

academic settings and on campus, making it a habit. In English. Additionally, some report that the majority of their domestic siblings are sailors who frequently travel overseas, making it an extremely attractive.

Moreover, it is indisputable that campus is the best place to use English for a variety of reasons: first, there are lectures given in the language; second, friends who have studied the language in class are present; and third, cadets are expected to communicate in English as much as possible on social media and in the classroom. In addition, some cadets lack access to or a supportive atmosphere for using or honing their English, or in this case, putting social media learning into practice. Azhima and Parnawati (2023) have elucidated the significance of the environment in the English language acquisition process, stating that it is a primary factor to be succed in language learning.

Therefore, an academic awareness should surface after observing the phenomena of learning barriers and learning strategies, indicating that these two areas remain significant issues in need of resolution and improvement. By presenting this discussion, the researcher firmly believes that this research has made a significant contribution to the field of education. Specifically, the research results which take the form of learning obstacles and learning strategies in English learning have been illustrated for cadets to apply in order to improve the effectiveness of their English learning process. Teachers can then use these illustrations to consider the research's findings.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The present study has confirmed the importance of understanding various obstacles faced by EFL tertiary learners at particular context in South Sulawesi. This study discovered that the cadets during the English learning process faced three primary learning obstacles like cognitive obstacles, emotional obstacles, and institutional obstacles. Meanwhile, the cadets used three pivotal strategies in learning English such as cognitive strategies, metacognitive strategies, and socioaffective strategies.

In the sense of learning obstacles, the cadets have cognitive obstacles that oriented into the learning barriers that refer to the any conditions that impede the process of acquiring English skills. These obstacles covered several obstacles such as rules aspect that oriented into the difficulties in composing words or comprehending the grammatical rules. Then, performance aspect that refers to the lack of ability in speaking and writing as productive skills, reading and listening as categorized as receptive skills, and pronunciation. Then, memorization aspect that oriented into the lack of memorizing words or vocabulary. Then, no basic English aspect that refers to the lack of previous knowledges about English. Lastly, there is mentoring aspect that oriented to the presence capable mentor in guiding the learning English process.

In emotional obstacles, there are laziness and anxiety aspect that provoke the mental difficulties in learning. Cadets have laziness in learning English which indicates that lack of motivation and engagement in the learning process. Then, anxiety that refers to the feeling of apprehension, worry, or nervousness that arise during the learning English process. Besides, cadets also faced institutional obstacles that in this case refer to the barriers that arise from the culture within the institutions that hinder students' access to the process of learning English.

Meanwhile, in the context of learning strategies that including cognitive strategies that oriented into the mental process that cadets used in acquiring and retaining language skills effectively. These strategies include auditory strategy that refers to the used of ability in listening skills, then discussion refers to the

learning collectively with others, then repetition that refers to the memorizing words everyday consistently and repeatedly, then resourcing that means looking for various sources like application, then note-taking that refers to the writing and eliciting new words, then the elaboration that mean integration of some strategies like from memorizing words, then composing into sentences, then practice in speaking with others in discussion circumstance, and the last one using translating tools such as Google Translate, Duolingo, and Dictionay in finding new words and figure out the way that words uttered.

Moreover, in metacognitive strategies that refers to the self-regulated learning that includes self-study. Self-study oriented into the learning by their own, which indicates they plan, train, and control their own learning. In other sides, socioaffective strategies also appeared that oriented into the learning based social and emotional aspect that involves environmental situation. In these strategies covered social-mediated learning that refers to the used of environment as the media to practice English.

5.2. Suggestion

The study strengthens the belief that learning obstacles that the students faced are numerous that requires immediate steps to resolve those problems as well as by learning strategies used by cadets. These phenomena are truly natural occurences that means everyone or students must face challenges, difficulties, and obstacles in learning. However, there should be always paths to solve or overcome from it such learning strategies or method. Therefore, this study has served those things as the scientific results and process to contribute in academic, education, and teaching context. This study provided a new perspective in those fields for teachers, students, academics, and future researchers regarding learning obstacles and strategies, especially proposing suitable strategies in teaching English to make better learning athmosphere based on students' convenience.

Additionally, this research is expected to be a model and point of reference for future scholars who wish to excavate more deeply the phenomena of students' learning obstacles and learning strategies by using new approach such library research or need secondary data form, this study could be the suitable

sources. For future reserachers who intend to undertake the similar aspect with this study, it will be better to utilize different and innovative designs, aspects, contexts, and approaches of the study such as quantitative researches to see other new phenomena. It can also add more informants to attain more information.

BIBLIOGRAPHY

- Agustinasari, E., Simanjuntak, T., & Purwanto, M. B. (2022). A Review on Error Analysis Stages in Teaching English Structure. *Pioneer: Journal of Language and Literature*, 14(1), 253-268. <https://doi.org/10.36841/pioneer.v14i1.1702>
- Akpan, B. (2020). Mastery Learning-Benjamin Bloom. *Science Education in Theory and Practice: An Introductory Guide to Learning Theory*, 149-162.
- Alisha, F., Safitri, N., Santoso, I., & Siliwangi, I. (2019). Students' difficulties in writing EFL. *Professional Journal of English Education*, 2(1), 20-25
- Alrajafi, G. (2021). The use of English in Indonesia: status and influence. *SIGEH ELT: Journal of Literature and Linguistics*, 1(1), 1-10.
- Alqahtani, M. (2015). Saudi students' willingness to communicate and success in learning English as a foreign language. *Journal of Language Teaching and Research*, 6(6), 1195.
- Ampa, A. T., & Akib, E. (2019, June). The students' learning achievement of the english productive skills. In *Eleventh Conference on Applied Linguistics (CONAPLIN 2018)* (pp. 395-399). Atlantis Press.
- Anthony, L. (2018). *Introducing English for specific purposes*. Routledge.
- Archana, S., & Rani, K. U. (2017). Role of a teacher in English language teaching (ELT). *International Journal of Educational Science and Research (IJESR)*, 7(1), 1-4.
- Arochman, T., Madani, S. A., Welasiyah, S., & Setiandari, R. K. (2023). Exploring Students' Difficulties in Memorizing English Vocabularies in A Higher Education. *Journal of English Language and Education*, 8(2), 175-183
- Astarilla, L. (2018). University students' perception towards the use of Duolingo application in learning English. *Prosiding CELSciTech*, 3, 1-9.

- Azhimia, F., & Parnawati, T. A. (2023). The Contribution of Language Input, Conducive Learning Environment, and Motivation toward Student's Speaking Proficiency. *Journal of Language Intelligence and Culture*, 5(1), 33-44.
- Baigal, B. (2021). Investigating obstacles in learning English among first-year students.
- Bilotserkovets, M. A., & Fomenko, T. M. (2022). Learning English Grammar by Means of M-Learning: A Case Study.
- Birjandi, P., Alavi, S. M., & Najafi Karimi, S. (2015). Effects of unenhanced, enhanced, and elaborated input on learning English phrasal verbs. *International journal of research studies in language learning*, 4(1), 43-59.
- Buzan, B. (2014). *An introduction to the English school of international relations: The societal approach*. John Wiley & Sons.
- Cavas, B., & Cavas, P. (2020). Multiple intelligences theory—Howard Gardner. *Science Education in Theory and Practice: An Introductory Guide to Learning Theory*, 405-418.
- Chamot, A. U. (2014). The role of learning strategies in second language acquisition. In *Learner contributions to language learning* (pp. 25-43). Routledge.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- De Capua, A. (2008). *Grammar for teachers: A guide to American English for native and non-native speakers*. New York: Springer
- Dodgson, J. E. (2017). About research: Qualitative methodologies. *Journal of Human Lactation*, 33(2), 355-358.
- Easterbrook, R. M. (2013). *The process of vocabulary learning: Vocabulary learning strategies and beliefs about language and language learning* (Doctoral dissertation, University of Canberra).

- Ellis, E. S., Deshler, D. D., Lenz, B. K., Schumaker, J. B., & Clark, F. L. (1991). An instructional model for teaching learning strategies. *Focus on exceptional children*, 23(6), 1-24.
- Foo, S. Y., & Quek, C. L. (2019). Developing Students' Critical Thinking through Asynchronous Online Discussions: A Literature Review. *Malaysian Online Journal of Educational Technology*, 7(2), 37-58
- Franceschi, D. (2014). The features of maritime English discourse. *International Journal of English Linguistics*, 4(2), 78.
- Granstrom, M., Kikas, E., Eisenschmidt, E. (2023). *Classroom observations: How do teachers teach learning strategies?*. Frontiers in Education.
- Graue, C. (2015). Qualitative data analysis. *International Journal of Sales, Retailing & Marketing*, 4(9), 5-14.
- Guzmán, S. F. (2013). *Students' background Differences And Approaches To Obstacles In Learning English: A Case Study* (Doctoral dissertation, UNIVERSIDAD VERACRUZANA).
- Grin, F. (2015). The economics of English in Europe. *Language policy and political economy: English in a global context*, 119-144.
- Hardan, A. A. (2013). Language learning strategies: A general overview. *Procedia-Social and Behavioral Sciences*, 106, 1712-1726.
- Huang, S. C. (2018). Language learning strategies in context. *The Language Learning Journal*, 46(5), 647-659.
- Ilmuddinovich, K. S. (2021). The methodologies of learning english vocabulary among foreign language learners. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(4), 501-505.
- Irdani, N., Fatimah, N., & Triyoga, A. (2022). EFL students' strategies in learning grammar online. *Teaching English as Foreign Language Journal*. 1(2), 152-159.

- Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Allyn and Bacon
- Kaprawi, N. (2017). Obstacles Facing Learners in Speaking English: Non-English Teacher's Perspective, Putra Batam School. *Pertanika Journal of Social Sciences & Humanities*.
- Kayalar, F., & Kayalar, F. (2017). The effects of auditory learning strategy on learning skills of language learners (students' views). *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 22(10), 04-10.
- Khan, T. J., & Khan, N. (2016). Obstacles in learning English as a second language among intermediate students of districts Mianwali and Bhakkar, Pakistan. *Open Journal of Social Sciences*, 4(2), 154-162.
- Kontogeorgou, K., & Zafiri, M. (2016, February). Using Grammar to enhance speaking. In *Proceedings of The 5th Virtual International Conference on Advanced Research in Scientific Areas* (Vol. 5, pp. 110-115).
- Lumapenet, H. T. (2022). Effectiveness of Self-Learning Modules on Students' Learning in English Amidst Pandemic. *Res Militaris*, 12(6), 949-953
- Mustamin, M., Ahmad, A., Jasruddin, J., Syam, A., & Fitriani, F. (2019). The Effect of Academic Services Quality toward the Cadets Learning Motivation at Politeknik Ilmu Pelayaran Makassar. *International Journal of Learning, Teaching and Educational Research*, 18(10), 128-141
- Mahu, P.D. (2012). Why is learning English so beneficial nowadays. *International Journal of Communication Research*. 2(4), 374.
- Nation, P. (2015). Principles guiding vocabulary learning through extensive reading.
- NISA, A. A. (2013). *An Analysis of Contributing Factors on Students Laziness in Learning English at the First Year Students of SMPN 2 Jatiwangi Kabupaten Majalengka* (Doctoral dissertation, IAIN Syekh Nurjati Cirebon).

- Nurmalasari, N., & Haryudin, A. (2021). THE STUDENTS' DIFFICULTIES IN LEARNING READING. *PROJECT (Professional Journal of English Education)*, 4(1), 29-34.
- Okolie, U. C., Oluka, B. N., Oluwayemisi, F. B., Achilike, B. A., & Marcel Ezemoyih, C. (2022). Overcoming obstacles to collaborative learning practices: A study of student learning in higher education-based vocational education and training. *International Journal of Training Research*, 20(1), 73-91.
- O'malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge university press
- Oxford. (1990). *Language learning strategies: What Every Teacher Should Know*. University of Alabama. Boston. Heinle & Heinle Publications
- Pawlak, M. (2018a). Grammar learning strategy inventory (GLSI): Another look. *Studies in Second Language Learning and Teaching*, 8(2 Special Issue), 351-379. <https://doi.org/10.14746/ssllt.2018.8.2.8>.
- Pelayaran, P. I. (2019). Cadets Training Program at Makassar Merchant Marine Polytechnic.
- Purnama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' motivation in learning English. *PROJECT (Professional Journal of English Education)*, 2(4), 539.
- Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, 3(1), 24-31.
- Rakhmyta, Y. A., & Handayani, J. (2022). The Obstacles of English Learning Toward Students' Achievement at SMAN 2 Takengon. *JUMPER: Journal of Educational Multidisciplinary Research*, 1(1), 60-70.
- Rau, H. (2012). Student reflective practices. *China-USA Business Review*, 11, 564-580. ISSN1537-1514.

- Rubin, J. (2013). Teaching language-learning strategies. *The encyclopedia of applied linguistics*, 1-5.
- Rustam, N. S., Hamra, A., & Weda, S. (2015). The Language Learning Strategies Used By Students Of Merchant Marine Studies Polytechnics Makassar. *ELT WORLDWIDE" Journal Of English Language Teaching"*, 2(2), 1-126.
- Rohmatillah, R. (2017). A STUDY ON STUDENTS'DIFFICULTIES IN LEARNING VOCABULARY. *English Education: jurnal tadris bahasa Inggris*, 6(1), 75-93.
- Romero, Y. (2020). Lazy or Dyslexic: A Multisensory Approach to Face English Language Learning Difficulties. *English Language Teaching*, 13(5), 34-48.
- Salomone, R. C. (2022). *The rise of English: Global politics and the power of language*. Oxford University Press.
- Schmeck, R. R. (Ed.). (2013). *Learning strategies and learning styles*. Springer Science & Business Media.
- Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Springer.
- Serrano, R., & Huang, H. Y. (2018). Learning vocabulary through assisted repeated reading: How much time should there be between repetitions of the same text?. *Tesol Quarterly*, 52(4), 971-994.
- Sikandar, A. (2015). John Dewey and his philosophy of education. *Journal of education and Educational Development*, 2(2), 191.
- Sulistiani, W., Suminar, D. R., & Hendriani, W. (2019). Career Adaptability of Marine Cadets: A Descriptive Study. *Journal of Educational, Health and Community Psychology*, 8(3), 406-418.
- Sundari, W. (2018). The difficulties of learning English for the beginner English learners. *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies*, 2(1), 34-41.

- Sofyan, R. R., Mushriah, A., & Mushriah, A. (2019). Learning difficulties in listening comprehension. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 3(2), 86-92.
- Taber, K. S. (2020). Mediated learning leading development—The social development theory of Lev Vygotsky. *Science education in theory and practice: An introductory guide to learning theory*, 277-291.
- Ventik, D. R. F. (2017). *Causes of the Students' Difficulties in Learning Speaking at the Senior Vocational School* (Doctoral dissertation, Universitas Brawijaya).
- Waite-Stupiansky, S. (2022). Jean Piaget's constructivist theory of learning. In *Theories of early childhood education* (pp. 3-18). Routledge.
- Wenden, A. (1987). Conceptual background and utility. *Learner strategies in language learning*, 5, 3-13.
- Widarbowo, D. (2023). Lecturers' strategies in improving the quality of distance learning (DL) on the cadets of PIP Makassar under SWOT analysis. In *AIP Conference Proceedings* (Vol. 2675, No. 1). AIP Publishing.
- Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach* (Vol. 5). Cambridge: Cambridge university press.
- Wrzesniewski, A., Schwartz, B., Cong, X., Kane, M., Omar, A., & Kolditz, T. (2014). Multiple types of motives don't multiply the motivation of West Point cadets. *Proceedings of the National Academy of Sciences*, 111(30), 10990-10995.
- Yunita, W., Emzir, E., & Mayuni, I. (2018). Needs Analysis for English Grammar Learning Model from Students' perspectives. *English Review: Journal of English Education*, 6(2), 85-94.
- Yusuf, Y. Q., Muslem, A., & Sipahutar, M. A. (2017). Efl Students' writing Errors and Obstacles In Learning English. In *Proceedings of The 1st*

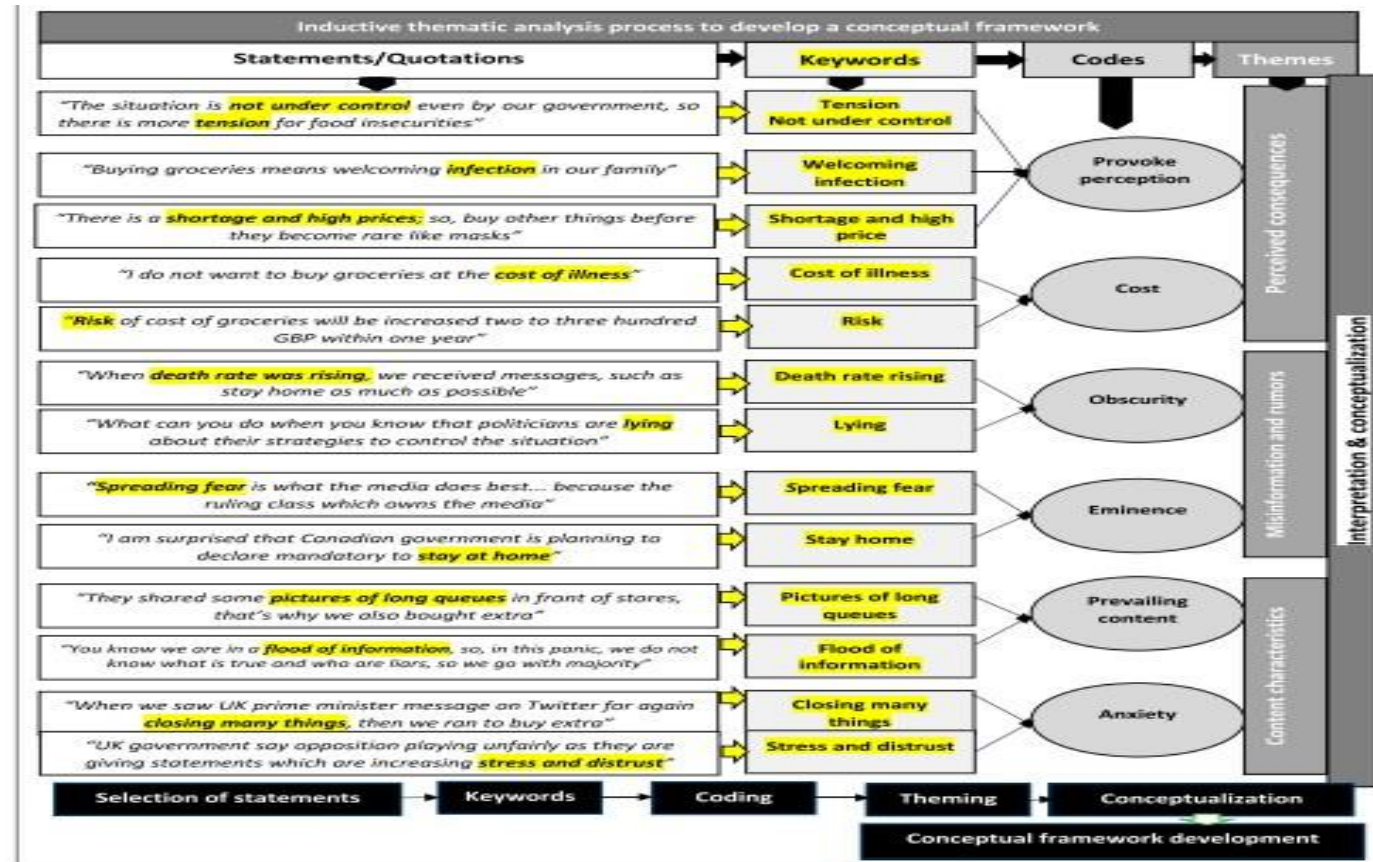
International Conference on Innovative Pedagogy (Icip) 2017. STKIP
Bina Bangsa Getsempena

Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011-2019). *Language Teaching*, 53(4), 491-523.

Zhang, Y., & Cole, C. (2018). Maritime English as a code-tailored ESP. *Ibérica*, (35), 145-170.

APPENDICES

Appendix 1: Example of Thematic Analysis Process (Adapted from Naeem, Ozuem, Howell, & Ranfagni, (2023)'s framework)



Appendix 2: Data Coding Process (Adapted from Naeem, Ozuem, Howell, & Ranfagni, (2023)'s framework)

1. Menurut anda, apakah belajar bahasa Inggris itu sulit dan merupakan sebuah tantangan? Jelaskan!

Statements/Quotations	Translations/Keywords	Codes	Themes	Conceptualization/interpretations
P1. Merasa sulit tidak tetapi menjadi tantangan tentu benar, karena belajar bahasa Inggris cukup mudah diakses tetapi yang menjadi masalah adalah apakah kita mau atau tidak mau dalam belajar	"I find it difficult to learn English because I don't have a high desire and willingness to learn English "	Intention aspect	Emotional Obstacles	P1 is hampered in learning English in terms of willingness and desire. These two things are the foundation for P1 in making it easier to learn English.
P2. Bahasa Inggris memiliki banyak tenses dan aturan grammar yang cukup rumit.	"The difficulty I feel is learning a lot of tenses and quite complicated grammar rules "	Rules aspect	Cognitive Obstacles	P2 considers that the most basic difficulty faced is the many rules of English. Rules such as tenses and grammar are still very complicated to understand.
P3. Karena saya jadi lebih memiliki rasa penasaran yang tinggi dan ingin mengetahui lebih dalam.	"I feel that English is not difficult, because English makes me curious to learn and know more deeply "	Curiosity aspect	Emotional Obstacles	P3 thinks that English is not difficult, it actually makes him even more curious to learn more about English.
P4. menurut saya belajar bahasa inggris itu mudah jika dibiasakan dan ada rasa ingin tau	"I feel English is easy to learn as long as there is habit and curiosity "	Curiosity aspect	Emotional obstacles	P4 considers English not difficult if it is based on good habits in learning English and high curiosity about English
P5. Sulit sih krna kt ini tinggal di indonesia yg artinya bahasa kt nasional indonesia jdi susah untuk menyesuaikan belajar bahasa inggris.	"I find it difficult to learn English because in Indonesia we use Indonesian, not English, so it's difficult "	Social Status Aspect	Institutional Obstacle	P5 considers one of the difficulties experienced in learning English because Indonesia does not use English as a national or everyday language.

	<i>to adjust</i>			
P6. Tidak karena belajar bahasa inggris itu menambah wawasan yang luas dan mudah di mengerti.	<i>"I feel that English is not difficult, in fact English adds insight and is easy to understand"</i>	Enhancement aspect	Cognitive Obstacles	P6 thinks that English is easy, in fact English adds insight and is easy to understand.
P7. Menurut saya belajar Bahasa Inggris itu mudah.	<i>"I feel that English is not difficult, in fact English adds insight and is easy to understand"</i>	Enhancement aspect	Cognitive Obstacles	P7 thinks that English is easy, in fact English adds insight and is easy to understand.
P8. Tantangan saat belajar bahasa inggris adalah saat belajar "listening".	<i>"I find it difficult to learn English during the listening section"</i>	Performance aspect	Cognitive obstacles	P8 thinks that English is very difficult to learn, especially in the listening part.
P9. Ya, merupakan tantangan karena pada dasarnya , bahasa inggris merupakan bahasa internasional yang merupakan bahasa yang di gunakan untuk bisa berkomunikasi satu dengan satu negara berbeda, dan tantangannya belajar bahasa inggris adalah di pendidikan sekolah dadar baru kita mulai belajar Bahasa Inggris.	<i>"I found it difficult to learn English because learning English only started when I entered elementary school"</i>	Social Status Aspect	Institutional obstacles	P9 considers that one of the difficulties in learning English is that it only occurs in institutions without any habit of speaking English in everyday life
P10. tidak,karena bahasa inggris sangat penting untuk di dunia kerja.	<i>"I feel English is not difficult, because it is very important for the world of work"</i>	Social Status Aspect	Institutional obstacles	P10 thinks that English is not difficult to learn, in fact it is very important for the world of work.
P11. Tentu belajar Bahasa ingris	<i>"I find it difficult to</i>	Memorization	Cognitive	P11 considers one of the difficulties in

itu sulit dan juga sebuah tantangan karena kita diwajibkan untuk menghafal kosakata dan setiap kosakata ada yang mempunyai banyak arti.	<i>learn English because I am required to memorize vocabulary, and each vocabulary word has many meanings</i>	Aspect	obstacles	learning English to be difficult to memorize and understand English vocabulary because it has many meanings.
P12. tidak, karena selama saya belajar bahasa Inggris saya tidak merasa tertekan dalam hal tersebut.	<i>"I don't find it difficult to learn English, because I don't feel pressured in learning English"</i>	No Fearness	Emotional obstacle	P12 thinks that learning English is not difficult if we don't have pressure in studying.
P13. Sulit karena mau dipake dalam pekerjaan nanti.	<i>"I think English is very difficult to learn, because work factors make me learn English"</i>	Social Status Aspect		P13 thinks that learning English is not that difficult as long as you have the will and desire to continue learning English.
P14. Tidak juga selagi masih ada keinginan untuk belajar	<i>"I feel English is not that difficult, if there is the will and desire to learn English"</i>	Curiosity Aspect	Emotional obstacle	P14 thinks that learning English is not that difficult as long as you have the will and desire to continue learning English.
P15. Menurut saya belajar bahasa Inggris itu sulit dan merupakan sebuah tantangan bagi saya, faktor terbesar bagi saya untuk belajar bahasa Inggris adalah faktor pekerjaan.	<i>"I think English is very difficult to learn, because work factors make me learn English"</i>	Social Status Aspect	Institutional obstacles	P15 thinks that English is difficult because of work factors that require being able to speak English.
P16. Tantangan buat saya terlebih saya memiliki kekurangan dalam hal tenses, grammar dan itu jelas tantangan buat saya apakah saya	<i>"I find it difficult to learn English, especially learning about tenses and</i>	Rules aspect	Cognitive obstacles	P16 thinks that learning English is very difficult because there are English rules that are difficult to learn such as tenses and grammar.

bisa menguasai hal tersebut.	<i>grammar"</i>			
P17. menurut saya belajar bahasa inggris tidak begitu sulit tapi merupakan tantangan yang seru apalagi kalau kita sudah memahami materinya.	<i>"In my opinion, learning English is not that difficult depending on understanding the material"</i>	Enhancement aspect	Cognitive aspect	P17 thinks that learning English is not difficult, it will be very difficult if you don't understand the material.
P18. Ya, karna bhs inggris adl bahasa internasional dan perlu menghafal dan membiasakan diri kembali dgn bahasa tersebut untuk menguasainya.	<i>"I feel English is difficult because it is an international language that requires a process of memorizing and getting used to mastering it"</i>	Memorization aspect	Cognitive obstacles	P18 thinks that English is difficult to learn because it is an international language that requires hard work such as memorizing and getting used to.
P19. tidak terlalu cuman ada sedikit masalah dalam memahaminya.	<i>"I find it a little difficult to learn English because I am hampered by my lack of understanding"</i>	Enhancement aspect	Cognitive obstacle	P19 considers English a bit difficult to learn due to his lack of ability to understand it.
P20. Menurut saya sulit, ini sebuah tantangan tersendiri bagi saya. Karena dalam dunia pekerjaan ternyata skill bahasa inggris sangat dibutuhkan.	<i>"I find it difficult to learn English because it is a necessity in the world of work"</i>	Social status aspect	Institutional obstacles	P20 considers English very difficult because it is something that is mandatory in the world of work, so it must be learned.
P21. Tidak sulit kalau kta praktek bicara setiap hari pasti akan bisa.	<i>"English is not difficult, in my opinion you need the habit of speaking English in everyday life"</i>	Performance aspect	Cognitive obstacles	P21 thinks English will be very easy to learn if you get used to practicing speaking every day.
P22. Tidak, cuman hanya	<i>"English is not difficult,</i>	Performance	Cognitive	P22 thinks English will be very easy to

membiasakan berbicara sehari-hari.	<i>in my opinion you need the habit of speaking English in everyday life"</i>	aspect	obstacles	learn if you get used to practicing speaking every day.
P23. tidak terlalu sulit karena bahasa inggris merupakan bahasa yang wajib untuk dibahasakan dalam pekerjaan.	<i>"In my opinion, learning English is not difficult because it is something that is required to be discussed at work"</i>	Social status aspect	Institutional obstacles	P23 considers English very difficult because it is something that is mandatory in the world of work, so it must be learned.
P24. sulit belajar grammar, dan menjadi tantangan tersendiri untuk lebih mendalaminya.	<i>"I find it difficult to learn English, especially learning about tenses and grammar"</i>	Rules aspect	Cognitive obstacles	P24 thinks that learning English is very difficult because there are English rules that are difficult to learn such as tenses and grammar
P25. Belajar bahasa Inggris tidak sulit butuh ketekunan saja, dengan ketekunan dan latihan teratur, kemampuan berbahasa Inggris bisa ditingkatkan.	<i>"English is not difficult, in my opinion you need the habit of speaking English in everyday life"</i>	Performance aspect	Cognitive obstacles	P25 thinks English will be very easy to learn if you get used to practicing speaking every day.
P26. Menurut saya belajar bahasa inggris itu mudah karena di zaman sekarang beberapa media hiburan seperti film game menggunakan.	<i>"I feel learning English is easy because nowadays there are various kinds of entertainment media such as films and games"</i>	Entertaining aspect	Cognitive obstacle	P26 thinks learning English is easy because there are many media nowadays that can help in learning English, such as films and games.
P27. Sulit, karena umur yang memasuki kepala 3 sangat sulit	<i>"I find it difficult to learn English because I</i>	Memorization aspect	Cognitive obstacles	P27 thinks that it is difficult to speak English and digest English vocabulary

untuk mencerna kosa kata bahasa Inggris	<i>am required to memorize vocabulary"</i>			because he is at a less productive age.
P28. Sulit sih untuk pertama tama, apalagi kalo ga punya basic sama sekli	<i>"I find it difficult to learn English because I have no basics at all"</i>	No basic English aspect	Cognitive obstacles	P28 considers that one of the difficulties in learning English is not having a previous foundation in English.
P29. Menurut saya tidak sulit jika kita mempunyai keinginan	<i>"English is not difficult to learn in my opinion as long as there is a desire and willingness"</i>	Curiosity Aspect	Emotional obstacles	P29 thinks that learning English is not that difficult as long as you have the will and desire to continue learning English.
P30. Sulit kalau tidak ada mentor	<i>"I find it difficult to learn English if I don't have a mentor or teacher"</i>	Mentoring aspect	Cognitive obstacles	P30 considers that difficulties in learning English are influenced by the presence of a mentor or teacher who can guide them.

2. Apa saja tantangan atau kesulitan yang anda rasakan dalam belajar bahasa Inggris? Jelaskan

Statements/Quotation	Translation/Keywords	Codes	Themes	Conceptualization/interpretation
P1. Tantangan dalam bahasa Inggris ialah, kurangnya lingkungan yang mendukung untuk memulai suatu komunikasi hal ini cukup memicu kurangnya latihan seperti speaking.	<i>"The challenge I face in learning English is the lack of a supportive environment for practicing communication and speaking"</i>	Enviromental support aspect	Institutional obstacles	P1 considers that one of the difficulties in learning English is the lack of a supportive environment for practicing communication and speaking.
P2. Tantangan tersulit bagi saya yaitu grammar dan pronunciation	<i>"The challenges I face in learning English are grammar and"</i>	Rules aspect	Cognitive obstacle	P2 considers that the difficulties and challenges faced in learning English are grammar and pronunciation.

	<i>pronunciation</i>			
P3. V1, V2 dan lain sebagainya	<i>"The challenge I face in learning English is grammar, especially learning about V1, V2, and V3"</i>	Rules aspect	Cognitive obstacle	P3 considers that the challenge they face in learning English is learning about grammar, especially the topic of rules V1, V2 and V3.
P4. kesulitan untuk mengingat	<i>"The challenge I face in learning English is difficulty in remembering"</i>	Memorization aspect	Cognitive obstacle	P4 considers that the challenges faced in learning English are difficulties in remembering English language learning and material
P5. Kesulitan yg saya alami yaitu ttang bljar berbicara dalam bahasa inggris.	<i>"The challenge I face in learning English is speaking English"</i>	Performance aspect	Cognitive obstacle	P5 considers that the challenge faced in learning English is speaking in English.
P6. Cuma susah dalam hal pengucapan dalam pertama belajar bahasa inggris.	<i>"I find it difficult to learn English in the area of pronunciation"</i>	Performance aspect	Cognitive obstacle	P6 menganggap kesulitan yang dihadapi dalam belajar bahasa Inggris adalah pengucapan atau pronunciation.
P7. Menurut saya kesulitan nya berda di speaking.	<i>"The challenge I face in learning English is speaking in English"</i>	Performance aspect	Cognitive obstacle	P7 considers that one of the challenges or difficulties in learning English is learning speaking.
P8. Tantangan saat belajar bahasa inggris adalah saat belajar "listening".	<i>"The challenge I face when learning English is listening"</i>	Performance aspect	Cognitive obstacle	P8 menganggap bahwa pembelajaran bahasa Inggris yang menjadi tantangan adalah listening atau mendengarkan bahasa Inggris.
P9. kesulitan saya dalam belajar bahasa inggris saya selalu kesulitan dalam cara membaca.	<i>"The difficulty I always have in learning English is reading"</i>	Performance aspect	Cognitive obstacle	P9 menganggap bahwa belajar membaca bahasa Inggris baik itu kalimat maupun teks bahasa Inggris masih sangat sulit dan menjadi tantangan.

P10. kesulitannya adalah penyebutan dan hafalan vocab.	"The difficulty I face is pronouncing and memorizing vocabulary"	Performance aspect	Cognitive obstacle	P10 considers that one of the difficulties in learning English is pronouncing and memorizing vocabulary.
P11. Kesulitannya dalam penyebutan kosakata.	"The difficulty I faced was mentioning vocabulary"	Performance aspect	Cognitive obstacle	P11 considers that mentioning vocabulary is the biggest challenge and difficulty in learning English.
P12. Vocabulary	"The challenge I face is vocabulary learning."	Performance aspect	Cognitive obstacle	P12 considers that learning or the vocabulary aspect is difficult learning and is the biggest challenge.
P13. Grammar	"The challenge I face in learning English is grammar"	Rules aspect	Cognitive obstacle	P13 thinks that learning grammar in English is difficult.
P14. Sya sulit belajar kata	"The challenge I face is vocabulary learning."	Performance aspect	Cognitive obstacle	P14 considers that learning or the vocabulary aspect is difficult learning and is the biggest challenge.
P15. faktor kesulitan yang pertama itu menghafal banyak vocab, penjelasan yg kurang saya mengerti dan lain sebagainya.	"The difficulty I face is learning to memorize vocabulary, there are many explanations that I don't understand"	Memorization aspect	Cognitive obstacle	P15 thinks the difficulty in learning English is memorizing vocabulary because many explanations are not understood.
P16. Terkadang lingkungan kita kurang mendukung untuk kita melatih skill bahasa inggris kita	"The challenge I face in learning English is the lack of a supportive environment for practicing communication and speaking"	Environmental support aspect	Institutional obstacles	P1 considers that one of the difficulties in learning English is the lack of a supportive environment for practicing communication and speaking

P17. kesulitan yang saya rasakan pada saat belajar yaitu pada saat grammar	<i>"I face difficulty to learn English because it is related to grammar"</i>	Rules aspect	Cognitive obstacle	P17 the difficulty felt is word formation because each word when applied in a sentence has its own meaning and context.
P18. Menghafal vocabulary	<i>"The difficulty I face is the difficulty of memorizing English vocabulary"</i>	Memorization aspect	Cognitive obstacle	P18 considers that the difficulty he faces in learning English is difficulty in learning to memorize vocabulary.
P19. Kesulitan menghafal kosa kata masih kurang.	<i>"The difficulty I face in learning English is the lack of memorizing vocabulary"</i>	Memorization aspect	Cognitive obstacle	P19 considers that the difficulty he faces in learning English is difficulty in learning to memorize vocabulary.
P20. Menghafal kata perkata.	<i>"The difficulty I face is the difficulty of memorizing English vocabulary"</i>	Memorization aspect	Cognitive obstacle	P20 considers that the difficulty he faces in learning English is difficulty in learning to memorize vocabulary
P21. Selama saya belajar bahasa Inggris tantangan saya yaitu bagaimana caranya agar saya bisa selalu ingat bahasa Inggris saya biar saya tidak lupa	<i>"While I was studying English, the difficulty I had was remembering English vocabulary which was still difficult"</i>	Memorization aspect	Cognitive obstacle	P21 considers that the difficulty he faces in learning English is difficulty in learning to memorize vocabulary
P22. Listening.	<i>"I face difficulty to learn English, especially listening"</i>	Performance aspect	Cognitive obstacle	P22 considers listening to be one of the most difficult aspects of learning English because it is difficult to understand what the speaker has said.
P23. kesulitannya yaitu belum terlalu fasih dalam berbicara	<i>"The difficulty I face is that I am not very fluent in speaking"</i>	Performance aspect	Cognitive obstacle	P23 considers that learning speaking skills is a difficult thing in learning English.

	English"			
P24. biasanya sering lupa vocab	"The difficulty I face is the difficulty of memorizing English vocabulary"	Memorization aspect	Cognitive obstacle	P24 considers that the difficulty he faces in learning English is difficulty in learning to memorize vocabulary
P25. Tantangan dan kesulitannya ialah gangguan dari teman yang terkadang membuat saya malu dan juga rasa malas dan bosan adalah tantangan yang lebih sulit.	"The challenge I face is that I still feel embarrassed to use English in front of my friends"	Anxiety Aspect	Emotional obstacle	P25 considers the challenges faced when learning English to be shy and anxious about using English with friends.
P26. menghafalkan kosakata.	"The difficulty I face is the difficulty of memorizing English vocabulary"	Memorization aspect	Cognitive obstacle	P26 considers that the difficulty he faces in learning English is difficulty in learning to memorize vocabulary
P27. Tantangannya lebih kepada penyusunan kata	"The difficulty I have is composing English words"	Rules aspect	Cognitive obstacles	P27 finds it difficult to compose English words that have too many rules.
P28. Menyusun kata da nada bentuk 1 kata berbeda jika sudah menjadi kalimat	"The difficulty I have is composing English words, because each word has a different meaning in several sentences"	Rules aspect	Cognitive obstacles	P28 The difficulty felt is word formation because each word when applied in a sentence has its own meaning and context.
P29. Kesulitan yang dirasakan adalah kurangnya hafalan vocabulary yang mana menyusahkan untuk speak	"The difficulty I face is the difficulty of memorizing English vocabulary that complicate to speak"	Memorization aspect	Cognitive obstacles	P29 considers that the difficulty he faces in learning English is difficulty in learning to memorize vocabulary
P30. Pengucapan sih menurut	"I still find it difficult to	Performance	Cognitive	P30 felt that it was difficult in the

saya	<i>pronounce English</i> "	aspect	obstacles	process of learning English pronunciation, especially with a tongue that was not used to pronouncing English words.
------	----------------------------	--------	-----------	---

3. Aspek apa saja yang anda rasa sulit selama belajar bahasa Inggris (Berbicara/Speaking, Menulis/Writing, Mendengarkan/Listening, Membaca/Reading, Tata Bahasa/Grammar, Pengucapan/Pronunciation)? Jelaskan!

Statements/quotations	Translation/Keywords	Codes	Themes	Conceptualization/interpretations
P1. Speaking karena memerlukan lingkungan untuk memudahkan komunikasi dan tentunya akan lebih meningkatkan kebiasaan apabila memiliki lingkungan.	<i>"I find it difficult in the field of speaking because it requires a supportive environment to practice communicating"</i>	Performance aspect	Cognitive obstacles	P1 considers that learning to speak in English is a difficulty faced because there is no supportive environment for practicing speaking in English.
P2. Yang sulit bagi saya grammar.	<i>"I find it difficult to learn grammar when learning English"</i>	Rules aspect	Cognitive aspect	P2 thinks that the difficulty he faces in learning English is grammar because it is too difficult and there are many rules in it.
P3. Listening	<i>"I find it difficult to learn English, especially listening"</i>	Performance aspect	Cognitive obstacle	P3 considers listening to be one of the most difficult aspects of learning English because it is difficult to understand what the speaker has said.
P4. grammar karena setiap situasi itu punya susunan kalimat yang berbeda	<i>"I have difficulty learning grammar because every situation has a different sentence"</i>	Rules aspect	Cognitive aspect	P4 considers one of the difficulties in learning English to be grammar, because each situation and sentence context has a different

	structure"			structure.
P5. Tentang pengucapan krna pengejaan nya susah.	"I find it difficult to learn English, especially pronunciation because spelling is difficult"	Performance aspect	Cognitive Obstacles	P5 considers that one of the difficulties in learning English is the difficult spelling part.
P6. Speaking karena agak susah di mengerti pada saat pertama belajar dan apabila orang asing yang berbicara.	"I find it difficult in the speaking skill section because it is quite difficult to understand when first learning, and when native speakers speak"	Performance aspect	Cognitive obstacles	P6 considers speaking skills to be one of the most difficult skills to learn, especially when learning English for the first time and it is also very difficult to understand what native speakers are saying.
P7. Berbicara speaking	"In learning English I have difficulty learning to speak or speaking"	Performance aspect	Cognitive obstacle	P7 considers that learning speaking skills is a difficult thing in learning English.
P8. Yang sulit terutama di Listening yang mempersulit untuk belajar listening adalah aksen dan ketepatan, kosakata dan idiom.	"I find it difficult to learn English in the listening section because of the accent, precision and idioms that are difficult to understand"	Performance aspect	Cognitive obstacle	P8 considers that the most difficult thing in learning English is listening because the accent or dialect cannot be understood clearly, the accuracy of the ideas or meaning conveyed, and the use of vocabulary and idioms that are difficult to understand.
P9. Grammar, karena grammar merupakan bahasa, atau cara kita menggunakan bahasa dengan baik	"I find it difficult to learn grammar when studying English because grammar is the rules for using English well"	Rules aspect	Cognitive obstacles	P9 considers that learning grammar is something that is very difficult when learning English, because grammar is a good and correct language rule that every learner must know and knowing

				this requires a lot of effort.
P10. writing karena jika kita salah dalam menulis bahasa inggris maka artinya juga salah	<i>"In my opinion, writing is the most difficult thing when learning English because if you write an English sentence wrong then the meaning is also wrong"</i>	Performance aspect	Cognitive obstacles	P10 thinks that in learning English one of the most difficult things is writing, because mistakes in writing will affect the meaning of the writing.
P11. Listening	<i>"I find it difficult to learn to listen in English"</i>	Performance aspect	Cognitive obstacles	P11 thinks that learning to listen is a difficult thing in learning English. This is due to the accent and vocabulary not being clearly pronounced or perhaps speaking too quickly.
P12. Speaking	<i>"I find it difficult to learn English in the speaking skills section"</i>	Performance aspect	Cognitive obstacles	P12 considers that learning to speak English is something that is very difficult to practice.
P13. Grammar karena selalu berbeda susunan dan maknanya.	<i>"I have difficulty learning grammar because every situation has a different sentence structure"</i>	Performance aspect	Cognitive obstacles	P4 considers one of the difficulties in learning English to be grammar, because each situation and sentence context has a different structure.
P14. Listening, karena seseorang yang berbicara dengann cepat dan saya tidak dapat mendengarnya lebih baik	<i>"I find it difficult to learn English, especially listening, because I don't understand when people speak English quickly"</i>	Performance aspect	Cognitive obstacles	P14 thinks that listening is something that is very difficult, especially when people speak English because it is too fast.

P15. menurut saya adalah writing karena saya masih kurang vocab dan saya akan terus belajar.	<i>"I find it difficult to learn the writing part of English because of my lack of vocabulary"</i>	Performance aspect	Cognitive obstacles	P15 thinks that the most difficult thing about learning English is writing because it has limited vocabulary.
P16. Terkadang cemas karena skill bahasa inggris saya kurang sekali	<i>"I feel anxious about learning English because of my lack of English skills"</i>	Anxiety aspect	Emotional obstacle	P16 thinks that one of the obstacles in learning English is anxiety, due to the lack of mastered English skills.
P17. Grammar sangat susah untuk dipelajari karena melibatkan aturan-aturan tata bahasa	<i>"I find it difficult to learn English because it is related to grammar"</i>	Rules aspect	Cognitive obstacles	P17 thinks that one of the things that makes learning English difficult is grammar because it is related to grammar and language rules.
P18. Kadang ² , dgn cara mencari teman yg ingin belajar BHS inggris juga.	<i>"My way to learn English is by looking for friends to study together"</i>	Grouping aspect	Socioaffective strategies	P18 thinks one way to learn a language is to find friends who want to learn English together.
P19. Menurut saya yang susah dipelajari adalah grammar karena menghafal rumus.	<i>"I find it difficult to learn English because it is related to grammar and forms"</i>	Rules aspects	Cognitive obstacles	P19 thinks that one of the things that makes learning English difficult is grammar because it is related to grammar and language rules.
P20. Grammer karena grammar harus sesuai dengan tata bahasa.	<i>"I find it difficult to learn English because it is related to grammar"</i>	Rules aspect	Cognitive obstacles	P20 thinks that one of the things that makes learning English difficult is grammar because it is related to grammar and language rules.
P21. Grammar	<i>"I find it difficult to learn"</i>	Rules aspect	Cognitive	P21 thinks that one of the things

	<i>English because it is related to grammar</i>		obstacles	that makes learning English difficult is grammar because it is related to grammar and language rules
P22. Grammar	<i>"I find it difficult to learn English because it is related to grammar"</i>	Rules aspect	Cognitive obstacles	P22 thinks that one of the things that makes learning English difficult is grammar because it is related to grammar and language rules
P23. yang paling sulit menurutnya saya grammar	<i>"I find it difficult to learn English because it is related to grammar"</i>	Rules aspect	Cognitive obstacles	P23 thinks that one of the things that makes learning English difficult is grammar because it is related to grammar and language rules
P24. listening, karena setiap orang mempunyai pronounciationnya masing masing yang khas dan itu sedikit menyulitkan saya untuk memahaminya	<i>"I find it difficult to learn to listen, because everyone has their own unique accent and it makes it a little difficult for me to understand them"</i>	Performance aspect	Cognitive obstacles	P24 considers that one of the difficulties in learning English is listening, because if you listen to people who speak English you will find different pronunciations or accents for each person.
P25. Speaking, karena terkadang di speaking lidah masih kaku dan sulit mengucapkannya meskipun saya tahu apa yang ingin saya ucapkan atau sampaikan	<i>"I find it difficult to learn speaking, because sometimes in speaking my tongue is still stiff and it's difficult to pronounce it even though I know what I want to say or convey"</i>	Performance aspect	Cognitive obstacles	P25 thinks that one of the difficulties in learning English is speaking skills because the tongue is not yet used to pronouncing or speaking English, so it is quite difficult.
P26. listening karena jika kita tidak memiliki pemahaman yang tinggi	<i>"I find it difficult to learn to listen, because</i>	Performance aspect	Cognitive obstacles	P24 considers that one of the difficulties in learning English is

kita tidak dapat mengerti	<i>everyone has their own unique accent and it makes it a little difficult for me to understand them</i>			listening, because if you listen to people who speak English you will find different pronunciations or accents for each person.
P27. Writing masih sangatlah susah apalagi saya yang masih dalam proses pembelajaran	<i>"I find it difficult in the field of writing because I am still in the learning process"</i>	Performance aspect	Cognitive obstacles	P27 considers that one of the difficulties faced in learning English is writing because it is a very long process.
P28. Penulisan karena penulisan dan yang didengarkan biasa berbeda	<i>"I find it difficult to learn English, namely writing, because writing and listening are different"</i>	Performance aspect	Cognitive obstacles	P28 considers that one of the difficulties faced in learning English is writing because what he hears is written differently.
P29. Pengucapan karena kalo dari bahasa Indonesia diartikan ke bahasa Inggris kadang pengucapannya terbalik.	<i>"I find it difficult to pronounce it because when translated into Indonesian the pronunciation is reversed"</i>	Performance aspect	Cognitive obstacles	P29 considers that one of the difficulties faced in learning English is pronunciation because when translated into Indonesian the pronunciation is different.
P30. Cara pengucapannya	<i>"I find it difficult to pronounce English"</i>	Performance aspect	Cognitive obstacles	P30 considers that one of the difficulties faced in learning English is English pronunciation.

4. Apakah anda merasa malas, takut, atau cemas dalam belajar bahasa Inggris? dan bagaimana caranya anda bisa mengatasi itu semua? Jelaskan!

Statements/quotations	Translation/Keywords	Codes	Themes	Conceptualizations/interpretations
P1. Saya merasa malas akibat beberapa hal yang kurang	<i>"I feel lazy due to several things that I</i>	Laziness aspect	Emotional obstacles	P1 considers that one of the obstacles encountered in learning

<p>dimengerti. Untuk meningkatkan kembali belajar bahasa saya, saya bisa menyelengi dengan belajar yang lebih membuat menyengakan seperti sambil belajar melalui media lagu atau movie.</p>	<p><i>don't understand. To improve my language learning, I can alternate it with learning that is more enjoyable, such as learning through songs or films"</i></p>			<p>English is laziness. He overcomes this with fun things such as listening to songs and watching movies.</p>
<p>P2. Saya merasa malas dalam belajar bahasa Inggris, cara mengatasi hal tersebut dengan lebih giat berlatih.</p>	<p><i>"I feel lazy in learning English, the way to overcome this is by practicing more actively"</i></p>	<p>Laziness aspect</p>	<p>Emotional obstacles</p>	<p>P2 feels lazy in learning English because English cannot be denied is a boring subject. The way he overcomes this is by practicing a lot of English.</p>
<p>P3. Saya merasa malas karena saya berada di zona nyaman saya, saya mengatasinya dengan menghafalkan vocabulary sedikit demi sedikit setiap harinya.</p>	<p><i>"I feel lazy because I am in my comfort zone, I overcome this by memorizing vocabulary little by little every day"</i></p>	<p>Laziness aspect</p>	<p>Emotional obstacles</p>	<p>P2 thinks learning English makes him lazy because he is in his comfort zone, he overcomes this by memorizing vocabulary little by little every day</p>
<p>P4. Saya cemas ketika berbicara tetapi menggunakan grammar yang tidak tepat, tetapi saya berpikir bahwa yang penting makna atau hal yang ingin saya sampaikan dapat diterima atau tersampaikan dengan baik.</p>	<p><i>"I worry when I speak but use incorrect grammar, but I think that the important thing is that the meaning or thing I want to convey can be received or conveyed well"</i></p>	<p>Anxiety aspect</p>	<p>Emotional obstacles</p>	<p>p3 felt worried about his inappropriate use of English, but in the end he realized that what was important was that the meaning was conveyed well</p>
<p>P5. Tidak ada takut krna kt di latih untuk menjadi jiwa pemimpin.</p>	<p><i>"I am not afraid to learn English because I have the spirit of a</i></p>	<p>No fearness</p>	<p>Emotional obstacles</p>	<p>P5 does not feel afraid in learning English because he has the spirit of a good leader.</p>

	<i>leader"</i>			
P6. Tidak	<i>"I am not afraid to learn English because I have the spirit of a leader"</i>		Emotional obstacles	P6 does not feel afraid in learning English because he has the spirit of a good leader.
P7. Cara mengatasi kemalasan itu dengan cara menonton film yang berbahasa Inggris.	<i>"I feel lazy in learning English, I overcome it by watching films in English"</i>	Laziness aspect	Emotional obstacles	P7 considers that one of the obstacles encountered in learning English is laziness. He overcomes this with fun things such as watching movies.
P8. Tidak pernah merasa malas untuk belajar bahasa Inggris	<i>"I have never been lazy about learning English"</i>	No laziness	Emotional obstacles	P8 thinks he is never lazy in learning English, meaning he really likes and enjoys learning English.
P9. Saya malas belajar bahasa Inggris, cara saya mengatasi hal itu dengan belajar lebih giat dan selalu fokus kedepannya, bahwa peran bahasa Inggris sangat penting.	<i>"I am lazy about learning English, the way I overcome this is by studying harder and always focusing on the future, that the role of English is very important"</i>	Laziness aspect	Emotional obstacles	P9 felt lazy in learning English, he overcame it by studying harder and harder for the benefits of learning English in the future.
P10. Saya merasa malas tapi saya harus berfikir untuk ke depan karena tanpa bahasa Inggris yang baik sulit untuk masuk di dunia kerja apalagi di lingkup maritim.	<i>"I feel lazy but I have to think about the future because without good English it is difficult to enter the world of work, especially in the maritime sector"</i>	Laziness aspect	Emotional obstacles	P10 felt lazy in learning English, he overcame it by studying harder and harder for the benefits of learning English in the future especially in maritime sector.
P11. Saya tidak takut karena saya	<i>"I'm not afraid or lazy"</i>	No fearness	Emotional	P11 thinks he is never afraid and

suka belajar bahasa Inggris.	<i>because I like learning English"</i>		obstacles	lazy in learning English, meaning he really likes and enjoys learning English.
P12. Saya tidak takut dan cemas dalam belajar bahasa Inggris	<i>I'm not afraid or lazy because I am excited in learning English"</i>	No fearness	Emotional obstacles	P11 thinks he is never afraid and lazy in learning English, meaning he really likes and enjoys learning English.
P13. sedikit malas ketika tidak ada yang bisa ditemani untuk melakukan percakapan bahasa Inggris.	<i>"I'm lazy about learning English because I don't have friends to have English conversations with"</i>	Laziness aspect	Emotional obstacles	P13 feels lazy because he doesn't have friends to learn English with, especially to speak fluently in English.
P14. Tidak,karena saya excited untuk belajar bahasa Inggris	<i>I'm not afraid or lazy because I am excited in learning English"</i>	Excitement aspect	Emotional obstacles	P14 thinks he is never afraid and lazy in learning English, meaning he really likes and enjoys learning English.
P15. Saya merasa malas, cara saya untuk mengatasinya adalah dengan menemukan partner belajar yang tepat	<i>"I feel lazy about learning English, my way to overcome this is by finding the right study partner"</i>	Laziness aspect	Emotional obstacles	P15 feels lazy in learning English, he overcame it by looking for friends to study with.
P16. Terkadang cemas karena skill bahasa Inggris saya kurang sekali tapi cara alternatif untuk mengatasi hal tersebut saya sering belajar lewat lirik lagu dan film.	<i>"Sometimes I worry because my English skills are very poor, but an alternative way to overcome this is that I often learn through song and film lyrics"</i>	Anxiety aspect	Emotional obstacles	P16 feels anxious about learning English because of the lack of skills he has, the way to overcome this is by often learning using song lyrics and watching films.
P17. tidak	<i>I'm not afraid or lazy</i>	No fearness	Emotional	P17 thinks he is never afraid and

	<i>because I am excited in learning English"</i>		obstacles	lazy in learning English, meaning he really likes and enjoys learning English.
P18. Kadang ² saya malas, dgn cara mencari teman yg ingin belajar BHS inggris juga.	<i>"sometimes I feel lazy about learning English, my way to overcome this is by finding the right study partner"</i>	Laziness aspect	Emotional obstacles	P18 feels lazy in learning English, he overcame it by looking for friends to study with.
P19. tidak sama sekali, sya suka belajar bahasa Inggris	<i>"I'm not afraid or lazy because I am excited in learning English"</i>	Excitement aspect	Emotional obstacles	P19 thinks he is never afraid and lazy in learning English, meaning he really likes and enjoys learning English.
P20. Sya tidak takut dalam elajar bahasa Inggris	<i>"I'm not lazy because I am excited in learning English"</i>	Excitement aspect	Emotional obstacles	P20 thinks he is never afraid and lazy in learning English, meaning he really likes and enjoys learning English.
P21. saya malas terkadang, dgn cara menghubungi teman saya untuk belajar bersama	<i>"sometimes I feel lazy about learning English, my way to overcome this is by finding the right study partner"</i>	Laziness aspect	Emotional obstacles	P21 feels lazy in learning English, he overcame it by looking for friends to study with.
P22. Saya suka belajar bahasa Inggris, tidak takut belajar	<i>"I'm not afraid or lazy because I love learning English"</i>	No fearness	Emotional obstacles	P22 thinks he is never afraid and lazy in learning English, meaning he really likes and enjoys learning English.
P23.saya malas belajar bahasa Inggris, kecuali sya punya teman.	<i>"I feel lazy about learning English, my way to overcome this is by finding the right</i>	Laziness aspect	Emotional obstacles	P23 feels lazy in learning English, he overcame it by looking for friends to study with.

	<i>study partner</i>			
P24. Saya suka belajar bahasa Inggris meskipun terkadang malas dan takut menggunakan bahasa Inggris di depan umum.	<i>"I like learning English even though I am sometimes lazy and afraid to use English in public"</i>	Laziness aspect	Emotional obstacles	P24 really likes learning English but sometimes feels afraid and anxious about using English in public.
P25. Saya tidak takut dan cemas, karena saya suka belajar bahasa Inggris	<i>"I'm not afraid or worry because I love learning English"</i>	Excitement aspect		P25 thinks he is never afraid and lazy in learning English, meaning he really likes and enjoys learning English
P26. Saya malas belajar bahasa Inggris, saya biasanya rajin dan suka belajar kalau lagi bersama teman2	<i>"I feel lazy about learning English, my way to overcome this is by finding the right study partner"</i>	Laziness aspect	Emotional obstacles	P26 feels lazy in learning English, he overcame it by looking for friends to study with.
P27. Terkadang malas, saya mengatasinya dengan hal yang saya suka seperti mendengarkan lagu berbahasa Inggris dan menonton film.	<i>"Sometimes I'm lazy, I overcome it with things I like like listening to English songs and watching films"</i>	Laziness aspect	Emotional obstacles	P27 feels lazy in learning English but tries to overcome it by doing fun things like listening to songs and watching English films.
P28. Sometimes suka malas belajar reading, cuman dari saya orangnya kompetitif dan gak mau kalah sama yang di sekitar	<i>"Sometimes I'm lazy about learning to read, but I'm a competitive person and don't want to lose to those around me"</i>	Laziness aspect	Emotional obstacles	P28 feels lazy in learning English but tries to overcome it by always having a competitive spirit to continue studying English harder through reading English books.
P29. Malas dan sampai sekarang saya belum bisa mengatasi rasa malas itu, mungkin cara	<i>"I'm lazy and until now I haven't been able to overcome that feeling"</i>	Laziness aspect	Emotional obstacles	P29 feels lazy in learning English but tries to overcome it by looking for an environment where every

mengatasinya dengan mendapatkan lingkungan yang setiap benda diberi bahasa Inggris.	<i>of laziness, maybe the way to overcome it is to get an environment where every object is written in English"</i>			object is given an English word.
P30. Tidak, karena bahasa Inggris menurut saya menyenangkan, dan bahasa Inggris bisa menjadi pedoman berkomunikasi di luar Negara.	<i>"No, because I think English is fun, and English can be a guide for communicating outside the country"</i>	Laziness aspect	Emotional obstacles	P30 feels that English is not difficult and is very enjoyable, English can also be a communication guide when abroad.

5. Bagaimana cara anda belajar bahasa Inggris yang membuat anda nyaman dan mudah anda lakukan (seperti diskusi, berkelompok, menghafal kosa kata dan kalimat, belajar melalui aplikasi, dll)? Jelaskan!

Statements/quotations	Translation/Keywords	Codes	Themes	Conceptualizations
P1. Bahasa Inggris yang mudah dilakukan untuk saya seperti mendengarkan radio/podcast bahasa Inggris.	<i>"I am comfortable learning English through podcasts"</i>	Auditory	Cognitive strategy	P1 used an auditory strategy, namely listening to podcasts in English, making it easier for him to note down vocabulary and follow the language style.
P2. Dengan sering diskusi membuat saya nyaman dalam belajar bahasa Inggris dengan teman-teman	<i>"The strategy I use in learning English is to often have discussions with friends"</i>	Discussion	Cognitive strategy	P2 uses discussion strategies in learning English together with friends who can make it easier for him to practice using English.
P3. menghafal kosa kata setiap hari secara konsisten	<i>"The strategy I use in learning English is to memorize vocabulary"</i>	Repetition	Cognitive strategies	P3 uses vocabulary memorizing strategies in learning English which is done

	<i>every day consistently and repeatedly"</i>			consistently every day.
P4. saya suka melalui hal hal seru dan tidak formal, maksudnya dapat ditemukan di lagu.	<i>"The strategy I use in learning English is to learn using English songs"</i>	Auditory	Cognitive strategies	P3 uses the strategy of listening to English songs as an auditory learning process
P5. Dgn cara melalui aplikasi dgn menghafal kosa kata	<i>"My strategy in learning English is to use applications to memorize vocabulary"</i>	Resourcing	Cognitive strategy	P5 uses a strategy to memorize vocabulary using information sources such as English learning applications.
P6. Berkelompok bisa saling mengoreksi kesalahan.	<i>"My strategy in learning English is to work in groups because they can correct each other if there are mistakes"</i>	Grouping	Cognitive strategy	P6 uses group strategies in learning English in order to correct each other's mistakes in learning English.
P7. Menghafal kosa kata setiap hari	<i>"The strategy I use in learning English is to memorize vocabulary"</i>	Repetition	Cognitive strategy	P7 uses the strategy of memorizing vocabulary in learning English and does it repeatedly every day.
P8. Mencatat, karena bisa dapat banyak kosakata baru yang tidak diketahui.	<i>"The strategy I use in learning English is to note down the new vocabulary that I acquire"</i>	Note taking	Cognitive strategy	P8 menggunakan strategi mencatat kosa kata dalam belajar bahasa Inggris hal ini dapat membantu dalam mengingat dan belajar bahasa Inggris dengan baik.
P9. Menghafal dan memperanyak kosa kata setiap hari	<i>"The strategy I use in learning English is to memorize vocabulary"</i>	Repetition	Cognitive strategy	P9 uses the strategy of memorizing vocabulary in learning English and does it repeatedly every day.

P10. menghafal kosa kata, kita harus memperbanyak kosa kata	"The strategy I use in learning English is to memorize vocabulary"	Repetition	Cognitive strategy	P10 uses the strategy of memorizing vocabulary in learning English and does it repeatedly every day.
P11. Sendiri	"The strategy I use in learning English is self-study"	Self-learning	Metacognitive strategy	P11 uses self-study strategies in learning English and can become more independent in controlling the learning process.
P12. menghafal kosa kata dan kalimat serta pengaplikasian melalui diskusi.	"The strategy I use is to memorize vocabulary to compose sentences and practice it during discussions"	Elaboration	Cognitive strategy	P12 uses two elaborative strategies, namely memorizing vocabulary and sentences and applying them in discussions.
P13. dari mulai menghafal vocab lalu mencoba conversation with each other meskipun grammar masih berantakan.	"The strategy I use in learning English is memorizing vocabulary, chatting with friends even though the grammar is still messy"	Elaboration	Cognitive strategy	P13 uses an elaborative strategy, namely by trying to converse with other people even though the grammar is still messy.
P14. Saya selalu merasa nyaman apapun cara belajarnya asalkan lingkungannya aman bagi saya	"The strategy I use is to put more emphasis on a safe and comfortable learning environment"	Elaboration	Cognitive strategy	P14 uses a strategy that places more emphasis on aspects of a comfortable environment so that he can learn English well.
P15. menurut saya adalah dengan cara berpasangan karena lebih mudah untuk mengekspresikan diri	"The strategy I use is to learn in pairs because they can express themselves to each other"	Grouping	Cognitive strategy	P15 uses learning strategies in groups or pairs so that they can express themselves well and can correct each other.

P16. Melalui lagu dan film	"The strategy I use in learning English is listening to songs and watching films"	Auditory	Cognitive strategy	P16 uses the strategy of listening to English songs as an auditory learning process
P17. seperti belajar kelompok	"The strategy I use in learning English is to study in a group with other friends"	Grouping	Cognitive strategy	P17 uses learning strategies in groups or pairs so that they can express themselves well and can correct each other.
P18. kelompok belajar	"The strategy I use in learning English is to study in a group with other friends."	Grouping	Cognitive strategy	P18 uses learning strategies in groups or pairs so that they can express themselves well and can correct each other.
P19. Diskusi.	"The strategy I use in learning English is to often have discussions with friends"	Discussion	Cognitive strategy	P19 uses discussion strategies in learning English together with friends which can make it easier for him to practice using English.
P20. Saya menggunakan metode mendengarkan musik dan menonton film/video	"The strategy I use in learning English is listening to songs and watching films"	Auditory	Cognitive strategy	P20 uses the strategy of listening to English songs as an auditory learning process.
P21. Belajar berkelompok..	"The strategy I use in learning English is to study in a group with other friends"	Grouping	Cognitive strategy	P21 uses learning strategies in groups or pairs so that they can express themselves well and can correct each other.
P22. Yourself, karena dapat membuat saya belajar dengan rencana saya sendiri, seperti waktu yang tepat dan tempat yang nyaman untuk saya	"The strategy I use in learning English is self-study because I can decide the proper times"	Self-learning	Metacognitive strategy	P22 is more comfortable and prefers to use independent learning strategies so that he can control his own learning

belajar.	<i>and the comfortable place to study or practice English"</i>			process.
P23. Saya suka ketika kita menghafal kosa kata	<i>"The strategy I use in learning English is to memorize vocabulary"</i>	Repetition	Cognitive strategy	P23 uses the strategy of memorizing vocabulary in learning English and does it repeatedly every day.
P24. dengan cara sering ngobrol, berbicara, dan berdiskusi bersama teman yang lebih mengerti bahasa Inggris	<i>"The strategy I use in learning English is to often have discussions with friends"</i>	Discussion	Cognitive strategy	P24 uses discussion strategies in learning English together with friends who can make it easier for him to practice using English
P25. Saya lebih mudah dan nyaman dengan menghafal kosakata dan juga belajar melalui aplikasi. Karena melalui aplikasi saya bisa mengontrol seberapa banyak saya menghafal kosa kata.	<i>"My strategy in learning English is to use applications to memorize vocabulary"</i>	Resourcing	Cognitive strategy	P25 uses a strategy to memorize vocabulary through an application, with this application you can control your memorization ability and the quantity of vocabulary memorized.
P26. belajar listening melalui mendengarkan musik dan film.	<i>"The strategy I use in learning English is listening to songs and watching films"</i>	Auditory	Cognitive strategy	P26 uses the strategy of listening to English songs as an auditory learning process.
P27. Saya menghafal kosa kata dan kalimat dan mempraktekannya melalui salah satu aplikasi	<i>"My strategy in learning English is through application in memorizing vocabulary"</i>	Resourcing	Cognitive strategy	P27 memorize vocabulary through an application, with this application you can control your memorization ability and the quantity of vocabulary memorized.

P28. Yang membuat saya nyaman adalah jika di lingkungan sekitar saya ingin belajar bahasa Inggris dan didampingi mentor yang lucu.	"The strategy I use emphasizes an environment that wants to speak English and has a funny mentor."	Elaboration	Cognitive strategy	P28 uses learning strategies by emphasizing and looking for a conducive and supportive environment and would be better if accompanied or had a funny mentor.
P29. Melalui aplikasi	"The strategy I use in learning English is to use applications"	Resourcing	Cognitive strategy	P29 memorize vocabulary through an application, with this application you can control your memorization ability and the quantity of vocabulary memorized.
P30 . melalui diskusi berkelompok	"The strategy I use in learning English is to often have discussions with friends"	Discussion	Cognitive strategy	P30 uses discussion strategies in learning English together with friends who can make it easier for him to practice using English

6. Apakah anda sering menggunakan bahasa Inggris di lingkungan anda (Rumah, Sekolah, dll)? Jelaskan!

Statements	Translation/Keywords	Codes	Themes	Conceptualizations
P1. Ya, biasanya saya menyelingi bahasa yang saya gunakan dengan bahasa Inggris agar apa yang saya pelajari dapat diterapkan dan menjadi kebiasaan.	"The strategy I use is to practice English in my environment, so that what I learn can become a habit"	Social-mediating activity	Socioaffective strategies	P1 uses a social-mediating strategy, namely practicing English in any environment to make it a habit.
P2. Ya saya sering menggunakan bahasa Inggris di lingkungan sekolah.	"The strategy I use is to practice English in my"	Social-mediating activity	Socioaffective strategies	P2 uses a social-mediating strategy, namely practicing

	<i>environment, especially in the school environment"</i>			English in any environment to make it a habit, especially in the school environment.
P3. ya disekolah, di kampus saya beberapa dosen mengajar dengan full bahasa inggris.	<i>"The strategy I use is to practice English at school because some of my lecturers teach in full English"</i>	Social-mediating activity	Socioaffective strategies	P3 uses a social-mediating strategy, namely practicing English in the campus environment because several lecturers use full English when teaching.
P4. lingkungan kampus sering mendorong taruna/i nya untuk berbahasa inggris.	<i>"As a cadet, one of the strategies used is to use English in the campus environment because we are continuously encouraged to use it"</i>	Social-mediating activity	Socioaffective strategies	P4 uses a social-mediating strategy, namely practicing English in the campus environment because as cadet students you should often practice learning English.
P5. Tidak prnh susah	<i>"I don't use English in my environment"</i>	Unsupportive Environment	Socioaffective strategies	P5 never practiced English in his environment because apart from being difficult, the environment also did not support learning and practicing English.
P6. Iya sering karena dalam lingkungan kampus harus menggunakan bahasa inggris	<i>"As a cadet, one of the strategies used is to use English in the campus environment because we are continuously encouraged to use it"</i>	Social-mediating activity	Socioaffective strategies	P6 uses a social-mediating strategy, namely practicing English in the campus environment because as cadet students you should often practice learning English.

P7. Sekolah karena di lingkungan saya sekolah harus menggunakan Bahasa Inggris	<i>"As a cadet, one of the strategies used is to use English in the campus environment because we are continuously encouraged to use it"</i>	Social-mediating activity	Socioaffective strategies	P7 uses a social-mediating strategy, namely practicing English in the campus environment because as cadet students you should often practice learning English.
P8. Terutama di tempat kerja setiap hari saya menggunakan bahasa Inggris	<i>"The strategy I use is to practice English in my environment, especially in the work environment"</i>	Social-mediating activity	Socioaffective strategies	P8 uses a social-mediating strategy, namely practicing English in the work environment.
P9. biasa	<i>"The strategy I use is to practice English in my environment, so that what I learn can become a habit"</i>	Social-mediating activity	Socioaffective strategies	P9 uses a social-mediating strategy, namely practicing English in any environment to make it a habit.
P10. biasa	<i>"The strategy I use is to practice English in my environment, so that what I learn can become a habit."</i>	Social-mediating activity	Socioaffective strategies	P10 uses a social-mediating strategy, namely practicing English in any environment to make it a habit.
P11. Iya saya sering	<i>"The strategy I use is to practice English in my environment, so that what I learn can become a habit"</i>	Social-mediating activity	Socioaffective strategies	P11 uses a social-mediating strategy, namely practicing English in any environment to make it a habit.
P12. ya, karena dikampus hampir semua orderan atau perintah dalam	<i>"As a cadet, one of the strategies used is to use</i>	Social-mediating activity	Socioaffective strategies	P12 uses a social-mediating strategy, namely practicing

bahasa inggris.	<i>English in the campus environment because we are continuously encouraged to use it"</i>			English in the campus environment because as students, cadets should often practice learning English.
P13. di lingkungan rumah.	<i>"The strategy I use is to practice English in my home environment, so that what I learn can become a habit"</i>	Social-mediating activity	Socioaffective strategies	P13 uses a social-mediating strategy, namely practicing English in any environment to make it a habit.
P14. Sering karena untuk melatih kebiasaan bahasa inggris saya untuk kedepannya.	<i>"The strategy I use is to practice English in my environment, so that what I learn can become a habit"</i>	Social-mediating activity	Socioaffective strategies	P14 uses a social-mediating strategy, namely practicing English in any environment to make it a habit.
P15. yaa sayang ingin Karna menurut saya semakin banyak practic akan semakin cepat untuk belajar.	<i>"The strategy I use is to practice English in my environment, so that what I learn can become a habit"</i>	Social-mediating activity	Socioaffective strategies	P15 uses a social-mediating strategy, namely practicing English in any environment to make it a habit.
P16. Terkadang dikarenakan lingkungan yang kurang mendukung untuk berbahasa inggris	<i>"My environment does not support the practice of speaking English"</i>	Unsupportive environment	Socioaffective strategies	P16 does not practice English in his environment because the environment is not supportive.
P17. jarang	<i>"My environment does not support the practice of speaking English"</i>	Unsupportive environment	Socioaffective strategies	P17 does not practice English in his environment because the environment is not supportive.
P18. Jarang, karna tdk semuanya	<i>"My environment does</i>	Unsupportive	Socioaffective	P18 does not practice

bisa	<i>not support the practice of speaking English"</i>	environment	strategies	English in his environment because the environment is not supportive.
P19. Iyaaa	<i>"The strategy I use is to practice English in my environment, so that what I learn can become a habit"</i>	Social-mediating activity	Socioaffective strategies	P19 uses a social-mediating strategy, namely practicing English in any environment to make it a habit.
P20. Tidak	<i>"My environment does not support the practice of speaking English"</i>	Unsupportive environment	Socioaffective strategies	P20 does not practice English in his environment because the environment is not supportive..
P21. Yaa saya selalu menggunakan bahasa Inggris karna keluarga saya atau saudara saya seorang pelaut.	<i>"I often use English at home because my brother is a sailor and can speak English"</i>	Social-mediating activity	Socioaffective strategies	P21 uses English at home because most of the house members are sailors and speak English quite fluently, so they are very supportive.
P22. Yah.	<i>"The strategy I use is to practice English in my environment, so that what I learn can become a habit"</i>	Social-mediating activity	Socioaffective strategies	P22 uses a social-mediating strategy, namely practicing English in any environment to make it a habit.
P23. Sering dan wajib untuk dilingkungan sekolah.	<i>"As a cadet, one of the strategies used is to use English in the campus environment because we are continuously encouraged to use it"</i>	Social-mediating activity	Socioaffective strategies	P23 uses a social-mediating strategy, namely practicing English in the campus environment because as students, cadets should often practice learning English.

P24. ya sebagai taruna sya sering menggunakan bahasa Inggris di sosmed dan lingkungan kampus.	<i>"As a cadet, one of the strategies used is to use English in the campus environment because I am constantly encouraged to use it and apart from that, I also use English on social media."</i>	Social-mediating activity	Socioaffective strategies	P24 uses a social-mediating strategy, namely practicing English in the campus environment because as cadet students you should often practice learning English.
P25. Iya, tetapi saya lebih sering berbahasa Inggris di kampus/sekolah dengan teman.	<i>"As a cadet, one of the strategies used is to use English in the campus environment because we are continuously encouraged to use it"</i>	Social-mediating activity	Socioaffective strategies	P25 uses a social-mediating strategy, namely practicing English in the campus environment because as students, cadets should often practice learning English.
P26. saya menggunakan bahasa inggris di lingkungan sekolah jika diajak berbicara menggunakan bahasa inggris.	<i>"As a cadet, one of the strategies used is to use English in the campus environment because we are continuously encouraged to use it"</i>	Social-mediating activity	Socioaffective strategies	P26 uses a social-mediating strategy, namely practicing English in the campus environment because as students, cadets should often practice learning English.
P27. Saya menggunakan bahasa Inggris di lingkungan untk sekedar membiasakan diri	<i>"The strategy I use is to practice English in my environment, so that what I learn can become a habit."</i>	Social-mediating activity	Socioaffective strategies	P27 uses a social-mediating strategy, namely practicing English in any environment to make it a habit
P28. Di kampus kami dituntut	<i>"As a cadet, one of the</i>	Social-mediating	Socioaffective	P28 uses a social-mediating

berbahasa Inggris sebagai taruna	<i>strategies used is to use English in the campus environment because we are continuously encouraged to use it"</i>	activity	strategies	strategy, namely practicing English in the campus environment because as students, cadets should often practice learning English.
P29. Saya gunakan bahasa Inggris dengan teman kelas karena mereka yang bisa sedikit bahasa Inggris	<i>"I often practice English in the campus environment based on what I have learned in English class, usually with my classmates"</i>	Social-mediating activity	Socioaffective strategies	P29 uses English in the campus environment, especially with classmates, this will make them happier speaking English.
P30. Saya bicara bahasa Inggris sama teman	<i>"I usually improve my English skills by talking with my friends"</i>	Social-mediating activity	Socioaffective strategies	P30 uses English in the campus environment, especially with classmates, this will make them happier speaking English.

7. Apakah dalam belajar bahasa Inggris anda menggunakan alat bantu terjemahan (Google Translate, Kamus, dll)? Jelaskan!

Statements/Quotations	Translation/Keywords	Codes	Themes	Conceptualizations
P1. Ya, Google Translate, dan Kamus karena dengan hal ini akan memudahkan dalam menerjemahkan dengan efektif.	"One of the strategies I use is to use Google Translate, and dictionaries, to help translate effectively"	Google translate and Dictionary	Cognitive strategy	P1 uses English learning strategies by using Google Translate, dictionary and Grammarly tools to facilitate more effective English translations.
P2. Ya saya menggunakan google translate untuk mempermudah saya dalam belajar bahasa Inggris.	"I use Google Translate to make it easier for me to learn English"	Google translate	Cognitive strategy	P2 uses an English learning strategy by using the Google Translate tool which makes it easier to learn English.
P3. ya, saya menggunakan google translate. Saya akan mengtranslatekan kata kata yang saya baca yang tidak saya ketahui artinya.	"I use Google Translate to make it easier for me to learn English, especially when I don't know the meaning"	Google translate	Cognitive strategy	P3 uses an English learning strategy by using the tools Google Translate, dictionary and Grammarly to facilitate English translations of unknown meanings.
P4. saya menggunakan aplikasi translator seperti ggogle translate ketika ingin menemukan satu kosakata	"I use Google Translate in learning English when I want to discover new vocabulary"	Google translate	Cognitive strategy	P4 uses an English learning strategy by using the Google Translate tool to discover new English vocabulary.
P5. Pake alat translate kalau tdk di mngerti atau kurang paham	"I use Google Translate when learning English if there is something I don't understand"	Google translate	Cognitive strategy	P5 uses the strategy of learning English by using the Google Translate tool if there is something that is difficult to understand.
P6. Ya	"I use Google Translate	Google translate	Cognitive	P6 uses the strategy of learning

	<i>when learning English if there is something I don't understand"</i>		strategy	English by using the Google Translate tool if there are things that are difficult to understand.
P7. Iya saya menggunakan alat bantu.	<i>"I use Google Translate when learning English if there is something I don't understand"</i>	Google translate	Cognitive strategy	P7 uses the strategy of learning English by using the Google Translate tool if there are things that are difficult to understand.
P8. Saya belajar bahasa Inggris menggunakan semua yang berada di atas. Bahkan saat menonton film film	<i>"I use Google Translate to translate, especially when watching films."</i>	Google translate	Cognitive strategy	P8 uses an English learning strategy by using Google Translate and a dictionary to help me translate the meaning of sentences when watching English films.
P9. saya melihat geogle ketika saya tidak egetahui	<i>"I use Google Translate when learning English if there is something I don't understand"</i>	Google translate	Cognitive strategy	P9 uses the strategy of learning English by using the Google Translate tool if there are things that are difficult to understand.
P10. kadang menggunakan untuk mencari dan memastikan.	<i>"I use Google Translate in learning English to search and confirm the meaning of something"</i>	Google translate	Cognitive strategy	P10 uses an English learning strategy by using the Google Translate tool to search for meaning or confirm the meaning of a sentence or word that is not understood.
P11. Iya kadang kadang	<i>"Sometimes I use Google Translate when learning English if there is something I don't understand."</i>	Google translate	Cognitive strategy	P11 uses a strategy to learn English by using the Google Translate tool if there are things that are difficult to understand.
P12. iya karena biasanya ada	<i>"I use Google Translate</i>	Google translate	Cognitive	P12 uses an English learning

kosakata atau kalimat yang belum saya ketahui	<i>when learning English if there are sentences or words that I don't understand"</i>		strategy	strategy by using the Google Translate tool if there are things that are difficult to understand.
P13. Kamus.	<i>"I use a dictionary in learning English if there is something I don't understand"</i>	Dictionary	Cognitive strategy	P13 uses an English learning strategy by using a dictionary if there are things that are difficult to understand.
P14. Kadang" saya menggunakan nya jika kalau ada pertanyaan yang saya tidak mengerti	<i>"Sometimes I use Google Translate when learning English if there is something I don't understand"</i>	Google translate	Cognitive strategy	P14 uses a strategy to learn English by using the Google Translate tool if there are things that are difficult to understand.
P15. yaa saya menggunakan google translate untuk mempermudah saya dalam mengartikan apa yg orang lain bilang.	<i>"I use Google Translate when learning English if there is something I don't understand when people speak English."</i>	Google translate	Cognitive strategy	P15 uses the strategy of learning English by using the Google Translate tool if there are things that are difficult to understand when people speak English.
P16. Memakai google translate dan app bahasa seperti duolingo	<i>"I use Google Translate and Duolingo to learn English"</i>	Google translate and duolingo	Cognitive strategy	P16 uses an English learning strategy by using Google Translate and Duolingo tools if there are things that are difficult to understand.
P17. saya menggunakan google translate	<i>"I use Google Translate when learning English if there is something I don't understand"</i>	Google translate	Cognitive strategy	P17 uses a strategy to learn English by using the Google Translate tool if there are things that are difficult to understand.
P18. Terkadang ² , jika lupa kata yang dimaksud.	<i>"I use Google Translate when learning English if</i>	Google translate	Cognitive strategy	P18 uses a strategy to learn English by using the Google

	<i>there is something I don't understand"</i>			Translate tool if there are things that are difficult to understand.
P19. Dengan menggunakan Google Translate yg sangat mudah membantu saya dalam memahami cara speak dan mendengarkan	<i>"I use Google Translate in learning English which can help me understand speaking and listening"</i>	Google translate	Cognitive strategy	P19 uses an English learning strategy by using Google Translate tools to improve speaking and listening skills.
P20. Sampai sekarang masih menggunakan alat bantu	<i>"I use Google Translate when learning English if there is something I don't understand"</i>	Google translate	Cognitive strategy	P20 uses the strategy of learning English by using the Google Translate tool if there are things that are difficult to understand.
P21. Yaa biasanya saya pake gogle translate.	<i>"I use Google Translate when learning English if there is something I don't understand"</i>	Google translate	Cognitive strategy	P21 uses an English learning strategy by using the Google Translate tool if there are things that are difficult to understand.
P22. Translate, dikarenakan ada beberapa kata yg blm dipahami.	<i>"I use Google Translate when learning English if there is something I don't understand"</i>	Google translate	Cognitive strategy	P22 uses an English learning strategy by using the Google Translate tool if there are things that are difficult to understand.
P23. Iya saya bisa menggunakan alat bantu ketika saya mendapat kalimat yang saya tidak mengerti.	<i>"I use Google Translate when learning English if there is something I don't understand"</i>	Google translate	Cognitive strategy	P23 uses an English learning strategy by using the Google Translate tool if there are things that are difficult to understand.
P24. yaa karena saya masih sangat kurang dalam berbahasa inggris maka membutuhkan google translate untuk membantu saya dalam menerjemahkan kata yang saya tidak tahu.	<i>"I use Google Translate when learning English if there is something I don't understand"</i>	Google translate	Cognitive strategy	P24 uses an English learning strategy by using the Google Translate tool if there is something that is difficult to understand.
P25. Iya, karena ada hanya dengan begitu saya bisa mengetahui lebih	<i>"I use Google Translate</i>	Google translate	Cognitive	P25 uses an English learning

banyak kosa kata.	<i>when learning English if there are words I don't understand"</i>		strategy	strategy by using the Google Translate tool if there are words and sentences that are difficult to understand.
P26. ya saya menggunakan google translate jika saya tidak mengetahui arti dan makna dari sebuah kosakata.	<i>"I use Google Translate when learning English if there are words that I don't understand the meaning of"</i>	Google translate	Cognitive strategy	P26 uses an English learning strategy by using the Google Translate tool if there are words and sentences that are difficult to understand.
P27. Saya menggunakan google translate kalau tidak ada yang dipahami artinya	<i>"I use Google Translate when learning English if there are words I don't understand"</i>	Google translate	Cognitive strategy	P27 uses an English learning strategy by using the Google Translate tool if there are words that are difficult to understand.
P28. ya saya menggunakan google translate jika saya tidak mengetahui arti dan makna dari sebuah kosakata.	<i>"I use Google Translate when learning English if there are words that I don't understand the meaning of"</i>	Google translate	Cognitive strategy	P28 uses an English learning strategy by using the Google Translate tool if there are words that are difficult to understand.
P29. Saya buka google translate ketika ingin mengetahui cara pengucapan dan saya juga melatih listening saya.	<i>"I use Google Translate in learning English which can help me understand pronunciation and listening"</i>	Google translate	Cognitive strategy	P29 uses English learning strategies by using Google Translate tools to learn and improve pronunciation and listening skills.
P30 saya menggunakan google translate jika ada yang krang dipahami arti dan makna kalimat	<i>"I use Google Translate when learning English if there are words that I don't understand the meaning of"</i>	Google translate	Cognitive strategy	P30 uses an English learning strategy by using the Google Translate tool if there are words and sentences whose meaning is not understood.

Appendix 3: Observation Checklist

No.	Items	Yes	No
1.	Students are are actively engaging in discussion during classroom activity		
2.	Students are better in memorizing vocabulary through daily individual task		
3.	Students are struggling in composing words during individual task		
4.	Students are struggling in speaking practice during classroom activity		
5.	Students are struggling in writing practice during through individual task		
6.	Students are struggling in listening practice during classroom activity		
7.	Students are learning autonomously through classroom activity		
8.	Students are learning through English songs during individual task		
9.	Students are struggling with reading activity during classroom activity		
10.	Students are lazy to do the individual task during daily task		

Appendix 4: Semi-Structured Interview Sheet

1. P4 (Fildzah Nadilah), jawaban kurang dieksplorasi pada pertanyaan 1 dia hanya menjawab "sulit"
2. P2 (Muhammad Irfan Syahmusra), jawaban kurang dieksplorasi pada pertanyaan 4, dia hanya menjawab "malas"
3. P6 (Ahmad zulfikar), jawaban kurang dieksplorasi pada pertanyaan 4, dia hanya menjawab "tidak". Pertanyaan 7 juga dia hanya bilang "iya".
4. P8 (Dedi Wahyudi), jawaban kurang dieksplorasi pada pertanyaan ke 1, dia hanya menjawab "tantangan"
5. P9 (Hans Juan Topangau), jawaban kurang dieksplorasi dari pertanyaan 5 dan 6, jawabannya "ya" dan "tidak"
6. P10 (Basmin Mattajang As), jawaban kurang dieksplorasi pada pertanyaan 5, dia hanya menjawab "nyaman"
7. P11 (Hanif Kautsar Darman), jawaban kurang dieksplorasi pada pertanyaan 6, dia hanya menjawab "sering"
8. P16 (Agung Nugraha), jawaban kurang dieksplorasi pada pertanyaan 1, dia hanya menjawab "ya tantantangan"

Questions:

1. Menurut anda, apakah belajar bahasa Inggris itu sulit dan merupakan sebuah tantangan? Jelaskan!
2. Apa saja tantangan atau kesulitan yang anda rasakan dalam belajar bahasa Inggris? Jelaskan!
3. Aspek apa saja yang anda rasa sulit selama belajar bahasa Inggris (Berbicara/Speaking, Menulis/Writing, Mendengarkan/Listening, Membaca/Reading, Tata Bahasa/Grammar, Pengucapan/Pronunciation)? Jelaskan!
4. Apakah anda merasa malas, takut, atau cemas dalam belajar bahasa Inggris? dan bagaimana caranya anda bisa mengatasi itu semua? Jelaskan!
5. Bagaimana cara anda belajar bahasa Inggris yang membuat anda nyaman dan mudah anda lakukan (seperti diskusi, berkelompok, menghafal kosa kata dan kalimat, belajar melalui aplikasi, dll)? Jelaskan!
6. Apakah anda sering menggunakan bahasa Inggris di lingkungan anda (Rumah, Sekolah, dll)? Jelaskan!
7. Apakah dalam belajar bahasa Inggris anda menggunakan alat bantu terjemahan (Google Translate, Kamus, dll)? Jelaskan!

Appendix 5: Reflection Sheet

Penelitian Tesis

Pertanyaan Jawaban Setelan

Penelitian Tesis

Perkenalkan Saya Sitti Nasrah, Mahasiswa Pascasarjana Universitas Hasanuddin, Program Studi Bahasa Inggris (English Language Studies), Fakultas Ilmu Budaya. Saya sedang melakukan penelitian tesis saya, mengenai tantangan belajar dan strategi belajar Bahasa Inggris kadet di PIP Makassar, di bawah bimbingan Prof. Nasmilah, M.Hum., Ph.D., dan Dr. Abidin Pammu, MA. TESL. Mohon Bapak/Ibu sekalian sekiranya dapat mengisi lembar refleksi ini. Terima kasih atas partisipasinya!!

Penelitian Tesis

Pertanyaan Jawaban Setelan

Nama: *

Teks jawaban singkat

Umur: *

Teks jawaban singkat

Jenis Kelamin: *

- Male (Laki-Laki)
- Female (Perempuan)

Jurusan/Kelas (Contoh; Nautika A): *

Teks jawaban singkat

1. Menurut anda, apakah belajar bahasa Inggris itu sulit dan merupakan sebuah tantangan? *
Jelaskan!

Teks jawaban panjang

⋮

2. Apa saja tantangan atau kesulitan yang anda rasakan dalam belajar bahasa Inggris? *
Jelaskan!

Teks jawaban panjang

3. Aspek apa saja yang anda rasa sulit selama belajar bahasa Inggris (Berbicara/Speaking, Menulis/Writing, Mendengarkan/Listening, Membaca/Reading, Tata Bahasa/Grammar, Pengucapan/Pronunciation)? Jelaskan!

Teks jawaban panjang

⋮

4. Apakah anda merasa malas, takut, atau cemas dalam belajar bahasa Inggris? dan bagaimana caranya anda bisa mengatasi itu semua? *
Jelaskan!

Teks jawaban panjang

5. Hal apa yang memotivasi anda *
dalam belajar bahasa Inggris?
Jelaskan!

Teks jawaban panjang

6. Bagaimana cara anda belajar *
bahasa Inggris yang membuat anda
nyaman dan mudah anda lakukan
(seperti diskusi, berkelompok,
menghafal kosa kata dan kalimat,
belajar melalui aplikasi, dll)?
Jelaskan!

Teks jawaban panjang

6. Bagaimana cara anda belajar *
bahasa Inggris yang membuat anda
nyaman dan mudah anda lakukan
(seperti diskusi, berkelompok,
menghafal kosa kata dan kalimat,
belajar melalui aplikasi, dll)?
Jelaskan!

Teks jawaban panjang

⋮
7. Apakah dalam belajar bahasa *
Inggris anda menggunakan alat
bantu terjemahan (Google Translate,
Kamus, dll)? Jelaskan

Teks jawaban panjang

8. Menurut anda, apakah anda sudah bisa berbahasa Inggris selama proses pembelajaran bahasa Inggris? Jelaskan!

Teks jawaban panjang

9. Apakah anda yakin dengan strategi/teknik yang anda gunakan dalam belajar bahasa Inggris dapat membantu anda untuk berbahasa Inggris dengan baik? Jelaskan! *

Teks jawaban panjang

10. Apakah anda sering menggunakan bahasa Inggris di lingkungan anda (Rumah, Sekolah, dll)? Jelaskan! *

Teks jawaban panjang

11. Ketika anda mendapatkan teman anda tidak bisa atau mengalami kesulitan dalam belajar bahasa Inggris, apakah anda membantu mereka? Jelaskan! *

Teks jawaban panjang



11. Ketika anda mendapatkan teman *
anda tidak bisa atau mengalami
kesulitan dalam belajar bahasa
Inggris, apakah anda membantu
mereka? Jelaskan!

Teks jawaban panjang

12. Apakah guru anda pernah *
mengajarkan anda cara belajar
bahasa Inggris yang baik? Jelaskan!

Teks jawaban panjang
