

## The Analysis of Student's Lack in English Learning of Eleventh Grade Computer Networking Engineering at SMKN 3 Takalar

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### ABSTRACT

This study investigates the English language learning difficulties experienced by eleventh-grade students majoring in Computer and Network Engineering at SMKN 3 Takalar, a vocational high school (SMK) in Indonesia. A quantitative research methodology utilizing questionnaires was employed to gather data from 75 students, focusing on their proficiency levels across four key language skills (speaking, reading, listening, and writing), as well as factors contributing to their learning difficulties. The findings revealed that 68% of students experience significant difficulties in learning English, with speaking identified as the most challenging skill (73% of respondents), followed by reading and listening (30.33% each), while writing represents the least difficult area (14% of respondents). The primary factors contributing to these difficulties include insufficient speaking practice (45.3%), limited study time (42.7%), and lack of motivation (38.7%). Additionally, students identified inadequate teaching materials relevant to their technical field (18.7%) and the absence of study partners (30.7%) as significant barriers. However, the study also found that students actively engage in self-directed learning through watching English movies or videos (52%), reading English books or articles (45.3%), and listening to podcasts or music (46.7%) outside the classroom. The majority of students (76%) expressed a strong need for specialized English training focused on technical texts related to computer and network engineering, with 53.3% considering such training very necessary. These findings underscore the critical importance of developing targeted interventions and specialized English for Specific Purposes (ESP) materials tailored to vocational students' unique academic and professional needs. Keywords: English learning difficulties, vocational education, technical English, ESL, qualitative analysis, curriculum development.

**Keywords:** ESP; need analysis; students lack

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### INTRODUCTION

English is an international language which is spoken by most people around the world. Lu & Fang (2025), in his book 'The Future of English', reveals that English will continue to be the dominant international language in areas such as business, science, technology and education. In education field and job field, English is mostly used to communicate among them. In Indonesia, English is spoken as a foreign language and has become a core study which is taught at the level of elementary school to Senior high School or Vocational school and up to the university. The students of vocational school is demanded to be able using spoken English in the job field when they do their job field practice (McKay, 2016).

English language proficiency has become an essential skill in today's globalized world, opening doors to numerous educational and professional opportunities. According to David Crystal, a renowned linguist, states that English is an important global language, which offers huge advantages in education, business and international communication. However, despite the recognition of its importance, many students continue to significant lack in effectively mastering the English language. Richards and Rodgers (2001), in their book 'Approaches and Methods in Language Teaching', highlight that "Mastery of English enables individuals to participate more actively in the global economy." They argue that the ability to communicate in English is a basic skill required in the modern world of work (Budiman et al., 2023; Eamer, 2022; Farrell & Jacobs, 2010).

There are four language skills that students learn in language education namely listening, speaking, writing, and reading. Each skill presents its own set of challenges, and students may struggle with one or more of these areas. According to Brown (2004), the four language skills (listening, speaking, reading and writing) each have their own challenges and often require different learning approaches to overcome the difficulties faced by learners. According to Nunan (1999), understanding the specific areas where learners experience difficulties is an important step in designing effective interventions and teaching strategies that can enhance the English language learning experience (Alshuraiaan & Almfleh, 2023; Kadwa & Alshenqeeti, 2020). Understanding the specific areas where students encounter difficulties is crucial for developing targeted interventions and strategies to enhance their English language learning experience. Among the four language skills, speaking usually becomes the most preferred language skill that is used to see whether someone has succeeded in learning a language or not. That is why most students make good speaking performance their ultimate goal in language learning (Rao, 2019; Richards & Richardson, 2012).

This study aims to analyze students' lack in English learning of Eleventh Grade Computer Networking Engineering at Vocational High Schools. Students in the Computer and Network Engineering Department perceive English as a difficult subject, particularly in the skills of reading, listening, writing, and speaking. The skills considered the most challenging are speaking, reading, and listening. According to Nunan (1999), an expert in language teaching, reveals that English speaking is often the most challenging skill for second language learners because it requires mastery of grammar, vocabulary, and the courage to speak spontaneously. However, Harmer (2007), an expert in the field of English language teaching, writes that learning to read in English can be very challenging for students who do not have effective reading strategies or sufficient vocabulary. Finally according to Gilakjani & Sabouri (2016), in their book 'Methodology in Language Teaching', states that Difficulties in listening skills often stem from a lack of exposure to a variety of different accents and speaking speeds.

The main factors contributing to students' difficulties in learning English include a lack of speaking practice, limited study time, and a lack of motivation. According to Lightbown and Spada (2006), in their book 'How Languages are Learned', state that "Adequate exposure and active practice are essential in second language learning." They emphasize that a lack of time to speak and practice English can hinder students' progress in mastering the language. Dörnyei (2001), an expert in the field of language motivation, argues that "Motivation is one of the most important factors in successful language learning."

Dörnyei identifies that students who lack motivation often have difficulties in achieving the desired language competence. However, students enjoy learning English outside the classroom through activities such as watching English movies or videos, listening to music or podcasts, and reading English articles or books. Harmer (2007), in his book 'The Practice of English Language Teaching', states that "Fun and relevant language learning can enhance student engagement." Harmer highlights the importance of interesting learning activities outside the classroom, such as watching movies, listening to music and reading books, which can increase motivation and natural language exposure (Maulana, 2024).

Related to the importance of mastering English speaking skill, however, students tend to face many difficulties in speaking. Abduh & Khan (2023) emphasizes that speaking is one of the most difficult language skills to master because it requires mastery of grammar,

vocabulary, and the ability to think and speak spontaneously. Shen and Chiu (2019) in their study reported that difficulties in speaking English faced by students were psychological problems (e.g. nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g. insufficient vocabulary, grammar, expressions, insufficient sentences organization, etc), and environmental problems (e.g. lack of learning context for English conversation).

This research endeavors to elucidate the multifarious hurdles encountered by students in their pursuit of English language proficiency. Employing a methodological approach that amalgamates qualitative data analysis with insights gleaned from student questionnaires, the study seeks to offer a comprehensive understanding of students' lack in learning English. Therefore, the objectives of this study are to find out the most difficult English skills, factors causing English learning difficulties, self-learning, shortage of teaching materials and ability to understand English texts.

**Research Design and Methodology:** This quantitative study employed a cross-sectional survey design utilizing a self-administered questionnaire as the primary data collection instrument. The questionnaire design was grounded in relevant literature on English language learning difficulties (Nunan, 1999; Brown, 2004; Harmer, 2007) and was developed following established questionnaire construction guidelines to ensure content validity. Items were carefully crafted to assess proficiency levels in four language skills, identify factors contributing to learning difficulties, examine preferred self-study methods, and determine perceived need for specialized training.

## **METHOD**

In this study, The research method used quantitative (Creswell & Creswell, 2023; Sugiyono, 2020). The research instrument is a questionnaires to identify students' lacks in learning English. Questionnaires were given to students via a google form. The research participants were 75 eleventh-grade students of the Computer and Network Engineering at a Vocational High School (SMKN 3 Takalar). The questionnaire comprised ten questions inquiring about difficulties in the four language skills: speaking, writing, reading, and listening. It utilized a 4- point Likert scale: (1) poor, (2) fair, (3) good, and (4) excellent, as well as a 2- point Likert scale: (1) Yes and (2) No. Additionally, the questionnaire incorporated multiple-choice questions related to the causes of deficiencies in learning English and preferred methods of learning the language.

The validity test results revealed that students' most significant challenges centered around speaking, reading, and listening skills, with the levels of difficulty in these areas rated as moderate. Furthermore, the questionnaire aimed to gather insights into the underlying factors contributing to students' struggles in mastering English. It explored aspects such as lack of practice, limited study time, lack of motivation, and other potential barriers. Simultaneously, it sought to understand students' preferred learning approaches and environments, including activities like watching movies, listening to music or podcasts, and reading English materials outside the classroom.

## RESULT AND DISCUSSION

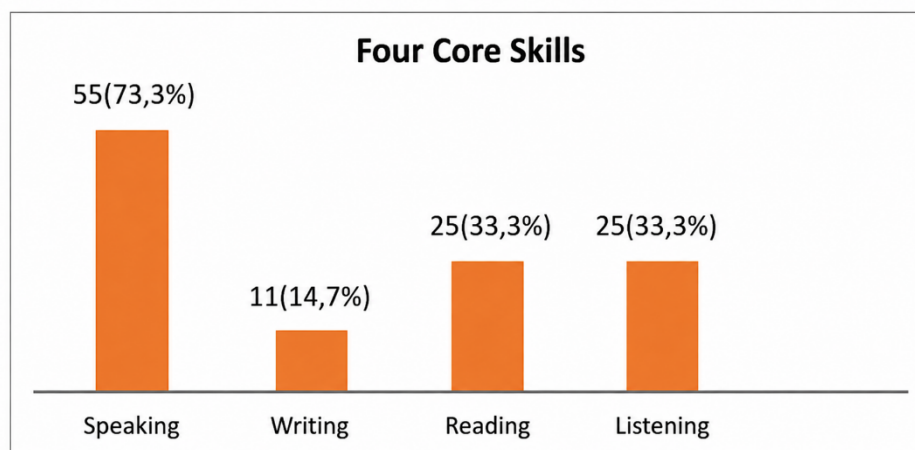
### Findings

This questionnaire is designed to gather opinions on students' lack in English learning of eleventh grade Computer Networking Engineering at Vocational High Schools (SMK), the factors causing difficulties in learning English, methods of studying outside the classroom, and deficiencies in teaching materials. Based on data analysis from the questionnaire, the 10 questions included yes-no type questions, 4-point Likert scale: poor, fair, good, and excellent, 4-point Likert scale: very influential, quite influential, slightly influential, and not influential, 4-point Likert scale: often, sometimes, rarely, and never, and 4-point Likert scale: very necessary, necessary, not too necessary, and not necessary. Additionally, the questionnaire incorporated multiple-choice questions related to the causes of deficiencies in learning English and preferred methods of learning the language.

**Table 1.** Difficulty in Learning English at School

Difficulty in Learning English	Number of Respondents
Yes	51
No	24
Total	75

The results show that the first question focuses on whether they have difficulties learning English at school. This table displays the number of respondents who have difficulties learning english at school and those who do not.



**Figure 1.** Four Core Skills

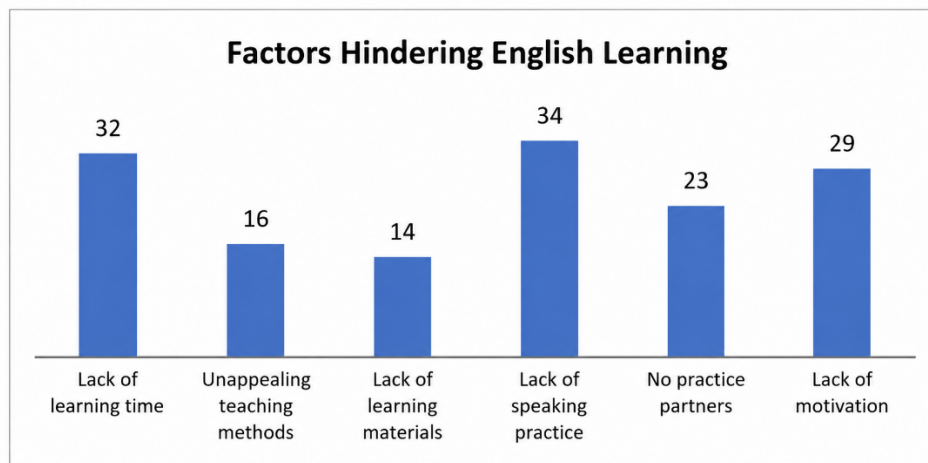
The second question asks which aspect is the most difficult to learn from the 4 English skills. A total of 55 respondents answered “speaking”, 25 respondents answered “reading”, 25 respondents answered “listening”, and only 11 respondents answered “writing”.

Here are the table representing the students’ proficiency levels in the four components of English:

**Table 2.** Proficiency Level of four Skills

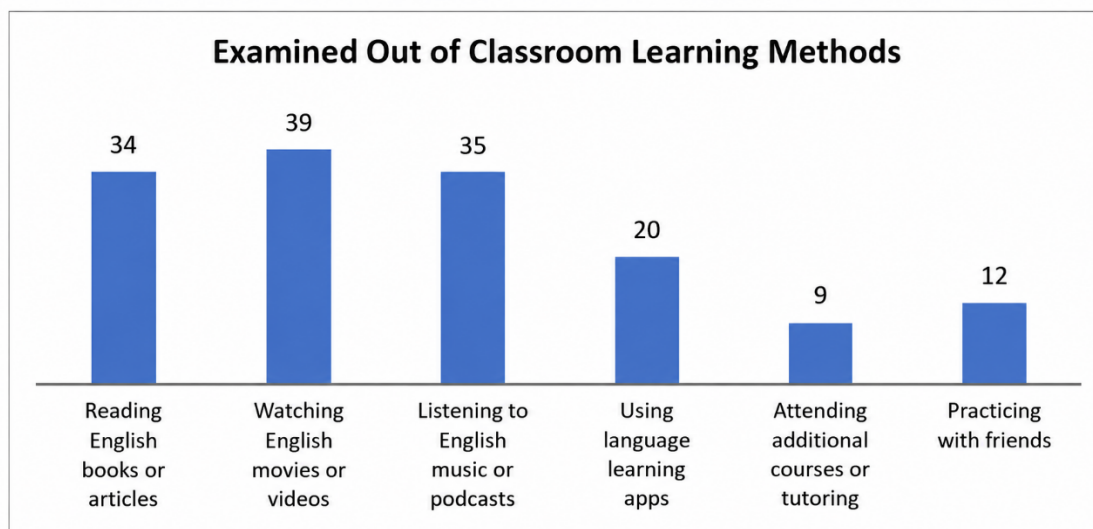
Skills	Fair	Good	Poor	Excellent
Speaking	28	28	12	7
Listening	20	34	4	17
Reading	25	36	4	10
Writing	22	38	3	12
<b>Total</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>

The third question focuses on students’ proficiency level in the 4 components of English. Interestingly, despite being rated as the most difficult skill, speaking shows a balanced distribution between fair and good proficiencies. Writing, reading, and listening skills are predominantly rated as good. Most students rate themselves as “fair” or “good” across all four skills. Speaking has the highest number of “poor” answered 12 and listening has the highest number of “excellent” answered 17



**Figure 2.** Factors Hindering English Learning

The fourth question is about the factors causing difficulties in learning English. A total of 32 respondents answered "lack of study time", 16 respondents answered "uninteresting teaching methods", 14 respondents answered "lack of suitable learning materials", 34 respondents answered "lack of speaking practice", 23 respondents answered "no friends to practice with", and 29 respondents answered "lack of motivation".



**Figure 3.** Examined Out of Classroom Learning Methods

The fifth question is about how they study English outside the classroom. A total of 34 respondents answered "reading English books or articles", 39 respondents answered "watching English movies or videos", 35 respondents answered "listening to English music or podcasts", 20 respondents answered "using language learning apps", 9 respondents answered "attending additional courses or tutoring", and 12 respondents answered "practicing with friends".

**Table 3** English teaching materials are adequate

English Learning are Edequate	Number of Respondents
Yes	66
No	9
<b>Total</b>	<b>75</b>

The sixth question focuses on whether they feel the English teaching materials are adequate. Out of 75 respondents, 66 respondents answered "yes" and 9 respondents answered "no". Here is the table 6 representing the responses to the seventh question about the influence of the lack of english teaching materials on understanding computer and networking technology :

**Table 4** The Influence of The Lack of English Teaching Materials

Influence Level	Number of Respondents
Very Influential	14
Quite Influential	27
Slightly Influential	24
Not Influential	10
<b>Total</b>	<b>75</b>

This table displays the number of respondents who believe that the lack of english teaching materials has varying degrees of influence on their understanding of computer and networking technology.

**Table 5** Ability to Use English Language Software or Technology

<b>Ability Level</b>	<b>Number of Respondents</b>
Excellent	8
Good	33
Fair	29
Poor	5
<b>Total</b>	<b>75</b>

The eighth question focuses on how they rate their ability to use English-language software or technology. Out of 75 respondents, 8 respondents answered "excellent", 33 respondents answered "good", 29 respondents answered "fair", and 5 respondents answered "poor".

**Table 6** Difficulties in Understanding English Texts Related to Computer and Network Engineering

<b>Frequency of Difficulty</b>	<b>Number of Respondents</b>
Yes, often	31
Sometimes	39
Rarely	5
Never	0
<b>Total</b>	<b>75</b>

The ninth question asks if they have ever experienced difficulties in understanding English texts related to computer and network engineering. A total of 31 respondents answered "yes, often", 39 respondents answered "sometimes", 5 respondents answered "rarely", and no respondents answered "never".

**Table 7** Necessity of Special English Training for Understanding Text

<b>Necessity of English Training</b>	<b>Number of Respondents</b>
Yes, very necessary	15
Yes, necessary	42
Not too necessary	11
Not necessary	2
<b>Total</b>	<b>70</b>

The tenth question asks if they feel the need for special English training to help understand these texts. A total of 15 respondents answered "yes, very necessary", 42

respondents answered "yes, necessary", 11 respondents answered "not too necessary", and 2 respondents answered "not necessary".

## **Discussion**

The results of the 10-item questionnaire administered to 75 11th grade Computer Networking Engineering students show that 68% of them find it difficult to learn English, while 32% do not find it difficult. Based on this data, it can be concluded that the classification of English learning difficulties among students is high. The results show that the highest level of difficulty is in speaking skills, with a score of 73% and the highest frequency of 55 students. A total of 25 students (30.33%) felt that reading and listening skills were difficult, while only 11 students (14%) felt that writing was in the low category. From these results it can be concluded that speaking skills are the most difficult for students in learning English. Based on the analysis, the overall level of students' difficulties in learning English is high.

## **Factors Causing Learning Difficulties**

The results of the questionnaire show that students' difficulties in learning English are caused by lack of study time, lack of speaking practice, and lack of motivation to learn English. Other factors include the absence of friends to study with, uninteresting subject matter, and the lack of adequate study materials.

### **Lack of Study Time**

Lack of study time is a significant factor in hindering learning in English. Lack of study time reduces the opportunity to practice and master a new language. Limited study time hinders learners' vocabulary enrichment and overall language skill development. Learners who have more time to study tend to achieve higher levels of mastery than those who have limited time. Harmer (2007) suggests that one way to overcome limited learning time is to integrate language learning into daily activities. For example, listening to podcasts or watching videos, English movies can be an effective way of improving language skills despite these learning activities. Brown (2000) also suggests self-directed learning techniques and learning technologies to optimize the available learning time. The use of learning apps and online resources can help learners maximize their learning time.

### **Lack of Speaking Practice**

According to Rao (2019), speaking is considered the most important skill among the four language skills to thrive in today's globalized world. Problems that are often experienced by students when learning English speaking are a lack of confidence, unclear pronunciation, inhibition, low or uneven participation, mother tongue use, and so on (Aleksandrak, 2011: 39). In order to communicate effectively, students must articulate their thoughts, observations, emotions, and intentions using language. Without adequate speaking skills and language comprehension, students may find it difficult to understand the meaning conveyed by the speaker during a discussion.

According to Rachmawati in Alfarizi (2013:6), Indonesian students face difficulties in speaking English due to several factors, such as lack of vocabulary, limited practice time, absence of language learning partners, hesitation, and pronunciation errors. This shows that

Indonesian students often face challenges in speaking English. These difficulties can be caused by various factors, including limited exposure to authentic English-speaking environments, lack of opportunities to practice regularly, and the absence of a supportive language learning environment. Many students may feel unconfident or hesitant to speak for fear of making mistakes, which negatively affects their confidence in using English. In addition, the differences in grammatical structure, vocabulary and pronunciation between English and Indonesian may hinder students' ability to communicate their thoughts and ideas effectively.

### **Lack of Motivation**

This study found that motivation is included as a factor of difficulty in speaking English. The data shows that only 38.7% of respondents are less motivated in speaking English. This data shows that respondents are less motivated to learn English especially speaking skills because speaking skills are needed in the world of work. This means that the ability to speak English can give them a good job in the future.

Motivation is needed in doing everything, including in learning something. In language learning, a learner needs motivation because it helps him or her to try and develop his or her understanding of the new language. With motivation, a learner wants to succeed. So, without motivation, he is bound to fail in making the necessary effort. According to, Harmer (2003:10) gives some characteristics of good learners in the classroom, who have: willingness to listen, willingness to experiment, willingness to ask questions, willingness to think about how to learn and willingness to accept correction.

This is in line with what is stated by Saputra, et al. They stated that student learning motivation has a positive impact on learning gains. The strongest relationship between learning motivation and learning outcomes is significant. Motivation is the key to success in learning the target language. In fact, from the data obtained, students generally state that they are less motivated to learn English especially for speaking skills because it is needed in the world of work. When they will apply for a job in the international world, the main requirement is the ability of English language competence both written and oral. So, as a teacher it is important to encourage students to learn and create a good learning atmosphere.

The data show that it is important to understand and fulfill students' necessities, lacks, and wants to overcome students' English learning difficulties.

**Necessities:** According to Hutchinson and Waters (1987), necessities are what students need to know to function effectively in the target situation. In this context, students need sufficient study time, adequate speaking practice, and strong motivation to achieve the necessary English competence in their field. Without these elements, they cannot function well in situations where the use of English is indispensable, such as in reading technical texts or communicating in an international work environment.

**Lacks:** Nation and Macalister (2010) define lacks as the gap between what students know and what they need to know. Lack of study time and speaking practice indicates a gap between students' current abilities and required abilities. Lack of adequate and engaging learning materials also indicates a deficiency in the resources needed to achieve the desired competencies.

According to Purbowati et al. (2024), wants are what students perceive as their needs. Factors such as having no friends to study with and uninteresting subject matter reflect students' needs

for a supportive learning environment and relevant and interesting material. These wants, if fulfilled, can increase their motivation and learning effectiveness.

### **Self-Study Methods**

From the questionnaire results, students' ways of learning outside the classroom show that most students prefer to learn English through watching movies or videos, reading books or articles, and listening to English music or podcasts.

Self-study methods such as watching movies, reading and listening to podcasts help students acquire the English skills they need to communicate and understand content in the language and students can learn new vocabulary, sentence structures and idioms that may not be explicitly taught in the classroom. This helps to overcome the lack of exposure and practice of English that they may experience in the school environment. This activity provides authentic and contextualized exposure to the English language, which is essential for improving comprehension and communication skills and fulfilling desires can increase student motivation and make students more eager to learn English.

### **English in Computer Networking**

The results of the questionnaire show that the lack of English teaching materials moderately affects students' understanding of computer and network technology. Most students sometimes find it difficult to understand English texts related to computer and network engineering. Most students require specialized English training to help them understand such texts (Nisya et al., 2023).

In this context, students majoring in Computer and Network Engineering need a strong understanding of technical texts in English in order to keep up with technological developments and understand the subject matter. Lack of relevant and specific teaching materials and resources may hinder them in achieving this need. Hutchinson and Waters (1987) suggest that teaching materials should be designed to meet students' specific needs, especially in the context of English for Specific Purposes (ESP). The lack of teaching materials relevant to the field of computer and network engineering suggests that this need has not been met. Without appropriate materials, students are unable to access the essential information needed to understand technical concepts, making it difficult to comprehend technology-related texts (Jamaluddin & others, 2019).

### **Need for Specialized English Training**

Students recognize that they need specific training in English to understand technical texts in their field. This desire indicates students' need for more relevant materials and more focused training in technical English appropriate to their field of study. According to Dudley-Evans and St John (1998) emphasize the importance of providing teaching materials that match the specific needs of students' field of study or occupation in ESP. Inadequate or irrelevant materials can hinder the learning process.

## **CONCLUSION**

Based on the results and discussions describe above, the following conclusions can be drawn: a) High Difficulty Levels: A significant majority of students (68%) experience

difficulties in learning English, with speaking being the most challenging skill, followed by reading and listening. Writing is perceived as the least difficult. b) Contributing Factors: The primary factors contributing to these difficulties include a lack of speaking practice, insufficient study time, and low motivation. Additionally, the absence of peers to study with, uninteresting subject matter, and inadequate teaching materials were also significant contributors. c) Self-Study Methods: Many students prefer self-study methods outside the classroom, such as watching English movies or videos, reading English books or articles, and listening to English music or podcasts.

These methods provide authentic and contextualized exposure to the language, which is crucial for enhancing comprehension and communication skills. d) Impact on Technical Understanding: The lack of adequate English teaching materials negatively impacts students' understanding of computer and network technology. This underscores the necessity for specialized English training tailored to the specific needs of the Computer Networking Engineering field.

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