

## Unraveling the Obstacles to English Learning Among EFL Junior High School Students in the Parongpong Region

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### Abstract

The study aimed to identify the primary obstacles encountered by junior high school students when learning English. Conducted as a cross-sectional survey, data were gathered from 102 9th-grade students in three public schools in Parongpong using a Likert questionnaire and analyzed through mean scores. Findings revealed that the key barriers included students' tendency to use their native language, grammar errors, limited speaking opportunities outside school, fear of making mistakes, and restricted vocabulary. Additionally, challenges arose from listening materials' speed and complexity, unfamiliar topics and words, as well as nervousness. Furthermore, hurdles in reading practice, complex text structures, idea generation, spelling, paragraph organization, grammar, teacher's limited use of learning media, and cognitive attitudes were observed. These findings are expected to aid teaching efforts, particularly in addressing barriers for EFL learners.

**Keywords:** *EFL students, Barriers, Language Learning*

### INTRODUCTION

In this era of globalization, the exponential growth of the English language has been observed worldwide, surpassing the number of native speakers threefold (Dewi, 2013). Consequently, English has transcended its origins and spread from inner circles to outer and expanding circles, as categorized by Kachru, prompting individuals across the globe to pursue proficiency in the language. Its pivotal role in technology, business, economics, and politics, coupled with its integration into educational policies across various nations, underscores the necessity and significance of learning English (Celik & Kocaman, 2016; Katemba, 2022; Muhammad, 2013). In the realm of education, English plays a pivotal role, as many textbooks and learning materials across various disciplines are predominantly written in the English language. English language instruction and learning are widespread, particularly in countries where English is taught as a foreign language, such as Indonesia. In Indonesia specifically, English is predominantly taught and learned as a foreign language (Gunantar, 2016). This emphasis on English education is underscored by regulations such as those outlined by the Ministry of Education and Culture in 2018, specifically No. 35 and 36, which mandate the inclusion of English in school curricula, designating it as a foreign language to be taught in junior high schools. This initiative aims to cultivate a pool of skilled human resources capable of thriving in the globalized era (Hasibuan, 2013). Moreover, some private schools in Indonesia also

offer English lessons starting from kindergarten or primary school levels, further highlighting the importance placed on English education (Hasibuan, 2013). However, as foreign language learners, there are various barriers faced by learners in learning the English language, refer to Brown quoted in Mohammed (2018) stated that “Learning a second or foreign language is a long and complex process because learners are required to cover all the aspects of a new language such as the structure and culture of the target language”. Hashemi (2011) also states that learners from the countries where English is not spoken as the mother tongue are weak in English language learning moreover English language has different contexts in terms of using some language skills or different linguistic aspects such as grammar and vocabulary from local language of students might create difficulties in learning English (Hossain, 2018; Celik & Kocaman, 2016).

Another formidable challenge students encounter is pronunciation. The intricacies of English pronunciation, particularly in an EFL context, can be exacerbated by the influence of the learner's first language, wherein certain sounds or phonetics may be absent, leading to difficulties (Ahmed, 2017). Additionally, learners often struggle with sounds that deviate from their phonetic representations in written words. Mohammed (2018) highlights how the limited exposure to English in the learners' environment diminishes the effectiveness of learning. Hussein (2017) identifies various obstacles at the secondary level, including insufficient teacher training, lack of appropriate teaching materials, inadequate teacher motivation, limited teaching experience, and scarcity of ELT research. Moreover, the emotional state of students significantly impacts the learning process, with emotions ranging from positive reinforcement to negative hindrances (Saville, 2012). Based on the aforementioned considerations, this study aims to identify the predominant barriers faced by 9th-grade public junior high school students in Parongpong when learning English. The choice of 9th-grade students is deliberate, as they represent a critical period according to the Critical Period Hypothesis (CPH), which suggests that language acquisition is most successful around the age of puberty, with subsequent language learning becoming increasingly challenging (Siegler, 2006). Additionally, the selection of junior high schools in the Parongpong area is strategic, given its rural setting and the prevalence of students who primarily speak their native language. **Statement of the Problems**

1. What are the primary barriers hindering junior high school students in Parongpong from effectively learning English? (Including obstacles in speaking, listening, reading, writing, affective barriers, and teacher-related barriers)
2. What are the predominant obstacles encountered by female and male students in their English language learning journey? (Encompassing challenges in speaking, listening, reading, writing, affective barriers, and teacher-related barriers)
3. What are the key hurdles faced by students from different schools in mastering English? (Covering difficulties in speaking, listening, reading, writing, affective barriers, and teacher-related barriers)

### **Purpose of the Study:**

1. To ascertain the primary barriers impeding junior high school students in the Parongpong area from effectively learning English.
2. To enhance understanding and develop effective strategies for overcoming obstacles in teaching and learning the English language.
- 3.

### **Literature Review and Related Study**

Celik and Kochaman (2016) conducted a study on the barriers encountered by middle school students learning English as EFL students in Turkey. Their findings highlighted linguistic, instructional, affective factors, and the absence of assistance and resources as significant hindrances in the English learning process. Additionally, Khan (2016) conducted a study at the College of KAU-Jeddah, which revealed that students face barriers related to study habits, linguistic challenges, attitudes toward learning, and various aspects of learning styles, methods, and pedagogy. Furthermore, Frans (2016) identified barriers to learning English as a second language in two higher learning institutions in Namibia. The primary obstacles faced by students include difficulties in improving their oral and writing skills due to the lack of specific teaching and learning objectives in the syllabus, inadequate teaching methods employed by lecturers for oral communication and writing skills, students' inability to construct correct sentences, insufficient time allocated for English subjects, leading to rushed teaching to complete the syllabus before exams, and a lack of student motivation to learn. Another pertinent study conducted by Ghrib (2004) focused on Tunisian secondary school students' perceptions of the challenges they face in learning English as a foreign language. The results revealed a variety of reasons for students' difficulties, particularly in linguistic aspects such as lexical, semantic, grammatical, and phonetic dimensions. Participants encountered challenges, particularly in vocabulary, meanings, grammar, and pronunciation, across various language skills.

## **METHODS**

### **Research design**

The research design that was used in this research was survey. The survey design is research investigation conduct to obtain the facts of the phenomena that exist and look for information factually, both about social institutions, economics, or politics of a group or a region. Furthermore, the survey design used in this study was a cross sectional survey design. Cross sectional survey is a research design that collects data once into a sample (Creswell, 2012). The researcher chose this design with the consideration that the cross sectional survey design is a popular survey design used in education, and is used to gather information about attitudes of beliefs, opinions, and behaviors with the advantages of being able to present information in a short amount of time.

### **Research participants and Sampling Procedures**

So in this research, the participants of this study were was the 9th grade students of public junior high school in Parongpong district. They were SMPN 1 Parongpong, SMPN 2 Parongpong and SMPN3 Parongpong.

The population of 9<sup>th</sup> grade junior high school in Parongpong district is about:

**Table 1** Population of Students

Schools	Total of Students
SMPN 1 Parongpong	366
SMPN 2 Parongpong	167
SMPN 3 Parongpong	174
<b>Total</b>	<b>707 Students</b>

According to Arikunto (2010) stated that if the population is less than 100 people, he suggested to take all of the population as the sample but if the population is more than 100 people, the researcher can take 10-15%, and 20-25% or more. From those populations, the researcher took 14.4 % of 707. Which were 102 students as the sample.

In this study, the researcher was used Random sampling random sampling is way of a sampling technique where each sample has the same probability of being chosen. The randomly chosen sample is intended to be an unbiased representation of the total population (Taniredja & Mustafidah, 2012). Therefore, the researchers used random sampling techniques to avoid biased representations and by considering grade 9 students having heavy learning burdens and tight class schedules so that random sampling was the appropriate technique for this condition.

In applying random sampling, researchers have carried out the steps. First, the researcher previously consulted with the head of the curriculum / home room teacher / English teacher of grade 9. Second, after the consultation the teacher suggested that the researcher distributed the questionnaire to the 9th grade students which having available schedule considering the tight schedule. After that, the researcher distributed the questionnaire to available class.

In this research, the researcher used a questionnaire, where the students read the questions and then choose an answer that suits their condition well. The form of this study was consisted of fifty questions and 5 selected Likert answer: Strongly Agree (SA), Agree (A), undecided (U), Disagree (DS), and Strongly Disagree (SD).

Then, the researcher also found the validity and reliability level of the instrument by doing pilot test, then the valid and reliable items where used as research instruments. It was administered to students at SMP Lab School UNAI and SMP IT Madinatul Ulum Parongpong

So in analyzing the data the researcher focused to the following steps:

1. Collected and checked the questionnaire that distributed to the respondent.
2. Then, researcher tallying the data with Microsoft Excel to find out the number of students/frequency of student in answering each statement.
3. The researcher scored each answer of questionnaire.

4. Then, the researcher found the mean score presentation using this

following Sugiyono (2012): 
$$\bar{X} = \frac{\sum X}{n}$$

$\bar{X}$  : Mean

n: Sample size

$\sum X$ : Total/sum of all Score

5. After finding the Mean score, the researcher found scale range value to categorize the clarification of respondents' answers with Sugiyono (2015) formula:

$$\text{Scale range value} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{number of Likert Answer (5)}}$$

$$\text{Scale range value} = \frac{5-1}{5} = 0.8$$

Then, the scale range value of 0.8 is used to determine the interval scale.

6. Lastly, the researcher interpreted the mean score by using the following rating scale.

**Tabel 2** Interpretation of Mean score

Mean	Criteria/interpretation
4,21 – 5,00	Very high
3,41 – 4,20	High
2,61 – 3,40	Moderate
1,81 – 2,60	Low
1,00 – 1,80	Very Low

(Sugiyono, 2012)

## RESULTS

**Dominant Barriers in Learning English****Table 3.** Speaking Barriers

No	Statements	Mean Score	Interpretation
1.	I have a habit of using my native / regional language in English classes.	3.57	<b>High</b>
2.	I find it difficult to speak English because of my error in grammar.	3.53	<b>High</b>
3.	I do not have much chance to speak English outside of school.	3.39	<b>Moderate</b>
4.	I am afraid of making mistakes in speaking English.	3.30	<b>Moderate</b>
5.	I have difficulty speaking English because of my limited vocabulary.	3.20	<b>Moderate</b>

Based on table 3. above, it shows that the most dominant barriers faced by in speaking were students habitual of using mother language in class, grammar error, lack of opportunity in speaking English outside the school, afraid of making mistakes in speaking English and limited vocabulary.

**Table 4.** Listening Barriers

No	Statements	Mean Score	Interpretation
1.	I have difficulty in understand what I heard when the speaker/audio speaks too fast.	3.88	<b>High</b>
2.	The complicated grammatical structure makes difficult for me to understand what I heard.	3.50	<b>High</b>
3.	I find it difficult to understand what I hear when the topic is unfamiliar for me.	3.49	<b>High</b>
4.	I find it difficult to understand what I hear because there are too many words that I don't know.	3.40	<b>Moderate</b>
5.	I become nervous and worried when I'm not understand what I'm hearing.	3.31	<b>Moderate</b>

Based on table 4 above, it shows that the most dominant barriers faced by students in listening were in the speed rate of the speakers/audio speed is too fast, complicated grammatical structure of listening material and unfamiliar topic of listening material, unfamiliar words of listening material and become nervous and worried when not understanding the listening material.

**Table 5.** Reading Barriers

<b>No</b>	<b>Statements</b>	<b>Mean Score</b>	<b>Interpretation</b>
1.	I lack practice in reading English.	3.44	<b>High</b>
2.	I find it difficult in reading because the reading passage has complicated structure/difficult sentence structure.	3.37	<b>Moderate</b>
3.	I have difficulty understanding topics that are unfamiliar for me.	3.26	<b>Moderate</b>
4.	I have difficulty in reading because the reading passage has many unfamiliar words.	3.16	<b>Moderate</b>
5.	Passage with long text makes me difficult in understanding reading material.	3.11	<b>Moderate</b>

table 5 above shows that the most dominant barriers faced by students in reading were lack of reading practice, reading passages with a complicated structure, understanding unfamiliar topics, unfamiliar words, and reading passages with too long text.

**Table 6.** Writing Barriers

<b>No</b>	<b>Statements</b>	<b>Mean Score</b>	<b>Interpretation</b>
1.	I find it difficult to generate ideas and explain it.	3.44	<b>High</b>
2.	I find it difficult to organize sentences / paragraphs in writing English.	3.29	<b>Moderate</b>
3.	Limited vocabulary makes me difficult to write in English.	3.25	<b>Moderate</b>
4.	I find it difficult to spell English words in writing because of the difference of written form with spoken form in English.	3.15	<b>Moderate</b>
5.	I have difficulty in using grammar / sentence structure correctly in writing English.	3.14	<b>Moderate</b>

Based on table 6 above, it shows that the most dominant barriers faced by students in writing were difficulty in generating ideas, difficulty in organizing sentences/paragraph, lack of vocabulary, spelling English words which different from it spoken and difficulty in using grammar / sentence structure correctly.

**Table 7** Affective Barriers

No	Statements	Mean	Interpretation
1.	In my opinion, English is a difficult language.	3.03	<b>Moderate</b>

Based on table 7. it shows that the students just have one most dominant barrier on their Affective factor which was on their cognitive aspects of attitude.

**Table 8.** Barriers from English Teacher

No	Statements	Mean Score	Interpretation
1.	English teachers rarely use varied learning media in teaching English.	2.64	<b>Moderate</b>

Based on table 8. it indicated that the students just have one most dominant barrier from the English teacher. It was the use learning media where the English teachers rarely use varied learning media in teaching English.

### Dominant Barriers Faced by Female and Male Students

**Table 9.** Speaking Barriers of Female Students

No	Statements	Mean Score	Interpretation
1.	I have a habit of using my native / regional language in English classes.	3.39	<b>Moderate</b>
2.	I am afraid of making mistakes in speaking English.	3.31	<b>Moderate</b>
3.	I have difficulty expressing my thoughts / ideas in speaking English.	3.35	<b>Moderate</b>
4.	I find it difficult to speak English because of my error in grammar.	3.27	<b>Moderate</b>
5.	I do not have much chance to speak English outside of school.	3.23	<b>Moderate</b>

Based on the tables above, indicate that the most dominant barriers faced by female students were grammar errors, students' habitual of using their native / regional language in English class, having no friends to practice speaking English, lack of opportunity to speak English outside of school, and difficulty in expressing thoughts/ ideas in speaking English.



**Table 10.** Listening Barriers of Female

No	Statements	Mean Score	Interpretation
1.	I have difficulty in understand what I hear when the speaker/audio speaks too fast.	3.86	<b>High</b>
2.	The complicated grammatical structure makes it difficult for me to understand what I am hearing.	3.66	<b>High</b>
3.	I find it difficult to understand what I hear when the topic is unfamiliar for me.	3.62	<b>High</b>
4.	I become nervous and worried when I'm not understand what I'm hearing.	3.35	<b>Moderate</b>
5.	I find it difficult to understand what I hear because there are too many words that I don't know.	3.17	<b>Moderate</b>

Based on the table above, shows that the most dominant barriers faced by female students in listening were in speed rate of the speaker / audio speed is the too fast, complicated grammatical structure of listening material, the unfamiliar topic of listening material, unfamiliar words of listening material and becoming nervous and worried when not understand the listening material.

**Table 11.** Reading Barriers of Female Students

No	Statements	Mean Score	Interpretation
1.	I find difficult in reading because the reading passage has complicated structure/difficult sentence structure.	3.37	<b>Moderate</b>
2.	I lack practice in reading English.	3.37	<b>Moderate</b>
3.	I have difficulty understanding topics that are unfamiliar for me.	3.29	<b>Moderate</b>
4.	I have difficulty in reading because the reading passage has many unfamiliar words.	3.17	<b>Moderate</b>
5.	Passage with long text makes me difficult in understanding reading material.	3.15	<b>Moderate</b>

Based on the table above, it shows that the most dominant barriers that faced by female students in reading were reading passages with a complicated structure/difficult sentence structure, lack of reading practice, understanding unfamiliar topics, unfamiliar words and reading passages with too long text.

**Table 12.** Writing Barriers of Female Students

No	Statements	Mean Score	Interpretation
1.	I find it difficult to generate ideas and explain it.	3.43	<b>High</b>
2.	I find it difficult to spell English words in writing because of the difference of written form with spoken form in English.	3.25	<b>Moderate</b>
3.	Limited vocabulary makes me difficult to write in English.	3.15	<b>Moderate</b>
4.	I find it difficult to organize sentences / paragraphs in writing English.	3.15	<b>Moderate</b>
5.	I am afraid of negative evaluations from teachers.	3.11	<b>Moderate</b>

Based on the table, it shows that the most dominant barriers faced by female students in writing were barriers in generating ideas, difficulty in spelling English words in writing because of the difference between written form with spoken form in English, lack of vocabulary in writing English, organizing sentences/paragraphs and students afraid of teacher negative evaluation

**Table 13.** Affective Barriers of Female Students

No	Statements	Mean Score	Interpretation
1.	In my opinion, English is a difficult language.	2.90	<b>Moderate</b>

Based on the table above, it showed that female students just have one most dominant barrier on their Affective factor which was on their cognitive aspects of attitude.

**Table 1. 4**Barriers from English Teacher of Female Students

No	Statements	Mean Score	Interpretation
1.	English teachers rarely use varied learning media in teaching English.	2.70	<b>Moderate</b>

Based on the n table, it indicates that female students just have one most dominant barrier from English teacher which is the use of learning media where English teachers rarely use varied learning media in teaching English.

**Table 15** Speaking Barriers of Male Students

No	Statements	Mean Score	Interpretation
1.	I find it difficult to speak English because of my error in grammar.	3.80	High
2.	I have a habit of using my native / regional language in English classes.	3.76	High
3.	I have no friends to practice speaking English.	3.60	High
4.	I do not have much chance to speak English outside of school.	3.54	High
5.	I am afraid of making mistakes in speaking English.	3.29	Moderate

Based on the table above, it shows the most dominant barriers faced by male students in speaking were grammar error, students habitual of using mother language in class, having no friends in speaking practice, lack of opportunity in speaking English outside the school and afraid of making mistakes in speaking English.

**Table 16.** Listening Barriers of Male Students

No	Statements	Mean Score	Interpretation
1.	I have difficulty in understand what I hear when the speaker/audio speaks too fast.	3.90	High
2.	I find it difficult to understand what I hear when the topic is unfamiliar for me.	3.35	Moderate
3.	The complicated grammatical structure makes it difficult for me to understand what I am hearing.	3.35	Moderate
4.	I find it difficult to understand what I hear because there are too many words that I don't know.	3.29	Moderate
5.	I become nervous and worried when I'm not understand what I'm hearing.	3.27	Moderate

Based on table abovet shows that the most dominant barriers faced by male students in listening were the speed rate of the speakers/audio where it speaks too fast, unfamiliar topic of listening material, complicated grammatical structure of listening material, and, unfamiliar words/new vocabulary and become nervous and worried when not understand the listening material.

**Table 17.** Reading Barriers of Male Students

No	Statements	Mean Score	Interpretation
1.	I lack practice in reading English.	3.50	<b>High</b>
2.	I find it difficult in reading because the reading passage has a complicated structure/difficult sentences structure.	3.37	<b>Moderate</b>
3.	I have difficulty understanding topics that are unfamiliar for me.	3.23	<b>Moderate</b>
4.	I have difficulty in reading because the passage has many unfamiliar words.	3.15	<b>Moderate</b>
5.	I often get nervous when reading English texts.	3.13	<b>Moderate</b>

Based on table above, shows that the most dominant barriers faced by male students in reading were lack of reading practice, reading passages with a complicated structure / difficult sentence structure, understanding unfamiliar topics, and unfamiliar words and get nervous when reading English text.

**Table 18.** Writing Barriers of Male Students

No	Statements	Mean Score	Interpretation
1.	I find it difficult to generate ideas and explain it.	3.45	<b>High</b>
2.	I find it difficult to organize sentences / paragraphs in writing English.	3.43	<b>High</b>
3.	Limited vocabulary makes me difficult to write in English.	3.35	<b>Moderate</b>
4.	I have difficulty in using grammar / sentence structure correctly in writing English.	3.29	<b>Moderate</b>
5.	Limited time in learning English writing makes difficulty in writing.	3.23	<b>Moderate</b>

Based on the table above, it shows that the most dominant barriers faced by male students in writing were difficulty in generating ideas, difficulty in organizing sentences/paragraphs, limited vocabulary, difficulty in use grammar/sentence structure correctly, and limited time in learning writing.

**Table 19.** Affective Barriers of Male Students

No	Statements	Mean Score	Interpretation
1.	I think English is a difficult language.	3.17	<b>Moderate</b>

Based on table above, shows that male students just have one most dominant barrier on their Affective factor which is their cognitive aspects of attitude.

**Table 20.** Barriers from English Teacher from Male Students

No	Statements	Mean Score	Interpretation
1.	English teachers rarely use varied learning media in teaching English.	2.58	Low
2.	My English teacher uses a monotonous and boring method of teaching.	2.15	Low
3.	My English teacher only tells students to take notes without explaining them.	1.78	Low
4.	The teacher doesn't pay attention to students who don't pay attention to the lesson.	2.01	Low
5.	The teacher does not motivate students to study and practice diligently.	2.29	Low
6.	The teacher gives an unfair evaluation.	1.98	Low

Based on the table above, it showed that male students do not have any significant barriers from English teachers.

### Learning English Barriers in Each School

**Table 21.** Speaking Barriers of SMPN 1 Parongpong Students

No	Statements	Mean Score	Interpretation
1.	I have difficulty expressing my thoughts / ideas in speaking English.	3.32	Moderate
2.	I have a habit of using my native / regional language in English classes.	3.32	Moderate
3.	I am afraid of making mistakes in speaking English.	3.20	Moderate
4.	I do not have much chance to speak English outside of school.	3.17	Moderate
5.	I have difficulty speaking English because of my limited vocabulary.	3.08	Moderate

Based on the table, it indicates that the most dominant barriers faced by SMP N 1 students were difficulty in expressing thoughts/ ideas in speaking English, students' habitual of using their native in English class, afraid of making mistakes in speaking English, lack of opportunity to speak English outside of school and limited vocabulary.

**Table 22.** Listening Barriers of SMPN 1 Parongpong Students

No	Statements	Mean Score	Interpretation
1.	I have difficulty in understand what I hear when the speaker/audio speaks too fast.	3.47	High
2.	I become nervous and worried when I'm not understand what I'm hearing.	3.14	Moderate
3.	I have difficulty understanding what I hear when the topic is unfamiliar for me.	3.14	Moderate
4.	The complicated grammatical structure	3.08	Moderate

	makes it difficult for me to understand what I am hearing.		
5.	I find difficulty to understand what I hear because there are too many words that I don't know.	3.05	<b>Moderate</b>

Based on the table, it indicates that the most dominant barriers faced by SMP N 1 students in listening to English were barriers in the speed rate of speaker/audio speed is too fast, nervous and worry when not understanding the listening material, unfamiliar topics of listening material, complicated grammatical structure of listening material, and faced unfamiliar words.

**Table 23.** Reading Barriers of SMPN 1 Paronpong Students

No	Statements	Mean Score	Interpretation
1.	I lack of practice in reading English.	3.38	<b>Moderate</b>
2.	I often get nervous when reading English texts.	3.11	<b>Moderate</b>
3.	I find it difficult in reading because the reading passage has a complicated structure/difficult sentences structure.	3.08	<b>Moderate</b>
4.	I have difficulty understanding topics that are unfamiliar for me.	3.05	<b>Moderate</b>
5.	I have difficulty understanding the material / reading because I do not have a good strategy in reading.	3.02	<b>Moderate</b>

Based on the table, it shows that the most dominant barriers faced by SMP N 1 students' in reading English were lack of reading practice, getting nervous when reading English texts, reading passages with a complicated structure, understanding unfamiliar topics, understanding and poor reading strategy.

**Table 24.** Writing Barriers of SMPN 1 Paronpong Students

No	Statements	Mean Score	Interpretation
1.	I find it difficult to generate ideas and explain it.	3.47	<b>High</b>
2.	I find it difficult to spell English words in writing because of the difference of written form with spoken form in English.	3.11	<b>Moderate</b>
3.	Limited vocabulary makes me difficult to write in English.	3.05	<b>Moderate</b>
4.	I find it difficult to organize sentences / paragraphs in writing English.	3.05	<b>Moderate</b>
5.	I have difficulty in using grammar / sentence structure correctly in writing English.	2.88	<b>Moderate</b>

Based on the table, it indicates that the most dominant barriers faced by SMP N 1 in writing were difficulty in generating ideas, spelling English words which different from it spoken, limited vocabulary, difficulty in organizing sentences/paragraphs, and difficulty in using grammar/sentence structure correctly.

**Table 25.** Affective Barriers of SMPN 1 Parongpong Students

No	Statements	Mean Score	Interpretation
1.	I think English is a difficult language.	2.41	Low
2.	For me English is not very important.	2.08	Low
3.	I don't like English lessons because my grades are low.	1.94	Low
4.	I study English because English is a compulsory subject at school.	1.76	Very low
5.	I am afraid of learning English because I do not understand anything.	1.55	Very Low

Based on the table, indicates that SMP N 1 students do not have any significant barriers on their affective factors toward learning English

**Table 26.** Barriers from English Teacher of SMPN 1 Paronpong Students

No	Statements	Mean Score	Interpretation
1.	English teachers rarely use varied learning media in teaching English.	1.88	Low
2.	The teacher doesn't pay attention to students who don't pay attention to the lesson.	1.67	Low
3.	My English teacher uses a monotonous and boring method of teaching.	1.55	Very low
4.	The teacher does not motivate students to study and practice diligently.	1.5	Very low
5.	The teacher gives an unfair evaluation.	1.35	Very Low
6.	My English teacher only tells students to take notes without explaining them.	1.29	Very Low

Based on the table, indicates that SMP N 1 students' did not have any barriers from their English Teacher.

**Table 27.** Speaking Barriers of SMPN 2 Parongpong Students

No	Statements	Mean Score	Interpretation
1.	I find difficult to speak English because of my error in grammar.	3.76	High
2.	I have a habit of using my native language in English classes.	3.70	High
3.	I do not have much chance to speak English outside of school.	3.5	High
4.	I am afraid of making mistakes in speaking English.	3.35	Moderate

5.	I have no friends to practice with in speaking English.	3.29	<b>Moderate</b>
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Based on the table above, shows that the most dominant barriers faced SMP N 2 students in speaking English were grammar errors, student's habitual of using their native / regional language in English class, lack of opportunity to speak English outside of school, afraid of making mistakes in speaking English and having no friends to practice in speaking English.

**Table 28.** Listening Barriers of SMPN 2 Parongpong Students

No	Statements	Mean Score	Interpretation
1.	I have difficulty to understand what I hear when the speaker/audio speaks too fast.	4.05	<b>High</b>
2.	The complicated grammatical structure makes it difficult for me to understand what I am hearing.	3.76	<b>High</b>
3.	I become nervous and worried when I didn't understand what I'm hearing.	3.70	<b>High</b>
4.	I find difficulty to understand what I hear because there are too many words that I don't know.	3.67	<b>High</b>
5.	I find difficulty to understand what I hear when the topic is unfamiliar for me.	3.67	<b>High</b>

Based on the table, it indicates that the most dominant barriers faced by SMP N 2 students in listening were the speed rate of speaker/audio where speaks too fast, complicated grammatical structure of listening material, become nervous and worried when do not understand the listening material, unfamiliar topic of listening material and unfamiliar words.

**Table 29.** Reading Barriers of SMPN 2 Parongpong Students

No	Statements	Mean Score	Interpretation
1.	I lack practice in reading English.	3.67	<b>High</b>
2.	I find it difficult in reading because the reading passage has complicated structure/difficult sentences structure.	3.55	<b>High</b>
3.	I have difficulty in reading because the reading passage has many unfamiliar words.	3.52	<b>High</b>
4.	I have difficulty understanding topics that are unfamiliar for me.	3.41	<b>High</b>
5.	I often get nervous when reading English texts.	3.23	<b>Moderate</b>

Based on the table, it indicates that the most dominant barriers faced by SMP N 2 students in reading were lack of reading practice, reading passages with a complicated



structure / difficult sentence structure, unfamiliar words, unfamiliar topics and getting nervous when reading English texts.

**Table 30.** Writing Barriers of SMPN 2 Parongpong Students

No	Statements	Mean Score	Interpretation
1.	I find it difficult to generate ideas and explain it.	3.55	High
2.	I am afraid of negative evaluations from teachers.	3.55	High
3.	I have difficulty in using grammar / sentence structure correctly in writing English.	3.52	High
4.	I find it difficult to organize sentences / paragraphs in writing English.	3.47	High
5.	I have difficulty because of limited time in learning writing.	3.32	Moderate

Based on the table, it indicates that the most dominant barriers faced by SMP N 2 students in writing were barriers in generating ideas, afraid of teacher evaluation, difficulty using grammar/sentence structure correctly, difficulty in organizing sentences/paragraphs, and limited time in learning writing.

**Table 31.** Affective barriers of SMPN 2 Parongpong Students

No	Statements	Mean Score	Interpretation
1.	I think English is a difficult language.	3.73	High
2.	I don't like English lessons because my grades are low.	3.11	Moderate

Based on the table above, the most dominant barriers faced by the SMPN 2 students on their affective factors were barriers on the cognitive aspect and emotional aspects of attitude.

**Table 32.** Barriers from English Teacher of SMPN 2 Parongpong Students

No	Statements	Mean Score	Interpretation
1.	English teachers rarely use varied learning media in teaching English.	3.32	Moderate
2.	My English teacher uses a monotonous and boring method of teaching.	2.73	Moderate
3.	The teacher does not motivate students to study and practice diligently.	2.70	Moderate

Based on the table, it shows that the most dominant barriers faced by SMP N 2 students by their English teacher were the English teachers rarely use varied learning media in teaching English, the teacher uses monotonous teaching methods and the teacher lacks of motivation to the students in learning.

**Table 33.** Speaking Barriers of SMPN 3 Parongpong Student

No	Statements	Mean Score	Interpretation
1.	I find difficult to speak English because of my error in grammar.	3.76	<b>High</b>
2.	I have habit using my native / regional language in English class.	3.70	<b>High</b>
3.	I do not have much cha to speak English outside of school.	3.5	<b>High</b>
4.	I am afraid of making mistakes in speaking English.	3.35	<b>Moderate</b>
5.	I have no friends to practice with in speaking English.	3.29	<b>Moderate</b>

Based on the table above, shows that the most dominant barriers faced by SMP N 3 students in speaking were error in grammar, students' habitual of using my native/regional language in English classes, lack of opportunity to speak English outside of school, afraid of making mistakes in speaking English, having no friends to practice within speaking English.

**Table 34.** Listening Barriers of SMPN 3 Parongpong Students

No	Statements	Mean Score	Interpretation
1.	I find have difficulty in understand what I hear when the speaker/audio speaks too fast.	4.11	<b>High</b>
2.	The complicated grammatical structure makes it difficult for me to understand what I am hearing.	3.67	<b>High</b>
3.	I find difficulty to understand what I hear when the topic is unfamiliar for me.	3.64	<b>High</b>
4.	I find it difficult to understand what I hear because there are too many words that I don't know.	3.47	<b>High</b>
5.	While listening, although some words sound familiar, it is difficult for me immediately remember their meaning.	3.08	<b>Moderate</b>

Based on the table, it shows that the most dominant barriers faced by SMP N 3 students in listening were the speed rate of speaker/audio where speaks too fast, complicated grammatical structure of listening material, the unfamiliar topic of listening material, unfamiliar words and difficulty remembering the meaning of spoken text.

**Table 35.** Reading Barriers of SMPN 3 Parongpong Student

No	Statements	Mean Score	Interpretation
1.	I find it difficult in reading because the reading passage has a complicated structure/difficult sentences structure.	3.47	<b>High</b>
2.	Passage with long text makes me difficult in understanding reading material.	3.35	<b>Moderate</b>
3.	I have difficulty understanding topics that are unfamiliar for me.	3.32	<b>Moderate</b>
4.	I lack of practice in reading English	3.26	<b>Moderate</b>
5.	I have difficulty in reading because reading passage has many unfamiliar words.	3.14	<b>Moderate</b>

Based on the table above, it indicates that the most dominant barriers faced by SMP N 3 students in reading were reading passages with a complicated structure / difficult sentence structure, reading passages with too long text, unfamiliar topics, lack of reading practice and new vocabulary/unfamiliar vocabulary.

**Table 36.** Writing Barriers of SMPN 3 Parongpong Students

No	Statements	Mean Score	Interpretation
1.	Limited vocabulary made me difficult to write in English.	3.41	<b>High</b>
2.	I find it difficult to organize sentences / paragraphs in writing English.	3.35	<b>Moderate</b>
3.	I find it difficult to generate ideas and explain it.	3.29	<b>Moderate</b>
4.	I find it difficult to spell English words in writing because of the difference of written form with spoken form in English.	3.08	<b>Moderate</b>
5.	I am afraid of negative evaluations from teachers.	3.05	<b>Moderate</b>

Based on the table, it shows that the most dominant barriers faced by SMP N 3 students' in writing were limited vocabulary, difficulty in organizing sentences/paragraphs, difficulty generate ideas, spelling English words that differ from spoken, and being afraid of negative evaluations from teachers.

**Table 37.** Affective Barriers of SMPN 3 students

No	Statements	Mean Score	Interpretation
1.	I think English is a difficult language.	2.97	<b>Moderate</b>

Based on the table above, it shows that the students just have one most dominant barrier on their Affective factor which was on their cognitive aspects of attitude.

**Table 38.** Barriers from English Teacher of SMPN 3 Parongpong Students

No	Statements	Mean	Interpretation
1.	English teachers rarely use varied learning media in teaching English.	2.73	<b>Moderate</b>

Based on the table above, it indicates that SMPN 3 students just have one most dominant barrier from the English teacher, it was the teacher rarely use varied learning media in teaching English.

## DISCUSSION

This study has several limitations, where the study only employed a questionnaire in collecting the data whereas the interview is important to gain comprehensive barriers based on students' perceptions. Also, this study included only with public schools in Parongpong where it can be much better with a large number of participants involving another private school in Parongpong.

In addition, further research with a larger sample and better research design will really be useful for obtaining more comprehensive results on barriers to English learning by junior high students in learning English so that results can be used to be a source in teaching English language learning in Parongpong, Bandung or even Indonesia.

## CONCLUSION

Based on the research have been done on ninth-grade students around Parongpong, the researcher concluded that there some dominant barriers that faced by students in speaking, listening, reading, writing, affective factors and barriers from English Teachers.

1. The most dominant barriers to speaking faced by students were students habit of using their native/regional language in English class, grammar errors, lack of opportunity to speak English outside of school, afraid of making mistakes, and limited vocabulary in speaking.
2. The most dominant barriers in listening faced by students were the speed rate of speaker/audio where speak too fast, complicated grammatical structure of listening material, unfamiliar topics, and unfamiliar words, and becoming nervous and worried when do not understand the listening material.
3. The most dominant barriers in reading faced by students were lack of reading practice, reading passages with a complex structure / difficult sentence structure, unfamiliar topics, nervous while reading English texts, unfamiliar vocabulary/new vocabulary, reading passages has long text
4. The most dominant barriers in writing faced by students were difficulty in generating ideas, difficulties in organizing sentences/paragraphs, lack of vocabulary, difficulty in spelling words, and difficulty in using grammar/sentence structure correctly.
5. The most dominant barrier faced by students by their English teacher was the teacher rarely used learning media in teaching English.

6. Then the most dominant barrier to the affective factor of students was the cognitive aspect of their attitude.

### Suggestion

1. For students: As foreign learners students might face several barriers in learning English whether it comes from internal or external of students therefore students need to be aware of possible barriers when learning English in order to minimize those barriers. Then, the students should have good strategies for overcoming the difficulties of learning English by practicing, having a good attitude, reading a lot, etc.
2. For English Teacher :  
Based on the findings of this study, English teachers need to use the variance of learning media in teaching students. Media is very important for the teaching and learning process and the media provides many benefits for teachers and also students. By using teaching media, students are interested in learning English. In addition, it effectively gives students clear messages and information, attracts attention, and gives experience as reality. As a result, students can understand the material easily. Therefore, there are several advantages to using media in the teaching-learning process, to increase student motivation, to avoid student boredom, to make students easily understand teaching material, and to make the teaching and learning process more systematic (Sudiran and Prasetyowati, 2014).
3. For future research  
This study can be a reference for future researchers interested in discovering students' barriers to learning English. In addition, future researchers can also find out the barriers to learning English for EFL students with a better approach in different levels or larger populations which is also important for enriching related fields. Then, by the study's findings, future researchers can also find out the strategies or approaches that can overcome the students' barriers to learning English.

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Alfabeta.