



AN ANALYSIS DIFFICULTY LEVEL OF LEARNING ENGLISH AS A FOREIGN LANGUAGE

Juvência dos Santos^{1*}, José A. Sarmiento², Pedro da Costa³, Ilidio Ximenes Moreira⁴
Instituto Superior Cristal^{1,2,3,4}

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ABSTRACT

The objective of this study is to describe the students' difficulty level in learning English as a Foreign Language. The method that was used to conduct the research was the descriptive method. The result of data analysis and discussion from a set of 40 multiple choice general English tests and 25 questionnaires by the 20 Students of Grade Eight at the Escola de Santa Madalena de Canossa -Dili in the school year 2023 could be described as the difficulties and factors. The students in grade Eight at EBC 30 St. Madalena de Canossa have a total score was 113 which is divided into 25 students was 5.6. As the standard of measurement that is being used at EBC 30 St. Madalena de Canossa, the level of the general English test was 5.6 which is classified as a low Level. This level of score could be interpreted as the 20 students of Grade Eight at the Escola de Santa Madalena de Canossa was unable to understand the content of the general English subject or they failed the test because the score of 5.6 did not achieve a passing grade of failed. The teachers and students 'parents had never gathered to evaluate the students' learning results in every period of the trimester. The teachers are suggested to appreciate the students' learning achievement through rewards to motivate them to learn English as a foreign language.

INTRODUCTION

Language is an instrument that is used by people to communicate or transmit ideas, and knowledge to one another in social life. Everybody was born to speak his native language it happens naturally through informal learning language acquisition.

* Corresponding author.

E-mail addresses: jsarmiento_76@yahoo.com (José A. Sarmiento)*,
dossantosgoncalvesagostinho@gmail.com (Agostinho dos Santos Gonçalves)

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Brown (1994) commented that communication is likely to occur in the classroom when: (1) a significant amount of pair work and group work is conducted; (2) authentic language input in real-life context is provided; (3) students are encouraged to produce language for genuine, meaningful communication; and (4) classroom tasks are conducted to prepare students for actual language use outside the classroom.

According to Hornby (1987), Language is a human and non-intensive method of communicating ideas, feelings, and desires utilizing a system of sounds and sound symbols by using language people can communicate with each other not only in explicit meaning but also implicit meaning. Language plays an important part in human life it is used as a primary means of communication that allows people to convey and receive messages. This is similar to ideas expressed by Wardaugh (2002: 3) who defines language as a system of vocal symbols used in human communication.

However, English as a foreign language should be spoken and written by non-native speakers through formal and non-formal learning. Foreign languages have very often different structures, rules, systems, etc. As Andriyani (2016:1), said that; “English is an international language which is used to communicate by the people around the world to strengthen and to fasten the relationship among all the countries in terms of bilateral, regional and multilateral cooperation to run some following activities; in tourism, business, science, technology, education social politic and economy”. English is an international language and demand for English is on the increase day by day. The existence of English. To develop the Education System of a country, the role of the English language can't be ignored.

The Constitution of the Republic of Democratic Timor Leste, in article 159 said that the existing role of the English language in Timor Leste as a working language. And then, English is one of the compulsory subjects to be taught and learned as a foreign language in the classroom. However, the EFL students encountered the difficulties of English language learning as a foreign language which could be shown in the students' scores in every trimester.

English language teaching that occurs in every school based on the curriculum of national education and contents of the English book which is being used as a teaching materials are focused on four basic skills of language; listening, speaking, reading, and writing skills with two other sub-skills grammar and vocabulary. Teaching methods that support young learners with learning difficulties in English as a foreign language.

When the students finish their study three years at the pre-secondary level, however, they are still unable to express their ideas in either English speaking or writing. The students still have difficulties speaking or writing English because they do not have certain English vocabulary and grammar. The students' worksheets for every final exam were collected and marked with low scores which could indicate that they have poor vocabulary and grammar. They made mistakes and were reluctant to speak English. Those problems result in their difficulties in expressing or conveying ideas through speaking. Language also is a means of communication through language people can express their ideas, opinions, and feelings.

Every child acquires each of their first language without formal learning through School but the process can be better understood it is very fast. So, foreign language learning should be possible to design an experience through which children learn a second language in the same way as they learn their first Language. Tough (1984, p. 213) describes in detail that English as a second or foreign language refers to the use of English by speakers with different native languages. The researcher investigates the answer to the following question: why do students still find difficulties in learning English although their teachers do their best to facilitate them to achieve the good result?

Learning English as a foreign language is very difficult for Timorese students as foreign learners. The researcher herself is an English teacher who observes that even though, teachers and students in English language learning encounter difficulty in achieving good results in terms of scores in English subjects. The researcher thinks about the gap between teaching and learning based on the English teachers' competence who perform in the teaching and learning process. Foreign language learning is defined here as formal learning which is conducted at school that is not the official language in the country in which the language is studied (Oxford, 1997 p, 153). For several years now, foreign language educators have faced the perplexing issue of how to assist students who struggle to study foreign languages.

In Timor-Leste, special students of EBC 3^o St. Madalena de Canossa are usually afraid of joining foreign language classes. They may feel bored and discouraged easily. Their minds think that a foreign language is difficult to learn because most of them know little things or even nothing from the start. Based on the explanation above the researcher wants to analyze the difficulties of students in the eighth grade of EBC 3^o ciclo of St. Madalena de Canossa encounter difficulties in learning English as a foreign

language. Therefore, the objective of this field research is to explain the students' difficulties in speaking and writing English by the Eighth Grade at Ensino Basico 3 Ciclo St. Madalena de Canossa describes the strategies used by the teacher to solve the student's problems in speaking and writing.

LITERATURE REVIEW

The research is related to the topic of this study written by B. William Darma Raja & K. Selvi which causes problems in learning English as a foreign language as perceived by higher secondary students (William & Selvi, 2011). This study is an analysis of some causes of the problems in learning ESL. The objective of this study is to find out the leading cause of the problems faced by the students based on different attributive variables such as sex, locality, a habit of reading English dailies, and the habit of listening to English news.

Learning a foreign language is a process that is often not under our control and is wrapped up in the environment, we inhabit and the relationship we make. It involves encountering signals from the sense attending to them: looking for connections and meanings and framing them so that we may act over the last thirty or so, "learning" has become one of the most used words in the fields of education. Adult education becomes lifelong learning: students become learners, and teacher facilitators of learning, schools are now learning environments, and learning outcomes are carefully monitored. This verification of the language and practice of education (Biesta 2009, 2018: 245) is in part due to the rise of individualizing neoliberal policies. Developments in learning theory have also contributed.

The fact that young children learn their first language with such speed and competence must mean that if the process can be better understood it should be possible to design experiences through which children learn a second language in much the same way as they learn their first language. (Tough, 1984, p. 213)

Learning language involves mainly 4 skills: listening, speaking, reading, and writing. Lately, an idea stated that pronunciation and memorization also hold rules as backbones of everything else (Boehme, 2013). This idea is quite reasonable since students during the activities of learning the language: also practice how to pronounce words correctly in this case, speaking is the mental aspect of putting a fourth thought into speech, and pronunciation is the physical aspect, as stated by Boehme (2013).

Students in the learning process must memorize everything starting from vocabulary to grammatical rules. This can cause some difficulties for students in the learning

moreover learning is not their first or second language. It has been suggested that the term learning defies precise definition because it is put to multiple uses.

In learning a mother tongue or any foreign language, vocabulary is the most significant component. Language acquisition cannot take place without learning its lexis with unlimited shifts in meaning caused by various contextual variables (Yang & Dai, 2012). Vocabulary is one of the most essential parts, along with phonetics/pronunciation and grammar, required to learn a foreign language (Pan & Xu, 2011).

The acquisition and mastery of what is already known about something the extension and clarification of the meaning of one is experience, or an organized, intentional process of testing ideas, relevant to problems. In other words, it is used to describe a product, a process, or a function". (Smith, 1982). The popularity of English as the most widely used language around the world has spread across various non-English speaking countries, in particular. Asian countries and become the key language in Asia" (2009, p. 1). As a global language (Crystal, 1997) English has successfully placed its position as a language in multicultural and communication (Nihalani, 2008).

As language in international business communication (Kuiper,2003). As a language in the international language of research (Swales, 1985), English has developed in many Asian countries. Therefore, it is not surprising that the spread of English in Asia countries has marked English as an Asian Language" (McArthur, 2003). A Foreign language may people should be less affected by decision biases when using a foreign language than when using their native language. A more cognitive source for distancing could be the fact that a foreign language is typically processed less automatically than a native tongue, which could lead to more deliberate processing (Favreau & Segalowitz,1983). As the most popular used language in the world, in various forms, English is estimated spoken by 400 million people as a mother tongue and an additional 2 billion as a second or foreign language (Demont- Heinrich, 2007).

Therefore, if a learner experiences relatively high difficulty in learning ESL, this difficulty is likely due to weakness in the learner's native language learning experience. If the learner's experience is incomplete it does not include the development of some or many of the skills necessary for effective language learning, it follows that the learner will have difficulty in learning a second language or foreign language since the necessary skills are undeveloped or underdeveloped. These types of difficulties can be especially pronounced if the tools necessary for the learning of the second or FL are not necessary or do not exist in the learning of the first language.

Interestingly since the number of people who speak English as a foreign language (non-native speakers) outnumbers those who speak it as their mother tongue (native speakers), from the global perspective, the position of English as the universal lingua franca-shared language- of today is beyond dispute (Cenoz & Jssner, 2000; Crystal,1997; Doving, 1970). Little (1994) says that the principle of learners' independence also takes place in foreign language learning, language development is an internal process that learners need to take into account. Therefore, language instructors should not intensively fill learners' time and space during the process of thinking.

However, Pinkman (2005) suggests that language instructors need to stimulate and facilitate learners to be independent. Schwarz (1997) describes that second language acquisition has historically blamed language learning failure on several factors. Anxiety in the foreign language classroom (anxiety about making mistakes in grammar and pronunciation, about understanding the teacher, about remembering the vocabulary) has been prominent as a purported cause of the failure.

Newhall (2012) defines language-based learning disabilities as a spectrum of difficulties related to understanding and use of spoken and written language.” Schwarz (1997) suggests that sometimes even those students who were not previously diagnosed with a learning disability (LD) turned out to be learning disabled in a foreign language class. Sparks and Ganschow introduced the Linguistic Coding Difference Hypothesis (LCDH) according to which native oral and written language skills, as well as foreign language aptitude. These are key factors in foreign language acquisition (Sparks et al., 1989; Sparks and Ganschow, 1991 in Gaschow, sparks & Javorsky, 1998). Alqahtani (2015) declares the learning of vocabulary as an important aspect of foreign language learning with an emphasis on the meanings of new words.

METHOD

This study used the Descriptive Method for research to find out the difficulties faced by students in learning English as a foreign language. In this study, the 40 numbers multiple choice General English test. The test of 40 multiple-choice choices is based on the materials of the National Exam which have been elaborated by the national education to schools' territory in Timor Leste to analyze and select the difficulties faced.

The writer also used 20 questionnaires which were chosen based on each of their comprehension of psychological reason. This instrument is used to analyze the

difficulties faced by students and to find out the percentage of students' difficulties. The writer chose one class of 25 students from the Eighth grade at EBC 3^o St. Madalena de Canossa as the sample of study to be tested with a general English-based National education final examination every year.

The writer conducted library research to find some local and foreign references that related to the topic of study to support the writer's idea, and other words the writer reads some books and the internet to support this scientific study based on the title and background of study. After doing library research, the idea has been fulfilled from the reference theory related to the writer conducting field research through the following steps

- 1) In conducting field research, the writer was authorized with a research letter from the faculty of education to conduct field research.
- 2) The writer approached the coordinator of the school to have a class in one day with students to get the results of the study.
- 3) The writer distributed the paper of instrument form to be filled up by some students who have been selected as a sample of study (General English test and 25 questionnaires).
- 4) The writer collected the students' worksheets to be analyzed and described the difficulties in learning English as a foreign language by using the Descriptive method.

This result of the study was analyzed to identify the students' difficulties in learning English as a foreign language.

- 1) General English Language test based on the final exam of every school year.
- 2) The scores of students' total correct answers will be divided by the total of incorrect answers and the total of correct answers times a hundred will be processed mathematically as the following formula:

$$\frac{\textit{Total of score}}{\textit{total oof students}}$$

RESULT AND DISCUSSIONS

The 40 students from grade Eight at EBC 30 St. Madalena de Canossa were tested with general English subject which is conducted based on every school year final examination as presented in the following table;

Nu	Initial	Scores
1	A.N.BM	5.2
2	M.B.J.S.P	7.2
3	M.S.S	6
4	D.A.S.A	5.2
5	L.S.B.C	2.7
6	C.F.T.M	8
7	B.A.S.M	4.2
8	A.A.F.R.D.	6.2
9	A.M.C.P	6.7
10	F.S.G.S.	6.7
11	D.M.P	6
12	G.L.N	5.2
13	L.A.M	4.2
14	A.A.B	5.7
15	J.C.S	2.5
16	A.N.R.L	7
17	C.A.S	8.2
18	E.C.C.B.	7
19	D.R.A	5.4
20	J.M.R.S.	3.7
Total		113
score		5.65

Table 1: presents the score of the students in grade Eight at EBC 3^o St. Madalena de Canossa

$$\frac{\text{Total of score}}{\text{total of students}} = \frac{113}{20} = 5.6$$

The standard of measurement that is being used is at EBC 30 St. Madalena de Canossa, the level of the general English test was 5.6 which is classified at the LOW Level.

Nu	Std. Measurement	Frequency	%	Level
1	8.5 - 10	-	0	Very Good
2	7.5 - 8.4	2	8	good
3	6.5 - 7.4	5	20	Average
4	5.5 - 6.4	9	36	Low
5	4.5 - 5.4	4	16	very Low
6	0 - 4.4	5	20	bad
		25	100	

Table 2: presents the Distribution of students' Level of General English tests.

Based on the table of distribution to determine the 25 students' level of ability in general English test as follows.

- 1) 5 students or 20% got a score of 6.5 – 7.4 which is classified as the average level
- 2) 9 students or 36% got the score 5.5 – 6.4 which is classified at the LOW Level.
- 3) 4 students or 16% got a score of 4.5- 5.4 which is classified as Very LOW Level.
- 4) 5 students or 20% got a score of 0 – 4.4 which is classified as BAD Level.

Students' Presence in the Class

	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	2	Total	Category	
Q1	1	2	1	1	4	1	1	1	1	1	1	1	2	4	1	1	1	1	1	2	1.5	never
Q2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	always
Q3	1	5	1	5	4	1	4	1	1	1	1	1	1	1	5	1	1	1	1	3	2	rarely

2. Relation with Parents

Q4	4	4	4	4	4	4	5	3	5	4	3	4	5	5	5	3	4	4	5	5	4.2	someti mes
Q5	5	4	5	5	4	5	5	5	5	3	1	5	5	5	5	3	5	5	5	5	4.5	always

3. Quality of teaching/ Professional

Q6	5	1	5	5	5	5	5	5	5	5	1	5	1	1	5	4	5	5	5	1	4	someti mes
Q7	4	5	5	4	5	5	5	4	4	4	4	5	5	5	5	5	5	5	5	5	4.7	always
Q8	4	4	4	4	5	1	5	1	4	1	1	5	5	5	5	1	1	1	5	4	3.3	someti mes
Q9	5	5	4	4	5	4	4	4	5	1	4	4	5	5	4	4	4	4	4	5	4.2	someti mes

4. Extracurricular

Q10	4	5	5	5	5	1	5	5	5	5	5	1	4	5	1	5	5	5	1	5	4.1	someti mes
Q11	5	1	5	5	5	5	5	5	4	5	5	5	4	5	1	5	5	5	1	5	4.3	someti mes

5. Language Communication Knowledge

Q12	5	4	5	5	5	4	5	4	4	4	4	4	4	4	4	4	4	5	4	5	4.4	always
Q13	4	1	5	5	5	5	5	5	4	5	5	5	1	1	5	5	5	5	4	1	4.1	someti mes
Q14	3	3	1	1	5	4	4	1	4	1	1	5	3	3	4	1	5	4	4	5	3.1	often

6. Skills																				3.1	often	
Q1 5	4	1	5	4	4	5	3	1	3	1	1	4	1	1	5	1	4	5	3			5
Q1 6	4	5	5	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	4			5
Q1 7	2	5	4	1	4	4	4	4	4	4	4	4	4	5	5	3	4	4	4			1
Q1 8	5	5	5	5	5	4	3	4	5	4	4	3	5	5	5	4	5	4	4	5		
7. pedagogy																				4.1	someti mes	
Q1 9	4	4	4	5	4	4	4	5	4	3	3	4	4	4	4	3	4	4	5			5
Q2 0	5	5	4	5	5	5	5	5	5	3	3	5	5	5	5	5	4	5	5			5
Q2 1	3	5	4	4	4	4	4	1	4	3	3	5	5	5	5	5	4	4	4			4
Q2 2	5	4	5	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5		
8. Ethics																				4.9	always	
Q2 3	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5			5
Q2 4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5			5
Q2 5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		

Table 3: Presents The Questionnaires Related To The Types Of Students' Difficulties in English Subject Tests

Scale	Category	Range	Frequency	%
1	never	1.00 - 1.80	1	4
2	rarely	1.90 - 2.60	1	4
3	often	2.70 - 3.40	2	8
4	sometimes	3.50 - 4.20	10	40
5	always	4.30 - 5.00	11	44
	Total		25	100%

Table 4: Presents The Criteria of Analysis Like Scale Questionnaires

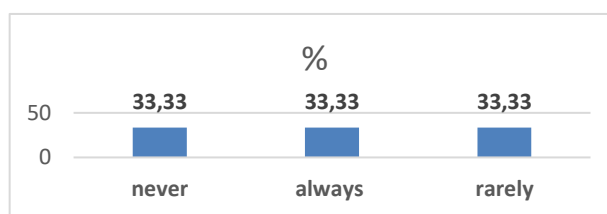
Generally, as the table above shows, the 25 students were tested based on their feelings and each of their observations about the English teacher's performance through questionnaires;

- 1) 1 questionnaire or 4% answered the category of **NEVER**. The English teacher is never absent from the class for the teaching and learning process of English as a foreign language in the classroom.

- 2) 1 questionnaire or 4% was answered **RARELY**. However, the meeting between teachers and parents never together to evaluate the students learning.
- 3) 2 Questnaires or 8% were answered **OFTEN**. The method of teaching English as a foreign language often interests the students.
- 4) 10 questionnaires or 40% were answered **SOMETIMES**. The English teacher who teaches sometimes bases the lesson plan, and improves the knowledge of teaching through language skills training.
- 5) 11 Questionnaires or 44% were answered **ALWAYS**. The teacher always motivates the students through various types of strategies in the process of teaching and learning English as a Foreign Language.

Based on the table of Likert scale analysis above, there are Eight parts in the table to be described through the following graphics below.

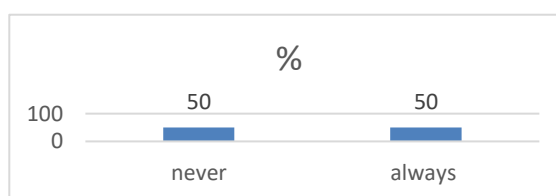
Category	%
never	33.33
always	33.33
rarely	33.33



Graphic 1: shows the category of English teacher presence in the class

This graphic indicates that the presence of English Teacher is *never* absent from the class and *always* teaches based on the lesson plan however, the teacher *rarely* spends their time 24 hours a week based on workload.

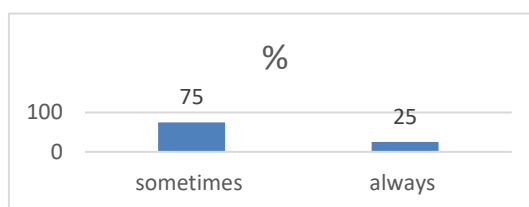
Category	%
never	50
always	50



Graphic 2: presents the category of meetings between teachers and students' parents to evaluate the students learning

The teacher *always* teaches and motivates the students to learn English however, they *never* inform the student’s parents about the learners’ behavior that affects them in the process of learning.

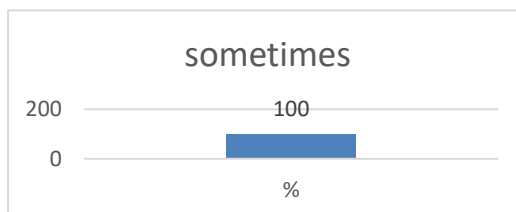
Category	%
sometimes	75
always	25



Graphic 3: presents the quality of teaching English as a foreign language

This graphic tells that teacher always teach English based on their lesson plan and they sometimes work to create their module for English as a foreign language as well.

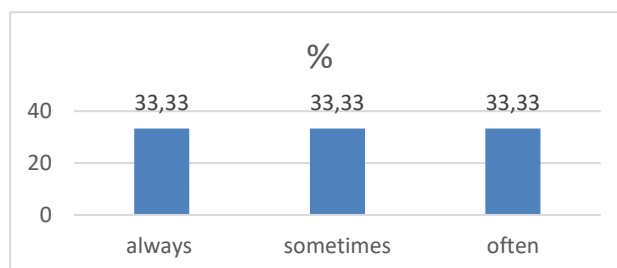
Category	%
sometimes	100



Graphic 4: presents the extracurricular activities

This graphic shows that the English teachers sometimes have some extra activities to take an English course.

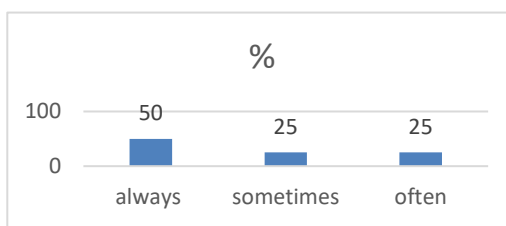
Category	%
always	33.33
sometimes	33.33
often	33.33



Graphic 5: presents the English language communication

The English teachers *always* teach integrated skills (listening, reading, speaking, and writing and they *sometimes* teach vocabulary and grammar through new methods that make the students interested to learn. Besides that, the teachers also *often* interact with the students in small talk or mingle in English.

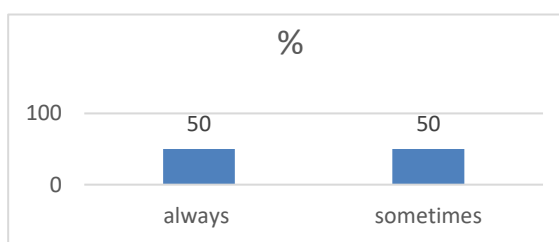
Category	%
always	50
sometimes	25
often	25



Graphic 6: Presents The Integrated Skills of English Language Teaching

This graphic shows the teaching and learning process that occurs in class, the teachers always speak English in the classroom and teachers sometimes use new methods to teach English, unfortunately, the students rarely communicate with their teacher in English.

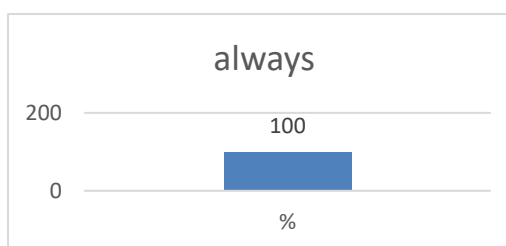
Category	%
always	50
sometimes	50



Graphic 7: presents the pedagogy of English language teaching

Teachers always use good strategies to make students interested in learning and have good classroom management and they sometimes have practice speaking English in the class however, they have a lack of interest in learning.

Category	%
always	100



Graphic 8: presents the professional ethics

The teachers always respect the students' ideas and motivate the students to learn more English also sometimes try to listen to each of the students' questions but they never ask the question to their students. Based on the table of Likert scale analysis above, there are Eight parts in the table to be described through the following graphics below.

Discussion

- 1) Table 1 presents the score of the students by grade Eight at EBC 30 St. Madalena de Canossa has a total score was 113 which is divided to 25 students is 5.6. As the standard of measurement that is being used at EBC 30 St. Madalena de Canossa, the level of the general English test was 5.6 which is classified at the LOW Level.
- 2) Table 2 presents the Distribution of students' Levels in General English tests. Based on the table of distribution to determine the 25 students' level of ability in general English test as follows;
 - a) 5 students or 20% got a score of 6.5 – 7.4 which is classified at the AVERAGE level.
 - b) 9 students or 36% got the score 5.5 – 6.4 which is classified at the LOW Level.
 - c) 4 students or 16% got a score of 4.5- 5.4 which is classified as Very LOW Level.
 - d) 5 students or 20% got the score 0 – 4.4 which is classified as BAD Level.
- 3) Table 4.1.3 presents the questionnaires related to the types of students' Difficulties with English subject tests based on Likert scale analysis. This table presents the students' answers to the questions in the following categories;
 - a) 1 questionnaire or 4 % was answered never
 - b) 1 questionnaire or 4 % was answered Rarely
 - c) 2 questionnaires or 8 % answered Often
 - d) 10 questionnaires or 40 % were answered Sometimes
 - e) 11 questionnaires or 44 % were answered Always
- 4) Graphic 1 shows the category of English teacher presence in the class never happened and always teaches based on the lesson plan however, the teacher rarely spends their time 24 hours a week based on workload.

- 5) Graphic 2 presents the category of meetings between teachers and students' parents to evaluate the students learning. The teacher always teaches and motivates the students to learn English however, they never inform the student's parents about the learners' behavior that affects them in the process of learning.
- 6) Graphic 3 presents the quality of teaching English as a foreign language. This
- 7) Graphic tells that the teacher always teaches English based on his lesson plan and they sometimes work in teams to create their module for English as a foreign language as well.
- 8) Graphic 4 presents the extracurricular activities. This graphic shows that the
- 9) English teachers sometimes have some extra activities to take an English course.
- 10) Graphic 5 presents the English language communication. The English teachers always teach integrated skills (listening, reading, speaking, and writing and they sometimes teach vocabulary and grammar through new methods that make the students interested to learn. Besides that, the teachers also often interact with the students in small talk or mingle in English.
- 11) Graphic 6 presents the integrated skills of English language teaching. This graphic shows the teaching and learning process that occurs in class, the teachers always speak English in the classroom and teachers sometimes use new methods to teach English, unfortunately, the students rarely communicate with their teacher in English.
- 12) Graphic 7 presents the pedagogy of English language teaching. Teachers always use good strategies to make students interested in learning and have good classroom management and they sometimes have practice speaking English in the class however, they have a lack of interest in learning.
- 13) Graphic 8 presents the professional ethics. The teachers always respect the students' ideas and motivate the students to learn more and the English also sometimes try to listen to each of the students' questions but they never ask the question to their students.

CONCLUSIONS

The result of data analysis and discussion from a set of 40 multiple choice general English tests, with 25 questionnaires by the 20 Students of Grade Eight at the Escola de Santa Madalena de Canossa -Dili in the school year 2023 could be described as the difficulties and factors. The students in grade Eight at EBC 30 St. Madalena de Canossa have a total score was 113 which is divided into 25 students is 5.6. As the standard of measurement that is being used at EBC 30 St. Madalena de Canossa, the level of the general English test was 5.6 which is classified as a low Level. This level of score could be interpreted that the 20 students of Grade Eight at the Escola de Santa Madalena de Canossa were unable to understand the content of general English knowledge and they failed the test because based on the standard measurement that is used in the school refers, the score 5.6 is not achieved the passing grade.

Based on the analysis questionnaires that related to teaching English as a foreign language, the students have a lack of interest learning in English in the class because the students never asked the question to the teacher whether they did not understand the material which was taught by their teacher. The teachers and students 'parents had never gathered to evaluate the students' learning results in every period of the trimester. The teacher should notify and update the students' homework that is usually done at home to make students particularly, those who get low scores must be advised specifically. The teacher must evaluate to inform the students' parents to advise their children at home routinely.

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