



## ANALYSIS OF STUDENTS LACK IN ENGLISH LEARNING OF ELEVENTH GRADE SOCIAL SCIENCES AT SMAN 5 MAROS

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### Abstract

*This study aims to analyze the lack of students in English language learning in social eleventh grade students of SMAN 5 Maros. Participants of this study were all students of Class XI Social in SMAN 5 Maros. The research method used is quantitative. The technique of data collection in this study is a research instrument in the form of a questionnaire containing 10 Questions made to collect student data on deficiencies in learning English, the most difficult skills, how to learn independently and the causes of student learning difficulties. The questionnaire is given to students through google form. The Data obtained were analyze with descriptive statistics and used as reference data to determine the learning difficulties faced by students. The results showed: a) difficulty learning English, a skill that is considered the most difficult by students is speaking, b) the factors that cause learning difficulties are lack of speaking practice, lack of study time, lack of motivation, and no friends to study with, c) self-study methods used are watching movies or videos, reading books or articles and listening to music or podcasts that.*

**Keywords:** learning difficulties, lack of motivation, lack of learning

### INTRODUCTION

In the process of learning English, there are grammar rules, such as tenses, that should be used when speaking (Hamzah, 2021). Acquiring English proficiency requires not only knowledge of grammar but also the development of various skills, such as speaking, writing, listening and reading. Once students understand that the purpose of learning English is to improve communication skills, they should work on improving their speaking skills. Speaking is the most important component to becoming proficient in English. However, one way to achieve the learning goal of practicing speaking competence is to speak in class.(Alfarisy, 2021) In conveying messages, spoken language differs from written language in several ways, and speaking is very important. It can be identified through voice potential, facial expressions, cues, pitch, articulation, pressure, rhythm, and pauses. Actually learning to speak English is not an easy thing for beginners, especially for EFL students such as Indonesian students (Wahyuningsih & Afandi, 2020).

Speaking English as a second language is essential in many aspects of everyday life, including meetings, Trade, International Business, and social contacts. In addition, children in Indonesia find it difficult to master and learn English as a foreign language, especially in schools, because the teaching is limited to short meetings with teachers. According to Putri (2020), mastery of the following four skills is required to acquire

English: speaking, listening, reading, and writing. Students often report that speaking is one of the most difficult abilities to master. Therefore, developing speaking skills is very important for first and second language foreign language learners. If we can speak English well, we will be able to understand it and obtain the information we need easily (Kusuma, 2019).

According to Tuan & Mai (2015), teachers may experience some problems with speech proficiency when helping students speak in class. These include low engagement, inhibitions, lack of topical knowledge, affective aspects, listening skills, speech task feedback, and mother tongue use. Examples are the passive behavior of students in the classroom, the low status of English in a country, the use of the mother tongue by teachers to explain complex concepts, the use of the methodology of behaviorism by B.F. Skinner. (Sari et al., 2024) According to the behaviorism approach, learning English involves both positive and negative reinforcement. Positive reinforcement in the form of praise or reward when successfully using English well. Negative reinforcement in the form of reprimands for correcting mistakes in the use of language centered on the teacher, and the use of the mother tongue both inside and outside the classroom and outside the classroom (Maduwu, 2016).

Therefore, the purpose of this study was to examine the shared traits that affect the language acquisition challenges of English language learners SMAN 5. Ultimately, this study will identify workable ways to reduce these problems and create a more comprehensive learning environment. The use of English as a second language by students, particularly in upper primary schools, often faces constraints that threaten individuality and globalization. English learners SMAN 5 have certain concerns, especially when it comes to social studies situation.

## **METHOD**

The theory used in this research is the theory of behaviorism by B.F. Skinner. According to the behaviorism approach, learning English involves both positive and negative reinforcement. Positive reinforcement in the form of praise or reward when successfully using English well. Negative reinforcement in the form of reprimands to correct errors in the use of language.

### **1. Research Design**

In this study, the researcher used quantitative approach. The reason the researcher used quantitative method in this study is because the quantitative method was shown to be the most effective method to use.

### **2. Research Instrumen**

The questionnaire was the instrument chosen to obtain data in this research. In its implementation, the questionnaires used were open and closed questionnaires which were then distributed to eleventh grade students majoring in social sciences at SMAN 5 Maros via the Google Form platform.

### **3. Data Analysis**

The sample data that was successfully collected using the Google form platform will be analyzed using a mean score. A few statistics from this study will be presented in terms of frequency.

## RESULTS AND DISCUSSION

### 1. Results

In this study, researchers collected analysis data on student deficiencies using a questionnaire. However, this article will only focus on explaining the results of the needs analysis of student deficiencies.

This research has 10 questions asked to see the English language deficiencies of social education students at SMAN 5 Maros, namely as follows:

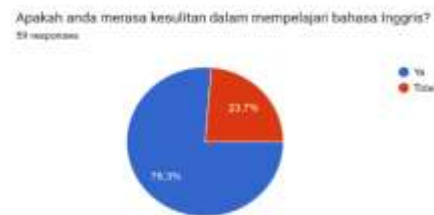


Figure 1. Difficulties to learning English

In the first picture with the question "Do you find it difficult to learn English?" From this question it is known that 76.3% of SMAN 5 Maros students chose the Yes option, 23.7% of students chose the No option.

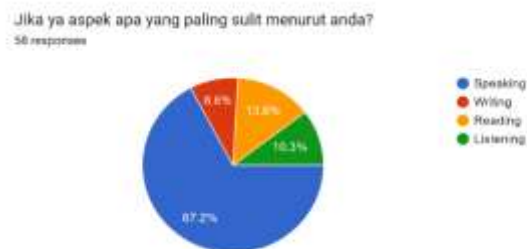


Figure 2. The most difficult aspect of learning English

As for Figure 2 with the question "If yes, what aspect do you think is the most difficult?" From this question it was found that 67.2% of students chose the speaking option, 13.8% chose the reading option, 10.3% chose the listening option, and 8.6% of students chose the writing option.



Figure 3. Speaking component proficiency level

Next, look at Figure 3 with the question "Which language component (Speaking) do you think your current level of proficiency is?" The data image can be seen from the results of research conducted by researchers, where in the diagram above it can be seen that as many as 44.1% of students chose the option that uses relevant and appropriate vocabulary when speaking English, 22% chose the option that they can participate in conversations fluently and without hesitation. pause and 16.9% chose the option of being able to express ideas or opinions verbally in a clear and organized manner and 17% had other answers.



Figure 4. Reading component proficiency level

The results obtained by the researcher can then be seen in Figure 4 with the question "Which language component (reading) do you think your level of proficiency is now?". From this research it was found that as many as 37.3% of students chose to be able to understand complex reading texts, such as short stories, scientific articles, or newspaper editorials in English, 28.8% of students chose the option of being able to analyze reading texts such as the author's purpose, argument, or writing style, 23.7% of students chose the option of being able to identify important information, ideas main points, or details in the reading text and 10.2% had other answers.



Figure 5. Writing component proficiency level

Figure 5 with the question "Which component of language (writing) do you think is your current level of proficiency?" The results found in this question were that 42.4% of students chose the option of being able to use correct grammar and spelling in their writing, 33.9% choosing that they could compose paragraphs clearly and coherently, connecting their ideas well, 11.9% chose to be able to compose sentences that are diverse in structure and length, and 11.9% had other answers.



In Figure 6 above you can see the results of the question "Which language component (listening) do you think your level of proficiency is now?" The results of this research were that 33.9% of students chose the option of being able to identify important information in conversations or presentations in English, 32.2% chose the option of being able to understand different accents or speaking styles in English, 23.7% chose the option of being able to understand foreign vocabulary from the audio they listen to, and 10.2% have other answers.



Figure 7. Factors causing difficulties in learning English

Next to figure 7 with the question "In your opinion, what are the factors that cause your difficulties in learning English?". The figure image can be seen from the results of research conducted by researchers, where in the diagram above it can be seen that as many as 42.4% of students chose the choice of teaching methods that were less interesting, 32.2% chose the choice of lack of appropriate learning materials, 20.3% of students chose lack of study time and 5.1% had other answers.

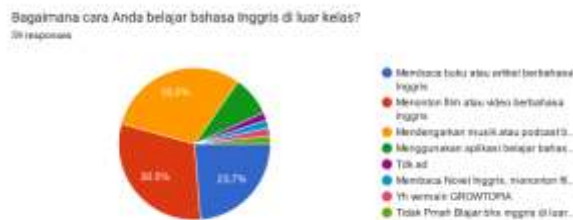


Figure 8. How to learn English outside the classroom

next is Figure 8 with the question "How do you learn English outside the classroom?" From this question it was found that 30.5% of students chose the option of watching films or videos in English, 30.5% chose the option of listening to music or podcasts in English, 23.7% of students chose the option of reading books or articles in

English, 8.5% students chose to use learning applications or take additional courses or tutoring and 6.8% of students had other answers.



Figure 9. Difficulty in understanding English material

The results obtained by the researcher can then be seen in Figure 9 with the question "Have you ever experienced difficulty in understanding the English material given by the teacher?" From this research, it is known that 54.2% of students chose the always option, 42.4% of students chose the never option, and 3.4% of students chose the never option.

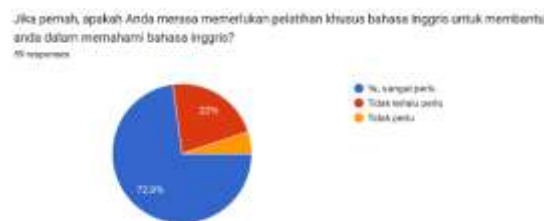


Figure 10. Require special training in learning English

In the last picture above you can see the results of the question "If so, do you feel you need special English language training to help you understand English?" The results of this research were that 72.9% of students chose the option Yes, very necessary, 22% chose the option Not very necessary and 5.1% of students chose the answer not necessary.

## 2. Discussions

(Bloom et al., 1956) emphasizes the importance of identifying and overcoming deficiencies in students' knowledge and skills to achieve higher levels of understanding. Deficiency analysis helps in designing appropriate interventions to improve student learning. Hattie, J. (2009) defines deficiencies as deficits in knowledge or skills that hinder the achievement of optimal learning outcomes. According to Hattie, identifying these deficiencies through appropriate feedback is very important to improve student learning outcomes.

From the explanation above, it can be seen that deficiencies are part of a needs analysis which functions to identify student deficiencies and improve students' abilities in learning English so that students' English learning can be better and faster. In the previous point we can find out the results of research regarding the analysis of the English language needs of social science students at SMAN 5 Maros. In this data there are ten questions asked and will be discussed in more depth at this point, as follows:

Table 1. Difficulties to learning English

Question	Answer	
Do you find it difficult to learn English?	Yes	No
	76,3%	23,7%

In the table above it can be seen that it turns out that students majoring in social sciences at SMAN 5 Maros have difficulty in English. This can be seen from the number of students who chose the Yes option, 76.3%, and 23.7% who chose the No option. This happens because there are many factors that they get during the learning process.

Table 2. The most difficult aspect of learning English

Question	Answer			
If yes, what aspects did you find most difficult?	reading	speaking	writing	listening
	13,8%	67,2%	8,6%	10,3%

Furthermore, in table 2 the results of the research that has been carried out show that 13.8% of students chose reading, 67.2% of students chose speaking, 8.6% of students chose writing and 10.3% of students chose listening, this is because according to them there are still many those who do not understand when the learning process takes place.

Table 3. Speaking component proficiency level

Question	Answers			
Which component of the Language (Speaking) do you think your current level of proficiency is?	Use relevant and appropriate vocabulary when speaking	Can participate in conversation fluently	Able to express ideas or opinions orally	Another answer.
	44,1%	22%	16,9%	17%

Furthermore, in Table 3 it is known that there are research results that have been carried out by researchers, where in the table above it can be seen that as many as 44.1% of students chose the option Use relevant and appropriate vocabulary when speaking, 22% chose the option Can participate in conversations fluently, 16.9 % chose the option Able to express ideas or opinions verbally and 17% of students chose other answer options. From the representation of research results above, we can conclude that social science students need English to search for literature or sources to improve their speaking skills.

Table 4. Reading component proficiency level

Question	Answers			
Which of the Language (reading) components would you say your current level of proficiency is?	Can understand complex reading texts	Able to analyse the structure of reading texts	Able to identify important information	Another answer

	37,3%	28,8%	23,7%	10,2%
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Table 5. Writing component proficiency level

Question	Answers			
Which component of the language (listening) do you think your current level of proficiency is?	can identify important information in a conversation	able to understand accents or styles of speech that are different from the norm.	able to understand foreign vocabulary from the audio.	Another answer.
	33,9%	32,2%	23,7%	10,2%

the results obtained by researchers can then be seen in the Table Above. Where In This Research It Was Found That As Many As 33.9% Of Students Chose The Student Option Able To Identify Important Information In Conversation, 32.2% Of Students Chose The Option Able To Understand Accents Or Speaking Styles That Are Different From Usual, 23.7% Of Students Able To Understand Vocabulary Unfamiliar From The Audio You Listen To. And 10.2% Of Students Chose Other Answer Options. Based On These Data, It Can Be Seen That Social Studies Students Need To Concentrate And Understand More When Listening Learning Is Taking Place.

Table 6. Listening component proficiency level

Question	Answers			
What factors do you think cause your difficulties in learning English?	Uninteresting Teaching Methods	Lack of appropriate learning materials.	Lack of Study Time	Another answer.
	42,4%	32,2%	20,3%	5,1%

The Results Obtained By Researchers Can Then Be Seen In The Table Above. Where In This Research It Was Found That As Many As 42.4% Of Students Chose The Less Interesting Teaching Method Option, 32.2% Of Students Chose The Option Lack Of Appropriate Learning Materials, 20.3% Of Students Chose The Option Lack Of Study Time. And 5.1% Of Students Chose Another Answer Option. Based On This Data, It Can Be Seen That Social Studies Students Need To Be Given Interesting Lessons And Material So That It Is Not Boring For Them.

Table 7. Factors causing difficulties in learning English

Question	Answers				
How do you learn English outside the	Listen to English Music or	Watch English Language	Read English books or	Using a Learning App or Taking a	Another Answer



classroom?	Podcasts.	Films or Videos	articles.	Course.	
	30,5%	30,5%	23,7%	8,5%	6,8

The Results Obtained By Researchers Can Then Be Seen In The Table Above. Where In This Research It Was Found That As Many As 30.5% Of Students Chose The Option Of Listening To Music Or Podcasts In English, 30.5% Of Students Chose The Option Of Watching Films Or Videos In English, 23.7% Of Students Chose The Option Of Reading Books Or Articles In English, 8.5% Of Students Chose The Option Of Using Learning Apps Or Taking Courses. And 6.8% Of Students Chose Other Answer Options. Based On This Data, It Can Be Seen That Ips Students Can Improve Their English Skills Outside Of School, Such As Listening To Music, Reading Books, Using Learning Applications Or Taking Courses.

Table 8. How to learn English outside the classroom

Question	Answers		
Have you ever had difficulty understanding the English material given by your teacher?	always	Ever	Never
	54,2%	42,4%	3,4%

In The Table Above, It Can Be Seen That It Turns Out That Students Majoring In Social Sciences At Sman 5 Maros Have Difficulty Understanding The English Material Given By The Teacher. This Can Be Seen From The Number Of Students Who Chose The Always Option, 54.2%, Never 42.4 And Never Only 3.4%. Judging From The Number Of Students Who Choose Always, The Teacher Must Make It Easier To Explain And The Material Provided Is Easy To Understand.

Table 9. Difficulty in understanding English material

Question	Answers		
If so, do you feel you need specialised English training to help you understand English?	Yes, Very necessary	Not really necessary	Not necessary
	72,9%	22%	5,1%

In The Last Table It Can Be Seen That It Turns Out That Students Majoring In Social Sciences At Sman 5 Maros Need Additional Training To Hone Their English Skills. This Can Be Seen From The Number Of Students Who Chose Yes, Very Necessary, 72.9%, Not Very Necessary, 22% And Not Necessary, Only 5.1%.

## CONCLUSION

The results of this research found that students majoring in Social Sciences need English language teaching that is more interesting and easy to understand. so it can be easier to improve your English language skills and also be able to compete in the world of work later. The material that you want to develop more is speaking, writing, reading and others.

## ACKNOWLEDGMENT

With due respect, we would like to express our deepest gratitude to the entire community of SMAN 5 Tanralili Maros for the opportunity and permission granted to us to conduct our observation at the school. The support and hospitality extended to us throughout the observation process were truly helpful and provided us with valuable experience. May this collaboration and kindness be a lasting good deed and bring benefits to all parties involved.

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