

The Importance of English Practice to Overcome the Students of Muhammadiyah Pringsewu Difficulty in Learning English

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ABSTRACT

Learning English as a foreign language attracts many problems. This research investigates the students' difficulties, factors affecting the difficulties, and the students' solutions to learning the English language. This research used a qualitative approach. The respondents of this research are fifteen students of the English Education Study Program. The respondents were chosen purposively. The researcher used content analysis to analyze the data. The data were collected through a questionnaire distributed through Google form to make the respondents free to answer the questions in the Google form. This research showed that students had problems identifying vowels and consonant sounds, forming the affixation, and making nominal and verbal sentences. The factors that affect the students' problems are the environment and lack of hard effort. The students had to practice listening to English sounds and speaking the English sounds in vowels and consonants to solve their problems in English learning.

Keywords: English Language, English learning difficulty, Practice, Solutions

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1. INTRODUCTION

Speaking English for Non-Native English is difficult but challenging (Abrar et al., 2018; Dincer & Dariyemez, 2020; Kuchah & Shamim, 2018; Pitura, 2021; Ratnasari, 2020; Thao & Nguyet, 2019; Yusuf et al., 2023). The students who learn English in expanding circles (Luo, 2016), like Indonesia, face problems in learning the English language. They cannot communicate in English well (Dincer & Dariyemez, 2020). These problems are in content and non-content forms. Contents problems relate to English construction, such as pronunciation, word forms, and phrase construction. The inconsistent pronunciation of the same phoneme with different pronunciations makes the English language learners hard to think (Umera-Okeke, 2008). The phoneme /i/ is pronounced [ai], such as in "time." However, it is pronounced [i] in the word "sin." In addition, the phoneme /g/ is sounded [dʒ], such as in the word "knowledge," but in another place, it is pronounced [g], like in the word "good." This condition makes the speakers afraid and anxious to produce the words (Ahmad Al-Khotaba et al., 2019). Meanwhile, the non-content forms of problems are in connection with social situations.

Previous researchers have conducted research related to the students' difficulties in learning English. They have conducted the students' challenges in doing the TOEFL Test (Jasrial et al., 2022). Besides, the previous researcher has undertaken research aimed at investigating the students' problems with listening skills (Khan, 2019), writing skills (Malkawi, 2016), analysis of English

pronunciation problems (Gustina et al., 2015), English teaching method (Sriwichai, 2020), vocabulary problem (Afzal, 2019). The students also had difficulties identifying English pronunciation, accent, and speaking speed (Ahmad et al., 2011). This difficulty is also to investigate the students' difficulties in mastering vocabulary. The difference between previous researches and the current research is that the previous researches investigated the students' difficulties in learning English without investigating their solution to overcome the difficulties. The current research investigates the students' difficulties together with their solution in overcoming the solution by lots of practicing in listening English vowels and consonants sounds. The current research is to investigate (1) What difficulties do the students face in learning the English language? (2) What factors affect the students' difficulties in learning English? (3) How do they overcome their difficulties in learning English?

The current research is in argument that learning the English language is not only the pride of the students of Universitas Muhammadiyah Pringsewu but also the challenges for the language learners. The graduate of English Education Study Program students have to master both spoken and written skills. However, language learners must strive to balance the pride and obstacles in learning the English language. English is regarded as the key to opening the world.

In Indonesia, English is regarded as a foreign language. It means that the people do not use English for their daily communication (Jiang, 2017). They use the English language for specific purposes. They use the English language in English classes and other particular places. It is known that the use of the English language in the world can be classified into three circles, they are (1) inner circle, (2) outer circle, and (3) expanding circle (Kachru & Nelson, 2011). The inner circle is the place where people use English for their daily means of communication. They always use English whenever and wherever they are. The communication between parents and their children uses the English language. The English language is their native and first language. The countries categorized into these are the United States of America, New Zealand, Australia, Canada, and the United Kingdom. The outer circle is the use of English as the people's second language. They have their first language for communication. They use the English language for formal communication such as meeting and conference. The countries that use this language are Singapore, China, Bangladesh, Kenya, Malaysia, Sri Lanka, Zambia, Tanzania and India (Jenkins, 2015).

Meanwhile, the expanding circle is the use of English as a foreign language. A foreign language is a language that is used for communication only in certain places and circumstances. The people do not speak English for their daily business even in formal government meetings (Lauder, 2008). This foreign language is used in school, especially in English classes. Indonesia is categorized as expanding circle country (Bolton et al., 2020; Martin et al., 2023). The Indonesian people use the national language to communicate with other people. They use the Indonesian language in formal ceremonies and meetings.

The English language has particular characteristics in comparison to the Indonesian language. This typical difference is seen in pronunciation, stress, intonation, word formation, phrase structure, and many others. The English pronunciation is not the same as the Indonesian pronunciation. The number of English vowels is different from the Indonesian vowels. The English vowels sounds are more than Indonesian vowels. The English vowels are 21, and the Indonesian vowels are only five.

2. METHOD

The current research used a qualitative approach. This research investigates the students' difficulties in learning the English language. The data of this research is in the form of words and utterances taken from the source of data. The current research source of data is the first semester of English Department students of Universitas Muhammadiyah Pringsewu. The data were collected through a questionnaire. The questionnaire consisted of 3 questions, they are (1) Do you have

problems in producing English sounds? (2) If yes, what problems do you experience difficulty in producing the English sounds? (3) How do you overcome your difficulty in pronouncing those English sounds? This questionnaire was distributed through a google form. Google form was chosen to collect the data to make the respondents free to answer the questions in the google form. They could answer the question without having burden. Fifteen students participated in this research. After the data were collected, they were classified based on the research question. Content analysis was used to analyse the data in this research. After the data were collecting and classifying then they were analysed from the content of respondents' responses. The current research was taken in a very limited respondents and from one university. It is better to conduct further research in more respondents in more universities.

3. RESULT AND DISCUSSION

English learning is experienced differently by one student and another in the English Department. Most of the students have difficulties in learning the English language. They find it difficult to identify the sounds of English words in listening, identify the English pronunciation, produce the same phoneme with different pronunciations, form the words, change the word classes, identify inflection and derivation, and construct the phrase. The results of the current research are presented in the following section and they are discussed after each result types.

3.1 Forms of Difficulty

3.1.1 *Difficulty In Identifying English Pronunciation*

It has been familiar that English words pronunciation is not always the same as their spelling. This difference makes the students of the English Department as English language learners feel confused about how to identify those words. This confusion is due to the different pronunciations of the students' first language pronunciation. The data of the respondents' difficulty forms can be seen in the table 1 as follows.

Table 1. Forms of respondents' difficulty in learning English

English Difficulty forms	Total Respondents	Percentage
English consonant pronunciation	2	0.3
English vowels pronunciation	2	0.3
Phrasal composition	3	0.45
Nominal and verbal construction	2	0.3
Word class changing	3	0.45

Based on the table 1 above, it can be stated that the respondents had various difficulty in learning English language. The respondents who had difficulty in English consonant sounds were 2. The respondents who experienced difficult in identifying the vowel sounds were 2. The respondents who felt hard to make phrase are 3. Nominal and verbal construction were hard for the 2 respondents and for those who were not familiar with the word class changing were 3 respondents. The following sections are the detailed explanation of the students' difficulties in learning English language.

3.1.2 *Identifying Same Consonants with Different Sounds*

Consonant is the sound that is produced by the presence of an obstruction in the speakers' mouth. The air stream cannot pass the mouth freely. The respondents felt that they were hard to identify the English consonants when they wanted to produce similar consonants in different words. They

felt uncertain to pronounce the certain intended English consonant sounds. It can be seen in the following expression from the respondents.

Respondent 1:

“I feel confused about how to produce the consonant sounds. Some consonants are pronounced differently, although they have the same phoneme. It can be seen in pronouncing the phoneme /c/. This phoneme is sometimes pronounced /k/, like in the word “cut,” and sometimes pronounced /s/, such as in the word “specific.” Besides, I also felt uncertain when I found consonants “th”. This makes me confused when I find it in other words. I feel ashamed and afraid of mistakes in pronouncing those words. It happens especially when I speak or answer questions”.

Another respondent (respondent 2) also agreed with this statement said that different pronunciation in the same phonemes makes him dizzy when listening and speaking English. I am also afraid to say the same phoneme with different pronunciations. The phoneme /t/ is sometimes sounded /t/ like in the word “tea, table, and teacher” but sometimes it is pronounced /ʃ/ like in the word “nation and section”. I also found difficulty in identifying the silent consonant such as /p/ and /k/. When I have to pronounce silently and when not to silent. This case makes me confused.

The change of the English consonants sounds makes the English language learners confused. They cannot guess the same consonants sound in many words. It is common if they cannot predict the same consonants sounds in different places. This happens because there is no appropriate rule for pronouncing the same consonant in many other words. This difficulty is also appropriate with the research result, which was conducted by (Shak et al., 2016) that the respondents experienced mispronunciations when producing consonant sounds, pure long and short vowel and diphthong. Besides, they also mispronounced in producing silent consonant and final “ed” sounds. It is also in line with the research result conducted by (Yusriati & Hasibuan, 2019) that many respondents still have errors in pronouncing English pronunciation. The result of this research is also in line with the study conducted by (Ling & Fang, 2022), who found that the respondents have errors in producing voiced and unvoiced consonants sounds, fricative, short monophthong, plosive and final deletion consonants.

It is also supported by (AlMuslimi, 2020; Utami, 2020) who found that the respondents have problems in pronouncing consonants cluster, intonation, stressing, long and short vowels. The consonants cluster like “stop and study”. Consonant cluster is a group of two or more consonants alphabets in a word. These consonants can be in the initial, medial and final position. The consonants “st” in the word “stop” is and “study” are example of the initial consonant cluster position, the consonants “ch” in the word “ache” is the medial position example. The final consonant cluster can be seen in the word “student” and “grand” are the examples of final cluster consonants. This difficulty is also identified by previous research conducted by (Jamilulkillah et al., 2023). The result of this research showed that the respondents have troublesome in producing the consonants cluster [θ], [ʃ], [gh], [ld], and [st]. This problem is the same the current research finding when they were pronouncing the consonant clusters. The current research respondents felt hard how to say the consonant clusters / θ/.

Stressing is one of the problems that makes the speakers felt difficult. The same phoneme has different stressing. Phoneme /p/ should be stressed differently because of its position. Initial phoneme /p/ is different from medial and final. There are primary stress, secondary stress and weak stress. The phoneme /p/ in the word “pineapple” is stressed differently. Another previous researcher has conducted the research and the result is that the respondents have problem in English

pronunciation in term of English sounds of consonant [v], [θ], [ð], vowel [æ], [ʌ], [ɔ:] and diphthong [eɪ], [oʊ], [aʊ], [aɪ] (Ammar, 2022; Plailek & Essien, 2021)

The problems found in the previous researches are almost the same as what the current research problems faced by the respondents. The pronunciation problems found in the current research is that the respondents felt confused when they met the similar consonants pronounced differently. They do not feel self-confident when they found those phonemes to produce. They felt uncertain when they found those words for the first time. This condition makes the respondents anxious when they are going to say the intended phonemes. It is in line with result of the research conducted by (Garma, 2022) that English speaking anxiety causes confidence and anxiousness in participating the class. It is supported by the previous researcher that anxiety has very important role towards the English speakers (Roul Sinadia et al., 2023). It is common for the expanding circle country like Indonesia when the people have this feeling. Indonesian consonants pronunciations are pronounced similar to their spelling. The Indonesian phoneme “t” is pronounced /t/, like in the word “*tempat*” and “*tidak*”.

English consonants also have silent consonant in pronunciation. These consonants are not pronounced in certain place and pronounced in other places. This condition makes the non-native English language speakers hard to pronounce when they have to say these consonants. It can occur, for examples, in the words “knowledge”, “know”, and “psychology”. These consonants /k/ in the words “knowledge”, “know” and /p/ in the word “psychology” are muted in their pronunciation. But in other places, they are pronounced such as in the words “people”, “paper” and “make”, “pack”, and “back”. These /k/ consonants are sounded. This uncertain pronunciation causes the respondents of the current research hard to identify those sounds. They could not produce these consonants. The current research respondents could not pronounce the consonants /k/ and /p/ when they met these consonants. The current research result is supported by the previous result research conducted by (Veniranda & Rosemarie, 2022). The previous researcher found that they have difficulty in pronouncing these silent consonants /l/, /s/ and /b/. Meanwhile, the current research found that the respondents found difficulty in pronouncing these silent consonants /k/ and /p/.

3.1.2.a. Identifying English Vowel Pronunciation

The pronunciation difficulty is not only in producing consonant sounds but also in vowel sounds, like what is experienced by the following respondents.

Respondent 3:

“I cannot guess the pronunciation of the same vowel sounds. The phoneme /u/ is sometimes pronounced /u/ like in the word “put” but in other words this phoneme is pronounced /ʌ/ like in the word “cut”. There is no specific formula to pronounce /u/ or /ʌ/. This case cannot be predicted. Not only this phoneme but also other phonemes, such as phoneme /i/, is pronounced /ai/ like in the word “time,” and it is also pronounced /i/ as it can be seen in the word “sin”. What is the standard to say /ai/, and when do I have to say /ai/? This causes me not to be self-confident in speaking English”.

Another respondent 4 said, “I still have to think deeply of the long and short vowels. Sometimes the vowels are pronounced with long pronunciation but the same vowels are pronounced in short. This difference makes me hard to say. I have not been able to identify which vowels pronounced in long and short pronunciation”. It can be seen for vowel /o/ in the words “foot” and “food”, vowel /i/ in the words “big” and “fit” which are pronounced differently”.

These two statements from the respondents imply that the respondents have obstacles in pronouncing English vowels. This difficulty is because of their inconsistency in vowels pronunciation.

It is also known that English vowels have long and short vowels. The result of the current research is in line with the result research from (A. A. W. Al Abdely & Thai, 2016). They found that the respondents faced problems with English vowels pronunciation. Based on the research conducted by Al-Abdely, 2016, the respondents felt difficulty in producing these two vowels /ɒ/ and /æ/. Another researcher also conducted the research on English vowel pronunciation in which the respondents felt difficulties in pronouncing the low English vowels. They have problems when they produce these low vowels /ɒ/, /æ/ and /ʌ/ (A. A. Al Abdely, 2021). Vowels of the words “cup”, “study”, “student” and “shut” are the same. They are the same vowels with the different pronunciation.

The vowel /u/ in the word “cup” is pronounced /ʌ/, the vowel in the word “study” are pronounced /ʌ/ but it is different from the vowel /u/ in the word “student”. The vowel /u/ in the word “study” is pronounced /v/ but the vowel /u/ in the word “student” is pronounced /u/. This vowel /u/ is also pronounced differently in the words “university”, “uniform”, “due”, “fur”, and “pure”. The vowel /u/ is pronounced /ju/ in the words “university”, “uniform” and “due”. This difference pronunciation causes the current research respondents think hard to say the /u/ pronunciation.

3.1.2.b Phrasal Composition

English language phrase composition is different from the Indonesian language. This phrasal composition makes the Indonesian language learners feel hard. They have to think more seriously when they want to express English phrases. This feeling is experienced by the respondent as follows.

Respondent 5:

“Oh my God. I must speak English slowly when I want to say English phrases. I made lots of mistakes when producing English phrases. I did it in making the noun phrases, such as good books. I say “book good” instead of saying “good book”.

The following respondent also feels this admittance.

Respondent 6:

“One thing that makes me think deeply is the construction of the English phrase. The construction is in contrary with my language.”

Respondent 7:

“I feel that English has a special construction in using the English verb. There is a construction that consists of verb and preposition such as “put off”, “put on” and “interested in”. These make me difficult to construct the English construction”.

The English phrase is not the same as Indonesian phrase. English language phrase consists of modifiers and headwords. Indonesian phrase is headwords then it is followed by the modifiers. This inversion construction makes the respondents have to work hard in making the English phrase. This case happened in the previous research (Juniartawan et al., 2020) (Panjaitan et al., 2023). It happened in constructing the English phrase that consisted of possessive adjective and noun such as “in body we” (Aini, 2018). The phrase “in body we” should be written “in our body”. The current research finding is the same as the previous research finding in constructing the noun phrase. The previous research noun phrase is “body we” and the current research noun phrase is “book good”. This construction is influenced and transferred from the respondents’ Indonesian language.

Phrasal verb is the compound of the verb consisting of main verb and preposition such as the words “turn on” and “turn off”. The different preposition. These two words have the same original verb with Misplace and misuse of the preposition will have different meaning. The admittance of the difficulties in making English phrases is not only felt by the respondents of the current research who learn the English language. The current research result is supported by the previous research. Based on the previous research it can be found that showed 65% students below the minimum score of 56

in the test and the result from the questionnaire showed that most students agreed lack of learning, regularity of exposure and mental barriers are their main problems (Juniartawan et al., 2020)

3.1.2.c Nominal and Verbal Sentences

Nominal and verbal have different construction and composition. The respondents have experience in composing nominal and verbal sentences. It can be seen from the following respondents' responses.

Respondent 7:

"I always have a mistake when I make nominal and verbal sentences. I am still unaware of making a mistake in producing the nominal and verbal sentences. Like I "am study in the class" and "I am sit."

Another respondent also makes this mistake making nominal and verbal sentences.

Respondent 8:

"I make mistakes when I use verbal sentences such as "you are go". My lecturer said that don't mix nominal and verbal sentences. They are different compositions."

Nominal and verbal sentence is the construction of the words consisting of at least subject and predicate. Nominal sentence differs from verbal sentence because of their predicates. Verbal sentence is the sentences whose predicates are from verbs such as "say", "speak", and "tell". Meanwhile nominal sentence is the sentences that consist of auxiliary verbs as the predicate such as "am", "were" and "is". Based on the respondents' answers, they have not been able to differentiate the pattern of nominal and verbal sentences. The nominal sentence is the sentence with a predicate that is not the verb, and the verbal sentence is contrary to the nominal sentence. The predicate of the verbal sentence is the main verb.

There is previous research that the respondents have problems in making verbal and nominal sentences. The current research found that the respondents have problems in making nominal and verbal sentences such as "I am sit" and "I am go". These two samples are verbal sentences from simple present tense. It is known that simple present tense rule is Subject and Verb as the predicate (S+V). There is no to be comes before verbs in simple present tense rule when the predicate is from the verb. Therefore, the sentence "I am sit" and "you are go" is incorrect because these two sentences use auxiliary verbs "am" and "are" before the verb "sit" and "go". These sentence constructions should be "I sit" and "you go" to make the verbal sentences from simple present tense. This current research finding is different from the previous research finding in which the previous research did not mention clearly the position of to be in the sentences. It discuss the error types done by the respondents (Hasnia et al., 2022).

The current research finding is also different from the previous research in term of problems in verbal and nominal sentences. The previous research found that the respondents have problems in composing verbal and nominal form from the reasons of having difficulty. The researcher found that they have difficulty in using nominal and verbal form because of their talent, maturity, and fatigue (Gunday et al., 2023).

3.1.2.d Changing of Word Classes

The way how to change the word class is not so easy. It needs more knowledge to change the word class, such as from adjective to verb and from the verb to noun. The following respondents experience this difficulty.

Respondent 8:

"When I speak and write in English, I find difficulties in making verb that comes from the adjective." It is like the words "rich." I do not know how to change this word to the verb

form. I kept silent when I wanted to say this word. It also happens when I want to produce the adverb”.

It is also said by another respondent (respondent 9) who feels that she experienced difficulty when she wanted to change forms from verb to noun, such as develop, decide and so on. I also do not understand how to make adjectives into a noun, like strong, high, and others.

These statements showed that changing the word classes or parts of speech needs more knowledge. Language learners have to read and learn hard from many references. The result of the current research supports the research conducted by (Al-Jarf, 2019). The result of Al-Jarf’s research showed that the language learners made errors in changing word classes, such as in adjective suffixes. It is known that to change the English word class needs more hard work. To change verb such as “develop” into noun form, it should be added by suffix “ment” at the final of the verb. In other cases, this rule cannot be used for other verbs such as “conclude”. To make noun from the verb “conclude” is by adding “sion” at the end of the verb. It also happens in other the verb such as “communicate” becomes “communication” to make noun form.

The change of English class form also happens in adjective. To make noun from adjective, the change can be done by adding suffixes at the final of the adjective. It can be seen for adjective “bore”, to make it noun form, it should be added by “dom”. Nevertheless, other adjectives are not added by “dom” any longer but they should be added by “ness” such as in the word “bright” becomes “brightness”. This inconsistency in affixation make the respondents feel difficult to ascertain their prediction in making noun form from adjectives. The current research is supported by (Auni & Manan, 2023) who found that the difference between native and foreign language in forms, formations, and position makes the teaching and learning process difficult.

3.2 Things Cause Difficulties

Learning a foreign language and a second is not as easy as learning a native or first language. The language learners face obstacles and challenges to learn the foreign language such as English language. There are some factors that are experienced by the language learners. The table 2 as follows is the factors that affect the respondents’ difficulty in learning English.

Table 2. Factors Affecting Difficulty in Learning English

Factors Affecting in Learning English	Total Respondents	Percentage
Lack of Learning Environment	3	0.45
Lack of Practice in English language	2	0.3

The table 2 above shows that the respondents had problems when the learnt English language. Their problems can be formulated as follows: (1) lack of learning environment, and (2) lack of practice in English language skills. This results of difficulty in learning English language are explained and discussed in the following sections.

3.2.1 Lack of Learning Environment

Various English pronunciation needs more knowledge. They always have to actively listen to English pronunciation, such as English news, movie, story, etc. Language learners have to learn English as hard as possible. The environment helps language learners in studying the English language. The language learners feel difficult to learn English because of the environment. Like in the

problem of pronunciation practice, the language learners think that there is no model to learn pronunciation.

The following respondents experience a lack of a learning Environment.

Respondent 9:

“I always stop speaking when I cannot produce what is in my mind. I am rare to listen to the English sounds. This makes me difficult to pronounce the English words. I felt this condition when the lecturer in the class asked me. I am aware that it is Indonesia”.

Another respondent also feels this statement.

Respondent 10:

“I feel hard to find the English sounds except I open the dictionary. It is difficult to find English in my place and my school.”

Another respondent also has the same idea that can be stated by the respondent 12 as follows.

Respondent 11:

“I memorize lots of English sounds to prepare for speaking and conversation, but I forget those sounds when I want to retrieve them from my memory.”

Environment has an important role in learning the language. It also happens for learning English language. By having the adequate milieu, various sounds can be identified by the English language learners. It is better for the English language learners or the school to make the English language milieu. This milieu can be used to develop the English language learners in listening skill. They can get the English sounds or pronunciation by listening to the English speakers surrounding them. By having lots of listening to the English sounds, the English language learners will have more opportunity to get the English language sounds. Moreover, for English as a foreign language like in Indonesia. Even English as a second language, they need communication strategies to develop their competence in English language (Meenambal & Meenakshi, 2022). Besides that, they can make English club to make English Environment (Fitriany et al., 2021).

3.2.1.a Lack of Practice in the English Language Sounds and Speaking

Language needs practice. It happens in speaking skills and other language skills and language components. Language learners have to practice more and more in learning the language. Without much practice, it will be hard to identify the English sounds and compositions.

This case is said by the respondent as follows.

Respondent 12:

“I admit that my difficulty in learning the English language is because of myself. I do not practice many times in English. Listening is a difficult subject besides speaking skills. I am accustomed to listening to English sounds”.

Another respondent, as an English language learner, also admits it. It can be seen in the following statement.

Respondent 13:

“For me, all of the English skills are difficult. I feel difficulty in speaking, listening, reading, writing, and pronunciation. I do not practice speaking or listening to English sounds. Reading makes me get sweaty to find the main idea and specific information. Writing in English composition is also difficult for me. I am aware that I do not study hard in learning English”.

Based on these statements, it can be said that lack of practice can cause language learning not to be maximal. Listening skills cannot be acquired as well as possible if the language learners do not want to listen to English sounds often. English sounds are very hard to identify by non-native English

speakers. Moreover, the people who are from the expanding circle. It is not only for listening skills but also the other language skills. The less practice, the fewer the result. It relates to the motivation of language learners. The result of this research supports the result of the study conducted by (Wulandari et al., 2020). Based on their findings, internal and external aspects affect the difficulty in learning English. The internal factors come from motivation from the language learners themselves. It is the most important factor to practice the language. The language learners who have high internal motivation will strive themselves to look for various ways in mastering English language.

By having internal motivation, the language learners will try and try everything to achieve their intention in learning language. They do not stop exercising ways to reach their English. They will always listen to English pronunciation through songs, films, and English drama. Besides, they will read lots of various English text to enrich their vocabulary, grammar and understanding in English language. They also can use the tongue twister to practice English sounds.

3.3 The Solution to Overcome Difficulty in English Mastery

Difficulty in learning English can be decreased by self-awareness and self-motivation. These two factors should be internalized into the English language learners' minds. With these two factors, the language learners will be able to invite themselves to do things to decrease the difficulty in learning English. It can be seen in the table 3 as follows.

Table 3. Solution to Overcome Difficulty in English language

Solution to Overcome English Difficulty	Total Respondents	Percentage
Memorizing vocabularies and practice speaking	1	0.15
Studying hard and never shy to ask the unknown terms	1	0.15
Having own learning strategy	1	0.15

Based on the table 3 above, it can be found that the respondents had solutions to overcome their difficulties in learning English. The respondents: (1) chose to memorize vocabularies and practice speaking, (2) strived to study harder and never shy to ask the unfamiliar words, (3) used their own strategy in learning. These findings can be formulated in the following statements:

Respondent 14:

"I know that I feel hard to learn the English language. In speaking, for example, I must memorize vocabularies with their pronunciation every day. I have to practice speaking with partners whenever I am. Besides that, I must make notes that I can bring wherever I go. This is a piece of paper that I write daily vocabularies on it. In listening, I must try listening to English sounds from English sounds available on the internet".

The following respondent also supports the respondent's 14 statement above.

Respondent 15:

"To overcome my difficulty in learning the English language, I must force myself to study harder. I am not ashamed to ask my friend when I have difficulty learning English. Listening is a hard skill for me besides speaking skill. I cannot understand when the lecture plays the conversation in listening. I try to ask the lecturer after the lecture if the lecturer does not explain the listening content".

Respondent 7:

“In my opinion, I memorize dialogue to overcome my difficulty in speaking. I see the formula in conversation. I pay more attention to the way to ask questions and answer the questions. I must practice my English with my friends”.

Respondent 8:

“I classify the model of the word construction when I want to change the word classes. For example, when I want to change the adjective “strong” to a verb, I look for a resemble word like “strong,” is like the word “long”. To form the verb of the word “strong” is the word “strengthen”, so the word “long” is the word “lengthen”. This is my simple way for me to overcome my problem in English”.

Based on these respondents’ statements above, it can be said that language learners have their own way of solving their problems in learning English. They do not only depend on other people’s learning styles in learning. Every person has their own style. They themselves who know their own language styles. The result of this research reveals that to overcome the problem of learning English, one needs motivation coming from themselves. It is in line with the paper written by (Klimova, 2011) that motivation has a very important role in learning the English language. By having this motivation, the students as the language learners have more opportunity to practice English language.

Language learners who are lack in their vocabulary mastery, they can try to memorize lists of vocabularies with their context. They have to do this memorization regularly every day. Language learners who are lack in their speaking skill, they can practice speaking with their partners in speaking. Language is not enough by having lots of vocabulary without practicing those vocabularies in speaking. Pronunciation practice makes the language learners fluent in producing the consonants and vowels English sounds.

4. CONCLUSION

Based on the results of the research it was found that the respondents who learn English language as a foreign language faced problems and difficulties. The forms of difficulties can be classified into the following classifications. The first is difficulty in identifying vowels and consonants sounds. The respondents who had these problems were 2 (two) respondents and those who had difficulty in English vowels pronunciation were also 2 (two) respondents. The respondents with the difficulty in their phrasal construction were 3 (three) respondents and for those who experienced problems in words class changing were 3 (three) respondents. This identification is in the form of listening and speaking skills.

The difficulties in learning the English language are due to the lack of an English environment. It was experienced by 3 (three) respondents. Language learners have few models for practicing English language. It is also because of the lower motivation to learn and practice the English language. There were 2 (two) respondents who felt this condition. To solve the English language problem, language learners must do lots of practice in learning and practicing the English language. This practice not only for speaking skill but also all of the language skills and language components.

This research has limited participant. It is different from the result of the research on the language learner’s difficulty in Iraq. The result shows that for learning English as foreign language, learners need a proper time and a good management; however, the results reveal that teachers’ role, learning methods and strategies are vital, also the use of authentic materials motivate learners to develop their linguistics and communicative competence (Mohammed, 2018). Further research should conduct the research in more participant to get more comprehensive result.

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