

**NEEDS ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSE
IN MERDEKA BELAJAR CURRICULUM AT SMKN 2
PURWOKERTO**



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 the Requirements for Achieving the Bachelor's Degree in English Education (S.Pd.)

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Declare that the thesis I wrote with the title, “**Needs Analysis of English for Specific Purpose in Merdeka Belajar Curriculum at SMKN 2 Purwokerto**” 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.

Purwokerto, 12 June 2024



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APPROVAL SHEET

This thesis, entitled:

NEEDS ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSE IN MERDEKA BELAJAR CURRICULUM AT SMKN 2 PURWOKERTO

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Assalamu'alaikum Wr. Wb.

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

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Wassalamu'alaikum Wr. Wb.

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MOTTO

“Don’t be afraid to be bad at something, you gotta fall down to know how to get back up.”

- Christian Yu –

The only thing we have to fear is fear itself

- Franklin D. Roosevelt –



DEDICATIONS

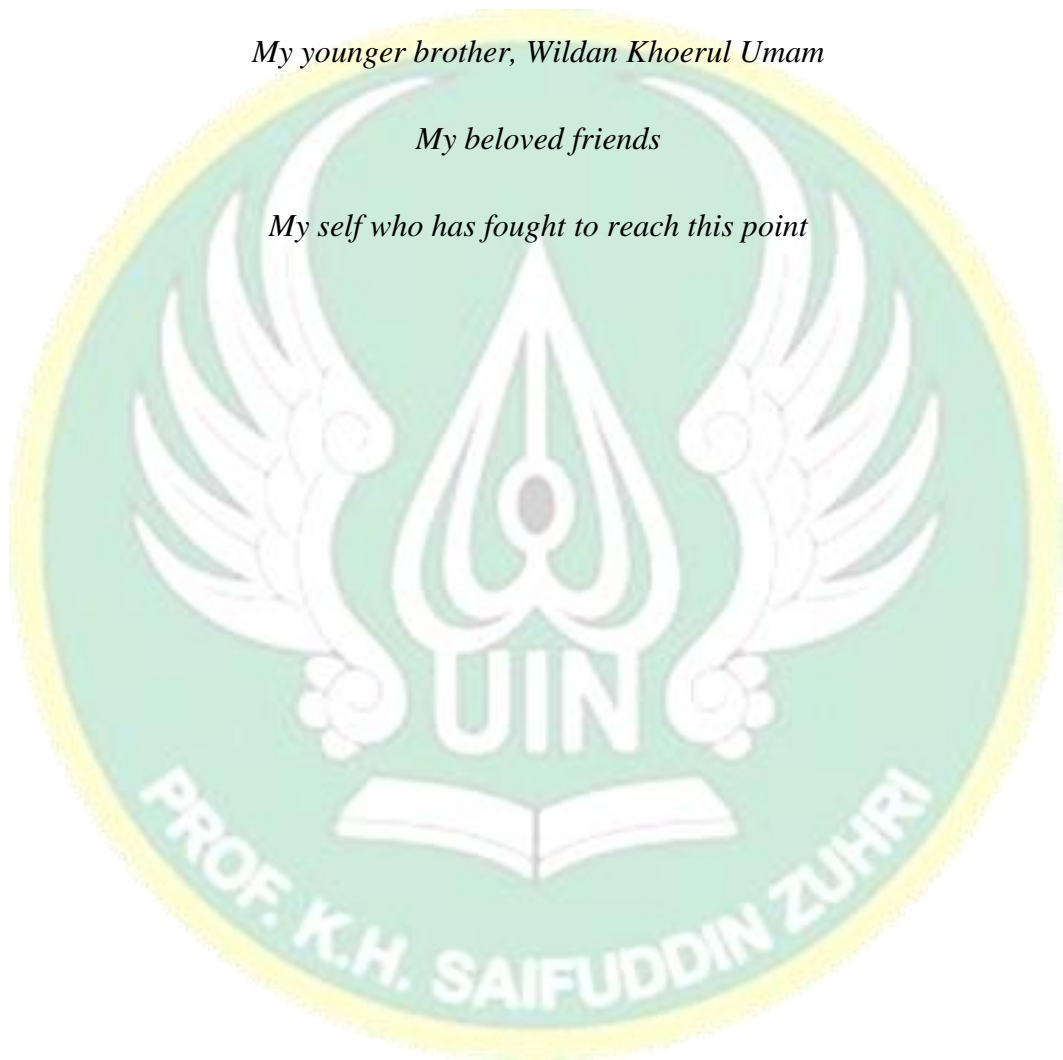
I dedicate my thesis to:

*My beloved parents, Ari Khoiriyah and Imam Fatkhurohman, two amazing people
who are full of love and patience.*

My younger brother, Wildan Khoerul Umam

My beloved friends

My self who has fought to reach this point



PREFACE

Alhamdulillah rabbil ‘alamin, in the name of Allah, all praise belongs to Allah SWT, who has granted the researcher of this thesis His mercies, blessings, guidance, and everything else. Shalawat and salam are consistently offered to the Prophet Muhammad SAW, his family, and companions. This thesis is entitled **“Needs Analysis of English for Specific Purpose in Merdeka Belajar Curriculum at SMKN 2 Purwokerto”**. This thesis partially fulfills the requirements for the bachelor’s degree in education at Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto, Faculty of Tarbiya and Teacher Training. This thesis cannot be written without individuals’ and institutions’ support, guidance, advice, assistance, and encouragement. In preparing this thesis, various people always supported me, gave me advice, and motivated me. I would like to express my deepest thanks to:

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Purwokerto, 12 Juni 2024

The Researcher,



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ABSTRACT

This study aims to analyze the English language needs of mechanical engineering students at SMKN 2 Purwokerto within the context of the Merdeka Curriculum. Through a comprehensive needs analysis, this research identifies the gaps between current English teaching practices and the skills students need for their future careers. A needs analysis was conducted to gather information using questionnaires distributed to the tenth-grade students majoring in Mechanical Engineering. The data from the questionnaire were analyzed quantitatively, followed by interviews that were interpreted and categorized based on themes to support the answers to the questionnaire. An interview was also conducted with the teacher to confirm the students' answers. The results indicate a strong need for improved vocabulary to enhance speaking and listening skills, particularly in technical and industrial contexts. Existing teaching materials must be tailored to the vocational needs of students, emphasizing technical vocabulary, report writing, and oral communication. Additionally, the study highlights the challenges teachers face, including a lack of specific expertise in mechanical engineering, which affects the effectiveness of ESP instruction. These findings underscore the importance of developing a more relevant ESP curriculum and providing professional development for teachers. Implementing the recommendations from this study is expected to enhance the quality of English learning in vocational schools, better preparing students for future professional demands. This research contributes to the improvement of ESP course design and development tailored to the specific needs of mechanical engineering students.

Keywords: English for Specific Purposes (ESP), needs analysis, vocational education, mechanical engineering students

TABLE OF CONTENT

STATEMENT OF ORIGINALITY.....	i
APPROVAL SHEET	ii
OFFICIAL NOTE SUPERVISOR	iii
MOTTO.....	iv
DEDICATIONS.....	v
PREFACE	vi
ABSTRACT	ix
TABLE OF CONTENT	x
LIST OF FIGURE.....	xii
LIST OF TABLE.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of Study.....	1
B. Conceptual Definition.....	6
C. Research Question	8
D. Objectives and Significances of the Research.....	8
E. Structure of the research.....	8
CHAPTER II	10
LITERATURE REVIEW	10
A. Literature review	10
B. Review of relevant studies.....	23
CHAPTER III.....	26
RESEARCH METHOD.....	26
A. Type of research.....	26
B. Sources of the data.....	26
C. Techniques of data collections	28
D. Techniques of data analysis.....	31
CHAPTER IV.....	34
FINDING AND DISCUSSION.....	34
A. Student Needs Analysis	34
B. The Difficulties in Learning ESP.....	80
CHAPTER V.....	83

CONCLUSION	83
A. Conclusion	83
B. Research Limitations	84
C. Suggestions	84
REFERENCE	xiv
APPENDICES	xx



LIST OF FIGURE

DIAGRAM 4. 1 STUDENTS DIFFICULTIES (FREQUENCY)	35
DIAGRAM 4. 2 STUDENTS DIFFICULTIES (HARD TO MASTER SKILL).....	35
DIAGRAM 4. 3 STUDENTS DIFFICULTIES (THE REASON)	36
DIAGRAM 4. 4 TEACHER TEACHING TECHNIQUES	39
DIAGRAM 4. 5 LANGUAGE USE	40
DIAGRAM 4. 6 MATERIAL USED	42
DIAGRAM 4. 7 OPINIONS ABOUT ENGLISH CLASS	44
DIAGRAM 4. 8 TEACHER INTERACTION	46
DIAGRAM 4. 9 FREQUENCY OF STUDENT REPEND.....	47
DIAGRAM 4. 10 STUDENTS RESPONSE TYPE	48
DIAGRAM 4. 11 LEARNING PURPOSE.....	51
DIAGRAM 4. 12 EXPECTED TOPIC	52
DIAGRAM 4. 13 SKILLS WANT TO IMPROVE	56
DIAGRAM 4. 14 SKILLS TO BE DEVELOPED (REASON).....	57
DIAGRAM 4. 15 EXPECTED LEARNING TECHNIQUE	59
DIAGRAM 4. 16 EXPECTED LEARNING MEDIA	62
DIAGRAM 4. 17 MATERIAL AND GOALS RELATION.....	63
DIAGRAM 4. 18 EXPECTED CLASSROOM MANAGEMENT.....	64
DIAGRAM 4. 19 FAVORITE LEARNING PLACE.....	65
DIAGRAM 4. 20 EXPECTED AMOUNT OF STUDENT	66
DIAGRAM 4. 21 OPINION TOWARDS ESP APPLICATION	70
DIAGRAM 4. 22 AGREEMENT OF IMPLEMENTATION OF ESP	70
DIAGRAM 4. 23 STUDENTS HOPES TOWARDS ESP	71
DIAGRAM 4. 24 MAIN SOURCE FOR LEARNING	74
DIAGRAM 4. 25 PREFERRED LEARNING MATERIAL.....	75

LIST OF TABLE

TABLE 1 PSA QUESTIONNAIRE ITEM CATEGORY	29
TABLE 2 TSA QUESTIONNAIRE ITEM CATEGORY	29
TABLE 3 LNA QUESTIONNAIRE ITEM CATEGORY	30
TABLE 4 STUDENT'S DIFFICULTIES IN LEARNING ENGLISH	34
TABLE 5 STUDENTS' OPINIONS ON TEACHING TECHNIQUES USED BY TEACHERS	39
TABLE 6 STUDENTS' OPINIONS ON THE MATERIALS USED BY TEACHERS IN TEACHING ENGLISH	41
TABLE 7 STUDENTS' OPINIONS ON THE ENGLISH LEARNING PROCESS	44
TABLE 8 IN-CLASS STUDENT RESPONSES TO THE ENGLISH LEARNING PROCESS	46
TABLE 9 STUDENT'S PURPOSE FOR LEARNING ENGLISH.....	51
TABLE 10 ENGLISH LANGUAGE SKILLS THAT STUDENTS WANT TO IMPROVE	56
TABLE 11 STUDENTS' OPINIONS ON TEACHING TECHNIQUES USED BY TEACHERS ...	59
TABLE 12 STUDENTS' OPINIONS ON THE MATERIALS USED BY TEACHERS IN TEACHING ENGLISH	61
TABLE 13 STUDENTS' OPINION ON THE ENGLISH LEARNING PROCESS	63
TABLE 14 STUDENTS' OPINIONS ON THE SCHOOL'S PLAN TO OPEN A PARTICULAR ENGLISH PROGRAM.....	69
TABLE 15 STUDENTS' OPINIONS ON THE MATERIALS USED BY TEACHERS IN TEACHING ENGLISH	74



LIST OF APPENDICES

- Appendix 1 Questionnaire
- Appendix 2 Students Questionnaire Answer
- Appendix 3 List of Respondents
- Appendix 4 Teacher Interview Guidance
- Appendix 5 Interview Transcription with The English Teacher
- Appendix 6 Student Interview Question
- Appendix 7 Students Interview Transcription
- Appendix 8 Documentation
- Appendix 9 Preliminary Observation Letter
- Appendix 10 Individual Research Letter



CHAPTER I INTRODUCTION

A. Background of Study

Learning ESP in Vocational High Schools is a crucial issue today, where students are expected to master English subjects to support their future careers. According to the Republic of Indonesia, Ministry of Education and Culture's regulations number 34 of 2018 regarding the National Standard of Vocational High School (SMK)/Vocational Madrasah Aliyah (MAK), vocational school (SMK/MAK) is one of the high schools which produce graduates who can work in the industries (Permendikbud, 2018). Vocational education is a part of high school education that prepares students to have a proper job according to their specific majors, according to paragraph 15 of Indonesian law (UU) number 20, the year 2003, about the national education system. (Natsir et al., 2022). This means that vocational schools must prepare their students with the necessary knowledge and skills to compete at a professional level that fits the demands of the working world. The Republic of Indonesia's Ministry of Education and Culture mentioned that industries need employees who have good skills related to the work field. Therefore, graduates of SMK/MAK programs ought to possess particular abilities, particularly in English, which can lead to more local and international career options (Sari & Wirza, 2021).

In the first part of 2024, during a Public Hearing Meeting (RDPU) hosted by Commission X of the House of Representatives (DPR), the President of BEM at one of the state universities in Central Java mentioned that the UKT at his campus had increased by 500% (Pramana, 2024). According to the College Board, a US not-for-profit organization that develops and administers tests and curricula, the cost of tuition and fees for a four-year college education has increased twofold to threefold, net of inflation, over the past 30 years. Research by Harvard University and Korea University shows that over the past 50 years, the average duration of studies has increased by 1.9 and 3.6 in developed and developing economies, respectively (Pucket et al., 2020).

Stats speak volumes, and this astronomical increase in tuition is a significant factor in the current student debt crisis. For those who did not want to go to college in the first place, student debt is another unnecessary obstacle to navigate. Vocational high school programs offer the alternative some students may be looking for. They open doors for students that are more affordable and can lead to training options that are much quicker than instruction that is offered at traditional universities.

English has become one of the most significant skills in any field nowadays, so it is necessary for non-English majors like engineering students to master it (Dermawana, 2021). Using an English approach for a specific purpose can help students understand the language well. In other words, it makes them happier to learn English because English teaching is designed according to their learning. In addition, teaching English in Vocational High Schools should refer to English for a specific purpose where the need for students to focus on communicating in their field studies is universal (Hutchinson & Waters, 1991). In ESP, teachers must know the fundamental difference between target and learning needs. The scope of teaching English for a specific purpose aims to meet the needs (of most) learners who want to learn English used in a particular field with a field practice orientation (Anthony, 2018a). Vocational schools aim to train the nation's workforce and prepare pupils for the workforce. This labour force would be crucial given globalization and the competitive nature of the global economy. In an effort to enhance educational quality and societal perception, Vocational Schools underwent some revisions following the announcement of the 2023 Education Vision. The curriculum was updated, and connections with companies and the industry were strengthened.

Whether creating and implementing an English for Special Purposes (ESP) or standard English course, needs analysis is a critical step in the process (Nunan, 1991). The teacher must meet the students' English needs by the standards of their profession and those appropriate for their academic subjects. With needs analysis, it is possible to examine the students' English needs in

their areas of study. A needs analysis is used to ascertain the needs of the students (Widodo, 2016a). According to Richards (2001), needs analysis in language teaching may be used for a variety of reasons, including to determine what language skills a learner needs, to determine whether the current course adequately meets the requirements, to identify which students in a class most need training in a particular language skill, to recognize a direction shift, and to pinpoint the gap between what students can currently do and what they need to be able to do (Kosimov & Nozimakhon, 2022).

Learning English in Vocational High Schools demands different knowledge of materials, methods, and strategies. There are some differences between learning English at VHS and in high school. English instruction at VHS should refer to the student's course of study being taught. VHS English teachers should teach about English components closely related to the student's primary study (King et al., 2017). For example, the teacher explains and provides information about English expressions, and the teacher also provides information about special terms used by mechanics for students majoring in engineering. Vocational teachers must consider the specific needs of learners. The considerations are curriculum, classroom management, material management, activity and time management, student management, and learning resource management.

Based on Global Business Guide Indonesia (2016), one of the problems is a mismatch between skills and practical training (Kumar & Mathan Kumar, 2018). The skills of Indonesian Vocational High Schools related to English comprehension need improvements, whereas the skills do not match the demands of the industries. In theory, the role of an ESP teacher is that of a teacher, which has the same meaning as an ordinary English teacher. The next role is as a collaborator, which means that the teacher must collaborate with experts in the field to determine the appropriate material to teach; the third role is as a compiler of the material, which means that the teacher must arrange the material specifically. In reality, the roles of the teacher cannot be implemented

optimally because the teacher's role is only limited to teaching and assessing students' abilities, while the other role is ignored.

Indonesia has been implementing the new Merdeka curriculum since 2022 after the COVID-19 pandemic, which required all activities, including the learning process, to be completed online (Maipita et al., 2021). The Indonesian Minister of Education initiated a policy regarding using the new curriculum as an alternative to restoring the condition of education in Indonesia (Randall et al., 2022). A Merdeka curriculum has diverse intra-curricular learning where the content is more optimal, giving students enough time to explore concepts and strengthen competencies (Anwar, 2022; Purwanto, 2022; Rahima, 2022). Teachers can choose various teaching tools so that learning can be adapted to students' learning needs and interests (Kasnowo & Hidayat, 2022; Martati, 2022). Because teachers have the flexibility to adjust learning to field conditions, the needs of students should be better accommodated (Rizaldi & Fatimah, 2022).

Some research on needs analysis in teaching ESP at vocational schools has been done. Rahmawati et al. (2020), in "A Needs Analysis of Computer and Network Engineering Program in Mataram Vocational Schools," showed that the need for computer and network engineering students to learn English to meet the academic and professional requirements of their future careers, which involved specific language skills and components. In terms of the textbooks, it was found that the English textbooks focused more on describing general English language competencies rather than being explicitly directed at the computer and network engineering department. The English textbooks lacked enough materials and content tailored to introduce the industrial/professional environment, technical communication abilities, and vocabulary related to procedures and competencies in the computer and network engineering field. Furthermore, a study conducted by Madya and Khasanah (2019) revealed that the Electricity Installation Engineering study program students expected relevant materials related to electricity to be the content of the learning materials. The research finding concludes that the students' need for ESP to be

present in the Electricity Installation Engineering Study Program reading materials is a significant aspect to consider. Also, Fresa Permata Sari and Yanty Wirza (2020) found that at a vocational high school majoring in Office Authorization and Governance in Bandung, still applying general English in the process of teaching and learning caused by the lack of teachers' knowledge in ESP and for needs, The most needed skills of this major is speaking and writing skill.

Although many studies have been conducted, needs analysis can still be studied further, especially in learning English for specific purposes. Unlike prior studies conducted under the old curriculum before the COVID-19 pandemic, this research analyses mechanical engineering students' evolving English language learning needs at a vocational school in Indonesia. It examines their needs against the backdrop of the country's newly implemented "Merdeka Curriculum" and the changes brought about by the pandemic disruption to traditional learning. Rather than looking at fields like electricity installation engineering or multimedia, the focus is specifically on understanding the perspectives and needs of mechanical engineering majors.

The study aims to incorporate direct student viewpoints, in contrast to some previous works that emphasized more of the teacher's outlook. By analyzing needs in light of the latest curriculum, post-pandemic conditions, and targeted vocational programs, the research offers an updated needs assessment tailored to the current context. Conducting a needs analysis is essential to bridge this gap and ensure that ESP instruction in vocational schools aligns with the Merdeka Curriculum's objectives. A needs analysis involves identifying the target language needs of the students, the tasks and situations they will encounter in their future careers, and the specific language skills and competencies required to perform effectively in those contexts.

By understanding the language needs of vocational students, educators can design and implement ESP courses tailored to their respective industries' unique demands. This approach enhances the relevance and effectiveness of language instruction and better prepares students for their future professional

roles, increasing their employability and career prospects. Furthermore, the Merdeka Curriculum emphasizes the development of competencies aligned with industry demands, making the integration of ESP and needs analysis crucial. By aligning ESP instruction with the specific language requirements of various vocational fields, vocational schools can better equip their students with the necessary language skills to excel in their chosen professions. That is why it is necessary to update the analysis of student learning needs, especially those of mechanical engineering majors. This needs analysis can help teachers and students adjust their learning according to student learning needs to prepare themselves for future careers.

Based on preliminary observation conducted at SMK Negeri 2 Purwokerto, it was found that teachers teach more than one major with same learning design that is still in general English, which is less effective. Sometimes, teachers use the same reference and module in multiple majors. The material that must be prepared is not only one because the purpose is different. (Sari & Wirza, 2021). This happens because the curriculum and learning resources are the same for all majors. Ideally, each department has its learning resources adapted to the context and needs of the department. This thesis aims to conduct a comprehensive needs analysis in a vocational school implementing the Merdeka Curriculum. By identifying students' language needs in specific vocational programs, the research can inform the design and development of tailored ESP courses that effectively address those needs. Additionally, the findings can contribute to the broader understanding of ESP instruction in vocational education settings, potentially influencing curriculum development and teaching methodologies.

B. Conceptual Definition

This operational definition aims to focus on the study of the topic before further analysis is carried out and to reduce the possibility of misunderstanding in the discussion of research difficulties. The operational definition is as follows:

1. Needs Analysis

In this research, "needs" refers to a broad range of concepts, including demands, incentives, inadequacies, objectives, gains, wishes, worries, necessities, lacks, wants, requirements, expectations, limits, challenges, preferences, and communication reasons or conditions. By identifying the goal needs, and the learners' learning needs, needs analysis is the foundation for creating a syllabus. To sum up, conceptual description The process of defining and elucidating a phrase or term for a specific study is called needs analysis. The phrase "needs analysis" describes the methodical examination of needs for creating language courses and enhancing language teaching and learning.

2. English for Specific Purpose (ESP)

English for Specific Purposes (ESP) is a subset of English as a second or foreign language that focuses on teaching English concerning the specific vocabulary and required skills. ESP courses can have a broad impact, focusing on one job or profession, such as Technical English, Scientific English, and English for medical professionals, servers, and tourism. In short, ESP is a language approach that aims to provide learners with narrowly defined objectives and the language elements they need to function as professionals. This approach combines subject matter and English language teaching and is highly motivating because students can apply what they learn in English classes to their major field of study.

3. Merdeka Curriculum

Indonesia has implemented the autonomous "Merdeka Curriculum" in response to the challenges posed by the COVID-19 pandemic. This shift aims to address the disruptions in traditional learning caused by the crisis. With the necessity of remote learning, the existing curriculum proved ineffective, prompting the government to introduce a curriculum tailored to the current situation. The "Merdeka Curriculum" focuses on adapting teaching methods to meet the evolving needs of students in this new learning environment, foreseeing and addressing emerging social issues.

C. Research Questions

1. What are the needs of Mechanical Engineering students of SMKN 2 Purwokerto in learning English?
2. What factors contribute to the problems mechanical engineering students face when learning English for specific purposes at SMKN 2 Purwokerto?

D. Objectives and Significances of the Research

1. The aims of the study

- a. To analyze the learner needs of mechanical engineering students who are learning English.
- b. To find out the factors that cause the problems faced by mechanical engineering students in English learning.

2. The significance of the research

a. For teacher

It helps teachers to understand students' learning needs so that they can adjust the learning design accordingly.

b. For students

Addressing their career-relevant learning needs, they are expected to receive personalized learning.

c. For researcher

This research is expected to help improve understanding of student needs. That way, researchers can determine the needs of students and find appropriate learning strategies.

E. Structure of the research

To do systemic research, it is necessary to classify the structure of this research. This research is divided into five chapters; they will explain as follows:

Chapter I introduces the study's background, operational definition, research question, objectives and significance, and structure.

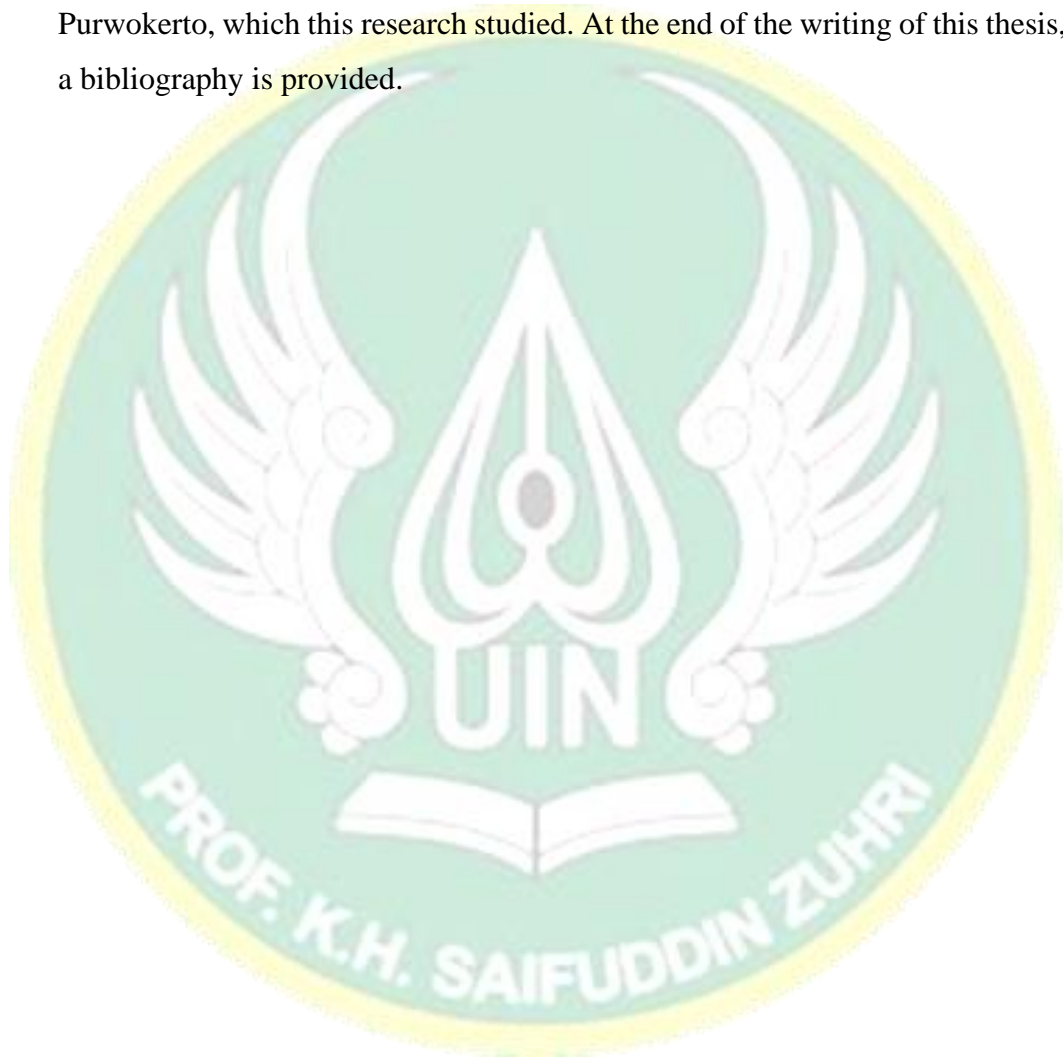
Chapter II provides the theoretical basis for Needs Analysis, including the definition and types of Needs Analysis.

Chapter III describes a research method for preparing the analysis, from data collection to implementation. This method includes types of research,

research places, research time, research subjects and objects, data sources, data collection techniques, and data analysis techniques.

Chapter IV presents the results of this research, which consists of analyzing the students' needs at SMKN 2 Purwokerto.

Chapter V presents the conclusions of the research results and provides advice for educational practitioners related to the student's needs at SMK N 2 Purwokerto, which this research studied. At the end of the writing of this thesis, a bibliography is provided.



CHAPTER II LITERATURE REVIEW

A. Literature review

a. Vocational High School

Vocational High School (SMK) is a non-traditional educational approach that has been around for many years, and it prioritizes the development of students' ability to perform specific jobs (Islama et al., 2022). Most of the time, SMK is dedicated to practical learning aside from academics and theory. Upon graduation, students receive a high school diploma as well as licenses and certifications in their chosen field. Generally, vocational education starts from the first grade to the final year, although some start from the second year. Students usually spend the morning in core classes and the rest of the day in practical learning as part of their curriculum.

According to Government Regulation No. 29 of 1990, vocational secondary education prepares students to enter the world of work and develop professional attitudes. SMK organizes educational programs that are tailored to the types of employment. Based on the National Education System Law (UU SISDIKNAS) No. 20 of 2003, SMK is a formal vocational type education unit at the secondary education level, as a continuation of junior high school, MTs, or the equivalent. SMK aims to prepare students to be able to work, both individually and in groups, according to their respective fields.

SMK has general and specific objectives. The general objective, as stipulated in SISDIKNAS Law No. 20 of 2003, is to increase students' faith and devotion to God Almighty, develop students' potential to become good citizens, and develop the potential to have broad insight and concern for the environment. The specific purpose of SMK is to prepare students to become productive human beings, be able to work independently and fill job vacancies as middle-level workers according to the competencies of the chosen expertise program. In addition, SMK also prepares students to

choose careers, equips them with science, technology, and arts to be able to develop themselves, and equips them with competencies according to the chosen skill program. Vocational education in SMK not only prepares professional workers but also provides opportunities for students to continue to a higher level of education according to the chosen program.

b. English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is an approach to language teaching that targets the current and future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs, and assists learners in meeting these needs through the use of general and discipline-specific teaching materials and methods (Anthony, 2018). According to Tomlinson (2003:306), English for Specific Purposes is a general term that refers to English instruction to students studying the language for specific work- or study-related purposes (Rahman, 2015).

Additionally, teaching English for Specific Purposes emphasizes students who master a specific skill as part of their studies and significantly contributes to their acquisition of English. Because it refers to their specific studies and aids in language comprehension, it can benefit learners. It is also given to students requiring English for their particular courses or employment. Since vocational training differs from occupational training, teachers and students must study specialized discourse and specialized disciplinary knowledge. Liljedahl (2008) stated that according to Dudley-Evans and St. John, teaching ESP is regarded as a separate activity within English Language Teaching (ELT) and a component of the "Language for Specific Purposes" (LSP) movement, which focuses on both the teaching of English and the practices (Muliyah & Aminatun, 2020).

A program that provides students with English proficiency that supports their occupational expertise is known as English for Vocational Purposes (EVP)(Widodo, 2016a). Students can better understand their vocational content and develop their vocational knowledge and skills by using English as a medium of vocational communication. Materials for

teaching English are Teaching English for Specific Purposes in this sense (ESP). English's function as a medium of vocational communication aids students in understanding the subject matter of their courses, constructing and developing their knowledge and skills in those fields, expressing their professional expertise, Carrying out specialized tasks, and developing their disciplinary language (Widodo, 2016). According to Paltridge, Starfield, Ravelli, and Nicholson (2012), as cited in Natsir et al. (2022), ESP is a learner-centered method of learning English.

c. Englis for Mechanical Engineering

Mechanical engineering is a branch of engineering that focuses on the application of physical principles to the analysis, design, manufacture, and maintenance of machines (Ronney, 2014). The field covers various aspects, such as mechanical design, production systems, energy conversion, and metallurgy. As such, mechanical engineering studies how to design, build, and operate machines (National Academy of Engineering (NAE), n.d.). A mechanical engineer has several main tasks, including designing components and machines, taking into account function, cost, safety, and ease of manufacture. They are also responsible for the development and improvement of mechanical systems to increase the efficiency and performance of machines through design analysis and improvement. (American Society of Mechanical Engineers (ASME), n.d.). In addition, they analyze technical problems and develop solutions for improvement, perform calculations and simulations to ensure products meet specifications, and ensure products meet established safety and quality standards (Institute of Electrical and Electronics Engineers (IEEE), n.d.).

The mechanical engineering field offers promising career prospects both in Indonesia and the global arena. Job opportunities are spread across various industrial sectors such as automotive, energy, textile, food and beverage, electronics, and home appliances (Indah, 2024). Mechanical engineer salaries in Indonesia are relatively high and competitive, averaging around IDR 6 million per month depending on experience and company. In

addition, many multinational companies open vacancies for mechanical engineers, offering opportunities to develop skills and knowledge in the latest technology fields such as automation, IoT, and artificial intelligence (Indah, 2024). Professional certifications such as Chartered Mechanical Engineer can increase credibility and value in the job market.

In Vocational High Schools (SMK) with a major in machining or machine industry, which is part of mechanical engineering, students learn various important materials. Commonly taught subjects include (Yuliani, 2017):

1. **Fundamentals of Mechanical Engineering:** Students learn about the basic principles of mechanical engineering, including mechanics, thermodynamics, and materials science.
2. **Engineering Drawing:** This subject teaches how to make and read engineering drawings, which is an essential skill in machine design.
3. **Machining Techniques:** Students learn various machining techniques such as lathe, milling, and drilling, and how to operate these machines.
4. **Measurement and Instrumentation:** This material covers precision measurement techniques and the use of various measuring instruments.
5. **Machine Maintenance and Repair:** Students learn how to maintain and repair machines and mechanical components to ensure optimal performance.
6. **Process Control:** This subject teaches how to control the production process and ensure product quality.

The job prospects for SMK graduates majoring in machining are very good. They can work as machinists, machine operators, quality inspectors, or maintenance technicians in various industries such as manufacturing, automotive, and mining (Indah, 2024). In addition, SMK graduates also have the opportunity to pursue higher education or professional training and certification to improve their skills and career opportunities.

Overall, mechanical engineering is a promising field with vast career opportunities in various industries. Mechanical engineers play an important role in designing, developing, and repairing various machines and mechanical systems that we use daily. Success in this field requires formal education, work experience, technical expertise, and a commitment to innovation.

d. Merdeka belajar curriculum

The Merdeka Curriculum is an innovative educational framework introduced by the Indonesian Ministry of Education and Culture, aiming to revolutionize the country's educational landscape by providing greater autonomy and flexibility to schools and educators (Rizaldi et al., 2022). This curriculum departs from the traditional, rigid structure, embracing a more dynamic and student-centered approach to learning. One of its fundamental principles is the flexibility it offers, allowing schools to design and implement educational programs that cater to the unique needs and interests of their students (Islama et al., 2022). This flexibility ensures that learning experiences are more personalized and relevant, promoting greater engagement and motivation among students.

A cornerstone of the Merdeka Curriculum is its focus on competency-based education (Shadri et al., 2023). It prioritizes the development of essential skills and competencies such as critical thinking, problem-solving, collaboration, communication, and creativity, which are crucial for success in the 21st century. This approach shifts the focus from rote memorization to the application of knowledge in real-world scenarios, preparing students to navigate complex and dynamic environments effectively.

Character education is another pivotal aspect of the Merdeka Curriculum. It integrates values such as integrity, empathy, and resilience into the teaching and learning process, aiming to cultivate responsible and ethical citizens. This holistic approach to education ensures that students not only excel academically but also develop strong moral and ethical

foundations (Fauzan et al., 2023). The integration of technology is strongly encouraged within the Merdeka Curriculum. By incorporating digital tools and resources into the educational process, the curriculum aims to enhance learning outcomes and equip students with the technological skills necessary for the modern world (Makinde et al., 2023). This emphasis on technology also supports innovative teaching methods and facilitates access to a wealth of information and learning resources.

Assessment within the Merdeka Curriculum is holistic, encompassing both academic achievement and personal and social development (Prakoso et al., 2023). This comprehensive approach to assessment provides a more accurate and complete understanding of student's abilities and progress, moving beyond traditional exam-based evaluations. Project-based learning is a key instructional strategy promoted by the Merdeka Curriculum (Rizaldi & Fatimah, 2022). This method engages students in real-world projects that require them to apply their knowledge and skills in practical contexts, fostering critical thinking, problem-solving abilities, and a deeper understanding of the subject matter.

e. English for Specific Purpose in Merdeka curriculum

English for Specific Purposes (ESP) plays a vital role within the Merdeka Curriculum, especially in vocational schools (Kumar et al., 2018). ESP courses are designed to meet the specific linguistic needs of students in various professional fields, ensuring they acquire the English language skills relevant to their future careers (Tasić, 2009). This approach to language instruction is highly contextual, focusing on the specific language and terminology used in particular industries or professions.

One of the primary features of ESP courses is the use of authentic materials. These materials, such as technical manuals, industry-specific articles, and case studies, help students become familiar with the language and content they will encounter in their professional lives. This exposure to real-world texts ensures that students develop practical language skills that are directly applicable to their chosen fields (Hayat, 2023).

ESP courses in the Merdeka Curriculum emphasize the integration of the four language skills—listening, speaking, reading, and writing—within the context of the students' fields of study (Peters et al., 2023). This integration ensures that students can effectively communicate in English in professional settings, enhancing their employability and career prospects. Task-based learning is a common instructional method in ESP courses, where students engage in activities and projects that mimic real-life professional tasks. This hands-on approach helps students develop practical language use and problem-solving skills, preparing them for workplace demands (Hanae & Hattani, 2020).

Collaboration with industry partners is a significant aspect of ESP course development. Vocational schools often work closely with industry experts to ensure that the curriculum aligns with current industry standards and needs. This collaboration helps keep the course content relevant and up-to-date, providing students with the most pertinent and useful language training. Assessment in ESP courses is comprehensive, incorporating both formative and summative methods (Udeozor et al., 2023). These assessments focus on students' ability to use English in professional contexts, providing valuable feedback that helps them improve their language proficiency and professional communication skills. By integrating ESP into the Merdeka Curriculum, vocational schools aim to equip students with the language skills necessary for their specific fields, significantly enhancing their career prospects in an increasingly globalized job market (Prakoso et al., 2023). One aspect that distinguishes ESP is needs analysis (NA) (Dwinalida, 2023).

f. Needs Analysis

The definition of needs analysis involves the identification and evaluation of needs. It is the first step that should be taken to successfully develop an effective training program (Bleich, 2018). It is a vital process that helps businesses determine the specific training and training period they need to provide their employees so that they can become productive and

efficient (Morrison, 2020). Teachers, curriculum designers, and materials designers frequently have a tendency to predict students' future needs using their intuitions, which may result in limited success in the ensuing ESP course (Dwinalida, 2023). Needs analysis and assessment are often used interchangeably. However, instead of being synonymous terminologies, they play different but related roles in identifying performance issues and opportunities and analyzing if training is necessary to address them (Christensen, 2018). Christensen further explains that needs assessment, needs analysis, and training needs analysis refer to crucial steps in determining a “value-added solution” to a performance problem. However, these steps can be tricky when terms are “misunderstood and used incorrectly” as the process offers a systematic approach, which involves a proper transition between steps to achieve positive results.

Johnson & Christensen (2016) also developed a concept map that reveals the roles of needs assessment and analysis in identifying problems or opportunities. It begins with a needs assessment, which employs needs analysis to identify skills or knowledge gaps. By conducting a needs assessment, an organization can determine which performance problem or opportunity needs training intervention and which does not. If issues are recommended for training intervention, the next step will be conducting a training needs analysis to determine what training should be provided. Additionally, the term “training needs analysis” refers to gathering and analyzing to determine an organization's training needs to provide to its employees (Reed & Vakola, 2006). Carlisle et al. (2011, p. 688) define training needs analysis as a “methodological investigation and analysis into an organization’s current and desired performance levels, focusing heavily on its staff’s ability and support networks.”(Markaki et al., 2021)

Academic needs refer to the needs of learners in a school, university, or another setting where the primary goal is learning. Needs analysis is the foundation for well-informed curriculum practices, including syllabus design. (Anthony, 2018b), materials production, and instructional design as

part of ESP instructional design. As a result, the benefits of requirements analysis should go beyond suggestions for what should be covered in lessons and through reading. Liu et al. (2011) contend that language practitioners should be fully aware of and think critically about the various language demands of learners in order to design sounder classroom pedagogies that are sensitive to individual learners' learning goals. With such fixed categories as necessities, want, and lacks, ESP teachers are always encouraged to investigate what "needs" entail. In order to give the learners more stimulating and engaging materials, such as texts and assignments, it is essential to consider their expectations and aspirations. This implies that creating ESP materials, which have been called "the cornerstone of ESP instruction," entails much more than just comprehending the requirements for basic language proficiency; instead, it touches on how the limitations of resources have an impact on the design and implementation of ESP instruction as a whole.

Brown (2009) describes needs analysis as activities that identify aspects of language that students need to comprehend and utilize the target language when they are expected to do so (Ma'rufah et al., 2021). According to Hutchinson and Waters (2010), there are significant distinctions between the target needs (what students do to attain particular objectives) and learning needs (what students do to learn)(Octaberlina & Muthmainnah, 2021). From Hutchinson & Waters, there are two needs analysis concepts, namely target needs and learning needs, which are the most preferred and frequently cited by researchers from China (Juan, 2014). Then there is the Present situation analysis which was first proposed by Richterich and Chancerel (1980)(Songhori, 2008a).

After Chambers (1980) introduced the term Target Situation Analysis based on Munby's Work, several other terms have also been introduced: Pedagogic Needs Analysis, Deficiency Analysis, Means Analysis, Register Analysis, Discourse Analysis, and Genre Analysis. The needs analysis conducted in this study encompasses examining the current

situation (Present Situation Analysis), identifying the desired outcome (Target Situation Analysis), and determining specific learning needs (Learning Needs Analysis).

1. Present Situation Analysis (PSA)

Present Situation Analysis (PSA) tries to diagnose the learners' background at the beginning of the course (Diana & Mansur, 2018a). The sources of information in this approach are gathered from the students, the teaching establishment, and the user institution (Jordan, 1997; Sani et al., 2020). The information might be in the form of language proficiency, e.g., score on the placement test, background information, e.g., experiences of learning English, and others about their present abilities (Songhori, 2008b). Accordingly, PSA is an approach to identify the students' background information about their proficiency, their experiences in learning English, and other students' abilities at the beginning of the course.

2. Target Situation Analysis (TSA)

Meanwhile, Munby (1978) proposed Target Situation Analysis (TSA), which focused on students' language needs and communicative competence specification. It could produce a sequenced syllabus design with a very detailed procedure. Indeed, TSA emphasizes students' needs at the end of the language course (Robinson, 1991). In other words, TSA will inform the students' objectives for learning English and the skills and language that the students require in the context of the target language used.

3. Learning Needs Analysis

Last but not least, there is the Learning Needs Analysis, which was proposed by Allwright (1982) and is concerned with identifying students' skill areas and preferred strategies for achieving the skills needed. This analysis recognizes the strategies that learners use when learning other languages. In short, learning needs analysis concerns the

learning process's strategies, methods, techniques, materials, and facilities based on the student's background and learning objectives.

4. Pedagogic Needs Analysis

Pedagogic Needs Analysis (PNA) is a critical process in the development of effective educational programs, particularly in the context of English for Specific Purposes (ESP) (Diana & Mansur, 2018b). PNA involves identifying the specific learning needs, preferences, and contexts of students to tailor instructional strategies and materials that best support their learning. This analysis helps educators understand the pedagogical requirements necessary to enhance students' learning experiences and outcomes (Murphy, 2019) (Graves, 2000).

In the context of vocational education, PNA focuses on understanding students' specific needs in relation to their professional fields (Hutchinson & Waters Alan, 1987). This involves examining the language skills required for their future careers and how these can be effectively taught. For instance, students in a mechanical engineering program might need to develop specific technical vocabulary and communication skills pertinent to their field. The PNA process includes gathering data through surveys, interviews, and observations to determine students' current language proficiency, learning styles, and professional aspirations.

Moreover, PNA aids in identifying gaps in existing curricula and instructional materials, ensuring that teaching approaches are relevant and effective. It also helps in designing assessments that accurately measure students' progress and proficiency in relation to their specific goals (Richards, 2001). By focusing on the pedagogic needs, educators can create a more supportive and engaging learning environment that fosters both academic and professional growth.

5. Deficiency Analysis

Deficiency Analysis (DA) is a diagnostic approach used to identify the gaps or deficiencies in learners' knowledge, skills, and competencies. In the context of ESP, DA focuses on pinpointing the specific areas where students lack proficiency in the English language as it pertains to their professional or academic needs (Jordan, 1997). This analysis is crucial for developing targeted instructional interventions that address these deficiencies and enhance learners' overall competence (Nation & Macalister, 2010).

DA typically involves a thorough examination of students' current abilities in relation to the demands of their intended fields. For example, in a vocational school with a focus on mechanical engineering, DA might assess students' proficiency in understanding technical manuals, writing reports, or communicating effectively in professional settings. The process often includes the use of diagnostic tests, performance assessments, and self-evaluations to gather comprehensive data on students' strengths and weaknesses.

The insights gained from DA enable educators to design and implement specific learning activities and materials that address identified gaps. This targeted approach helps to optimize instructional time and resources, ensuring that students receive the support they need to achieve their academic and professional objectives (West, 1994). Additionally, DA can inform curriculum development, guiding the creation of more effective and relevant educational programs.

6. Genre Analysis

Genre Analysis (GA) is an essential tool in ESP that involves studying the specific characteristics and structures of texts within particular professional or academic genres (Swales, 1990). This analysis helps in understanding how language is used in different contexts, allowing educators to teach students the conventions and features of the texts they will encounter in their fields (Bhatia, 1993). GA is particularly

useful in vocational education, where students need to master specific types of documents and communication styles relevant to their careers.

GA involves a detailed examination of various elements of a genre, including its purpose, audience, structure, and language features. For instance, in the context of mechanical engineering, GA might analyze technical reports, instruction manuals, and research articles to identify common patterns and linguistic features (Hyland, 2004). By understanding these elements, educators can design instructional materials that help students develop the skills needed to produce and comprehend such texts effectively.

Incorporating GA into ESP courses ensures that students are not only learning general language skills but are also gaining proficiency in the specific language practices of their professional domains. This targeted approach enhances students' ability to communicate effectively and appropriately in their future careers, making them more competent and competitive in the job market.

The needs analysis chosen as the focus are present situation analysis, the target needs analysis, and learning needs. These three needs were chosen because they are the most important in analyzing the needs of 10th-grade vocational high school students. The selection of these three needs also refers to Hutchinson and Waters' (2010) theory of student needs, which states that there are two needs: Target Situation Analysis and Learning Needs Analysis. Also, present situation analysis was proposed by Richterich and Chancerel (1980). Needs analysis offers various benefits to organizations, such as identifying knowledge and skills gaps (Morrison, 2020). Needs analysis It helps organizations proactively approach potential issues before they become actual problems. Identifying the gaps in employees' knowledge and skills before these gaps start creating real issues that can affect the organization is just one of the essential needs analysis benefits. It also helps prepare training ahead of time. Planning the training programs for an entire organization is not an easy feat. Nevertheless, instead of simply assuming the types of training that should

be included, training needs analysis helps an organization make informed decisions based on actual and accurate data.

Identify the areas that need to be prioritized. Despite knowing what types of training should be included in the training schedule, there is still the issue of which training is more urgent and which is not needed. Identify the individuals who need training and the type of training they need. A training program is ineffective, regardless of how good it is, if it is not directed to the right individuals. Training needs analysis helps in this area by identifying the individuals who need further training and what training programs are appropriate to address their knowledge or skills gaps.

B. Review of relevant studies

In previous studies, Needs Analysis-Based English for Specific Purposes (ESP) Course for The Non-English Major at Merdeka University Malang (Azmi & Malik, 2022), The findings demonstrated that speaking and writing skills, particularly in formal correspondence and communication, are the most pressing needs of Merdeka University of Malang's public administration students enrolled in ESP courses. The target needs—needs, inadequacies, and desires—and the learning needs suggest this dominant need. Given that proficiency in the English language will be necessary in the workplace in the future, both abilities are crucial to acquire. Students' motivation to support and prepare for their future vocations, handle their academic demands, develop international interactions, and become fluent in their favorite language manifests their ambitions. After completing an English course, students should be able to grasp the language's fundamentals, comprehend texts, and communicate in English both actively and effectively.

In previous studies, Need Analysis of English for Specific Purposes at Vocational School (Lestari, 2019), multimedia students in grade 10 have difficulty learning English because vocational schools use different teaching strategies. The teacher is blamed for the issue since the intended learning objectives are unmet. The materials and themes in English relevant to multimedia coverage, transferable skills, and vocational schools are among the

needs of the students. In addition, they require a learning model that supports their objectives and targets. According to the study's findings, students' expectations for their attendance in English lessons are determined by their goals, targets, and objectives. Most students aspire to be proficient communicators in multimedia settings, acquire English to graduate, and develop their speaking, listening, and writing abilities. Nonetheless, many students find it challenging to learn English, with many having trouble even with the most fundamental abilities—speaking, listening, reading, and writing.

A Journal of Needs Analysis English for Specific Purposes for Vocational Pharmacy Students (Syakur et al., 2020) It was stated that students must speak fluently to meet future professional demands. This study was conducted for the students of Diploma Three (D3) Pharmacy departments of Surabaya Pharmacy Academy. Based on a survey, 70% of the students have English language proficiency at the beginner level, while the remaining 30% are at the advanced level. Most students stated that although they had studied English for years since elementary school, they were still at the beginner level because they had never used English in daily communication.

Before the COVID-19 pandemic, the three studies mentioned above were conducted in light of the curriculum and prevailing conditions. After COVID-19, many sectors saw lifestyle changes, which led to a change in needs. Even the curriculum has evolved, utilizing an autonomous curriculum to suit the demands and difficulties of the modern world. The obstacles encountered in the workplace are distinct. Since there is now greater diversity in the ways that people learn, learning requirements have evolved since the epidemic. The three earlier studies only looked at public administration and multimedia majors; no research was done specifically to focus on students majoring in machinery. However, a prior study for machine majors concentrated on teachers rather than students. This research aims to understand better students' needs to prepare them for the workforce. Knowing how to analyze learning needs and what obstacles to overcome is crucial for vocational schools that prioritize practice and have real-world goals. It is intended that by using the most recent

needs analysis, students would be able to use their English language proficiency to locate more employment options. This research examined the demands against the backdrop of the most recent conditions and curriculum, considering the aforementioned factors.



CHAPTER III RESEARCH METHOD

A. Type of research

The method used in this research is a combination of qualitative and quantitative methods. This research uses a quantitative method first, then analyzes the result, and after that, it is used as a basis that is more detailed and described in qualitative methods. The first phase is to gather quantitative data using a paper-based survey questionnaire. After the result of the quantitative data is analyzed, the students and teacher participate in the interview phase. The survey is conducted through groups and then interviews privately. The qualitative method here uses a descriptive approach based on the results of interviews about variable needs analysis in learning ESP at vocational schools.

B. Sources of the data

1. Time and location of the research

This research was conducted for two months, from April to May 2024. This research was conducted at SMK Negeri 2 Purwokerto, located at Jalan Jendral Gatot Subroto No. 81 Kranji, East Purwokerto. SMKN 2 Purwokerto was chosen as the research site because it is a reference high school in the Banyumas district. The school has also established MoUs with various local and international industries that open up wide employment opportunities for its graduates (School Official Website, 2024). The supporting facilities at this school also support and can be said to be adequately coupled with teaching staff with high flying hours. The school also has A accreditation with a final score of 92 (Ministry of Education and Culture, 2024). It can be said that this school is one of the best in Purwokerto.

2. Subject and object of the research

The subjects of this study were 10th-grade students majoring in Mechanical Engineering at SMKN 2 Purwokerto. The object of this study is the student's needs in learning English at vocational high schools. Tenth grade was chosen as the subject because the tenth grade is the first year

students explore education in vocational high school, so when a needs analysis is carried out at this level, in the future, it will help in the next stage, and ESP can be applied effectively and maximally.

3. Population and sample

Sample size and population size are two related concepts. The sample is a subset of the population in quantitative research, which is described as a generalized area made up of items or persons with specific attributes and features chosen to examine and then make conclusions from. (Sugiyono, 2021) The study's population comprised all 106 tenth-grade students majoring in mechanical engineering at SMKN 2 Purwokerto, divided into three classes. Specifically, there were 36 students in X TM 1, 35 in X TM 2, and 35 in X TM 3.

Qualitative research does not use population; according to Spradley, it is called a social situation, and for the sample, it is called a resource person, participant, or informant. Sugiyono (2018) states that a sample is part of the population's number and characteristics. Suppose the population is significant and is not likely to learn all that is in the population, for example, due to limited funds, energy, and time. In that case, the samples can be used from that population.

The sample in this research was selected using sampling techniques because the number of students is more than 100. According to Lincoln and Guba (1985), naturalistic sampling differs significantly from conventional sampling. Informational factors, not statistical ones, form its foundation. The goal is not to make generalization easier but to maximize information. Because this study used a qualitative analytic method, a purposive sampling methodology with a naturalistic sampling focus was adopted.

Classes X TM 1 and X TM 2 were chosen as samples because they were thought to be able to describe the information required. The composition of X TM 1 was selected as a participant since the class comprises 36 pupils, two of whom are female. Meanwhile, X TM 2, which

is entirely male with 35 students, can likewise be used to represent X TM 3, which has the same composition and number of students. In this vocational school, the system of dividing students into each class is based on alphabetical order, so it can be said that the two classes taken as a sample are representative. As a result, the overall sample was 71 individuals, with 69 male and two female students. Ten students were chosen from this total sample, with one female and nine male students selected based on questionnaire responses.

C. Techniques of data collections

This study collected data using paper-based questionnaires and interviews to answer the research question and establish specific objectives.

1. Questionnaire

A questionnaire is an indirect data collection technique since the questions were not asked directly to the respondents. Data were collected in the form of a survey questionnaire. The questionnaires collected were used to compile interviews. According to Nana (2020: 219), a questionnaire consists of written questions or statements that respondents should answer or choose (Kuphanga, 2024). Suwartono (2014: 53) has three types of questionnaires: open, closed, and a combination of open and closed questionnaires (Hyman & Sierra, 2016). A closed questionnaire is simple, and some options are provided.

The questionnaire used in this study has twenty-five closed questions adapted from several journal articles, which are then adjusted to the major of the subject and research focus (Juan, 2014; Ma'rufah et al., 2021; Octaberlina & Muthmainnah, 2021; Sari & Wirza, 2021; Songhori, 2008). Ten questions about Present Situation Analysis, 13 for Target Situation Analysis, and 2 for Learning Needs Analysis. Each question had 3 to 6 answers provided. These questionnaires have been validated by an expert, Mrs Desi Wijayanti Ma'rufah, M.Pd., with a master's degree in English education background. She is a lecturer in the English Education

Study Program at UIN Saizu with 6 years of experience in teaching English.

The following is a table of categories of questionnaire items:

Present Situation Analysis (PSA)

Table 1 PSA Questionnaire Item Category

No.	Question
5	Frequency of the students feeling difficulties
6	Hard to master skills
7	The reason students find learning English difficult
8	Opinions about teachers' teaching technique
10	Expected language used in teaching
15	Opinions about English material delivered by the teacher
16	Opinions regarding English classes
20	Frequency of students opportunities to respond in the learning process
21	Frequency of student response
22	Student response in class

Target Situation Analysis (TSA)

Table 2 TSA Questionnaire Item Category

No.	Question
1	Students' purpose in learning English
2	Expected topic in learning English
3	Skills that want to be improved
4	The reason for answering question number 3
9	Expected learning technique
12	Expected learning media
14	Relationship between material with the goals
17	Expected classroom management
18	My favourite place to learn English at school
19	Expected amount of students in the class
23	Opinions about the application of ESP
24	Agreement toward applying to ESP program in school
25	Hopes for the ESP program

Learning Needs Analysis (LNA)

Table 3 LNA Questionnaire Item Category

No.	Question
11	The primary source for learning
13	Preferred learning topics material

Considering conditions, time, and effectiveness based on preliminary observations and the English class teacher's opinion, this study used a direct paper-based questionnaire. Because paper-based questionnaires are considered more effective, respondents can still be contacted to provide questions directly, and time is still possible; the survey is carried out directly on paper in groups. The questionnaire is translated into the participants' first language, Bahasa Indonesia, to prevent misunderstanding and ambiguity.

2. Interview

One way to get information directly from participants is through an interview. This technique efficiently collects information on an individual's emotions, ideas, experiences, and viewpoints that are not observable (Suartono, 2014: 48). Interviews are conducted after all questionnaires have been answered and analyzed. Ten students were chosen, and five in each class answered about research variables. The question is confirming their answer in the questionnaire. So the questions from this interview referred to each question point in the questionnaire, which was summarized into 9 questions but covered all the points in the questionnaire. Interviews were also conducted with teachers to crosscheck the validity of students' answers. For the teacher interview, there were also 9 points of questions that confirmed the students' answers, which also discussed the curriculum and the learning process that had been carried out so far.

To encourage faster and more confident answers from respondents, the interviews were conducted in an unstructured manner. The Whatsapp

software is used on a cell phone to conduct online interviews. An interview was conducted to bolster the questionnaire's results (Seidman, 2006). Interviews were conducted to investigate the data gathered from the questionnaire. Following the receipt of the questionnaire findings, the interviews were held. Semi-structured interviews with the teacher and students were employed in this study. In this study, the purpose of the interview was to verify the data and make sure it was genuinely valid. Data recording, rewriting, summarizing, and analysis are the methods employed.

D. Techniques of data analysis

Due to the mixed-method design, this study presented quantitative data collection and analysis results first, followed by qualitative data collection and analysis (Creswell, 2014). Then, at the study's end, quantitative results were connected and integrated with qualitative data. Quantitative data were analyzed using descriptive statistics to analyze the questionnaire results. The interview results were analyzed descriptively.

1. Quantitative

Several quantitative data were obtained through questionnaire analysis. The following are the steps involved in quantitative analysis (Little, 2013):

- 1) Calculating the total number of the respondents
- 2) Calculating the number of respondents who answered the questionnaire
- 3) Calculating the percentage of the student's response by using the formula

$$s = \frac{f}{n} \times 100\%$$

In which :

s: The percentage of students' responses

f: Total score obtained by the student

n: Maximum score can get (Paler-Calmorin & Calmorin, 1997)

2. Qualitative

In qualitative research, all investigators focus on the problem studied, guided by the conceptual or theoretical framework (Sudarwan et

al., 2003, p. 262). Data analysis is often carried out simultaneously or with data collection (Mayring, 2014). The qualitative data was gathered through interviews. In analyzing data technique, Miles and Huberman defined analysis as consisting of their concurrent flows of activity (Miles & Huberman, 1994):

a. Reduction of The Data

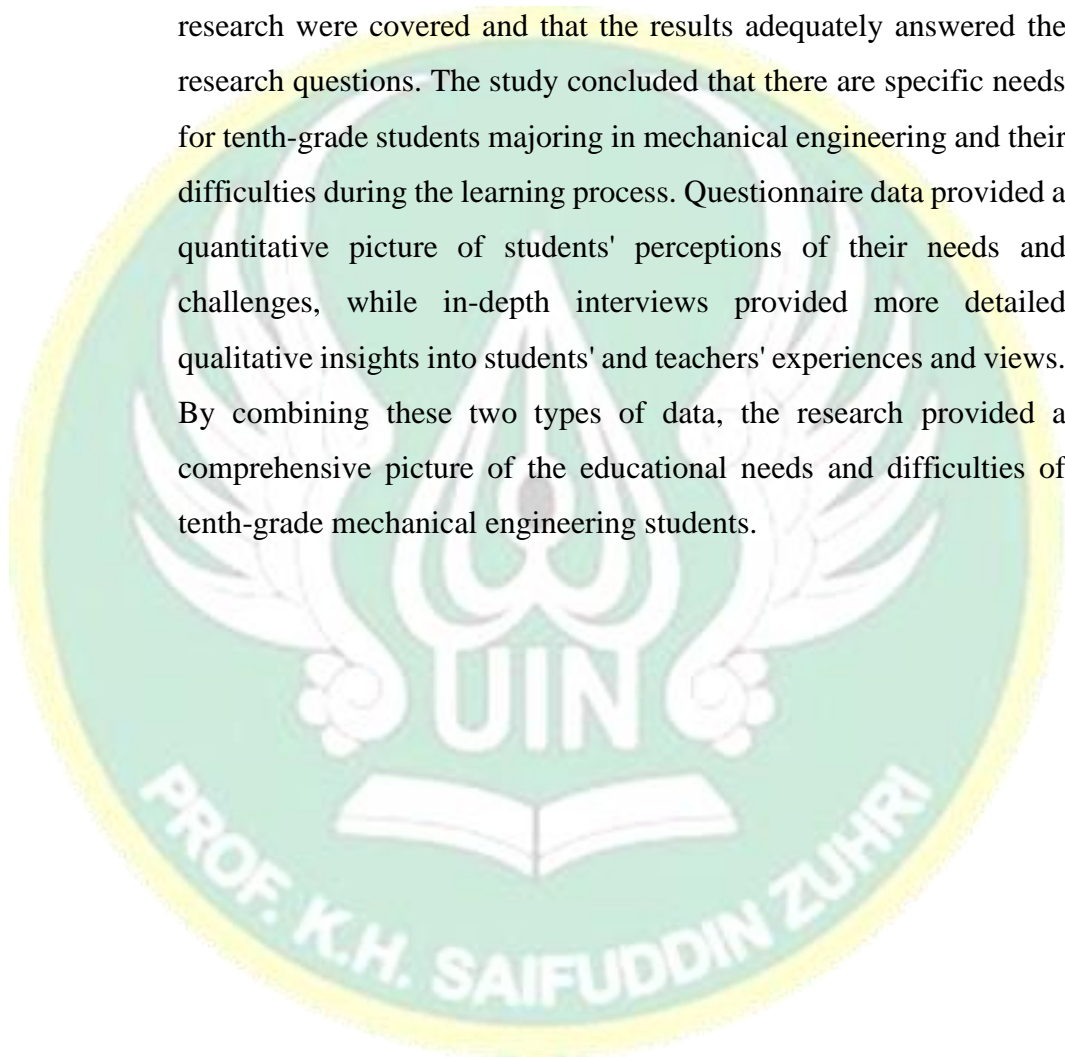
Data reduction is summarizing, selecting key things, focusing on essential aspects, and looking for research themes (Abdussamad, 2021). The steps taken in this process include selecting, focusing, simplifying the collected data sources, and abstracting and transforming the data. In this study, the reduction steps were carried out by summarising the results of the data collected from the research instruments, namely questionnaires and in-depth interviews. The data from the questionnaires were arranged in a table with all the answers to facilitate analysis. Meanwhile, the interview data were made in verbatim format or written transcripts. Both data collection results were then summarized or recapitulated into a simple form for further analysis.

b. Display the Data

Displaying data is collecting structured information to enable conclusions and actions to be taken (Sherman & Webb, 2005). For the displayed data to be well understood, data from questionnaires and interviews are organized in the form of written text. In this study, the data from the questionnaires are displayed in tables per category, including the percentage of each answer option for each question item. Meanwhile, the interview data is presented in written form per subject. The interview scripts with the students were organized separately from the interview scripts with the teachers so that each group had their scripts that facilitated analysis and interpretation.

c. Drawing Conclusion and verification

Verification is a process that aims to answer research questions and achieve the purpose and significance of the research (Mayring, 2014). In this study, verification was done by comparing the data results from questionnaires and interviews. The collected data were presented in in-depth discussions to ensure that all aspects of the research were covered and that the results adequately answered the research questions. The study concluded that there are specific needs for tenth-grade students majoring in mechanical engineering and their difficulties during the learning process. Questionnaire data provided a quantitative picture of students' perceptions of their needs and challenges, while in-depth interviews provided more detailed qualitative insights into students' and teachers' experiences and views. By combining these two types of data, the research provided a comprehensive picture of the educational needs and difficulties of tenth-grade mechanical engineering students.



CHAPTER IV FINDING AND DISCUSSION

This chapter presents and analyzes the discussion drawn from the study findings. The study findings and discussion are presented in this chapter in tandem. In this chapter, the analysis is based on Hutchinson and Waters' (2010) theory of student needs, which states that there are two needs: Target Situation Analysis and Learning Needs Analysis. Also, the present situation analysis was proposed by Richterich and Chancerel (1980). The following are the results of the analysis to answer the research question:

A. Student Needs Analysis

1. Present Situation Analysis (PSA)

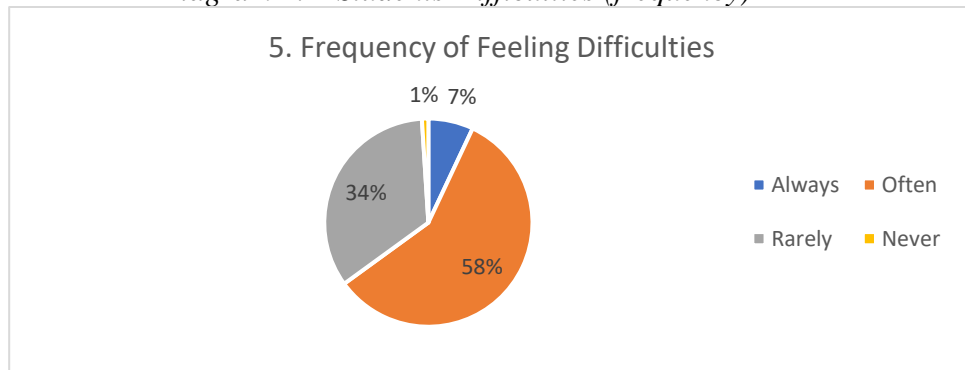
In the analysis of the present situation, the students' backgrounds are analyzed. That is, the condition of students' ability at the beginning of the course and how students experienced learning English before. The purpose is to find out the students' current condition to determine the follow-up that should be done to achieve the learning objectives. The following are the results of the questionnaire analysis reinforced by the interviews with teachers and students related to the analysis of the current situation.

Table 4 Student's difficulties in learning English

Questionnaire Items	Frequency Student				Percentage			
	A	B	C	D	A	B	C	D
5	5	41	24	1	7%	58%	34%	1%
6	8	42	10	8	11%	59%	14%	11%
7	11	3	54	1	15%	4%	76%	1%

The table above was the third survey category, which deals with students' challenges in learning English. This is where the questions on the current analytic circumstance begin. This area has three question points, each with four possible answers. This category's analysis gives an overview of students' most typical challenges when learning English.

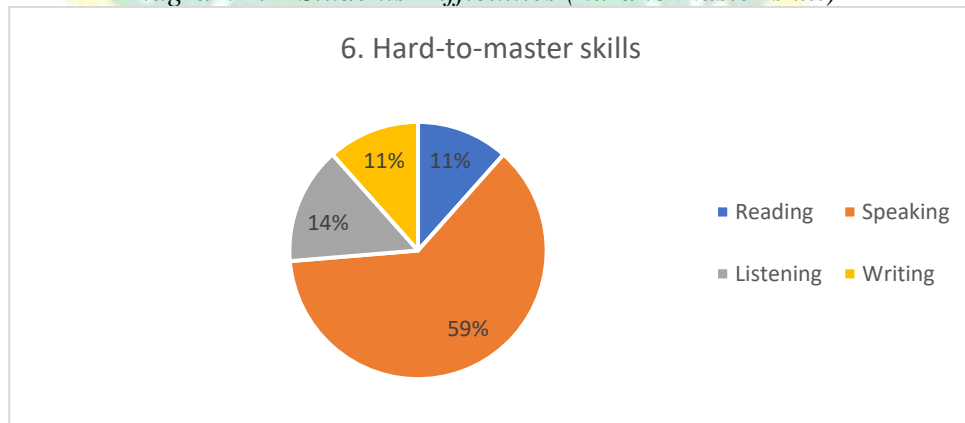
Diagram 4. 1 Students Difficulties (frequency)



According to the survey's item number five results, most students—roughly 58% or 41 students—frequently struggle with their English language acquisition. This demonstrates that learning English presents significant obstacles for students. In contrast, roughly 34% of students, or 24 individuals, report having less difficulty learning English. This suggests that some students have trouble learning English in specific situations or contexts.

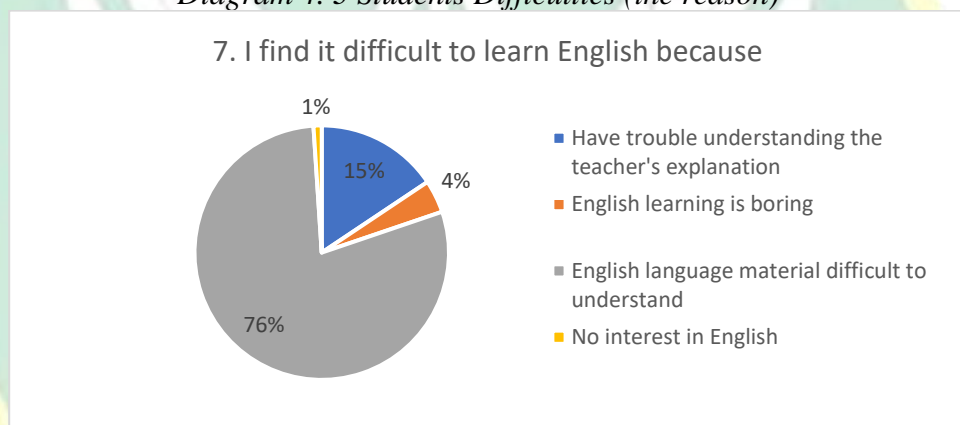
In addition, five students, or about 7%, always find it challenging to learn English, indicating that a small group of students experience difficulties consistently. However, only one student, or about 1% of the total respondents, never experienced difficulties in learning English, which is a small number. This analysis shows variations in the level of difficulty experienced by students in the English learning process, from those who often experience difficulties to those who rarely or never feel difficulties.

Diagram 4. 2 Students Difficulties (hard to master skill)



The survey results on item number 6 show that most students, about 59% or about 42 people, need help in speaking English. This shows that speaking is considered the most challenging aspect for most students in learning English. In addition, ten students found it challenging to understand and respond to information orally, indicating that some students need help understanding and responding. As for reading and writing skills, there were similar results, with eight students each finding difficulties in both skills. This shows that reading and writing skills are also considered quite difficult by some students, although the level of difficulty is relatively the same as listening skills. This analysis provides an overview of students' most difficult English skills, with speaking skills being the most dominant, followed by listening, reading, and writing skills.

Diagram 4. 3 Students Difficulties (the reason)



From the survey results on item number 7, it can be seen that most students, around 76% or 54 students, find it challenging to master complex skills such as speaking and listening because they find the English materials they learn challenging to understand. This shows that the complexity of the material is the main factor that makes it difficult for students to understand and master these skills. The second most selected reason is that 15% of students find it difficult because they need help understanding the teacher's explanation. This shows that some students experience difficulties due to differences in how the teacher delivers the material.

In addition, 4% of students feel that English is boring, so they face difficulties motivating themselves to master the skill. The remaining 1% of students are not interested in English, which may be why they struggle to master this skill. This study gave a general overview of the variables, such as material difficulty, motivation, and interest in English, that lead pupils to struggle with mastering English abilities.

The questionnaire results are also supported by interviews with students who stated that they often experience difficulties learning English. They experience difficulties because they feel their vocabulary is limited, as noted by JTP.

"It's often difficult because my knowledge of English is not yet broad. My vocabulary is still lacking."

This assertion aligns with the declaration made by FP, which said

"It is usually difficult because the teacher might not always explain things clearly. It is particularly difficult. After all, you must translate anything into Indonesian first because not everyone can understand what is meant to be conveyed in English. I seem to think that my vocabulary is limited."

CE adds to the previous two statements by saying that a deficiency in vocabulary is frequently the cause of learning difficulties in English.

"I frequently struggle with learning English. I have trouble with vocabulary and reading comprehension."

Along with their low vocabulary, most of them struggle with their speaking abilities. as mentioned by AY.

"I often find it difficult to learn English. Speaking and reading are the most difficult parts, if I find them difficult because I don't really understand the meaning."

While AY frequently suffers from a limited vocabulary, AR rarely finds it difficult; speaking is the ability that she finds most challenging.

"I don't feel difficult too often; the skill that is difficult is to speak in front of many people."

The results from the questionnaire, supplemented by student interviews, highlight a significant challenge in learning English: a limited vocabulary. JTP explicitly mentions difficulties due to insufficient vocabulary, while FP points out that unclear explanations from teachers exacerbate this issue, necessitating frequent translations into Indonesian. CE echoes these sentiments, emphasizing that a lack of vocabulary contributes to struggles in reading comprehension. AY notes that speaking and reading are particularly challenging due to not fully understanding meanings, and AR, although rarely finding English difficult, identifies speaking as his most challenging skill. These insights collectively suggest that the primary obstacle for students in mastering English is their restricted vocabulary, which impairs their speaking, reading, and overall comprehension abilities.

Lestari (2019) also found that students' difficulties while learning English were represented by all the informants, as indicated by the data showing that 0% of students stated they never felt difficulty in the English teaching and learning process in the classroom. Additionally, the students' problems during the teaching and learning process of English were equal in each of the basic English skills based on the K-13 concept. The data showed that speaking skills posed the greatest difficulty for students, with 35.2% of the total number of 51 students indicating this as their most challenging skill. This finding seems to confirm that most vocational high school students experience difficulties, especially speaking skills in the majority of students, which is due to limited vocabulary.

The conclusion was further supported by Mrs. W's interview, in which she acknowledged the areas in which the students struggled and confirmed that the typical ability of the 10th grade in the Mechanical Engineering department is in passive skills (reading and listening). The teacher admitted that speaking and writing actively was a huge challenge for a lot of children.

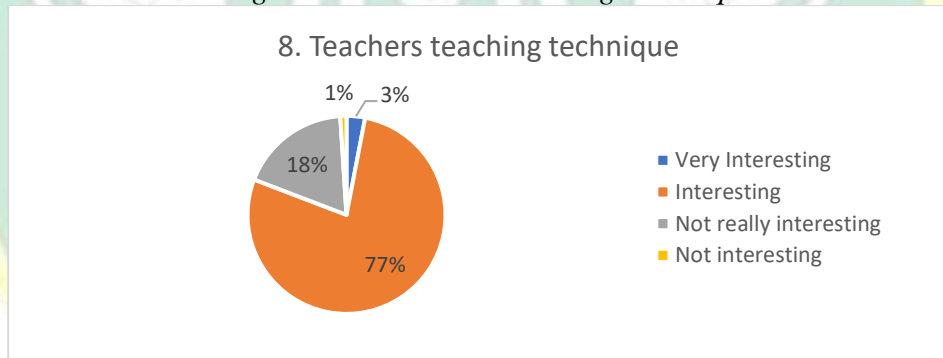
Therefore, to enhance the students' active skills (speaking and writing), she incorporates more real-world speaking exercises into the courses, like group debates and presentations. This is anticipated to boost the students' self-assurance and spoken English competency greatly.

Table 5 Students' opinions on teaching techniques used by teachers

Questionnaire Items	Frequency Student					Percentage				
	A	B	C	D	E	A	B	C	D	E
8	2	55	13	1		3%	77%	18%	1%	
10	0	43	25	3		0%	61%	35%	4%	

The table above was the fourth category in this survey, which is about students' opinions on teachers' teaching techniques. This category consists of three items, but those included in the analysis of the current situation are items 8 and 10: item 8 has four answer options, and item 10 has four answer options. The analysis of this category provides an overview of how students think about the teacher's teaching approach in the English learning process.

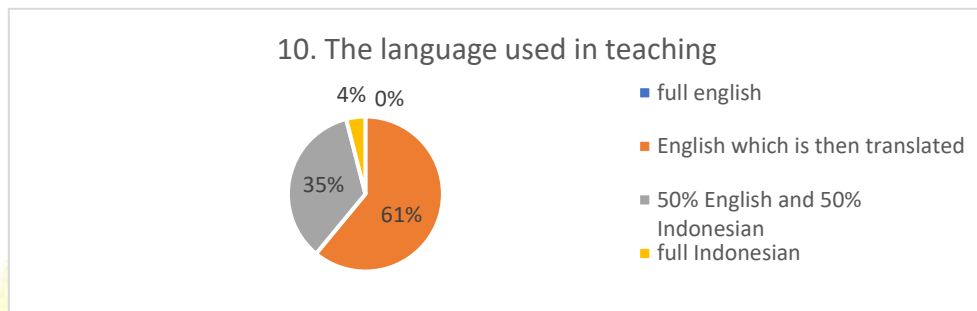
Diagram 4. 4 Teacher Teaching Techniques



Based on the results of question item 8 in the survey, it can be seen that most students, about 77% of the total respondents, find the teaching techniques used by teachers in teaching English enjoyable. This shows that most students feel engaged and interested in the way their teachers teach. Meanwhile, about 18% of the students felt that the techniques used could have been more interesting. Some students may have expected more interesting or varied teaching approaches. Only about 3% of students stated that the teaching techniques used were interesting, while only 1% felt that

they were not interesting. This shows the variation in opinions among students regarding the appropriateness and attractiveness of the teaching techniques used by the teacher. This analysis provides an overview of students' responses to the way teachers teach them in English language learning.

Diagram 4. 5 Language Use



The results of the 10th item in the survey show students' expectations regarding the language used during learning. The first option, full use of English, was not a significant choice based on the graph. The most selected option was English translated into Indonesian, which accounted for 61%. This shows that most students expect to use English with the help of translation into Indonesian to understand the learning materials.

Additionally, the second most popular option, with a share of 35%, was to utilize English and Bahasa Indonesia equally, that is, 50% for each language. This demonstrates that the majority of students choose to learn in both English and Bahasa Indonesia in a hybrid manner. Only 4% of students indicated that they want to fully utilize Bahasa Indonesia, suggesting that a tiny percentage of students anticipate learning to be done totally in Bahasa Indonesia. The majority of students prefer a strategy that incorporates English with the aid of translation into Indonesian, which represents their preferences and expectations for language use in the English learning process.

Most students find the teaching techniques used by the teachers interesting and engaging. They also showed a strong preference for interactive learning methods such as discussions and role plays. These

methods allow students to actively participate and collaborate, which can improve their English comprehension and skills. Agreeing with the questionnaire results, 9 out of 10 students interviewed stated that the techniques used by the teacher in learning were interesting and felt effective because they applied discussions and presentations. While AR felt that the techniques used by the teacher were normal, she also expected the learning to use English, which was then interpreted into Indonesian.

"The teaching techniques are normal; for me, I prefer discussion so that I can exchange ideas with others. It's also better if the teacher uses English first and then translates it into Indonesian."

Then this result is also confirmed by the results of the interview with Mrs. W, who stated,

"I often use group discussion and presentation methods in learning so that students learn to ask each other questions, share their knowledge, and help friends who don't understand. So it trains cooperation, responsibility, and also exercises confidence in speaking English in front of their friends."

By applying teaching techniques that match students' expectations, teachers can create a more interesting and productive learning environment. Most students felt that the teaching techniques used by teachers were interesting, indicating that the teaching methods used were quite effective in attracting students' attention. The most expected learning technique was discussion, followed by role-play and presentation. This shows that students prefer interactive and collaborative learning methods, which has also been applied by teachers in learning.

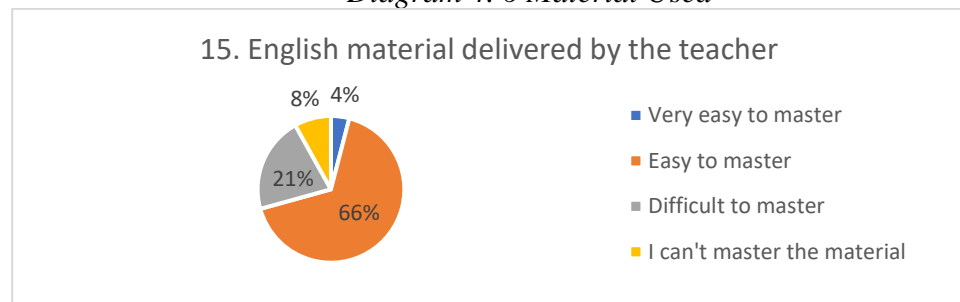
Table 6 students' opinions on the materials used by teachers in teaching English

Questionnaire Items	Frequency Student					Percentage				
	A	B	C	D	E	A	B	C	D	E
15	3	47	15	6		4%	66%	21%	8%	

Next is students' opinions about the materials teachers use to teach English. The table above is the result of the answers from question item

number 15 which asks students' opinions about the English materials delivered by the teacher. This question item provides 5 answer options. Analyzing this category will provide an overview of how students assess the learning materials provided by teachers to students in learning English.

Diagram 4. 6 Material Used



Item 15 shows students' perceptions of the English materials delivered by the teacher. A total of 4% of students felt that the material was easy to master, indicating that a small number of students felt very comfortable with the difficulty level. The majority of students, 66%, felt that the material was easy to master, indicating that it was appropriate for their abilities. However, 21% of students found the material difficult to master, indicating difficulties in understanding the material.

In addition, 8% of students stated that they could not master the material, indicating the need for special attention and perhaps additional help or different teaching methods. Overall, although most students were comfortable with the material taught, about 29% of students needed more attention to ensure all students could follow the lesson well. Teachers may need to consider a more inclusive approach or provide additional assistance to help students who are having difficulties.

It was discovered from Mrs. W's interview that an effort has been made to match the learning design to the needs, wants, and weaknesses of the students.

“The ideal learning design now is differentiated, but I haven't implemented it in class. I design learning by considering students' ability to absorb English material. I usually look at the results of the diagnostic test (if I start with a test) or from the learning results in the previous unit.”

In addition, Mrs. W stated that she had used various sources to provide material to students.

"The learning resources that I use vary; there are textbooks from the government and books that I have myself; I also look for other sources from the internet and YouTube. From the learning resources that I have obtained, I usually make teaching media in the form of PowerPoint/Microsoft sway. I also share links with students if I find good and easy-to-understand material on YouTube. Then, I always make LKPD so that there is a reference and sequence of learning in the unit. This LKPD will usually be the material for their discussion. In SMKN 2, the English teacher still holds more than 1 department, and for the RPP, I usually make a general English RPP. Later in the lesson, a little bit related to each department is inserted."

It is clear from the statements above that teachers try to integrate various learning tools into their English classes, such as YouTube videos, the Internet, and textbooks. This demonstrates a dedication to offering learners engaging and diverse resources. Teachers may help students learn English more effectively and joyfully by utilizing various resources to create more engaging and relevant learning experiences. To make lesson materials more interesting and useful for students, teachers employ various learning tools, such as YouTube, the Internet, and textbooks. This demonstrates the efforts made by educators to offer engaging and varied resources to aid in the learning process.

The conclusion shows that although the majority of students were comfortable with the material taught, there were about 29% of students who had difficulty in understanding the material. Not different from the result above, Dwinalida (2023) also found 18.8% of the students felt that their course materials were not yet applicable to them. This indicates the need for special attention and perhaps additional help or different teaching methods for students who have difficulties. Teachers, as explained by Mrs. W, have tried to adapt the learning design to students' needs, wants and weaknesses, although the implementation of differentiated learning has not been fully done. Mrs. W also utilizes various learning resources such as textbooks, the internet, and YouTube to create more interesting and relevant

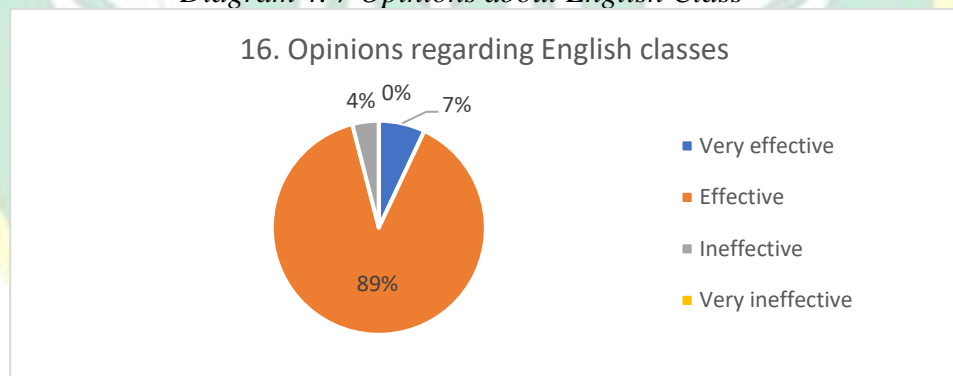
teaching media. These efforts show the teacher's dedication to providing varied and interesting learning resources, with the aim of helping students learn English more effectively and enjoyably. However, a more inclusive approach is still needed to ensure all students can follow the lessons well.

Table 7 students' opinions on the English learning process

Questionnaire Items	Frequency Student				Percentage			
	A	B	C	D	A	B	C	D
16	5	63	3	0	7%	89%	4%	0%

The next category in this survey is about students' opinions about the English learning process. This table shows the answers to questionnaire item number 16, which asked students' opinions on whether the English class was effective or not. This item provides 4 answer options. The analysis of this category is to provide an overview of how students rate the overall English learning process, including learning experiences, teaching methods, and interactions with teachers and classmates.

Diagram 4. 7 Opinions about English Class



The next question was number 16, which showed students' opinions on the effectiveness of English classes. A total of 89% of students felt that the English class was practical, indicating that most students were satisfied with the teaching methods and materials presented in the class. In addition, 7% of students considered the class to be very effective, indicating that some students felt that they benefited greatly from this class. However, 4% of students felt that the class was ineffective, while no students considered the class to be very ineffective (0%). This suggests that while most students

felt that the class went well, some students may have felt that the teaching methods or materials could have been improved. Overall, students' opinions tend to be positive towards the effectiveness of English classes. However, special attention may be needed to address the issues faced by the minority of students who felt the class was less effective.

Supporting the 89% of responses that stated that English classes were effective, GV had a similar opinion.

"I think the current class is effective."

FP also supported this opinion.

"The current class is effective."

The next student, FF, also stated the same thing.

"I'd say it's already effective."

CE also emphasized the previous statements.

"I think the current class is quite effective. My opinion about an effective and ideal English class is one that can accommodate students' individual and group learning needs."

Based on all the statements above, the classes they attend at this school are effective and in accordance with their needs. Although Mrs. W stated that she faced some difficulties when she confirmed this, she has proven that she still provides effective classes.

The conclusion from the above shows that the majority of students felt that the English classes they attended were effective. A total of 89% of students stated that the class was practical, while another 7% found it very effective. This shows students' satisfaction with the teaching methods and materials delivered. Statements from some students such as GV, FP, FF, and CE support the view that the class is effective and able to accommodate students' learning needs, both individually and in groups. However, 4% of students felt that the class was less effective, suggesting that there is room

for improvement. Overall, students' opinions tended to be positive towards the effectiveness of the English class, however, special attention may be needed to address the issues faced by the minority of students who felt the class was less effective. Mrs. W, while acknowledging some difficulties, still managed to deliver an effective class in line with students' expectations.

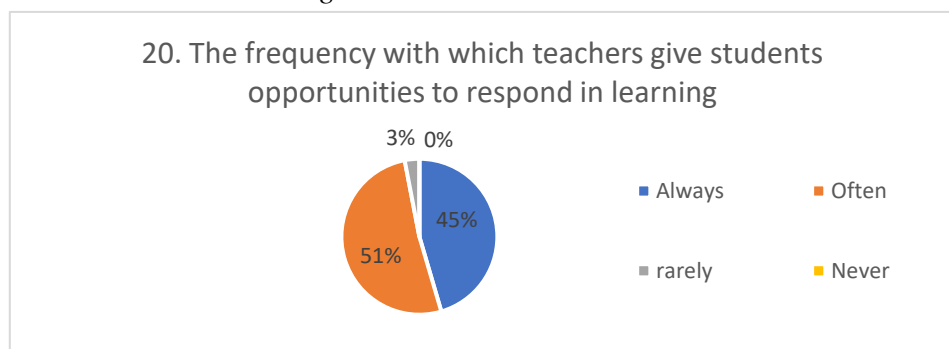
The results from Dwinalida's research (2023) also support the above results. The majority of students stated that the learning environment was ideal for learning English. They felt happy and interested, but still serious in receiving the material. Nonetheless, some students sometimes felt bored and confused. This highlights the importance of teachers creating a positive learning environment and considering students' motivation. Thus, both the student survey results and Dwinalida's research show that although the majority of students are satisfied with English classes, more attention is needed to improve learning effectiveness and maintain student motivation.

Table 8 in-class student responses to the English learning process

Questionnaire Items	Frequency Student				Percentage			
	A	B	C	D	A	B	C	D
20	32	36	2	0	45%	51%	3%	0%
21	7	33	29	2	10%	46%	41%	3%
22	35	11	18	7	49%	15%	25%	10%

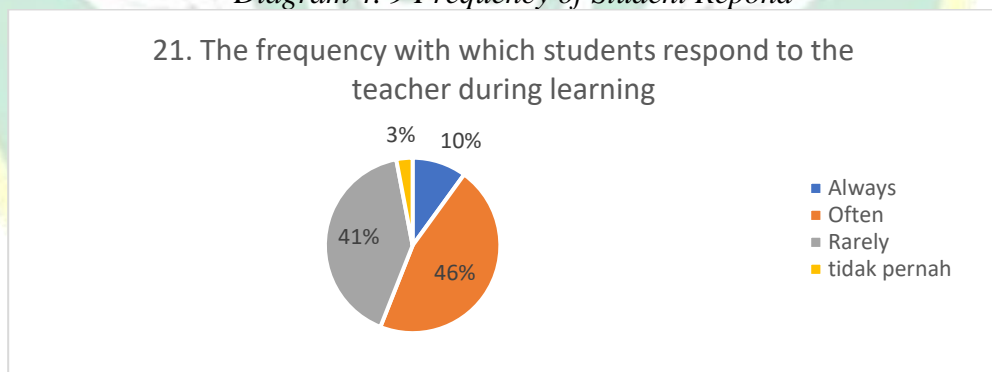
The next category in the survey was students' classroom responses to the English learning process. This category has three question points, each with four answer options. The analysis of this category provides an overview of how students respond to and rate their English learning experience in the classroom, including interaction with the teacher, understanding of the material, and comfort in learning.

Diagram 4. 8 Teacher Interaction



The data showed that most students felt that their English teachers often provided opportunities to respond during lessons. A total of 51% of students said that they were often given the opportunity to respond, while another 45% said that the opportunity was always given. This shows that the teaching methods applied by English teachers are very participatory and interactive, providing many opportunities for students to actively participate in the learning process. Only 3% of students felt that the opportunity to respond was rarely given, and no students stated that they were never allowed to respond. This shows that almost all students feel involved in learning, which can have a positive impact on their engagement and motivation in learning English. Students' active involvement in the learning process is also very important to improve their speaking and argumentation skills in English and build their confidence. Overall, this data reflects that English teachers in the school have successfully created an interactive and inclusive learning environment, which is very important in language learning.

Diagram 4. 9 Frequency of Student Repond

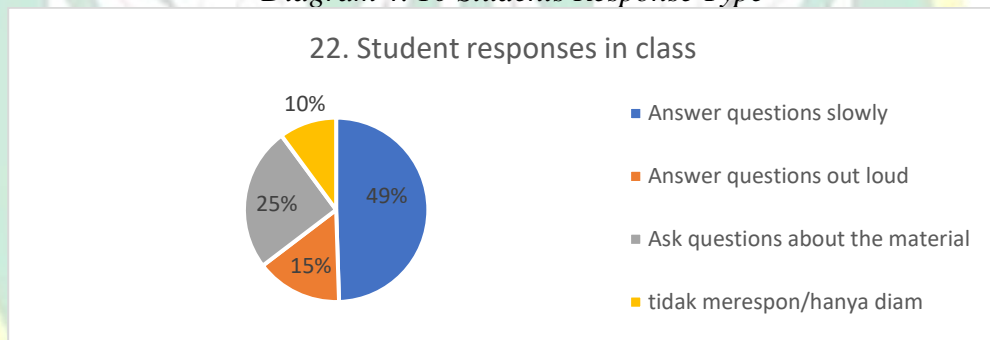


The data shows variations in how students respond to the teacher during English lessons. A total of 46% of students stated that they often responded to the teacher, indicating that almost half of the students felt confident enough and motivated to participate in class discussions actively. This is a positive indication that the teaching method used by the teacher encourages active participation from most students. However, 41% of students said that they rarely responded to the teacher, which may indicate

barriers such as lack of confidence, fear of making mistakes, or lack of motivation. This indicates the need for more inclusive strategies or specific interventions to increase the participation of less active students.

Only 10% of students always respond to the teacher, which shows that a small proportion of students are active and feel comfortable interacting in class. On the other hand, 3% of students said that they never respond to the teacher, which may be due to several factors such as anxiety, inability to understand the material, or lack of interest. Overall, although most students often respond to the teacher, a group of students still rarely or never respond. This suggests that there is a need for a more varied and personalized teaching approach to increase active participation from all students. Teachers can create a more inclusive and effective learning environment by understanding and addressing the barriers that less active students face.

Diagram 4. 10 Students Response Type



From the data, it can be seen that most of the responses in the English class were to answer the teacher's questions calmly, which is about 49%. This shows that respondents tend to prefer responding in a calm and controlled manner. Loud responses were only about 15%, which may indicate that students do not like to stand out or speak at a high volume in class. In contrast, about 25% of the responses were by asking questions related to the material, indicating that respondents were active in following the lesson and seeking deeper understanding. Nonetheless, a small proportion of responses were silent or did not respond at 10%, which may indicate some situations where respondents were unsure or did not have the

correct answer. This analysis shows that students are cautious in following the lesson and tend to be silent but active in seeking understanding.

The analysis of the results of interviews with students corroborates the findings from the questionnaire analysis regarding students' interactions or responses to teachers in the classroom. From the interview with CE, it was confirmed that teachers often provide opportunities for students to respond and interact with teachers in class.

"The teacher often gives me the opportunity to ask questions, but maybe I don't take the opportunity. If I'm active, I'm not active in class. In every material, sometimes I ask questions; sometimes I listen to the teacher's explanation and understand. If I answer, I sometimes hesitate because embarrassed and afraid of being wrong."

AR also confirmed that teachers often provide opportunities for questions and answers in class.

"Teachers often provide opportunities for questions and answers, but the ones who are not too active are often hesitant when answering."

Meanwhile, it was different with AY, who stated that he was an active student when it came to questions and answers in class.

"I am the active type, often responding to the teacher with a loud and confident voice. If I don't know why, I don't feel shy at all when asking questions because I feel that I don't understand, so I should ask."

The interview results also illustrate students' preferences for interactions that occur in the classroom. Although the teacher has provided many opportunities for questions and answers, there are still some students who do not take the opportunity. Even some students who answered the teacher's questions were still shy and hesitant because they did not have confidence. Even so, there are still students who are happy to respond to the teacher and ask questions when they feel they don't understand the material. By considering the interview results, more effective and relevant learning strategies for students can be generated, such as providing more practical

exercises with more interactive and inclusive teaching methods according to students' needs and preferences.

Similarly, Syakur et al. (2020) found that vocational pharmacy students in Surabaya had low English proficiency despite years of learning, highlighting the need for more practical and communicative approaches in teaching. This study also supports the importance of integrating real-world applications into the curriculum, a key component of the Merdeka Curriculum.

Mrs. W confirmed the interactive learning method in the interview, and she tried to implement it in the classroom.

"I often use group discussion and presentation methods in learning so that students learn to ask each other questions, share their knowledge, and help friends who don't understand. So it trains cooperation, responsibility, and also exercises confidence in speaking English in front of their friends."

From here it can be confirmed that the teacher tries to increase students' confidence so that they can be more courageous when doing questions and answers with the teacher in class. Although there are still some students who feel less confident or even reluctant to respond, with the application of interactive learning methods, it is likely that over time students will get used to active interaction. In the context of vocational education under the Merdeka Curriculum, analyzing the present situation is crucial for understanding the current needs and capabilities of students. This study has shown that students often face difficulties with English proficiency, particularly in speaking and listening skills. This finding is consistent with previous studies conducted in 2019, which have similarly highlighted these challenges.

For instance, Lestari (2019) identified that multimedia students in vocational schools struggle with English due to the mismatch between teaching strategies and students' needs (Lestari, 2019). The study emphasized the necessity for tailored teaching methods to address specific vocational requirements, aligning with the Merdeka Curriculum's emphasis on flexibility and relevance. In conclusion, the present study's findings are

consistent with previous research, reinforcing the need for a flexible, competency-based approach to English education in vocational settings. By incorporating these insights, the Merdeka Curriculum can better address students' specific needs, preparing them more effectively for the demands of the modern workforce.

2. Target Situation Analysis (TSA)

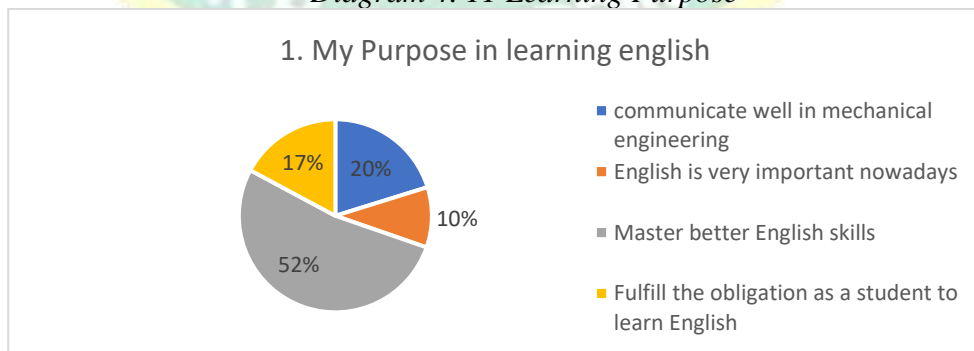
Target Situation Analysis (TSA) is a process for identifying specific English language needs in a particular area. TSA helps to understand the real communication situations learners will encounter, such as the texts to be read or written and the forms of oral communication required. With TSA, the ESP curriculum can be designed more targeted, ensuring that the teaching materials are relevant and support the achievement of academic or professional goals. The following is a further analysis of the needs analysis based on the questionnaire and interview results.

Table 9 Student's Purpose for Learning English

Questionnaire Items	Frequency Student						Percentage					
	A	B	C	D	E	F	A	B	C	D	E	F
1	14	7	37	12			20%	10%	52%	17%		
2	25	5	4	22	14	0	35%	7%	6%	31%	20%	0%

The first category is related to students' purpose in learning English, which is included in the analysis of the target situation. This category has 2 question points, with 4 answer options for the first question and 6 answer options for the second question.

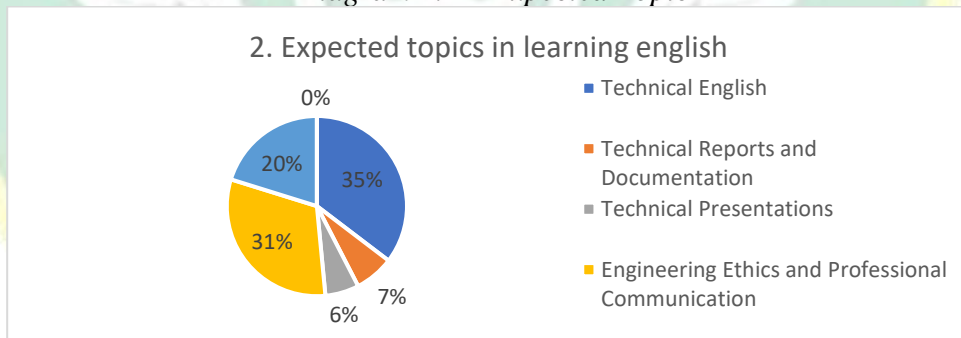
Diagram 4. 11 Learning Purpose



Based on the data provided, more than 50% of the participants chose option C as their main goal in learning English: to become a better language master. This shows that many students realize the importance of mastering English in depth. Option A, where respondents indicated that they wanted to have strong English communication skills in the field of mechanical engineering, was the second most frequently given answer. This illustrates the benefits of being fluent in English in a specific field.

Furthermore, option D received 17% of responses, indicating that some students learn English only to fulfill their obligations as students without strong motivation. Option B, which states that students consider English very important nowadays, was the least selected answer, indicating that many students may not fully realize the urgency and benefits of mastering English in the current context. This analysis illustrates the diversity of students' goals and motivations in learning English, from those oriented toward practical needs to those more focused on formal obligations.

Diagram 4. 12 Expected Topic



It is evident from the data in item number 2 that the majority of students like the topic material when learning English. With 35% of students choosing Option A, which focuses on technical terms and phrases in mechanical engineering, this was the most popular option. This suggests that a better understanding of some technical concepts is required in mechanical engineering. In addition, option D - related to professional ethics and English communication skills in the workplace - was the second choice, selected by 31% of students. This option relates to engineering

ethics and professional communication. This shows that students understand the importance of professional communication, ethics, and engineering skills for their future employment.

The next most popular choice was choice E, Technical Reading and Writing Skills, with 14% of students expecting English learning to focus on understanding technical texts, manuals, and technical-related texts. This suggests that technical reading and writing comprehension is also a priority for some students. Meanwhile, choice B (Technical Reports and Documentation) and choice C (Technical Presentations) had a slight gap, with 5 students preferring to learn about preparing technical reports, project proposals, and other documents in English. In comparison, another 4 students chose to learn about preparing and delivering technical presentations in English. This suggests a balance between the interest in writing technical reports and documents and the ability to prepare and deliver technical presentations in English among the students.

Most students in the questionnaire stated that their main goal of learning English was to become better at mastering the language, indicating an awareness of the importance of mastering English in depth. The second most selected option was to have strong English communication skills in the field of mechanical engineering, indicating the benefits of English fluency in certain professional contexts. Some students learn English to fulfill their obligations as university students, and very few realize the urgency of English today. Azmi and Malik (2022) further corroborated these findings in their study at Merdeka University Malang, where they found that students prioritized speaking and writing skills necessary for professional communication (Azmi & Malik, 2022). This aligns with the present study's findings that students' primary goal is to develop English skills relevant to their future careers, particularly in technical fields like mechanical engineering.

Supporting the answers in the questionnaire, some students also stated things that aligned with the answers in the interviews. This is in line with the majority of the questionnaire answers JTP stated.

"I learned English because I wanted to work abroad."

AN also supports the above opinion, stating that she learned English to support her goal of working in a foreign company.

"My goal in learning English is to broaden my horizons and expand my job opportunities at PT Denso, mining, or abroad, such as in Japan."

In line with AN, AF also said so.

"First, the purpose of learning English is to improve my public speaking so that I can speak like a South Jakarta kid, mixing Indonesian and English, and second, the most important thing is to be able to chat with foreigners. Moreover, because there is an intention to go abroad, maybe to study. I want to work for a foreign company. Learning English will open up job opportunities. I majored in mechanical engineering because I wanted to work at PT Freeport, if not PT PAMA."

From some of the above opinions, it was found that from the beginning, most of them entered the mechanical engineering department intending to work either domestically, abroad or in foreign companies. It can be seen from their orientation that ESP is something they really need to open up opportunities for them to achieve their goals. However, based on further interviews related to what topics they expect to learn English in vocational high school, it was found that they still want to learn general English or more everyday topics. This is because they still feel their ability to learn English daily is still lacking. As stated by IK,

"The topic of learning that I want is the language of language in machinery, such as the writing on the buttons or instructions using English so that there are no mistakes in using the tool. However, I want to speak and read the writing in general English first, then later learn the terms in mechanical engineering. Yes, I want to learn English to make it more comfortable in daily activities at work."

On the same side, JTP also expressed its opinion.

"The topics that I expect are more like everyday conversations so that the tone of the conversation is smooth and not stiff."

The above opinion answers the question regarding the expected learning topic. Both IK, and JTP want to learn general English first as an initial provision for daily interaction and communication. In addition to facilitating daily communication, FP stated that the topic of general English is also important because they are currently studying in school which in the final exam has more about general English.

In terms of expected topics related to mechanical engineering, the majority of students selected technical terms and phrases in mechanical engineering as the most expected material. This indicates the need to understand technical concepts in the field. In addition, professional communication in work ethics and technical reading and writing skills were also considered important. Students' main goal in learning English is dominated by the desire to master the language in depth, especially to support communication in the field of mechanical engineering. This awareness is reflected in their preference for materials that include technical terms and professional communication ethics. Although most students learn English for practical purposes, there are also those who consider it an academic obligation. This shows variations in learning motivation, which can help teachers tailor teaching approaches to be more relevant to students' needs.

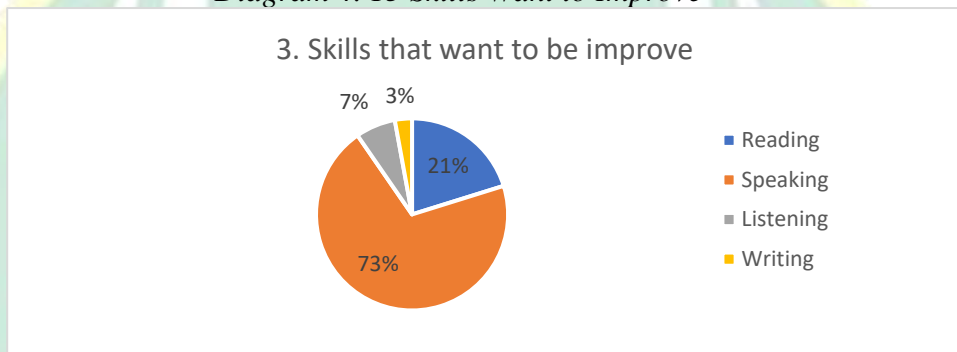
Similarly, As Sabiq (2020) study found that 45.78% of second semester students who completed the questionnaire stated that they wanted language learning material topics that were relevant to their chosen discipline. These two findings show similarities in students' preference for materials relevant to their field of study, however As Sabiq's research showed a lower percentage compared to the majority of mechanical engineering students who strongly desired technical materials. By understanding the specific needs of students in their respective contexts, teachers can design learning materials that are more effective and engaging for students.

Table 10 English Language Skills that Students Want to Improve

Questionnaire Items	Frequency Student				Percentage			
	A	B	C	D	A	B	C	D
3	15	52	5	2	21%	73%	7%	3%
4	50	2	8	4	70%	3%	11%	6%

The next category in the Target Situation Analysis is students' desire to improve their English. This area has two questions, with four possible answers for each. The survey findings show that students' preference for improving their English is clear. Further investigation clarified the types of English skills most valued by students during their learning process.

Diagram 4. 13 Skills Want to Improve

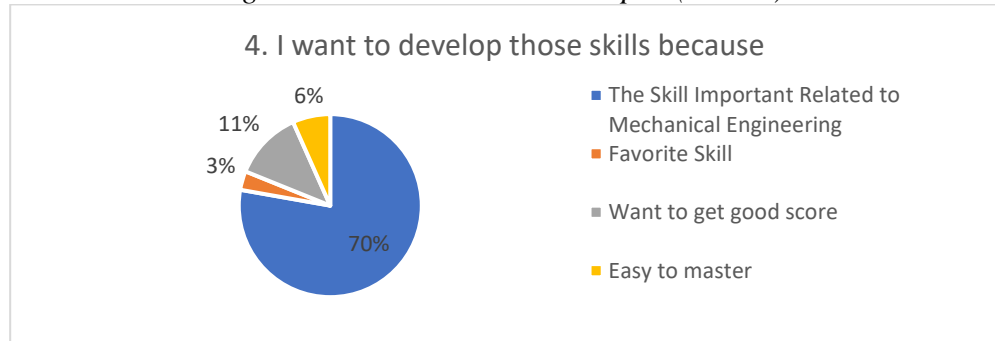


Based on the results of item number 3 in the survey, it can be concluded that the majority of students, as many as 73% of the total respondents or around 52 students, really want to improve their speaking skills in English. This shows that students highly value the ability to communicate orally in English. Meanwhile, the second most chosen option is reading skills, with 21% of students or around 15 people stating that they want to improve their reading skills. The gap between the two choices is huge, which shows that the focus on speaking skills is much more dominant compared to reading skills.

On the other hand, only a small percentage of students, around 7% or 5 people, wanted to improve their listening skills. Meanwhile, writing skills were the least chosen option by only 2 people or about 3% of the respondents. This analysis illustrates that students tend to prioritize the development of speaking skills in their English learning process. At the

same time, reading skills are also a significant concern, while listening and writing skills are not so popular.

Diagram 4. 14 Skills to be developed (reason)



Based on the data from item 4 in the survey, it can be seen that most of the students, about 70% or about 50 students, chose option A as the main reason they wanted to develop the skills selected in item 3. Option A states that these skills are very important in mechanical engineering. This shows that students see a strong connection between their chosen skills and the field of study or job they are interested in, in this case mechanical engineering.

Furthermore, choice C was the second most common choice, with 11% of students stating that they wanted to improve their chosen skill to get a good grade. This suggests that some students see the importance of these skills to achieve good academic performance. Option D, stating that they want to improve the selected skill because it is easy to master, was selected by 4 students, or about 6% of the total respondents. This may reflect students' understanding of the ease or level of difficulty in developing certain skills. Meanwhile, option B, which stated that they wanted to improve the skill because it was their favorite skill, was the least selected option. This suggests that personal motivation or preference for a particular skill was not a major factor in students' selection. This analysis illustrates the range of reasons and motivations for students to develop their chosen English language skills, from relevance to their field of study to broader academic goals.

Speaking and listening skills are top priorities for students in learning English. Most students want to improve their speaking skills, reflecting the need to be more confident and competent in oral communication. This is confirmed by the interview with FF, who stated.

"What I want to improve is my speaking and reading skills because, for me, speaking and reading English is a little difficult; it's hard to pronounce words in English. Because it must be accompanied by verbs, nouns, adjectives, and others, and for reading, I find it more difficult to interpret because there is usually verb1 verb2 that I have not learned."

From the statement above, it was found that the skill FF wanted to improve was speaking skill. In addition, FF also feels that his skill in speaking is still limited, and he also wants to improve his reading skills. This is because FF feels limited in vocabulary and grammar. Then this opinion is also supported by AN, who wants to improve her speaking and listening skills because she still feels deficient in both skills.

A major challenge in English language learning lies in speaking skills, indicating the need for more practice and interactive approaches in teaching. This is evidenced by the majority of students' desire to improve their speaking skills, indicating that they consider this skill to be the most important and challenging to master. In addition, students' desire to improve listening comprehension also indicates that oral skills, both in speaking and listening, are a top priority. This point was also reinforced by Mrs.W as the English teacher, who confirmed that Grade 10 students have predominantly passive skills, while active skills such as speaking and writing still need to be improved.

Various studies, such as those conducted by Nunan (2003), Strevens (1988), Richards & Rodgers (2001), and Savignon (2005), highlight the challenges of speaking skills in English language learning. These findings confirm that speaking skills are often the main focus for learners, requiring structured practice and interactive approaches in the teaching process. They emphasized that teaching that encourages interaction and active participation of students can be significant in improving speaking

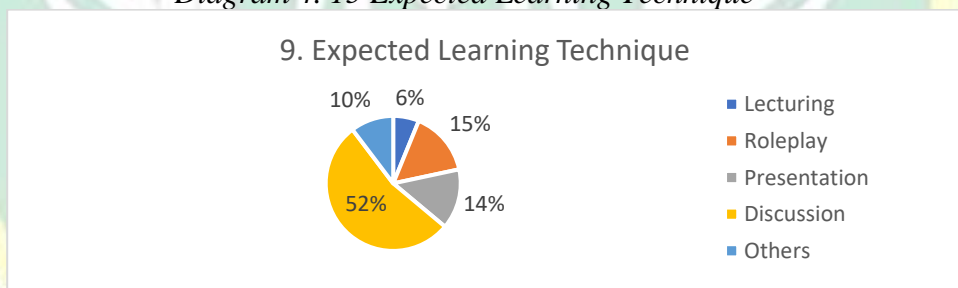
proficiency. These findings are consistent with students' priorities in developing speaking skills in English language learning. Thus, approaches that prioritize interaction and contextualized exercises have proven effective in helping students overcome the challenges of speaking skills in English and improve their overall proficiency.

Table 11 Students' opinions on teaching techniques used by teachers

Questionnaire Items	Frequency Student					Percentage				
	A	B	C	D	E	A	B	C	D	E
9	4	11	10	37	7	6%	15%	14%	52%	10%

The next category, which is the fourth category in this survey, is students' opinions on teachers' teaching techniques. Question number 9, which has five answer options, is included in the present situation analysis. Questionnaire item number 9 asks about the expected teaching techniques. The analysis of this category provides an overview of the learning techniques that students expect in the English learning process.

Diagram 4. 15 Expected Learning Technique



Based on the results of item number 9 on the survey, it can be seen that most students, around 52% of the total respondents, expect the use of learning techniques in the form of discussion in English learning. Discussion is considered as a method that allows interaction and exchange of ideas among students, thus creating an active and collaborative learning environment. Furthermore, the second most expected technique is roleplaying, which received a relatively high percentage of respondents. Roleplaying is an effective way to practice English in real or simulated situations, thus improving oral communication skills.

Meanwhile, the third most expected learning technique is presentation, where students can present materials or projects in English in front of the class, improving speaking and organizing information. Another option that is quite popular among students is learning by playing games. This approach is considered fun and exciting, facilitating more relaxed and enjoyable learning. Finally, about 6% of the expected responses were to use lecture techniques. Although not the most popular choice, some students still see lectures as an effective way to gain information and deep understanding. This analysis provides an overview of students' preferences for expected learning techniques, with discussions, role plays, presentations, games, and lectures being popular among students.

The teacher, Mrs.W, confirmed that she uses discussion and presentation methods in learning.

"I often use group discussion and presentation methods in learning so that students learn to ask each other questions, share their knowledge, and help friends who do not understand. So it trains cooperation and responsibility and exercises confidence in speaking English in front of their friends."

The teacher applied an interactive learning technique through discussions and presentations, and students felt that the method was suitable for some students' expectations, as stated by GV.

"The teacher is interesting, but sometimes the teaching is too fast, so those who do not really understand are more confused. I used English and interpreted it in Indonesian in class, often discussing it too. Role-playing and games make it more interesting."

FP also added

"Most of the time, the teacher lectures / explains first at the beginning and then asks for discussion if there is a problem; the mix of methods is already interesting, too; I quite like it."

It can be seen that the teacher's methods are included in the students' expectations. The majority of students want to learn with discussion and presentation methods, which are interactive learning techniques. This method is also appropriate and can help to improve the skills expected by

students, in accordance with the teacher's analysis that students' active abilities need to be improved.

Previous research shows that students' preferences for English teaching techniques tend towards interactive and collaborative approaches. Silva (2020) found that students in secondary schools prefer learning methods involving discussions and role plays to improve their oral communication skills. This result is in line with the finding that most respondents (52%) in the current survey expected the use of discussion learning techniques in English language learning.

Another study by Jenkins (2021) also confirmed that presentations and games are considered effective in helping students understand and organize information in the context of English language learning. These findings support the fact that techniques such as presentations and games are popular choices among students, reflecting a preference for approaches that emphasize student interaction and engagement in the learning process.

Thus, previous research has consistently shown that interactive and collaborative learning methods are not only desirable for students but also beneficial for improving expected skills. An analysis of Mrs. W's teaching in the context of English language learning confirms that techniques such as discussions and presentations meet students' expectations and can help improve students' active ability to communicate.

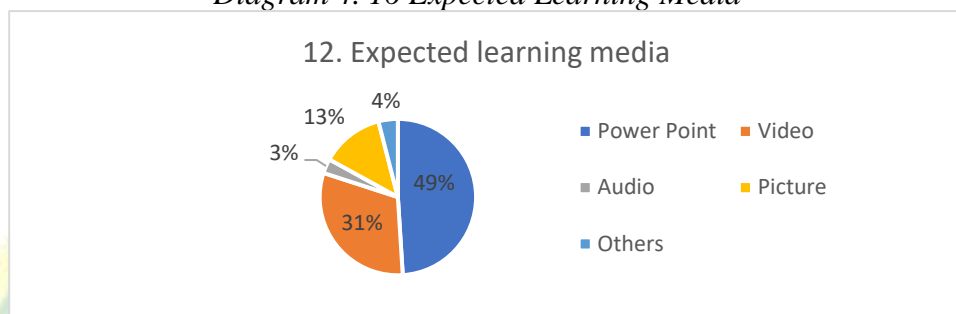
Overall, the shared preference and proven benefits of interactive and collaborative learning methods demonstrate the importance of this approach in the context of English language education. This strengthens the argument that the use of these techniques can increase learning effectiveness and students' positive responses to their learning process.

Table 12 students' opinions on the materials used by teachers in teaching English

Questionnaire Items	Frequency Student					Percentage				
	A	B	C	D	E	A	B	C	D	E
12	35	22	2	9	3	49%	31%	3%	13%	4%
14	7	54	10	0		10%	76%	14%	0%	

The next category in the survey was students' opinions on the materials teachers use to teach English. This category includes five question points, each with four to five answer options. Analyzing this category will give an idea of how students rate the learning materials teachers provide for English language learning.

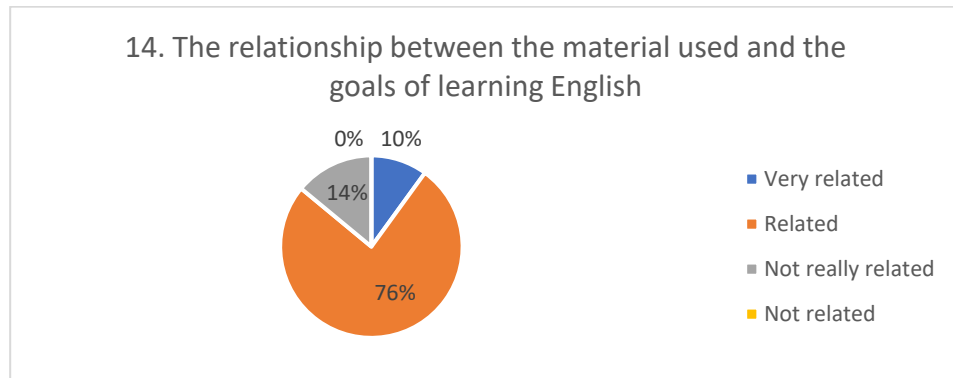
Diagram 4. 16 Expected Learning Media



From the 12th survey results, it can be seen that students clearly prefer the learning media they expect while learning English. The most dominant media chosen is PowerPoint, with 49% of respondents choosing it. Powerpoint here includes text, audio, video, and images in a concise and easy-to-understand format, making it a popular choice among students. In second place, video was the most chosen medium, with 31%. Video is an effective way to present dynamic and engaging material. Meanwhile, audio only got 3% of the votes, showing that audio is not as popular as PowerPoint and video in English learning. The third most popular choice is pictures, and although they are simple and basic, 13% of students still choose them. This shows that pictures are still considered a medium to clarify concepts and facilitate understanding.

Finally, the other option received 4% of the votes, with students who chose this option expressing a desire for learning that combines the previous four options to cover a range of student learning types and improve overall understanding. This analysis shows that diverse learning media can help meet students' learning needs and make them more effective and enjoyable.

Diagram 4. 17 Material and Goals Relation



The results of item 14 in the survey show that most respondents, around 76%, felt that the materials used to learn English were related to their goals. This shows that there is a match between the materials taught and the learning objectives desired by the students. Meanwhile, 14% of the students stated that the materials used exceeded their English learning purpose. This suggests that some students may feel that the materials taught need to be aligned with what they expect or need in learning English.

On the other hand, 10% of students felt that the materials used were significantly related to their learning objectives. This suggests that some students were happy with aligning the learning materials with their learning objectives. Nevertheless, no respondents felt that the materials used were not related to their English learning objectives. This analysis provides an overview of students' perceptions of the relevance of the learning materials to their English learning objectives, which generally shows a good fit. However, some felt that the learning materials should be fully connected to their objectives.

Azmi & Malik (2022) conducted a study on engineering students at Universitas Merdeka Malang, finding that there is a high demand for skills in writing technical reports and engaging in professional dialog. This is in line with the current study, which also emphasizes the importance of these skills for mechanical engineering students to excel in their future careers.

In conclusion, the survey results and previous studies show that interactive and collaborative learning methods, the use of diverse media, as

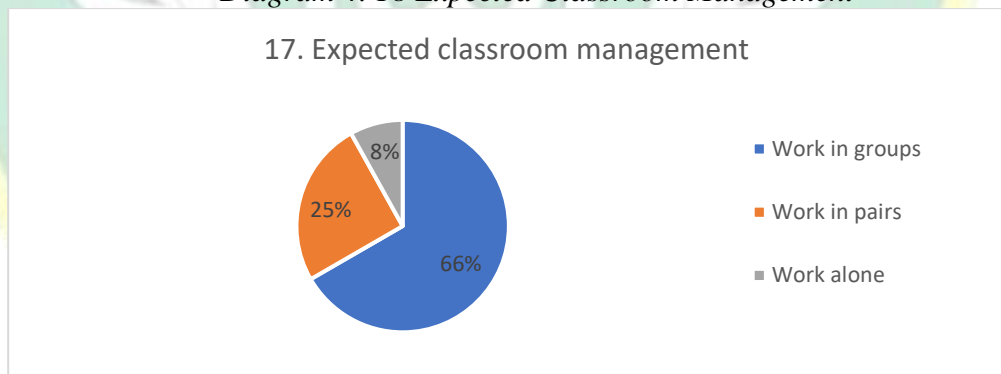
well as the relevance of learning materials to students' learning objectives are essential in English language learning. This is important to ensure that students are not only engaged and motivated, but also gain relevant skills for their future professional success.

Table 13 students' opinion on the English learning process

Questionnaire Items	Frequency Student					Percentage				
	A	B	C	D	E	A	B	C	D	E
17	47	18	6			66%	25%	8%		
18	14	6	44	7	0	20%	8%	62%	10%	0%
19	10	7	6	34	15	14%	10%	8%	48%	21%

The next category in the survey is about students' opinions on the English learning process. This category in the Target Situation Analysis section consists of 3 questions with 3 to 5 answer options. The analysis of this category is to provide an overview of how students rate the overall English learning process, including learning experiences, teaching methods, and interactions with teachers and classmates.

Diagram 4. 18 Expected Classroom Management

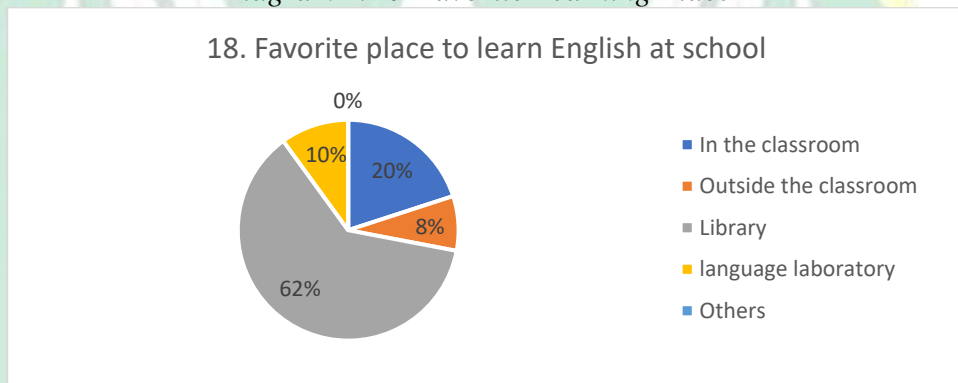


The pie chart above illustrates students' preferences regarding expected classroom management in learning. 66% of students prefer working in groups, which suggests that most students feel more comfortable and productive when collaborating with a few friends. This could reflect their desire to share ideas, discuss and help each other understand the lesson. In addition, 25% of students preferred to work in pairs. This preference may indicate that some students find working with only one partner more

interesting, where they can focus and engage in in-depth discussions without too many distractions.

Only 8% of students preferred to work alone. This indicates that some students feel better learning and completing tasks independently, perhaps because they feel more independent or find concentrating easier without intense social interaction. Overall, this analysis shows that students prefer classroom management that involves group or pair work. Therefore, teaching methods facilitating student interaction and collaboration can be prioritized to improve learning effectiveness. However, it is also important to provide options for students who prefer to work alone to cater for all learning preferences.

Diagram 4. 19 Favorite Learning Place

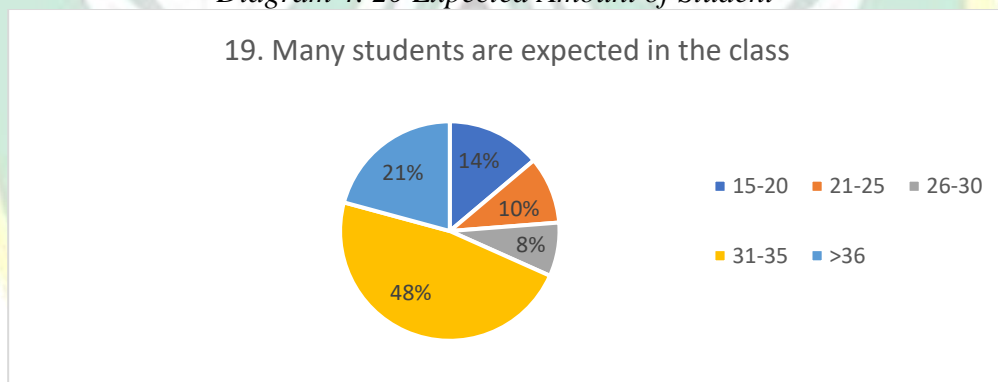


Based on the data above, students' favorite place to learn English at school varies greatly. Most students, 62%, chose the library as their favorite place to study English. This is most likely due to the quiet atmosphere of the library which is conducive to concentration, as well as the abundant availability of learning resources such as books, dictionaries and other reference materials. A total of 20% of students prefer to study in the classroom. This suggests that some students feel more comfortable and helped by the formal structure and direct support from the teacher during the teaching and learning process. Classrooms can also provide a familiar and organized environment to enhance students' learning focus.

Only 10% of students chose the language laboratory as their favorite place to study. Language labs can provide advanced technology and

learning aids, such as audio-visual devices and interactive software, which can improve listening and speaking skills in English. However, their use may not be as intensive as the library, which may be the reason why not many students choose this place. A total of 8% of students stated that they prefer to study outside the classroom. This may reflect a preference for a more relaxed and flexible learning environment, where they may feel freer to express themselves and interact informally in English. The students only selected the ones already mentioned, suggesting that their study place preferences are quite specific and limited to these four options. In conclusion, the library is the students' most preferred place of study to learn English, followed by the classroom, the language laboratory, and the area outside the classroom. This can be an input for schools to focus their efforts on improving library facilities and resources to support a more effective English learning process.

Diagram 4. 20 Expected Amount of Student



Most students (48%) expect English class sizes to be between 31 and 35 students. This may reflect their perception that a class of this size allows sufficient interaction between students and the teacher and between students themselves without being too crowded so that the teacher can still provide adequate individual attention. A total of 21% of students chose a class size of more than 36 students, which suggests that a number of students are comfortable with a livelier classroom atmosphere and may enjoy more varied interaction dynamics in large groups.

Meanwhile, only 14% of students preferred a class size of 15-20 students. This is usually considered an ideal class size for intensive learning and personalized attention from the teacher, but it seems to be less desirable for most students in this context. Class sizes of 21-25 students and 26-30 students were chosen by 10% and 8% of students, respectively. The lower preference for these class sizes suggests that students may see them as a less-than-ideal compromise between small, more focused classes and large, more dynamic classes. Overall, these data suggest that students are more likely to prefer medium to large class sizes, which allow them to benefit from a wider range of group interactions yet remain within limits that allow for effective classroom management by the teacher.

The results of interviews with some students reinforced the findings from the questionnaire regarding their preferences for the English learning process. FP stated that the current class is effective and ideally learns in small groups of 4 students. He emphasized the importance of the teacher's selection of group members to avoid unfairness in group sharing because if not selected by the teacher, students tend to choose smart friends. FP also mentioned that classes with more than 30 students are the most ideal. Regarding the place to study, FP prefers to study in the library and canteen because the atmosphere is relaxed and it is possible to eat while studying.

"The current class is effective, ideally, in my opinion, groups of 4 children learn but are chosen by the teacher; if not chosen by the teacher, they often choose the smartest and the smartest, choose and choose. if a class is in my opinion good for more than 30 children. Make a favorite place in the library and canteen to eat while studying. I want it to be relaxing."

FF, on the other hand, prefers to study in pairs because he finds cooperation more effective than in large groups, where often only one or two people contribute. FF also prefers to study outdoors, such as in front of the library or in the gazebo, as the atmosphere is fresher and more relaxing. For class size, FF feels that 36 students is the ideal number.

"Classes are now effective. I prefer pairs because they are more cooperative than groups. If it's a group, sometimes no one even gives an opinion; just accept it as the boss. As for the place, I prefer outdoor, such as in front of the library or in the gazebo, because the atmosphere is fresher. As for the class, I think 36 is the right number for one class."

IK showed a strong preference for studying in groups, stating that studying in large groups is more fun and less boring. IK also chose the library as his favorite place to study because of its cool and calm atmosphere. Although the class is crowded, according to IK, learning remains effective depending on the teacher's ability to manage the class.

"Classes are now very effective ka, prefer to be in groups ka because it is cool if the crowd is crowded if alone boring if the favorite place is more to the library ka because it is cooler if the class is hot and bored in class. Then, even though it's crowded, it's still effective kaa because it is cool if the crowd is crowded, but it also depends on the children. Sometimes, the class is crowded, but the difference is that with Mrs. Widya, it is quiet. It's okay to be crowded, but it also depends on what kind of teacher manages the class."

The study titled "Needs Analysis of Engineering Students in ESP Context: A Case Study from Turkey" by Kırkgöz (2020), explores the English language needs of engineering students in Turkey in an ESP context. The results of this study show that engineering students have a preference for interactive and collaborative learning methods, in line with the findings from student interviews which show that they prefer learning methods that allow active participation and cooperation between students.

This research found that engineering students feel more motivated and engaged when the teaching methods used encourage active participation and cooperation between students. This includes group discussions, collaborative projects, and activities that allow students to interact dynamically with each other and with the lecturer. This is similar to the student interview findings which showed a preference for interactive and collaborative learning methods, emphasizing the importance of dynamic interaction in the learning process.

In addition, Kırkgöz highlighted the importance of learning facilities that support a conducive learning atmosphere. Students stated that classrooms equipped with adequate technology and a comfortable environment are essential to support an effective learning process. This finding corresponds with the interview results showing that learning facilities that support a conducive atmosphere are essential for students, indicating the need for adequate infrastructure to create an optimal learning environment.

Class size was also an important factor mentioned in Kırkgöz's research. Students felt that too large classes can hinder dynamic interaction and active participation. Therefore, they preferred a class size that was large enough to allow effective interaction but not so large that it reduced opportunities for active participation. This is consistent with the interview results, which showed a preference for class sizes that allow for dynamic interactions, underlining the importance of an ideal number of students in a class to support effective learning.

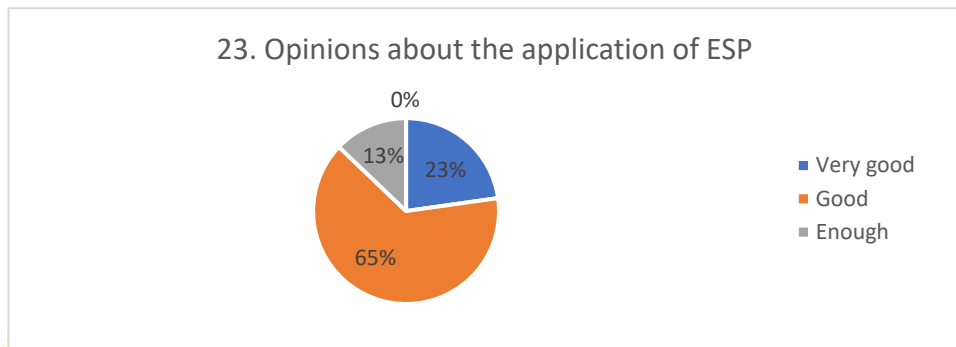
Overall, Kırkgöz's research supports the findings from the student interviews, indicating that interactive and collaborative learning methods, conducive learning facilities, and adequate class sizes are crucial in the context of English for specific purposes (ESP) learning for engineering students. In conclusion, both Kırkgöz's findings and the results of the student interviews confirm that creating a learning environment that supports active participation, dynamic interaction, and adequate infrastructure is key to success in English language education specifically in the context of ESP.

Table 14 students' opinions on the school's plan to open a particular English program

Questionnaire Items	Frequency Student				Percentage			
	A	B	C	D	A	B	C	D
23	16	46	9	0	23%	65%	13%	0%
24	8	48	15	0	11%	68%	21%	0%
25	58	1	9	3	82%	1%	13%	4%

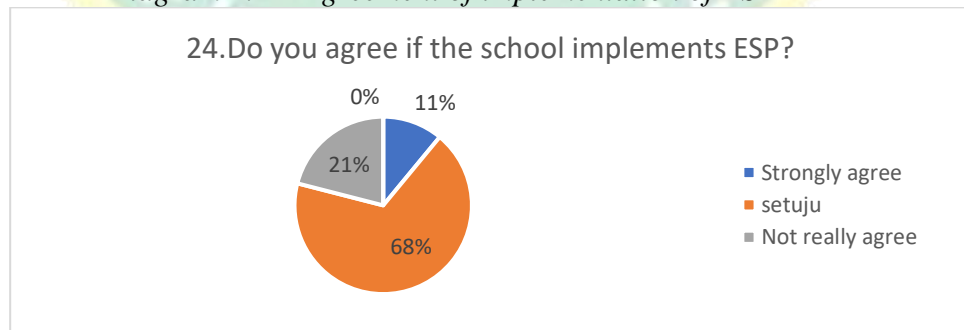
The next category is students' opinions on the school's plan to open an ESP program. This category has three question points, each with four answer options.

Diagram 4. 21 Opinion Towards ESP Application



From the survey results you provided, the majority of respondents (65%) think using English for specific purposes is a good thing. This may indicate that people recognize the value and usefulness of learning and using English in more specialized contexts, such as business, technology, or academia. 23% of respondents stated that the app was perfect, indicating a strong belief in the benefits of mastering English in these specific situations. However, a small number of respondents (13%) gave it a fair rating, perhaps because they see some challenges or barriers that still need to be overcome in applying English for specific purposes. However, it is worth noting that no one gave a poor rating, indicating that, in general, the application of English for specific purposes is positively assessed and has a good impact.

Diagram 4. 22 Agreement of implementation of ESP

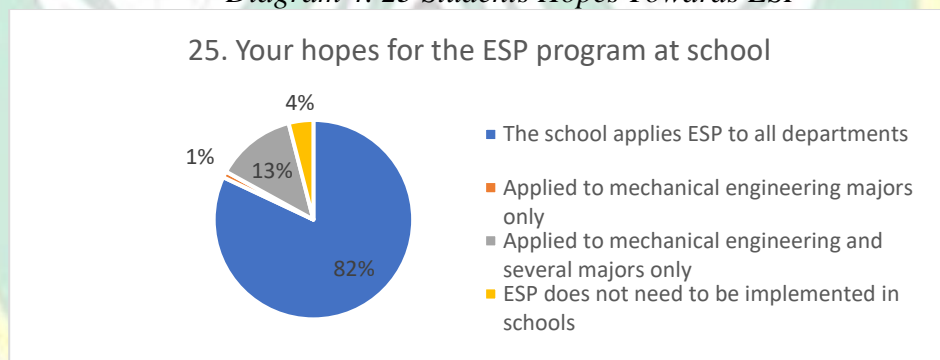


From the survey results, most respondents (68%) agreed with the idea of schools implementing English programs for specific purposes. This

indicates that many people support initiatives to introduce more focused and purposeful English programs, which could include teaching English with content relevant to students' needs and interests, such as English for business, technology or specific sciences. A small number of respondents (11%) even strongly agreed, indicating high support for this idea.

However, a small number of respondents (21%) did not strongly agree. This may be due to several reasons, such as concerns that the program may come at the expense of other important aspects of education, such as developing social skills or knowledge in other subjects. Nonetheless, no one gave a disagree rating, indicating that overall, the idea of implementing a purpose-built English program received strong support from respondents. This analysis shows an awareness of the importance of English in more specific contexts and that many people see added value in introducing these programs in educational settings.

Diagram 4. 23 Students Hopes Towards ESP



From the survey results, most respondents (82%) agreed that schools should implement English for specific purposes for all majors. This shows that many see the added value of teaching English more focused and relevant to the needs of students in all majors, perhaps by integrating it into the overall curriculum. Only a small proportion of respondents (1%) agreed with implementing English for specific purposes only in mechanical engineering. This may reflect the view that some fields of study require more mastery of English for specific purposes than others.

Others (13%) agreed with applying English in mechanical engineering and some other majors for unique purposes. This indicates agreement on a more selective approach to implementing these English programs, taking into account the needs and demands of different departments. Only a small proportion of respondents (4%) stated that schools do not need to implement English for specific purposes. This may reflect the view that English language teaching in general is sufficient or that there are other more important priorities in education. The survey results show a range of views regarding the implementation of English for specific purposes in schools. However, most still support the idea of it being used in all departments or at least some specific departments.

In the analysis of the target situation, it is crucial to understand the specific English language skills required by students in their future professional environment. This study reveals that students in mechanical engineering in vocational schools require mastery of technical vocabulary, the ability to read technical manuals, and effective communication skills for oral and written interactions. This is in line with findings from a previous study conducted in 2020.

Furthermore, research by Syakur et al. (2020) highlighted that pharmacy vocational students need targeted English language skills to read pharmaceutical literature and communicate in a clinical setting. Although the fields are different, the emphasis on job-specific language skills and effective communication mirrors the requirements identified for mechanical engineering students in this study. Therefore, the situation analysis of this study's targets supports the findings from previous research, emphasizing the need for ESP programs to focus on developing technical vocabulary, reading comprehension, and communication skills tailored to the specific demands of students' future professional roles. This alignment emphasizes the importance of contextualizing English education in the vocational curriculum to better prepare students for their careers.

Furthermore, analysis of the interviews with the students showed that there were various needs and goals in learning English. For example, Student 1 aims to work abroad and faces difficulties in speaking and presentation. Meanwhile, Student 3 wanted to pursue a master's degree abroad and had difficulties in writing essays. This reflects the diverse needs of students, ranging from speaking to writing and listening skills. The survey results show that most students want to improve their speaking skills, emphasizing the importance of oral communication skills in English learning.

In addition, students also showed a strong interest in teaching that is practical and relevant to their needs. Many of them stated that learning materials should focus more on specific academic or professional areas, such as business or engineering. Requests for more practical, small-group exercises and materials that are more relevant to their career or study goals also reflect the importance of tailoring the curriculum to individual needs.

Furthermore, students provided positive feedback on the application of English for specific purposes, demonstrating an awareness of the importance of English skills related to their field of study or career. Their support for these programs indicates that they see significant added value in English learning tailored to their specific needs. Overall, this analysis illustrates the diverse and specific needs of students in English language learning. From the need for more fluent speaking skills to the comprehension of complex academic texts, English language teaching must be able to accommodate the various goals and challenges that students face in order to achieve success in their English language skills development.

3. Learning Needs

Understanding students' learning needs is crucial to improving the effectiveness of the learning process. Learning needs analysis is important in designing the right curriculum and teaching methods. Knowing students' preferences regarding teaching methods, learning environments, and class sizes can help educators create more relevant and beneficial learning

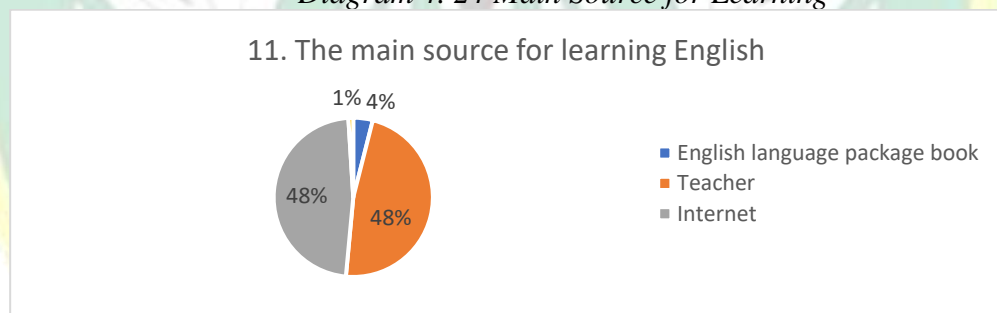
experiences for students. The data from the questionnaires and interviews in this study provide valuable insights into how students perceive the English learning process, which can be used to improve and adjust ESP teaching approaches in the future.

Table 15 students' opinions on the materials used by teachers in teaching English

Questionnaire Items	Frequency Student					Percentage				
	A	B	C	D	E	A	B	C	D	E
11	3	34	34	1		4%	48%	48%	1%	
13	9	0	0	39	23	13%	0%	0%	55%	32%

The next category in the survey is students' opinions on the materials used by teachers to teach English. This category in the learning needs analysis includes two question points, each with four to five answer options. Analyzing this category provides an overview of how students rate the learning materials provided by teachers to students in English language learning.

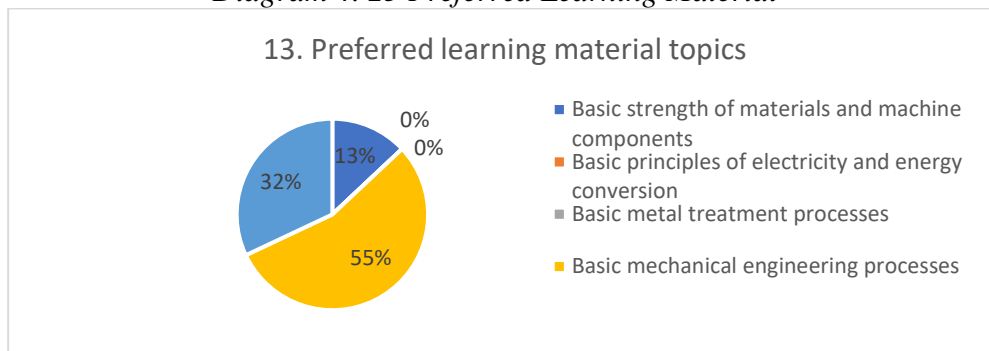
Diagram 4. 24 Main Source for Learning



In question 11 of the survey, students were asked about the main learning resources they use in learning English. The survey results show that the first choice, English textbooks, only received 4% of the respondents' choices. Meanwhile, the second and third choices, namely teachers and the internet, have balanced results, each getting 48% of the choices. This shows that teachers and the internet are the most frequent and common learning resources students use in learning English. Meanwhile, the last choice, namely the environment, only gets 1% share, which shows that the environment is not the main learning resource many students use to learn English. This analysis

provides an overview of students' preferences for learning resources that they consider effective and efficient in understanding and mastering English.

Diagram 4. 25 Preferred Learning Material



From the survey results in item 13, it can be seen that students are more likely to choose the fourth option, the basic mechanical engineering process, with a percentage of 55%. This shows that students have a high interest in understanding the basic processes of mechanical engineering. In second place, the option that received the most choices was occupational safety and health (K3), with a percentage of 32%. This shows that students also realize the importance of understanding K3 aspects in the scope of work in mechanical engineering.

In addition, the third most common choice was the strength of materials and essential machine components, albeit with a lower percentage of 13%. This shows that some students are also interested in the strength aspects of materials and components in mechanical engineering. Meanwhile, the last two choices, namely basic principles of electricity and energy conversion and basic metal treatment processes, did not get any voters or had a percentage of 0%. This indicates that students are interested in other things besides these two aspects of English learning. This analysis provides an overview of students' preferences for materials that they consider necessary or interesting in English learning, especially those related to mechanical engineering.

The results of this survey shed light on students' perceptions of the materials used by teachers in teaching English. The findings show that students predominantly rely on teachers and the internet as their main learning resources, with both options getting 48% of the responses. This suggests that

students find direct teaching from teachers and online resources equally useful in their English learning journey. In contrast, the use of English textbooks and the environment as learning aids received much lower levels of preference, 4% and 1%, respectively. This suggests that traditional textbooks are less favored than interactive teaching methods and digital platforms among students.

Regarding the specific needs of students in mechanical engineering, the survey revealed a strong inclination to understand the basic processes of mechanical engineering, as evidenced by 55% of respondents selecting this option. This underscores students' interest in understanding the basic concepts of their discipline. In addition, the emphasis placed on occupational safety and health (OSH), with 32% of students selecting this option, reflects their awareness of the practical aspects and responsibilities associated with the mechanical engineering work environment. However, topics such as basic principles of electricity and energy conversion, as well as metal processing, did not attract significant interest among the students surveyed.

Examining the learning needs of students in the vocational school setting, particularly those enrolled in ESP (English for Specific Purposes) programs, this study identifies significant trends and requirements that align with or diverge from previous research conducted between 2019 and 2024. The present research indicates that students in the machining and mechanical engineering tracks require specific linguistic competencies tailored to their technical fields. This finding is consistent with earlier studies, such as those by Muhammad et al. (2022), which highlighted the critical importance of writing, speaking, listening, and reading skills for engineering students at the polytechnic level. These skills were deemed essential for both academic success and future professional engagements (MDPI).

Similarly, Córdoba Zúñiga (2016) noted the increasing emphasis on communicative competence over the mere mastery of discrete language skills, a trend that is also reflected in the current study. This aligns with the Task-Based Language Teaching (TBLT) approach, which prioritizes real-world communicative tasks and has been widely adopted in ESP contexts to facilitate

meaningful language use (MEXTESOL Journal). Furthermore, the challenges identified in this research, such as difficulties with grammar, pronunciation, idioms, and vocabulary, are in line with findings from previous analyses, suggesting a persistent need for targeted instructional strategies to address these areas. This continuity indicates that while the specific needs of vocational students may evolve, certain core linguistic challenges remain consistent over time (MDPI) (MEXTESOL Journal).

By comparing these results with previous studies, it is clear that there is a sustained demand for enhancing practical communication skills in ESP programs. This comparison underscores the necessity for ongoing curriculum improvements and pedagogical innovations to better align with industry expectations and academic requirements, thereby ensuring that vocational school graduates are well-equipped for their future careers (MDPI) (MEXTESOL Journal).

Learning Needs Analysis in this study found that the learning needs of English for Special Purposes (ESP) in Mechanical Engineering majors are critical to improving language skills that align with industry demands. Based on the analysis, students need materials relevant to their professional context, which includes technical terminology, industrial communication, and technical report reading and writing skills. This is in line with the findings of Rahmawati et al. (2020), which showed that computer and network engineering students also need more specific English materials for their academic and professional needs.

Previous research by Madya and Khasanah (2019) also revealed that students of the Electrical Installation Engineering study program need learning materials directly related to their field, emphasizing the importance of providing appropriate ESP reading materials. In addition, a study by Fresa Permata Sari and Yanty Wirza (2020) at a vocational high school in Bandung found that the application of general English in teaching was ineffective due to teachers' lack of knowledge of ESP, highlighting the need for more focused speaking and writing skills for specific majors. This study updates the needs

analysis by taking into account current conditions and the newly implemented curriculum, Merdeka Curriculum, which gives teachers more flexibility to tailor learning to students' needs and interests. This is different from previous research conducted before the COVID-19 pandemic and under the old curriculum. This needs analysis integrates students' perspectives directly, in contrast to some previous studies that emphasized teachers' views, to provide a more relevant and appropriate needs assessment in the current context.

To meet the learning needs identified through the survey, educators can apply some ESP principles to the development of customized English learning materials for mechanical engineering students. First and foremost, a comprehensive needs analysis should be conducted to dig deeper into the specific language needs of students in the context of mechanical engineering. This analysis should include linguistic, situational, and discourse aspects to ensure the relevance and effectiveness of the materials.

Once the needs analysis is complete, educators can focus on content selection by creating materials that match students' interests and professional requirements. This includes developing modules covering important mechanical engineering processes, safety protocols, and relevant technical terminology. Integrating authentic materials such as industry reports, technical manuals, and case studies into learning resources is essential. This will familiarize students with real-world language and enhance their ability to understand and communicate technical information effectively.

In addition, educators can implement task-based learning activities that simulate workplace scenarios and encourage students to apply English skills in practical contexts. This approach encourages active engagement and strengthens language acquisition through meaningful tasks. Utilizing digital tools and online platforms to complement classroom teaching. Providing access to interactive learning resources, multimedia materials, and communication channels for collaborative learning and feedback will enhance the learning experience.

To overcome the difficulties encountered, a more practical, intensive, and relevant approach to students' academic and professional needs is required. This includes more practical speaking, listening and writing exercises and the use of materials that focus more on the terminology and specific context of their career or study field. In addition, the learning methods used should boost students' confidence through small group learning, interactive sessions, and discussions that can deepen their understanding. Additional media, such as business case studies, relevant academic materials, and supportive online resources, should also be considered. Thus, an English program that is inclusive and suited to students' specific needs will be more effective in helping them achieve their English learning goals.

In relation to this, research by Al-Homoud & Schmitt (2020) focused on analyzing the needs of ESP students in vocational schools. The study found that students need more practical exercises in speaking, listening, and writing tailored to their specific career fields. These results are in line with a more practical, intensive, and relevant approach to students' academic and professional needs. Furthermore, Al-Homoud & Schmitt's research also highlights the importance of using teaching materials that focus on the terminology and specific context of the student's field of study or career, which corresponds with the advice to use materials relevant to their career or field of study. In addition, learning methods that boost students' confidence through small group learning, interactive sessions, and in-depth discussions were found to be effective in this study. This supports the need for learning methods that can boost students' confidence and deepen their understanding through interactive sessions and discussions.

In addition, this study also recommends the use of additional media such as business case studies, relevant academic materials, and supportive online resources to enhance learning. This is also in line with the advice to consider the use of such additional media. Overall, Al-Homoud and Schmitt's research concludes that an English program that is inclusive and tailored to students' specific needs will be more effective in helping them achieve their

English learning goals, supporting the view that an English program tailored to students' specific needs will be more effective.

Finally, it is imperative to establish a feedback mechanism to regularly assess student progress, gather input on the effectiveness of the materials, and make necessary adjustments to meet evolving learning needs. By applying these ESP principles cohesively, educators can create a customized English learning experience that not only improves students' language skills but also enhances their professional competence and readiness in mechanical engineering. Based on interviews with students, it appears that they have various goals in learning English, ranging from working abroad, and continuing their studies, to working in international companies. The difficulties encountered also vary, such as problems in speaking, listening, understanding academic texts, and understanding grammar. In the context of the Learning Needs Analysis, it can be concluded that the English language skills required by students are strongly related to their career or study goals.

B. The Difficulties in Learning ESP

The study identified several difficulties mechanical engineering students face in learning English for Specific Purposes (ESP) at SMKN 2 Purwokerto. These difficulties are categorized into various aspects: linguistic, pedagogical, material-related, and environmental challenges.

1. Linguistic Challenges

The primary linguistic challenges faced by students include limited vocabulary and grammar proficiency, particularly in technical terminology specific to mechanical engineering. Students often struggle with understanding and using complex technical terms and jargon that are essential in their field. This gap in linguistic competence hampers their ability to comprehend technical texts and communicate effectively in professional settings.

2. Pedagogical Challenges

Pedagogical challenges stem from the traditional teaching methods employed by educators. Many teachers at SMKN 2 Purwokerto rely on

general English teaching methods that do not adequately address the specific needs of mechanical engineering students. There is a lack of specialized training for teachers to equip them with the skills necessary to teach ESP effectively. Additionally, the large class sizes and diverse student proficiency levels make it difficult for teachers to provide personalized instruction and support.

3. Material-Related Challenges

The materials used for teaching English at SMKN 2 Purwokerto are often not tailored to the specific needs of mechanical engineering students. The textbooks and resources available are generic and do not focus on the technical content required by these students. As a result, the learning materials fail to engage students or provide relevant practice opportunities. This material inadequacy leads to a disconnect between what is taught and what the students need to learn for their future careers.

4. Environmental Challenges

The learning environment also poses significant challenges. Many students come from backgrounds where English is not commonly spoken, limiting their exposure to the language outside the classroom. Furthermore, the shift to online learning during the COVID-19 pandemic has exacerbated these challenges, with students facing difficulties in accessing online resources and participating in virtual classes effectively due to technological constraints and limited internet access.

5. Psychological Challenges

Students also face psychological barriers such as lack of confidence and motivation. The perceived difficulty of learning technical English can be overwhelming, leading to anxiety and reduced participation in class activities. This is compounded by the fear of making mistakes, which discourages students from practicing their language skills.

6. Institutional Challenges

Institutional challenges include the rigid curriculum structure that does not allow for flexibility in teaching methods or materials. The Merdeka

Curriculum, although designed to be more adaptable, is still in the early stages of implementation, and educators and institutions are struggling to keep pace with its requirements. There is also insufficient support from the institution in terms of providing professional development opportunities for teachers and investing in updated teaching resources and technology.



CHAPTER V CONCLUSION

A. Conclusion

The study on needs analysis in learning English for Specific Purposes (ESP) at SMKN 2 Purwokerto reveals critical insights into the language requirements of mechanical engineering students. Implementing the Merdeka Curriculum, which emphasizes a flexible and student-centered approach, highlights several significant findings and implications for vocational education.

Firstly, the research identifies a substantial gap between current English teaching practices and the actual language needs of students in the mechanical engineering field. The traditional curriculum often fails to equip students with the practical language skills necessary for effective communication in their professional environments. This gap underscores the need for a comprehensive and ongoing needs analysis to ensure that English courses are relevant and beneficial for students' future careers.

Secondly, the study pinpoints specific areas where students need more focused language instruction. These areas include technical vocabulary, report writing, and oral communication skills, especially in presenting technical information and engaging in industry-specific discussions. The findings suggest that existing teaching materials must be adapted or supplemented with more targeted content to address these needs.

Furthermore, the research underscores the importance of adapting to post-pandemic educational changes. The shift to online and hybrid learning models presents both challenges and opportunities for ESP instruction. While some students struggle with the lack of face-to-face interaction, the effective integration of digital tools and resources can enhance the learning experience.

The study also highlights the challenges faced by teachers in delivering ESP courses. Many teachers lack specific expertise in the mechanical engineering field, hindering their ability to provide relevant and practical language instruction. Therefore, professional development and training

programs are crucial to equip teachers with the necessary skills and knowledge to teach ESP effectively.

In conclusion, the findings of this study have several important implications for the design and development of ESP courses at vocational schools. To bridge the gap between current teaching practices and students' language needs, it is essential to:

1. Conduct regular and comprehensive needs analyses to tailor English instruction to the specific requirements of students' professional fields.
2. Develop and integrate specialized teaching materials focusing on technical vocabulary, report writing, and oral communication skills relevant to the mechanical engineering industry.
3. Adapt teaching methods to incorporate digital tools and resources, considering the changes in the educational landscape post-pandemic.
4. Provide professional development opportunities for teachers to enhance their expertise in ESP and the specific vocational fields they are teaching.

B. Research Limitations

1. **Sample Size:** The sample size of 2 classes from 3 classes may not be representative of the entire population of Mechanical Engineering students at SMKN 2 Purwokerto. A larger sample size would provide more generalizable results.
2. **Data Collection Methods:** The study relied on self-reported data from students and teachers. This may not accurately reflect the actual needs and difficulties faced by students.
3. **Time Constraints:** The study was conducted over a short period of two months, which may not have allowed for a comprehensive analysis of all the factors influencing students' needs and difficulties.

C. Suggestions

1. **Incorporate Practical Exercises:** Vocational schools should prioritize practical exercises and real-world goals in their English language instruction to better prepare students for the workforce.

2. **Personalized Learning:** Teachers should adapt their teaching methods to cater to individual students' needs and preferences, ensuring all students have equal learning opportunities.
3. **More Interactive Teaching Methods:** Interactive teaching methods such as discussions, role-playing, and presentations should be incorporated into English language instruction to enhance student engagement and participation.
4. **More Relevant Materials:** Materials used in English language instruction should be more relevant and interesting to students, focusing on topics related to their field of study and career goals.
5. **Continuous Needs Analysis:** Vocational schools should conduct regular needs analysis to identify emerging trends and adjust their English language instruction accordingly.

By addressing these limitations and incorporating these suggestions, vocational schools can better support their students' English language learning needs and effectively prepare them for the workforce.



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APPENDICES

Appendix 1

QUESTIONNAIRE

Nama :
Nomor absen :
Waktu & tanggal :
Variabel : Needs analysis in learning ESP of X Mechanical Engineering

Pernyataan berikut ini menggambarkan kebutuhan Anda dalam belajar bahasa Inggris. Dalam menjawab pernyataan-pernyataan berikut ini, Anda harus memilih salah satu pernyataan atau lebih sesuai dengan kebutuhan dan situasi Anda. Jika tidak ada jawaban yang sesuai untuk Anda pada pernyataan yang tersedia, Anda juga diperbolehkan untuk menambahkan jawaban Anda sendiri.

Tujuan siswa belajar Bahasa Inggris

1. Tujuan saya dalam belajar Bahasa Inggris
 - a. Saya ingin berkomunikasi dengan baik dalam bahasa Inggris yang berkaitan dengan teknik mesin
 - b. Bahasa Inggris sangat penting pada masa ini
 - c. Saya ingin menguasai bahasa Inggris lebih baik
 - d. Saya hanya memenuhi kewajiban sebagai siswa untuk mengikuti kelas Bahasa Inggris
2. Topik materi terkait teknik mesin yang diharapkan untuk belajar bahasa Inggris
 - a. Technical English
(kosakata dan frasa teknis yang digunakan dalam bidang teknik mesin, seperti istilah terkait mesin, alat-alat, proses manufaktur, dan teknologi lainnya.)
 - b. Technical Reports and Documentation
(cara menyusun laporan teknis, proposal proyek, dan dokumentasi lainnya dalam bahasa Inggris)
 - c. Technical Presentations
(cara menyusun dan menyampaikan presentasi teknis dalam bahasa Inggris, termasuk penggunaan grafik, diagram, dan visualisasi lainnya untuk menjelaskan konsep teknis kepada audiens.)
 - d. Engineering Ethics and Professional Communication
(etika profesional dalam bidang teknik mesin, termasuk komunikasi yang efektif dengan rekan kerja, klien, dan pihak terkait lainnya dalam lingkungan kerja yang berbahasa Inggris.)
 - e. Technical Reading and Writing Skills
(keterampilan membaca dan menulis teknis, seperti memahami teks-teks teknis, manual instruksi, spesifikasi produk, dan artikel ilmiah dalam bahasa Inggris.)
 - f. Lainnya

Keterampilan Bahasa Inggris yang ingin ditingkatkan oleh siswa

3. Keterampilan Bahasa Inggris yang ingin ditingkatkan
 - a. Membaca (Reading)
 - b. Berbicara (Speaking)
 - c. Mendengarkan (Listening)
 - d. Menulis (Writing)
4. Saya ingin mengembangkan keterampilan tersebut karena
 - a. Keterampilan tersebut sangat penting dalam kegiatan yang berkaitan dengan teknik mesin
 - b. Itu adalah keterampilan favorit saya
 - c. Saya ingin mendapatkan nilai bagus
 - d. Keterampilan tersebut mudah dikuasai

Kesulitan yang dihadapi siswa dalam Belajar Bahasa Inggris

5. Saya merasa kesulitan ketika belajar Bahasa Inggris
 - a. Selalu
 - b. Sering
 - c. Jarang
 - d. Tidak pernah
6. Keterampilan Bahasa Inggris yang sulit menurut saya adalah
 - a. Membaca (Reading)
 - b. Berbicara (Speaking)
 - c. Mendengarkan (Listening)
 - d. Menulis (Writing)
7. Saya merasa kesulitan dalam pembelajaran Bahasa Inggris karena
 - a. Saya tidak bisa memahami penjelasan guru dengan mudah
 - b. Belajar Bahasa Inggris membosankan
 - c. Saya kesulitan untuk memahami materi Bahasa Inggris
 - d. Saya tidak tertarik dengan Bahasa Inggris

Pendapat siswa terhadap teknik mengajar yang digunakan oleh guru

8. Teknik yang digunakan guru anda dalam mengajar Bahasa Inggris
 - a. Sangat menarik
 - b. Menarik
 - c. Tidak terlalu menarik
 - d. Tidak menarik
9. Teknik pembelajaran yang diharapkan untuk belajar bahasa inggris
 - a. Ceramah
 - b. Bermain peran
 - c. Presentasi
 - d. Diskusi
 - e. Lainnya
10. Saya lebih suka ketika guru mengajar menggunakan
 - a. Bahasa inggris secara penuh

- b. Bahasa Inggris tetapi kemudian diartikan dengan bahasa Indonesia
- c. 50% bahasa Inggris dan 50% bahasa Indonesia
- d. Bahasa Indonesia secara penuh

Pendapat siswa terhadap materi yang digunakan guru dalam mengajar Bahasa Inggris

11. Sumber utama yang anda gunakan dalam pembelajaran Bahasa Inggris
 - a. Buku paket Bahasa Inggris
 - b. Guru
 - c. Internet
 - d. Lingkungan
12. Media pembelajaran yang diharapkan untuk belajar Bahasa Inggris
 - a. Power point
 - b. Video
 - c. Audio
 - d. Gambar
 - e. Lainnya
13. Topik materi pembelajaran yang paling saya sukai dalam pembelajaran Bahasa Inggris
 - a. Dasar kekuatan bahan dan komponen mesin
 - b. Prinsip dasar kelistrikan dan konversi energi
 - c. Proses dasar perlakuan logam
 - d. Proses dasar teknik mesin
 - e. Keselamatan dan kesehatan kerja (K3)
14. Hubungan antara materi yang digunakan dengan tujuan saya dalam belajar Bahasa Inggris
 - a. Sangat berhubungan
 - b. Berhubungan
 - c. Tidak terlalu berhubungan
 - d. Tidak berhubungan
15. Materi Bahasa Inggris yang disampaikan guru
 - a. Sangat mudah dikuasai
 - b. Mudah dikuasai
 - c. Sulit dikuasai
 - d. Saya tidak bisa menguasai materi

Pendapat siswa terhadap proses pembelajaran Bahasa Inggris

16. Pendapat anda terkait kelas Bahasa Inggris
 - a. Sangat efektif
 - b. Efektif
 - c. Tidak efektif
 - d. Sangat tidak efektif
17. Manajemen kelas yang diharapkan untuk belajar bahasa Inggris
 - a. Bekerja dalam kelompok

- b. Bekerja berpasangan
 - c. Bekerja sendiri
18. Dimanakah tempat favorit anda untuk belajar bahasa inggris di sekolah ini
- a. Didalam kelas
 - b. Diluar kelas
 - c. Di perpustakaan
 - d. Di lab bahasa
 - e. Lainnya
19. Berapa banyak siswa yang anda harapkan di kelas bahasa inggris
- a. 15-20
 - b. 21-25
 - c. 26-30
 - d. 31-35
 - e. ≥ 36

Respon siswa dalam kelas terhadap proses pembelajaran Bahasa Inggris

20. Guru Bahasa Inggris memberi kesempatan siswa untuk merespon
- a. Selalu
 - b. Sering
 - c. jarang
 - d. Tidak pernah
21. Anda merespon guru selama pembelajaran
- a. Selalu
 - b. Sering
 - c. Jarang
 - d. Tidak pernah
22. Bagaimana anda merespon dalam kelas Bahasa Inggris
- a. Saya menjawab pertanyaan guru dengan pelan
 - b. Saya menjawab pertanyaan guru dengan keras
 - c. Saya bertanya terkait materi
 - d. Tidak merespon/ hanya diam

Pendapat siswa terhadap rencana sekolah membuka program bahasa inggris khusus

23. Pendapat anda tentang penerapan Bahasa Inggris untuk tujuan khusus
- a. Sangat baik
 - b. Baik
 - c. Cukup
 - d. Buruk
24. Apakah anda setuju apabila sekolah menerapkan program Bahasa Inggris untuk tujuan khusus
- a. Sangat setuju
 - b. Setuju

- c. Tidak terlalu setuju
 - d. Tidak setuju
25. Harapan anda untuk program bahasa inggris untuk tujuan khusus di sekolah
- a. Sekolah menerapkan bahasa inggris untuk tujuan khusus untuk seluruh jurusan
 - b. bahasa inggris untuk tujuan khusus diterapkan Untuk jurusan teknik mesin saja
 - c. bahasa inggris untuk tujuan khusus diterapkan Untuk jurusan teknik mesin dan beberapa jurusan
 - d. Sekolah tidak usah menerapkan bahasa inggris untuk tujuan khusus



Appendix 2
Students Questionnaire Answer

Questionnaire Items	Frequency Student						Percentage					
	A	B	C	D	E	F	A	B	C	D	E	F
1	14	7	37	12			20%	10%	52%	17%		
2	25	5	4	22	14	0	35%	7%	6%	31%	20%	0%
3	15	52	5	2			21%	73%	7%	3%		
4	50	2	8	4			70%	3%	11%	6%		
5	5	41	24	1			7%	58%	34%	1%		
6	8	42	10	8			11%	59%	14%	11%		
7	11	3	54	1			15%	4%	76%	1%		
8	2	55	13	1			3%	77%	18%	1%		
9	4	11	10	37	7		6%	15%	14%	52%	10%	
10	0	43	25	3			0%	61%	35%	4%		
11	3	34	34	1			4%	48%	48%	1%		
12	35	22	2	9	3		49%	31%	3%	13%	4%	
13	9	0	0	39	23		13%	0%	0%	55%	32%	
14	7	54	10	0			10%	76%	14%	0%		
15	3	47	15	6			4%	66%	21%	8%		
16	5	63	3	0			7%	89%	4%	0%		
17	47	18	6				66%	25%	8%			
18	14	6	44	7	0		20%	8%	62%	10%	0%	
19	10	7	6	34	15		14%	10%	8%	48%	21%	
20	32	36	2	0			45%	51%	3%	0%		
21	7	33	29	2			10%	46%	41%	3%		
22	35	11	18	7			49%	15%	25%	10%		
23	16	46	9	0			23%	65%	13%	0%		
24	8	48	15	0			11%	68%	21%	0%		
25	58	1	9	3			82%	1%	13%	4%		

Appendix 3
List of Respondents

NO.	NAME
1	Abdiel Fachreza
2	Abelard Bima P.F
3	Abiyyu Zain A
4	Adhitiya Ardhiana Amirza
5	Afiq Azhri Pratama Putra
6	Afiq Rouinata
7	Afnan Algi Faris Saputra
8	Afrizal Raffi H
9	Aiman Baihaqi Adha
10	Aiman Bajabir
11	Albarr Yulial Iffarel
12	Alfa Raditya R
13	Ali Choeril Imam
14	Alvian Nugroho
15	Amir Mahmud
16	Andre Nadhif N.I
17	Angga Nova Arianto
18	Ar Ridho Saktiyawan N
19	Arga
20	Arief Hidayatullah
21	Asyrifin Ibnu A
22	Baim Rifan Fadliyan
23	Bilal Maytu F.W
24	Calista Evriel
25	Catur Widodo
26	Dandi Janu
27	Dava Dwi Saputra
28	Delta Aldi Saputro
29	Dendi Prasetyo
30	Dewandaru Erlangga
31	Dhenis Febian P
32	Diaz Artha Raditya
33	Dimas Bagus F
34	Dwi Rifai S
35	Eli Kurniawan
36	Endu Tulus Setiawan
37	Evan Aji Saputra
38	Fabian Maulana Feliq

39	Fadhil Yanuar A.
40	Fadhillah Yasiin Dwinasiva
41	Fadli Ridha C
42	Fajar Bakhtiar
43	Fajar Pamungkas
44	Fajar Risky Sadewa
45	Fajar Setiyawan
46	Fakhri Anhar Nur Zaeni
47	Fardiawan F
48	Farel Reyga Priyawata
49	Farrestian Ranzano
50	Fauzy Muzanny
51	Felixstus Sam Wijaya
52	Feri Santoso
53	Galih Catur P
54	Gesa Verdiansyah
55	Giandra Maydika
56	Hafizhan Nur Khairi
57	Haidar Azmi Zuhri
58	Haikal Prima Raya
59	Handi Kurniawan
60	Hellen Rizki Pratama
61	Ibnu Athani
62	Ihsan Kamil Kaddafi
63	Ikhwanul Mu'min
64	Jaka Pamungkas Mustika
65	Janitra Taj Psyche Syuja Firas
66	Juni Rafitaningsih
67	Khaylil Alviansyah
68	Khoirul Anam Tri Prayoga
69	Mahesa Evan Permana
70	Mettrin Nur Fitra
71	Mughni Labib

Appendix 4

TEACHER INTERVIEW GUIDANCE

1. In terms of curriculum design, especially English in this vocational school, could you tell us about the curriculum selection that you apply for teaching and learning activities to your students?
2. How is the learning design used? By knowing the students' needs, wants, and shortcomings, how is your learning design process in the classroom?
3. Which do you think is more appropriate to be implemented in this school, English for Academic Purposes, English for Specific Purposes, or General English?
4. What are the problems faced by teachers in English learning activities in this vocational school?
5. How do you integrate English skills based on students' majors in designing the learning design?
6. What is the most appropriate approach to be applied for engineering class in English subjects in your students' teaching and learning activities?
7. What are the English language approaches and programs that have been implemented to improve students' ability to master English courses?
8. In terms of learning tools and equipment, are the existing books appropriate to the needs of your vocational students?
9. Based on the basic skills of English, including Listening, Speaking, Reading and Writing, can you explain how you approach to integrate one another to create a suitable course design for engineering classes for your students?

Appendix 5

Interview Transcription with the English Teacher

Subject : English Teacher of Tenth-grade mechanical engineering major in SMKN 2 Purwokerto
Date : June 3rd 2024
Coding Description : A (Interviewer), W (Correspondent)

A1 : “Dalam hal desain kurikulum, khususnya bahasa Inggris di sekolah kejuruan ini, bisakah Anda menceritakan tentang pemilihan kurikulum yang Anda terapkan untuk kegiatan belajar mengajar kepada siswa Anda?”

W1: “Saya kebetulan hanya mengajar bahas inggris di kelas X saja jadi kurikulum yg saya gunakan mengikuti pemerintah, kurikulum Merdeka.”

A2: ”Bagaimana desain pembelajaran yang digunakan? Dengan mengetahui kebutuhan siswa, keinginan dan kekurangan siswa, Bagaimana proses desain pembelajaran Anda di kelas”

W2: ”Desain pembelajaran idealnya sekarang itu yg berdiferensiasi ya mba, tapi kebetulan saya belum menerapkan di kelas. Saya mendesain pembelajaran dengan mempertimbangkan kemampuan siswa dalam menyerap materi bahasa inggris. Biasanya saya lihat dari hasil tes diagnostik (jika saya awali dgn tes), atau dari hasil pembelajaran di unit sebelumnya.”

A3: “Menurut Anda, manakah yang lebih tepat untuk diterapkan di sekolah ini, apakah English for Academic Purpose, English for Specific Purpose, atau General English?”

W3: “Untuk SMK, lebih tepat jika kita menggunakan English for specific purpose, dengan contoh materi yg berasal dari jurusan masing-masing.”

A4: “Apa saja masalah yang dihadapi guru dalam kegiatan pembelajaran Bahasa Inggris di SMK ini?”

W4: ”Kendala yg dialami salah satunya adalah guru bahasa inggris di smkn 2 tidak mengajar untuk 1 jurusan dan 1 angkatan. Sebagai contoh, saya mengajar di kelas X untuk 2 jurusan berbeda dan kelas XIII di jurusan yg

berbeda dari kelas X juga, begitu juga dgn guru bahasa inggris yang lainnya. Disamping itu, siswa mayoritas putera kurang memiliki minat dalam mempelajari bahasa inggris, berbeda dengan siswa puteri.”

A5: ”Bagaimana Anda mengintegrasikan keterampilan bahasa Inggris berdasarkan jurusan siswa dalam merancang desain pembelajaran?”

W5: ”Karena kendala yang ada di nomor 4 tadi, saya biasanya sisipkan 1 atau 2 contoh yg berkaitan dgn jurusan mereka. Misalnya saat mempelajari descriptive, di awal pembelajaran saya tanyakan seperti apa ruang praktik jurusan mereka, atau saat mempelajari procedure, tugas akhirnya saya minta mereka untuk membuat teks manual penggunaan alat yg ada di jurusan mereka. Memang Harus initiative dari guru buat menyesuaikan sama jurusanya, Dan karena gak cuma satu jurusan jadi gak bisa se maksimall itu untuk menerapkan esp nya. beda lagi kalau sekolahnya menerapkan tiap guru bahasa inggris pegang 1 jurusan saja mungkin bisa lebih maksimal mengkoneksikan materi dgn skill jurusan mereka.”

A6: ”Pendekatan apa yang paling tepat untuk diterapkan untuk Kelas teknik dalam Mata Pelajaran Bahasa Inggris dalam Kegiatan Belajar Mengajar siswa Anda?”

W6: ”Pendekatan yg saya pakai saat ini masih scientific”

A7: ”Apa saja pendekatan dan program bahasa Inggris yang telah diterapkan untuk meningkatkan kemampuan mahasiswa dalam menguasai mata kuliah bahasa Inggris?”

W7: ”Saya lebih sering menggunakan metode diskusi kelompok dan presentasi dalam pembelajaran agar siswa belajar saling bertanya, sharing pengetahuan yg dimiliki, dan membatu teman yg belum memahami. Jadi melatih kerjasama, tanggung jawab, juga latihan percaya diri berbicara bahasa inggris di depan teman-temannya.”

A8: "Terkait dengan alat dan perangkat pembelajaran, apakah buku-buku yang ada sudah sesuai dengan kebutuhan siswa-siswi SMK Anda?"

W8: "Sumber belajar saya pakai beragam mba, ada buku paket dari pemerintah, buku yg saya punya sendiri, saya jg cari sumber lain dari internet sama youtube. Dari sumber belajar yg sudah saya dapat, biasanya saya buat menjadi media ajar bentuk ppt/microsoft sway, saya share jg link ke siswa jika saya menemukan materi yg bagus dan mudah dipahami di youtube. Kemudian saya jg selalu membuat LKPD agar ada acuan dan urutan pembelajaran di unit tersebut. LKPD ini biasanya yg akan jadi bahan diskusi mereka. Karena di smkn 2 guru bahasa inggrisnya masih memegang lebih dari 1 jurusan, jadi untuk rpp biasanya saya buat rpp bahasa inggris general, nanti di pembelajaran sedikit-sedikit disisipkan kaitan dengan jurusan masing-masing."

A9: "Berdasarkan keterampilan dasar bahasa Inggris, termasuk Mendengarkan, Berbicara, Membaca dan Menulis, dapatkah Anda menjelaskan bagaimana pendekatan Anda dalam mengintegrasikan satu sama lain untuk membuat desain kursus yang sesuai untuk kelas teknik bagi siswa Anda?"

W9: "Kemampuan siswa kelas X rata-rata masih di kemampuan pasif (listening-reading), jadi untuk meningkatkan kemampuan aktif (speaking-writing) di pembelajaran ada presentasi, ada membuat teks tulis."

Appendix 6

Student Interview Question

1. Bagaimana tujuan anda dalam belajar bahasa inggris dan topik materi terkait teknik mesin yang anda harapkan, seperti komunikasi dalam konteks teknik mesin, laporan teknis, presentasi, etika profesional, serta keterampilan membaca dan menulis teknis?
2. Apa keterampilan bahasa inggris yang ingin anda tingkatkan, apakah anda lebih fokus pada membaca, berbicara, mendengarkan, atau menulis, dan mengapa anda ingin mengembangkan keterampilan tersebut?
3. Bagaimana tingkat kesulitan anda dalam belajar bahasa inggris, apakah anda merasakan kesulitan secara selalu, sering, jarang, atau bahkan tidak pernah? Selain itu keterampilan bahasa inggris apa yang paling sulit? Mengapa anda merasa kesulitan dalam pembelajaran bahasa inggris, apakah karena sulit memahami penjelasan guru, merasa bosan, menghadapi kesulitan dalam memahami materi, atau kurang tertarik dengan bahasa inggris?
4. Bagaimana pendapat anda terhadap teknik mengajar yang digunakan oleh guru dalam mengajar bahasa inggris? Selain itu, teknik pembelajaran seperti apa yang anda harapkan untuk digunakan dalam pembelajaran bahasa inggris? Terakhir, apakah anda lebih suka ketika guru mengajar menggunakan bahasa inggris secara penuh, atautkah anda memilih kombinasi antara bahasa inggris dan bahasa indonesia, atau bahkan lebih suka menggunakan bahasa indonesia secara penuh?
5. Bagaimana pendapat anda terhadap materi yang digunakan oleh guru dalam mengajar bahasa inggris? Kemudian apa sumber utama dan media yang anda gunakan dalam pembelajaran bahasa inggris? Apakah ada topik materi pembelajaran bahasa inggris yang paling anda sukai, tentang teknik mesin?
6. Bagaimana hubungan antara materi yang digunakan dengan tujuan anda dalam belajar bahasa inggris, apakah berhubungan atau malah tidak berhubungan sama sekali? Terakhir, bagaimana anda menilai materi bahasa

inggris yang disampaikan oleh guru, apakah sangat mudah dikuasai, mudah dikuasai, sulit dikuasai, atau bahkan anda tidak bisa menguasai materi tersebut?

7. Bagaimana pendapat anda tentang proses pembelajaran bahasa inggris di sekolah ini? Apakah anda menganggapnya sangat efektif, efektif, tidak efektif, atau bahkan sangat tidak efektif? Selain itu, manajemen kelas seperti apa yang anda harapkan digunakan dalam pembelajaran bahasa inggris? Di mana tempat favorit anda untuk belajar bahasa inggris di sekolah ini dan berapa banyak siswa yang anda harapkan ada di kelas bahasa inggris ini?
8. Bagaimana anda merespon dalam kelas bahasa inggris, apakah anda selalu aktif merespon guru dengan pertanyaan yang diajukan, sering merespon, jarang merespon, atau bahkan tidak pernah merespon sama sekali? Apakah anda lebih cenderung menjawab pertanyaan guru dengan pelan, keras, atau justru lebih suka bertanya terkait materi? Ataukah ada waktu di mana anda tidak merespon sama sekali dan hanya diam?
9. Bagaimana pendapat anda tentang penerapan bahasa inggris untuk tujuan khusus di sekolah ini? Setuju kah apabila sekolah menerapkan program bahasa inggris untuk tujuan khusus?
10. Terakhir, apa harapan anda terkait program bahasa inggris untuk tujuan khusus di sekolah ini, apakah anda berharap program ini diterapkan untuk seluruh jurusan, hanya untuk jurusan teknik mesin, diterapkan untuk beberapa jurusan termasuk teknik mesin, atau anda berpendapat bahwa sekolah tidak perlu menerapkan program bahasa inggris untuk tujuan khusus?

Appendix 7

Students Interview Transcription

Subject : 10th Grade student majoring in mechanical engineering

Date : June 2nd 2024

Coding Description : A (Interviewer), S (Correspondent)

S₁ : JTP / X TM 2 (30)

No.	A	S ₁
	Bagaimana tujuan anda dalam belajar bahasa inggris dan topik materi terkait teknik mesin yang anda harapkan, seperti komunikasi dalam konteks teknik mesin, laporan teknis, presentasi, etika profesional, serta keterampilan membaca dan menulis teknis?	Saya belajar bahasa inggris itu karna ingin bekerja di luar negeri, topiknya lebih ke yg ngobrol sehari hari, biar nada bicaranya itu lancar ga kaku gitu. Kalo buat yg bidang teknik itu lebih ke presentasi.
	Apa keterampilan bahasa inggris yang ingin anda tingkatkan, apakah anda lebih fokus pada membaca, berbicara, mendengarkan, atau menulis, dan mengapa anda ingin mengembangkan keterampilan tersebut?	Berbicara, biar kalo ngobrol pake bahasa inggris udh lancar, tapi kalo sekarang ngerasanya kemampuan speaking kurang.
	Bagaimana tingkat kesulitan anda dalam belajar bahasa inggris, apakah anda merasakan kesulitan secara selalu, sering, jarang, atau bahkan tidak pernah? Selain itu keterampilan bahasa inggris apa yang paling sulit? Mengapa anda merasa kesulitan dalam pembelajaran bahasa inggris, apakah karena sulit memahami penjelasan guru, merasa bosan, menghadapi kesulitan dalam memahami materi, atau kurang tertarik dengan bahasa inggris?	Sering kesulitan ka, karna pengetahuan bahasa inggris ku belum luas. Kosa kata gitu masih kurang. Yang paling susah itu skill berbicara, kaya gimana gitu kalo berbicara pake bahasa Inggris, mungkin karna belum terbiasa. Susahnya itu karena materinya ka, pas pelajaran bahasa inggris aku selalu tidur juga hehe.
	Bagaimana pendapat anda terhadap teknik mengajar yang digunakan oleh guru dalam mengajar bahasa inggris? Selain itu, teknik pembelajaran seperti apa yang anda harapkan untuk digunakan dalam pembelajaran bahasa inggris? Terakhir, apakah anda lebih suka ketika guru mengajar menggunakan bahasa inggris secara penuh, atautkah anda memilih kombinasi antara bahasa inggris dan bahasa indonesia, atau bahkan lebih suka menggunakan bahasa indonesia secara penuh?	Teknik mengajar gurunya asik, enak juga kalo ngajar. Suka metode presentasi gitu dan kalo tempat yang penting kelasnya dingin. Bahasanya setengah indonesia setengah inggris

<p>Bagaimana pendapat anda terhadap materi yang digunakan oleh guru dalam mengajar bahasa inggris? Kemudian apa sumber utama dan media yang anda gunakan dalam pembelajaran bahasa inggris? Apakah ada topik materi pembelajaran bahasa inggris yang paling anda sukai, tentang teknik mesin?</p>	<p>Belajar bahasa inggris dari guru aja dan lebih suka lewat video. Topik yang aku suka tentang keseharian, biar kalo bicara ke semua orang pake bahasa inggris itu lancar. Kalo tentang teknik mesin sukanya istilah dasar mesin.</p>
<p>Bagaimana hubungan antara materi yang digunakan dengan tujuan anda dalam belajar bahasa inggris, apakah berhubungan atau malah tidak berhubungan sama sekali? Terakhir, bagaimana anda menilai materi bahasa inggris yang disampaikan oleh guru, apakah sangat mudah dikuasai, mudah dikuasai, sulit dikuasai, atau bahkan anda tidak bisa menguasai materi tersebut?</p>	<p>Materi yang dipelajari berhubungan dengan tujuan saya belajar bahasa inggris.</p>
<p>Bagaimana pendapat anda tentang proses pembelajaran bahasa inggris di sekolah ini? Apakah anda menganggapnya sangat efektif, efektif, tidak efektif, atau bahkan sangat tidak efektif? Selain itu, manajemen kelas seperti apa yang anda harapkan digunakan dalam pembelajaran bahasa inggris? Di mana tempat favorit anda untuk belajar bahasa inggris di sekolah ini dan berapa banyak siswa yang anda harapkan ada di kelas bahasa inggris ini?</p>	<p>Proses pembelajaran bahasa inggris di sekolah ini efektif, buat belajar nya itu kelompok, aku lebih suka di lab yang isinya 5 org. Makin dikit Makin suka nyaman. Karna kan 1 kelas itu cowo semua nah kalo rame itu berisik banget.</p>
<p>Bagaimana anda merespon dalam kelas bahasa inggris, apakah anda selalu aktif merespon guru dengan pertanyaan yang diajukan, sering merespon, jarang merespon, atau bahkan tidak pernah merespon sama sekali? Apakah anda lebih cenderung menjawab pertanyaan guru dengan pelan, keras, atau justru lebih suka bertanya terkait materi? Ataupun ada waktu di mana anda tidak merespon sama sekali dan hanya diam?</p>	<p>Di kelas guru ngasih kesempatan buat anak-anak Tanya sama jawab pertanyaan gitu. Kalo aku 50 50 Kadang aktif kadang dengerin aja. Jawabnya dengan mantap dan keras.</p>
<p>Bagaimana pendapat anda tentang penerapan bahasa inggris untuk tujuan khusus di sekolah ini? Setuju kah apabila sekolah menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>Setuju ka, karna buat kerja di luar negeri di jurusan mesin itu penting ka</p>

<p>Terakhir, apa harapan anda terkait program bahasa inggris untuk tujuan khusus di sekolah ini, apakah anda berharap program ini diterapkan untuk seluruh jurusan, hanya untuk jurusan teknik mesin, diterapkan untuk beberapa jurusan termasuk teknik mesin, atau anda berpendapat bahwa sekolah tidak perlu menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>Harapanya si sekolah nerapin buat semua jurusan.</p>
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S₂ : GV / X TM 2 (19)

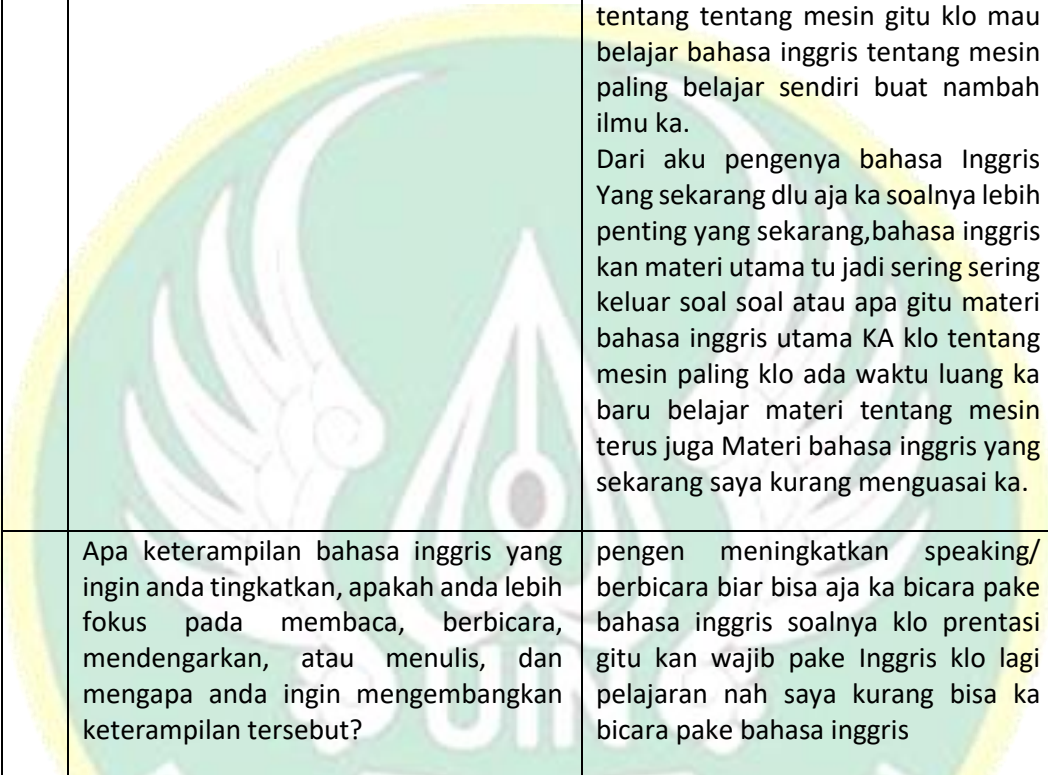
No.	A	S ₂
	<p>Bagaimana tujuan anda dalam belajar bahasa inggris dan topik materi terkait teknik mesin yang anda harapkan, seperti komunikasi dalam konteks teknik mesin, laporan teknis, presentasi, etika profesional, serta keterampilan membaca dan menulis teknis?</p>	<p>Untuk memudahkan berkomunikasi dan belajar. Komunikasinya itu buat kuliah di dalam negeri kak kaya bahasa inggris buat menambah pengetahuan. Buat syarat kuliah dalam Negeri aja. kaya tentang benda benda pada mesin yang menggunakan istilah dengan bahasa inggris. tentang kegiatan sehari hari juga karena belum bisa terlalu memahaminya. Maunya belajar percakapan sehari-hari gitu</p>
	<p>Apa keterampilan bahasa inggris yang ingin anda tingkatkan, apakah anda lebih fokus pada membaca, berbicara, mendengarkan, atau menulis, dan mengapa anda ingin mengembangkan keterampilan tersebut?</p>	<p>berbicara ka, karena masih kurang lancar pengetahuan bahasa inggris nya. Kosakatanya masih terbatas.</p>
	<p>Bagaimana tingkat kesulitan anda dalam belajar bahasa inggris, apakah anda merasakan kesulitan secara selalu, sering, jarang, atau bahkan tidak pernah? Selain itu keterampilan bahasa inggris apa yang paling sulit? Mengapa anda merasa kesulitan dalam pembelajaran bahasa inggris, apakah karena sulit memahami penjelasan guru, merasa bosan, menghadapi kesulitan dalam memahami materi, atau kurang tertarik dengan bahasa inggris?</p>	<p>Sering ngerasa susah belajar bahasa inggris karena lebih susah memahami tentang pemahaman materi bahasa inggris nya, Susah paham materi. Skill paling susah berbicara.</p>

<p>Bagaimana pendapat anda terhadap teknik mengajar yang digunakan oleh guru dalam mengajar bahasa inggris? Selain itu, teknik pembelajaran seperti apa yang anda harapkan untuk digunakan dalam pembelajaran bahasa inggris? Terakhir, apakah anda lebih suka ketika guru mengajar menggunakan bahasa inggris secara penuh, ataukah anda memilih kombinasi antara bahasa inggris dan bahasa indonesia, atau bahkan lebih suka menggunakan bahasa indonesia secara penuh?</p>	<p>Guru mengajarnya udah menarik tapi kadang ngajarnya kecepatan jadi yg ga terlalu paham jadi tambah bingung. Di kelas pake bahasa inggris terus di artikan bahasa indonesia, sering berdiskusi juga. sambil bermain peran games tambah menarik. Berarti untuk sekarang udah menarik tapi kamu lebih suka bermain peran. Kalo aku lebih suka Inggris dulu terus di artiin.</p>
<p>Bagaimana pendapat anda terhadap materi yang digunakan oleh guru dalam mengajar bahasa inggris? Kemudian apa sumber utama dan media yang anda gunakan dalam pembelajaran bahasa inggris? Apakah ada topik materi pembelajaran bahasa inggris yang paling anda sukai, tentang teknik mesin?</p>	<p>Materi dari guru mudah dipahami si. Biasanya belajar ada dari sumber lain, internet & youtube. Kalo topik yang aku suka tentang berlibur tempat wisata gitu, lebih ke topik umum yang ringan. Kalo yang tentang teknik mesin gitu seperti istilah teknik mesin atau pembahasan yang menggunakan bahasa inggris, istilah istilah dasar gitu.</p>
<p>Bagaimana hubungan antara materi yang digunakan dengan tujuan anda dalam belajar bahasa inggris, apakah berhubungan atau malah tidak berhubungan sama sekali? Terakhir, bagaimana anda menilai materi bahasa inggris yang disampaikan oleh guru, apakah sangat mudah dikuasai, mudah dikuasai, sulit dikuasai, atau bahkan anda tidak bisa menguasai materi tersebut?</p>	<p>materi yang sekarang dipelajari di kelas nyambung sama tujuan aku belajar bahasa Inggris, seperti tentang penggunaan kata, dan lain-lain. Terus materinya gampang dipahami.</p>
<p>Bagaimana pendapat anda tentang proses pembelajaran bahasa inggris di sekolah ini? Apakah anda menganggapnya sangat efektif, efektif, tidak efektif, atau bahkan sangat tidak efektif? Selain itu, manajemen kelas seperti apa yang anda harapkan digunakan dalam pembelajaran bahasa inggris? Di mana tempat favorit anda untuk belajar bahasa inggris di sekolah ini dan berapa banyak siswa yang anda harapkan ada di kelas bahasa inggris ini?</p>	<p>Menurut aku kelas sekarang efektif, klo saya lebih milih berpasangan karena jadi lebih gampang berdiskusi klo berkelompok kadang cuma ada yg numpang nama doang/ga ikut berpendapat, tempat favortnya itu perpustakaan karena enak aja suasananya, klo di kelas panas. Di kelas 5-10 anak, karena klo sedikit lebih enak & menurut saya lebih gampang memahaminya.</p>

	<p>Bagaimana anda merespon dalam kelas bahasa inggris, apakah anda selalu aktif merespon guru dengan pertanyaan yang diajukan, sering merespon, jarang merespon, atau bahkan tidak pernah merespon sama sekali? Apakah anda lebih cenderung menjawab pertanyaan guru dengan pelan, keras, atau justru lebih suka bertanya terkait materi? Ataukah ada waktu di mana anda tidak merespon sama sekali dan hanya diam?</p>	<p>tidak terlalu aktif bertanya krena malu, tapi lebih sering fokus mendengarkan penjelasan dari guru. Tapi guru sering ngasih kesempatan buat nanya sama jawab pertanyaan.</p>
	<p>Bagaimana pendapat anda tentang penerapan bahasa inggris untuk tujuan khusus di sekolah ini? Setuju kah apabila sekolah menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>setuju banget</p>
	<p>Terakhir, apa harapan anda terkait program bahasa inggris untuk tujuan khusus di sekolah ini, apakah anda berharap program ini diterapkan untuk seluruh jurusan, hanya untuk jurusan teknik mesin, diterapkan untuk beberapa jurusan termasuk teknik mesin, atau anda berpendapat bahwa sekolah tidak perlu menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>Program ini harus di terapkan ke semua jurusan, karena banyak peluang buat masa depan nantinya,</p>

S₃ : FP / X TM 2 (8)

No.	A	S ₃
	<p>Bagaimana tujuan anda dalam belajar bahasa inggris dan topik materi terkait teknik mesin yang anda harapkan, seperti komunikasi dalam konteks teknik mesin, laporan teknis, presentasi, etika profesional, serta keterampilan membaca dan menulis teknis?</p>	<p>tujuan belajar bahasa Inggris Mau buat kerja ka sama buat nambah ilmu biar bisa bahasa inggris siapa tau kerja di luar negeri kan klo udh bisa bahasa inggris gampang terus nanti klo bisa kuliah kan udh bisa tu bahasa inggris jadi lumayan gampang nantinya. Klo ada dana nya kuliah ka di sambil kerja klo ngga ada ya langsung kerja aja ka. Pengennya Pelajaran bahasa inggris nya di tambahin ka tentang mesin gitu klo materi bahasa inggris yg utamanya udah selesai, kan ga pernah itu pelajaran bahasa inggris</p>

		<p>tentang mesin ada si tapi cuma beberapa. Di kelas Baru materi biasa ka tentang teks procedure tentang dialog dialog sama tentang simple pasten. Jarang jarang tentang mesin materinya. Kan ada pelajaran mesin sendiri tu jadi beda KA klo bahasa inggris ya utamanya bahasa inggris mesin paling soal biasa ngga ngejasin tentang tentang mesin gitu klo mau belajar bahasa inggris tentang mesin paling belajar sendiri buat nambah ilmu ka.</p> <p>Dari aku penguasa bahasa Inggris Yang sekarang dlu aja ka soalnya lebih penting yang sekarang, bahasa inggris kan materi utama tu jadi sering sering keluar soal soal atau apa gitu materi bahasa inggris utama KA klo tentang mesin paling klo ada waktu luang ka baru belajar materi tentang mesin terus juga Materi bahasa inggris yang sekarang saya kurang menguasai ka.</p>
	<p>Apa keterampilan bahasa inggris yang ingin anda tingkatkan, apakah anda lebih fokus pada membaca, berbicara, mendengarkan, atau menulis, dan mengapa anda ingin mengembangkan keterampilan tersebut?</p>	<p>pengen meningkatkan speaking/ berbicara biar bisa aja ka bicara pake bahasa inggris soalnya klo prentasi gitu kan wajib pake Inggris klo lagi pelajaran nah saya kurang bisa ka bicara pake bahasa inggris</p>
	<p>Bagaimana tingkat kesulitan anda dalam belajar bahasa inggris, apakah anda merasakan kesulitan secara selalu, sering, jarang, atau bahkan tidak pernah? Selain itu keterampilan bahasa inggris apa yang paling sulit? Mengapa anda merasa kesulitan dalam pembelajaran bahasa inggris, apakah karena sulit memahami penjelasan guru, merasa bosan, menghadapi kesulitan dalam memahami materi, atau kurang tertarik dengan bahasa inggris?</p>	<p>Lumayan sering ngerasa susah, susahnya karena kadang kadang guru di kelas klo nge jelasan kurang jelas ka. Sama kan bahasa inggris tu ga semua orang tau artinya jadi lumayan susah ka harus di translate indo dulu, masih ngerasa kosa katanya terbatas ketrampilan bahasa Inggris paling susah itu speaking Karena berbicara pake bahasa inggris ngga semudah bicara pake bahasa Indonesia ka. Karena bunyi katanya kadang beda sama tulisan sama karena nggak terbiasa, sama aku ga bisa ngomong R jadi rada susah.</p>

		<p>Ngerasa bahasa Inggris itu susah, Pas momen aja ka kadang kadang mudah ka bahasa inggris itu, Klo pelajaran yang ga terlalu jelas, Sama klo jawab soal soal ka, tergantung materinya.</p>
	<p>Bagaimana pendapat anda terhadap teknik mengajar yang digunakan oleh guru dalam mengajar bahasa inggris? Selain itu, teknik pembelajaran seperti apa yang anda harapkan untuk digunakan dalam pembelajaran bahasa inggris? Terakhir, apakah anda lebih suka ketika guru mengajar menggunakan bahasa inggris secara penuh, ataukah anda memilih kombinasi antara bahasa inggris dan bahasa indonesia, atau bahkan lebih suka menggunakan bahasa indonesia secara penuh?</p>	<p>Guru biasanya di kelas itu Ngajar nya santay ka enak si cuma kayanya klo susah saya nya aja yg kurang paham. Seringnya itu guru Ceramah/ngejelasin dlu ka awal awal terus klo ada soal soal suruh diskusi, campur ka, metodenya udah menarik ka aku Lumayan suka. Tapi kalo dari aku maunya itu pembelajaran bahasa Inggris Pembelajaran sambil bermain ka biar ada hiburan nya terus materinya di tambahin gitu. Game nya biasa aja ka yg penting ada hiburan dan ngga bikin ngantuk. Lebih ke ice breaking biar nggak bosan. Pakenya Bahasa Indonesia dulu terus di translate.</p>
	<p>Bagaimana pendapat anda terhadap materi yang digunakan oleh guru dalam mengajar bahasa inggris? Kemudian apa sumber utama dan media yang anda gunakan dalam pembelajaran bahasa inggris? Apakah ada topik materi pembelajaran bahasa inggris yang paling anda sukai, tentang teknik mesin?</p>	<p>Belajar bahasa Inggris biasanya Dari guru sama cari cari materi di internet Video dan lagu ka Di kelas itu biasanya Ngga ada buku paket sama lks paling ppt isi materi tapi materinya cuma di pake sekali ga semua materi ada di ppt itu Kalo film barat Lumayan suka ka, Kadang kadang aja ka klo lagi gabut dari YouTube tentang materi bahasa inggris ka Kalo media pembelajaran itu suka Pake power point si ka lebih gampang topik yg paling saya suka tentang teks teks/dialog gitu gampang di pahami. topiknya Campuran ka yg mesin boleh yang sehari hari juga gapapa</p>
	<p>Bagaimana hubungan antara materi yang digunakan dengan tujuan anda dalam belajar bahasa inggris, apakah berhubungan atau malah tidak berhubungan sama sekali? Terakhir,</p>	<p>materi sekarang yang di pelajarin itu Sedikit nyambung si sama tujuan aku belajar bahasa Inggris. Tergantung materinya kak kadang susah kadang gampang.</p>

	<p>bagaimana anda menilai materi bahasa inggris yang disampaikan oleh guru, apakah sangat mudah dikuasai, mudah dikuasai, sulit dikuasai, atau bahkan anda tidak bisa menguasai materi tersebut?</p>	
	<p>Bagaimana pendapat anda tentang proses pembelajaran bahasa inggris di sekolah ini? Apakah anda menganggapnya sangat efektif, efektif, tidak efektif, atau bahkan sangat tidak efektif? Selain itu, manajemen kelas seperti apa yang anda harapkan digunakan dalam pembelajaran bahasa inggris? Di mana tempat favorit anda untuk belajar bahasa inggris di sekolah ini dan berapa banyak siswa yang anda harapkan ada di kelas bahasa inggris ini?</p>	<p>kelas yang sekarang Efektif ka, belajar kelompok idealnya 4 anak ka tapi di pilih guru klo ga di pilih guru sering² pada milih nya pinter sama pinter gitu ka/pilih pilih gitu. Kalo sekelas itu menurut aku bagusnya lebih dari 30 anak. Buat tempat favorit Di perpustakaan Sama kantin wkwk biar bisa makan sambil belajar, maunya yang Santai gitu</p>
	<p>Bagaimana anda merespon dalam kelas bahasa inggris, apakah anda selalu aktif merespon guru dengan pertanyaan yang diajukan, sering merespon, jarang merespon, atau bahkan tidak pernah merespon sama sekali? Apakah anda lebih cenderung menjawab pertanyaan guru dengan pelan, keras, atau justru lebih suka bertanya terkait materi? Ataukah ada waktu di mana anda tidak merespon sama sekali dan hanya diam?</p>	<p>Kalo di kelas Kadang-kadang ka respon gurunya, agak ragu-ragu</p>
	<p>Bagaimana pendapat anda tentang penerapan bahasa inggris untuk tujuan khusus di sekolah ini? Setuju kah apabila sekolah menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>Setuju ka, bagus soalnya</p>
	<p>Terakhir, apa harapan anda terkait program bahasa inggris untuk tujuan khusus di sekolah ini, apakah anda berharap program ini diterapkan untuk seluruh jurusan, hanya untuk jurusan teknik mesin, diterapkan untuk beberapa jurusan termasuk teknik mesin, atau anda berpendapat bahwa sekolah tidak perlu menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>harapan ku si program ini dilaksanakan untuk semua jurusan, karena smk itu kan orientasinya biasanya langsung kerja jadi nanti belajarnya terkait pekerjaan kaya komunikasi di lingkukan kerja terus interview Dan lain lain</p>

S₄ : FF / X TM 2 (17)

No.	A	S ₄
	<p>Bagaimana tujuan anda dalam belajar bahasa inggris dan topik materi terkait teknik mesin yang anda harapkan, seperti komunikasi dalam konteks teknik mesin, laporan teknis, presentasi, etika profesional, serta keterampilan membaca dan menulis teknis?</p>	<p>untuk aku si bahasa inggris untuk bisa kerja si kak ke luar negeri dan berfasih bahasa inggris untuk sehari hari kak, kalo topiknya saya lebih ke etika kerja sama komunikasi dan juga presentasi kak, soalnya untuk kerja diluar negeri membutuhkan interview kerja yang sangat bagus kak. Lebih ke ketrampilan komunikasi.</p>
	<p>Apa keterampilan bahasa inggris yang ingin anda tingkatkan, apakah anda lebih fokus pada membaca, berbicara, mendengarkan, atau menulis, dan mengapa anda ingin mengembangkan keterampilan tersebut?</p>	<p>yang ingin aku tingkatkan berbicara dan membaca kak, karna untuk saya berbicara dan membaca bahasa inggris itu sedikit sulit kak, susah untuk merangkai kata dibahasa inggris kak karna harus dibarengi seperti kata kerja, kata benda, kata sifat dll kak, dan untuk membaca saya lebih sulit untuk mengartikannya kak karna biasanya ada verb1 verb2 yang saya belum pelajari</p>
	<p>Bagaimana tingkat kesulitan anda dalam belajar bahasa inggris, apakah anda merasakan kesulitan secara selalu, sering, jarang, atau bahkan tidak pernah? Selain itu keterampilan bahasa inggris apa yang paling sulit? Mengapa anda merasa kesulitan dalam pembelajaran bahasa inggris, apakah karena sulit memahami penjelasan guru, merasa bosan, menghadapi kesulitan dalam memahami materi, atau kurang tertarik dengan bahasa inggris?</p>	<p>kalo di sekolah kan biasanya dipandu ibu guru ga terlalu susah sih kak. Tapi ngerasa susahnyasing kak biasanya kan dikasih lembar tugas dan disuruh mengerjakan individu, atau biasanya ada kata yang baru didengar. Paling susah itu membaca kak. karena materinya kak yang susah, kalo penjelasan guru udah mudah dipahami</p>
	<p>Bagaimana pendapat anda terhadap teknik mengajar yang digunakan oleh guru dalam mengajar bahasa inggris? Selain itu, teknik pembelajaran seperti apa yang anda harapkan untuk digunakan dalam pembelajaran bahasa inggris? Terakhir, apakah anda lebih suka ketika guru mengajar menggunakan bahasa inggris secara penuh, ataukah anda memilih kombinasi antara bahasa</p>	<p>widya itu ngajarnya di kelas menarik kak gampang di pahami. kalo saya sendiri lebih suka yang gurunya menjelaskan mba Ceramah gitu. biasanya kalo disekolah penjelasannya pake inggris dulu baru di translate kan ke Indonesia kak dan itu menurutku jd mudah faham jadi aku sukanya itu.</p>

	inggris dan bahasa indonesia, atau bahkan lebih suka menggunakan bahasa indonesia secara penuh?	
	Bagaimana pendapat anda terhadap materi yang digunakan oleh guru dalam mengajar bahasa inggris? Kemudian apa sumber utama dan media yang anda gunakan dalam pembelajaran bahasa inggris? Apakah ada topik materi pembelajaran bahasa inggris yang paling anda sukai, tentang teknik mesin?	biasane belajar bahasa Inggris dari guru aja si mba, biasanya lebih suka belajar dari video mba. biasanya kalo dari pembelajaran bu widya dikasih video yang di dalamnya ada subtitle nya mba. tipe belajar aku harus ada audio visualnya mba kalo hanya dikasih teks aja susah buat paham, Bosen kalo teks aja.
	Bagaimana hubungan antara materi yang digunakan dengan tujuan anda dalam belajar bahasa inggris, apakah berhubungan atau malah tidak berhubungan sama sekali? Terakhir, bagaimana anda menilai materi bahasa inggris yang disampaikan oleh guru, apakah sangat mudah dikuasai, mudah dikuasai, sulit dikuasai, atau bahkan anda tidak bisa menguasai materi tersebut?	materi yang dipelajari sekarang di bahasa Inggris itu nyambung nyambung mba karna di pelajaran yg skrg lebih banyak percakapan/penyebutan kalimat mbaa. Materinya mudahnya kalo di bimbing sama guru, susah ya belajar sendiri jadinya susah paham mbaa. aku tipenya yang Harus diajarin biar paham.
	Bagaimana pendapat anda tentang proses pembelajaran bahasa inggris di sekolah ini? Apakah anda menganggapnya sangat efektif, efektif, tidak efektif, atau bahkan sangat tidak efektif? Selain itu, manajemen kelas seperti apa yang anda harapkan digunakan dalam pembelajaran bahasa inggris? Di mana tempat favorit anda untuk belajar bahasa inggris di sekolah ini dan berapa banyak siswa yang anda harapkan ada di kelas bahasa inggris ini?	Kata aku sudah efektif si. Aku lebih suka berpasangan mba karna lebih bisa diajak kerja sama ketimbang kelompok. Kalo kelompok kadang malah gada yg ngasih pendapat mba, cuma terima beres udah kaya bos. kalo untuk tempatnya saya lebih milih di outdoor seperti di depan perpustakaan atau di gazebo mba karna suasananya lebih fresh mba. kalo untuk isi kelasnya itu menurutku 36 itu angka pas mba buat isi satu kelas.
	Bagaimana anda merespon dalam kelas bahasa inggris, apakah anda selalu aktif merespon guru dengan pertanyaan yang diajukan, sering merespon, jarang merespon, atau bahkan tidak pernah merespon sama sekali? Apakah anda lebih cenderung menjawab pertanyaan guru dengan pelan, keras, atau justru lebih suka bertanya terkait materi?	Bu widya itu di kelas sering banget mba ngasih kesempatan buat Tanya atau ngasih pertanyaan, biasanya bu widya tanya artinya dari bahasa inggris gitu. Di kelas aku aktif banget dong. harusnya dapet penghargaan sih dri bu widya

	Ataukah ada waktu di mana anda tidak merespon sama sekali dan hanya diam?	
	Bagaimana pendapat anda tentang penerapan bahasa inggris untuk tujuan khusus di sekolah ini? Setuju kah apabila sekolah menerapkan program bahasa inggris untuk tujuan khusus?	setuju banget si mba dibikin seperti mapel pilihan
	Terakhir, apa harapan anda terkait program bahasa inggris untuk tujuan khusus di sekolah ini, apakah anda berharap program ini diterapkan untuk seluruh jurusan, hanya untuk jurusan teknik mesin, diterapkan untuk beberapa jurusan termasuk teknik mesin, atau anda berpendapat bahwa sekolah tidak perlu menerapkan program bahasa inggris untuk tujuan khusus?	Nggak ke semua si mba, jadi buat siswa yang fokus karir ke luar negeri sangat terbantu, paling buat saran diterapkannya program ini di kelas 11 aja sih mba soalnya kelas 12 pasti udh fokus ujian dll

S₅ : CE / X TM 1 (24)

No.	A	S ₅
	Bagaimana tujuan anda dalam belajar bahasa inggris dan topik materi terkait teknik mesin yang anda harapkan, seperti komunikasi dalam konteks teknik mesin, laporan teknis, presentasi, etika profesional, serta keterampilan membaca dan menulis teknis?	tujuannya biar banyak tau kosakata bahasa inggris, terus di jurusan saya kan banyak pake istilah bahasa inggris, terus kayanya di jaman sekarang gini banyak bidang pekerjaan yang harus bisa berbahasa inggris, jadi biar lebih menguasai buat kedepannya terus harapanya belajar topik yang tentang cara membaca bahasa inggris sama komunikasi gitu sih kak. kalo yang tentang jurusan maunya tentang cara presentasi dan laporan, bahasa teknis, wawancara sama intruksi kerja. lebih ke ketrampilan kerja.
	Apa keterampilan bahasa inggris yang ingin anda tingkatkan, apakah anda lebih fokus pada membaca, berbicara, mendengarkan, atau menulis, dan mengapa anda ingin mengembangkan keterampilan tersebut?	Kalo skill yang mau saya tingkatkan berbicara sama membaca kak, karena biar lebih menguasai dan lebih fasih gitu kak
	Bagaimana tingkat kesulitan anda dalam belajar bahasa inggris, apakah anda	sering banget ka merasa kesulitan pas belajar bahasa Inggris. kalo menurut

<p>merasakan kesulitan secara selalu, sering, jarang, atau bahkan tidak pernah? Selain itu keterampilan bahasa inggris apa yang paling sulit? Mengapa anda merasa kesulitan dalam pembelajaran bahasa inggris, apakah karena sulit memahami penjelasan guru, merasa bosan, menghadapi kesulitan dalam memahami materi, atau kurang tertarik dengan bahasa inggris?</p>	<p>aku ketrampilan membaca sama kosakata gitu sih ka. kalo materi sama penjelasan guru aku rasa udah cukup bikin paham ka, guru juga ngejelasinnya jelas. kalo sulitnya mungkin dibagian penguasaan kosakata gitu sama nggabungin kalimat. Grammar materinya aja yang susah.</p>
<p>Bagaimana pendapat anda terhadap teknik mengajar yang digunakan oleh guru dalam mengajar bahasa inggris? Selain itu, teknik pembelajaran seperti apa yang anda harapkan untuk digunakan dalam pembelajaran bahasa inggris? Terakhir, apakah anda lebih suka ketika guru mengajar menggunakan bahasa inggris secara penuh, ataukah anda memilih kombinasi antara bahasa inggris dan bahasa indonesia, atau bahkan lebih suka menggunakan bahasa indonesia secara penuh?</p>	<p>kalo sejauh ini yang aku rasain sih bu guru tegas, terus ngelatih biar jadi disiplin, ngejelasinnya jelas. metodenya menarik ka, cuma kadang jadi kaya tegang gitu. kalo aku lebih suka di jelasin tapi sambil praktek gitu sih, diskusi juga. kalo menurutku lebih enak campur gitu ka bahasa indonesia sama bahasa inggris.</p>
<p>Bagaimana pendapat anda terhadap materi yang digunakan oleh guru dalam mengajar bahasa inggris? Kemudian apa sumber utama dan media yang anda gunakan dalam pembelajaran bahasa inggris? Apakah ada topik materi pembelajaran bahasa inggris yang paling anda sukai, tentang teknik mesin?</p>	<p>Belajar dari internet juga di rumah kadang dengerin lagu ka, habis itu cari artinya. kalo media pembelajaran lebih suka dari video ka, kaya misal youtube atau tiktok gitu kan kadang ada tuh di fyp. kalo topik lebih suka yang membahas tentang musik sama traveling gitu. kalo yang berhubungan sama mesin, lebih suka yang membahas tentang keselamatan kerja ka</p>
<p>Bagaimana hubungan antara materi yang digunakan dengan tujuan anda dalam belajar bahasa inggris, apakah berhubungan atau malah tidak berhubungan sama sekali? Terakhir, bagaimana anda menilai materi bahasa inggris yang disampaikan oleh guru, apakah sangat mudah dikuasai, mudah dikuasai, sulit dikuasai, atau bahkan anda tidak bisa menguasai materi tersebut?</p>	<p>Materi sekarangg, nyambung sih kaa sama tujuan aku belajar bahasa Inggris</p>

<p>Bagaimana pendapat anda tentang proses pembelajaran bahasa inggris di sekolah ini? Apakah anda menganggapnya sangat efektif, efektif, tidak efektif, atau bahkan sangat tidak efektif? Selain itu, manajemen kelas seperti apa yang anda harapkan digunakan dalam pembelajaran bahasa inggris? Di mana tempat favorit anda untuk belajar bahasa inggris di sekolah ini dan berapa banyak siswa yang anda harapkan ada di kelas bahasa inggris ini?</p>	<p>aku rasa kelas belajar yang sekarang udah lumayan efektif kaa. pendapat aku tentang kelas bahasa inggris yang efektif dan ideal itu yang bisa mengakomodasi kebutuhan belajar siswa, baik individu ataupun kelompok. terus komunikasi antar guru dan siswa juga terjalin baik. kalo aku sih lebih suka belajar sendiri (indoor) gitu ka, mungkin bisa jadi lebih fokus gitu</p>
<p>Bagaimana anda merespon dalam kelas bahasa inggris, apakah anda selalu aktif merespon guru dengan pertanyaan yang diajukan, sering merespon, jarang merespon, atau bahkan tidak pernah merespon sama sekali? Apakah anda lebih cenderung menjawab pertanyaan guru dengan pelan, keras, atau justru lebih suka bertanya terkait materi? Ataukah ada waktu di mana anda tidak merespon sama sekali dan hanya diam?</p>	<p>guru sering ngasih kesempatan untuk bertanya, tapi mungkin sering ngga diambil kesempatan itu. kalo aku aktif ngga aktif sih ka, disetiap mapel ada yang tanya ada juga yaudah dengerin aja dan dipahami. kalo jawab kadang ragu ragu gitu ka, karena kadang malu sama takut buat ngejawab, takut salah</p>
<p>Bagaimana pendapat anda tentang penerapan bahasa inggris untuk tujuan khusus di sekolah ini? Setuju kah apabila sekolah menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>aku setuju aja sih ka, soalnya kan menurutku belajar bahasa inggris itu perlu, trs disisi lain program ini juga bisa ngasih banyak manfaat.</p>
<p>Terakhir, apa harapan anda terkait program bahasa inggris untuk tujuan khusus di sekolah ini, apakah anda berharap program ini diterapkan untuk seluruh jurusan, hanya untuk jurusan teknik mesin, diterapkan untuk beberapa jurusan termasuk teknik mesin, atau anda berpendapat bahwa sekolah tidak perlu menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>harapan aku program kelas bahasa ini bisa diterapkan dan disemua jurusan juga, karena mungkin disetiap jurusan bakal nemuin yang berhubungan sama bahasa inggris ini, buat saat ini maupun pas nanti masuk ke dunia kerja. program ini bisa diterapkan mulai dari kelas 10 ka. karena di kelas 10 bisa ngasih waktu yang cukup bagi siswa untuk membangun dan memperkuat keterampilan bahasa Inggris secara bertahap, jadi siswa punya dasar dasar yang kuat. terus dikelas selanjutnya jadi bisa lebih mendalami dan lebih siap</p>

S₆ : AN / X TM1 (16)

No.	A	S ₆
	<p>Bagaimana tujuan anda dalam belajar bahasa inggris dan topik materi terkait teknik mesin yang anda harapkan, seperti komunikasi dalam konteks teknik mesin, laporan teknis, presentasi, etika profesional, serta keterampilan membaca dan menulis teknis?</p>	<p>Tujuan saya belajar bahasa Inggris untuk menambah wawasan dan memperluas kesempatan kerja. Rencana kerja saya ke PT. Denso, pertambangan atau ke luar negeri seperti Jepang Menurut saya topik yang perlu dipelajari seperti bentuk kata / tenses, berbicara (speaking), mendengarkan (listening), membaca (reading) dan menulis (writing). Kalau untuk teknik mesin teorinya ada yang menggunakan bahasa Inggris dan istilah istilah di teknik mesin juga kebanyakan menggunakan bahasa inggris seperti nama mesin dan peralatannya.</p>
	<p>Apa keterampilan bahasa inggris yang ingin anda tingkatkan, apakah anda lebih fokus pada membaca, berbicara, mendengarkan, atau menulis, dan mengapa anda ingin mengembangkan keterampilan tersebut?</p>	<p>Untuk ketrampilan yang ingin saya tingkatkan yaitu berbicara dan mendengarkan. Karena saya masih memiliki kekurangan dalam berbicara dan mendengarkan bahasa Inggris</p>
	<p>Bagaimana tingkat kesulitan anda dalam belajar bahasa inggris, apakah anda merasakan kesulitan secara selalu, sering, jarang, atau bahkan tidak pernah? Selain itu keterampilan bahasa inggris apa yang paling sulit? Mengapa anda merasa kesulitan dalam pembelajaran bahasa inggris, apakah karena sulit memahami penjelasan guru, merasa bosan, menghadapi kesulitan dalam memahami materi, atau kurang tertarik dengan bahasa inggris?</p>	<p>Kalau untuk kesulitan dalam belajar bahasa Inggris saya kesulitan dalam belajar pelafalan, tetapi sekarang belajar pelafalan lebih mudah dengan adanya internet dan google. Kadang kadang kak kalau disuruh berbicara di depan kelas saya ngerasa sulitnya karena ada materi hafalan dan beberapa ada yang lupa sama kadang ketuker tuker.</p>
	<p>Bagaimana pendapat anda terhadap teknik mengajar yang digunakan oleh guru dalam mengajar bahasa inggris? Selain itu, teknik pembelajaran seperti apa yang anda harapkan untuk digunakan dalam pembelajaran bahasa inggris? Terakhir, apakah anda lebih suka</p>	<p>kalau bu guru ngajarnya mudah dipahami dan tegas. Untuk teknik pembelajaran yang saya harapkan itu diskusi berkelompok dan presentasi. Kalau saya lebih suka full Inggris terus di translate soalnya sekalian belajar</p>

<p>ketika guru mengajar menggunakan bahasa inggris secara penuh, ataukah anda memilih kombinasi antara bahasa inggris dan bahasa indonesia, atau bahkan lebih suka menggunakan bahasa indonesia secara penuh?</p>	<p>mendengarkan bahasa Inggris dan memperhatikan pelafalannya.</p>
<p>Bagaimana pendapat anda terhadap materi yang digunakan oleh guru dalam mengajar bahasa inggris? Kemudian apa sumber utama dan media yang anda gunakan dalam pembelajaran bahasa inggris? Apakah ada topik materi pembelajaran bahasa inggris yang paling anda sukai, tentang teknik mesin?</p>	<p>Di kelas materinya sering pake video yang ada subtitle nya jadi mudah dipahami. Sumber belajar bahasa Inggris saya selain dari guru saya juga belajar dari Google, youtube sama diskusi sama teman. Untuk media pembelajaran yang saya harapkan yaitu video soalnya mudah dipahami dan juga sekalian belajar mendengarkan bahasa Inggris. Materi yang saya suka tentang sehari hari soalnya ingin belajar berkomunikasi menggunakan bahasa Inggris. Soalnya dasar teknik mesin, K3 dll udah ada mapelnya sendiri jadi saya lebih suka kalau bahasa Inggris materinya tentang sehari-hari. Mungkin sedikit sedikit disisipin materi mesin boleh, soalnya kalau dicampur sama materi mesin lumayan pusing kak</p>
<p>Bagaimana hubungan antara materi yang digunakan dengan tujuan anda dalam belajar bahasa inggris, apakah berhubungan atau malah tidak berhubungan sama sekali? Terakhir, bagaimana anda menilai materi bahasa inggris yang disampaikan oleh guru, apakah sangat mudah dikuasai, mudah dikuasai, sulit dikuasai, atau bahkan anda tidak bisa menguasai materi tersebut?</p>	<p>Nyambung kak soalnya tujuan saya belajar bahasa Inggris supaya bisa berkomunikasi dengan rekan kerja atau atasan menggunakan bahasa Inggris jika bekerja di luar negeri. Mudah dipahami kak soalnya nerangin materinya detail sama ga berbeli belit, Terus management kelasnya kan tadi suka yang berkelompok.</p>
<p>Bagaimana pendapat anda tentang proses pembelajaran bahasa inggris di sekolah ini? Apakah anda menganggapnya sangat efektif, efektif, tidak efektif, atau bahkan sangat tidak efektif? Selain itu, manajemen kelas seperti apa yang anda harapkan digunakan dalam pembelajaran bahasa</p>	<p>Lumayan efektif Kalau tempat favorit untuk belajar di kelas sama suasananya yang tenang Menurut aku yang efektif itu dalam satu kelas ada Sekitar 25-30 anak</p>

	inggris? Di mana tempat favorit anda untuk belajar bahasa inggris di sekolah ini dan berapa banyak siswa yang anda harapkan ada di kelas bahasa inggris ini?	
	Bagaimana anda merespon dalam kelas bahasa inggris, apakah anda selalu aktif merespon guru dengan pertanyaan yang diajukan, sering merespon, jarang merespon, atau bahkan tidak pernah merespon sama sekali? Apakah anda lebih cenderung menjawab pertanyaan guru dengan pelan, keras, atau justru lebih suka bertanya terkait materi? Ataukah ada waktu di mana anda tidak merespon sama sekali dan hanya diam?	Aku Gak terlalu aktif. Tergantung kak kalau udah yakin sama jawabannya saya jawabnya mantap tapi kalau masih ragu ragu saya pelan jawabnya
	Bagaimana pendapat anda tentang penerapan bahasa inggris untuk tujuan khusus di sekolah ini? Setuju kah apabila sekolah menerapkan program bahasa inggris untuk tujuan khusus?	Setuju kak soalnya mempermudah memperdalam bahasa Inggris untuk berkomunikasi dan tidak perlu les/kursus bahasa Inggris di luar sekolah dan kalau bisa diterapkan untuk semua jurusan
	Terakhir, apa harapan anda terkait program bahasa inggris untuk tujuan khusus di sekolah ini, apakah anda berharap program ini diterapkan untuk seluruh jurusan, hanya untuk jurusan teknik mesin, diterapkan untuk beberapa jurusan termasuk teknik mesin, atau anda berpendapat bahwa sekolah tidak perlu menerapkan program bahasa inggris untuk tujuan khusus?	Menurut saya diterapkan mulai dari kelas 11 soalnya dikelas 11 udah mulai memperdalam materi jurusan

S₇ : AY / X TM1 (11)

No.	A	S ₇
	Bagaimana tujuan anda dalam belajar bahasa inggris dan topik materi terkait teknik mesin yang anda harapkan, seperti komunikasi dalam konteks teknik mesin, laporan teknis, presentasi, etika profesional, serta keterampilan membaca dan menulis teknis?	tujuannya untuk mendapatkan kesempatan kerja yang lebih besar mba dan untuk menambah pengetahuan bahasa luar juga mba. aku ada rencana kerja di PT KAI, masih dalam negeri si kak tapi buat keterampilan. topik pembelajarannya yang aku inginkan itu dua ² nya kan ini masih

		sekolah dan sekolahku juga jurusan mesin jadi tentang istilah mesin itu penting dan nanti kalau sudah bekerja in syaa Alloh kan aku punya cita-cita kerja di PT KAI di bagian masinis nah itu bahasa Inggris yang digunakan bahasa sehari-hari mba
	Apa keterampilan bahasa inggris yang ingin anda tingkatkan, apakah anda lebih fokus pada membaca, berbicara, mendengarkan, atau menulis, dan mengapa anda ingin mengembangkan keterampilan tersebut?	kalau keterampilan yang pengen ditingkatkan semuanya mba karena aku masih merasa sama sekali belum menguasai itu semua menurut aku paling penting yang speaking, karena speaking itu kan pengucapan nah kan yang digunakan untuk sehari-hari mba.
	Bagaimana tingkat kesulitan anda dalam belajar bahasa inggris, apakah anda merasakan kesulitan secara selalu, sering, jarang, atau bahkan tidak pernah? Selain itu keterampilan bahasa inggris apa yang paling sulit? Mengapa anda merasa kesulitan dalam pembelajaran bahasa inggris, apakah karena sulit memahami penjelasan guru, merasa bosan, menghadapi kesulitan dalam memahami materi, atau kurang tertarik dengan bahasa inggris?	sering sekali merasa kesulitan di pembelajaran bahasa inggris. speaking sama reading itu yang paling susah kalo aku sih sulitnya karena aku belum ngerti bgt artinya mba.
	Bagaimana pendapat anda terhadap teknik mengajar yang digunakan oleh guru dalam mengajar bahasa inggris? Selain itu, teknik pembelajaran seperti apa yang anda harapkan untuk digunakan dalam pembelajaran bahasa inggris? Terakhir, apakah anda lebih suka ketika guru mengajar menggunakan bahasa inggris secara penuh, atautkah anda memilih kombinasi antara bahasa inggris dan bahasa indonesia, atau bahkan lebih suka menggunakan bahasa indonesia secara penuh?	cara ngajarnya Bu Widya itu enak dan mudah dimengerti. kalo aku enaknyanya itu presentasi dan guru menggunakan campuran antara Indonesia dan Inggris
	Bagaimana pendapat anda terhadap materi yang digunakan oleh guru dalam mengajar bahasa inggris? Kemudian apa sumber utama dan media yang anda	Materinya enak dipahami kak jadi Aku belajar yang utama dari guru mba.

	<p>gunakan dalam pembelajaran bahasa inggris? Apakah ada topik materi pembelajaran bahasa inggris yang paling anda sukai, tentang teknik mesin?</p>	<p>aku lebih suka ppt mba soalnya materinya singkat dan mudah dimengerti. Kalo topik bahasa Inggris lebih suka yang sehari-hari mba, klo mesin aku sukanya nama² istilah mesin mba, sama istilah pembuatan suatu produk seperti las, bor, dll.</p>
	<p>Bagaimana hubungan antara materi yang digunakan dengan tujuan anda dalam belajar bahasa inggris, apakah berhubungan atau malah tidak berhubungan sama sekali? Terakhir, bagaimana anda menilai materi bahasa inggris yang disampaikan oleh guru, apakah sangat mudah dikuasai, mudah dikuasai, sulit dikuasai, atau bahkan anda tidak bisa menguasai materi tersebut?</p>	<p>nyambung mba karena tadi tujuan aku belajar bahasa Inggris kan ada 2 salah satunya itu untuk menambah wawasan pengetahuan bahasa luar. Lumayan mudah dikuasai si kak.</p>
	<p>Bagaimana pendapat anda tentang proses pembelajaran bahasa inggris di sekolah ini? Apakah anda menganggapnya sangat efektif, efektif, tidak efektif, atau bahkan sangat tidak efektif? Selain itu, manajemen kelas seperti apa yang anda harapkan digunakan dalam pembelajaran bahasa inggris? Di mana tempat favorit anda untuk belajar bahasa inggris di sekolah ini dan berapa banyak siswa yang anda harapkan ada di kelas bahasa inggris ini?</p>	<p>menurutku kelas bahasa Inggris yang sekarang itu belum efektif karena cara guru mengajar itu belum bisa diterima oleh siswa yang ada dikelasku mba. kaya kurang enak gitu mba tpi yang aku rasa sih Bu Widya enak ngajarnya. Soale ada yang bilang juga kecepatan gitu ngerasanya, kan pendapat orang lain beda² kelas yang efektif dan ideal itu caranya dengan belajar kelompok mba dan pembelajarannya itu diluar misalnya di perpustakaan karena melihat kondisi kelas jurusan mesin itu panas jadi ngga konsentrasi. Kalo jumlah anaknya lebih sedikit lebih bagus mba. ya itu juga tergantung guru sebarangpun siswa dalam kelas itu tpi cara ngajarnya enak dan dekat dengan siswa.</p>
	<p>Bagaimana anda merespon dalam kelas bahasa inggris, apakah anda selalu aktif merespon guru dengan pertanyaan yang diajukan, sering merespon, jarang merespon, atau bahkan tidak pernah merespon sama sekali? Apakah anda</p>	<p>Aku yang aktif mba, sering ngerespon guru pastinya dengan lantang dong mba. klo aku gatau ya tanya ga ada rasa malu sama sekali karena aku merasa belum bisa ya harus bertanya.</p>

	lebih cenderung menjawab pertanyaan guru dengan pelan, keras, atau justru lebih suka bertanya terkait materi? Ataukah ada waktu di mana anda tidak merespon sama sekali dan hanya diam?	
	Bagaimana pendapat anda tentang penerapan bahasa inggris untuk tujuan khusus di sekolah ini? Setuju kah apabila sekolah menerapkan program bahasa inggris untuk tujuan khusus?	menurutku itu bagus dan setuju klo sekolah menerapkan program seperti itu.
	Terakhir, apa harapan anda terkait program bahasa inggris untuk tujuan khusus di sekolah ini, apakah anda berharap program ini diterapkan untuk seluruh jurusan, hanya untuk jurusan teknik mesin, diterapkan untuk beberapa jurusan termasuk teknik mesin, atau anda berpendapat bahwa sekolah tidak perlu menerapkan program bahasa inggris untuk tujuan khusus?	Itu juga bisa bekal kita untuk kedepannya dan diterapkan disemua jurusan

S₈ : AR / X TM1 (6)

No.	A	S ₈
	Bagaimana tujuan anda dalam belajar bahasa inggris dan topik materi terkait teknik mesin yang anda harapkan, seperti komunikasi dalam konteks teknik mesin, laporan teknis, presentasi, etika profesional, serta keterampilan membaca dan menulis teknis?	kalo aku belajar Bahasa Inggris sih karena pengen kerja diluar negeri sama ngerasa seru kalo bisa ngobrol sama bule. Aku mau meningkatkan skill berbicara soalnya suka salah pengucapan pas bicara, karena merasa masih kurang untuk skill itu
	Apa keterampilan bahasa inggris yang ingin anda tingkatkan, apakah anda lebih fokus pada membaca, berbicara, mendengarkan, atau menulis, dan mengapa anda ingin mengembangkan keterampilan tersebut?	kalau keterampilan yang pengen ditingkatkan semuanya mba karena aku masih merasa sama sekali belum menguasai itu semua menurut aku paling penting yang speaking, karena speaking itu kan pengucapan nah kan yang digunakan untuk sehari-hari mba.
	Bagaimana tingkat kesulitan anda dalam belajar bahasa inggris, apakah anda merasakan kesulitan secara selalu, sering, jarang, atau bahkan tidak	Merasa kesulitannya nggak terlalu sering sih, keterampilan yang susah berbicara didepan banyak orang.

<p>pernah? Selain itu keterampilan bahasa inggris apa yang paling sulit? Mengapa anda merasa kesulitan dalam pembelajaran bahasa inggris, apakah karena sulit memahami penjelasan guru, merasa bosan, menghadapi kesulitan dalam memahami materi, atau kurang tertarik dengan bahasa inggris?</p>	<p>Paling, sulitnya karena materinya lumayan susah</p>
<p>Bagaimana pendapat anda terhadap teknik mengajar yang digunakan oleh guru dalam mengajar bahasa inggris? Selain itu, teknik pembelajaran seperti apa yang anda harapkan untuk digunakan dalam pembelajaran bahasa inggris? Terakhir, apakah anda lebih suka ketika guru mengajar menggunakan bahasa inggris secara penuh, atautkah anda memilih kombinasi antara bahasa inggris dan bahasa indonesia, atau bahkan lebih suka menggunakan bahasa indonesia secara penuh?</p>	<p>Teknik ngajarnya biasa aja, penguasaan diskusi sih soalnya bisa saling tuker pikiran. Lebih enak guru pake bahasa inggris dulu terus diartihin.</p>
<p>Bagaimana pendapat anda terhadap materi yang digunakan oleh guru dalam mengajar bahasa inggris? Kemudian apa sumber utama dan media yang anda gunakan dalam pembelajaran bahasa inggris? Apakah ada topik materi pembelajaran bahasa inggris yang paling anda sukai, tentang teknik mesin?</p>	<p>Bu widya ngajarnya bagus soalnya mudah dipahami saat menjelaskan materi. Ada sumber lain juga kak biasanya sih dari nonton film sama dengerin lagu di internet. Media pembelajaran aku lebih ke video, soalnya gak cepet bosen kalo make vidio. Topik yang aku suka itu cara pembuatan benda kerja menggunakan mesin</p>
<p>Bagaimana hubungan antara materi yang digunakan dengan tujuan anda dalam belajar bahasa inggris, apakah berhubungan atau malah tidak berhubungan sama sekali? Terakhir, bagaimana anda menilai materi bahasa inggris yang disampaikan oleh guru, apakah sangat mudah dikuasai, mudah dikuasai, sulit dikuasai, atau bahkan anda tidak bisa menguasai materi tersebut?</p>	<p>Materi yang dipelajari sekarang nyambung sih. Materi yang dari guru juga gampang dipahami si kak</p>

<p>Bagaimana pendapat anda tentang proses pembelajaran bahasa inggris di sekolah ini? Apakah anda menganggapnya sangat efektif, efektif, tidak efektif, atau bahkan sangat tidak efektif? Selain itu, manajemen kelas seperti apa yang anda harapkan digunakan dalam pembelajaran bahasa inggris? Di mana tempat favorit anda untuk belajar bahasa inggris di sekolah ini dan berapa banyak siswa yang anda harapkan ada di kelas bahasa inggris ini?</p>	<p>kelas yang sekarang lumayan efektif. pendapat aku kelas bahasa inggris yang efektif dan ideal kelas yang bisa membuat para murid nyaman,aku lebih suka belajar sendiri soalnya kalo berkelompok biasanya tidak semua mau berkontribusi,belajarnya di perpustakaan bisa baca buku juga. bagusnya per kelas 15-20 orang sih</p>
<p>Bagaimana anda merespon dalam kelas bahasa inggris, apakah anda selalu aktif merespon guru dengan pertanyaan yang diajukan, sering merespon, jarang merespon, atau bahkan tidak pernah merespon sama sekali? Apakah anda lebih cenderung menjawab pertanyaan guru dengan pelan, keras, atau justru lebih suka bertanya terkait materi? Ataukah ada waktu di mana anda tidak merespon sama sekali dan hanya diam?</p>	<p>Guru sering kasih kesempatan tanya jawab,aku tipenya gak terlalu aktif sih,kalo jawab lumayan ragu</p>
<p>Bagaimana pendapat anda tentang penerapan bahasa inggris untuk tujuan khusus di sekolah ini? Setuju kah apabila sekolah menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>pendapat aku bagus sih,setuju banget</p>
<p>Terakhir, apa harapan anda terkait program bahasa inggris untuk tujuan khusus di sekolah ini, apakah anda berharap program ini diterapkan untuk seluruh jurusan, hanya untuk jurusan teknik mesin, diterapkan untuk beberapa jurusan termasuk teknik mesin, atau anda berpendapat bahwa sekolah tidak perlu menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>harapan aku diterapin untuk semua jurusan.Bagusnya dari mulai kelas 10 soalnya tiap orang kan beda-beda ada yg mudah paham ada yang nggak jadi lebih baik belajar dari awal biar kalo udah di kelas selanjutnya lebih paham lagi.</p>

S₉ : AF / X TM 1 (01)

No.	A	S ₉
	<p>Bagaimana tujuan anda dalam belajar bahasa inggris dan topik materi terkait teknik mesin yang anda harapkan, seperti komunikasi dalam konteks teknik</p>	<p>pertama biar public speakingnya nambah bagus biar ke jaksel-jaksel gitu ada literly literly nya, trs kedua yg plg penting biar bisa ngobrol sm cewe</p>

	<p>mesin, laporan teknis, presentasi, etika profesional, serta keterampilan membaca dan menulis teknis?</p>	<p>bule apalagi bule jerman sm rusia beuhhh. ada niatan luar Negeri maybe buat kuliah tp ya gatau lah ka. penginnnya si kerja aja diperusahaan asing gitu. Belajar Inggris itu biar ngebuka peluang kerja gitu. Terus kalo topik pembelajaran lebih yg buat sehari² ka, walaupun aku jurusannya mesin tp kurang tertarik aja klo yg ttg teknik mesin. dulu milihnya jurusan teknik mesin ya karna kepengin kerja difreepport kl ga pama kaa</p>
	<p>Apa keterampilan bahasa inggris yang ingin anda tingkatkan, apakah anda lebih fokus pada membaca, berbicara, mendengarkan, atau menulis, dan mengapa anda ingin mengembangkan keterampilan tersebut?</p>	<p>Skill yang mau ditingkatin lebih ke berbicaranya ka, soalnya aku masih salah² pengucapan klo lgi bicara bahasa inggris</p>
	<p>Bagaimana tingkat kesulitan anda dalam belajar bahasa inggris, apakah anda merasakan kesulitan secara selalu, sering, jarang, atau bahkan tidak pernah? Selain itu keterampilan bahasa inggris apa yang paling sulit? Mengapa anda merasa kesulitan dalam pembelajaran bahasa inggris, apakah karena sulit memahami penjelasan guru, merasa bosan, menghadapi kesulitan dalam memahami materi, atau kurang tertarik dengan bahasa inggris?</p>	<p>sering ka ngerasa kesulitan, misalnya susah hafal vocabulary sama pelafalanya. kan biasanya tuh di satu kosakata kadang beda penggunaa, nah biasanya masih suka bingung. sebenarnya semua skillnya sulit si ka, tapi paling sulit speaking. klo penjelasan guru udh jelas trs materi ga terlalu susah juga, klo masalah tertarik ya aku tertarik sama bahasa inggris emang karna kepengin bisa, tpi akunya aja mungkin yg males buat belajar makanya susah. Dari motivasi belajar aku mungkin ya.</p>
	<p>Bagaimana pendapat anda terhadap teknik mengajar yang digunakan oleh guru dalam mengajar bahasa inggris? Selain itu, teknik pembelajaran seperti apa yang anda harapkan untuk digunakan dalam pembelajaran bahasa inggris? Terakhir, apakah anda lebih suka ketika guru mengajar menggunakan bahasa inggris secara penuh, ataukah anda memilih kombinasi antara bahasa inggris dan bahasa indonesia, atau</p>	<p>bu widya ngajarnya efektif si, bener² dijabarin satu persatu gitu ka trs harus bgt fokus gtu, harus perfeksionis bgt kadang ya nyebelin masalah bangku depan kosong satu aja ya harus bgt diisi klo blm keiisi gabakal dia mau ngajar smpe harus ada yg ngisi. Aku lebih suka klo di kelas pembelajaranya diskusi ka. terus pakenya bahasa yang setengah-setengah ka biar lebih mudah aja</p>

	bahkan lebih suka menggunakan bahasa indonesia secara penuh?	
	Bagaimana pendapat anda terhadap materi yang digunakan oleh guru dalam mengajar bahasa inggris? Kemudian apa sumber utama dan media yang anda gunakan dalam pembelajaran bahasa inggris? Apakah ada topik materi pembelajaran bahasa inggris yang paling anda sukai, tentang teknik mesin?	Materi yang di kelas udah mudah dipahmi terus enak juga. Kalo Aku belajar dari youtube juga ka kan ada konten ome tv ngobrol sama orang luar negeri nah biasanya dari situ trs sama dari tiktok ka Media pembelajaran lebih suka video si kak. kaya lebih mudeng aja gitu, tpi vidionya ngga yg serius bgt ka, yg masih ada bercanda ² nya gitu kaya mikethecameleon. Video yang berbahasa inggris aja tapi didlm vidionya ada pembelajarannya juga Kalo topiknya itu suka yang sehari hari aja ka. kalo yg mesin paling materi tentang mikrometer ka disitu banyakn istilah bahasa inggrisnya
	Bagaimana hubungan antara materi yang digunakan dengan tujuan anda dalam belajar bahasa inggris, apakah berhubungan atau malah tidak berhubungan sama sekali? Terakhir, bagaimana anda menilai materi bahasa inggris yang disampaikan oleh guru, apakah sangat mudah dikuasai, mudah dikuasai, sulit dikuasai, atau bahkan anda tidak bisa menguasai materi tersebut?	materi yang sekarang nyambung ka sama tujuan aku nelajar bahasa inggris, kan sekarang materinya yg verb trs simple past tense, present tense gitu jadi gampang aku bisa
	Bagaimana pendapat anda tentang proses pembelajaran bahasa inggris di sekolah ini? Apakah anda menganggapnya sangat efektif, efektif, tidak efektif, atau bahkan sangat tidak efektif? Selain itu, manajemen kelas seperti apa yang anda harapkan digunakan dalam pembelajaran bahasa inggris? Di mana tempat favorit anda untuk belajar bahasa inggris di sekolah ini dan berapa banyak siswa yang anda harapkan ada di kelas bahasa inggris ini?	kelasnya yang sekarang Sudah efektif ka, aku lebih ke yg kerja kelompok soalnya aku lebih suka diskusi, tempatnya dimana aja yang penting bersih trs adem nyaman jdinya klo buat belajar, satu kelas isinya 10-15 aja ka.
	Bagaimana anda merespon dalam kelas bahasa inggris, apakah anda selalu aktif merespon guru dengan pertanyaan yang diajukan, sering merespon, jarang	Kadang-kadang ka, paling suruh mbaca teks gitu. kalo aku engga terlalu aktif juga si ka, kadang ² klo ada pertanyaan ya njawab tergantung

	merespon, atau bahkan tidak pernah merespon sama sekali? Apakah anda lebih cenderung menjawab pertanyaan guru dengan pelan, keras, atau justru lebih suka bertanya terkait materi? Ataukah ada waktu di mana anda tidak merespon sama sekali dan hanya diam?	mood aja. jawabnya gimana ya, yang keras engga malu-malu juga engga Biasa aja gitu standar
	Bagaimana pendapat anda tentang penerapan bahasa inggris untuk tujuan khusus di sekolah ini? Setuju kah apabila sekolah menerapkan program bahasa inggris untuk tujuan khusus?	aku setuju ² aja kalo program ini diterapin
	Terakhir, apa harapan anda terkait program bahasa inggris untuk tujuan khusus di sekolah ini, apakah anda berharap program ini diterapkan untuk seluruh jurusan, hanya untuk jurusan teknik mesin, diterapkan untuk beberapa jurusan termasuk teknik mesin, atau anda berpendapat bahwa sekolah tidak perlu menerapkan program bahasa inggris untuk tujuan khusus?	harus diterapin ke semua jurusan ga hanya cuma di mesin aja bagusnya si diterapin ya ka biar klo ntar mau interview jdi public speaking lebih bagus, ini kan programnya tertuju buat kumonikasi dilingkungan kerja nah diterapinnya mulai dari kelas 10 aja, biar kaya soft skill, kita kan juga diajarin soft skill buat persiapan kerja dri skrg jdi ntar klo udh kerja lebih gampang buat ininya

S₁₀ : IK/ X TM2 (27)

No.	A	S ₁₀
	Bagaimana tujuan anda dalam belajar bahasa inggris dan topik materi terkait teknik mesin yang anda harapkan, seperti komunikasi dalam konteks teknik mesin, laporan teknis, presentasi, etika profesional, serta keterampilan membaca dan menulis teknis?	saya ingin menguasai bahasa inggris lebih baik itu karena supaya berguna buat masa depan buat mencari pekerjaan di luar atau di dalam negeri jika menggunakan bahasa inggris bisa langsung di lakukan tidak perlu les/kursus bahasa inggris, juga untuk jenjang selanjutnya yaitu perguruan tinggi supaya jika ada menggunakan bahasa inggris lebih mudah untuk di pahami. saya inginnyaaa kerja dulu jika ada tawaran setelah lulus. Setelah itu baru kuliah ka, tapi jika bisa di terima di perguruan tinggi sebelum ada tawaran pekerjaan saya akan kuliah terlebih dahulu. malah harapan saya itu bisa di terima kerja di luar negeri. iya belajar bahasa inggris supaya

		<p>lebih enak dalam kegiatan sehari-hari waktu di tempat kerja.</p> <p>topik pembelajaran yang saya inginkan itu seperti bahasa-bahasa dalam permesinan, seperti tulisan di dalam tombol-tombol atau petunjuknya, kan menggunakan bahasa Inggris, nah itu supaya tidak ada kesalahan dalam menggunakan alat tersebut, kaa.</p> <p>tetapi saya ingin memperlancar bicara dan membaca tulisan dalam bahasa Inggris, umum terlebih dahulu, kaa, baru nanti belajar istilah-istilah di teknik mesin.</p>
	<p>Apa keterampilan bahasa Inggris yang ingin anda tingkatkan, apakah anda lebih fokus pada membaca, berbicara, mendengarkan, atau menulis, dan mengapa anda ingin mengembangkan keterampilan tersebut?</p>	<p>saya sangat ingin tingkatkan yaitu skill dalam berbicara, karena saya belum terlalu lancar dalam hal tersebut, dan menurut saya berbicara itu sangat penting dalam teknik mesin ini, biar tidak terjadi miskom.</p>
	<p>Bagaimana tingkat kesulitan anda dalam belajar bahasa Inggris, apakah anda merasakan kesulitan secara selalu, sering, jarang, atau bahkan tidak pernah? Selain itu keterampilan bahasa Inggris apa yang paling sulit? Mengapa anda merasa kesulitan dalam pembelajaran bahasa Inggris, apakah karena sulit memahami penjelasan guru, merasa bosan, menghadapi kesulitan dalam memahami materi, atau kurang tertarik dengan bahasa Inggris?</p>	<p>lumayan sering merasa kesulitan, tetapi enggak tau kenapa itu kesulitannya, malah dalam ulangan bukan pembelajaran, jawab soalnya yang susah. sebenarnya enggak susah, tapi itu kembali lagi kepada diri kita sendiri, dalam minatnya belajar bahasa Inggris ini, selama ada kemauan bisa.</p> <p>Paham banget, kaa, kalo dari penjelasan guru, tapi enggak tau kenapa pada saat ulangan malah jadi bingung.</p> <p>sulit lebih ke berbicara, si kaa, kalo keterampilannya, bisa di bilang tidak terbiasa, karna sudah jarang berbicara menggunakan bahasa Inggris.</p> <p>di pembelajaran saya merasa kesulitannya karena mudah bosan, kaa, jika melakukan pembelajaran terus, jadi harus di selingin dengan</p>

		melakukan game dengan tema bahasa inggris
	<p>Bagaimana pendapat anda terhadap teknik mengajar yang digunakan oleh guru dalam mengajar bahasa inggris? Selain itu, teknik pembelajaran seperti apa yang anda harapkan untuk digunakan dalam pembelajaran bahasa inggris? Terakhir, apakah anda lebih suka ketika guru mengajar menggunakan bahasa inggris secara penuh, ataukah anda memilih kombinasi antara bahasa inggris dan bahasa indonesia, atau bahkan lebih suka menggunakan bahasa indonesia secara penuh?</p>	<p>lebih tepatnya suka berdiskusi setelah itu melakukan presentasi di depan kelas ka</p> <p>motode di pakai bu widya itu biasanya ada diskusinya juga sering jadi suka dalam pembelajarannya bu widya. udah menarik metodenya.</p> <p>Kalo di kelas lebih suka pake bahasa inggris dulu habis itu di translatein kaa, karena supaya mendengar cara berbicaranya dan bisa menambah pengetahuan berbicara pas bu widya pake</p>
	<p>Bagaimana pendapat anda terhadap materi yang digunakan oleh guru dalam mengajar bahasa inggris? Kemudian apa sumber utama dan media yang anda gunakan dalam pembelajaran bahasa inggris? Apakah ada topik materi pembelajaran bahasa inggris yang paling anda sukai, tentang teknik mesin?</p>	<p>Materinya oke si lumayan enak dan mudah dipahami. Aku belajar daru guru dan internet juga si ka kalo buku jarang soalnya kurang lengkap. kalo di internet lebih ke lagu si kaa ,buat media lebih suka pake vidio yang ada animasinya ka karena itu keliatannya lebih menarik dan mudah di pahami</p>
	<p>Bagaimana hubungan antara materi yang digunakan dengan tujuan anda dalam belajar bahasa inggris, apakah berhubungan atau malah tidak berhubungan sama sekali? Terakhir, bagaimana anda menilai materi bahasa inggris yang disampaikan oleh guru, apakah sangat mudah dikuasai, mudah dikuasai, sulit dikuasai, atau bahkan anda tidak bisa menguasai materi tersebut?</p>	<p>Kalo materi selama kelas 10 ini materinya nyambung ka sama tujuan aku belajar bahasa inggris. Berhubungan dan mudah dipahami materinya.</p>
	<p>Bagaimana pendapat anda tentang proses pembelajaran bahasa inggris di sekolah ini? Apakah anda menganggapnya sangat efektif, efektif, tidak efektif, atau bahkan sangat tidak efektif? Selain itu, manajemen kelas seperti apa yang anda harapkan</p>	<p>efektif bangettt ka, berkelompok si ka karna asik kalo rame rame kalo sendiri boring, lebih ke perpustakaan ka karena lebih adem kalo di kelas panas juga bosan di kelas terus menurut aku walaupun rame tapi tetep efektif aja kaa karena asik kalo rame rame tapi</p>

	<p>digunakan dalam pembelajaran bahasa inggris? Di mana tempat favorit anda untuk belajar bahasa inggris di sekolah ini dan berapa banyak siswa yang anda harapkan ada di kelas bahasa inggris ini?</p>	<p>tergantung juga anak anaknya kadang kan kelasnya rame tapi bedanya kalo sama bu widya pada diem. gapapa rame tapi tergantung gurunya juga manage kelasnya seperti apa.</p>
	<p>Bagaimana anda merespon dalam kelas bahasa inggris, apakah anda selalu aktif merespon guru dengan pertanyaan yang diajukan, sering merespon, jarang merespon, atau bahkan tidak pernah merespon sama sekali? Apakah anda lebih cenderung menjawab pertanyaan guru dengan pelan, keras, atau justru lebih suka bertanya terkait materi? Ataukah ada waktu di mana anda tidak merespon sama sekali dan hanya diam?</p>	<p>bu widya sering gitu nanya ke siswa setiap selesai pembelajaran pasti di tanyain any question gitu. kalo aku tipenya lumayan aktif menurut aku ka soalnya sering aku ngejawab tapi kalo soal tanya ke guru jarang ka</p>
	<p>Bagaimana pendapat anda tentang penerapan bahasa inggris untuk tujuan khusus di sekolah ini? Setuju kah apabila sekolah menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>setujuuu bangettt kaa kaloo di adainn program tersebut karena kan kita butuh pengetahuan komunikasuu di lingkungan kerja buat interview biasanya juga pake bahasa inggris tapi di perusahaan tertentu,</p>
	<p>Terakhir, apa harapan anda terkait program bahasa inggris untuk tujuan khusus di sekolah ini, apakah anda berharap program ini diterapkan untuk seluruh jurusan, hanya untuk jurusan teknik mesin, diterapkan untuk beberapa jurusan termasuk teknik mesin, atau anda berpendapat bahwa sekolah tidak perlu menerapkan program bahasa inggris untuk tujuan khusus?</p>	<p>harapanya program ini diterapkan di smk ka dan di terapkannyaa itu keseluruh jurusan karena semuanya itu wajib tau komunikasi dalam bekerja nantinya</p>

Appendix 8
Documentation

Questionnaire completion X TM 1



Picture 1 Questionnaire completion X TM 1



Picture 2 Questionnaire completion X TM 1

Questionnaire completion X TM 2

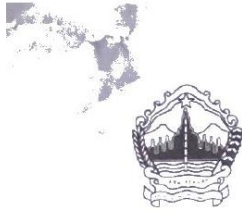


Picture 3 Questionnaire completion X TM 2



Picture 4 Questionnaire completion X TM 2

Appendix 9 Preliminary Observation Letter



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 2
PURWOKERTO**

Jalan Jenderal Gatot Subroto Nomor 81 Kranji, Purwokerto Timur Kode Pos 53116
Telepon 0281-635061 Faksimile 0281-635061 Surat Elektronik smkn2purwokerto@gmail.com

SURAT KETERANGAN

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c. Pangkat, Gol. : Pembina, IV/a
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dengan ini menerangkan bahwa :

a. Nama : **AKHIDA FAHRIANI**
b. NIM : 2017404006
c. Semester : 7 (tujuh)
d. Jurusan / Prodi : Tadris Bahasa Inggris
e. Tahun Akademik : 2023 / 2024

Adalah benar yang bersangkutan telah melaksanakan Observasi awal dengan judul Need Analysis in Teaching ESP at Vocational School With Merdeka Curriculum (A Mixed Method Research at Tenth Grade Student Engineering Program Of SMK N 2 Purwokerto)”, pada tanggal 23 - 26 Januari 2023 di SMK Negeri 2 Purwokerto yang beralamat di Jl. Jend. Gatot Subroto No. 81 Purwokerto, Kelurahan Kranji Kecamatan Purwokerto Timur..

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Purwokerto, 23 November 2023



Drs. BAMBANG SAPTONO
Pembina
NIP. 19650511 199203 1 008

Tembusan :

1. Arsip Tata Usaha

Appendix 10 Individual Research Letter



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 2
PURWOKERTO**

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- e. Tahun Akademik : 2023/2024

adalah benar yang bersangkutan telah melaksanakan Riset Individu dengan Judul "Needs Analysis in Learning ESP at a Vocational School with Merdeka Curriculum", pada tanggal 13 Mei s.d. 3 Juni 2024 di SMK Negeri 2 Purwokerto yang beralamat di Jl. Jend. Gatot Subroto No. 81 Purwokerto, Kelurahan Kranji Kecamatan Purwokerto Timur.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Purwokerto, 19 Juni 2024
KEPALA SMK NEGERI 2 PURWOKERTO



Drs. BAMBANG SAPTONO
Pembina Tk.I
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Tembusan :
1. Arsip Tata Usaha