ANALYSIS OF EFL LEARNERS' DIFFICULTIES IN OFFLINE CLASSROOM LEARNING

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Abstract

This research investigates the difficulties faced by second-semester students of the English Education Program at Universitas Muhammadiyah Sidenreng Rappang in learning English as a Foreign Language (EFL) in offline classroom settings. The research problem focuses on identifying linguistic, psychological, and contextual factors that hinder effective learning. The main objective is to analyze these challenges and provide insights for improving teaching and learning practices. Employing a qualitative descriptive method, data were collected through semi-structured interviews, classroom observations, and documentation from 15 purposively selected students. Data analysis followed Miles and Huberman's (1994) framework data reduction, data display, and conclusion drawing supported by NVivo software for thematic coding. Findings reveal that linguistic difficulties, particularly in listening comprehension, grammar mastery, pronunciation, and vocabulary, are the most dominant obstacles. Psychological barriers such as speaking anxiety, fear of mistakes, and low self-confidence further impede participation. Contextual issues, including noisy classrooms, ineffective teaching methods, and limited speaking practice, exacerbate the problem. Despite these challenges, students suggested interactive teaching strategies, such as games, storytelling, audiovisual aids, and real-life examples, to enhance engagement and comprehension. The research concludes that addressing both cognitive and affective needs through student-centered and communicative approaches, alongside improving classroom management and teaching materials, is essential for fostering a more effective EFL learning environment.

Keywords : EFL learning, offline classroom, linguistic difficulties, speaking anxiety, qualitative research.

1. INTRODUCTION

English, which comes from a Germanic language in the Indo-European family of languages, was first spoken by Anglo-Saxons in England in the fifth century. Over time, it has grown to become one of the most widely spoken languages in countries around the world, with almost every country using the language. Today, English is the primary language for communication, education, technology, business and diplomacy. There are various variants of English, including British English, American English, and Australian English, each of which has differences in spelling, pronunciation, and grammar. Globalization and the role of English in media and technology have made the language applicable in many fields (Grahe et al., 2018)

The term "EFL" (English as a Foreign Language) refers to the learning of English by people in countries where English is not the primary or official language. They learn English as a foreign language for specific purposes, such as education, career or international communication. EFL differs from ESL (English as a Second Language) in that EFL usually occurs in schools where English is not routinely used, so exposure to the language is more limited (Marzá, 2014). In his book "Principles of Language Learning and Teaching," Brown states that EFL is usually taught in formal classrooms with a focus on reading, writing, listening, and speaking skills for international communication.

Learning English as a Foreign Language (EFL) is very important for education in Indonesia. English is considered an international language and is very useful in many areas, such as technology, business and global communication. One important component of EFL learning in higher education is to equip students with the language skills needed in the era of globalization (Yudar et al., 2020). However, in practice, EFL learning often faces various difficulties, especially in a face-to-face classroom environment. EFL learning is an important component of the curriculum at Universitas Muhammadiyah Sidenreng Rappang, especially for English education students who need English language skills to support their education and careers. Face-to-face learning has the major advantage of allowing direct interaction between teacher and students, which should help students learn better (Syahrir et al., 2024). However, the reality shows that many students still have difficulties in mastering English speaking skills, both orally and in writing.

Various factors can cause the difficulties faced by EFL learners. Students often experience communicative difficulties in grammar, pronunciation and vocabulary. This may be due to the lack of exposure to English outside the classroom, limited learning media, and the differences in the structure of English with their native language (Asrifan, 2021). In addition, non-communicative factors, such as lack of desire to learn, low self-confidence, and absence of opportunities to communicate using English outside of classroom learning, may also play a role. The teaching methods used also affect the success of learning. Students' communication skills are often not enhanced by traditional approaches that focus too much on memorization and mastery of theory. In addition, students do not have enough time in class to apply what they learn (L et al., 2021). Students in EFL environments such as Universitas Muhammadiyah Sidenreng Rappang rely heavily on the classroom environment to learn and practice the language.

Learning outcomes are also affected by external elements, such as limited teaching materials, supporting facilities, and teachers' ability to apply communication-based teaching methods. Previous research shows that English language learners often face difficulties in adjusting to the demands of English communication. Research by (Smith, 1946)shows that students lack practical communication skills. This is relevant at Universitas Muhammadiyah Sidenreng Rappang, where students often show poor learning outcomes in English communication despite having studied for several semesters. Second-semester students are in the advanced phase of the academic adaptation process after passing the initial stage of lectures in the first semester. At this stage, they are expected to have a better understanding of the learning system in higher education, such as lecture methods, evaluation patterns, and independent learning responsibilities. However, the challenges of adjusting to an increased study load, adjusting to more complex courses, and developing learning independence are still things that need attention. Observation of second semester students is important to identify the development of academic abilities,

learning patterns applied, motivation in attending lectures, and the quality of social interactions built. By observing these aspects, by conducting structured and systematic observations. Planned observations with systematic methods, such as structured observations can help in evaluating the effectiveness of the learning process as well as identifying the anxiety, fear of these students.

The purpose of this research is to evaluate the problems faced by second semester English language education students at Universitas Muhammadiyah Sidenreng Rappang when they learn classroom learning. The focus of this research is to find out the challenges faced by students and the components that affect the success of learning. This research is expected to provide insights for students, lecturers, and institutions on how to improve the quality of English language learning in EFL environments. This research is not only relevant in the local environment but will also contribute to the global discourse on English language learning in EFL environments. By finding problems and offering solutions. (Tang, 2024)

From the explanation above, the researcher wants to determine this research, especially on the analysis of EFL learning difficulties. Therefore, the researcher chose the title "Analysis of EFL learning difficulties in offline classroom learning

2. RESEARCH METHODOLOGY

The definition of research design is a systematic plan or framework used by researchers to collect, analyze, and interpret data to answer research questions or achieve research objectives. This design includes various aspects, such as the selection of data collection methods, sample selection, and data analysis techniques. The research design helps researchers plan and carry out research in a structured and directed manner. According to (Arikunto et al., 2013), research design is a design used to solve research problems in research activities, which includes systematic steps starting from problem identification, hypothesis formulation, selection of data collection techniques, to appropriate data analysis. Therefore, this research uses a qualitative descriptive approach to analyze the problems faced by EFL (English as a Foreign Language) learners in face-to-face learning. This research design was chosen because it aims to thoroughly describe the phenomena that occur in the field, especially the problems faced by students in communicating in English in the classroom. The qualitative descriptive method allows researchers to explore the factors that influence speaking difficulties in a learning environment. Using this method, researchers can describe and interpret the data they collect without changing the variables (L et al., 2024).

Definition of Qualitative Data: Qualitative methods are a way of research that focuses on a deep understanding of a phenomenon, not on numbers or statistical data. Qualitative methods focus on an in-depth understanding of social phenomena, including the difficulties faced by university students. This approach allows researchers to explore the experiences, perceptions, and dynamics that influence students' academic challenges. It is important to explore the meaning behind the difficulties they face, such as academic pressure, personal issues, or environmental factors (Mazza, 2021). Techniques such as in-depth interviews allow researchers to collect rich and detailed data. Through direct interaction, researchers can capture nuances and context that may not be apparent in quantitative approaches. Thus, qualitative methods are highly relevant in analyzing

students' difficulties, as they provide a deeper and more comprehensive understanding of the factors that influence their academic experience.

The purpose of qualitative research is to deeply understand the phenomenon or problem being studied. Therefore, a research methodology is needed which consists of systematic and logical steps in collecting data relevant to certain problems to be further understood. This process involves in-depth analysis of the context and meaning of the phenomenon under study, so that a comprehensive understanding is obtained. Qualitative research is exploratory in nature with an emphasis on subjective and interpretative understanding of emerging phenomena, supported by theoretical frameworks and in-depth conceptualization of the topic under study.

Qualitative research,(Sugiono, 2013) states that qualitative research is a type of philosophy-based research used to investigate scientific situations. (experiment) in which researchers use instruments, data collection techniques, and conduct qualitative analysis to emphasize meaning. Qualitative research is a type of research that aims to understand the phenomena experienced by research subjects as a whole, such as behavior, perceptions, motivations, actions, etc., comprehensively and by using various natural methods in a natural context.

This research was conducted at Universitas Muhammadiyah Sidenreng Rappang, muhammadiyah university sidenreng rappang is located in rappang, Jl. Angkatan 45 No. 1A Lt.Salo, Kel. Macorawalie, Kec. Panca Rijang, Kab. Sidenreng Rappang. Universitas Muhammadiyah Sidenreng Rappang (UMS Rappang) as one of Muhammadiyah's charities in the field of higher education was born from the merger of STKIP Muhammadiyah Rappang and STISIP Muhammadiyah Rappang in accordance with the Decree of the Minister of Research, Technology and Higher Education Number 113/KPT/I/2019 dated February 18, 2019.

With a young age, UMS Rappang is ready to compete in terms of educational development in Indonesia in general and in Sidenreng Rappang in particular.Graduates to be produced in accordance with the objectives of education are learning to know, learning to be, learning to do, learning to live together to educate the nation's life and prepare students to become superior scholars, Islamic professionals, and able to play an active role in nation building through education, research, and community service based on digital entrepreneurship. This research focuses on university students majoring in English. This location was chosen because it is representative in the context of EFL learning in higher education. The research was conducted in the even semester of the 2025/2026 academic year, the research will take place in month 5 to month 7 considering the availability of the research subjects and the active face-to-face learning schedule.

The population in this research were second semester students of English Education research program who were enrolled in English courses at Universitas Muhammadiyah Sidenreng Rappang. The purposive sampling technique was chosen because it allows the researcher to select subjects that are most relevant to the focus of this study, namely students who experience or feel difficulties in learning EFL offline and are willing to participate in interviews. as for the total population in this research is 36 students consisting of 7 men and 29 women, and the informants set by the researcher amounted to

15, this criterion was set to ensure that the data obtained was relevant to the research objectives.

As for the data validation strategy using the triangulation method, Triangulation is a method used in various fields, including research and social sciences, to determine position or measure distance using a triangle. In a research context, triangulation refers to the use of multiple methods, data sources or perspectives to validate research results and improve the accuracy and reliability of findings. As mentioned earlier, the researcher himself is responsible for collecting data in qualitative research by observing, asking, listening, recording, and retrieving information on his research data. In this research, researchers used three types of instruments to collect data, namely

1. **Observation**
   Researchers will conduct this observation to find classroom dynamics that can affect student learning difficulties.
2. **Interview**
   Semi-structured interviews will be conducted with students to explore their personal experiences in dealing with difficulties during the face-to-face classroom learning process.
3. **Documentation**
   Collecting observation notes and documentation as evidence.

Data analysis is a systematic process of organizing, interpreting, and concluding information collected during research. In this research, data analysis aims to find patterns, themes, and relationships in the data collected, so that researchers can gain a better understanding of the phenomenon under research and answer research questions.

Data reduction is the process of summarizing, selecting, simplifying, and focusing raw data obtained from the field into sharper, relevant, and meaningful data. In qualitative research, the data collected tends to be very large, diverse, and complex. Therefore, data reduction helps researchers eliminate irrelevant information and organize important information to make it easier to analyze, Data reduction is carried out from the beginning of data collection until all data is analyzed. Researchers must make decisions regarding which parts of the data need to be retained, condensed, or discarded.

Data display in qualitative research refers to the way data that has been collected and reduced is presented so that it is easier to understand and analyze. This data presentation aims to provide a clear picture of the research findings, so that researchers and readers can see the patterns, relationships, and meanings contained in the data. some common ways to display data in qualitative research: Tables, diagrams or graphics, descriptive narratives, concept maps and vignettes. It is important to ensure that data displays are not only informative but also interesting, so as to facilitate a better understanding of the research findings. Good data presentation will help the researcher in drawing conclusions and providing relevant recommendations based on the analysis conducted.

Drawing data in the context of qualitative research refers to the process of drawing or visualizing data that has been collected to assist researchers in understanding, analyzing, and presenting research findings. This process involves visual representations of the data that can help in identifying patterns, relationships, and themes that emerge from the data. several ways to do data drawing in qualitative research: flowcharts, concept maps, mind mapping, sketches or illustrations, data visualization, visual coding. This data drawing

process not only helps researchers in analyzing data, but also in presenting findings to the audience in a more interesting and understandable way. By visualizing the data, researchers can highlight important aspects of the research and provide a clearer picture of the results obtained.

NVivo is software designed to support the development, management, and analysis of qualitative data. This software enables researchers to classify data from various sources, such as interviews and documents, and facilitates thematic, content, and comparative analysis. With its powerful visualization features, NVivo helps present analysis results in the form of tables, graphs, and diagrams, thereby enhancing the efficiency and validity of research.

Data analysis using qualitative methods: Focus on understanding meaning and context from unstructured data, such as interviews and observations. Thematic analysis, narrative analysis, and grounded theory are some of the qualitative analysis methods.
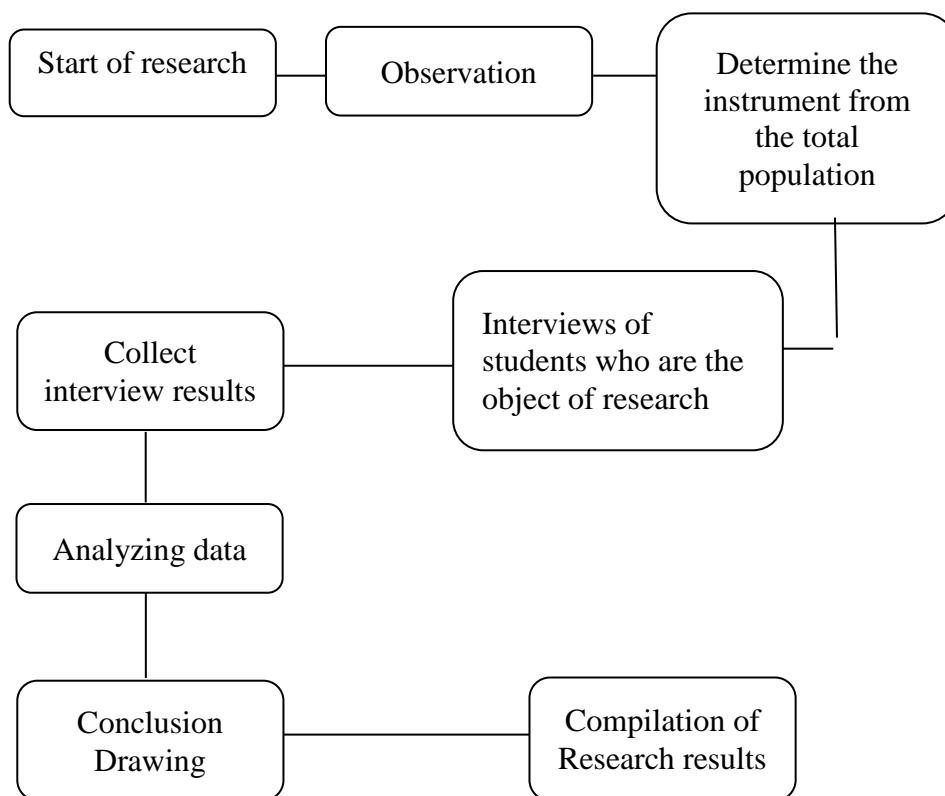
Figures 1.   Research Procedur

3. RESULT AND DISCUSSION
3.1. Result of the Research

The research findings from interviews conducted with five ten second semester students of the English Education Study Program at Universitas Muhammadiyah Sidenreng Rappang. The interviews aimed to explore the difficulties faced in EFL learning in offline classroom settings. Based on the interview transcripts, the results are categorized into two main themes: linguistic difficulties and non-linguistic difficulties. To systematically analyze the collected data, the researcher employed the qualitative data analysis model developed by Miles and Huberman (1994). This well-established framework includes three

core phases: data reduction, data display, and drawing and verifying conclusions. Furthermore, to reinforce and validate the manual thematic coding process, the NVivo software was utilized as a tool for organizing, coding, and visualizing qualitative data.

1. **Data Reduction** refers to the process of selecting, focusing, simplifying, abstracting, and transforming the raw data derived from field notes or interview transcripts. In this research, all interview responses were carefully transcribed and reviewed. The researcher then filtered out any irrelevant, off-topic, or redundant responses. The goal was to emphasize salient patterns and meaningful information related to linguistic, psychological, environmental, and pedagogical difficulties experienced by the students.

Table 1. The results of interviews with second-semester students in the English Education

Type of Difficulty	Number of Respondents	Respondent Numbers (W = Interview)	Summary of Reasons
Listening difficulty	7	W1, W2, W3, W7, W8, W11, W13	Fast pronunciation, different accents, unclear lecturer's voice, mismatch between what is heard and the text
Speaking difficulty	5	W4, W5, W9, W10, W13	Limited vocabulary, nervousness, lack of confidence, fear of making mistakes, weak grammar mastery
Grammar difficulty	2	W6, W11	Complex rules, lack of practice
Limited vocabulary	3	W5, W6, W13	Hinders speaking and writing
Unconducive classroom environment	5	W1, W3, W7, W9, W13	Noisy, distracting classmates, lack of focus
Ineffective teaching methods	6	W1, W2, W3, W7, W9, W10	Unclear explanations, too fast-paced, lecturer rarely attends, overly rigid, lecturer's mood affects teaching

The present research investigated the difficulties encountered by second-semester students of the English Education Program in learning English as a Foreign Language (EFL) in classroom settings. The findings are based on interviews with thirteen respondents and reveal both linguistic and non-linguistic challenges. From a linguistic perspective, the most prominent difficulty reported was **listening comprehension**, mentioned by seven respondents (W1, W2, W3, W7, W8, W11, W13). Students noted that they struggled with understanding fast speech, coping with different accents, dealing with unclear lecturer pronunciation, and reconciling differences between spoken input and written text. **Speaking** emerged as the second most frequently mentioned challenge, reported by five respondents (W4, W5, W9, W10, W13), primarily due to limited

vocabulary, feelings of nervousness, lack of confidence, fear of making mistakes, and insufficient mastery of grammar.

Two respondents (W6, W11) specifically identified **grammar** as their main difficulty, citing the complexity of grammatical rules and insufficient opportunities for practice. Furthermore, three respondents (W5, W6, W13) pointed to **limited vocabulary** as a barrier to effective communication in both speaking and writing. From a non-linguistic perspective, **classroom environment** and **teaching methods** were also significant factors affecting learning. Five respondents (W1, W3, W7, W9, W13) reported that an unconducive classroom environment such as noise, distractions from peers, and lack of focus hindered their learning. Additionally, six respondents (W1, W2, W3, W7, W9, W10) criticized **ineffective teaching methods**, highlighting issues such as unclear explanations, overly rapid delivery, lecturers' inconsistent attendance, overly rigid teaching approaches, and teaching styles influenced by the lecturer's mood.

Overall, listening was perceived as the most difficult skill, followed by speaking. Most respondents expressed feelings of nervousness or lack of confidence when required to speak in front of their peers, although some reported positive experiences. To address these challenges, students recommended incorporating more interactive teaching methods such as games, storytelling, and the use of films, increasing opportunities for repeated practice, fostering a more conducive classroom environment, and delivering materials in a relaxed yet clear manner.

2. **Data Display** involves the systematic organization and presentation of data in a way that allows for insightful interpretation and analysis. In this research, the data were displayed in the form of thematic categorizations, descriptive summaries, visual tables, and NVivo-generated charts. The data display stage enabled the researcher to identify the relationships and variations across different themes. After the data reduction process, the information was systematically organized and presented in table and thematic descriptions. NVivo software was used to categorize interview quotes into frequently appearing themes, which facilitated pattern identification and data interpretation.

Table 2. Frequency of Emerging Themes Based on NVivo

No	Main Theme	Sub-Theme	Frequency (n=15)
1	Linguistic Difficulties	Grammar	13
		Vocabulary	11
		Listening	10
		Pronunciation	9
2	Affective Factors	Speaking anxiety	12
		Fear of mistakes and judgment	10
		Lack of self-confidence	9
3	Contextual Factors	Distracting classroom environment	8
		Monotonous lecture-based methods	10

No	Main Theme	Sub-Theme	Frequency (n=15)
		Limited speaking practice	9

From the table, it is evident that "Grammar" and "Speaking Anxiety" are the two most frequently mentioned categories by students. This indicates that both technical language difficulties and emotional pressure in speaking are dominant obstacles in offline EFL learning.

The following table summarizes the main themes, their descriptions, and illustrative quotes from the participants:

Theme	Description	Supporting Quotes
Listening Difficulties	Difficulty understanding fast-paced or unclear English audio materials	"Listening itu susah"
Pronunciation & speaking	Insecurity in pronunciation leads to hesitation in speaking	"Saya agak gemetar dan merasa tidak percaya diri."
Grammar Mastery	Trouble with tenses, sentence structure, and grammar rules	"Grammar itu paling susah."
Psychological Barriers	Emotional issues such as anxiety, fear of mistakes, and shyness affect learning	"Saya panik dan gugup"
Teaching Methodology	Monotonous, theory-focused teaching limits student engagement	"Cara mengajarnya terlalu serius"
Classroom Environment	Noisy and uncontrolled classes distract learners	"Kelas berisik, jadi tidak bisa fokus"
Instructional Materials	Materials are outdated, complex, or not relevant to real-life contexts	"Materinya kadang tidak dipahami"
Self-Help Strategies	Breathing techniques, note-taking, or mental rehearsal to reduce fear	"Saya tarik napas dulu dan tenangkan diri"
Independent Learning	Using online platforms, movies, and apps to supplement learning	"Saya belajar lewat film atau video."
Student Suggestions	Proposals to use more games, simplified materials, and relatable content	"Kasih materi yang ringan dulu"

The NVivo software facilitated further visualization of recurring themes using:
Word Frequency Queries: Indicated that words like "listening," "grammar," "takut," and "nervous" appeared consistently across interviews. The combination of descriptive summaries, coded references, and visual models enhanced the clarity and trustworthiness of the data analysis process.

3. **Drawing Data** is the final phase in which researchers interpret the data, infer meaning, and derive logical findings. In this stage, conclusions were not drawn hastily. Rather, the researcher continuously returned to the data to verify assumptions, cross-check patterns, and validate the emerging interpretations using triangulation with previous studies and theoretical frameworks. From the data reduction and display processes, the researcher

concluded that students face various difficulties in offline English language learning. These challenges include cognitive-linguistic aspects, emotional-affective aspects, and classroom-based situational factors. Based on the comprehensive data analysis, it can be concluded that second-semester EFL students at Universitas Muhammadiyah Sidenreng Rappang face a wide range of challenges that significantly impact their ability to thrive in offline classroom environments. These challenges are not limited to linguistic competence alone but extend to psychological resilience, environmental conduciveness, and the quality of instructional delivery.

a. Linguistic Challenges such as difficulties in listening comprehension, pronunciation, and grammar mastery form the core of students' learning struggles. These difficulties hinder both receptive and productive skills, contributing to poor communication ability and reduced participation.

b. Psychological Barriers such as low self-confidence, anxiety, and fear of judgment compound the impact of linguistic struggles. Students often avoid speaking or asking questions due to emotional distress, creating a cycle of silence and underachievement.

c. Environmental and Pedagogical Factors like noisy classrooms, rigid teaching methods, and unengaging materials exacerbate students' problems rather than alleviating them. These external obstacles highlight the need for institutional support and teacher innovation in lesson planning.
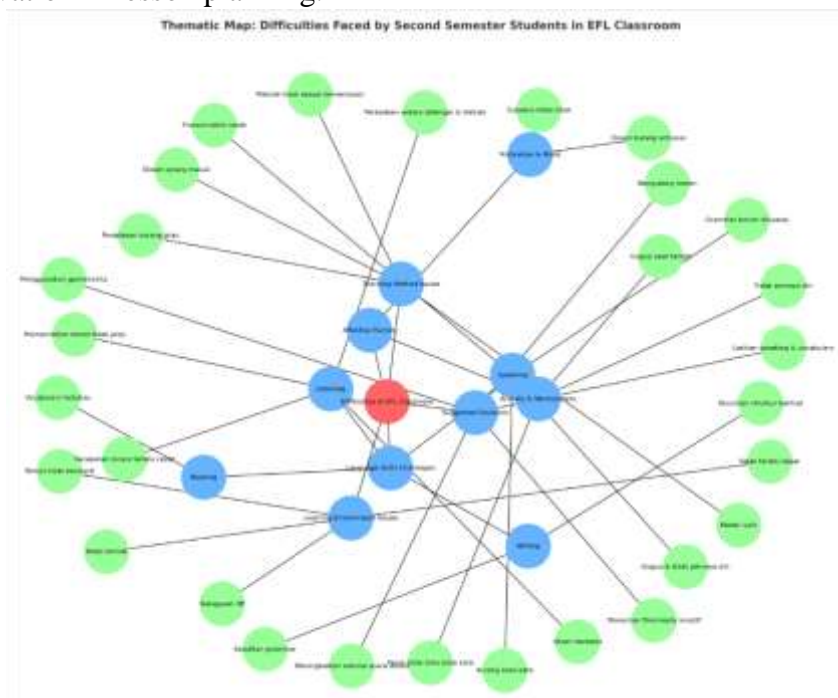

Figure 2. Thematics map difficulties faces

3.2. Discussion

In this research, **listening and speaking difficulties** emerged as dominant issues, consistent with EFL environments where students have limited exposure to real-life English communication.Non-linguistic factors, particularly **low confidence, poor classroom atmosphere,** and **lack of motivation,** also play a critical role. This emphasizes the importance of **interactive, supportive, and student-centered teaching approaches**, as suggested by the Communicative Language Teaching (CLT) framework (Indrasari,

2015) Overall, the interviews reveal that while students are enthusiastic about learning English, **methodological limitations and psychological barriers** hinder their performance. Therefore, lecturers must adapt their methods to be more inclusive and engaging to address both linguistic and non-linguistic challenges faced by students.

Linguistic Difficulties
 a. Listening Skills
Most students reported that *listening* was the most difficult skill. This is due to the fast and unclear pronunciation of English, differences in accent, and lack of vocabulary to understand spoken English. For example, a student stated:
"Listening is the most difficult because what we hear is often different from what is written." (Interview 1)
Another informant added, "I am often confused by irregular verbs. Sometimes I forget, and end up making mistakes in my sentences" (Interview 9).

 b. Speaking Skills
Several students mentioned difficulties in *speaking*, especially in expressing ideas due to limited vocabulary and poor pronunciation. Students often felt nervous when speaking in front of the class, which further inhibited their fluency.
"I feel nervous and groggy when speaking because I'm not fluent enough." (Interview 1)

 c. Grammar and Vocabulary
Grammar and vocabulary mastery were also mentioned as major difficulties. Students indicated challenges in sentence construction and in understanding grammatical rules that differ from their native language.
"Grammar is hard for me. I'm confused with tenses and how to form sentences." (Interview 6)
"It's hard to speak when we don't know the vocabulary." (Interview 5)
"I know what I want to say, but I don't know the English words. So I end up not speaking." (Interview 2)
"Grammar is the most difficult. Sometimes I have studied tenses, but when I try to use them, I get confused about which one to use." (Interview 4)

Non-Linguistic Difficulties
a. **Anxiety and Nervousness Speaking**
Many students expressed feelings of anxiety and nervousness when speaking English in class, particularly in front of peers.
"I panic and feel nervous, especially when I have to talk in front of the class." (Interview 5)
"I panic when the lecturer suddenly calls on me to answer. My tongue freezes and my mind goes blank," said Informant 5. Meanwhile, Informant 3 said, "I know the answer, but I'm not confident. I'm afraid of getting it wrong and being laughed at."
Some students also linked their past experiences to their current fears. Informant 8 shared, "Back in high school, I answered incorrectly in English and was laughed at. Now I'm traumatized when asked to speak in front of people."

b. **Lack of Confidence**

Low self-confidence appeared as a recurring theme. Some students hesitated to speak or ask questions due to fear of making mistakes.

"Sometimes I want to say something, but I don't have the courage because I'm afraid of being wrong." (Interview 9)

c. **Motivation and Classroom Atmosphere**

Some students mentioned that the classroom atmosphere, such as noise or lack of engagement from peers, reduced their motivation. Others cited unclear teaching methods and infrequent lecturer attendance as contributing factors.

"The class was noisy, and the material was unclear, making it harder to focus." (Interview 1)

"Sometimes the lecturer doesn't come or just gives assignments without explaining. It makes us confused." (Interview 7)

d. **Teaching Methods and Interaction with Lecturers**

Students provided varied responses about the effectiveness of teaching methods. Some appreciated lecturers who used storytelling or repeated explanations, while others felt the methods used were outdated or not engaging.

"My lecturer sometimes uses stories and examples. It helps me understand better" (Interview   1)

"I think teaching should be more fun and not too serious. Games or films could make it better."

(Interview 6)

Moreover, while some students felt that direct interaction with lecturers motivated them, others found it intimidating. This reflects the need for more supportive and interactive learning environments.

4. **CONCLUSION**

This research aimed to explore and analyze the difficulties encountered by second-semester students of the English Education Program at Universitas Muhammadiyah Sidenreng Rappang in learning English as a Foreign Language (EFL) in offline classroom settings. Through qualitative methods, including semi-structured interviews, the research identified the main obstacles faced by students and categorized them into linguistic, psychological, and contextual challenges.

The findings reveal that linguistic difficulties such as problems with grammar, vocabulary, pronunciation, and listening comprehension are the most dominant issues. Grammar was frequently cited as the most challenging component, with students struggling to understand and apply various tenses and sentence structures. Limited vocabulary and unclear pronunciation further hinder students' ability to express themselves effectively. In addition to linguistic barriers, non-linguistic difficulties significantly impact students' classroom performance. Many participants reported experiencing anxiety, nervousness, and low self-confidence, especially during speaking activities or when asked to respond in class. These psychological barriers are often rooted in fear of making mistakes or being judged by peers, and they contribute to students' reluctance to actively participate in classroom interactions. Environmental and pedagogical factors also play a critical role. Noisy classroom settings, limited opportunities for speaking practice, and

traditional, monotonous teaching methods were seen as major contributors to ineffective learning. Furthermore, inconsistent lecturer attendance and the lack of engaging materials or activities reduced student motivation and comprehension. Despite these challenges, students demonstrated a strong desire to improve and suggested more interactive, engaging, and supportive learning environments. They advocated for the use of games, audiovisual aids, simplified materials, and storytelling to enhance their classroom experience. The application of NVivo software in data analysis further validated the themes and patterns that emerged from the interviews.

In conclusion, EFL learners in offline classroom settings face a combination of cognitive, affective, and situational difficulties that hinder effective learning. These findings underscore the importance of implementing student-centered, communicative, and emotionally supportive instructional approaches. Addressing both the academic and psychological needs of learners is essential to fostering a more inclusive and productive EFL learning environment.

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