



ENGLISH LANGUAGE DIFFICULTIES AND STUDY HABITS OF INDONESIAN UNIVERSITY EXCHANGE STUDENTS STUDYING IN AN INTERNATIONAL PROGRAM AT RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP THAILAND

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Abstract

This study examines the experiences of 32 Indonesian students enrolled in an international business program at a Thai university, focusing on their difficulties, motivation, and attitudes towards learning English. Data were collected through a 5-point Likert scale questionnaire and interviews. The research investigates factors such as language difficulties, anxiety, study habits, and the motivation to improve language skills. The results indicate that students face moderate difficulties in mastering English, but their motivation to learn the language is high. Anxiety related to speaking English is present but not overwhelming. Students' study habits are slightly above neutral, suggesting room for improvement in learning strategies. Despite facing difficulties, students express a strong interest in improving their English proficiency. They enjoy listening to music and watching films in English. The study points to the need for tailored support to address language anxiety and study habits to help students succeed in language learning and academic work. The findings stress the importance of creating a positive and engaging learning environment that promotes linguistic and personal development.

Keywords: *Indonesian students, English learning, Language anxiety, Motivation, Study habits, Language proficiency*

1. INTRODUCTION

Indonesia is located in Southeast Asia and is a major player in the international business arena. It has vast natural resources, and a strategic location, with a growing economy, Indonesia has become an attractive destination for foreign investors looking to expand their businesses on a global scale (Yan et al. 2018). According to the World Bank (2024), Indonesia is the largest economy in Southeast Asia and one of the largest in the world. The country's strong economic performance has attracted foreign investors from all over the world, eager to capitalize on Indonesia's vast market potential. With a population of over 270 million people, Indonesia offers companies a large customer base.

A key factor in Indonesia's international business success is its strategic location. It is located between the Indian and Pacific Oceans. Indonesia serves as a gateway to important shipping routes, which makes it a trade hub for both Asia and beyond. This geographic advantage has helped Indonesia establish strong trade relations with countries around the world. In recent years, Indonesia has made efforts to attract foreign investment. This has been through a series of economic reforms and policies aimed at improving the ease of doing business in the country. The government has implemented measures to streamline process, and provide incentives for foreign companies looking to set up operations in the country. These efforts have helped Indonesia attract foreign direct investment (FDI) from a wide range of industries (Syah & Pratama, 2022; Yan et al. 2018).

Indonesia is rich in natural resources, including oil, gas, minerals, and timber, making it a major player in the global commodities market. The country is a leading

producer of palm oil, rubber, and coffee. These products are exported to countries around the world. Indonesia is also a leading producer of textiles, apparel, electronics, and automotive parts, exporting these products to markets around the world. The country's manufacturing sector has benefitted from a skilled workforce, competitive labour costs, and a growing domestic market. This makes it an attractive destination for foreign companies looking to outsource their production operations (Syah & Pratama, 2022; World Bank, 2024; Yan et al. 2018).

Indonesia's services sector is an important part of the country's international business landscape. It has benefited from an increasing number of skilled professionals. The sector also enjoys a strong telecommunications infrastructure, with government support. Foreign investment has been attracted to the sector due to Indonesia's competitive advantages.

Indonesia's international business landscape is shaped by its strategic location, strong trade relations, attractive investment policies, and major industries. The country's natural resources, manufacturing sector, and services industry have all contributed to its economic growth and development on the global stage. Indonesia is expected to remain an important player in international business in the future (Syah & Pratama, 2022).

Indonesia, with its diverse cultural landscape and rapidly growing economy, has seen a significant increase in the number of university students in recent years. There were over 4.3 million university students in Indonesia in 2019. This number is expected to grow in the coming years. This increase in university students has led to a more competitive academic environment. Students now compete for places at prestigious universities (Djalante, 2020).

A major issue for Indonesian university students is the quality of education. Despite significant progress in expanding access to education, many universities do not meet international standards. Indonesian universities often rank lower compared to those in other countries. This lack of quality education is a serious problem for Indonesia. Another concern is the high cost of tuition, books, and living expenses. This financial burden can lead students to take part-time jobs, which may affect their academic progress (Suryadarma & Jones, 2013).

Indonesian students demonstrate determination in pursuing academic goals. Many participate in extracurricular activities to develop skills and gain experiences. These activities help students build leadership and teamwork skills and offer opportunities for networking and mentorship. Indonesian university students also engage in research projects and academic competitions. This involvement enhances academic knowledge and prepares them for graduate studies (Datania & Trisnarningsih 2021; Diah et al. 2024; Rahayu & Dong, 2023).

Indonesian university students are increasingly looking to study abroad to enhance their academic experience and gain a broader global outlook. perspective on global issues. The number of Indonesian students studying abroad has been steadily increasing. Countries in Southeast Asia, Europe, and the United States are viewed as popular destinations. Studying abroad exposes students to different educational systems and teaching methods.



This can help them develop essential intercultural communication skills (Nanda, 2019; Nguyen, 2011; Putri, 2024).

Indonesian university students face various issues related to the quality of education, financial constraints, and global competitiveness. However, many Indonesian students have shown their commitment to academic excellence and personal growth. Indonesian students are preparing themselves for careers in a globalized world. It is important for policymakers and educational institutions to support student development so that they are prepared for the global workplace (Nanda, 2019; Nguyen, 2011; Rahayu & Dong, 2023; Sari, 2019). In this regard, English language proficiency is crucial in today's globalized world. It is the language of international communication, business, and academia (Crystal, 2003; Seidlhofer, 2005). However, many countries, including Indonesia, are facing problems in developing their English skills. This paper explores the issues with English skills that Indonesian students face when studying abroad.

Objectives

- To explore the issues faced by Indonesian students in learning English within the context of an international business program at a Thai university.
- To examine the students' motivation and attitudes towards learning English.
- To assess the level of anxiety experienced by students when speaking English.
- To evaluate students' English language study habits.
- To investigate students' desire for improving their English skills.

Problem Statement

Many teachers in Indonesia do not have the necessary qualifications or training to effectively teach the English language. This results in students not receiving high-quality instruction, which often leads to poor proficiency in the language. Another factor that contributes to the low English proficiency in Indonesia is the lack of English language resources and materials. In this sense, Indonesian schools often lack English textbooks, dictionaries, and other resources. Without access to these resources, students may struggle to improve their English skills. Furthermore, students lack of exposure to the English language in daily life. This lack of exposure hinders students' ability to develop their English communication skills. Also, the curriculum in Indonesian schools often focuses on grammar and vocabulary memorization rather than communication skills. A lack of motivation to learn English is another issue for Indonesian students. Some students do not see the relevance of the language to their daily lives. Therefore, students may not put in the effort needed to improve their proficiency. Furthermore, the use of local languages in Indonesia can also hinder the development of English skills. The use of the mother tongue in schools can make it difficult for students to transition to learning English. In addition, the lack of opportunities for language programs can limit students' exposure to the English language (Jon et al.2021; Lazufa, 2022; Malik, 2021; Mattarima, 2011). Furthermore, socioeconomic factors can also impact students' English proficiency in Indonesia. A lack of English language resources can contribute to disparities in English proficiency among students (Datania & Trisnaningsih 2021). The problems with English skills in Indonesia are complex, with various factors contributing to the low proficiency levels among students.

Significance of the Research

This research explores the experiences of Indonesian students learning English in an international business program at a Thai university, focusing on challenges, motivation, and attitudes. The findings highlight that while students face moderate language difficulties and anxiety, their motivation to learn English is high, and they express a strong desire to improve their skills. Study habits are neutral, indicating a need for more structured strategies. Students enjoy listening to music and watching films in English, suggesting that more engaging, interactive methods could enhance learning. The study emphasizes the importance of creating a supportive, low-anxiety environment, and tailoring teaching practices to address students' needs, ultimately helping them improve their English proficiency and succeed in their academic endeavours.

Literature Review

English is a global language and is spoken by millions of people across the globe. For non-native students, speaking English can present a number of opportunities and also a number of problems (Crystal, 2003; Graddol, 2006; Seidlhofer, 2005). This review of the literature will explore the various issues that students face when using English.

A common problem that students face when speaking English is pronunciation. Students can struggle to accurately produce English sounds. This can lead to miscommunication and in turn frustration. Non-native English speakers often have difficulty distinguishing between similar sounds in English, which can cause issues with communication (Wahyuningsih, & Afandi, 2020).

In addition to pronunciation, students also have problems related to grammar and syntax when speaking English. Non-native English speakers usually make more grammatical errors than native speakers. These errors can make it difficult for students to express themselves effectively in English (Prasetyo, 2020). In addition to this issue, students may have limited English vocabulary. A study by Lee et al. (2019) found that non-native English speakers often have a limited vocabulary. This can impede their ability to communicate complex ideas and concepts. Students then can encounter issues when participating in class discussions or writing essays in English (Aji et al. 2023).

In regard to speaking, students may struggle with fluency. A study by Peng and Wang (2016) found that non-native English speakers often have a slower speaking rate than native speakers. This causes hesitations and pauses in their speech. This lack of fluency can hinder students' ability to communicate effectively and may make them feel self-conscious about speaking English. Furthermore, students can have issues related to comprehensibility when speaking English. Studies have found that non-native English speakers sometimes have difficulty being understood by native speakers due to differences in pronunciation and intonation. This lack of comprehensibility can create communication barriers between speakers (Jenkins, 2000).

Cultural differences may impact students' ability to speak English fluently. According to a study by Kim and Weng (2022), non-native English speakers can have difficulties in understanding idiomatic expressions and cultural references in English. These situations may possibly lead to confusion and misinterpretation. This can make it challenging for students to fully engage in conversations with native speakers. In addition, students may face psychological barriers when speaking English. It has been shown that



non-native English speakers often experience anxiety issues when speaking English, particularly in classroom settings. This can lead to avoidance behaviours and reluctance to participate in English-speaking activities, in turn further hindering their language development (Lestariningsih & Nababan, 2024).

Technology can have a positive and negative impacts on students' English speaking abilities. Studies have found that non-native English speakers may over rely on translation tools and electronic dictionaries when speaking English. In the long term, this can hinder language development and fluency. This over-reliance on technology can prevent students from practicing their English skills (Novikov & Kiseleva, 2024).

Students face a variety of challenges when speaking English, these may be related to pronunciation, grammar, vocabulary limitations, fluency, cultural differences, psychological barriers, comprehensibility issues, and technological dependencies. These issues can impact students' language development and proficiency in English. Further, research is required to better understand the specific needs of students learning English as a second language (Sari, 2021; Tambunsaribu & Simatupang, 2021).

South East Asian students face a number of challenges and issues when it comes to speaking and learning English. Many South East Asians are not exposed to English on a daily basis. Although, some students have a solid understanding of grammar and vocabulary, their pronunciation and accent can often be heavily influenced by their native language. In this regard, English is a language with many irregular pronunciation rules. These can prove to be confusing for non-native speakers. The different vowel and consonant sounds can make it difficult for students to accurately reproduce English words and therefore they may struggle with pronunciation and may be misunderstood (Tambunsaribu & Simatupang, 2021).

South East Asian students may face a lack of opportunities to practice English. English is often taught as a second language in schools, therefore there may be limited opportunities for students to practice the language. Furthermore, some South East Asian students may feel embarrassed or self-conscious about their English speaking abilities. This issue is negatively affected by a lack of practice in speaking English. Students may worry about making mistakes or being judged by others for their accent or pronunciation. This in turn can create a negative atmosphere and a barrier to effective communication and learning (Tambunsaribu & Simatupang, 2021).

In addition to pronunciation and lack of practice, South East Asian students may also face challenges with understanding colloquial language. English speakers often use idiomatic expressions and that are often unfamiliar to non-native speakers. This can make it difficult for South East Asian students to participate in conversations with native English speakers (Tambunsaribu & Simatupang, 2021).

South East Asian students may face a range of challenges when it comes to speaking English. It is therefore important for educators to be aware of the specific challenges that students face when speaking English. South East Asian students may benefit from additional support and resources to improve their English speaking skills. Through targeted support and encouragement, educators can help South East Asian students gain confidence and proficiency in speaking English. Ultimately, with support and encouragement, South East Asian students can overcome these various challenges (Hu, & McKay, 2012; Musthafa, 2001).

Indonesia is a diverse country with a large population of young people striving to pursue higher education degrees. However, one significant issue that Indonesian students often face is the difficulty of speaking English. This is a major problem for Indonesian students as English is considered the global language of communication (Crystal, 2003). The influence of Indonesian culture and language can impact students' English language proficiency. For example, the syntax and structure of Bahasa Indonesia differ significantly from English. This can lead to confusion and errors in language transfer (Trudgill, 2000).

One reason for this problem is the lack of exposure to English in Indonesia's education system. In this regard, English is not widely spoken or taught in Indonesian schools. This lack of practice and exposure makes it difficult for Indonesian students to develop their English speaking skills. Furthermore, providing students with more opportunities for practicing English outside of the classroom can help them improve their speaking skills. Engaging students in real-life conversations can greatly enhance their language proficiency and confidence in speaking the language (Aashiq & Zahid, 2024).

The fear of making mistakes and being judged by their peers is another factor that negatively impacts learning. South East Asian and Indonesian culture places a high value on saving face. Students may feel self-conscious and hesitant to speak English in front of their peers. This can inhibit students from practicing and improving their English speaking skills. A fear of failure often prevents students from taking risks and making progress in their language development. In addition to a fear of mistakes, the pressure to perform well academically can also contribute to Indonesian students' difficulties in speaking English. Indonesian students face high academic pressure to excel in their studies. This situation can lead to anxiety and stress when trying to learn English. Furthermore, the emphasis on exams and achieving high marks on standardized English tests can lead to a superficial understanding of the language. Students may prioritize memorization of vocabulary and grammar rules over communication skills (Aashiq & Zahid, 2024; Lestariningsih & Nababan, 2024; Rodriguez, 2022; Salihoglu, 2024).

Limited resources and opportunities for practicing English outside of the classroom can hinder Indonesian students' ability to speak the language fluently. There is a lack of English language programs and resources available to students in Indonesia. Furthermore, the use of outdated and ineffective teaching methods can also impact students' English speaking abilities. Many schools still use memorization and rote learning for language acquisition with lessons focused on grammar skills. A lack of modern and interactive teaching methods can impact students' progress in developing English speaking skills. Another major issue is the lack of qualified English teachers. In many schools, English teachers do not have the required training or proficiency in the language to effectively teach students. This issue can have a detrimental impact on students' overall language development (Larsen-Freeman & Anderson 2013; Lintjara & Triastuti, 2020; Prasetyo, 2020).

Indonesian students face various challenges and issues when it comes to learning English. These may include exposure to the language, lack of qualified teachers, out-of-date teaching methods, a lack of resources, psychological and cultural factors. These factors are in addition to the usual issues related to aspects such as grammar, vocabulary retention and pronunciation. Addressing these issues will require a multifaceted approach.



For example, teaching methods may need to change, students will need to become more active learners and access to resources and technology must be provided. It is important that Indonesian students enhance their English language skills and become more proficient speakers of the language.

3. METHODS

Research methods in English language problems involve the use of various techniques and strategies to investigate and analyse issues related to language usage, acquisition, and learning. These methods are essential for researchers to gather reliable and valid data that will help them answer their research questions and provide insights into the complexities of language use and learning. Research methods in English language problems pose several challenges for researchers, including the selection of appropriate research methods, recruitment of participants, data collection, analysis of data, interpretation and communication of findings, and dissemination of research findings (Mligo, 2016).

This study aimed to explore the experiences of 32 Indonesian students enrolled in an international business program at a Thai university, focusing on their challenges, motivation, and attitudes toward learning English. A mixed-methods approach was employed, utilizing both a 5-point Likert scale questionnaire and interviews to collect data.

Participants

The participants were 32 Indonesian students studying in an international business program at a Thai university. These students were selected through convenience/purposive sampling, ensuring that they had adequate exposure to English both academically and socially, which aligns with the study's focus on English learning experiences.

Data Collection

A structured questionnaire was designed using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to assess various factors influencing the students' English learning experience. The questionnaire focused on key areas such as language difficulties, anxiety, study habits, motivation, and the desire to improve English proficiency. The questionnaire was checked for reliability and validity by 3 experts and was available in English with Indonesian translations. The Cronbach's Alpha was .85 and the statements were seen as valid. Therefore, the questionnaire was seen as reliable and valid for data collection. The students were asked to rate statements reflecting their experiences and attitudes toward these areas. The questionnaire was distributed to all participants, with responses collected over a one-week period.

Semi-structured interviews were conducted with a subset of the participants to further explore their experiences and strategies for learning English. The interviews were designed to complement the questionnaire data by providing qualitative insights into the students' attitudes and practices. The interview questions focused on the students' experiences with speaking and learning English and their preferred study methods.

Quantitative data from the Likert scale questionnaire were analyzed using descriptive statistics to identify patterns in the students' responses and to evaluate factors such as language difficulties, motivation, and anxiety levels. Mean scores were calculated

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for each section of the questionnaire to gauge the overall sentiment of the participants. Qualitative data from the interviews were transcribed and analyzed using thematic analysis. Thematic analysis allowed for the identification of recurring themes and patterns in the students' responses.

All participants were informed about the purpose of the study, and their participation was voluntary. Informed consent was obtained prior to both the questionnaire and interview phases, ensuring that students understood their right to confidentiality and anonymity. The research adhered to ethical standards, ensuring participants' privacy and the protection of their personal data.

4. RESULTS AND DISCUSSION

The following section displays the results of the collected questionnaire data (see Tables 1 and 2).

Table 1. The results of Indonesian students' experiences with the English language.

Opinion Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I find learning grammar difficult	9.4%	15.6%	65.6%	9.4%	0%
I find learning vocabulary difficult	0%	9.4%	50%	34.4%	6.3%
I find pronunciation difficult	0%	18.8%	56.3%	18.8%	6.3%
I find speaking difficult	0%	25%	53.1%	15.6%	6.3%
I find listening difficult	3.1%	9.4%	56.3%	28.1%	3.1%
I find writing difficult	0%	6.3%	65.6%	21.9%	6.3%
I find reading difficult	3.1%	9.4%	37.5%	40.6%	9.4%
I find different accents difficult to understand	15.6%	37.5%	31.3%	12.5%	3.1%
I am motivated to learn English.	68.8%	21.9%	3.1%	3.1%	3.1%
I think English is important.	81.3%	6.3%	3.1%	3.1%	6.3%
I feel nervous when I speak English.	12.5%	21.9%	34.4%	25%	6.3%
I am not confident speaking English.	0%	28.1%	43.8%	21.9%	6.3%
I study English online.	18.8%	31.3%	34.4%	12.5%	3.1%



I use apps to learn English.	21.9%	34.4%	34.4%	9.4%	0%
I attend English classes.	28.1%	37.5%	25%	6.3%	3.1%
I only study English in the classroom.	6.3%	18.8%	18.8%	34.4%	21.9%
I practice English everyday.	21.9%	21.9%	56.3%	0%	0%
I speak with native English speakers.	6.3%	15.6%	56.3%	21.9%	0%
I have access to English resources.	9.4%	21.9%	43.8%	21.9%	3.1%
I watch movies in English.	31.3%	43.8%	21.9%	0%	3.1%
I read books in English.	15.6%	28.1%	46.9%	3.1%	6.3%
I listen to music in English.	43.8%	40.6%	12.5%	0%	3.1%
I want to improve speaking skills.	71.9%	6.3%	18.6%	3.1%	3.1%
I want to improve listening skills.	68.8%	9.4%	15.6%	3.1%	3.1%
I want to improve reading skills.	71.9%	6.3%	18.8%	0%	3.1%
I want to improve writing skills.	71.9%	6.3%	18.8%	0%	3.1%
I want to improve grammar skills.	75%	3.1%	18.8%	0%	3.1%
I want to improve vocabulary levels.	68.8%	9.4%	18.8%	0%	3.1%

Table 2. The mean and standard deviation for the collected data.

Opinion Statement	Respondents	Mean	Standard Deviation
I find learning grammar difficult	32	3.25	.76
I find learning vocabulary difficult	32	2.63	.75
I find pronunciation difficult	32	2.88	.79
I find speaking difficult	32	2.97	.82
I find listening difficult	32	2.81	.78
I find writing difficult	32	2.72	.68
I find reading difficult	32	2.56	.91

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I find different accents difficult to understand	32	3.50	1.02
I am motivated to learn English.	32	4.50	.95
I think English is important.	32	4.53	1.14
I feel nervous when I speak English.	32	3.09	1.12
I am not confident speaking English.	32	2.94	1.88
I study English online.	32	3.50	1.05
I use apps to learn English.	32	3.69	.93
I attend English classes.	32	3.81	1.03
I only study English in the classroom.	32	2.53	1.22
I practice English everyday.	32	3.66	.83
I speak with native English speakers.	32	3.06	.80
I have access to English resources.	32	3.13	.98
I watch movies in English.	32	4.00	.92
I read books in English.	32	3.44	1.01
I listen to music in English.	32	4.22	.91
I want to improve speaking skills.	32	4.41	1.07
I want to improve listening skills.	32	4.38	1.07
I want to improve reading skills.	32	4.44	1.01
I want to improve writing skills.	32	4.44	1.01
I want to improve grammar skills.	32	4.47	1.02
I want to improve vocabulary levels.	32	4.41	1.01

The data collected from interviews highlighted the students' efforts to practice English regularly. However, they acknowledged that consistent practice was not always possible due to time constraints or other factors. While they aim to engage with the language frequently, they tend to integrate English into their daily lives through activities they enjoy, such as listening to music and watching films in English. These activities are



seen as both enjoyable and beneficial for language exposure. Additionally, the students are proactive in expanding their vocabulary, indicating an awareness of its importance in language learning.

Reading and writing are not the preferred skills for students to practice. Although students engage with these skills more often, they prefer other forms of language use. This shows that students understand the value of reading and writing for improving language proficiency, but these skills do not interest them as much as interactive activities like listening and watching media. The data reveals a genuine interest in improving English but also shows difficulty in consistently practicing all language skills and balancing them with preferred learning methods.

The study examined several factors related to students' experiences with learning English, such as difficulties with the language, motivation, anxiety, study habits, and the desire to improve their skills. The results indicate that students generally perceive their difficulties with the English language in a neutral light. This suggests that while issues exist, they are not considered insurmountable barriers. This neutral stance indicates that students are generally aware of their challenges but do not view them as major obstacles. On the other hand, motivation to learn English is notably high, with students expressing strong enthusiasm for learning the language. This suggests a positive attitude toward English learning, with students displaying a clear drive and determination to succeed. This high motivation is consistent with research by Yulia (2013), who emphasizes the importance of understanding the benefits of foreign language acquisition to maintain motivation levels.

Anxiety when speaking English was noted but not overwhelming. The students expressed neutral feelings toward the emotional stress associated with speaking the language. This indicates that anxiety exists but it does not severely hinder their ability to communicate. Anxiety has been widely acknowledged as a common issue in language learning, with studies showing that it can negatively impact language performance and motivation (MacIntyre et al., 2023). This neutral level of anxiety may reflect a broader tendency for learners to fear making mistakes, a challenge frequently highlighted in language learning literature (Rodriguez, 2022; Salihoglu, 2024). In addition, students' study habits were rated neutrally, suggesting a lack of consistent, structured, and effective study routines. However, it is important to note that this neutral rating does not imply complete disengagement, indicating that students are neither entirely passive nor overly active in their study practices.

The study found strong motivation among students to improve English skills. This motivation aligns with their high levels of commitment and shows that students are determined to overcome difficulties. The commitment to improve, in the face of existing obstacles, reflects a proactive approach to language learning and a willingness to address weaknesses.

In discussing these findings, it is essential to recognize that learning a new language can be a rewarding but challenging endeavour. Common language learning problems include lack of exposure to the target language, which can hinder progress (Yulia, 2013), and a lack of motivation, which can result in discouragement and abandonment of the learning process. Motivation, whether intrinsic or extrinsic, is important for successful language acquisition (Dörnyei, 2001; Mauliya et al., 2020). Without sustained motivation, learners may struggle to persist in their studies, making it difficult to achieve their goals.

In addition, language learning difficulties often arise from ineffective teaching methods. Not all learners respond to the same instructional strategies. Some learners may benefit from visual aids and problem-based activities, while others may prefer more traditional or auditory methods of learning (Razawi, 2011; Sari, 2021). Therefore, understanding the individual learning styles of students and tailoring language learning strategies accordingly can help improve outcomes. The lack of quality resources, particularly in traditional educational settings, is also a significant obstacle. However, the availability of online resources has somewhat alleviated this issue, making language learning more accessible.

Another issue related to language learning is the over-reliance on technology, which, while useful, can impact communication skills. Over-dependence on translation applications, for instance, may affect real-world language practice (Godwin-Jones, 2016). Furthermore, cultural differences can create difficulties for learners in understanding idiomatic expressions, gestures, and social norms. Krashinsky (1993) suggests that cultural immersion is important for effective communication, as understanding the cultural context is often necessary to grasp the nuances of a language. Pronunciation, vocabulary retention, and grammar are common problems faced by language learners. Research has shown that learners need repeated exposure to vocabulary in various contexts to retain it (Aji et al., 2023; Larsen-Freeman, 2012), and consistent practice is essential for reinforcing learning and improving proficiency (Adam et al., 2021; Naibaho, 2022). Grammar is another area of difficulty, particularly with the complexities of English grammar rules. Larsen-Freeman and Anderson (2013) argue that mastering grammar requires a deep understanding of its underlying principles.

Time management is also a significant issue, as learners often struggle to find sufficient time for practice and study. Cohen (2018) highlights that effective time management can help learners overcome these constraints and make steady progress. In conclusion, while motivation remains a central factor in language learning, the study underscores the need for tailored instructional strategies, addressing emotional challenges such as anxiety, and fostering consistent study habits. These interventions are essential for helping students overcome obstacles and achieve their language learning goals.

4. CONCLUSION

The study highlights several important factors that influence students' experiences with learning English, including their perceived difficulties with the language, motivation, anxiety, study habits, and the desire to improve their skills. While students acknowledge certain challenges in learning English, these difficulties are not viewed as major barriers, and their overall motivation to learn remains high. This positive attitude towards learning, combined with a strong ambition to improve their language skills, demonstrates students' commitment to overcoming obstacles. However, the study also reveals that students' study habits and anxiety levels could benefit from further attention and improvement, as neutral ratings suggest room for growth in these areas.

The findings suggest that while students are motivated, there is a need for more structured study habits, reduced anxiety, and enhanced language practice. These results align with existing research, which identifies ineffective teaching methods, lack of



resources, and emotional barriers as common obstacles to language learning. Therefore, educators should consider implementing more interactive and student-centred approaches, offering additional support to improve study routines and reduce anxiety, as well as tailoring instruction to suit individual learning styles. By addressing these areas, educators can help students achieve greater success in learning English, ultimately fostering an environment that encourages both personal and academic growth in language proficiency.

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