



Analyzing of Students Lack in English for Specific Purposes Students of Senior High School 16 Makassar

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ARTICLE INFO	ABSTRACT
Sejarah Artikel: Diterima: 25 November 2024 Disetujui: 13 Desember 2024 Dipublikasi: 16 Desember 2024	<p><i>Penelitian ini bertujuan untuk memberikan informasi mengenai kekurangan atau hambatan dalam pengajaran dan pembelajaran siswa SMAN 16 Makassar terhadap bahasa Inggris. Oleh karena itu, analisis kekurangan diperlukan untuk mengetahui apa saja yang menjadi kendala siswa dalam pengajaran dan pembelajaran bahasa Inggris. Penelitian ini dilakukan untuk mengumpulkan informasi tentang masalah-masalah bahasa Inggris untuk menganalisis apa saja yang menjadi kendala atau kekurangan yang dialami siswa dalam pembelajaran bahasa Inggris. Dalam penelitian ini, peneliti menggunakan metode kuantitatif dengan kuesioner melalui google form sebagai instrumen penelitian. Responden dari penelitian ini adalah siswa SMAN 16 Makassar dengan jumlah 54 siswa yang dibagi menjadi 2 kelompok, yaitu kelas X-j yang berjumlah 24 siswa, dan kelas XI IPS 4 yang berjumlah 30 siswa. Hasil yang ditemukan setelah melakukan penelitian ini adalah, siswa SMAN 16 Makassar mengalami beberapa kendala dan kekurangan pada saat pembelajaran bahasa Inggris, seperti malu atau gugup dalam menerapkan dialog kepada teman-temannya, mereka juga mengalami kurangnya latihan dalam keterampilan berbicara dalam bahasa Inggris, dan lain sebagainya.</i></p>
Kata Kunci: <i>ESP, analisis kebutuhan, Kekurangan Siswa.</i>	
Keywords: ESP, Need analysis, Students Lack	

INTRODUCTION

The government states that English is a subject that must be studied at every level of education in Indonesia and is applied in the Independent Curriculum. English is one of the international languages integrated by the United Nations (UN) international organization, this proves that the role of English, especially in terms of communication, is very important. Therefore, the majority of people make English their second language after their mother tongue. Students learning English as an International Language (EIL) must have many abilities because of the dominance of English as the world's main language of communication. They must demonstrate competence in English to work in a variety of roles. To encourage cross-cultural understanding among students, they must acquire competence in their field and general cultural knowledge (Richards, 2010).

knowledge is the key to accessing the door to success. In the process of learning a language, a person is increasingly able to develop his mindset and logic. Broad insight and knowledge provide the ability to find various solutions without violating religious values, social norms, science, and the life of the nation and state. This shows how important and high the position of individuals who have higher education, as stated in the QS. Al-Mujadilah/58:11.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَاَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

11. O you who believe, if it is said to you "Make room in the assemblies," make room, surely Allah will give you space. When it is said, "Stand up," (you) stand up. Allah will surely elevate those who believe among you and those who have been given knowledge to several degrees. Allah is careful about what you do (QS. Al-Mujadilah/58: 11)

In addition, various hadiths also emphasize that sincere intentions for the sake of Allah will bring the best rewards. One of them is the Prophet's hadith which reads:

"Whoever takes a path in search of knowledge, Allah will facilitate for him the way to heaven." (HR Muslim).

Learning languages, especially English, is part of the effort to seek knowledge that can open up the ease of life both in this world and the hereafter. Therefore, the spirit of learning must be maintained despite the challenges, with the belief that all these efforts will bring happiness in the end. In the Independent curriculum, especially at the senior high school (SMA) and vocational high school (SMK) levels, they are prepared to face the professional world that suits their interests. Therefore, there is English for Specific Purposes (ESP) learning, which learns about English according to their goals, both academic and professional.

English for Specific Purposes (ESP) has achieved significant recognition in the pedagogical field, especially in the context of higher education where learners are expected to master academic language related to their respective fields of study. This pedagogical approach is based on the principle of customizing language instruction to meet learners' specific needs, which include vocabulary, structure, and discourse related to their chosen discipline. While many studies have investigated the application of ESP in various fields such as business (Bhatia, 2008; Chi, 2023; Yeh, 2023), engineering (Mudraya, 2006), and healthcare (Katsaounis & Steinmüller, 2021), there is a glaring void in the literature on its application in history teaching.

Thus, many difficulties are experienced by students while learning English, including issues with pronunciation, grammar, listening, and more. Based on these challenges, an analysis was conducted to identify the shortcomings encountered by learners during the learning process at Public High School (SMAN) 16 Makassar.

METHOD

This research uses a descriptive method, specifically using a quantitative approach through a descriptive design in finding the right data regarding the analysis of the lack or obstacles to student learning in class X-J and XI IPS 4 SMAN 16 Makassar, where researchers use data collection techniques through questionnaires, where respondents are given a choice of predetermined answers that can be selected directly by respondents through Google Forms. As well as using literature review or what is commonly known as a literature review.

The literature review is a summary of the researcher's efforts and theories obtained through relevant reading or investigating an event, either in the form of actions or writings that are studied to obtain conceptual and theoretical facts about "English for Specific Purposes and need analysis".

Questionnaire data that has been successfully obtained using the Google form platform will be analyzed using the average score frequency. Some data in this research will be presented in the form of frequencies and percentages only.

RESULT

In this study, researchers collected data regarding the analysis of students' lack or obstacles using a Google form questionnaire. This study has 9 questions asked to see the lack or obstacles of English language of the students of SMAN 16 Makassar, which are as follows:

Di area mana Anda merasa paling lemah dalam bahasa Inggris? (Pilih maksimal 3)
54 jawaban

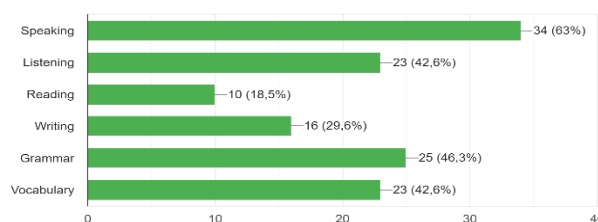


Figure 1. Result of the First Questions

In the first figure with the question "In which area do you feel weakest in English? (choose a maximum of 3)" from this question the results show that there are 63% or 34 students feel weak in speaking skills, 46.3% or 25 students have difficulty in Grammar, then 42.6% or 23 students feel weak in listening, 29.6% or 16 students have difficulty in writing, and 18.5% of students feel deficient in Reading.

Apa saja kesulitan yang Anda hadapi saat belajar bahasa Inggris di kelas?
54 jawaban

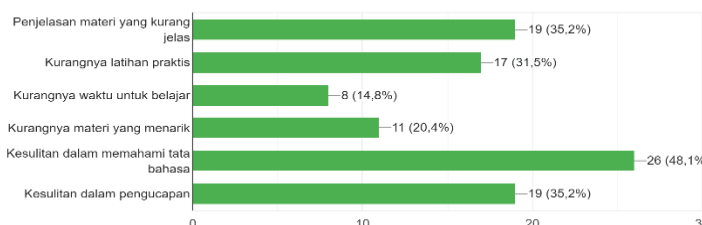


Figure 2. Result of the Second Questions

Furthermore, in the second figure with the question "what are the difficulties you face when learning English in class?" from this question, the results show that there are 48.1% or 26 students experiencing difficulties in understanding grammar, 35.2% or 19 students experiencing difficulties in pronunciation and unclear explanation of the material, besides that 31.5% or 17 students stated that the lack of practical exercises, 20.4% or 11 students stated that the lack of interesting material, and finally 14.8% or 8 students stated a lack of study time.

Seberapa sering Anda merasa kesulitan memahami pelajaran bahasa Inggris di kelas?
54 jawaban

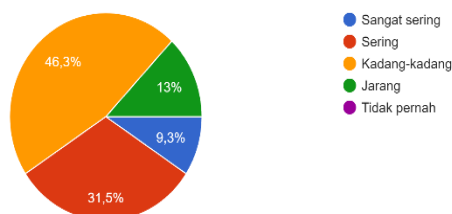


Figure 3. Result of the Third Questions

In the third picture with the question "how often do you find it difficult to understand English lessons in class?" from this question the results showed that 46.3% of students chose the

answer sometimes, 31.5% of students chose the answer often, 13% of students chose the answer rarely, while 9.3% of students chose the answer very often.

Apakah Anda merasa cukup waktu yang diberikan di sekolah untuk belajar bahasa Inggris sudah memadai?
54 jawaban

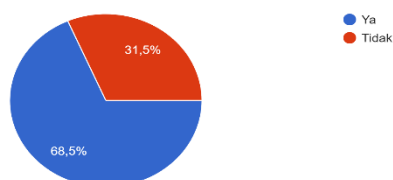


Figure 4. Result of the Fourth Question

Then in the fourth figure with the question "do you feel that the time given at school to learn English is sufficient?" from this question, the results showed that 68.5% of students chose the answer "yes" and 31.5% of students chose the answer "no".

Seberapa sering Anda merasa cemas atau takut saat harus berbicara dalam bahasa Inggris di depan kelas?
54 jawaban

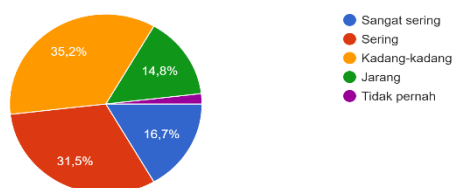


Figure 5. Result of the Fifth Questions

In the fifth figure, the question "how often do you feel anxious or afraid when you have to speak in English in front of the class?" has been included. 36.2% of students selected "sometimes," 31.5% selected "often," 16.7% selected "very often," 14.8% selected "never," and 1.9% selected "never" in response to this question.

Apakah Anda merasa materi yang diajarkan di kelas sesuai dengan kemampuan dan kebutuhan Anda?
54 jawaban

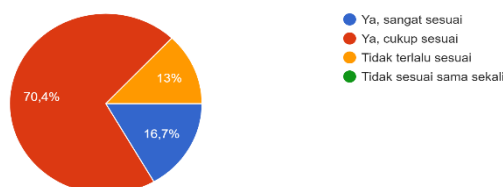


Figure 6. Result of the Sixth Questions

In the sixth figure with the question "do you feel that the material taught in class is in accordance with your abilities and needs?" from this question the results showed that there were 70.4% of students stated "yes, quite appropriate", 16.7% of students stated "yes, very appropriate", and 13% of students stated "not too appropriate".

Apakah Anda merasa nyaman dengan metode pengajaran yang digunakan oleh guru bahasa Inggris Anda?
54 jawaban

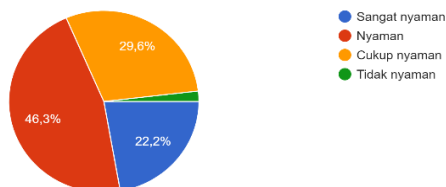


Figure 7. Result of the Seventh Questions

On figure seven with the question "do you feel comfortable with the teaching methods used by your English teacher?" from the question the results showed that there were 46.3% of students felt "comfortable", 29.6% of students felt "quite comfortable", 22.2% of students felt "very comfortable", and 1.9% of students felt "uncomfortable".

DISCUSSION

After collecting all the data about the lack of English language learning at SMAN 16 Makassar, it shows that:

Tabel 1.Weakest Areas in English

Question	Answers					
	Speaking	Listening	Reading	Writing	Grammar	Vocabulary
In which areas do you feel weakest in English? (Choose a maximum of 3)	63%	42,6%	18,5%	29,6%	46,3%	42,6%

Each skill has its own particular challenges, the students were asked to identify a maximum of three areas that they consider to be their main weaknesses. The results showed that the majority of students, 63%, considered speaking as the most difficult skill in English language acquisition. This is due to several factors, including limited vocabulary mastery, lack of understanding of grammar, minimal exposure to English sentences and conversations, as well as anxiety and fear when having to speak in front of the class. This anxiety and fear factor is the main cause that hinders students' English learning process.

Speaking is one of the active skills that allows individuals to express ideas, thoughts and feelings verbally to others. Therefore, speaking skill becomes one of the most frequently used abilities in daily life (Afifah, 2024). However, students' low speaking ability indicates the need for a more effective learning approach to overcome this obstacle.

Besides speaking, grammar is the second aspect that students find difficult, with 46.3% of them admitting to having difficulties in this aspect. According to Bohari (2020), grammar is an important component in both speaking and writing, as students need to use appropriate grammar

to understand the context of a conversation. This shows that a good understanding of grammar is very relevant in supporting students' communication skills.

Furthermore, listening skills and vocabulary mastery were the third most difficult factors, with 42.6% of students feeling deficient in these two aspects. This difficulty is caused by several things, such as confusion in changing the words they want to say in English, difficulty distinguishing the use of third person pronouns such as “he” and “she,” and limitations in the variety of English vocabulary. The results of this study are in line with the findings of Hidayati (2019), who revealed that students often hesitate to mention English vocabulary and lose ideas when pronouncing the words.

These findings underline the importance of a holistic approach in English language learning that not only focuses on mastering grammar and vocabulary, but also on developing students' confidence in speaking, listening, and using English actively.

Table 2. The Difficulties When Learning English in Class

Question	Answers					
	Unclear explanation of the material	Lack of practical exercise	Lack of time to learn	Lack of interesting material	Difficulty in understanding grammar	Difficulty in pronunciation
What are the difficulties you face when learning English in class?	35,2%	31,5%	14,8%	20,4%	48,1%	35,2%

In the second question, 48.1% of students stated that the main difficulty they face in learning English is grammar comprehension. This finding is consistent with the previous question, which emphasized the importance of improved learning to help students understand English grammar better. This limitation indicates the need for a more targeted learning approach in teaching grammar structures so that students are able to master this aspect more effectively.

In addition, 35.2% of students also reported difficulties in pronunciation of words or phrases as well as unclear understanding of material explanations. Proper pronunciation is very important because it can help listeners understand the meaning that the speaker wants to convey. As explained by Afifah (2024), correct and precise pronunciation makes communication more effective and can improve the clarity of the message conveyed. The lack of mastery of good pronunciation techniques is one of the main factors causing students' difficulties in speaking English.

According to Harmer Bohari (2020), pronunciation involves how language sounds are produced, the placement of stress on words or phrases, and the use of tone and intonation to

convey emotion and intent. The lack of knowledge and skills in these aspects is a significant challenge in English language learning.

Furthermore, 31.5% of students admitted to having difficulty demonstrating their speaking skills. This challenge is exacerbated by students' low level of interest in the material, with 20.4% of students showing minimal interest in learning English. In fact, 14.8% of students attributed their difficulties to a lack of planning and relevant learning activities.

Teachers have an important role in developing lesson plans that suit the students' conditions. As stated by Afifah (2024), lesson plans should consider students' heterogeneous backgrounds and provide activities that are acceptable to students to ensure the material can be delivered effectively. Lesson plans also need to include aspects of speaking skills, considering that this skill is the core that must be mastered in learning English. This shows that adjusting learning to students' needs can be a solution to overcome the various obstacles students face in mastering English.

Tabel 3. How Often of Difficulties to Understand English Lessons in Class

Question	Answers				
	Very frequently	Frequently	Occasionally	Rarely	Never
How often did you find it difficult to understand English lessons in class?	9,3%	31,5%	46,3%	13%	0%

Based on the above data, 46.3% of students stated that they occasionally faced difficulties in understanding English lessons. This is due to the increasing level of difficulty of English materials at each level of education. Although most students already have basic English skills from the previous level, they are often not ready to face new, more complex material.

This difficulty is also related to the different learning styles of each student. In learning a language, especially English, the learning process usually starts with understanding the basic concepts. Students' interest in the material being taught is an important factor that affects their understanding. Unfortunately, some students feel less interested because they rarely get the opportunity to actively participate in learning practices. This is exacerbated by an education system that is less suited to the needs of students and the lack of supporting facilities in English language learning.

Previous which shows that students' participation in class is often low. This lack of active participation is one of the main obstacles in improving students' English language skills (Suari, A. 2021). Therefore, a more interactive approach, supported by adequate facilities, is needed to create more effective and engaging learning.

Tabel 4. The Time Spent at School Learning English Sufficient

Question	Answers	
	Yes	No
Do you feel that the time spent at school learning English is sufficient?	68,5%	31,5%

Based on the data, 68.5% of students stated that the duration of English learning time at school, which is 45 minutes per subject, is adequate. Although most students feel that the time allocation is sufficient, it is important to remember that language learning requires consistent repetition and practice. This can be seen from the 31.5% of students who felt that the learning time at school was insufficient. To overcome this, students are expected to repeat and review the material they have learned at school independently.

In addition, the role of the teacher is very important in creating a fun and interactive learning atmosphere so that students like English more. According to Haozhang, as cited by Samira (2014), language teaching practices in the classroom should also try to optimize the individual language abilities of each student. Thus, English learning can run more effectively, both within and outside the classroom.

CONCLUSION

The results of the research on the analysis of the lack of English for special purposes (ESP) of students of classes X.J and XI IPS 4 of SMAN 16 Negeri 16 Makassar, the majority of them experience deficiencies in speaking skills in English caused by several factors such as, their lack of vocabulary memorization, lack of understanding of grammar, their unfamiliarity with hearing sentences and conversations in English, and the majority of them feel anxious and afraid when they have to speak in English in front of the class, rarely practice speaking in class, and the environment that does not support to apply the English language skills of the students. However, the material that has been applied at school is in accordance with the needs of the learners.

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