

**THE NEED ANALYSIS OF ENGLISH SUBJECT
AT SMK BINA INSAN**

Skripsi

*Intended to fulfill One of Requirements for Award of Sarjana Degree
in English Language Teaching and Education*



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**ENGLISH STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2019**

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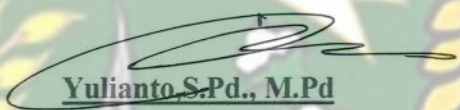
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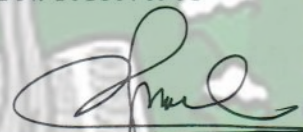

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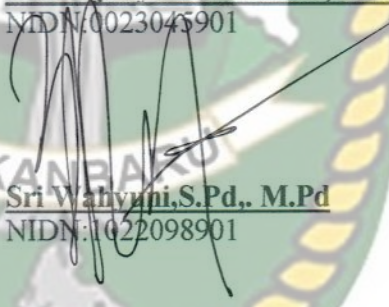
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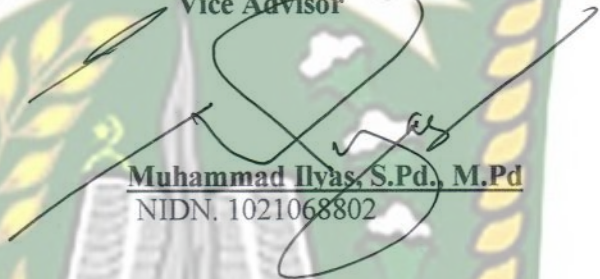
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








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3	April 10 th 2018	Revising chapter III	
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5	August 13 rd 2018	ACC to join Seminar	
6	September 26 th 2018	Join Seminar Proposal	
7	October 6 th 2018	The researcher took the data	
8	December 14 th 2018	Revised Chapter IV	
9	December 18 th 2018	Added and Revised Chapter IV and V	
10	December 20 th 2018	Allowed to joint thesis examination	

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2	March 10 th 2018	Revising chapter II	
3	April 10 th 2018	Revising chapter III	
4	May 2 nd 2018	Checking all chapters	
5	August 13 rd 2018	ACC to Join Seminar	
6	September 26 th 2018	Join Seminar Proposal	
7	October 6 th 2018	The researcher took the data	
8	December 15 th 2018	Revised Chapter IV	
9	December 19 th 2018	Added and Revised Chapter IV and V	
10	December 21 st 2018	Allowed to joint thesis examination	

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LETTER OF NOTICE

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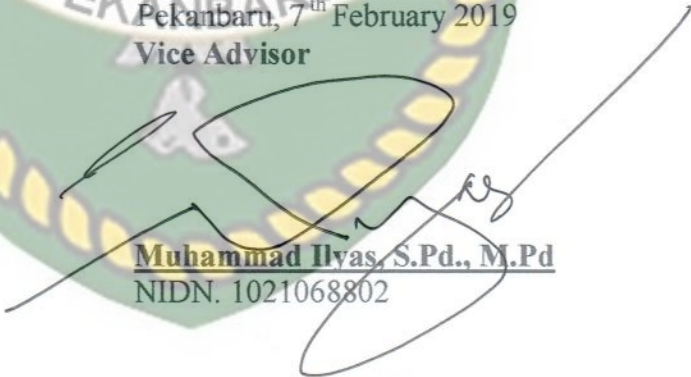
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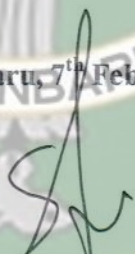
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DECLARATION

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I truly confess that this paper writing derived from my own ideas, except some quotations (directly or indirectly) which were adopted or taken from various sources included in the "references". Scientifically, I took responsible for truthfulness of the data presented in this paper .

Pekanbaru, 7th February 2019


Adi Setiawan

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Analisa Kebutuhan Bahasa Inggris kejuruan di SMK Bina Insan

Abstrak

Di SMK, bahasa Inggris diberikan kepada siswa dengan tujuan akhir khusus untuk memungkinkan mereka memahami teks-teks tertulis bahasa Inggris di bidang studi mereka. Ini dikenal sebagai Bahasa Inggris untuk tujuan khusus. Peneliti memilih untuk menganalisis kebutuhan siswa dalam belajar bahasa Inggris di Bisnis dan manajemen siswa SMK Bina Insan.

Peneliti menerapkan penelitian kuantitatif dan menggunakan metode deskriptif dalam penelitian ini karena semua data berbentuk kata-kata. Sementara itu, jenis penelitian ini adalah analisis isi karena dimaksudkan untuk menganalisis isi data yang berupa pertanyaan untuk menemukan kebutuhan siswa. Saat menganalisis data, peneliti menggunakan teori Hutchinson & Waters tentang analisis kebutuhan. Penulis menganalisis kebutuhan target dan kebutuhan belajar siswa Bisnis dan Manajemen SMK.

Studi ini mengungkapkan bahwa tujuan siswa dalam belajar bahasa Inggris adalah bahwa mereka ingin dapat berkomunikasi dengan orang asing sebagai tujuan mereka dalam belajar bahasa Inggris (60%). Dalam hal kebutuhan, mengetahui jenis kebutuhan oleh tuntutan situasi target, siswa sebagian besar memilih tingkat kemahiran maju yang diperlukan untuk karir mereka (56,67%). Para siswa sebagian besar memilih media komunikasi lisan dengan pelanggan dan Perguruan tinggi (50%). Dalam hal kekurangan adalah untuk mencari tahu kesenjangan antara kemampuan peserta didik dan kebutuhan situasi target. Hasil penelitian menunjukkan bahwa sebagian besar siswa memilih tingkat kemahiran maju yang diperlukan untuk karir mereka (80%). Para siswa kesulitan belajar bahasa Inggris, sebagian besar siswa memilih bagian mendengarkan sebagai bagian yang sulit dalam belajar bahasa Inggris (83,33%).

Kata kunci: Analisis, Analisis Kebutuhan

ABSTRACT

Adi Setiawan 2019. *The Need Analysis of English Subject at Smk Bina Insan*. Thesis. Pekanbaru: English Study Programme, Education and Teacher Training Faculty, Universitas Islam Riau.

Keywords: Analysis, Need Analysis

In SMK, English is given to the students with specific ultimate goals to enable them to understand English written texts in their field of study. This is known as English for Specific Purpose. The researcher chose to analyze the need of the students in learning English at the Business and management students of SMK Bina Insan.

The researcher applied the quantitative research and used descriptive methods in this study because all data are in the form of words. Meanwhile, the type of the research is content analysis because it intended to analyze the content of the data which are in the form of questionnaire to find the students' need. When analyze the data, the researcher used the theory of Hutchinson & Waters about the need analysis. The writer analyzed the target need and the learning need of the SMK Business and Management students.

The study reveals that The goal of the students in learning English was that they wanted to be able to communicate with foreign people as their goal in learning English (60%). In term of necessities, finding out the type of needs by the demands of the target situation, the students mostly chose the advance proficiency level which is necessary for their career (56.67%). The students mostly chose the a medium of oral communication with customers and colleagues (50%). In term of lacks was about to find out the gap between learners' proficiency and target situation necessities. The result showed that the students mostly chose the advance proficiency level which is necessary for their career (80%). The students difficulties in learning English, the students mostly chose the listening section as the difficult part in learning English (83.33%).

ACKNOWLEDGEMENT

First of all I wanted to give my great thanks to Allah Subhanahu Wa Ta'ala who has given his blessing to me in completing this thesis entitle” **THE NEED ANALYSIS OF ENGLISH SUBJECT AT SMK BINA INSAN**”.

In writing this thesis, the I believed that without having directed guidance, meaningful advice, love and support from the people around me, this thesis would never been finished. Therefore, I would like to give my sincere and deep gratitude to:

1. Prof. Dr. H. Syafrinaldi, SH., MCL., the Rector of Islamic University of Riau,
2. Drs. Alzaber, M.Si., the Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau,
3. Dr. Sri Amnah, M.Si., the Vice Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau,
4. Miranti Eka Putri, S.Pd., M.Pd., the Head of English Study Program for guidance and help given to the researcher to complete this thesis,
5. Muhammad Ilyas, S.Pd., M.Pd., the Secretary of English Study Program,
6. Dr. Sri Yuliani, M.Pd as the Head Advisor and Muhammad Ilyas, S.Pd., M.Pd.,as the Vice Advisor, for their thought, time, encouragement, constructive, comments, guidance, support and advice given to me in completing this thesis,
7. All of the lecturers of English study program who have taught, trained, and guide the researcher during my study,
8. The Researcher beloved parent, Agus Rumaidi and Juliani who have never given up prayer for their son in their life and given their meaningful and useful support to get this stage .The Researcherst cannot arrive at this stage,see and stand up to face everything in this world without the hard effort and love of their ,

9. Thank you very much for my beloved sister and brother: Fitri Armayani,S.Pd., Ahmad Joko Setiawan,S.Pt., for the kindness and everything that they give to me. They always have given me advice and motivation during my study.

10. The special thanks is dedicated to my friends, members of English Study program FKIP UIR and all of the participants of the research who have given me supports during doing my thesis.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, constructive criticism and suggestions are expected from the reader for the perfection of this thesis.

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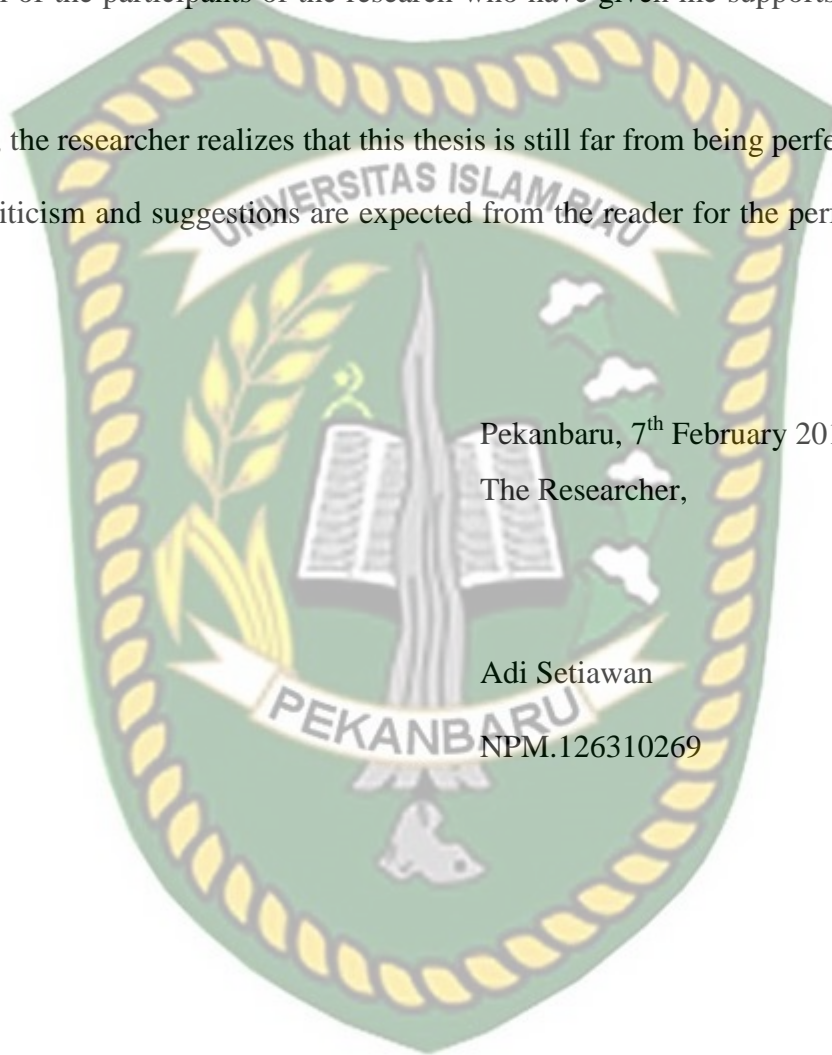


TABLE OF CONTENTS

	Page
DECLARATION.....	i
ACKNOWLEDGEMENT.....	ii
ABSTRACT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	1
1.1 Background of the Research	1
1.2 Identification of the Problem	5
1.3 Limitation of the Problem.....	6
1.4 Research Questions	6
1.5 Objective of the Research	7
1.6 Significance of the Research.....	7
1.7 Assumption	7
1.8 Definition of Key Terms	8
1.9 Grand Theories	8
CHAPTER II THEORETICAL FRAMEWORK	9
2.1 The Concept of ESP.....	9
2.1.1 English for Spesific Purposes (ESP)	9
2.1.2 The Definition of ESP	10
2.1.3 2.1.3 Teaching ESP in Vocational High School ...	11
2.2 Need Analysis	25
2.2.1 The Needs of Teaching ESP at Vocational High School.....	27
2.3 Relevant Studies	30
CHAPTER III RESEARCH METHODOLOGY.....	32
3. 1 Method of the Research	32
3. 2 Population and Sample	33
3. 3 Instrument of the Research.....	34
3.4 Data Collection Technique	35
3. 5 Data Analysis Technique.....	36

CHAPTER IV RESEARCH FINDING.....	37
4.1 Data Presentation	37
4.2 Data Analysis	37
4.3 Discussion.....	59
CHAPTER V CONCLUSION AND SUGGESTION.....	65
5.1 Conclusion	65
5.2 Suggestion.....	68
REFERENCE.....	69



LIST OF TABLES

Table	Page
3.1 The Blue Print of the Questionnaire	34
4.1 Goal.....	38
4.2 Necessities.....	39
4.3 Lacks	40
4.4 Wants	42
4.5 Input Listening	43
4.6 Input Speaking	45
4.7 Input Reading.....	47
4.8 Input Writing.....	49
4.9 Procedures.....	51
4.10 Input Setting.....	53
4.11 Learners Role.....	57
4.12 Teachers Role.....	58



LIST OF APPENDICE

Appendices	Page
I Analysis Results.....	71
II Frequency and Percentage	79
III The Result of Questionaire	83



CHAPTER I

INTRODUCTION

1.1 Background of the Research

The English communication skill has an important role in the globalization era. English has been declared as the international language and is used in many aspects of global life. In Indonesia, English has been taught from elementary schools until Senior High Schools or Vocational High School (SMK). Vocational schools are a type of senior high schools which focus on preparing students for being ready to work directly after they have graduated. In Indonesian vocational schools or Sekolah Menengah Kejuruan (SMK), English is taught as a lesson in the category of science and technology which is aimed to apply science and technology to develop competency, skills, and independency in working. This means that the English lesson should be emphasized on the learners' skill, knowledge, and attitude in order to make them competent for working.

There are many skill competency programs which are held in SMK. One of them is the Business Management program. It is a skill competency program of vocational schools which prepares the students to be able to fulfill the job demand of business and management department, for example to be an accountant, sales administration, etc. Because the scope of business and management is a world wide, the English communication skill is very important for the students of this program so that they can be accepted in the companies after they graduate.

In SMK, English is given to the students with specific ultimate goals to enable them to understand English written texts in their field of study. This is known as English for Specific Purpose. Hutchinson & Waters (2017) state that ESP is categorized into two divisions: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP is subjected to the learners who need English for academic study such as English for Medical Study, English for Economics, English for Agriculture and the like. Whereas, EOP is intended for the learners who need English for work training such as English for Technicians, and English for Secretaries. The students will use it later if they apply for job.

The phenomenon of ESP will be easily found at students 'specific area of competence, especially at Vocational Schools that educate learners to reach their specific purposes for joining the course at the schools. SMK (Sekolah Menengah Kejuruan) identically with the vocational high school in Indonesia. Then, since training and education programs in curriculum of SMK are aimed at enabling students to assess certain competence in order to encourage them to get jobs dealing with national welfare (Schippers & Patriana, 1994), the English teaching at SMK must be directed at reaching the aim. The issue of English teaching, in this case concerns with how to provide English to meet learners needs. ESP, then, becomes an essential approach in English language teaching. To measure what are the obstacles of students in learning ESP, the need analysis is applied to investigate the students needs to make the better learning goals.

Furthermore, the need analysis is a starting point in English for specific purposes especially for designing English for specific purposes program, materials,

and syllabus and so on. According to Songhory (2008), needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities. It means that need analysis is important because need analysis is a starting point especially in designing materials, syllabus, teaching and learning model, evaluation and so on.

Needs analysis becomes crucial for particular area of teaching because it gives significant impacts toward reaching the teaching and learning objective by the learners. Its purpose is to reach the objective of teaching learning so that the learners get benefit to teaching learning. It means that need analysis should relate to students' need in their workplace such as: Accountants, Sales, Administration officer, and so on. The need analysis becomes one of the main purposes to establish what the students are like at the start of their language course, investigating their strengths and weaknesses at Vocational High School today.

Especially for English subject in Vocational High School, need analysis will be more complexity than other schools because based on the theory in English for specific purposes for Vocational High School. Therefore, the English teacher in Vocational High School should be considering with the student study. It will be great challenging for English teacher in Vocational High School to apply need analysis.

Because of that, the English teaching learning process in SMK, especially for the Business Management Program, needs an appropriate format in order to achieve adequate effectiveness and efficiency and to get both qualified output and qualified outcome as the decided aim. One of the ways to find the appropriate

format is by knowing and learning the needs of the teaching-learning process at schools that have fulfilled the standard of national education and then using the findings as a model to design the effective and efficient English teaching-learning process. The needs of the English teaching-learning process can be identified through a research.

Furthermore, the ability to communicate in English is the ability to understand and produce spoken or written language that is integrated in four skills of English; they are listening, speaking, reading, and writing. The ultimate purpose of SMK as a formal education is generating ready-to-work graduates by equipping them with English as a prerequisite skill to enter the labor market. Thus, the main purpose of SMK is producing ready-to-work graduates, so their interest is on the major skill. It has a bad effect on the quality of English teaching in Vocational High Schools.

Based on the preliminary research done by the researcher at the eleventh grade students of SMK Bina Insan, the researcher found that in ESP learning, the eleventh grade students have some problems in reading, writing, listening, and speaking. In reading, the students feel reading is boring and not interesting. In learning writing, the difficulties are in making the sentences or paragraph become coherence. These problems are caused by the lack of vocabularies and limited time to understand the sentence structure. In listening, the students said that they did not understand what the native speaker say in the recording. The last is in the speaking, they feel speaking is difficult because they have a limit time provided by the school to practice the conversation.

From the above description, it shows that the need of students in language learning is one of important aspects in creating effective language learning process for vocational students. The researcher is interested in conducting a research on this field especially on the need analysis entitled “ **THE NEED ANALYSIS OF ENGLISH SUBJECT AT SMK BINA INSAN SIAK HULU KAMPAR**”.

1.2 Identification of the Problem

Based on the background explanations, the needs of students from each course of study in learning the English language is significantly different. for example, they should learn to summarize, analyze, and report financial transactions. Also, students are less interesting to learn ESP, and students are lazy to follow the activities of the current class Business Management lessons run. In terms of designing relevant English materials for SMK, it seems necessary to assess information on whether or not the English materials are redesigned based upon the English syllabus that mainly consider students’ needs. The area of syllabus designed that requires more systematic attention is the communication needs of the learners, especially the derivational relationship of syllabus specification to such needs. As a result, this becomes crucially important in terms of designing courses in ESP.

The materials used may not be directed relevant needs. In other words, the needs of the students are not explored or analyzed in the process of selecting the materials used. Teaching English as an English for Specific Purpose (ESP) in vocational high school is not easy as teaching General English. Many problems

that is faced while the teaching and learning process in vocational high school. As following as; Students less interesting to learn Business Management, students lack of the vocabulary about English Subject, students do not have a guide book, students still learning General English, some of students are difficult to comprehend Business Management subject materials, students are lazy to follow the classroom activity when Business Management subject is running.

Here, the Business Management Students need to learn English as part of those Business Management activities. As an example, they find many vocabularies of finance in English and they have to know the meaning of all those words in order to understand or present a financial report. In this case, English become a means of those students' activities in the subject area of finance so they have to learn English in more specific area. This reality has inspired a variety of ESP course design to address them.

1.3 Limitation of the Problem

This study intended to determine the extent of students' knowledge of Business Management, knowing the level of attraction to students in learning management and measure the success rate of teachers in teaching ESP at SMK Bina Insan especially in the field of Business Management.

1.4 Research Question

Based on the limitation of the problem study above, the problems of this research can be formulated as the following question: What are the Business Management students of SMK Bina Insan needs in learning ESP?

1.5 Objective of the Research

Based on the formulation of the problem above, the purpose of this research are: To find out the Business Management students' of SMK Bina Insan needs in learning ESP.

1.6 Significance of the Research

This study is useful for the following:

1. To give contribution to English teacher and other concerned in their attempts to get successful in determining suitable materials and approaches in the teaching English for specific purpose.
2. To contribute use full information of improving English teaching learning integration between teachers and students in developing learner's English skill especially the student Business Management.
3. To give information about the understanding of the eleventh-grade students in Business Management.
4. To enhanced and expand the students' knowledge about English especially in ESP

1.7 Assumption

Based on the formulation of the research, the writer's assumed that the students at SMK Bina Insan has implemented ESP For Business Management Program.

1.8 Definition of Key Terms

In order to avoid misinterpretation about the use of terms, it was important for the researcher to give the suitable meaning of the key terms. Some terms are defined as follows:

1. ESP: is stand for English for Specific Purposes is an approach which is based on learners' need or it is not a product language. English for Specific Purposes is not also methodology in teaching English. It means that English for Specific Purposes refers to a way to teach English skill more closely with their field study (Hutchinson and Waters, 2006, p.19).
2. Need Analysis: According to Richard (2001), the procedure used to collect information about learners need is called need analysis.

1.9 Grand Theories

In analyzing the need of the ESP students, the researcher used needs analysis on ESP by Hutchinson & Waters (2017). He subcategorized target need into; the Goal, Necessities; what the learner has to know in order to function effectively in the target situation, Lacks; the discrepancy between necessity and what the learner already knows, Wants; what the learner actually wants to learn or what they feel they need.

CHAPTER II

THEORETICAL FRAMEWORK

Some theories related to the study are reviewed in this chapter. They are the theories of ESP and the need analysis of

2.1. The Concept of ESP

2.1.1 English for Specific Purposes (ESP)

Generally speaking, English for Specific Purposes (ESP) has been seen as part of English Language Teaching (ELT), and ESP research as a component of applied linguistic research. However, the “openness to the insight of other disciplines” (Dudley-Evans et al., 1998) makes ESP different from the general English teaching. An ESP practitioner usually must “engage with other disciplines through teaching”, and “draw on the insights of researchers in other disciplines” (Dudley-Evans et al., 1998). Therefore, an ESP practitioner not only has to take on the responsibility as a teacher, but also to cooperate with subject experts to find out what students’ needs are and what kind of tasks they will need to carry out in their professions.

Robinson (1991) stated that ESP is normally goal directed. That is, students study English not because they are interested in the English language (or English-language culture) as such but because they need English for study or work purposes. An ESP course is based on a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English.

Furthermore Dudley-Evans and St. John (1998) found that ESP methodology lies on two aspects: the first is that all ESP teaching should reflect the methodology of the disciplines and professions it serves; and in more specific ESP teaching, the nature of the interaction between the teacher and learner may be very different from that in a general English class. The second is that language should be a defining feature of ESP. A key assumption of ESP is that these activities generate and depend on registers, genres and associated language that students need to be able to manipulate in order to carry out the activity. They also noted two absolute characteristics of ESP: the first is that ESP is designed to meet specific needs of the learner; the second is that ESP makes use of the underlying methodology and activities of the disciplines it serves.

2.1.2 The Definition of ESP

There are various experts' definitions of ESP discipline. ESP according to Hutchinson and Waters (2017) defined it, "ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, not does it consist of a particular type of teaching material. Understood properly, it is an approach to language teaching which aims to meet the needs of particular learners. ESP then is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

Authentic materials and ESP courses can never be separated. Materials used should be able to link and relate to the students' background knowledge as wells their language ability. A main concern is on the issue of the language and

content focused are drawn from the input in order to fulfil any tasks given to them (Hutchinson & Waters, 1987).

This is the gap that all ESP courses are trying to fill. Materials used should benefit students or learners so that when they go out to the real world they will be not only able to function well in the real world but also they should be able to use English in their working life. Harding suggested three recommendations to consider while coming up with a set of materials:

1. Use context, texts, and situations from the students' subject area – Whether they are real or stimulated they will naturally involve the language the students need.
2. Exploit authentic materials that students use in their specialism or vocation – Do not be put off by the fact that it may not look like 'normal English'.
3. Make the tasks authentic as well as the tasks – Get the students doing things with the materials that they actually need to do their work.

2.1.3 Teaching ESP in Vocational High School

This research focuses on the content of ESP courses at tertiary level, looks into specific features of ESP that influence curriculum planning and content selection. Then the study attempts to determine whether the ESP course (taught in Zaporizhzhya National University), which was based on the theoretical findings presented in the paper, meets students' needs and expectations. The objectives of the study are: 1) to establish characteristics of ESP courses; 2) to study approaches to curriculum planning in ESP; 3) to determine the ESP course

content; 4) to analyze students' goals and expectations in the ESP course at English teaching in Indonesia is considered as a foreign language teaching.

According to Nababan (1994:133), most of learners need to acquire general forms of English, as they will use the language in most, if not all, purposes of the language use. Nevertheless, in the EFL situation, the teaching of English is commonly aimed at mastering "a restricted variety of English". For this purpose, English is learnt in a specific area, which becomes linguistically popular with the term "*English for Specific Purposes (ESP)*". Thus, it seems acceptable and reasonable to apply ESP dealing with students' purposes in learning English at SMK that provides specific area of competence.

According to Duddley-Evans's (2000), ESP is known as a learner centered approach to teaching English as a foreign or a second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning.

In developing English in a specific field of competence, some problems may need consideration in relation to the teaching English as a foreign language, like what happened in Indonesia. According to Blackie (1979:263), shows the common view that ESP should be provided for students who have mastered "basic English". Based on the view, there was little significance in teaching students at longer stage of any language that was "technical" or "advanced".

The teaching of ESP is similar to the teaching of English in general although there are features that are typically in different specialized subjects.

According to Hutchinson and Waters (1987), the approach to ESP should be based on the principles of effective learning and teaching language for general purposes. They further state that in the past, the teaching of ESP was primarily concerned with linguistic aspects of the language. Now, it has shifted towards developing communication skills, and learning is very much directed by specific learner's needs for mastering the language.

Crokers (1981), as quoted by Budianto (2003:12) also recognizes that ESP courses are similar to language instruction in general, which puts more emphasis on language use. The obvious difference is in the focus of interest. While English for general purposes emphasizes on language proficiency, ESP courses emphasize on something outside of the language through the medium of language. This statement views language mastery as necessary prerequisite skills that the learners must have in order to function well in their future workplace. Unlike English courses in general, an ESP courses as a means not an end in itself.

Thus, it is undeniable that the main focus of ESP is learner's needs in learning English. This means that in composing ESP materials, exploring student's needs in learning English cannot be avoided, particularly, when it is related to learner's special characteristics that are different from learners of the "general English". Consequently, a brief analysis of learner's needs should be the fundamental stage in designing ESP courses.

Hutchinson and Waters (1989:21-22) proposed outline questions in order to explore student's needs that are derived from Kipling's 'honest serving men:

Why does the students need to learn?.

Who is going to be involved in the process? This will need to cover not only the students, but also all the people who may have some effect on the process; teachers, sponsors, inspectors, etc.

Where is the learning to take place? What potential does the place provide? When is the learning to take place?. How much time is available? How will it be distribute language description relates to the materials to be taught in an ESP class.

Hutchinson and Waters (1989:22) propose language description as a syllabus that will be carried out in the ESP course. In details, Hutchinson and Waters (1989:24-37) identify six main level of development of the various ideas about language that have influenced ESP in some ways, they are: a. Classical or traditional grammar; b. Structural linguistics; c. Transformtional generative grammar; d. Language variaton and register analysis; e. Functional /national grammar, and; f. Discourse analysis. Language teaching in which all decisions as to content and method are based on the learner`s reason for learning.

As has been discussed before, Vocational High School, is concerned with education and training program at restricted field of competence. Consequently, subjects transferred in the program are expected to fulfill the students` expectation for their enrollment in the program. In this case, English is as a subject need specification on its content. As a result, specified English, becomes the major issue in running education and training program at vocational education. ESP, accordingly, is offered to become an approach to fulfill the specific purpose.

In addition, the humanistic movement, similarly, as shown by Stevic (in Tudor, 1993:22), concerns at the importance of qualities such as understanding, personal assumption of responsibility, and self-realization. From this perspective, language learning is seen as an activity, which involves students as complex human beings, not simply as language learning. Language teaching should, therefore, exploit students' affective and intellectual resources as fully as possible and be linked into their continuing experience of life.

Therefore, appropriateness of ESP materials may become the question that is mostly asked by ESP teachers. According to Brennan and Van Naerssen (1989:196), the ESP teachers, generally have a good knowledge of language and may have good experience in various academic/ professional fields, but do not excellently master in the students' fields where content lecturers are on their tract. In this case, to make sure ESP is appropriate to students' content area, formal contact can be established between the ESP teachers, the content teachers, and the students. The better coordination among these three parties, the better experience will be developed.

In addition, to manage the ESP courses well, Sionis (1988:18) suggests to involve a technical expert in ESP courses considering that this would facilitate a new dimension for the course, focus on teacher's efforts fully to the language aspect, and motivate students to convey their ideas regardless of possible language mistakes. Meanwhile, the language learning is not only a matter of teaching linguistic features of the language. More importantly, this also concerns with the way of language teaching process. Breen in Gray (1990:261) says that in

designing syllabuses of the language teaching, the most important thing to do is related to how to plan teaching and learning process. Accordingly, this becomes the starting point for all language teaching. Hutchinson and Waters (1989:22) describe and correlate this to be a “theory of learning”. In this case, theories of learning in figure 1 refers to methodology in running an ESP course. Language learning is focused on learning the way in which the mind observes, organizes and stores information. Thus, the key to successful language learning and teaching sets not only in the analysis of the nature language but also in understanding the structures and processes of the mind (Hutchinson and Waters, 1989:22). Consequently, an ESP program cannot merely be conducted regardless of recognizing students’ condition in learning English in particular.

In relation to this, Hutchinson and Waters (1988:71-75) notices some fundamental principles of learning that can be considered in running an ESP class, they are: a. learning is a development; b. learning is a thinking process; c. learning is an active process; d. learning involves making decision; e. learning a language is not just a matter of linguistic knowledge; f. second language learners are already communicatively competent; g. learning is an emotional experience; h. learning is not systematic; i. learning needs should be considered at every stage of learning process. How will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be employed? (1989:21-22).

Those basic questions, at least, could guide English teacher in analyzing students’ reasons for what he is learning English. Moreover, Hutchinson and Waters (1989:22) summarize the questions in the links of three main headings;

language descriptions, theories of learning, and needs analysis, which become the factors that affect ESP course design.

1. Curriculum planning in ESP

The study of goals, content, implementation, and evaluation of a course is crucial for ESP curriculum planning. Key features of ESP curriculum are: 1) specific tasks and focus on language in context; 2) usage of learner's background knowledge (the course assumes that students have some knowledge of both English language and their future profession); 3) operational and communicative syllabus focus; 4) learner-centeredness (Swales, 1989). In its development the ESP curriculum goes through the design, implementation, and evaluation stages (Brown, 1995; Richards, 2001). The first stage includes analyzing students' needs, designing the course syllabus, selecting methodology and materials. The second stage is ESP teaching. During the third stage the feedback from instructors, coordinators, and students is collected in order to further modify or change the course design (Dudley-Evans, 2001; Flowerdew & Peacock, 2001; Jordan, 1997, p. 57). However, effective curriculum development does not leave the assessment till the end of the course. Observations and discussions can take place during the needs analysis, design, and implementation stages as well.

The ESP course design begins with collecting data on students' language needs and the target situations of language usage. Learners' proficiency and expectations, i.e. the level of language knowledge they expect to reach, are determined at this stage. This information can be gathered through students' self-assessment prior to instruction; monitoring professionals, who use English to

perform their tasks; distributing questionnaires to key stakeholders, such as directors, to determine the language proficiency they require from their employees and outline the set of situations requiring English usage in work setting; case studies and discussions with both ESP students and instructors (Jordan, 1997: 39).

Next stage in ESP course development, such as the choice of methodology, is closely connected to the selection of course materials. There is a discussion concerning ESP methodology. Some scholars believe that since ESP courses focus on teaching language usage, not the limited repertoire of language units. Therefore, the course content should be driven by the choice of pedagogically relevant activities and not be planned around a number of relevant language units (Allwright, 1982; Piqué & Estévez, 1991). Other researchers argue that ESP lacks its own methodology, and the courses should be organized around authentic learning materials, which represent target situations of students' language usage (Belcher, 2006; Hutchinson & Waters, 1988; Long, 2005). However, if ESP courses focus on facilitating future professional communication in English, they should favor an integral course development approach that pays equal attention to methods and content of language instruction.

Content-based approach can help motivate learners because they will clearly see how foreign language can be used in their professional setting. It can facilitate language instruction since students are already familiar with certain underlying concepts described in a foreign language. However, an ESP course should not be limited to specialized content or discourse. To avoid the extremes in ESP course planning, instructor should focus on three abilities: 1) ability to use

special jargon, 2) ability to use general academic or business skills, 3) ability to communicate in other social settings (Gatehouse, 2001). In this view, an ESP course is a way of organizing language instruction, not the end product of language teaching as the sum of specific terms and language patterns. The content of instruction should be determined by the prospective needs of the student, not the narrow limits of a single discipline or profession.

1. Materials Design

ESP materials are the useful means in language teaching. "Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course." (Graves, 1999:27). They are anything that the teacher may use in order to help learners get better understanding. Such materials can exist in different forms; they can be textbooks, workbooks, texts, activities, etc.

ESP materials must be varied so that to attract and motivate students; they appear in most times interesting, fun and clear. Sometimes, materials are appropriate for the content but sometimes they need to be modified and creative; the teacher has to adapt or supplement in order to fit the local context.

2. Typology of ESP Materials

ESP materials can be done for different reasons and can be presented in different forms. Kennedy and Bolitho (op.cit) points out that ESP materials are helpful in making students read then get the meaning, read then write such as summarizing or paraphrasing, listen when teachers read from them, speak when the teacher motivates his students to communicate, or do different tasks when the

teacher integrates different skills. Activities are very useful means in language teaching. They are of different forms: reading, listening, speaking and writing. Each specialty is based on some skills according to students' needs and the form of the present lesson.

2. Designing ESP Syllabus for Vocational High School Students

It is clear that ESP courses are focusing on learner's needs in learning English. For this reason, Nababan (1994:135) recommends that ESP materials designing should follow a syllabus that is underpinned by the English needs of the students in their present and future studies. The determination of the syllabus content can be underlined by an analysis of student's needs.

These basic considerations seem to be rational since a syllabus functions as teacher's plan of work. Robinson (1991:34) practically describes that a syllabus functions as a guideline and context for class content. The students can take a value from viewing the syllabus as a 'route map' of the course. They also can see that there is a plan and how the individual lessons fit together. In evidence, classroom research shows that students frequently have a different notion about what has been taught.

Hutchinson and Waters (1989:83-84) identify reasons for having a syllabus as follows: a. language is complex and cannot be learnt in one go; b. a syllabus can give moral support to teacher and learner that, as an effect, makes the learning task appear manageable; b. a syllabus has cosmetic role that will be useful for sponsors and students who want a guarantee that their money or time will be effective; c. a syllabus can be seen as a 'projected routes' that teacher and learners

not only know where they are going, but also how to get there; d. a syllabus is an implicit statement of views on the nature of language and learning that not talks about what is to be learnt, but also why it is to be learnt; e. a syllabus gives criteria of textbooks to be used or produced; f. syllabus provides uniformity that is needed in any institutionalized activities, such as education; g. a syllabus shows criteria stating a learner succeeds or fails.

At last, it can be pointed out that a syllabus concerns much on materials that are to be taught in ESP classroom in which learner's needs are becoming the main considerations. It claims the practicality in teaching the materials for which learners can assess them easily. In this relation, Widdowson (1987:67) considers that the concentration of content of language syllabus is not on the language learning but on the language use. This means that the composition of what is to be taught in ESP classroom concerns much on how to motivate and encourage students to use the language.

Nunan (in Gray, 1990:263) proposes three key questions that a syllabus designer will usually incorporate with: a. what linguistic elements should be taught? It relates to linguistic perspective; b. what does the learner want to do with the language? It concerns with learner perspective; c. what activities will stimulate and promote language acquisition? It deals with learning perspective. In addition, Hutchinson and Waters (1989:85-90) provide some criteria that can be used in breaking down the mass of knowledge to be learnt into manageable units. However there may be confusion in stating which syllabus can be applied in ESP classes. In response, Robinson (1991:41) suggest: "the decision as to which

syllabus types or types to employ will result from a judicious consideration of what students` needs and the objectives of the course, together with the institutional bias of the teaching instruction”.

Essentially, indeed, ESP materials are composed based on students’ needs. For this reason, Sukmaantara (1997:160) points out that ESP teachers should firstly explore learners’ needs before designing syllabuses and course materials. Some writers, as quoted by Robinson (1991:7), have already discussed the definition of needs. First, needs can refer to students’ study or job requirements related to what they can do after finishing their language course. This is what is said as a ‘goal directed definition’ of needs. Second, needs refer to ‘what the user institution or society at large needs to learn from program of language instruction’. Third, needs mean a language acquisition that is better known as ‘a process-oriented definition’ of needs. Fourth, needs mean what students will get from the language course.

At last, Robinson (1991:9) concludes that needs are lacks, that are, what students do not know or cannot do in English. In addition, Hutchinson and Waters (1989:54) clearly divide needs into two kinds: target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn).

3. Target Needs

Hutchison and Waters (1987) is something of an umbrella term, which in practice hides a number of important distinctions: necessity, lacks and wants. The “necessity” type of need determined by the demands of the target situation, that

is, what the learner has to know in order to function effectively in the target situation.

Hutchinson & Waters, (1987:9-14) Needs analysis first made its appearance in the target situation analysis. At this stage, the ESP course designers first analyze the target situation of the learners, combining the learners with their language learning targets closely to meet different needs of different learners. When it has developed to the fifth stage, need analysis has taken an irreplaceable place in ELT, for it makes the teaching content compact and more focused. And it is commonly recognized that the first step of the procedure of BE curriculum design is a diagnosis of needs.

4. Target Situation Analysis

Target situation analysis phase is also called needs analysis. It has been said that this phase seem to bring nothing special to the 'range of knowledge about ESP'. It is based on classifying knowledge according to learners' aims of studying. Needs analysis is the process of collecting and interpreting information according to learners' use of the target language. ESP courses are designed to help students use language in an appropriate way within a target situation through identifying, then analyzing its linguistic features. (Dudley-Evans and ST John, *ibid*).

5. Learning Needs

According to Hutchinson and Waters (1989:60) learning needs deal with the question: "What knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation?".

Logically, in all essentials of need analysis, learner's lacks are considered as the starting point, necessities are the destination and wants are the dispute as to what the destination should be.

As described, Robinson (1991:9) calls the learning needs analysis as present situation analysis (PSA) that means to establish general description of the students at the beginning of their language course investigate their strength and weaknesses. There are three basic source questions: the students themselves, the language teaching process, and the user-institution, i.e. student's place of work.

Taba (1962:12) in Richards (1990:8) conclude that formulation on some stages of designing a syllabus may become a useful input. In the context of designing ESP syllabus for SMK students, it is clear that analyzing learner's needs is the main basic that an ESP designer/ teacher should firstly concern with. There are, at least, two general activities that are employed in designing ESP syllabuses at SMK.

a. Analyzing Students' Needs

This step will consider two kinds of needs that are related to the period of the use of English. First, target needs analysis that mainly consider on the students' importance of English in the future; and second, learning needs analysis that focuses on the students' necessities to set up the language learning process of the students.

b. Designing the English Syllabus

This activity relates to the content of the English syllabus. Practically, the content of the syllabus is the units that are to be taught to the students. To make it

relevant to the students' professional subjects, the syllabus designing is based on the students' need analysis.

Finally, in successfully promoting the English course at SMK, it cannot be denied to work with some other parties excluding the learners, the English teachers, and the Principals; e.g. technical experts/ content lecturers, sponsors, etc. which are proposed to fulfilling student's specific area of competence. At the end, this could result a useful input dealing with practicality in acquiring English for fulfilling students' needs at their professional subject.

2.2 Need Analysis

Definition of needs vary depending on the purpose of analysis but all take the learner as a focus of analysis. Lawson (1979) defines "need" as "something that is recognized but it is not in any sense "discovered", and its "existence" derives from whatever criteria are thought to be relevant in making the diagnoses". This implies that in order to recognize "needs" one would have to carry out some kind of assessment or evaluation of the existing situation and the diagnosis of assessment results would reveal some deficiency.

Hutchinson and Waters (1987) make a distinction between "target needs" and "learning needs". The target need refers to what the learner needs to do in the target situation and the learning need refers to what the learner needs to do in order to learn. They further subcategorize target need into (1) necessities; what the learner has to know in order to function effectively in the target situation, (2) lacks; the discrepancy between necessity and what the learner already knows, (3) wants; what the learner actually wants to learn or what they feel they need. The

learner's "wants" may or may not conform those perceived by the teachers or course designers . The learning need is equated to the route of learning.

In this ESP course, needs analysis is of importance to organization of teaching in that the learners' necessities, wants,lacks and constraints as put forward by Hutchinson and Waters (1987) are specific and may be quite distinct from those of university students.Objective needs analysis results in content specifications derived from an analysis if the target communicative situations in which learners are likely to find themselves. (Nunan, 1988, p.44) So the learners' objective needs have been revealed from the content of the course.

The overview of needs analysis in language teaching has depicted its history, theoretical foundation, and approaches. Needs analysis is also regarded as demand or requirement needs, which has become a necessary and important stage of course design for either general English course or English for Specific Purposes (ESP) course(West, 1994). Learner's needs has been the principle of the curriculum development of ESP. As defined by Johns and Dudley-Evans (1991), it can be regarded as what field the learners will practice English in the future. Studies on learner needs focused on the "needs analysis" and "needs assessment," including the survey about students' backgrounds and goals, as well as interviewing the faculty (Johns, 1981; Howorwitz, 1986). The more learner needs are clear, the more the objectives are expressed and the ESP course easily becomes successful (Theeb, H., & Albakrawi, M. (2013).

Since needs analysis has become a prerequisite and necessary condition, it is also expounded as a guidance of course design or an evaluation of the students'

existing perceptions of needs. Although experienced teachers may ask students directly to understand what they expect of the class in the very beginning, a well-aligned needs analysis involve just much more than that. Needs analysis can help teacher gather information to find out how much the students already know and what they still need to learn. Pourshahian et. al. (2012) concluded the results of previous studies and suggested the needs analysis should be to learn what aspects of language the learners need to study, what degree they need to study and why the learners study language. Berwick (1989) stated the administration of needs analysis can help course designer realize the discrepancy between a current state of learner's language skills and a desired future state. Generally speaking, the previous studies on needs analysis usually focus on collecting data on the perspectives of learners' wants, needs and expectation in terms of attitudes, beliefs and viewpoints. Furthermore, detailed information about all contextual factors like learning materials, aids, and environment are included into a more comprehensive needs analysis (Boroujeni & Fard, 2013).

2.2.1 The Needs of Teaching ESP at Vocational High School

English for specific purpose (ESP) is a approach to teach English for specific purposes. But theoretically and practically, ESP is different from teaching English for general. ESP has special characteristics which led students and teachers to be able in using English for specific field. The main goal of ESP is dealing with the usefulness of English in fieldwork. For instance, vocational high school students who take mechanic major, he needs special skill of English such as reading to read manual instruction, manual operation or etc. It means that they

need to learn English for their specific need and its important for supporting their future job. Hutchinson and Waters (1987) as summarized by Milevica Bojovic argue that ESP as an approach rather than a product-meaning that ESP does not involve a particular find of language, teaching material or methodology. The basic question of ESP is : Why does this learner need to learn a foreign language ? The purpose of learning English became the core. It can be understood that ESP deals with learning English is based on students' need especially for their future job. While Streven (1998) as quoted by MilevicaBojovic claims that definition of ESP makes distinction between :

1. Absolute characteristics (language teaching is designed to meet specific needs of the learners related in the content to particular disciplines, occupations, and activities; Center on the language appropriate to those activities in syntax, text, discourse, semantics and so on, and
2. Two variables characteristic (ESP may be restricted to language skills to be learned such as reading and not taught according to any pre-ordained methodology)It can be summarized that ESP deals with teaching English based on student' need related in particular discipline, occupations, and activities. That's why ESP is different from English for general. The main distinction is based on the purpose or the aim of usefulness English each or particular disciplines and etc. The application of ESP itself spreads on some disciplines, occupation and institutions or school which prepares their students to be professional in their disciplines especially in using English based on the need of field work. need analysis. Need analysis is a starting point in ESP especially

for designing ESP, materials, syllabus and so on. Need analysis is the main core. Before designing process, need analysis must be done because through need analysis, the designers will investigate, determine and know what actually needed by students, market, and other aspects.

Some experts propose some definitions about need analysis. Iwai et al (1999) as summarized by Songhori (2007:2) argue that need analysis is activities that are involved in collecting information that will serve as the basic for developing a curriculum that will meet the needs of particular group of students. It's supported by Johns (1991) as quoted by Songhori (2007:3) claims that needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities. It means that need analysis is important and it's the key of ESP because need analysis is a starting point especially in designing materials, syllabus, teaching and learning model, evaluation and so on.

The main goal of need analysis is to gather information about 4 main points namely goal, lacks, wants and necessity. In gathering information, of course need analysis has to cover the 4 components above through those components above, the designers of curriculum will be designed what should be done and not in teaching and learning process.

Regarding of the importance of need analysis, in this research the researcher conducted the need analysis. The aim of need analysis was finding out 4 components namely goal, lack, wants and necessity.

2.3 Relevant Studies

The idea on writing this research based on some journals which applied some relevant information to the topic. The researcher refers to some related analysis based on the Politeness in pragmatic as described in the following;

First, a research journal from a research journal from Sri Supiah Cahyati entitled "Students' needs Analysis In The content Of Vocational High School English Textbook" The aim of this study was to identify some factual information about the needs of vocational students in learning English, especially in the English language skills (Listening, Speaking, Reading, and Writing) and some of language components in English (Grammar & Vocabulary), and to analyze the appropriacy between the content of English textbooks with the vocational students' needs. The subjects in this study were the vocational school teachers and English textbooks of 7 (seven) SMK which has the TKJ department in Bandung and Cimahi. The results showed that the needs of students towards learning English is to meet the academic professions and the future needs of the students, which involved the skills of the language and some of the language components. Whereas in the case of appropriacy between the content of the English textbooks and the vocational students' needs, it was found that the English textbooks was more focused on describing the English language competences in general and not specifically focused on the Department of TKJ itself. specifically focused on the Department of TKJ itself.

Second, a research journal from Arif Rahmadhoni entitled "Needs Analysis Of English Subject For Eleventh Grade Nautical Of Commerce Ships At Smk N 10 Padang" This type of research is descriptive qualitative where the data sources in this study are semi-structured interviews with students and teachers as informants who teach English in the maritime field in classeleven fields of Nautical Ships Nautical expertise and observations in the form of field notesduring the teaching and learning process in class. From the results of this study, researchers found thateleventh graders majoring in Commerce Ship Nautics study appropriate Englishwith the concept of teaching English for Specific Purposes. Students tend to be weak at understandingor receive maritime English. As for things that make students weak in receive maritime English lessons, because students do not have books and labor language that can support students in learning.

From the results of the research above researchers concluded that students' needs for English language learning in their fields were very high requires more effort from the teacher, and from the government to make the curriculum English specifically for vocational students. Thus, the above matter is bornethe teacher and the government answer to cover the weaknesses of vocational students in understanding or receive lessons related to the concept of teaching English for Specific Purposes.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Method of the Research

The research design of this research is descriptive quantitative approach; and research the data collected take the form of words and numbers. To define the descriptive type of research, Creswell (2007) stated that the descriptive method of research is to gather information about the present existing condition. The emphasis is on describing rather than on judging or interpreting. The aim of descriptive research is to verify formulated hypothesis that refer to the present situation in order to elucidate it. The descriptive approach is quick and practical in terms of the financial aspect. Moreover, this method allows a flexible approach, thus when important new issues and questions arise during the duration of the study, further investigation may be conducted.

Descriptive research on the other hand is a type of research that is mainly concerned with describing the nature or condition and the degree in detail of the present situation. This method is used to describe the nature of a situation, as it exists at the time of the study and to explore the causes of particular a phenomenon. The aim of descriptive research is to obtain an accurate profile of the people, events or situations. With this research type, it is essential that the researcher already has a clear view or picture of the phenomena being investigated before the data collection procedure is carried out. The researcher used this kind of research to obtain first hand data from the respondents so as to

formulate rational and some conclusions and also recommendations for the study. The descriptive approach is quick and practical in terms of the financial aspect.

Quantitative research is aim to decode, describe, analyze and interpret data accurately, the meaning of a certain phenomena happening in their customary social contexts. The focus of the researchers utilizing the framework of the interpretative paradigm is on the investigation of authenticity, complexity, contextualization, mutual subjectivity of the researcher. Quantitative approach generates numerical values (Polgar & Thomas, 1995).

Based on the ideas above, the researcher concluded that focused on quantitative research. In this analysis there were numbers in interpreting the data. In this research, the analysis conducted by using the descriptive method, because this research described any information by gathering the students needs from the questionnaires.

3.2 Population and Sample

a) Population

According to L.R. Gay (2002), population is the group of interest to the researcher, the group to which he or she would like the result of the study to be generalized. Moreover, population is a collection or items in research. The target population of the research were the eleventh-grade students at SMK Bina Insan Provinsi Riau.

b) Sample

According to Gay (2006:121), sampling was the process of selecting a number of individuals for a study in such a way that they represent the larger

group from which they were selected. In this research, the researcher takes a sample by using a cluster sampling. Since the amount of population was quite large, the researcher used a cluster sampling because the students are already formed into Group. A sampling technique in which clusters of participants that represent the population were used. By using lottery, the researcher wrote the Group names in four of small pieces of papers. The Group which came up first would be the experimental Group. The Groups which used in this research was the management class of SMK Bina Insan Provinsi Riau. The writer took 30 students from class Management XI as the respondents by using cluster sampling.

3.3 Instrument of the Research

In this research the writer took the data by using questionnaire which fully adopted from Rahayu, Elis (2018). Questionnaire was used as the instrument of the research to get the result of students' English learning needs, this was given to the eleventh-grade students at SMK Bina Insan Provinsi Riau. The questionnaire has five options for each question. To make the students understand about the questionnaire, it was provided in Bahasa Indonesia. The blue print of the questionnaire is described as follows:

Table 3.1 The Blue Print of the Questionnaire

Aspect		The purpose of the questions	Questionnaire No.
Target Needs	Goal	To find out the reason of learning English.	1
	Necessities	To find out the type of needs by the demands of the target situation.	4,6
	Lacks	To find out the gap between learners' proficiency and target situation necessities.	2,3
	Wants	To find out the learners' wants of	5

		learning English.	
Learning Needs	Input	To find out the suitable input for English learning materials that students want the most.	7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
	Procedures	To find out the suitable procedures that students want the most.	19, 20, 21, 22, 23, 24, 25
	Setting	To find out the desired class management of doing the tasks of English learning materials (individually, in pairs, or in groups)	26
	Learners' Role	To find out the role of the learner in the learning process.	27
	Teachers' Role	To find out the role of the teacher in doing the tasks.	28

3.4 Data Collection Technique

Data collection technique in a research is a part of methodology research. Moreover, according to Putra (2014:37), data collection techniques is the researcher's ways in collecting data from samples, informants, as well as of the object. Therefore, documentation is used in collecting data. Data collecting method is the method that is used to collect or to get data.

The writer took the data from the respondents by result of questionnaire. These techniques used to collect the data. Prepares the instrument first, this is questionnaire. Then, the writer would come to the class and before the writer gives instrument to students, the writer explained how to do it. After that, share the questionnaire sheets to each student. After finish to answer the question, the students collected their exercises to the writer. The writer said thank you to the students and the teachers on their participants and the data from the students' work sheet are transfer into the papers and be described.

3.5 Data Analysis Technique

To analyze the gathered data, the writer used descriptive analysis. First, the writer deals with describing and analyzing the collected data, then, the writer concerns with making inferences based on the phenomena. The data from questionnaire is analyzed qualitatively by the writer. According to Sugiyono (2008:142) questionnaire is a technique of data collection which was done by giving a set of written questions to the respondents to answer. Each of questions has five (5) options that students had to choose.

There are several steps in analyzing the collected data:

1. Giving questionnaire to the students of XI Management after the end of English teaching and learning process in the classroom.
2. Analyzing and describing the result of the answers of the questionnaire.
3. Calculating percentage of answers in the questionnaire. It is purposed to know percentage of the students' answers in the questionnaire. The result of statistical analysis shows dominance answer of the questionnaire. In counting the students' answer of each question in the questionnaire, the writer uses a formula, as follows:

$$P = \frac{F}{N} \times 10$$

Where :

P = percentage

F= frequency

N= number of students

(Sugiyono, 2008)

CHAPTER IV

RESEARCH FINDING

4.1 Data Presentation

This chapter presents the findings of the research and also the need analysis of the management students of SMK Bina Insan. Need analysis in English for specific purposes is an effort to identify the students of SMK Bina Insan need in learning English for specific purpose. Each student has different purpose in learning English. It depends on what is the students' specific major that they select such in this case is Management department. The analysis which is used by researcher based on by Hutchinson and Waters (2017) theory to find out the students need in learning English such as the target needs (Goal, Necessities, Lacks, Wants) and the Learning Needs (Input, Procedures, at the Business and Management Vocational High School (SMK) Bina Insan.

4.2 Data Analysis

In this section, there were nine (9) indicators of need analysis which had been analyzed by the researcher that proposed by Hutchinson and Waters (1987) theory. The writer asked the management students' to answer 28 questions on the questionnaire sheet. The students were asked to select the answer from five (5) options provided based on their own opinion. As mentioned in the previous chapter that the questionnaire consisted of 2 parts. The questionnaire was given to the students from XI Management 1 of SMK Bina Insan after the end of teaching process. Time allocation to complete the questionnaire was 30 minutes in the classroom. Before the writer gave them questionnaire, the writer tried to get the

students' attention by greeting them. Then, asking them about their need in learning English. The result were described as follows:

1. The Target Needs

- a) The goal of learning English

The first question of the questionnaire was about the goal of the students in learning English. The result of students' answers were described in the following table:

Table 4.1 Goal

Question Number	Frequency					Percentage (%)				
	a	b	c	d	e	A	b	c	d	e
Q1	2	8	0	18	2	6,67	26,67	0,00	60,00	6,67

From the table, the option (a) was to pass the national exam. There were 2 out of 30 students choose this option by the total percentage was 6.6%. The option (b) was to support career in the future. There were 8 out of 30 students choose this option by the total percentage was 26.67%. The option (c) was about to help the study in the APK fields. There were none of students choose this option. The option (d) was about being able to communicate with foreign people. There were 18 out of 30 students choose this option by the total percentage was 60%. The last option for question number 1 was (e) others, in this case, the students choose to state their goal in learning English (see Appendix 3). There were 2 out of 30 students choose this option by the total percentage was 6.67%. From the total calculation of frequency and percentage of students goal in learning English, it was found that the students mostly wanted to be able to communicate with foreign people as their goal in learning English.

b) Necessities

In term of necessities, it was stated in the questions number 4 and 6 of the questionnaire. The questions were about To find out the type of needs by the demands of the target situation. The result of students' answers were described in the following table:

Table 4.2 Necessities

Question Number	Total of Answers					Percentage (%)				
	a	B	c	d	E	A	b	c	d	e
Q4	0	8	4	17	1	0,00	26,67	13,33	56,67	3,33
Q6	15	8	5	1	1	50,00	26,67	16,67	3,33	3,33

From the table, the question number 4 was about the English proficiency level which is necessary for their career by the options (a) enough like at that moment without developing. There were none out of 30 students choose this option by the total percentage was 0.0%. The option (b) was the beginner. There were 8 out of 30 students choose this option by the total percentage was 26.67%. The option (c) the intermediate level. There were 4 out of 30 students choose this option by the total percentage was 13.33%. The option (d) was the advanced level. There were 17 out of 30 students choose this option by the total percentage was 56.67%. The last option for question number 4 was (e) others, in this case, the students choose to state their level in learning English (see Appendix 3). There were 1 out of 30 students choose this option by the total percentage was 3.33%. From the total calculation of frequency and percentage of students proficiency in learning English, it was found that the students mostly chose the advance proficiency level which is necessary for their career.

The question number 6 was about In the future, the students will probably use English as by the options (a) a medium of oral communication with customers and colleagues. There were 15 out of 30 students choose this option by the total percentage was 50.0%. The option (b) was a medium of written communication both in formal and informal contexts.. There were 8 out of 30 students choose this option by the total percentage was 26.67%. The option (c) a mean in mastering APK skills by reading the English texts. There were 5 out of 30 students choose this option by the total percentage was 16.67%. The option (d) translating documents both in formal and informal contexts. There were only 1 out of 30 students choose this option by the total percentage was 3.33%. The last option for question number 6 was (e) others, in this case, the students choose to state their own purpose for the future in learning English (see Appendix 3). There were 1out of 30 students choose this option by the total percentage was 3.33%. From the total calculation of frequency and percentage of students will in learning English, it was found that the students mostly chose the a medium of oral communication with customers and colleagues.

c) Lacks

In term of lacks, it was stated in the questions number 2 and 3 of the questionnaire. The questions were about To find out the gap between learners' proficiency and target situation necessities. The result of students' answers were described in the following table:

Table 4.3 Lacks

Question Number	Total of Answers					Percentage (%)				
	a	B	c	d	e	A	b	c	d	e
Q2	0	5	24	0	1	0,00	16,67	80,00	0,00	3,33
Q3	25	4	0	0	1	83,33	13,33	0,00	0,00	3,33

From the table, the question number 2 about the students current proficiency level of English was by the options (a) the student do not know little something in English. There were none out of 30 students choose this option by the total percentage was 0.0%. The option (b) was the beginner. There were 5 out of 30 students choose this option by the total percentage was 16.67%. The option (c) the intermediate level. There were 24 out of 30 students choose this option by the total percentage was 80.00%. The option (d) was the advanced level. There were none out of 30 students choose this option by the total percentage was 0.00%. The last option for question number 4 was (e) others, in this case, the students choose to state their level in learning English (see Appendix 3). There were 1 out of 30 students choose this option by the total percentage was 3.33%. From the total calculation of frequency and percentage of students proficiency in learning English, it was found that the students mostly chose the advance proficiency level which is necessary for their career.

The question number 3 about the students difficulties in learning English was by the options (a) listening. There were 25 out of 30 students choose this option by the total percentage was 83.33%. The option (b) speaking. There were 4 out of 30 students choose this option by the total percentage was 13.33%. The option (c) reading. There were none out of 30 students choose this option by the

total percentage was 0.00%. The option (d) writing. There were none out of 30 students choose this option by the total percentage was 0.00%. The last option for question number 3 was (e) others, in this case, the students choose to state their difficulties in learning English (see Appendix 3). There were 1out of 30 students choose this option by the total percentage was 3.33%. From the total calculation of frequency and percentage of students' difficulties in learning English, it was found that the students mostly chose the listening section as the difficult part in learning English.

d) Wants

In term of wants, it was stated in the questions number 5 of the questionnaire. The question was about finding out the learners' wants of learning English. The result of students' answers were described in the following table:

Table 4.4 Wants

Question Number	Total of Answers					Percentage (%)				
	a	B	c	d	e	A	b	c	d	e
Q5	23	4	0	1	2	76,67	13,33	0,00	3,33	6,67

From the table, the question number 5 was about After having English lesson at the school, the students should be able to do something by the options (a) communicate fluently using English in oral communication. There were 23 out of 30 students choose this option by the total percentage was 76.67%. The option (b) was to communicate in written communication. There were 4 out of 30 students choose this option by the total percentage was 13.33%. The option (c) master the vocabulary related to the Management fields. There was none out of 30 students choose this option by the total percentage was 0.00%. The option (d) was touse

the grammar correctly. There was 1 out of 30 students choose this option by the total percentage was 3.33%. The last option for question number 5 was (e) others, in this case, the students choose to state their level in learning English (see Appendix 3). There were 1 out of 30 students choose this option by the total percentage was 3.33%. From the total calculation of frequency and percentage of students ability in learning English, it was found that the students mostly chose to communicate fluently using English in oral communication.

2. Learning Needs

e) Input (listening)

In term of input in listening, it was stated in the questions number 7,8,9 in the questionnaire. The question was about finding out the suitable input for English learning materials that students want the most. The result of students' answers were described in the following table:

Table 4.5 Input (Listening)

Question Number	Total of Answers					Percentage (%)				
	a	B	c	d	e	A	b	c	d	e
Q7	2	17	1	10	0	6,67	56,67	3,33	33,33	0,00
Q8	21	8	0	0	1	70,00	26,67	0,00	0,00	3,33
Q9	18	11	0	1	0	60,00	36,67	0,00	3,33	0,00

From the table, the question number 7 was about students desired input for listening by the options (a) monologue and dialogue. There were 2 out of 30 students choose this option by the total percentage was 6.67%. The option (b) was monologue and dialogue with pictures. There were 17 out of 30 students choose this option by the total percentage was 56.67%. The option (c) monologue and dialogue with the lists of new vocabularies. There was 1 out of 30 students choose

this option by the total percentage was 3.33%. The option (d) authentic texts. There was 10 out of 30 students choose this option by the total percentage was 33.33%. The last option for question number 5 was (e) others, in this case, the students choose to state their level in learning English (see Appendix 3). There none out of 30 students choose this option by the total percentage was 0.00%. From the total calculation of frequency and percentage of students desire input in listening in learning English, it was found that the students mostly chose monologue and dialogue with pictures.

The question number 8 was about The length of the texts is approximately by the options (a) less than 100 words. There were 21 out of 30 students choose this option by the total percentage was 70.00%. The option (b) was 100 – 150 words.. There were 8 out of 30 students choose this option by the total percentage was 26.67%. The option (c) 150-200 words. There was none out of 30 students choose this option by the total percentage was 0.00%. The option (d) more than 200 words. There was none out of 30 students choose this option by the total percentage was 00.00%. The last option for question number 5 was (e) others, in this case, the students choose to state their length of text in learning English (see Appendix 3). There is only 1 out of 30 students choose this option by the total percentage was 3.33%. From the total calculation of frequency and percentage of students The length of the texts is approximately in learning listening, it was found that the students mostly chose less than 100 words in listening section.

The question number 8 was about The topic in listening, by the options (a) daily activities. There were 18 out of 30 students choose this option by the total percentage was 60.00%. The option (b) was the school. There were 11 out of 30 students choose this option by the total percentage was 36.67%. The option (c) APK fields. There was none out of 30 students choose this option by the total percentage was 0.00%. The option (d) the current issue or news. There was only 1 out of 30 students choose this option by the total percentage was 3.33%. The last option for question number 5 was (e) others, in this case, the students choose to state their listening topic in learning English (see Appendix 3). There was none out of 30 students choose this option by the total percentage was 0.00%. From the total calculation of frequency and percentage of students topic in listening, it was found that the students mostly chose the topic of daily activities as their listening input.

f) Input (Speaking)

In term of input in speaking, it was stated in the questions number 10,11,12 in the questionnaire. The question was about finding out the suitable input for English learning materials in speaking that students want the most. The result of students' answers were described in the following table:

Table 4.6 Input (Speaking)

Question Number	Total of Answers					Percentage (%)				
	a	B	c	d	e	A	b	c	d	e
Q10	4	11	11	4	0	13,33	36,67	36,67	13,33	0,00
Q11	14	14	0	1	1	46,67	46,67	0,00	3,33	3,33
Q12	13	16	0	0	1	43,33	53,33	0,00	0,00	3,33

The question number 10 was about the desired input for speaking, by the options (a) (a) monologue and dialogue. There were 4 out of 30 students choose this option by the total percentage was 13.33%. The option (b) was model monologue and dialogue with pictures. There were 11 out of 30 students choose this option by the total percentage was 36.67%. The option (c) monologue and dialogue with the lists of new vocabularies. There was 11 out of 30 students choose this option by the total percentage was 36.67%. The option (d) authentic texts. There was 4 out of 30 students choose this option by the total percentage was 13.33%. The last option for question number 10 was (e) others, in this case, the students choose to state their desire English (see Appendix 3). There none out of 30 students choose this option by the total percentage was 0.00%. From the total calculation of frequency and percentage of students desire input in speaking in learning English, it was found that the students mostly chose monologue and dialogue with pictures.

The question number 11 was about The length of the texts is approximately by the options (a) less than 100 words. There were 14 out of 30 students choose this option by the total percentage was 46.67%. The option (b) was 100 – 150 words.. There were 14 out of 30 students choose this option by the total percentage was 46.67%. The option (c) 150-200 words. There was none out of 30 students choose this option by the total percentage was 0.00%. The option (d) more than 200 words. There was 1 out of 30 students choose this option by the total percentage was 3.33%. The last option for question number 11 was (e) others, in this case, the students choose to state their length of text in learning

English (see Appendix 3). There is only 1 out of 30 students choose this option by the total percentage was 3.33%. From the total calculation of frequency and percentage of students The length of the texts is approximately in learning speaking, it was found that the students mostly chose less than 100 words and 100-150 words in speaking section.

The question number 12 was about The topic in speaking, by the options (a) daily activities. There were 13 out of 30 students choose this option by the total percentage was 43.33%. The option (b) was the school. There were 16 out of 30 students choose this option by the total percentage was 53.33%. The option (c) APK fields. There was none out of 30 students choose this option by the total percentage was 0.00%. The option (d) the current issue or news. There was none out of 30 students choose this option by the total percentage was 0.00%. The last option for question number 12 was (e) others, in this case, the students choose to state their listening topic in learning English (see Appendix 3). There was none out of 30 students choose this option by the total percentage was 0.00%. From the total calculation of frequency and percentage of students topic in speaking, it was found that the students mostly chose the topic of schools as their speaking input.

g) Input (Reading)

In term of input in reading, it was stated in the questions number 13,14,15 in the questionnaire. The question was about finding out the suitable input for English learning materials in speaking that students want the most. The result of students' answers were described in the following table:

Table 4.7 Input (Reading)

Question Number	Total of Answers					Percentage (%)				
	a	b	C	d	e	A	b	c	d	e
Q13	22	7	1	0	0	73,33	23,33	3,33	0,00	0,00
Q14	8	14	4	3	1	26,67	46,67	13,33	10,00	3,33
Q15	17	11	1	0	1	56,67	36,67	3,33	0,00	3,33

From the table, the question number 13 had the option (a) was about authentic materials (i.e. magazines, newspapers, scheduled, etc. There were 22 out of 30 students choose this option by the total percentage was 73.33%. The option (b) was about texts which are related to the context of students study programmed (APK study programme). There were 7 out of 30 students choose this option by the total percentage was 23.33%. The option (c) was about texts with the lists of related new vocabularies.. There were 1 out of 30 students choose this option by the total percentage was 3.33%. The option (d) was about texts with pictures. There were none students choose this option. The last option for question number 13 was (e) others There were none students choose this option (see Appendix 3). From the total calculation of frequency and percentage of students desire input for reading in learning English, it was found that the students mostly used the authentic materials (i.e. magazines, newspapers, scheduled, etc.

The question number 14 had the option (a) was about < 100 words. There were 8 out of 30 students choose this option by the total percentage was 26.67%. The option (b) was about 100 – 150 words. There were 14 out of 30 students choose this option by the total percentage was 46.67%. The option (c) was about 150 – 200 words. There were 4 out of 30 students choose this option by the total

percentage was 13.33%. The option (d) was about > 200 words. There were 3 out of 30 students choose this option by the total percentage was 10.00%. The last option for question number 14 was (e) others There were 1 out of 30 students choose this option by the total percentage was 3.33% (see Appendix 3). From the total calculation of frequency and percentage of students length of the texts is approximately, it was found that the length students mostly used 100 – 150 words.

The question number 15 had the options (a) was about daily activities. There were 17 out of 30 students choose this option by the total percentage was 56.67%. The option (b) was schools. There were 11 out of 30 students choose this option by the total percentage was 36.67%. The option (c) was APK field. There were 1 out of 30 students chose this option by the total percentage was 3.33%. The option (d) was about the current issue or news. There were none students choose this option. The last option for question number 15 was (e) others There were 1 out of 30 students choose this option by the total percentage was 3.33% (see Appendix 3). From the total calculation of frequency and percentage of students topic, it was found that the students mostly chose daily activities topic in learning English.

h) Input (Writing)

In term of input in writing, it was stated in the questions number 16,17,18 in the questionnaire. The question was about finding out the suitable input for English learning materials in speaking that students want the most. The result of students' answers were described in the following table:

Table 4.8 Input (Writing)

Question Number	Total of Answers					Percentage (%)				
	a	b	c	d	e	A	B	c	d	e
Q16	21	3	0	6	0	70,00	10,00	0,00	20,00	0,00
Q17	13	12	1	3	1	43,33	40,00	3,33	10,00	3,33
Q18	13	14	0	3	0	43,33	46,67	0,00	10,00	0,00

The question number 16 had the option (a) was about examples of texts which are going to be learnt. There were 21 out of 30 students choose this option by the total percentage was 70.00%. The option (b) was vocabulary lists related to the topic. There were 3 out of 30 students chose this option by the total percentage was 10.00%. The option (c) was the explanation of the structures of the texts which are related to the topic. There were none of the students chose this option. The option (d) was about pictures lists related to the topic. There were 3 of 30 students chose this option by the total percentage was 10.00%. The last option for question number 16 was (e) others. There were none of the students chose this option (see Appendix 3). From the total calculation of frequency and percentage of students desired input for writing, it was found that the students mostly chose vocabulary lists related to the topic in learning English.

The question number 17 had the option (a) was about < 100 words. There were 13 out of 30 students chose this option by the total percentage was 43.33%. The option (b) was 100 – 150 words. There were 12 out of 30 students chose this option by the total percentage was 40.00%. The option (c) was 150 – 200 words. There were 1 of 30 students chose this option by the total percentage was 3.33%. The option (d) was about > 200 words. There were 3 of 30 students chose this

option by the total percentage was 10.00%. The last option for question number 17 was (e) others. There were 1 of 30 students chose this option by the total percentage was 3.33% (see Appendix 3). From the total calculation of frequency and percentage of students length of the texts, it was found that the students mostly used < 100 words in learning English.

The question number 18 had the option (a) was about daily activities. There were 13 out of 30 students chose this option by the total percentage was 43.33%. The option (b) was schools. There were 14 out of 30 students chose this option by the total percentage was 46.67%. The option (c) was APK field. There were none of the students chose this option. The option (d) was about the current issue or news. There were 3 of 30 students chose this option by the total percentage was 10.00%. The last option for question number 18 was (e) others. There were none of the students chose this option (see Appendix 3). From the total calculation of frequency and percentage of topic, it was found that the students mostly chose schools topic in learning English.

i) Procedures

In term of procedure, it was stated in the questions number 19 and 20 in the questionnaire. The question was about finding out the suitable procedures that students want the most. The result of students' answers were described in the following table:

Table 4.9 Procedures

Question Number	Total of Answers					Percentage (%)				
	a	b	c	D	e	A	B	c	d	e
Q19	14	9	0	7	0	46,67	30,00	0,00	23,33	0,00
Q20	10	1	13	6	0	33,33	3,33	43,33	20,00	0,00

The question number 19 had the option (a) was about identifying certain information in the dialogue/monologue. There were 14 out of 30 students chose this option by the total percentage was 46.67%. The option (b) was identifying the functions in the dialogue/monologue. There were 9 out of 30 students chose this option by the total percentage was 30.00%. The option (c) was answering the questions about the dialogue/monologue orally. There were none of the students chose this option. The option (d) was about answering the questions about the dialogue/monologue in the written language. There were 7 of 30 students chose this option by the total percentage was 23.33%. The last option for question number 19 was (e) others. There were none of the students chose this option (see Appendix 3). From the total calculation of frequency and percentage of type of activity for learning listening, it was found that the students mostly used identifying certain information in the dialogue/monologue in learning English.

The question number 20 had the option (a) was about practicing a dialogue in front of the class There were 10 out of 30 students chose this option by the total percentage was 33.33%. The option (b) was role play. There were 1 out of 30 students chose this option by the total percentage was 3.33%. The option (c) was information exchange activity with the other friends in the group. There were 13 out of 30 students chose this option by the total percentage was 43.33%. The

option (d) was about discussing a certain topic or a certain issue.. There were 6 of 30 students chose this option by the total percentage was 20.00%. The last option for question number 20 was (e) others. There were none of the students chose this option (see Appendix 3). From the total calculation of frequency and percentage of the type of activity for learning speaking, it was found that the students mostly used information exchange activity with the other friends in the group in learning English.

j) Setting

In term of setting, it was stated in the questions number 21,22,23,24,25, and 26 in the questionnaire. The question was about finding out the desired class management of doing the tasks of English learning materials (individually, in pairs, or in groups). The result of students' answers was described in the following table:

Table 4.10 Input (Setting)

Question Number	Total of Answers					Percentage (%)				
	a	b	c	D	e	A	B	c	d	e
Q21	10	3	16	1	0	33,33	10,00	53,33	3,33	0,00
Q22	9	0	15	6	0	30,00	0,00	50,00	20,00	0,00
Q23	16	1	3	10	0	53,33	3,33	10,00	33,33	0,00
Q24	7	2	10	11	0	23,33	6,67	33,33	36,67	0,00
Q25	8	4	13	5	0	26,67	13,33	43,33	16,67	0,00
Q26	1	1	19	9	0	3,33	3,33	63,33	30,00	0,00

The question number 21 had the option (a) was about reading a text loudly with correct pronunciation and intonation. There were 10 out of 30 students chose this option by the total percentage was 33.33%. The option (b) was reading a text individually and answering the questions about the text. There were 3 out of 30

students chose this option by the total percentage was 10.00%. The option (c) was discussing and comprehending the text in a group. There were 16 out of 30 students chose this option by the total percentage was 53.33%. The option (d) was about guessing the meaning of the words from the contexts. There were 1 of 30 students chose this option by the total percentage was 3.33%. The last option for question number 21 was (e) others. There were none of the students chose this option (see Appendix 3). From the total calculation of frequency and percentage of the type of activity for learning reading, it was found that the students mostly used discussing and comprehending the text in a group in learning English.

The question number 22 had the option (a) was about rearranging jumbled sentences into a good order of paragraph. There were 9 out of 30 students chose this option by the total percentage was 30.00%. The option (b) was about identifying and correcting the incorrect texts structure. There were none of the students chose this option. The option (c) was about identifying and correcting the incorrect punctuations in the texts. There were 15 out of 30 students chose this option by the total percentage was 50.00%. The option (d) was about writing the similar texts from the given clues. There were 6 of 30 students chose this option by the total percentage was 20.00%. The last option for question number 22 was (e) others. There were none of the students chose this option (see Appendix 3). From the total calculation of frequency and percentage of the type of the type of activity for learning writing, it was found that the students mostly used identifying and correcting the incorrect punctuations in the texts in learning English.

The question number 23 had the option (a) was about matching the words with their equivalent meaning in Bahasa Indonesia. There were 16 out of 30 students chose this option by the total percentage was 53.00%. The option (b) was about matching the words with the pictures. There were 1 out of 30 students chose this option by the total percentage was 3.33%. The option (c) was about predicting the meaning of the words based on the contexts. There were 3 out of 30 students chose this option by the total percentage was 10.00%. The option (d) was about completing the incomplete sentence or paragraph with the given words. There were 10 of 30 students chose this option by the total percentage was 33.33%. The last option for question number 23 was (e) others. There were none of the students chose this option (see Appendix 3). From the total calculation of frequency and percentage of The type of activity for learning vocabulary, it was found that the students mostly chose matching the words with their equivalent meaning in Bahasa Indonesia in learning English.

The question number 24 had the option (a) was about identifying the incorrect sentence structures. There were 7 out of 30 students chose this option by the total percentage was 23.33%. The option (b) was about correcting the incorrect sentence structure. There were 2 of 30 students chose this option by the total percentage was 6.67%. The option (c) was about writing sentences based on certain structures. There were 10 of 30 students chose this option by the total percentage was 33.33%. The option (d) was about completing the blank sentences with the appropriate grammar. There were 11 of 30 students chose this option by the total percentage was 36.67%. The last option for question number 24 was (e)

others. There were none of the students chose this option (see Appendix 3). From the total calculation of the type of activity for learning grammar, it was found that the students mostly used completing the blank sentences with the appropriate grammar in learning English.

The question number 25 had the option (a) was about repeating the words pronounced by the teacher. There were 8 out of 30 students chose this option by the total percentage was 26.67%. The option (b) was about pronouncing the words based on the phonetic transcription. There were 4 of 30 students chose this option by the total percentage was 13.33%. The option (c) was about discussing the correct pronunciation with the other friends. There were 13 of 30 students chose this option by the total percentage was 43.33%. The option (d) was about repeating the words pronounced based on the video that playing by the teacher. There were 5 of 30 students chose this option by the total percentage was 16.67%. The last option for question number 25 was (e) others. There were none of the students chose this option (see Appendix 3). From the total calculation of the type of the type of activity for learning pronunciation, it was found that the students mostly used discussing the correct pronunciation with the other friends in learning English.

The question number 26 had the option (a) was about individual works. There were 1 of 30 students chose this option by the total percentage was 3.33%. The option (b) was about pair works. There were 1 of 30 students chose this option by the total percentage was 3.33%. The option (c) was about group works. There were 19 of 30 students chose this option by the total percentage was

63.33%. The option (d) was about whole class activities. There were 9 of 30 students chose this option by the total percentage was 30.00%. The last option for question number 26 was (e) others. There were none of the students chose this option (see Appendix 3). From the total calculation of the type The type of class management I want to carry the tasks, it was found that the students chose group works in learning English.

k) Learners' Role

In term of learners' role, it was stated in the questions number 27 in the questionnaire. The question was about finding out the role of the learner in the learning process. The result of students' answers was described in the following table:

Table 4.11 Learners' Role

Question Number	Total of Answers					Percentage (%)				
	a	b	c	d	e	A	b	c	d	e
Q27	9	19	1	0	1	30,00	63,33	3,33	0,00	3,33

The question number 27 had the option (a) was about listen the teacher's explanation. There were 9 of 30 students chose this option by the total percentage was 30.00%. The option (b) was about discuss with other friends to solve the problem or to do the tasks.. There were 19 of 30 students chose this option by the total percentage was 63.33%. The option (c) was about note the teacher's explanation. There were 1 of 30 students chose this option by the total percentage was 3.33%. The option (d) was about do presentation at the end of lesson. There were none of the students chose this option. The last option for question number

27 was (e) others. There were 1 of 30 students chose this option by the total percentage was 3.33% (see Appendix 3). From the total calculation of I would prefer, it was found that the students mostly used discussion with other friends to solve the problem or to do the tasks in learning English.

1) Teachers' Role

In term of teachers' role, it was stated in the questions number 28 in the questionnaire. The question was about finding out the role of the teacher in doing the tasks. The result of students' answers was described in the following table:

Table 4.12 Teachers' Role

Question Number	Total of Answers					Percentage (%)				
	a	b	c	d	E	A	b	c	d	e
Q28	7	12	11	0	0	23,33	40,00	36,67	0,00	0,00

The question number 28 had the option (a) was about give tasks to be finished by students and discuss them later. There were 7 of 30 students chose this option by the total percentage was 23.33%. The option (b) was about give examples about the topic which is learnt and give an assignment. There were 12 of 30 students chose this option by the total percentage was 40.00%. The option (c) was about supervise the students' works and help them when students get a problem. There were 11 of 30 students chose this option by the total percentage was 36.67%. The option (d) was about walk around and give comment to students' works. There were none of the students chose this option. The last option for question number 28 was (e) others. There were none of the students chose this option (see Appendix 3). From the total calculation of the students want

their teacher, it was found that the students mostly like if their teacher give the examples about the topic which is learnt and give an assignment.

4.3 Discussion

In this subchapter, the result of the data analysis was discussed comprehensively to find out the whole results of the analysis. This included the employment of the need of the ESP students, the researchers used needs analysis on ESP by Hutchinson & Waters (2017). He subcategorized target need into; Necessities; what the learner has to know in order to function effectively in the target situation, Lacks; the discrepancy between necessity and what the learner already knows, Wants; what the learner actually wants to learn or what they feel they need. In this section, all of research findings were described in the following chart:

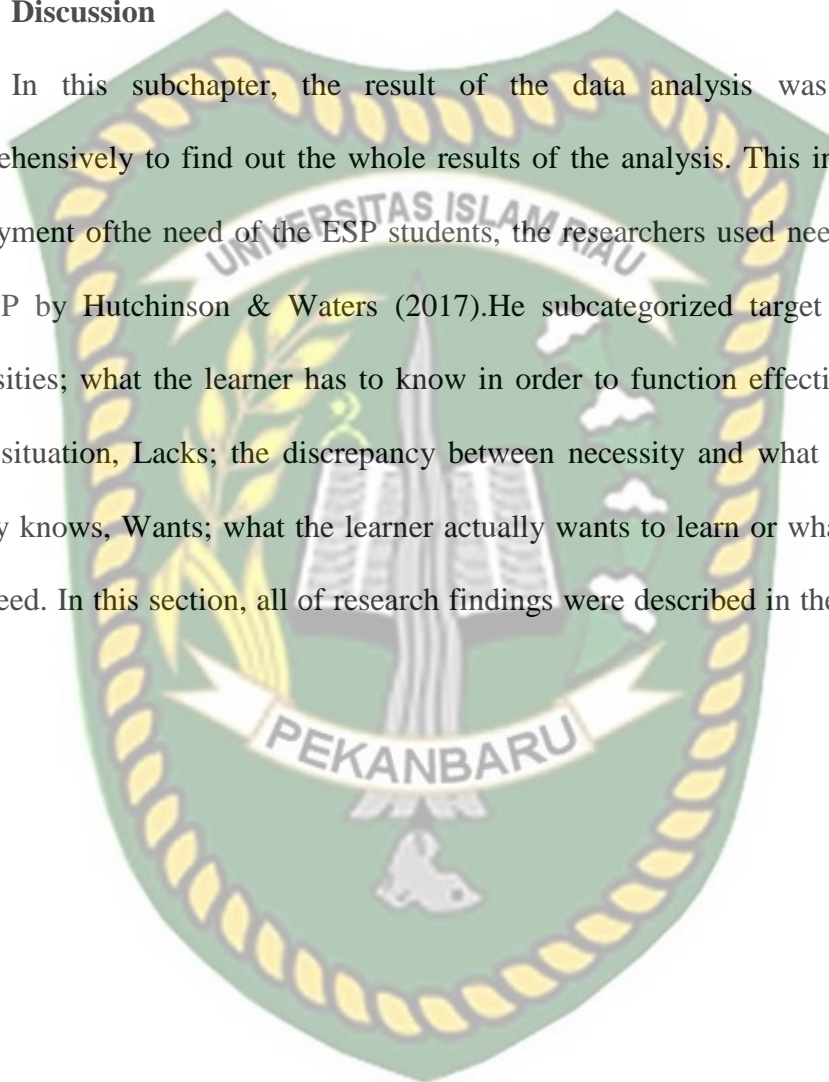
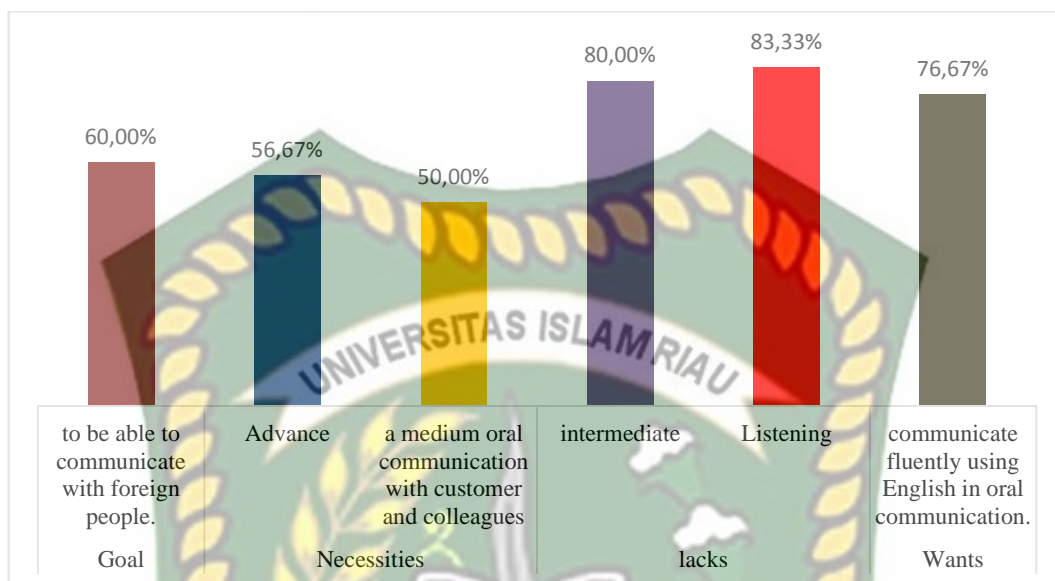


Chart 4.1 Target Need



In the need analysis of English subject at the eleventh-grade students of SMK Bina Insan Pekanbaru, the researcher posed 28 questions by using Hutchinson & Waters (2017) theory. The questionnaire divided into 2 categories; target needs and learning needs. In the category of target needs there are; the Goal, Necessities; what the learner has to know in order to function effectively in the target situation, Lacks; the discrepancy between necessity and what the learner already knows, Wants; what the learner actually wants to learn or what they feel they need.

The first question of the questionnaire was about the goal of the students in learning English. it was found that the students mostly wanted to be able to communicate with foreign people as their goal in learning English (60%) . In term of necessities, it was stated in the questions number 4 and 6 of the questionnaire. The questions were about To find out the type of needs by the demands of the target situation, the students mostly chose the advance proficiency level which is

necessary for their career (56.67%). The students mostly chose the a medium of oral communication with customers and colleagues (50%).

In term of lacks, it was stated in the questions number 2 and 3 of the questionnaire. The questions were about to find out the gap between learners' proficiency and target situation necessities. The result showed that the students mostly chose the advance proficiency level which is necessary for their career (80%). The question number 3 about the students difficulties in learning English, the students mostly chose the listening section as the difficult part in learning English (83.33).

In term of wants, it was stated in the questions number 5 of the questionnaire. The question was about finding out the learners' wants of learning English. The students mostly chose to communicate fluently using English in oral communication (76.67 %).

In the category of learning needs there are; Input (listening, speaking, reading, and writing), procedures, settings, learners' role, and teachers' role. In term of input in listening, it was stated in the questions number 7,8,9 in the questionnaire. The question was about finding out the suitable input for English learning materials that students want the most. the students mostly chose monologue and dialogue with pictures (56.67%). The question number 8 was about the length of the texts is approximately (70%), the students mostly chose less than 100 words in listening section. The question number 9 was about the topic in listening, the students mostly chose the topic of daily activities as their listening input (60%).

In term of input in speaking, it was stated in the questions number 10,11,12 in the questionnaire. The question was about finding out the suitable input for English learning materials in speaking that students want the most, the students mostly chose monologue and dialogue with pictures (36.67%). The length of the texts is approximately in learning speaking, it was found that the students mostly chose less than 100 words and 100-150 words in speaking section (46.67%). For the question number 12, the students mostly chose the topic of schools as their speaking input (53.33%).

In term of input in reading, it was stated in the questions number 13,14,15 in the questionnaire. The question was about finding out the suitable input for English learning materials in speaking that students want the most. It was found that the students mostly used the authentic materials (i.e. magazines, newspapers, scheduled, etc (73.33%), the length students mostly used 100 – 150 words (46.67%), the students mostly chose daily activities topic in learning English (56.67%).

In writing input, it was stated in the questions number 16,17,18 in the questionnaire. The question was about finding out the suitable input for English learning materials in speaking that students want the most. The result were; the students mostly chose vocabulary lists related to the topic in learning English (70.00%), the students mostly used < 100 words in learning English (43.33%), the students mostly chose schools topic in learning English (43.33%).

In term of procedure, it was stated in the questions number 19 and 20 in the questionnaire. The question was about finding out the suitable procedures that

students want the most. It was found that the students mostly used identifying certain information in the dialogue/monologue in learning English (46.67%), the students mostly used information exchange activity with the other friends in the group in learning English (43.33%)

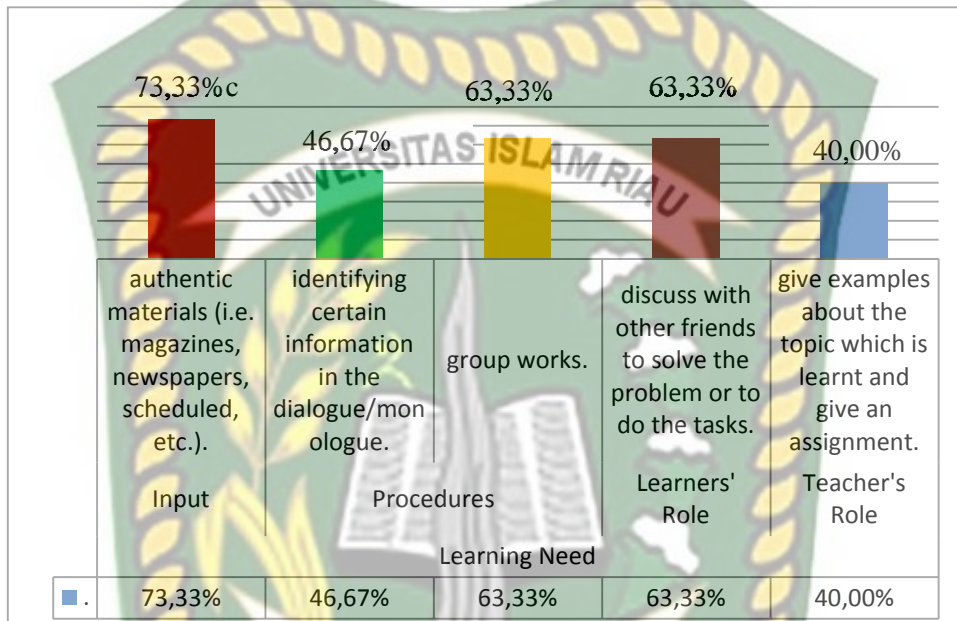
In term of setting, it was stated in the questions number 21,22,23,24,25, and 26 in the questionnaire. The question was about finding out the desired class management of doing the tasks of English learning materials (individually, in pairs, or in groups. It was found that the students mostly used discussing and comprehending the text in a group in learning English (53.33%), students mostly used to identify and correcting the incorrect punctuations in the texts in learning English (50%), students mostly chose matching the words with their equivalent meaning in Bahasa Indonesia in learning English (53.33%), students mostly used completing the blank sentences with the appropriate grammar in learning English (36.67%), the students mostly used discussing the correct pronunciation with the other friends in learning English (43.33%), it was found that the students chose group works in learning English (63.33%).

In term of learners' role, it was stated in the questions number 27 in the questionnaire. The question was about finding out the role of the learner in the learning process. It revealed that the students mostly used discussion with other friends to solve the problem or to do the tasks in learning English (63.33%).

In term of teachers' role, it was stated in the questions number 28 in the questionnaire. The question was about finding out the role of the teacher in doing

the tasks. It revealed that the students mostly like if their teacher give the examples about the topic which is learnt and give an assignment (40.00%).

Chart 4.1 Leraning Need



This result is based on the Hutchinson & Waters, (1987:9-14) Needs analysis first made its appearance in the target situation analysis. At this stage, the ESP course designers first analyze the target situation of the learners, combining the learners with their language learning targets closely to meet different needs of different learners. When it has developed to the fifth stage, need analysis has taken an irreplaceable place in ELT, for it makes the teaching content compact and more focused. And it is commonly recognized that the first step of the procedure of BE curriculum design is a diagnosis of needs.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this chapter the result of the data analysis had been discussed comprehensively to find out the whole results of the analysis. This was included the employment of target needs and learning needs covering 9 subcategories which have been previously analyzed in the data analysis of chapter III.

The resesarch finding was in 2 categories; target needs and learning needs. The goal of the students in learning English was that they wanted to be able to communicate with foreign people as their goal in learning English (60%). In term of necessities, finding out the type of needs by the demands of the target situation, the students mostly chose the advance proficiency level which is necessary for their career (56.67%). The students mostly chose the a medium of oral communication with customers and colleagues (50%). In term of lacks was about to find out the gap between learners' proficiency and target situation necessities. The result showed that the students mostly chose the advance proficiency level which is necessary for their career (80%). The students difficulties in learning English, the students mostly chose the listening section as the difficult part in learning English (83.33).

In term of wants, finding out the learners' wants of learning English. The students mostly chose to communicate fluently using English in oral communication (76.67 %).

In the category of learning needs there are; Input (listening, speaking, reading, and writing), procedures, settings, learners' role, and teachers' role. The question was about finding out the suitable input for English learning materials that students want the most. the students mostly chose monologue and dialogue with pictures (56.67%). The length of the texts approximately the students mostly chose less than 100 words in listening section (70.00%). The topic in listening, the students mostly chose the topic of daily activities as their listening input (60%).

In term of input in speaking was about finding out the suitable input for English learning materials in speaking that students want the most, the students mostly chose monologue and dialogue with pictures (36.67%). The length of the texts is approximately in learning speaking, it was found that the students mostly chose less than 100 words and 100-150 words in speaking section (46.67%) and the students mostly chose the topic of schools as their speaking input (53.33%).

In term of input in reading was about finding out the suitable input for English learning materials in speaking that students want the most. It was found that the students mostly used the authentic materials (i.e. magazines, newspapers, scheduled, etc (73.33%), the length students mostly used 100 – 150 words (46.67%), the students mostly chose daily activities topic in learning English (56.67%).

In writing input was about finding out the suitable input for English learning materials in speaking that students want the most. The result were; the students mostly chose vocabulary lists related to the topic in learning

English(70.00%), the students mostly used < 100 words in learning English (43.33%), the students mostly chose schools topic in learning English (43.33%).

In term of procedure was about finding out the suitable procedures that students want the most. It was found that the students mostly used identifying certain information in the dialogue/monologue in learning English (46.67%), the students mostly used information exchange activity with the other friends in the group in learning English (43.33%)

In term of setting the question was about finding out the desired class management of doing the tasks of English learning materials (individually, in pairs, or in groups. It was found that the students mostly used discussing and comprehending the text in a group in learning English (53.33%), students mostly used to identify and correcting the incorrect punctuations in the texts in learning English (50%), students mostly chose matching the words with their equivalent meaning in Bahasa Indonesia in learning English (53.33%), students mostly used completing the blank sentences with the appropriate grammar in learning English (36.67%), the students mostly used discussing the correct pronunciation with the other friends in learning English (43.33%), it was found that the students chose group works in learning English (63.33%).

In term of learners' role was about finding out the role of the learner in the learning process. It revealed that the students mostly used discussion with other friends to solve the problem or to do the tasks in learning English (63.33%). In term of teachers' role was about finding out the role of the teacher in doing the

tasks. It revealed that the students mostly like if their teacher give the examples about the topic which is learnt and give an assignment (40.00%).

5.2 Suggestion

In this research, the researcher chooses a need analysis. To analyze the same analysis, the other researchers may develop and find another material to be analyzed such as English for Academic Purposes or the need analysis of SMK curriculum.

As the researcher only focused on the need analysis of Business and Management students in learning ESP, it is hoped for the university students who are interested in conducting the similar research to analyze other type of the need analysis and more creative by developing the ESP theory with other theory. Finally, For Further Research, the researcher knows there are many problems come out related to the politeness strategy. It is also expected to explore and investigate some other phenomenon of the need analysis in any speech community in order to reveal some other types and reasons of another categories such as negative politeness in speaking.

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