

**THE ANALYSIS OF STUDENTS' NEEDS
FOR ENGLISH SUBJECT AT SMK MA'ARIF NU 1 SUMPIUH
BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training
of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

by

**Rose Zalina Nurul Aisyah
1917404055**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESSOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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STATEMENT OF ORIGINALITY

Here with I,

Name : Rose Zalina Nurul Aisyah
Student Number : 1917404055
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, **“The Analysis of Students’ Needs in English Subject at SMK Ma’arif NU 1 Sumpiuh Banyumas Regency”** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited. If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, 13th of September 2023

I Who Declare,



Rose Zalina Nurul Aisyah
S.N. 1917404055



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled:
**THE ANALYSIS OF STUDENTS' NEEDS FOR ENGLISH SUBJECT AT SMK
MA'ARIF NU 1 SUMPIUH BANYUMAS REGENCY**


Written by Rose Zalina Nurul Aisyah (Student Number. 1917404055) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 22th September 2023 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.

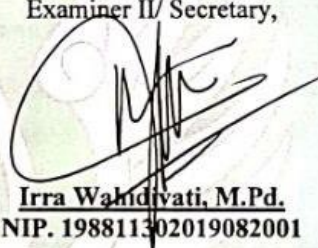
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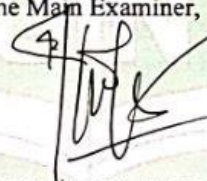
Examiner I/Head of Examiners/ Supervisor,

Examiner II/ Secretary,


Yulian Purnama, S. Pd., M.Hum.
NIP. 197607102008011030


Irra Wahidivati, M.Pd.
NIP. 198811302019082001

The Main Examiner,


Muflihah, S.S, M.Pd.
NIP. 197209232000320001

Legalized by:
The Head of Education Department,




Dr. Maria Ulpah, M.Si.
198011152005012004

OFFICIAL NOTE OF SUPERVISOR

To :
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
in Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, then through this letter I convey that:

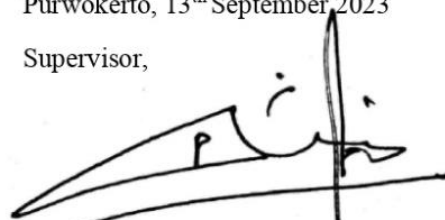
Name : Rose Zalina Nurul Aisyah
Student Number : 1917404055
Department : Education
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : **The Analysis of Students' Needs in English Subject at SMK Ma'arif NU 1 Sumpiuh Banyumas Regency**

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, 13th September 2023

Supervisor,



Yulian Purnama, S. Pd., M.Hum.
NIP. 197607102008011030

**THE ANALYSIS OF STUDENTS' NEEDS FOR ENGLISH SUBJECT
AT SMK MA'ARIF NU 1 SUMPIUH
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Rose Zalina Nurul Aisyah
S. N. 1917404055

Abstract: SMK (Vocational High School) has ESP (English for Specific Purposes) to conduct English learning. It is because SMK has professional goals to enter work industries. There are many majors in SMK that need to be differentiated related to English Teaching and Learning. Thus, a need analysis must be carried out to find the Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA) of the students in English subject. This study aimed to describe the needs of Computer and Network Engineering students in English subject at SMK Ma'arif NU 1 Sumpiuh Banyumas Regency. The type of this research was a mixed method design that combines quantitative and qualitative phase. The data collection was obtained through questionnaire and interview. There were 135 students and 2 English teachers as the participants of this research. The results found that most of the Computer and Network Engineering students have a goal to work after graduation. Mores, English taught in their class partly appropriate with their major. In the TSA shows 97.7% of students agree that they are learning English to support their future career. Then, 3 of 4 students also agree with that statement in the result of interview. In the PSA found that 65.2% of students can write simple sentences in English and 84.5% of students feel difficult in listening English audio activities. That also has been stated by the students and teachers that they didn't have listening activities before. While in the LSA, 91.1% of students need more listening activities and 92.6% of students need more vocabularies. For learning strategies and method, 91.8% of students want more varied learning and 90.3% of students want more varied learning media. Based on interview result, they want more clearly explanation, fun learning, more speaking practice, game, more English practices and visual learning media.

Keywords: Need Analysis; ESP; English Teaching and Learning.

MOTTO

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The researcher,

Rose Zalina Nurul Aisyah
S.N. 1917404055

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LIST OF ABBREVIATIONS

ESP : English for Specific Purposes

NA : Need Analysis

TSA : Target Situation Analysis

PSA : Present Situation Analysis

LSA : Learning Situation Analysis



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CHAPTER I

INTRODUCTION

A. Background of the Study

The implication of the sophisticated industrial revolution 4.0 is have a big impact on numerous fields. This is no exception in the sphere of education at this time. Because it is expected to generate graduates who are in accordance with the needs of the industrial market which continually expanding in the globalization era. Vocational schools (SMK) have the general objective to create a new generation who are ready to enter the world of work. However, SMK is currently faced many complex challenges from technical, social and political issues. Therefore, it is necessary to develop a number of competences to prepare students to enter the work industries. This includes the ability to communicate in English. Because that is the main point to enhance developed graduates who can express various ideas and thoughts. In fact, English and computer skills are requirements that appear in the most job vacancy (Lee et al., 2017). Thus, English competence becomes a significant competitive advantage in the job market.

English in SMK is the application of English for Academic Purposes (ESP). Hutchinson & Walters (1987) argues that ESP is an approach to learning English whose methods and learning are based on the students' reasons for wanting to learn English. Dudley-Evans and St.John (1998) mentioned the key stages in ESP are: needs analysis, course and syllabus design, materials selection and production, teaching and learning, and evaluation. Then, Robinson (1990) also specified several important features of ESP as follows: having specific aims in the field of the profession; the material is created and developed according to the concept of need analysis; it is more directed at intermediate and upper-level learners and working professionals. Hence, ESP has a great relationship with need analysis.

According to Richard (2010), need analysis is a procedure used to collect information about learners' needs. Thus, it can become key to designing ESP

learning. Need analysis is a course development process that contains the identification of language and students' skills in their vocational workplace or their study area considered in relation to their knowledge also their needs. Students have different types of language needs. Each different type has an impact on what will be taught to them so that should be limited to what they need (Basturkmen, 2010). Moreover, Johns and Dudley (1991) claimed that need analysis is the first step in preparing learning to support validity and relevance in all subsequent learning designs. It can be said that need analysis is the key to ESP, because it is the main point in designing materials, syllabus, teaching and learning models, and evaluation.

This shows that need analysis is an important thing to do in the implementation of education, because it guarantees the success of a program in achieving goals in learning a language (Sularti et al., 2019). In addition, every major in SMK and even every student has different needs in learning a subject. Thus, that gave the reasons for researchers to conduct research in exploring need analysis on students. Such as research conducted by Adi Setiawan in 2019 entitled "The Need Analysis of English Subject at SMK Bina Insan" which analyzed the needs of Business management students. This research use quantitative descriptive approach. The instruments of the research are questionnaire and interview. The result is that students have goal to speak with foreign people. Then, students need English to support their careers. Furthermore, students chose listening activities as their lacks in learning English.

More, the other study conducted in 2019 by Besse Masnidar with the title "An Analysis of Students' Needs of Speaking Materials in English Textbook for The Tenth Grade of SMKN 4 Wajo in The 2019/2020 Academic Year". This is a quantitative descriptive study that investigated the tenth grade students' need in speaking material and the speaking material contained in the textbook. The result of this study found that the students need enjoyable and communicative speaking material. Moreover, they need a speaking learning

design in terms of skill and content. Then, the quality of the textbook that used based on the criteria was good textbook.

Then, the research from Herviani Sevrika with the title “Students’ Need Analysis on English Learning Material at Mechanical Metal in SMK N 8 Padang” This research use an open-ended questionnaire to collect the data about needs on English learning material of Mechanic students. This study analyze the students need by the necessities, lacks, and wants of the students on English learning material. The result of the necessities found that students need an easy understanding learning material. Then, the lacks of them in learning English was difficult to understand the text and less vocabularies. The last, in wants analysis state that students want to speak fluently.

Based on the previous research about the need analysis and the preliminary research that was conducted in a school, the researcher found that the teacher do not apply the ESP approach in the English subject. Then, they use the same lesson plan in every class and majors to conduct learning class. In addition, the English material that used wasn’t differentiated. Moreover, the English competencies of the students in this school were in the low level. Those results is a number of problematic issues in the education world especially in the vocational field that must be overcome. Therefore, that can be a reason to conduct the research entitled “The Analysis of Students’ Needs for English Subject at SMK Ma’arif NU 1 Sumpiuh Banyumas Regency.

B. Clarification of Key Terms

These are some definitions that has a crucial role in avoiding ambiguity and misconception. So, the readers will understand with the conception of this study. It refers to some definition that describes the variable to be measured. There are some important definitions of key terms as the guideline in this research. Those are:

1. Students’ Needs

Need is all about the necessary but lacking of something. Here, need is about the needs of Computer and Network Engineering students in English subject using need analysis by finding the Target Situation

Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA).

2. Need Analysis

Need analysis means the process of identifying what the students need and what the students want in learning English. Strevens (1980) added that need analysis becomes the first step in specific purposes of English language teaching and learning. Then, Dudley Evans and St. John (1998) said that Need Analysis is the cornerstone in determining what and how the course will be held. Need Analysis is a study in finding the students' learning necessities including a process of identification about what the students want to learn in English subject based on their majors. This process of need analysis include finding the Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA). TSA is about the goals or targets of the students in learning English at the end. Then, LSA is about what the students want to learn. It is include the necessities and wants of the students. While PSA is about the initial situation of the students in learning English (Robinson, 1991). This analysis finding the weakness and the strength of the students in English learning.

3. English Subject

English subject is an educational process of studying English in a school. In this research, English subject refers to the learning process in Vocational High School. SMK as one of the Vocational High School programs is an education that has the specific objective of creating graduates with special skills and expertise so they can meet the criteria to enter the job market. Therefore, it is necessary to study along with the specifications of its contents. Here, English learning is also become an issue to run the programs.

4. English for Specific Purposes (ESP)

ESP refers to English teaching and learning of as a second or foreign language when the students have a goal to use English in a particular

domain (Goldsmith et al., n.d.). This is an approach in teaching English skills more closely with the certain field study of a Vocational School. It is not really different with learning process in general English subject. According to Dudley-Evans and St. John, ESP focuses on needs analysis, text analysis, and preparing students to communicate effectively in tasks determined by their study or work situation. So, the learning process emphasizes the practical results. In addition, teacher should develop more communication skills and make the learning process directed to the students' specific need in mastering English (Hutchinson and Waters, 1987).

C. Research Question

After look at the research background above, the following research question can be formulated:

“What are the needs of Computer and Network Engineering students for English subject at SMK Ma’arif NU 1 Sumpiuh?”

D. Aim and Significances of the Research

1. Aim of the Research

Based on the research questions, the objective of this study is to describe the needs of Computer and Network Engineering students for English subject at SMK Ma’arif NU 1 Sumpiuh.

2. Significances of the Research

a. Theoretically

This research is hoped to develop the implementation of need analysis theory and the learning process in English subject. In addition, it will increase the contribution about the related topic issues.

b. Practically

1) For Institution

Need analysis is also a prior process in designing syllabus and language course. Hopefully, this research will help the development of syllabus and language course in this school.

2) For the students

The need analysis is to find the Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA) of the students in English subject. After get the needs, the learning process is expected to be appropriate with their major. Hopefully, the students will get the English competencies to support their future careers.

3) For the teachers

For the teachers, it will provide information about students' need in English subject. So, teachers can develop their teaching process based on the students' need in each majors.

4) For the researcher

The research is expected to provide the knowledge and experiences in conducting need analysis which can be useful in the future.

5) For other researchers

This research is hoped to provide information and development of related research. The other researchers can use this research as the previous relevant studies and explore more after this research.

E. Organization of the Research

It is necessary to classify the structure of the research to make a systematic research. There are five chapters in this research that have description as follow:

Chapter I is the introduction of the research which contains the background of the study, clarification of key terms, research questions, aims and significances of the research, and the organization of the research

Chapter II shows the literature review and review of relevant studies about the topic of the research in the scope of need analysis in English for Specific Purposes.

Chapter III explains about the way to solve the problems. It is the research methodology that contains the research design, object and subject of the research, data collection techniques, data analysis techniques, and validity of the data.

Chapter IV shows the information about research finding from the questionnaire and interview as the instrument to gain the data collection.

Chapter V conclude the research finding by answering the research questions. It consists of the conclusion of the study and suggestions to the next related researcher.



CHAPTER II THEORETICAL REVIEW

A. English for Specific Purposes (ESP)

Here ESP will be described by the origin of ESP, definition of ESP, objectives of ESP, characteristics of ESP, and teaching ESP.

1. The Origin of ESP

In the 1960s, English for Specific Purposes (ESP) has known become a single field. The evolution of ESP resulted from many sources, they are: the world war in 1945; the development of scientific; the expansion of science and technology; the enlarged use of English become an international language in science, business, and technology; and the growth number of students studying in US, UK, and Australia. Hutchinson & Waters (1987) claimed that in the scope of ESP, all of history happened due to the many people who want to learn English as a key in the fields of science, technology, and commerce. Thus, the emergence of ESP is caused by the need for English language learners to reach certain goals according to their profession.

ESP is a part of English Language Teaching (ELT). But, it is a kind of different learning process than general English class. This is the way to teach students based on their specific goals. Because Robinson (1991) said that sometimes students learn English is not because they interested to study this subject, but they need English for their work goals. This kind of learning process refers to the learning process in Vocational School.

ESP is divided into two parts; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP is English that includes of the school subjects of any professional course. Designed for students who are currently pursuing certain disciplines to prepare students to be able to use English in accordance with their fields. While in EOP learning, students already have their own experience in their field so they

take EOP as a course or training in their work. So they can work and study at the same time (Dudley Evan and St. John, 1998).

This approach focuses on needs analysis, text analysis, and preparing students to communicate effectively in tasks determined by their study or work situation so that the emphasis is on practical results, (Dudley-Evans and St John, 1998). Meanwhile, Hutchinson and Waters (1987) claimed that ESP should be based on the principles of effective learning. In the past, they added that linguistic characteristics of the language were the main focus of ESP. But now ESP emphasize on improving communication abilities and the learning process is heavily influenced by the individual needs of each in order to mastering the language.

2. The Definition of ESP

Some definitions from experts will be described here. First is Hutchinson and Waters (1987), they defined ESP as the approach in language teaching to get the needs of particular students. So, all the content about the method, strategies, and materials are provided based on their reason for learning English. Then, Day and Krzanowski (2011) added that ESP is a set of skills that students need in their future professional careers. While Robinson (1991) defined ESP based on two main defining criteria and several characteristics of ESP that are generally considered correct. The main point is that ESP leads to the goal, and the ESP course develops from needs analysis, which has a real goal that students must do through learning English.

Nunan (2004) claimed that ESP is a significant component of language education, with its methods for developing curriculum, designing materials, implementing pedagogy, conducting assessment, and conducting research. Dudley-Evans and St John (1998) defined ESP by emphasized two methodological aspects of ESP. They said that ESP teaching must describe the methodology of the discipline and profession, and there are different interactions between teachers and students with English in general. Mores, Dudley-Evans and St John (1998) added that

ESP focuses on needs analysis, text analysis, and preparing students to communicate effectively in tasks determined by their study or work situation so that the emphasis is on practical results.

Based on some definitions that mentioned above, we can conclude that ESP is an approach to learning English that includes methods, strategies, and materials specifically for students in the vocational sphere which is focus on the needs of students according to their areas of expertise.

3. Objectives and Characteristics of ESP

According to Basturkmen (2010), there are some objectives in teaching ESP:

- a. To uncover subject specific language use: it focus on the use of English in the target situation and determine what materials that should be provided to the students
- b. To establish the target performance competencies: it is to enhance the English skill of the students to fulfil the target situation. The process of teaching and learning process should be concerned with something that students needed.
- c. To teach underlying knowledge: because teaching ESP is the knowledge of work-study, not only linguistic ability.
- d. Developing strategic competence: the link between the context of situation and language knowledge called as strategic competence or the efficiency of communication
- e. Supporting critical awareness: when the students know the target situation, they will understand and be aware the target language, behaviours, and knowledge to act properly. Teachers need to enhance their critical awareness by discussing how the norms and communication are practiced in the target situation.

Robinson (1991) mentioned the characteristics of ESP courses: constrained by a limited time; the objectives must be taught in a

homogenous class in a specialist studies or in term work that engaged the students.

In addition, Strevens (1988) mentioned ESP as absolute and variable characteristics in the ESP teaching and learning process. The absolute characteristics are:

- a. ESP is to achieve the certain needs of students
- b. Using a specific topic to be achieved
- c. Adapting the language features into specific expertise
- d. Different with General English

Then, Fadlia (2020) on her research stated the variable characteristics. There are:

- a. The design of ESP according to the skill that will be achieved;
- b. Use the different methodology according to the learning condition;
- c. It is designed for adult students, intermediate students, and advanced students, but it can be middle students;
- d. The ESP learners are pretended to understand English basic knowledge.

4. Teaching ESP

Teaching ESP is similar to teaching English as a general subject. But, there are some special features that need to bring in the class. Crokers (1981) claimed that ESP emphasize English learning in the context of language use. Thus, teachers should develop more communication skills and make the learning process directed to the students' specific need in mastering English, (Hutchinson and Waters, 1987). Dudley-Evans and St. John 1998 also said that the interaction in ESP classes generally may be similar with a General English class. However, in the specific ESP class the teacher sometimes becomes more as a language consultant that enjoy the equal status with the students who have their own expertise in the subject matter.

Then, Strevens (1988) described some advantages of ESP: Focused on the students' need; it is not wasting time; it is relevant to the students; it is successful in providing learning; and more cost effective. That was agreed

by Dudley-Evans and St John (1998) that implication of the claims of ESP teaching is more motivating for students than General English. Generally speaking, this is true; the focused nature of the teaching, its relevance and cost-effectiveness ensure that its aims are widely accepted by learners.

a. Methodology

The methodology in teaching ESP may not significantly differ from teaching general English. There are fundamental distinctions that influenced the methodology and make the course more specific: This is due to the fact that the teacher is not a “primary knower”. The ESP teacher also must be more flexible, listen the students more, and interested in the academic or professional activities. Then, teacher also must be prepared to adjust their approach during the lesson and quickly react to the circumstance. Mores, teacher should assess the teaching material whether it were self-produced or published (Dudley-Evans and St. John, 1998).

b. Teaching Vocabulary

Teaching vocabulary is widely accepted to be important now (Swales, 1983). Because it is crucial to differentiate vocabulary needed for production and for comprehension. In production vocabulary needed, the ability to store and retrieve is important. While in the comprehension vocabulary needed chose inferring the meaning of the context and actual words' structure as the important technique (Nattinger, 1988). There are technical teaching vocabulary and semi-technical teaching vocabulary. In the technical vocabulary, Dudley-Evans and St. John argued that although ESP teacher should not be expected to teach technical language, in some situation it may be needed to ensure that students have grasped technical vocabularies that used as carrier content for an exercise.

c. Teaching Grammar

Based on the communicative approach in the ESP, the grammar teaching integrated into teaching language use like how to express basic

concepts like ‘cause and effect’, ‘model building’ and ‘quantity’ or generic features of text like ‘the review of the literature’, ‘hedging’ and ‘making recommendations’ (Dudley-Evans and St, John). Teachers in ESP has a main goal to make the students efficient users in English language. So, teachers should avoid extreme language teaching and use combined method as a part of the language itself. In addition, teachers can combine the grammar learning with the new technology by transforming the instruction more effective, exiting, easier, and fun (Syvak, 2018).

d. Teaching Reading

In the reading component of ESP class needs to strike a balance between language development and skills acquisition. There are some important key skills to be studied for the new language: choose the relevant current purpose; utilizing all the text’s features include heading, layout, and typeface; identifying organizational pattern, skimming a content and meaning and scanning for specifics; understanding relationship between sentence; using cohesive and discourse markers; identify the main idea, supporting details, and example; predicting, inferring, guessing, processing, and evaluating the information after reading process.

Rohmawati et al., (2022) said there are two pre-reading strategies that can be used: word list and contextual redefinition. It can help students understand the reading text, increase their vocabulary mastery, and their reading motivation. Then, (Saragih et al., 2022) in their study mentioned reading technique to solve reading problems using Herringbone technique. This technique ask students to answer WH questions: what, who, why, where, when, and how on a visual diagram like a fish skeleton.

The reading material traditionally been chosen by institutions and teacher. By institutions using the commercially available textbooks; and by teachers using the textbooks in their resource center

and any accompanying materials they supply. However, choosing texts to read involves both students and topic experts in a significant way. Students also may bring the interesting text that they find or they need to comprehend so the students own text are invested and committed to them.

e. Teaching Writing

In teaching writing, there are some activities that can be developed: writing tasks that require more in-depth writing skills (the deep-end approach); editing skills through peer review; editing skills through reformulation exercises; and more specific rhetorical and linguistic awareness through integrated teaching with subject specialists are all examples of rhetorical awareness.

f. Teaching Speaking

Dudley-Evans and St. John (1998) mention “spoken interaction” in speaking context. This part focuses on situations in which speaking and listening are both essential for effective communication. It is because they require both of these abilities to be used effectively—speaking and listening—to say the right thing in the right way. In these situation, participants take on two unique roles: listeners and speakers.

There are some speaking methods practices that can be used in vocational school. Those are role play, storytelling, story completion, and discussion. Role play become a method that most of teacher use in their speaking class (Hasibuan et al., 2019). Then, Hervinna Febriani Sitorus et al., (2022) also mention the solution of speaking problems are brainstorming, discussion, role play, story completion, debate, work in pairs or groups, and arranging the classroom desks differently.

g. Teaching Listening

The goal of ESP listening is to develop active listeners. ESP listening involves the cognitive processing of drawing on the same number of knowledge sources as processing spoken input, and requires the use of the same core skills that enable effective attention to

information consistent with the purpose of listening (Goh, 2012). Here, “active listening” is an important thing based on the “spoken interaction”. It involves verbal and nonverbal cues used to support speakers, such as verbal "back-channeling" techniques and nonverbal body expressions, gestures, and movement. Dudley-Evans and John (1998). In addition, Goh (2012) added that ESP listening is depend on vocabularies and knowledge about language forms which facilitates parsing of spoken input and the perception. Because vocabulary becomes a challenge for ESP listeners since each discipline has their own technical and special terms. Then, Dudley-Evans and St. John (1998) mentioned two macro-skills for EAP and EOP listening: "listening (to monologue)" and "listening and speaking," each of which is made up of a number of micro-skills.

B. Need Analysis

To make it clear about this study, there are some explanation about need analysis that will be divided by definition of need analysis, the concept of need analysis, and components of need analysis.

1. Definition of Need Analysis

Need analysis introduced in 1960s in the language teaching through ESP development, (Richard, 2001). There are some experts who defined need analysis. Dudley-Evans and John (1998) defined need analysis Related to the ESP teaching and learning, need analysis is become the important things to do before conducting the learning process. Then, Robinson (1991) claimed that need analysis is considered important for ESP although it is not only in an educational context. Need analysis is a process of identification and evaluation to explore what the students need to learn and what the students want to learn. It is an analysis about what the students' already know and what they need to know, (Nation & Macalister, 2010).

Basturkmen (2010) explained that need analysis is a course development process that contains the identification of language and

students' skills in their vocational workplace or their study area considered in relation to their knowledge also their needs. Moreover, It is also can be used as the assessments for learners and learning process in the end. Then, Ma'rufah et al., (2021) clarified that needs analysis is a process to investigate the information from stakeholders. It is to identify the students' needs for designing, developing and evaluating program of language curriculum.

Dudley-Evans and St. John (1998) Need Analysis is one of the key stages in ESP. It is the process of determining what and how of a course. Moreover, Johns and Dudley (1991) claimed that need analysis is the first step in preparing learning to support validity and relevance in all subsequent learning designs. It can be said that need analysis is the key to ESP, because it is the main point in designing materials, syllabus, teaching and learning models, and evaluation.

Need analysis is a very important first step before designing and developing language courses, language tests, and even teaching materials. West (1994) also adds that language needs analysis is basically a pragmatic activity that focuses on specific situations even on general theories such as the nature of language and curriculum. In short, need analysis is a process that must be carried out before learning a language, designing syllabus, selecting teaching materials, learning methods and evaluation.

2. The Concept of Need Analysis

The main purposes of an English Need Analysis is to identify the needs of the target learners in a particular area of English usage (Chiu et al., 2021). Dudley-Evans and St. John mentioned the current concept of Need Analysis is determining:

- a. *Target situation analysis and objective needs*: professional information about the learners like the activities of students are/will be using English for.
- b. *Wants, means and subjective needs*: personal information about the learners like the factors which may affect the way they learn such as

previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English.

- c. *Present situation analysis*: English language information about the learners like What their current skills and language use are
- d. *Lacks*: the learners' lack or the gap between *Present situation analysis* and *Target situation analysis*.
- e. *Learning needs*: Language learning information like Effective ways of learning the skills and language in.
- f. *Linguistic analysis, discourse analysis, genre analysis*: professional communication information about target situation analysis. It is about the knowledge of how language and skills are used in the target situation.
- g. What is wanted from the course.
- h. *Means analysis*: Information about how the course will be run.

It is very crucial to conduct the need analysis, because there are some purposes of need analysis by (Richard, 2001) in in language teaching and learning are to:

- a. Find out what language skills a learner needs in order to perform a particular role
- b. Determine if an existing course adequately addresses the needs of potential students.
- c. Determine which students from a group are most in need of training in particular language skills.
- d. Identify a change of direction that people in a reference group feel is important.
- e. Identify a gap between what students are able to do and what they need to be able to do.
- f. Collect information about a particular problem learners are experiencing.

In addition, Stern (1992) outlined four types of objectives in teaching ESP:

- a. Proficiency objectives: refers to students mastery the four language skills (reading, listening, writing, and speaking)
- b. Knowledge objectives: refers to the acquisition of linguistic and cultural information. Linguistic knowledge objectives imply language analysis and understanding of the linguistic system. Then cultural information refer to the mastery of societal norms, attitudes, and perspectives as well as the capability of recognizing culturally significant information.
- c. Affective objectives: refers to the improvement of attitudes about the study subject.
- d. Transfer objectives: refers to the capacity to generalize from lessons learnt in a situation or another.

3. Components of Need Analysis

Hutchinson & Waters (1987) said that need is an ability to understand and produce the linguistic features of target situation. There are two distinctions in the need analysis, there are target needs and target situation. Target needs are all about the students need to do in the target situation. Then, target situations are what students need to do to study. Needs analysis is the combination of Target Situation Analysis (TSA) and Present Situation Analysis (PSA). In the scope of ESP, neither the TSA nor the PSA stand alone can be relied upon as reliable indicators of what it takes to improve learning and achieve desired goals. The components can be mentioned as follow:

- a. Target Situation Analysis (TSA)

According to Robinson, Target Situation Analysis (TSA) refers to a needs analysis that is centered on the needs of students at the end. According to Chambers (1980), needs analysis should focus on identifying communicative needs and ensuring that they are met as a result of target situation analysis. Meanwhile, West added that TSA is a form of needs analysis that focuses on the process of identifying learners' language needs in a work or academic environment. In this

case, it includes tasks and activities learners are/will be using English for the target situation, objective, and perceptions of what is known and can be verified, (Dudley-Evan,1998). By analyzing the target situation, it can be seen what students do with the chosen foreign language (Tayeb et al., 2017).

b. Present Situation Analysis (PSA)

Present Situation Analysis (PSA) is described by Robinson as the initial situation of students in learning language. This can be seen from their strengths and weaknesses. Agree with this, Dudley Evan and St. John also measure PSA from their strengths, weaknesses, skills, and experience in learning languages.

It is can be stated that strength and lacks of the students are the parts of PSA. Because that is really important to know what the students already know. So that teacher will see what the students' necessities as the lacks of them. According to Dudley-Evans and St. John (1998), lacks are the gap between target competency (target situation) and the current level of students' competency (present situation). Then, West (1994) defined lacks as the students don't know and it need PSA (Present Situation Analysis) to identify them.

In this case, several sources that can be used to identify PSA: students; learning valley; and user institutions. In addition, information about PSA can also be obtained from students' ability levels, student resources, students' views on language, views on language learning, and the culture that surrounds them.

c. Learning Situation Analysis (LSA)

Learning Situation Analysis (LSA) is a subjectivity and a perceived need and refers to the process. It is also about what students want to learn. According to Dudley-Evan (1998), LSA is an effective way to learn skills and language. Moreover, LSA is about why they want to learn a language. Subjectivity and feelings of need come from

within and are in accordance with the learner's affective and cognitive factors.

Necessities and wants are the parts of LSA. Necessities are the type of need decided by demands of target situation that students need to know so the function runs effectively in the target situation. This kind of need could be said as the objective need that contained the analysis of everyday situation. Then, Teacher must comprehend what the students must to know the function effectively; what the students know and don't know; and the desires of what the students know and what the students don't know but they think they need. Hutchinson and Waters (1987) said that wants are about the students feel want and need. Then, Alderson (1980) added that wants take into account what a student feels he or she wants to learn or do. This is a subjective need that unpredictable and indefinable between one student and other students. Even though it will be different and incompatible with the employer and sponsor, it doesn't mean this is unreal. There are some wants that might be felt by the majority of the students which can help the syllabus design, (Rahman, 2015).

d. Mean Analysis (MA)

According to Dudley-Evans and St. John (1998), mean analysis refers to the environment in which the course will be run. So this analysis involves information about the local situation such as teachers, learning methods, management, and so on. Holliday and Coke (1982) directed mean analysis as an additional analysis to need analysis for designing workable courses. Meanwhile, Dudley-Evan (1998) said that mean analysis is the knowledge that what works well in one situation does not necessarily work well in another. Swales (1989) adds that this analysis has the goal of minimizing the possibility of teaching something that is not directly related to the learning needs of students within the scope of ESP.

C. Review of Relevant Studies

There are many studies such as journal article, thesis, and other sources that have been conducted related to this topic. Some of this relevant researches could be the comparability of this proposed study. Those are:

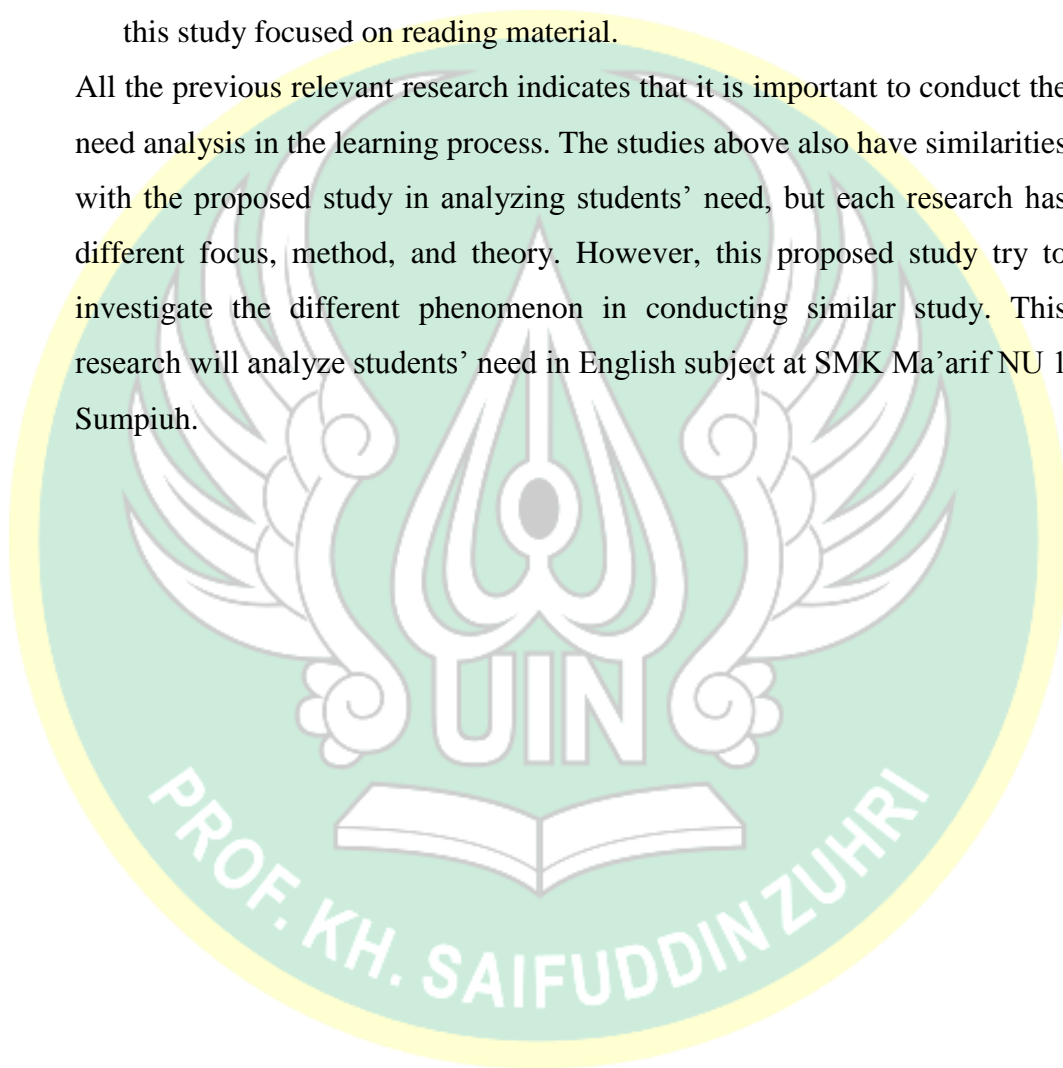
1. A study from Sitti Nurjannah and Arini Nurwijayanti Ridwan (2022) entitled “*Needs Analysis on English Language Learning of Software Engineering Students of SMK Kartika XX-1 Makassar*”. This article purposed to identify the needs of software engineering students and to find the appropriate material. The study used qualitative descriptive with the subject of the research 2 English teachers and 30 students of software engineering grade. There are 15 open ended questions for students and 10 questions for teacher in interview to collect the data. The result of this need analysis was both of students and teacher said that speaking skill is the most needed. Then, their lackness were the confidence in speaking and English vocabularies. So, they wanted better speaking skills and more vocabulary. This research have similarity with the proposed study in need analysis of ESP. The differences is this study focus on software engineering students’ needs and add the needs of material.
2. Journal article by Desi Veranita (2017) entitled *English for Agriculture Vocational School Students: A Need Analysis Study at SMK Negeri 2 South Bengkulu* This study focused on investigating the need analysis of Agriculture students for their English material. The study use mixed method and instruments were questionnaire and interview. The data collected from English teachers, assistance curriculum, productive teachers, and alumni. In reading needs, students need general comprehension, understanding the text's organisation, figuring out the meaning of new words, and skimming and scanning tasks. The topics were reading the text of plant parts, reading the text of plant maintenance techniques, and using farm equipment with a harp. Then, in speaking needs there were fluency, attention to word choice and pronunciation, and proper speaking etiquette. The topics were having direct discussions on

agricultural terminology, reporting on field productive practises, and detailing how to use and maintain heavy farm equipment. This research is similar with the proposed study in analyzing students' needs for ESP. But, there are some differences in this research that focus in English material and content.

3. A thesis by Amanda Dwi Lestari (2021) with title "*Needs Analysis Of The English Course for The Tenth-Grade Accounting Students of SMKN 1 Palembang*". This research analyzed Accounting students' needs for English course by describe the learning needs of students and propose the English learning syllabus. The study used questionnaire, interview, observation and documentation to get the data collections. There were 106 students, English teachers, and vice principal of curriculum as the participants. In the target needs, speaking and writing as the most language skills needed and grammar and vocabulary were the language aspect. Then, in the learning needs, students need more practical learning and use technology to make the learning more exited. The research is similar with the proposed study that describe the needs analysis. But the differences are this study provided English syllabus for school.
4. Abd. Syakur, H.M Zainuddin, and M. Afif Hasan (2020) in their research entitled "*Needs Analysis English for Specific Purposes (ESP) For Vocational Pharmacy Students*" conducted a research and development approach. The instruments are uses questionnaire and interview to collect the data. There is similarity in this study with the proposed study. It is about analyzing the needs of students. But, the writer focused on research and development approach. This research resulted the finding that students need to speak fluently as their ability for their future demands.
5. The last, study from Oktariyani, Yumna Rasyid, Ratna Dewanti , Hyunbim Im , Larra Semyanov with the title "*Need Analysis for English Reading Teaching Materials in Vocational School Based on Digital Applications*". This study aimed to describe reading material needs for Fashion Design students. This study used instruments questionnaire and structured-

interview to support data collections. The result were the students need easy understanding reading material interesting learning media. Then, the detail needs are the ability to read instruction manuals, business regulations, travel documents, English messages, notes, emails, employment contracts, and cooperation agreements. This study is similar with the proposed study in conducting need analysis. The deferences are this study focused on reading material.

All the previous relevant research indicates that it is important to conduct the need analysis in the learning process. The studies above also have similarities with the proposed study in analyzing students' need, but each research has different focus, method, and theory. However, this proposed study try to investigate the different phenomenon in conducting similar study. This research will analyze students' need in English subject at SMK Ma'arif NU 1 Sumpiuh.



CHAPTER III RESEARCH METHOD

A. Research Design

This research used quantitative and qualitative design. It is called as *Explanatory Sequential Mixed Methods Design*. This design involves two phases of the data collection process. It is collecting quantitative data in the first phase, then analyze the results, and using the results to build on the second qualitative phase. In the quantitative approach, this study use survey design. Creswell & Creswell (2018) defined a survey design analyze a sample of a population to provide a quantitative description of the trends, attitudes, and views within that group or to look for correlations between population-level variables. Then, it continued by qualitative phase. A qualitative research is used to examine human and social problems that report the results of the research based on the data view report and data analysis. Then, obtained in the field and described in a detailed research report (Cresswell, 2012). Bryman (2001) stated the goal of this method is a generalizable statement by comparing any materials, texts, or cases.

B. Time and Location of the Research

This study was conducted from July to September in SMK Ma'arif NU 1 Sumpiuh Banyumas Regency. It is located in Jl. Raya Sumpiuh Timur No.IV/12A, Banyumas, Central Java, Indonesia.

There are some reasons in choosing this school:

1. SMK is a part of ESP learning that have specific goals in each program. So, it needs specific learning especially in English subject. Then, need analysis must be carried out in ESP teaching and learning to make it more specific. So, the researcher chosed SMK Ma'arif NU 1 Sumpiuh as the place of the research.
2. SMK Ma'arif NU 1 Sumpiuh has been chosen for need analysis because the researcher has been conducted a preliminary research with teachers and students. It was found that teachers used same lesson plan in every

major and classes. In addition, the English material that used wasn't differentiated. Moreover, the English competencies of the students in this school are in the low level.

C. Subject and Object of the Research

There are 135 students of 11th grade of Computer and Network Engineering Program as the subjects of this research. The reason for choosing this subject because there are more English context in the practice of the Network Engineering Program, for example in the installation of computer applications and operating system. Then, the 11th grade has been chosen because this grade need to be analyzed and expected to develop the learning process in the next level.

Then, object of this research is the students' need in English subject. This part includes Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA).

D. Data Collection Techniques

1. Questionnaire

Most needs analysis use questionnaires and interviews (Chemir & Kitila, 2022). In this research, students given some questions to get their response about their need in English subject. The questionnaires was a close-ended questionnaire that modified into Bahasa Indonesia in order to avoid misunderstanding. It was given to all students of 11th grades for Computer and Networking Program in SMK Ma'arif NU 1 Sumpiuh. This instrument adapted by the combination of theories from Dudley Evans and St. John. It analyzed by Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA).

Table 3.1. The Questionnaire Framework of The Research

| Aspects | Purposes | Items |
|-----------------------------------|---|---------|
| Personal Information | to get personal information about the students related to Need Analysis | 3 items |
| Target Situation Analysis (TSA) | to find the purposes in learning English | 3 items |
| Present Situation Analysis (PSA) | to find the strength of the students in English subject | 7 items |
| | to find the weakness of the students in English subject | 8 items |
| Learning Situation Analysis (LSA) | to find the necessities of the students in English subject | 6 items |
| | to find the wants of the students in English subject | 2 items |

2. Interview

The data from the questionnaire is not enough to answer the research question. Then, Basturkmen (2010) claimed that most needs analysis involve the use of either questionnaires or interviews. Therefore, an interview technique is needed. The kind of interview technique is semi-structured interview. In semi-structured interview technique, the interviewer has a framework about the topic of the study to be explored (Ruslin et al., 2022). Rubin and Rubin (2005) said that it needs balance, follow up and investigations. This interview is to confirm the result of the questionnaire and to get the information about the students need analysis

more. The interviewees were taken from 135 students who answered the questionnaire and the English teacher to gain the additional information.

E. Data Analysis Techniques

In this *Explanatory Sequential Mixed Methods Design*, the data were analyzed into two parts. First, quantitative data and followed by the data from qualitative data. The data collection were integrated from questionnaire interview result.

To analyze the data from the questionnaire, this study used statistical analysis to calculate and see the dominant results from the questionnaire. The questionnaire was given to all students of 11th grades for all majors in SMK Ma'arif NU 1 Sumpiuh. Then, the researcher also employed a likert cale for a closed-ended questionnaire using Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. A set. A likert scale was used to gauge a person's or a group's attitudes, views, and perceptions of social phenomena. Consequently, the following percentage approach will be used to examine the questionnaire's results:

This study use the following formula:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Frequency

N: Number of Students

100%: Constant value

While the data from interview were analyzed by *Thematic Analysis*. Thematic analysis is a method for systematically identifying, organizing, and offering insight into themes across data sets. The purpose of this analysis is to identify patterns that are relevant to answer research questions. There are several phases in thematic analysis: familiarizing yourself with the data; generating initial codes; searching for themes; reviewing potential themes; defining and naming themes; producing the report (Braun and Clarke, 2012).

The data set from the interview was transcribed and coded to determine the appropriate theme. After that, it was summarized in some categories based on the Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA).

F. Validity and Reliability

Validity is what an instrument measures and how well it does so determine its validity. While reliability is the accuracy of data gained through the use of an instrument. It measures how well any measuring device accounts for random error, (Mohajan, 2017). The validity and the reliability here refers to the accuracy of the instrument.

First, the questionnaire was validated by the expert judgement. Then, it was also checked by validity and reliability test in statistical application called IBM SPSS. The questionnaire was distributed to 30 respondents from other population that similar with the proposed respondents. The validity checked by *Pearson correlation tests*, and the reliability using *Cronbach Alpha test*. After the validity and reliability test, the questionnaire was given to the purposed subject of the research.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

Here are the research findings and discussion that contains the analysis of data collection. This result is based on the research question “What are the needs of Computer and Network Engineering students in English subject at SMK Ma’arif NU 1 Sumpiuh?”. There are 135 students of the Computer and Network Engineering Program as the participants of this research. They were given 26 questionnaires, then four of them was interviewed to get the deep result. Mores, two English teachers interviewed to get more supporting data collection. The four respondents who were interviewed were randomly selected from the each classrooms as R1, R2, R3, and R4. Then, two English teachers named T1 and T2. There are 26 questionnaires that used a Likert scale with Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The findings are displayed with the diagrams followed by the result of interview by the students and the teacher.

A. Personal Identification

This personal identification is used to see an overview of students and their English learning. In this case it is divided into two, goals after graduation and English for specific purposes that are displayed in the following diagram:

Table 4.1. Goal after graduation

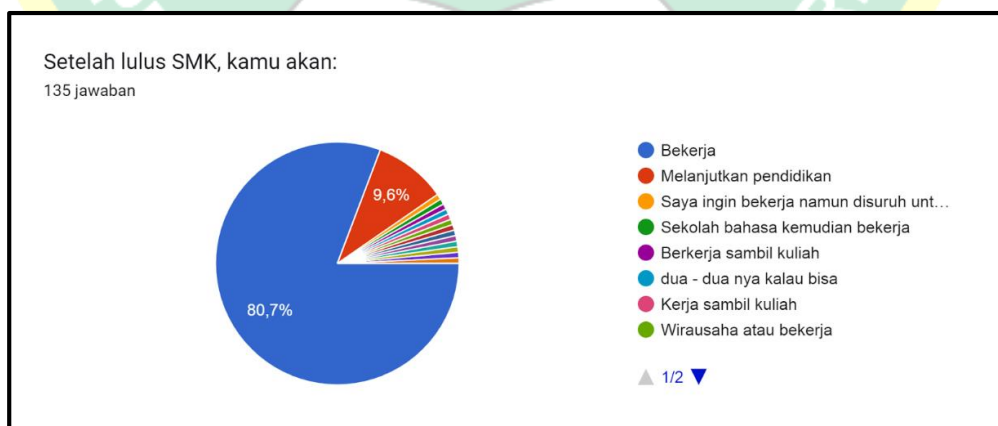


Table 4.1 shows the answer of the question “after graduation, you will:”. It shows 80, 7% students will continue to work, 9.6 % of students will

continue their study, and 9.7% others have their own goals. That indicates almost all students claimed that they will find a job after graduate from SMK.

Table 4.2. English for Specific Purposes

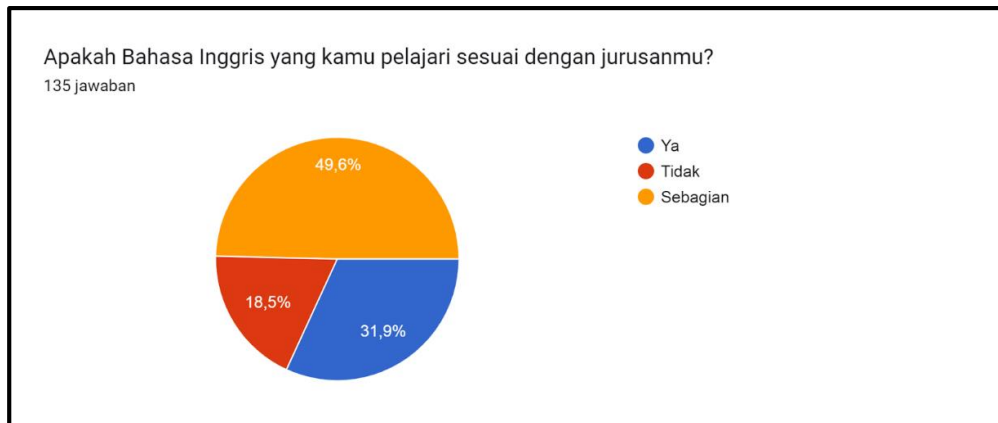


Table 4.2 shows the response of question “Is the English you are learning appropriate with your major?”. There are 31,9% students said yes, 49,6% students said half, and 18,5% said no. This result means most of students argued that English in this school is appropriate with their major. Then, it will be described more in the following need analysis based on the Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Situation Analysis (LSA).

B. Target Situation Analysis (TSA)

According to West (1994), TSA is a part of needs analysis that includes the process of identify the needs of learners’ language in a professional or academic environment. The percentage of Target Situation Analysis shown in the table below:

Table 4.3. Learn English to Support Future Work

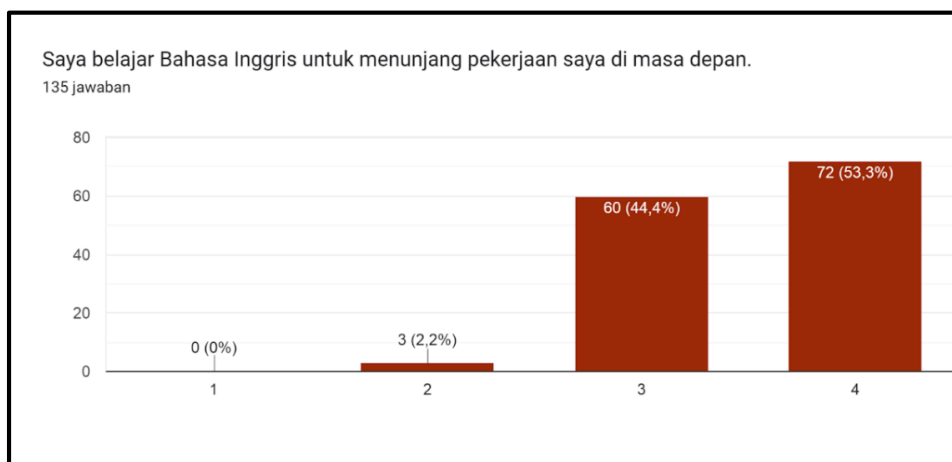


Table 4.3 shows the response of statement “I study English to support future work”. It presents 72 students strongly agree, 60 students agree, and 3 students disagree from the students’ answer. The result of students’ answer got 88% average percentage for this statement. From 135 students, there are 132 agree and 3 others disagree. It means that almost all the students learn English to support their career in the future.

To support this statement, it was found the results of interview from R2 and R3. They said that the purpose in learning English is to prepare their work in the future. In addition, the demands of the times have become a factor in their goal of learning English. According to them, the technology is developed rapidly. Thus, it needs English to support it in every situation include when they want to go abroad. The answer of R2 and R3 as follow:

Excerpt of interview

R2 : “*Maybe for the future, because most of the future jobs are more technological, so English is needed.*”

R3 : “*Emm it is to support my competence, English is important, so it will be easy to enter the industrial work especially if we want to go abroad.*”

Additionally, their English teachers agree with the students’ responses. They argued that learning English is essential for vocational students in order to help them communicate with others everywhere they go. Especially to support their future workplace in this country or abroad. Here the outcomes of the interviews with TI and T2:

Excerpt of interview

T1 : "Of course, to prepare their future workplace. There are some students who have the desire to work abroad, that's the first. And there are times when working in the country there is a requirement that being able to speak English is a plus point for them."

T2 : "The goal is so that they can speak English, not just say yes or no in English, it doesn't need to be fluent, at least they understand how to speak English because as we know that language has to be spoken, So they like it or not, when they graduate, they must comprehend the simple expression that can be used to communicate outside."

Table 4.4. Learn English to Support Future Academic



Table 4.4 shows the answer of statement "I study English to support future academic". It obtained 34 students strongly agree, 67 students agree, 31 students disagree, and 3 students strongly disagree. The average percentage of this statement is 74% that have 101 students agree and 34 students are disagree. This result indicate that most of them learn English to support their future academic.

This is supported by the results of an interview with R4 who is one of the students who wants to continue their education after SMK as follows:

Excerpt of interview

R4 : "I want to continue my education in the college. Then, English will help me if I want to go everywhere."

R4 : "It's really important, because if want continue education to a higher level, it needs deeper level of English education, and need more English vocabulary."

Table 4.5. Learn English to Support Other Personal Goal

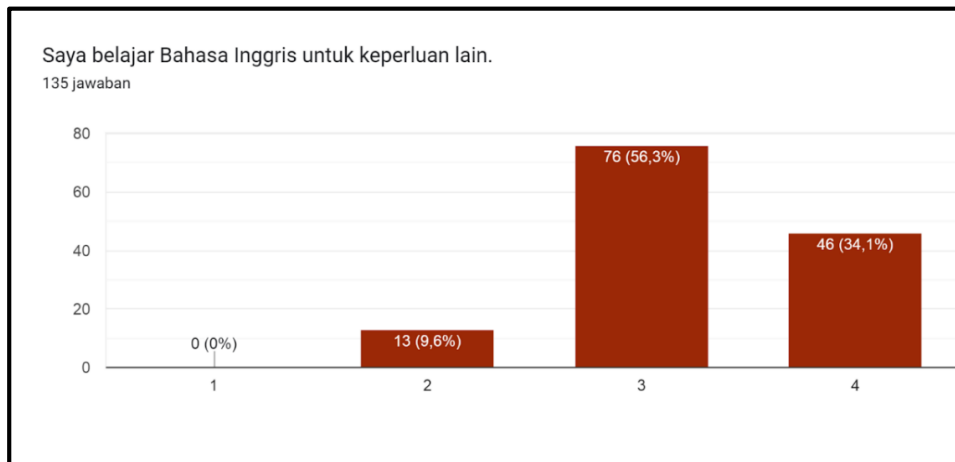


Table 4.5 present the result of statement 3 “I study English to support other goals”. It is obtained 46 students strongly agree, 76 students agree, and 13 students disagree. It results 81% average percentage from students’ answer. There are 122 students agree and 13 of them disagree. It means that most of the students have other personal goal as their target in learning English. Personal goals here are defined as goals other than the choice of work or continue their education. There are some students who have other desires after graduation such as entrepreneurship, or both of study and work.

Based on the result of TSA, it can be concluded that most of students learn English to support their career in the future. Then, some of them learn English to support their future academic. Moreover, some of students have their personal goals in learning English.

C. Present Situation Analysis (PSA)

Dudley Evan and St. John (1998) measured PSA from their strengths, weaknesses, skills, and experience in learning languages. The result of Present Situation Analysis presented by their strength and weakness by the table below:

1. Strength

Table 4.6. Speaking Ability

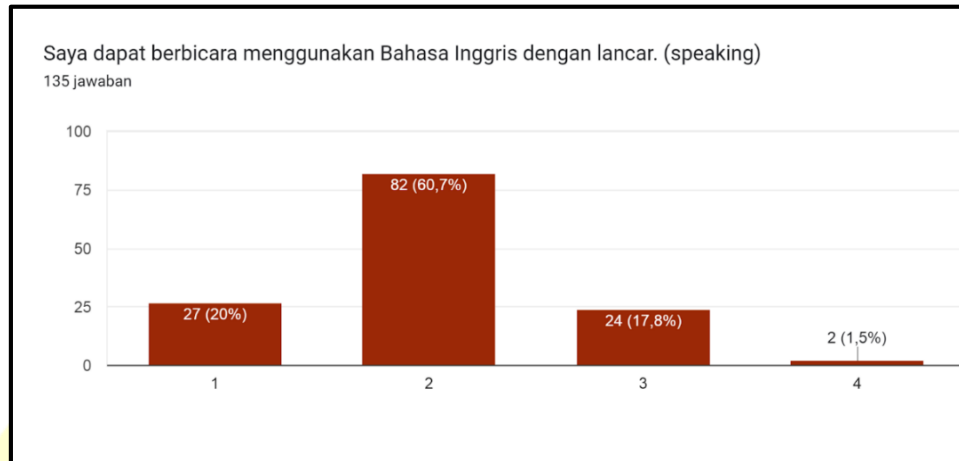


Table 4.6 shows the result of statement “I can speak English fluently”. It is found that there are only 2 students strongly agree, 24 students agree, 82 students disagree, and 27 students strongly disagree. The average percentage of this item is 50 % with 26 students agree and 109 disagree. It means that only few students can speak English fluently.

For more details, an interview was conducted regarding how the speaking activities were during class. Answers were obtained from students that speaking in their class was in the form of presentation activities and text memorization. The following are the answers from R2 and R3:

Excerpt of interview

- R2 : *"Most speaking activity is presentation. Make a procedure text to be presented"*
- R3 : *"I re-read and gave one presentation"*
- R4 : *"At that time, I memorized English, then didn't use text, memorized one by one, memorized procedure text"*

Meanwhile, an interview was also carried out with the English teacher, the way they teach speaking in class is by carrying out simple communication in class and using drill techniques and using dialogue practice. The following are the answers from T1 and T2:

Excerpt of interview

T1 : "From small things to simple things, for example when they are allowed to leave class or allowed to enter because they are late, they use English, then when they want to pray, lead their prayers in English, then when they want to make a presentation, they also try use English even though some are mixed."

T2 : "Drill, use drill per word, then dialogue, then perform in front of the class using dialogue, then watch the video and they repeat the reading of each sentence from the video delivered."

It can be seen that in speaking skill, it needs more communicative activities. As Dudley-Evans and St. John (1998) mentioned that there is "spoken interaction" in speaking context. It focuses on situations when speaking and listening are both important for effective communication.

Table 4.7. Writing Ability

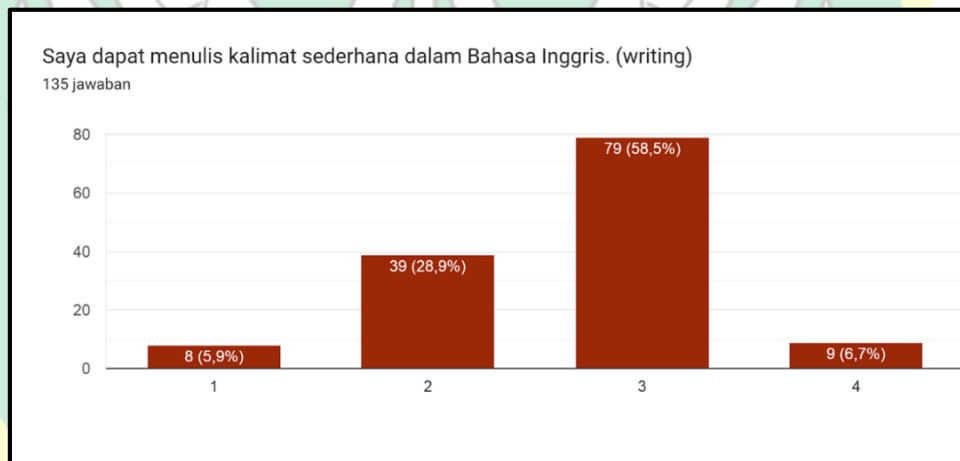


Table 4.7 presents the answer of statement "I can write a simple sentence in English". It was obtained 9 students strongly agree, 79 students agree, 39 students disagree, and 8 students strongly disagree. It results 66 % average percentage with 88 students are agree and 47 others are disagree. That indicates most of them can write a simple sentence in English.

There are several writing activities in class as stated by several students during the interview. Among them are writing material, making

descriptive and procedure text. The following are the answers from R2, R3, and R4:

Excerpt of interview

R2 : "For example, like writing procedure text"

R3 : "Emmm, writing material, given material, then write sentences to make paragraphs, procedures, narratives."

R4 : "Write a descriptive text in English, then write an introduction in English, then write a procedure text,"

Meanwhile T1 said that they teach writing to students by making sure they understand the structure and grammar, as follow:

Excerpt of interview

T1 : "In writing skills depends on what material is to be written, of course we will give it first, for example, writing texts, when writing texts it means that students are told to first understand the structure of the text, then what tenses to use."

Table 4.8. Reading Ability

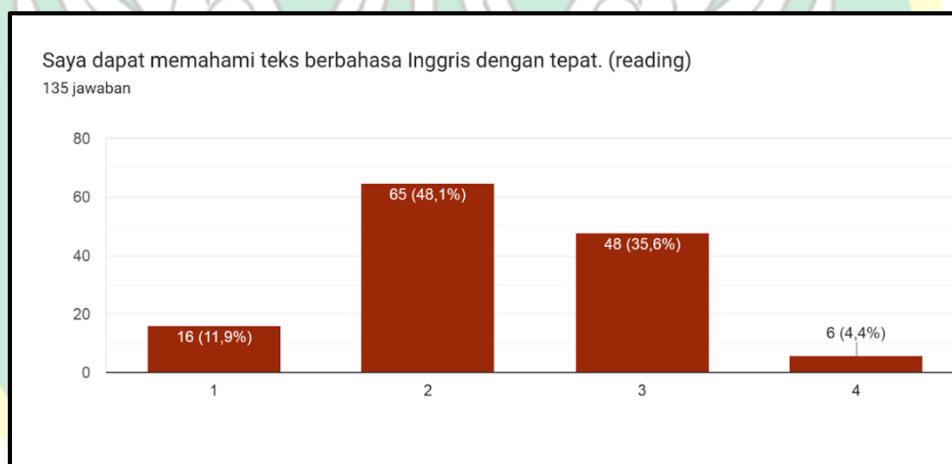


Table 4.8 shows the result of statement "I can understand a text in English". It was obtained 6 students are strongly agree, 48 students are agree, 65 students are disagree, and 16 students are strongly disagree. The average percentage from 135 students' answer is 58 %. There are 54 students agree and 81 of them disagree. It means only few of them can understand a text in English.

To support this, the results of interviews with R1, R2 and R3 showed that they learned a lot about reading in the material of procedure

text and narrative text. They were asked to understand the material and answer questions about the reading text. These are answers below:

Excerpt of interview

R1 : *"First explain it on the blackboard, write down the material. Students are then given questions to answer. Then, teacher chose the students to answer the questions in front of the class"*

R2 : *"There are texts on animal stories and descriptions, usually told to look for themes, settings, characters."*

R3 : *"Yes, read narrative and procedure texts, then do the questions"*

R4 : *"Read a text, then answer questions regarding the text"*

Agree with the students' answers, their teacher answered that they teach reading with a focus on pronunciation and text comprehension. The following are the answers from T1 and T2:

Excerpt of interview

T1 : *"In reading, usually the focus is on pronunciation first, then understanding the text"*

T2 : *"Reading activities are answering simple questions like text, then looking for who the main character is, or for example what is the moral value, what is it replacing there and so on"*

Regarding with understanding the reading text, Dudley-Evans and St. John (1998) mentioned some key skills that important when study a new language: select the relevant current purpose; utilizing all the text's features such as heading, layout, and typeface; identify organizational pattern, skimming a content and meaning and scanning for specifics; understand relationship between sentence; use cohesive and discourse markers; identify the main idea, supporting details, and example; predicting, inferring, guessing, processing, and evaluating the information after reading process.

Table 4.9. Vocabulary Mastery



Table 4.9 presents the result of statement “I master the simple vocabulary in English”. It is obtained 12 students are strongly agree, 67 students are agree, 50 students are disagree, and 6 students are strongly disagree. This item have 53% average percentage that have 79 students agree and 56 students disagree. That indicates that partly of them master the simple vocabulary in English.

Meanwhile, the teacher mentioned that they were also trying to increase students' vocabulary by communicating in English and using songs. The teacher also asked students to learn English by watching English films on YouTube and television. As follow:

Excerpt of interview

T1 : "If we add vocab automatically when we teach students to say well, it will definitely add new vocabulary that they don't know before"

T2 : "With song. Because I did say to the students, please sing songs that you usually listen to, pop songs, pop songs, but add some songs in foreign languages, not Japanese or Korean, but English. That can help them, yes, one or two words for the song. The second is a movie, watching a movie on TV. If they really don't have a quota to watch it on TV, the box office movie can be the choice. In terms of grammar as well as dictation and intonation."

Students can be motivated how to acquire vocabulary on their own continuously after develop the basic level of vocabulary (Brooks, 2014).

Then, Nation (2001) claimed that it is important for teachers should have basic words as a referent and teacher should evaluate the important of word to be given an attention. The main source of vocabulary learning in English teaching and learning is the use of word list.

Table 4.10. Special Vocabulary Mastery



Table 4.10 shows the result of statement “I master the English vocabulary about Computer and Networking program”. It is obtained 16 student strongly agree, 74 students agree, 39 students are disagree, and 6 students are strongly disagree. It results 66 % average percentage from 135 students. There are 90 students agree and 45 others disagree.

In the interview they also said that they had been given English material that was in accordance with their major, namely computer and network engineering. According to them, this is very important, because to support them in learning majors. The following are the answers from R2 and R4:

Excerpt of interview

R2 : *"Once, but rarely, it is about the procedure for making an account."*

R4 : *"It's necessary because if it's on the computer because there's English, so I'll understand that, if you can't speak English you're confused or not."*

In addition, their English teacher also tries to relate learning English according to their respective majors. Like the procedure text material in the automotive program about checking and repairing machine.

While the TKJ major is about networking. They also claimed that this is very important because it is to synchronize the school curriculum and the industrial curriculum. The following is an interview with T1 and T2:

Excerpt of interview

T1 : "Always, I synchronize between topics and departments. For example, procedure text, procedure text we adjust to each department, in TKR, of course it has to do with checking machines, repairing machines, in TKJ, of course it is related to networks and so on. "

T1 : "It is necessary, because the demands of the industrial world are like that, so we synchronize the school curriculum with the industrial curriculum"

T2 : "Yes, procedure text and presenting report, but that's class 12.

T2 : "Because in the end when they leave here they will also be more specific, right? They are more professional and their professionals are in productive subjects. They have to master it."

All the statements agree that in ESP learning, teacher should add more special vocabulary appropriate with their program. Because vocabulary is one of the key someone to learn English. Nattinger (1988) said that there are technical teaching vocabulary and semi-technical teaching vocabulary. In the technical vocabulary, Dudley-Evans and St. John argued that although ESP teacher should not be expected to teach technical language, in some situation it may be needed to ensure that students have grasped technical vocabularies that used as carrier content for an exercise.

Table 4.11. Listening Ability

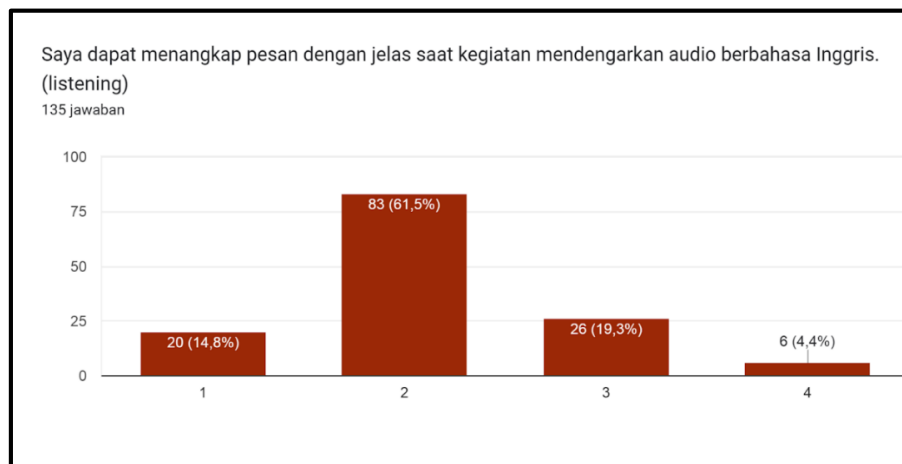


Table 4.11 shows the result of statement “I can get the message in listening English audio”. The result presents 4 students are strongly agree, 26 students are agree, 83 students are disagree, and 20 students are strongly disagree. Based on the responses of 135 students, the average percentage is 69%. There are 32 students agree and 103 students disagree. That indicates only a few of students can get the message in listening English audio.

This is supported by students' answers during interviews that they rarely do listening practices. Some of them have never even been. In addition, they find it difficult to hear audio in English. Here are the answers from R 2 and R3:

Excerpt of interview

R2 : "Emm listening via YouTube link, listening and then writing it down"

R3 : "I've done it before but it's hard, it was just listen to the audio"

R4 : "Not yet"

In addition, their teacher also said the same thing. According to one of the English teachers, there was no material taught for listening practices. And usually taught when they will take the exam. The following is the answer from T1:

Excerpt of interview

T1 :*"For listening competence is not included so that listening is taught just before the exam"*

Meanwhile, other teacher said that she teaches listening using dictation. Here the answer from T2:

Excerpt of interview

T2 : *"The listening is in the form of a dictation."*

According to Goh (2012), the purpose of ESP listening is to generate active listeners. Listening in ESP requires the same cognitive processes as processing spoken data, as well as the employment of the same basic abilities that enable effective attention to information consistent with the goal of listening.

Table 4.12. Grammar Mastery

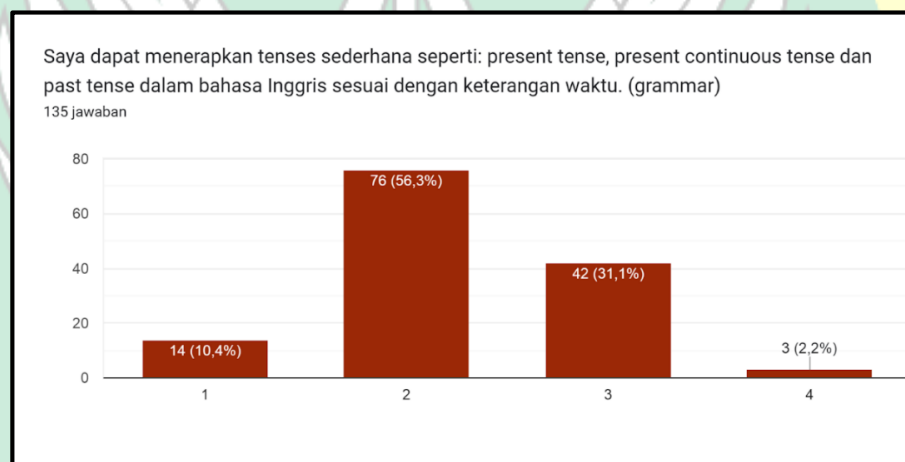


Table 4.12 presents the result of statement "I can apply the simple tenses such as present tense, past tense and past continuous tense based on the time". It is obtained 3 students are strongly agree, 42 students are agree, 76 students are disagree, and 14 students are strongly disagree. The average percentage of the students answer is 56% with 45 students agree and 90 students disagree. That indicates only less of them can apply the simple tenses such as present tense, past tense, and past continuous tense based on the time.

In understanding grammar, students have to practice a lot. As the teacher mentioned in the interview. In addition, the teacher also explained

that when they have to learn grammar, students must focus on the teacher's explanation. Because if they only read the material, they will not understand. Below are the answers from T1 and T2:

Excerpt of interview

T1 : "In grammar, firstly of course provide the grammar formula itself. Then secondly, asks students to make sentences according to that grammar."

T2 : "Grammar tends the students to more focus, because, it is different with speaking, listening, reading or writing. Because when they read grammar material, for example, in conditional sentence they won't understand."

Based on the communicative approach in the ESP, Dudley-Evans and St, John (1998) said that grammar teaching is integrated into teaching language use such as how to express basic concepts such as 'cause and effect, model building, and quantity, or generic text features such as review of the literature, hedging, and making recommendations.

While the main goal of teachers in ESP is to help students become efficient user in the English language. As a result, teachers should avoid extreme language education and instead employ combined method as part of the language itself. Furthermore, teachers can mix grammar learning with new technologies by making education more effective, exciting, simple, and enjoyable (Syvak, 2018).

2. Weakness

Table 4.13. Lacks of Speaking



Table 4.13 shows the result of statement “I’m not fluent in speak English”. It is obtained 36 students are strongly agree, 76 students are agree, 18 students are disagree, and 5 students are strongly disagree. From 135 responses, it results 76% average percentage that have 112 students agree and 23 students disagree. It means that almost all students not fluent in speak English.

There are some speaking difficulties found in the research of Hervinna Febriani Sitorus et al., (2022) those are pause, fillers, lack of ideas, mental problems, poor vocabulary, and grammatical errors.

Table 4.14. Lacks of Writing



Table 4.14 presents the result of statement “I feel difficult in writing a simple sentence in English” It shows that 8 students are strongly agree, 77 students are agree, 42 students are disagree, and 8 students are strongly disagree. The average percentage is 66% with 85 students agree and 50 others disagree. That indicates most of the students feel difficult in writing a simple sentence in English.

Nurul Huda (2019) in his research found some problems in writing class. There are adjective, action verb, proper noun, pronoun, past tense, and adverb. Those problems caused by the lack of motivation, and word by word translation.

Table 4.15. Lacks of Reading



Table 4.15 shows the result of statement of “I feel difficult in understanding English text”. It is obtained 18 students are strongly agree, 88 students are agree, 22 students are disagree, and 7 students are strongly disagree. From 135 students’ responses it results 72% average students with 96 students agree and 39 others disagree. That indicates the majority of them feel difficult in understanding English text.

Saragih et al., (2022) mentioned some difficulties in reading such as dislike English lesson, error pronunciation, feel bored, and mental problems. It is related with the statement of the English teacher that most of students feel lazy, English is complicated and difficult. The statement of interview as follow:

Excerpt of interview

T2 : "Students feel lazy, don't know the meaning, it's complicated, it's difficult, have to bring a dictionary, the written text and how to read are different, like that."

Table 4.16. Lacks of Vocabulary

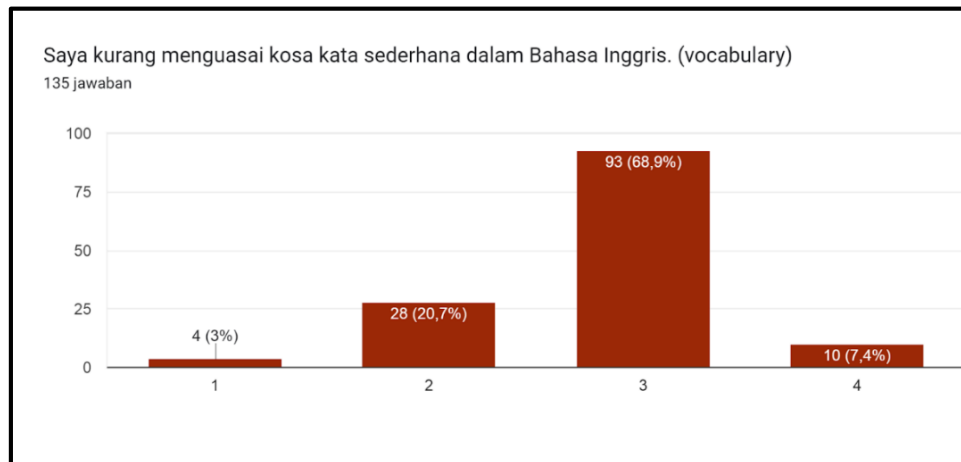


Table 4.16 presents the response of statement “I don’t really master simple English vocabulary”. It is obtained 10 students are strongly agree, 93 students are agree, 28 students are disagree, and 4 students are strongly disagree. The average percentage of 135 students’ responses is 76% with 103 students agree, and 32 others disagree. It means most of them still have less simple English vocabulary.

Agree with that, the teacher in the interview said that they have problems in pronunciation and less vocabulary. The statement as follow:

Excerpt of interview

T1 : "Surely is the pronunciation and vocabulary are the most frequent and the most common problems"

Some methods in learning vocabulary can be used in ESP class to solve this problem. There are contextual guessing, learning of affixes, memorizing, recycling words, repetition, brainstorming activities, and relating the words to the reality (Brooks, 2014)

Table 4.17. Lacks of special Vocabulary

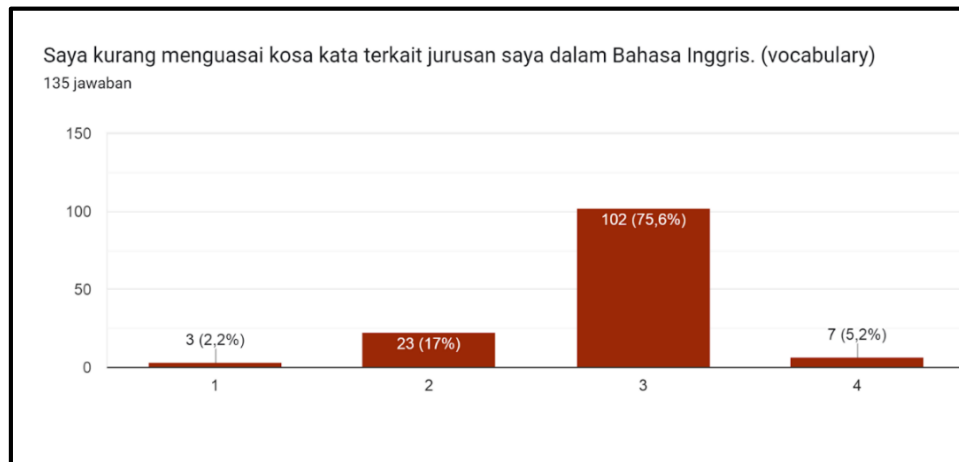


Table 4.17 shows the result of statement “I don’t really master English vocabulary related to Computer and Networking program”. It is obtained 7 students are strongly agree, 102 students are agree, 42 students are disagree, and 8 students are strongly disagree. From 135 students’ answer, it results 70% average percentage that have 109 students agree and 36 others disagree. That indicates almost all students still have less English vocabulary related to Computer and Networking program.

Although most of students stated that they master the special vocabulary in the PSA, they still feel have less special vocabulary. So, teacher need to add more special vocabulary related to Computer and Networking Program.

Table 4.18. Lacks of Listening

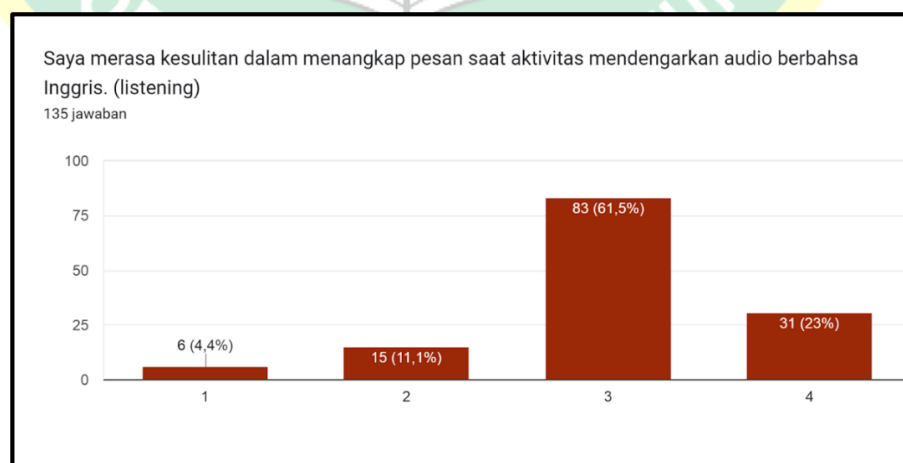


Table 4.18 presents the result of statement “I feel difficult in understanding the message of the audio in the listening activity”. It shows 31 students are strongly agree, 83 students are agree, 15 students are disagree, and 6 students are strongly disagree. Based on students’ responses results 71% average percentage with 114 agree and 21 of them disagree. It means the majority of the students feel difficult in understanding the message of the audio in the listening activity. That was mentioned before that students get difficulties in listening activity as follow:

R3 : "I've done it before but it's hard, it was just listen to the audio"

(Gilakjani & Sabouri, 2016) in their research stated some problems that faced by the students in listening activity such as the quality of the recorded material of the teacher, unfamiliar vocabulary, length and speed of the audio, and unfamiliar accent.

Some suggestions to solve the listening problems are: provide authentic materials based on the students’ need; design the interesting strategies; provide different types input; familiarize the pronunciation and accent; appropriate the complexity level of students; give the feedback; ask students to listen some English music, documentaries, news, native speakers as a habit; connect the listening skills with speaking skills. (Gilakjani & Sabouri, 2016).

Table 4.19. Lacks of Grammar



Table 4.19 shows the result of statement of “I can’t apply the simple tenses such as present tense, present continuous tense, and past tense based on the time”. It is obtained 11 students are strongly agree, 90 students are agree, 29 students are disagree, and 5 students are strongly disagree. The average percentage of this item is 70% that have 101 students agree and 34 others disagree. That indicates most of students can’t apply the simple tenses such as present tense, present continuous tense, and past tense based on the time.

(Abdul & Waseel, 2020) in their study found some challenging problems in teaching and learning grammar were lack of reinforcement and the dominance of the grammar-translation process in EFL courses, problems in teaching and learning the English language include implicit/explicit instruction, grammatical learning issues, and linguistic aspects, the teachers' beliefs in teaching grammar, problems with handling large classes, problems with handling mixed background classes, problems with time constraints, and lack of awareness about students' needs.

Table 4.20. Anxiety in Learning English

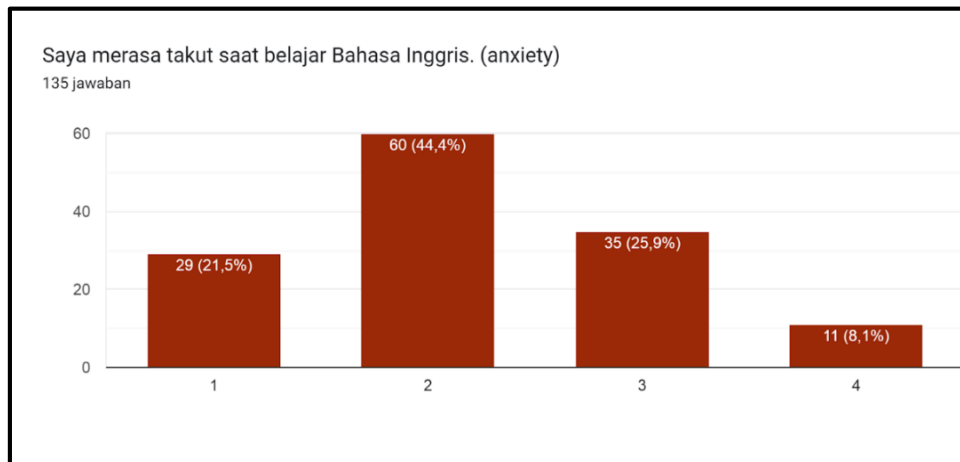


Table 4.20 shows the result of statement “I feel anxiety in learning English ” It is obtained 11 students are strongly agree, 35 students are agree, 60 students are disagree, and 29 students are strongly disagree. From 135 students’ responses, it results 55% average with 46 students agree and 89 others disagree. It means few of them feel anxiety in learning English.

Wesely (2012) mentioned strategies to deal students anxiety especially in speaking are add more teacher characteristics and behaviour such as humorous, patient, easy-going, and lively. Then, teacher should be more creative and use appropriate ways in correcting students’ mistakes.

D. Learning Situation Analysis (LSA)

1. Necessities

Table 4.21. Needs of Speaking

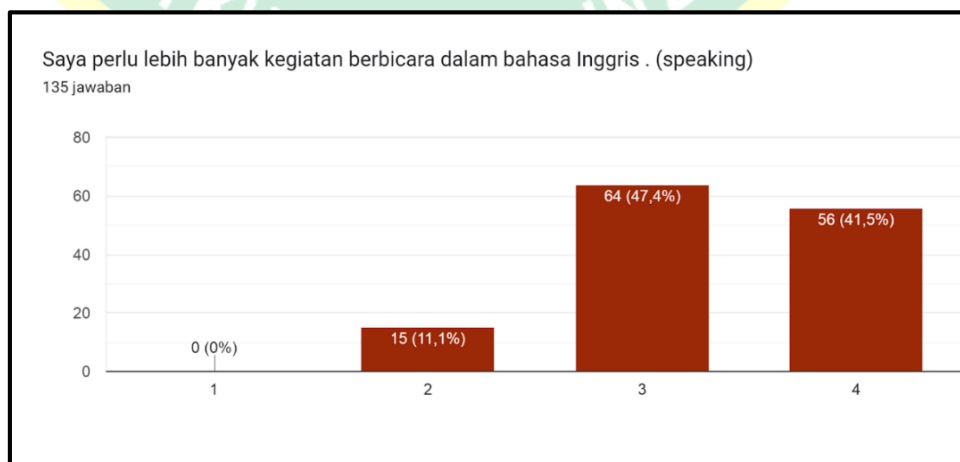


Table 4.21 presents the response of statement “I need more English speaking activity”. It is obtained 56 students are strongly agree, 64 students are agree, and 15 students are disagree. The average percentage of this statement result is 83% with 120 students agree and 15 of them disagree. That indicates almost all students need more English speaking activity.

Hervinna Febriani Sitorus et al., (2022) also mention the solution of speaking problems are brainstorming, discussion, role play, story completion, debate, work in pairs or groups, and arranging the classroom desks differently. Mores, he in their research also notes same strategies in speaking problems such as discussion, role play, story completion, brainstorming, debate, arranging the classroom desks differently, work in pairs or groups.

Table 4.22. Needs of Writing



Table 4.22 shows the response of statement “I need more English writing activity” It is obtained 31 students are strongly agree, 86 students are agree, 14 students are disagree, and 4 students are strongly disagree. It results 77% average percentage that 117 students agree, and 18 others disagree. This shows that the majority of the students still need more English writing activity.

Dudley-Evans and St. John (1998) explained some activities that can be used in writing class: writing tasks with more in-depth writing skills (the deep-end approach); editing skills through reformulation exercises;

editing skills through peer review; and more specific rhetorical and linguistic awareness through integrated teaching with subject specialists.

Table 4.23. Needs of Reading

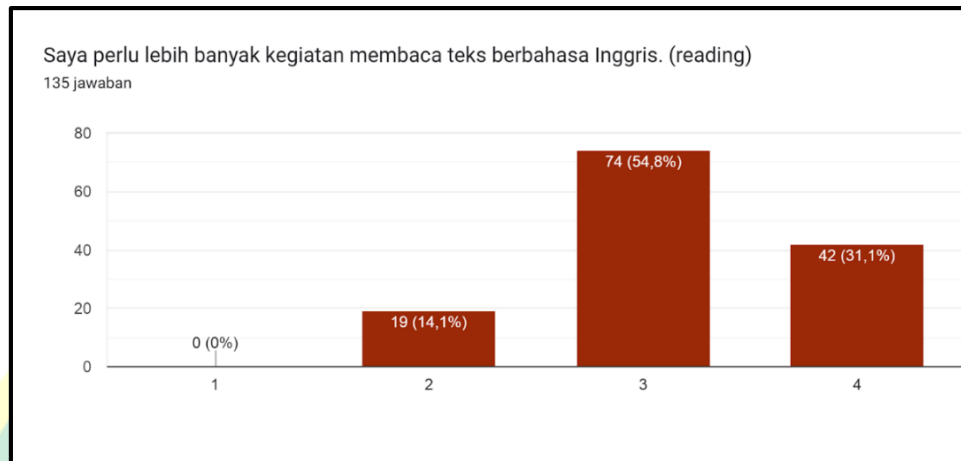


Table 4.23 presents the result of statement “I need more English reading activity”. It is obtained 42 students are strongly agree, 74 students are agree, and 19 students are disagree. Based on the students answer, the average percentage is 79%. From 135 students, there are 116 students agree and 19 of them disagree. The result indicates that most of students need more English reading activity.

There are two pre-reading strategies that can be used: word list and contextual redefinition. It can help students understand the reading text, increase their vocabulary mastery, and their reading motivation (Rohmawati et al., 2022). Then, (Saragih et al., 2022) in their study mentioned reading technique to solve reading problems using Herringbone technique. This technique ask students to answer WH questions: what, who, why, where, when, and how on a visual diagram like a fish skeleton.

Table 4.24. Needs of Vocabulary

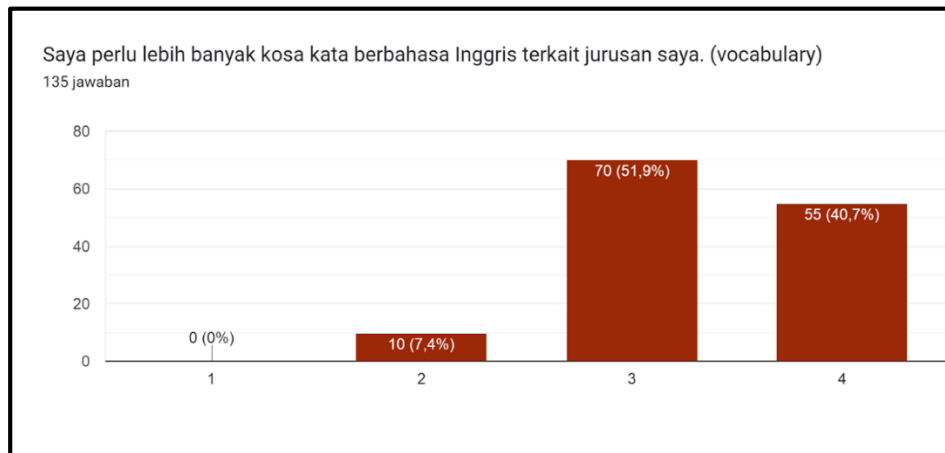


Table 4.24 shows the result of statement “I need more English vocabulary related to Computer and Networking program” The result obtained 56 students are strongly agree, 70 students are agree, and 10 students are disagree. The average percentage of the statement result is 79% that have 125 students agree and 10 others disagree. It means almost all students need more English vocabulary related to their major. Then, only less of them don’t need it.

Based on the result of PSA about the lack of special vocabulary, the students need to add their special vocabulary. Thus, teachers should provide more the Computer and Networking vocabulary.

Table 4.25. Needs of Listening



Table 4.25 presents the response of statement “I need more English listening activity”. The result shows 33 students are strongly agree, 90

students are agree, and 11 students are disagree. The average percentage of this statement is 83% which contains 123 students agree and 11 others disagree. That indicates almost all students need more English listening activity.

Ergashevna (2018) in his research explained some activities to develop listening skills for ESP learners. Some activities area: do a Total Physical Response; chose the best alternative object like text, picture, or actions; ask students to transform the message or drawing the conclusion; ask students to answer the questions about the text; ask the students to take a note or make an outline; ask students to repeat or translate the massage of the listening; do an active conversation.

Table 4.26. Needs of Grammar



Table 4.26 shows the result of statement “I need study more about English grammar”. It is obtained 50 students are strongly agree, 72 students are agree, 12 students are disagree, and 1 students are strongly disagree. This statement has 82% average percentage with 122 students agree and 13 of them disagree. That means most of students need more English grammar activity.

Based on the result of PSA in the lacks of grammar, students need better way in learning English grammar. (Chen, 2016) explained there is a relationship between grammar and learning strategies. There are cognitive method (deductive and inductive learning), drills, and communicative

approach. Some strategies in ESP teaching grammar can be classified as cognitive strategies, affective strategies, metacognitive strategies, and social strategies.

2. Wants

Table 4.27. Wants to Improve Learning Strategy and Method

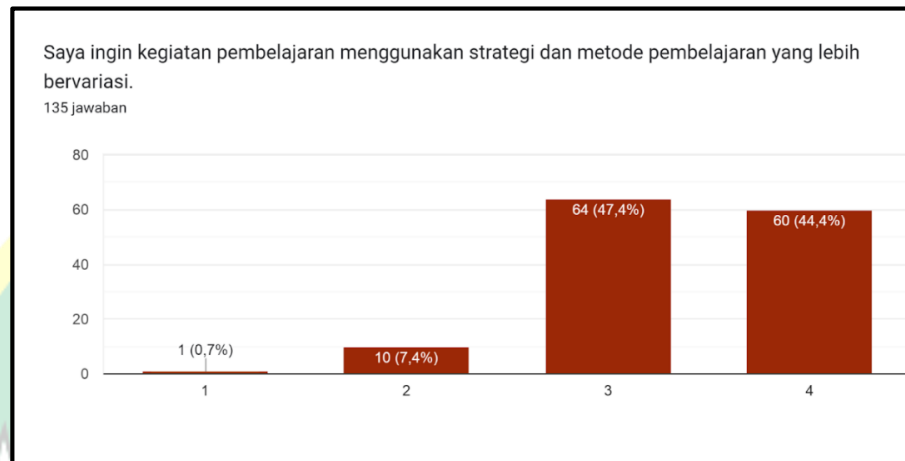


Table 4.27 present the result of statement “I want learning activity using varied learning method”. The response obtained 60 students are strongly agree, 64 students are agree, 10 students are disagree, and 1 students are strongly disagree. The average percentage of this statement is 84% with 124 students agree and 11 others disagree. It means almost all students want learning English using varied learning method.

This is supported by the results of interviews with students R1, R2, R3, and R4. They want learning with clear explanations, lots of practice, talkative, and lots of games. Here are their interview answers:

Excerpt of interview

R1 : "Add some modern learning methods and media such as visuals, projectors, like that"

R1 : "Add some memorization, then teacher can explain the material more clearly so the students can get the point"

R2 : "Perhaps the learning method is more typical, many practices"

R2 : "I want more innovative learning method"

R3 : "Fun learning, talkative, and clearly explanation"

R3 : "Just play a lot of games and answering questions are OK"

R4 : "Lessons that have material, half the material and half the practices, for example writing or reading then there will be practice on how to do it so that English will be more fluent"

R4 : "Don't use too much material, more practice activities then play games"

The methodology in teaching ESP may not different with general English teaching. There are some key differences that influenced the technique and make the course more specific. This is because the teacher in ESP is not a "primary knower." The ESP teacher should be more flexible, pay more attention to the students, and be involved in academic or professional activities. Moreover, teachers should be prepared to change their approach during lesson rapidly to the situation. Then, whether self-produced or published, teachers should evaluate teaching materials (Dudley-Evans and St. John, 1998).

Table 4.28. Wants to Improve Learning Media

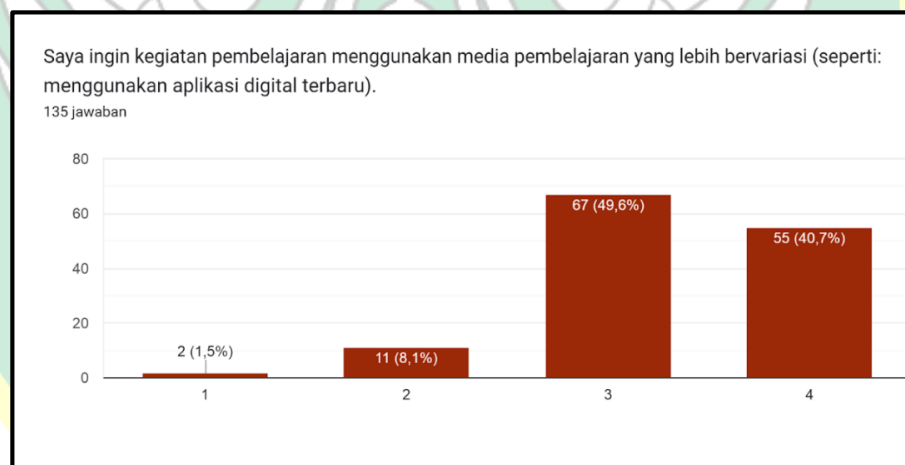


Table 4.28 shows the response of statement "I want learning activity using varied learning media such as the new digital application". The result found that 55 students are strongly agree, 67 students are agree, 11 students are disagree, and 2 students are strongly disagree. The average percentage from the students' response is 82% which contains 122 students agree and 13 students disagree. That indicates the majority of the students want learning English using varied learning media.

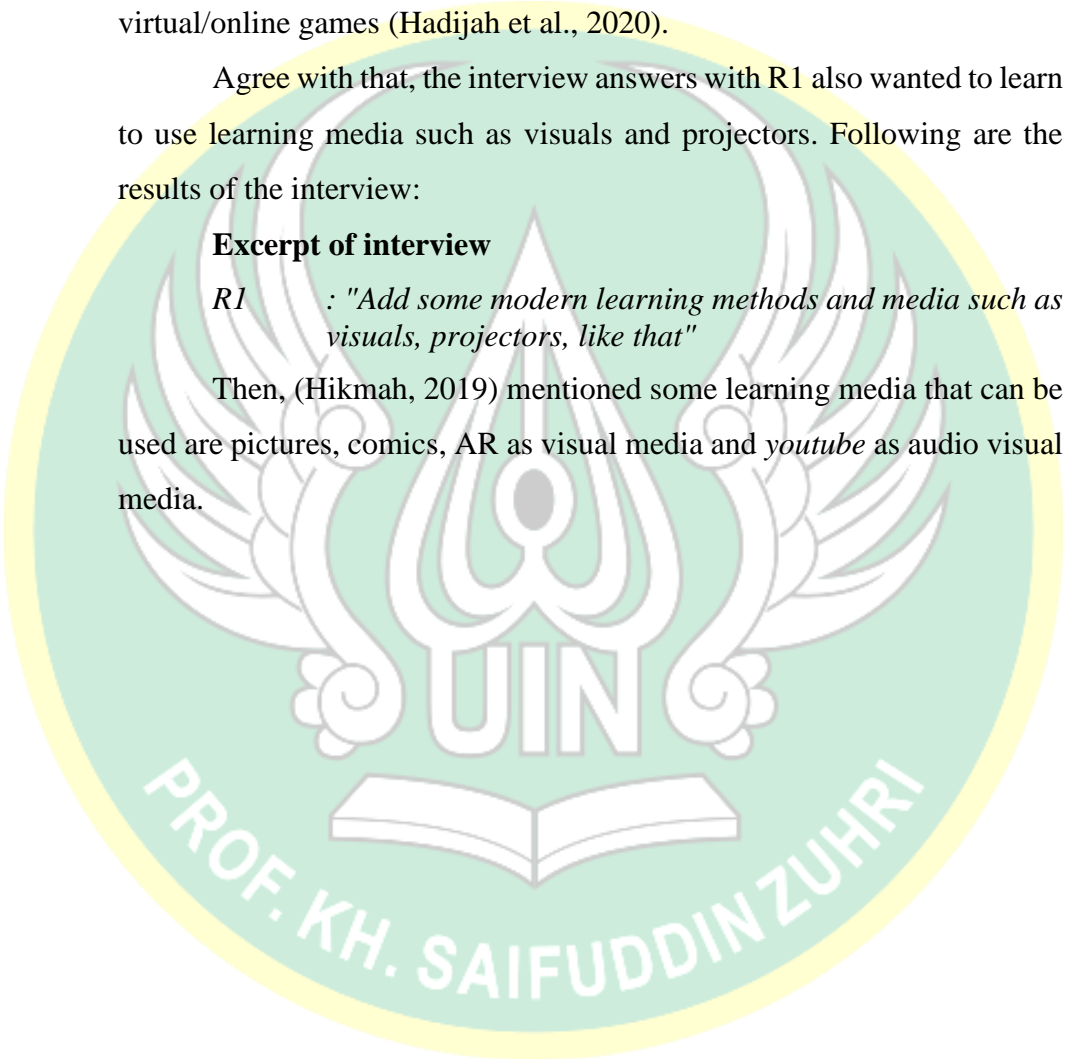
The use of learning media that is integrated with technology needs to be implemented related to current technological developments. In addition, teachers must have skills in recognizing interesting and educative learning media for students. It is because students are able to determine the type of learning media that can be interactive and educative for them such as the use of power point, slides, videos, songs, as well as traditional and virtual/online games (Hadijah et al., 2020).

Agree with that, the interview answers with R1 also wanted to learn to use learning media such as visuals and projectors. Following are the results of the interview:

Excerpt of interview

R1 : "Add some modern learning methods and media such as visuals, projectors, like that"

Then, (Hikmah, 2019) mentioned some learning media that can be used are pictures, comics, AR as visual media and *youtube* as audio visual media.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The results of this study can answer the research question: “What are the needs of Computer and Network Engineering students for English subject at SMK Ma’arif NU 1 Sumpiuh?” that indicates most of the Computer and Network Engineering students have a goal to work after graduation. That can be seen by the results of the questionnaire which shows that after graduation, 80.7% students agree that they will work. Then, English taught in SMK Ma’arif NU 1 Sumpiuh partly appropriate with Computer and Network Engineering. It is shown by the results of the questionnaire that there are 49.6% of students answered partly appropriate to the major. Then, it is also can be seen from the result of interview with students and English teachers that their English lesson were synchronized with Computer and Network Engineering program in some material.

The need analysis shows the following results. In the Target Situation Analysis (TSA) shows 97.7% of students agree that they are learning English to support their future career. Moreover, from the interview with 4 students resulted 3 students said they will work after graduation and just 1 of them will continue to the college. Then, in the Present Situation Analysis (PSA) found that 65.2% of students can write simple sentences in English and 84.5% of students feel difficult in listening English audio activities. Because result of interview with students and English teachers found that there was no listening activities in their course. While in the Learning Situation Analysis (LSA), 91.1% of students need more listening activities and 92.6% of students need more vocabulary. That is based on their PSA and the result of interview with English teacher that vocabulary is the most problems faced by the students. Then, for learning strategies and method, 91.8% of students want more varied learning. In the interview students said that they want more clearly explanation, fun learning, more speaking practice, game, and many English practices than

material. The last, 90.3% of students want more varied learning media such as visual media and use LCD projector

B. Limitation of the Study

This research has been conducted as well as possible, but there are some limitation of the study:

1. It was not all students of Computer and Network Engineering fill the questionnaire in the process of collecting data.
2. This research only conducted in one major, while there are four majors in SMK Ma'arif NU 1 Sumpiuh.
3. This research didn't provide any certain media, strategies, and method to develop English Teaching and Learning. But it is just provide the theories and some suggestions from related study.

C. Suggestions

Based on the result of Need Analysis, there are some suggestions offered to develop English learning in Computer and Networking program at SMK Ma'arif NU 1 Sumpiuh as follows:

1. Teacher should add more listening activities such as listening English audio to increase their listening skill.
2. Teacher should develop their teaching in order to increase students' vocabulary especially in Computer and Networking program.
3. Teacher can use visual learning media such as power point, slides, videos, songs, and virtual/online games.
4. School needs to conduct English Club again to enhance students' interest in English subject.

The other suggestion is for the next researcher that will conduct related studies. The next studies must be more detail in the interview process with the students and teacher to get the supporting data for findings. Because it needs more data about the factors of students' difficulties in English subject. Then, some previous researchers sometime add observation as the instrument of the research.

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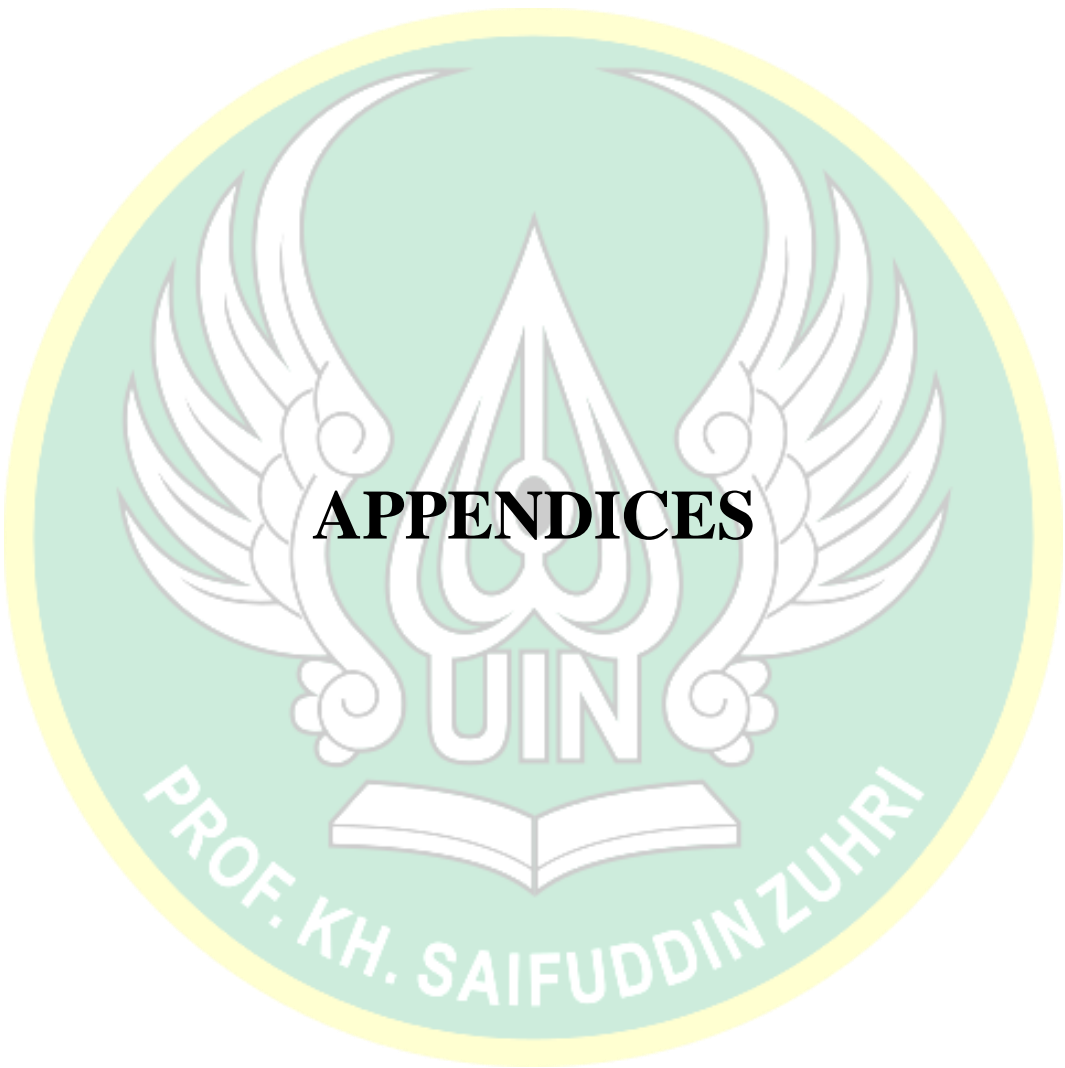
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APPENDICES

Appendix 1 The Questionnaires

1. Apakah Bahasa Inggris yang kamu pelajari sesuai dengan jurusanmu?
 - Ya
 - Sebagian
 - Tidak
2. Manakah skill dalam Bahasa Inggris yang kamu rasa sangat perlu kamu pelajari untuk meningkatkan kemampuan Bahasa Inggrismu?
 - Reading
 - Speaking
 - Listening
 - Writing
3. Setelah lulus SMK, kamu akan:
 - Mencari pekerjaan yang sesuai dengan jurusan
 - Melanjutkan jenjang pendidikan
 - Yang lain
4. Manakah kesulitan yang kamu hadapi dalam pembelajaran Bahasa Inggris dikelas? (Boleh pilih lebih dari satu)
 - Reading
 - Speaking
 - Listening
 - Writing
 - Grammar
 - Vocabulary

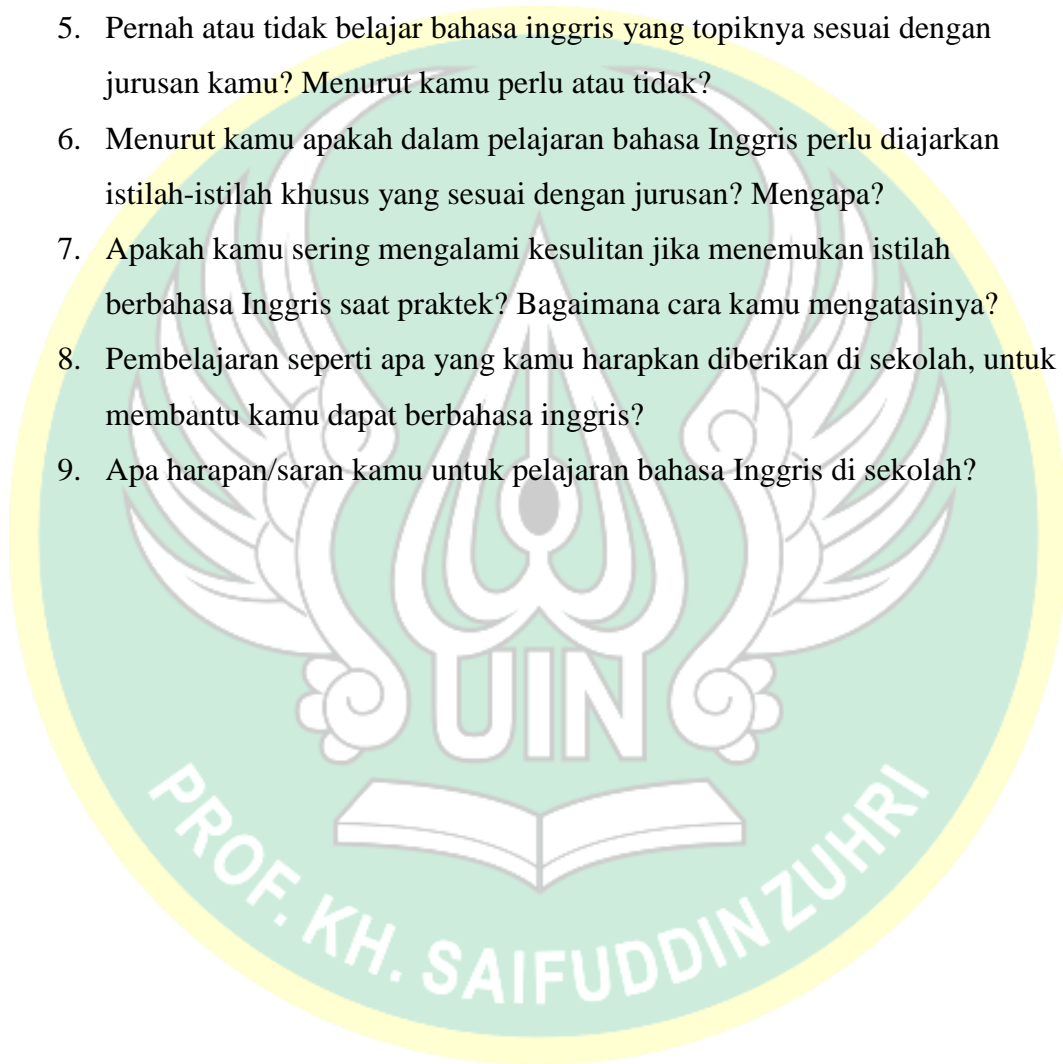
| | Indikator | 1 | 2 | 3 | 4 |
|-----------|--|-----|----|---|----|
| A. | Target Situation Analysis | | | | |
| 1 | Saya belajar Bahasa Inggris untuk menunjang pekerjaan saya di masa depan. | STS | TS | S | SS |
| 2 | Saya belajar Bahasa Inggris untuk membantu saya melanjutkan pendidikan saya setelah SMK. | STS | TS | S | SS |
| 3 | Saya belajar Bahasa Inggris untuk keperluan lain. | STS | TS | S | SS |
| B. | Present Situation Analysis | | | | |
| | Strength | | | | |
| 4 | Saya dapat berbicara menggunakan Bahasa Inggris dengan lancar. (<i>speaking</i>) | STS | TS | S | SS |
| 5 | Saya dapat menulis kalimat sederhana dalam Bahasa Inggris. (<i>writing</i>) | STS | TS | S | SS |

| | | | | | |
|----|---|-----|----|---|----|
| 6 | Saya dapat memahami teks berbahasa Inggris dengan tepat. (<i>reading</i>) | STS | TS | S | SS |
| 7 | Saya menguasai kosa kata sederhana dalam bahasa Inggris. (<i>vocabulary</i>) | STS | TS | S | SS |
| 8 | Saya menguasai kosa kata terkait jurusan saya dalam bahasa Inggris (contoh: TKJ= <i>install, connect, turn on</i> dsb.). (<i>vocabulary</i>) | STS | TS | S | SS |
| 9 | Saya dapat menangkap makna dengan jelas saat kegiatan mendengarkan audio berbahasa Inggris. (<i>listening</i>) | STS | TS | S | SS |
| 10 | Saya dapat menerapkan <i>tenses</i> sederhana seperti: <i>present tense, present continuous tense</i> dan <i>past tense</i> dalam bahasa Inggris sesuai dengan keterangan waktu. (<i>grammar</i>) | STS | TS | S | SS |
| | Weakness | | | | |
| 11 | Saya kurang lancar dalam berbicara menggunakan Bahasa Inggris. (<i>speaking</i>) | STS | TS | S | SS |
| 12 | Saya kesulitan dalam menulis kalimat dalam Bahasa Inggris. (<i>writing</i>) | STS | TS | S | SS |
| 13 | Saya kesulitan dalam memahami teks berbahasa Inggris dengan tepat. (<i>reading</i>) | STS | TS | S | SS |
| 14 | Saya kurang menguasai kosa kata sederhana dalam Bahasa Inggris. (<i>vocabulary</i>) | STS | TS | S | SS |
| 15 | Saya kurang menguasai kosa kata terkait jurusan saya dalam Bahasa Inggris. (<i>vocabulary</i>) | STS | TS | S | SS |
| 16 | Saya kesulitan saat dalam menangkap pesan saat aktivitas mendengarkan audio berbahasa Inggris. (<i>listening</i>) | STS | TS | S | SS |
| 17 | Saya tidak dapat menerapkan <i>tenses</i> sederhana seperti: <i>present tense, present continuous tense</i> | STS | TS | S | SS |

| | | | | | |
|-----------|--|-----|----|---|----|
| | dan <i>past tense</i> dalam bahasa Inggris sesuai dengan keterangan waktu nya. (<i>grammar</i>) | | | | |
| 18 | Saya merasa takut saat belajar Bahasa Inggris. (<i>anxiety</i>) | STS | TS | S | SS |
| C. | Learning Situation Analysis | | | | |
| | Necessities | | | | |
| 19 | Saya perlu lebih banyak kegiatan berbicara dalam bahasa Inggris untuk menunjang pekerjaan saya di masa depan. (<i>speaking</i>) | STS | TS | S | SS |
| 20 | Saya perlu lebih banyak kegiatan menulis dalam bahasa Inggris. (<i>writing</i>) | STS | TS | S | SS |
| 21 | Saya perlu lebih banyak kegiatan membaca teks berbahasa Inggris. (<i>reading</i>) | STS | TS | S | SS |
| 22 | Saya perlu lebih banyak kegiatan mendengarkan audio berbahasa Inggris. (<i>listening</i>) | STS | TS | S | SS |
| 23 | Saya perlu lebih banyak kosa kata berbahasa Inggris terkait jurusan saya. (<i>vocabulary</i>) | STS | TS | S | SS |
| 24 | Saya perlu lebih banyak mempelajari tata bahasa Inggris (<i>grammar</i>) | STS | TS | S | SS |
| | Wants | | | | |
| 25 | Saya ingin kegiatan pembelajaran menggunakan strategi dan metode pembelajaran yang lebih bervariasi. | STS | TS | S | SS |
| 26 | Saya ingin kegiatan pembelajaran menggunakan media pembelajaran yang lebih bervariasi (seperti: menggunakan aplikasi digital terbaru). | STS | TS | S | SS |

Appendix 2 Students' Interview Questions

1. Menurut kamu, apa tujuan kamu belajar Bahasa Inggris?
2. Setelah lulus SMK, apa yang akan kamu lakukan?
3. Menurut kamu bahasa Inggris itu penting atau tidak? kenapa?
4. Skill bahasa Inggris apa saja yang lebih banyak kamu dapat?
(speaking/reading/listening/writing)
5. Pernah atau tidak belajar bahasa inggris yang topiknya sesuai dengan jurusan kamu? Menurut kamu perlu atau tidak?
6. Menurut kamu apakah dalam pelajaran bahasa Inggris perlu diajarkan istilah-istilah khusus yang sesuai dengan jurusan? Mengapa?
7. Apakah kamu sering mengalami kesulitan jika menemukan istilah berbahasa Inggris saat praktek? Bagaimana cara kamu mengatasinya?
8. Pembelajaran seperti apa yang kamu harapkan diberikan di sekolah, untuk membantu kamu dapat berbahasa inggris?
9. Apa harapan/saran kamu untuk pelajaran bahasa Inggris di sekolah?



Appendix 3 Teacher's Interview Questions

1. Menurut Ibu, apa tujuan pengajaran bahasa Inggris untuk siswa SMK?
2. Berapa persen penggunaan bahasa Inggris yang Ibu/Bapak gunakan selama proses pembelajaran?
3. Skill bahasa Inggris apa saja yang lebih sering Ibu ajarkan?
4. Bagaimana cara Ibu mengajarkan *speaking*? kegiatannya apa saja?
5. Bagaimana cara Ibu mengajarkan *listening*? kegiatannya apa saja?
6. Bagaimana cara Ibu mengajarkan *reading*? kegiatannya apa saja?
7. Bagaimana cara Ibu mengajarkan *writing*? kegiatannya apa saja?
8. Bagaimana cara Ibu mengajarkan *grammar*? kegiatannya apa saja?
9. Bagaimana cara Ibu menambah *vocabulary* siswa? kegiatannya apa saja?
10. Apakah siswa memiliki kesulitan dalam belajar bahasa Inggris?
11. Apa jenis kesulitan yang dialami siswa?
12. Bagaimana cara Ibu mengatasinya?
13. Apakah Ibu/Bapak pernah mengajar Bahasa Inggris yang topiknya sesuai dengan jurusan siswa?
14. Menurut Ibu/Bapak apakah dalam pelajaran Bahasa Inggris perlu ada istilah-istilah khusus yang berkaitan dengan jurusan siswa? Mengapa?
15. Apakah ada tanggapan atau saran mengenai pembelajaran Bahasa Inggris untuk siswa SMK?

Appendix 4 Transcription

Interview 1

Date of Interview : Saturday, 5th August 2023

Time of Interview : 1.20 PM

Place of Interview : School

Interviewer : Rose Zalina (RZ)

Interviewee : R1

RZ : “Menurut kamu, apa tujuan kamu belajar Bahasa Inggris?”

R1 : “Yaa, biar tahu, ya sedikit sedikit bisa lah trus biar berguna buat masa depan.”

RZ : “Setelah lulus SMK, apa yang akan kamu lakukan?”

R1 : “Saya pilih kuliah sambil kerja. Kan di pertanyaan ada 3 pilihan saya jawab sendiri.”

RZ : “Menurut kamu bahasa Inggris itu penting atau tidak? kenapa?”

R1 : “Penting banget. Soalnya sekarang kan jaman jamannya teknologi ya. Soalnya sekarang teknologi IT pakainya bahasa internasional pakai bahasa inggris.”

RZ : “Skill bahasa Inggris apa saja yang lebih banyak kamu dapat?”

R1 : “Lebih banyak, ngga banyak sih. Kayanya reading.”

RZ : “Kamu pernah atau tidak belajar bahasa inggris yang topiknya sesuai dengan jurusan kamu?”

R1 : “Maksudnya, belajar disini?”

RZ : “Iya, kan kamu jurusannya TKJ, menurut kamu apakah dalam pelajaran bahasa Inggris perlu diajarkan istilah-istilah khusus yang sesuai dengan jurusan?”

R1 : “Pernah, ada.”

RZ : “Menurut kamu perlu atau tidak?”

R1 : “Perlu, perlu”

RZ : Apakah kamu sering mengalami kesulitan jika menemukan istilah berbahasa Inggris saat praktek?

- R1 : “Eeemm, pernah”
- RZ : “Bagaimana cara kamu mengatasinya?”
- R1 : “Googling”
- RZ : “Pembelajaran seperti apa yang kamu harapkan diberikan di sekolah, untuk membantu kamu dapat berbahasa Inggris?”
- R1 : “Lebih, metode dan media pembelajarannya lebih di modernin, kaya visual, projector, ya semacamnya”
- RZ : “Apa harapan/saran kamu untuk pelajaran bahasa Inggris di sekolah?”
- R1 : “Ya lebih diperjelas hafalan hafalannya, terus penjelasan dari guru di perjelas lagi biar murid bisa nangkap”
- RZ : “Waktu pembelajaran di kelas kan kebanyakan reading, biasanya kegiatannya apa saja di kelas?”
- R1 : “Pertama dijelasin dulu dipapan tulis, ditulis materi materi. Terus murid dikasih soal suruh menjawab. Ya kalo bisa misal salah satu ditunjuk suruh menjawab suruh maju.”
- RZ : “Terus kalau pas speaking?”
- R1 : “Waktu itu membaca dialog pendek”

Interview 2

Date of Interview : Saturday, 12th August 2023

Time of Interview : 1.20 PM

Place of Interview : School

Interviewer : Rose Zalina (RZ)

Interviewee : R2

RZ : “Menurut kamu, apa tujuan kamu belajar Bahasa Inggris?”

R2 : “Mungkin untuk masa depan, karena kebanyakan kerja masa depan lebih ke teknologi, jadi bahasa inggris whahauhias

RZ : “Setelah lulus SMK, apa yang akan kamu lakukan?”

R2 : “Bekerja”

RZ : “Menurut kamu bahasa Inggris itu penting atau tidak? kenapa?”

R2 : “Penting kaya tadi, karena masa depan kebanyakan ke arah teknologi, jadi perusahaan perusahaan banyak berkolaborasi dengan negara luar.

RZ : “Skill bahasa Inggris apa saja yang lebih banyak kamu dapat?”

R2 : “Writing.”

RZ : “Apa saja kegiatannya?”

R2 : “Misal kaya nulis procedure text”

RZ : “Kalau di listening, ada kegiatan apa saja?”

R2 : “Paling pernah kaya lewat link youtube mendengarkan terus di tulis”

RZ : “Kalau di reading?”

R2 : “Ada teks cerita hewan sama deskripsi biasanya suruh nyari kaya tema, latar, tokoh”

RZ : “Kalau di speaking?”

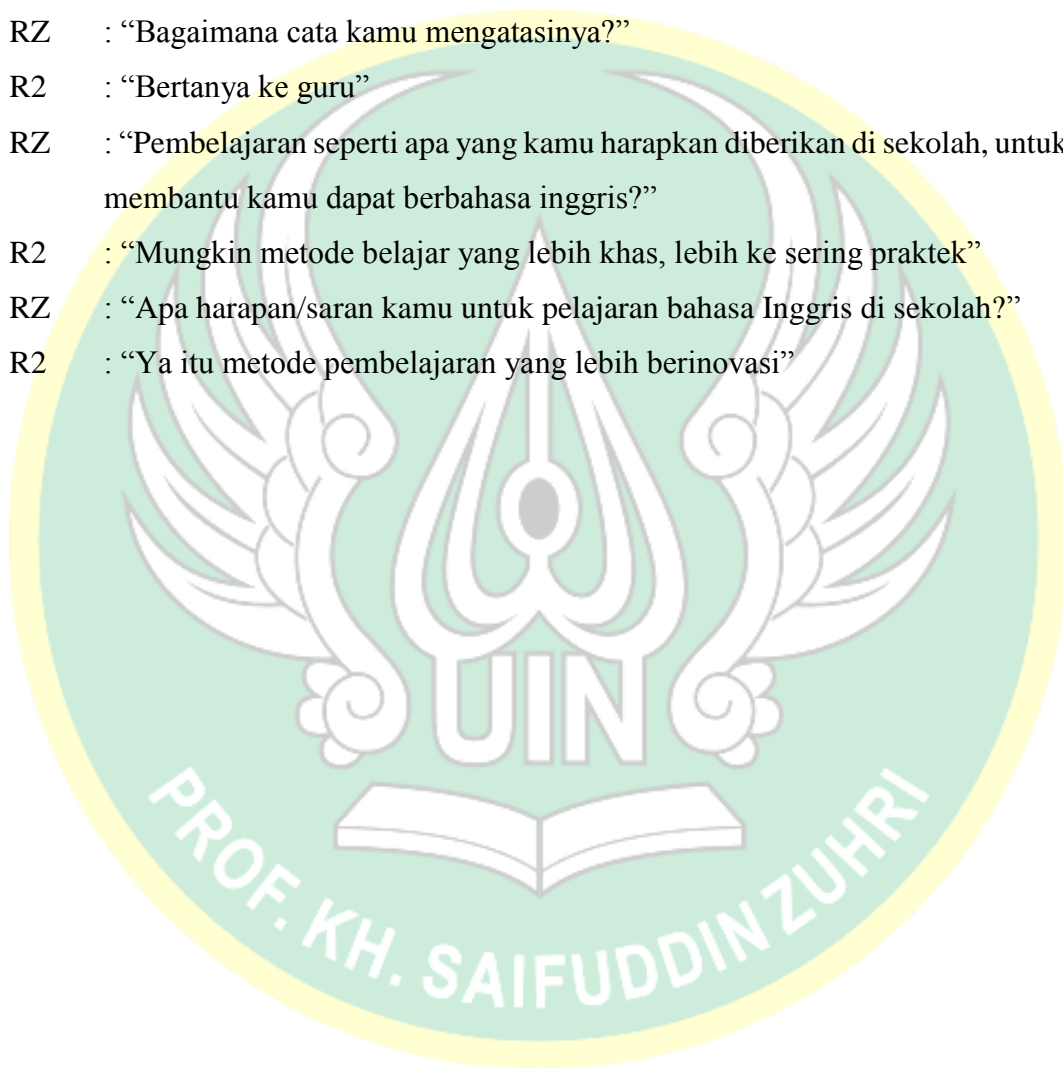
R2 : “Speaking kebanyakan kaya presentasi. Bikin teks procedure di presentasikan”

RZ : “Kamu pernah atau tidak belajar bahasa inggris yang topiknya sesuai dengan jurusan kamu?”

R2 : “Pernah Cuma jarang, paling ya itu tentang procedure bikin account?”

RZ : “Menurut kamu perlu atau tidak?”

- R2 : “Mmm kurang perlu. Karena ga kea rah yang ke jurusan banget.”
- RZ : “Lalu yang seperti apa yang kamu perlukan?”
- R2 : “Emm mungkin kaya ngomong ke orang luar dan bahasa program”
- RZ : Apakah kamu sering mengalami kesulitan jika menemukan istilah berbahasa Inggris saat praktek?
- R2 : “Emm pernah”
- RZ : “Bagaimana cata kamu mengatasinya?”
- R2 : “Bertanya ke guru”
- RZ : “Pembelajaran seperti apa yang kamu harapkan diberikan di sekolah, untuk membantu kamu dapat berbahasa inggris?”
- R2 : “Mungkin metode belajar yang lebih khas, lebih ke sering praktek”
- RZ : “Apa harapan/saran kamu untuk pelajaran bahasa Inggris di sekolah?”
- R2 : “Ya itu metode pembelajaran yang lebih berinovasi”



Interview 3

Date of Interview : Saturday, 12th August 2023

Time of Interview : 1.40 PM

Place of Interview : School

Interviewer : Rose Zalina (RZ)

Interviewee : R3

RZ : “Menurut kamu, apa tujuan kamu belajar Bahasa Inggris?”

R3 : “Yaa biar bisa, kan bahasa inggris penting ya, biar bisa kalau masuk ke pt kan mudah apalagi kalau mau ke luar negeri.”

RZ : “Setelah lulus SMK, apa yang akan kamu lakukan?”

R3 : “Kerja”

RZ : “Tadi menurut kamu bahasa Inggris itu penting, kenapa?”

R3 : “Kan bahasa inggris bahasa internasional biar memudahkan saat komunikasi saat ada interview bahasa inggris.”

RZ : “Skill bahasa Inggris apa saja yang lebih banyak kamu dapat?”

R3 : “Speaking sama reading”

RZ : “Di speaking kegiatannya apa saja?”

R3 : “Ta membaca ulang ulang sih dan presentasi satu kali”

RZ : “Kalau di reading?”

R3 : “Ya membaca teks narrative, procedure, trus ngerjain soal”

RZ : “Kalau di listening pernah?”

R3 : “Udah pernah sih tapi susah, suruh mendengarkan audio saja”

RZ : “Kalau di writing?”

R3 : “Ya nulis itu materi, kan dikasih materi trus nulis kalimat membuat paragraph procedure, narrative”

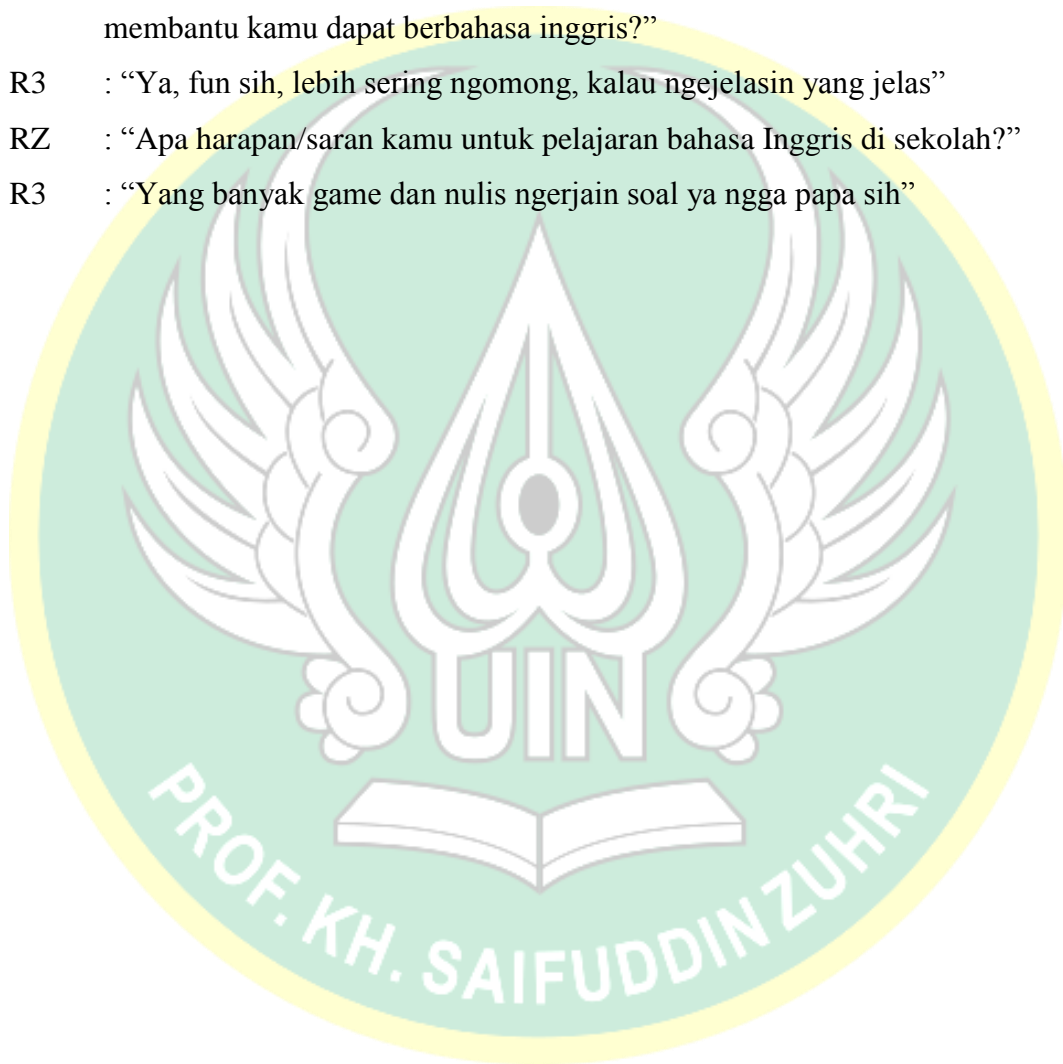
RZ : “Kamu pernah atau tidak belajar bahasa inggris yang topiknya sesuai dengan jurusan kamu?”

R3 : “Pernah waktu itu procedure nyalain matiin komputer?”

RZ : “Menurut kamu perlu atau tidak?”

R3 : “Perlu”

- RZ : Apakah kamu sering mengalami kesulitan jika menemukan istilah berbahasa Inggris saat praktek?
- R3 : “Ya terkadang kesulitan”
- RZ : “Bagaimana cara kamu mengatasinya?”
- R3 : “Translate sih”
- RZ : “Pembelajaran seperti apa yang kamu harapkan diberikan di sekolah, untuk membantu kamu dapat berbahasa Inggris?”
- R3 : “Ya, fun sih, lebih sering ngomong, kalau ngejelasin yang jelas”
- RZ : “Apa harapan/saran kamu untuk pelajaran bahasa Inggris di sekolah?”
- R3 : “Yang banyak game dan nulis ngerjain soal ya ngga papa sih”



Interview 4

Date of Interview : Saturday, 12th August 2023

Time of Interview : 2.00 PM

Place of Interview : School

Interviewer : Rose Zalina (RZ)

Interviewee : R3

RZ : “Menurut kamu, apa tujuan kamu belajar Bahasa Inggris?”

R4 : “Saya berniat melanjutkan pendidikan yang lebih tinggi. Terus kalau pergi kemana mana gitu bisa bahasa inggris lebih gampang.

RZ : “Menurut kamu bahasa Inggris itu penting atau tidak?”

R4 : “Penting sih, soalnya kalau melanjutkan pendidikan yang lebih tinggi tuh perlu pendidikan bahasa inggris lebih dalam gitu, terus membutuhkan kosa kata bahasa inggris yang lebih banyak.

RZ : “Skill bahasa Inggris apa saja yang lebih banyak kamu dapat?”

R4 : “Writing”

RZ : “Contoh kegiatannya apa saja?”

R4 : “Menulis teks deskripsi dalam bahasa inggris, terus menulis perkenalan dalam bahasa inggris, terus menulis teks prosedur,”

RZ : “Kalau di speaking kegiatannya apa?”

R4 : “waktu itu menghafal bahasa inggris, terus ngga pake teks, dihafalin satu satu, menghafal teks prosedur”

RZ : “Kalau reading?”

R4 : “Paling baca teks teks apa itu yah, membaca sebuah teks, terus ada jawab pertanyaan yang mengenai teks tersebut”

RZ : “Kalau listening?”

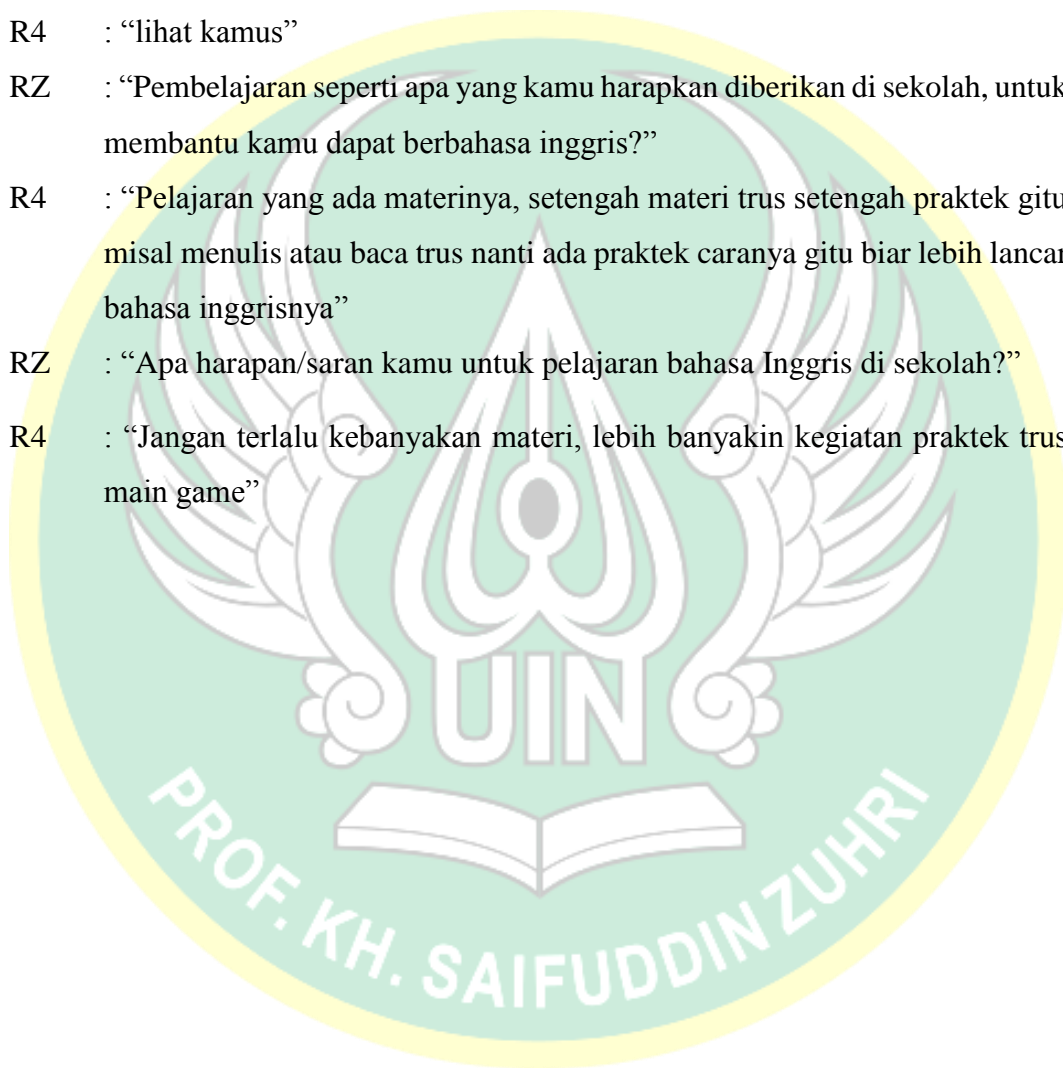
R4 : “Belum pernah”

RZ : “Kamu pernah atau tidak belajar bahasa inggris yang topiknya sesuai dengan jurusan kamu?”

R4 : “belum?”

RZ : “Menurut kamu perlu atau tidak?”

- R4 : “Perlu karena kalau di computer karena ada bahasa inggrisnya, jadi biar paham gitu, kalau gabisa bahasa inggris bingung gatau. ”
- RZ : Apakah kamu sering mengalami kesulitan jika menemukan istilah berbahasa Inggris saat praktek?
- R4 : “pernah”
- RZ : “Bagaimana cara kamu mengatasinya?”
- R4 : “lihat kamus”
- RZ : “Pembelajaran seperti apa yang kamu harapkan diberikan di sekolah, untuk membantu kamu dapat berbahasa inggris?”
- R4 : “Pelajaran yang ada materinya, setengah materi trus setengah praktek gitu misal menulis atau baca trus nanti ada praktek caranya gitu biar lebih lancar bahasa inggrisnya”
- RZ : “Apa harapan/saran kamu untuk pelajaran bahasa Inggris di sekolah?”
- R4 : “Jangan terlalu kebanyakan materi, lebih banyakin kegiatan praktek trus main game”



Interview 5

Date of Interview : Tuesday, 15th August 2023

Time of Interview : 13.20 PM

Place of Interview : School

Interviewer : Rose Zalina (RZ)

Interviewee : T1

RZ : “Menurut Ibu, apa tujuan pengajaran bahasa Inggris untuk siswa SMK?”

T1 : “Sudah pasti, untuk persiapan ke dunia kerja. Ada beberapa yang siswa itu punya keinginan kerja di luar negeri, itu yang pertama. Dan ada beberapa ketika kerja di dalam negeri pun ada tuntutan ketika bisa bahasa Inggris itu poin plus buat mereka.”

RZ : “Berapa persen penggunaan bahasa Inggris yang Ibu/Bapak gunakan selama proses pembelajaran?”

T1 : “fifty percent”

RZ : “Skill bahasa Inggris apa saja yang lebih sering Ibu ajarkan?”

T1 : “Yang lebih sering ya, yang lebih sering itu speaking dan writing.”

RZ : “Bagaimana cara Ibu mengajarkan *speaking*? kegiatannya apa saja?”

T1 : “Dari hal-hal yang kecil dari hal-hal yang sederhana misal contoh ketika mereka ijin keluar kelas atau ijin masuk karena terlambat itu menggunakan bahasa Inggris, kemudian ee apayaa ketika mau berdoa mimpin doanya pakai bahasa Inggris, terus ketika mau presentasi juga diusahakan pakai bahasa Inggris biarpun beberapa ada yang dicampur.”

RZ : “Bagaimana cara Ibu mengajarkan *listening*? kegiatannya apa saja?”

T1 : “Untuk listening kebetulan di kompetensinya tidak masuk sehingga mengajarkan listening itu ketika menjelang ujian”

RZ : “Bagaimana cara Ibu mengajarkan *reading*? kegiatannya apa saja?”

T1 : “Di reading itu biasanya yang pertama fokusnya adalah pronunciation dulu, kemudian pemahaman teks”

RZ : “Bagaimana cara Ibu mengajarkan *writing*? kegiatannya apa saja?”

- T1 : “Kalau di writing tergantung materi yang akan ditulis itu apa, pastinya kita kasih dulu misalkan ee menulis teks, ketika menulis teks berarti siswa disuruh memahami dulu struktur teksnya seperti apa kemudian tenses yang mau dipakai itu tenses apa.”
- RZ : “Bagaimana cara Ibu mengajarkan *grammar*? kegiatannya apa saja?”
- T1 : “Kalau *grammar* itu yang pertama pastinya rumus *grammar* itu sendiri, kemudian yang kedua meminta siswa membuat kalimat yang sesuai dengan *grammar* tersebut.”
- RZ :”Bagaimana cara Ibu menambah *vocabulary* siswa? kegiatannya apa saja?”
- T1 : “Kalau menambah vocab itu secara otomatis ketika kita mengajarkan siswa untuk ngomong nah pasti akan menambah kosa kata baru ketika mereka akan ngomong yang tidak seperti biasa atau tidak mengulang ngulang kalimat.”
- RZ : “Apakah siswa memiliki kesulitan dalam belajar bahasa Inggris?”
- T1 : “Tentu”
- RZ :”Apa jenis kesulitan yang dialami siswa?”
- T1 : “Yang jelas yang paling sering itu adalah pronunciation dan vocab itu yang paling sering dan paling umum”
- RZ : “Bagaimana cara Ibu mengatasinya?”
- T1 : “Cara mengatasinya tentu harus bawa kamus”
- RZ : “Apakah Ibu/Bapak pernah mengajar Bahasa Inggris yang topiknya sesuai dengan jurusan siswa?”
- T1 : “Selalu, saya mensinkronkan antara topic dan jurusan. Contohnya procedure text, procedure text kita sesuaikan dengan jurusan masing-masing, kalau di TKR ya pastinya kaitannya dengan pengecekan mesin, perbaikan mesin, kalau di TKJ ya pastinya terkait dengan jaringan dan sebagainya.”
- RZ :”Menurut Ibu/Bapak apakah dalam pelajaran Bahasa Inggris perlu ada istilah-istilah khusus yang berkaitan dengan jurusan siswa? Mengapa?”
- T1 : “Perlu, karena tuntutan dunia industri seperti itu, jadi kita mensinkronkan kurikulum sekolah dengan kurikulum industri”

RZ : “Apakah ada tanggapan atau saran mengenai pembelajaran Bahasa Inggris untuk siswa SMK?”

T1 : “Yang jelas ini kalau pembelajarannya lebih panjang, dan kurikulumnya em kompetensi dasarnya itu seperti yang kurikulum lama, itu pas banget, yang satu pertemuan itu 6 jam, terus kompetensinya itu monolog masuk ke pembelajaran itu pas banget, kalau yang sekarang itu justru serasa terburu-buru untuk yang 2013 loh, kalau yang merdeka itu si cukup. ”



Interview 6

Date of Interview : Tuesday, 15th August 2023

Time of Interview : 13.20 PM

Place of Interview : School

Interviewer : Rose Zalina (RZ)

Interviewee : T2

RZ : “Menurut Ibu, apa tujuan pengajaran bahasa Inggris untuk siswa SMK?”

T2 : “Tujuannya supaya mereka supaya mereka mampu untuk setidaknya berbicara dalam bahasa Inggris tidak cuman mengucapkan ya atau tidak dalam bahasa Inggris, ngga harus fasih sih setidaknya mereka mengerti bagaimana cara berbicara dalam bahasa Inggris karena seperti yang kita tau bahasa itu kan harus diucapkan, gitu loh sehingga mau tidak mau ya mereka ketika lulus harus bisa mengantungi ucapan-ucapan simple yang bisa digunakan untuk berkomunikasi diluar sana.”

RZ : “Berapa persen penggunaan bahasa Inggris yang Ibu/Bapak gunakan selama proses pembelajaran?”

T2 : “Kalau didalam kelas sih paling fifty fifty lah. Jadi karena mayoritas anak-anak juga tidak membawa kamus, kemudian mereka juga masih meraba apa yang saya sampaikan, gitu loh. Bukan sebuah ketakutan cuman kita em apaya biar mereka juga lebih nyaman belajarnya. Jadi kita menggunakan blend language.”

RZ : “Skill bahasa Inggris apa saja yang lebih sering Ibu ajarkan?”

T2 : “Yang pertama jelas, karena mereka itu pertama mendengarkan kita jadi mereka harus lebih fokus pertamanya itu mendengarkan dulu listening. Abis listening nanti lama-lama terus ke speaking. Abis ke speaking reading itu udah terbiasa dari rumah. Reading writing harusnya udah terbiasa dari rumah. Yang jelas saya fokusnya ke speaking sama listening.”

RZ : “Bagaimana cara Ibu mengajarkan *speaking*? kegiatannya apa saja?”

T2 : “Drill, penggunaan drill per word, kemudian dialog, kemudian perform didepan kelas dengan menggunakan dialog, kemudian melihat video dan

mereka mengulang pembacaan setiap kalimat dari video yang disampaikan.
”

RZ : “Bagaimana cara Ibu mengajarkan *listening*? kegiatannya apa saja?”

T2 : “Listeningnya dalam bentuk dictation.”

RZ : “Bagaimana cara Ibu mengajarkan *reading*? kegiatannya apa saja?”

T2 : “Reading membaca sambil mereka menjawab pertanyaan-pertanyaan yang simple-simple aja kaya teks, trus mencari siapa tokoh utamanya, atau misal moral value nya apa, it disitu menggantikan apa dan sebagainya”

B RZ : “Bagaimana cara Ibu mengajarkan *writing*? kegiatannya apa saja?”

T2 : “Kalau writing pakanya song”

RZ : “Bagaimana cara Ibu mengajarkan *grammar*? kegiatannya apa saja?”

T2 : “Grammar lebih cenderung mereka harus fokus, ngga boleh melakukan aktifitas apapun untuk lebih membuat mereka apa namanya emm, soalnya beda jauh dibandingkan ngomong, dibandingkan listening, dibandingkan membaca ataupun menulis gitu loh kalau grammar jadi mereka harus terfokus dengan pembahasannya. Karena ketika mereka membaca materi grammar satu contoh misal kalimat pengandaian katakanlah mereka membaca pun saja mereka ngga akan paham tanpa kita jelasin. ”

RZ : “Bagaimana cara Ibu menambah *vocabulary* siswa? kegiatannya apa saja?”

T2 : “Dengan song. Karena saya memang bilang sama anak-anak tolong lagu lagu yang biasa kamu dengarkan lagu ambyar lagu pop kek lagu dangdut kek itu mulai sedikit di buang atau ditambahkan lagu lagu yang berbahasa asing bukan jepang atau korea tapi bahasa inggris. Itu bisa untuk membantu mereka ya satu dua kata lah untuk lagu. Yang kedua film, menonton film di tv lah. Jika mereka memang ngga punya kuota nontonnya di tv dari yang box office movie itu dari situ kan bisa. Secara grammar juga dictation dan intonasinya.

RZ : “Apakah siswa memiliki kesulitan dalam belajar bahasa Inggris?”

T2 : “Pasti”

RZ : “Apa jenis kesulitan yang dialami siswa?”

- T2 : “Males, nggak tau, ribet, susah, harus bawa kamus lah, dari tulisannya sama bacanya kok beda, pasti kayak gitu-gitu.”
- RZ : “Bagaimana cara Ibu mengatasinya?”
- T2 : “Harusnya ada English club, setidaknya mereka masuk ke English club. Dan English clubnya sifatnya wajib bukan pilihan, menurut saya sih dibikin ekstra wajib.”
- RZ : “Apakah Ibu/Bapak pernah mengajar Bahasa Inggris yang topiknya sesuai dengan jurusan siswa?”
- T2 : “Ada, procedure text sama presenting report, tapi itu kelas 12.
- RZ : “Menurut Ibu/Bapak apakah dalam pelajaran Bahasa Inggris perlu ada istilah-istilah khusus yang berkaitan dengan jurusan siswa? Mengapa?”
- T2 : “Karena nanti pada akhirnya mereka ketika keluar dari sini juga lebih spesifik kan. Lebih ke professional mereka dan professional mereka berada di mata pelajaran produktif. Dan mau ngga mau suka nggak suka mereka harus menguasai itu.”
- RZ : “Apakah ada tanggapan atau saran mengenai pembelajaran Bahasa Inggris untuk siswa SMK?”
- T2 : “Emm, pembelajarannya harusnya fun, jadi lebih ke skill ngomong dibandingkan harus yang grammar. Skill ngomong, ditambahkan lagu harus ada wadah yang digunakan anak-anak.”

Appendix 5 The Result of Questionnaire

| NO | NAMA | Nomor Item Kuesioner/Hasil Angket | | | | | | | | | | | | | | | | | | | | Total | | | | | | |
|----|------|-----------------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----|-----|-----|-----|-----|-----|
| | | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | | Q21 | Q22 | Q23 | Q24 | Q25 | Q26 |
| 1 | R11 | 4 | 4 | 4 | 3 | 4 | 4 | 2 | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 1 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 86 |
| 2 | R2 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 4 | 2 | 2 | 3 | 4 | 3 | 3 | 1 | 4 | 3 | 4 | 3 | 2 | 4 | 3 | 4 | 79 |
| 3 | R3 | 4 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 70 |
| 4 | R4 | 4 | 1 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 88 |
| 5 | R5 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 69 |
| 6 | R6 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 69 |
| 7 | R7 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 62 |
| 8 | R8 | 3 | 3 | 4 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 64 |
| 9 | R9 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 76 |
| 10 | R10 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 80 |
| 11 | R11 | 3 | 4 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 4 | 2 | 2 | 74 |
| 12 | R12 | 3 | 4 | 3 | 2 | 2 | 3 | 2 | 2 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 72 |
| 13 | R13 | 3 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 69 |
| 14 | R14 | 4 | 4 | 4 | 1 | 4 | 1 | 1 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 80 |
| 15 | R15 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 68 |
| 16 | R16 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 73 |
| 17 | R17 | 4 | 3 | 4 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 4 | 2 | 2 | 2 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 78 |
| 18 | R18 | 4 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 74 |
| 19 | R19 | 3 | 4 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 74 |
| 20 | R20 | 4 | 4 | 4 | 1 | 2 | 1 | 1 | 3 | 2 | 4 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 60 |
| 21 | R21 | 4 | 2 | 3 | 1 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 69 |
| 22 | R22 | 4 | 4 | 4 | 1 | 2 | 1 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 88 |
| 23 | R23 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 69 |
| 24 | R24 | 4 | 1 | 2 | 1 | 2 | 1 | 3 | 1 | 1 | 2 | 4 | 1 | 1 | 3 | 3 | 4 | 2 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 70 |
| 25 | R25 | 4 | 2 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 4 | 1 | 3 | 4 | 3 | 4 | 4 | 4 | 79 |
| 26 | R26 | 4 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 88 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|
| 55 | R55 | 4 | 4 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 73 |
| 56 | R56 | 4 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 74 |
| 57 | R57 | 3 | 2 | 3 | 1 | 2 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 65 | |
| 58 | R58 | 3 | 4 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 76 | |
| 59 | R59 | 4 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 4 | 4 | 3 | 1 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 78 | |
| 60 | R60 | 4 | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 1 | 4 | 4 | 1 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 73 | |
| 61 | R61 | 4 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 66 | |
| 62 | R62 | 4 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 74 | |
| 63 | R63 | 4 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 81 | |
| 64 | R64 | 4 | 3 | 4 | 1 | 3 | 3 | 1 | 3 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 4 | 2 | 2 | 4 | 2 | 4 | 4 | 3 | 3 | 3 | 3 | 75 | |
| 65 | R65 | 3 | 2 | 3 | 2 | 3 | 4 | 2 | 3 | 4 | 1 | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 4 | 1 | 3 | 2 | 4 | 1 | 3 | 4 | 2 | 4 | 4 | 4 | 71 | |
| 66 | R66 | 4 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 74 | |
| 67 | R67 | 3 | 3 | 4 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 72 | |
| 68 | R68 | 3 | 2 | 2 | 1 | 3 | 1 | 1 | 2 | 3 | 1 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 1 | 4 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 66 | |
| 69 | R69 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 70 | |
| 70 | R70 | 4 | 3 | 4 | 2 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 76 | |
| 71 | R71 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 68 | |
| 72 | R72 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 2 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 83 | |
| 73 | R73 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 2 | 4 | 2 | 3 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 76 | |
| 74 | R74 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 4 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 75 | |
| 75 | R75 | 4 | 3 | 3 | 1 | 3 | 2 | 2 | 2 | 2 | 1 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 1 | 4 | 3 | 4 | 3 | 4 | 2 | 4 | 4 | 4 | 75 | |
| 76 | R76 | 3 | 3 | 4 | 2 | 2 | 3 | 2 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 2 | 3 | 3 | 4 | 2 | 2 | 4 | 2 | 4 | 4 | 3 | 76 | |
| 77 | R77 | 4 | 4 | 2 | 1 | 3 | 1 | 3 | 1 | 3 | 3 | 4 | 2 | 2 | 3 | 3 | 2 | 3 | 4 | 2 | 4 | 2 | 4 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 69 | |
| 78 | R78 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 73 | |
| 79 | R79 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 71 | |
| 80 | R80 | 3 | 4 | 3 | 3 | 2 | 3 | 2 | 4 | 4 | 2 | 3 | 1 | 2 | 3 | 3 | 2 | 3 | 4 | 1 | 3 | 2 | 4 | 1 | 3 | 2 | 4 | 4 | 4 | 4 | 74 | |
| 81 | R81 | 3 | 3 | 4 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 75 | |
| 82 | R82 | 4 | 3 | 3 | 2 | 2 | 2 | 2 | 4 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 79 |

Appendix 6 Validation Sheet

VALIDATION SHEET

Title : The Analysis of Students' Need in English Subject at SMK Ma'arif NU 1
Sumpiuh Banyumas Regency
Name : Rose Zalina Nurul Aisyah
NIM : 1917404055
Validator : Irra Wahidiyati, M. Pd.

| No | Questions | Yes | No | Comment |
|-----------|---|-----|----|---------|
| A. | Target Situation Analysis | | | |
| 1 | Saya belajar Bahasa Inggris untuk menunjang pekerjaan saya di masa depan. | ✓ | | |
| 2 | Saya belajar Bahasa Inggris untuk membantu saya melanjutkan pendidikan saya setelah SMK. | ✓ | | |
| 3 | Saya belajar Bahasa Inggris untuk keperluan lain. | ✓ | | |
| B. | Present Situation Analysis | | | |
| | Strength | | | |
| 4 | Saya dapat berbicara menggunakan Bahasa Inggris dengan lancar. (<i>speaking</i>) | ✓ | | |
| 5 | Saya dapat menulis kalimat sederhana dalam Bahasa Inggris. (<i>writing</i>) | ✓ | | |
| 6 | Saya dapat memahami teks berbahasa Inggris dengan tepat. (<i>reading</i>) | ✓ | | |
| 7 | Saya menguasai kosa kata sederhana dalam bahasa Inggris. (<i>vocabulary</i>) | ✓ | | |
| 8 | Saya menguasai kosa kata terkait jurusan saya dalam bahasa Inggris (contoh: TKJ= <i>install, connect, turn on</i> dsb.). (<i>vocabulary</i>) | ✓ | | |
| 9 | Saya dapat menangkap makna dengan jelas saat kegiatan mendengarkan audio berbahasa Inggris. (<i>listening</i>) | ✓ | | |
| 10 | Saya dapat menerapkan <i>tenses</i> sederhana seperti: <i>present tense, present continuous tense</i> dan <i>past tense</i> dalam bahasa Inggris sesuai dengan keterangan waktu. (<i>grammar</i>) | ✓ | | |

| | Weakness | | | |
|---------------------------------------|---|---|--|--|
| 11 | Saya kurang lancar dalam berbicara menggunakan Bahasa Inggris. (<i>speaking</i>) | ✓ | | |
| 12 | Saya kesulitan dalam menulis kalimat dalam Bahasa Inggris. (<i>writing</i>) | ✓ | | |
| 13 | Saya kesulitan dalam memahami teks berbahasa Inggris dengan tepat. (<i>reading</i>) | ✓ | | |
| 14 | Saya kurang menguasai kosa kata sederhana dalam Bahasa Inggris. (<i>vocabulary</i>) | ✓ | | |
| 15 | Saya kurang menguasai kosa kata terkait jurusan saya dalam Bahasa Inggris. (<i>vocabulary</i>) | ✓ | | |
| 16 | Saya kesulitan saat dalam menangkap pesan saat aktivitas mendengarkan audio berbahsa Inggris. (<i>listening</i>) | ✓ | | |
| 17 | Saya tidak dapat menerapkan <i>tenses</i> sederhana seperti: <i>present tense</i> , <i>present continuous tense</i> dan <i>past tense</i> dalam bahasa Inggris sesuai dengan keterangan waktu nya. (<i>grammar</i>) | ✓ | | |
| 18 | Saya merasa takut saat belajar Bahasa Inggris. (<i>anxiety</i>) | ✓ | | |
| C. Learning Situation Analysis | | | | |
| Necessities | | | | |
| 19 | Saya perlu lebih banyak kegiatan berbicara dalam bahasa Inggris untuk menunjang pekerjaan saya di masa depan. (<i>speaking</i>) | ✓ | | |
| 20 | Saya perlu lebih banyak kegiatan menulis dalam bahasa Inggris. (<i>writing</i>) | ✓ | | |
| 21 | Saya perlu lebih banyak kegiatan membaca teks berbahasa Inggris. (<i>reading</i>) | ✓ | | |
| 22 | Saya perlu lebih banyak kegiatan mendengarkan audio berbahasa Inggris. (<i>listening</i>) | ✓ | | |
| 23 | Saya perlu lebih banyak kosa kata berbahasa Inggris terkait jurusan saya. (<i>vocabulary</i>) | ✓ | | |
| 24 | Saya perlu lebih banyak mempelajari tata bahasa Inggris (<i>grammar</i>) | ✓ | | |

| | Wants | | | |
|----|--|---|--|--|
| 25 | Saya ingin kegiatan pembelajaran menggunakan strategi dan metode pembelajaran yang lebih bervariasi. | ✓ | | |
| 26 | Saya ingin kegiatan pembelajaran menggunakan media pembelajaran yang lebih bervariasi (seperti: menggunakan aplikasi digital terbaru). | ✓ | | |

Purwokerto, 31 Agustus 2023

Validator,



Irra Wahidiyati, M. Pd.

Appendix 7 Validity and Reliability Test

| | | | | | |
|-----|---------------------|--------|-----|---------------------|--------|
| Q1 | Pearson Correlation | .466** | Q11 | Pearson Correlation | 0.151 |
| | Sig. (2 tailed) | 0.000 | | Sig. (2 tailed) | 0.250 |
| | N | 60 | | N | 60 |
| Q2 | Pearson Correlation | .662** | Q12 | Pearson Correlation | .366** |
| | Sig. (2 tailed) | 0.000 | | Sig. (2 tailed) | 0.004 |
| | N | 60 | | N | 60 |
| Q3 | Pearson Correlation | .438** | Q13 | Pearson Correlation | .348** |
| | Sig. (2 tailed) | 0.000 | | Sig. (2 tailed) | 0.006 |
| | N | 60 | | N | 60 |
| Q4 | Pearson Correlation | .537** | Q14 | Pearson Correlation | .311* |
| | Sig. (2 tailed) | 0.000 | | Sig. (2 tailed) | 0.016 |
| | N | 60 | | N | 60 |
| Q5 | Pearson Correlation | .568** | Q15 | Pearson Correlation | .465** |
| | Sig. (2 tailed) | 0.000 | | Sig. (2 tailed) | 0.000 |
| | N | 60 | | N | 60 |
| Q6 | Pearson Correlation | .576** | Q16 | Pearson Correlation | .278* |
| | Sig. (2 tailed) | 0.000 | | Sig. (2 tailed) | 0.031 |
| | N | 60 | | N | 60 |
| Q7 | Pearson Correlation | .564** | Q17 | Pearson Correlation | .424** |
| | Sig. (2 tailed) | 0.000 | | Sig. (2 tailed) | 0.001 |
| | N | 60 | | N | 60 |
| Q8 | Pearson Correlation | .370** | Q18 | Pearson Correlation | .510** |
| | Sig. (2 tailed) | 0.004 | | Sig. (2 tailed) | 0.000 |
| | N | 60 | | N | 60 |
| Q9 | Pearson Correlation | .392** | Q19 | Pearson Correlation | .503** |
| | Sig. (2 tailed) | 0.002 | | Sig. (2 tailed) | 0.000 |
| | N | 60 | | N | 60 |
| Q10 | Pearson Correlation | .479** | Q20 | Pearson Correlation | .285* |
| | Sig. (2 tailed) | 0.000 | | Sig. (2 tailed) | 0.027 |
| | N | 60 | | N | 60 |

| | | |
|-----|---------------------|--------|
| Q21 | Pearson Correlation | 0.173 |
| | Sig. (2 tailed) | 0.187 |
| | N | 60 |
| Q22 | Pearson Correlation | .452** |
| | Sig. (2 tailed) | 0.000 |
| | N | 60 |
| Q23 | Pearson Correlation | .442** |
| | Sig. (2 tailed) | 0.000 |
| | N | 60 |
| Q24 | Pearson Correlation | .453** |
| | Sig. (2 tailed) | 0.000 |
| | N | 60 |

| | | |
|-----|---------------------|--------|
| Q25 | Pearson Correlation | .424** |
| | Sig. (2 tailed) | 0.001 |
| | N | 60 |
| Q26 | Pearson Correlation | .583** |
| | Sig. (2 tailed) | 0.000 |
| | N | 60 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

| df (N-2) | sig. 0.01 | sig. 0.05 |
|----------|-----------|-----------|
| 58 | 0.3301 | 0.2542 |

RELIABILITY

```

/VARIABLES=Q01 Q02 Q03 Q04 Q05 Q06 Q07 Q08 Q09 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21
Q22 Q23 Q24 Q25 Q26
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 60 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 60 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .824 | 26 |

Appendix 8 Documentation

Questionnaire Session



Questionnaire Session



Questionnaire Session



Questionnaire Session



Interview with R1



Interview with R2



Interview with R3



Interview with R4



Interview with T1



Interview with T2



Appendix 9 Research Permission Letter



LEMBAGA PENDIDIKAN MA'ARIF NU SMK MA'ARIF NU 1 SUMPIUH BANYUMAS

1. Teknik Audio Video 3. Teknik Komputer Jaringan
2. Teknik Kendaraan Ringan Otomotif 4. Teknik Alat Berat
Alamat : Jalan Raya Sumpiuh Timur No. IV/12 A Kode Pos 53195 Telp. 0282 497 899
Email : smkmaarif_sumpiuh@yahoo.co.id Website : www.smkmaarifnu1sumpiuh.sch.id

SURAT KETERANGAN

Nomor : 250/LPM/33.22/SMK-10/G/IX/2023
NPSN : 20301896

Yang bertanda tangan di bawah ini;

Nama : SUNAR CAHYONO, S.Pd
NIP : -
Pangkat / Golongan: -
Jabatan : Kepala Sekolah
Unit Kerja : SMK MA'ARIF NU 1 SUMPIUH BANYUMAS
Alamat Sekolah : Jalan Raya Sumpiuh Timur No. IV/12 A Kabupaten Banyumas

Menerangkan bahwa :

Nama : Rose Zalina Nurul Aisyah
NIM : 1917404055
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Mahasiswa tersebut diatas telah mengadakan penelitian di SMK MA'ARIF NU 1 SUMPIUH BANYUMAS pada bulan Juli s.d September dengan judul:

"THE ANALYSIS OF STUDENTS NEEDS IN ENGLISH SUBJECT AT SMK MA'ARIF NU 1 SUMPIUH BANYUMAS REGENCY"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk persyaratan menyelesaikan skripsi.

Sumpiuh, 16 September 2023
Kepala SMK Ma'arif NU 1 Sumpiuh

SUNAR CAHYONO, S.Pd