

CHAPTER I

INTRODUCTION

A. Background of the Research

Vocational training is an education program that is held directly associated with the preparation of the individual in the face of future work and career development required (Calhoun & Finch, 1982). Vocational high school (SMK) is part of vocational education. It is the means to prepare students for the world of work, so that it must be future oriented. The act of the Republic of Indonesia No. 20 of 2003 on National Education System article 15 stating that vocational education is secondary education program for preparing learners for a specific job. Those above-mentioned regulatory statements perfectly recognize that education in SMK should equip the students with particular skills or, in other words, promote them to have professional skills in a specific field so that they are ready to compete in today's workplace. Vocational high school graduates should have been ready to work, smart, had a competitive advantage, comparative and strong character as a professional worker.

Teaching English in vocational education, should be taken into account as English for Specific Purposes (ESP) program (Widodo, 2016). According to Hutchinson and Waters (1987), ESP is an approach to language teaching, where content and methods rely heavily on learners' needs and interests. Basturkmen (2010) stated that ESP is a course which concerns on narrower range of topics of English that the students need to learn. Thus, ESP course regards the students

that they need to master qualifications in their subject area, so that, ESP course gives the students a preparation to enter in real activities of their subject area. For this reason, the English instructions applied in ESP teachings should be totally different from General English (GE) instructions which is very general in nature (Rahman, 2015). ESP courses, on the other hand, are designed to meet the needs of learners and other stakeholders to communicate for work or study purposes in specific disciplines (Vogt & Kantelinen, 2013).

In some cases, based on the result of previous researches, the materials given in English subject in SMK sometimes irrelevant with students' background and need. This happened because of some reasons, such as the lacks of English teaching materials which is specified for certain purposes, and many available teaching materials are published by foreign country in which the level of difficulties is not really suitable with the students' need in Indonesia (Hartanto & Fordiana, 2018). More surprisingly, the English teachers in both SMK and SMA even use the same course books that are provided by markets that the contents are frequently inadequate to the SMK students' needs (Fatmawati, 2017). Further, the teacher also had problems that they had a lack of interest in designing materials that are fully relevant to their needs due to unavailability of financial support from their institution, the limitation of time, and the lack of understanding on how to develop or design the teaching materials for a specific field (Kaharuddin & Arafah, 2017; Hartanto & Fordiana, 2018). Consequently, the teaching materials do not reliably ensure that the course contents are

appropriate, effective, practical, and realistic to enable the students succeed in mastering English.

Realizing these facts, it is a must for the English teachers in SMK to develop English learning materials that meet their students' learning needs clearly reflected in their actual teaching-learning situation. It requires the need analysis to investigate effective ESP materials for students at vocational school. The need analysis can help them to clarify and validate the learners' true needs (Akyel & Ozek, 2010). According to Dudley-Evans and St. John in Graves (1996:126), "needs analysis is the procedure of establishing the *what* and *how* of a course." The aim of needs analysis is not only to perceive learners as language users but also to help them comprehend language use in the contexts of both target situations and learning environments. Most important, needs analysis helps learners maximize language learning and skills in a given target context.

Studies of needs analysis for ESP have been undertaken previously. A research by Mastoi, et.al (2019) presents basic needs and lacking's in some universities of Pakistan in teaching ESP in engineering context and also the needs of CLT in the engineering context. Need analysis is used in order to know about the student's learning background, their skills that they have owned and want to improve, and design the course that will benefit them related to their field of interest. It also fulfills the gaps of what student knows and what s/he wanted to know. It also focuses on the contextual learning. The results shows that students wanted to focus on the speaking skill, and they preferred that their teacher's should be as a facilitator and as a guide not a traditional teacher.

Students were also interested to work in groups and pairs rather individually. They wanted to learn English to get their higher studies. They think English is necessary for their careers.

Pranoto & Suprayogi (2020) conducts a research which aims at constructing the ideal English material for Physical Education students using need analysis. A need analysis goes along several procedures; data collection on the perspective of students' desires learners' needs and hopes, beliefs and viewpoints. Therefore, the detail information such as materials, method, and class environment are comprehensively acquired for the sake of learning goals and target. The findings reveal the Physical Education students' need of ESP in varied range of topics. The highly desired topics are English for sport journalism, English for professional athlete/referee/coach. Furthermore, based on the perspective of lecturers, they believe that students' speaking, and writing must be well developed in order to compete in international level as professional athlete, coach, journalist, and etc.

Teaching materials form an important part of most English teaching programmes. From textbooks, videotapes and pictures to the Internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. However, despite the current rich array of English language teaching materials commercially available, many teachers continue to produce their own materials for classroom use. Indeed, most teachers spend considerable time finding, selecting, evaluating, adapting and making materials to use in their teaching (Howard, 2000).

Materials have to be designed and developed if the existing materials do not match the students' needs and expectations. If materials can be provided, the student motivation has to be taken care of because they may find the materials boring. The teacher will have to reconcile his knowledge of specific subject with the level of knowledge assumed by the materials on the one hand and the academic level already attained by the students . The students may feel that studying the material is a waste of time because the content has been studied as part of their specialized subject or the teacher is not confident due to his inadequate or insufficient knowledge.

In order to develop materials, English teachers should carry out need analysis. Need analysis covers Target Situation Analysis (TSA), Present Situation Analysis (PSA) and Learning Situation Analysis (LSA). TSA refers to form of needs analysis, which centers on identifying the learners' language requirements in the occupational or academic setting. LSA means effective ways of learning the skills and language. LSA also refers to why do learners want to learn (Munby, 1978). Meanwhile, Nitu (2002) argued that needs analysis offers information on both the content and the form that the course should take. It is supposed to answer four major questions: WHO - target learners (Junior High School students in this case), WHY (their reasons for attending class), WHERE (the location) and WHEN (the duration and frequency of English clas). It also offers information on the skills that are most required in the target situation.

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of needs analysis is not only to perceive learners as language users but also to help them comprehend language use in the contexts of both target situations and learning environments. Most important, needs analysis helps learners maximize language learning and skills in a given target context. According to Harding (2007), there are three considerations in developing materials: 1) Use context, texts, and situations from the students' subject area; 2) Exploit authentic materials; and 3) Make the tasks authentic as well as the tasks. Materials designers can choose to use traditional materials which comprises of the printed ones such as magazines, manuals brochures, and bulletins or current materials that are rising nowadays such as videos, listening files, websites, podcasts and many more (Adhabiyah, et.al., 2014).

This study takes place at SMKN 2 Karanganyar in which it has two programs, computer engineering and networks (TKJ), electronics, automobile machinery and multimedia which should provide the students with the skills of, for instance, understanding components and fixing machinery. Therefore, the required English material is ESP for machinery program. The theory that underlies this research is Needs Assessment by the English Purposes (ESP) theory by Munby (1978). The questionnaire will be administered to the teacher and students. It deals with the target needs centred on the learner's necessities, lacks and wants that are effectively functioned in the target situation. It also concerns about learning needs that encompass learning inputs, procedures, teacher's and learners' role, and setting. Additionally, interviews will be also conducted with the students and an English teacher to gather data in order to

examine the practices of teaching writing and to uncover possible areas of students' language difficulties in learning English.

With regard to the statement, this study finds a comprehensive framework for needs analysis to design English material at vocational high school. In Indonesia, teaching English for Vocational High School is aimed to reach competency standard of English subject as it is stated in 2013 Curriculum document of English for Vocational High School.

B. Problem Formulation

In line with the title of research, the research problem raised is stated as follows: "How is the English reading material development for machinery program based on need analysis?"

C. Research Objectives

The objective of the study in conducting this research is to investigate the English material development for machinery program based on need analysis.

D. Research Contribution

In this part, the researcher provides the theoretical contribution that is this research will hopefully give a meaningful input for teachers, educators, and local authorities about material development based on need analysis. It also can be one of the references for contributing to the material development.

Moreover, the result of this research can be useful for anyone caring about education in our beloved country.