Analyzing Students' Internal Problems in Learning English
(A case study in the Pariwisata program in the second grade of SMA Pariwisata Jelokbuso)

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ABSTRACT

This study focuses on analyzing students' internal problems in learning English, as these significantly influence their academic success or failure in acquiring English as a foreign language. This study uses a qualitative methodology to get a deeper understanding of the internal problems faced by learners in English language learning at the beginning of their educational journeys. This research used a case study in Pariwisata program in the Second Grade (SMA). The students reported psychological challenges and diminished motivation, including low self-confidence, shyness, lack of interest in speaking, fear of public speaking, and apprehension over peer criticism, which led them to neglect studying and speaking English previously. The students' propensity for anxiety was significantly increased by psychological or cognitive illnesses. The study suggests that English is essential for enhancing the quality of learners' speaking proficiency.

Keywords: Learning English; EFL students; study challenge; internal problems.

INTRODUCTION

English language instruction is significant in many nations due to the growing importance of English as an international language today. (Faqe & Betros, 2019) The number of Indonesian schools that employ English as their primary language of instruction, from kindergarten through university, has steadily grown (Zacharia, 2000) (Hidayatulloh, 2023). Additionally, the demand for English lessons is rising quickly due to people's strong interest in learning the language. Because of this, many Indonesians believe that learning English is a requirement of globalization (Yusny, 2013) (Sukandi & Rianita, 2018).

English instruction and learning should ideally be paired with the proper pedagogical technique in light of the language's global significance. (Rullu & Daburan, 2020) The foundation of teaching English as an international language (EIL) should be based on a distinct set of assumptions, different from those commonly used in English Language Teaching (ELT) pedagogy. according to McKay (2003). (Lee, 2023) Stated differently, teaching and acquiring

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EIL should not be compared to teaching and acquiring any other second or foreign language. (Cahyani, 2024)

The goals of each subject in the curriculum, including English, vary. However, some students are unaware of how crucial it is for them to study English to succeed in life. They lose interest in learning English as a result. One of the main issues with teaching English to students is said to be their lack of enthusiasm, as many see the language as a difficult subject to learn. (Basori & Setyowati, 2024) (Apriliani & Puspitasari, 2022).

They consequently miss class, and when they do show up, it's probably out of fear of failing rather than a desire to learn English. (Aldawood & Almeshari, 2019a) The majority of individuals do not utilize the language in their everyday activities and frequently only come across the use of the desired language inside the educational setting and specifically within the confines of the language classroom. (Misbah et al., 2017). Furthermore, many of them might not pay attention in class, chatting with other students, scribbling in their notepads, or gasping out loud in their textbooks. (Lou & Kim, 2023) In actuality, Malaysia, Singapore, and the Philippine three of Indonesia's closest neighbors all speak English as a second or primary language. (Rukmana, 2021a).

The next issue with teaching English Is a lack of time. The once-weekly class period is frequently quite brief. Moreover, learning English becomes more complex when there are few tools and materials available. (Aprianto, 2023) Here, "resources" and "materials" refer to a broad range of items that can be used in the classroom, including sound labs, computers, cards, models, and more. (Rukmana, 2021b) They are crucial to the teaching-learning process because they help make complicated concepts easy by representing them in real-world contexts. (Kurniasari & Indriani, 2021).

Despite much study on internal issues in language instruction (e.g., Brown, 1995; Ellis, 2008; Nunan, 1988; Ortega, 2009), this investigation, primarily done in North America and Europe, has concentrated on isolated elements. This indicates that little attention has been afforded to the perspectives of teachers and students concerning the impact of these elements on EFL learning. This study will concentrate on students' internal problem in learning English, as these significantly influence their academic success or failure in acquiring English as a foreign language.

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LITERATURE REVIEW

Understanding students' internal problems in learning English requires examining psychological, cognitive, and motivational factors that affect language acquisition. (S. et al., 2024) Krashen's (1982) Affective Filter Hypothesis suggests that emotions such as anxiety, lack of confidence, and low motivation can hinder language learning by creating a mental barrier that prevents language input from being effectively processed. Similarly, Gardner's (1985) Socio-Educational Model emphasizes the role of motivation and attitudes in second language learning, highlighting that students with intrinsic motivation perform better than those who lack personal interest in the subject. (Mustapha & Mahmoud, 2019), (Mohammad-Salehi, 2024).

Cognitive challenges, such as working memory limitations and difficulties in language processing, also play a role in students' struggles. (Asmawati, 2020) Swain's (1995) Output Hypothesis suggests that language learners must actively produce language to develop proficiency, yet many students hesitate due to fear of making mistakes. Moreover, Lightbown and Spada (2013) argue that a lack of exposure and practice can lead to slower language development, reinforcing students' internal struggles. (Mustapha & Mahmoud, 2019), (Mohammad-Salehi, 2024).

Several studies have explored students' internal barriers in learning English. (Asmawati, 2020) A study by Horwitz, Horwitz, and Cope (1986) on Foreign Language Anxiety found that fear of negative evaluation and communication apprehension significantly impact students' language performance. (Fitria, 2023) Similarly, Dörnyei (2005) examined the impact of motivation and self- regulation strategies, concluding that students with high self-efficacy tend to overcome internal obstacles more effectively. (Ariyanti et al., 2019) Research by Liu & Jackson (2008) in China revealed that many students experience anxiety due to rigid classroom environments and fear of speaking English publicly. (Fatimah et al., 2023) Additionally, Tseng et al. (2006) emphasized the importance of self-motivation, suggesting that students who set personal language-learning goals show better progress. (Kholili & Febrianto, 2024) These studies collectively highlight those internal challenges, including anxiety, lack of confidence, and motivation, are key factors in English language learning difficulties. Understanding these issues can help educators develop strategies to support students in overcoming their internal barriers. (Liu, 2023)

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RESEARCH METHOD

This study employs qualitative research. the research focuses on Analyzing Student's Internal Problems in Learning English (a case study in Pariwisata program in the Second Grade of SMA Pariwisata Jelokbuso). Cohen et al. (2018) delineated that qualitative data analysis involves the systematic organization, interpretation, and elucidation of data pertaining to participants' accounts of the scenario, while identifying patterns, themes, categories, and consistencies. This study used a qualitative methodology to get a deeper understanding of the internal challenges faced in learning English at the start of their educational journeys. This research seeks to get a deeper understanding of the internal problem faced by learners in learning English from the outset. To gather information for this study, the researcher turned to sources such as data collected from participants, including students, parents, teachers, and the principal. Both the pupils' homes and the school were used for the data collection. (Aldawood & Almeshari, 2019b)

Three students from class XI Moza Tania, Harun Arrasyid, and Saipul Roizal—were selected for the study due to their significant challenges in English acquisition. Moza, 17, lives in Aroinaq with her mother and siblings after her father passed away. Harun, also 17, resides with his aunt in Serumbung, as his mother is in Malaysia and his father's whereabouts are unknown. His aunt, a marketplace vendor, supports them financially. Saipul, 17, lives with his family in Serumbung, where his father works in security and his mother is a homemaker, sharing a household with six siblings, including four married ones. To gather data, researchers conducted semi-structured interviews in Indonesian, ensuring clarity and consistency. The collected responses were then categorized and standardized to maintain a uniform perspective in the analysis. (Maysaroh et al., 2022)

The research is conducted in SMA Pariwisata Jelokbuso. The school is located at Jerowaru, Jerowaru Village, Jerowaru District, East Lombok. (Fanandi, 2022) where it is on the outskirt of the town. The school is very close to the main road. Several reasons justified the choice of this location: 1) the location of the school is not far from the researcher's residence, making it easier for researchers to obtain data and information and 2) the researcher possessed better familiarity with the intricacies of this school compared to others. (Evelina et al., 2024) The implementation of the research is carried out from January to October 2024. This school has three grades of classes, which are tenth grade, eleventh grade and twelfth grade. The researcher will focus on eleventh grade.

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RESEARCH FINDINGS AND DISCUSSION

Research Findings

The research questions were presented and discussed in this chapter as follows:

1. The possible influencing elements on students' English language learning

   The researcher first identified the elements that affect pupils' English language acquisition. Due to their inability to effectively manage their time between learning and working, they developed some personality issues. (Riadil, 2020a) They also did not manage their time well. Their parents were too preoccupied with their jobs to give them the attention they needed. As a result, they are exhausted when they return home and are unable to supervise their kids' studies. The educational materials prepared by the school also had an impact on pupils' English language acquisition. Because it can pique students' interest, educational media is also crucial to learning. They don't have environmental support. Learning English is not supported by the learners' surroundings, such as their homes and schools. (Wulandari, 2021), (Riadil, 2020b).

2. The most important issue that students could encounter when studying English

   It is clear that parents have the most impact on their children's English language acquisition. Given that parents provide everyone with their first education, it is the most significant factor in their children's acquisition of English. (Abohelfaya et al., 2023), (Wijaya, 2023).

3. Internal issues arise when learning English

   Upon collecting data from the research subject, the researchers identified that the student's internal issue is a lack of interest in learning English. The researcher categorized the responses into five internal variables contributing to the students' lack of enthusiasm to study English. (Sa'adah et al., 2022).

   a. Lack of Confidence to Speak in Public

      All participants indicated a lack of self-confidence in acquiring English speaking skills in an academic setting. This intrinsic factor encourages kids to acquire English language skills at the onset of their study. A lack of self-confidence in the language acquisition process originates only from their reluctance to engage in speaking and communication with others. (Adalta & Arsyad, 2023), (Latuheru, 2021). Learners predominantly exhibit a lack of confidence, display excessive shyness in peer interactions, experience embarrassment when speaking publicly, feel apprehensive about initiating

conversations, and possess insecurities that hinder the demonstration of their abilities. Their troubles arose from a lack of self-belief. Low self-confidence is characterized by a deficiency in confidence when speaking English, stemming from an individual's self- identifying traits. (Can Tho University, Vietnam, phyen@ctu.edu.vn et al., 2024). (Baz, 2023), (Larasati & Purbani, 2018).

Students frequently experience anxiety when speaking, lack confidence in their English proficiency, and harbor self-doubt. Students may perceive themselves as incapable of speaking English and be dissatisfied with their performance (Getie, 2020). A further cause for the diminished self-confidence is their insufficient proficiency in English and limited vocabulary, resulting in poor performance at speaking engagements and a reluctance to practice, which may enhance their speaking abilities.

b. Nervousness

The students endeavor to articulate in public yet experience trepidation. This discomfort manifests when individuals exhibit reluctance to speak publicly, harbor a persistent fear of error, have bodily tremors, and demonstrate insecurity; these symptoms signify anxiety. Nervousness is a component of public speaking. Anxiety in context and diminished motivation in language acquisition pertain to speaking difficulties. Anxiety is the condition that induces concern, apprehension, or discomfort with an uncertain outcome (Yan & Horwitz, 2008). In alignment with a related concept by Taly and Paramasivam, speaking anxiety is characterized as a specific anxiety disorder that manifests when an individual experiences apprehension over delivering a speech or preparing to address an audience (Taly & Paramasivam, 2020).

c. Laziness

The majority of respondents perceive studying spoken English as burdensome due to their assessment of the language as complex and difficult to comprehend. Students expressed that English is a complex subject, as mastery requires proficiency in grammar, pronunciation, writing, reading, listening, and speaking. They believe that it is excessive. As a result, they ultimately lack the motivation to study. They lack all elements of English resources that influence their speaking proficiency.

Laziness is a fundamental contributor to the decline of motivation. Due to its origin

in an individual's heart, there exists a lack of motivation to engage in any activities, including the learning process. The individuals exhibit a lack of enthusiasm to study English from the outset of their education, as they have not prioritized their future, opting instead to engage in leisure activities and enjoy their adolescence. (Juspaningsih, 2023), (Minh, 2022)

When students exhibit a lack of diligence in studying and communicating in English in the outset of their education, they will delay their study efforts and subsequently encounter poor time management in their future endeavors. Many learners perceive time as an opportunity for recreation and enjoyment of their youth, resulting in a lack of motivation to study English. (Manipuspika, 2020), (Al-Dail & Freahat, 2019).

d.   Shy to Speak in English

Shyness occurs when learners experience embarrassment in speaking and interacting with others. Shyness may lead to a decline in learners' motivation, particularly during the initial stages of acquiring spoken English. (Binmahboob, 2022)

The primary issue about why learners experience shyness in speaking arises when they attempt to pronounce English words. They expressed that speaking English is challenging due to their constant embarrassment over mispronouncing terms. The pronunciation of English is challenging. Consequently, learners experience embarrassment regarding the acquisition and verbalization of English in public.settings. They fear attempting, so remaining oblivious to the decline in their motivation induced by shame. (Salsabila & Budianto, 2023)

e.   Fear of Making Mistake

This results from learners' tendency to communicate in their native language, instilling a fear of making errors in English and consequently diminishing their drive to acquire the language, particularly in speaking skills. Consequently, individuals frequently experienced apprehension regarding the possibility of errors. Ultimately, they disregard English instruction in school. (Meylinda, 2023) This is typically attributable to their use of their native language, which instills a fear of making errors in English, leading to diminished motivation to acquire English, particularly in speaking skills. (Ratnaningsih,

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2024)

DISCUSSION

The students reported encountering challenges in learning English due to their initial lack of motivation. Acquiring English at a young age is advantageous for learners seeking proficiency, as mastery requires considerable time investment. Early childhood is an optimal time to initiate the learning process. According to language acquisition theory, early childhood possesses a Learning Acquisition Device (LAD), which posits that every kid is innately equipped with a cognitive mechanism in their brain that facilitates language acquisition (Maflah Alharbi, 2023). Consequently, it may be more advantageous and effective for the youth in Learners Village to commence English education early in their academic journey. Acquiring proficiency in the English language requires time.

During their educational journey, they consistently exhibited internal challenges, including lethargy, disinterest in studying English, shyness in speaking, and anxiety around speaking errors, which resulted in diminished willingness to engage with the language. Consequently, they are tardy in their English studies and falter from the outset. Ultimately, they felt remorse as a result. Internal factors in motivation and foreign language acquisition may significantly impact the success or failure of language learning (Franchisca et al., n.d.). The learner's psychological state and their self-management contribute to their low motivation in speaking English. The individual elements in language acquisition now encompass the psychological and social experiences of language learners (Zalbidea et al., 2023). The emotional moods of learners diminish their enthusiasm for learning English, particularly in the early stages of speaking the language. This is the method via which they cultivate self- motivated learners. It will impact their proficiency in spoken English. Insufficient motivation in learners may hinder their acquisition of necessary information to complete a task; when coupled with pronounced shyness, it can impede the learning process. English learners must possess the bravery to articulate every word in the language.

English is essential for enhancing the quality of learners' speaking proficiency. They can enhance their capacity to achieve the objective if they are motivated. Acquiring the ability to communicate without psychological help is futile. The students reported psychological challenges and diminished motivation in learning English, including low self-confidence, shyness, lack of interest in speaking, fear of public speaking, and apprehension over peer

criticism, which led them to neglect studying and speaking English previously. Personality traits significantly influence a learner's propensity for anxiety. Regrettably, due to this psychological condition, they encounter challenges in acquiring English language skills and exhibit diminished enthusiasm, despite being delayed in commencing their initial work as cruise ship crew members. Speaking difficulties in EFL learners may be intensified by psychological or cognitive illnesses. Specifically, psychological issues might hinder the development of robust desire for academic pursuits, leading to educational hurdles, notably in communication. According to Ahsan, learners' self-confidence is frequently affected by unfavorable perceptions of their abilities, diminished desire, insufficient practice, inadequate vocabulary, lack of skills, and poor preparation (Ahsan et al., 2020).

To get this degree of drive, individuals must regulate a substantial aspect of their mind. Increased psychological control in a student enhances their capacity to generate learning motivation, hence improving their speaking performance. A lack of motivation significantly affects academic performance, particularly when certain students have multiple responsibilities to manage.

CONCLUSION

The researchers conclude that students exhibit inadequate motivation to learn English at the onset of their educational careers due to internal causes. The research indicates that these issues stem from inadequate self-confidence in public speaking, anxiousness, apathy, shyness, and fear of making verbal errors. This research may serve as a reference for further studies on the same topic and various issues. Further research is anticipated to address the limitations of this study by enhancing knowledge and understanding. The researchers anticipate that the subsequent study will further explore the external elements that have been minimally addressed in this investigation.

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