IDENTIFYING THE ENGLISH LANGUAGE NEED OF VOCATIONAL HIGH SCHOOL STUDENTS THROUGH THE PERSPECTIVE OF NEED ANALYSIS

Moh. Arif Mahbub[1]
rifelbarzmahbub@gmail.com

ABSTRACT

Adapting the theory of Need Analysis as proposed by Dudley-Evans and St. John (1998), this present study explores the vocational students' perceptions on their English language needs. Therefore, a descriptive survey was employed. One English teacher and the thirty-two students of SMK Asrama Pembina Masyarakat, Class XI, computer engineering and network (TKJ) program were voluntarily involved in this present study as research participants. The data with regard to the students' subjective needs were gathered through questionnaire. Semi-structured interview was employed to record the data related to the English teachers' perception toward the needs of research participants. The findings revealed there had been so many different perceptions with regard to the students' needs. Moreover, this present study also discussed pedagogical implication on teaching-learning practices.
Keywords: Need Analysis; Target Situation Analysis (TSA); Learning Situation Analysis (LSA); Present Situation Analysis (PSA).

ABSTRAK

Dengan mengadaptasi teori *need analysis* yang dikembangkan oleh Dudley-Evans and St. John (1998), penelitian ini merupakan sebuah eksplorasi persepsi siswa-siswi SMK terkait kebutuhan Bahasa Inggris mereka. Jenis penelitian ini adalah metode *survey*. Seoranag guru Bahasa inggris dan 32 siswa Kelas XI Jurusan Teknik Komputer dan Jaringan (TKJ), SMK Asrama Pembina Masyarakat, terlibat sebagai *research participants* dalam penelitian ini. Data yang terkait dengan kebutuhan subyektif siswa di peroleh melalui kuesioner. Sedangkan data yang terkait persepsi guru Bahasa Inggris terhadap kebutuhan *research participants* diperoleh melalui *semi-structured interview*. Hasilnya menunjukkan bahwa ada berbagai persepsi yang berbeda terkait kebutuhan siswa. Penelitian ini juga dilengkapi dengan dan mendiskusikan tentang implikasi pedagogic pada proses pembelajaran.
Kata Kunci: Need Analysis; Target Situation Analysis (TSA); Learning Situation Analysis (LSA); Present Situation Analysis (PSA).

[1] Universitas Islam Jember, Indonesia

INTRODUCTION

To respond the challenge of industrial revolution 4.0 (IR 4.0), education is highly required to produce the outputs that are able to compete in today's workplace. Being competitive in today's workplace is, of course, not an easy task. One must unquestionably have adequate competences in English. According to the act of the Republic of Indonesia No. 20 of 2003 on National Education System article 15 stating that vocational education is secondary education program for preparing learners for a specific job. In other words, vocational education should provide the learners knowledge and skills to compete in professional world in accordance with the job market demands.

Then, the questions raised are "Do the English materials taught in vocational high school accommodate the students' needs?" The unpleasant fact revealed that the English materials, both in KTSP (School-based Curriculum) and K13, that have been taught in the level of SMA and SMK are very similar and they are, indeed, not appropriate for vocational high school students.

SMK Asrama Pembina Masyarakat (APM) is the vocational high school institution in Jember that has only one program, computer engineering and network (TKJ). Unfortunately, the English teacher uses the course book that does not appropriate with TKJ students. The texts in this course book still indicate general English. Most of them are non-contextualized texts for the students of computer engineering and network (TKJ) program. Besides, teaching-learning process in this institution does not support them to get any experience they need. The English teacher, for instance, has only stressed on learning grammar instead of communicative competence. Those factors deeply contribute to the huge gap between the students' competences and the requirements in today's workplace. In addition, this opinion was also supported by information desk of MENSESNEG RI (in Amin, Arifuddin, & Nurahmadi, 2017) that clearly stated: "The main factor of the vocational graduate unemployment is caused by the mismatch between the vocational graduate's academic competence and the work force requirement"

As aforementioned, it is highly required for the English teacher to design English teaching-learning that are appropriate and relevant with the context of vocational education in each institution. However, that is extremely difficult and very challenging. To design it, it must first through the process of need analysis as the foundation in designing course program, materials, syllabi, and so forth. This opinion was supported by Zhu & Liu (2014) stating: "…need analysis is the starting point and the center of ESP." Similarly, Kazar & Mede (2015) have also stressed this point by saying that need analysis is the primary step to be taken in the design and development of any educational program.

As previously illustrated, this study will therefore explore the students' need in SMK Asrama Pembina Masyarakat using an approach of need analysis as proposed by Dudley-Evans and St. John (1998). For them, need analysis can be classified into several categories: (1) Target Situation Analysis (TSA), comprising

of the goal and product-oriented needs, (2) Learning Situation Analysis (LSA), the analysis of process-oriented needs, and (3) Present-Situation analysis (PSA), involving the analysis of students' English proficiency level and their weaknesses.

METHOD

Descriptive survey as the main research framework was employed in this study to explore the vocational high school students' needs in SMK Asrama Pembina Masyarakat. The research participants involved in this study were the one English teacher and thirty-two students of class XI enrolled in TKJ program at SMK Asrama Pembina Masyarakat.

Questionnaire and semi-structured interview were employed as the primary instruments in data gathering process. The first instrument was distributed to the students adapted from the research carried out by Wu (2012), comprising three parts that dig the information related to (1) TSA (item no. 1 – 6), (2) LSA (item no. 7 & 8), dan (3) PSA (item 9 – 11) in more details. The second instrument, semi-structured interview, consisted of six questions. Q1 & Q2 asked the students related to the task and what skill they need most. Q3 & Q4 focused on teaching-learning activity and methods. Lastly, Q5 & Q8 tried to dig any information related to students' opinion, their current English proficiency level, the barriers they face in using English, time allotment, and suggestions on teaching-learning practices.

Then, the data derived from questionnaire will be analyzed using descriptive statistics including percentage and frequencies of each item. Besides, the data from semi-structured interview will be analyzed qualitatively. The all findings were all analyzed, discussed, and linked up with the previous study.

FINDINGS
Target Situation Analysis (TSA)

As previously explained, item no. 1 – 6 are design to collect the data regarding to TSA. Q1 is designed to collect the data related to short term goal. Data gathered revealed that they learn English is to use grammar accurately (31.25%), 28.12% to speak English fluently, 21.87% to be able to use some expressions in both formal and non-formal setting, only 18.75% to master any terminologies in TKJ field.

Item no. 2 is related to the kinds of materials that they need. The result shoed that the majority of students confessed they need materials that contained expressions to communicate the others, only 6.25% wanted the materials related tom TKJ field. Related to the topics they need (Q3), the findings revealed that they wanted to learn topics that is closely related to their daily life (78.12%), related to office administration (12.5%), and the rest is related to TKJ field.

Meanwhile the response of the Q4 on English proficiency level also demonstrated the significant results. 93.75% argued that they are in the level of

elementary/beginner. For item no. 5, the majority of the students confessed that their weaknesses are the lack of grammar (71.87%). Response for Q6 illustrated that they need English to make them fluent in English in both oral and written form (62.5%).

Item no. 6 clearly indicated that the majority of students (62.5%) want their English materials that make them to be fluent in English in both oral and written form, 18.75% to develop their grammatical skill, 12.5% wants English materials that help them to have adequate knowledge in TKJ program; and the rest want to understand the meaning of vocabularies.

The results from the second instrument, *semi-structured interview,* also support those previous findings. The majorities of interviewee agreed that they learn English to understand grammar, as expressed in this following statement:

> *"tujuan saya belajar bahasa Inggris ya untuk mengerti tentang grammar. Kalau grammarnya bagus kan nilai Bahasa Inggris saya juga bagus"*

The result of the interview from the English teacher has also indicated the same result indicating that the teacher stressed the English instruction on grammar;

> *"Kita harus memberi kesempatan kepada siswa untuk menggunakan Bahasa Inggris di berbagai konteks 'real world'. Dan grammar menjadi syarat penting untuk mewujudkan itu. Bagaimana bisa kita berinteraksi dengan dunia global dengan tanpa grammar?"*

In addition, regarding to the task they liked most, they answered:

> *"kami paling suka mengerjakan soal-soal grammar.kalo ada tugas speaking kami sering kali nggak PD."*

Learning Situation Analysis (LSA)

The data related to the learners' subjective needs can be gathered from their learning activity (Q7) and the teaching-learning method that they like most (Q8). 23 students (71.87%) like discussion, 21.87% prefer simulation, 3.25% like role play, and 3.25% like to translate text. For Q8, 78.12% confessed that like audio-visual media for their learning, 3 students like memorizing, 9.37% like copying the materials from the white board, and 2 students (6.25%) like problem-solving.

The result from interview also indicated the same phenomena, the data illustrated that they like variety teaching-learning activities in classroom, but discussion is the method they like most. The English teacher has also supported this by saying:

> *"Mereka sangat senang sekali diajak berdiskusi. Sering kali, kami menyiapkan bahan untuk berdiskusi baik secara individu maupun kelompok."*

Present Situation Analysis (PSA)

The question related to the students' satisfaction in learning English (Q9), their perception toward what the most difficult skills they learn (Q10), and what

the obstacles they face are (Q11), are very relevant to gather the data related to the students' weaknesses.

From the data gathered from Q9, 75% felt that they had satisfaction in their English learning, while 21.87% very satisfied, and only 3.12% dissatisfied. Item no.10 clearly revealed that 37.5% confessed that the most difficult skills is the knowledge in TKJ; 34.37% confessed grammar as their difficult skills; and 18.75% in writing. Q11, regarding to the obstacles they face, the results showed that 46.87% witnessed that there were only few qualified teachers that understand the concept of TKJ well; 40.62% practices of English I daily context; and the rest is the lack of resources.

The results from interview for item no. 5 – 8 can be illustrated as follows. They also witnessed that the most difficult skill is the knowledge on TKJ field:

"Skill Bahasa Inggris TKJ yang menurut kami paling sulit karena terlalu banyak istilah-istilah asing yang masing asing dan belum pernah kami dengar sebelumnya"

These facts have also been supported by the English teacher saying that it is because there have been so many new terminologies related to TKJ.

Further, related to time allotment, the results of interview from students and English teacher illustrated that the time allotment for English is insufficient to develop their skills in English. The limited of time allotment in K13 has also been the factor; *"Kita juga tidak bisa hanya menyalahkan siswanya saja, keterbatasan alokasi waktu dalam K-13 juga ssangat berpengaruh terhadap kompetensi mereka."*

Discussion

This present study is intended to explore the students' needs in SMK Asrama Pembina Masyarakat, class XI, enrolled in TKJ program using a need analysis approach by Dudley-Evans and St. John (1998). The data resulted from questionnaire and interview will be succinctly revealed these following findings.

Q1 asking about short-term goal clearly indicated that the majority of students have their goal for (1) being able to use grammar, and (2) being fluent in English. These findings are similar with the research carried out by Al-hamlan & Baniabdelrahman (2015) and Chostelidou (2010). Q2, related to teaching-learning materials, clearly indicated significant result; 90.62% claimed that they need English materials that contain of expressions to communicate in English fluently. These findings are also in line with the research carried out by Al-hamlan & Baniabdelrahman (2015). Related to the topics (Q3), the results were dominated by those who choose the topics related to their daily life (78.12%).

Meanwhile, response from Q4 indicated that 93.75% students confessed that they are in elementary/beginner level. For Q5, majority confessed that their weaknesses is the lack of grammar accurately (71.87%). Response for Q6clearly illustrated that they need English to help them to be fluent in English (62.5%).

According to those previous findings, it is worth to underlined here is that they are basically unaware of the importance of ESP. this can be seen from their

responses that they tend to choose options on general English (GE), instead of choosing options regarding to TKJ program.

Further, there have been interesting facts about their motivation in learning English. 71.87% confessed that their motivation in learning English is to continue their study. Meanwhile, there were 28.2% students having motivation to get the job. Similar findings have also been reported by Boroujeni & Fard (2013) claim that 64.03% participants motivate to learn English for continuing their study and 31.06% maintain to get a job.

The LSA data were collected from Q7 & Q8. Data from Q7 indicated that discussion is the method that they like most. This is also in line with the research carried out by (Sabah & Mohammed, 2016) claimed that there are 371 participants (97.4%) agreed that discussion is the method they like most. Furthermore, for Q8, data gathered clearly showed that 78.12% students the teaching-learning method supported by audio-video media. This was also supported by (Sabah & Mohammed, 2016) that clearly claimed that there were 243 participants that fully aware of the importance of ICT in their autonomous learning.

The next category is PSA (Present Language Analysis) represented by Q9 – Q11. For Q9, the data collected indicated that they dissatisfied with the teaching-learning process in their classroom (53.12%). This findings were also reported by (Wu, 2012) that reported the dissatisfaction of participants toward the pedagogical practices in their classroom at College Business English Course. With regard to the most difficult skill on Q10, the majority responded that grammar is the most difficult skill. Moreover, the lack of the relevant textbook on TKJ field has become the dominant answer for Q11.

CONCLUSION

In accordance with the previous findings, it can be concluded that basically the English teaching-learning process in this class is ineffective since it cannot meet the students' needs. Not surprisingly, it can be a barrier for their progress in learning English. For this reason, it is a must for us as an educator to pay our great concern on vocational education. One of the solutions is to provide them more opportunities by emphasizing them to practice their skills to compete in today's workplace. These opportunities can be in the form of providing the English materials that contain the particular topics or terminologies in the area of TKJ.

In addition, this study is hopefully able to provide a new insight for English teacher in particular and grow their awareness of the importance of need analysis. By this analysis, we can able to recognize their needs, their weaknesses, and also their wants for their own learning. Besides, we can also identify the learning procedure or activities they want, as well as media, their proficiency level and determine the most appropriate method of teaching-learning for our students. In other words, it is through the results of need analysis one can find the better teaching-learning ideas applied to his/her classroom that will bridge

the gap between the current English proficiency levels and the target competences as required by curriculum.

REFERENCES

Al-hamlan, S., & Baniabdelrahman, A. A. (2015). A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia : A Descriptive Analytical Approach to Students ' Needs Professor Abdallah Ahmad Baniabdelrahman , PhD. *American International Journal of Contemporary Research*, *5*(1), 118–145.

Amin, M., Arifuddin, & Nurahmadi. (2017). Pragmatic competence and learning needs of English for students of Tourism Vocational Schools in Nusa Tenggara Barat Province. *International Journal of Education Policy Research and Review*, *4*(4), 53–61.

Barreto, L., Amaral, A., & Pereira, T. (2017). Industry 4.0 implications in logistics: an overview. *Procedia Manufacturing*, *13*, 1245–1252. https://doi.org/10.1016/j.promfg.2017.09.045

Benešová, A., & Tupa, J. (2017). Requirements for Education and Qualification of People in Industry 4.0. *Procedia Manufacturing*, *11*(June), 2195–2202. https://doi.org/10.1016/j.promfg.2017.07.366

Boroujeni, S. A., & Fard, F. M. (2013). A Needs Analysis of English for Specific Purposes (ESP) Course For Adoption Of Communicative Language Teaching :(A Case of Iranian First-Year Students of Educational Administration). *International Journal of Humanities and Social Science Invention*, *2*(6), 35–44.

Chostelidou, D. (2010). A needs analysis approach to ESP syllabus design in Greek tertiary education : a descriptive account of students ' needs. *Procedia Social and Behavioral Sciences*, *2*(2), 4507–4512. https://doi.org/10.1016/j.sbspro.2010.03.721

Kazar, S. G., & Mede, E. (2015). The Perceptions of ESP Students' Target Needs: A Case Study. *Procedia - Social and Behavioral Sciences*, *191*(2001), 2526–2530. https://doi.org/10.1016/j.sbspro.2015.04.574

Sabah, A., & Mohammed, E. (2016). ESP Needs Analysis: A Case Study of PEH Students. *Sino-US English Teaching*, *13*(12), 0–19. https://doi.org/10.17265/1539-8072/2016.12.00

Wu, Y. (2012). An empirical study on needs analysis of college business english course. *International Education Studies*, *5*(2), 216–221. https://doi.org/10.5539/ies.v5n2p216

Zhu, W., & Liu, D. (2014). Study on the Theoretical Foundation of Business English Curriculum Design Based on ESP and Needs Analysis. *English Education Studies*, *4*(1), 68–74. https://doi.org/10.5539/hes.v4n1p68