



The Obstacles Faced by PGSD International Students 2019 in Using English as Medium of Instruction

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Abstract

This study aims to find out the listening, speaking, reading, and writing obstacles faced by PGSD international class students 2019 in using English as a medium of instruction. Data was collected from 21 international class PGSD students in the 2019 entry year at Universitas Negeri Padang. In collecting data, the students were asked to fill out a questionnaire consisting of 41 questionnaire for 55 minutes. The results showed that these students had many obstacles in listening, speaking, reading, and writing. In other words, students are classified as having obstacles in using English as medium of instruction. In this case, the lecturers were asked to pay more attention to the student learning process such as often listening to western music, trying to talk to each other between students, reading texts, and writing things down about English texts.

Keywords:

PGSD students, listening obstacles, speaking obstacles, reading obstacles, writing obstacles.

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INTRODUCTION

Using English as a medium of instruction for the students who do not use this language for daily communication will make the learning process not running well. Many obstacles will be faced by the students in understanding the courses dealing with their unfamiliarity of English. They will have obstacles not only in spoken (listening and speaking) but also in written language (reading and writing).

Concerning this problem, Graham (2006) says that those students are having listening obstacles because of misinterpretation, lack of vocabulary, and poor grammar. Likewise, in speaking, according to Ur (1996), the problem will occur because the students are afraid of making mistakes so they cannot express the idea fluently. Moreover, in reading, Westwood (2008) states that students have obstacles when comprehending text due to a lack of vocabulary, background knowledge, and weak verbal reasoning. Then, Jacob (1981) says that students hard to express and organize the idea in writing a text because they got obstacles in language use and lack of vocabulary.

Elementary School Teacher Study Program (PGSD) is one of the departments at Universitas Negeri Padang that run the international class program for the students

registered in 2019. In the teaching and learning process, this class uses English as a medium of instruction, so they do a discussion, presentation, listen to the lecturing, read the textbook/assignment and write the task/test by using English. So, it can be inferred that they must have good English as the students who want to study abroad that have been proved by their TOEFL score, as a requirement for taking this program (international class).

Unfortunately, this program is on the experimental stage. The students just assigned to be the international class students, and ignore the requirements regarding the English ability. It happens because after taking the TOEFL test at UPT Bahasa UNP, their score just between 400 and 450 (UPT Bahasa UNP, 2019). Of course, this situation will make them have obstacles in the learning process.

In this case, *PGSD* students is included in the category, where students learn by using a foreign language that is unfamiliar to them. Robertson and Thomas (2000) say, language problems among international students are often found in the country such as Australia, the United States and England, where foreign students experience obstacles in speaking and writing English, because English is not their native language. Singh (2005) claims that a number of foreign students have obstacles pronouncing the language of the host country as the medium of instruction in learning English.

Moreover, there are several studies on the obstacles of learning when English is used as the language of instruction. Kuo (2011) found that international students in the United States faced many problems due to using English as medium of instruction in learning. It is also supported by Elyas and Grigri (2014) who conducting a study on obstacles to use English in teaching at Saudi Arabian public schools. In addition, a study conducted by Sawir (2005) discussed the obstacles of international students in Australia that effect to the learning experiences and found that there were serious learning obstacles and lack of self-confidence faced by the students.

Due to the finding in several studies above, the researcher wants to investigate further and also find out the learning obstacles faced by 2019 *PGSD* international students in using English as the medium of instruction. Seeing the conditions described from some previous studies seem also faced by 2019 international *PGSD* students. In addition, this research will also investigate students' obstacles in English, to recommend them improve their English, which will later help them in understanding their knowledge.

METHOD

1. Design of The Research

The design of this research is descriptive qualitative method. Descriptive research is also called survey research that collects numerical data to answer the question about the correct status of the subject of the study.

2. Population and Sample

a. Population

The population of this research is all 2019 *PGSD* international students at *Universitas Negeri Padang*.

b. Sample

The researcher uses all international *PGSD* 2019 students at *Universitas Negeri Padang*. The total sample for this research is 21 students.

3. Data and Source of Data

This research was conducted on 2019 international class students from the *Universitas Negeri Padang PGSD* major who have participated in international programs. The data of this research is in the form of a questionnaire about the obstacles faced by *PGSD* 2019 international students in using English as the medium of instruction. The data is obtained from all 2019 international class students.

4. Instrumentation

The questionnaire distributed to the respondents in order to obtain respondents preference or degree of agreement with a statement or a set of statements. This questionnaire includes 41 items scored on a two point Likert scale ranging 1-0 (Agree= 1 and Disagree=0).

In giving the test, two-aspect should be concerned, and they are validity and reliability.

a. Validity

According to Gay et al. (2009, p. 160), validity is the degree to which quantitative data accurately gauge what we are attempting to measure. That is, whether the data accurately reflect what was intended to be measured or not. It means the validity provides important considerations for developing and evaluating research institutions. The questionnaires item were validated by the English Department lecturers at *Universitas Negeri Padang*.

b. Reliability

For this research, the reliability of the items was analyzed by using Cronbach Alpha through SPSS version 25.0. To determine the reliability category, the researcher used the categories from Hinton et al., (2004) with a score of Cronbach Alpha of more than >0.6.

The result of reliability from the questionnaire is stated in the table below:

Table 3.5. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.738	22

5. Technique of the Collecting Data

The researcher will contact 21 students of the *PGSD* international class of 2019. Then, the researcher distributed the questionnaire via the link via Whats-app because the questionnaire was created using a Google form. After that, questionnaire provides

Indonesian language for easy understanding. And the respondents filled out the questionnaire based on the time provided by the researcher.

6. Technique of Data Analysis

The analysis of data in this research has processed based on the data that collected through questionnaire. The technique of analysis data was:

1. All of the responses to a closed-ended questionnaire read and identified based on the score 1 for Agree and 0 for Disagree.
2. Then how many respondents are calculated for each indicator. For example indicator 1, 9 respondents said agree and 12 respondents said disagree and so on.

RESULT AND DISCUSSION

Research Finding

1. The Student’s Listening Obstacles

The results of student listening obstacles are presented as follows:

Indicator Listening	Respondents																				Total Score		
	R 1	R 2	R 3	R 4	R 5	R 6	R 7	R 8	R 9	R 10	R 11	R 12	R 13	R 14	R 15	R 16	R 17	R 18	R 19	R 20	Agree	Disagree	
1	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	1	1	1	9	12
2	0	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	0	1	1	1	1	9	12
3	1	1	0	1	1	1	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	14	7
4	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	17	4
5	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	20	1

Table 4.1. Students Obstacles in Listening

Listening obstacles consist of five aspects namely acuity of hearing, discrimination and auditory perception, attention and concentration, and comprehension. In table 4.1, for “acuity of hearing” (indicator 1: “*Saya kurang fasih dalam mendengarkan dosen*”), 9 respondents answered agree and 12 answered disagree. This means, half of the *PGSD* students or 57% are able to listen to the lecturer in English. For discrimination and auditory perception aspect (indicator 2: “*Apa yang saya dengar tidak sesuai dengan yang dibicarakan dosen*”), 9 students answered that what they heard was not in accordance with what was spoken by lecturer, but 12 students answered that what they heard was in accordance with what was spoken by lecturer. This means, half of the *PGSD* students or 57% know what the lecturer were talking about. Then, for attention and concentration (indicator 3: “*Saya tidak bisa berkonsentrasi saat mendengarkan*”), 14 students or 66% answered they could not concentrate while listening, but 7 students could concentrate while listening. While for indicator 4: “*Saya tidak bisa fokus dalam menyimak apa yang dibicarakan oleh dosen*”, 17 students or 81% answered that they could not focus on listening to what the lecturer was talking about, but 4 students could. It means that, more than half of students or 74% did not have attention and concentration aspects. They did not focus on what the lecturer talking about. For comprehension aspect (indicator 5: “*Saya tidak mengerti apa yang dijelaskan oleh dosen*”), 20 students answered that they did not understand what the lecturer explained, and 1 student

answered could understand. This means, most of students or 95% could not understand what was explained by the lecturer.

Based on the explanation above, students of *PGSD* have problems most in comprehension aspect, then have more in attention and concentration aspect, but not really have problems in discrimination and concentration aspect and acuity of hearing aspect.

2. The Student's Speaking Obstacles

The results are presented as follows:

Indicator Speaking	Respondents																				Total Score	
	R 1	R 2	R 3	R 4	R 5	R 6	R 7	R 8	R 9	R 10	R 11	R 12	R 13	R 14	R 15	R 16	R 17	R 18	R 19	R 20	Agree	Disagree
6	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	20	1
7	1	0	0	0	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	0	12	9
8	1	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	1	0	1	8	13
9	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	16	5
10	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	2
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	0
12	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19	2
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	0
14	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0	15	6
15	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	17	4

Table 4.2. Students Obstacles in Speaking

Speaking obstacles consist of seven aspects namely inhibition, nothing to say, low participation, mother tongue use, low motivation, environment factors, and lack of confident. In table 4.2, for inhibition (indicator 6: “*Saya tidak mengerti apa yang dibicarakan oleh dosen*”), 20 respondents answered agree and 1 answered disagree. This means, most of *PGSD* students or 95% did not understand what the lecturer is talking about. For nothing to say aspect (indicator 7: “*Saya tidak tahu dengan apa yang akan saya katakan ketika ingin menjawab pertanyaan dari dosen*”), 12 students answered that they did not know what to say, but 9 students answered that they knew what to say. This means, half of *PGSD* students or 57% did not know what to say when having a question from the lecturer. For low participation aspect (indicator 8: “*Ketika dosen menjelaskan materi bahasa Inggris, saya kurang aktif untuk bertanya*”), 8 students answered that they were less active, but 13 students answered that they were active to speak English. This means, more than half of the *PGSD* students or 61% were active to participate when the lecturer asking them questions. For the aspect of mother tongue use (indicator 9: “*Bahasa Inggris saya terpengaruh dengan bahasa ibu, sehingga tidak terlalu nyaman untuk didengar*”), 16 students answered agree and 5 students answered disagree. This means, more than half of *PGSD* students or 76% were interfered by their mother tongue when talking in English. Then, for low motivation aspect (indicator 10: “*Saya Kurang tertarik belajar bahasa Inggris*”), 19 students or 90% answered agree and 2 students answered disagree. While, for indicator 11: “*Saya merasa tidak begitu penting kuliah dengan menggunakan bahasa Inggris karena siswa SD (Sekolah Dasar) tidak perlu belajar bahasa Inggris*”, 21 *PGSD* students or 100% were less interested in learning English. For environment factors (indicator 12: “*Saya kurang berminat berbahasa Inggris karena lingkungan saya tidak mendukung untuk berbahasa Inggris*”), 19

students or 90% answered agree and 2 students answered disagree. Then, for indicator 13: “*Keluarga saya tidak mendukung saya untuk ikut les bahasa Inggris*”, 21 students or 100% answered that their families did not support them to take English lessons. And for indicator 14: “*Saya tidak bisa ikut kursus bahasa Inggris karena di desa saya tidak memiliki tempat kursus*”, 15 students or 71% answered agree and 6 students answered disagree. This means that almost all of *PGSD* students or 87% did not have support from their environment to use English. Next, for the lack of confidence aspect (indicator 15: “*Saya merasa kurang mampu untuk belajar bahasa Inggris karena saya tidak yakin dengan kemampuan saya*”), 17 students answered agree and 4 students answered disagree. This means, almost all of *PGSD* students or 81% have lack of confidence in speaking.

Based on the explanation above, most of *PGSD* students have inhibition aspect, low motivation, and environment factors as their speaking obstacles. Then, half and more than half of them experienced nothing to say aspect, mother tongue interference, and lack of confidence, but in participation aspect many of them show good participation.

3. The Student’s Reading Obstacles

The results of students' reading obstacles are presented as follows:

Indicator Reading	Respondents																				Total Score		
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	Agree	Disagree
16	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	1	1	6	15
17	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	0	0	1	1	1	1	9	12
18	1	0	0	0	0	1	1	0	1	0	0	1	1	1	0	0	1	1	1	1	0	11	10
19	1	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	0	1	0	1	0	8	13
20	1	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0	0	1	0	1	1	8	13
21	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	16	5
22	1	0	0	1	1	0	0	0	1	1	0	0	1	1	0	1	0	1	1	1	1	12	9
23	1	1	0	1	0	0	0	0	1	1	1	0	1	0	1	0	1	1	0	1	1	12	9
24	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1	0	0	1	0	1	1	13	8
25	0	1	1	0	1	0	0	0	1	0	0	0	1	1	1	0	0	1	1	1	1	11	10
26	0	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	15	6

Table 4.3. Students Obstacles in Reading

Reading obstacles are divided into obstacle at word level and obstacles at text level. The obstacle at word level is specified into word identification problems, while the obstacles at text level are specified into; limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, and problems in recalling information after reading.

In table 4.3, for word identification problems (indicator 16: “*Saya kesulitan memahami teks karena keterbatasan kosa kata*”), 6 students answered agree and 15 students or 71% answered disagree. Then, for indicator 17 “*Saya kesulitan membedakan kata yang saya dengar*”, 9 students answered agree and 12 students or 57% answered disagree. While, for indicator 18: “*Setiap kata yang dijelaskan oleh*

dosen, tidak semua yang saya ketahui”, 11 students or 50% answered that they understand the explanation of lecturer, but 10 students answered that they did not understand the explanation of lecturer. This means, around half of the *PGSD* students or 59% have word identification problem. For the aspect of limited vocabulary knowledge (indicator 19: “*Saya tidak memiliki kosakata yang cukup dalam memahami teks bahasa Inggris*”), 8 students answered agree and 13 students answered disagree. This means, more than half of *PGSD* students or 62% students have sufficient vocabulary in understanding English texts. Then, for lack of fluency aspect (indicator 20: “*Saya Kurang dalam memahami teks bahasa Inggris*”), 8 students answered agree and 13 students answered disagree. This means, more than half of *PGSD* students or 62% students were fluent in understanding English texts. While, for lack of familiarity with the subject matter aspect (indicator 21: “*Saya kurang mengerti dengan materi pelajaran yang diberikan oleh dosen*”), 16 students answered agree and 5 students answered disagree. This means, more than half of *PGSD* students or 76% students did not understand the subject matter given by the lecturer. For difficulty level of the text (readability) aspect (indicator 22: “*Ketika saya membaca teks bacaan bahasa Inggris, saya sangat kesulitan dalam memahami teks*”), 12 students answered that they were having obstacles in understanding the text, but 9 students answered that they have no obstacles in understanding the text. This means, half of *PGSD* students or 57% were having obstacles in understanding the text. Then, for inadequate use of effective reading strategies aspect (indicator 23: “*Saya menggunakan strategi yang baik dalam membaca teks bahasa Inggris*”), 12 students answered that they used good strategies in reading English texts, but 9 students answered that they did not use good strategies in reading English texts. This means, half of *PGSD* students or 57% use good strategies in reading English texts. Then, for weak verbal reasoning aspect (indicator 24: “*Saya kesulitan menjelaskan teks yang ditanya oleh dosen*”), 13 students answered that they had difficulties in explaining the text they have read, but 8 had no difficulties. And, for the problems with processing information aspect (indicator 25: “*Saya selalu memiliki masalah ketika saya tidak mengetahui teks yang saya baca*”), 11 students answered, but 10 students answered disagree. This means, half of the *PGSD* students or 52% had problems with processing information from the texts they were reading. Next, for problems in recalling information after reading (indicator 26: “*Saya memiliki kesulitan dalam mengingat informasi setelah dibaca*”), 15 students answered agree and 6 students answered disagree. This means that more than half of *PGSD* students or 71% had problems in recalling information after reading the text.

Based on the explanation above, around half of *PGSD* students have many vocabularies, but they were not able to differentiate the meaning of words meaning and did not know the meaning of the words. More than half of them stated that they did not have problem on vocabulary knowledge and reading fluency. But more than half of them have lack of familiarity with the subject matter and problems in recalling information after reading. They also experienced obstacles at text level: difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, and problems with processing information.

4. The Student's Writing Obstacles

The results of students' writing obstacles are presented as follows:

Indicator Writing	Respondents																				Total Score	
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	Agree	Disagree
27	0	1	0	1	1	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	10	11
28	0	1	0	0	0	1	0	0	1	1	1	0	1	0	0	0	1	1	1	1	11	10
29	0	1	0	0	0	0	0	1	1	1	1	0	0	1	0	0	0	1	0	0	7	14
30	0	1	0	1	0	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	7	14
31	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2	19
32	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	19	2
33	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	5	16
34	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	16	5
35	1	1	1	1	0	0	0	0	1	1	1	0	1	1	0	1	0	1	1	0	13	8
36	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	17	4
37	0	0	0	0	0	1	0	0	1	1	0	1	1	0	0	0	0	0	0	1	6	15
38	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	18	3
39	1	1	0	0	0	0	0	1	1	1	1	1	0	1	1	0	0	0	1	0	11	10
40	1	0	0	0	1	0	0	1	1	1	0	0	0	1	1	0	0	1	1	0	10	11
41	0	0	0	0	1	0	0	1	1	0	0	0	0	0	1	1	0	0	1	0	7	14

Table 4.4. Students Obstacles in Writing

Writing obstacles are divided into psychological factors, sociocultural factors, and linguistics factors. Psychological factors are specified into self-esteem, attribution theory and self-efficacy, willingness to communicate, inhibition, risk taking, anxiety, empathy, extroversion, and motivation.

In table 4.4, for self-esteem aspect (indicator 27: “*Saya percaya diri ketika menulis bahasa Inggris*”), 10 students answered that they were confident when writing English, but 11 students answered that they were not confident when writing English. This means, half of the PGSD students or 52% have no self esteem when writing English. Then, for attribution theory and self-efficacy aspect (indicator 28: “*Saya sering membaca dan menulis ketika waktu luang*”), 11 students answered that they often read and write in spare time, but 10 students answered that they did not have that habit. This means, half of the PGSD students or 52% did not spend their spare time to read and write. For willingness to communicate aspect (indicator 29: “*Saya sering membaca artikel atau karya ilmiah berbahasa Inggris*”), 7 students answered that they often read articles in English, but 14 students answered that they did not read it. This means, more than half of the PGSD students or 67% did not have willingness to communicate. For the aspect of inhibition (indicator 30: “*Saya sering bertanya pada dosen tentang cara menulis teks berbahasa Inggris*”), 7 students answered that they often ask lecturers about how to write in English, but 14 students answered that they are rarely ask lecturers about it. This means, more than half of the PGSD students or 66% did not have inhibition aspect. Then, for risk taking aspect (indicator 31: “*Saya tetap akan belajar menulis bahasa Inggris walaupun yang saya lakukan itu salah*”), 2 students answered agree and 19 disagree. This means, most students of PGSD or 90% did not have risk taking ability. While, for anxiety aspect (indicator 32: “*Saya takut jika saya tidak bisa menulis dalam bahasa Inggris*”), 19

students answered agree and 2 students answered disagree. This means, most students of *PGSD* or 90% experienced anxiety while writing in English. For empathy aspect (indicator 33: “*Terkadang saya merasa takut dan cemas menulis teks bahasa Inggris*”), 5 students answered agree and 16 students answered disagree. This means, more than half of *PGSD* students or 76% were not afraid and anxious to write English text. Then, for extroversion aspect (indicator 34: “*Saya merasa menulis bahasa Inggris itu hal yang menyenangkan*”), 16 students answered agree and 5 students answered disagree. This means, more than half of *PGSD* students or 76% felt that writing English was fun. Then, for motivation aspect (indicator 35: “*Saya merasa saya bisa menulis bahasa Inggris dengan benar dalam mengekspresikan diri*”), 13 students or 62% answered agree, but 8 students answered disagree. And, for indicator 36: “*Saya rasa saya mampu menulis teks bahasa Inggris*”), 17 students or 80% answered agree and 4 students answered disagree. This means, more than half or 71% of *PGSD* students have good motivation in writing English. Next, for sociocultural aspect (indicator 37: “*Saya mengalami kesulitan ketika menulis sebuah teks bahasa Inggris yang berhubungan dengan masyarakat*”), 6 student answered agree and 15 students or 71% answered disagree. Then, for indicator 38: “*Saya tidak tahu penyebab kesulitan menulis dalam bahasa Inggris*”, 18 students or 86% answered agree and 3 students answered disagree. While, for indicator 39: “*Saya kesulitan dalam memunculkan ide ketika menulis terkait perbedaan budaya*”, 11 students or 52% answered agree, but 10 students answered disagree. And, for indicator 40: “*Menurut saya menuliskan ide itu sulit dilakukan didalam bahasa Inggris*”, 10 students answered that they were having difficulties in writing ideas in a foreign language, but 11 students or 52% answered that they had no difficulties in writing. This means, half of the *PGSD* students or 58% had no sociocultural factors in writing ideas by using English, but half of them who had difficulties in writing did not know the cause of their inability. Next, for linguistic factors aspect (indicator 41: “*Saya mengalami kesulitan dalam penerapan grammar dan aspek berbahasa seperti ejaan, tanda baca, dan huruf besar ketika menulis dalam bahasa Inggris*”), 7 students answered that they have obstacles in applying grammar and language aspects in writing English, but 14 students answered that they did not have obstacles in applying grammar and language aspects in writing English. This means, more than half of the *PGSD* students or 67% did not have obstacles in applying grammar and language aspects in writing English.

Based on the explanation above, students of *PGSD* experienced problems in psychological factors; half of them have problems in self-esteem and self-efficacy; more than half have problem in willingness to communicate, inhibition, empathy, extroversion, and motivation; while most of them have anxiety problem and risk taking. Then, more than half of them did not have problems on sociocultural and linguistic factors.

Discussion

Based on the analysis on listening, speaking, reading and writing obstacles above, it can be concluded that students of *PGSD* have problems in using English as medium of instruction. In listening, most of them have an obstacles in comprehension aspect, then many of them have in attention and concentration aspect,

but not really have problems in discrimination and concentration aspect and acuity of hearing aspect. In both of these aspects 57% have obstacles but 43% did not experienced it. This condition occurs might be because the students felt whether they did not understand the lecturing but they could hear what the lectures said. However, listening skill, as Russel in Hasumi (2006:8) is listening with comprehension, attention and appreciation. So if someone has no comprehension after listening to something, it means he failed to listen and get the message. Therefore, it can be concluded that the students of *PGSD* have obstacles in listening.

In speaking, most of *PGSD* students have inhibition aspect, low motivation, and environment factors as their speaking obstacles. These phenomena showed that they have obstacles in speaking English. For inhibition, they said that they did not understand what the lectures were talking about (95%, see table 4.2), and only 5% or 1 students could understand the lecturing. Then, half and more than half of them experienced nothing to say aspect, mother tongue interference, and lack of confidence that influenced them to speak during their meeting in the class. So, they felt that they did not able to deliver their ideas in the learning process. Even though, some of them did not experienced those conditions (nothing to say: 43% , mother tongue inference: 24%, lack of confidence: 19%) the number of them were not much. As Ur (1991) and Rahayu (2015) said that someone has speaking obstacles if he faces problems of inhibition, nothing to say, mother tongue interference, low motivation, environment factors, lack of confidence, and low of participation. But, for low of participation aspect, more than half of them participate in the classroom discussion (61%, see Table 4.1), so only 39% of them remain silent. This condition needs to be explained more, whether they participate by using good English or not.

In reading, around half of *PGSD* students have many vocabularies, but they were not able to differentiate the meaning of words meaning and did not know the meaning of the words. More than half of them stated that they did not have problem on vocabulary knowledge and reading fluency. But more than half of them have lack of familiarity with the subject matter and problems in recalling information after reading. They also experienced obstacles at text level: difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, and problems with processing information. Based on the result above, it can be concluded that the students of *PGSD* have reading obstacles, and this condition in line with Westwood (2008) said that someone will be categorized having reading obstacles if he has problems on word level and text level.

In writing, students of *PGSD* experienced problems in psychological factors; half of them have problems in self-esteem and self-efficacy; more than half have problem in willingness to communicate, inhibition, empathy, extroversion, and motivation; while most of them have anxiety problem and risk taking. Then, more than half of them did not have problems on sociocultural and linguistic factors. The result showed that the psychological factors contributed more on writing obstacles than sociocultural and linguistic factors. While, writing ability is usually determined by linguistic factors and sociocultural (Aragon, Baires & Rodriguez, 2013). This condition might relate to their answer on indicator 38 (“*Saya tidak tahu penyebab kesulitan menulis bahasa Inggris*”) where the students were not sure about their

ability in writing English. But, overall the students of *PGSD* still have writing obstacles.

Based on discussion above, it can be concluded that the international class students of *PGSD* 2019 of Universitas Negeri Padang have obstacles in listening, speaking, reading, and writing when using English as medium of instruction. This result is similar to Sawir's study which also explains the language obstacles of international students in Australia that effects to their learning experiences. Students who have listening, speaking, reading, and writing obstacles cannot understand English well, so it will contribute to their success or failure in learning (Brown, 2007).

CONCLUSION

Based on the result and discussion of the research, it can be concluded that the *PGSD* 2019 international class at Universitas Negeri Padang had listening obstacles, speaking obstacles, reading obstacles, and writing obstacles. They have listening obstacles due to the problems on attention and concentration, and comprehension. Then, in speaking they have obstacles on inhibition aspect, low motivation, and environment factors. They also have experienced nothing to say aspect, mother tongue interference, and lack of confidence that influenced them to speak during their meeting in the class. In reading, they experienced obstacles at word level (word identification) and text level (difficulty level of the text /readability, inadequate use of effective reading strategies, weak verbal reasoning, and problems with processing information). While in writing, they face obstacles on psychological factors.

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