

## Analysis Of Students' English Learning Difficulties At Instiki Campus

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### ABSTRACT

Bahasa Inggris merupakan bahasa internasional yang di gunakan diseluruh negara- negara di dunia. Di Indonesia bahasa inggris digunakan sebagai bahasa kedua setelah bahasa Indonesia, sehubungan hal tersebut maka timbullah kesulitan-kesulitan yang dihadapi dalam mempelajari Bahasa inggris baik dalam mendengar, membaca, menulis dan berbicara Bahasa inggris. Kesulitan tersebut bisa dipengaruhi oleh berbagai faktor seperti kosakata, intonasi, tata bahasa dan lain-lain. sehubungan hal tersebut dicoba untuk mencari masalahnya sehingga kesulitan dalam belajar bahasa inggris dapat diatasi, dukungan teman motivasi dan pengajar Bahasa Inggris sangat berpengaruh terhadap pembelajaran bahasa inggris untuk itu perlu pembelajaran yang lebih fokus dalam menghadapi tantangan Bahasa Inggris kedepannya.

English is an international language used in all countries in the world. In Indonesia, English is used as a second language after Indonesian, in relation to this, difficulties arise in learning English both in listening, reading, writing and speaking English. These difficulties can be influenced by various factors such as vocabulary, intonation, grammar and others. In relation to this, an attempt is made to find the problem so that difficulties in learning English can be overcome, support from friends, motivation and English teachers greatly influence English learning, therefore more focused learning is needed in facing future English challenges



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## INTRODUCTION

English is one of the most important subjects in college because with English language skills, students' output will be better. Currently, there are still many obstacles and difficulties experienced by students when learning English, this can be felt from their initial capital (intakes) which are still very lacking. This is also obtained because of the lack of quality of them following English learning since they were in elementary and high school, this also happens because the number of subjects they get is still limited to only one meeting per week so that when viewed between the need for English learning and their learning needs, it is still less than optimal. English proficiency should be able to improve Indonesia's human resources so that the index in Asia will increase as stated by the Human Development Index

In the global world, improving human resources (HR) is very important, this is also needed for lecturers as the spearhead of learning. With English, student output will be of very high quality so that workforce absorption is better with high bargaining value. Learning English will increase insight into science and technology because currently learning can be learned from various sources.

For this, the root of the problem in learning English must be known, information about student obstacles in learning English is very important to know so that from these obstacles we can find solutions to problems, goals to be achieved, methods and strategies and materials that are in accordance with student needs. This will be used to understand the background of obstacles and difficulties in learning English. In this study, it will be used and used to analyze students majoring in Information Technology

(IT) (BD class) at the Indonesian Business and Technology Institute (INSTIKI) campus where the output of this campus is students who use technology so that English is very necessary.

From observations at the beginning of English learning at the beginning of the semester, it was observed that the ability to use and master English on campus was still lacking. If there are English commands or expressions given by lecturers to students, they will be difficult to understand. This is also found in the use of English for reading, listening, speaking and writing skills as basic things in learning English, even though if reviewed, all students have received English learning since they were in middle school and elementary school.

Learning difficulties are based on: (1) learning motivation; (2) BI intakes, (3) the role of lecturers and students in learning, (4) facilities and infrastructure, (5) learning materials, and (6) learning environment. These six domains are the variables of the research study.

As a basis for the study, the author refers to several theories and relevant previous research results. The theoretical references relate to various concepts of learning motivation, BI learning, the role of lecturers and students in learning, standardized BI learning facilities/infrastructure, learning materials, and an ideal learning environment.

There are two types of motivation, namely intrinsic and extrinsic. Intrinsic motivation is an urge to do something without coercion (reinforcement) and rewards from anyone. Extrinsic motivation is an urge to do something depending on rewards. If someone realizes that they have intrinsic motivation, rewards can have a negative effect on their performance (Gage & Berliner, 1984: 412-441).

Learning is a conscious process that involves a person's memory related to the information being studied, for example greeting, using language rules, and vocabulary (Tomlinson, 1998: 4). Language learning can be in the form of knowledge about the language system (language usage) and language use. Modern language learning involves institutions, teachers, learners, and teaching (Richards, 2001b: 198) and prioritizes self-esteem learning experiences, emotional involvement, the connection of learning with thinking power, (representation of thinking power through the use of the sense of sight, emotional associations, and the use of deep voice power), communicative use of language, and learning materials that encourage learner creativity (Tomlinson & Masuhara, 2004: 2-3).

The ideal modern language learning system is based on needs analysis (AK). AK is a procedure for collecting information about learning needs at a certain level of learners, namely to formulate learning objectives and content (Richards, 2001b: 51-90; Gall, 2003: 557). At the tertiary level, AK focuses on mastering language skills according to the learner's field of study. The various aspects above involve the roles of lecturers and students.

Lecturers have the same role related to assumptions about language and language learning at the level of their approach (Cunningsworth, 1995: 113; Richards & Rodgers, 2001: 27-29). The majority of method implementation depends entirely on lecturers as sources of knowledge and direction, catalysts, consultants, and learning models and developers of interactional patterns between lecturers and students. The teaching design system is greatly influenced by the way lecturers treat students according to the application of the learning methods they choose, by reflecting explicit and implicit responses to various questions regarding student contributions to the learning process. This can be seen from the types of activities carried out, controlling the level of learning success, implementing various student grouping patterns, the level of influence on other students' learning, and their role as processors, performers, initiators, and problem solvers.

The learning process involves the preparation of teaching materials as a means to realize learning objectives and will reflect decisions regarding the main objectives of providing teaching materials, namely presenting content, practicing, facilitating communication between students, and encouraging students to learn independently. Examples of teaching materials are textbooks, audiovisuals, and computer displays.

In communicative methodology, teaching materials play a role in: (1) facilitating the development of students' communicative abilities in interpreting, expressing language, and negotiating between students; (2) helping to understand discourse and language activities.

relevant to the communicative needs between language users; (3) guiding interests and involving students' intelligence and creativity; (4) involving various types of texts and media for competency development through various activities and exercises (Richards, 1995: 24-25).

The success of teaching is not only influenced by the quality of the lecturer, but also by the existence of the institution, the students' learning motivation and the teaching process. Whether the institution is conducive or not depends on: the goals and missions of the institution; management style; attitude of togetherness between staff; the role of lecturers; monitoring system; supporting facilities; curriculum and teaching planning system; the institution's strategy for making changes; and openness of communication. The quality of output and outcome depends on the role of students in carrying out their learning activities. The active role of students depends on their level of motivation in learning. High learning motivation will support increased learning outcomes

## **RESEARCH METHOD**

This single case study research involved 42 Information Technology Department students at the Indonesian Business and Technology Institute campus, the majority of whom came from outside Bali and outside Java. Case study (CS) is a qualitative research strategy to empirically investigate one/various cases related to the relationship between phenomena in a real-life context, when the boundaries between the two are unclear (Yin, 1985: 23; McDonough & McDonough, 1997: 207-208). SK is an attempt to explain one/various decisions concerning: why a case occurs and is studied, how to implement it, and what is/are the results. SK has four characteristics, namely (1) a casuistic study of phenomena; (2) an in-depth study of one/various cases; (3) a natural study of one/various phenomena; and (4) an emic/empirical perspective study of one/various cases faced by research participants (Gall, 2003: 435-436). The results of the case study in this study can then be used as a basis for improving the quality of the teaching of the lecturer concerned, which leads to improving the quality of outputs and outcomes. As an illustration, the following are the research steps using the Context, Inputs, Process, Product (CIPP) Model.

Focus selection (Context) □ qualitative data collection (Input) □ inclusive case categorization □ data analysis (Process) □ analysis results □ validation □ BI learning policy formulation (Product).

The credibility (trustworthiness) of the results of this study was tested through the validity of the actual learning process in the BI class, triangulation of theories and data sources selected inclusively based on phenomenal problems that emerged during the learning process (Gall, 2003: 591). Data collection used the following instruments: (1) researcher as data collector; (2) observation of the learning process; (3) open questionnaire (related to student intakes); (4) documents in the form of formative test results, mid-term tests, and final semester exams; (5) in-depth interviews with students, especially those who had problems in the EL. learning process while at PT.

The collected data were categorized according to the study variables, analyzed using a content analysis model (analyzing the results of questionnaires, interviews, and tests), and validated using theory triangulation techniques, data sources and peer-debriefing (validation through sources that have never been studied). The questionnaire data were in the form of informants' answers regarding: learning motivation, intakes, the role of lecturers and students in learning, available facilities and infrastructure, learning materials, and their learning environment. All data were sorted and categorized into: (1) Low-motivated with Low-achievement, (2) Well-motivated with Low-achievement, (3) Stabilized-progress with Stable-achievement, (4) Progressive-experience with Significant-achievement which were codified into Evenly and Significantly Progress. The following presents the results of the research along with a discussion of each of the variables found.

## **RESULTS AND DISCUSSION**

Low-motivated with Low-achievement includes the expressions of answers from six students, which are essentially as follows; (1) it is not serious about studying because they are bored and during their EL studies there has never been a teacher who explained it clearly; (2) EL in the Technology Information department is too minimal, there are only 2 credits; (3) In the TI. department, interest in studying increases but still cannot communicate; (4) since studying in high school, they have no interest in studying EL. because teachers always force students to study EL. for various reasons, while teachers do not understand the interests of each student; (5) EL in the INSTIKI TI department is no different from that in high school, boring, because basically students study BI because they are forced to; (6) There are students who feel that EL lecturers in TI are the same as teachers at the previous level. Always arrive on time, neat and polite. He sometimes feels offended when treated like a high school student, asked

about his assignments. According to him, even though he does not master EL, each individual has their own abilities.

The second category includes 10 people, namely the Well-motivated with Low-achievement group. The following is an excerpt of the data: (1) There are students who are very interested and happy to learn EL. because they think BI is important to face the era of globalization; (2) There are students who are motivated to learn EL. because in addition to the teachers at Madrasah Aliyah being good, they have interesting experiences, namely wanting to appear in public through a EL speech competition at MA, even though they are not yet fluent in speaking; (3) There are students who consider the performance of BI lecturers to be good, only lacking in providing tenses exercises and homework; (4) In learning EL in TI, there are students who feel that there has been no significant improvement because in addition to it not being their major, they are overloaded with assignments from other courses, and there are no friends to practice with outside the classroom; (5) There are students who want to be able to speak in EL. but according to them most of the teachers are not clear in teaching them so that in every EL. lesson their students often skip class (6) There are students who consider BI lecturers to be good, have a lot of humor so that it is not boring and in their lectures they often give dialogue assignments to be memorized, so that they increase their vocabulary a lot; (7) There are students who feel that there has been no improvement in learning outcomes, even though they really want to improve them; (8) There are students who really like EL. because apart from the high school teachers being very interesting and easy to understand, mastering EL. can make it easier for people to find work; (9) There are students who like studying BI because apart from the lecturers being beautiful, disciplined and humorous, he is also good at explaining. However, there are things that students do not like, namely the lecture schedule is too early, namely 7 o'clock and the EL. lecturer always comes on time, even though they are still sleepy. The Stabilized-progress with Stable-achievement category includes 10 students. Almost all expressions in this data category have a good impression and motivation about learning EL, since they were in high school until they were in TI.INSTIKI. The following is a snippet of their perceptions related to the BI learning experience: (1) There are students who are actually very interested in learning EL if the supporting factors are really there, the teacher is able to motivate students and is creative; (2) There are students who feel that the EL. lecturer in INSTIKI is not firm and strict enough so that students are less motivated to learn; (3) There are students who think that increasing interest in learning depends on the will and ability of each person - if they have the ability, there will definitely be an increase; (4) In college, the majority of students have forgotten EL.- fortunately according to them the EL.lecturer is very good because he is able to guide them from the beginning with great patience; (5) There are students who suggest that the frequency of learning EL. be increased proportionally; (6) There is a teaching method used by teachers in high schools because they always get the lowest score of seven, even though they have never taken courses; (7) There are students who consider their lecturers to be career women who are worthy of being emulated because of their discipline, tenacity and persistence in teaching students with low EL intake.

The Progressive-experience with Significant-achievement category includes 27 students. This group has the same perception about the experience of learning EL, from high school to college. Their similar perception is about the dissatisfaction of learning BI while in high school. In fact, they actually have high motivation in learning EL. This data category is codified into 2 categories, namely increasing motivation and learning outcomes gradually (Evenly Progress) and increasing motivation and learning outcomes drastically (Significantly Progress). The following is a summary of data from each category.

Evenly Progress Category: (1) Two students stated that they only started to be interested in EL. in high school because the teacher's teaching method was interesting, namely in the form of exercises, memorizing dialogues in front of the class, and not being biased in giving exercises, unlike junior high school teachers who always told students to translate EL into Indonesian so that they felt bored; (2) There were students who felt bored learning EL in junior high school and high school because the teachers often gave surprise tests; (3) On average, students in the group felt more motivated when learning BI in college, especially when they were asked to practice in front of the class and felt nervous but in the end they were able to do it well because they were guided by the lecturer in expressing themselves; (4) On average, students stated that BI lecturers often encouraged students to practice and study diligently; (5) Even though they felt they did not master vocabulary and tenses, on average, students stated that they experienced an increase in learning after being in college; (6) On average,

students stated that the lecturer was good, patient and explained things clearly; (7) All students stated that learning BI in college had increased so that they felt motivated to continue learning EL. The Significantly Progress category includes 8 categories of expression from 13 students. The following are the data findings: (1) There are students who stated that their EL teachers in high school were diligent and smart, but there were some who were lazy, rarely came in and never gave daily tests; (2) On average, students stated that the EL lecturers at INSTIKI were very good so that they were able to make them aware of the importance of learning BI for their future; (3) On average, students stated that since learning EL at Collage, their interest in learning has increased greatly, although they have not been able to reach their ideal target score; (4) On average, students stated that they were very interested in learning EL since in college, because the way the lecturer delivers the material is very clear, the learning process is not boring, learning is not only theory, but also direct practice, for example by speaking monologues and dialogues in front of the class; (5) There are students who state that when studying EL. in junior high school they were not interested because it was difficult and their grades were never good, but after being in high school and at INSTIKI they were really interested; (7) On average, students stated that studying EL at INSTIKI greatly increased their interest in being able to speak outside the classroom environment or outside of the course hours; (8) There are students who suggest that EL lecturers often take students to visit places where there are foreign tourists, to practice speaking under their supervision.

### **Discussion**

Based on various data excerpts from the four categories above, the author tries to discuss them per data unit or category.

#### **1. Low-motivated with Low-achievement Category**

This category consists of three low-motivated subjects, with low learning outcomes. Based on their expressions, it appears that they really don't like EL. because they don't realize its benefits. It is certain that they not only do not like to study BI, but also study any material, because they actually have no intention of going to college. Logically, smart students are certainly progressive and certainly realize the importance of studying anything, including EL.

This finding does not need to be developed because it is very difficult to develop people who do not have a learning awareness (self-awareness). This fact is in line with the Gestalt theory (in Woolfolk, 1984) that the learning process requires a unity of thinking, remembering, and self-awareness. Like a systemic body shape, each member of the system cannot stand alone. If the body parts are scattered, the body will die or at least not function optimally. Likewise with a person's awareness in learning.

#### **2. Well-motivated with Low-achievement Category**

There are 10 informants who fall into this category. Based on their written expressions, it can be concluded that they are actually interested in studying EL. Their low absorption and learning outcomes are not caused by their low interest in learning, but because of the limitations of their initial abilities that are less advantageous. The initial disadvantageous abilities are caused by teacher factors and human factors called 'forgetting'.

Both of these factors make them very slow in responding to lecturers' stimuli. According to the Behaviorism concept, unpleasant learning experiences will affect the process of gaining subsequent insights (Bower, 1981: 17). In fact, mastery of EL is a conditioning or habituation process that should not be interrupted, because language is a habit. If conditioning is interrupted, the consequence is repeating the concept/theory from the basics to restore past memories that are piled up by new insights. The concept of repetition in this study was carried out by providing material that has the same level of difficulty as EL material in high school. However, to restore enthusiasm and improve the achievement of this category of student groups, it is necessary to be supported by the availability of a relatively long time. The obstacle to the effort is the limited time available so that the results are relatively less than optimal.

#### **3. Stabilized-progress with Stable-achievement Category**

The above data unit code contains expressions of students whose motivation and learning outcomes are stable. They are very interested in learning EL, not only at Collage but since they were studying in high school. They always have a pleasant experience in learning EL, so it is easy to develop their competence, both independently and with the guidance of lecturers. They also have relatively high learning outcomes on average, as shown by the cumulative results of their formative tests, Midterm and final semester exams (UAS).

4. Progressive-experience with Significant-achievement Category This data group is the most dominant, most interesting and easy to improve the quality of learning, because they are highly motivated to learn. They also realize the importance of mastering EL. However, due to the lack of external supporting facilities, such as: low quality teachers, unavailability of language laboratories, inadequate tools and learning materials, and so on, this group becomes less enthusiastic about learning. In fact, the passion for learning is needed to generate motivation. Students like this need professional lecturers. In this case, the lecturer has tried to do it directly. The evidence is the expression of students BD Class, who are happy with the teaching methods of the EL lecturers who are friendly, humorous, patient, creative, skilled at arousing learning enthusiasm, and often involve students in speaking practice. The various characteristics of these lecturers are included in the criteria for quality and professional teachers according to Gage and Berliner (1984: 587). Based on the findings related to the variables of lecturer professionalism above, it can be interpreted that the suspicion of the low professionalism of BI lecturers is not proven at all. In other words, the low quality of mastery of the IT Study Program students is more dominated by the following factors: (1) low EL intakes caused by the low quality of BI teachers in secondary schools, (2) relatively low learning motivation indicated by the low learning ethic of most students, and (3) the 'forgetting' factor which according to Klein (1996: 448) is caused by the accumulation of new memories that interfere with each other in the formation of brain nerves, and failure to present various linguistic expressions that have previously been studied for years.

### CONCLUSION

Based on the following findings and analysis as described above, it can be concluded that the difficulties in learning English for students of the Guidance and Counseling study program, INSTIKI are varied. The various causes of students' learning difficulties are as follows: (1) No interest in learning because they do not like to study EL (2) Interested in learning EL but lack of basic knowledge; (3) Good motivation, good ability, but the environment is less supportive; (4) Motivation is quite good, but 'forgets' the basic concepts that have been studied; and (5) High motivation to learn, but learning opportunities are too short. The following is an explanation of the five conclusions of learning difficulties. The first variety is the result of the analysis of learning difficulties, because they are forced. As explained above, the subjects of this study were students of the Guidance and Counseling study program. In the study program environment, BI is not their major, but it is mandatory to follow. Some students consider that the EL course interferes with the implementation of the learning process of other MKs that are more relevant to their majors. In addition to being difficult, the EL is considered an additional burden. Another possibility is that the three students in this group do have low absorption. Usually, smart people will like EL based on self-awareness of the importance of mastering BI for their future.

The second type, learning difficulties are caused by a lack of understanding of basic EL concepts, which should have been studied for approximately 6 years in high school. In this case, it is impossible for EL lecturers to repeat all knowledge concepts in a very short time (2 credits and only one semester). The solution is to increase the time or frequency of learning.

The third type, learning difficulties due to the environment are less supportive. This means that students are motivated to learn well and are quite smart but are not supported by adequate learning facilities and infrastructure. Thus, this category of students cannot achieve optimal learning outcomes. Optimizing learning outcomes in this group of students is by creating a conducive learning environment, in order to improve mastery of English language competencies or skills. In this case, the author has tried to create these conditions using the group learning method. The results can be seen from their appearance when asked to speak in front of the class, either in monologue or dialogue. The fourth variety, learning difficulties due to the 'forgetting' factor. Conceptually, current learning is a continuation of previous acquisitions. Learning a language, including BI, is a habit that should be done actively and intensively. If the activity stops for a long time, the 'forgetting' factor will definitely occur. However, this factor can be eliminated by reawakening the memory that is buried with new insights, by continuously practicing (intensive drilling). Providing intensive language training will not be a problem if the students' intention to learn is high. The solution is to make the available learning time more effective. However, there are obstacles to implementing this solution, namely the course schedule which according to students is too

early (7:00 a.m.). difficult to change because the place to study is limited. The solution is that EL. classes can be held outside the classroom (outdoors' class). The fifth variety is learning difficulties due to lack of opportunities, both to study in class and to develop language proficiency independently. This is known from the complaints of most students who feel burdened by the presence of too many assignments for other courses. This can be seen when checking the completion of take home assignments, which are often not done by many students. To overcome this, lecturers ask them to do assignments in class, then immediately discuss them (for language function development assignments) or practice them (for language skills development). Thus, students feel that their burden is reduced and are happy to do it. This can be seen in their expressions related to the professionalism of their EL lecturers. Based on the conclusions above, the author suggests: (1) lecturers and institutions should increase EL learning motivation through various activities supporting language practice and providing rewards for diligent students; (2) base the learning program on needs analysis; (3) lecturers should be more observant in choosing methods that are appropriate to the situation, conditions and learning needs; (4) increase learning opportunities; (5) learning is focused on practicing using language, not just learning language patterns.

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