

GAUGING THE STUDENTS' DIFFICULTIES IN LEARNING ENGLISH: THE CASE OF THE FIFTH-GRADE STUDENTS AT A PRIVATE BILINGUAL SCHOOL

Oleh:

Mutiara Vidrin Rittiau¹

Aam Alamsyah²

Theresia Mundi Astuti³

Sekolah Tinggi Bahasa Asing Technocrat

Alamat: Jl. Syeh Mubarak, Kadu Agung, Kec. Tigaraksa, Kabupaten Tangerang,
Banten (15720).

Korespondensi Penulis: vidrinmutiara@email.com¹, alamsyah_expert@yahoo.com²,
mundiastuti68@gmail.com³

Abstract. *Despite being popular and considered a mandatory subject in every formal school context, learning English has always posed some problems to the students. Analysing the students' difficulties when learning English is therefore essential so that the learning stakeholders can figure out the potential causes affecting the students' accomplishment in learning English—the present study aimed at investigating the difficulties faced by the elementary school of the private bilingual school. The research method employed in the study was a mixed method. The instruments employed were a questionnaire and semi-structured interviews with the students and teachers. The results indicate that, despite being a bilingual school with modern facilities, elementary school students experienced difficulties with writing and grammar. In addition, the students perceived the speaking and reading activities held in their class positively. Furthermore, they thought that YouTube was their favourite learning medium. They also perceived that the game conducted in English was the most interesting activity when learning English. Further study should delve deeper into the students' difficulties to overcome the potential problems they face.*

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Keywords: : *English, Gauging, Learning, Student, Students' difficulties, The fifth-grade private bilingual school.*

Abstrak. Walaupun Bahasa Inggris adalah mata pelajaran yang populer dan wajib di semua sekolah formal, belajar Bahasa Inggris tetap menjadi tantangan bagi banyak siswa. Karena itu, penting untuk menganalisis kesulitan yang dialami siswa saat belajar Bahasa Inggris agar para guru dan pihak sekolah bisa mengetahui penyebab yang mungkin menghambat pencapaian siswa. Penelitian ini bertujuan untuk mengetahui kesulitan-kesulitan yang dialami oleh siswa sekolah dasar di sebuah sekolah bilingual swasta. Metode yang digunakan dalam penelitian ini adalah metode campuran (gabungan antara data kuantitatif dan kualitatif). Alat yang digunakan adalah kuesioner dan wawancara semi-terstruktur dengan siswa dan guru.

Hasil penelitian menunjukkan bahwa, meskipun sekolah ini merupakan sekolah bilingual dengan fasilitas modern yang lengkap, siswa sekolah dasar tetap mengalami kesulitan dalam menulis dan tata bahasa (grammar). Di sisi lain, mereka merasa bahwa berbicara dan membaca adalah kegiatan yang menyenangkan. Mereka juga menyebut YouTube sebagai media belajar favorit mereka. Selain itu, siswa merasa bahwa permainan yang dilakukan dalam kelas Bahasa Inggris adalah aktivitas yang paling menarik saat belajar Bahasa Inggris. Penelitian selanjutnya disarankan untuk menggali lebih dalam kesulitan-kesulitan ini agar bisa membantu siswa belajar lebih baik.

Kata Kunci: Bahasa Inggris, Belajar, Kesulitan Siswa Belajar, Mengukur, Sekolah Bilingual Swasta, Siswa Kelas Lima.

BACKGROUND

In today's global world, English language skills have become more mandatory than ever before (Crystal, 2003). People from different countries use it to communicate, study, work, and share ideas (Crystal, 2003). English is often referred to as a "global language" because it is widely used in various fields, including education, science, business, tourism, and technology (Crystal, 2003). That is why many schools in Indonesia include English as a subject, from elementary school through to university (Lauder, 2008).

Some schools even take it a step further by using English as the primary language of instruction for teaching various subjects (Paris, Samad, and Rauf, 2022). These schools are called bilingual schools. Susanto & Jelimun (2023) found that introducing bilingual education at the primary level significantly improves students' English proficiency and cognitive skills (p. 2–3). Bilingual schools, especially private ones, aim to help students become fluent in both Bahasa Indonesia and English. In these schools, students use English not only in the English subject but also in other subjects, such as science and math. Such an approach provides students with increased exposure to the language and more opportunities to apply it in their daily learning.

However, even with this kind of environment, many students still face difficulties in learning English (Motallebzadeh, 2011). These challenges are widespread among elementary school students, particularly those in Grade 5. They are still growing, both physically and mentally, and learning a second language like English can be a big challenge for them. Some students may struggle with learning new vocabulary and grammar rules. Others may have difficulties understanding spoken English or expressing their ideas in both speaking and writing. Susanto and Jelimun (2023) emphasize that allowing the use of both native and target languages supports classroom engagement and language transfer, thereby easing cognitive load (p. 2–5). Admittedly, numerous factors influence the success of learning and teaching English (Lubna & Toyyibah, 2024). Therefore, identifying the students' learning difficulties in English is essential as it can provide important information regarding teaching and learning English in a formal context.

Despite being important, there are very few studies that analyse the students' difficulties when learning English. Research by Jayanti & Damayanti (2023), for instance shows that although teachers are aware of the importance of multimodal literacy (using text, images, audio, video), limited facilities and a lack of understanding of teaching strategies can affect the teaching process (p.103–105).

Based on the above studies, the present study aims to identify learning and teaching difficulties from the students' perceptions. The students' perceptions of their English learning experiences are important to analyze because they can provide a more objective reason for indicating the success or failure of the students' learning process conducted by the teacher. If they feel happy and comfortable during English lessons, they

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are more likely to participate and enjoy the learning process. If they feel bored, nervous, or confused, they may lose interest in the task. Understanding students' views and experiences is essential because it helps teachers and schools know what works and what does not.

For these reasons, this research focuses on the difficulties faced by Grade 5 students in learning English at a private bilingual school. This study will explore three crucial areas, namely the students' perceptions of their English learning activities, the role of learning media in supporting their learning process, and the role of teachers in facilitating their English acquisition. By answering these questions, this research aims to provide a deeper understanding of how to enhance English teaching and learning in bilingual classrooms, particularly for young learners at the elementary level.

To explore the issues identified above, the study focuses on the following research questions:

1. What are the students' perceptions of their English learning activities?
2. What is the role of learning media in supporting the students' learning process?
3. What is the role of teachers in supporting the students' learning process?

THEORITICAL REVIEW

1. Learning

According to Qiao (2024), learning a second language is not just a matter of memorizing words or grammatical formulas, but also involves cultural understanding, communication habits, and the ability to use the language in various situations. De Houwer and Moors (2013) explain that learning occurs because of repeated patterns in the environment and students' experiences. When students become accustomed to seeing or hearing the same language repeatedly, their brains will begin to recognize the patterns and eventually be able to understand or use it. This means that learning is a gradual process of adapting to the environment.

2. Factors Affecting Language Learning

The language learning process is influenced not only by the learning efforts made by students but also by various other factors, both within the student

and in the surrounding environment. According to Qiao (2024), several key factors that influence second language learning include intelligence, aptitude, motivation, personality, and learner preferences and styles. Additionally, the role of the teacher, as described by Nagy (2021), and the use of learning media, as discussed by Yunita and Azizah (2022). All of these factors are interconnected and can speed up or hinder the language learning process if not managed well.

1) Intelligence

Intelligence, especially verbal intelligence, plays a crucial role in helping students understand language structure, vocabulary, and sentence patterns. Students with a high level of intelligence tend to understand and remember language lessons more quickly. However, intelligence is not the only determinant of learning success. Even students with average intelligence can be successful if they have motivation and a good learning environment (Qiao, 2024)

2) Aptitude

Language talent, also known as language aptitude, is a person's natural ability to recognize language patterns, understand sounds, and recall words. Individuals with high language talent tend to learn new languages more quickly, particularly in terms of pronunciation, sentence structure, and grammar. However, even students without special talents can still be successful if they are given the proper learning methods and sufficient practice (Qiao, 2024).

3) Motivation

Motivation is one of the most essential factors in learning a language. Integrative motivation, namely the desire to interact with and be part of a community of native speakers, usually motivates students to learn more seriously. Meanwhile, instrumental motivation arises from the need to get good grades, work, or other academic goals. These two types of motivation help students persist in the learning process, particularly when they face difficulties (Qiao, 2024).

4) Personality

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Personality also influences how students learn a language. Extroverted students are usually more confident when speaking and are not afraid of making mistakes. They are often more active in oral practice. Meanwhile, introverted students may be more comfortable learning through reading and writing. According to Qiao (2024), there is no one with a better personality; the important thing is to recognize each other's strengths and adjust learning methods accordingly.

5) Learner preferences and styles

Every student has a different learning style. Some people learn more easily by seeing pictures or writing (visual), hearing sounds (auditory), or engaging in hands-on activities (kinesthetic). Teaching in a way that suits students' learning styles can make the material easier to understand and like. Teachers who are sensitive to this learning style can help students learn more effectively (Qiao, 2024).

6) Teachers

Teachers play a crucial role in language learning, not just delivering material, but also designing interactive learning experiences and utilizing technology. According to Nagy (2021), teachers today are expected to create engaging classes creatively, utilizing digital tools such as online quizzes, chat, and wikis to enhance student participation. They must be able to serve as both educators and media experts, while also integrating supporting technology, such as Computer-Assisted Language Learning (CALL), to facilitate authentic language practice and spark student creativity. This approach emphasizes the importance of teachers as pedagogical designers, combining aspects of content, methods, and technology to increase students' motivation and language understanding through relevant and innovative methods.

7) Learning media

Learning media plays an important role in making language lessons more interesting, interactive, and easy to understand. Combining various forms of media—such as images, audio, and video—can strengthen students'

understanding of vocabulary while improving word pronunciation. A study by Teng (2022) demonstrates that the use of multimedia—a combination of text, audio, and video—significantly improves vocabulary learning outcomes for EFL students in a university environment. Other research confirms that interactions using interactive learning videos can stimulate student interest and retention more effectively than static media. Additionally, Aboe et al. (2024) reported that interactive media with a communicative approach was effective in improving students' pronunciation skills and language mastery. Therefore, teachers need to choose media that suits students' needs and learning styles—whether visual, auditory, or kinesthetic—to enrich the learning process, strengthen motivation, and ensure students' active involvement in language learning.

RESEARCH METHOD

1. Object of Study

The objective of this study is to examine the learning difficulties experienced by Grade 5 students in English at a private bilingual elementary school in Indonesia. This research focuses on exploring the specific challenges faced by students and identifying the internal and external factors that contribute to these difficulties.

The subjects of this research are Grade 5 students and their English teacher. The students provide primary data regarding their learning experiences, while the teacher offers supporting information and insights related to the students' performance, behaviour, and learning environment.

2. Method of Study

A mixed-methods approach was employed to accomplish the research objectives. This approach was chosen because it enables the researcher to collect both narrative and statistical data, resulting in more meaningful and reliable findings. Mixed-methods research involves the use of multiple techniques to collect data (Dawadi et al., 2021). As Creswell and Plano Clark (2018) explain, mixed-methods research integrates qualitative and quantitative approaches to enhance the scope and depth of understanding, ensuring more robust conclusions.

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The qualitative method involved conducting interviews with selected students and the English teacher to explore their perceptions of the roles of media and teachers. The quantitative method involved distributing Likert-scale questionnaires to 49 students, enabling the measurement of their attitudes and experiences in a structured format.

3. Instrument

The instruments used in the present study were a questionnaire and an open-ended interview. The instrument is used to elicit data from the general participants. Furthermore, the open-ended interview is designed to support the data collected from the questionnaire.

The interviews were not conducted with all students, as not all students were willing to be interviewed. The interview was conducted to support the information obtained by the researcher from the questionnaire (Fraenkel & Wallen, 2006).

4. Participants

The participants in the present study were 5th-grade students at a private bilingual elementary school. Additionally, one of the participants was also a teacher; the data from the teacher was used to support the data collected from the students.

5. Sources of Data

The sources of data were the participants' perceptions, as gathered through the questionnaire. Furthermore, additional data were also collected from the participants (i.e., students) and one teacher. The additional data were taken from interviews. In this case, the verbal responses were analysed to support the written responses.

6. Data Analyses

The data analyzed are in the form of written sources (i.e., questionnaires completed by 49 students) and verbal responses (i.e., interviews conducted with selected participants and one teacher).

7. Steps of Study

The study was conducted in four main stages to ensure a thorough and accurate analysis:

1) Preparation

- Designed interview guides and questionnaires
- Requested permission from the school
- Selected participants: 49 Grade 5 students and 1 English teacher

2) Data Collection

- Conducted interviews with the teacher and selected students
- Distributed questionnaires using a five-point Likert scale

3) Data Analysis

- Interview results were analyzed thematically
- Questionnaire results were processed using Microsoft Excel for descriptive statistics.

4) Interpretation and Conclusion

- Integrated qualitative and quantitative findings
- Drew conclusions and formulated suggestions based on the data

RESULTS AND DISCUSSION

Result

1. The students' perception of their English learning activities

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I think English is a difficult subject.	13 (26.5%)	20 (40.8%)	9 (18.4%)	6 (12.2%)	1 (2%)
2	I think English is an easy subject.	3 (6.1%)	3 (6.1%)	8 (16.3%)	18 (36.7%)	17 (34.7%)
3	I like learning English with my friends at school.	2 (4.1%)	4 (8.2%)	18 (36.7%)	11 (22.4%)	14 (28.6%)
4	I feel more comfortable to learn English at home.	10 (20.4%)	6 (12.2%)	21 (42.9%)	6 (12.2%)	6 (12.2%)

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5	I prefer learning English in a course or at a tutoring centre.	12 (24.5%)	19 (38.8%)	10 (20.4%)	6 (12.2%)	2 (4.1%)
6	I think English grammar is easy to understand.	3 (6.1%)	8 (16.3%)	11 (22.4%)	16 (32.7%)	11 (22.4%)
7	I can read English books or texts easily.	1 (2%)	2 (4.1%)	6 (12.2%)	13 (26.5%)	27 (55.1%)
8	I enjoy speaking English.	3 (6.1%)	0 (0%)	8 (16.3%)	7 (14.3%)	31 (63.3%)

2. The Role of Learning Media in Supporting the Students' Learning Process

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I can easily find English learning media.	2 (4.1%)	2 (4.1%)	15 (30.6%)	15 (30.6%)	15 (30.6%)
2	It is hard to find English learning media.	18 (36.7%)	11 (22.4%)	13 (26.5%)	6 (12.2%)	1 (2%)

3	I learn English through social media or the internet.	4 (8.2%)	10 (20.4%)	12 (24.5%)	8 (16.3%)	15 (30.6%)
4	I use books to learn English.	8 (16.3%)	6 (12.2%)	14 (28.6%)	13 (26.5%)	8 (16.3%)
5	I learn English by listening to English songs.	5 (10.2%)	9 (18.4%)	15 (30.6%)	13 (26.5%)	7 (14.3%)
6	I use apps or games to learn English	3 (6.1%)	8 (16.3%)	11 (22.4%)	12 (24.5%)	15 (30.6%)

3. The role of teachers in supporting the students' learning process

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My English teacher helps me a lot in learning.	1 (2%)	2 (4.1%)	20 (40.8%)	13 (26.5%)	13 (26.5%)
2	I enjoy learning	0 (0%)	1 (2%)	19 (38.8%)	16 (32.7%)	13 (26.5%)

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	English with my teacher					
3	I feel nervous or scared to learn English with my teacher.	16 (32.7%)	14 (28.6%)	12 (24.5%)	6 (12.2%)	1 (2%)
4	I am more excited to learn when my teacher speaks English.	5 (10.2%)	5 (10.2%)	19 (38.8%)	12 (24.5%)	8 (16.3%)
5	I understand better when my teacher explains clearly.	0 (0%)	1 (2%)	13 (26.5%)	17 (34.7%)	18 (36.7%)
6	I like it when my teacher asks me to speak English in front of the class.	16 (32.7%)	5 (10.2%)	20 (40.8%)	5 (10.2%)	3 (6.1%)

7	I enjoy reading English books or texts when my teacher asks me to.	4 (8.2%)	6 (12.2%)	16 (32.7%)	13 (26.5%)	10 (20.4%)
8	I feel more excited to learn when my teacher uses fun activities or games.	2 (4.1%)	2 (4.1%)	4 (8.2%)	12 (24.5%)	29 (59.2%)

4. Verbal data taken from the interview

Participant	Text	Important themes
Students' perception of the english teaching		
Student E	Not really, aku agak kurang di Inggris I think it's grammar, karna salah sebut dikit tuh artinya udah beda	a) English is often perceived as a complex language. b) Grammar is considered confusing and sensitive to errors.
Student V	No, because it is complicated, ada adverb	a) English is complex due to grammatical rules. b) Grammar becomes the most challenging part to understand.

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	Grammar	
Student D	Not really, i kinda like it sometimes i don't really enjoy it, because sometimes this subject make me want to sleep but sometimes it kinda find I think it's kinda be Grammar, because i'm not good in my grammar	a) Interest in English is unstable depending on the situation. b) Grammar is a significant challenge.
Student A	No, not really, I don't like English lesson because even when I wanna do English lesson then the good that I can learn more English, because the only thing I learn is that thing I already learn. Like let say I learn English in lower level and I just waste my time, When I have to write the answer, and grammar	a) English is repetitive and not engaging. b) Writing and grammar are the most difficult parts.
Teacher	Based on my experience, the most difficult thing for the	a) Writing is the most challenging skill for students.

	student when they learn English is about writing, because sometimes it just difficult for them to find the idea of what the are going to write. For grammar here we didnt really focus on teaching grammar, i mean we didnt teach focus on grammar only, no, but while we are teaching reading, while we ar speaking, we include grammar in our activity. So, when they have writing lessons, sometimes we integrate with the other lessons like science or social studies, so they have the topic, they learn the topic, when the learned a topic and they have a writing assignments they can connected the topic that they learn at science or social study and then they write it as the report and sometimes for they presentation or could be other activity. That's it, i think writing is a difficult assignments for the students. Yes, we give routine assignments like reading,	b) Grammar is included in integrated teaching, not explicitly taught.
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	speaking, and also listening, we give them routine assignments and then later on they are going to have a reading or speaking test. So, sometimes reading is difficult for them but it depends on the reading text, so usually we adjust a reading text for them, so they could understand and they could confident when they have assignment to do it. So far they respond is good because that is kinda routine assignment for them and then also we have culture that before we start english lesson, we (teachers) give them 15mnts to have a silent reading activity. So before we start our reading lessons then they could read english books, especially chapter books. So we do not allowed them to read like comic, so we asked them to read chapter books, of course the level is adjusted with their age, with their level. Even they could choose by themselves what kind of chapter book they	
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	are going to read. In our library, there are so many books provided, so that they can choose which book they want to read, and then they are going to read it before we start our english lesson. So silent reading give them opportunity, so that they are encourage to read book daily. And then i think if you asking about the responses, i think their response is goodnormally. For the speaking test, we give them chance to present for the presentation, so just now i told you about the writing assignments, sometimes those witing assignments also need to be presented. So in our culture, we should have speaking assignments and one of them is presentation, so they have report about what they learned for one topic, they are making powerpoint and then they present, so that for our speaking assignment also. And then also, now they are presenting about the diorama, so they are learning in science lesson about ecosystem, then	
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	they choose one of the ecosystem in the world then they made it as diorama and they presenting their diorama. So they have to explain what ecosystem they choose and what component are there in the ecosystem and the foodweb and so many things about ecosystem.	
Role of learning media in supporting the students' learning process		
Student E	Youtube Yes	a) YouTube is a preferred learning source. b) Media, such as songs and videos, are perceived as fun and engaging.
Student V	Semuanya bisa, mostly books Ya	a) Various media are used, with books as the main source. b) Songs and videos are enjoyable
Student D	For me, for the first time i learn to speak English actually watch lot of English movies and	a) Started learning through movies/music, now using

	English music, but for now i learn through books Yes, it's fun and it's really easy for me to learn English	books. b) Songs and videos make English learning easier and enjoyable.
Student A	Mostly internet, i just look at the internet when ive bored Yes i guess	a) Learning occurs through internet browsing. b) Media is fun, but used informally.
Teacher	Discussing about media, the most media that i use is video, watching short videos. I also use board game but it's not often, rarely, and they like it most. This is especially i give them the board game for them to practice their grammar and speaking, as i told you, i didnt teach only grammar in one time but i teach grammar while we are reading, writing, speaking. So i give them boardgame, for example, discussing about simple past, and in the board game, there are some questions to asked about past experience	a) Short videos are the most frequently used media in the class. b) Board games effectively support grammar and speaking practice.

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	and then they can share with their friends in the small group of three or four, they take turns to share about the experience during the past. And if i use video, that's about explanation, for example, they learn about giving instruction if they learn about writing, first i show the video or powerpoint for them and then we can discuss together, after that i let them to make the writing.	
Role of teachers in supporting the students' learning process		
Student E	Normal Yes Ya	a) Neutral feeling during lessons. b) Nervous when asked to speak in front of the class. c) The teacher explains clearly.
Student V	Biasa aja Always	a) Neutral attitude toward learning. b) Frequently nervous when speaking in class.

	Ya	c) The teacher's explanation is clear.
Student D	Sometimes, like i said before, sometimes it's really fun but English lesson after lunch i get bored Yes, i do, because i don't really like to, like especially with discussing a question, and then ms. Etta ask to me about the question, sometimes i'm afraid if my answers is wrong Yash, she explain the lessons very clearly	a) Engagement depends on the time of day. b) Nervous about giving the wrong answer. c) The teacher explains lessons clearly.
Student A	I don't know, i just get bored. I just get bored, so i usually just lack effort No, not really, because mostly i just read on the paper and i save it on my mind. For the presentation i already memorize it, so i don't really worry about	a) Boredom affects the effort put into learning. b) Confident in speaking due to preparation. c) The teacher gives explicit instruction.

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	that, i feel more confident about that	
	Yes	
Teacher	Generally, their response is normally, since English is everyday lesson for them. I think their response is well for the English lesson, but I think they will feel a lack of confidence only if they are not ready. For example, doing the presentation, so they need time to help them to be ready, so we give time for them to prepare, practice before the presentation, so that they will be more confident. However, some of my students have good confidence for do the presentation. But not all can speak english well yet, some of them speaks english well. So for those who cannot speak english well, sometimes i encourage them, i asked them in english question, so that they	a) Confidence varies based on preparation. b) Speaking is part of regular assignments (e.g., presentations). c) The teacher uses question guidelines and models to motivate students.

	will be encourage to answer in english also. Sometimes there are students who are not confident, yes, but we still encourage. The biggest challenge is like effort. Sometimes students dont want to put effort when they find a challenge, like when they find difficult questions, they just answer effortlessly. sometimes they are like this, what they read must be what is in the question, so they are too lazy to findingr inference, conclusion, what is the meaning behind it, finding synonyms. So sometimes reading is challenging for them. But I will encourage them by letting them to try again, so try to find better answer, I give them another time to think and then also to creativity especially in writing, that's the biggest challenge for me to teach the students to do writing creatively. Usually i give them an example of writing, so they have big picture, so they can get big	
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	picture or big ideas, oh so I have to do like that. Then I also feed them using guidelines questions, so that they can think systematically, oh so the question will help them think like, oh so i have to answer this question, oh so i have to develop this paragraph by answering this questions, so the questions guidelines will help them develop their ideas	
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Discussion

1. The learning activities

Based on the above data, the students did not perceive English as a complex subject. Approximately 71.4% of the students indicated that they agreed or strongly agreed that English is an easy subject to study. Specifically, the above statement is also strengthened by their ability to read an English book, which they found relatively easy. Quantitatively, 81.6% of the participants said they could read an English book easily. They also stated that they enjoyed speaking English, as indicated by 77.6% of the participants.

The present study was similar in that the SDIT students (Ledy, Sujarwati, & Syafryadin, 2023) tended to be more open to or interested in learning to read through short stories. Additionally, the interest in reading English books is also supported by other findings, which indicate that most students who learn English tend to prefer learning through reading (Sari, Hadi, & Faruqi, 2024). In terms of the preference for practicing English orally, this finding is also relevant to the

previous research (Sumanto & Saharani, 2023), which indicates that most students tend to prefer speaking during class.

2. The learning material

Based on the above data, most students preferred to learn from social media such as YouTube, Instagram, and TikTok. Indicated by 46% of the participants. The above finding is relevant to previous studies, which show that social media has significantly influenced how people communicate and access information. Although not initially designed for educational purposes, it has gained attention in the field of English language learning. (Safitri, Yuliani, Hamid, and Suriaman, 2022), indicating a preference for learning from social media, which shows that technological advancements in Indonesia, especially in education, have made teaching media more varied. YouTube has become a popular tool for learning English (Shalsabilla and Pusparini, 2022).

3. The teacher

Based on the above data, most of the students feel more excited to learn when their teacher uses fun activities or games. Quantitatively, 83.7% of participants indicated a preference for learning through games. This finding is relevant to other studies that highlight the positive impact of game-based learning on student motivation in learning English as a Foreign Language (EFL) (Susaniari & Santosa, 2024), indicating the widespread use of games in English language learning.

4. The Complexity of grammar and writing

Unlike the findings in the questionnaire, the interviews reveal the true nature of English, which requires learners to learn grammar and writing. The findings suggest that students often struggle with grammar and writing. The findings are relevant to previous studies in that writing and grammar are among the most complicated aspects of English language learning (Baharuddin, 2022).

CONCLUSION AND SUGGESTION

Conclusion

The findings suggest that certain key aspects of learning English require further consideration and analysis. For instance, the students' preference to read is essential, as

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reading skills can improve their vocabulary and also attract further motivation to learn English. Additionally, speaking practice is also essential because it helps improve students' confidence when learning English.

Another important finding is that the emergence of social media as a potential learning medium also warrants further consideration if teachers want to effectively teach their students. The use of social media is crucial not only for allowing people to interact but also for learning a new language. Lastly, the use of gamification in language learning has also attracted numerous experts, as games have been perceived as a meaningful way to learn English.

Suggestion

Further studies on the difficulties of learning English should be conducted with a more diverse group of schools and with students so that the data can be more varied and become more generalizable. It should be acknowledged that the present study was conducted in only two classes, with a total of 49 participants. As one of the quality bilingual elementary schools, the school has long incorporated English into its teaching process. Therefore, the positive perception of English is mainly due to its intensive application in the school context. Further study should also incorporate non-bilingual schools to obtain more varied data and reliable findings.

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