

EXPLORING THE FACTORS BEHIND LOW ENGLISH PROFICIENCY - FOCUSED STUDENTS

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ABSTRAK

Tujuan penelitian ini untuk mengetahui faktor internal dan eksternal yang menghambat mahasiswa untuk mampu berbahasa Inggris pada suatu universitas di Bali. Dalam penelitian ini menggunakan pendekatan kualitatif dan menggunakan purposive sampling. Data dianalisis secara deskriptif dengan bantuan NVivo 12. Hasil penelitian menunjukkan ada enam faktor internal (Pengetahuan Bahasa Inggris, Motivasi, Preferensi Belajar, Ketakutan dalam Berbahasa Inggris, Pengalaman Berbahasa Inggris, Persepsi Mengenai Bahasa Inggris) dan empat faktor eksternal (Peran Teknologi dan Media, Preferensi Metode Belajar di Kelas, Faktor Lingkungan, dan Kompleksitas dan Kesulitan Bahasa Inggris) yang mempengaruhi kemampuan berbahasa Inggris mahasiswa tersebut.

ABSTRACT

The purpose of this research is to identify the internal and external factors that hinder students from being proficient in English at a university in Bali. This study employs a qualitative approach and uses purposive sampling. The data was analyzed descriptively with the aid of NVivo 12 software. The results indicate that there are six internal factors (English Knowledge, Motivation, Learning Preferences, Fear of Speaking English, English Language Experience, and Perception of English) and four external factors (Role of Technology and Media, Classroom Method Preferences, Environmental Factors, and Complexity and Difficulty of English) that influence the English proficiency of the students.

INTRODUCTION

In the era of globalization and Society 5.0, technology and international language proficiency play a crucial role in fostering interconnectedness, with English being a dominant medium for communication. English, as a global language, offers various benefits, including expanding global access, improving mother tongue skills, building relationships, and enhancing career prospects (Blázquez & Ana, 2018; Mahu, 2012; Sri Andayani, 2022). Technological advancements, in tandem with

English proficiency, are especially beneficial in facilitating effective teaching and learning processes (Ahmadi, 2018; Al-Sharqi & Abbasi, 2020; Atmowardoyo et al., 2020).

Despite the recognized the importance of English, many students remain reluctant to learn and communicate in the language. Factors such as confusion regarding the complexity of English, unengaging teaching methods, lack of self-motivation, and non-supportive social environment contribute to this reluctant (Roinah, 2019; Tambunsaribu & Galingging,



2021). This challenge is also observed among students at a university in Bali that emphasizes technology and technopreneurship, where English proficiency is generally low. This is evident from the data of the user surveys of graduates over the three past years, which revealed that English proficiency was rated as “fairly good” at 27.27% (survey result in 2022), “poor” at 6.25%, and “fairly good” at 43.75% (survey result in 2023), the recent survey in 2024 rated as ‘fairly good’ at 53%. While classroom observations highlight low motivation and weak abilities in learning English over the past two years.

Previous studies have explored various challenges faced by English learners. Research by Tambusaribu and Galingging (2021) identified grammar and unengaging teachers as key difficulties, while Susanto et al. (2020) highlighted the complexity of mastering skills due to factors like limited vocabulary and fear of making mistakes. Similarly, Septianasari et al. (2019) found that the influence of the mother tongue (Indonesian) often hinders learners’ understanding of English structure and pronunciation. However, these studies mainly focus on specific factors affecting English learning, such as teaching methods, language interference, or personal barriers, without a comprehensive examination of communicative skills in relation to Second Language Acquisition (SLA) theories.

To address this gap, the present study aims to explore the internal and external factors influencing the English proficiency of students, focusing on the four fundamental communication skills (listening, speaking,

reading, and writing) and their relation to the key elements of Second Language Acquisition (SLA). By identifying these factors, this research hopes to assist educators in designing more effective learning activities to improve students’ English skills, thereby enhancing their competitiveness in the global workforce.

RESEARCH METHOD

a. Research Design

This study employs a qualitative descriptive approach to explore the factors affecting English language proficiency among a university students in Bali. The research aims to analyze patterns, themes, and meaning from the collected data through an in-depth qualitative analysis.

b. Research Participants

The participants in this study are students from a university in Bali who have achieved English course grades lower than B. The sampling method used is purposive sampling to ensure that participants meet specific criteria relevant to the research focus (Sugiyono, 2018).

c. Data Collection Instruments

Data were collected using the following instruments:

- Observation: conducted in classrooms to observe student interactions and learning behaviors.
- Interviews: semi-structured interviews with students to explore their experiences, challenges, and motivations in learning English.



- Document analysis: reviewing relevant academic documents such as student assignments and course materials.

d. Data Collection Process

Data collection followed several stages:

- 1) Observation: classroom observations were carried out to understand the learning environment and student engagement.
- 2) Interviews: In-depth interviews were conducted with selected students to gain insights into their challenges in mastering English.
- 3) Document analysis: a review of student assignments, grades, and other academic documents to triangulate the data from observations and interviews.

e. Data Analysis

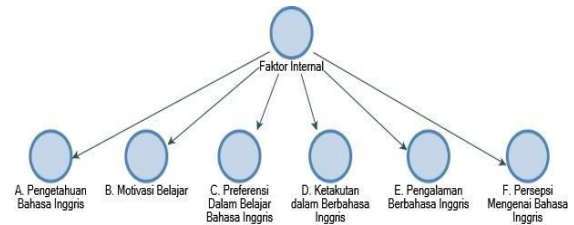
The data collected were analyzed using the Content Analysis Method, which involved identifying and interpreting patterns, themes, or meanings from the data. The analysis focuses on how these patterns relate to the Second Language Acquisition (SLA) (Brown, 2014) process and communication skills. The tool used in this analysis is NVivo 12.

f. Validity and Reliability

To ensure the validity of the research, the study applied Triangulation by cross-verifying data from multiple sources, including interviews, classroom observations, and document analysis. This triangulation process enhances the credibility and reliability of the research findings.

RESULTS AND DISCUSSION

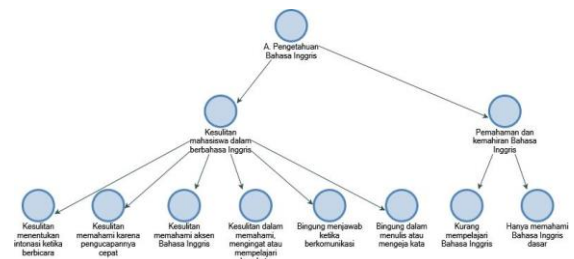
Based on the data gathered, the internal factors in the data analysis of this study refer to various aspects that arise from within individuals in their English language learning process. It can be said that these internal factors are relatively broad, encompassing six major themes.



Picture 1. The Internal Factors

a. English Knowledge

This theme does not directly measure students' English knowledge but describes how students at the chosen university perceive their English proficiency. There are two main categories: *English Learning Challenges and English Understanding and Proficiency*. The analysis of interviews highlights eight main difficulties. These challenges can guide the lecturers in refining teaching materials to help students build confidence in using English.



Picture 2. English Knowledge Factor

1) Challenges in Writing and Spelling

Students struggle with writing and spelling English words due to differences in pronunciation and spelling compared to Indonesian. This highlights the need for

more practice and exposure to English.

Interview quotes:

“nulisnya itu tuh mungkin masih kayak kebingungan gitu dari kata katanya” (Nin)

“terus nulis ya itu kadang kadang kurang r atau kurang t kayak gitu nih.” (Nit)

2) Challenges in Responding in English

Students also face difficulty responding fluently in English conversations, which may stem from lack of sentence pattern knowledge, practice, or communication anxiety. Interview quotes:

“kalau dia nanya harga bingung gitu ya mungkin mesti mikir dulu bentar ya apakah benar ini ucapannya gitu” (Nit)

“itu juga pernah itu kejadian juga waktu itu ada bule yang ngerasa lampu seinku itu pecah gitu dia ngomong sama Aku kayak Aku ngerti maksud dia cuman Aku nggak tahu cara jawabnya kayak gimana gitu aja sih cuman kendala di cara jawabnya iya” (Pra)

3) Vocabulary Challenges

Many students admit that their limited vocabulary hinders their ability to communicate effectively. More exposure to English from diverse source is needed to enrich their vocabulary.

Interview quotes:

“pokoknya saya itu kendalanya tuh di kosa kata dah miss” (Nit)

4) Understanding English Accents

Students struggle with understanding different English accents which affects their comprehension in listening tests and workplace communication. Interview quotes:

“Soalnya ada customer aja gitu kan jadi bahkan dia cuma ngomong you know me

aja saya enggak paham gara gara bahasa mereka kayak bulat bulat gitu.” (Ang)

“mendengarkan kenapa karena dari pengalaman pribadi itu kan ada ujian listening bahasa Inggris gitu itu awal awalnya emang udah sreg oh artinya ini bahasa inggrisnya ini ini tapi pas setengah Jalan tuh kok kayak mulai berubah gitu kata katanya mulai nggak ngerti karena orang-orang kan aksennya berbeda” (Pra)

5) Difficulty with Fast Speech

Students find it challenging to comprehend English speech, which requires continuous practice to improve.

Interview quotes:

“Kan kayak listening gitu, kayak nyerocos itu dia ngomong saya tahu beberapa katanya itu apa maksudnya cuma apa ya lagi sisanya itu ya kayak cepat itu dia miss” (Nit)

“cuma mungkin di kalau kita ketemu sama orang native yang Inggris gitu yang benar Inggris mungkin di sana agak kendala karena mereka biasanya ngomongnya cepat banget gitu cepat dan kayak pengucapannya tuh nggak seperti yang biasa kita dengar di music di film” (Abd)

6) Intonation Struggles

Some students struggle with using correct intonation when speaking English, which can be improved through regular practice. Interview quotes:

“saya belajar bahasa Inggris itu sangatlah susah dari ngejaga jaga kata berbicara harus sesuai dengan intonasinya” (Nin)

7) English Understanding and Proficiency

Students often self-assess their English skill as basic, acknowledging that they have not progressed to an advanced level. Many feel they have not studied English

enough to be confident in their abilities.

Interview quotes:

“belajar dasar dasar aja kan kita ngertiinnya tuh benar-bener yang dasar dasarnya juga belum tahu kalau misalnya kalimat ini kata-kata ini kalau disambung jadi kalimatnya gimana tuh belum tahu” (Ang)

“kalau misalkan Aku ngomong yang basic basic aja tuh eh Aku bisa cuma kadang susah buat dikeluarin aja dari mulut gitu sama” (Han)

8) Lack of English Practice

Some students recognize their lack of effort in learning English, which limit their improvement. Increased exposure and practice in English are necessary to build competence. Interview quotes:

“tuh udah nggak gini lagi ya gitulah kembali kayaknya emang kurang berlatih aja sih” (Han)

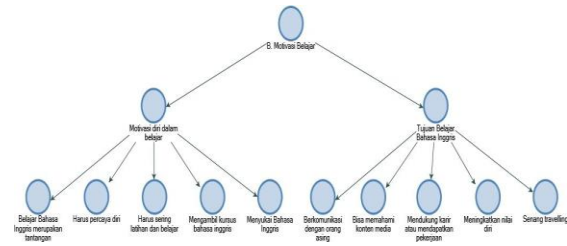
“Kalau dari saya memang saya enggak terbiasa gitu miss karena satu juga jujur kurang belajar Kalau pas dapat pelajaran bahasa Inggris baru saya belajar itu miss.” (Nit)

These internal factor of lack of English knowledge led the students to less comprehend in English. This finding is aligned with (Geria, 2022; Normawati et al., 2023) that mentioned EFL students struggle with vocabulary, pronunciation, fluency, and comprehension.

b. Learning Motivation

Learning motivation refers to the enthusiasm students have for studying English. Despite a general decline in English proficiency among students, many still possess strong motivation, driven by specific goals such as career advancement, self-improvement, or

effective communication. It is essential for universities to enhance and maintain this motivation to encourage students to engage more diligently in learning English.



Picture 3. Learning Motivation

1) Self-Motivation in Learning

This category describes the intrinsic drive students have to learn English. Many see it as a challenge worth tackling, and some enjoy the process. A portion of students actively enroll in English courses to improve their skills. Key insights include:

- Challenge of English: Some students view learning English as a challenge, requiring practice and determination.

“kalau dalam menulis bahasa Inggris itu lebih ada tantanganlah buat Aku daripada berbicara karena kalau nulis tuh kadang kita bisa ngomong tapi kita nggak tahu ejaannya gimana terus nulisnya tuh yang benar tuh gimana kayak gitu jadi cukup lebih challengeing daripada berbicara kalau nulis itu”(Rac)

- Building Confidence: Students emphasize the importance of self-confidence in communication, even if their grammar is not perfect. *“pede pedein aja kalau konsep komunikasi itu yang penting satu sama lain paham mau grammar ku jelek kah mau gimanapun yang pasti tujuannya*

- *itu dia paham apa yang Aku maksud udah itu cukup aja sih". (Gil)*
- Consistent Practice: Many students believe regular practice helps overcome anxiety and improve their language skills. *"kalau jarang-jarang sama aja sih jadinya paling setengah-setengah maksudnya karena emang bahasa Inggris tuh harus dilatih terus-terusan gitu loh itu aja sih". (Ang)*
- Taking English Course: Some students plan to enroll in English courses to enhance their understanding, *"mungkin nantinya akan mencari itu dah kayak apa namanya kursus-kursus bahasa Inggris." (Nit)*
- Enjoying English: A natural interest in English can motivate students to learn more.

"jadi kayak kalau untuk belajar bahasa Inggris Aku enjoy menyenangkan kok kalau Aku tuh emang tertarik sama bahasa Inggris gitu". (Rac)

2) Goals of Learning English

Students have various goals for learning English, which include:

- Communication with Foreigners: Understanding English facilitates communication, especially in tourism-heavy areas like Bali. *"hmm iya tujuan pintar bahasa Inggris itu kan karena bahasa Inggris itu dipakai hampir semua negara itu pakai bahasa Inggris jadi biar kita tuh nggak kebingungan nanti ngomong sama orang asing terus kalau kerja juga pasti" (Pus)*
- Media Comprehension: Many students aim to understand English content in media. One of the student expressed, *"tujuan spesifik dalam berbahasa Inggris mungkin lebih kayak semua*

semua hal kayak terkait sosial media bakal bahasa Inggris".

- Career Advancement: English proficiency can enhance career prospects, as in job requirements.

"tujuannya biar untuk kerja di luar negeri untuk spesifiknya nih rencananya habis lulus nih mau coba apply WHV di Australia". (Ric)

- Enhancing Self-Worth: Learning English can boost self-esteem and personal branding.

"tujuan utama tuh bisa bahasa Inggris tuh untuk berkomunikasi dengan asing setidaknya kita memiliki kedudukan yang naiklah satu tingkat dari orang-orang lain gitu". (Nit)

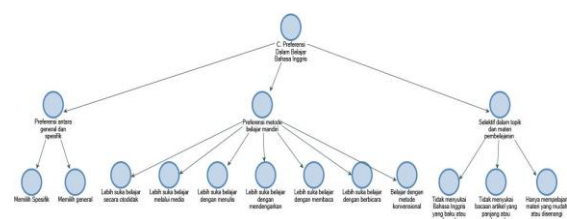
- Enjoying Travel: For some, a love for travel motivates them to learn English.

"ada punya kepikiran untuk ke luar negeri gitu mungkin sebenarnya ada karena suka travelling juga tapi kendalanya tuh di bahasa nah". (Nit)

Learning motivation of the students shows that they have a strong goal to learn English. Thus, similar to research Aisyah (2020) and Husna & Murtini (2019) research findings that the EFL students tend to learn English for extrinsic motivation such as for career and personal development.

c. Learning Preferences in Studying English

This theme explores students' preferred ways of learning English, focusing on three key areas: general vs. specific English, preferred learning methods, and selective habits in learning.



Picture 4. Learning Preferences

1) *Preference between General and Specific English*

General English: Some students prioritize general English to build a strong foundation, seeing it as essential for both everyday use and professional growth.

“Jadi kan mudah untuk kita belajar untuk spesifik itu kan nanti bisa kita pelajari gitu, Oh ini yang harus kita pelajari nanti prodi SI kalau kita udah tahu umumnya.” (Nit)

Specific English: Other prefer specific English for its direct workplace applications, viewing it as natural extension of their general English background.

“Iya sih bahasa formasl sih termasuk karena kan kata, fungsi fungsi kamera itu kan ada kata kata yang nggak bisa diubah ya jadi kayak harus gitu. Kalau dipakai bahasa informal yang biasa biasa saja, enggak mungkin ya mereka ngerti juga.” (Ang)

2) *Preference for Independent Learning Methods*

Respondents identified varied methods based on their personal styles:

- Speaking: Helps with memory and confidence, making English more practical.
- Reading: Enables vocabulary building without pressure.
- Listening: Exposes them to accents and pronunciation through music and media.
- Writing: Supports grammar and sentence structure comprehension.

- Media-based learning: Watching videos or listening to music keeps learning engaging.

- Self-study: Allows students to work on their pace and focus on understanding.

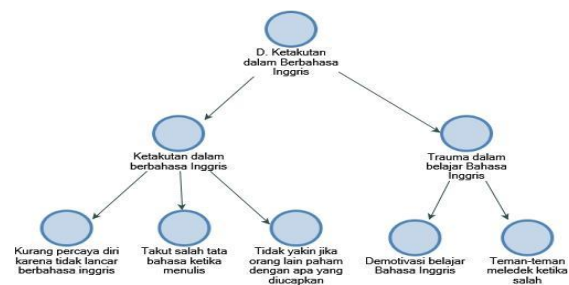
3) *Selective Habits in Learning Topics and Materials*

Some students are selective about what they study, preferring enjoyable and manageable topics. They avoid dense, text-heavy materials and prefer shorter, illustrated content, posing a challenge for delivering comprehensive educational materials.

This theme highlights students' varied and individualized learning preferences, suggesting that a flexible approach in English instruction can better meet their needs. Echoing Norhasanah et al. (2022) research finding mentioned that is beneficial to know students' preferences in learning English.

d. The Fear of Speaking English

Participants experienced specific fears in using English, rooted in limited understanding of grammar and vocabulary. Some also carry lingering trauma from past instances when they were teased for their lack of English fluency, especially in class. Since English is a language of communication, any disruptions lead to miscommunication, which participants view as a significant concern.



Picture 5. The Fear of Speaking English

1) Types of Fear

- Insecurity Due to Fluency: Many participants feel self-conscious when speaking, worrying about pronunciation, accent, and grammar. For instance, *“Saya merasa gugup dengan pengucapan saya dalam bahasa Inggris.”* (Nin)
- Fear of Grammar Errors in Writing: Writing brings anxiety over proper grammar, as English demands more accuracy than Indonesian. Example include:

“itu karena Aku kadang Aku bisa ngomong dan bisa paham orang ngomong bahasa Inggris tapi kadang Aku lupa tulisannya kayak gimana gitu antara nulis sekolah gitu misalnya school Aku lupa pakai h apa enggak onya ada berapa di mana gitu kadang-kadang Aku suka lupa gitu” (Rac)

- Concern for Miscommunication: Participants fear their words will not be understood as intended, leading to doubts about whether their message is clear.

2) Trauma in Learning English

Negative experiences, liked being teased in primary school, continue to affect confidence. A supportive learning environment at the university is needed to help students overcome these fears and promote constructive feedback.

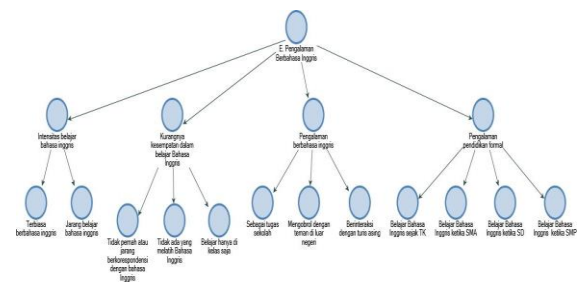
3) Lack of Motivation to Learn English

Some participants have lost motivation due to past teasing, preferring silence over making mistakes. This highlights the need for a positive learning environment to rebuild their confidence and encourage active participation in learning English.

In agreement with (Geria, 2022) confidence in using English is essential for the students to be comprehend in this skill. Thus, lecturer should conduct learning environment that encourage the students to be more confidence.

e. Learning English Experiences

This theme explores the experiences of informants in learning English, both in and outside of school. It covers learning intensity, opportunities for practice, personal experiences with the language, and formal education.



Picture 6. English Experiences

1) Learning Intensity

- Rare practice: Some engage infrequently, leading to forgetfulness.

“Kalau saya sih penulisan itu jarang saya pelajari gitu. Cuma sekedar tahu aja, tapi tiba tiba lupa lagi lupa lagi.” (Ric)

- Regular practice: One informant uses English almost daily.

“bisa setiap hari (menggunakan Bahasa Inggris)” (Jer)

2) Lack of Opportunities

Informants feel limited to classroom learning with little external practice.

- Classroom-Only Learning: Many students only use English during lessons.

“kalau yang berbicara itu sih yang gini yang jarang banget mungkin nggak ada mungkin seminggu nggak ada ya”

kalau di kelas aja sih ngomong pakai bahasa Inggris cuma di luar kelas tuh sama sekali nggak ada ngomong bahasa Inggris gitu” (Abd)

- Limited Family Support: Few have family members to practice with.

“karena nggak ada interaksi dengan bahasa Inggris maksudnya dari segi orang tua dan lingkunganku jadi Aku nggak terlalu deep down banget di bahasa Inggris dari TK banget tuh” (Gil)

- Low Correspondence: Rarely use English for communication despite available in platforms.

“kalau email (berbahasa Inggris) secara formal nggak pernah” (Rac)

3) *English Experiences*

Informants engage with English through interactions with tourists, chatting with friends abroad, and completing school assignments.

- Interacting with Tourists: Many students frequently meet tourists in Bali.

“dan sebagainya pengalamannya dia di Bali terus pernah ditanyain Jalan aja sih sama bule di Jalan kayak dia pengen ke Nusa Dua terus Aku arahin you must go there and and then you go to right and then you can ask the people there tapi ngerti kan dia kan ngerti kan ngerti” (Gil)

- Chatting with Friends: Some use online platforms to communicate, enhancing their skills.

“kalau Aku biasa mandiri ya biasa dari game gitu ngobrol sama temen dari luar” (Ric)

- School Assignments: Practical use of English is required for assignments.

“pernah ya tapi itu gara-gara tugas aja sih disuruh interview” (Gil)

4) *Formal Education Experiences*

Informants’ learning experiences vary from elementary to high school.

- Early Learning: Basic vocabulary was introduced in kindergarten.

“pas saat tiga itu TK taman kanak yang pertama itu cuman belajar nama nama hewan nama nama apalagi bunga dan kawan-kawan kata-kata vocabulary biasa lah vocabulary dasar” (Jer)

- Elementary School: Focus shifted to everyday vocabulary without grammar.

“ya kalau-kalau di SD ku itu kelas tiga SD baru bahasa Inggris nah itu tuh baru belajar yang kayak kata benda hewan buah kayak gitu gitu aja terus SD itu nggak terlalu intens juga belajar bahasa inggrisnya cuma yang kayak cuma sekedar sekedar gitu aja” (Han)

- Middle School: Grammar was introduced, with some additional courses.

“mungkin di SMP baru belajar grammar” (Abd)

- High School: Continued grammar study and practice with tourists, especially in vocational programs.

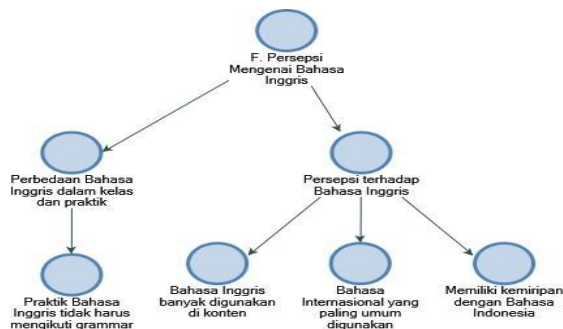
“saya produktif belajar bahasa Inggris tuh dari kelas 4 SD sampai smp lah ya karena mungkin karena jurusan waktu itu kan saya smk banyak praktek di prioritas itu belajar bahasa Inggris” (Okt)

From the findings show that positive and supportive learning experience and contextual learning are essential to help the students to improve their English skill (Garini & Suryaman, 2022; Ma’rifah et al., 2020).

f. Perceptions of English



This theme explores informants' views on English, focusing on two areas: differences between classroom English and practical use, and general perceptions.



Picture 7. Perceptions of English

1) Differences Between Classroom and Practical English

Informants prefer practical application of English over classroom learning. Many believe speaking English does not require perfect grammar, contrasting with classroom expectations that emphasize grammatical accuracy. This suggests a resistance to theoretical grammar, favoring direct practice.

“jadi yang penting itu pas ngomong sama orang luar tuh kan yang penting kita saling itu yang penting nggak harus kayak pengucapannya bener grammarnya bener gitu” (Abd)

2) General Perception of English

Informants recognize English as essential for global communication and media comprehension. Its prevalence in media motivates learning.

“menurut saya bahasa Inggris itu bahasa yang sangat penting dipelajari karena dunia orang-orang banyak sekali kan menggunakan bahasa Inggris itu entah di konten maupun banyak orang di publik semuanya” (Nin)

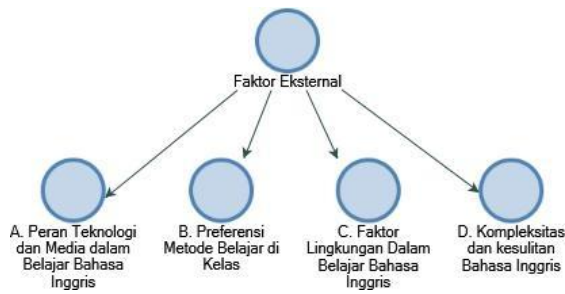
3) Similarity to Indonesian

Informants find English easier due to its similarities with Indonesian grammar and the use of the Latin alphabet.

“dan juga karena kebetulan kita di Indonesia menggunakan alfabet yang sama seperti bahasa Inggris jadi kita lebih gampang gitu buat belajarnya kalau misalnya dibandingkan dengan bahasa Mandarin atau Jepang gitu mungkin lebih sulit jadinya karena kita belajar alfabet bagi bagi gitu jadi mungkin untuk menguasai bahasa bahasa seperti itu itu lebih sulit gitu” (Abd)

Based on the findings the students think that mastering grammar is not essential. In contrast, a research finding states that EFL learners' perception of grammar was difficult but important to be learned and mastered (Komara & Tiarsiwi, 2021). In aligned with the finding, Sri Andayani (2022) mentions that English is beneficial for students in higher education in Indonesia since it supports the students for career futures, gets more information and opportunities, connects with the globe, and understands other cultures. For the similarities Indonesian and English, based on Council (2024) states that Indonesian grammar is easier than English as it has complex verb tenses, the arrangements of sentences in questions and adjective phrases differ from Indonesian, and different plural form.

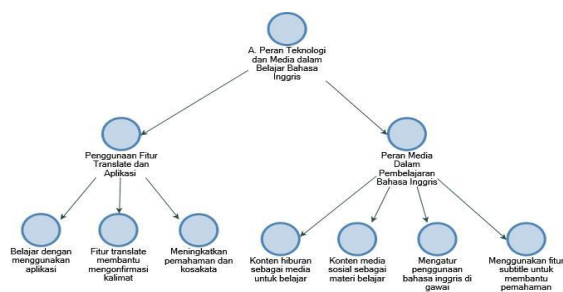
Furthermore, the external factors in the analysis of this research refer to the influences on the abilities, motivation, and learning styles of the university students. There are at least four major themes within these external factors.



Picture 7. The External Factors

a. The Role of Technology and Media in Learning English

This theme focuses on how technology and media, especially social media, impact students' exposure to and learning of English in their daily lives. Technology serves as an external tool that students use to enhance their learning experience.



Picture 8. The Role of Technology and Media

1) Use of Translation Features and Apps

Students utilize translation features like Google Translate and language-learning apps (e.g., Duolingo) to support their English learning. These tools help confirm sentence structure and improve vocabulary comprehension.

“terus yang ke-2 itu kalau otodidak pun Aku pakai aplikasi yang ngebantu Aku pokoknya ya biasalah banyak teka-teki sekarang tuh kayak Duolingo atau apa gitu tuh kan bener-bener kebantu tuh ada ilustrasinya,” (Ang)

“kayak Aku ketikin di Google translate a tau pakai Google gambar lah buat translate langsung ya udah bener nggak, pahamanku dengan apa yang ditranslate Google.” (Gil)

2) Role of Media in English Learning

Students are exposed to English through various media, including entertainment content like films, music, and social media. Many learn English from these sources, making the process enjoyable.

- *Entertainment Content:* Students engage with English through music and films, often seeking to understand lyrics or watching without subtitles. This approach makes learning feel less formal.

“Kalau sekarang saya nyobanya tanpa subtitle (menonton film)” (Ric)

- *Social Media:* Platforms like TikTok and Instagram provide educational content in English, helping students learn vocabulary in a fun way.

“eh kalau Aku sih belajar hal baru tuh di TikTok sih sekarang di TikTok kan banyak tuh ada penggalan-penggalan film atau penggalan-penggalan edukasi, edukasi bahasa Inggris tuh kan dia sering muncul juga di TikToku” (Han)

“Contohnya kayak dia tuh buat konten (Instagram) tentang sehari hari gitu lihat dalam bahasa Inggris itu dia ngomong ibu gitu sih.” (Nin)

- *Additional Learning Strategies*

Students customize their devices to English settings, increasing their familiarity with the language. They also use subtitles in English or translations to aid understanding, particularly when facing unclear accents.

“di hpnya itu di settingnya ke bahasa Inggris jadi lama-

lama juga kita kebiasaan gitu kalau udah sering baca bacaan bahasa Inggris terus juga kalau misalnya di laptop computer kalau di sana kan defaultnya bahasa Inggris ya jadi kalau lama-lama terbiasa gitu.” (Abd)

Al-farizi & Suherman (2019) and Rispatiningsih (2022) aligned to these findings that technology can support desire and interest in learning English to help them in language acquisition.

b. Preferences for Learning Methods in English Classes

This theme outlines students' expectations regarding English teaching methods. Five key categories emerged from their preferences:

1) *Increased Practice Opportunities*

Students at the chosen university advocate for more direct practice with native speakers, both in and out of class. They believe that practical experience enhances vocabulary acquisition but emphasize that theory should not be neglected.

2) *Incorporating Games and Ice Breakers*

Many students desire the inclusion of games and ice breakers to make lessons more engaging. They feel that games can deepen understanding and create a fun, non-intimidating learning environment. For instance, students suggested activities like quizzes to improve vocabulary while keeping the mood light.

3) *Creating a Supportive Classroom Atmosphere*

Students hope for a classroom environment that is encouraging and free

from intimidation. They stress the importance of mutual support among peers to foster confidence in speaking and sharing ideas.

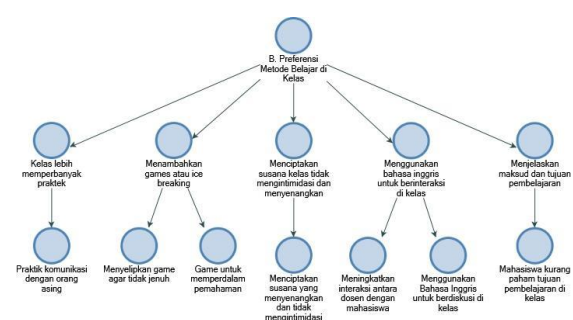
4) *Using English for Interaction*

There is a strong desire among students to use English during interactions and discussions in class. They believe this practice would reinforce their learning, while still allowing for the use of Indonesian when necessary.

5) *Clarifying Learning Objectives*

Students express confusion over the objectives behind assignments. They feel that clearer explanations of the purpose behind tasks would enhance their motivation and understanding of the material.

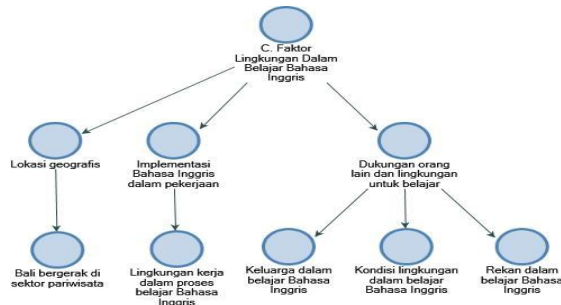
From the students' preferences in learning English, it shows that students need an innovative teaching and learning strategy. According to Novita & Paragae, (2023) an innovative strategies which such as cooperative learning, problem based learning, and project based learning to achieve some crucial skills: critical thinking, creative and innovative, communicative, and collaborative skills.



Picture 9. Learning Methods Preferences

c. Environmental Factors in Learning English

This theme explores how the surrounding environment influences students' English learning methods and motivation, focusing on three main areas: support from others, workplace implementation, and living locations, particularly in Bali.



Picture 10. Environmental Factors

1) *Support from Others*

Students benefit from family, peers, and colleagues who provide motivation and opportunities for practice. Many students communicate in English with their families, while others are encouraged by parents to take English courses.

“kadang kalau bercanda gitu sama keluarga ya pakai bahasa Inggris terus kayak ngomong ngomong kayak sesuatu yang nggak jelas gitu sama keluarga bahasa Inggris ya” (Rac)

“Kan karena sekarang kita anggap deh kita udah kuliah di Udah udah masuk kuliah sekarang masa’ baru ada bahasa Inggris semuanya dosennya pakai bahasa Inggris. Kita enggak kuliah kan rugi juga di kita gitu miss jadinya kan tertantang, harus termotivasi lah kita harus belajar itu.” (Nit)

2) *Implementing English in the Workplace*

The workplace provides practical opportunities to use English, particularly for students with foreign clients. This experience enhances their understanding of English in professional settings.

“tapi kalau teks kayak kirim WA gitu sama beberapa klien gitu” (Rac)

3) *Geographic Location*

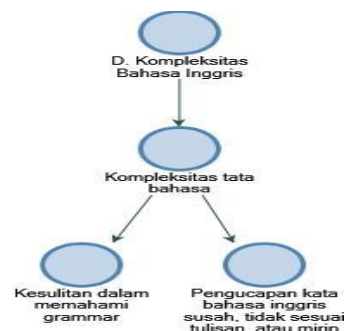
Living in tourist-heavy areas like Bali motivates students to learn English as it is essential for success in the local economy.

“kita tuh sangat perlu sih itu sebagai bekal lah untuk kita apalagi kita kan tinggal di Bali Bali kan sebagai tempat pariwisata mungkin bahasa Inggris tuh bisa dibilang menjadi bahasa ke-2 kita bahasa ke-3 lah bahasa Bali bahasa Indonesia gitu” (Okt)

The environmental factors impact the students in learning English. As Dzo’ul Milal et al. (2021) mentions that the environmental factors are very crucial in promoting language acquisition.

d. Complexity and Difficulty of English

This theme addresses the significant challenges students face when learning English due to its complexities, particularly in grammar.



Picture 11. Complexity and Difficulty in English

1) *Grammatical Complexity*

Students struggle with English grammar, often feeling unsure about their sentence correctness, especially with irregular verbs and structural differences from Bahasa

Indonesia. This uncertainty complicates their ability to construct clear sentences.

“saat saya menulis bahasa Inggris yang saya rasakan itu kebingungan saat merangkai kata-kata dalam bahasa Inggris” (Nin)

2) Pronunciation Issues

Pronunciation adds to the difficulty, as words often sound different from how they are spelled. This difference can lead to confusion, especially with homophones (words that sound the same but have different meanings).

“Nah jujur aja miss kalau dari saya itu kan kadang kadang tulisannya sama ucapannya itu kan beda miss.” (Nit)

These grammatical and pronunciation complexities hinder students' ability to learn and use English effectively. Thus, the lecturers should design contextual materials and integrated with media that can exposure the students in English (Fauzi et al., 2021; Haryanto et al., 2019).

CONCLUSION

In conclusion, external factors (The Role of Technology and Media in Learning English, Classroom Learning Methods Preferences, Environmental Factors in Learning English, and the Complexity and Difficulty of the English Language) and the internal factors (Students' English Knowledge, their Motivation to Learn English, Students' Preferences in Learning English, the Fears or Anxiety Experienced in Learning English, Students' English Language Experiences, and Students' Perceptions of English) that hinder the chosen university students to master in English. By understanding these factors,

lecturers should design materials that immerse the students in English, enabling them to become more familiar with the language.

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