

**LEARNERS' NEEDS ANALYSIS: ESP MATERIALS FOR CULINARY
ARTS DEPARTMENT AT SMKN 3 PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
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Degree**

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Purwokerto, 7th October 2024

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Assalamu'alaikum Wr. Wb.

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

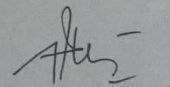
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**LEARNERS' NEEDS ANALYSIS: ESP MATERIAL FOR CULINARY
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ABSTRACT

Abstract: Vocational High Schools (SMK) implement English for Specific Purposes (ESP) to tailor English learning to students' professional goals, especially for those entering the workforce. Given the diverse specializations within SMK, English instruction is customized to each major's needs. A comprehensive needs analysis, including Target Situation Analysis (TSA), Present Situation Analysis (PSA) and Learning Needs Analysis (LNA), assesses students' English requirements. This study focuses on the specific needs of Culinary Arts students in the ESP program at SMKN 3 Purwokerto, using a mixed-methods research design with data from questionnaires and interviews involving 179 students and 2 English teachers. Findings show most Culinary Arts students aim to work after graduation, with English instruction partially relevant to their field. In the TSA, 98.3% of students learn English to support their careers. In the PSA, 77.1% could write simple sentences, while 87.7% had difficulty in speaking. In the LNA, 83% of students suggested a general need for increased speaking activities in English, particularly on the topic of daily activities. Additionally, 83% of students indicated a need more activities to write sentences in English related to food preparation. 82% of students agreed to more activities to read English texts to understand test and exam questions. 80% students need more activities involving listening to English audio on topics related to the Culinary major, 84% need more English vocabulary related to the Culinary major, and 81% need more English grammar instruction. Furthermore, 75% of students expressed a preference for learning media that use audio-visual aids, and 75% preferred learning models that involve pair work.

Keywords: need analysis, ESP, students' needs

Motto

“Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan.”

(QS. Al-Insyirah : 5-6)

Yang memeluk raga kecilku. Yang menyayangi kecilku.

Yang memeluk jiwa kecilku. Dan semua aku.

(Kekal – Nadin Amizah)



DEDICATION

I dedicate this thesis to :

My self

Dear self, Thank you for your unwavering cooperation and dedication throughout this journey. Completing this thesis has required immense time and effort, but your perseverance and hard work have led to its successful completion. You have shown incredible strength and determination. Let's continue to strive, face the world with courage, and embrace all the challenges and opportunities that come our way. Together, we can achieve anything.

My family

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Purwokerto, 2 October 2024

Researcher,



To'ifatun Ni'mah

S.N. 2017404087

TABLE OF CONTENTS

COVER.....	i
STATEMENT ORIGINALITY	ii
APPROVAL SHEET	iii
OFFICIAL NOTE OF SUPERVISOR	iv
ABSTRACT.....	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS.....	x
LIST OF TABLES	xii
LIST OF ABBREVIATIONS	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Operational Definition	4
C. Research Question.....	6
D. Aim and Significances of the Research	6
E. Organization of the Research.....	8
CHAPTER II THEORETICAL REVIEW.....	9
A. Theoretical Framework	9
B. Review of Relevant Studies	18
CHAPTER III RESEARCH METHOD	21
A. Research Design.....	21
B. Time and Location of the Research	21
C. Population and sample	22
D. Data Collection Technique.....	23
E. Data Analysis Technique	25
F. Validity and Reliability	27

CHAPTER IV RESEARCH AND DISCUSSION	29
A. Findings.....	29
B. Discussion	66
CHAPTER V CONCLUSION AND SUGGESTIONS.....	69
A. Conclusion	69
B. Limitation of the Study	70
C. Suggestions	70
REFERENCES.....	71
APPENDICES	75



LIST OF TABLES

Table 3.1 the Questionnaire Framework of the Research

Table 3.2 Students Needs Analysis Questionnaire Score

Table 4.1 the Most Needed Language Skill

Table 4.2 English for Specific Purposes

Table 4.3 the Students' Proficiency in English

Table 4.4 Learn English to Support Future Work

Table 4.5 Learn English to Support Future Academic

Table 4.6 Learn English to Support Other Personal Goal

Table 4.7 Speaking Ability

Table 4.8 Writing Ability

Table 4.9 Reading Ability

Table 4.10 Listening Ability

Table 4.11 Vocabulary Mastery

Table 4.12 Special Vocabulary Ability

Table 4.13 Grammar Mastery

Table 4.14 Lack of Speaking

Table 4.15 Lack of Writing

Table 4.16 Lack of Reading

Table 4.17 Lack of Vocabulary

Table 4.18 Lack of Special Vocabulary

Table 4.19 Lack of Listening

Table 4.20 Lack of Grammar

Table 4.21 Expected Speaking Learning Activities on the Topic of Daily Activities

Table 4.22 Expected Speaking Learning Activities with Role Play

Table 4.23 Expected Speaking Learning Activities with Culinary Topic

Table 4.24 Expected Writing Learning Activities for Writing Sentences in English Related to Food Preparation

Table 4.25 Expected Learning Activities for Writing Reports in English

Table 4.26 Expected Learning Activities for Writing CVs in English

Table 4.27 Expected Learning Activities for Writing Job Application in English

Table 4.28 Expected Learning Activities for Reading English Texts from the Internet Relevant to the Culinary Arts Major

Table 4.29 Expected Learning Activities for Reading English Texts to Understand Test and Exam Questions

Table 4.30 Expected Learning Activities for Reading English Texts from Textbooks

Table 4.31 Expected Learning Activities for Listening to English Audio on the Topic of Daily Activities

Table 4.32 Expected Learning Activities for Listening to English Audio on Topics Relevant to the Culinary Arts Major

Table 4.33 Expected Learning Activities for Vocabulary Relevant to the Culinary Arts Major

Table 4.34 Expected Learning Activities for Grammar

Table 4.35 Expected Learning Media Using Audio

Table 4.36 Expected Learning Media Using Pictures

Table 4.37 Expected Learning Media Using Reading Materials

Table 4.38 Expected Learning Media Using Audio-visual

Table 4.39 Expected Individual Learning Model

Table 4.40 Expected paired Learning Model

Table 4.41 Expected Group Learning Model

LIST OF ABBREVIATIONS

ESP : English for Specific Purposes

NA : Need Analysis

TSA : Target Situation Analysis

PSA : Present Situation Analysis

LNA : Learning Need Analysis



LIST OF APPENDICES

Appendix 1 Research Instruments

Appendix 2 Students' Interview Guide

Appendix 3 Teachers' Interview Guide

Appendix 4 Transcription

Appendix 5 Result of Questionnaire

Appendix 6 Validation Sheet

Appendix 7 Validity and Reliability Test

Appendix 8 Documentations Appendix

Appendix 9 Permission Letter



CHAPTER I

INTRODUCTION

This chapter presents a brief description of the whole contents of the research including background of study, definition operational, research questions, aims and significances of the study, and organization of the study.

A. Background of the Study

A Vocational High School, known as *Sekolah Menengah Kejuruan (SMK)* in Indonesia, focuses on imparting specialized skills to its students. These schools offer diverse study programs designed to equip students with the necessary competencies in their chosen fields. To enhance their learning, students are required to complete an internship program, or *Praktik Kerja Lapangan (PKL)*, where they can apply both their soft and hard skills in real-world settings. Upon graduation, students are expected to be well-prepared and competent, ready to embark on their professional careers. This is also mentioned in the Ministry of Education and Culture Regulation cited by (Mentari, 2019) that the English that should be mastered by SMK students is related not only to their daily communication but also to their future professions and jobs. The Indonesian government uses the term "SMK BISA" to refer to vocational schools, implying that students should develop expertise in their field of study, including English (Dwinalida, 2023). There are several study plan options available at vocational high school, including hospitality, culinary, beauty & SPA, fashion, etc.

The english language requirements in the economic sector differ significantly from those in the hospitality and tourism sectors. Employees in the hospitality and restaurant industries cater to both domestic and international clients, making English language proficiency highly valuable. This proficiency encompasses receptive skills like listening and reading, as well as productive skills such as speaking and writing. Consequently, those responsible for English language education and training must carefully

consider the objectives, functions, methodologies, and scope of the material provided to learners (Hardina, 2022).

Likewise, English language skills for vocational students majoring in culinary arts will give them a competitive advantage when they take on roles as staff in the hospitality or restaurant sector who are tasked with serving their customers well. They will also benefit greatly from being able to understand and translate recipes and international culinary guides that are generally written in English. This will offer opportunities for vocational high school students to explore diverse cuisines and enhance their culinary skills, preparing them effectively for the workforce (Kamaruddin et al., 2021). So the government specifically created a curriculum for vocational high school students that also includes communication in English.

In vocational schools, English is taught as an application of English for Specific Purposes (ESP), which differs significantly from general English instruction. ESP is tailored to meet the specific needs and content relevant to the learners. According to Hutchinson and Walters, ESP focuses on the students' motivations for learning English, making it a more targeted and purposeful approach (Hutchinson & Walters, 1991, p. 8). Dudley-Evan and St. John (1998) cited by (Tratnik, 2008) mentioned that ESP process consists of five key stages: need analysis, course design, teaching and learning, assessment, and evaluation. Robinson (1990) identified several key characteristics of English for Specific Purposes (ESP). These include having clearly defined professional objectives, developing materials based on need analysis, and targeting intermediate to advanced learners and working professionals. Consequently, ESP is closely linked with the concept of need analysis (Nurpahmi, 2016).

Conducting a student needs analysis is often regarded as the initial step for curriculum or course planners. This process helps identify the learners' skills, competencies, knowledge, needs, and learning objectives (Rizki et al., 2020).

Needs analysis is the first stage before designing a program outline to identify students' language and skills in their field of study considering their knowledge and needs. The application of need analysis has the function of supporting student understanding in the learning process because the material taught must be based on student needs. Therefore, student needs analysis tries to investigate the relationship between target language (English), proficiency, and what students must do to master English.

Conversely, each vocational school and its students have unique learning needs for each subject. This necessitates an exploration of student needs analysis. For instance, the 2023 study by Tri Nurhasanah and Eri Kurniawan, titled “ESP Need Analysis of Computer and Network Engineering in Vocational High School,” highlights this issue. The study is driven by the observation that English instruction in vocational schools is often equated with that in high schools, which fails to address the specific needs of vocational students. This discrepancy is linked to the selection of majors, resulting in a gap in English proficiency. The research focuses on analyzing students’ needs, evaluating textbooks, and conducting interviews related to ESP. Findings indicate that both teachers and students in vocational schools desire ESP tailored to their specific majors. The low proficiency in English, particularly ESP, in vocational schools is attributed to several factors, including inadequate ESP materials, such as textbooks, insufficient school facilities, and a lack of teacher competence in teaching ESP. (Nurhasanah & Kurniawan, 2023).

Initial observations in the catering class at SMKN 3 Purwokerto conducted on March 8, 2023 showed that the lesson focused on comparison. The teacher began by explaining definitions and rules, followed by examples. However, the vocabulary used was not specific to the culinary field, and the examples provided were too general. Additionally, when students were asked to create comparison sentences, they were permitted to find these sentences online rather than generating them independently. In addition, another material

taught was job application letters and the examples given were not culinary job application letters.

Recognizing the significance of learning English is essential as it can enhance both teaching and learning processes. The researcher aimed to identify what culinary students were learning in their English classes, their existing knowledge, their learning needs, and their goals for studying the language. The study focused on analyzing the language material needs of culinary students at SMKN 3 Purwokerto.

Based on the aforementioned problem, the researcher was inspired to undertake a study titled **“Learners’ Needs Analysis: ESP Materials for the Culinary Arts Department at SMKN 3 Purwokerto”**.

B. Operational Definition

These definitions are essential to avoid ambiguity and misinterpretation, ensuring that the reader comprehends the study's concept. They describe the variables to be assessed and guide the research through key definitions of crucial terms. The important definitions are as follows:

1. English for Specific Purposes

English for Specific Purposes (ESP) involves teaching and learning English tailored to learners' needs and goals. It focuses on the particular English skills needed for professional or academic tasks. This helps learners develop the language skills essential for their specific roles or professions (Dewi et al., 2013). Hutchinson and Waters divide ESP into two categories: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) (Hutchinson & Waters, 1991). According to Basturkmen, ESP has two key features: constant and variable (Basturkmen, 2010). Variables in ESP course development depend on the specific area of focus, which can range from general to specialized topics. This diversity is influenced by learners' experience with the target community and teachers' knowledge of the relevant disciplines. Constants

in ESP courses include a focus on learners' needs and their work or study-related roles, leading to a more specific language and skills curriculum. These courses use texts and descriptions relevant to the community to teach the needed languages and skills.

In ESP learning, teachers and students have their own roles. The teacher in the classroom not only acts as a teacher but also as a course designer, resource provider, researcher, collaborator, and assessor. While the student is the object of ESP learning, the materials, learning media strategies and others will be tailored to the learner's needs that are relevant to their interests for further study or professional work (Fitria, 2020, p. 60).

2. Need Analysis

According to (Ekayati et al., 2020) needs analysis is a method for comparing ideal conditions with current realities. The ideal conditions represent the desired outcomes, while the current conditions reflect what is actually happening. This process is more about making decisions to bridge the gap between expectations and reality rather than reaching a final conclusion. Needs analysis helps identify the discrepancies between learners' expectations and their actual experiences during the learning process. Needs Analysis examine students' learning requirements, identifying what they wish to learn in their English courses based on their specific majors. This process involves Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Needs Analysis (LNA), TSA focuses on the students' end goals in learning English, LNA explores their wants and necessities, and PSA assesses their initial English proficiency levels (Robinson cited by (Rahman, 2015). This analysis highlights students' strengths and weaknesses in learning English.

C. Research Question

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

1. What is the target situation of culinary arts department students of SMKN 3 Purwokerto?
2. What are the present situations of culinary arts department students of SMKN 3 Purwokerto?
3. What are the learning needs of culinary arts department students of SMKN 3 Purwokerto?

D. Aim and Significances of the Research

1. Aims of the research

In relation to the problem statement above, the objective of the research are as follows:

- a. To find out the target situation of culinary arts department students of SMKN 3 Purwokerto.
- b. To find out the present situations of culinary arts department students of SMKN 3 Purwokerto.
- c. To find out the learning needs of culinary arts department students of SMKN 3 Purwokerto.

2. Significances of the Study

- a. Theoretical Significance

This study is intended to improve the implementation of need analysis theory and the materials in the English subject. Furthermore, it will increase participation in discussions about relevant topics.

b. Practical Significance

1) For institution

The process of establishing a syllabus and language course also includes need analysis. This research should aid in the creation of the curriculum and language course at this school.

2) For the students

The needs analysis aims to identify the Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Needs Analysis (LNA) for students in the English subject. Once these needs are determined to equipment, the learning materials will be tailored to each major, with the goal of equipping students with the competencies necessary to support their careers.

3) For the teacher

This will equip teachers with insights into what students need to learn in their English courses. Consequently, teachers can tailor their teaching methods to address the specific needs of students in each major.

4) For the researcher

The knowledge and expertise gained from the research should prove valuable in the future for undertaking need analyses.

5) For other researcher

Information and the advancement of relevant research are intended outcomes of this study. The present study can be utilized by future researchers as a reference for similar investigations in the past.

E. Organization of the Research

To conduct systematic research, it is essential to organize the structure into distinct sections. This research will be presented in five chapters, as outlined below:

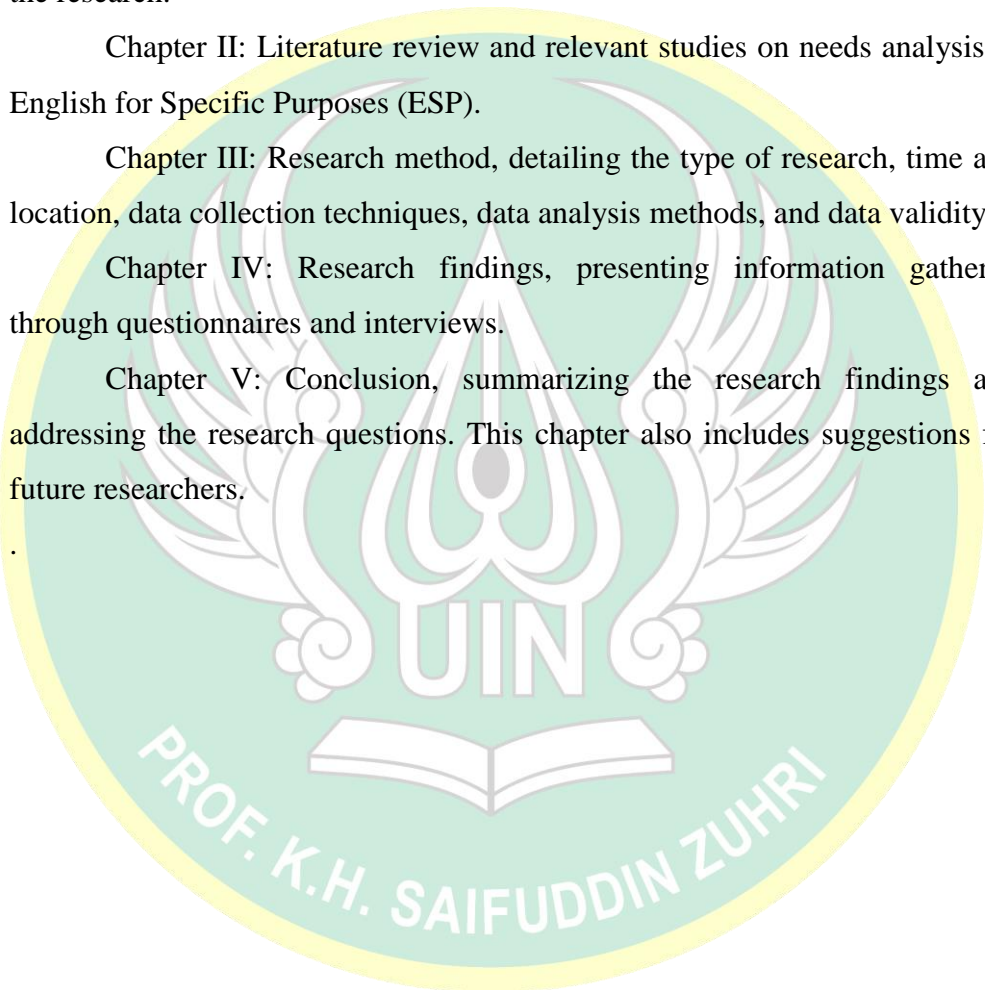
Chapter I: Introduction, which includes the background of the study, operational definitions, research questions, and the aims and significance of the research.

Chapter II: Literature review and relevant studies on needs analysis in English for Specific Purposes (ESP).

Chapter III: Research method, detailing the type of research, time and location, data collection techniques, data analysis methods, and data validity.

Chapter IV: Research findings, presenting information gathered through questionnaires and interviews.

Chapter V: Conclusion, summarizing the research findings and addressing the research questions. This chapter also includes suggestions for future researchers.



CHAPTER II

THEORETICAL REVIEW

This chapter explains the theoretical basis used as a reference in this research and contains theories that form the background of all research activities conducted.

A. Theoretical Framework

In this point, this research elucidates some theoretical studies including English for Specific Purposes, need analysis, and needs analysis for English for Specific Purposes. The following is the elucidations of these theories:

1. English for Specific Purposes (ESP)

a. Definition of English for Specific Purposes (ESP)

English for special purposes is the teaching and learning of English tailored to specific fields such as economic, business, science, technology, and administration, and others. Some experts explain the meaning of English for specific purposes, including:

According to (Hutchinson & Waters, 1991, p. 38) English for Specific Purposes (ESP) is an approach to teaching and learning English that is specifically designed to meet the needs of students, enhancing their skills for educational or professional purposes. Unlike general English, ESP is tailored to the specific goals of the learners.

English for Specific Purposes is an approach to teaching English that targets the language needs of students within a particular field of study. The term "specific" highlights the unique linguistic requirements associated with learning English for a specific discipline. Essentially, ESP is a method of teaching English as a second or foreign language, customized to meet the needs of students who will use English in a specific professional or academic context. The primary goal of an ESP course is to equip students with the language skills necessary to excel in their chosen field (Maruf et al., 2021).

English for Specific Purposes materials should be developed through a comprehensive needs analysis process. This approach ensures that the learning objectives are more specific and targeted to the learners' specific needs, as compared to general English materials. Using ESP materials enhances students' motivation to learn the topics and texts, as they are highly relevant to their work areas. (Nasmah, 2018) mentioned that analyzing students' needs is the key to achieving the goal of studying an ESP course.

Based on some definitions that mentioned above, it can be conclude that English for Specific Purposes (ESP) is the process of teaching and learning English as a second or foreign language, tailored with specific objectives to meet the needs of students. This approach aims to enhance their abilities for educational purposes or career advancement.

b. Classification of English Specific Purposes (ESP)

Hutchinson and Alan (1995) categorized ESP into two main types based on how frequently an individual's ESP course occurs. The first type is English for Academic Purposes (EAP), which is tailored to meet the needs of learners who require English for their academic studies. According to Hamp-Lyons, as cited by As Sabiq, English for Academic Purposes (EAP) is defined as a set of language skills essential for academic success. This encompasses language classes, teaching methods, teacher training, language assessment, needs analysis, materials development and evaluation, discourse analysis, learning acquisition in EAP, research writing, and speaking skills across all academic levels (As Sabiq & Muflihah, 2021). The second category includes English for Occupational Purposes (EOP), English for Vocational Purposes (EVP), or Vocational English as a Second Language (VESL). These are further divided based on the learner's

specialization into three subcategories: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Science (ESS) (Hutchinson & Waters, 1991, p. 16).

ESP, or English for Specific Purposes, has two important features: variable and constant (Bastrukmen, 2010, p. 12). The variability in ESP courses arises from their development for different fields, ranging from general topics (e.g., academic English writing) to highly specific ones (e.g., English for hotel receptionists). This variability is influenced by learners' relationships with their target communities of practice. For instance, some learners may have prior experience working or studying in their target fields, giving them a better understanding of specific practices. Conversely, other learners may have limited knowledge of what their target communities entail. Additionally, the familiarity of ESP teachers with the target professions and vocations also contributes to this variability.

Although there are differences, a consistent aspect of ESP is the focus on learners' needs, particularly in their professional and academic roles. ESP courses concentrate on specific language and skills, often drawing texts and communication descriptions from the relevant communities of practice and disciplines

c. Teaching English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is a targeted method for teaching and learning English that focuses on the language skills needed for specific academic or professional settings. The goal of ESP is to provide learners with the necessary language proficiency to effectively communicate within their particular fields or careers. Dudley-Evans and St John 1998 cited by (Fitria, 2020) mentioned that the dynamics in ESP classes are usually similar to General English classes. However, in specialized ESP classes, teachers often take on

other roles in addition to teaching, teachers also play the role of a course designer and material provider, researcher, collaborator, and evaluator.

The ESP class helps students improve their English language skills to match their native-language abilities. These students have a specific interest in acquiring subject-matter knowledge and adult learning strategies. The class uses materials that are relevant and interesting to their professional work or further studies. The students understand why they need to use English and continually expand their vocabularies, fluency in their fields, and adapt their linguistic behavior to new roles.

The class allows students to understand English in a context they can relate to. Their subject area knowledge is used to identify vocabulary and structures used in the ESP classroom. These intrinsic strengths make learning English easier for ESP students.

2. Need analysis

a. Definition of Need Analysis

Needs analysis is a method that should be pursued to develop language learning materials and curriculum more specifically the English for Specific Purposes section. Several experts define need analysis. Dudley-Evans and John (1998) identified needs analysis as a pivotal component in the ESP teaching and learning process. Similarly, Robinson (1991) emphasized the importance of needs analysis for ESP, noting its significance beyond just educational settings (Hutchinson & Waters, 1991, p. 53). (Mentari, 2019) argues that needs analysis is the main factor in finding out students' needs in learning English. This has a relationship with ESP.

According to Basturkmen (2010), need analysis is a procedure for developing courses that includes determining the language and skill

sets of students in their field of study or job, taking into account their requirements and knowledge. Furthermore, at the end of the procedure, it might serve as an evaluation tool for students (Bastrukmen, 2010, p. 17). Iwai et al. (1999) define needs analysis as the process of gathering information to build a curriculum specific to a certain set of students. According to (Ma'rufah et al., 2021) the goal of needs analysis is to collect information from various stakeholders to determine student needs. This information is then utilized to design, develop, and assess language curriculum program.

(Hutchinson & Waters, 1991) categorize needs analysis into two types: target needs and learning needs. Target needs refer to what learners must accomplish in the target situation, whereas learning needs pertain to what learners must do to acquire the necessary knowledge and skills. Target needs can be categorized into several subgroup: lacks – this refers to the learners' existing knowledge, identifying what they know and what they need to learn; wants – this considers the students' goals and the reasons behind their use of the English language; and necessities – these are determined by the requirement of the target environment. Learning needs encompass aspects such as learning methods, classroom management, learning resources, learning media, subject matter, and the assessment elements envisioned by the learners (Hutchinson & Waters, 1991, pp. 55–63).

Needs analysis is a process designed to align students' needs with English learning tailored to their goals. This involves selecting appropriate learning materials and methods. Additionally, needs analysis can be utilized to evaluate and refine the learning curriculum.

b. Types of Need Analysis

1) Target Situation Analysis (TSA)

Target situation analysis, according to (Bastrukmen, 2010), is the process of determining what tasks, activities, and skills English language learners are or will learn, as well as what they should ideally know and be able to perform. Following the publication of Munby's Communicative Syllabus Design in 1978, needs analysis began to prioritize learners' goals within its framework. Consequently, the concept of target needs became more significant, with research highlighting the importance of function and context. Target Situation Analysis (TSA) focuses on students' language needs and specific communicative competencies, enabling the creation of a highly detailed syllabus. The term TSA was first introduced by Chamber in his 1980 article, where he discussed his confusion about the terminology. TSA is crucial in setting curriculum goals and objectives.

The outcome of Target Situation Analysis (TSA) reveals the students' learning objectives. Students study English to support their future careers, academic pursuits, or other specific purposes

2) Present Situation Analysis (PSA)

Unlike goal situation analysis, which aims to determine the learners' expected outcomes after completing a language course, present situation analysis focuses on identifying the learners' current state at the beginning of the course. According to (Bastrukmen, 2010) present situation analysis involves identifying the knowledge and skills that students currently possess, as well as their capacity to meet the demands of the target setting.

Dudley Evan and St. John cited by Aisyah (2023) Present Situation Analysis is usually measured by their strengths, weaknesses, and experiences, skills, and experiences in language learning(Aisyah, 2023, p. 19). Present Situation Analysis (PSA) can be conducted using standard placement tests. However, gathering background information about learners, such as their years of English study and level of education, can provide sufficient insight into their current abilities, allowing for some degree of forecasting (Mehdi Haseli Songhori, 2008, p. 10).

Present situation analysis assesses learners' proficiency at the beginning of English classes by examining their background. This includes identifying their strengths and weaknesses in speaking, writing, reading, listening, vocabulary, and grammar.

3) Learning Needs Analysis (LNA)

As mentioned in the definition of need analysis by Hutchinson and Waters learning needs analysis will tell us what students should do to acquire knowledge. In other words, learning needs are related to students' strategies in acquiring language. To identify learning needs, one should consider the learner's motivation for taking the course, their learning style, available resources, and background (Hutchinson & Waters, 1991, pp. 62–63). Songhori (2008) emphasized that this kind of need analysis focuses on the ways in which learners acquire another language(Mehdi Haseli Songhori, 2008, p. 12). He also quotes Jordan (1997: 26) cites Bower (1980) who has noted the importance of learning needs(Mehdi Haseli Songhori, 2008, p. 13):

*“If we accept...that a student will learn best if what he **wants** to learn, less well what he only **needs** to learn, less well still what he either wants or needs to learn, it is clearly important to*

leave room in a learning program for the learner's own wishes regarding both goals and processes."

In learning needs analysis, the focus is on understanding the needs and desires of students in learning English. Learning needs encompass the skills and knowledge required, as well as students' aspirations to enhance learning methods, strategies, and media.

3. Needs Analysis in ESP

(Hutchinson & Waters, 1991) have conceptualized needs analysis into three key components:

- a. Target Situation Analysis (TSA) involves analyzing the tasks and activities where the language will be used in the target situation.
- b. Present Situation Analysis (PSA) provides information about the learners' current language conditions and capabilities before the instruction begins.
- c. Learning Needs Analysis (LNA) examines what learners need to do to acquire the language, including the learning situation, required skills, motivation, obstacles, etc.

These components are inseparable from the needs analysis concept, developed carefully considering three main aspects: necessities, lacks, and wants. Necessities are the requirements dictated by the target situation, indicating what learners need to know to perform their tasks and activities effectively in the target situation. Lacks refer to the gaps between what learners already know and what they need to learn more in their learning process. Wants are considered the most important as this element determines learners' motivation to participate effectively in classroom learning and the overall learning process since the content and methods align with what learners wish to study.

Dudley-Evans and St. John, as cited by (Haryono et al., 2020), offer a comprehensive concept of needs analysis comprising eight key components commonly used today:

- a. Professional information about the learners includes target situation analysis and objective needs, such as the tasks and activities for which English will be used.
- b. Personal information about the learners – This involves learners' preferences, and factors influencing their learning methods (e.g., previous learning experiences, reasons for learning, expectations).
- c. Learners' current English proficiency – Information on the learners' current English skills, providing a situational analysis to identify learners' current language skills and usage.
- d. Learners' deficiencies – The gaps or weaknesses learners have.
- e. Language learning information – This includes learning needs such as the required language skills and the learning process.
- f. Learners' professional communication – This involves linguistic analysis, discourse analysis, and genre analysis.
- g. Desired learning outcomes – What learners want to achieve from the learning process.
- h. Learning environment – Information on how the learning environment will be structured.

Based on the above explanations, it can be concluded that the process of needs analysis in ESP learning is a complex activity involving two important components: learners in the target situation and learning needs. A comprehensive needs analysis in ESP should include at least five key aspects: target situation analysis, discourse analysis, present situation analysis, learner factors analysis, and teaching context analysis. This shows that ESP learning should focus on the relationship between the English learning process and the communicative needs of the students. As analyzed by Hutchinson & Waters (1987), understanding why learners

need English will help tailor the content accordingly, ensuring the learning process focuses on these specific needs.

B. Review of Relevant Studies

Many studies, including journal articles, theses, and other sources, have been undertaken on this topic. The comparability of this proposed study could be one of the relevant research topics. They are the following:

First, a thesis by (Nasmah, 2018) entitled *Needs Analysis of English for Specific Purpose at Third Semester Students of Government Science in Muhammadiyah University of Makassar*. The present situation of government science students do not meet their actual needs of English for Specific Purpose which revealed between the English teaching materials and their study program as government science students is partly relevant. Those students need more specific English material and class, that is, English for Specific Purposes course for government science students where they considered speaking and listening as the useful skills which are needed to be improved as the first two priorities. Although reading and writing were not very important for the students, reading and writing activities should be included in an ESP course to enhance their four English skills, as well. Their need in learning English is being able to communicate in English well in the subject area of their study and future job. Nonetheless, an English course designer should focus on topics concerning English for Government Science Students which are related between their present situation and their target needs. The current study has similarities with the previous research as both involve only students. However, the main difference lies in the focus of the research. While the previous research only focused on the students' present situation, the current research focuses on the students' target situation, present situation, and learning needs.

Second, journal article by (Wulandari et al., 2019) with title *Nursing Students' Perceptions to Their Needs for English for Specific Purposes (ESP)*:

A Case at SMKS Kesehatan Kendari. The results showed that there are 5 tasks needed for speaking skills, 4 tasks for listening skills, 3 tasks for reading skills and 2 tasks for writing skills. Based on the findings, it can be concluded that speaking and listening skills are the most needed skills by nursing students in order to communicate in English. This research has several similarities with previous studies that use research instruments in the form of questionnaires given to students, what distinguishes the current research from the previous one is the existence of interviews with students which aim to explore more deeply the English language needs of students majoring in culinary.

Third, a thesis by (Rukmana, 2021) with title *Need Analysis on English Physics Education Department Students at UIN Alauddin Makassar.* The result of this research showed that in target needs, students need to improve their speaking skills, reading skills, vocabulary, and pronunciation. Physics topics that need attention in the learning process were temperature, gravity and thermodynamics. Then, in learning needs the difficulties that students often faced in learning English were lack of knowledge about pronunciation and lack of vocabulary. Besides, students prefer to learn English through films/videos. The equation of previous research with current research is on the respondents, namely students, which distinguishes it in previous studies the respondents were students, lecturers, and alumni.

Fourth, a thesis by (Setiawan, 2019) with title *The Need Analysis of English Subject at SMK Bina Insan.* The study reveals that the goal of the students in learning English was that they wanted to be able to communicate with foreign people as their goal in learning English (60%). In term of necessities, finding out the type of needs by the demands of the target situation, the students mostly chose the advance proficiency level which is necessary for their career (56.67%). The students mostly chose a medium of oral communication with customers and colleagues (50%). In term of lacks was about to find out the gap between learners' proficiency and target situation necessities. The result showed that the students mostly chose the

advance proficiency level which is necessary for their career (80%). The student's difficulties in learning English, the students mostly chose the listening section as the difficult part in learning English (83.33%). The similarities between previous research and current research are in two research indicators, namely target situation and learning needs. One of the distinguishing indicators is the current situation in the current study. Another difference is in the sampling. Previous research used cluster sampling while current research used total class sampling.



CHAPTER III

RESEARCH METHOD

This chapter presents the research method which consists of research design, time and location of the research, population and sample, object and subject of the research, technique of data collection, technique of data analysis, validity and reliability.

A. Research Design

Based on the research questions and research objectives, this study used quantitative and qualitative research methods or what is commonly referred to as mixed methods. According to Tashakori and Creswell, mixed methods are defined as research that involves collecting and analyzing data using both quantitative and qualitative approaches in a single study or program of inquiry. The findings are then integrated and conclusions are drawn from the data (Creswell & Clark, 2017, p. 40). Based on the type of mixed methods, this research used Explanatory Sequential Mixed Methods Design. In this design, there are three steps to integrate mixed methods. First, designing and implementing a quantitative phase to collect and analyze quantitative data. Second, refine the qualitative research questions, deliberate sampling procedures, and data collection protocols to follow the quantitative results. Third, implement the qualitative phase by collecting and analyzing qualitative data. Finally, interpret the qualitative results and determine how they explain and add insight to the quantitative results (Creswell & Clark, 2017, p. 137).

B. Time and Location of the Research

This research is conducted at SMKN 3 Purwokerto. It is located in Jl. A. Yani No.70 Purwokerto Timur, Banyumas, Central Java, Indonesia. This study was conducted in the 2024/2025 academic year.

There are some reasons in choosing this school:

1. Vocational High Schools (SMK) are integral to English for Specific Purposes (ESP) education, each with distinct objectives. Consequently, specialized English instruction is required. To ensure precision, a needs analysis is essential in ESP teaching and learning. Therefore, the researcher selected SMKN 3 Purwokerto as the site for this study.
2. SMKN 3 Purwokerto was selected for a needs analysis based on prior observations in the XI Culinary major class. The instructional material focused on comparisons, covering definitions, rules, and examples. However, the vocabulary used was not specific to the culinary field, and the examples provided were overly general. Additionally, students were tasked with creating comparison sentences but were permitted to find these sentences online rather than generating them independently.

C. Population and sample

1. Population

A population is a group of objects or subjects that a researcher wants to study and draw conclusions from based on certain qualities and characteristics. It's not just the number of objects or subjects being studied, but also all the attributes and characteristics that they possess (Sugiyono, 2013, p. 80). The population of this research is class XI students majoring in the culinary department which consist five classes and a total population of 179 students from the 2024/2025 academic year.

2. Sample

The sample is crucial in determining the number and characteristics of a population (Sugiyono, 2013, p. 81). To ensure accurate results, certain rules must be followed when selecting a sample. A representative sample is one where each member of the population has an equal and exclusive chance of being chosen. This type of sample accurately describes the overall population and allows for valid judgments to be made. This research uses all the population as a sample. The sampling technique used

is total sampling. Total sampling is a sampling technique where the number of samples is the same as the population. The more samples used, the smaller the error rate (Sugiyono, 2013). Given that this technique is considered the most accurate and free from the influence of sample errors, so the sampling technique that is suitable for use in this study is total sampling.

D. Data Collection Technique

Data collection is the process of gathering data to obtain insights about a research topic (Taherdoost, 2021, p. 10). The data collection techniques utilized in this study are as follows:

1. Questionnaire

A questionnaire is a widely used tool for gathering information in a research study. It is a form or instrument that consists of a set of questions and corresponding answers that are completed by respondents from a specific population. The purpose of the questionnaire is to provide researchers with the necessary information to conduct their study (Taherdoost, 2021, p. 14). In this research, questionnaires were used to determine the needs of English for Specific Purposes students. The submitted questionnaire was compiled based on the indicators of the needs analysis.

The author utilized a Likert scale for a closed-ended questionnaire, with response options ranging from Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, to Strongly Disagree (SD) = 1. This Likert scale was employed to measure individuals' or groups' attitudes, views, and perceptions regarding social phenomena. TSA and PSA questionnaire was adapted from (Aisyah, 2023) study. It was given to students of 11th grades for Culinary major in SMKN 3 Purwokerto.

Table 3.1 the Questionnaire Framework of the Research

Aspects	Purposes	Items
Personal Information	To gather personal information about students for need analysis	3 Items
Target Situation Analysis (TSA)	To identify purposes for learning English	3 items
Present Situation Analysis (PSA)	To determine the strengths of the students in ESP	7 items
	To determine the weakness of the students in ESP	7 items
Learning Situation Analysis (LSA)	To determine the necessities of the students in ESP	14 items
	To discover the wants of the students in ESP	7 items

2. Interview

Interviews are a useful method of data collection for researchers who wish to conduct a preliminary study to identify research problems or obtain more in-depth information from a small number of respondents. This technique relies on self-reporting or personal knowledge and beliefs of the

respondent (Sugiyono, 2013, pp. 137–138). For this study, interviews were conducted to determine the English for Specific Purposes (ESP) needs of students. Data collection through interviews was aimed at teachers to better understand their perspectives. Interviews were conducted with 2 students and 2 teachers. The interview data was transcribed and coded to identify key themes. The primary goal of this analysis was to uncover relevant patterns that could address the research questions. Subsequently, the data was categorized according to Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Needs Analysis (LSA). Finally, the data was summarized into suitable categories.

E. Data Analysis Technique

Data analysis is a research process that takes place after all the necessary data to address the research problem has been fully collected (Ali, 2016, p. 1). The questionnaire data was analyzed using descriptive statistics. The purpose of the questionnaire was to gather information through a series of questions. To analyze this data, the researcher utilized the following formulas:

1. The Likert Scale and scoring

Table 3.2 Students Needs Analysis Questionnaire Score

Items	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

2. Determined the ideal score. The Ideal score is score used to calculate the rating scale and total responses. The formula applied was:

$$\text{Criteria score} = \text{Scale score} \times \text{total of respondent}$$

3. After administering the completed questionnaires, the researcher tallied the total responses for each answer category within each aspect.
4. The data obtained from the questionnaires was then analyzed using the percentage technique.

$$\text{Percentage} = \frac{F}{n} \times 100\%$$

Where:

P = Rate Percentage

F = Frequency of the current answer

N = total number of the students

The application of the mentioned percentage relates to how learners engage with language and the necessary skills for achieving competence. This approach can be identified as a proficiency objective.

To analyze data obtained from interview used Miles and Huberman (1994) model (Sugiyono, 2013, p. 246), the following steps are:

1. Data reduction

Given the substantial volume of field data collected, meticulous and comprehensive recording is essential. Additionally, prompt data analysis through reduction is necessary. Data reduction involves summarizing, selecting key elements, focusing on significant aspects, and identifying themes and patterns. Consequently, the reduced data will offer a clearer overview, facilitating further data collection and retrieval when needed.

2. Data Display

Once the data has been reduced, the subsequent step is to present it. Displaying data plays a crucial role in research as it aids in comprehension and assists in planning further actions. As Miles and Huberman (1984)

noted, “examining displays helps us understand what is occurring and prompts further analysis or caution based on that understanding.” Data can be presented in various formats, including narrative text (descriptive explanations), graphs (visual representations), matrices (organized tables), networks (illustrating relationships), and charts (summaries of information).

3. Verification and Conclusion Drawing

The final step involves drawing and verifying conclusions. Initial conclusions are provisional and may be revised if subsequent data collection does not provide strong supporting evidence. However, if these early conclusions are backed by valid and consistent evidence upon further data collection, they become credible.

F. Validity and Reliability

The validity test is a test that serves to see whether a measuring instrument is valid or not (SÜRÜCÜ & MASLAKÇI, 2020). The measuring tools mentioned here include questions in both questionnaires and interviews. In this study, the Pearson correlation method was used to test the validity of the English for Specific Purposes needs analysis questionnaire. Before distributing the questionnaire to the research subjects, it was first validated by experts. Then, its validity and reliability were checked using the statistical software IBM SPSS Statistics 22.0. The questionnaire was distributed to 30 respondents from a different but similar population to the intended respondents.

Reliability pertains to the degree to which a measurement of a phenomenon yields stable and consistent results. It also involves repeatability, meaning a test is considered reliable if it produces the same results when repeated under identical conditions (Taherdoost, 2016). In this research, the reliability of the English for Specific Purposes needs analysis was tested using

Cronbach's Alpha. Following the validity and reliability tests, the questionnaire was administered to the intended research subjects.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The following section presents the research findings and discussion, which include an analysis of the collected data. These results address the research questions: “What is the target situation of culinary arts department students of SMKN 3 Purwokerto? What are the present situations of culinary arts department students of SMKN 3 Purwokerto? What are the learning needs of culinary arts department students of SMKN 3 Purwokerto?”. This study involved 179 culinary arts students, with 38 questionnaires distributed among them. To gather additional supporting data, interviews were conducted with two students referred to as R1 and R2, and two English teachers, referred to as T1 and T2. The 38 questionnaires utilized a Likert scale with values: Strongly Agree (SS) = 4, Agree (S) = 3, Disagree (TS) = 2, and Strongly Disagree (STS) = 1. The findings are presented in a diagram, along with the results from the teacher interviews.

A. Findings

1. Personal Identification

This personal identification seeks to offer an overview of students and their English learning. It is divided into three categories: the most needed language skill, English for Specific Purposes, and the students’ proficiency in English, as shown in the following table:

Table 4.1 the Most Needed Language Skill

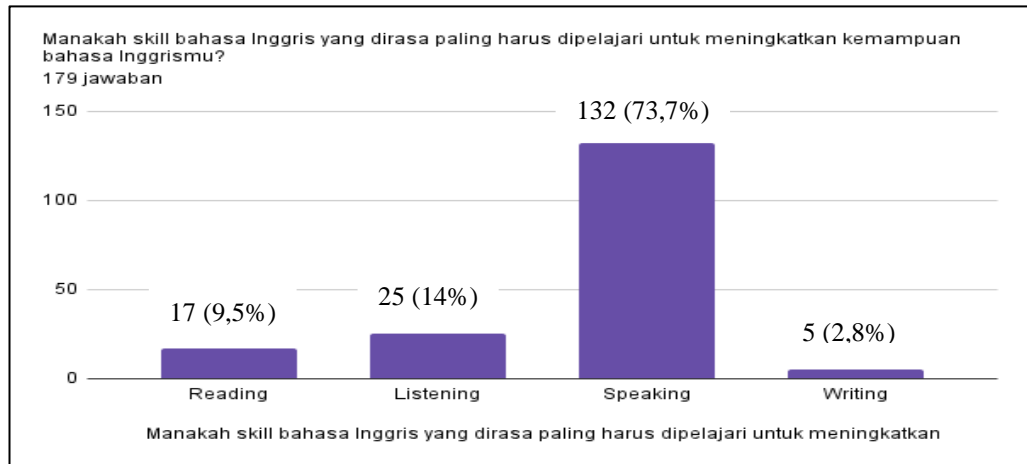


Table 4.1 presents the responses to the question “Which English skill do you feel is the most important to learn in order to improve your English proficiency?”. The data indicates that 9.5% of students selected reading, 14% selected listening, 73.7% selected speaking, and 2.8% selected writing. These results suggest that the most of students perceive speaking as the most crucial skill to learn for enhancing English proficiency.

Table 4.2 English for Specific Purposes

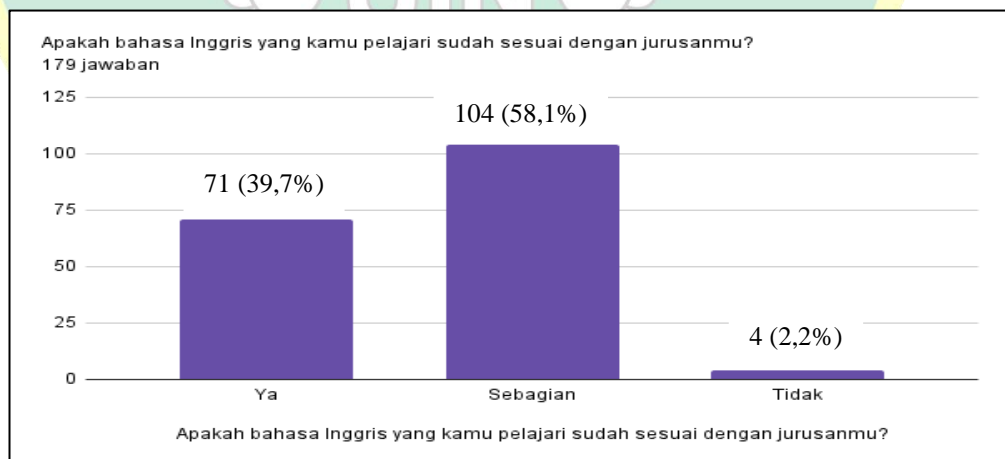


Table 4.2 presents the results of the question “Is the English you are learning relevant to your major?”. The data shows that 39.7% of students responded ‘yes’, 58.1% responded ‘partially’, and 2.2% responded ‘no’.

This suggests that most learners find the English instruction in school pertinent to their field of study. Further analysis will be conducted in the subsequent needs assessment, utilizing Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Needs Analysis (LNA).

Table 4.3 the Students' Proficiency in English

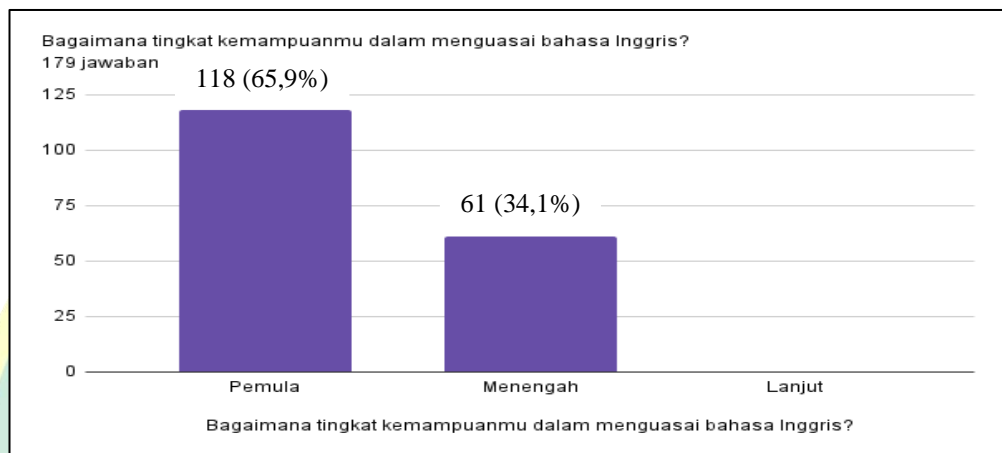


Table 4.3 presents the results of the question ‘What is your level of proficiency in English?’. The data shows that 65.9% of students reported being at the beginner level, while 34.1% indicated an intermediate level of proficiency. This suggests that the majority of students are still at the beginner proficiency level.

2. Target Situation Analysis

Target Situation Analysis (TSA) is a technique in language education aimed at identifying the specific language requirements of learners for their future professional or academic environments. It involves examining the tasks and activities learners will need to undertake in their target situations, such as their jobs or studies, and determining the language skills necessary to perform these tasks effectively (Rahman, 2015). The following are the percentages derived from the Target Situation Analysis results:

Table 4.4 Learn English to Support Future Work

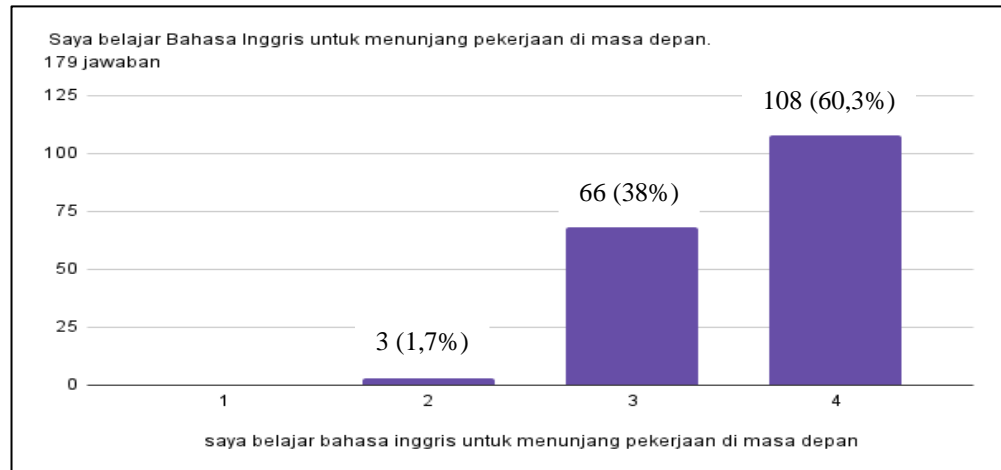


Table 4.4 presents the responses to the statement, “I study English to support my future job.” Out of 179 students, 108 strongly agree, 66 agree, and 3 disagree. The average percentage of agreement for this statement is 89.7%. This indicates that nearly all students learn English to enhance their future career prospects.

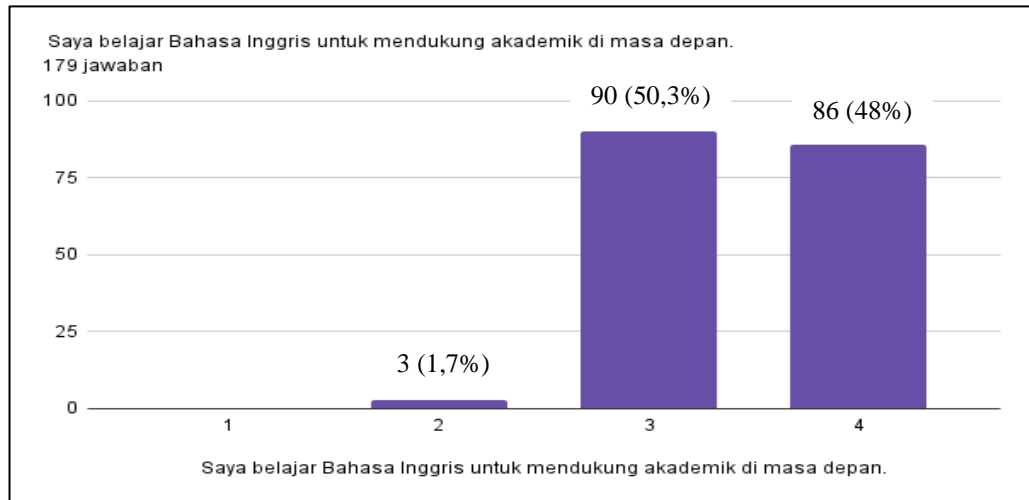
To reinforce this statement, English teachers also concur with the students’ responses. They emphasize that learning English is crucial for vocational students, particularly for their future employment after graduation. The following are the results of interviews with T1 and T2:

Excerpt of interview

T1: “English learning is necessary to support careers because vocational high school students are focused on working after graduating later”.

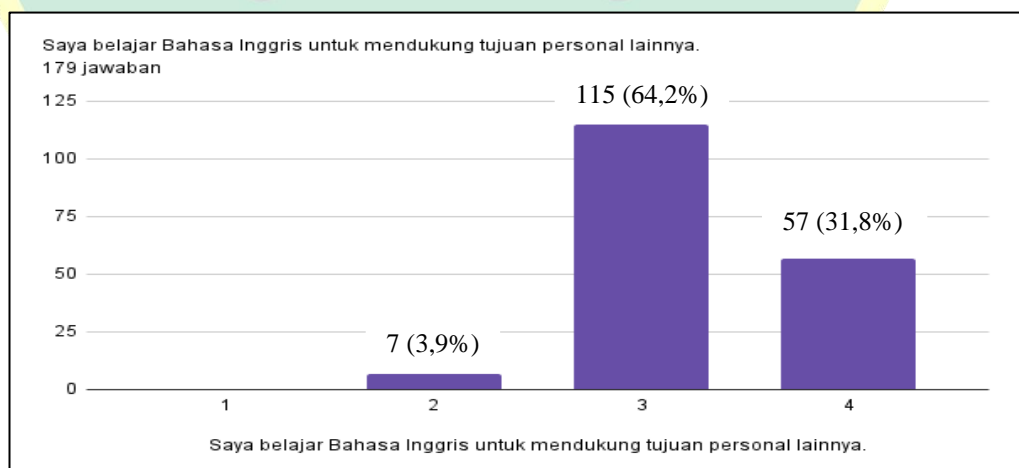
T2: ”Vocational high school students should learn English because it is a vocational high school, which is designed not to go to college, but to work. Automatically, they must master English, at least the basics to introduce themselves, daily life, that's a must”.

Table 4.5 Learn English to Support Future Academic



In Table 4.5, the responses to the statement "I study English to support future academics" are as follows: 86 students strongly agree, 90 students agree, and 3 students disagree. The average percentage of agreement with this statement is 87%, with 176 students agreeing and 3 students disagreeing. This result indicates that the majority of students are learning English to support their future academics.

Table 4.6 Learn English to Support Other Personal Goal



In Table 4.6, the results for statement 3 "I learn English to support other personal goals" are presented. The results indicate that 57 students

strongly agree, 115 students agree, and 7 students disagree with this statement. The average percentage result obtained is 82%. A total of 172 students agree with this statement, while 7 students expressed disagreement. This suggests that some students have personal goals other than learning English, such as pursuing entrepreneurship, further education, or both work and study, after graduation.

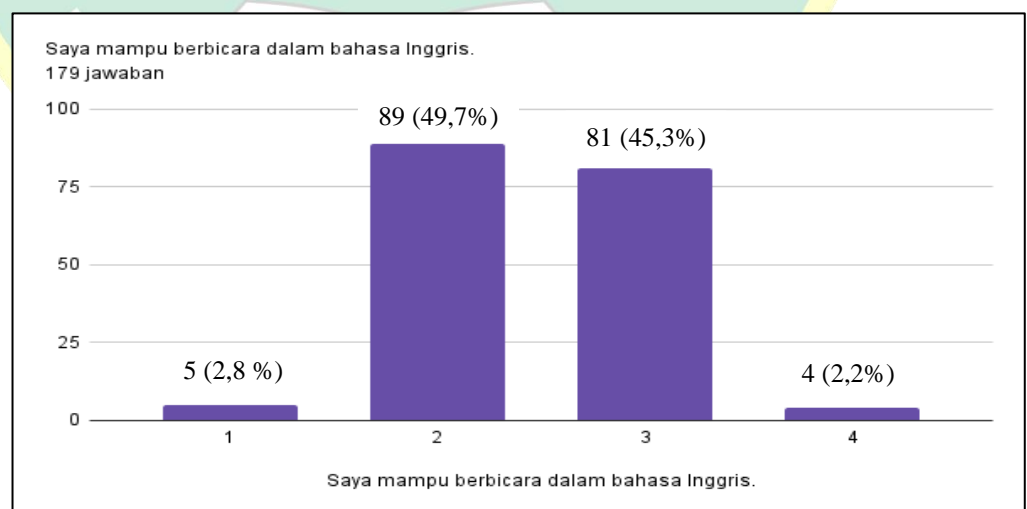
The conclusion drawn from the Target Situation Analysis is that the majority of students learn English to enhance their future careers. Additionally, some students study English to support their further education, while others have personal goals for learning the language.

3. Present Situation Analysis

Present Situations Analysis (PSA) is a technique employed to evaluate learners' current skills, requirements, and difficulties within a particular field of study. The outcomes of the analysis are presented in a table that highlights their strengths and weaknesses.

a. Strengths

Table 4.7 Speaking Ability



In Table 4.7, the results for the statement "I can speak in English" are presented. It shows that 4 students strongly agree, 81 students agree, 89 students disagree, and 5 students strongly disagree with the statement. In total, 85 students agree and 94 students disagree, resulting in an average percentage of 62% for this statement. This indicates that nearly half of the students are able to speak English.

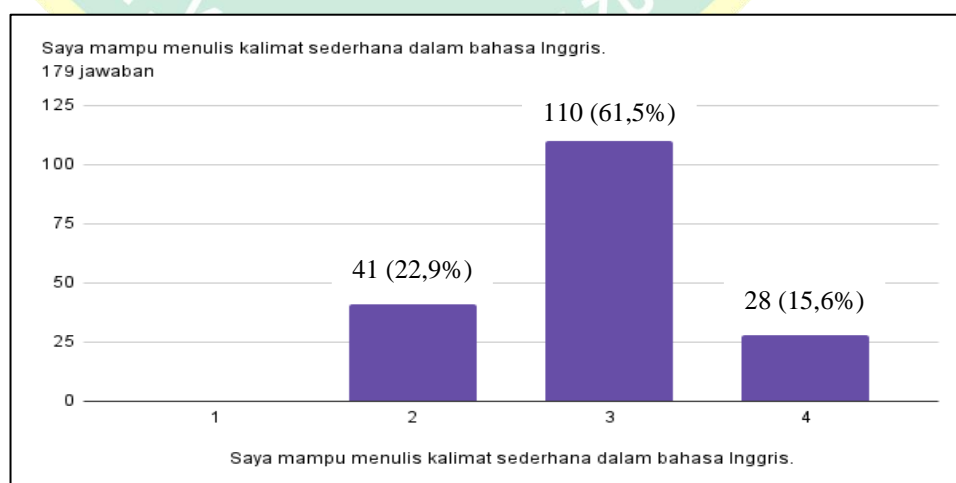
In addition, interviews were also conducted with English teachers on how they teach speaking skills through dialogue. Here are the answers from T1 and T2:

Excerpt of interview

T1: "How to teach speaking skills usually the students will be asked to dialog in pairs based on the situation requested."

T2: "First, it is exemplified, after that the students will be asked to practice it individually. After that, they are given a new situation where they can think. For example, students are asked to group 4 people. Each group is given a picture that contains a situation. They are asked to make a dialog from the image. Well, for practice I always apply it not to read the dialog they make. They have to deliver it orally. Either they have to memorize the dialogue or observe. However, the delivery during practice may not be the same as what has been written in the dialog. However, the flow must be the same as what has been planned."

Table 4.8 Writing Ability



In Table 4.8, the results of the statement "I can write simple sentences in English" are shown. It indicates that 28 students strongly agree, 110 students agree, and 41 students disagree. This results in an average percentage of 73%, with 138 students agreeing and 41 students disagreeing. Therefore, the majority of students are able to write simple sentences in English.

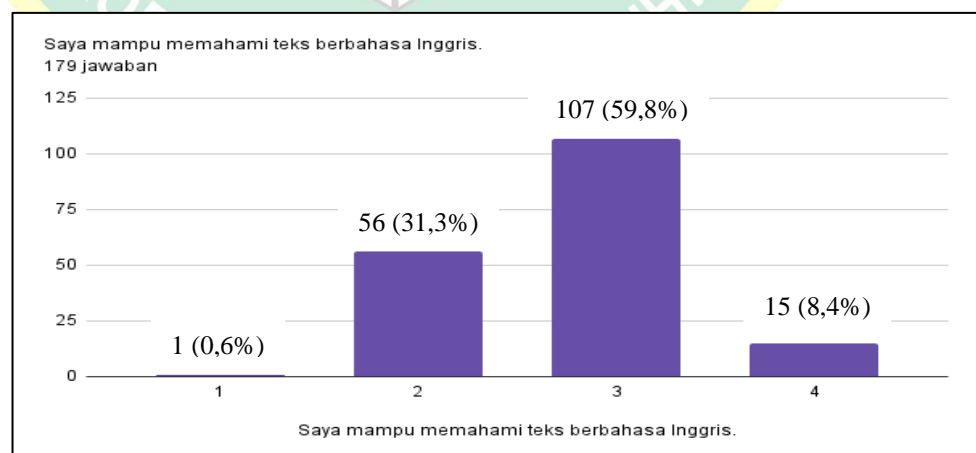
In class, students participate in various writing activities, including creating written materials, providing explanations, and expressing wishes. Teachers teach students to write to make sure they understand the structure of what they are learning. The following interview was conducted to T1 and T2:

Excerpt of interview

T1: "For writing skills, students are usually asked to write sentences. For example, before going home, they are asked to write a wish. Well, those who have finished and the sentences they make are correct then they can go home."

T2: "If writing is related to explanatory or descriptive texts like that, later students will be asked to make a sentence in accordance with the procedure that we are discussing at that time. The sentence structure must be able to do that."

Table 4.9 Reading Ability



In Table 4.9, the results of the statement "I can understand English texts" are presented. The data shows that 15 students strongly agree, 107 students agree, 56 students disagree, and 1 student strongly disagrees. That result in an average percentage of 69% with 122 students agrees and 57 students disagree. This means most of them can understand English texts.

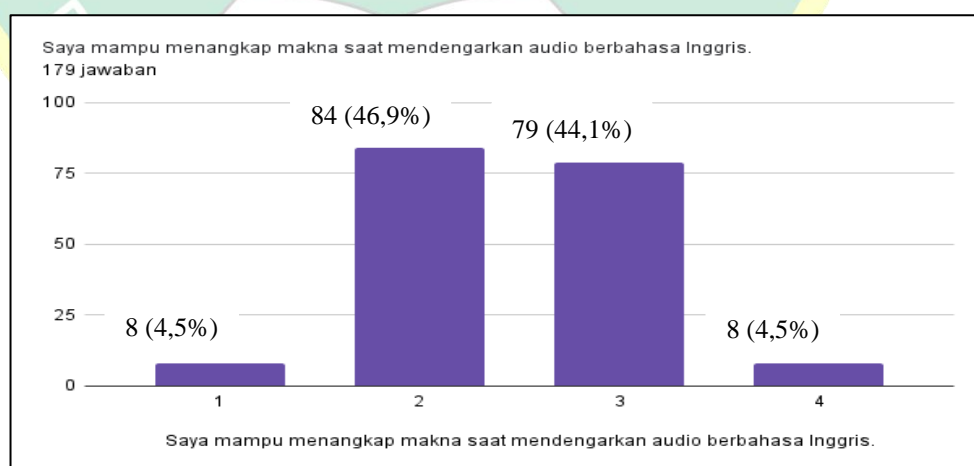
In addition, an interview was also conducted with the English teacher to determine the students' comprehension of the text they read.

Excerpt of interview

T1: "For reading skills, students are asked to read texts. Well, I usually get this reading text from the internet, and the theme will be adjusted to the teaching module or also adjust to the topic in the culinary department. After reading is complete, students are asked to answer questions based on the text they have read."

T2: "Every time we change chapters, there must be a reading text, and students are asked to read it."

Table 4.10 Listening Ability



In Table 4.10, the results of the statement "I can grasp the meaning when listening to English audio" are presented. The results indicate

that 8 students strongly agree, 79 students agree, 84 students disagree, and 8 students strongly disagree. Based on the responses from 179 students, the average percentage is 62%, with 87 students agreeing and 92 students disagreeing. This suggests that nearly half of the students were able to understand the meaning when listening to English audio.

During the interview, the English teachers mentioned that in listening lessons, students are required to listen to audio and then fill in the blanks on the questionnaires. The following are the results of the interviews conducted with T1 and T2:

Excerpt of interview

T1: "Learning listening skills will usually provide audio that has been downloaded from the internet. Then it will be played on a laptop and students listen to it. Furthermore, students are asked to work on filling the blank questions."

T2: "Recording, I make a conversation first. I have an app for making recorded conversations. So, the results of the conversation that I made earlier just need to be entered. After that, just ask for a female or male voice, and then the results will be shared with students. But if the listening material is music, the selected song is immediately distributed to students. Later students are asked to fill in the blanks. When it's finished, then we sing together."

Table 4.11 Vocabulary Mastery

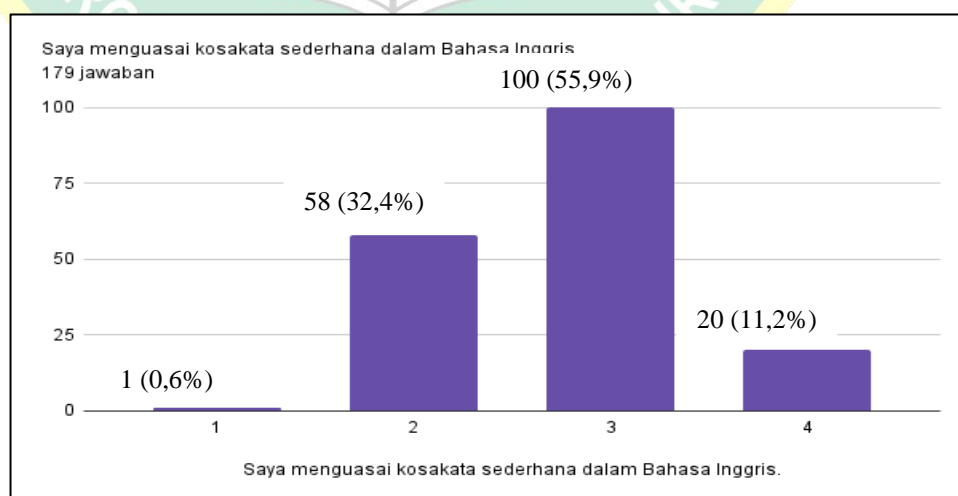


Table 4.11 shows the results of the statement "I master simple English vocabulary." Out of the total 179 students surveyed, 20 strongly agreed, 100 agreed, 58 disagreed, and 1 strongly disagreed with the statement. The average percentage of agreement is 69%, with 120 students agreeing and 59 students disagreeing. From this data, it can be concluded that the majority of students have mastered simple English vocabulary.

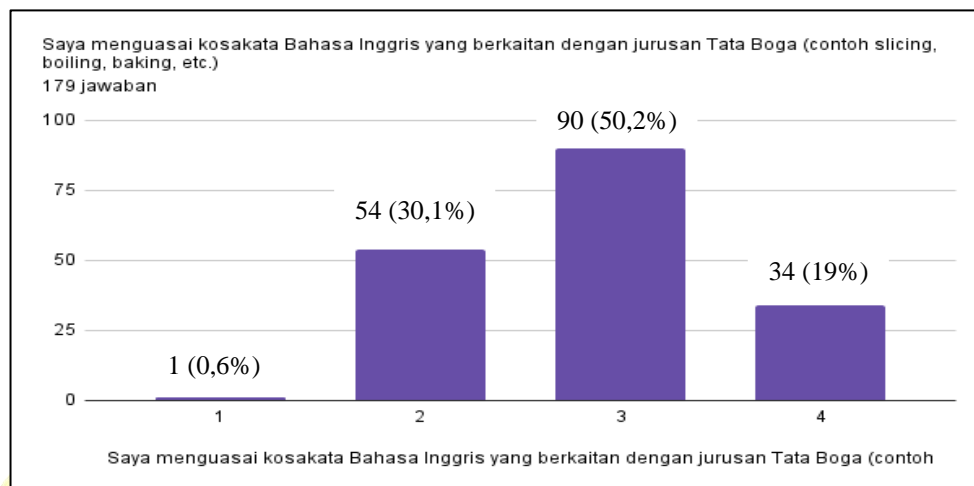
Meanwhile, the teacher discussed enhancing students' vocabulary through vocabulary related to the material, vocabulary memorization, and creating poems. The following presents the results of interviews with T1 and T2:

Excerpt of interview

T1: "To add vocabulary, at the beginning of the lesson or when checking attendance, each student is asked to mention one vocabulary word. For example, in the comparison degree material, there is the word adjective. Students are asked to mention it. If they can't answer, the attendance check is continued until the end and then repeated to the students who can't answer."

T2: "In the morning, sometimes if I remember, students are asked to memorize 10 vocabulary words according to the class agreement. If someone is late for class, they are asked to write an English poem and then read it out, so their vocabulary will automatically increase."

Table 4.12 Special Vocabulary Ability



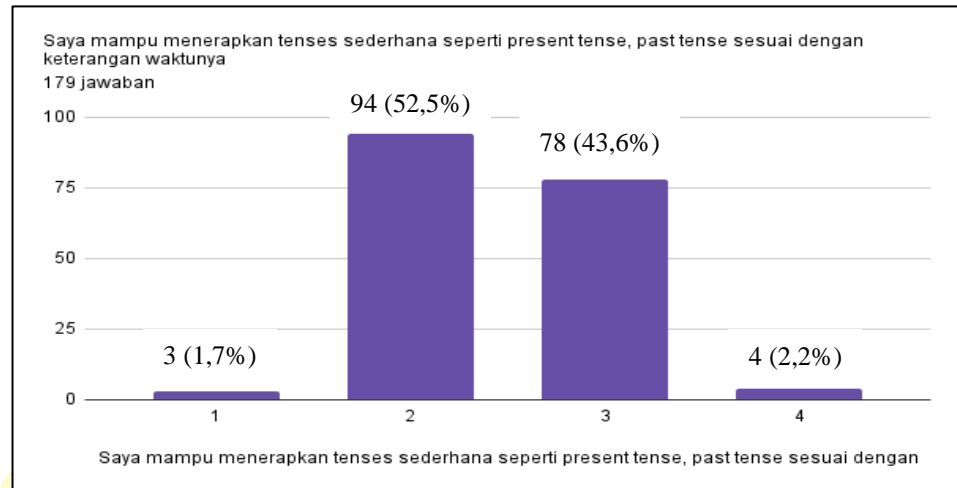
In Table 4.12, the results of the statement "I have mastered English vocabulary related to the culinary major" are displayed. 34 students strongly agree, 90 students agree, 54 students disagree, and 1 student strongly disagrees. The average percentage for this item is 72%, with 124 students agreeing and 55 students disagreeing. This indicates that the majority of students have mastered English vocabulary related to the culinary major.

In addition, English teachers continue to try to connect English learning based on culinary majors. The following is an interview with T2:

Excerpt of interview

T2: "We try to find everything relevant from various sources. Students don't just use books from the government. The material is much simpler now. It's not like in the past where the material was clear; this is the focus, whereas now it's not like that. So we have to diligently provide practice questions to students that have been adapted to their majors. Because we are a vocational school, if it's not like that, sometimes this department is given the same text, it's a pity. There is no correlation between their competencies. So if this is their major, find somewhat in line material. Because every major is different, like the culinary department is not the same as the hospitality department."

Table 4.13 Grammar Mastery



In Table 4.13, the results of the statement "I can apply simple tenses such as present tense and past tense according to the time description" are presented. 4 students strongly agree, 78 students agree, 94 students disagree, and 3 students strongly disagree. The average percentage obtained is 62%, with 82 students agreeing and 97 students disagreeing. This indicates that only a few students are able to apply simple tenses such as present tense and past tense according to the time description.

A lot of practice is the key to understanding grammar. In addition, students must also focus when learning grammar, such as the results of interviews with T1 and T2 as follows:

Excerpt of interview

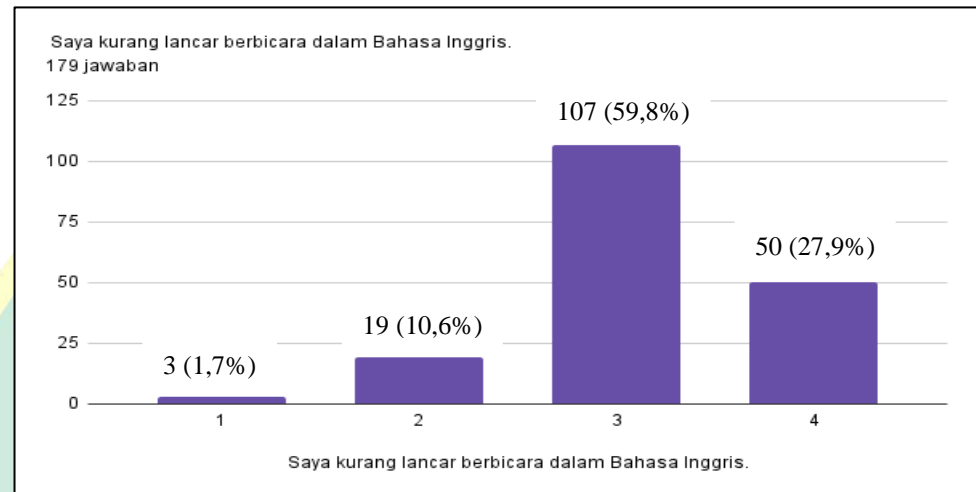
T1: "In the grammar discussion, I usually explain the grammar formula being learned, after which students are then asked to make sentences with the formula that has been explained."

T2: "In vocational high school, there is not much depth in discussing grammar. It's just that if we discuss what material now, it will be inserted with grammar. For example, past tense, oh this is past tense. So we are more inclined to the materials presented that are not specifically related to this grammar, this grammar, this"

grammar. The important thing is that they understand that if the time is now then its present tense, if the time is past its past tense, just like that. In high school, the discussion is usually deeper.”

b. Weaknesses

Table 4.14 Lack of Speaking



In table 4.14, the results of the statement "I am less fluent in speaking English" are presented. The data shows that out of 179 students, 50 strongly agree, 107 agree, 19 disagree, and 3 strongly disagree. The average percentage obtained is 78% from 157 students who agree and 32 students who disagree. This indicates that almost all students do not speak English fluently.

For more details, interviews were conducted regarding the materials and the speaking activities in the class. The answers from the students were that the speaking activities in their class were:

Excerpt of interview:

R1: "We haven't practiced speaking yet. At the beginning of the semester, we were asked to introduce ourselves one by one."

R2: "For speaking, we are usually told to make a dialogue first, then memorize it. The teacher gives us 4 pictures, we are asked to make

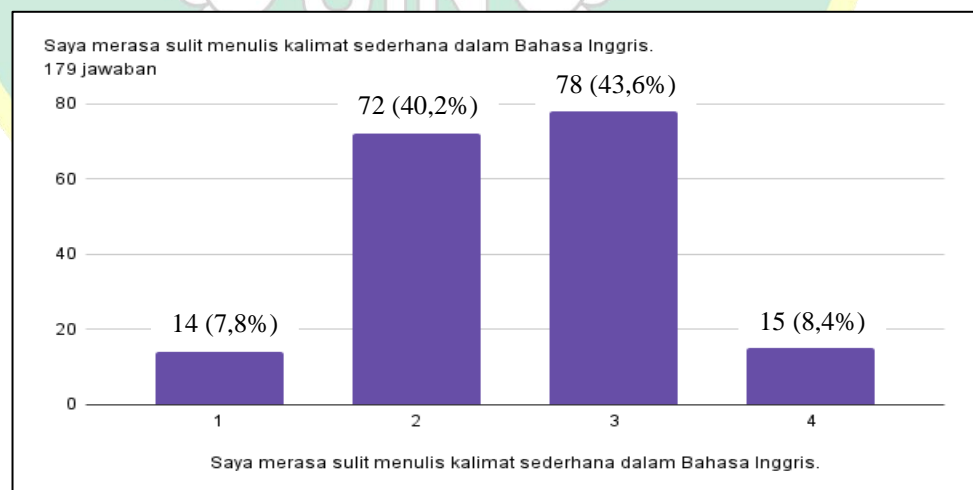
a group and then we are told to choose one picture and make a conversation. Then we memorize it and go forward as a group.”

Based on the results of interviews with teachers, it was also confirmed that students experienced difficulties in speaking skills. The following statement was made during the interview:

Excerpt of interview:

T2:” Students have difficulty with speaking skills, practice is sought to practice the skill. So every time there is a speaking assignment, the notes are never brought or read out. In addition, the final assignment is oral in the form of a presentation or direct question and answer. Another example is that after school there is usually something that must be practiced and they must come forward one by one, this is if English learning is at the end of class hours. For example, when school ends at 3.30 pm, at 3.00 pm each student starts to take a roll that has instructions, after which they will practice it. Those who can do it are allowed to go home. Well, those who can't wait until they can even though it's past school dismissal time. From here we know which students are able and which are not, which ones need extra attention and which ones do not. But by doing this activity for a long time, self-confidence will emerge.”

Table 4.15 Lack of Writing



In Table 4.15, the results of the statement "I find it difficult to write simple sentences in English" are presented. According to the table, 15

students strongly agree, 78 students agree, 72 students disagree, and 14 students strongly disagree. Out of 179 students, the average percentage is 63%, with 93 students agreeing and 86 students disagreeing. This indicates that a significant number of students still find it difficult to write simple sentences in English.

For more details, interviews were conducted regarding the materials and the writing activities in the class. The answers from the students were that the writing activities in their class were:

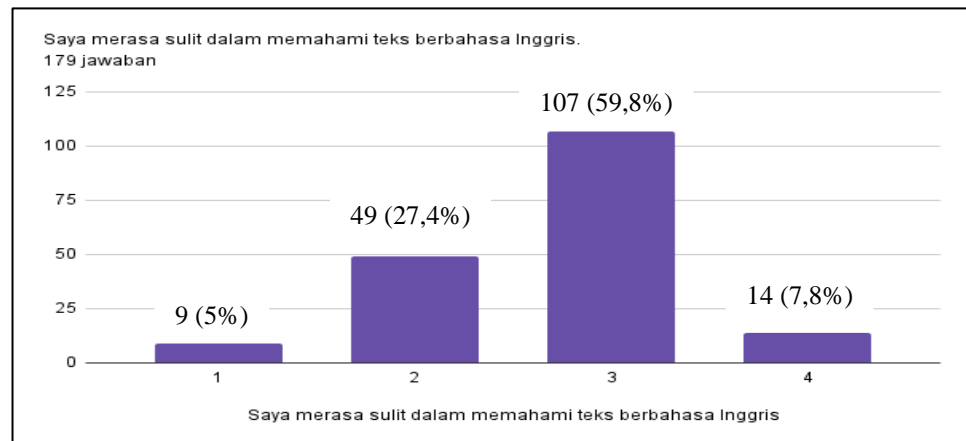
Excerpt of interview:

R1: "When the material was hope and wish, the teacher gave a PPT, after which it was explained how to use hope and wish. Like "I wish you luck on your exam" Because it was already time to go back to school we were given homework to make a sentence but it had to be about the hope after graduating from school what you want to be."

R2: "During the plan material, we were given a YouTube link, then watched it until it was finished. After that, we were asked to write down the closest plan that would be done. The contents of the video were about the international food festival we wanted to go to."

According to (Khairunnisa, 2020), there are several problems faced by students in writing, because students do not often read, they have difficulty expressing their thoughts and ideas in writing or not, they also have language limitations needed in writing.

Table 4.16 Lack of Reading



In Table 4.16, the results of the statement "I find it difficult to understand the meaning of English texts" are presented. The data shows that 14 students strongly agree, 107 students agree, 49 students disagree, and 9 students strongly disagree. The average percentage result is 67%, with 111 students agreeing and 58 students disagreeing. These findings indicate that the majority of students find it challenging to understand English texts.

For more details, interviews were conducted regarding the materials and the reading activities in the class. The answers from the students were that the reading activities in their class were:

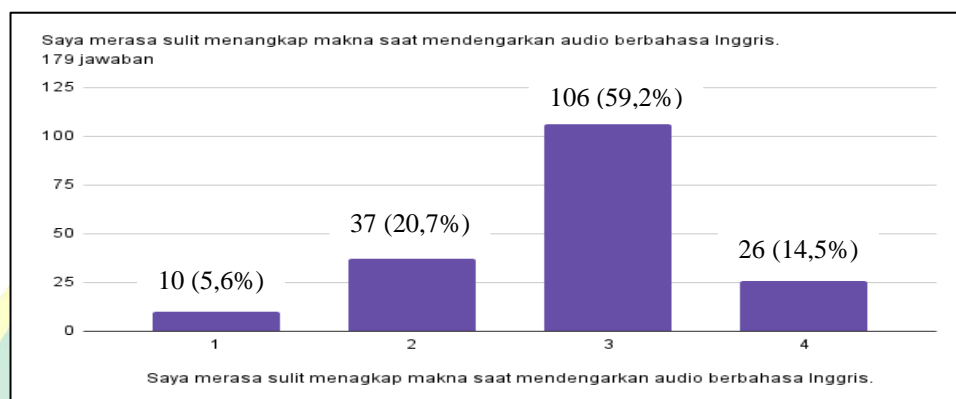
Excerpt of interview:

R1: "For reading yesterday, we were given a reading entitled 'Volcanoes'. We were told to read it one by one after that, underneath there were 5 questions and then we were told to answer them."

R2: "For reading, yesterday the teacher sent material containing dialogues. There are 2 dialogues, the first is about forgetting to put on a watch and the second is about Riri not going to school. After reading everything we were told to answer the questions."

Eriksson mentioned several difficulties in reading skills, such as limited vocabulary, decoding and pronunciation issues, comprehension difficulties, attention, and focus issues(Eriksson, 2023).

Table 4.17 Lack of Listening



In Table 4.17, the results for the statement "I find it difficult to capture meaning when listening to English audio" are presented. 26 students strongly agree, 106 students agree, 37 students disagree, and 10 students strongly disagree. The average percentage result is 71%, with 132 students agreeing and 47 students disagreeing. These results suggest that the majority of students have difficulty understanding the meaning when listening to English audio.

For more details, interviews were conducted regarding the materials and the listening activities in the class. The answers from the students were that the listening activities in their class were:

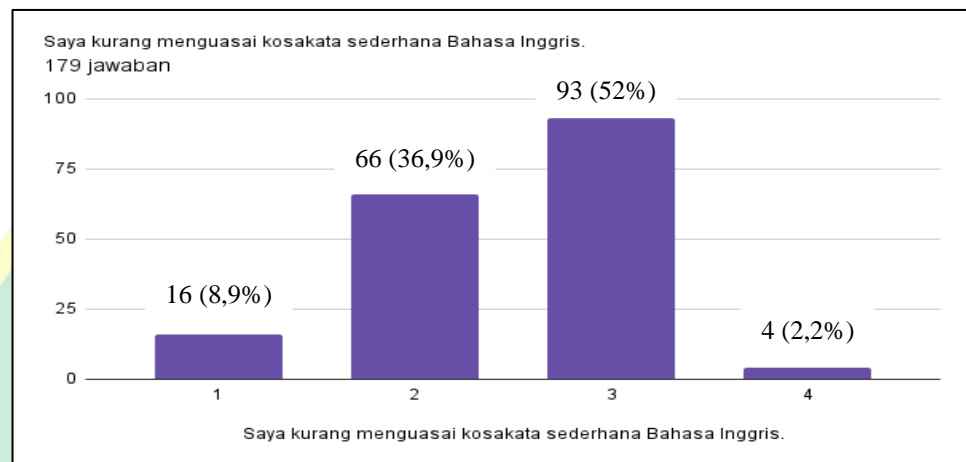
Excerpt of interview:

R1: "In listening, last time we were given a video about the occurrence of rain. After that, we were asked to fill in the blank words."

R2: "If it's listening, I think it's only once and that's in the music listening section. The teacher plays music after that we are asked to fill in the empty lyrics."

Gilakjani and Sabouri identified several challenges that students face in listening learning, such as the quality of recorded material, cultural differences, accents, unfamiliar vocabulary, duration, and speed of listening (Gilakjani & Sabouri, 2016).

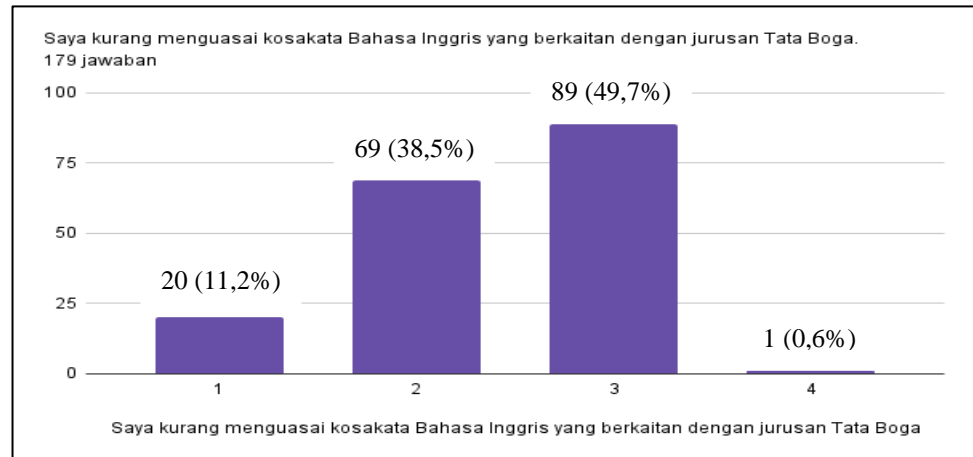
Table 4.18 Lack of Vocabulary



In Table 4.18, the results for the statement "I lack simple vocabulary in English" are as follows: 4 students strongly agree, 93 students agree, 66 students disagree, and 16 students strongly disagree. Out of 179 students, the average percentage is 62%, with 97 students agreeing and 82 students disagreeing. This indicates that a significant number of students still lack simple English vocabulary.

To overcome vocabulary learning problems, several methods can be used such as memory, cognitive, compensation, meta-cognitive, affective, and social strategies (M. Al Zahrani & Chaudhary, 2022).

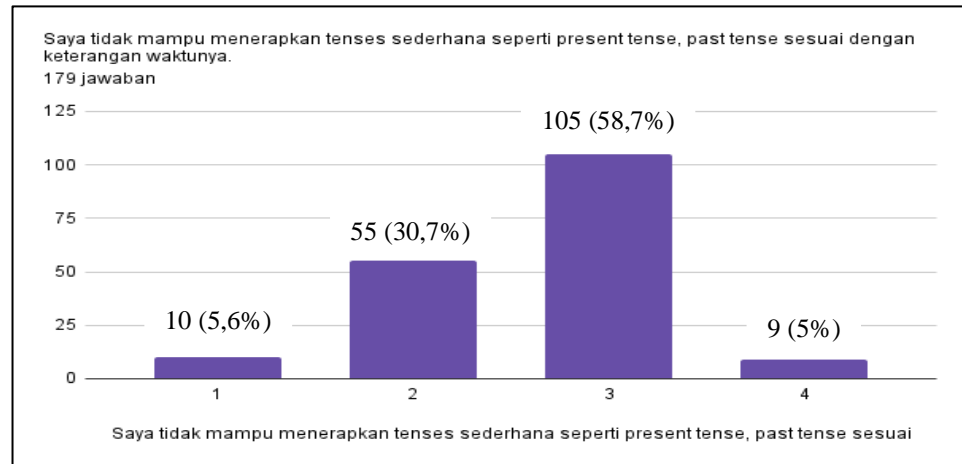
Table 4.19 Lack of Special Vocabulary



In Table 4.19, the results of the statement "I lack English vocabulary related to the Catering major" are presented. The results show that 1 student strongly agrees, 89 students agree, 69 students disagree, and 20 students strongly disagree. The average percentage result is 60%, with 90 students agreeing and 89 students disagreeing. This indicates that half of the students still lack English vocabulary related to the Catering major.

Although most students indicated that they had mastered the specialized vocabulary in PSA, they still felt that they had not fully grasped it. Therefore, the teacher needs to incorporate more specialized vocabulary related to the Culinary major.

Table 4.20 Lack of Grammar



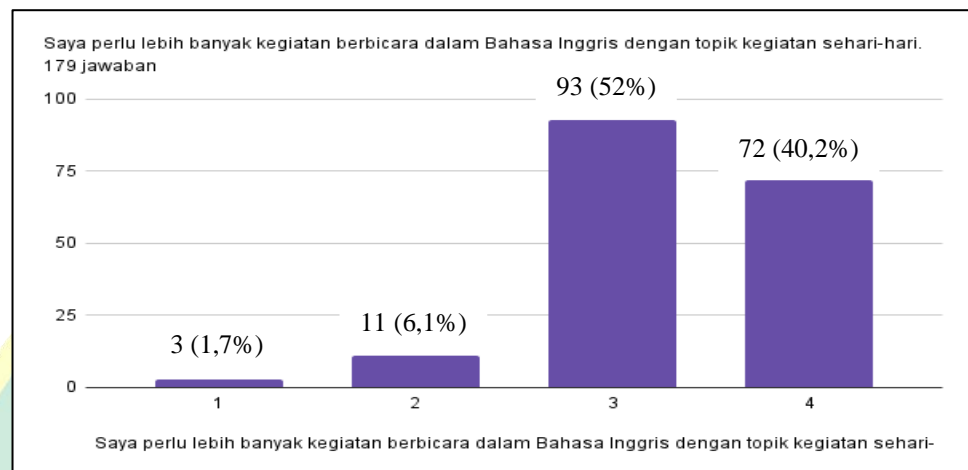
In Table 4.20, the results of the statement "I am unable to apply simple tenses such as present tense and past tense according to the time description" are presented. Nine students strongly agree, 105 students agree, 55 students disagree, and 10 students strongly disagree. Out of 179 students, the average percentage is 66%, with 114 students agreeing and 65 students disagreeing. These results indicate that the majority of students are not able to apply simple tenses such as present tense and past tense according to the time statement.

Some of the difficulties experienced by students, such as fear when learning grammar, students assume that learning grammar must be exactly the same as what is taught by the teacher, even though grammar can be taught traditionally and contextually (Al-Mekhlafi & Nagaratnam, 2011).

4. Learning Needs Analysis

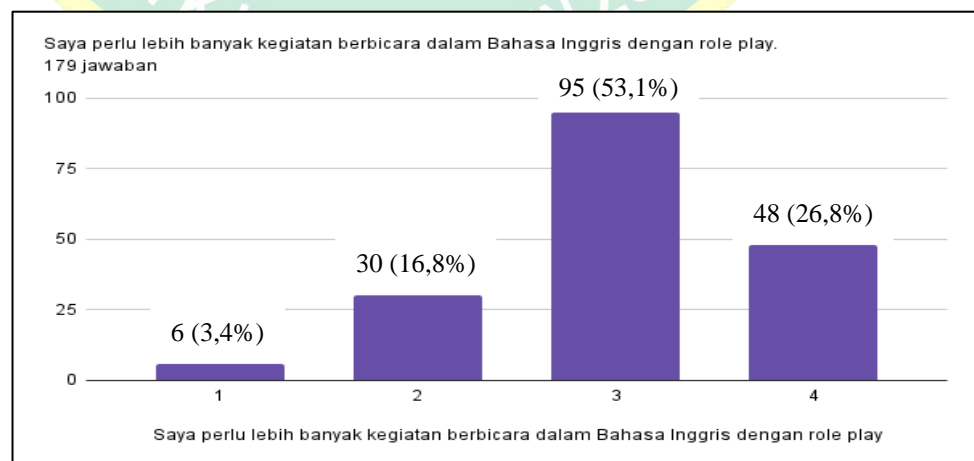
a. Necessities

Table 4.21 Expected Speaking Learning Activities on the Topic of Daily Activities



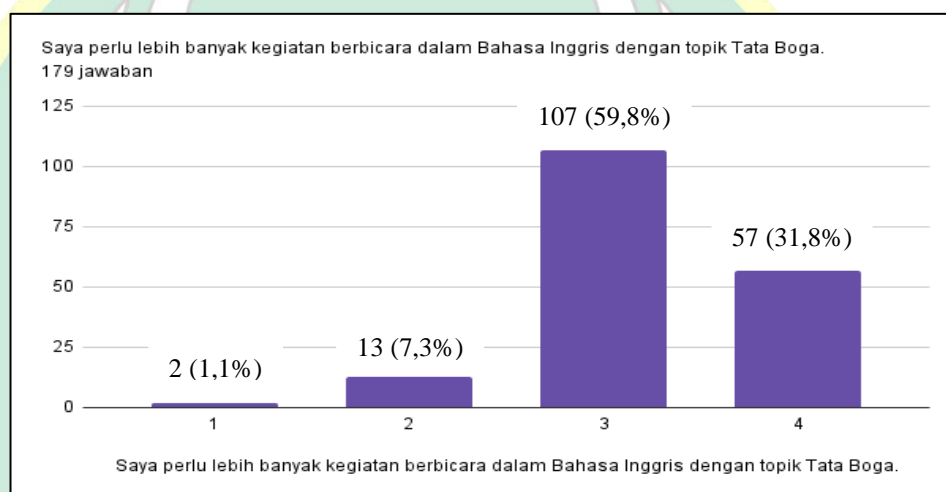
In Table 4.21, the results of the statement "I need more speaking activities in English on the topic of daily activities" are presented. It shows that 72 students strongly agree, 93 students agree, 11 students disagree, and 3 students strongly disagree. The average result obtained is 83%, with 165 students agreeing and 14 students disagreeing. This indicates that almost all students expressed the need for more speaking activities in English on the topic of daily activities.

Table 4.22 Expected Speaking Learning Activities with Role Play



In Table 4.22, the results of the statement "I need more speaking activities in English with role play" are presented. The data shows that 48 students strongly agree, 95 students agree, 30 students disagree, and 6 students strongly disagree. Out of 179 students, the average percentage was 76%, with 143 students agreeing and 36 students disagreeing. These results indicate that almost all students require more English-speaking activities with role play.

Table 4.23 Expected Speaking Learning Activities with Culinary Topic



In Table 4.23, the results of the statement "I need more speaking activities in English on the topic of Culinary" are presented. It shows that 57 students strongly agree, 107 students agree, 13 students disagree, and 2 students strongly disagree. The average percentage is 81%, with 164 students agreeing and 15 students disagreeing. These results indicate that the majority of students express a need for more speaking activities in English on the topic of Culinary.

Tables 4.21, 4.22, and 4.23 illustrate students' expectations regarding speaking learning activities. Specifically, 83% of students expressed a need for more speaking activities in English focused on daily activities, 76% indicated a preference for role-playing activities,

and 81% desired more speaking activities related to culinary topics. These statistics suggest a general need for increased speaking activities in English, particularly on the topic of daily activities. Consequently, it is recommended that teachers incorporate more activities centered on daily life topics into their curriculum.

Table 4.24 Expected Writing Learning Activities for Writing Sentences in English Related to Food Preparation.

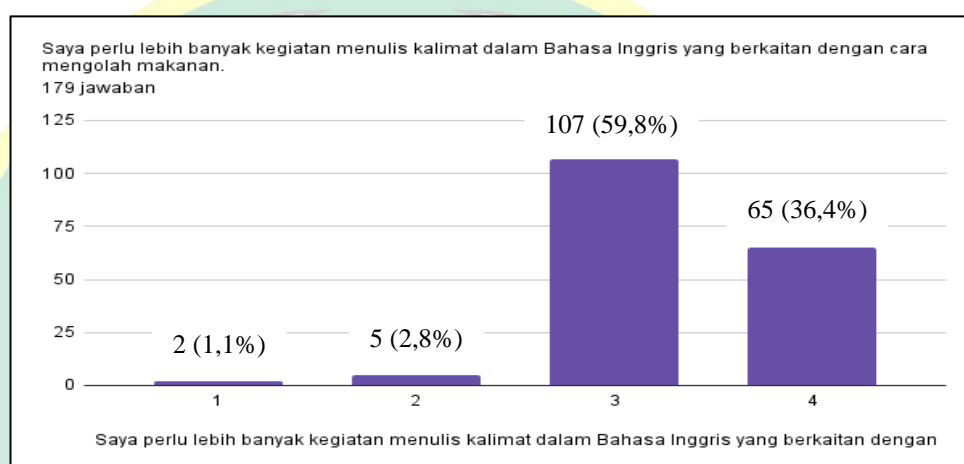


Table 4.24 displays the results of the statement "I need more activities to write sentences in English related to food preparation". 65 students strongly agree, 107 students agree, 5 students disagree, and 2 students strongly disagree. Out of 179 students, the average percentage is 83%, with 172 students agreeing and 7 students disagreeing. This indicates that almost all students require more activities to write sentences in English related to food preparation.

Table 4.25 Expected Learning Activities for Writing Reports in English

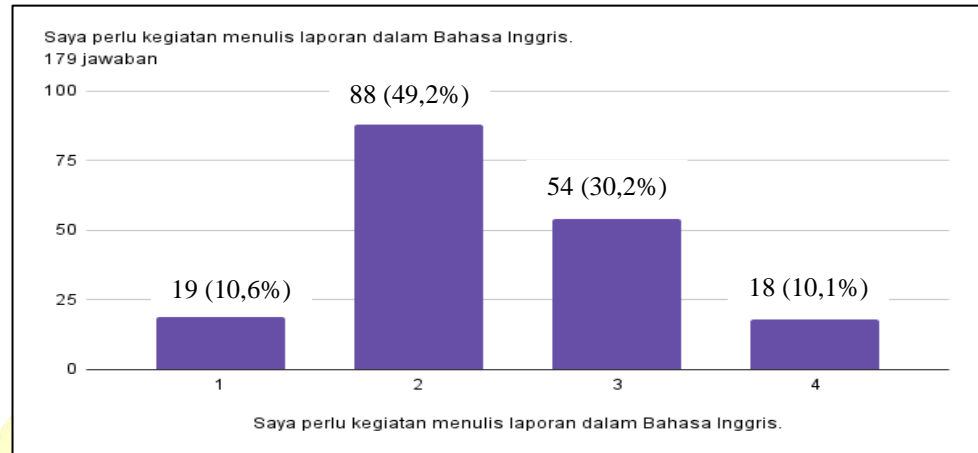


Table 4.25 shows the results of the statement “I need report writing activities in English”. This was obtained as 18 students strongly agree, 54 students agree, 88 students disagree, and 19 students strongly disagree. The average percentage is 60% with 72 students agreeing and 107 students disagreeing. It can be concluded that they do not need report writing activities in English.

Table 4.26 Expected Learning Activities for Writing CVs in English

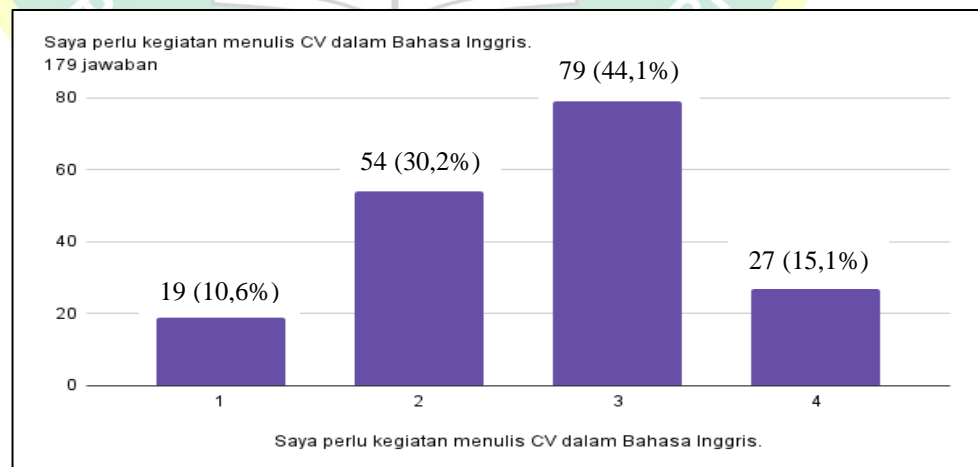


Table 4.26 shows the results of the statement of “I need CV writing activities in English”. This was obtained as 27 students strongly agree, 79 students agree, 54 students disagree, and 19 students strongly disagree. The average percentage is 66% with 106 students agreeing and 73 students disagreeing. This means that they need CV writing activities in English.

Table 4.27 Expected Learning Activities for Writing Job Application in English

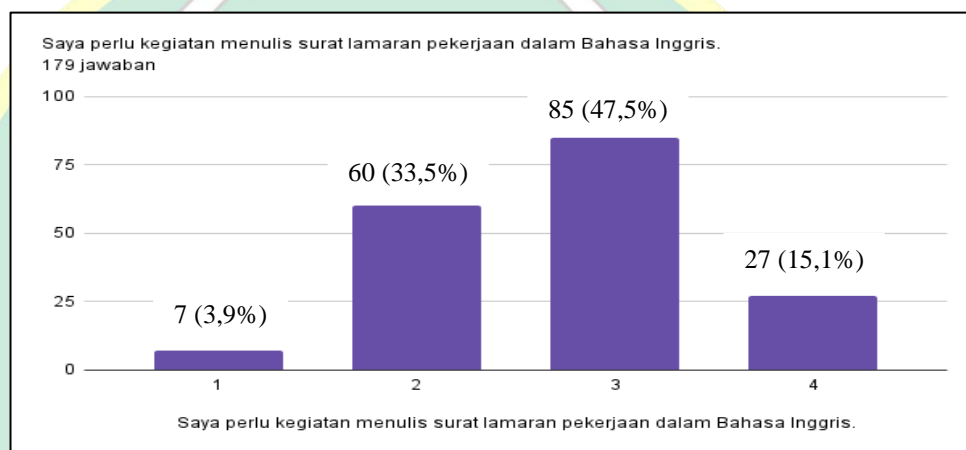


Table 4.27 shows the results of the statement “I need an activity to write a job application letter in English”. It is obtained that 27 students strongly agree, 85 students agree, 60 students disagree, and 7 students strongly disagree. The average percentage is 69% with 112 agree and 67 disagree. It is identified that most of them need the activity of writing job application letters in English.

Tables 4.24, 4.25, 4.26, and 4.27 illustrate students’ expectations regarding writing learning activities. Specifically, 83% of students expressed a need for more sentence-writing activities in English, 60% indicated a preference for report writing activities, 66% desired more activities focused on writing CVs, and 69% required activities for writing job application letters in English. These statistics suggest a general need for increased sentence-writing activities in English. Most

of them were able to write simple sentences in English, so they realized that they needed to improve their writing skills on more complex matters. Consequently, it is recommended that teachers incorporate more sentence-writing exercises into their curriculum.

Table 4.28 Expected Learning Activities for Reading English Texts from the Internet Relevant to the Culinary Arts Major

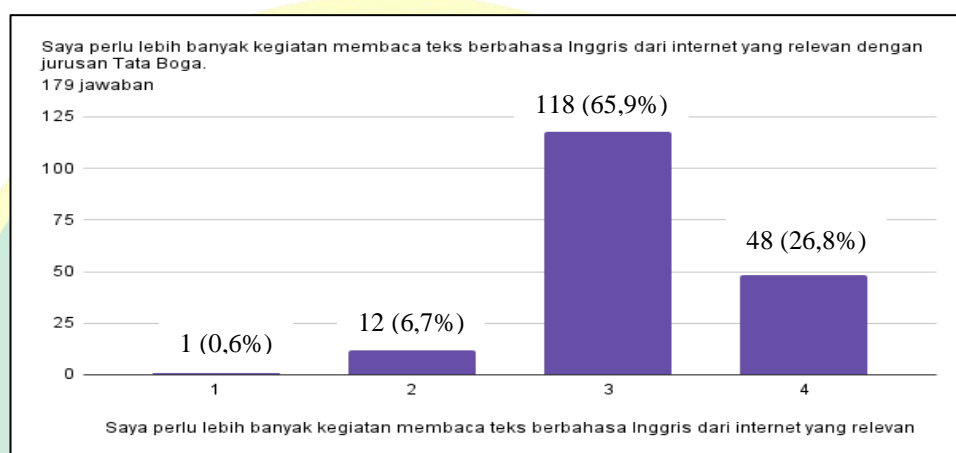


Table 4.28 displays the results of the statement “I need more activities to read English texts from the internet that are relevant to the Culinary major”. This is obtained as many as 48 students strongly agree, 118 students agree, 12 students disagree, and 1 student strongly disagree. Out of 179 students, the average percentage obtained is 80% with 166 students agreeing and 13 students disagreeing. This means they need more activities to read English texts from the internet that are relevant to the Culinary major.

Table 4.29 Expected Learning Activities for Reading English Texts to Understand Test and Exam Questions

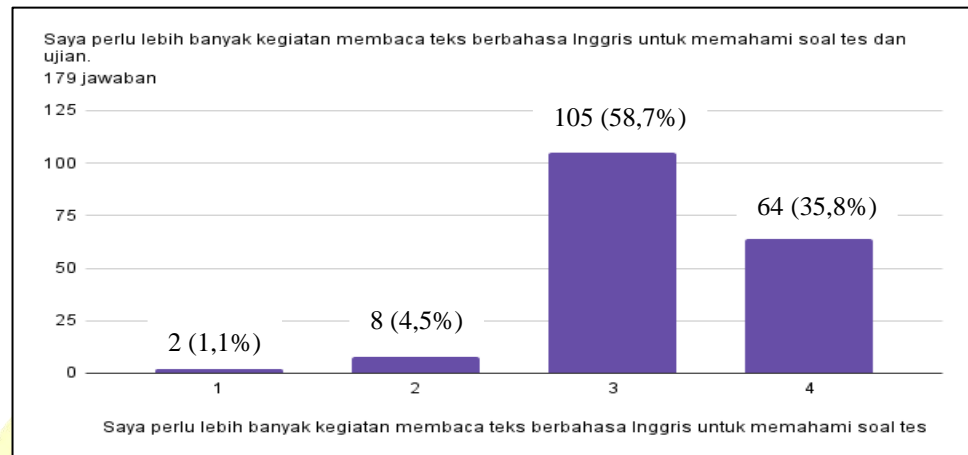


Table 4.29 shows the results of the statement “I need more activities to read English texts to understand test and exam questions”. The results obtained were 64 students strongly agreed, 105 students agreed, 8 students disagreed, and 2 students strongly disagreed. The average percentage result obtained is 82% with 169 students agreeing and 10 students disagreeing. This identifies that almost all students need more English text-reading activities to understand test and exam questions.

Table 4.30 Expected Learning Activities for Reading English Texts from Textbooks

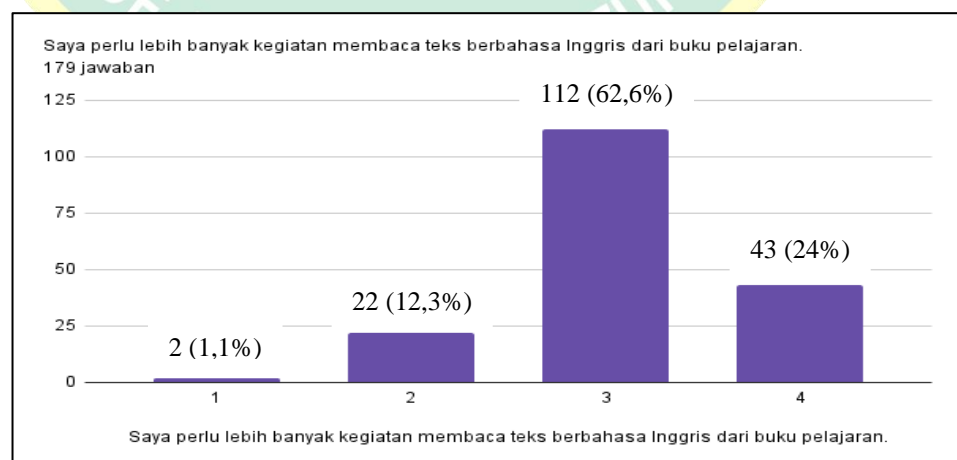


Table 4.30 displays the results of the statement “I need more activities to read English texts from textbooks”. It obtained 43 students strongly agree, 112 students agree, 22 students disagree, and 2 students strongly disagree. The average percentage obtained is 77% with 155 students agreeing and 24 students disagreeing. This means most of them agree that they need more activities to read English texts from textbooks.

Tables 4.28, 4.29, and 4.30 illustrate students’ expectations regarding reading learning activities. Specifically, 80% of students expressed a need for more activities to read English texts from the internet relevant to the Culinary major, 82% indicated a preference for activities to read English texts to understand test and exam questions, and 77% desired more activities to read English texts from textbooks. These statistics indicate a general need for increased activity in reading English texts to understand test and exam questions. The tests and exams contained text questions about various ingredients. This suggests a connection with the results of personal identification which showed that some of the English taught is appropriate for culinary majors. Therefore, teachers should incorporate more activities focusing on reading English texts to understand test and exam questions into their curriculum.

**Table 4.31 Expected Learning Activities for Listening to English
Audio on the Topic of Daily Activities**

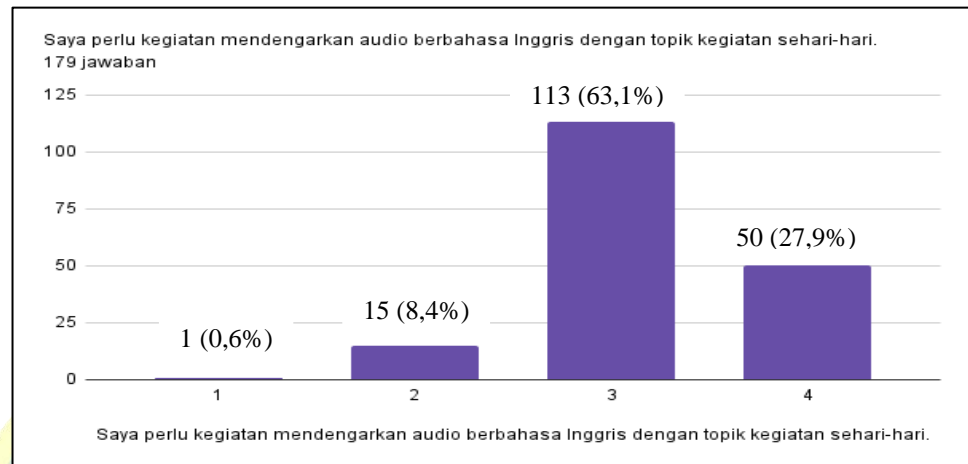


Table 4.31 presents the results of the statement “I need English audio listening activities on the topic of daily communication”. The results show that 50 students strongly agreed, 113 students agreed, 15 students disagreed, and 1 student strongly disagreed. Out of 179 students, the average percentage is 79% with 163 students agreeing and 16 students disagreeing. This means that most of them need English audio listening activities with daily communication topics.

**Table 4.32 Expected Learning Activities for Listening to English
Audio on Topics Relevant to the Culinary Arts Major**

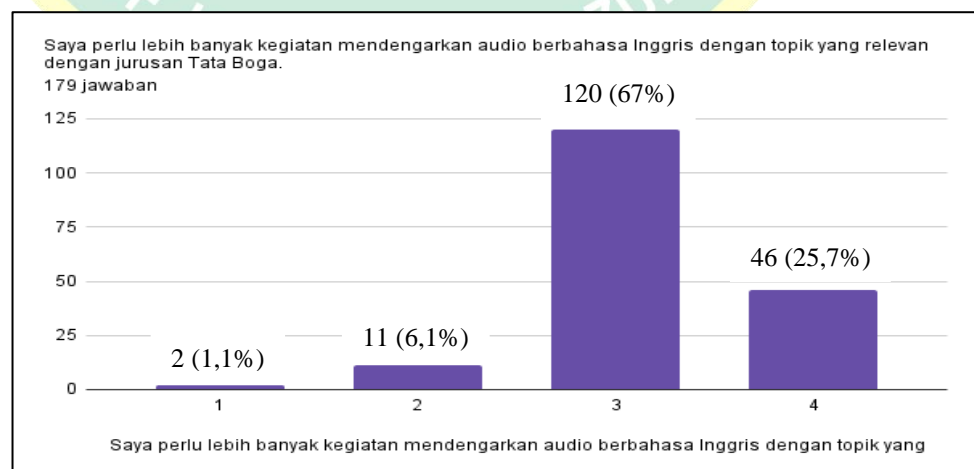


Table 4.32 shows the results of the statement “I need English audio listening activities with topics relevant to the Culinary major”. It is obtained as many as 46 students strongly agree, 120 students agree, 11 students disagree, and 2 students strongly disagree. The average percentage obtained is 80% with 166 students agreeing and 13 students disagreeing. This identified that almost all of them need more English audio listening activities with topics relevant to the Culinary major.

Tables 4.31 and 4.32 illustrate students’ expectations regarding listening learning activities. Specifically, 79% of students expressed a need for English audio listening activities focused on daily communication, and 80% indicated a preference for English audio listening activities relevant to the Culinary major. These statistics suggest a general need for increased activities involving listening to English audio on topics related to the Culinary major. Consequently, it is recommended that teachers incorporate more listening activities centered on culinary topics into their curriculum.

Table 4.33 Expected Learning Activities for Vocabulary Relevant to the Culinary Arts Major

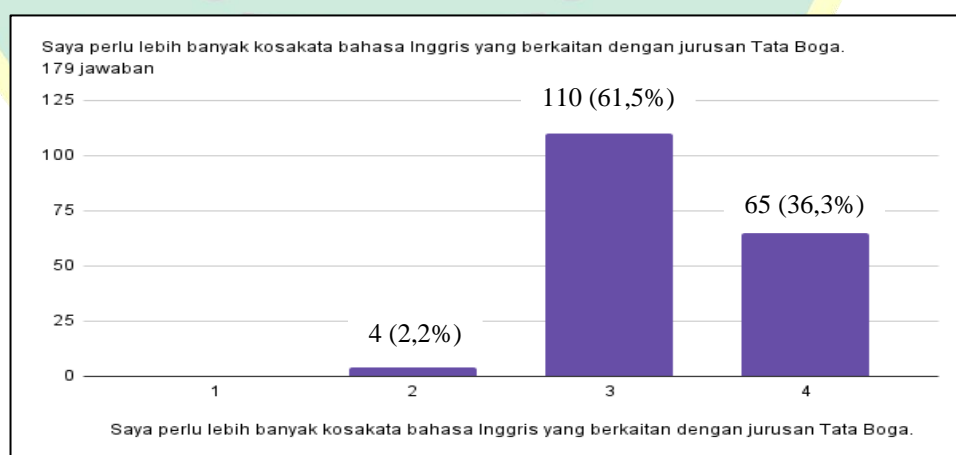


Table 4.33 displays the results of the statement “I need more English vocabulary related to the Culinary major”. It obtained 65

students strongly agree, 110 students agree, and 4 students strongly disagree. The average percentage is 84% with 174 students agreeing and 4 students disagreeing. This identifies that almost all students need more English vocabulary related to the Culinary major.

According to the PSA results, students need to expand their specialized vocabulary. Therefore, teachers should offer more culinary-related vocabulary.

Table 4.34 Expected Learning Activities for Grammar

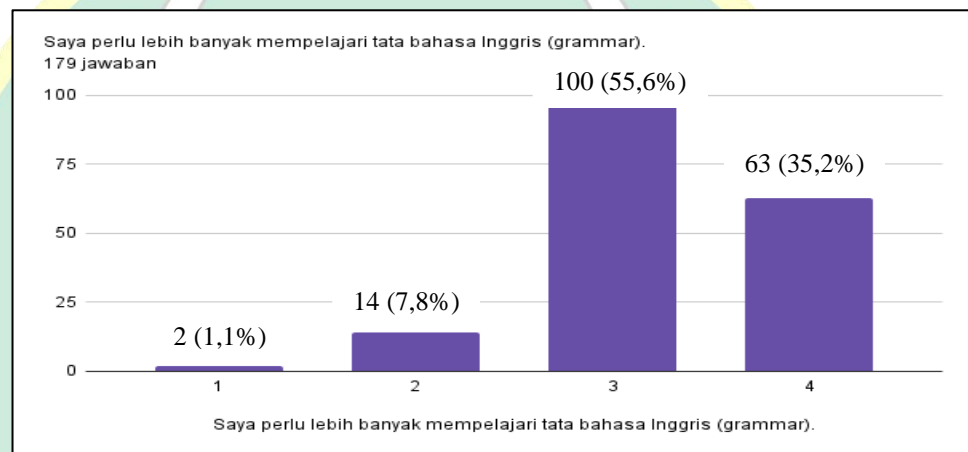


Table 4.34 presents the results of the statement “I need to learn more English grammar”. The results obtained are 63 students strongly agree, 100 students agree, 14 students disagree, and 2 students strongly disagree. Out of 179 students, the average percentage is 81% with 163 students agreeing and 16 students disagreeing. This identifies that most of them need to learn more English grammar.

Based on the PSA results regarding grammar deficiencies, students require improved methods for learning English grammar. According to (Mohamad et al., 2023) highlighted significant connections between cognitive, metacognitive, affective, and social strategies and grammar competence.

b. Wants

Table 4.35 Expected Learning Media Using Audio

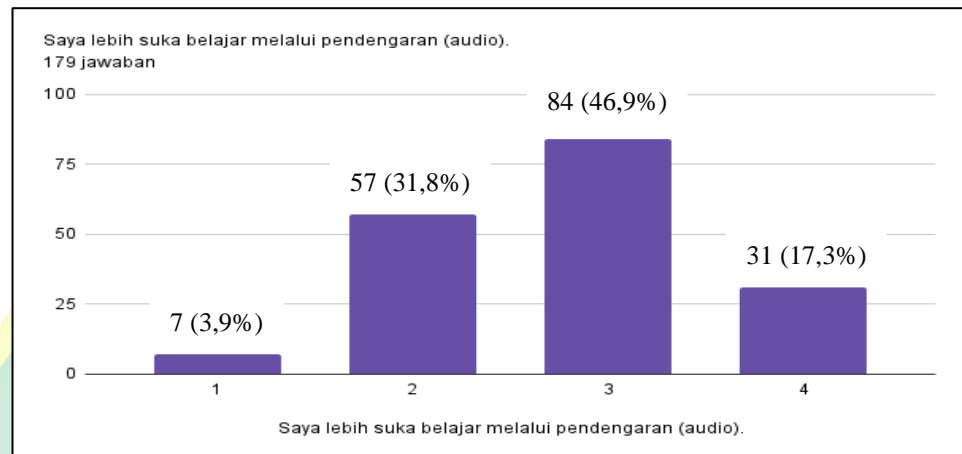


Table 4.35 shows the results of the statement “I prefer to learn through audio”. This was obtained as 31 students strongly agreed, 84 students agreed, 57 students disagreed, and 7 students strongly disagreed. The average percentage is 70% of 115 students agree and 64 students disagree. This means most of them prefer to learn through audio.

Table 4.36 Expected Learning Media Using Pictures

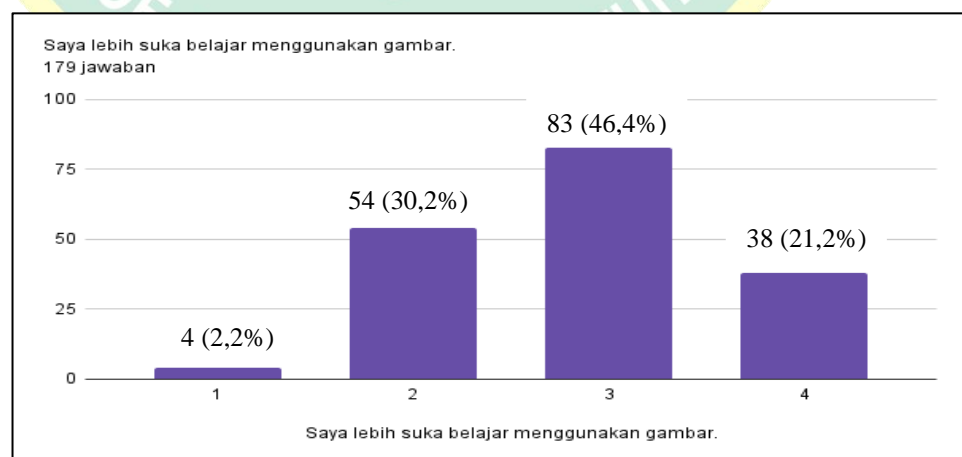


Table 4.36 presents the results of the statement “I prefer to learn using pictures”. This was obtained as 38 students strongly agreed, 83 students agreed, 54 students disagreed, and 4 students strongly disagreed. The average percentage is 71% with 121 students agreeing and 58 students disagreeing. This means most of them prefer to learn using pictures.

Table 4.37 Expected Learning Media Using Reading Materials

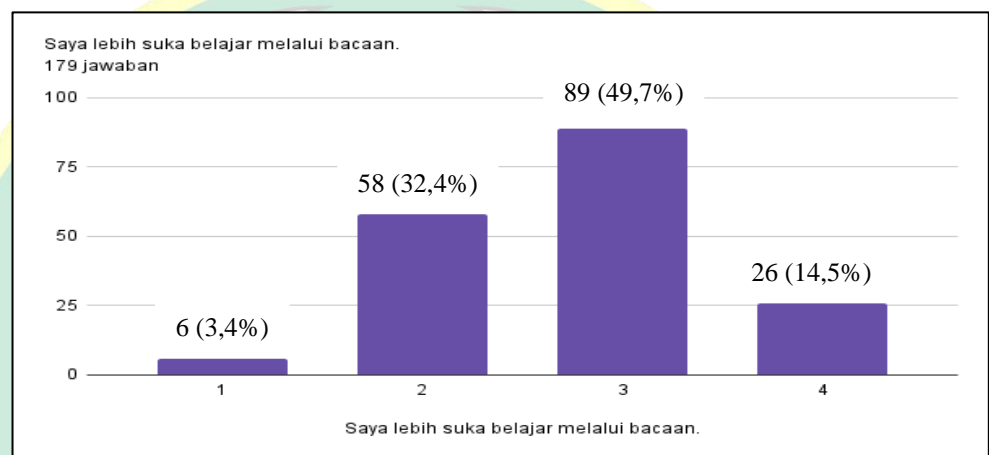


Table 4.37 shows the results of the statement “I prefer to learn through reading”. It obtained 26 students strongly agree, 89 students agree, 58 students disagree, and 6 students strongly disagree. The average percentage obtained is 69% with 115 students agreeing and 64 students disagreeing. This means that most of them prefer to learn through reading.

Table 4.38 Expected Learning Media Using Audio-visual

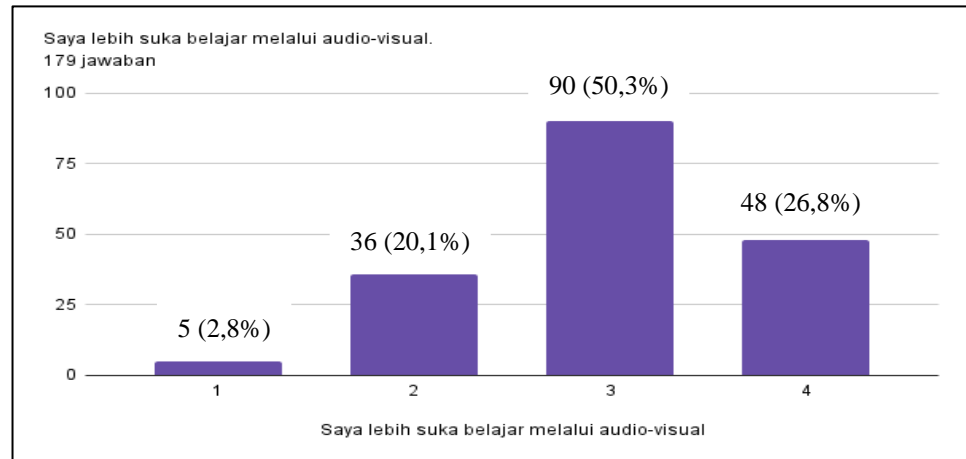


Table 4.38 presents the results of the statement “I prefer to learn through audio-visual”. This was obtained as 48 students strongly agreed, 90 students agreed, 36 students disagreed, and 5 students strongly disagreed. Out of 179 students, the average percentage obtained is 75% with 138 students agreeing and 41 students disagreeing. This means that most of them prefer to learn using audio-visuals. Audio-visual learning can use videos, movies, animations, power point presentations, or educational games.

In agreement with this, the teacher in the interview expressed a desire for the school to better facilitate the teaching and learning process in the classroom. The interview results are as follows:

Excerpt of interview

T1: "My wish regarding school facilities is that they be more adequate. Sometimes the LCD in the classroom is difficult to connect to the laptop. The school administration mentioned providing another LCD, but it is cumbersome to move it around and set it up, which wastes valuable teaching time."

Tables 4.35, 4.36, 4.37, and 4.38 represent different types of learning media. 70% of students prefer learning through audio, 71% prefer learning using pictures, 69% prefer learning through reading,

and 75% prefer learning through audio-visual methods. These statistics indicate that students generally prefer learning through audio-visual methods. Therefore, it is suggested that teachers should incorporate more audio-visual learning activities. Learning using audio-visual is more popular with students because they are accustomed to videos in their daily lives, the use of audio-visual in learning also facilitates stimulus collaboration between the eyes and ears to accelerate understanding of the subject matter.

Table 4.39 Expected Individual Learning Model

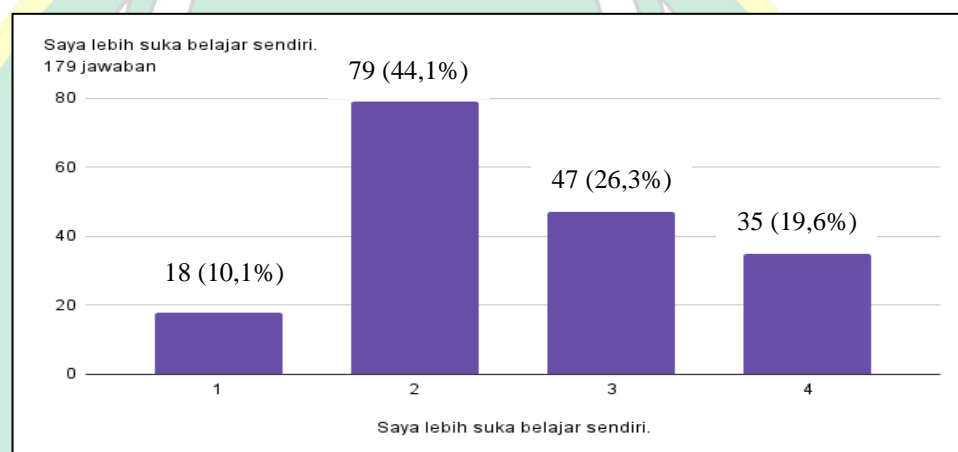


Table 4.38 displays the results of the statement “I prefer to study alone”. This was obtained as 35 students strongly agreed, 47 students agreed, 79 students disagreed, and 18 students strongly disagreed. The average percentage obtained is 64% with 82 students agreeing and 97 students disagreeing. This identifies that most of them do not like to study alone.

Table 4.40 Expected paired Learning Model

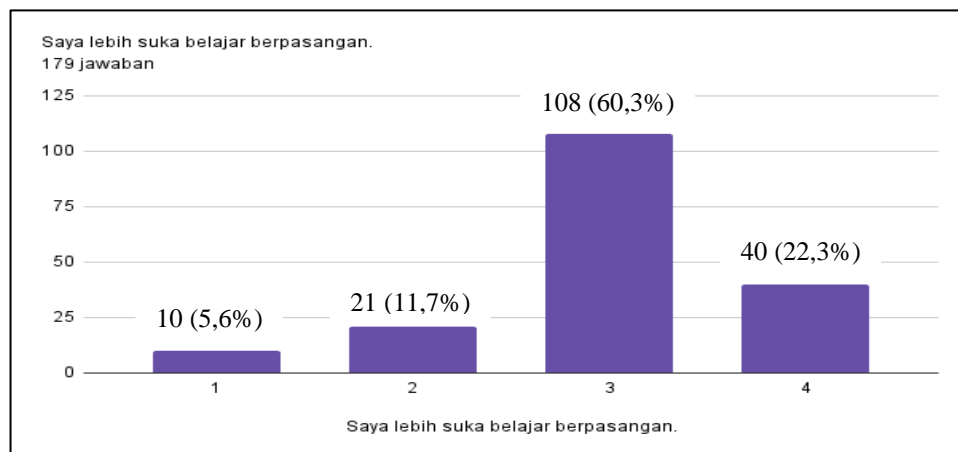


Table 4.40 presents the results of the statement “I prefer to study in pairs”. This was obtained as many as 40 students strongly agreed, 108 students agreed, 21 students disagreed, and 10 students strongly disagreed. The average percentage obtained is 75% with 148 students agreeing and 31 students disagreeing. This identifies that most of them prefer to learn in pairs.

Table 4.41 Expected Group Learning Model

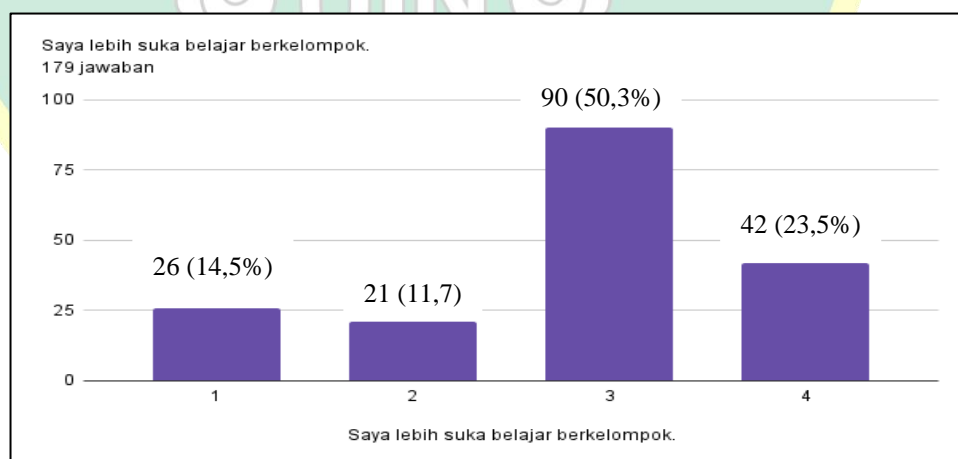


Table 4.41 presents the results of the statement “I prefer to learn in groups”. It is obtained as many as 42 students strongly agree, 90 students agree, 21 students disagree, and 26 students strongly disagree.

The average percentage obtained is 71% with 132 students agreeing and 47 students disagreeing. This identifies that most of them prefer to learn in groups.

Table 4.39, 4.40, and 4.41 are the types of learning models. Students prefer independent learning selected by 64% of students, students prefer pair learning selected by 75% of students, and students prefer group learning selected by 71% of students. The statistics indicate that students prefer pair learning. This finding suggests that teachers should incorporate more pair learning activities into the classroom. With this learning model, students feel more comfortable doing more speaking practice which can improve their speaking ability. In the personal identification, students mentioned their desire to improve their English speaking skills.

B. Discussion

In this discussion, the results of research that have been conducted by researchers while in the field will be presented. This research was conducted with the aim of knowing the needs analysis of ESP materials for culinary art department at SMKN 3 Purwokerto. The subjects of this study were a population and sample of 179 grade 11th culinary students. It can be concluded that based on these findings and the Needs Analysis in ESP of Hutchinson and Walters (1991) including target situation analysis, Present situation analysis, and learning needs analysis.

The results of this research show what culinary students were learning in their English classes, their existing knowledge, their learning needs, and their goals for studying the language. The following is a description of the results of research conducted at SMKN 3 Purwokerto using mixed-method with explanatory sequential mix method design. Based on the results of the study, it show that target situation analysis shows that 89.7% of students agreed that they learn English to support their future careers. Additionally, some students

learn English to support their further education, and while others have personal goals for learning language.

Based on the results of research by Adi Setiawan with thesis title “The Need Analysis of English Subject at Smk Bina Insan” found that the goal of the students in learning English was that they wanted to be able to communicate with foreign people as their goal in learning English (60%). In term of necessities, finding out the type of needs by the demands of the target situation, the students mostly chose the advance proficiency level which is necessary for their career (56.67%) (Setiawan, 2019).

The present situation analysis is divided into two parts: students' strengths and weaknesses. 77.1% of students are capable of writing simple sentences in English. According to interviews with students and teachers, they agree that students can write English sentences. Activities to enhance writing skills include tasks where students are asked to write sentences, such as making sentences about their immediate plans or expressing their hopes after graduation. Conversely, 87.7% of students still struggle with speaking skills. Based on interview results, both teachers and students agree with this statement. In three culinary classes, students have not practiced speaking, whereas, in the other two classes, students have engaged in speaking practice in groups, performing memorized dialogues on themes such as playing basketball, getting caught in the rain, experiencing an accident, and studying in class.

Based on the results of research by Andi Sitti Nasmah with thesis title “Needs Analysis of English For Specific Purpose at Third Semester Students of Government Science in Muhammadiyah University of Makassar” found that the present situation of government science students do not meet their actual needs of English for Specific Purpose which revealed between the English teaching materials and their study program as government science students is partly relevant. Those students need more specific English material

and class, that is, English for Specific Purposes course for government science students where they considered speaking and listening as the useful skills which are needed to be improved as the first two priorities. Although reading and writing were not very important for the students, reading and writing activities should be included in an ESP course to enhance their four English skills, as well. Their need in learning English is being able to communicate in English well in the subject area of their study and future job. Nonetheless, an English course designer should focus on topics concerning English for Government Science Students which are related between their present situation and their target needs (Nasmah, 2018).

In the Learning Need Analysis (LNA), 83% of students suggested a general need for increased speaking activities in English, particularly on the topic of daily activities. Additionally, 83% of students indicated a need more activities to write sentences in English related to food preparation. 82% of students agreed to more activities to read English texts to understand test and exam questions. 80% students agree for more activities involving listening to English audio on 62 topics related to the Culinary major, 84% for more English vocabulary related to the Culinary major, and 81% for more English grammar instruction. Furthermore, 75% of students expressed a preference for learning media that use audio-visual aids, and 75% preferred learning models that involve pair work.

Based on the results of research by Alia Putriani Rukamana with thesis title “Need Analysis on English for Physics Education Department Students at UIN Alauddin Makassar” the result of this research showed that in target needs, students need to improve their speaking skills, reading skills, vocabulary, and pronunciation. Physics topics that need attention in the learning process were temperature, gravity and thermodynamics. Then, in learning needs the difficulties that students often faced in learning English were lack of knowledge about pronunciation and lack of vocabulary. Besides, students prefer to learn English through films/videos (Rukmana, 2021)

CHAPTER V

CONCLUSION AND SUGESSTIONS

A. Conclusion

The study aims to answer the following research questions: "What is the target situation of Culinary Arts department students at SMKN 3 Purwokerto? What are the present situations of Culinary Arts department students at SMKN 3 Purwokerto? What are the learning needs of Culinary Arts department students at SMKN 3 Purwokerto?" The findings reveal that most Culinary Arts students intend to pursue employment after graduation. According to the questionnaire results, 73.7% of students believe they need to improve their speaking skills to support this goal. Additionally, the English instruction at SMKN 3 Purwokerto is partially aligned with the Culinary Arts curriculum, as evidenced by 58.1% of students reporting that the English lessons are somewhat relevant to their major. Furthermore, most students' English proficiency remains at a beginner level, as indicated by 65.9% of the questionnaire responses. Interviews with English teachers also revealed that the English lessons are synchronized with the Culinary Arts program in certain materials.

The needs analysis reveals the following results. In the Target Situation Analysis (TSA), 98.3% of students agreed that they are learning English to support their future careers. In the Present Situation Analysis (PSA), it was found that 77.1% of students could write simple sentences in English, while 87.7% of students found speaking difficult. Interviews with English teachers also confirmed that students still struggle with speaking. In the Learning Need Analysis (LNA), 83% of students suggested a general need for increased speaking activities in English, particularly on the topic of daily activities. Additionally, 83% of students indicated a need more activities to write sentences in English related to food preparation. 82% of students agreed to more activities to read English texts to understand test and exam questions. 80% students agree for more activities involving listening to English audio on

topics related to the Culinary major, 84% for more English vocabulary related to the Culinary major, and 81% for more English grammar instruction. Furthermore, 75% of students expressed a preference for learning media that use audio-visual aids, and 75% preferred learning models that involve pair work.

B. Limitation of the Study

This research was conducted to the best of the researcher's abilities, but there are some limitations:

1. The study focused solely on students' perceptions of English language skills within the culinary major, without exploring solutions to the challenges faced by students.
2. The research was limited to one major, despite there being four majors at SMKN 3 Purwokerto.
3. The study did not offer specific strategies or methods for developing English teaching and learning; it only provided theoretical insights and suggestions from related studies.

C. Suggestions

Based on the results of the Needs Analysis, several recommendations are proposed to enhance English learning in the Culinary major at SMKN 3 Purwokerto:

1. Teachers should incorporate more speaking activities, such as presentations, to improve students' speaking skills.
2. The school should enhance its support for students' English learning, particularly by providing adequate learning facilities.
3. Future researchers should conduct more comprehensive interviews with teachers to gather supporting data. It is crucial to collect additional information on the factors contributing to students' difficulties in English. Additionally, previous studies have used observations as a research tool.

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APPENDICES

Appendix 1 the Questionnaires

1. Manakah skill dalam bahasa Inggris yang paling dirasa harus dipelajari untuk meningkatkan kemampuan bahasa Inggrismu?
 - Reading
 - Listening
 - Speaking
 - Writing
2. Apakah bahasa Inggris yang kamu pelajari sudah sesuai dengan jurusanmu?
 - Ya
 - Sebagian
 - Tidak
3. Bagaimana tingkat kemampuanmu dalam menguasai bahasa Inggris?
 - Pemula
 - Menengah
 - Lanjut

	Indicator	1	2	3	4
		STS	TS	S	SS
A.	Target Situatuion Analysis				
1.	Saya belajar bahasa Inggris untuk menunjang pekerjaan di masa depan.				
2.	Saya belajar bahasa Inggris untuk mendukung akademik di masa depan.				
3.	Saya belajar bahasa Inggris untuk mendukung tujuan personal lainnya.				
B.	Present Situation Analysis				
	Strength				
4.	Saya mampu dalam berbicara bahasa Inggris. (<i>speaking</i>)				
5.	Saya mampu menulis kalimat sederhana dalam bahasa Inggris. (<i>writing</i>)				
6.	Saya mampu memahami teks berbahasa Inggris. (<i>reading</i>)				
7.	Saya mampu menangkap makna saat mendengarkan audio berbahasa Inggris. (<i>listening</i>)				
8.	Saya menguasai kosakata sederhana bahasa Inggris. (<i>vocabulary</i>)				
9.	Saya menguasai kosakata bahasa Inggris yang berkaitan dengan jurusan Tata Boga. (<i>vocabulary</i>)				
10.	Saya mampu menerapkan tenses sederhana seperti present tense, past tense yang sesuai				

	dengan keterangan waktunya. (<i>grammar</i>)				
	Weaknesses				
11.	Saya kurang lancar dalam berbicara menggunakan bahasa Inggris. (<i>speaking</i>)				
12.	Saya merasa sulit menulis kalimat sederhana dalam bahasa Inggris. (<i>writing</i>)				
13.	Saya merasa sulit dalam memahami teks berbahasa Inggris. (<i>reading</i>)				
14.	Saya merasa sulit menangkap makna saat mendengarkan audio berbahasa Inggris. (<i>listening</i>)				
15.	Saya kurang menguasai kosakata sederhana bahasa Inggris. (<i>vocabulary</i>)				
16.	Saya kurang menguasai kosakata bahasa Inggris yang berkaitan dengan jurusan Tata Boga. (<i>vocabulary</i>)				
17.	Saya tidak mampu menerapkan tenses sederhana seperti present tense, past tense yang sesuai dengan keterangan waktunya. (<i>grammar</i>)				
C.	Learning Needs Analysis				
	Necessities				
18.	Saya perlu lebih banyak kegiatan berbicara dalam bahasa Inggris dengan topik kegiatan sehari-hari.				
19.	Saya perlu lebih banyak kegiatan berbicara bahas Inggris dengan role play.				
20.	Saya perlu lebih banyak kegiatan berbicara dengan topik tata Boga				
21.	Saya perlu kegiatan menulis kalimat yang benar dalam bahasa Inggris.				
22.	Saya perlu kegiatan menulis laporan dalam bahasa Inggris.				
23.	Saya perlu kegiatan menulis CV.				
24.	Saya perlu kegiatan menulis surat lamaran pekerjaan.				
25.	Saya perlu lebih banyak kegiatan membaca teks bahasa Inggris dari internet.				
26.	Saya perlu lebih banyak kegiatan membaca teks berbahasa Inggris untuk memahami soal tes dan ujian.				
27.	Saya perlu lebih banyak kegiatan membaca teks bahasa Inggris yang relevan dengan tata boga.				
28.	Saya perlu kegiatan mendengarkan audio				

	berbahasa Inggris dengan topik komunikasi sehari-hari.				
29.	Saya perlu lebih banyak kegiatan mendengarkan audio berbahasa Inggris dengan topik yang relevan dengan Tata Boga.				
30.	Saya perlu lebih banyak kosakata bahasa Inggris yang berkaitan dengan jurusan Tata Boga. (vocabulary)				
31.	Saya perlu lebih banyak mempelajari tata bahasa Inggris. (grammar)				
	Wants				
32.	Saya lebih suka belajar melalui pendengaran (audio).				
33.	Saya lebih suka belajar menggunakan gambar.				
34.	Saya lebih suka belajar melalui bacaan				
35.	Saya lebih suka belajar melalui audio-visual.				
36.	Saya lebih suka belajar sendiri.				
37.	Saya lebih suka belajar berpasangan.				
38.	Saya lebih suka belajar berkelompok.				

Appendix 2 Student's Interview Question

1. Apa saja kegiatan dan materi *speaking skill* yang sudah dipelajari?
2. Apa saja kegiatan dan materi *writing skill* yang sudah dipelajari?
3. Apa saja kegiatan dan materi *reading skill* yang sudah dipelajari?
4. Apa saja kegiatan dan materi *listening skill* yang sudah dipelajari?



Appendix 3 Teacher's Interview Question

1. Menurut Ibu, apa tujuan pengajaran bahasa Inggris untuk siswa SMK?
2. Dari 4 skill bahasa Inggris, mana yang paling diprioritaskan untuk diajarkan?
3. Bagaimana cara Ibu mengajarkan *speaking*? kegiatannya apa saja?
4. Bagaimana cara Ibu mengajarkan *listening*? kegiatannya apa saja?
5. Bagaimana cara Ibu mengajarkan *reading*? kegiatannya apa saja?
6. Bagaimana cara Ibu mengajarkan *writing*? kegiatannya apa saja?
7. Bagaimana cara Ibu mengajarkan *grammar*? kegiatannya apa saja?
8. Bagaimana cara Ibu menambah *vocabulary* siswa? kegiatannya apa saja?
9. Apakah siswa memiliki kesulitan dalam belajar bahasa Inggris?
10. Apa jenis kesulitan yang dialami siswa? Bagaimana cara Ibu mengatasinya?
11. Apakah sekolah memfasilitasi jika pembelajaran Bahasa Inggris disesuaikan dengan jurusan?
12. Apakah ada tanggapan atau saran mengenai pembelajaran Bahasa Inggris untuk siswa SMK?



Appendix 4 Transcription

Interview 1

Date of Interview : Wednesday, 14th August 2024

Time of Interview : 14. 45 PM

Place of Interview : School

Interviewer : To'ifatun Ni'mah (TN)

Interviewee : R1

TN: "Apa saja kegiatan dan materi *speaking skill* yang sudah dipelajari?"

R1: "Kami belum pernah berlatih berbicara. Di awal semester, kami diminta untuk memperkenalkan diri satu per satu."

TN: "Apa saja kegiatan dan materi *writing skill* yang sudah dipelajari?"

R1: "Saat materi hope and wish, guru memberikan ppt, setelah itu dijelaskan bagaimana cara menggunakan hope and wish. Seperti "I wish you luck on your exam" Karena sudah waktunya kembali ke sekolah, kami diberi PR untuk membuat kalimat tapi harus tentang harapan setelah lulus sekolah mau jadi apa."

TN: "Apa saja kegiatan dan materi *reading skill* yang sudah dipelajari?"

R1: " Untuk reading kemarin, kami diberi bacaan yang berjudul 'gunung berapi'. Kami disuruh membacanya satu per satu setelah itu, di bawahnya ada 5 pertanyaan dan kemudian kami disuruh menjawabnya.

TN: "Apa saja kegiatan dan materi *listening skill* yang sudah dipelajari?"

R1: "Dalam pelajaran menyimak, kemarin kami diberikan video tentang terjadinya hujan. Setelah itu, kami diminta untuk mengisi kata-kata yang kosong."

Interview 2

Date of Interview : Tuesday, 13th August 2024

Time of Interview : 15.00 PM

Place of Interview : School

Interviewer : To'ifatun Ni'mah (TN)

Interviewee : R2

TN: "Apa saja kegiatan dan materi *speaking skill* yang sudah dipelajari?"

R2: "Untuk berbicara, kami biasanya disuruh membuat dialog terlebih dahulu, lalu menghafalnya. Guru memberi kami 4 gambar, kami diminta untuk membuat kelompok dan kemudian kami disuruh memilih satu gambar dan membuat percakapan. Kemudian kami menghafalkannya dan maju ke depan sebagai kelompok."

TN: "Apa saja kegiatan dan materi *writing skill* yang sudah dipelajari?"

R2: "Pada saat materi plan, kami diberi link YouTube, lalu menontonnya sampai selesai. Setelah itu, kami diminta untuk menuliskan rencana terdekat yang akan dilakukan. Isi dari video tersebut adalah tentang festival makanan internasional yang ingin kami datangi."

TN: "Apa saja kegiatan dan materi *reading skill* yang sudah dipelajari?"

R2: "Untuk reading, kemarin guru mengirimkan materi yang berisi dialog. Ada 2 dialog, yang pertama tentang lupa memakai jam tangan dan yang kedua tentang Riri yang tidak masuk sekolah. Setelah membaca semuanya, kami disuruh menjawab pertanyaannya."

TN: "Apa saja kegiatan dan materi *listening skill* yang sudah dipelajari?"

R2: "Kalau mendengarkan, saya rasa hanya sekali dan itu di bagian mendengarkan musik. Guru memutar musik, setelah itu kami diminta mengisi lirik yang kosong."

Interview 3

Date of Interview : Wednesday, 14th August 2024

Time of Interview : 14.30 PM

Place of Interview : School

Interviewer : To'ifatun Ni'mah (TN)

Interviewee : T1

TN :” Menurut ibu,apa tujuan pembelajaran bahasa Inggris di SMK?”

T1: ”Diperlukannya pembelajaran bahasa Inggris yaitu untuk menunjang karier karena memang siswa SMK itu difokuskan untuk bekerja setelah lulus nantinya”.

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

T1: ”Speaking.”

TN :”Bagaimana cara ibu mengajarkan *speaking*? Kegiatannya apa saja?”

T1: ”Cara mengajarkan *speaking skill* biasanya siswa akan diminta untuk berdialog berpasangan berdasarkan situasi yang diminta”.

TN: ” Bagaimana cara ibu mengajarkan *writing*? Kegiatannya apa saja?”

T1: “Untuk *skill writing* biasanya siswa diminta untuk menulis kalimat. Contohnya kaya tadi, sebelum pulang mereka diminta untuk menulis harapan. Nah, yang sudah selesai dan kalimat yang mereka buat benar maka mereka boleh pulang.”

TN :” Bagaimana cara ibu mengajarkan *reading*? Kegiatannya apa saja?”

T1: “Untuk *skill reading*, siswa diminta untuk membaca teks. Nah, teks bacaan ini biasanya saya dapatkan dari internet dan untuk temanya akan disesuaikan dengan modul ajar atau juga menyesuaikan dengan topic yang ada di jurusan kuliner. Setelah membaca selesai, siswa diminta menjawab pertanyaan berdasarkan teks yang sudah mereka baca.”

TN :” Bagaimana cara ibu mengajarkan *listening*? Kegiatannya apa saja?”

T1: “Kalau pembelajaran *listening skill* biasanya akan menyediakan audio yang sudah di download dari internet. Lalu akan diputar di laptop dan siswa mendengarkannya. Selanjutnya, siswa diminta untuk mengerjakan soal filling the blank.”

TN :” Bagaimana cara ibu mengajarkan *vocabulary*? Kegiatannya apa saja?”

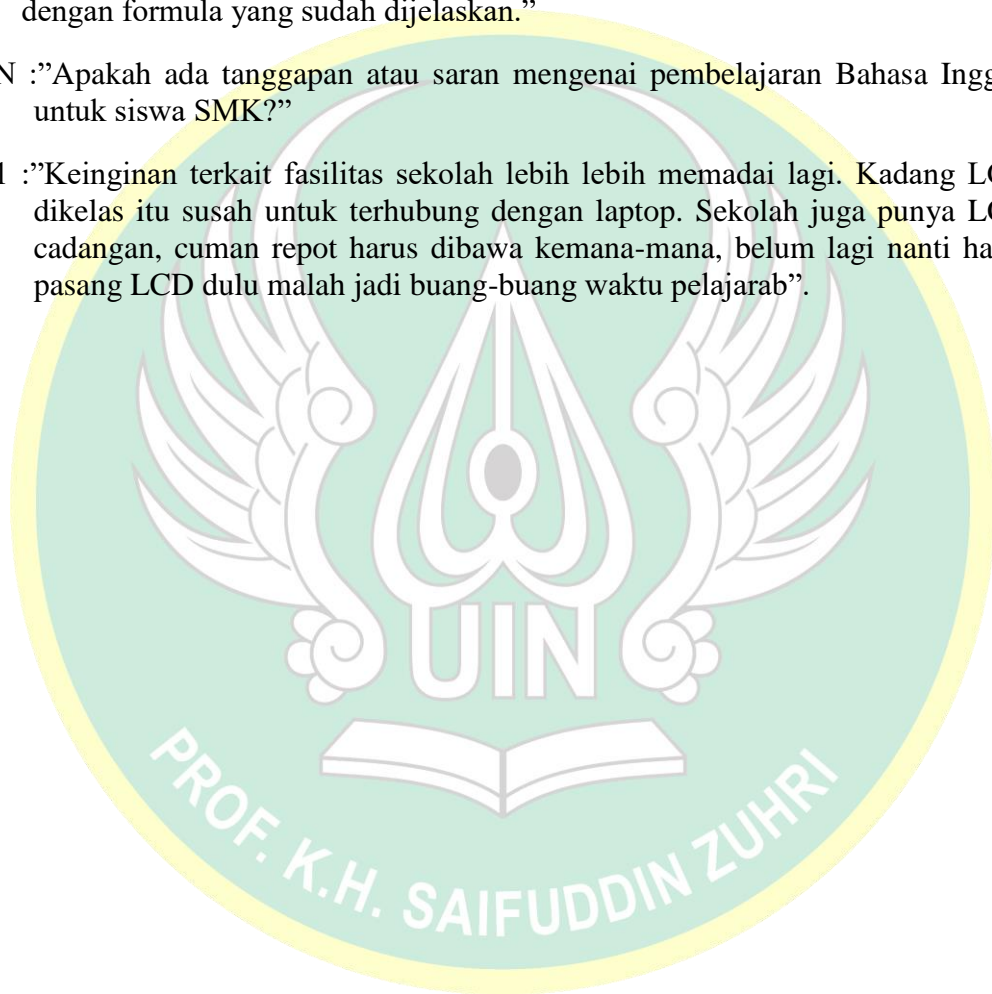
T1: “Untuk menambahkan kosakata, di awal pembelajaran atau ketika mengecek kehadiran setiap siswa diminta untuk menyebutkan satu kosakata. Semisal pada materi *comparison degree* kan ada kata *adjective*. Siswa diminta untuk menyebutkannya. Jika mereka belum bisa menjawab maka absen dilanjutkan hingga selesai lalu diulang kembali ke siswa yang belum bisa menjawab.”

TN :” Bagaimana cara ibu mengajarkan *grammar*? Kegiatannya apa saja?”

T1: ”Di pembahasan *grammar*, biasanya saya menjelaskan tentang formula *grammar* yang dipelajari, setelahnya siswa baru diminta membuat kalimat dengan formula yang sudah dijelaskan.”

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

T1 :”Keinginan terkait fasilitas sekolah lebih lebih memadai lagi. Kadang LCD dikelas itu susah untuk terhubung dengan laptop. Sekolah juga punya LCD cadangan, cuman repot harus dibawa kemana-mana, belum lagi nanti harus pasang LCD dulu malah jadi buang-buang waktu pelajarab”.



Interview 4

Date of Interview : Monday, 19th August 2024

Time of Interview : 11.30 PM

Place of Interview : School

Interviewer : To'ifatun Ni'mah (TN)

Interviewee : T2

TN: "Menurut Ibu, apa tujuan pengajaran bahasa Inggris untuk siswa SMK?"

T2: "Siswa SMK harus banget belajar bahasa Inggris ya karena vocational high school, yang rancangannya bukan melanjutkan perguruan tinggi tapi melanjutkan bekerja. otomatis penguasaan bahasa Inggris minimal dasar-dasar banget itu memperkenalkan diri sendiri, kehidupan sehari-hari itu sudah harus bisa."

TN: "Skill bahasa Inggris apa saja yang lebih sering Ibu ajarkan?"

T2: "Seimbang, kalo semisal pertemuan sekarang kita focus ke dua skill besoknya lagi kita membahas dua skill lainnya."

TN: "Bagaimana cara ibu mengajarkan *speaking*? Kegitannya apa saja?"

T2: "Pertama itu dicontohkan dulu, setelah itu mereka siswa akan diminta untuk mempraktikannya satu persatu. Setelah itu mereka diberi situasi baru mereka bisa berpikir. Semisal siswa diminta untuk berkelompok 4 orang. Setiap kelompok di berikan satu gambar yang berisi sebuah situasi. Mereka diminta untuk membuat dialog dari gambar tersebut. Nah, untuk praktiknya saya selalu menerapkannya untuk tidak membaca dialog yang mereka buat. Mereka harus menyampaikannya secara oral. Entah itu harus menghafal dialognya atau mengamati. Tapi penyampaian saat praktik boleh tidak sama persis dengan apa yang sudah ditulis dalam dialog. Akan tetapi, alurnya harus sama perisis dengan apa yang sudah direncanakan."

TN: "Bagaimana cara ibu mengajarkan *writing*? Kegitannya apa saja?"

T2: "Kalau *writing* kan hubungannya sama teks ekplanasi atau deskripsi yang gitu gitu kan, nantinya siswa diminta untuk membuat suatu kalimat yang sesuai dengan prosedur yang sedang kita bahas saat itu juga. Struktur kalimatnya gitu-gitu harus sudah bisa."

TN: "Bagaimana cara ibu mengajarkan *reading*? Kegitannya apa saja?"

T2: "Setiap ganti sub bab pasti ada teks bacaan, disitu siswa diminta untuk membacakannya."

TN: "Bagaimana cara ibu mengajarkan *listening*? Kegitannya apa saja?"

T2: "Rekaman, saya buat percakapan dulu. Saya kan ada aplikasi untuk membuat rekaman percakapan. Nah, hasil percakapan yang sudah saya buat tadi tinggal dimasukkan. Setelahnya, tinggal minta suara yang dihasilkan perempuan atau laki-laki terus hasilnya tinggal dibagikan ke siswa. Tapi kalau materi listeningnya musik ya langsung saja lagu yang dipilih dibagikan ke siswa. Nanti siswa diminta untuk mengisi yang kosong. Kalau sudah selesai tinggal nyanyi bersama."

TN: "Bagaimana cara ibu mengajarkan *vocabulary*? Kegitannya apa saja?"

T2: "Kalau pagi-pagi kadang-kadang kalau ingat, siswa diminta untuk menghafalkan 10 kosakata atau sesuai kesepakatan kelas. Semisal ada yang terlambat masuk kelas, mereka diminta untuk membuat puisi bahasa Inggris lalu dibacakan, kan otomatis kosakata mereka akan bertambah."

TN: "Bagaimana cara ibu mengajarkan *grammar*?"

T2: "Kalau di SMK tidak terlalu mendalam dalam membahas *grammar*. Hanya saja kalau sekarang kita membahas materi apa nanti akan diselipi dengan *grammar*. Misal *past tense*, oh ini bentuknya lampau, jadi kita lebih cenderung pada materi-materi yang disajikan itu tidak spesifik berkaitan dengan ini grammarnya ini, ini grammarnya ini. Yang penting mereka paham kalau waktunya sekarang berate itu *present tense*, kalau waktunya lampau berate itu *past tense*, hanya sekedar itu saja. Kalau di SMA biasanya lebih dalam lagi pembahasannya. Kita mencoba mencari segala sesuatu yang relevan dari berbagai sumber. Tidak hanya buku dari pemerintah saja yang mereka gunakan. Di sini juga bisa dilihat simple sekali materi sekarang. Tidak seperti materi dulu itu sudah jelas, ini nanti fokusnya ini sedangkan sekarang kan sudah tidak seperti itu. Jadi kitanya yang harus rajin memberi latihan pada siswa yang sudah disesuaikan dengan jurusan mereka. Karena kita sekolah menengah kejuruan, kalau tidak seperti itu kadang-kadang kan ini jurusan ini diberikan teks yang sama, kan kasihan. Kan mereka arah kompetensinya tidak ada korelasi. Jadi supaya kalau memang jurusannya ini cari materi yang agak sealur. Karena masing-masing jurusan itu berbeda-beda seperti jurusan kuliner kan tidak sama dengan jurusan perhotelan."

TN: "Apakah siswa memiliki kesulitan dalam belajar bahasa Inggris?"

T2: "Siswa sulit pada kemampuan bicara, latihan diupayakan untuk mempraktikkan skill itu. Jadi setiap ada tugas speaking, catatannya tidak pernah dibawa atau dibacakan. Selain itu, untuk tugas akhir bentuknya oral berupa presentasi atau tanya jawab secara langsung. Contoh lain setiap pulang sekolah biasanya memang ada yang harus di praktikkan dan mereka harus maju satu per satu, ini kalau pembelajaran bahasa Inggris ada di akhir jam pelajaran. Semisal jam pulang sekolah itu jam 3.30 pm, jam 3.00 pm setiap siswa mulai mengambil lintingan yang sudah ada instruksinya, setelahnya mereka akan mempraktikkannya. Yang sudah bisa dibolehkan untuk pulang. Nah, yang belum bisa akan di tunggu sampai bisa walaupun

sudah melewati jam pulang sekolah. Dari sini kita tahu mana siswa yang sudah bisa mana yang belum, mana yang memang butuh perhatian ekstra mana yang tidak. Tapiikan dengan melakukan kegiatan ini lama-lama akan muncul kepercayaan diri.”



Appendix 5 the Result of Questionnaire

Item	X1-1	X1-2	X1-3	X2-1	X2-2	X2-3	X2-4	X2-5	X2-6	X2-7	X2-8	X2-9	X2-10	X2-11	X2-12	X2-13	X2-14	X2-15	X2-16	X2-17	X2-18	X2-19	X2-20	X2-21	Total			
X1	4	4	4	1	3	3	3	2	2	4	2	2	3	3	2	1	4	4	4	4	4	4	4	3	3	123		
X2	3	3	3	1	2	2	2	3	2	4	4	4	4	4	4	3	4	3	2	3	3	1	1	2	4	1	112	
X3	3	3	3	2	2	3	3	4	3	4	2	3	1	1	3	3	4	3	4	2	2	3	3	2	3	3	103	
X4	4	4	3	2	3	3	3	3	3	3	2	2	2	2	2	3	3	2	3	4	3	3	3	3	3	3	108	
X5	4	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	3	2	2	3	3	104	
X6	4	4	3	3	4	3	3	3	4	2	3	3	3	4	3	3	2	2	2	3	4	4	3	3	4	4	117	
X7	4	4	4	2	3	3	3	3	2	3	2	3	3	4	3	4	3	4	4	2	4	4	2	4	2	3	115	
X8	3	3	3	2	2	3	3	3	3	4	2	3	2	3	3	3	3	3	3	3	3	2	2	2	3	3	105	
X9	4	4	4	2	2	3	3	2	4	3	3	3	3	3	2	3	3	3	4	4	3	4	3	2	3	3	110	
X10	4	4	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	2	3	2	4	110	
X11	4	4	3	2	3	4	3	3	2	3	4	3	4	4	4	4	4	4	4	4	2	4	4	4	4	1	121	
X12	4	4	4	2	2	2	3	2	2	1	3	3	3	2	3	4	3	3	4	4	4	4	4	3	2	3	111	
X13	4	4	3	3	3	2	3	3	2	4	2	3	4	3	3	3	3	3	3	3	3	3	3	4	2	3	112	
X14	4	3	3	3	2	3	2	4	2	3	4	2	3	4	2	3	4	3	3	3	3	4	3	2	3	3	112	
X15	3	3	3	2	2	3	2	3	2	3	1	3	3	3	3	3	2	4	3	3	3	3	3	3	3	3	106	
X16	3	3	3	2	2	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	2	4	105	
X17	3	3	3	2	3	2	2	3	3	3	3	3	3	3	3	3	3	3	2	1	2	2	3	2	2	3	97	
X18	3	3	3	2	2	2	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	4	105	
X19	4	3	3	3	2	2	2	2	2	3	2	3	3	3	3	4	4	4	4	3	4	3	4	3	3	1	116	
X20	3	3	3	2	3	2	2	3	2	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	105	
X21	4	3	3	2	2	2	2	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	3	4	4	4	106	
X22	4	4	4	2	3	3	2	3	3	4	3	3	4	3	3	3	3	4	1	2	3	3	3	3	4	4	119	
X23	4	4	3	2	3	3	2	3	3	3	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3	116	
X24	3	3	2	3	2	2	3	3	3	3	4	3	3	3	3	2	3	3	2	1	3	2	3	3	3	3	1	99
X25	3	3	3	2	2	2	2	3	2	3	2	2	2	2	2	3	3	4	2	2	3	4	3	2	2	3	1	98
X26	3	3	3	2	2	2	2	2	4	3	4	3	4	3	3	3	3	3	2	1	3	2	3	2	2	3	1	98
X27	4	4	4	3	3	4	3	4	2	3	2	3	2	3	4	4	4	4	4	4	4	4	4	3	2	4	3	129
X28	3	3	3	3	3	3	4	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	113
X29	4	3	3	3	3	3	3	3	3	3	2	2	2	2	2	3	3	3	1	2	2	3	3	3	2	3	3	104
X30	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	106

Appendix 6 Validation Sheet

VALIDATION SHEET

Title : Learner's Need Analysis: ESP Materials for Culinary Arts Department
at SMKN 3 Purwokerto

Name : To'ifatun Ni'mah

NIM : 2017404087

Validator : Irra Wahidiyati M.Pd

	Indicator	Yes	No	comment
A.	Target Situatuion Analysis			
1.	Saya belajar bahasa Inggris untuk menunjang pekerjaan di masa depan.	✓		
2.	Saya belajar bahasa Inggris untuk mendukung akademik di masa depan.	✓		
3.	Saya belajar bahasa Inggris untuk mendukung tujuan personal lainnya.	✓		
B.	Present Situation Analysis			
	Strength			
4.	Saya mampu dalam berbicara bahasa Inggris. (<i>speaking</i>)	✓		
5.	Saya mampu menulis kalimat sederhana dalam bahasa Inggris. (<i>writing</i>)	✓		
6.	Saya mampu memahami teks berbahasa Inggris. (<i>reading</i>)	✓		
7.	Saya mampu menangkap makna saat mendengarkan audio berbahasa Inggris. (<i>listening</i>)	✓		
8.	Saya menguasai kosakata sederhana bahasa Inggris. (<i>vocabulary</i>)	✓		
9.	Saya menguasai kosakata bahasa Inggris yang berkaitan dengan jurusan Tata Boga. (<i>vocabulary</i>)	✓		
10.	Saya mampu menerapkan tenses sederhana seperti present tense, past tense yang sesuai dengan keterangan waktunya. (<i>grammar</i>)	✓		
	Weaknesses			
11.	Saya kurang lancar dalam berbicara menggunakan bahasa Inggris. (<i>speaking</i>)	✓		
12.	Saya merasa sulit menulis kalimat sederhana dalam bahasa Inggris. (<i>writing</i>)	✓		
13.	Saya merasa sulit dalam memahami teks berbahasa Inggris. (<i>reading</i>)	✓		

14.	Saya merasa sulit menangkap makna saat mendengarkan audio berbahasa Inggris. (<i>listening</i>)	✓		
15.	Saya kurang menguasai kosakata sederhana bahasa Inggris. (<i>vocabulary</i>)	✓		
16.	Saya kurang menguasai kosakata bahasa Inggris yang berkaitan dengan jurusan Tata Boga. (<i>vocabulary</i>)	✓		
17.	Saya tidak mampu menerapkan tenses sederhana seperti present tense, past tense yang sesuai dengan keterangan waktunya. (<i>grammar</i>)	✓		
C. Learning Needs Analysis				
Necessities				
18.	Saya perlu lebih banyak kegiatan berbicara dalam bahasa Inggris dengan topik kegiatan sehari-hari.	✓		
19.	Saya perlu lebih banyak kegiatan berbicara bahas Inggris dengan role play.	✓		
20.	Saya perlu lebih banyak kegiatan berbicara dengan topik tata Boga	✓		
21.	Saya perlu kegiatan menulis kalimat yang benar dalam bahasa Inggris.	✓		
22.	Saya perlu kegiatan menulis laporan dalam bahasa Inggris.	✓		
23.	Saya perlu kegiatan menulis CV.	✓		
24.	Saya perlu kegiatan menulis surat lamaran pekerjaan.	✓		
25.	Saya perlu lebih banyak kegiatan membaca teks bahasa Inggris dari internet.	✓		
26.	Saya perlu lebih banyak kegiatan membaca teks berbahasa Inggris untuk memahami soal tes dan ujian.	✓		
27.	Saya perlu lebih banyak kegiatan membaca teks bahasa Inggris yang relevan dengan tata boga.	✓		
28.	Saya perlu kegiatan mendengarkan audio berbahasa Inggris dengan topik komunikasi sehari-hari.	✓		
29.	Saya perlu lebih banyak kegiatan mendengarkan audio berbahasa Inggris dengan topik yang relevan dengan Tata Boga.	✓		
30.	Saya perlu lebih banyak kosakata bahasa Inggris yang berkaitan dengan jurusan Tata	✓		

	Boga. (vocabulary)			
31.	Saya perlu lebih banyak mempelajari tata bahasa Inggris. (<i>grammar</i>)	✓		
	Wants			
32.	Saya lebih suka belajar melalui pendengaran (audio).	✓		
33.	Saya lebih suka belajar menggunakan gambar.	✓		
34.	Saya lebih suka belajar melalui bacaan	✓		
35.	Saya lebih suka belajar melalui audio-visual.	✓		
36.	Saya lebih suka belajar sendiri.	✓		
37.	Saya lebih suka belajar berpasangan.	✓		
38.	Saya lebih suka belajar berkelompok.	✓		

Purwokerto, 22 Mei 2024

Validator



Irra Walndiyati M.Pd

NIP. 19881130 201908 2 001

Appendix 7 Validity and Reliability Test

X11	Pearson correlation	.510**	X27	Pearson correlation	.445**
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.000
	N	60		N	60
X12	Pearson correlation	.608**	X28	Pearson correlation	-.080
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.543
	N	60		N	60
X13	Pearson correlation	.563**	X29	Pearson correlation	.070
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.598
	N	60		N	60
X21	Pearson correlation	.366**	X210	Pearson correlation	-.008
	Sig. (2 tailed)	.004		Sig. (2 tailed)	.953
	N	60		N	60
X22	Pearson correlation	.316*	X211	Pearson correlation	.156
	Sig. (2 tailed)	.014		Sig. (2 tailed)	.232
	N	60		N	60
X23	Pearson correlation	.547**	X212	Pearson correlation	.021
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.871
	N	60		N	60
X24	Pearson correlation	.313*	X213	Pearson correlation	-.050
	Sig. (2 tailed)	.015		Sig. (2 tailed)	.705
	N	60		N	60
X25	Pearson correlation	.261*	X214	Pearson correlation	-.147
	Sig. (2 tailed)	.044		Sig. (2 tailed)	.263
	N	60		N	60
X26	Pearson correlation	.235	X31	Pearson correlation	.375**
	Sig. (2 tailed)	.071		Sig. (2 tailed)	.003
	N	60		N	60

X32	Pearson correlation	.595**	X312	Pearson correlation	.645**
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.000
	N	60		N	60
X33	Pearson correlation	.556**	X313	Pearson correlation	.477**
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.000
	N	60		N	60
X34	Pearson correlation	.446**	X314	Pearson correlation	.727**
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.000
	N	60		N	60
X35	Pearson correlation	.499**	X315	Pearson correlation	.253
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.051
	N	60		N	60
X36	Pearson correlation	.546**	X316	Pearson correlation	.324*
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.012
	N	60		N	60
X37	Pearson correlation	.583**	X317	Pearson correlation	.421**
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.001
	N	60		N	60
X38	Pearson correlation	.684**	X318	Pearson correlation	.562**
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.000
	N	60		N	60
X39	Pearson correlation	.656**	X319	Pearson correlation	.036
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.784
	N	60		N	60
X310	Pearson correlation	.725**	X320	Pearson correlation	.149
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.257
	N	60		N	60
X311	Pearson correlation	.713**	X321	Pearson correlation	.218
	Sig. (2 tailed)	.000		Sig. (2 tailed)	.094

	N	60		N	60
--	---	----	--	---	----

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

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

df (N-2)	sig. 0.001	sig. 0.05
58	0.3301	0.2542

RELIABILITY

```

/VARIABLES=X11 X12 X13 X21 X22 X23 X24 X25 X26 X27 X28 X29 X210
X211 X212 X213 X214 X31 X32 X33 X34 X35 X36 X37 X38 X39 X310 X311
X312 X313 X314 X315 X316 X317 X318 X319 X320 X321
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/SUMMARY=TOTAL.

```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

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

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

Reliability Statistics

Cronbach's Alpha	N of Items
.813	38

Appendix 8 Documentation

Questionnaire Session



Questionnaire Session



Questionnaires Session



Questionnaire Session



Questionnaire Session




Interview with T1



Interview with T2



Appendix 9 Research Permission Letter


 PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 3
PURWOKERTO
Jalan Ahmad Yani Nomor 70 Sokanegara, Purwokerto Timur, Banyumas Kode Pos
53115 Telepon 0281-637847 Surat Elektronik smkn3purwokerto@yahoo.co.id

SURAT KETERANGAN
No : 422/546

Yang bertanda tangan di bawah ini :
Nama : **Prihatin Widiyanto, S.Pd.**
NIP : 19721102 200003 1 004
Jabatan : Plt. Kepala SMK Negeri 3 Purwokerto

Menerangkan dengan sebenarnya bahwa :
Nama : **To'ifatun Ni'mah**
NIM : 2017404087
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Yang bersangkutan benar-benar telah melaksanakan Penelitian di SMK Negeri 3 Purwokerto pada tanggal 13 Agustus 2024 sampai dengan 21 Agustus 2024 dengan judul "Learners' Need Analysis : ESP Materials for Culinary Arts Department at SMK Negeri 3 Purwokerto".
Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Purwokerto, 01 Oktober 2024
Plt. Kepala Sekolah,

Prihatin Widiyanto, S.Pd.
NIP. 19721102 200003 1 004