

**NEED ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSES AT
VOCATIONAL SCHOOL**

*(A Descriptive Qualitative Research at Tenth Grade Student Multimedia Program
of SMKN 4 Kepahiang in Academic Years 2018/2019)*

THESIS

Submitted as A partial Requirements for the degree of Sarjana
in Islamic Education and Tadris Faculty



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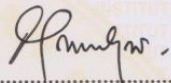
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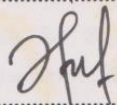
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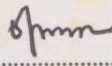
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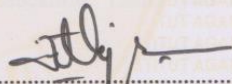
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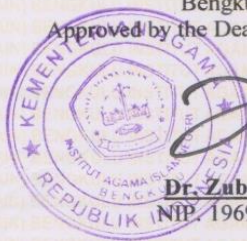
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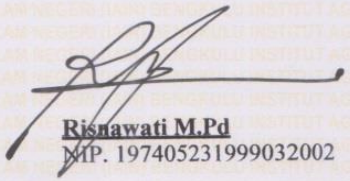
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I hereby sincerely state that the thesis "Need Analysis of English for Specific Purposes at Vocational School (A Descriptive Qualitative Research at Tenth Grade Student Multimedia Program of SMKN 4 Kepahiang in Academic Years 2018/2019)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic in the form of repealing my thesis and academic degree

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MOTTO

انفروا خفاا وثقالا وجاهدوا باءوالكم وانفسكم في سبيل الله : ذلكم خير لكم ان كنتم تغلبون

Artinya: “Berangkalah kamu baik dalam keadaan merasa ringan maupun berat, dan berjihadlah kamu dengan harta dan dirimu di jalan Allah. Yang demikian itu adalah lebih baik bagimu, jika kamu mengetahui”.

(At-Taubah Ayat 41)

“COBA LAGI, GAGAL LAGI”

“GAGAL LAGI, COBA LAGI”

**“LEBIH BAIK GAGAL KARNA MENCOBA,
DARI PADA TAK PERNAH MENCOBA”**

(Ira Lestari)

ABSTRAK

IRA LESTARI, NIM.1516230109, 2019. **Analisis Kebutuhan Bahasa Inggris untuk Tujuan Khusus di Sekolah Kejuruan.** (*Penelitian Deskriptif Kualitatif pada Siswa Kelas X Program Multimedia SMKN 4 Kepahiang Tahun Ajaran 2018/2019*).

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2. Dr. H. Ali Akbarjono, M.Pd

Kata Kunci: Analilis Kebutuhan, ESP, Sekolah Kejuruan, Multimedia

Analisis kebutuhan adalah inti yang paling mendasar berdasarkan pada teori ESP. ESP mengajarkan bahasa Inggris yang relevan dengan bidang siswa dan dapat diasumsikan bahwa siswa akan lebih termotivasi dalam belajar tentang topik dan teks yang terkait dengan bidang studi atau pekerjaan mereka. Tujuan dari penelitian ini adalah untuk mengetahui tentang faktor-faktor masalah yang dihadapi oleh siswa multimedia dan Kebutuhan, Keinginan, Kekurangan dalam Bahasa Inggris untuk Tujuan Khusus pada Siswa Multimedia Kelas X. Metode penelitian adalah deskriptif kualitatif dan penelitian ini diadakan pada siswa Multimedia EFL di SMK N 4 Kepahiang sedangkan pada Semester 2 tahun akademik 2018/2019. Seluruh informan penelitian terdiri dari 51 siswa. Data diambil dari observasi, wawancara, dan kuesioner. Hasil dari penelitian ini adalah faktor masalah siswa dalam belajar bahasa Inggris di kelas X disebabkan oleh pengajaran Bahasa Inggris yang telah dilaksanakan di sekolah ini dan kebutuhan, keinginan dan kekurangan siswa dapat disimpulkan; Materi dan topik bahasa Inggris diberikan dan diajarkan kepada siswa perlu terkait dengan ruang lingkup multimedia, keterampilan aplikatif dan dunia yang berorientasi kerja berdasarkan kerangka kerja dan konsep sekolah kejuruan. Keinginan siswa dominan ingin berkomunikasi dalam bahasa Inggris dengan baik dalam kegiatan Multimedia 41% dan 35% informan juga ingin meningkatkan keterampilan berbicara karena pentingnya bahasa Inggris untuk mendukung kegiatan Multimedia mereka. Kekurangan siswa dapat disimpulkan menjadi; siswa selalu merasa kesulitan dalam belajar bahasa Inggris 41,1% dan siswa kurang tentang penguasaan bahasa Inggris melalui penjelasan guru, ada 35,2% informan tidak dapat memahami penjelasan guru, 15,6% merasa membosankan dan yang terakhir ada 11,7 % informan tidak antusias karena indikator siswa kurang belajar bahasa Inggris. Kesimpulannya, dapat ditarik bahwa 0% informan tidak pernah merasa mudah dalam belajar bahasa Inggris.

ABSTRACT

IRA LESTARI, SRN.1516230109, 2019. **Need Analysis of English for Specific Purpose at Vocational School.** (*A Descriptive Qualitative Research at Tenth Grade Students Multimedia Program of SMKN 4 Kepahiang in Academic Years 2018/2019*).

Advisors: 1. **Risnawati, M.Pd.**
2. **Dr. H Ali Akbarjono, M.Pd**

Key Words: **Need Analysis, ESP, Vocational School, Multimedia**

Need analysis is the core of crucially based on the ESP theories form. ESP is teaching English that is relevant to the students' area and can be assumed that student will be more highly motivated in learning about topics and texts which are related to their study or works area. The purpose of this study was to know about the factor problems faced by multimedia students and need, want, lack in English for Specific Purpose of SMKN 4 Kepahiang at Tenth Grade Student Multimedia. The research method was a qualitative descriptive and the research was held on EFL Multimedia students of English Class at SMK N 4 Kepahiang while at 2nd Semester in academic years 2018/2019. The whole of the informant of the research was consisting of 51 students. The data were taken from the observation, interview, and the questionnaire. The result of this research was the student's factor in problems in learning English at tenth Multimedia class was caused by English Language teaching which had been implemented on this school and students need, want and lack could be concluded; English materials and topics were given and were taught to students need to be related to multimedia scopes, applicative skills and world of work-oriented based on vocational school frameworks and concepts. Students were dominant wanted to communicate in English well in Multimedia activities represented by 41% the total of informants and 35% the informants also wanted to improve speaking skills because of the importance of English in order to support of their Multimedia activities. The students' lacks could be concluded into; students always felt difficult in learning English 41,1% and students lack were about mastering English through teacher explanation, there were 35,2% informants could not understand of teacher's explanation, 15,6% felt boring and the last there were 11,7% informants were not enthusiast as the indicator of students lack in learning English. In conclusion, could be drawn that 0% of informants never felt easy in learning English.

DEDICATION

Bismillahirrahmaanirrahi

In the name of Allah, the most gracious and merciful. All praise and gratitude to Him who has given strength and patience to finish this thesis shalawat and salam to our prophet Muhammad Shallallahu'alaihi wasallam who brought us from jahilia era

The researcher would like to dedicate this thesis to:

1. **My beloved parents**, Aswandi and Nazaria. Thank you a lot for praying to me, your supporting, sense and motivations. Both of you are my truly heroes therefore, I can accomplish my thesis. I just could promise to you all that I will do my best to make for your happiness and to make you all be proud to me.
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4. Special thanks for all of my lectures in IAIN Bengkulu, especially Sir **Dedi Efrizal** and Sir **Fery Susanto** have been being the best motivator.

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6. Thanks you for my best friends The Girls or My Toek “ *that’s all what they say*” (Parti Rosmita, Windy TS and Yolanda Wahyuni) who always gave me cheerfulness in any case and always too much and thank for always there.
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8. My friends in **Bidikmisi**
9. My friends Jannah (Cinthya Lovvena, Lusianti and Acica)
10. My friends Biji Cabe (Letri Lot and Nurhasanah)
11. My friends of TBI A 2015 that cannot mention one by one thanks create joy and fun in class.
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I dedicate to all of you, may Allah SWT always gives his mercies and blessing to all of us.

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is a part of curriculum in the Senior High School/ Vocational School in this country. But, are the problems of learning and teaching the same for Senior High School and Vocational School? Those things being a fundamentals critical thinking for researcher to take a research related to a program of Vocational school, in this case is Multimedia Program at Vocational School. The reason of why Multimedia was chosen because Multimedia was close and identical to computerization programs with some program application of computer in English.

Then, Multimedia program also has a good chance for students to compete with English need after graduated and getting jobs which should be having a good skills in all aspect of English basic skills especially for English communication, in order to support this chance in preparing the graduated students were ready to the industries of work, its crucial to give a better learning of English through giving the suitable approach of ELT based on the specific purpose of learning for students.

The specific concept of learning activities should be clear especially for kinds of Vocational school. In making the realization of SMK revitalization including of English course, it's really crucial to be a background and reason why this research took a Multimedia program as the informants of the research.

In addition, students' factor problem and its factors should be the crucial issues in order to achieve a good targets situation and goals of learning achievements. Related to the problems, it depended to the selecting and applying of English Language Teaching methods by teachers in the classrooms, those were sure would be related to the identification of students' need, want and lack. This identification called ESP approach as the relevance theories to take the improvements for all of the problems were identified in this research, because the ESP is an approach and it's not a product.

In this case, need analysis (NA) is very crucial in English language teaching at Vocational School. According to Simion, need analysis is considered to be the cornerstone of ESP, the results of needs analysis helps the teacher to identify the students prospective professional needs the students' needs in terms of language skills and the student's deficiencies in the area of language skills.¹

Need analysis in need assessment has a vital role in the process of designing and carrying out any language course, in this problem it be English for Specific Purposes. Those are the fundamentals things that need analysis is the first step in course design and it provides validity and relevancy for ESP research.

This research aimed to explore of the teacher and students obstacles on English teaching and learning. Those were related to teacher problems in English language teaching activities automatically, two the most

¹ Simion. MO, 2015. Need Analysis in ESP, Annals of the constant Brancuși University of Targu Jiu Economy Series. Vol. II No. 1 P.55

fundamentals issues of the teacher obstacles are about nothing renewal of curriculum and development teaching and learning methods². This condition might prevent the student to develop their skill communicate using English in the target situation of their field works. In order to achieve the purpose, the researcher thought that there should be an analysis of learners' need in English based on English for Specific Purpose. In this relation, ESP may play an important role in successfully promoting English teaching program at SMK and thereby can satisfy students' purposes for entering the program.

The main problems as the crucial in this thesis was the relationship of the government programs about Vocational Revitalization and its relationship to the fact of students capabilities to make those program could be best supported to be implemented, this is about how to make the best approach of the curriculum design about English course for Multimedia students through ESP in need analysis theories.

In addition, other fundamentals problems that relevance to this thesis research was about related to the approach to make a scientific research from the problems faced by multimedia students in English class. This was about how to make a scientific research to produce the theories that could be best to implemented in English course of Multimedia class at Vocational school, at the result of this research could be hoped that is as the reference to make an improvement about English Language Teaching in Vocational School.

² Researcher Fieldnote Observation in Classroom setting. Conducting on 22nd february 2019

Researcher did on observation in classroom setting, one of the most fundamentals problem for students through English Language Learning is the lack of deep vocabulary and they learn general English in the learning process. Then the further obstacle of students there is no ESP in scope of Multimedia Course. Those are very reason for researcher to do a research about need analysis in English for Vocational School of Multimedia Program. Vocational School (SMK) is a formal education unit level institution that plays a role in developing students' skills and talents. Vocational schools prioritize preparing students to enter employment by demonstrating mastery of science, technology and high skills.

Through the Inpres No. 09 Th. 2016 about the Revitalization of SMK, it could be implied that English is matter for making the SMK graduated could be competed in work world of work in global and local. Just because SMK is a vocational programmed of school in Indonesia, English is matters for developing of SMK students skills.

According to Serial Book of SMK Revitalization, it explained one of the essentialist of relationship between English and Work is English decided as the International Organization Authorized Language, for example PBB, NATO, Uni-Europe and until ASEAN³. Related to implementation of this revitalization, it must be depended to how the curriculum design is. According to Permendikbud No. 70 Th. 2013, the Basic Foundation and

³ Jenny Lee, et al. (2017). *Strategy Implementasi Revitalisasi SMK Melalui Bilingual Learning ecosystem*. Jakarta : Dirjend Pembinaan Sekolah Menengah Kejuruan. P.13

Structural of Curriculum the Vocational School applies of Curriculum 2013 with its rationalist and background⁴.

In this Permendikbud could make sense that the implementation of the Character Education on The Curriculum of 2013 (K-13) starting from the basic competency (KD) of English including listening skill, speaking skill, reading skill and writing skill, those are taught in Vocational grade of school is made a hope to prepare the humans being of Indonesia have the competence of living as the civilian has the faithful, productive, creative, innovative and effective and having the contribution of life. It means how the background of this research is built; those are about related to Multimedia Major as a part of ICT Programmed and English Course that oriented to English for Specific Purpose theories.

According to Inspectorates Evaluation Studies Book, the integration of ICT in teaching and learning has been a feature of education systems in developed countries for many years⁵. Based on Permendikbud No. 70 Th. 2013, English course in Technology, Information and Communication (TIK/ICT) for tenth grade of students' allocated to 2JPTM allocation in each week. Multimedia class is as a part of major from ICT, English course is taught to students should be based on the Core of Competence (KD) for Tenth grade in SMK which has been set on this Permendikbud No. 70 Th. 2013.

In fact, from this problems could be understood that SMK taught English course is in General English model because the obligatory of the

⁴ Permendikbud No. 70 Th. 2013. P.4

⁵ Inspectorate Evaluation Studies. (2008). *ICT in School*. Dublin : Government Publication. P.18

Government setting. English Handbook for Tenth Grade Students in 1st and 2nd Semester for Vocational School is in all the same for every major in SMK. Based on this book, the generalization of Handbook indicated that there's no specialization course design in every single different major for tenth grade students of Vocational School in Indonesia, including to SMKN 04 Kepahiang.

In order to make supporting issues in the identification of the problem in this research, the researcher did a preliminary study through students and teacher in vocational school of SMKN 04 Kepahiang. Based on the theories according to Supriyadi in Akhmad Arif, there is a highly strategic role in every effort to improve quality of education, such as a renewal of curriculum, development of learning methods and provision of facilities and infrastructure⁶.

Other than that the Government commit to do a revitalization of SMK through Inpres No. 09 Th. 2016 about the Revitalization of SMK and to make a little improvement as the solution of the problems in English course for Vocational school, the first of the most important thing is research and development. It is very reason for the researcher to take a concentrate to do a research about this issue under the point of ESP need analysis. According to Aulia, there are two reasons about the problem English Course Teaching in SMK; those are about the importance between teacher and students wants.

⁶ Akhmad Arif Musadad. (2014). The Preliminary study and analysis on the need of teacher for social science training with ,ulticultural insight. American International journal of Social Science. Vol. 3 No. 5 P. 2

SMK student prefer interesting study of ESP than study English course based on Character Educated based Curriculum of 2013 of teacher taught⁷.

Finally, by considering of the problem in the field especially for the object of the research that covering things about English for Specific Purpose at vocational school, language students' needs, and ELT approach for EFL students, these are the answer of the reason and background for the researcher to take the research. This research was under the title **Need Analysis of English for Specific Purpose at Vocational School** (*A Descriptive Qualitative Research at Tenth Grade Student Multimedia Program of SMKN 4 Kepahiang in Academic Years 2018/2019*).

B. Identification of the Problem

The researcher has identified of the problems based on the subjects and variable of its research, namely: 1) The factor problems faced by multimedia students in English for specific purpose at SMKN 4 Kepahiang about English Language Learning. 2) The identification of language for multimedia students for specific purpose at SMKN 4 Kepahiang including students' English needs wants and lacks. 3) An analysis of English Language Teaching for EFL Students of tenth grade multimedia students SMK N 04 Kepahiang. 4) An applied of General English model for ESP Students in teaching and learning design and practice.

⁷Aulia. (2016). Kajian tentang Kesiapan Siswa SMKN dalam Penguasaan Teks bahasa Inggris Berbasis pendidikan Karakter. *Prosiding seminar Nasional Lahan bahasah tahun 2016*. Vol. 3. P.1095

C. Limitation of The Problem

The researcher focused on discuss about: 1) The factor problems faced by multimedia students in English learning for specific purpose at SMKN 4 Kepahiang. 2) English need, want, lack in English for Specific Purpose at Tenth Grade Student Multimedia Major of SMKN 4 Kepahiang in Academic Years 2018/2019.

D. Research Question

The researcher intended to answer some of the problem as the research question as follows: 1) What are the Factor problems faced by multimedia students in English learning for specific purpose at SMKN 4 Kepahiang? 2) What are the English needs, want and lacks of multimedia student in English learning for specific purpose at SMKN 4 Kepahiang?

E. The Objectives of the Study

The purposes and aims of the research of the study at achieving the following goals were: First, this research had the objective to analyze about the factor problems faced by multimedia students in English learning for specific purpose at SMKN 4 Kepahiang. Second, this research objective was the English needs, want and lacks of multimedia student in English learning for specific purpose at SMKN 4 Kepahiang.

F. The Significance of The Study

The Significances of the research from the reason why this research was conducted, those were: First, the research was expected to increase students' and teachers' knowledge and information about the theories of need analysis in English for Specific Purpose.

Second, this research was hoped could be the useful reference in considering the improvement of a renewal of curriculum and the development of learning method in English for Specific purpose at Vocational School by analyzing of the needs of multimedia students and the factor problems faced by multimedia students at SMKN 04 Kepahiang in English class.

The last, the researcher also hoped that this research be useful and could contribute to provide a clear discussion about how important the improving the capability of English Language Teaching and Learning for both teacher and student in making a better of Vocational school quality for English.

G. Definition of Key Term

1. **Need Analysis** mean is the first step that needs to be taken in the preparation of ESP English learning program⁸.
2. **English for Specific Purpose** mean to meet specific needs of the learners and the centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre⁹.

⁸Hutchinson and Water. (1987). *English for Specific Purpose: A Learning Centred Approach*. New York: Cambridge University Press

3. **Vocational School** means a school offering instruction in one or more skilled or semiskilled trades or occupations¹⁰.
4. **Multimedia** means the use of two different Medias or more to bring and to deliver of the information in texts form, graphic, animation, audio and or the compound of those components¹¹.

⁹ Dudley-Evans. (1998). *Developments in ESP: A multi-disciplinary approach*. United Kingdom: Cambridge University Press.

¹⁰ Victoria Bull. 2011. *Oxford Learner's Pocket Dictionary*. New York : Oxford University Press. P.365

¹¹ Nanik Sri Rahayu. 2013. *Desain Multimedia untuk SMK Kelas XI*. Jakarta : Kemendikbud. P.7

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Need Analysis

Needs analysis (NA) is an information gathering process and very useful to determine the direction of the learning program more precisely so that the effectiveness of the ESP program is increasing¹². As stated by ESP experts such as Munby (1978), Hutchinson and Waters (1987) and Dudley-Evan and St. John (1998) that needs analysis is the first step that needs to be taken in the preparation of ESP English learning program. Its emergence in language planning can be traced back to the 1970s and its widespread proliferation in the domain is attributable to its adoption by The Council of Europe's modern language project¹³. At first the needs analysis came from ESP, this might be due to the fact that the needs analysis approach was more useful when learners 'needs are related to' different communication situations.

Hutchinson and Water also state the meaning of need in relation to language teaching as the ability to comprehend and/or produc the

¹²Syamsul Rizal, (2017). *Developing ESP Reading Comprehension Instructional Materials Through Schema Theory Approach at PAI Study Program of Tarbiyah Faculty of IAIN Bengkulu*. UAD TEFL International Conference: Yogyakarta. Vol 2 no 1. P 495

¹³Samira, Fateme, (2013). A Needs Analysis of English for Specific Purposes (ESP) Course For Adoption Of Communicative Language Teaching :(A Case of Iranian First-Year Students of Educational Administration). Vol 2. Issue 6

linguistic features of the target situation. Need can be interpreted at least in three categories¹⁴:

a. Needs as necessities,

Needs as necessities relate to what English needs to be known by the learners in order to play an active role in the language it learns.

b. Needs as wants (desire)

While the needs as wants (desire) associated with personal goals is what is wanted.

c. Needs as lacks.

Needs as lacks, related to the early knowledge of English possessed by the learner, that is, what the learner has not learned yet. The findings on the lacks are very useful to determine the starting point of the teaching program so that it will create the effectiveness of the teaching program to achieve the target needs.

At the same time used as part of a program can help in improving the various components of the program and creation this is more oriented to the needs of students. From the field of language teaching, needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities¹⁵.

Though needs analysis, as we know it today, has gone through many stages, with the publication of Munby's Communicative Syllabus

¹⁴Hutchinson and Water. (1987). *English for Specific Purpose: A Learning Centred Approach*. New York: Cambridge University Press

¹⁵Mehdi Haseli Songhori.2008.*Introduction to Needs Analysis. English for Specific Purpose World*. Vol. 4

Design in 1978, situations and functions were set within the frame of needs analysis. Actually, the best for need analysis in Munby's model with its benefits and short coming. all the approaches to needs analysis, after Munby's target situation analysis and his model, were in fact to make up the deficiencies his model. Need of students mean there are things that must be known, understood and found solution to created effective ESP course. The term need is reasonable reason way there is important thing to conduct.

Nunan and Berwick classify needs into objective and subjective needs. He suggests that objective needs are elicited from various types of real data about students, their language use in authentic contexts in addition to their present language proficiency and problems. According to Dudley-Evans and St. John there are eight components in today's concept of needs analysis which have been grouped into five broad areas including¹⁶:

a. Target Situation and objective Needs.

This is about what are the objectives of tasks and activities be given to learners. For example, It is about the course purpose and English used in designing to learning activities or in task form for drill in improving the basic skills. Is it speaking, reading skill, listening skill, or writing skill or for the integrated of each of those?. Is English task be seen from objectives needs the objectives of needs for study,

¹⁶ Dudley-Evans. (1998). *Developments in ESP: A multi-disciplinary approach*. United Kingdom: Cambridge University Press.

for training, for work, or the combination of those, for some purpose etc.

b. Linguistic Analysis, Discourse Analysis and Genre Analysis.

It means the analysis based on Linguistics aspect. It could be implied that after the target situation was known, the ESP also identified of the use of English the skills used to target situation. In addition, it is about the analysis of how to achieve the target situation and target of learning objectives, linguistics aspects. It was also about the kinds of the description fact in discourses analysis and genre analysis of learning process.

c. Subjective Analysis.

The analysis of need is seen from subjective side. It could be implied that the analysis of need be based on the subjective of the research or the subjective of need analysis be analyzed, it addressed to learners. Those are about the analysis of need for students'' needs, wants and those reason of factor, or what are the background of those that effect the way they learn. For example it is about the reason of learners in attending the course and the learner's expectation.

d. Presents situation analysis.

Presents Situation Analysis (PSA) means the need analysis for the purpose in identifying of learners current skills and language used. It analyzed the step to analyze and identify destination point and

starting point. Those covered about information at present of students and teaching establishment.

e. Means Analysis.

It means the analysis of information about the description of the environments where the courses run. For example how about the atmosphere of teaching and learning run, including the classroom or where ever and everything in relating to the Analyzed of need was held.

Furthmore, Adhabiyyah et. al developed Graves' analysis model which summarizes needs analysis as a construct consisting of three components: a) Target Situation Analysis (TSA), b) Current Situation Analysis (CSA), c) Learning Situation Analysis (LSA). These three components can not be separated from the concept of needs analysis as described by Hutchinson & Waters. Where the needs analysis is developed with attention to three main aspects - necessities, lacks, and wants. TSA is everything the learner needs to do in the target situation. Hutchinson and Waters defined TSA as Necessities, Lacks, and Wants. Necessitiy is one of needs determined by the demand of the target situation, namely what learners need to know so that they can perform their work effectively within a targeted situation. Meanwhile the lack on the other hand is a gap that distinguishes what the learners already know with what they do not know so they need to explore in their learning process.

This gap is what Jordan says in Adhabiyah et. al. is the basis of the development of a syllabus which he later named as a deficiency analysis or analysis of deficiencies called CSA. It aims to provide information related to the defacto condition of the learners early in the learning period. It is important to know the progress of learning outcomes, but this is not possible if the initial condition of the learner is not identified first.

There are many different types of 'Needs Analysis'. For simplicity, the main types have been defined above. They do seem to overlap somewhat and sometimes the needs may be contradictory. It is part of the skill of the teacher to balance the various needs. In the final analysis it may well be the employer who is the most important influence.

The process needs analysis (NA) is a complex activity that involves not learners in the target situation only. Both the target situation and the learning needs are two important components that need to be calculated in the needs analysis process. The results of the needs analysis are further used as the basis for syllabus design, selection and preparation of materials, teaching and learning process, and evaluation

2. English for Specific Purposes (ESP)

English for specific purpose is teaching English that is relevant with the students' area¹⁷. The word specific shows special linguistic need

in learning English and special area as aim why the student learning English. English for Specific Purposes (ESP) can be defined as teaching and learning English as a second or foreign language for the purpose of using it in a particular domain. Therefore ESP course tries to facilitate the students in learning English to support them in all activities in special area. According to Harmer it refers to situations where the student has some specific reasons to learn a language¹⁸. The communicative trend in teaching and learning English has resulted in different reasons for acquiring this language proficiency.

Daily communication, academic or business purposes and English for Specific Purposes was created with all these in view. There are various definitions of ESP, Hutchinson et al is more specific when he declares that ESP is an approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning. ESP is particular case of general category of special-purpose language training. In assessing the learners' specific needs we come across the term "needs analysis which has been different along the decades?

At the initial stages of ESP (the 1960s and early 1970), needs analysis consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives. Nowadays, the tasks of needs analysis are much more complex: it aims at collecting

¹⁸Harmer, Jeremy, *The Practice of English Language Teaching*, Third Edition, Longman, 1983

information about the learners and at defining the target situation and environment of studying ESP¹⁹.

ESP courses are based on needs analysis, the learning objectives are more obvious than would be in the case of general ESL courses and it can be assumed that students will be more highly motivated in learning about topics and texts which are related to their study or work areas. Stern distinguished four types of ESP teaching objectives: proficiency, knowledge, affective and transfer. The same principles apply no matter which language is being learnt and taught.

Ten years later, Duddley – Evans et al gives a similar definition of ESP and both authors cooperated to offer absolute and variable characteristics of ESP. Most researchers seem to agree on two characteristics: a) ESP is based on a particular context; b) ESP is based on the learners' specific needs.

According to Zahid Javid, ESP courses (both academic and occupational) are designed for the learners who want English for their occupation in post-academic setting or for the ones who want it for academic purposes in pre-occupational setting²⁰.

According to Potocar ESP can be viewed as a special and specific edition of EGP that incorporates practical linguistic skills to enable students for the successful performance of professional tasks. The main

¹⁹Simion Minodora Otilia.(2015). Needs Analysis in English for Specific Purposes. *Annals of the „Constantin Brâncuși” University of Târgu Jiu, Economy Series*, Issue 1, Vol II/2015

²⁰ Choundary Zahid Javid.2015. *English for Specific Purposes:Role of Learners, Teachers and Teaching Methodologies*. European Scientific Journal Vol.11 No.20

goal of introducing ESP in various non-native /international settings is to equip learners with necessary English language skills to face their practical situation communication challenges in their future careers. Anthony (1997: 9-10) argued that “some people described ESP as simply being the teaching of English for any purpose that could be specified²¹. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes”.

This denotes that, the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace. ESP is objective-oriented learning where the specification of objective corresponds to the aim the training operation which deals with the development of restricted competence, EGP, on the other hand, is aim-oriented which does not equate the specification of objective to aim an educational operation dealing with the development of general capacity²².

The fundamental of needs analysis for ESP is first to define the situation or premises in which the learners will use English and practice their profession, and then the relevant instruction is aligned accordingly. While the primary role of an ESP teacher is to design a syllabus based on realistic goals and evaluating students` performance through the evaluation of relevant language skills, the EGP teacher does not

²¹Anthony, L. (1997). Preaching to Cannibals: A look at Academic Writing in Engineering. In The Japan Conference on English for Specific Purposes Proceedings.

²² ibid

necessarily set the goals and objectives of the programmed and teachers of ESP courses provide authentic and specific language in their students' needs to succeed in future career.

Therefore, an ESP teacher is basically involved in a 'training operation' equipping the learners with a 'restricted competence' to cope with defined tasks, an EGP teacher, on the contrary, is involved in an 'educational operation' equipping learners with a general capacity 'to cope with undefined eventualities in future.

3. Vocational School

a. Description Theories

Vocational education is education that prepares students to be able to work in certain fields (UU No. 13 Tahun 2003). The meaning of more specific vocational education is explained in government regulation (PP) No. 29 Tahun 1990, namely education at the secondary level which prioritizes the development of students' ability to carry out certain types of work. In the National Education System UU No. 20 Th 2003 pasal 15 describes that Vocational School as a form of secondary education unit that prepares students mainly to work in certain fields²³.

Vocational school is an educational institution that aims to create human resources who have the abilities, skills and expertise. In

²³ UU tentang Sistem Pendidikan Nasional (Sisdiknas) No. 20 Th.2003

addition, Vocational School is the choice for students who don't have the opportunity to continue their education to college. The graduates are expected to develop themselves, with the development of science, technology and art, and prepare students to enter employment. This kind of condition is what causes higher interest in entering Vocational School (SMK). Vocational School is preparing students to be productive human beings who can work in the fields his expertise after going through the education process.

This secondary school education is a planned effort in developing the potential of students, so that they have a system of thinking, moral values, and beliefs inherited from the community and develop inheritance the direction is suitable for present and future life.

b. Curriculum Structure of Vocational School

According to Minister of Education and Culture Regulation concerning the Basic Framework and Curriculum Structure Upper Secondary Vocational School and Vocational Madrasah Aliyah Number 70th the Years of 2013, the curriculum structure of Upper Secondary Vocational School / Vocational Madrasah Aliyah is an organizing of core competence, subject, learning burden and basic competence in each of Schools²⁴.

²⁴ Permendikbud Republic of Indonesia No .70 Th. 2013

According to UU No. 20 Th. 2003, the curriculum means a set of planning and organizing concerning the purposes, contents and learning materials and also about the applied technique as the guidelines of teaching and learning activity in order to reach the particular educational goals²⁵. According to definition of the curriculum, it could be divided into two aspects about the curriculum. The first is about the planning and organizing about the purpose of learning, contents and materials of learning. Second, it is about the ways of applied methods and techniques in learning activity. SMK/MAK in Indonesia nowadays is using and applying called K-13.

In this curriculum, it mentioned that the characteristics of K-13 are the development of balancing among spiritual and social attitude, curiosity, creativity, teamwork and collaboration to intellectual abilities and psychomotor abilities. Time allocation of English and the implementation of K-13 in Vocational School could be seen in the picture below²⁶:

²⁵ UU tentang Sistem Pendidikan Nasional (Sisdiknas) No. 20 Th. 2003

²⁶ Permendikbud Republic of Indonesia No. 70 Th. 2013

Figure 2.1
Time Allocation of English

MATA PELAJARAN		ALOKASI WAKTU PER MINGGU		
		X	XI	XII
Kelompok A (Wajib)				
1.	Pendidikan Agama dan Budi Pekerti	3	3	3
2.	Pendidikan Pancasila dan Kewarganegaraan	2	2	2
3.	Bahasa Indonesia	4	4	4
4.	Matematika	4	4	4
5.	Sejarah Indonesia	2	2	2
6.	Bahasa Inggris	2	2	2
Kelompok B (Wajib)				
7.	Seni Budaya	2	2	2
8.	Pendidikan Jasmani, Olah Raga, dan Kesehatan	3	3	3
9.	Prakarya dan Kewirausahaan	2	2	2
Jumlah Jam Pelajaran Kelompok A dan B per minggu		24	24	24
Kelompok C (Peminatan)				
Mata Pelajaran Peminatan Akademik (SMA/MA)		18	20	20
Mata Pelajaran Peminatan Akademik dan Vokasi (SMK/MAK)		24	24	24
JUMLAH JAM PELAJARAN YANG HARUS DITEMPUH PERMINGGU (SMA/MA)		42	44	44
JUMLAH JAM PELAJARAN YANG HARUS DITEMPUH PERMINGGU (SMK/MAK)		48	48	48

In the picture above is about the English subject in the curriculum of K-13 based on the basic framework and curriculum structure. In this attachment has explained that the A and C group of subject are the subject that developed from the government, while the B group of subject is developed by government and also could be developed by school or the local government. While the position of English and Multimedia subject are in Government Developing.

c. SMK N 04 Kepahiang

SMKN 04 Kepahiang is a public school that managed by Local Government with the named of head master called Yuwantoro. This school has been applying the Curriculum of 2013. The time of organizing this school is starting to the morning. This vocational school located in Kepahiang Regency and Bengkulu Province of Republic Indonesia.

d. SMK and English Learning in Indonesia

Training and education programs at SMK are aimed at enabling students to assess certain competence in order to encourage them to get jobs dealing with national welfare²⁷. SMK (Sekolah Menengah Kejuruan) identically with the vocational high school in Indonesia.

English teaching at SMK must be directed at reaching the aim. The issue of English teaching, in this case concerns with how to provide English to meet learners needs. ESP, then, becomes an essential approach in English language teaching.

When English is used for special purposes, there should be a particular program for learners in order to learn it effectively. To set up a program for ESP, a teacher has to concern with several points:

²⁷ Sri Utami. (2015). Syllabus of Vocational School Based on ESP Approach. Dinamika Ilmu. Vol. 15 No. 2. P.274

teaching guideline, syllabus, selecting a good materials selection for ESP program, the objectives and the students.

Along with this program, good teachers will set up a program (teaching guidelines) before they begin teaching. These programs are necessary because they can prepare all the teaching and learning activities. When they do this, they can make an evaluation for the teaching materials and they can eliminate a repetition of the same materials that can cause students' boredom.

In terms of designing relevant English materials for SMK, it seems necessary to assess information on whether or not the English materials are designed based upon the English syllabus that mainly consider students' needs. In developing English in a specific field of competence, some problems may need consideration in relation to the teaching English as a foreign language, like what happened in Indonesia.

The evidence, therefore, may become useful considerations in managing the teaching of English at SMK that cannot leave students' specific needs in enrolling the courses at SMK. In this relation, ESP may play an important role in successfully promoting English teaching program at SMK and thereby can satisfy students' purposes for entering the program.

Vocational School is concerned with education and training program at restricted field of competence. Consequently, subjects

transferred in the program are expected to fulfill the students' expectation for their enrollment in the program. In this case, English is as a subject need specification on its content. As a result, specified English becomes the major issue in running education and training program at vocational education. ESP accordingly is offered to become an approach to fulfill the specific purpose.

In developing English in a specific field of competence, some problems may need consideration in relation to the teaching English as a foreign language. The evidence, therefore, may become useful considerations in managing the teaching of English at SMK that cannot leave students' specific needs in enrolling the courses at SMK²⁸. In this relation, ESP may play an important role in successfully promoting English teaching program at SMK and thereby can satisfy students' purposes for entering the program.

4. English for Vocational School

Vocational education is recognized in secondary program of education that is SMK (Sekolah Menengah Kejuruan). A demand on more specialized labors that have higher level of skills triggers government of Indonesia to increasingly encourage and invest in the future of vocational education through public vocational schools that perform international standard. There had been no research served information of

²⁸ Sri Utami Dewi.2015.*Syllabus of Vocational High School Based on ESP Approach*.Vol 15 no 2: Dinamika Ilmu.

how the teaching of English is done in vocational school. Teaching and learning at school is the core to reach that goal. Vocational School is concerned with education and training program at restricted field of competence.

Consequently, subjects transferred in the program are expected to fulfill the students' expectation for their enrollment in the program. In this case, English is as a subject need specification on its content. As a result, specified English becomes the major issue in running education and training program at vocational education. ESP, accordingly, is offered to become an approach to fulfill the specific purpose.

In developing English in a specific field of competence, some problems may need consideration in relation to the teaching English as a foreign language, like what happened in Indonesia. Teaching and learning as an activity to reach instructional objectives needs a thoughtful planning. It is needed in order to make kinds and procedures in teaching and learning activity have a functional value to reach the objectives.

5. Previous Related Studies

Based on curriculum design of Vocational School in Indonesia, as the previous study of the research, one of the journals English Language and Learning also published a research about communicative speaking skill in SMK Pariwisata of Kosgoro Perjuangan Cirebon 2014. In this case,

the researcher has given the questionnaire as one of the instruments to get data about how far the students need English.

This research entitled about the need of ESP Course in communicative speaking skill in SMK Pariwisata Kosgoro in Perjuangan Street, Cirebon. According to the researcher, this research could be found that an ESP course approach design based on two fundamentals principals mainly theoretical and pragmatics and some supported theories as well²⁹.

The next kinds of he previous study related to this research comes from the Asmah Mehmet research under the title the integrating technology into ESP Classes: Use of Students Responses System in English for Specific Purposes Instruction. This paper presented the results of an experimental study investigating the impact of clicker use through a smart phone application called *Kahoot!*. Despite positive results of clicker use in the existing General English literature, the impact of clicker use has not been examined in the field of ESP.

The results of a 10-week implementation of clicker use with the students of tourism and hospitality department in the experimental group indicated that while post-test scores were significantly higher for the experimental group than for the control group, there was not a statistically significant difference between the post-test scores of male and female participants in the experimental group. Implications for teaching

²⁹ Muntininsih, Ratna. (2015). The Need of ESP Course in Comunicative Speaking Skil. Journal of Enlish Language and Learning. Vol. 2 No. 2 Pp.283

ESP with the help of technology and suggestions for further research were also provided³⁰.

In the other hands, according to Chla-Hul Lin, dkk In Taiwan, English for Specific Purposes (ESP) has become a core study subject, and cultivates competence within the hospitality training program. The study used a non-experimental quantitative research examined the relationship among background demographic characteristics, ESP, learning styles, and language proficiency. These results show significance of job position, ESP, and language proficiency; and ESP, learning styles, and language proficiency with *spoken task, comprehension, interaction strategies, and writing tasks*. The findings of this study are important to the Taiwanese government, hotel industries, educational institutes, students, and other researchers who may benefit from hospitality students and hotel industries³¹.

³⁰ Asmah Mehmet. (2010). Integratng Techoogy Into ESP Classes: Use ofStudents Response System in Egglish forSpecific PurposesInstruction. Teaching English with Teclogy, Vol. 18. No.P. 8

³¹ Chla-hul Lin, dkk. 2013. English for Specific (ESP) for hospittally College Students and Hotel Employees in Taiwan, International Journal of Education and Research. Vol. 1 No. 8 P.1

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research methodology of this research designing was a qualitative research. The qualitative of the research in this research was done by a descriptive discussion. In making the basic theories by paying attention of qualitative research design, qualitative research has some purposes, those are; describing and reporting the creation of key concept, theory generation and testing³². The descriptive qualitative method in this research was purpose to do a research about the study in Vocational School (SMK) of English in used and applied that being a need analysis and English for specific purpose in order to reach the goals of the objectives and the significances of the study in this research.

B. Sample of the Research

a. Participants of Questionnaires

The questionnaire was conducted with 51 tenth grade student's multimedia and the questionnaire was only conducted two classes from three multimedia classes.

b. Participants of Interview

The participant for the interviews list were conducted with the English teacher in Multimedia classes at SMKN 04 Kepahiang.

³²Louis Cohen, et. al. *Research Methods in Education. Sixth ed.* (USA and Canada: Routledge, 2007), p. 168

C. Setting of the Research

The setting of the research was set in Vocational school (SMK N) 04 Kepahiang located in Kepahiang. The researcher did to Multimedia students of the Vocational school 04 Kepahiang in the year periods of 2019 by every single rule of multimedia students that related to English needs of their activities.

D. Instrument of the Research

The instrument in this research, researcher used:

a. The Questionnaire

According to Ranjit Kumar, a questionnaire is a written list of question, the answer to which is recorded by respondents³³. The questionnaire was used to collect the data about student's need analysis in learning English based on students' area, target situation and goals.

The function of its instrument was as an instrument used for knowing of the analysis of need in ESP approach of Teaching English to EFL students, including of analyzing about students' necessities, wants and lacks. The reason of this research also use the questionnaire as the instrument of the research was because this research study about collective administration, this means that a

³³ Ranjit Kumar. (2007). *Research Methodology a step-by-step for beginners*. New Dehli : SAGE Publication Asia-Pacific Pte Ltd. P.138.

questionnaire was to obtain a captive audience those are students in classroom as the participants programmed of its research.

b. Interviews

According to Kvale in remarks, as an inter-view, interchange of views between two people or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasize the social sedateness of research data³⁴. The interview was used for collecting the data about the information related to recent approach of English Language Teaching for teacher. The interviews did to English teachers of Tenth Grade at SMK N 04 Kepahiang.

The scope of the question of interview related to teacher experience in teaching and learning activities during the class run, then the data could be generalized to be some of classification oriented on the fact of applied approach and method used by teacher which indicated as student's factor of student's problems in learning English. In drawing verification and interpretation data, the data collected from interviews also used for the description and the identification of students' lacks.

³⁴ Louis Cohen, et. al. Research Methods in Education. Sixth ed. P. 349

c. Observation

Observations enabled the researcher to gather data on the purposeful, systematic and selective way to watch and listen carefully an interaction or phenomenon as it takes place.³⁵ Observation was used to collect the data about preliminary filed fact about students' activities while teaching and learning run and the teacher approach in English Language Teaching activities. The observation also will be used to collect the data about teacher in aspect of English Language Teaching activity for the EFL students of tenth grade of Multimedia class Vocational School SMK N 04 Kepahiang.

The function of classroom observation was as the validation of data which collected by each of instruments of this research. Classroom observation would be used for collecting the data based on English Language Teaching activities related to learning topic and teacher resource on the classroom, the last things about the function of this instruments was as the description about students' reacted during teacher gave the learning activities. In addition, the researcher did to collecting the data about the capability of students, including the English material, the responses during English teaching and learning process in the classroom and the English teacher's technique that is used by the related to their subject of the class Multimedia.

³⁵ Ranjit Kumar. (2007). *Research Methodology a step-by-step for beginners*. New Dehli : SAGE Publication Asia-Pacific Pte Ltd. P

d. Documentation

Documentation is a technique which is used and finds the data about things, written note, book, letter and other study curricula. Documentation in this research was the past event notes³⁶. Documentation used to gather of the description about students' and teachers' learning and teaching aids and tools including about teacher resource.

The function of documentation in this research was to support and to give a validity of data related to teachers and learners aspect in learning and teaching activities. The data collected by documentation including of curriculum of school, English teacher syllabus and lesson plan and also about the data of graduated students as the output of the school as the school of vocation.

E. Technique of Data Collecting

In collecting the data of the study, the researcher used two kinds of data collection: those are primary data collection and secondary data collection. Primary data was the data which was obtained directly from the students the lecturers, by using questionnaire, interview and classroom observation checklist while secondary data is data obtained by literature study³⁷.

³⁶ Margono. (2009). *Metodelogi penelitian pendidikan*. Jakarta: Rineka Cipta. P

³⁷ Ranjit Kumar. (2007). *Research Methodology a step-by-step for beginners*. New Dehli : SAGE Publication Asia-Pacific Pte Ltd.

F. Data Analysis Technique

In making the analysis of data technique Miles and Huberman defined analysis as consisting of their concurrent flows of activity³⁸:

a. Reduction of The Data

Reduction refers to resume the data, choosing the main things, focusing on the important things and look for the theme of the research. Next steps of these activities would be selecting, focusing, and making simpler the resource data that has been collected and making of abstracting and also transforming the data that will be collected. The reduction steps in this research were: resume of the result the data collecting from the instrument of the research, including the observation, documentation and also depth interview.

b. Display the Data

Display the data is the collection of information which arranged and gives possibility to get the conclusion and take the action. In making the data could be displayed in the best understanding, this was displayed to: Display the documentation and interview data that was done and was arranged into written text and Display the data from the data has been collecting.

³⁸ Miles, Huberman (1994). *Qualitative Data Analysis: an expanded sourcebook*. New Delhi: SAGE Publication

c. Drawing Conclusion and verification

Verification means the processes which are able to answer the research question and research objectives and also the goals and significances of the research. On this research, with drawing the conclusion would do by comparing between observation data, documentation data, and interview data. Observation data will be forceful by documentation data and interview data. Thus, the researcher got conclusion about the Applied of English and English in used and its needs analysis for multimedia students.

In the counting the students' answer of each question in the questionnaire, the writer used a formula, as follows³⁹:

$$NP: \frac{R}{SM} \times 100\%$$

Note:

NP : Percentage of the students' answer

R : Amount of the students' answer

SM : Total of the students

For the data collected from the interview, were conducted to the English teacher in order to reveal more information about the problems faced based on the identification of the problem and the research question in this proposal thesis.

³⁹ M. Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2013), p. 102.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result and discussion of the research. It's describe the factor problems in learning English and Multimedia students' needs, want, lacks, which was gathered through the classroom observation checklist, the depth interview and questionnaire.

A. Result

1. The Factor Problems Faced by Multimedia Students in English Learning for Specific Purpose at SMKN 4 Kepahiang

1.1 The Result of Observation

The description of English course on the tenth grade student Multimedia class of SMK N 4 Kepahiang was conducted by an observation sheet, the observation was held by the researcher on Thursday, April 16th 2019. The time allocation of observation was 2x45 minutes, the researcher entered in the classroom along with the teacher. The data that had been collected which aimed to know and to gather the information from the informants about how the English course was running in the classroom. It was also to fulfill the data about the problems faced by both teacher and students based data need to answer the research question and approve the theories from the identification of the problem.

The result of the data that collected from the instruments of the research kinds of the observation contained the information of the main topics; those are about the material of English, students' responses and teachers' teaching technique. The first aspect of the data from this observation sheet could be described on below:

Figure 4.1
Item English material for multimedia students⁴⁰

No	Item	Indicators	Fact	
			Yes	No
1.	English material for multimedia students	Teacher uses main source in English learning process	√	
		The teacher delivers material related to the student's multimedia		√

The result of classroom observation checklist showed that it could be described the teaching and learning activity oriented to teacher role in selecting and identifying learning resource. in this an indicator, English material for multimedia students the teacher only explained in further that the teacher used handbook based on the curriculum designing in the school in English learning process and then the teacher did not deliver the material related to the student's multimedia.

⁴⁰ Result of observation to Tenth grade students of ICT Multimedia class SMK N 4 Kepahiang on Thursday, April 16th 2019

The other aspect of the item in classroom observation checklist was about students' responses of teaching and learning process in the classroom, this item contained seven indicators based the data need of this research in order to answer the identification of the problem and research question. In the second item of the observation, the data could be described below:

Figure 4.2

Item Responses of the Multimedia students

No	Item	Indicators	Fact	
			Yes	No
2	Responses of the Multimedia students	The students pay attention to the teacher in teaching and learning process.	√	
		Teacher gives questions to the students.	√	
		Teacher lets the students to give opinion	√	
		The student answer the teachers' questions		√
		The students ask question to the teacher		√
		The student deliver their opinion related to the material		√
		The student not answers the teacher questions	√	

Based on the observation above that was about student's responses were a contrast to teachers reacting in teaching. Those contrast things, for instance, could be seen from when the teacher gave the questions to the students, but in contrast that the students did not answer the teachers' question. Other cases that indicated of students responses were contrasted to teacher reacted in teaching when the teacher lets the students give an opinion. In fact, the students did not deliver their opinion related to the material. The data could be identified that teacher could manage of the class learning atmosphere, yet the student's responses were lacks in making of learning could be directed.

The third item of the observation sheet that was conducted by the researcher was about Teacher Techniques in teaching English to tenth grade Multimedia class. Before the data would be analyzed and discussed in order to answer the identification of the problem and research question, here was the description of this component that could be described:

Figure 4.3

Item Teachers' Teaching Technique

No	Item	Indicators	Fact	
			Yes	No
3	Technique that used by English teacher	Teacher implements certain technique in teaching English	√	
		Teacher explains the technique	√	

The next item of classroom observation found about the technique used by English teacher. While teaching and learning activities on the classroom run, teachers did their best of selected technique in teaching English and at the beginning of teaching and learning activity, the teacher implemented certain technique in teaching English then the explained of this technique to the students.

The selected of technique while teaching and learning activity on the classroom be based on the strong reason and strong analysis, those about what kinds of technique that the best to be implemented based on students capabilities.

1.2 The Result of Depth Interview

The second instruments of the research used to collect the data to analyze an applied of ELT in SMK N 4 Kepahiang were the depth interviews. The depth interviews were held to English teacher of tenth

grade students at Multimedia class. The number of questions contained ten questions. The description of English course in this research is about two sides; those were from learning side and teaching side. Starting from the curriculum system, the instrument of this research applied by the researcher were observation and the depth interviews.

The depth interviews were held by the researcher on Monday, 18th April 2019. The depth interview conducted from English teacher that starting from the 1st question was⁴¹:

Researcher : In case of curriculum design especially of English in this Vocational School, would you like to tell me about choosing the curriculum for your applied teaching and learning activities to your student's, please!

Teacher : Actually, SMK N 4 Kepahiang had been using K-13 for the teaching and learning process. Some of the curriculum had been developed by MGMP of English teachers in this school. It meant that the curriculum had been discussed about the continuity of it in the school.

The first question had been showing that the teacher taught English based on the main source of textbook, even based on the documentation instrument could be found that the syllabus and lesson plan of English teacher used were from textbook, it could be concluded that it was not appropriate to the fact that the teacher had been developed of the curriculum through MGMP such as teacher had explained on the first question of the teacher depth interviews. In fact,

⁴¹ The First Question of Depth Interviews with English Teacher at Vocational School SMK N 4 Kepahiang in ICT Multimedia class On Monday, 16th April 2019.

the main source of teaching and learning design was based on the textbook, in other word that the syllabus and lesson plan were not developed like the curriculum, so it was not relevance.

The second question of the interview was about the description of English Learning Model at this vocational school. This question is based on the data need to prove and fulfill a clear discussion and the depth theories literature about ELT and ESP learning model. Learning tools, devices and the teacher techniques in order to integrate basic skills. The result of the question could be shown below:

Researcher : By knowing the student's needs, students' wants and lacks, would you like to describe your course design process in the class, please!

Teacher : of the students by using Swords Methods namely Strengths, weakness, opportunity, so in making a design of learning process, we as the teacher in this school using by the Sword Methods to deciding of the what is the correct one of the learning design process.

Related to learning and course design, English teacher considered about the best teaching method in teacher was based on Swords Method. Sword Methods meant the teacher consider the teaching method be based on Strength, weakness, and opportunity.

For further discussion based on the result of the data, the third question aimed to describe of English Learning Model which had been implemented on this vocational school, the result of the question could be seen as below:

Researcher : Based on your opinion, which are the Applied of English Course Design in this school, is it English

for Academic Purpose, English for Specific Purpose, or General English?

Teacher : For the specific, the English teaching was using English for Academic Purpose, not as the specific purpose or general English, but most of the English learning was for Academic Purpose.

From the interview result above, it could be analyzed that English course that implemented in SMK N 4 Kepahiang for tenth grade of Multimedia class was based on the K-13, it also explained by the teacher that the course was oriented to not ESP nor EGP but EAP instead. The design of English course in teaching and learning for English teacher in this vocational school was English for Academic Course. In addition, student's problems in English learning were also collected from the instrument that was Interviews: The English teacher told about the output of their students after graduated, like the fact that the implemented of result about teaching and learning process on the school was based on the competences of ex-students in the world of work as the student's from a vocational school. From the data could be interpreted that the reason for low competences for the graduated student was because:

'not all of the students doing the learning process with the good process, they just learning just like any other students like a general'.

The fourth question aimed to explore and identify the point of identification of the problem and research question, the question wanted to collect the data about teacher problems in teaching English. This question wanted to analyze the factor problems faced by students

in learning English which related to teacher as the resource of information and caused the students problems. The result of this question could be seen below:

Researcher : What are the teacher's learning and teaching problem in English Course of this Vocational School?

Teacher : About the problem in teaching and learning process, in this school there are so many problem, especially for me is the students has no ability in English totally, in speaking, reading, because they are just thinking that English is a lesson, not for their need, English is not about language, but just about the lesson in the class, so they have no passion in learning English in this school. There are big mistakes and troubles when I teaching in the class in this school.

English as the target language in this need analysis research was so many problems for the teacher because the students' ability was still in low level. The complex of low skill for the student was included for four basic skills, those were based on the teacher perspective that students were low motivation in learning English. Students had no ability totally so that when the teacher teaches her students in the classroom found so many troubles.

Teaching and Learning Process of English Language Teaching in Multimedia class were based on the main curriculum of government. Based on the K-13 curriculum, especially for English course, the basic skills of English were integrated with each other in one-course design.

The Question number 5 of the depth interview was conducted, the data about integrating those skills could be seen below:

- Researcher : How do you integrate of English skills based on students Major in designing course design?*
- Teacher : Number five, how to integrate about English ability in their own competences skill, honestly I did not integrate English to their skill competences, because that is specific, because the students still has low competences and low levels when I put it into learning process.*

In order to collect the data about specific teaching implementation on the classroom, the sixth question of the interview could be implied that there two main things in influencing of learning target and goals, those were the model of English learning and students lacks in English course. In other word, the data could be seen that students' lack could not be measured yet to be identified; in conclusion, course design could not be designed to the certain target and goal. These problems might influence the problems faced by students in learning English.

The next question was about English Language Teaching, in this case the question aimed to find the data related to the appropriate approaches which had been implemented and the suitable approach could be planned based on the analysis of need, including of the students' lacks. The data found as below:

- Researcher : What kinds of the best approaches to be applied for Multimedia Class in English Subject of your students Teaching and Learning Activity?*
- Teacher : For the MultiMedia Students actually may be discover learning or scientific approach is quietly*

appropriate for the students, and maybe this the easy way to apply to the students in Multimedia class.

It could be analyzed that the approaches of teaching techniques based on the easy way to apply for the teacher. The teacher perspectives in selecting of teaching methods such a good way, while it was better to be considered based on the student's need, the theme of material were taught and be based on the certain ELT theories for EFL and Vocational students model.

This answer of the question also represented to the next question, the question was:

Researcher : What are the approach and programs of English that have been applying in order to increase your students in mastering of English course?

Teacher : Let me think first for question number seven, what is the problems of English that had been apply in order to improve the ability in mastering of the English for the students, just like the question before in number seventh in using discover learning and the programs that has been discussed in MGMP and apply to student in order to improve the skill of students in my school.

The next aspect of EFL data needs by the researcher was about the application of technique in teaching aid and tool to support the implemented methods on the classroom. English teacher explained the answer to question number eight, it could be seen below:

Researcher : Related to Learning tools and device, have the books been suitable for your students' of Vocational School?

Teacher : Number eight, for the students book in our vocational school is quietly appropriate and good enough the book of the English in this vocational

school, actually this book taken by the government from Dana Boss and all of the students get the book by borrowing the book in the library, because our school has a good library actually.

From the data above, it could be analyzed that the data was valid to the data were collected in students questionnaire, those are about the main source of teaching aid used by teacher was a textbook, in other word this book was based on a handbook of K-13 for teacher.

The further of finding the data about ELT were collected by the depth interviews question number 7 and 8 that could be described on relating to the teaching approach and programs, Learning Tools and device and the teacher technique in order to integrate of basic skills of English according to the curriculum development that was applied.

Researcher : Based on the basic skills of English, including of Listening, Speaking, Reading and Writing, would you like to describe about how do your approach in integrating each other in order to make the suitable course designing based on Multimedia class of your students?

Teacher : The last question, by the experience when I teach, when I talk to them actually I do using discovery learning , because the students of Multimedia class like to explore themselves, to discover something that new, I just give some a clue and then they give me some responses and then I give them some like a projects to they discover and they found what they are going to be taught to them, another to make them in order to make them to discover their hobbies or their passion in learning English, actually this is discovery learning by students

During teaching English on teaching and learning actives, English teacher taught English by using discovery learning approach,

this approach is based on the Sword Methods in selecting suitable teaching methods. In fact, related to students'' problem in learning was clear caused by ELT factors. Curriculum development and course design the teaching method of teacher were the crucial and fundamental thing that was given the effect on students' skill.

The teacher never analysis from student's need, but it was not any reason instead of just because there was no found yet of suitable methods for teaching and learning English to be implemented. In fact, related to students'' problem in learning was clear caused by ELT factors. Curriculum development and course design the teaching method of teacher were the crucial and fundamental thing that was given the effect on students' skill. The teacher never analysis from student's need, but it was not any reason instead of just because there was no found yet of suitable methods for teaching and learning English to be implemented.

2. The English Needs, Want and Lacks of Multimedia Student in English Learning for Specific Purpose at SMKN 4 Kepahiang

2.1 The Result of Questionnaire

Questionnaire has been planned to collect the data according to the relevance kinds of research in research methodology, the method of this research related to collect the data was using the appropriate of instruments. This instrument had the aiming and purposes itself, including

the target of data, wanted to collect based on the data need of this research based on the research question and research identification of the problem. The data was about the fundamental things related to student need in this need of analysis research.

Question number 1 and 2 were about the students' purpose in learning English. This aspect contained two questions, and each question consisted of 4 kinds of multiple choice that represented students purpose.

Figure 4.4
The Score of Student's purpose in Learning English

Questionnaire Item	Frequency (Student)				Percentage (%)			
	a	b	c	d	a	b	c	d
1	21	14	12	4	41,1%	27,4%	23,5 %	7,8 %
2	19	13	13	6	37,2%	25,4%	25,5%	11,7%

Questionnaire item 1 indicated the information about student's purpose in learning English. The result showed that total 41,1% from of 51 informants wanted to communicate in English well in Multimedia activities as their purpose, it was the highest percentage of students answer among four answering multiple choices were given. The second highest percentage about it was 27,4 %, this was about the student realized that English is important for this era that indicated of their purpose in learning English. The third choice of the questionnaire item stated that 23,5% student's motivated that wanted to know English better. The lowest

percentage related to students purpose in learning English was about students just wanted to do their obligation as the students, this item was 7,8% of informant found.

In conclusion, the first choices of the question was about student's need, while starting from second choices till the fourth were related to student's motivation during English learning run.

In order to conduct the student's need related to learning topic, question number 2 aimed to identify the English course topic that students wanted to study. The second questionnaire item shown that the topic related to the school environment was the highest percentage 37,7%. The topic about Economic and Business and the world of works represented the same number of percentage 25,4% and 25,5 %. The lowest percentage of topic related to the daily life was just 11,7%. The topic of study English would influence the result of student's achievements and teacher consideration in designing of ELT actives. This result would be reference to identify the student's need, want and lack related to Need Analysis (NA) research of this research based on the research objectives and research question.

The next questionnaire item number 3 and number 4 were about the English skills that the students wanted to improve the reason or the objectives its reason in selecting of skill that they wanted to improve. The collected data could be seen as below:

Figure 4.5
The Score of Student's English Skills that They Want to Improve

Questionnaire Item	Frequency (Student)				Percentage (%)			
	a	b	c	d	a	b	c	d
3	17	18	13	3	33,3%	35,2%	25,4%	5,8%
4	16	16	12	8	31,3%	31,3%	23,5%	15,6%

This questionnaire was consisting of four basic skills in question item number 3rd, those were about reading, speaking, listening and writing. Then, the question also covered the reason for students related to the skill.

Tenth grade of Multimedia students at SMK N 4 Kepahiang represented the highest percentage of 35,2% wanted to improve speaking skill, the reason was because the skill was very important in Multimedia activities 31,3%. The second highest percentage related to skill that wanted to improve was reading skill with the percentage of informant 33,3%, it also shown that the reason for it 31,3% because their favorite skills. In addition, there were 25,% students wanted to improve the listening skill with 23,5% students stated that wanted to get a good score in selecting each of those skills wanted to improve.

Finally, the lowest percentage related to student's need in improving their skills was about writing skills with represented 5,8% by students and the lowest percentage of student reason was that skill was easy to be mastered with 15,6%. It could be concluded that the most

dominant English skill wanted to be improved by students was speaking skills with the most dominant reason was because the students realized that the skill was important to multimedia activities.

Student's difficulties and its factor represented on the next questionnaire item, those were question number 5 till 7. The question was about students' difficulties in English class including each of the skills and the students' problems by knowing the students' reason of their difficulties. These questions aimed to cover the data related to students lacks and also related to the factor of their lacks itself. Those were could be described below:

Figure 4.6

The Score of Student's Difficulties in Learning English

Questionnaire Item	Frequency (Student)				Percentage (%)			
	a	b	c	d	a	b	c	d
5	21	15	15	0	41,1%	29,4%	29,4%	0%
6	10	18	15	9	19,6%	35,2%	29,4%	17,6%
7	18	8	23	6	35,2%	15,6%	45,0%	11,7%

From the table questionnaire, item number 5 was about the frequency of students difficulties during took the English learning. The data showed that students always felt difficult with the dominant percentage of 41,1% as the dominant percentage. The same percentage

related to this question was often and sometimes with the percentage of 29,4%.

The lowest percentage represented the data about students' difficulties shown that 0% or nobody felt never difficult in English learning activities. Then, the next question conducted about the skill felt difficult faced by students in questionnaire item number 6. This questionnaire item found speaking skill with the highest percentage which indicated 35,2% was difficult skill to be mastered. Then there was 29,4% of students felt difficult with listening skills and 19,6% was reading skill. The lowest percentage which indicated students did not feel difficult during learning English was writing skill with 17,6%. Then, the next questionnaire item was about the factor problems that made students difficult or as the reason for its difficulties.

The dominant factor could be implied from the factor made the students felt difficult in learning English was because the students was difficult to understand English material with the highest percentage 45,0%. The factor came from the teacher side could be described from the second highest factor problem with 35,2% because students did not understand the teachers' explanation. The students felt boring with learning activity represented by 15,6% from 51 informants. The last, the lowest percentage indicated about students' motivation was 11,7% that students felt difficult because they did not enthusiastic.

Score from question number 5 could be concluded that there were amazing facts about students in their problems while learned English course.

There was no one of students stated that they never felt difficult in English learning process, this was represented by the point of d in the optional answer from question number 5 % from the total of number students. But, relevance to the teacher statement which collected by the depth interviews that there were 41,1% of the students always felt difficult while English teaching and learning process run in the classroom. By knowing these facts, there was one question more to know their reason for the problems.

Teaching and Learning, both were always related to each other in order to give the impact of students and teachers achieving in teaching and learning process. From the table of the previous page about question number 5 till 7, it could be seen that especially about the reason of the students for their difficulties was about ELT process in the classroom.

There were 35,2% from the total number of students stated that they don't understand teachers' explanation in the learning process, while and the option answer c there were 45,0% from 51 informants of the research stated that the teacher explanation not really clear and hard to be understood, and event there were 11,7% of students' stated that the teacher's explanation was unclear. Related to students' interest that also the to be teacher's responsibility was about 15,6% students bored in

learning English, sure it related to teacher technique of implementing the selected ELT method in curriculum syllabus and lesson plan until the implementation of teaching and learning of English on the classroom.

Because the competencies of Multimedia indicated low, the teaching selecting the lesson plan and implemented to the class with nothing integrated skill at one design teaching-learning activity on the classroom. Related to course design and the fact of students' capability of English basic skill, the researcher did a questionnaire for students contained twenty questions and each of the questions contained four kinds of multiple choice of the answer. Here was the description of the data about Teaching and Learning of English and its expectation of students needs and want. The second question of about English Language Teaching was about teacher's explanation by delivering of course material. The criteria of each multiple choice on this question were:

Figure 4.7

The Score of Student's Opinions toward

Teaching Technique used by the Teacher

Questionnaire Item	Frequency (Student)				Percentage (%)			
	a	b	c	d	a	b	c	d
8	21	20	8	2	41,1%	39,2%	15,6%	3,9%
9	12	23	8	9	23,5%	45,0%	15,6%	17,6%

Based on the table above, the highest percentage could be interpreted that The English teachers' technique in teaching English 41,1% make student very interested. While there were 39,2% of Multimedia stated that The English teacher technique was interest.

Other than that, 15,6 % student argued that the teacher technique was not really interested and the rest of the student 3,9% argued teacher technique was not interested The next of question-related to ELT in Multimedia at Vocational SMK N 4 Kepahiang was about the explanation of delivering course material by English teacher.

The next percentage of teacher explanation was about the percentage in indicator a indicated that teacher explained the course material was unclear but still could be understood 45%. While there was 17, 6% the responses of the informant in questionnaire indicated that course materials were delivered by English teacher were unclear, and even there were 15, 6% that students argue the teaching materials were delivered to the student was not really clear and hard to be understood. The other data collected by instruments of the research students' questionnaire. Related to ELT, the questionnaire wanted to know about students' opinions toward English Teaching Materials used by the Teacher, those data as described below:

Figure 4.8
The Score of Students' Opinions toward
English Teaching Material used by the Teacher

Questionnaire Item	Frequency (Student)				Percentage (%)			
	a	b	c	d	a	b	c	d
10	25	19	9	3	49,0%	37,2%	17,6%	5,8%
11	9	5	14	25	17,6%	9,8%	27,4%	49,0%
12	5	8	27	11	9,8%	15,6%	52,9%	21,5%

The score of analysis of this data could be described that this question had four indicators value data each of the available multiple choice. Students main source in English teaching and learning 49,0% from 51 students answered English textbook, while the lowest percentage of answer about their main source of learning English was from Environment 5,8%. Based on the table above, only 9,8% of students in the question number 11 stated that the relationship between English material teacher taught and students target were related. While, there were significant and crucial data found that ELT in Multimedia class in this school not really related and unrelated. It could be analyzed that teacher should consider the appropriate of relationship between course material or design and the students' needs related to their concentrate of subject. The last number of related to students' opinions toward English Teaching Materials used by

the Teacher was question number 12. This question was about the material delivery by teacher. There are 9,8% and 15,6% the students opinion stated that English Teaching Materials used by the Teacher was easy to master. While, the big percentage of it were 52,9% and 21,5% the students' opinions toward English Teaching Materials used by the Teacher were not really hard to master and even they could no master the material of teaching and learning in their classroom from the teaching methods and course design provided by English teacher.

The next scopes of questionnaire items related to ELT were about students' opinion toward English teaching and learning process. This questionnaire item consisted about students' opinion about English class and the students' feeling during English learning process. The percentage of student's description in answering the questionnaire item could be seen from the table in the next pages, namely:

Figure 4.9
The Score of Students' Opinions toward
English Teaching and Learning Process

Questionnaire Items	Frequency (Students)				Percentage %			
	a	b	c	d	a	b	c	d
13	19	15	15	2	37,2%	29,4%	29,4%	3,9%
14	18	11	21	1	35,2%	21,5%	41,1%	1,9%

The data shown that students stated the English class is very effective was as the highest percentage with 37,2% and students feeling enjoy during English learning process was also as the highest percentage 41,1%. The same description related to students opinion about their English class were English class is effective and really not effective with each of the item 29,4% of the total informants. While the students feeling during English learning process was 35,2% felt really enjoy and 21,5% students stated not really enjoy.

The last was the lowest item related to students opinion toward English teaching and learning process were 3,9% students stated English class was not effective and 1,9% students stated hard to enjoy during English learning process. The fact on the field could be synchronized into previous questionnaire item and previous instruments research; those had the relationship each other and connected each other as the problem and the factor so that could be analyzed as the Need Analysis research form.

Related to ELT and EFL students, the last group of were about The Student's Responses toward English Learning Process. The finding of the data could be seen below:

Figure 4.10
The Score of Students' Opinions toward
English Learning Process

Questionnaire Item	Frequency (Student)				Percentage (%)			
	a	b	c	d	a	b	c	d
15	17	15	18	1	33,3%	29,4%	35,2%	1,9%
16	9	13	20	9	17,6%	25,4%	39,2%	17,6%
17	10	17	13	11	19,6%	33,3%	25,4%	21,5%

From the result of the table above, the teacher teaching and learning tried hard to make the atmosphere of the classroom creating the communication in two sides, both teacher and student were equally active. English teacher was great and do his best about the effort of making the classroom into good learning and teaching activity in order to make the students could master what the materials were taught. It could be seen from the question number 15 was about how about the students chance gave their responses, 33,33% students answer the teacher always lets students respond in teaching and learning activity, and 29,4% student stated that their teacher often let them t response.

The optional answer stated that the teacher never let the students to responding of the learning activity were just 1, 9%. It meant that the teacher quietly appropriate in implementing of the selected teaching

methods. The selected of teaching method had explained by the question of teachers depth interviews in number ten. In the interviews, teacher explained that selecting the discovery learning method of teaching was really reasonable.

The students' opinion about schools' planning in opening ESP course for each of study program was represented by the question number 18 and 19, while the question number 20 was about students hope and wants also need to schools toward ESP programs. The data was collected could be described and identified. The percentage among three questions related could be seen below:

Figure 4.11

**The Students' Opinion toward school's plan in Opening ESP courses
for Each study program**

Number	Student Answer				Percentage %			
	a	b	c	d	a	b	c	d
18	18	25	6	2	35,2%	49,0%	11,2%	3,9%
19	22	18	9	2	43,1%	35,2%	17,6%	3,9%
20	20	15	12	4	39,2%	29,4%	23,5%	7,8%

The data above could be described that those were represented of students opinion for ESP Plan were dominated by positive respond, while the opinion indicated of bad and disagree for ESP Plan of English course in SMK N 4 Kepahiang in each of the programs were just 3,9% in each of

the question number 18 and 19. 39,2% students hoped that the school would provide ESP for all study program.

B. Discussion

First, based on the result of the data, those students problem in learning English could be implied that ELT of English teacher as the keys of those problems and its improvements. According to Richards in Samira stated that Communicative Language Teaching Methodology is a modern and effective method of language teaching, has been implemented in many contexts of EFL/ESL teaching including ESP class⁴².

The result data meant that this study aimed to explore the teacher and student's obstacles in English teaching and learning. English learning at SMK N 4 Kepahiang meant the English were taught to the student called English for Foreign Language. English as the Foreign language for students at this school especially for Multimedia class had the fundamental problems in developing of students skill which were not relevance to the implementation of this revitalization, while this revitalization aimed that ELT for EFL student at Vocational must be depended to how the curriculum design in Permendikbud No. 70 Th. 2013 was about the Basic Foundation and Structural of Curriculum the Vocational School an applied of Curriculum 2013.

⁴² Samira, Fateme, (2013). A Needs Analysis of English for Specific Purposes (ESP) Course For Adoption Of Communicative Language Teaching :(A Case of Iranian First-Year Students of Educational Administration). Vol 2. Issue 6

This discussion of the research would be based on the research question. In order to answer of each research question which had been written down, the data would be discussed were from two main instruments of the research. Those instruments of the research which was used as the data collecting instruments were the depth interview to English teachers related to English language Teaching experience for teacher and the questionnaire for students in order to gather the data about students' problems in learning English and students' need analysis.

Based on the finding of the data were collected by using the students' questionnaire, it could be discussed answer of the problems and its factor for students in learning English were identified by the student's lack in questionnaire.

The students' difficulties during learning English was represented of all the informants, it indicated by the data shown that 0% of students stated never felt difficult in English teaching and learning process in the classroom. In addition, the students' problem during teaching and learning process of English was equals in each of the English basic skill based on the K-13 concept. The data shown that speaking skill was the highest things indicated the most difficulties for students, it was 35,2% from 51 the total number of students. The second problems indicated of second difficult basic skills for students was Listening skill, Multimedia students felt difficult in Listening skill were 29,4% from 51 students of informants. Reading skills was 19,6%, while the lowest percentage that indicated of student's difficulties as the

students' problems was writing, it was just 17,6% of the total of number the informants.

It could be concluded that the data had collected to answer of research question about students' problems in learning and its factor by using the instruments of the research questionnaire could be seen in the questionnaire number 5-7as had been explained above. While, the others instruments of the research could be synchronized related to students' problems and its factor were the question of interviews question number 4-6 of the question. Especially for students' competences in basic skills of English was the question number fourth, this question could be implied that the teacher said that 'not all the students doing the learning process with the good process, they just learning just like any other students like a general'.

The synchronizing of Research questionnaire to research of teacher interviews, it could be seen to the next answer of the question by teacher in question number fifth as below:

Researcher : What are the teacher's learning and teaching problem in English Course of this this Vocational School?

Teacher : About the problem in teaching and learning process, in this school there are so many problem, especially for me is the students has no ability in English totally, in speaking, reading, because they are just thinking that English is a lesson, not for their need, English is not about language, but just about the lesson in the class, so they have no passion in learning English in this school. There are big mistakes and troubles when I teaching in the class in this school.

It could be implied that English as the target language in this need analysis research was so many problems for the teacher because the students' ability was still in low level. The complex of low skill for the student was

included for four basic skills; those were based on the teacher perspective that students were low motivation in learning English. Students had no ability totally so that when the teacher teaches her students in the classroom found so many troubles.

The next question of teacher question of the depth interviews in giving support of finding data by using questionnaire to students', it could be seen from the seventh question of interviews which could be indicated to the factor of students' problem. The factor problem of students learning was indicated by teachers' answer of interviews question which stated that 'for the Multimedia Students actually may be discover learning or scientific approach is quietly appropriate for the students, and maybe this the easy way to apply to the students in Multimedia class.

Those could be analyzed the factors for students' problem in learning was also came from teacher aspect, the data found that the approaches of teaching techniques based on the easy way to apply for the teacher. The teacher perspectives in selecting of teaching methods such a good way, while it was better to be considered based on the student's need, the theme of material were taught and be based on the certain ELT theories for EFL and Vocational students model

Based on Permendikbud about the implementation of the Character Education on The Curriculum of 2013 (K-13), K-13 consisted of starting from the basic competency (KD) of English including listening skill, speaking

skill, reading skill and writing skill, those were taught in Vocational⁴³. This aimed to Vocational school produced the students were graduated had the competence of living as the civilian has the faithful, productive, creative, innovative and effective and having the contribution of life.

Furthermore, students' problems and English Language Teaching both were related each other. In developing English in a specific field of competence, some problems may need consideration in relation to the teaching English as a foreign language, like what happened in SMKN 4 Kepahiang especially for Multimedia Class. The problems need to be considered in relation to English Language Teaching on the classroom were based on the finding data from Interview, questionnaire and observation and documentation.

Student's motivated; passion and the information about Basic Competency (KD) play a vital role in designing and developing ELT for teacher in the classroom. Teaching Methods analysis by using the approach of Swords Analysis is quiet good that had been implemented. Instead, this analysis actually just was seen on one side of analytic that was from teacher aspect. The students' need and want were crucial things for Vocational school teaching and learning activities. Based on the result the data on Interviews question number four till six could be analyzed that:

“actually of course we consider with the weak, need and want of the students by using Swords Methods namely Strengths, weakness, opportunity, so in making design of learning process, we as the teacher in this school

⁴³ Permendikbud No. 70 Th. 2013

using by the Sword Methods to deciding of the what is the correct one of the learning design process”

Being selecting of English Language Teaching Method, teacher considered the strengths, weakness and opportunity then deciding of learning and course design to be implemented on the classroom. There were no relevance theories about Teaching English for Vocational School to support this method. Because According to PP No.29 Tahun 1990 explained that Specific vocational education at the secondary level were prioritize the development of student's ability to carry out certain types of work. It could be implied that teaching and learning in Vocational school should be considered to specific prioritize and of course need to consider a need analysis of specific purpose of teaching and learning process.

Curriculum structure also should be focused on organizing of core competences, subject, learning burden and basic competences those were concerning to the purpose of each class and subject materials. In fact, related to selecting the Language Teaching Method by using Swords Analysis, the teacher stated on the interview question number 1. In the question of the depth interview at the first question explained that English teaching was using kinds of English for Academic Purpose, not as the Specific Purpose or general English, related to selecting the Teaching Methods after considering from Swords Analysis then the teacher applied the discovery learning as the Teaching Method in teaching English, those were explained on question number 7 of the teacher interviews.

Finally, from the data could be discussed on a conclusion that the problem of students in learning English was caused by English Language teaching which had been implemented on this school. The relationship between ELT and student's problem both related each other and play a vital role which should be improved, even the better way to overcome the problem and the factor of those problems was a Need Analysis model to produce of teaching and learning orientation to English for Specific purpose was needed. Related to theories, according Sri Utami Dewi states that in developing English in a specific field of competence, some problems may need consideration in relation to the teaching English as a foreign language⁴⁴.

The evidence, therefore, may become useful considerations in managing the teaching of English at SMK that cannot leave students' specific needs in enrolling the courses at SMK. According to Hutcison, learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of course in which 'relevance' to learners needs and interest was paramount. It could make sense that the effectiveness in learning and lack of motivation for students were totally influence to students' needs and interest.

ESP must be seen as an approach not as a product. ESP is not in particular kinds of language or methodology, nor does it consist a particular type of teaching material. Understood properly, it is an approach to language

⁴⁴ Sri Utami. (2015). Syllabus of Vocational School Based on ESP Approach. Dinamika Ilmu. Vol. 15 No. 2. P.274

learning which is based on learner need. ESP, then, is as approach to language teaching in which all decisions as to content and method are based on learner's reason for learning. ESP was an approach, not product⁴⁵.

Second, discussion about English Needs, Want and Lack for Multimedia students. English need meant there were things that must be known, understood and found solution to created effective ESP course. The term need is reasonable reason way there is important thing to conduct. In conducting this research must be use the selected instruments related to research methodology was used. The first finding data could be discussion were the teachers' depth interviews.

The data about need analysis came from questions of questionnaire number 1-4. Based on the result the question of questionnaire could be known that Multimedia students at tenth grade class need to improve about the capability to communicate in English well related to Multimedia class, this was the highest percentage of students' respond related to their purpose and need in learning English. Actually, the students' passion was high, it could be proved from the optional option student's questionnaire which indicated students wanted to learn English just because their obligation in following English class.

While, students also was realized that their ability in facing the global era. Related to the topic, to identify the English course topic that students wanted to study, there were four optional options on the multiple choices

⁴⁵ Tom Hutchinson & Alan Water. English for Specific Purposes : A leraning-centered purpose. New York : Cambridge University Press. P.19

which were representing kinds of data related to students' purpose in learning English. In a represent that students want to learn English with topic about the world of work.

Questionnaire was consisted of the data about students' purpose in learning English, the topic of English relating in their learning process and English skills that students wanted to improve. Students purpose in learning English with the reason wanted to communicate in English well in Multimedia activities, it included about the Multimedia course and English were related each other and supported each other. Then, students' also wanted to learn English with topic related to the world of wok 25,4%, economic and business 25,4% the school environment 37,2% the rest of those were stated to other purposed in their need to learn English.

From the students' difficulties of learning English, it implied that the students problems meant the students need and want and even their lacks, through all of those data this research could be appropriate to be called as the Need Analysis in ESP at Vocational School SMKN 4 Kepahiang. It could be analyzed that student's need in learning English were all of the four basic competences, reading, speaking, listening and writing. The highest percentage of the students' need and want to improved was Speaking 35,% from the total of number 51 informants. There was no high different to reading and listening skill those students' wanted to learn. This data could be implied that the integrated course design in ELT activities was needed, those were integrated of each skills and integrated Multimedia and English course.

Second, English Wants for Multimedia Students was a part of process in determining target situation on this Need Analysis research. The students' problems and its factors indicated that student's lacks in their learning process. Based on the finding data through technical data collecting, at least could be discussed that English wants for Multimedia students were as the first, a statistical analysis about students wants related to an integrated course, integrated English skills improvements, and English for communicate and English for theories of Multimedia course.

An integrated course was explained by An English teacher could not be applied because some certain reasons. Those reason were because the student's capability was totally low and the kinds of teaching and learning had implemented was not and ESP but EAP.

Based on this result data, a result of its need analysis research could take an result fact to make an approach of theories by supporting of ESP theories that students' wants in order to improve their skills was about those. Students' wanted an implemented and applied topic to specific major and specific goals. The data shown of English teacher stated that students have no passion in during the learning activity of English run. This data was contrast to students wants in questionnaire, it implied that students need to be explained about learning goals. Other than that, The Revitalization SMK through of ELT and Course Materials Delivering, the aspect of revitalization from schools and teacher aspect totally needed on this situation. Finally, An ESP Course Model made a fact to be made sure of designing of target

analysis of the situation now in order to support the mission and vision especially for Vocational of SMK N 4 Kepahiang.

Third, English Lacks for Multimedia Students at Multimedia class was found on the result of the data from students' questionnaire, teachers' depth interview and classroom observation. In conclusion, The Data were found that the lacks of Multimedia students was totally low in all aspect. Actually it was nothing factor of those problems, one of the finding data could be discussed that the fact about an Unable to be understood of Course Material delivered by Teacher through ELT activities. Then, related to revitalization of SMK and Bilingual Methods based on Government Regulation of K-13, Speaking Skill was the highest percentage of students lack representing on questionnaire of an instrument of the research.

CHAPTER V

CONCLUSION

A. Conclusion

First, the student's factor in problems of learning English at tenth Multimedia class of students in learning English was caused by English Language teaching which had been implemented on this school. Furthermore, factor problem unachieved of Target Situation and learning goals of student's expectation. Factor problem also from teacher teaching: ELT Approach based on EAP learning model for ESP students those had specific area and work. Implemented of ESP course design was as an alternative appropriate approach to overcome these problems.

. This was sure that needed a Need Analysis research or assessment that oriented to a Specific Purpose of learning, in this case, was English at Multimedia Class in conclusion that the research objectives could be reached. Furthermore, the research question that could be answered as the drawing conclusion and verification in this part were about the student's English needs, wants and lacks in English class.

Second, discussion about student's need, want and lack. Student's needs are based on the analysis of the teacher's lacks aspects during delivered of teaching and learning to students and those were better that need to be improved. As the conclusion, students need could be concluded several points; English materials and topics were given and were taught to students need to be related to multimedia scopes, applicative skills and world of work

oriented based on vocational school frameworks and concepts, the suitable and the best ELT technique that applied to students learning which were based on topic and skill that English was taught, then students also need a model of learning that oriented to the existence of English related to their goals and target of learning, students also need an integrated of learning based on K-13 to English course and Multimedia programs and also relevance to the Revitalization of SMK based on Government purpose the Vocational framework, the last need of students could be concluded was about starting point about teaching techniques that suited for the situation of students which had no ability in learning English of whole basic skills.

Third, the need analysis aspect was about student's wants. Students' wants meant the student's expectation which based on students' purpose, target and goal in taking English course class. Based on the instrument of the research which used to collect the data, here were the students wants could be concluded; Students were dominant wanted to communicate in English well in Multimedia activities represented by 41% the total of informants, 27,4% students wanted to learn English for facing the world out there after graduated as their goals, 23% of informants wanted to know English better, informants also wanted to learn the topic about Economic, the world of work and daily life, 35% the informants also wanted to improve speaking skills because the importance of English in order to support of their Multimedia activities then listening skills 23,5% of informants with the purpose wanted to get a good

score and there were 5,8% informants wanted to improve writing skills with the reason of the easiest skills of English.

The last, students lacks which be based on student recent ability and analysis of students problem in learning English through the suitable instruments in collecting the data. The students' lacks could be concluded into; students always felt difficult in learning English 41,1% of informants and the additional in learning there were 29,4% and in conclusion could be drawn that 0% of informants never felt easy in learning English, then each of basic skill of English there were informants feeling difficult in each of basic skills, in speaking 35,2% listening 29,4% reading 19,6% and writing skill 17,6% of informants, the last of students lack were about mastering English through teacher explanation, there were 35,2% informants could not understand of teacher's explanation, 15,6% informants felt boring and the last there were 11,7% informants were not enthusiast as the indicator of students lack in learning English.

B. Suggestion

At the end of part this thesis, objectively and based on in fact, the researcher would like to add the critical support through the suggestion that was addressed to all of the honorable ELT practitioner, especially for English teacher candidate including the researcher, those were: The researcher appreciated respectful for English teacher developed course design and even curriculum development from every single forum, including MGMP such as

English teacher at Multimedia Class of SMKN 4 Kepahing had been being done. The development of curriculum and knowing target situation was a thing that deserves to be considered, especially for a Vocational School which had a goal and identity of school vocational.

In conclusion of its appreciation by suggestion that ELT for EFL Students of Vocational School was better to consider a model of English for Specific Purpose than General English and even English for Academic purpose. Because Vocational school was impossible could make revitalization through bilingual system or on language aspect if the model of ELT was the same on each of major which were each of major had different need on all aspect.

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Appendix 1

THE OBSERVATION GUIDANCE

The researcher did an observation in English teaching and learning process on the classroom of the tenth-grade of Multimedia students at SMKN 4 Kepahiang. The observation was held by the researcher on Thursday, April 16th 2019.

No	Item	Indicators	Fact	
			Yes	No
1.	English material for multimedia students	Teacher uses main source in English learning process		
		The teacher delivers material related to the student's multimedia		
2	Responses of the Multimedia students	The students pay attention to the teacher in teaching and learning process.		
		Teacher gives questions to the students.		
		Teacher lets the students to give opinion		
		The student answer the teachers' questions		
		The students ask question to the teacher		
		The student deliver their opinion related to the material		
		The student not answers the teacher questions		
3	Technique that used by English teacher	Teacher implements certain technique in teaching English		
		Teacher explains the technique		

Appendix 2

THE OBSERVATION FIELD NOTES

The researcher did an observation in English teaching and learning process on the classroom of the tenth-grade of Multimedia students at SMKN 4 Kepahiang. The observation was held by the researcher on Thursday, April 16th 2019.

No	Item	Indicators	Fact	
			Yes	No
1.	English material for multimedia students	Teacher uses main source in English learning process	√	
		The teacher delivers material related to the student's multimedia		√
2	Responses of the Multimedia students	The students pay attention to the teacher in teaching and learning process.	√	
		Teacher gives questions to the students.	√	
		Teacher lets the students to give opinion	√	
		The student answer the teachers' questions		√
		The students ask question to the teacher		√
		The student deliver their opinion related to the material		√
		The student not answers the teacher questions	√	
3	Technique that used by English teacher	Teacher implements certain technique in teaching English	√	
		Teacher explains the technique	√	

Appendix 3

THE INTERVIEW GUIDANCE

This research instrument is used to get information about the needs, wants and lacks of the tenth grade of multimedia student in SMKN 4 Kepahiang. The interviews were held by the researcher on Monday, 18th April 2019 and subject of interview is English teacher of tenth grade of multimedia student.

1. In case of curriculum design especially of English in this Vocational School, would you like to tell me about choosing the curriculum for your applied teaching and learning activities to your student's, please!
2. By knowing the student's needs, students' wants and lacks, would you like to describe your course design process in the class, please!
3. Based on your opinion, which are the Applied of English Course Design in this school, is it English for Academic Purpose, English for Specific Purpose, or General English?
4. What are the teacher's learning and teaching problems in English Course of this Vocational School?
5. How do you integrate of English skills based on students Major in designing course design?
6. What kinds of the best approaches to be applied for Multimedia Class in English Subject of your students Teaching and Learning Activity?
7. What are the approach and programs of English that have been applying in order to increase your students in mastering of English course?
8. Related to Learning tools and device, have the books been suitable for your students' of Vocational School?
9. Based on the basic skills of English, including of Listening, Speaking, Reading and Writing, would you like to describe about how do you approach in integrating each other in order to make the suitable course designing based on Multimedia class of your students?

Appendix 4

THE RESULT OF INTERVIEW

This research instrument is used to get information about the needs, wants and lacks of the tenth grade of multimedia student in SMKN 4 Kepahiang. The interviews were held by the researcher on Monday, 18th April 2019 and subject of interview is English teacher of tenth grade of multimedia student.

No	Researcher	Teacher
1.	In case of curriculum design especially of English in this Vocational School, would you like to tell me about choosing the curriculum for your applied teaching and learning activities to your student's, please?	Actually, SMK N 4 Kepahiang had been using K-13 for the teaching and learning process. Some of the curriculum had been developed by MGMP of English teachers in this school. It meant that the curriculum had been discussed about the continuity of it in the school.
2.	By knowing the student's needs, students' wants and lacks, would you like to describe your course design process in the class, please?	of the students by using Swords Methods namely Strengths, weakness, opportunity, so in making a design of learning process, we as the teacher in this school using by the Sword Methods to deciding of the what

		is the correct one of the learning design process.
3.	Based on your opinion, which are the Applied of English Course Design in this school, is it English for Academic Purpose, English for Specific Purpose, or General English?	For the specific, the English teaching was using English for Academic Purpose, not as the specific purpose or general English, but most of the English learning was for Academic Purpose.
4.	What are the teacher's learning and teaching problems in English Course of this Vocational School?	About the problem in teaching and learning process, in this school there are so many problem, especially for me is the students has no ability in English totally, in speaking, reading, because they are just thinking that English is a lesson, not for their need, English is not about language, but just about the lesson in the class, so they have no passion in learning English in this school. There are big mistakes and troubles when I teaching in the class in this

		school.
5.	How do you integrate of English skills based on students Major in designing course design?	Number five, how to integrate about English ability in their own competences skill, honestly I did not integrate English to their skill competences, because that is specific, because the students still has low competences and low levels when I put it into learning process.
6.	What kinds of the best approaches to be applied for Multimedia Class in English Subject of your students Teaching and Learning Activity?	For the MultiMedia Students actually may be discover learning or scientific approach is quietly appropriate for the students, and maybe this the easy way to apply to the students in Multimedia class.
7.	What are the approach and programs of English that have been applying in order to increase your students in mastering of English course?	Let me think first for question number seven, what is the problems of English that had been apply in order to improve the ability in mastering of the English for the students, just like the

		<p>question before in number seventh in using discover learning and the programs that has been discussed in MGMP and apply to student in order to improve the skill of students in my school.</p>
8.	<p>Related to Learning tools and device, have the books been suitable for your students' of Vocational School?</p>	<p>Number eight, for the students book in our vocational school is quietly appropriate and good enough the book of the English in this vocational school, actually this book taken by the government from Dana Boss and all of the students get the book by borrowing the book in the library, because our school has a good library actually.</p>
9.	<p>Based on the basic skills of English, including of Listening, Speaking, Reading and Writing, would you like to describe about how do you approach in integrating each</p>	<p>The last question, by the experience when I teach, when I talk to them actually I do using discovery learning , because the students of Multimedia class like to explore themselves, to</p>

	<p>other in order to make the suitable course designing based on Multimedia class of your students?</p>	<p>discover something that new, I just give some a clue and then they give me some responses and then I give them some like a projects to they discover and they found what they are going to be taught to them, another to make them in order to make them to discover their hobbies or their passion in learning English, actually this is discovery learning by students</p>
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Appendix 3

SAMPLE OF QUESTIONNAIRE

Name :

Student's number :

Time and Date :

Variabel : Need Analysis in ESP of X Multimedia

In the following of statements are describing your needs in studying of english. By answering of the following statements, you have to choose one of them or more based on the suitable of your personal needs or situation. If there is no suitable answer to you in available statements, you may also allow to add yours.

The Student's purpose in Learning English

1. My purpose in learning English
 - a. I want to communicate in English well in multimedia activities
 - b. English is important for this era
 - c. I want to know English better
 - d. I want to do my obligation to follow English class
2. I want to study the topic of English related to
 - a. The world of work
 - b. The economic and business
 - c. The school environment
 - d. The daily life
 - e. Others

English Skills that the Students want to Improve

3. Skill that you want to improve
 - a. Reading
 - b. Speaking
 - c. Listening
 - d. Writing
4. I want to improve that skill because
 - a. That skill is very important in multimedia activities
 - b. That is my favorite skill
 - c. I want to get good score
 - d. That skill is easy to master

The Students' Difficulties in Learning English

5. I feel difficult in English teaching and learning process
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Never
6. Skill that I feel difficult
 - a. Reading
 - b. Speaking
 - c. Listening
 - d. Writing
7. I feel difficult in English teaching and learning process because
 - a. I don't understand the teachers' explanation easily
 - b. Learning English is boring
 - c. I am difficult to understand English material
 - d. I am not enthusiastic

The Students' Opinions toward Teaching Techniques used by the Teacher

8. The technique used by your teacher in English class is
 - a. Very interesting
 - b. Interesting
 - c. Not really interesting
 - d. Not interesting
9. Your English teacher's explanation
 - a. Clear and understandable
 - b. Not really clear but still understandable
 - c. Not really clear and hard to be understood
 - d. Unclear

The Students' Opinions toward English Teaching Materials used by the Teacher

10. Your main source in English teaching and learning
 - a. English textbook
 - b. Teacher
 - c. Internet
 - d. Environment
11. Relationship between English material used and my target area
 - a. Extremely related
 - b. Related
 - c. Not really related
 - d. Unrelated
12. The English material delivered by English teacher
 - a. Very easy to master
 - b. Easy to master
 - c. Hard to master
 - d. I could not master

Students' Opinion toward English Teaching and Learning Process

13. Your opinion about your English class
 - a. English class is very effective
 - b. English class is effective
 - c. English class is really not effective
 - d. English class is not effective
14. Your feeling during English learning process
 - a. Really enjoy
 - b. Not really enjoy
 - c. Enjoy
 - d. Hard to enjoy

The Students' Responses toward English Learning Process in the Classroom

15. Your English teacher lets you to response
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Never
16. You response your teacher and learning process
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Never
17. Kind of your respond In English teaching and learning process
 - a. I answer the question of teacher slowly
 - b. I answer the question of teacher loudly
 - c. I ask my teacher related to the material
 - d. Never respond/just silent

The Students' Opinion toward school's plan in Opening ESP courses for Each study program

18. Your opinion toward ESP
 - a. Extremely good
 - b. Good
 - c. Enough
 - d. Bad
19. If school provides ESP program
 - a. Extremely agree
 - b. Agree
 - c. Not really agree
 - d. Disagree
20. Your hope to the school toward ESP program
 - a. The school determines to provide ESP for all study program
 - b. The school determines to provide ESP for multimedia program
 - c. The school determine to provide ESP for certain program
 - d. The school does not determine to provide ESP

Appendix 4

The Collecting Data Documentation



Explanation About ESP by SMKN 4 Kepahiang English Teacher



Classroom Observations Checklist



Explanation and filling of questionnaire to Student



The Interviews to English Teacher at SMKN 04 Kepahiang

