

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the study. The findings section outlines all the data collected during the research process, which includes both qualitative and quantitative data. These data were gathered through questionnaires and relevant observations conducted throughout the study. Subsequently, the discussion section provides a summary and interpretation of the findings. The data were analyzed, compared, and interpreted in relation to the research objectives. The detailed explanation is presented below.

A. Research Finding

The researcher presents the results based on the three main aspects investigated in this study. First, the study focused on identifying students' difficulties in learning English skills. Second, it examined the internal psychological factors that contributed to these difficulties, such as motivation, self confidence, and anxiety. Third, it analyzed external factors, including the learning environment, teaching methods, and available learning resources. The data for each aspect were collected through interview guidelines and structured questionnaires. The findings are described as follows.

1. Findings from Questionnaire

The researcher distributed a structured questionnaire to second-semester students of the English Education Program at STKIP Persada Khatulistiwa Sintang. The purpose was to examine students' difficulties in learning English by focusing on three major areas: (1) English language skills, (2) internal psychological factors, and (3) external learning environment. The questionnaire consisted of multiple statements assessed through a five-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree"

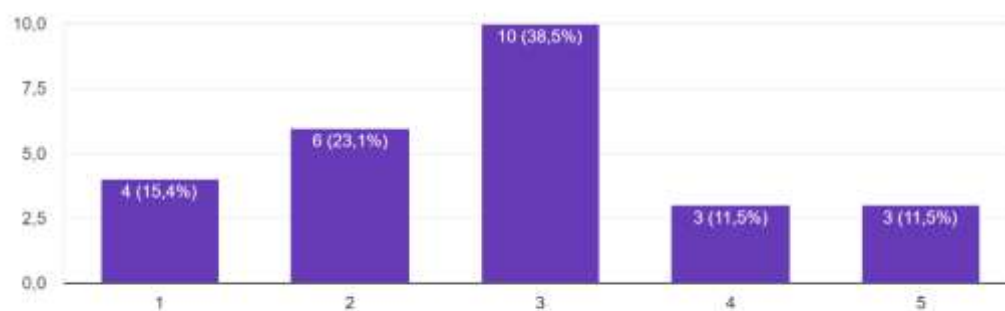
A. Difficulties in English Language Skills

In the process of learning English, students often encounter various difficulties that influence their ability to master the four main skills: listening, speaking, reading, and writing. These difficulties can be caused

by internal factors such as lack of vocabulary, low confidence, or limited motivation, as well as external factors such as teaching methods, learning materials, and exposure to English outside the classroom. To identify these challenges more clearly, the researcher distributed a questionnaire consisting of 12 statements using a Likert scale ranging from Strongly Disagree (SD) to Strongly Agree (SA). The students' responses to these 12 items provide valuable insights into the specific areas where they experience problems in learning English. The following section presents and discusses the results in detail.

1. I have difficulty understanding English materials delivered through audio or video. (Saya kesulitan memahami materi bahasa Inggris yang disampaikan melalui audio atau video).

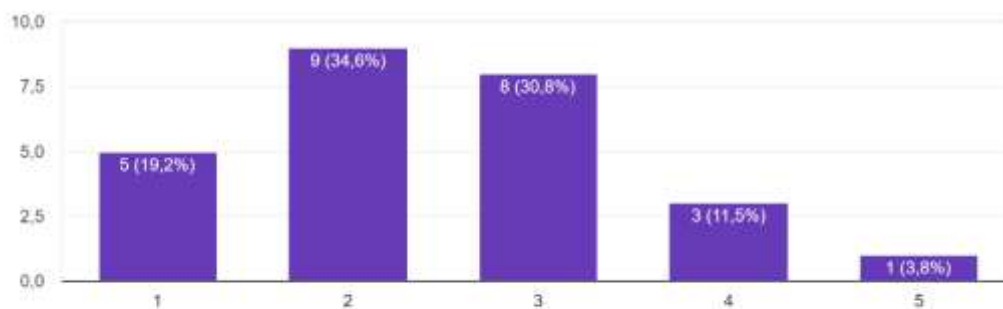
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Based on the questionnaire, 10 out of 26 students (38.5%) chose the neutral option in response to the statement 'I have difficulty understanding English materials delivered through audio or video.' This suggests that more than one-third of the students are uncertain about their level of difficulty. They neither strongly agree nor disagree, which indicates that some students may experience occasional challenges but not consistently. The relatively high proportion of neutral responses also reflects hesitation or lack of confidence in evaluating their own listening comprehension skills.

2. I cannot catch the meaning of words when listening to people speaking in English. (Saya tidak dapat menangkap arti kata-kata ketika mendengarkan orang berbicara dalam bahasa Inggris).

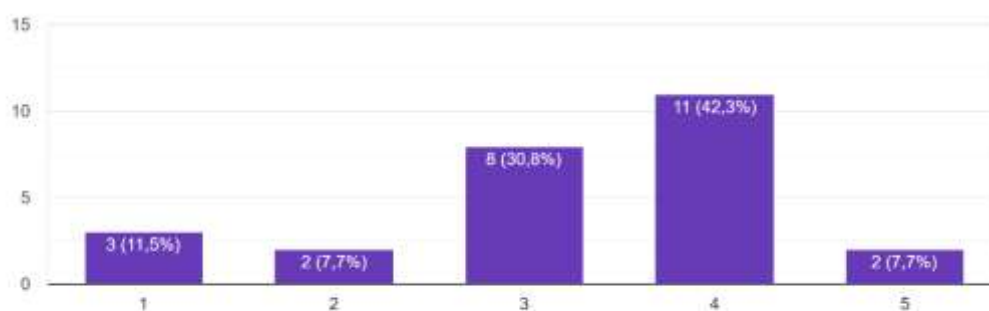
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Based on the questionnaire, 9 out of 26 students (34.6%) chose *disagree* in response to the statement 'I cannot catch the meaning of words when listening to people speaking in English.' This indicates that about one-third of the students do not feel significant difficulty in understanding individual words when listening to spoken English. Their responses suggest that these students may already have enough vocabulary knowledge or listening experience to recognize and comprehend words in context. However, since the percentage is not a majority, it also shows that many other students still face problems in this area.

3. I often do not understand the content of English conversations spoken quickly. (Saya sering tidak mengerti isi percakapan bahasa Inggris yang diucapkan dengan cepat).

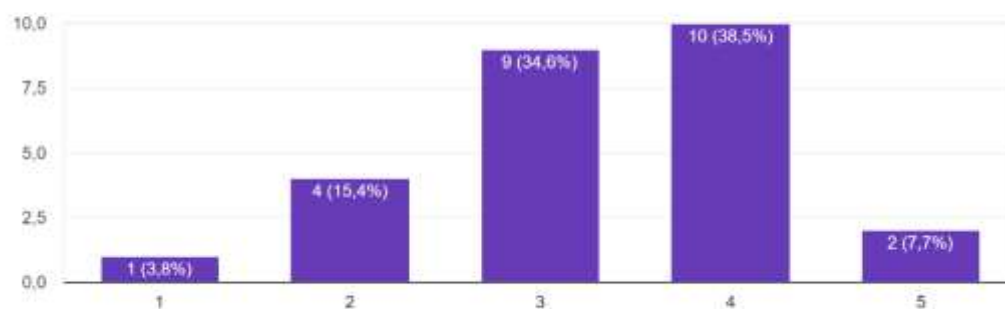
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Based on the questionnaire, 11 out of 26 students (42.3%) chose *agree* in response to the statement 'I often do not understand the content of English

conversations spoken quickly.’ This indicates that almost half of the students experience difficulty in comprehending spoken English when the conversation is delivered at a fast pace. The relatively high percentage suggests that speed of delivery is a major barrier to students’ listening comprehension, as they may struggle to process vocabulary, pronunciation, and meaning in real time. This finding highlights the need for more practice with authentic listening materials at different speech rates to help students improve their listening ability.

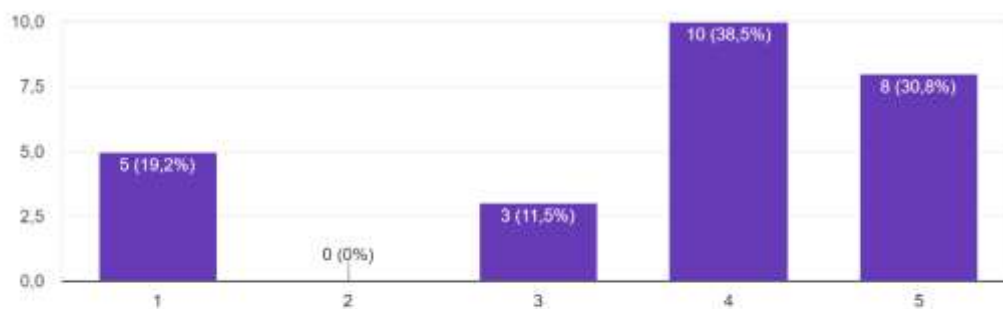
4. I find it difficult to express my ideas or opinions in English. (Saya merasa sulit untuk mengungkapkan ide atau pendapat saya dalam bahasa Inggris).
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Based on the questionnaire, 10 out of 26 students (38.5%) chose *agree* in response to the statement ‘I find it difficult to express my ideas or opinions in English.’ This result shows that more than one-third of the students face difficulties in speaking, particularly when they are required to share their own thoughts or opinions. The difficulty in expressing ideas may be caused by limited vocabulary, lack of confidence, or fear of making mistakes. This finding highlights that speaking skill remains one of the main challenges for students in learning English, especially in situations that demand active participation and critical thinking.

5. I am afraid of making mistakes when speaking English. (Saya takut membuat kesalahan saat berbicara bahasa Inggris).

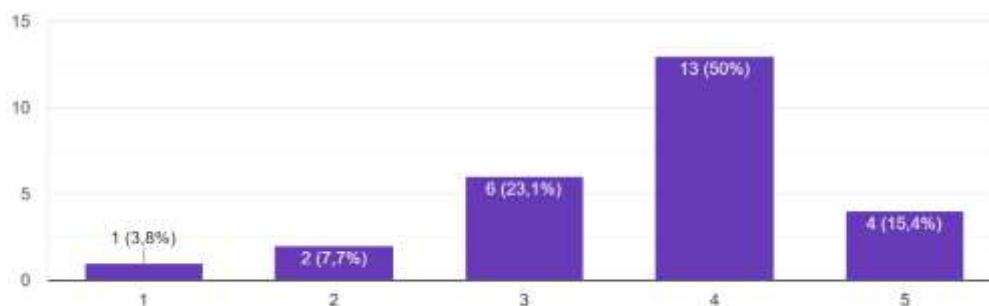
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Based on the questionnaire, 10 out of 26 students (38.5%) chose *agree* in response to the statement ‘I am afraid of making mistakes when speaking English.’ This finding indicates that more than one-third of the students experience anxiety or fear when speaking English, which affects their confidence in communication. The fear of making mistakes may discourage students from practicing English orally, thereby limiting their opportunities to improve their speaking skills. This result suggests that psychological factors, such as self-confidence and anxiety, play an important role in students’ difficulties in learning English.

6. I do not have enough vocabulary to speak English fluently. (Saya tidak memiliki cukup kosakata untuk berbicara bahasa Inggris dengan lancar).

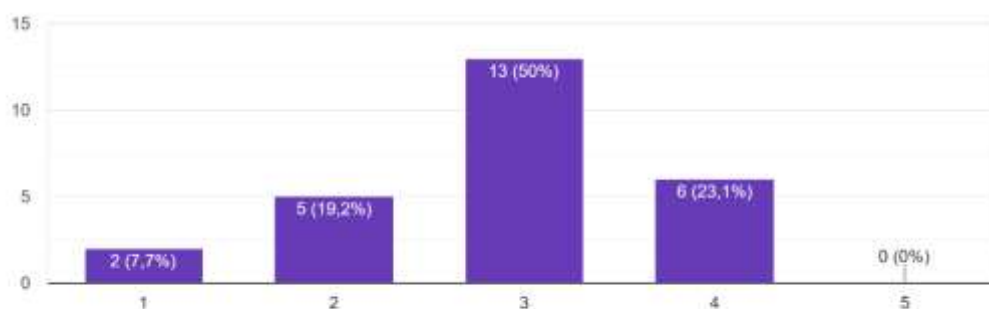
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Based on the questionnaire, 13 out of 26 students (50%) chose *agree* in response to the statement ‘I do not have enough vocabulary to speak English fluently.’ This means that half of the students feel that their limited vocabulary prevents them from speaking English smoothly. The lack of vocabulary is a fundamental problem in language learning, as it restricts students’ ability to express ideas, construct sentences, and engage in conversations. This finding highlights the importance of vocabulary enrichment as a key aspect of improving students’ speaking fluency.

7. I have difficulty understanding the content of English reading texts. (Saya kesulitan memahami isi teks bacaan bahasa Inggris).

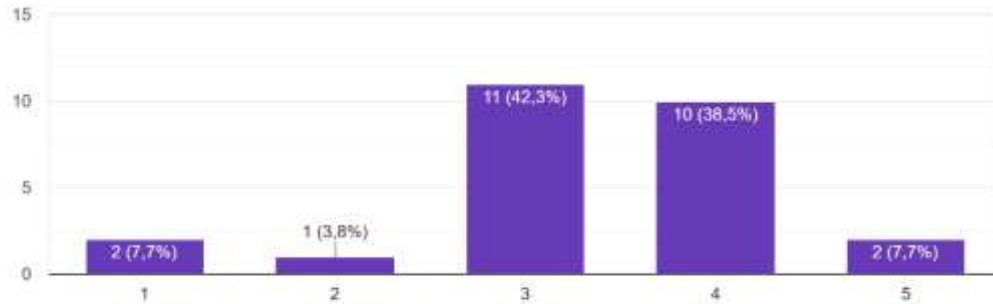
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Based on the questionnaire, 13 out of 26 students (50%) chose *neutral* in response to the statement ‘I have difficulty understanding the content of English reading texts.’ This result shows that half of the students are uncertain about their ability to comprehend English reading materials. Their neutral responses may indicate that some students occasionally face difficulties depending on the text’s level of difficulty, vocabulary, or topic, while others may not be confident in evaluating their own reading skills. The high percentage of neutrality suggests that reading comprehension remains an area that requires further attention and support.

8. I often do not know the meaning of many words in English text. (Saya sering tidak tahu arti banyak kata dalam teks bahasa Inggris).

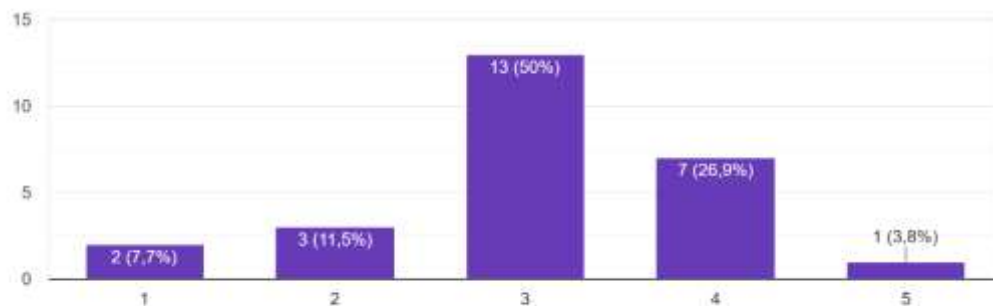
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Based on the questionnaire, 11 out of 26 students (42.3%) chose *neutral* in response to the statement ‘I often do not know the meaning of many words in English text.’ This finding indicates that nearly half of the students are uncertain about the extent of their vocabulary knowledge when dealing with English reading texts. The neutral responses may suggest that students sometimes encounter unfamiliar words but not consistently, or that they are unsure about their actual level challenge for students in reading comprehension, even though not all of them experience it to the same degree.

9. I need a long time to understand English reading passages. (Saya butuh waktu lama untuk memahami bacaan bahasa Inggris).

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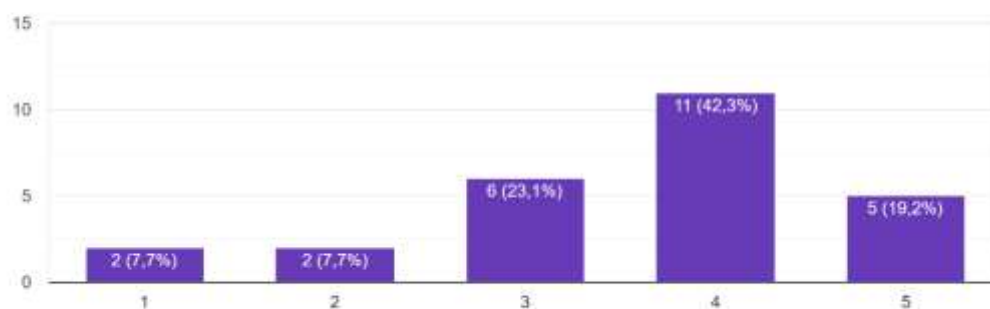


Based on the questionnaire, 13 out of 26 students (50%) chose *neutral* in response to the statement ‘I need a long time to understand English reading

passages.’ This indicates that half of the students are uncertain about their reading speed and comprehension ability. The neutral responses may reflect that students sometimes require more time depending on the difficulty of the text, the complexity of vocabulary, or their familiarity with the topic. This result suggests that reading fluency is an area where many students are still unsure of their performance, highlighting the need for more practice in reading strategies and comprehension skills.

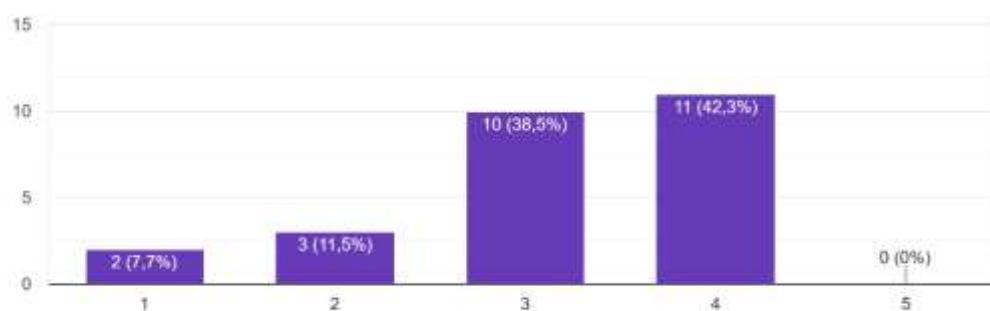
10. I find it difficult to compose sentences with correct grammar in English. (Saya merasa sulit menyusun kalimat dengan tata bahasa yang benar dalam bahasa Inggris).

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11. I do not know how to write well-organized paragraphs in English. (Saya tidak tahu cara menulis paragraf yang terorganisir dengan baik dalam bahasa Inggris).

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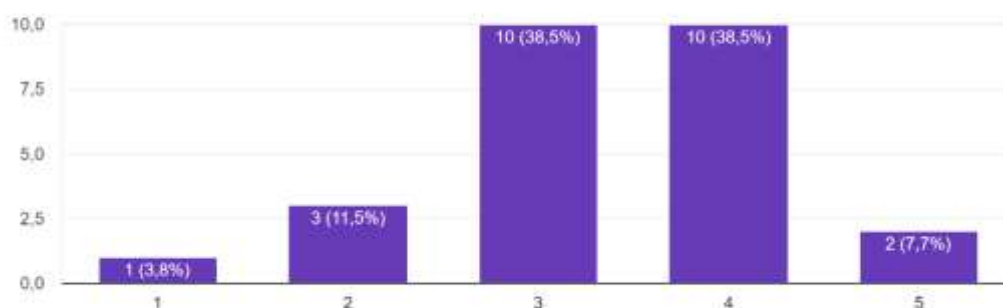


Based on the questionnaire, 11 out of 26 students (42.3%) chose *agree* in response to the statement ‘I find it difficult to compose sentences with correct

grammar in English.’ This finding indicates that nearly half of the students face difficulties in applying grammar rules when constructing sentences. The problem may stem from limited understanding of grammatical structures, confusion about tenses, or lack of practice in writing. Since grammar is a fundamental aspect of language learning, these difficulties may hinder students’ ability to communicate effectively both in writing and speaking.

12. I feel confused when writing essays or assignments in English. (Saya merasa bingung ketika menulis esai atau tugas dalam bahasa Inggris).

26 jawaban



Based on the questionnaire, 10 out of 26 students (38.5%) chose *neutral* and another 10 students (38.5%) chose *agree* in response to the statement ‘I feel confused when writing essays or assignments in English.’ This shows that a significant number of students either experience confusion or remain uncertain about their ability when writing in English. The equal percentage between neutral and agree indicates that while some students clearly recognize their difficulties, others are unsure of their actual writing competence. This finding suggests that writing essays and assignments in English remains a challenging skill for many students, requiring further practice and structured guidance.

A. Table 4.1: Summary of Students' Responses to 12 Questionnaire Statements

No	Statement	Response
1	Difficulty understanding English materials via audio/video	10 students (38.5%) – Neutral
2	Cannot catch meaning of words when listening to English	9 students (34.6%) – Disagree
3	Do not understand English conversations spoken quickly	11 students (42.3%) – Agree
4	Difficult to express ideas or opinions in English	10 students (38.5%) – Agree
5	Afraid of making mistakes when speaking English	10 students (38.5%) – Agree
6	Lack of vocabulary to speak fluently	13 students (50%) – Agree
7	Difficulty understanding English reading texts	13 students (50%) – Neutral
8	Do not know the meaning of many words in texts	11 students (42.3%) – Neutral
9	Need a long time to understand reading passages	13 students (50%) – Neutral
10	Difficult to compose sentences with correct grammar	11 students (42.3%) – Agree
11	Do not know how to write well-organized paragraphs	11 students (42.3%) – Agree

12	Feel confused when writing essays or assignments in English	10 students (38.5%) – Neutral; 10 students (38.5%) – Agree
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The results of the questionnaire reveal that writing is the most difficult skill for the students, with an average of 47% of them admitting difficulties in this area. This finding indicates that nearly half of the students face significant challenges when dealing with writing tasks in English. The difficulties include composing sentences with correct grammar, organizing ideas into coherent paragraphs, and developing essays or assignments in a structured manner. Unlike the other language skills, writing requires the integration of several linguistic elements such as vocabulary, grammar, cohesion, and coherence at the same time. This complexity makes writing the most demanding skill to master and often causes students to feel confused and less confident when they are required to produce written texts. The 47% average demonstrates that writing remains the greatest obstacle in their English learning process, highlighting the need for more focused strategies and instructional support to help students improve their writing competence.

2. Findings from Interview

To supplement the quantitative data gathered through the questionnaire, in-depth semi-structured interviews were conducted with selected second-semester students of the English Education Program at STKIP Persada Khatulistiwa Sintang. The aim was to gain a richer understanding of students' individual experiences, attitudes, and perceptions regarding their English learning journey. These qualitative insights not only confirmed the patterns seen in the survey data but also revealed deeper emotional, psychological, and contextual aspects that influence learning outcomes.

A. Internal Factors

The internal factors influencing students' difficulties in learning English are most evident in productive skills, particularly speaking and writing. From the interviews, several students admitted feeling nervous and anxious when asked to speak English in class. One student remarked, "When I speak English in front of the class, I feel very nervous. I'm afraid to pronounce something wrong or forget the words." This statement reflects a common fear of making mistakes, which prevents students from taking speaking risks. Such anxiety is closely linked to limited vocabulary mastery and a lack of grammatical confidence, making spontaneous speech especially challenging. Similar issues appeared in writing. One respondent explained, "I find it hard to write essays in English because I don't know how to express my ideas clearly, and I get confused with grammar." This comment reveals that students face both linguistic limitations and cognitive difficulties in organizing and articulating ideas in a foreign language.

Another internal aspect relates to peer comparison and classroom participation. Some students reported feeling inferior when observing classmates who could speak English fluently. As one participant expressed, "Some of my classmates speak English very well, so I feel shy to participate because I think I will make mistakes." This sense of inferiority leads to psychological barriers such as shyness, fear of mistakes, and reluctance to engage in class activities. Consequently, peer dynamics often reinforce silence and passive behavior among less proficient learners.

On a more positive note, interviews revealed that many students are intrinsically motivated to learn English, particularly when they connect it with their future aspirations. One student stated, "I want to speak English fluently because I hope to continue my study overseas someday."

Such motivation provides a powerful internal drive that helps students persist despite challenges in learning.

B . External Factors

In addition to internal challenges, external factors also play a significant role in shaping students' English learning experiences. One key aspect is lecturer support. Many students mentioned that appreciation and positive feedback from lecturers strengthened their confidence. A student expressed, "When my lecturer appreciates my answer, I feel more confident and excited to study." This illustrates how supportive teacher–student interactions not only guide academic progress but also provide emotional reinforcement, encouraging students to participate more actively.

Environmental and institutional factors were also highlighted during the interviews. Most students appreciated the facilities provided, such as the language laboratory, multimedia resources, and English-related extracurricular activities. However, they also noted that these resources were not fully utilized. One student commented, "The language lab helps a lot when we have listening practice, but we don't use it very often." Another added, "Sometimes the class feels too long and it's hard to concentrate, especially when other students are noisy." These reflections suggest that while the infrastructure is available, its effectiveness depends on frequency of use, classroom management, and variety in teaching methods. Students suggested more frequent use of the language lab, the integration of interactive media such as videos and apps, and more practical activities like role-plays or games. These strategies, according to students, would make learning more engaging and effective.