



Jurnal Review Pendidikan dan Pengajaran  
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>  
 Volume 8 Nomor 2, 2025  
 P-2655-710X e-ISSN 2655-6022

Submitted : 29/04/2025  
 Reviewed : 08/05/2025  
 Accepted : 10/05/2025  
 Published : 14/05/2025

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## THE ANALYSIS OF STUDENTS' DIFFICULTIES ON ENGLISH SKILLS AT BINA INSAN UNIVERSITY, LUBUKLINGGAU

### Abstract

This study is entitled the analysis of students' difficulties on English Skills at Bina Insan University. This study aims to find the difficulties faced by Bina Insan University students in learning English. The method used in this study is descriptive research, with a population of 178 Management students, and the sampling technique used in this study uses random sampling, with 71 students as samples. From several questionnaires distributed, it was found that many students still find difficulties in mastering 4 skills in English, therefore teachers are expected to be able to increase their creativity in choosing interesting, effective, and efficient learning methods and strategies for students.

**Keywords:** English Skills, Difficulties

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### INTRODUCTION

How difficult of English for students in Indonesia? English was a global language that very much needed by the world of education today, it felt to be very difficult to understand by students in Indonesia, since the implementation of the latest curriculum, where English lessons are not taught in elementary school, but English lessons are taught starting from junior high school level. English lessons are only taught in private schools, so it seems as if this education can only be felt by people who are able. While for people who go to public schools, they have to spend more money to take lessons or additional lessons so that they are proficient in English lessons. As we know, it is very important for every human being to start learning early. Learning English at an early age is very important because a child's brain is at the most receptive stage to learn a new language. The ability to absorb information so that children can imitate sounds and vocabulary easily.

Here are some reasons why children should be required to master English from an early age, including: 1. Geographical factors are the first reason why Indonesians need to learn English. Indonesia is surrounded by countries where most of the population uses English as their first or second language. These countries include Singapore, Malaysia, the Philippines, Australia, and so on. Learning English will make it easier for someone to communicate with others if they ever go abroad. 2. English needs to be learned because it is widely used as an international language. In order to communicate with people from different cultural and national

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backgrounds, English is the main choice that is often used in communication. An easy example to see is in the world of tourism. Tourists who travel abroad usually use English to communicate with local residents. In addition, English is also the official language of communication in the world of transportation both in the air and at sea. 3. Most of the information in the world also uses English as its publication language. We can take an example from the internet; most of the sites that provide information on the internet are in English. Not only on the internet, there are also quite a few books that use English. Being fluent in English will greatly help children in exploring and accessing sources of knowledge from both written and electronic media (Santrock, 2003).

English learning delays can have a negative impact on students' abilities in higher education. Ironically, based on observations made in the field, namely at Bina Insan University, where English lessons are studied in the first semester, it was found that many students still do not understand English lessons. They don't even understand simple vocabulary.

In fact, to master English there are four basic skills that must be learned by students, namely listening, speaking, reading, and writing. These four skills should be taught according to the concept of the language skills process, namely the receptive and productive concepts. Receptive ability, also known as the "decode" process, occurs when the listener receives meaningful language codes from the speaker through the articulation tools and is understood through the hearing aid. Listening and reading skills are these receptive abilities (Chaer, 2003) in (Pujiastuti, 2018).

Many problems are encountered during the teaching and learning process, especially for students who are not majoring in English Education. Almost all students experience difficulties, even in basic learning.

This research was conducted to determine the extent of students' ability in mastering the 4 English language skills, and to find out what difficulties are faced by students at Bina Insan University. It is hoped that solutions can be found from these difficulties.

## METHODS

This study uses a descriptive method. Descriptive research is research that aims to investigate the conditions, circumstances, or other factors that have been mentioned previously, and the results are presented in the form of a research report (Arikunto, 2013). In this study, the descriptive method is used to describe the difficulties faced by students and the factors that cause difficulties in understanding English learning materials. In addition, this method is also used to express efforts to solve the problem. With a descriptive approach, the data obtained (in the form of words, pictures, or behavior) are not processed into statistical figures, but are presented in the form of narrative descriptions that describe the situation or conditions being studied.

This research was conducted at Bina Insan University by taking a population of all semester 1 students at Bina Insan University in the 2024/2025 academic year. Population according to Sugiyono (2017) states that population is a generalization area of objects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions are drawn.

The population in this study is as follows:

Table 1. Total of Population

N Class	Total of Students
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o	
1 Mangement 2a1	38
2 Management 2a2	35
3 Management 2a3	31
4 Management 2a4	34
5 Management 2d1	40
Total	178

In this study, the researcher used probability sampling. According to Sugiyono (2017) "probability sampling is a sampling technique that provides equal opportunities or chances for each element or member of the population to be selected as a sample". Probability sampling consists of simple random sampling, proportionate stratified random sampling, and disproportionate stratified random, sampling area (cluster) sampling. In this study, the researcher used simple random sampling, then according to Sugiyono (2017) Simple Random Sampling is the taking of sample members from the population which is done randomly without considering the strata in the population. The sample was taken randomly, by taking 2 pieces of paper containing the class name, then the management class 2a3 was obtained with 31 students and management class 2d1 with 40 students. So the number of samples used was 71 students

## RESULTS AND DISCUSSION

The study was conducted by discussing 4 English language skills one by one, namely listening, speaking, reading and writing.

### 1. Listening

Howatt (1999) in (Saputra, 2017) explains that listening is the ability to recognize and understand what others are saying. This involves understanding the speaker's accent or pronunciation, grammar, vocabulary used, and capturing its meaning. A listener who is able to do these four things simultaneously will be able to understand the essence of what he or she is listening to. In English, the listening process is usually inseparable from the comprehension process or what is called listening comprehension. Rost and Hamouda in (Gilakjani and Sabouri, 2016).

From this statement, it is known that, to be proficient in listening, students are required to first understand or master a lot of vocabulary, pronunciation, In (Serafica, 2022) it is stated that there are several skills when someone tries to understand what is heard in language activities, including: a. Trying to distinguish sounds that have different meanings in the target language. b. Being aware of the presence of stress and tone, voice color, and intonation. c. Distinguishing and understanding the meaning of words heard. d. Recognizing special word forms. e. Storing or remembering elements of language heard using short-term memory. f. Detecting keywords that identify topics and ideas. g. Recognizing word classes. h. Trying to guess the meaning from the context

The following are the results of the questionnaire responses distributed to students at Bina Insan University, Management Department, intake 2024/2025.

Table 2. Questionnaire in Listening

Statements	Answers					Total Response
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I have a lot of English vocabulary		10	30	20	11	71
I can distinguish the same sounds in English, which have different meanings.		11	10	30	20	71
I understand intonation in English			8	30	33	71
I can understand the meaning of the words I hear.		16	30	25		71
I can remember the words spoken		5	30	25	11	71
I can detect keywords from spoken sentences		9	3	19	40	71
I can recognize word forms		10	30	25	6	71
can understand the context or meaning contained in a sentence.		11	30	30		71

From the table above, it is known that from the first statement, I have a lot of vocabulary in English, 10 students stated that they agree, 30 students stated that they are neutral, 20 students stated that they disagree, 11 students stated that they strongly disagree, and no students answered that they strongly agree. From the second statement, I can distinguish the same sounds in English, which have different meanings, 11 students stated that they agree, 10 students stated that they are neutral, 30 students stated that they disagree, 20 students stated that they strongly disagree, and no students answered that they strongly agree and strongly disagree. From the third statement, "I understand intonation in English", it is known that 8 students stated that they are neutral, 30 students stated that they disagree, 33 students stated that they strongly disagree, and no students answered that they strongly agree and agree. From the fourth statement, "I can understand the meaning of the words I hear", it is known that 16 students stated that they agree, 30 students stated that they are neutral, 25 students stated that they disagree, and no one answered that they strongly agree and strongly disagree. From the fifth statement "I can remember the words spoken" it is known that 5 students agreed, 30 students stated they were neutral, 25 students stated they did not agree, 11 students stated strongly disagree, and no students answered strongly agree. From the sixth statement "I can detect keywords from spoken sentences", it is known that, 9 students stated agree, 3 students stated neutral, 19 students stated disagree, 40 students stated strongly disagree, and no students answered strongly agree. From the seventh statement "I can recognize word forms", it is known that, 10 students stated agree, 30 students stated neutral, 25 students stated disagree, 6 students stated strongly disagree, and no students answered strongly agree, from the eighth statement, "I can understand the context or meaning contained in a sentence" it is known that, 11 students stated agree, 30 students stated neutral, 30 students stated disagree, and no students answered strongly agree and strongly disagree.

From these results, it can be seen that there are still many students who cannot distinguish sounds that have different meanings in English, realize the existence of stress and tone, tone of voice, and intonation, distinguish and understand the meaning of words heard, recognize special word forms, store or remember elements of language heard using short-term memory, detect keywords that identify topics and ideas, recognize word classes and try to guess the meaning from the context.

## 2. Speaking

Speaking skills are supported by listening skills. Speaking skills are greatly assisted by the factor of listening to an object and then recording it by the brain so that we can imitate it in the form of speech. Mastering a foreign language will not go well if we do not practice it by speaking. Speaking skills are the ability to express one's thoughts and feelings through sounds and words arranged in a certain language (Zulfitri and Nurlaili, 2020). Speaking is an interactive process in which meaning is constructed through the production, reception, and processing of information. When using English to speak, the process is not simple because the speaker must master several important elements such as pronunciation, grammar, vocabulary, fluency, and understanding (Muamar, et al., 2019). In the article (Serafica, 2022) it is stated that it is necessary to have several speaker skills, including: a. Using stress, tone, and intonation clearly and precisely so that listeners can understand what is being said. b. Pronouncing different sounds clearly so that listeners can distinguish them. c. Using a variety of languages that are appropriate to the communication situation and the communicating parties. d. Delivering main sentences. e. Expressing additional ideas or information to explain the main ideas.

Table 3. Questionnaire in Speaking

Statements	Answers					Total Response
	Strongly Agree	Agree	Natural	Disagree	Strongly Disagree	
I understand punctuation in English pronunciation such as stress, tone and intonation.			11	50	10	71
I can pronounce different sounds in English		10	40	21		71

I can use sentences according to context	30	31	10	71
I can deliver sentences correctly	5	40	26	71
I can express ideas correctly	5	45	21	71

From the table above, it is known that, from the first statement "I understand punctuation in English pronunciation such as stress, tone, and intonation" it is known that 11 students stated neutral, 50 students stated disagree, 10 students stated strongly disagree, and no students stated agree and strongly agree. From the second statement "I can pronounce different sounds in English" it is known that 10 students stated agree, 40 students stated neutral, 21 students stated disagree and no students stated strongly agree and strongly disagree. From the third statement "I can use sentences according to the context", it is known that 30 students stated neutral, 31 students stated disagree, 10 students stated strongly disagree, and no students stated agree and strongly agree. From the fourth statement "I can convey sentences correctly" it is known that 5 students agreed, 40 students stated neutral, 26 students stated disagree and no students stated strongly agree and strongly disagree. From the fifth statement "I can express ideas correctly" it is known that 5 students agreed, 45 students stated neutral, 21 students stated disagree, and no students stated disagree and strongly disagree.

From the results of the questionnaire, it can be seen that, There are still many students who have not been able to use stress, tone, and intonation clearly and correctly so that listeners can understand what is being said. Pronounce different sounds clearly so that listeners can distinguish them. Use a variety of languages that are appropriate to the communication situation and the communicating party. Convey main sentences. And Express additional ideas or information to explain main ideas.

### 3. Reading

Reading is one of the main skills taught in the English language teaching and learning process in Indonesia. Anderson and Nunan (2008, quoted in Delfi & Yamat 2017) further stated that reading is a process in which readers combine information from reading texts with the knowledge possessed by the reader to build meaning. Understanding the meaning of reading text is the purpose of reading. Elizabeth (2008: 190) in (Fajri and Nurmainiati, 2019) said that comprehension is a process of understanding the meaning of what is read in print, illustrations, layout and design. This understanding is an action that is carried out simultaneously and builds meaning from the text being read. Students must extract meaning from the words or images printed on the pages of the book. Students also need to build new meanings by integrating or combining new ideas with old information that has been obtained by students. In doing this activity, students can understand the meaning of the reading. In (Serafica, 2022) it is stated that there are several skills related to the reading process, namely: a. Recognizing the writing system used b. Recognizing vocabulary c. Determining key words that identify topics and main ideas. d. Determining the meaning of words including vocabulary from written contexts e. Recognizing grammatical word classes (nouns, adjectives, etc.). f. Recognizing basic syntactic forms g. Reconstructing and concluding situations, goals, and participants.

Table 4. Questionnaire in Reading

Statements	Answers					Total Response
	Strongly Agree	Agree	Natural	Disagree	Strongly Disagree	
I know the writing system used in a reading text		5	30	20	16	71
I know the words written in a sentence		30	10	15	16	71
I can recognize the key words that identify topic and main idea.		6	40	15	10	71
I can recognize the meaning of words in		15	30	10	16	71

writing context				
I know the grammatical class (nouns, adjectives atc)	10	30	21	71
I can recognize the kinds of syntac		40	31	71
I can reconstruct and make conclusion a situation, goals, and participant	1	30	40	71

From the table above, it is known that, from the first statement "I know the writing system used in a reading text" 5 students agreed, 30 students stated neutral, 20 students stated disagree, 16 students stated strongly disagree, and no one answered strongly agree. From the second statement "I know the vocabulary written in a text" 30 students stated agree, 10 students stated neutral, 15 students stated disagree, 16 students stated strongly disagree, and no student stated strongly agree. From the third statement "I can determine keywords that identify topics and main ideas" 6 students stated agree, 40 students stated neutral, 15 students stated disagree, 10 students stated strongly disagree and no student stated strongly agree. From the fourth statement "I can determine the meaning of words including vocabulary from written context" it is known that, 15 students stated agree, 30 students stated neutral, 10 students stated disagree, 16 students stated strongly disagree, and no one stated strongly agree. From the fifth statement, "I can recognize grammatical word classes (nouns, adjectives, etc.), it is known that 10 students agreed, 30 students were neutral, 21 students disagreed, and no students strongly agreed or strongly disagreed. From the sixth statement, "I can recognize basic syntactic forms," it is known that 40 students were neutral, 31 students disagreed, and no students agreed, strongly agreed, or strongly disagreed. From the seventh statement, "I can reconstruct and conclude situations, goals, and participants," it is known that 1 person agreed, 30 students were neutral, 40 students disagreed, and no students strongly agreed or strongly disagreed.

From the results of the questionnaire, it can be seen that there are still many students who cannot, Recognize the writing system used, recognize vocabulary, determine key words that identify topics and main ideas, determine the meaning of words including vocabulary from written contexts, recognize grammatical word classes (nouns, adjectives, etc.),

#### 4. Writing

According to Rahman as quoted by Faiza and Mayekti (2022), writing skills are one of the productive skills in learning a language. Writing activities are different from listening, speaking, and reading because they involve certain aspects of language that must be followed so that ideas and self-realization can be conveyed properly to the reader. Rahman also stated that writing is the most focused English skill but is often the least developed among students. In (Serafica, 2022) it is stated that there are several skills that must be applied in writing, namely: a. Choosing the right words b. Using orthography (a language's spelling system) correctly c. Using word forms correctly d. Ordering words correctly e. Using sentence structures that are appropriate and clear to the reader f. Choosing sentence structures that are appropriate and clear to the reader g. Choosing the right writing genre, according to the intended reader.

Table 5. Questionnaire in Reading

Statements	Answers					Total Response
	Strongly Agree	Agree	Neutural	Disagree	Strongly Disagree	
I can choose the right words in writing a sentence	5	10	30	26		71
I can use orthography (the spelling system of a language) correctly			30	40	1	71
I can use the tenses correctly		5	35	30	1	71
I can order words correctly		10	30	31		71
I can use sentence structure that is precise and clear to		5	35	21		71

the reader.				
I can choose the right writing genre, according to the target readers.	40	31		71
. I can choose the right writing genre, according to the target readers.	11	30	30	71

From the table above, it is known that, from the first statement, "I can choose the right words in writing a sentence, 5 students stated strongly agree, 10 students stated agree, 30 students stated neutral, 26 students stated disagree, and no students stated strongly disagree. From the second statement "I can use orthography (a language's spelling system) correctly" it is known that, 30 students stated neutral, 40 students stated disagree, one student stated strongly disagree, and no students stated agree and strongly agree, from the third statement "I can use word forms correctly" it is known that, 5 students stated agree, 35 students stated neutral, 30 students stated disagree, and 1 student stated strongly disagree and no students answered strongly agree. From the fourth statement "I can order words correctly" it is known that, 10 students stated agree, 30 students stated neutral, 31 students stated disagree, and no students stated strongly agree and strongly disagree. From the fifth statement "I can use the right and clear sentence structure for the reader" it is known that, 5 students stated that they agree, 35 students stated that they are neutral, 21 students stated that they disagree, and no students stated that they strongly agree and strongly disagree. From the sixth statement "I can choose the right writing genre, according to the intended reader." It is known that, 40 students stated that they are neutral, 31 students stated that they disagree, and no students stated that they agree, strongly agree and strongly disagree. From the seventh statement "I can choose the right writing genre, according to the intended reader" it is known that, 11 students stated that they agree, 30 students stated that they are neutral, 30 students stated that they disagree, and no students stated that they strongly agree and strongly disagree"

From the results of the questionnaire answers, it can be seen that there are still many students who have not chosen the right words, used orthography (a language's spelling system) correctly, used word forms correctly, ordered words correctly, used sentence structures that are appropriate and clear for readers, chose sentence structures that are appropriate and clear for readers, and chose the right writing genre, according to the intended reader.

## CONCLUSION

From the results of the questionnaire distributed to 71 students, it is known that many students still have difficulty in the English learning process, both in terms of vocabulary mastered, how to pronounce words, how to write sentences, and even interpreting sentences that are read. From the results found, it is expected that teachers can find the right learning method, such as improving vocabulary mastery by understanding and memorizing words in English, especially parts of speech. In terms of listening and speaking, it is improved by learning pronunciation by repeating the words or sentences learned together, for writing lessons, it is expected that teachers will improve learning about grammar. It is expected that teachers can use interesting and innovative learning methods and techniques so that students can be more enthusiastic and interested during the learning process. Maybe by learning outside the classroom, or learning contextually, so that it can make it easier for students to understand and remember the material taught.

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