

Effective Analysis of English Learning in English Courses

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Abstract

English is a foreign language taught as a course in Indonesia. English strongly supports courses in their respective fields, such as technology. In reality, both lecturers and students still face numerous challenges during the learning process. Various responses can be found in class regarding these issues, particularly regarding student attitudes during the learning process, student learning outcomes, and participation in group activities. This study aims to describe the difficulties and obstacles faced by students in learning English and the factors that contribute to them. This study used a qualitative approach using questionnaires, observations, and video recordings. Data analysis was conducted through three methods: data reduction, data presentation, conclusion drawing, and verification. The results indicate that the study subjects experienced various difficulties in learning English. This occurs due to varying levels of English proficiency.

Keywords: learning difficulties, competence, English, learning process, learning outcomes

Abstrak

Bahasa Inggris merupakan salah satu Bahasa asing yang dijadikan sebagai salah satu bidang mata kuliah di Indonesia. Bahasa Inggris sangat mendukung mata kuliah yang di bidangnya masing-masing seperti dalam bidang Teknologi maka Bahasa Inggris sangat mendukung mata kuliah tersebut. Dalam kenyataannya saat ini baik Dosen dan mahasiswa masih menghadapi banyak masalah ketika proses pembelajaran. Berbagai respon dapat ditemui di kelas terkait masalah-masalah tersebut, khususnya pada sikap mahasiswa selama mengikuti proses pembelajaran, hasil belajar Mahasiswa, dan partisipasi dalam melaksanakan kegiatan kelompok. Penelitian ini bertujuan untuk memaparkan kesulitan dan kendala yang dihadapi mahasiswa dalam belajar bahasa Inggris dan faktor penyebabnya. Penelitian ini menggunakan pendekatan kualitatif dengan instrumen angket, observasi, dan rekaman video. Analisis data penelitian dilakukan melalui tiga cara yaitu reduksi data, penyajian data, penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa subjek penelitian mengalami kesulitan belajar bahasa Inggris yang beragam. Hal tersebut terjadi akibat faktor tingkat penguasaan bahasa Inggris yang berbeda-beda.

Kata Kunci : kesulitan belajar, kompetensi, Bahasa Inggris, Proses belajar, hasil belajar

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INTRODUCTION

There are several reasons why English proficiency is important in Indonesia: economic (increasing competitiveness in the global market and national economy), educational (access to international scientific literature and academic forums), and professional (improving career opportunities and communication in multinational companies). English opens access to global information and facilitates international communication and collaboration. English is an important international language that can connect people with the world in various aspects, including education. This is demonstrated by government regulations that make English a compulsory subject for students from elementary school to high school. Even at the higher education level, all study programs must

include English courses for one or two semesters, even if the discipline being studied is not related to English. This demonstrates the importance of foreign language proficiency, especially English, as a means to academic success and to support a career in the workplace (Sinaga, 2010).

The importance of English communication is crucial because it is a global language that opens access to broader opportunities in education, careers, business, and culture. Mastering English allows one to communicate with people from various countries, access the latest information and technology, and increase competitiveness in this era of interconnected globalization. Several basic elements are essential for successful communication: listening, speaking, reading, and writing. This also applies to the English language learning process, where listening and reading are receptive skills, while reading and speaking are productive skills. People often say that simply mastering speaking skills means a person is proficient in a language. This is not entirely true. Written language is also important to master. For example, when we access the internet and want to respond to emails, we certainly need the ability to read carefully and write with correct language structure to provide appropriate responses. Furthermore, there are three language elements that play a vital role in supporting these four skills: pronunciation, vocabulary, and grammar. To achieve optimal English language skills, a professional language instructor is needed to produce quality students. Furthermore, mastery of the material and practice must be provided in a balanced manner. However, creating an ideal language class is not easy. In addition to having sufficient mastery of the material, a language teacher must understand the level of language proficiency of each student. If all conditions are treated equally, it will be difficult to achieve the desired learning objectives. This is because, fundamentally, each student has different characteristics, including learning techniques and the amount of material they absorb, as in the concept of multiple intelligences (Stanford, 2003).

Barriers to learning English include internal factors such as lack of motivation, fear of mistakes, and excessive focus on grammar, as well as external factors such as an unsupportive environment, monotonous teaching methods, and inadequate infrastructure. Language difficulties can also arise from the characteristics of English itself, such as differences in structure, pronunciation, and the large vocabulary and idioms. Hasan (2000) stated that the difficulty faced by many learners of English as a foreign language is a lack of understanding of English pronunciation when spoken at a normal speed through listening materials. Regarding reading skills, Rahmawati (2011) argues that the problem faced in understanding reading texts lies in a lack of knowledge about the reading material and a lack of understanding how to connect ideas between sentences. Writing skills are difficult because they require complex and systematic thought processes, but they must be mastered by English learners. According to Rukmini (2011), mastering writing skills is also important in communication. The benefits will be felt when the written language is published and read by many people. Therefore, the quality of writing must be continuously improved. Regarding speaking skills, Megawati & Mandarani (2016) found in their research that the difficulty students often face when speaking English lies in a limited English vocabulary. Readiness for English learning includes student readiness (having goals, consistency, and

exposure to diverse materials) and the readiness of lecturers and universities (competence, training, and a supportive curriculum). This readiness is essential for mastering the four basic skills: listening, speaking, reading, and writing.

This preparation can be seen in the Lesson Implementation Plan (RPP), materials, media, and assessments. By understanding the problems faced by students, educators can self-reflect to determine how effective the classroom learning process is and to improve the quality of students. Problems in English learning are not only found at the elementary, middle, and high school levels, but also continue up to the university level. Several studies have demonstrated this for each English language skill (Kharma, 1981; Megawati & Mandarani, 2016; Lituanas et al. (1999); Hasan, 2016). This also applies to students who are not English majors. Each student naturally has interests in different fields. Therefore, not everyone enjoys English and chooses to major in English. This inevitably leads to problems that arise during the learning process. To fulfill their obligations as university students, they are required to take English courses and even pass the TOEFL test with a high score. Students who lack a strong language background acquired from elementary school through high school will feel particularly burdened by this. Therefore, English language learners who lack specialized knowledge in the field (ESP learners) are likely to exhibit a variety of responses during the learning process (Zuomin, 1995). Based on the concepts presented in the introduction, it can be concluded that students face many difficulties when learning English, especially as a foreign language, because the language is used in specific situations and with specific people, rather than in everyday activities. Therefore, in this article, the researcher is interested in delving deeper into the obstacles experienced by students in the four language skills, specifically those learning English who are not English majors, or those commonly referred to as ESP learners. This is deemed necessary to provide information that can later be used to improve the concept of effective English language learning for students who are not English majors (ESP learners).

METHOD

Based on the objective of this study, which is to determine students' effectiveness in learning English, this study is a qualitative study that produces observable written or spoken words. The study was conducted on students in the odd semester of 2025-2026 from August 25, 2025, to January 19, 2026. The subjects were first-semester students of the Indonesian Institute of Business and Technology's Department of Information Technology (INSTIKI), taking English I. They had previously received English I material, which discussed basic English concepts. The number of subjects was 82. Data collection was carried out using questionnaires, recordings, and observations. Questionnaires were distributed to the subjects to determine students' responses to their English learning experiences over the two semesters, including any difficulties encountered during the learning process. Furthermore, the researcher also collected data through recordings of end-of-semester activities, where students were asked to describe their idols in the form of approximately 5-minute video recordings. The recordings

were then observed, particularly in terms of student appearance, attitude, and language delivery. Observations took place throughout the semester to identify students who were classified as active, less active, and passive. Students were categorized as active when they demonstrated active participation in the learning process by answering questions, asking questions, and frequently expressing opinions during group activities. For less active students, this was evident in the intensity of interaction between them and the lecturer. They were only active when asked or appointed by the lecturer to express their opinions. The final category is passive, where students almost never contribute verbally to the lecturer and have low quiz or midterm exam scores (below 50). Triangulation techniques are used to verify the validity of research data. As stated by Sugiyono (2006: 241), when a researcher uses triangulation, they collect data and simultaneously verify its credibility using various data collection techniques and reference sources.

Research Stages

In this study, the data analysis used consists of three stages: data reduction, data presentation, and conclusion drawing or verification.

Data Reduction

The researcher carries out the process of selecting, centralizing, simplifying, and abstracting raw data obtained from the field to make it more relevant, organized, and meaningful. This process aims to eliminate unnecessary information, highlight the main points, and facilitate conclusion drawing without eliminating important information. In this case, the researcher classifies answers related to difficulties encountered during learning according to the level of student engagement.

Data Presentation

The researcher carries out the process The process of organizing, packaging, and displaying raw information from observations or research into a systematic visual format for easy understanding, analysis, and interpretation. The primary goal is to simplify complex data to support decision-making and address student barriers in the English language learning process.

Drawing conclusions

This is the final verification that connects the problem to the research findings. Synonyms include conclusion, inference, inference, deduction, or inference. When valid and consistent supporting references are available, the researcher can draw credible conclusions.

RESULTS AND DISCUSSION

Based on observations and analysis of classroom experiences during the research, along with the distributed questionnaires, students expressed various opinions regarding their mastery of the skills they had mastered. All skills were implemented for the purpose of using English. When comparing skills, speaking was the highest priority, and the results showed that speaking was at the highest level. Several factors contributing to their choice of speaking included: limited vocabulary in English, difficulty memorizing, differences in pronunciation, fear of making mistakes, embarrassment at being laughed at

by their classmates, and poor grammar and vocabulary mastery. Some factors contributing to students' difficulties were primarily affective. This is supported by research by Afisa & Yolanda (2015), which stated that the factors contributing to difficulties in learning to speak English were the tight schedule and limited time for practical study.

Next, listening skills were explored. When students listened to podcasts or broadcasts in English, they were unable to properly listen to the speaker's voice. This is influenced by the understanding of English vocabulary and accent, making it difficult to understand what the speaker is saying in conversation, even though the speed has been adjusted to Indonesian or the speaker is not a native speaker. Listening problems were also found by Paakki (2003) who studied English learners between Japanese and Finnish. It was stated that the condition of English learners from Japan was affected by differences in English accents so that understanding in listening activities was not optimal, this had an impact on pronunciation of the target language. In contrast to Japan, learners from Finland felt that the British accent was very attached to them so that the language produced was still quite good.

The third group is writing skills. Writing is the most complex activity to master. Surveys show that few ESP learners find writing difficult. Several approaches are implemented in writing, and the steps involved in writing skills can be implemented. Before publication, the following steps are implemented: Outlining (developing a paragraph outline), followed by Drafting (creating an initial draft of a paragraph), Editing (checking the accuracy of the writing), Revising (checking the accuracy and relevance of the content), and Publishing (publishing the written work for others to read). A thorough approach to writing is crucial to conveying ideas. Therefore, a process for reviewing ideas and their elements is necessary. This also requires appropriate learning media. This media can be used as superhero/action comics if the text being developed is narrative text. (Megawati & Anugerahwati, 2012).

Reading is the least difficult skill in English learning. Most students find reading the easiest skill to master. The factors that formed the basis for students' answers were their interest in reading. Therefore, even though the language of instruction was English, they still enjoyed the activity. The second reason was that when reading, students had texts that could be used as immediate reference material to answer questions related to text comprehension. However, the opinion that reading is a difficult skill cannot be ignored, even though it was very small. Based on the information obtained, students found it difficult to understand the content of reading materials in English due to their low vocabulary mastery, making the messages contained in what they read very difficult to interpret. This can be used as input for all language teachers to consider the level of difficulty in selecting English reading materials based on student competency (Johnson, 1930). To support this research, students were asked to create a recording. During the recording process, they were asked to provide references for the artist they would describe in English. Students would create the description in two paragraphs, which were discussed beforehand with their lecturer. After approval by their supervisor, students would revise

and prepare by watching YouTube videos before beginning the recording. To facilitate data classification, the researcher divided the data into three categories: active, less active, and passive.

The results showed that students who actively participated in the learning process in English class were able to carry out their projects with almost correct pronunciation, fluency in pronunciation, and confidence in their delivery. This was evident in the tension on their faces and their ability to eloquently convey the profile of the intended artist. Students will feel confident describing artists and explaining their reasons for speaking, viewing them as inspirational, even when considering how to improvise in conveying information to listeners.

Meanwhile, students who are less active will appear quite good at pronouncing English vocabulary during the learning process. They may sometimes stutter due to not yet memorizing the recording material while reading from their notes. Prepared notes will help them convey ideas during the recording, and their facial expressions will appear relaxed and less tense when describing their favorite artists.

A semester-long study revealed that students who are passive in their English speaking skills lack confidence in describing their favorite artists, even after preparing their notes. Her pronunciation when delivering her favorite artist was very slow and from her body gestures, she seemed hesitant, shy, and anxious. It can also be seen that her language structure when speaking was not very good. When they did speak, they said words broken and always repeated because they felt unsure of their pronunciation. This was caused by the limitation of translating Indonesian into English without first checking. In the consultation, input was provided in the content, but the improvements were not very significant.

For this study, it can be said that to overcome the difficulties of learning English to understand student competency, English mastery is something that needs to be considered. From this study, it can be considered that the research subjects for those who were active said that speaking was easy, while for those who appeared passive said ""

CONCLUSIONS

From the results of the research conducted on students this semester, difficulties were identified in the learning process, both in language skills and overall. In this learning process, difficulties were identified in the order of difficulty of speaking, listening, reading, and writing, ranging from speaking to listening. The overall level of difficulty naturally varies, influenced by the students' level of language proficiency. Active students often found writing difficult, while passive students generally found speaking difficult to practice. Based on the video recordings, both active and less active students were able to complete their assignments, both in terms of self-confidence and grammar. Meanwhile, passive students appeared to lack confidence and were unable to explain the material effectively.

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