Problems Encountered by Learners and How to Deal with Them in Learning English as A Foreign Language

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In the process of learning English, EFL learners undergo many difficulties and give negative attitude towards the language. This research is conducted to respond this phenomenon. The aim of this research is to find out problems encountered by students who learn English as a foreign language and how they cope with the problems. This research uses qualitative approach in order to understand the phenomenon and uses interview as the research tool to gather data. The participants of this research are EFL learners who experience difficulties in learning English. In analysing the data, thematic analysis is used. From the findings, the data reveal that difficulties encountered by the students are varied which are grouped into themes: *problem with grammar, problem with pronunciation, and problem with academic writing*. In dealing with the problems, the participants use some different ways: *autonomous learning, family and friends support, lectures as role models,* and *be diligent.*

Key words: EFL, Foreign Language Learning, Teaching English as A Foreign Language, Problems in Leaning English

Dalam proses pembelajaran Bahasa Inggris, siswa mengalami kesulitan sehingga mereka memberikan sikap yang negative terhadap bahasa tersebut. Penelitian ini dilakukan dalam rangka merespon phenomena yang terjadi dalam pembelajaran Bahasa Inggris sebagai Bahasa asing. Tujuan dari peneltian ini adalah untuk mengenali masalah-masalah yang timbul saat pembelajaran Bahasa Inggris dan bagaimana siswa berusaha menangani masalah-masalah tersebut. Dalam penelitian ini, peneliti menggunakan penelitian qualitative dan menggunakan interview dalam pengumpulsn data. Partisipant dalam penelitian ini adalah siswa jurusan Bahasa Inggris yang mengalami kendala dalam penguasaan Bahasa Inggris. Dalam penganalisaan data, peneliti menggunakan Analisis Tematik dan dari hasil penelitian ditemukan bahwa siswa mengalami masalah dalam membelajaran Bahasa Inggris. Masalah-masalah yang timbul beragam dan di kelompokan dalam betuk tema yaitu: masalah dalam grammar, masalah dalam pengucapan, dan malasah dalam penulisan akademik. Untuk menangani masalah-masalah tersebut, participant menggunakan beberapa cara: pembelajaran otonomi, mengandalkan dukungan keluarga dan teman, menjadikan guru sebagai panutan dan rajin belajar.

INTRODUCTION

The role of English around the world as the most widely used language has shown its charm for students who wish to continue their education in higher level. In Indonesia many jobs require English as a basic skill and it becomes the main language to be used in society at large for example "in business, politics, education and the media" Lauder (2010, p. 10) and in certain field such as "medicine, banking, tourism, diplomacy and the language of computing" (Mohammed, 2018, p. 1381). According to Riyandari (2004), in order to compete and survive in the world of work globally, graduate university needs to require and master English as their basic competency.

However, eagerness to master English is not simple since learning a new language which is totally different with the first language is not an easy task to do. Indeed, it is a long and complex process which needs patient throughout the learning process. It is due to the fact that a learner needs to pay attention to every single aspect of the new language such as grammar and culture (Brown, 2000).

In reality, Many language students are only motivated to learn English at the beginning but become confused and unmotivated during the process of their study due to some reasons. Ghenghesh (2010) pointed out in her study that many factors can cause the decrease of student motivation which are grouped into two factors, those are: 1) inside school factors involving students and teacher such as low achievement throughout the process of learning, the feeling of being unable to achieve the learning target and students' efforts that have not been maximal, difficult material, teaching methods and techniques, 2) outside school factors such as the influence of family and friends, and learning activities outside the school time.

The Importance of Motivation in Learning English

It is widely known that motivation plays an important role in order to master English as a foreign language (Alizadeh, 2016; Long, Ming, & Chen, 2013; Shaaban & Ghaith, 2000). It is used to determine students' readiness to take part in English learning activities. Hence, The chance for students to be successful or failed depends on the level of their motivation to get involved in any activities (Alizadeh, 2016). In other words, students are referred to be successful if they are highly motivated, while, students' failure is caused by low motivated or worst, demotivated.

One of the research pioneer in motivation, Gardner (1985 cited from Long, Min & Cheng, 2013, p. 137) stated that there are four factors as the basic reasons for students to be motivated in foreign language learning, those are "a goal, effortful behaviour, a desire to attain goal and attitude". This statement means that as a student, it is necessity to build good study habits in order to satisfy the need whether it is for internal need such as desire to achieve good grade or the external need such as satisfying family.

In other hand, building strong motivation is not easy. Students need "a total physical, intellectual, and emotional response" in order to be engaged in the class interaction (Drbseh, 2015, p. 240). Unfortunately, when it comes to learning foreign language, many students experience difficulties and are not engaged towards learning activities. This reality puts the learning motivation in a low level and is able to affect language learning outcomes (Drbseh, 2015)

Problems in Learning English

It is vital to recognize problems encountered by foreign language learners during their learning process. From researchers' perspective, the barriers in learning English are varied. Akbari (2015); Souriyavongsa et.al. (2013) pointed out that the main obstacle for students to learn English is environments that do not support them to be familiar with English. As the result, students are not get used to using the target language resulting laziness to use it in daily conversation. Another case with Mohammed (2018), who contended that students encounter difficulties in learning a foreign language due to cultural differences. Even though they know many vocabularies, the students do not understand various expression in English and are confused to use the English words in correct way. Hence, having little contact with native speakers and being unfamiliar with the use of the language make the students struggle to use the target language resulting low motivation toward learning English language.

Furthermore, encountering burdensome in foreign language learning may affect the progress in learning. Schwarz and Terrill (2000, pp. 3-4) mentioned some reasons for students' lack of expected progress, those are:

1. problem with academic language skills due to limited knowledge towards the target language;
2. ineffective learning habits which can be a source of unsuccessful learning;
3. native language intervention during the study;
4. problem with teaching methods conducted by teacher which are not suitable to learners' preference;
5. stress or trauma that has been experienced by a learner resulting difficulties in concentration;

(Mohammed, 2018), in other hand, contended that students experienced difficulties in learning English due to uncommon differences between the local language and the target language those are:

1. negative transfer. It refers to transferring the target language using the students' first language which cannot be understood as every language has their own structure.
2. cultural differences. As it is known English has become first language in many countries and blended in its community for example English America, British, Australia and

Canada. Therefore, students who learn English must be aware of the English culture because cultural awareness is needed to adjust English vocabularies in daily use.

3. accent. English accents are varied depending on its communities. Students may have problem in understanding the native speakers.

4. arbitrary language. for foreign language learner, they have big problem understanding English words as how they are written are sometimes different with its pronunciation.

5. grammar and vocabulary. English has many grammar rules which are confusing for non-English background. Students experience difficulties when they do not know the correct structure to use. It is because different structure has different meaning.

6. pronunciation. To be understood, students need to pronounce the words correctly. However, pronouncing a new language for new students is difficult as the way people talk will be influenced by their first language.

Those reasons mentioned above can hinder foreign language students to success in learning the target language. Not to mention, if those reasons overlap one another for example the feeling laziness to study due to students' reluctance to accept lessons that they do not understand. Moreover, the eagerness to use the foreign language outside the class is low. these can lead to undeveloped language skills and become "certain failure" (Wold, 2006, p. 12).

The chance of those reasons to exist in students' life can be influenced by many factors. According to (Souriyavongsa et al., 2013), some factors can lead students to have low achievement in learning English as followings:

1. students consider English language as a difficult subject. As English is a foreign language which is entirely different with their first language, students experience difficulties to learn the target language;

2. students do not know how to construct their own learning as the teacher applies teacher-centre method where students regard a teacher is the only source;

3. lack of support from student's milieu to use the target language such as family and community. Therefore, in everyday life, they do not have eagerness to practice the language;

4. Problems with unavailable material resulting to lack of vocabularies in English. many students have difficulties to find good material that can support their learning;

5. Problems with the function of the language for immediate use. Students do not find it necessary to learn English as they do not use the language in everyday life and do not think forward for the need of their future;

6. Negative attitude and amotivation towards English.

Indeed, problems in learning a new language can come from internal and external factors which can influence students' motivation to learn. Internal factors encountered by the students are varied for example lack of learning strategies and of willingness to learn the target language (Alderman, 2004), being lazy to learn whether in the class or outside the class (Chang, 2010), and problem with time management (Dembo, 2013). These problems occur due to the fact that they are learning a brand-new language which has different linguistic patterns.

Meanwhile, external factors are also a crucial problem. These factors can influence students' motivation to learn and are able to reduce student's intention to learn. Tanveer (2007) in his study found that external factors such as culture and social status have important roles in learning new language. he found that students encountered challenging problems due to students' different culture with the new language. they found it difficult to adjust to the target language culture and it was hard to blend it with the local culture. furthermore, the social status also influences their learning where upper status can do better than the lower status.

Previous Related Findings

Research about students' difficulties in learning English as a foreign language is not novel. Many researchers in many different countries have conducted studies in EFL area. (Khan, 2016; Mohammed, 2018; Raja & Selvi, 2011; Wold, 2006).

Wold (2006) has conducted a phenomenological research on ELF learners particularly immigrants who live in United States. From the data, there are many challenges faced by foreign language learners especially for those who come from countries with nonalphabetic in their first language. it means that they must learn the alphabetic symbol and also learn the language. Having double problem in learning a new language impacts their motivation to learn. They have low motivation due to the extra challenges and it results to lack of progress.

Raja and Selvi (2011) also did a quantitative research located in Indian to explore challenges face by second language students. In this research they found that problem of low achievement in learning language can be corelated to some factors such as environment and family background and attitude towards the language. They believe that support from milieu and family have vital role in developing language mastery which is a problem in poor areas in India.

Khan (2016) in his study about barriers in learning English found that there are many factors hindering students to master English. This research focused on two samples: teachers and students. Therefore, from the finding, opinions come from different side but are correlated with each other. From students' perspective, students have problem in learning language due to ineffective learning habits, different linguistic, negative attitude towards the target language, lack of motivation and teaching factors. Meanwhile, from teachers' perspective, students' potential is not maximal as the result of ineffective learning style, methods and pedagogies.

Mohammed (2018) in his study explored how to cope with problems regarding to learning English as a foreign language. this study is quantitative research which is used to examine students' problems. The focus of this study was teachers' perspective of why students experience difficulties in learning target language. the findings showed that methods and strategies applied to students play vital role in teaching learning process. Therefore, it is necessary to find suitable teaching method or strategy for teachers to assist students to master English language. From the

findings, the use of authentic material is one of the strategies which are able to develop students' linguistic and communicative skills.

Those previous studies were mostly quantitative study and focused more on students' problem in learning. However, little research has been conducted about problems of learning the target language as well as how students overcome the problems . Thus, this qualitative study provides two research questions to find out the reasons why students undergo challenges in learning English and how they solve their problem to develop their learning. it is common to noticed that the difficulties in learning English can disturb students' motivation with the result that their engagement in teaching and learning process is decreasing. Therefore, this study is conducted to answer the research questions as follows:

1. What are the problems faced by students in learning English as a foreign language?
2. What are their efforts in order to overcome the problems in learning English as a foreign language?

This study aims at finding out problems encountered by students in learning English as a foreign language and what are their efforts to tackle the problems so that they can be motivated to learn English during the process of learning.

RESEARCH METHODOLOGY

This is a qualitative inquiry using phenomenology approach which was conducted to explore a phenomenon happened among foreign language learners. Phenomenology concerned with "a paradigm of personal knowledge and subjectivity, and emphasise the importance of personal perspective and interpretation" (Lester, 1999, p. 1).This study was conducted in English language departments where the participants are foreign language learners with 10 students joining this inquiry. They were participated without coercion. At first, the researcher conducts close observation in their classes, then explained that the researcher intended to undergo a research about students' problem in learning English. After that, the researcher asked who wanted to join in this research and 10 students were willing to participate. This research used purposive sampling as all participants that were allowed to participate were students who had problems in learning English. Purposive sampling refers to identify or select individuals as participants who are experiencing the phenomenon of the study (Palinkas et al., 2015)

Data Collection

This research used a semi structured interview to collect data from participants. Interview was chosen in order to get rich data from participants (Newton, 2010). The interview contains questions regarding students' problem in learning English and how they cope with their problem. These questions were used to answers the research questions. In the process of collecting data, the interview session was recorded and later it was transcribed before it was analysed.

Data Analyzing

After collecting participants data, the data were analysed using thematic analysis as one of the techniques in analysing quantitative data. Six techniques of Braun & Clarke were applied in the process of data analyse, those are: 1) becoming familiar with the data by re-reading it, 2 generating initial codes, 3) searching for themes, 4) reviewing the themes, 5) defining the themes, 6) starting to write the findings (Maguire & Delahunt, 2017, p. 3354).

FINDINGS AND DISCUSSION

In this section, the result of data was explained after the analysis. Thematic analysis was used to elaborate the data into some themes in order to answer the research question. From the data, two main themes with some sub-themes were created: What Makes English Language difficult to Learn and Building up Motivation to Learn English

What Makes English Language Difficult to Learn

Data revealed that students encountered problems due to difficulties to adapt in a new language. In this section, participants revealed problems that they have encountered in their study.

Problem with Grammar

Grammar is the most difficult problem that they have to face due to different language and structure. According to the participants, they mostly struggled with structure of the sentences such as adding suffix s/es/ed in a verb in order to form a correct sentence (participant 2 and 9). As Bahasa Indonesia does not have tenses, it took much time for them to get used to. However, after they acknowledged the basic of the English grammar, they then had trouble to use it orally. Participant 8 claimed that he needed to think the grammar first then said the sentence. Furthermore, participant 1 once had a thought to change her major.

"... especially grammar, it gave me headache. I even consider moving to another department" (Participant 1)

"adding s/es/ed is so difficult "(Participant 2)

"The grammar, it is a little bit hard to connect words in to sentence" (Participant 7)

"Before speaking English, I need to think the grammar first" (Participant 8)

"The structure, it is difficult" (Participant 10)

"You have to put the correct words into sentence." (Participant 9)

Problem with Pronunciation

Both English and Bahasa Indonesia use Latin alphabet. However, they name each letter of Latin alphabet differently. therefore, the students underwent difficulties in pronouncing English words.

"I do not like the terms... there are many terms that I cannot say or pronounce it". (Participant 2)

"The way of mentioning and writing (English words) are different" (Participant 3)

Problem with academic Writing

Participants also encountered hard time in regard to written assignments. They said that some teachers had strict rules over assignments. Participant 8 said that it was sometimes hard to meet teacher's expectation to write academically. He said that he felt frustrated when he thought he had done well on his assignments, but his teacher did not feel satisfied with it. He even had a thought that he did not have skills in academic writing.

"When I have submitted my [writing]assignments a few times, but my lecture still considers that I have not done so well, I feel frustrated. It made me think 'am I making right decision to study English?" (Participant 8)

Building up the Motivation to Learn English

In order to overcome the problems. Participants were asked whether they have strategies or efforts to escalate learning motivation. The results revealed that most participants had their own ways whether by their selves or with help from others. In this section, the participants uttered their ways to grow the learning motivation up.

Autonomous learning

a. ***Using Interesting games***

Some participants contended that learning with their own method at home would help them to be better. Participant 1 used card games to re-learn her lesson material and practice her knowledge.

"using interesting game such as cards. It is also a way for me to practice as well as to improve my knowledge… my English." (Participant 1)

b. ***Being Connected with Environment***

In other hand, participant 7 improved her vocabularies by using her environment and connected it to her lesson. So, she would remember the words easily.

"By connecting my surrounding with my vocabularies. I usually translate into English the things around me" (Participant 7)

c. ***Watching west movies and listening to west songs***

Watching west movies and listening to English songs are also some strategies to preserve their motivation. According to participant 8, he tried to understand the scenes on the movie without rely on its subtitles fully. In the meantime, participant 6 emphasized that if she liked a song, she would find out the meaning and understand it. This strategy helped her to improve her vocabularies

"Watch west movies, west song…through YouTube" (Participant 2)

"When I watch west movies, I do not count on its subtitle for 100%" (Participant 8)

"Watching west movies, listening to music. For example, I like a song, I will try to find out the meaning." (Participant6)

d. ***Internet help***

The advanced of technology also gives big favour to the students. Some participants said that if they had a problem with their study in term of understanding learning materials, they would use internet sources to gain a better understanding.

"If my grade is low such as listening or speaking, I will search on internet the tutorial, like videos from YouTube. So I can understand my mistakes." (Participant 9)

"I also watch videos regarding to my assignment on YouTube." *(Participant 5)*

"many ways or media we can do to improve such as watching video on YouTube, reading books," *(Participant 6)*

Family and friends support

Family and friends support hold important roles for students to be motivated in learning. Participant 8 said that whenever he was in a hard time due to difficult assignment, he always remembered his parents that have supported his financial education. meanwhile, participants 1 obtained support from her parents and her friends. They always remined her to work on her assignment. So to say, Being reminded about homework every day motivated her to study diligently. Additionally, support from friends were also experienced by participant 5 and 10. Luckily, they have good friends that will always share their knowledge. Both participants would count on her friends' explanation if they did not understand the material and/or the assignment.

"I remember my parents" *(Participant 8)*

"Every day, my parents remind me about my assignment ... It encourages me to keep studying" *(Participant 1)*

"Usually, when I go home, my friends will call to motivate me. They will ask me "have you done your assignment?". They motivate me to work before the due date" *(Participant 1)*

"getting help from my classmates if I do not understand something." *(Participant 5)*

"f I do not understand, my friend can help me" *(Participants 10)*

Lectures as role models

Other strategies that participants use to maintain their motivation is making lecturers as their role models. Some lecturers sometimes shared their memories that could rise participants' motivation to learn. The participants said that if their lecturers could make it, they eventually could also make it. They just needed to study hard and never gave up through hard times in learning process.

"When I listened to my lecturers' learning experiences. It motivated me a lot. I said to myself, my lecturer can make it, of course I also can make it. They eat rice I also eat rice. So, my lectures are my best motivation." *(Participant 6)*

"When my lecturers tell their stories how they can achieve what they are now," *(Participant 8)*

Be Diligent

However, some participant did not have specific strategies to keep up the motivation to learn. They said they just need to be diligent and they spend their spare time to restudy their lesson materials.

"repeat the lesson and memorise sentences (Participant 3)

"I mustn't be lazy" (participant 4)

DISCUSSION

What Makes English Language Difficult to Learn

In Indonesia, English is mostly used for specific purposes for instance working or education purposes. Consequently, learning English can be burdensome and students can undergo hard time dealing with this target language as it is different in many ways. Some of the problems are discussed below.

Problem with Grammar

Grammar has a crucial role in learning a new language as it is referred as a valuable asset in understanding the structures of a language (Saaristo, 2015). Grammar defines as a set of rules which is used to interpret a language correctly in order to create the understandable language (Zhang, 2013). On that account, understanding grammar is vital in order to construct sentences accurately. Nevertheless, every language has its own grammar which is sometime highly different from one another. This study found that students encountered challenging problems to work on how to use English grammar, particularly tenses, into correct rules to set up sentences so that people can understand its meanings. This finding is similar to a research conducted by Maros, Tan, and Salehuddin (2007) that mostly students faced difficulties to arrange sentence in a correct way due to errors in subject-verb agreement.

Moreover, grammar is also one of the reasons for students being inactive in the class interaction. It makes them silent and afraid of giving their opinion because they focus excessively on grammar which is producing unnatural language (Panggabean, 2015). This fact appears as the result of the lack opportunities for non-English background students to practice the target language outside formal institution. This result has some similarities with a study in EFL learners conducted by and Al-Roud (2016) who found that one of the factors hindering students to be active in speaking was linguistic domain due to the fact that they felt incapable to utter their ideas orally. However, a different result found in a quantitative study in Japan. Lockley and Farrell (2011) claimed that there was no correction between lack of grammar ability and the fluency of speaking.

Problem with Pronunciation

From the findings, the other problem encountered by the participants was problem with pronunciation. They complained that pronouncing English words were troublesome because the way words are pronounced in speaking and writing are different while in Bahasa Indonesia both are the same. This finding is in line with some studies in EFL learners particularly in Austronesian language family such as Indonesia and Malaysia (Panggabean, 2015; Rohmatillah, 2014; Shak, Lee, & Stephen, 2016). According to Panggabean (2015, p. 36), English and Bahasa Indonesia are different "in terms of phonology, morphology, and syntax. In the level of pronunciation and orthography, for instance, English speech sounds do not have conformity with graphic signs, unlike Bahasa Indonesia".

It is undeniable that this problem arises because of the influence of speaker's first language. Therefore, some participants contended that they became demotivate to practice the target language due to the fact that the English words were difficult to pronounce. According to Cook (cited in Howalader, 2011, p. 277), the way a student speaks is influenced by her/his first language, those are 1) sound: learning of pronunciation depends on aspects other than the phoneme, for example, distinctive feature, 2) syllable structure: learners simplify use consonant clusters and add extra 'epenthetic' vowels, often to fit the first language, 3) voice onset time: learners gradually acquire the L2 way of voicing stop consonants. Their first language is affected by their knowledge of the second language, and 4) intonation: learners are still capable of discriminating tones.

Problem with Assignment: Low Academic Writing Skill

In this study, students claimed that they had problems in their assignments using academic writing. from the data, students could not meet teacher's expectation which downgraded their motivation to do the assignment. It is due to the fact that they had lack of academic writing skill. As the result, they did not know how to differentiate between academic and general writing. This finding is line with a study conducted by Lee and Tajino (2008) contending that students who do not have much opportunities to develop writing skills in their school level are struggling to distinguish between general writing style and academic writing style.

Furthermore, they also said that when it comes to writing assignment, they underwent difficulties as they had to do their assignments in English. It is widely known that academic writing is difficult for many students especially those who sit in higher education level. Even though they write in their first language, academic writing is still burdensome as they need to have good writing skills in terms of structure/content-related components and ability to communicate ideas in terms of appropriately,' 'accurately,' and 'smoothly' (Evans & Green, 2007; Lee & Tajino, 2008). In addition, Tribble (1997 in Zhang, 2013) claimed that acquiring

good academic writing skill to write appropriately using first language is not easy and it needs time to develop the skill. For that reason, EFL learners experience double difficulties as they do not only have to write academically but also they have to use a foreign language (Zhang, 2013).

Building up the Motivation to Learn English

After knowing students' problems in learning English as a foreign language, it is necessary to find out how they resolve the problems. The result of the finding shows that students used some different strategies which will be discussed below.

Autonomous learning

For many years, autonomous learning has been referred as a central theme of literature when it comes to foreign language learning (Cruaud, 2018). Researchers identify it with many different names for instance self-direction and independent learning (Ivanovska, 2015). According to Holec (1979), autonomous learning is defined as the ability to develop new knowledge using self-directed learning. From the definition, it can be identified that in language learning, students have their own autonomy by developing their language skills with their own efforts and they do not count on teachers as the only sources of knowledge.

From the data, students experienced difficult time to fully understand teaching materials. Therefore, they did some attempts to assist them to enhance their skills such as using game to re-study the teaching material. This finding is in line with study conducted by Chik (2011) and Chik (2014) who found that using game is effective to engage students to learn in autonomous way. In addition Berns and Valero-Franco (2013) found that learners are engaged in autonomous learning through game and it can increase students' writing skill. This is due to the fact they are not only studying but also having fun through games. As the result, students' motivation to learn or re-run the given material will increase.

The other autonomous way conducted by students is using surrounding environment to improve English vocabularies. It is based on Environmental Mnemonic Technique (EMT) where students collect words-related-environment and use them in daily life. This strategy directs students to apply language in use and help them to memorise the words easier (Kusrini, 2011)

Due to technology invasion, watching movies and listening to songs are popular hobbies and becoming habitual activities for many people around the world. A study conducted by Rear and Rosalia (2004) proposed that enjoyable activities such as film can be used as a practical tool to develop language skills. These activities give advantages to train students to improve vocabularies, listening and writing skills (Kobayashi, 2011) as well as to learn the culture of the target language (Rear & Rosalia, 2004). This study is in line with the result of this study where students use scenes on movies as sources of learning. Some students also have a hobby listening to west music. They then used their favourite music as a tool to improve their vocabularies.

Internet Also plays important role in the world of information and communication (Dogruer, Eyyam, & Menevis, 2011). Most people around the world will search on internet if they need information or want to communicate with friends or family. Extensively, internet becomes unlimited warehouse for information, unlimited free communication, e-learning, sophisticated and education in global(Park, 2009). As a source of information, student then use it as a side source to find learning material or to seek better understanding of the material that has been taught. According to Dogruer et al. (2011) in their research findings, students use internet as a source of education and learning by using search engine to find information towards education, downloading education files which are free on internet and using language tool to work on their assignment. By the explanation, internet offers convenience in finding useful data to assist students in their learning.

Family and friends support

It is undeniable that having support in learning can influence learning achievement. In this study some participants admitted that support from their inner circle and outer circle gave benefits to their motivation to improve their language learning. From inner circle, family support, particularly parents are vital for their performance. Their support is not only for financial but also for a reminder of any activities. According to Edelman (2013), some students consider financial support from their parents as a source of motivation for their successful learning. Students believe that being successful in learning can make their parents proud. The other role of parents is supporting for every day learning activities for example reminding the students to do homework. This reality shows that parents-children bonding can give positive influence for students learning. From that factuality, the emotional connection between parents and children is also influential in children's learning success (DeFauw, Levering, Msipa, & Abraham, 2018).

From the perspective of outer circle of the students, friends support is also necessary. One of the function of friends is to give information dan motivation outside of family (Carolita, 2017). In some cases, some students cannot express their learning problem to their family. They feel more comfortable to discuss it with their mates. Psychologists assume this matter as 'egalitarian in nature' referring to friend-and-friend relationship (Schaffer, 1996). As they face the same activities and/or assignment, they support each other by having discussion towards teaching materials and uniforming their perception. This reciprocal relationship can be a source of motivation to improve their learning skills (Carolita, 2017).

Parents

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Lecturers as role models

In the class interaction, lecturers are becoming the centre of attention as they become source of knowledge and expose their ability to teach their knowledge. To transfer the knowledge successfully, teachers need to understand their students in order to apply the best method in teaching activities. Meanwhile, students can experience effective methods which can lead students to be better and to be able to reach high level of achievement. By doing so, students will experience good quality class interaction and consider the teacher as a role model for successful learning. (Bashir, Bajwa, & Rana, 2014).

Apart from teaching ability, teachers' experience of their achievement until they become a teacher also give students' motivation. Their experience of ups and downs in learning will teach students that hard working and motivation are the keys of successful life in the future. Hence, past experience of teachers provide students good role models with positive experience (Al Zadjali, Sutcliffe, & Bligh, 2016). This leads students to have positive attitude towards teachers and build harmonious relationship between teacher and students (Long et al., 2013).

Since teacher's past

experiences also appear to play a crucial role in providing them with role models and positive experiences,

then sustaining teacher motivation through in-service continuing professional development programmes,

which make use of reflective analysis and the deconstruction of teacher's experiences in the classroom, might

prove useful additions to current practice in the training of L2 teachers of English

CONCLUSION

In Indonesia, English is treated as a foreign language and students who are intended to learn English seriously usually have specific reasons such as finding job (Lauder, 2010). As students from non-English speaking background, Indonesians experience complicated process during the learning process. It is due to the fact that English language is not used in daily life. Furthermore, Linguistically and culturally, English and Bahasa Indonesia are different one another. Based on the findings of this research, the burdensome experienced by students occurs as the result of linguistic distinction which impact their mastery of English.

In order to address their problem to improve their language proficiency, in this study, students applied different ways. For example, using teachers as role models and family support. On top of that, most students choose to deal with their problem by conducting autonomous learning and using technology. In this learning autonomy, they try not to count on the teachers totally. Students try to decide their own way of learning which are suitable for them and becoming more engaged in learning the target language (Balcikanli, 2010). In addition, technology invasion also has positive effect for students to build their own learning.

In short, this study has risen the phenomenon of problems faced by Indonesian students. However, due to limited time, the researcher only focuses on students' problem in developing their language skills whereas there are still many factors of difficulties in learning foreign language such as students' anxiety and motivation. The other problem is the participants come from only one university. Therefore, it cannot represent all Indonesian students in general.

For further researcher in foreign language learner, it is hoped that this research can be a source of knowledge and/or information to dig deeper about problems in learning English. Therefore, there will be rich information of how to tackle this problem. For teachers, this study can become their source to assist students better to reach their maximum potential in learning English. Lastly, for students, it is hoped that this research can make them aware of their problems and help them to overcome the problems as early as possible.

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