Picture 1. Researcher conducting an Interview on students engagement with the headmaster of MA Al-Fatah



Picture 2. Researcher conducting an interview on students challenges with the headmaster of MA Al-Fatah



Picture 3. Researcher conducting an interview on student engagement with the English teacher of MA Al-Fatah



Picture 4. Researcher conducting an Interview on student challenges with the English teacher of MA Al-Fatah



Picture 5. Researcher conducting an interview on student engagement with the students of MA Al-Fatah



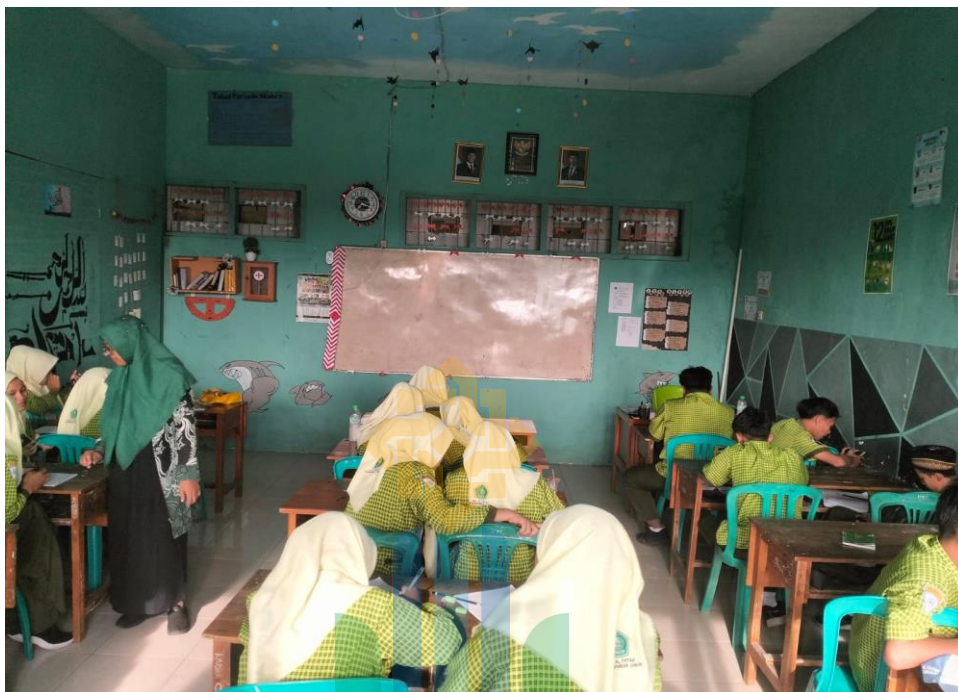
Picture 6. Researcher conducting an interview on student challenges with the students of MA Al-Fatah



Picture 7. Students of MA Al-Fatah conducting doing mid-semester exams



Picture 8. Students of MA Al-Fatah conducting doing end of semester summative



Picture 9. Students anxiety when learning English and asking the teacher



Picture 10. Students difficult in doing English assignments given by the teacher

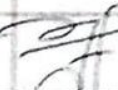

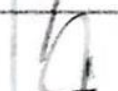
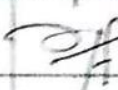
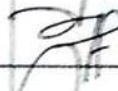

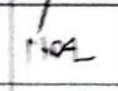
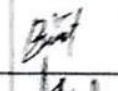
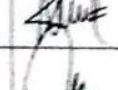
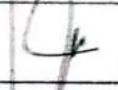
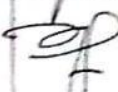
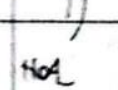
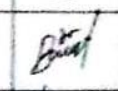





UNIVERSITAS ISLAM NEGERI
KIAI HAJJACHIMAD SIDDIQ
J E M B E R

Picture 11. Students group work on explanation text assignmen

JOURNAL OF RESEARCH IMPLEMENTATION

Name ; Nia Amalia Wardhana
 Title "Analysis Of Students' Engagement and Challenges in Learning English As a Foreign Language At MA Al-Fatah Sidoarjo"
 Research Location : MA Al-Fatah Sidoarjo

No	Day/Date	Activities	Informant/ source of data	Sign
1.	Senin, 13 Januari 2025	Penyerahan surat permohonan penelitian	Sokhibul Ilmi, S.Pd Wakhibatul Dwi Khusnah, M.Pd	 
2.	Senin, 13 Januari 2025	Observasi di kelas 11 MIPA	Wakhibatul Dwi Khusnah, M.Pd	
3.	21, April 2025	Wawancara terkait profil sekolah MA Al-Fatah	Sokhibul Ilmi, S.P	
4.	Senin, 21 April 2025	Wawancara tentang keterlibatan siswa dalam pembelajaran bahasa Inggris	Sokhibul Ilmi, S.Pd Wakhibatul Dwi Khusnah, M.Pd Noval Ubaidillah Bungaa Sukmawati Lira Savira	    
5.	Rabu, 23 April 2025	Wawancara tentang tantangan siswa dalam pembelajaran bahasa Inggris	Sokhibul Ilmi, S.Pd Wakhibatul Dwi Khusnah, M.Pd Noval Ubaidillah Bungaa Sukmawati Lira Savira	    

6.	Rabu, 23 April 2025	Melengkapi data dan dokumtasi	Wakhibatul Dwi Khusnah, M.Pd	
7.	Jum'at, 9 Mei 2025	Permohonan surat menyelesaikan penelitian di MA Al-Fatah	Wakhibatul Dwi Khusnah, M.Pd	



Sidoarjo, 9 Mei 2025

Mengetahui,

Kepala Sekolah MA Al-Fatah



Solikhul Ilmi, S.Pd

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Nia Amalia Wardhana
 NIM : 212101060009
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : Analysis Of Students' Engagement and Challenges In Learning English
 As a Foreign Language At MA Al-Fatah Sidoarjo

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir BAB 1-5 sebesar (9,2%)

1. BAB I : 19%
2. BAB II : 9%
3. BAB III : 10%
4. BAB IV : 3%
5. BAB V : 5%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 23 Mei 2025
 Penanggung Jawab Turnitin
 FTIK UIN KHAS Jember



Ulfa Dina Novienida, S.Sc.S.I., M.Pd.

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-11383/In.20/3.a/PP.009/04/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA AL-FATAH Sidoarjo

Jl. Raden Fatah Kedungpandan, Kedungpandan, Kec. Jabon, Kab. Sidoarjo

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 212101060009
 Nama : NIA AMALIA WARDHANA
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Analysis of Students' Engagement and Challenges In Learning English As a Foreign Language At MA Al-Fatah Sidoarjo" selama 10 (sepuluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sokhibul Ilmi, S. Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 April 2025

an. Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM



YAYASAN PENDIDIKAN DAN SOSIAL “AL-FATAH”

MA.AL – FATAH

**NSS / NSM : 131235110043 STATUS: TERAKREDITASI C
KEDUNGPANDAN – JABON – SIDOARJO**

SURAT KETERANGAN

Nomor : 14.01/MA.AF/V/2025

Yang bertanda tangan dibawah ini:

Nama : Shokhibul Ilmi, S.Pd
Jabatan : Kepala MA Al Fatah

Menerangkan dengan sesungguhnya bahwa:

Nama : Nia Amalia Wardhana
NIM : 212101060009
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Asal Universitas : UIN Kiai Haji Achmad Siddiq Jember

Telah melaksanakan penelitian di MA Al Fatah Desa Kedungpandan Kecamatan Jabon Kabupaten Sidoarjo mulai 13 Januari 2025 sampai dengan 09 Mei 2025 untuk memperoleh data dalam menyelesaikan skripsi dengan judul *“Analysis of students' engagement and challenges in learning English as a foreign language at MA Al-Fatah Sidoarjo.”*

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Sidoarjo, 09 Mei 2025

Kepala MA Al Fatah

Shokhibul Ilmi, S.Pd

CURRICULUM VITAE



Name : Nia Amalia Wardhana
 NIM : 212101060009
 Place, Date of Birth : Pasuruan, 22nd of April 2002
 Gender : Female
 Age : 23
 Address : Besongol RT 01/ RW 03, Sumberejo, Pandaan, Pasuruan
 Religion : Islam
 Nationality : Indonesia
 Phone : 085161103758
 Email : niaamaliawardana@gmail.com

EDUCATION DETAILS

TK PKK I Besongol (2008-2009)
 SDN Tawangrejo II (2009-2015)
 SMPN 2 Kraton (2015-2018)
 MAN 2 Pasuruan (2018-2021)
 UIN Kiai Haji Achmad Siddiq Jember (2021-Sekarang)