

CHAPTER I

INTRODUCTION

In this chapter the researcher present about introduction of the research. It contains background of the research, formulation of the research, objective of the research, significant of the research, the limitation, and the definition of the term.

A. Background of the Research

Learning English is important for students in vocational high school. To going face the real working field right after graduating from schools, learning English is important for the student. Therefore, one of the necessary to improve the quality of the students' ability to be able to meet the challenges and opportunities in the ASEAN Economic Community (MEA) that is to improve their international language skills. Rahardi (2017:2) stated that to face the free market policies era or MEA, all of the millennial generation should be able to master the English language. The function of English language is make the students get qualification when they apply for job in national or international companies that require the professional worker. However, most of the vocational high school students in Indonesia have a problem to meet their needs in English caused by the material to learn English that they learn in school

with the needs of students learning English is different. As a result they are difficult to improve their proficiency in English language learning.

Curriculum of 2013 is curriculum that used by most of vocational school in Indonesia. Based on 2013 curriculum, all subjects that are included compulsory subjects in two, groups A (Pendidikan Agama dan Budi Pekerti, Pendidikan Pancasila dan Kewarganegaraan, Bahasa Indonesia, Matematika, Sejarah Indonesia, dan Bahasa Inggris) and B (Seni Budaya, Pendidikan Jasmani, Olah Raga, dan Kesehatan, Prakarya dan Kewirausahaan) are the same for level of senior high school and vocational high school. English is included important subjects in group A, it means that English material for senior high school and vocational equated. It is important for teachers to give English lessons related to student's field research. Teacher needs to give a creative and effective learning that helps them to use the English language that can support in their field. Because vocational students use a common English language material, and therefore a teacher needs to provide English supporting material based on the student's needs. So, it is important to know what the students need to learn English, to explore the English supporting material.

Student's needs analysis is often described as the first step that the curriculum or course planners should do to determine the learner's skills, competences, knowledge, needs and purposes in learning. This step helps the curriculum planners or learning provider knows whether the content of the courses is relevant with the student's needs or not. Furthermore, according to Richards (2001:33), student's needs in English

for Specific Purposes (ESP) are described in terms of performance, it is mean the material that student learn useful for student performance in accountant programs. In many cases, student's needs may be relatively easy to determine, particularly if learners need to learn a language for very specific purposes, for example, employment in fields such as tourism, nursing, engineering or the hotel industry (Richards, 2001:53-54). Richards (2001:52) further says that needs analysis in language teaching may be used for a number of different purposes. For example the need analysis may use in particular role such as sales manager, tour guide, accounting, and more purpose.

In an educational setting, student's needs analysis helps students identify where they are in terms of their knowledge, skills and competences, versus where they wish to be and their learning goals. It is related to the statement that adults learn better when they can see a reason why they are following a program of research and find the relevance between their purpose in learning and the content of the research that they must learn.

According to Chang (2005:170) the problem of teaching ELT in vocational students are poor English proficiency, their low interest and motivation in learning and passive performance in class. Accounting students need to learn English as a part of those accounting activities. As an example, they find many vocabularies of finance in English and they have to know the meaning of all those words in order to understand or present a financial report. In this case, English becomes a means of those students' activities in the subject area of finance so they have to learn

English in more specific area that is, accounting. This reality has inspired a variety of ESP course designs to address them. A basic ESP philosophy is to cater to specific needs of the learners' as much as possible (Robinson, 1980:31).

Based on those explanations above, the researcher is interested in conducting a learners' needs analysis of ESP supporting materials at SMK Nasional Dawarblandong. SMK Nasional Dawarblandong is the vocational high school with several major, but uses the same course book in ELT. Based on the problem the researcher is interested in conducting a learners' needs analysis in supporting English material at SMK Nasional Dawarblandong. The researcher wants to know what are the supporting materials needed by accounting student at SMK Nasional Dawarblandong.

B. Formulation of the Research

Based on the backgrounds of the research above, the researcher identifies some problems such as:

1. What is the target need of supporting English material for the eleventh grade of accounting program at SMK Nasional Dawarblandong ?
2. What is the learning need of supporting English material for the eleventh grade of accounting program at SMK Nasional Dawarblandong ?

C. Objective of the Research

Based on the background and the research question, the objectives of this research are:

1. To discover the target need in supporting English material for the eleventh grade of accounting program at SMK Nasional Dawarblandong.
2. To discover the learning need in supporting English material for the eleventh grade of accounting program at SMK Nasional Dawarblandong.

D. Significance of the Research

1. Theoretically

Through this research the researcher hopefully will provide a way to help any further research based on this research to analyze the upcoming English, it can be used as a basic consideration for the next researchers who are interested in developing similar research.

2. Practically

The results of this research hopefully give effect to the educational institution awareness towards choosing an appropriate course book for students and give a better insight in how to choose the suitable English course books as a guideline for teaching – learning process.

E. Limitation of the Research

Based on the identification of the problem, this research is limited in analyzing the needs of the accounting students of eleventh grade at SMK Nasional Dawarblandong in learning English and English teaching and learning materials for them. So, the result of this research is only applicable to accounting students of eleventh grade of SMK and not applicable to the students of SMA or other programs of SMK.

F. Operational Definition of the Term

1. English for Specific Purposes

According to Hutchinson & Waters (1987:8) English for specific purposes (ESP) is teaching English that is relevant with the student's area. Because of it, English for specific purposes facilitate the students in learning English to support in all activities in special area. Basturkmen (2006:133) stated that ESP is understood as preparing the learners to use English in their academic, professional, or workplace environment. ESP concern on narrower topic to guide the students establishes needed ability to communicate effectively in target area.

2. Need Analysis

Needs analysis is the systematic survey for the design of a language course and optimizing of language teaching and learning, it

has identified as characteristic in the field of languages for specific and academic purposes. According to McKillip (1987:7) "Needs are value judgments: that a target group has problems that can be solved". Needs analysis, involving the identification and evaluation of needs, is a tool for decision making in the human services and education. Decisions can be varied, including such as resource allocation, grant funding, and planning. In other words, needs assessment is a process of evaluating the problems and solutions identified for a target population. In this process, it emphasizes the importance and relevance of the problems and solutions.

3. Vocational High School (SMK)

Based on UU Sisdiknas No. 20 tahun 2003 the function of national education are to develop the ability and the characters of the students, furthermore the function of national education are to establish the civilization in order to educate the nation's life, the purposed are to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

Vocational High School is one of the secondary education levels with the specialty of preparing graduates to be ready to work. Vocational education has varied meanings but can be seen as a red thread. According to Evans in Djojonegoro (1999) defines that vocational education is part of an education system that prepares

someone to be better able to work in a work group or one occupational field than other occupational fields. With the understanding that each field of research is vocational education as long as the field of research is studied more deeply and the depth is intended as a provision to enter the workforce.

Vocational education is education that prepares students to be able to work in certain fields. This understanding contains the message that every institution that organizes education to the college must be committed to making its graduates able to work in certain fields (Permendikbud: 1995).

Based on the above definition, vocational secondary schools as a sub system of national education should prioritize preparing their students to be able to choose careers, enter employment, compete, and develop themselves successfully in jobs that are rapidly changing and developing.

4. Accounting

According to Shekhar (2004:2) accounting is a system for measuring business activities, processing of information into The better the understanding of the language, the better is the management of financial aspects of living. Many aspects of our lives are based on accounting, personal financial planning, investments, income-tax, loans, etc. We have different roles to perform in life-the role of a student, of a family head, of a manager, of an investor. The

knowledge of accounting is an added advantage in performing different roles.