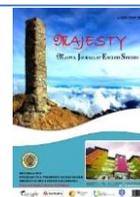




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Analysis of Students' Learning Difficulties in English for Counseling Guidance Department at Muhammadiyah University of Enrekang

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ABSTRACT

The purpose of this study is to examine the factors influencing the students' learning difficulties at Muhammadiyah University of Enrekang as well as their problems learning English. This research is qualitative by collecting information from thirty students in the counseling guidance study program. The outcome of this assessment, which employed a descriptive methodology, revealed that speaking skills were the area in which students had the most trouble learning. Students' lack of self-confidence, lack of motivation, lack of speaking ability, difficulty memorizing vocabulary, lack of listening ability, lack of practicing pronunciation, lack of understanding the material, lack of practice partner, learning media, lack of writing ability, lack of reading ability, translating, feeling that learning English is not important, and lack of having a practice partner are the factors that make learning English difficult for students.

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INTRODUCTION

The Indonesian government in response to the significance of English issued the National Education System Law of 2003, which states that English can be used as an introduction to some educational units to support students' foreign language skills.

English proficiency in the current educational environment, where technology is becoming more advanced, will be easier to learn thanks to the availability of various sources and tools like e-books, the internet, and e-learning educational institutions that are accessible to everyone worldwide. Because of its significance, English has been taught in

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schools at all grade levels and at the college level. English language instruction is being used to help students become more proficient in the language so they can be valuable assets in the workplace and in the classroom in the future. The Muhammadiyah University of Enrekang also runs an English language-learning program. One of the required courses for all students, including those with majors other than English, is English. However, students frequently struggle to learn in English-speaking courses. Learning difficulties are a condition that prevents students from being able to study effectively, claims Dalyono (1997). Low learning outcomes or below average performance, results that don't correspond to the amount of effort put into learning, tardiness in completing assignments, tardiness in collecting assignments, and inappropriate behavior during lessons like truancy can all be signs of learning difficulties. According to Ninapuspitaloka (2018), students encounter a wide range of challenges when learning English, but speaking skills are by far the biggest hurdle. Students' poor command of English vocabulary, differences in pronunciation and writing, and their incomplete understanding of grammar may bring on these issues. The inability of students to speak English confidently, the lack of adequate study time, the difficulty of memorization, and the absence of English-speaking friends are other factors that contribute to learning difficulties. There are two types of factors that can contribute to learning difficulties: internal and external factors. External factors are those that originate from sources outside of students, such as all circumstances and environmental conditions that do not support student-learning activities. Internal factors are those that originate from within students themselves, such as disturbances or a lack of psychophysical abilities. These factors include the school environment, such as the condition of the study room being less than learning tools and less effective learning media, the community environment, such as promiscuity, and the family environment, such as the disharmony of the relationship between family members and the low

economic life of the family (2012) Ita Widyawati.

1. Learning difficulties in general

A condition known as learning difficulties is characterized by the challenges that students face in achieving their objectives, necessitating even more proactive efforts and strategies to do so. Learning difficulties are a condition where students have learning disabilities or cannot learn properly, preventing them from achieving good learning outcomes and results that do not meet the requirements of the established standards. Learning disabilities, according to Hamalik (2020), include a variety of actual difficulties with speaking, listening, reading, writing, reasoning, and arithmetic tasks. Learning disabilities are disorders of one or more fundamental psychological functions, such as language or writing use (Parnawi, 2019). According to Syah (2013), learning disabilities are steps in an effort to systematically identify the different disorders that prevent students from succeeding in their academic objectives, as well as their place in groups, comparisons of their potential and accomplishments, and personalities, so that appropriate improvements can be made. According to Mulyadi (2010), there are a number of behavioral traits that indicate someone is having trouble learning, including low learning outcomes with scores below the average, learning outcomes that are not appropriate or balanced with the efforts made, and slow task completion. Assignments at school, unfavorable attitudes or behavior, lack of interest in learning, isolation, and poor emotional attitudes that are evident naturally, such as being moody, irritable, or short-tempered, are all examples of inappropriate attitudes and behavior. Ahmadi (2013) noted that the traits of pupils who experience learning difficulties include poor or average learning results. The results obtained do not match the efforts that were put forth. Students engage in unusual behaviors while learning, such as playing truant and frequently missing classes. Irritation, irritability, and low self-esteem are examples of emotions. According to Burton

(2018), students' learning challenges could be divided into four categories, including: Students fail to master the material to the point where they receive very poor grades. Students do not meet the required level of achievement. Students are unable to recognize behavioral changes that have been identified during the learning process. Students fall short of demonstrating that they have mastered the subject matter. According to the experts' opinions expressed above, learning difficulties can happen to students as a result of their inability to learn or their inability to learn properly, which is indicated by learning outcomes that do not meet predetermined standards, such as low student learning scores or grades below. The outcomes are not in line with the learning efforts that have been made.

2. Difficulties in Learning English

English is a universal language that is also taught in classes from elementary school through college. But students frequently report difficulties or obstacles when trying to learn English. Many students have struggled to learn English up until now. One of the challenges of learning a foreign language that is studied in almost all Indonesian universities, both private and public, is learning English. Students typically experience learning challenges because they believe learning English is boring and therefore pay less attention to the process. They also believe learning English is challenging, lack motivation to learn English, and use fewer diverse learning resources. Lack of conceptual understanding of the key elements of English lessons can contribute to learning difficulties in English learners. According to Ninapuspitaloka (2018), there are many different types of learning challenges that students encounter. According to the questionnaire's findings, speaking skills were the area where the students had the most trouble learning English. Students' lack of command of English vocabulary, the disparity between pronunciation and writing in English, their confusion when speaking English, and their still-limited understanding of grammar are the main causes of difficulties in learning

speaking skills. Speaking English is still not a habit for students because it is rarely used in daily life and has never even been practiced, so they are still stiff. This lack of confidence is the cause of difficulties in learning English speaking skills. Then, because there are distinctions between writing and pronunciation in English, many students also struggle with their pronunciation abilities. Hermayanti (2010) states that there are a number of factors that can contribute to students having difficulty learning English, including: (a) lack of interest on their part due to dislike of English classes; (b) knowledge deficiencies; (c) good aptitude and motivation but unfavorable learning environments; and (d) high motivation to learn but insufficient learning opportunities. According to Ramnarayan K. (2004), there are several criteria for difficulties in learning English, including:

a. Confusion or lack of clarity regarding the depth of knowledge required in various subjects.

On this criterion, it is characterized by: students' confusion over how much vocabulary they need to learn in order to speak in proper English; students' ignorance of the depth of their English reading comprehension; and students' ignorance of the amount of vocabulary required in order to be able to construct sentences when writing English essays.

b. Feeling overloaded by the extensive syllabus

The following marks this criterion: students encounter difficulties because they must memorize a large amount of English vocabulary, students struggle to translate English, and students feel under pressure from an excessive number of English assignments.

c. Unrelevant topic

This criterion is indicated by a student's lack of understanding of the advantages of learning English for himself in the future due to students' continued belief that learning English will not be helpful in their line of work, that learning English will

not be useful for studying, and that it will not be important for the future.

d. Less learning methods

According to this criterion, English lecturers can attribute students' difficulties learning English to their misconceptions of the teaching strategies used.

e. Difficulty speaking and expressing in English

According to this criterion, students struggle with learning English because they find it difficult to communicate in English in conversation and when they are reading texts.

f. Difficulty following various pronunciations and accents in English

Students who struggle with learning English can be identified by this criterion by their inability to imitate English pronunciation and their difficulty practicing English pronunciation.

g. Inability to concentrate while learning English

In this criterion, students have learning difficulties because they can't focus on learning English. Examples of this include students who struggle to focus when completing English assignments, students who struggle to focus when learning English vocabulary, and students who can't concentrate in English class while the lesson is in progress.

Based on the opinions of the experts above, it can be deduced that a lot of students have trouble learning English, which is brought on by a lack of understanding of the fundamentals of learning English, such as grammar, pronunciation, and vocabulary. So that it can diminish their desire to learn English and motivation.

3. Factor that Cause Difficulties in Learning English

Students' levels of English learning difficulty vary. There are a number of reasons why students struggle to learn English, including a lack of English books and texts, poor teaching, and inadequate curricula. The fact that these students are more accustomed

to or fluent in their native language than in English when communicating inside and outside of the classroom, as well as their lack of motivation, are two additional factors that make it difficult for students to learn English. These factors are known as (1) internal factors because they originate with the students themselves. Internal factors include, among others, unclear learning objectives, a lack of motivation for learning, health issues, a lack of participation skills, ineffective study habits, and a lack of language proficiency. (2) School-related factors, or factors originating from the school environment, from the educational setting, such as how to deliver instruction that is still ineffective, a lack of reading materials, a lack of learning media, subject matter that is out of alignment with students' abilities, and the density of lesson implementation, (3) elements from the student's family environment, such as lack of family economy, family issues, homesickness for students from outside the area; (4) elements from the community environment, such as interference from other genders, being active in organizations, working and learning, inability to manage time between studying and playing or recreational activities, and inability to have friends to study with. According to Nanang (2020), who conducted research on the analysis of learning difficulties in English for students majoring in Islamic religious education at STAIN Pancawana Bangil, the following factors contribute to the subpar test scores of non-English major students: Lack of interest in learning English as a result of unfavorable environmental factors is a problem that affects many students, who then lack the motivation to learn English. Inferior instructional materials Learning materials are crucial because they are the foundation of educational content. Insufficient effort put into learning English One of the things that makes learning English difficult is a lack of intensity. You can overcome this problem by developing effective communication channels with classmates and teachers who are fluent in the language. Insufficient self-confidence Students who lack confidence can find it difficult to learn and become passive learners, which forces lecturers to frequently

motivate students by discussing self-confidence and how to develop it. In his research findings from 2013, Sugiyono (2013) explains that both internal and external factors, such as (a) students' still low motivation for learning, can contribute to students having trouble learning English. Every student can relate to this because they lack basic English language skills like vocabulary, which makes it challenging for them to communicate verbally, comprehend what they read, and comprehend what they hear in English. (b) A failure to appreciate the importance of English language instruction. Students, who believe that English won't have an impact on their future, including their employment and social lives, may experience this. (c) A lack of opportunities to learn English, which results from the lack of a dedicated period of time for doing so. (d) A lack of help from neighbors, such as parents, friends, and neighbors. The following are some of the reasons why students find it challenging to learn English, per Normazidah (2012): English is regarded as a challenging subject. Teaching English as the subject matter expert is essential to learning the language. There is inadequate encouragement for students to use English in a family or community setting. Students have few or no opportunities to practice their English outside of the classroom. Limited vocabulary proficiency and the availability of fewer reading materials, the absence of motivation and desire to learn English.

Ayunda Sabrina Sormin (2018) argues that the difficulty factor in learning English for students is caused by:

a. Low-motivated with Low-achievement category.

In this category, students experience difficulties in learning English because they do not like or are interested in learning English.

b. High Motivation but Low Accomplishment

Students who fall into this category genuinely want to learn English but are having trouble because of their weak starting points. This initial capacity could be because

the students are still slow or don't understand how to take in what the lecturer is saying.

c. Advancement in the Significant Achievement Category with Experience

Students in this group are highly motivated to learn English and are aware of its significance, but due to a lack of support services, including poor teaching practices by teachers and inadequate learning resources, their enthusiasm and desire to learn are reduced. When asked to speak in English, even though the words are simple and students find it difficult to speak, some students still hesitate and even keep their mouths shut, according to Darsiana (2018), who lists the factors that make it difficult for students to learn a language. This is because they are not used to speaking English. They are unable to communicate because neither speaks English. Student learning depends on the English teacher as the authorized party; lack of student support in using English at home and in the community; limited vocabulary mastery and provision of reading resources; lack or limited opportunities to use English outside the classroom; lack of desire and motivation to learn English because According to the experts' opinions expressed above, it can be concluded that the majority of students' learning difficulties are brought on by a lack of motivation to learn English due to ignorance of the language's significance, environmental factors brought on by the fact that English is not a daily language, and a lack of basic English-language proficiency. English still scores very poorly.

METHODOLOGY

This research is a qualitative research. This study aims to pinpoint the challenges that counseling guidance students at Muhammadiyah University of Enrekang encounter when learning English. Sugiono (2014) claims that qualitative research is a positivist-based research methodology that uses random data collection, statistical data analysis, and analysis of research instruments to examine particular

populations or samples. Researchers used qualitative research methods in this study to describe specific issues, in this case, the challenges students face when learning English from the counseling and guidance department. Sugiono (2011:207) claims that the three components of place, actors, and activities make up the research setting in qualitative studies. Place serves as a venue for social interaction. The people who will be the focus of the study are actors. Analyze the problems with learning that students have in the department that provides counseling and instruction for learning English, as well as the causes of these problems. The study will take place at Muhammadiyah University of Enrekang, which is situated at Galonta, Enrekang, South Sulawesi, at 17 Jenderal Sudirman Street. Margono (2004) defined population as all data that is the focus of a researcher's attention over a predetermined period of time. The relationship between population and data is that if a human provides a data, then the size or number of the population will also be equal to the number of humans. According to the definition given above, the population of this study is made up of all students at Muhammadiyah University of Enrekang who are a part of the counseling and guidance department. Thirty participants were involved in this study, and qualitative data collection techniques were used to gather the information. Data were gathered for this study using a Riyanti-adopted questionnaire (2020). A closed questionnaire was the style of survey used in this study. This method of data collection was used to get more precise information from the informants about the challenges they faced when learning English. Therefore, the researcher will give the informant a questionnaire to complete so that students can learn more about the challenges of learning English, and will conduct interviews to obtain more in-depth information about the challenges of learning English.

RESULTS AND DISCUSSIONS

There are four fundamental concepts that students should understand when

learning English. Reading, writing, speaking, and listening are the four fundamental skills. Students must be able to master the four fundamental principles in order to master English because they are interconnected but also differ significantly in how they are applied. According to the results of the study, speaking skills (90 percent of students who were constrained and 10% of students who were not constrained) and listening comprehension were the learning challenges that students encountered when learning English (80 percent of students who were constrained). reading (56 percent of students who are constrained and 43 percent of students who are not constrained), writing (between 20 and 40 percent of students who are constrained), and (46 percent of students who are constrained and 53 percent of students who are not constrained). Thus, it can be said that speaking abilities are where students have the most trouble learning English.

Results of research into the factors that hamper students' ability to learn English at Muhammadiyah University of Enrekang. In order to gather information for this finding, the researcher first gave the informant a questionnaire to fill out before conducting an interview to determine the factors influencing students' struggles with English learning. The data collection process took place from April 22 to May 22 of 2022, lasting one month. Following the theory (Huberman & Miles) of data reduction, data review, and conclusion-drawing, the researchers analyzed the results of the data after administering questionnaires and conducting interviews. Following the stage of data reduction, which involves grouping and eliminating unnecessary data, comes the stage of data presentation, followed by the stages of drawing conclusions and data verification. The following is a description of these issues:

a. Learning English is not necessary

Due to its status as an international language, English serves as a communication tool between nations. In this study, the researcher discovered that while 40% of the informants believed that learning English

was not important, 60% of the informants believed that learning English was important. Based on this, informants will be more motivated to learn English when they are aware of its significance.

b. Lack of motivation

Students need to be motivated to learn English if they are to do so. However, based on the study's findings, it was discovered that only 10% of students had the motivation to learn English, while the remaining 90% lacked this motivation. Based on this, it can be concluded that the informants' low motivation to learn English was the main cause of their struggles with the language. Because there is no encouragement or motivation to want to learn English, the informant becomes lazy or unconcerned about doing so.

c. Lack of self-confidence

One of the most important characteristics that students need to possess to succeed in learning English is self-confidence. However, based on the study's findings, the researchers discovered that 92 percent of the dominant students lacked confidence, while only 2 percent did. This suggests that a lack of confidence is one of the factors preventing the informants from learning English. Because of their fear, anxiety, or shame, students who lack self-confidence find it difficult to learn English.

d. Lack of study time

The study's findings revealed that 62 percent of students had enough time to learn English and that only 37% of students lacked the necessary amount of time.

e. Lack knowledge of the subject

Not understanding or not understanding the lecturer's material is one of the main reasons why students have trouble learning English. According to the study's findings, up to 73 percent of students did not comprehend the lecturer's material, while only 26 percent did. The educational tools that are employed play a crucial role in assisting students in their learning. Students will understand the material being taught more easily if the learning materials are

effective and appropriate for the subject matter. Based on the study's findings, the researchers concluded that 63% of students were restricted by the learning media they were using, while 36% were not. Based on this, the learning media's lack of support for the informants' understanding of the subject matter being taught is the factor causing their difficulties learning English.

f. lack of practice with pronunciation

Practice with difficult pronunciation is one of the things that makes it difficult for students to learn. According to the study's findings, 81 percent of students had trouble learning English, while only 20 percent of students had no trouble. Accordingly, practicing English pronunciation is one of the factors that informants find challenging when learning the language. The informants' limited English proficiency is one of the reasons they are having these issues.

g. Interpreting

The next obstacle that stands in the way of learning English is the difficulty in deciphering what is being translated. In this study, the researcher discovered that while 43% of students experienced difficulties when translating, 56% of students did not. i. Lack of reading ability Based on the study's findings, it was determined that students' reading abilities were not overly restricted, with 46% of students reporting difficulties with their reading abilities and 53% reporting no difficulties. j. Lack of listening skills According to this study, students who had writing skills problems made up 56 percent of the sample, compared to 43 percent of students who did not.

i. Inability to speak clearly

One of the biggest challenges for students learning English is speaking. The students' low self-esteem and limited vocabulary is one of the things that makes it difficult for them to speak English. According to the study's findings, only 10% of students did not have speaking skill difficulties, while 90% of students had speaking skill difficulties.

m. Having trouble learning new words

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The inability to recall vocabulary is the next barrier that prevents students from learning English. Students claim that this difficulty arises from the English language's extensive vocabulary, which makes it challenging to memorize all of it, as well as from the forgetting factor. In this study, the researcher discovered that 86% of students struggled with vocabulary memorization, while only 13% had no trouble at all.

n. Articulating pronunciation

The inability of students to express themselves verbally in English can be attributed to their limited vocabulary. In this study, the researcher discovered that 41% of students had no trouble expressing conversation, while 56% of students had trouble doing so.

o. Not performing the task

The majority of the students, up to 76 percent, and 23 percent of the students who did not complete the tasks well, according to the study's findings, performed them well. According to this, one of the things that makes learning English difficult is not doing the tasks well. This can happen when the informant doesn't understand the material that has already been taught, making it difficult to complete the task.

p. Missing the deadline for an assignment

Researchers discovered from the study's findings that 76 percent of students completed their assignments on time, while another 23 percent did not.

q. Not having a practice partner

One of the things making it difficult to learn English is not having friends with whom to practice speaking it. A lot of practice speaking English, which can be done with friends, will help you master the language. According to the study's findings, 73 percent of students believed that not having friends to practice with was a barrier to learning English, while only 26 percent felt unrestricted.

r. lack of family assistance

Lack of parental support is one of the things making it difficult for people to learn

English because parental support can inspire and motivate kids to learn the language. In this study, the researcher discovered that 63 percent of students had parental support for learning English, compared to 36% of students who did not.

B. DISCUSSION

1. Differences possessed by students learning English experienced by the Department of Counseling and Guidance in Enrekang Muhammadiyah from the University.

The world uses English as an international language. English serves as a communication bridge between speakers of languages spoken in various nations. The ability to speak and understand English is a crucial skill for students to have. The goal is to raise student competencies so they can develop into valuable assets in the future, both in the classroom and at work. Although students are aware of the value of English, they still face challenges when trying to learn. Learning difficulties are a condition that prevents students from being able to learn effectively, claims Dalyono (1997). Low student learning outcomes or scores below average may be indicators of these learning difficulties. The outcomes obtained do not correspond to the learning efforts made. According to research findings, speaking skills are where students have the most trouble learning when they are learning English. According to the results of the questionnaires that were distributed, 90% of students struggle with speaking skills, while only 10% do not. The informant stated, "That the learning difficulties experience in speaking skills were the lack of confidence to say words in English," in response to the study's findings. "The difficulty I experienced in learning English that I experienced in speaking skills was the way of pronunciation or pronunciation was difficult because I was not used to it," says transcription R.1.2. "In my opinion, the difficulty in dialogue is the factor causing the difficulty because it is difficult to pronounce and difficult to express," says transcriptionist R.1.5. R.1.9 "In my opinion, the factors that contribute to

learning English learning difficulties are lack of confidence in pronouncing English sentences and difficulty in memorizing English vocabulary." R.1.16 transcription In his journal, Ninapuspitaloka (2018) notes that while students encounter a wide range of learning challenges when learning English, speaking skills are the most frequently encountered. These abilities may be hampered by students' limited command of English vocabulary, differences in pronunciation and writing, and their incomplete understanding of grammar.

2. Elements that contributes to students at Muhammadiyah University of Enrekang having trouble learning English is the counseling and guidance department.

Based on the findings of their study of informants, researchers discovered the following factors were the ones students at University Muhammadiyah of Enrekang experienced difficulty learning English because of:

1. A lack of confidence

Self-confidence, as we all know, is one of the things that helps students learn. According to Khaerati (2021), one's level of confidence affects their ability to express themselves. Lack of self-confidence will inevitably have an impact on communication. so that it might hinder students' ability to learn. In this study, the informant claimed that a lack of confidence was one of the things preventing people from learning English easily. This is a result of students' feelings of shame and fear when speaking in English, their constant sense of being incorrect, the emergence of anxiety over whether what they are saying is correct or incorrect, and their sense of inadequacy even before acting.

2. A lack of drive

Motivation is a driving force or encouragement that can arouse enthusiasm and enable you to alter your behavior for the better. In this study, the informant claimed that a lack of motivation was the factor causing learning difficulties. Students who believe that learning English is not important

or who believe that learning English will be too difficult may lack motivation. Lack of support from parents and teachers to students also contributes to their lack of motivation. According to Uno (2006), student characteristics, such as talents, interests, attitudes, learning motivation, and initial abilities possessed, are one of the variables of learning conditions. Regarding motivation, there are two types of motivation that have an impact on a person's ability to learn a language: motivation from within, which stems from the person themselves and is closely related to the reasons for learning a language, and motivation from without, which is the supportive infrastructure that originates from the student environment itself.

3. A lack of communication skills

Speaking abilities are a factor that students find to be one of the challenges they face when learning English. Some informants in this study claimed that the factors making it difficult to learn speaking skills included lack of confidence when pronouncing English words, the feeling that speaking was difficult because writing and reading in English were different, and the feeling that one was stiff from a lack of practice using English. This is also stated by Fika (2016) in the findings of his research, who claims that one of the factors that contribute to speaking skills challenges is a lack of vocabulary in English, which is also difficult to memorize and pronounce because it is so dissimilar from Indonesian.

4. Vocabulary memorization is difficult

Learning vocabulary is one of the challenges that students face when learning English. The informant claimed that the difficulty was brought on by the large number of vocabularies used in English, making it challenging to memorize, difficult to pronounce because writing differed from reading, and difficult to remember. According to Susanti (2002), low self-confidence and motivation among students, their inability to complete English assignments, and their uncertainty about receiving passing grades are all factors that have an impact on

vocabulary mastery. External factors include poorly understood lecturers' methods of instruction, learning resources that are still provided by the students themselves, and a dearth of learning media.

5. *Poor listening abilities*

One of the challenges in developing listening skills, according to the informant, is that students feel they cannot follow the normal speed of the voice of native English speakers when watching or listening to English-language videos or shows. Students struggle to understand the meaning of the topics discussed in the conversation even when the speed has been changed to Indonesian or the speakers are not native English speakers due to their limited vocabulary knowledge and understanding of English accents.

6. *A lack of pronunciation practice*

According to the informant, one of the reasons why students have trouble practicing their pronunciation and pronouncing words in English that are regarded as difficult is a lack of practice speaking English. Another element that contributes to the difficulty of practicing pronunciation is the students' limited vocabulary knowledge and lack of self-assurance when speaking in English.

7. *Lack of comprehension of the subject*

The effectiveness of learning is influenced not only by the caliber of the lecturers, but also by how well the students comprehend the subject matter. The inability to comprehend the information being taught, according to the informants in this study, is one of the things making it difficult to learn English. This is due to the fact that the students' English language abilities are still lacking and the learning strategies are regarded as challenging. This factor is also a result of the lack of student engagement in the educational process, such as failing to approach lecturers about subject matter they are unsure of. According to Richards (1986), the development of interactional patterns between lecturers and students, mentoring and learning models, and the majority of the application of the method depended entirely

on the lecturer as a source of knowledge and direction. The lecturer's treatment of students in accordance with the application of the method he selects has a significant impact on the design system or lesson planning.

8. *Avoid using a practice partner*

Since English is a language that is not a mother tongue or that is not used frequently in daily life, it is well known. According to the informant, this means that one of the factors contributing to students' difficulties learning English was their lack of friends to practice speaking with, which made them feel awkward or unconfident when doing so. Practice is crucial because, with enough repetition, students will develop the habit of doing it. Speaking practice is a straightforward method for enhancing one's English language proficiency, according to I Gusti (2021). If you never use your grammar in conversation, it is useless. Since communication is language's main function, learning English requires verbal communication of intentions. The secret is to first make an effort to make the other person understand what you mean in English. So that once students are comfortable speaking in English, they will naturally pick up better speaking grammar.

9. *Educational media*

The media or learning resources used are one of the factors that aid students in their learning. One of the factors causing learning difficulties in this study is the use of learning media. The amount of student understanding during the learning process is significantly influenced by the learning tools or media used. Any form of media that can be used to communicate ideas or information during the teaching and learning process is considered learning media. Therefore, the tools or learning resources used in the classroom have a significant impact on the level of student learning comprehension. According to Khaerati (2021), the tools used to educate people have a significant impact on how well people learn English, which has an impact on how well people use it. Students' ability to understand and use English will be

aided and facilitated if learning is provided with adequate facilities. Additionally, they lack the ability to select and purchase books or other English learning resources, such as books.

10. Using proper pronunciation

The informants in this study reported having trouble learning English because of their difficulty expressing their English pronunciation. Lack of vocabulary knowledge among students may contribute to difficulties because they struggle to understand what is being said, which makes it difficult for them to express themselves.

11. Inadequate writing abilities

Byrne (1988) divided the difficulties in mastering writing skills into three categories: linguistic, cognitive, and content issues. The first issue is linguistics, which relates to writing skill in choosing the appropriate structure so that the sentences created can flow into one another. The second is cognitive issues with mastering language forms, structures, and grammar that are important for effective written communication.

12. Poor reading abilities

Reading proficiency is the next issue that students encounter when learning English. According to the informants in this study, the reasons for learning difficulties in reading skills included students' lack of understanding of proper English pronunciation and intonation, low vocabulary mastery, and the fact that reading and writing in English differ from one another. Lack of reading practice among students is another factor contributing to reading proficiency issues.

13. Translate

One of the challenges that come with learning English is translating. These issues can arise for a number of reasons, such as students not understanding the goal or difficulty of the translation. Students may experience difficulties when translating the readings one at a time because they do not comprehend the meaning of the reading due to certain vocabulary or language structures.

14. Learning English is not essential

Students who believe that English is unimportant have a difficult time learning the language for a variety of reasons. Particularly those students who do not major in English because they believe that English has no relevance to their future careers or employment.

15. Lack of time for study

The lack of study time is the second factor contributing to students' difficulties in learning English. This occurs as a result of the numerous tasks or other work that piles up and frequently takes up time. However, since English is a language that is not frequently spoken, students must set aside time to learn it. Fortunately, learning English in the modern era is very simple, and as technology advances, people no longer need to open books to read English. However, we can learn through our smartphones, allowing us to do so at any time and anywhere.

16. A lack of family support

The family support factor is one of the causes of learning difficulties in students. Because a lack of family support can lower a student's level of motivation to learn, it can have a detrimental effect on how well they learn. The family will have an impact on students' academic performance through parental support, parental upbringing, household dynamics, and family economic circumstances.

17. Not performing the task

Not understanding the subject matter that the lecturer previously taught is one of the challenges that students face when completing assignments. Due to the lack of student participation in the learning process, the lazy factor, and the fact that they don't ask questions during class, students have trouble understanding the material. Due to this, students may find it difficult to complete the assignments and may do so only when sober, look up the answers online, or steal from friends.

18. Fail to submit an assignment on time

Another reason why students struggle to learn English is that they don't complete

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their assignments on time. Students who feel lazy, lack motivation to learn, and/or don't understand the assignments given can all contribute to late submission of assignments. This factor may also result from students' lack of awareness and from their parents' lack of support and motivation to motivate them to learn.

CONCLUSION

In this study, based on the results of the research that has been done, the difficulty in learning English that is most experienced by students department in counseling guidance is speaking skills.

This chapter concludes that students experience difficulties in learning English caused by several factors, such as Lack of self-confidence, lack of motivation, lack of speaking skills, hard to memorizing vocabulary, lack of listening skills, lack of practice pronunciation, don't understand the material, don't have a practice buddy, learning media, expressing pronunciation, Lack of writing skills, lack of reading skills, translating. English is not important to learn, don't have time to study, lack of support from family, not doing the job and not doing assignment

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