LEARNER'S NEED ANALYSIS OF ENGLISH FOR SPECIFIC

OF PURPOSES MARKETING STUDENTS OF SMKN 1

KOTA BENGKULU

THESIS

Submitted as a Partial Requirements for the Degree of

Sarjana (S.Pd) In Study of English Education

By :

WIRANDA GUSTI PRATAMI

NIM. 1711230055

STUDY PROGRAMME ENGLISH EDUCATION DEPARTMENT

OFTADRIS FACULTY OF TARBIYAH AND TADRIS STATE

INSTITUTEFOR ISLAMIC STUDIES (IAIN) BENGKULU2020/2021

ADVISORS SHEET

Subject : Wiranda Gusti Pratami
Nim   : 1711230055

To   : The Dean of Tarbiyah and Tadris Faculty
        IAIN Bengkulu
        In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving neccessary advices, herewith, as the advisors, we state that the thesis of :

Name : Wiranda Gusti Pratami
Nim   : 1711230055
Title   : **LEARNER'S NEED ANALYSIS OF ENGLISH FOR SPECIFIC OF PURPOSES MARKETING STUDENTS OF SMKN 1 KOTA BENGKULU**

Has already fulfilled the requirements to be present before the board of examiners (munaqasah) to gain bachelor degree in english education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu,   2021

First Advisor   Second Advisor

Dr, Syamsul Rizal, M.Pd   **Endang Haryanto, M.Pd**
NIP.196901291999031001   NIDN. 2004058601

RATIFICATION

This is to certify the thesis entitled :) **Learner's Need Analysis of English for Specific of Purposes Marketing Students of Smkn 1 Kota Bengkulu** by **Wiranda Gusti Pratami** (1711230055) has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman
Dr. Zubaedi, M. Ag, M.Pd
NIP. 196903061996031003

Secretary
Zelvia Liska Afriani, M.Pd
NIP. 199404202018012003

Examiner I
Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

Examiner II
Feny Martina, M.Pd
NIP. 198703242015032002

Bengkulu, Agustus 2021
Approved by the Dean of Islamic and Tadris Faculty

Dr. Zubaedi, M.Ag., M.Pd
NIP. 196903081996031005

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MOTTOS

So verily with hardship there is ease

(QS. Al - Insyirah : 5 - 6)

Allah Swt does not burden a person but according to his ability

(QS. Al - Baqarah : 286)

"Life is like riding a bicycle. To keep your balance, you must keep moving"

(Wiranda Gusti Pratami)

DEDICATION

This thesis dedicated to.

1. Allah SWT as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.

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PRONOUNCEMENT

Name	: Wiranda Gusti Pratami
Place, Date of Birth	: Ujung Padang, 06 Agustus 1999
NIM	: 1711230055
Study Program	: Tadris Bahasa Inggris
Faculty	: Tarbiyah dan Tadris

In hereby sincerely state that the thesis entitled **"Learner's Need Analysis of English For Specific Purposes of Marketing Students of SMKN 1 Kota Bengkulu"** 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 academic in the form of repealing my thesis and academic degree.

Bengkulu, August 2021

Wiranda Gusti Pratami

NIM: 1711230055

Abstract

This study aims at determining the teaching materials needed by marketing students at SMKN 1 Kota Bengkulu and analyzing students' needs in learning English at SMKN 1 Kota Bengkulu. The subjects of this study were thirty four students of grade 10 students at SMKN 1 Kota Bengkulu. There were 34 students who participated in this research gathered by using purposive sampling The research method in this research was descriptive qualitative, and the instruments used in data collection were questionnaires, interviews and documentation. The results showed that teaching materials that have not been specific and English learning materials that are still general in nature, and ESP material have not yet available at SMKN 1 Kota Bengkulu. Second, the data indicated that the English language skill most needed by marketing students was speaking, and they claimed speaking was a useful skill to support their future work. Inconlusion, this study recommends teachers at SMKN 1 Kota Bengkulu to pay more attention to the students 'needs in learning English as solution to improve their abilities in learning English.

Keywords: Learner's need, English for specific purposes, Need analysis

Abstrak

Penelitian ini bertujuan untuk mengetahui bahan ajar yang dibutuhkan siswa pemasaran di SMKN 1 Kota Bengkulu dan menganalisis kebutuhan siswa dalam pembelajaran bahasa Inggris di SMKN 1 Kota Bengkulu. Subjek penelitian ini adalah tiga puluh empat siswa kelas 10 SMKN 1 Kota Bengkulu. Ada 34 mahasiswa yang berpartisipasi dalam penelitian ini dikumpulkan dengan menggunakan purposive sampling. Metode penelitian dalam penelitian ini adalah deskriptif kualitatif, dan instrumen yang digunakan dalam pengumpulan data adalah angket, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa bahan ajar yang belum spesifik dan materi pembelajaran bahasa Inggris yang masih bersifat umum, serta materi ESP belum tersedia di SMKN 1 Kota Bengkulu. Kedua, data menunjukkan bahwa keterampilan bahasa Inggris yang paling dibutuhkan oleh mahasiswa pemasaran adalah berbicara, dan mereka mengklaim berbicara adalah keterampilan yang berguna untuk mendukung pekerjaan mereka di masa depan. Kesimpulannya, penelitian ini merekomendasikan guru di SMKN 1 Kota Bengkulu untuk lebih memperhatikan kebutuhan siswa dalam belajar bahasa Inggris sebagai solusi untuk meningkatkan kemampuan mereka dalam belajar bahasa Inggris.

Kata kunci: Kebutuhan pembelajar, Bahasa Inggris untuk tujuan tertentu, Analisis kebutuhan

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CHAPTER I

INTRODUCTION

A. Background of The Study

English Specific Purposes (ESP) is part of one of the applied linguistic sciences that refers to the teaching and learning process with the needs of students according to the context of their field. Therefore ESP is very important to understand the needs of students through the right content with the potential possessed by students. In addition, ESP provides more detailed instructions to teachers and students about the suitability of the learning context with the needs of students, which aims to explore information and student responses about the English textbooks they use. In short, the concept of ESP is a process of learning English with context. / the right material in the teaching and learning process.

However, ESP has not been implemented in the learning process. Teachers are more likely to use the English General Purposes (EGP) learning strategy, especially Bengkulu. English General Purposes (EGP) refers to English education at the school level, where students are familiarized with the structural/grammatical elements of the English language to pass an exam. As a result, teachers do not teach material based on the context of their work. They teach material about empathy to students in English skills that have nothing to do with the student's major. It happened because the teacher wanted to achieve the school's goal of passing the national English final exams.

To achieve the right ESP learning concept for students, the teaching materials used should have ESP criteria to understand it more easily. ESP has criteria, including ESP learning specifically designed based on scientific disciplines, ESP learning uses a different methodology from EGP, and ESP learning is generally designed for adult students, both at a higher level of education and in professional work situations. English for Specific Purposes (ESP) prioritizes teaching and learning activities according to student needs and directly relates to understanding student work after graduation. In this case, a needs analysis is very important to be carried out by teachers as they start teaching ESP.

Needs analysis is a process that is carried out systematically to obtain accurate data concerning the needs and desires of student learning (Casper, 2003). Thus, by analyzing the teacher's needs, the students can understand the weaknesses, strengths, and potentials of students to increase student achievement and meet academic standards. Helen Basturkmen (2015) argues that ESP is not just discussing a job or scientific study, but students must also understand the concept of scientific disciplines. In addition, esp is learning with certain material content that refers to the integrity of students. Thus students will find it easier to understand the content of the existing material if the teaching materials meet the ESP criteria.

One of the vocational high schools which is quite popular in Bengkulu is SMKN 1 Kota Bengkulu. In this school, the focus is on

fostering high-achieving students and producing graduates who have skills in marketing. In this study, researchers will analyze and focus on students in the marketing field. Then, whether the teaching materials used meet the ESP criteria. To learn about the teaching and learning process of English at this school, the researcher made preliminary observations and interviews with one of the marketing students. Researchers interviewed on January 18, 2021, with a marketing student. The student said that the material provided was inadequate and did not lead specifically to the marketing department. He said that English subjects were only given to students as subjects and only used 1 English textbook.

Therefore, the suitability of learning English according to ESP is very critical because it affects student learning outcomes significantly. In addition, it turned out that the English teaching materials used did not meet the ESP requirements after the researcher identified them. In this case, students are less involved in developing English proficiency. Meanwhile, Tomlison (2011) said that textbooks are more likely to involve students in practice. Thus, when the learning practice takes place, textbooks are a source of reading for students and a source of knowledge extraction. The formation of English marketing textbooks can become learning materials for students to integrate their knowledge actively and independently. Thus, the researcher will research SMKN 1 Kota Bengkulu with the theme: Learner's Need Analysis of English for Specific Purposes Students Marketing of SMKN 1 Kota Bengkulu.

B. Identification of the Problem

Based on the background above, the problem of this research can be identified that:

1. ESP lecturers did not do need analysis before coming to the classroom to teach ESP class.

2. The teaching materials used do not meet the ESP criteria

3. Teachers apply English for General Purpose (EGP) learning in teaching ESP students.

C. Limitation of The problem

The limitation of the problem in this study is to analyze need analysis by marketing students major of grader 10^{Th} students at SMKN 1 Kota Bengkulu and analyze students' opinions about ESP learning English of SMKN 1 Kota Bengkulu.

D. Research Questions

1. What are the need analysis of learning materials needed by marketing students major at SMKN 1 Kota Bengkulu?

2. How are marketing students view ESP learning English at SMKN 1 Kota Bengkulu?

E. Objective of the Research

The objectives of this study, among others:

1. To find out the learning materials needed by marketing students of SMKN 01 Kota Bengkulu.

2. To analyze students' opinions about their needs regarding learning English of SMKN 1 Kota Bengkulu.

F. Significance of the Research

This study hopes to make a major contribution to teachers and education. The definition could be:

1. Student

   To provide information to students that ESP is an important lesson to be applied following their vocational fields.

2. Schools

   a. To provide reports to schools as a means of designing specific materials for marketing students.

   b. Improve insight into English for Specific Purposes (ESP) for marketing students

G. Operational Definition of Key Terms

The researcher defines some important key terms in this research to help readers understand the focus of the research. The terms are:

1. Need analysis is a needs analysis for a student according to their area or groups of learners.

2. English For Specific Purposes (ESP) is a method used by these students to teach specialized fields and studies that meet the needs of the English language following their expertise and career marketing. Students are focused on promotion to products and brands.

3. Marketing students generally carry out marketing activities through internet-based media in schools and companies.

CHAPTER II

LITERATURE REVIEW

A. English For Specific Purposes

1. The Definition of ESP

English for Specific Purposes (ESP) is a learner-centered approach to teaching English as a foreign or second language. It is intended to meet the needs of most learners in their particular field. Needs analysis is a requirement of ESP's approach to course design because it involves the target situation. According to Hutchinson and Waters (1992), ESP has applied science that is used more specifically so that students can find out why participants learn English and occur based on awareness of the needs of students. In particular, students can understand why they should learn English and knowledge that focuses on the learners' needs. Needs analysis is a concept carried out before, during, and after the ESP language program exists.

English for Specific Purposes (ESP) is the teaching and learning of English that is specific or narrow and is advanced English. Since 1960, ESP has developed into a separate discipline. ESP focuses on English language learning and teaching circumstances where teaching strategies and learning conditions differ from general English.

According to Hutchinson and Waters, ESP is an applied linguistic science and an approach based on the needs of students. This means that ESP is an approach that focuses more on the needs of students.

According to Duddley-Evans (2000), ESP is more phenomenal with the term approach in students understanding English as a foreign language. It means that the learning needs of students will be met if they use English based on their specific areas such as science, technology, recreation, and academic learning. Therefore ESP is the most important part for students in learning and understanding foreign languages such as learning English. The main purpose of ESP is the needs of students. This concludes that ESP can understand the needs of students in learning English, especially if it is related to the specific characteristics of students that are different from students (general English).

Then, ESP can also be defined as foreign language learning, especially English, which is made to meet the specific. Needs of students. This means that teaching and learning activities have been made based on student needs. For example, this study focuses on.

Research for vocational school students in marketing. In general, ESP can also be said to be a language course or a learning program where the content and objectives of the cou Then, ESP can also be defined as foreign language learning, especially the teaching of English which is made to meet the specific.

Needs of students. This means that teaching and learning activities have been made based on student needs. For example, this study focuses on. Research for vocational school students in marketing. In general, ESP can also be a language course or a learning program where the content and objectives of the course are based on certain users' needs and needs of certain groups of learners. This means that the ESP approach is a specific approach to the English context to prepare students when they have graduated and are working. Therefore, the learning materials used in teaching ESP are based on the work context or majors of the learners. We can conclude from the description above that ESP is a student context-based English learning program where the learning material or content depends on what the students need.

2. History and Development of English For Specific Purposes

English for Specific Purposes or ESP grew to become part of one of the fields of applied linguistics that emerged in the 1960s. According to Hutchinson and Waters (2015, P.24- 25), it is stated that ESP is the result of what happened in historical times that began with some people on the surface of the earth who wanted to learn English for the fields of science, technology, and trade. The English for Specific Purposes (ESP) based teaching arises because of the results of the needs of students for certain goals based on the field of work of students and their profession.

However, Robinson (2015, P.24-25) defines ESP as an interrelated approach to the fields of education, practice, and training that focuses on three main areas, namely knowledge: language, pedagogy, and students' special areas of interest. Meanwhile, Dudley-Evans & St John also defined ESP as divided into several characteristics, namely fundamental characteristics and ESP variables, as the center of Strevens in defining ESP.

Absolute characteristics:

a) ESP is designed to meet the specific needs of the learner;

b) ESP makes use of the underlying methodology and activities of the disciplines it serves;

c) ESP is centered on the language (grammar. Lexis, register)

Variable characteristics:

a) ESP may be related to or designed for specific disciplines;

b) ESP may use, in specific teaching situations, a different methodology from that of 'General English

c) ESP is likely to be designed for adult learners; either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at the secondary school level

d) ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

3. **Objectives in Teaching ESP**

Helen Basturkmen states that ESP has five goals towards teaching ESP that students must achieve:

a) To reveal subject-specific language use: In this section, the objectives focus only on how English can function as a target situation and determine what knowledge can be provided to students.

b) To develop target performance competencies: in this section, the goal is to channel or integrate students' skills in the language in determining activities in the target situation.

c) To teach underlying knowledge: Helen Basturkmen expressed the opinion that teaching ESP is about linguistic proficiency and focuses on knowledge in the field of work or study.

d) To develop strategic competence: According to Helen Basturkmen, he stated "Strategic competence is very much related to the context of the situation and language knowledge" besides that, he also defines it as a way of communicating efficiently..

4. **Teaching Materials in ESP**

Before determining the teaching materials contained in the ESP, the teacher must understand students, such as gender, age, and the language used. Besides, what is the most important goal when students use English apart from that, since when do they learn English. This means that the material on ESP focuses more on several aspects of these students, especially when students start to enter the world of work,

whether the students are capable of being professional. Meanwhile, based on the needs analysis, ESP-based learning has been developed based on the objectives and activities in learning English needed by students. ESP is connected in disciplines or professions.

According to Dudley-Evans & St. John, as they quote by Rahman, he outlines three permanent characteristics regarding the definition of ESP learning. First, ESP is more focused on meeting the special needs of the students themselves. Second, ESP learning consists of learning practices and methodologies that are relevant to student professions/disciplines. Third, ESP learning focuses more on (grammar, vocabulary, and registers), abilities, and gender-related to the above activities.

Fundamental characteristics above, Steven (in Rahman, 2015) also describes four variables that can be used to define ESP learning. These characteristics:

a) ESP learning can be linked or designed for certain disciplines

b) ESP learning (found in certain learning situations) can use a methodology that has differences from EGP

c) ESP learning is primarily designed for adult learners, such as in higher education or professional work situations

d) ESP is made for intermediate and above level students, but not only that, and beginner-based students can do ESP.

5. The Teachers' Roles in ESP Classroom

There are differences between ESP field teachers and general English teachers. ESP teachers focus more on analyzing student needs, syllabus design, and student adaptation. When in a classroom, there are instructional guidelines that need to be provided by the instructor. Based on the national syllabus, they need to re-design teaching materials. However, it also needs to be connected to the needs of students based on the introduction, and the instructor needs to be learned. In the ESP learning process, the teacher's job is to act as a consultant for students who have expertise in their respective fields. The teacher's role is not limited to that. However, students must be able to accept the challenges they face outside by holding discussions together.

This ESP aims to develop students' skills based on their respective work contexts and fields. ESP teaching will be structured specifically if ESP students can achieve certain goals. Students need English not only because they are interested in English but because they need English for their work. Therefore, needs analysis is very important to find out the real English needs of students. As a result, the English language material is very influential on the professional needs of students in the future. Each learner has English skills to function to support them in the future

B. **Need Analysis**

1. **The Definition of Need Analysis**

   Needs analysis is an important initial stage before creating and developing language courses, creating material in the teaching and learning process, and developing narrow language tests. According to Robinson, ESP is considered important in analyzing student needs, although it is not only ESP used in various fields of education. This means that needs analysis and ESP are related to each other and are very important in the learning process. The purpose of the needs analysis is to define the learning/teaching needs of the target language.

   Meanwhile, "needs analysis is not unique about language teaching needs assessment. In this case, needs analysis is a meaningful learning subject that focuses on teaching needs to understand and know the needs of students. Tarone and Yule (1989) state that there are four levels of needs analysis based on student learning needs, including global, rhetorical, grammatical-rhetorical, and grammatical levels. Then, needs analysis refers to determining the needs of learners or groups of learners who need language courses and the needs of students according to priorities. This means that needs refer to deciding language needs by the learner or community of learners and arranging needs according to their needs.

2. The Purpose of Need Analysis

One of the main goals of a needs analysis is to identify and understand what changes need to be done to perfect the English curriculum. Needs analysis for students aims to gain in-depth and specific insights about the present and the future. Analysis of the needs of language learners consists of various perspectives such as subject teachers. These students help make decisions about curriculum goals and objectives whether curriculum content is appropriate based on student needs, both content and facilities in English learning. There are several steps to identify student needs through an analysis of target needs, learning needs; according to Hutchinson and Waters (1992) he states that student needs include:

Before analyzing the needs of students, a teacher must consider what types of needs students are; the types of needs are divided into two types, namely:

a) Target needs,

In this type of section, what is needed is to analyze what students need to do in the target situation. The target situation can be understood by looking at the components of the target situation, such as needs, shortcomings, and desires that need to be known from students. Needs means the needs expressed by the demands of the target situation, namely what students need to know to

participate effectively in the target situation. Weakness means that there is a gap between the target and skills of students. Wants to refer to students' awareness of needs and shortcomings but cannot meet them due to conflicts with the perceptions of other interested parties: course designers, sponsors, and teachers;

1) Necessity

It is a type of need that is defined based on the target situation, namely what students need, to work effectively on target. For example, an entrepreneur must understand company papers, connect easily at a Sales convention, receive expected information from a Catalog sale, and so on. He needs to know the features of linguistics - discourse, structural, lexical, functional - and are used widely in the specified context.

2) Lacks

This need focuses more on what we do not know about students to determine which criteria are passed from students. Existing skills need to be adapted to student skills. The difference between the two can be referred to as student deficiency.

3) Wants

Wants to mean what students expect or want based on their needs. The target situation only explains objectively what their needs are. One of the characteristics of the ESP situation

is the awareness of students. Students certainly have insufficient insights, so that the students' perspectives will clash with the views of other parties. Student motivation in learning Should not be neglected based on the criteria for obtaining the target needs. These criteria can be seen through questionnaires, interviews, observations, and details.

b) Learning Need

Learning Needs are things that need to be done by students to learn. Hutchinson and Waters stated the definition of learning needs as an ability or knowledge needed by students to have special skills in the target situation. This means that students are expected to have abilities based on their areas of expertise. Thus, to determine their learning needs, learning needs are divided into several parts, namely: input, procedures, settings, the role of students, the role of lecturers.

1) Input

According to Nunan, input refers to written, verbal, and visual data used by students in completing a task. This means that input specifically refers to oral, written, and visual-based data obtained from various existing sources.

2) Procedure

Procedures describe what students will do with the material to achieve certain goals based on their area of expertise. This means

that the procedure is made to find out an overview of learning English according to the needs of students.

3) Settings

Setting refers to the class used in teaching and learning activities (Nunan, 2004). The setting is useful for knowing whether students prefer a learning atmosphere outside the classroom or inside the classroom

4) The role of the teacher

The teacher's role refers to the teacher's desired role by students in the teaching and learning process r as well as social and interpersonal relationships between students (Nunan, 2004).

5) The role of students

The role of students refers to some of the parts that students expect in social relationships and learning and interpersonal tasks between students (Nunan, 2004). This means that the role of students is to be able to complete learning tasks, build social or interpersonal relationships.

3. **Unit of Need Analysis and Primary Metodological Issue**

Our environment and our relationship with various linguistics and occupations have propelled us into a fairly strong area of globalization. The need for communication skills on a global scale has been developed to meet the needs of students. The main objectives of student needs are supported by academic, survival, or vocational

needs. kelansungan is a valid and functional target language. According to Long (2005), specific needs and methodological questions have relevance to the course: Based on what the ESP course was based on, He agreed that the assignment was a unit of analysis (non-linguistics).

a. Any difference between text-based analysis ask-based analysis claims to have more dynamic qualities than target discourse.

b. Task-based analysis 'avoids the applied linguist's domain expert's lack of knowledge and linguistic knowledge.

c. Task-based analysis reduce the problems that have spread competently in the academic, interest, occupational and vocational fields and knowledge of the use of language in the field.

The task of preparing students as 'agents of social change,' not just observers but also as task redefinition.Based on identifying the above approaches about the unit of analysis, Long agreed to past and present knowledge. Whatever the advantages and disadvantages of the approach used to teach foreign and second languages, Need Analysis should be done using a unit of analysis based on methodological specifications, syllabus, materials, assessments, and approaches to the need for analysis using both old and new approaches to obtain an advantage throughout reliability and validity.

C. Students Marketing Major of SMKN 1 Kota Bengkulu

One of the A-accredited vocational high schools in Bengkulu is SMKN 1 Kota Bengkulu. This school is located on street Padang Jati no. 41 Kota Bengkulu. This vocational high school has a vision that is to produce an excellent graduate and have a character in working, continuing, and entrepreneurship on a national and international scale

1. Improve the quality of character development programs for students, educators, and education staff.

2. Improved competence of educators and education staff through training and internship programs

3. Improved competence of competitive graduates

4. Improved the quality of technology and information-based learning

5. Make schools centers of education and training

6. Improved and develop an accountable school management system

7. Develop environmentally-friendly schools

8. Increase the availability of school facilities and infrastructure according to the needs of educational services

9. Improve excellent service to students, parents, and stakeholders

10. Develop schools as a means of channeling the talents and interests of students

11. Improve the development program for cultural preservation and local excellence of the Bengkulu area. In addition, several study programs

include Accounting, Office, Marketing, Tourism Travel Business, Multimedia, Computer Engineering, and Networks.

Marketing Students major is an interwoven relationship between people, products, customers, and companies. Then, Jeff Tanner stated that "a place consists of a group of several institutions to convey, communicate and exchange offers that have value for customers, clients, partners, and the wider community. In marketing, it involves several institutions to create communication, deliver and process offers that have value for customers, clients, partners, and members of the general public, as for marketing and its value can be seen in the following explanation:

1) Marketing activities

Marketing activities form a single unit to communicate, deliver, and exchange ideas in marketing activities. This is done with the intention that offers from customers have a good value. Furthermore, companies and suppliers will communicate with each other in meeting customer needs. Then after completing the tender, both the company and the supplier will sell the customer to meet their needs. a customer who has received a product from the company, payment will also be made between the customer and the company.

2) Value of Marketing Activities

Activities in the marketing process are very dependent on customer satisfaction, meaning that value will be obtained from the offering and use of the product. In other terms, value is opinions expressed by customers

when making offers from the company. Jeff Tanner believes that indigo is the ultimate criterion of all marketing activities undertaken. This means that the product's success is the key, not only in its physical form but also in its maximum function. Marketing has the value of marketing itself, and every marketing activity has its value, for a more in-depth explanation can be seen below:

    a) Value of Creating Offering

Marketing activity in the bidding process is not easy in providing the right service and affordable prices. Companies provide offers to customers for the products they sell by considering the conditions and interests of the company. This is very important for a company to decide since each has its influence on its future. If a business does not have any of them or omits one of them, so there may be issues with subsequent marketing activities.

b) Value of Comunnicating Offering

The company will strive to create products according to customer desires to be more successful and convey interactive dialogue with customers through social media such as websites and Twitter.

c) Value of Delivering Offering

Companies ensure customers get products, maintain products, and provide services to customers. customers will accept products that are marketed with maximum conditions.

d) Value of Echanging Offering

Cash is not only a means of payment; it depends on the agreement between the seller and the buyer. Exchange is a process of transactions between the seller and the buyer in actuality. For example, when a buyer makes cash payments or uses cashback points. An exchange is an actual transaction between a seller and a buyer. Transactions do not always use cash. For example: when a buyer gets cashback points from a previous transaction, the buyer can pay for the next transaction with his cashback points. This indicates that sometimes cash is not a means of payment; this depends on the agreement between the seller and the buyer.

D. ESP in Vocational High School

The Phenomenon of ESP will be easy to obtain in the specific competency areas of students focused on vocational high schools to achieve specific goals based on the courses they take in school. Then, since training and education programs at SMK are aimed at enabling students to assess certain competence to encourage them to get jobs dealing with national welfare (Schippers & Patriana, 1994), the English teaching at SMK must be directed at reaching the aim. The issue of teaching foreign languages, especially English, is related to the availability of English to meet the needs of students. ESP is one of the fundamental approaches used in vocational high schools in teaching English. Meanwhile, a teacher needs to pay attention to learning guidelines and

syllabus to learn English effectively, which is used for specific purposes. English is used for a special purpose; there must be a special program to learn it effectively. To compile an ESP program, a teacher must pay attention to several things: teaching guidelines, syllabus, selection of good materials for the ESP program, objectives, and students. Along with this program, good teachers will create a program (teaching guide) before they start teaching. These programs are needed because they can prepare all teaching and learning activities.

1) Curriculum and Syllabus at Vocational High School

Syllabus and Curriculum are different terms but are related to one another. Thus, Toba, as quoted by Budianto (2003), defined the Syllabus by listing its elements as follows

A curriculum usually contains a statement of aims and specific objectives; it indicates some selections and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the content organization requires them. Finally, it includes a program of evaluation of the outcomes.

The Vocational Secondary Education Curriculum structure contains General Content consisting of National Content, and Regional Content developed according to regional needs and Vocational Specialization Content consisting of Basic Expertise, Basic Skills Program, and Expertise Competence as attached to this decision. The curriculum structure, as referred to, is an example of the implementation of

learning in SMK/MAK. Other Learning Tools such as Basic Competencies for each Subject, Syllabus, Learning Implementation Plans (RPP), and Competency Groups to be certified are determined by the Director of Vocational High Schools.

In the context we encounter today, Syllabus contains the selection and assessment of the content, while the Curriculum refers to all aspects of planning, implementing, and managing educational programs. In addition, Yalden (1987) maintains that a syllabus is seen as an instrument by which the teacher, with the help of the syllabus designers, can achieve a degree of suitability between the needs and aims of the students and the activities that will be done in the classroom. Essentially, the language syllabus discussions still follow the general model of the Syllabus, which should be consisted of 1). Needs analysis; 2). Formulation of objectives; 3). Selection of contents; 4). Organization of content; 5). Selection of learning activities; 6). Organization of learning activities; 7) A decision about what needs evaluating and how to evaluate it. He further says that Syllabus is a plan, which the teacher converts into an area. He further says that Syllabus is a plan that the teacher converts into a classroom reality in reaction. In this case, he describes that the ideal Syllabus should consist of:

1) What the learners are expected to know at the end   Syllabus of Vocational High School of the course;

2) What is to be taught or learned during the course;

3) When it is to be taught;

4) How it is to be evaluated.

Finally, the syllabus is a statement of any part of the course, including the assessment elements. It could be viewed as a blueprint of what the teacher turns into reality in classroom activities as part of the curriculum.

2) Designing ESP Syllabus for Vocational High School Students

Nababan (1994) recommends that ESP materials designing should follow a syllabus underpinned by the students' English needs in their present and future studies. He stated that before designing ESP materials, they must adapt to the syllabus and be supported by the needs of students in learning English.

Meanwhile, Robinson (1991) describes the syllabus as a guideline and context for class content. In this case, he states that the syllabus has a function as a reference for guidelines and the contents of the class context. Finally, it should be pointed out that a syllabus is very concerned with materials to be learned in the ESP classroom in which the learner's interests are the key considerations.

It asserts that the materials for which learners can easily test them are realistic in teaching. The emphasis of the content of the language syllabus in this context is not on language learning but language usage. Robinson (1991) has already discussed the definition of needs. First, needs refer to students' study or job requirements related to what they can do after finishing their language course. This is what is said as a 'goal-directed definition' of needs. Second, needs refer to 'what the user

institution or society at large needs to learn from the language instruction program.' Third, needs mean a language acquisition that is better known as 'a process-oriented definition' of needs. Fourth, needs mean what students will get from the language course. At last, Robinson (1991) concludes that needs are lacks, that are, what students do not know or cannot do in English.

E. **Need in ESP**

English for Specific Purpose (ESP) focuses more on the needs of students, motivation and different reading interests in students, ESP develops as a result of the emergence of a new world, business expansion and following the era of globalization where English is adjusted based on usage and his needs (Sarimtom,19870). ESP is intended to reach basic learner specifications and usage of the underlying technique The operations of the departments it represents, Moreover Dudley – Evans &ST John (1998) said ESP is centered on the language skills,discourse and genres appropriate to these acivities. ESP relies heavily on needs analysis, the two are interrelated with one another. Needs analysis has explicit criteria to determine what the students want and need. Meanwhile, if viewed from the perspective of needs analysis which has a specific purpose to find out what the student needs are targeted, ESP needs can be classified into 3 categories including:

1. Target Objective Need

   We can find out the target needs in this section and verify students from how they develop English through assignments and learning activities.

2. Learning/ Subjectives Needs

   This relates to the student's personality, including learning experiences, culture, attitudes, and expectations based on cognitive and affective factors.

3. Present Need

   Furthermore, related to students' skills, weaknesses, and strengths of students, and what must be achieved based on the needs of students

F. Some Related Previous Studies

Many researchers conduct research related to analyze and develop English materials and the ESP program. One of the journals by Rezky, Entry, and friends with the research title Needs Analysis of ESP For Tourism Study Program At SMKN 7 (Senior Vocational School) Kota Bengkulu. They developed English teaching materials for students of the tourism study program at SMKN 07 Kota Bengkulu. The research subjects were students Grade 12th Tourism Study Program. The results showed that the material emphasizing vocabulary and grammar is related to culinary terms such as overcooked, branch, whisk, and many more. Learning activities that will put more emphasis

on speaking and reading skills. Examples are given areas of conversation and text in Culinary terms.

In addition, there are still many the researcher who carry out research using ESP analysis such as that journal by Ririn Pratiwi and friendswith the research titleAnalisa Kebutuhan Buku Ajar Bahasa Inggris SMK Jurusan Usaha Perjalanan Wisata. This research was conducted for Grade X Students of Travel Business. The results showed that they need books that can make them active in exploring English language skills and material in interesting books so that they are easy to understand.

Meanwhile, there are other studies that use needs analysis in their research, the journal from Rita Karmila Sari with the research title Analisis Kebutuhan Pembelajaran Bahasa Inggris Pada Mahasiswa Kelas Kariawan. This research is aimed at students of the Employees class. This study describes the obstacles faced by students to the needs of learning English. This research shows that students need English to understand texts, instructions and get useful information for their studies. Based on the three previous studies, there are similarities and differences with this study. The similarities include: first, the three researchers focused their research on ESP students' needs for the teaching materials. Second, they focused their research on ESP students. Meaning that they have similarities in both the variables and the research context. However, there are some

differences between them: first, the above research focuses on needs analysis and carries out the development of learning materials. Third, the differences between the population and the research sample will lead to differences in research findings

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CHAPTER III

RESEARCH METHOD

A. Research Design

The Researcher use a qualitative approach and a qualitative descriptive method. Descriptive research is a method that focuses on describing situations and conditions that will be describe in the research report. According to Cevilla (2014), descriptive research is a research method that describes the status of a human group. This method determines a systematic, factual, and accurate picture, object, or painting of a fact or phenomenon. In addition, Creswell (2015) defines qualitative research as a means of infrastructure for understanding and exploring the intentions or meanings of individual human beings related to social problems.

So, the qualitative descriptive method is an actual, measurable, and quite accurate method because the results are explained in detail. Then, the results of this study will be translated into a research report based on facts in the field. In this study, the Researcher use this method to find out know and analyze learners need students marketing at SMKN 1 Kota Bengkulu. Descriptive statistic was used as data analysis technique. The Formula to calculate the percentage (%) is

$$\text{percentage ideal} = \frac{total\ number\ of\ students}{\text{score total agree/disagree}} \times 100\%$$

B. **Subject of The Research**

This research was conducted on student marketing at SMKN 1 Bengkulu City. The subjects in this study were students of grade 10 totaling 34 people. Marketing students major consisted of two classes, each of which researchers took 17 students as representatives of each class. In addition, this study focused on analyzing the needs of learning English for marketing students at SMKN 1 Bengkulu City. The study participants had to meet certain criteria to be included in the study using purposive Sampling. According to Sugiyono, purposive Sampling is a technique of Sampling. The researcher only used one class as the subject in this study.

C. **Research Instruments**

The instruments use questionnaires, interviews and documentation. Thus, the researcher to describe what happen during the study.

1. Questionnaires

The researcher used this questionnaire to identify student needs. The researchers give a questionnaire to students marketing majors to conduct a needs analysis. The questions contained in the questionnaire are related to the needs of students marketing to deepen their English learning.

2. Interview

The interview is a method used for data collection where the interviewer gives questions to the person who wants to be an

interview. In this study, researchers interviewed students and English teachers who teach marketing and students marketing major at SMKN 1 Bengkulu City. In addition, this study used a non-structure interview function to get information from the teacher about teaching materials, classroom situations, and English materials according to student needs.

3. Documentation

The researcher also used a complementary instrument to support research to obtain accurate data. This research tool uses cameras and voice recorders on the Telephone. Data can be in the form of photos, videos, voice recordings.

D. Data Collecting Technique

The Researcher uses descriptive analysis in their research. First, the Researcher explains by describing and analyzing the data. After that, the Researcher makes conclusions based on existing phenomena and conditions/situations in the classroom. Data collection techniques used questionnaires, interviews, and documentation.

The questionnaire gives to the Marketing Students major, which contains topics related to the marketing department. Then, the Researcher will ask students to answer the questionnaire given ten questions within 30 minutes. Thus, the Researcher immediately took a questionnaire sheet. The Researcher uses theory *needs assessment* by Hutchinson Waters (1987) and Graves and Nunan (2004). The number of questions in the questionnaire is 15 questions; for more details (see the appendix I)

Teory Need Assesment By Hutchinson dan Waters (1987), Graves, dan Nunan (2004)

No	Aspect	Number of Items	Purpose of the Questions	References
1	*Personal identity of the students*	*1*	*to find out basic and personal information about the learners*	*Graves : 103*
2	*Goals*	*1*	*To find out the students" expectation toward the learning English*	*Graves : 104*
Target Needs				
3	*Necessities*	*2,3,4*	*To find out the students" needs in terms of the target situation*	*Hutchinson and Waters (1987 : 55)*
4	*Lacks*	*5,6,7*	*To find out the gap between students" exesting knowledge and the required knowledge level*	*Hutchinson and Waters (1987 : 55)*
5	*Wants*	*8,9,10*	*To find the students" wants related to the materials*	*Hutchinson and Waters (1987 : 55)*
Learning Needs				
6	*Input*	*11*	*To find out the content should be carried out in the designed tasks*	*Nunan (2004 : 47)*
7	*Procedure*	*12*	*To find out what students should do with the tasks*	*Nunan (2004 : 47)*

8	*Setting*	*13*	*To find out how the tasks are carried out (group work, pair work or individually)*	*Nunan (2004 : 47)*
9	*Teacher"s role*	*14*	*To find out the teachers" role in the classroom*	*Nunan (2004 : 47)*
10	*Learner"s role*	*15*	*To find out the learners" role in the classroom*	*Nunan (2004 : 47)*

Appendix I
Questionnaire Blueprint English Learning

Target Need	*Identification and Goal of student*	Basic and personal information about learners	*1*	
	Necessities	Target situation namely, what students need	*2,3,4*	
	Lacks	Type need pocus on student deficiency	*5,6,7*	
	Wants	Target situation explains objectively what their needs.	*8,9,10*	
Learning Need	*Input*	Input refers to oral, written and visual data that student work on assignment	*11*	A : Agree DS:Disagree
	Procedure	What student will do with the material to achieve certain goal	*12*	
	Setting	Refer to the class settings that are applied in teaching and learning process	*13*	
	Teacher's Role	The role of the Lecturer expected by student in teaching and learning process	*14*	
	Learner's Role	Expected by student in carrying out learning tasks	*15*	

Questionnaires were given to students after students have completed the English learning process. The questionnaire results are present to analyze students' opinions about their needs in learning English student's marketing of grader 10Th at SMKN 1 Kota Bengkulu.

3. To complement existing information and data, the researcher take documentation to obtain information relate to their activities in class and even their needs and other problems.

E. Technique of Data Analysis

In the research, the researcher analyzes data collect by the researcher use descriptive analysis. First, the authors discuss describing and analyzing the collected data, then conclusions based on existing phenomena. In analyzing the data, the researchers use the descriptive method. Data analysis is based on positivism and paradigm (Miles & Hubberman, 2008, P. 308). There are several steps in analyzing the data collected as follow:

1. Data Reduction

    The first step of qualitative data analysis is data reduction. According to Sugiyono, data reduction means summarizing, choosing basic things, focusing on important things, and looking for themes and patterns. Data Reduction is made by summarizing field notes by separating main things relating to the research problem and then arranging systematically to describe and make the data searching if sometimes it is needed.

2.   Data Display

The second step in analyzing the data is displaying data. In qualitative research, displaying data can be in the form of short explanation, diagram, relationship between two categories, flowchart and et cetera. Data display is use to know the entire description of the result either in from matrix or coding. If it have done by researcher can take the conclusion and verify to the meaningful data and as the second step, the researcher has to consider what researcher should do.

3.   Drawing and Verifying Conclusion

To conclude, namely using reduced and display data. Reduced and display data logically. After that, conclusions can be noted and need to be verified.

F. The Validity of the Data

Validity refers to several abilities in data collection instruments that aim to measure what will be measure and to obtain relevant data. In other words, the data collection instrument is considered to have high validity if the instrument can be used as a measuring tool appropriately. *Validity* is a measuring instrument having characteristics because it is directly related to reliable or not reliable data. The researchers try to get the validity of the data by choosing triangulation to check validity. *Triangulation* is a technique used in linking data collection. The data collection technique using triangulation aims to determine the data obtained is widespread, consistent, and certain. There are four triangulation techniques, namely:

1. Data triangulation is the same or similar data. This will be more stable if the truth is extracted from several different data sources.

2. Researcher triangulation is the result of research, both data and conclusions about certain parts or as a whole, the validity of several researchers can be tested.

3. A researcher carries out a triangulation methodology by collecting similar data but using different data collection techniques or methods.

4. Theory triangulation is by researchers using more than one theory in discussing the problem under study.

    In this study, researchers use data triangulation. In this data, triangulation is done by comparing the analysis results of observations, interviews, and documentation.

CHAPTER IV

RESULT AND DISCUSSION

A. Data Display

To obtain data, the researcher made a questionnaire, conducted interviews and documentation to support the research. The questions given were divided into two aspect, including target needs and learning needs. Target need consists of three main points, namely: needs, Lacks and wants. Learning needs consist of input, procedures, settings, teacher roles and student roles. In addition, to distributing questionnaires, the researcher also interviewed teachers who teach English 10th-grade students marketing major.To ensure the accuracy of the questionnaire given to students marketing major, the results of the questionnaire and interviews.

1. Questionnaire data

The researchers have given a questionnaire to 34 students of marketing major of SMKN 1 Kota Bengkulu on June 10, 2021. The questions given were divided into two aspect, including target needs and learning needs. Target need consists of three main points, namely: *needs, Lacks and wants*. Learning needs consist of *input, procedures, settings, teacher roles and student role*.

Table 4.1

Data display (Questionnaire Data)

No	Indicator	Data
1	**Target Need** A. Student of Goals	1
	B. Necessities	2- 4
	C. Lacks	5- 7
	D. Wants	8- 10
2	**Learning Need** E. Input	11
	F. Procedure	12
	G. Setting	13
	H. Teacher's Role	14
	I. Students Role	15

2. Data Interview

The Researchers Has conducted interviews with teachers and students marketing major of SMKN 1 Kota Bengkulu on June 11, 2021. The questions given were divided into two aspect, including target needs and learning needs.

Table 4.2

Data display (The Data Interview)

No	Aspect	Indicator	Data
1	**Target Need**	a. Goals of Students	16,24
		b. Necessities	17,25
		c. Lacks	18,26
		d. Wants	19,27

2	Learning Need	e.	Input	20,29
		f.	Procedure	21,30
		g.	Setting	22,31
		h.	Teacher's Role	23,32
		i.	Student's Role	24,33

B. Data Summary

The researchers has entered all the data and instruments of a table above, namely questionnaires, interviews, and documentation. The researcher then shows the data description of all 24 data findings from all the instruments that the researcher has collected in tabular form, as shown below:

Table 4.3

Data Summary of the Collected Data

No	Indicator	Data
1	**Target Need**	
	a. Goal of Students	1, 16, 24
	b. Necessities	2,3,4,17,25
	c. Lacks	5,6,7,18,26
	d. Wants	8,9,10,19,27
2	**Learning Need**	
	a. Input	11,20,29
	b. Procedure	12,21,30
	c. Setting	13,22,31
	d. Teacher's Role	14,23,32

	e. Students Role	15,24,33

C. Data Interpretation

The researcher has prepared a description of the data in the context of the table above. The researcher displays the interpretation of the data obtained from the questionnaires and interviews shown in the previous table. Therefore, the data will be explained clearly as follow:

1. Data from Questionnaire

The researchers have given a questionnaire to 34 students of marketing major of SMKN 1 Kota Bengkulu on June 10, 2021. The questions given were divided into two aspects, including target needs and learning needs. To obtain and find out the results of the research questionnaire, the researcher will explain data obtained include the following:

a) Target Needs

Target needs include several main points; necessities, lacks and wants (Hutchinson and Waters, 1987). Target needs were in ten questions. Target need consists of three main points, namely: needs, Lacks and wants.

1) **Students of Goal**

Table 4.4 Student's Target Need

No	Target Need Statements	Agree	Disagree
Identification and Goal of student			
1.	I learn English to improve my speaking skills to my target market/consumers in introducing products.	88.2%	11.8%

Based on questionnaire about Goal of Students in target need of Students marketing major, to find out the dominant English learning objectives needed by students marketing major at SMKN 1 Kota Bengkulu, the researchers found that the highest 88.2% of respondents wanted to improve their English Speaking skills to communicate in the field directly or in the field. English speaking skills were needed to support the potential of marketing students major in the future.

2) **Necessities**

Table 4.5 Student's Target Need

No	Target Need Statements	Agree	Disagree
	Necessities		
1	I want to be proficient in learning English so that I can apply it in marketing activities at my company later.	91.2%	8.8%
2	I learn English to improve my English communication skills to market products to the international target market.	100.0%	--

3	I learn English to improve my speaking skills because it is related to developing an increasingly global marketing world.	70.6%	29.4%
	Score	**87%**	**18. 6%**

.

First, based on a questionnaire on the indicators of *Necessities* to determine needs of students in achieving learning objectives, the researchers found the dominant score on the indicators of need was about 91,2% of respondents want to be proficient in learning English, especially in speaking skills.

Second, the researchers found the dominant score on the indicators of *Necessities* was about 100% of respondents. The needs of students are very visible. They need English language learning to improve their English skills and be able to communicate using English to be useful when they graduate directly into the world of work.

Third, the researchers found the dominant score on the indicators of need was about 70, 6% of respondents. They want to improve their English speakings skills so they can apply it when they graduate

3) **Lacks**

Table 4.6Student's Target Need

No	Target Need Statements	Agree	Disagree
Lacks			

5.	I have difficulty understanding English because the language used is not specific to studying English which is applied in marketing.	58,8%	41,2%
6.	I am not interested in English material because the teaching material is not related to the field of marketing, such as Malin Kundang storey and others.	38,2%	61,8%
7.	I am not interested in learning English because the book cover is not attractive.	8,8%	91,2%
Score		**35,3%**	**64,7%**

First, based on the questionnaire given to students marketing major about Lacks indicators contained in the Target Need, to find out Lacks in students marketing major. The researcher found that score was about 58,8% students have difficultyin understanding English learning because language used is not specific for students marketing major.

Second, the researcher found that score was about 38, 2% studentsnot interested in English material because the teaching material is not related to students marketing major.

Third, the researcher found that score was about 8,8% students. The students are less interested in English learning which made students to feel confused in learning English.

4) Wants

Table 4.7 Student's Target Need

Wants			
8.	I can understand the proper use of vocabulary and grammar in English books.	76.5%	23.5%
9.	I can understand the four English skills directly, namely listening, reading, writing and speaking skills.	70.6%	29.4%
10	I can master the contents of the material, such as vocabulary, grammar, pronouns and others.	58.8%	41.2%
Score		**68. 6%**	**31.4%**

The meaning on *Wants* indicator is what students want based on their needs. The target situation simply describes objectively what their needs are. First, the researcher found that the highest score was 76,5 % respondents. The students want to be able to understand the use of vocabulary, grammar.

Second, based on the questionnaire given to students marketing major about*Wants*indicators contained in the Target Need.The researcher found that the score was 70,6% respondents want to understand the four English skills directly, namely listening, reading, writing and speaking skills.

Third, the researcher found that the t score was 58,8% respondents can master the contents of the material, such as vocabulary, grammar, pronouns and others.

b) Learning Needs

Learning Needs were things that need to be done by students to learn. Hutchinson and Waters stated the definition of learning needs as an ability or knowledge needed by students to have exceptional skills in the target situation. Thus, to determine their learning needs, learning needs are divided into several parts, namely: *input, procedures, settings, the role of students, the role of lecturers*

1)   Input

Table 4.8 Students Learning Need

No	Learning Need	Agree	Disagree
Input			
11.	I need original English materials such as listening to films about trade and marketing.	73.5%	26.5%

According to (Nunan; 2004) input refer to written, verbal and visual data used by students in completing a task. Based on questionnaire, the researchers found that 73.5% of 34 students. Students need learning media that can be in the form of audiovisual such as watching movies and listening to music through television. The students have the opportunity to learn new words and learn to improve their English skills.

2) Procedure

Table 4.9 Students Learning Need

No	Learning Need	Agree	Disagree
Procedure			
12.	I am learning English to speak and have a dialogue while doing the buying and selling	79.4%	20.6%

	system to consumers using English.		

Procedure is useful for describing what students will do with the material to achieve certain goals according to their area of expertise (Nunan: 1992).Based on a questionnaire regarding the aspects of the procedures needed by students marketing major in their learning needs, the researchers found 79.4% of 34 students wanted to learn English directly in class with dialogue while discussing in class using English.

3) Setting

Table4.10Students Learning Need

No	*Learning Need*	Agree	Disagree
Setting			
13.	I want to learn English outdoors, such as by communicating with consumers,and it can be applied not only in schools but in the surrounding environment.	82.4%	17.6%

Setting refers to the class used in teaching and learning activities (Nunan, 2004). In the indicator setting, the researcher found that 82.4% of 34 respondents chose to feel bored when learning English was only done indoors, and students expected learning English to be fun in the classroom where teachers were required to create an active and comfortable learning atmosphere.

4) The Role of Teacher

Table4.11 Students Learning Need

No	Learning Need	Agree	Disagree
Teacher's Role			
14.	English teacher can create a more vibrant learning atmosphere in the marketing class.	82.4%	17.6%

The teacher's role refers to the teacher's desired role by students in the teaching and learning process and social and interpersonal relationships between students (Nunan, 2004). Based on the result, the Role of the Teacher was as much as 82.4% of teachers are expected to be able to create a vibrant learning atmosphere in the classroom, such as during discussions and when the teacher explains the material in class.

5) The Role of Students

Table4.12 Students Learning Need

No	Learning Need	Agree	Disagree
Learner's Role			
15.	I am active in-class learning and able to discuss in English	73.5%	26.5%

The role of students refers to some of the parts that students expect in social relationships and learning and interpersonal tasks between students (Nunan, 2004). This means that the role of students was to be able to complete learning tasks, build social or interpersonal relationships. Moreover, in the last aspect, namely the Learner's Role, as many as 73.5% of students marketing major are pretty active in class.

2. The data from interview

The researcher finished using the questionnaire for the process of collecting data. The researcher also prepared research questions to support the data in this study. The researcher gave eight questions to the teacher, and one interviewed of students. The interview is still non-structural regarding the opinions, needs and problems of students in learning English.

a. Interview Data of Teacher in English Learning

1. Target Need

Data 16:

R**:** were you view of the teaching materials used in accordance with the curriculum at school?

I: (Teacher) **"***The teaching materials I use the 2013 curriculum, where the 2013 curriculum aims to build students' attitudes, knowledge and skills***"**

Data 17:
R**:** In your opinion, what are the obstacles for students in learning English?

I: (Teacher**)** *"The obstacle when teaching English that it is difficult for students to understand the material because it is generals and students become bored. Even though, they do understand. then at the time of question and answer through with telegram application, the question*

and answer session became chaotic because many students asked then the questions were piled up with the others"

Data 18:

R: In your opinion, do you use several English books in teaching or only one book?

I: (Teacher) *"I only use one printed book in teaching English"*

Data 19:

R**:** In your opinion, what are ESP subjects for marketing students available at SMKN 1 Kota Bengkulu?

I: (Teacher) *"at this time there are no ESP subjects, the subjects are still very general, making it difficult for students to learn English"*

In this open-ended interview, the teacher explained that the teaching materials used were general in nature and the teacher only used one English printed book so that the teacher had difficulties in teaching because many students did not understand the subject matter.

2. **Learning Need**

   Data 20:

   R: In your opinion, what skills are most needed by 10th grade marketing students when entering the workforce?

   I: (Teacher) *" Marketing students major need all the existing skills, it's just that for the world of marketing speaking skills are more highlighted because, they will deal directly with people when students marketing major their products and so on"*

   Data 21:

   R: In your opinion, do students need an interesting learning atmosphere, for example being outside the room or in the library?

   I: (Teacher)*"Students need less learning outside in the room because it is not very effective, for the library students can borrow books or study there when they are not studying in class"*

Data 22:

R: In your view, how do you create an active learning atmosphere in the classroom?

I: (Teacher)*"When students get bored with the learning atmosphere, occasionally I give games and change methods in teaching so that students stay enthusiastic about learning English"*

Data 23:

R: In your opinion, are students actively involved in class?

I: (Teacher)*"Students are quite active when discussing, this is indicated by the questions given to students when they do not understand"*

From the interview, it can be seen that the material is general in nature, where the textbook contains 4 English skills at once. The students need these four skills to improve their English skills. However, the material should be more specific, such as about buying and selling, products and those that are more directed at the marketing field.

b. Interview Data of Students Marketing Major

1. **Target Need**

   Data 24:

   R**:** In your opinion, are ESP textbooks available in school libraries?

   I**:** (Student**)** *"In my view, ESP textbooks are not yet available. The English book that I use is still very general and not specific to marketing majors"*

   Data 25:

   R: In your opinion, do you have difficulty learning English subjects?

I**:** (Student) *"In my opinion, I will understand English better if the material taught is in accordance with our field, where the material is too general and the grammar is not well structured making it difficult for us to understand English lessons"*

Data 26:

R: In your opinion, have there been variations in English course textbooks?

I: (Student) *"The textbooks we use are not varied, we only use one book so it is a bit boring and not interesting because it is too monotonous"*

Data 27:

R: In your opinion, do you need new, more specific teaching materials?

I**:** (Student) *"Yes, we need new teaching materials with more specific materials such as business, money and materials related to marketing"*

From the results of the interviews with some of the questions above, the informants explained their views on learning English. Textbook material is still general in nature and does not meet the ESP criteria so that students have difficulty in learning English because the material is not in accordance with the marketing field.

2. **Learning Need**

    Data 29:

    R**:** In your opinion, do you agree that the teaching materials currently being developed are more varied and specific?

    I**:** *(Student) ""In my opinion, the current textbooks are too general and difficult to understand, so they need to be varied and developed to suit our field, namely students majoring in marketing"*

    Data 30:

    R: In your opinion, what are the appropriate methods to improve your speaking and dialogue skills in English learning?

I: (Student*) "I am very happy with question and answer method besides, being able to practice speaking skills and courage in speaking English"*

Data 31:

R: In your opinion, do you need an interesting learning environment, for example being outdoors or in the library?

I: (Student) "*I need to study outdoors so I don't get bored.*

Data 32:

R: In your opinion, is the learning atmosphere effective enough to learn English?

I: (Students) *"The learning atmosphere is quite active, especially during discussions"*

This interview was open and un- structured, the students explained that the teaching materials used were general in nature so, they needed to be developed to be more varied and specific to class 10 marketing students marketing major. so that, they were more active and interested in English subjects.

D. Discussion

Based on the research objectives, this research was conducted to find out the teaching materials needed by marketing students major at SMKN 1 Kota Bengkulu. In addition, to analyze student opinions about their needs about learning English at SMKN 1 Kota Bengkulu.

1. Teaching materials needed for marketing students at SMKN 1 Kota Bengkulu.

a. Target Needs

The target need according to Hutchinson and Waters (1987: 54) is what the learner needs to do in the target situation. Target needs consist

of Goals of students, Necessities, Lacks and Wants. The questionnaire was conducted by the researcher in the classroom. Students need to study English to improve their English skills. However, students still have shortcomings in understanding the content of English material because it is considered non-specific and still general for students majoring in marketing. In addition, students majoring in marketing want easy-to-understand English learning, such as vocabulary, grammar, and the four skills in English according to the field of marketing.

b. Learning Need

According to Siti Nurfahmi (2013: 84-85), to analyze learning needs that similar checklist used for target situation analysis in learning need are grouped into inputs, procedures, settings, lecturer roles and student roles. The questionnaire conducted by researchers in the classroom. Students need learning inputs such as original materials as a procedure to improve their English skills. In addition, students need a place outside the room so that they are not easily bored and the teacher must be able to create an active classroom atmosphere so that the students involved will be happy and active during the learning process.

2. Students Marketing view learning English at SMKN 1 Kota Bengkulu

a. Interview Data of Teacher in English Learning

1) Target Need

Interviews were conducted by researchers in the administration room. The teaching materials used were actually quite good for the

needs of students. However, the teaching materials used are general in nature and only use one English textbook so that teachers have difficulty in teaching because many students do not understand the subject matter. Students want English material that is not complicated and more specific so that they are not confused in learning English.

2) Learning Need

After conducting interviews by researchers, it can be seen that marketing students need more specific materials because the teaching materials they use are still general in nature. There are 4 English skills at once, marketing student major need each of these four skills to develop and improve their English skills.

b. Data Interview from Students Marketing Major

1) Target Need

Based on the researcher's interviews with students, students want English learning that is easy to understand and specific. However, students still have difficulty learning English, namely language, vocabulary, grammar used is not specific and the grammar is not structured.

c. Learning Need

The questionnaire conducted by researchers in the classroom. Students need learning inputs such as original materials as a procedure to improve their English skills. In addition, students need a place outside the room so that they are not easily bored and the teacher must be able to create an active classroom atmosphere so that

the students involved will be happy and active during the learning process. Based on the questionnaires and interviews, the results of suggestion in the research were obtained:

1. Marketing students need more specific teaching materials with the four English skills, but the content of the material is more specific to marketing majors such as about products, buying and selling, consumers and other.

2. From the results of questionnaires and interviews, it is known that learning English is still general and does not meet the ESP criteria

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The conclusions in this study include: students majoring in marketing need more specific and varied English learning because the books used by marketing students are still not suitable for their fields. In addition, they need learning content that starts with their current needs and conditions, then continues with what they want in the future, whether it's about listening, speaking, reading, and writing. In conclusion, they need material that is easy to understand and useful for their future work.

B. Suggestion

The researcher hopes that the results of this study can help teachers make a syllabus based on the results of the research above. The researcher also hopes that the results of this research can be useful for students who study English subjects in the marketing department. Moreover, related to material input, based on the results of the needs analysis of students in the field of marketing, students want to be able to master English, they consider these four skills important for their future work, but the material must be more specific in the marketing field. It is also recommended for teachers to analyze the needs of students before carrying out the process of learning activities to explore the potential of students.

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A

P

P

E

D

I

X

The Student Marketing Needs Questionnaire English learning

NAME :

CLASS :

¶   <u>instructions</u>

Put a *checklist* in the Agree column if what is given is in accordance with your condition. If not, provide a *checklist* in the Disagree column.

No	Statements	Agree	Disagree
1.	I learn English to improve my speaking skills to my target market / consumers in introducing products		
2.	I want to be proficient in learning English so that I can apply it in marketing activities at my company later		
3.	I learn English to improve my English communication skills so that I can market products to the international target market		
4.	I learn English to improve my speaking skills because it is related to the development of an increasingly global marketing world		
5.	I have difficulty understanding English because the language used is not specific to studying English which is applied in the world of marketing		
6.	I am not interested in English material because the teaching material is not related to the field of marketing such as MalinKundang story and others.		
7.	I am not interested in learning English because the book cover is not attractive		
8.	I am able to understand the proper use of vocabulary and grammar in English books		
9.	I am able to understand the four English skills directly, namely listening, reading, writing and speaking skills		
10.	I am able to master the contents of the material such as vocabulary, grammar, pronouns and others		
11.	I need original English materials such as listening to films about trade and marketing		
12.	I am learning English that I can speak and have a dialogue while doing the buying and selling system to		

	consumers using English		
13.	I want to learn English outdoors, such as by communicating with consumers and it can be applied not only in schools but in the surrounding environment.		
14.	English teacher is able to create a more active learning atmosphere in the marketing class		
15.	I am active in class learning and able to discuss in English		

Data Interview Teacher in English Learning

No	Aspect	Indicator	Data
1	**Target Need**	**a. Goals of Students** R: were you view of the teaching materials used in accordance with the curriculum at school?	16
		b. Necessities R: In your opinion, what are the obstacles for students in learning English?	17
		c. Lacks R: In your opinion, do you use several English books in teaching or only one book?	18
		d. Wants R: In your opinion, what are ESP subjects for marketing students available at SMKN 1 Kota Bengkulu?	19
2	**Learning Need**	**e. Input** R: In your opinion, what skills are most needed by 10th grade marketing students when entering the workforce?	20
		d. Procedure R: In your opinion, do students need an interesting learning atmosphere, for example being outside the room or in the library? **e. Setting** R: In your view, how do you create an active learning atmosphere in the classroom?	21 22

No	Aspect	Indicator	Data
		f. Teacher's Role R: In your view, how do you create an active learning atmosphere in the classroom?	23
		g. Student's Role R: In your opinion, are students actively involved in class?	24

Appendix III

Data Interview from Students Marketing Major

No	Aspect	Indicator	Data
1	**Target Need**	R: In your opinion, are ESP textbooks available in school libraries?	25
		R: In your opinion, do you have difficulty learning English subjects?	26
		c. Lacks R: In your opinion, have there been variations in English course textbooks?	27
		d. Wants R: In your opinion, do you need new, more specific teaching materials?	28
2	**Learning Need**	**e. Input** R: In your opinion, do you agree that the teaching materials currently being developed are more varied and specific?	29
		d. Procedure R: In your opinion, what are the appropriate methods to improve your	30

		speaking and dialogue skills in English learning?	
		e. Setting R: In your opinion, do you need an interesting learning environment, for example being outdoors or in the library? **f. Teacher's Role** R: In your opinion, is the learning atmosphere effective enough to learn English?	31
		g. Student's Role R: In your opinion, are you actively involved in the class	32

Appendix IV

The results of the marketing student questionnaire data analysis
Target Need

No	*Target Need Statements*	Agree	Disagree
Identification and Goal of student			
1.	I learn English to improve my speaking skills to my target market / consumers in introducing products	88.2%	11.8%
Necessities			
2.	I want to be proficient in learning English so that I can apply it in marketing activities at my company later	91.2%	8.8%
3.	I learn English to improve my English communication skills so that I can market products to the international target market	100.0%	-
4.	I learn English to improve my speaking skills because it is related to the development of an increasingly global marketing world	70.6%	29.4%
	Score	**87.3%**	**18. 6%**
Lacks			
5.	I have difficulty understanding English because the language used is not specific to studying English which is applied in the world of marketing	58.8%	41.2%
6.	I am not interested in english material because the teaching material is not related to the field of marketing such as Malin Kundang story and others.	38.2%	61.8%
7.	I am not interested in learning English because the book cover is not attractive	8.8%	91.2%

Rata Rata		**35.3%**	**64.7%**

	Wants		
8.	I am able to understand the proper use of vocabulary and grammar in English books	76.5%	23.5%
9.	I am able to understand the four English skills directly, namely listening, reading, writing and speaking skills	70.6%	29.4%
10.	I am able to master the contents of the material such as vocabulary, grammar, pronouns and others	58.8%	41.2%
	Score	**68. 6%**	**31.4%**

Learning Need

No	*Learning Need*	Agree	Disagree
	Input		
11.	I need original English materials such as listening to films about trade and marketing	73.5%	26.5%
	Procedure		
12.	I am learning English that I can speak and have a dialogue while doing the buying and selling system to consumers using English	79.4%	20.6%
	Setting		
13.	I want to learn English outdoors, such as by communicating with consumers and it can be applied not only in schools but in the surrounding environment.	82.4%	17.6%
	Teacher's Role		
14.	English teacher is able to create a more active learning atmosphere in the marketing class	82.4%	17.6%

Learner's Role			
15.	I am active in class learning and able to discuss in English	73.5%	26.5%

Appendix V

research data questionnaire results

Learningsneed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	10	28.6	29.4	29.4
	1.00	24	68.6	70.6	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

targedneed1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	4	11.8	11.8	11.8
	1.00	30	88.2	88.2	100.0
	Total	34	100.0	100.0	

targedneed2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	3	8.8	8.8	8.8
	1.00	31	91.2	91.2	100.0
	Total	34	100.0	100.0	

targedneed3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	34	100.0	100.0	100.0

targedneed4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	10	29.4	29.4	29.4

		Frequency	Percent	Valid Percent	Cumulative Percent
	1.00	24	70.6	70.6	100.0
	Total	34	100.0	100.0	

targedneed5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	14	41.2	41.2	41.2
	1.00	20	58.8	58.8	100.0
	Total	34	100.0	100.0	

targedneed6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	21	61.8	61.8	61.8
	1.00	13	38.2	38.2	100.0
	Total	34	100.0	100.0	

targedneed7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	31	91.2	91.2	91.2
	1.00	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

targedneed8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	8	23.5	23.5	23.5
	1.00	26	76.5	76.5	100.0
	Total	34	100.0	100.0	

targedneed9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	10	29.4	29.4	29.4
	1.00	24	70.6	70.6	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	34	100.0	100.0	

targedneed10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	14	41.2	41.2	41.2
	1.00	20	58.8	58.8	100.0
	Total	34	100.0	100.0	

targedneed11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	9	26.5	26.5	26.5
	1.00	25	73.5	73.5	100.0
	Total	34	100.0	100.0	

targedneed12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	7	20.6	20.6	20.6
	1.00	27	79.4	79.4	100.0
	Total	34	100.0	100.0	

targedneed13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	6	17.6	17.6	17.6
	1.00	28	82.4	82.4	100.0
	Total	34	100.0	100.0	

targedneed14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	6	17.6	17.6	17.6
	1.00	28	82.4	82.4	100.0
	Total	34	100.0	100.0	

targedneed15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	9	26.5	26.5	26.5
	1.00	25	73.5	73.5	100.0
	Total	34	100.0	100.0	

Picture 1

The Picture Of The Vision And Mission Of SMKN 1 Bengkulu City
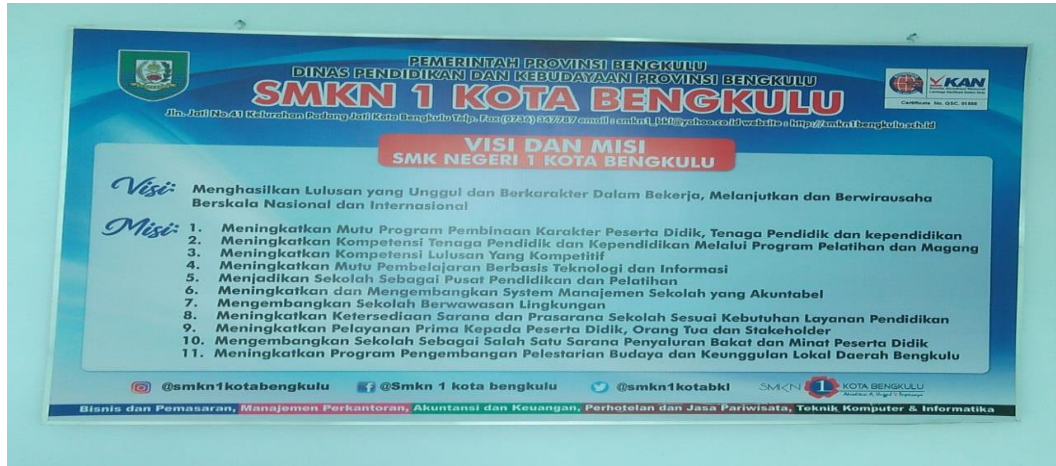
Picture 2

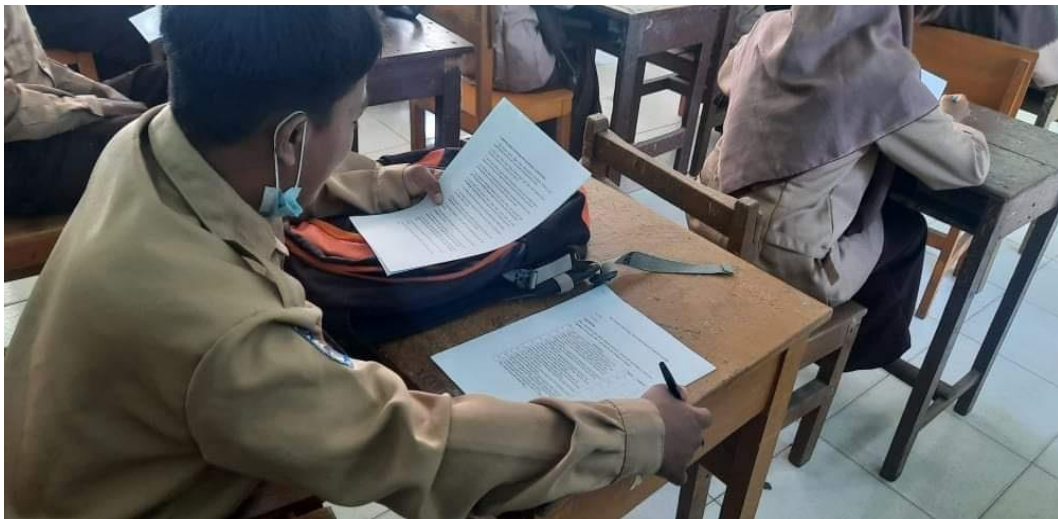**The Picture Of SMKN 1 Bengkulu City**

Picture 3

The picture of SMKN 1 Bengkulu City

Picture 4

The image of marketing students studying English

Picture 5

The researcher gives a questionnaire

Picture 6

The students understand the questionnaire given by the researcher

Picture 7

The students fill out research questionnaires

Picture 8

The researcher conducted an interview with one of the marketing students

Picture 9

The researchers conducted interviews with English teachers