

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings from interviews regarding research outcomes and an in-depth discussion on the challenges and strategies of international students in developing English language proficiency. The analysis is conducted through a narrative approach, involving data analysis in accordance with the study's focus.

A. Findings

The same questions were posed to each of them. Based on the participants answers, the researcher additionally added a few more questions. The material required for this study was further refined through in-depth interviews. To facilitate communication between participants and prevent misunderstandings, all interviews were conducted in Indonesian. The researcher posed a few queries regarding the difficulties in learning English and the strategies that were employed to get above them. The research questions were addressed as a consequence of this investigation. The study's findings are shown below:

1. Challenges Faced by International Students in Learning English

a. Anxiety/Less Confident

They lack confidence and feel anxiety when speaking and utilizing English in general. They mistrust their ability to speak English, are embarrassed to use it in front of their friends, and fear making mistakes.

NN explained

“Yes, I feel less confident when communicating in English. I’m worried that I won’t be able to express my thoughts clearly or that I’ll make mistakes when speaking. I also feel anxious because I am not used to the accents and dialects of English used by people here.”

Two further students, FF and RR, clarified that their lack of confidence in speaking English stemmed from their fear of making mistakes.

KK also added

“Yes, I feel less confident because I’m afraid of making mistakes, especially with grammar. I worry that people will laugh at me or not understand what I’m trying to say.”

b. Lack of Interest

They admitted that they don't want to invest time in learning English-related topics. Their disinterest in the assigned texts and their displeasure with the instructional strategies used in some classes are the causes

of this lack of motivation. As a result, this makes learning English difficult for them.

NN said,

“Yes, I have experienced a lack of motivation in learning English. I feel that I am not making significant progress in learning English, which makes me feel frustrated and lose motivation.”

KK added,

“Since learning English was a requirement at UPB, even though I didn’t enjoy it, I wasn’t really motivated to do it at that time. Therefore, there wasn’t much I could do when I was in a situation I didn’t want to be in.”

FF also added,

Sometimes, I lose motivation because I don't see how learning English relates to my daily life. It feels like I'm only studying to pass the UPB exam.

Meanwhile RR said,

“Yes, I have experienced a lack of motivation, especially when I feel overwhelmed by the amount of material I need to cover. Sometimes, it just feels too much.”

c. Difficulties in Writing

Students may understand their ideas in Thai, but have difficulty translating or organizing them logically in English. The differences in sentence structure between the two languages can make this process even more challenging. NN said,

"I don't have a lot of difficulty, but I feel like I need more practice to improve my writing skills."

KK added,

"It's hard for me to write because I have trouble organizing my thoughts in English. What I want to say in my head is often hard to put into words."

KK and FF had almost the same reason, which was the difficulty in organizing their ideas in English. FF also added,

"Yes, I have a lot of difficulty. I have a lot of ideas in my head, but it is difficult to put them into structured and clear writing in English."

Meanwhile RR said,

"I often find it difficult because my vocabulary is limited. I don't know the right words to explain what I want to write."

d. Pronunciation Issues

For them, English is too difficult to pronounce, this is also due to the lack of knowledge about the pronunciation of English words. So sometimes when they try to pronounce English words, the sound is disturbed by the sound of their mother tongue. NN said,

“Sometimes I still have trouble pronouncing English words. Sometimes I hear some people say they are pronounced this way, but others pronounce them differently. So I don't know how to pronounce them correctly. Also, since I'm not a native speaker, I have some difficulty pronouncing them.”

KK added,

“I have trouble pronouncing some words. I'm unable to speak. My words are frequently not pronounced correctly. Perhaps after hearing it, I can pronounce it correctly, but when I try to execute it in real life, the incorrect pronunciation returns.”

FF and RR said the same thing,

“Pronunciation is difficult because English words have very different stress and intonation patterns than Thai. Sometimes, I put the stress in the wrong place, and people don't understand me.”

e. The Diversity of Accents

English accents vary. These accents affect students' comprehension when they listen to English. That's what the participants felt. They admitted that it was difficult for them to understand the audio content because of the different accents of the native speakers. They found it hard to understand what was being said. This challenge was caused by more than just the different accents among the native speakers. In addition, students had difficulty understanding the explanations of their lecturers and classmates in class because of the different accents. NN said,

"At first, it was very hard. But now, after being here for a while, I'm getting used to it. I still have trouble with some accents, especially very strong regional ones, but I try to ask people to repeat themselves or speak more slowly."

KK added,

"Yes, my Thai accent makes it hard for people to understand me when I speak English. I feel like no matter how much I practice, I can't sound like a native speaker."

RR agreed with KK, while FF added

"I think having a different accent affects the way I speak. I'm afraid my accent will make it hard for people to understand me."

f. Grammatical Challenges

They acknowledge that they find grammar difficult to understand because it is too complex. They struggle with comprehension, become perplexed by grammar rules, forget previously taught grammar content readily, and struggle to employ it in sentences even when they have previously grasped it. NN said,

“I don't know why I have a hard time understanding grammar. It's hard to understand, especially since the lecturers who teach it are different. So, when I teach grammar, there are lecturers that I understand and some that I don't.”

Kk added,

“Woah, my grammar is really bad. I often make mistakes in using grammar. Especially when there are a lot of questions, it's really hard for me. I don't know which one is right.”

FF also added,

“Yes, grammar is really difficult for me. I know a lot of the rules, but I'm always confused about how to use them correctly when speaking or writing.”

Meanwhile, RR said,

"I often have trouble understanding the difference between different tenses, such as present, past and future. I never know when to use them and often make mistakes. Sometimes, I just guess."

g. Limited Exposure and Practice

Students explained that their social environment mostly communicates in their local language, which limits their opportunities to practice speaking and listening in English. This lack of exposure makes it difficult for them to improve their fluency and confidence in using the language.

NN said,

"I find it difficult to practice English outside of class. Most of my friends speak the local language, so I rarely use English in my daily conversations."

KK added,

"I often feel embarrassed to speak English, especially when I am not confident in my ability. This makes me avoid opportunities to practice."

FF also added,

“I only use English during UPB or for assignments. Outside of that, I rarely speak or hear English, so it’s hard to improve.”

Meanwhile, RR said,

“In my everyday life, I don't have enough possibilities to speak English. I spend the most of my time with Thai friends, and we eventually start talking in Thai.”

h. Cultural Barriers

These barriers often arise from differences in social norms, values, communication styles, and behaviors between the student's home culture and the host culture. In Thai culture, maintaining social harmony is very important, and they may worry that their lack of understanding of the culture and etiquette here may lead to mistakes that are considered rude.

NN said,

“I find it difficult because the way people here communicate is different from Thai culture. In Thailand, we value politeness and gentleness very much. Here, people tend to be more direct, which can sometimes feel rude or aggressive to me. I hesitate to speak up for fear of offending someone.”

FF added,

"I feel that the English teaching method here is very different. In Thailand, we focus more on memorization, whereas here there is more discussion."

RR also added,

"I find it difficult to talk about certain topics that are considered taboo or sensitive in Thai culture. For example, it is very difficult for me to discuss personal things or criticize others openly."

Meanwhile, KK said,

"I find it difficult to understand the cultural context of English. There are many expressions and idioms that I do not understand."

i. Doubt in Speaking with Professors or Friends

Students feel insecure about their English skills. The fear of making mistakes, especially in front of professors and classmates, makes them choose to remain silent rather than take the risk. Students also have difficulty understanding conversations or questions in real-time. The process of listening, translating, and responding takes longer, which can affect their confidence.

NN said,

"I feel hesitant when speaking with professors or friends in English because I'm afraid I'll make mistakes or not be able to express my thoughts clearly. I'm also worried that they won't understand what I mean."

KK added,

"I often feel hesitant because when professors or friends ask questions, I don't always understand the question immediately. It takes me longer to process, and it makes me nervous."

FF and RR agree with KK, they feel hesitant and nervous when talking to classmates and professors. they need time to translate and then answer.

j. Limited Vocabulary

Vocabulary remains a problem for them, as their quantity is still insufficient. This is due to the lack of practice in daily life and the new vocabulary they rarely had before. Students also feel limited in their ability to convey ideas accurately due to their lack of vocabulary mastery. This limitation frustrates them in communication, both verbal and written.

NN said,

"I often have difficulty finding the right words to express what I am thinking. Sometimes, I know the meaning in Thai, but I don't know the equivalent in English. This frustrates me because I can't convey my ideas as accurately and in detail as I would like."

KK added,

"I often have difficulty finding the right words when speaking. My vocabulary is limited, so I often use the same words over and over again."

FF also added,

"I forget words that I've learned. I try to memorize vocabulary lists, but I have difficulty remembering them in the long term. When I need them in conversation, the words often don't come to mind."

Meanwhile, RR said,

"I feel like I can't understand texts or conversations well because I don't have enough vocabulary. I always have to use a dictionary or app to look up the meaning of words I don't recognize."

2. Strategies Used by International Students in Dealing with the Challenges Faced in Learning English

a. Watching Videos

International students from Thailand often face challenges when learning English, and many use strategies such as watching videos in English to improve their language skills. According to the interviews, it was found that watching videos in English can improve pronunciation, vocabulary, and listening skills. This method also fosters a more enjoyable learning environment. NN said,

"I often watch videos in English to improve my listening and comprehension skills. I like to watch videos with English subtitles so I can better understand what is being said. I also try to repeat what is being said in the video to improve my speaking skills."

KK added,

"I frequently watch TV shows and films in English. It makes it easier for me to comprehend how people talk in casual settings."

FF shared the same opinion as KK. Meanwhile RR said,

"English was difficult for me at first because their accents were different, and they spoke faster. I frequently have to repeatedly

replay the movie or search up the definitions of unfamiliar words. However, as time passes, my hearing adjusts and I am able to comprehend more."

b. Listening English Audio

According to the results of the interviews with the participants. They overcome challenges in their English language learning process by listening to English language resources like podcasts and music.

NN said,

"I find it difficult to comprehend native English speakers, particularly when they speak quickly or use slang. For this reason, I listen to English-language audio lessons designed for learners. They talk more slowly and clearly and provide comprehensible explanations of grammar and vocabulary."

KK added,

"Listening to podcasts on youtube can let me know how people express themselves naturally in everyday conversations."

RR agrees with FF's opinion, Music provides a fun and interesting way to improve English skills, because it is easy to remember and easy to understand.

FF said,

"I really enjoy listening to English music. I try to sing along with the lyrics and understand what the songs are about. It helps me to remember vocabulary and improve my pronunciation. Plus, it's just a fun way to learn English."

c. Learning With Friends

Students practice speaking with classmates, which helps them overcome challenges in their English language acquisition. This exercise can help students become more confident and competent speakers, as well as increase their vocabulary in English.

NN said,

"I feel more confident learning English when I'm with friends. We can help each other with difficult vocabulary or grammar. If I am wrong, I am not too embarrassed because they are also my friends. We also encourage each other to keep learning."

KK added,

"I study with friends when I am confused. Sometimes, my friends understand something better, so they can explain it in a way that is easier to understand."

FF also said,

“Sometimes I have difficulty understanding accents or pronunciation in English, so my friend helps me explain or repeat what I don’t understand.”

Meanwhile, RR said,

“I often study with friends because I feel more comfortable practicing speaking without being afraid of making mistakes. They can help me correct my mistakes in a relaxed way.”

d. Try to be Confident

Students explained that by striving to be confident, they can overcome the anxiety that often arises when speaking. They believe that consistent practice will help improve speaking, and confidence is the first step to achieving that.

NN said,

“At first, I was very shy to speak English because I was afraid of making mistakes. But, I realized that if I continued like that, I would never improve. So, I started to try to be more confident. I forced myself to participate in class discussions, even though I sometimes felt nervous.”

KK and FF agreed with NN's opinion, meanwhile RR said,

"I try to be confident when speaking, even though I know there is a possibility that I will make mistakes. I think the important thing is to try and learn from the mistakes."

e. Using a Language Learning App

The students expressed that one of the advantages of using the application is the ability to listen to the pronunciation of words and phrases by native speakers. In this way, he can improve his listening and speaking skills.

NN said,

"I find it difficult to enrich my English vocabulary. I try to memorize lists of new words from books, but I forget them quickly. Then, I use a language learning app that offers various interesting vocabulary learning methods. This app also allows me to save difficult words and study them again later."

KK added,

"I use apps like Grammarly to improve my grammar when writing. This app helps me understand my mistakes and gives me suggestions for improvement."

FF and RR agreed with KK's opinion, both of them also used the Grammarly app when they had difficulties with grammar or vocabulary that they did not know.

f. Making Notes and Summaries

Students explained that summarizing after reading allows them to process the information and keep it in their memory. By summarizing, they can focus on the main ideas and avoid confusion when trying to remember large amounts of material.

NN said,

“When the lecturer explains the material in class, it feels like the information goes in the right ear, out the left ear. Then, I took notes on key points, examples, and explanations that I found difficult. When I took notes, I became more focused.”

KK added,

“I summarize the English lesson materials to prepare for the exam. By summarizing, I only need to read the important points without having to open the whole book.”

FF also said,

“Since many grammar rules are hard to remember, I often summarize them. I can understand and use them better if I summarize them.”

Meanwhile, RR said,

" When learning English, I take notes and summarize things to help me remember new words and grammar rules. To make it easier to understand, I write notes in both Thai and English."

g. Using an Online Dictionary

The students also noted that online dictionaries provide easy access to the meanings of difficult words. As a result, they can better understand the message of the reading without being hindered by unknown vocabulary. They also stated that it is easier to translate words. Thus, the learning process in this way is more productive.

NN said,

"I often have trouble pronouncing unfamiliar English terms. On the other hand, online dictionaries allow me to hear native speakers pronounce the terms correctly. Thanks to this, I can prevent mispronunciations and improve my pronunciation."

KK added,

" I look up definitions of words I don't understand using an internet dictionary like Google Translate. It's very fast and easy to use."

FF also said,

"I regularly use online dictionaries to look up definitions of things I don't understand. This helps me a lot when reading literature written in English."

Meanwhile, RR said,

"I use online dictionaries like Google Translate or DeepL to help me understand difficult new vocabulary. I can look up the meaning of unfamiliar words, and can also see example sentences that use those words."

h. Study Independently

Students explained that by studying independently, they have the flexibility to choose the topics they want to study and organize their own way of learning. This allows them to focus on areas that they find difficult.

NN said,

"I feel embarrassed to ask the lecturer if I don't understand the material. So, I prefer to study independently. I use various sources, such as textbooks, online dictionaries, and learning videos on YouTube, to find answers to my questions. By studying independently, I feel more comfortable and free to explore without fear of being judged."

FF added,

"I learn independently by using various sources, such as videos on YouTube, online articles and apps. This makes the learning process more interesting and less boring."

KK also said,

"Self-study allows me to focus on my weaknesses, such as grammar and pronunciation. I can choose materials that suit my needs."

Meanwhile RR said,

"I try different self-study methods, such as reading, writing summaries, listening to English podcasts, and watching English movies. By studying independently, I can find the most effective method for me and make the learning process more enjoyable."

i. Memorizing Vocabulary

Students overcome their lack of vocabulary by using memory strategies.

In order to learn the meaning of words based on their context, they recall sentences and retrieve forgotten words, among other methods. They explained

that memorizing vocabulary in the context of the sentence makes it easier to remember and understand the meaning of the word.

NN said,

“I realized that to be able to speak English fluently, I need to have a wide vocabulary. So, I try to memorize as much vocabulary as possible. I use various methods, such as flashcards, vocabulary learning apps, and making sentences with new words. The more vocabulary I memorize, the easier it is for me to express myself and communicate with others in English.”

KK added,

“I like to memorize vocabulary by connecting it to a specific image or situation. This helps me imagine the word and remember it more easily.”

RR agreed with KK's opinion, while FF said,

“I memorize vocabulary by trying to understand the context and meaning of words. I try to read books and articles in English and look for new vocabulary in different contexts. I also try to use new vocabulary in conversations with friends to consolidate my understanding.”

j. Use Words that have been Learned and Remember Situations in Which the Words are Used

The students explained that by using the new words in real life, they could strengthen their memory. When they associate words with relevant situations, they find it easier to remember and use them in the future.

NN said,

“I try to use the words I have learned as often as possible in my daily conversations. For example, if I have just learned the word 'happy', I will try to use it when talking to my friends or family. By using new words in practice, I can strengthen my memory of the words and increase my confidence in speaking English.”

RR agrees with NN's opinion, that by using the new vocabulary learned and practicing it in daily life, for example talking to people nearby, it can strengthen memory.

KK also said,

“I remember situations when I hear or learn a new word, for example in a movie or class. This helps me understand how the word was used.”

Meanwhile, FF said,

“I often practice speaking in front of a mirror using new words and remembering the situations in which they are used. This helps me practice the pronunciation as well as memorize it.”

B. Discussion

To collect relevant data, the researcher conducted a qualitative study using the narrative research technique. This research primary focus is on the challenges and strategies faced by international students as they work to improve their English language proficiency. In the discussion portion, the researcher enumerates the findings from the data collecting and analysis procedure. Addressing the specific and general research questions posed within the context of this study is the main goal of this discussion.

After analyzing the interview data, it was found that the students faced some challenges in learning English. Students have difficulties with anxiety. Based on the research conducted by Al-Khalidi (2020), he stated that anxiety and fear of using English are a challenge. Thai students stated that when they feel less confident with their English, they are more panicking when reading aloud in front of their classmates. They are worried about getting it wrong, being rated poorly, or being perceived poorly by another person. These students could also compare themselves with Indonesian students who most likely have a

greater exposure to English and feel that their proficiency is not comparable to their peers. When doing so, they can feel a sense of anxiety toward overcoming this, which may even lead them to want to avoid students, lecturers, or class discussions.

Students also have difficulty pronouncing English words correctly. The underlying reason for this problem is the inability to pronounce English sounds correctly. This is in line with Ruzikulovna (2022) research, which shows that the difficulty in pronouncing English words comes from a lack of knowledge of English sounds. Pronunciation is influenced by Thai pronunciation because knowledge of Thai pronunciation also adds to the difficulty of pronunciation. This is one of the phonological challenges mentioned by Septianasari and Baihaqi (2019), namely the influence of the mother tongue on English pronunciation. Therefore, students have difficulty pronouncing English words correctly.

Additionally, international students also expressed a lack of confidence when speaking English, especially in front of their peers. This is due to the inability to speak English and the fear of saying something wrong. As a result, they lose confidence when speaking English. According to Ismeti (2022), speaking is a challenge because people are less confident in their ability to communicate and are embarrassed to use English when speaking to others. Another factor that causes this lack of confidence is the limited use of English.

Huang et al. (2022) stated that lack of speaking practice is one of the challenges in learning English.

Lack of vocabulary is another challenge that international students deal with. A lack of vocabulary results from its lack of use in day-to-day activities. As a result, their prior vocabulary is forgotten. Additionally, they become unfamiliar with many complicated terms as they move from high school to university. They learned basic vocabulary in the past, but they must learn academic vocabulary in university. According to Nanda and Azmy (2020), a limited vocabulary in English leads to difficulties in the context of English as a Foreign Language. The interview results show that this vocabulary problem exacerbates other challenges in learning English. This means difficulty understanding lecturers and communicating effectively. If vocabulary is not mastered, speaking English fluently will be impossible. This strengthens the results of Mridha and Muniruzzaman's (2020) research, which states that one of the problems that limits individuals in communicating is a lack of vocabulary. Lectures may be more difficult to understand if there are vocabulary problems. This also causes problems for students, as mentioned in the interview section.

This is comparable to what was said by Wolf and Phung (2019). They claimed that unfamiliar words and varying accents are the main reasons why students have trouble understanding what lecturers are saying in class. Additionally, grammar is another area that is a problem for students. Based on the interview results, grammar is difficult to master because it is too

complicated. The many grammar rules make grammar difficult to understand. They may understand the material, but the application is sometimes difficult. The grammar rules they learn cause confusion for students. This is in line with research by Huang et al. (2022), which found that syntactic complexity and lack of interest in it. They're even clueless as to why grammar is so hard to grasp. In writing, the grammar used is influenced by the grammar of their native language, which is Thai. This challenge is included as described in the research conducted by Septianasari and Baihaqi (2019).

In addition, they believed that their inability to communicate fluently was caused by grammar. According to Nuraeni (2019) research, a heavy focus on grammar in communication results in a lack of ability to develop natural language. Additionally, they face difficulties due to the variety of English accents. This may make it more difficult to comprehend the lecturer's says in class and the audio material that is offered. These difficulties are consistent with the hearing difficulties that Ismeti (2022) identified in their study.

Another factor that should be taken seriously when studying English is a motivation to learn. The likelihood of learning achievement increases with motivation. On the other hand, a lack of motivation may make learning difficult. According to Al-Khalidi (2020), one of the challenges in studying English in class is the lack of enthusiasm and inadequate focus of the students.

The manner in which students react to learning is indicative of a lack of motivation. According to the findings of the interview, students could get sleepy and find it difficult to concentrate in class. This may present difficulties when learning English. One of the difficulties in learning the English language is the difficulty to focus well, as Ruzikulovna (2022) noted in her research.

The most important aspect of learning is the surroundings. Consequently, one of the challenges in learning English is the lack of environmental assistance. The classroom setting and the friendship setting are the environments. According to the interviews, students lacked a friendly environment in which to improve their English language proficiency, particularly while speaking. Because of their social group, they rarely ever use English in everyday situations. They consequently find it difficult to learn English as a result. This is consistent with Huang et al. (2022) research, which found that the lack of an English-speaking environment is a further challenge to learning the language. Besides an environment of friendship, learning can also be impacted by the classroom setting. Due to the students, there should be more English spoken in the classroom, but in practice, their mother tongue is used more than usual. According to Aaqil et al. (2022), accomplishing English language proficiency can be difficult in such a classroom setting.

Rao, M. Janardhana (2024) mentions that cultural barriers are one of the challenges in learning English. This challenge arises from significant cultural

differences, social values, and communication styles between Thailand, Indonesia, and even English-speaking countries. Although Thai students can speak English at a basic level, they often have difficulty understanding the English used in Indonesian academic settings, especially when lecturers or other students combine English and Indonesian. Furthermore, communication problems can arise due to differences in accent and pronunciation between Thai English and Indonesian English.

International students said that they also face problems in writing. This is consistent with the statement issued by Wolf and Phung (2019) that there are challenges in writing. Thai is different from English in terms of conjunctions, syntax, and sentence patterns. They often use Thai language patterns to construct sentences, which are often different from English conventions. For example, verb forms and variations of verb forms according to time are absent in Thai, while verb forms and their variations are important in English. Thai students often have difficulty in choosing the right verb form when writing in English, such as distinguishing between the "present perfect" and "simple past".

However, there are some strategies to overcome challenges when learning English, according to the findings of the interviews. Watching is one activity that may be used to improve knowledge, particularly English language skills. The learning process will be more comfortable if the movies are chosen according to their tastes. Students watch English-language films that not only

entertain them but also aid in their language development. Students that struggle with vocabulary, pronunciation, and listening skills have also used this activity. Watching English-language movies or videos helps them recognize various English accents, which improves their listening comprehension. By watching English-language videos, they can learn how to pronounce words like native English speakers do.

Moreover, students may learn many phrases indirectly and understand their meanings based on their usage. In addition to improving their knowledge, students admit that the videos they choose may improve their motivation to learn English. Therefore, watching activities could help students overcome the challenges they have when learning English. This is consistent with the explanation provided by Komari et al. (2022), who stated that watching films and listening to music might inspire students to learn and help them develop their language skills.

Additionally, this study found that students utilized music to aid them with their English pronunciation and vocabulary problems. Students can listen to music and watch how the vocalist pronounces words. Schmitt and Rodgers (2020) claim that this is a technique for developing listening abilities in English. Research indicates that listening strategies include paying attention to the words said, the native speaker's pronunciation, and the accent in phrases. This supports the students' admission in the interview that they utilize podcasts to help them

cope with listening issues. Podcast interactions undoubtedly involve sentence stress. Consequently, podcasts can help students understand and pronounce the phrases being conveyed correctly.

Another method used by international student to increase their vocabulary in English is direct memorization of words. Memorization exercises involve learning a number of vocabulary words every day, then attempting to employ them in daily conversation or by learning sentences. They can learn the meaning of a word and how it is used in sentences by memorizing sentences, which can help them understand the meaning depending on context. This can also be utilized to get around difficulties caused by a limited vocabulary in English. This was similar to the research conducted by Lestari and Wahyuddin (2020), which imagines a situation where a word is used as a solution for vocabulary improvement.

Involving friends is another way to overcome challenges in learning English. Practicing English with friends is possible. According to Schmitt and Rodgers (2020), regular interactions can help in speaking English. In addition, they can help overcome personal fears about speaking English. Lestari and Wahyuddin (2020) argue that a strategy that can be used to learn English is to find a partner to practice speaking English. Friends can help students learn other language skills such as grammar and pronunciation, and also help them overcome limitations in speaking.

Learning English involves more than just improving one's skills. In an attempt to grow, internal elements like self-confidence must also be fostered. A strategy to get over a lack of confidence is to try to stand out in the class. Our confidence will grow as consequently, particularly when it comes to speaking in front of the class. This is in line with what Lestari and Wahyuddin (2020) expressed, who state that encouraging oneself to speak English even if one is nervous about making mistakes is one method for learning the language. The mistakes made during study are normal, so we should not be afraid to make mistakes. Confidence and the courage to try are necessary to master English language skills, so that students can acquire knowledge, abilities, and a mindset.

If learning depends only on the classroom, it will not be successful. Outside of the classroom, students must dedicate time to developing their skills. They examine the content they have been given and use it in their daily lives in an attempt to overcome the challenges they face in the classroom. Students employ a variety of strategies to enhance their English, including taking notes, summarizing content, using language learning apps, accessing online dictionaries, and going over earlier lectures. Lestari and Wahyuddin's (2020) earlier research has also described this approach.