

**NEED ANALYSIS IN ENGLISH FOR SPECIFIC
PURPOSES AT VOCATIONAL SCHOOL
(A Descriptive Research at the Eleventh Grade Students of Marketing
Major of SMK Negeri 1 Demak in the Academic Year of 2016/2017)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of
Bachelor of Education in English Language Education



By:

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DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to my beloved parents (Mr. Abdul Hadi and Mrs. Ainisti Qomah) and my lovely brother and sister (Khusnul Mu'a Syarif and Ema Setianingrum), who always support me with prayer, love, and patience.

MOTTO

... وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا ﴿٢﴾

.....*and whoever fears Allah, He will make for him a way out.*

(QS: At-Talaq: 2)

“Seribu langkah dimulai dari langkah pertama¹”

“Positive thinking is the biggest power”

¹ Yusuf Mansur, *Success in Life*, (Jakarta: Zikrul Hakim, 2012), p.181.

ADVISOR NOTE

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To:

**The Dean of Education and Teacher Training Faculty
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Assalamu'alaikum, Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

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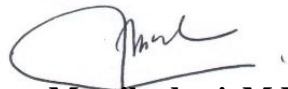
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I state that the thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosyah session.

Wassalamu'alaikum, Wr. Wb.

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The prayer and salaam are always offered to the prophet Muhammad who bring us from the darkness to the brightness.

I realize that I cannot complete this final project without assistance from others. Many people helped me writing this final project and it would be impossible to mention all of them. In this chance, the writer would like to express the deep appreciation to:

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Finally, I realize that this thesis is still far from the being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hope that this thesis would be beneficial to everyone, Amen.

Semarang, 16th June 2017
The Writer,

Heni Fatmawati

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ABSTRACT

Title : **NEED ANALYSIS IN ENGLISH FOR SPECIFIC PURPOSES AT VOCATIONAL SCHOOL (A Descriptive Research at the Eleventh Grade Students of Marketing Major of SMK Negeri 1 Demak in the Academic Year of 2016/2017)**

Writer : Heni Fatmawati

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This research analyzes the marketing students' need in learning English at SMK Negeri 1 Demak due to the marketing students learn English using English textbook which has same content with other majors. In fact, the school has five distinctive majors. The subject of this research is the eleventh grade of marketing students in XI PM 1. This research used descriptive qualitative research with observation checklist and questionnaire as the tools in collecting data. To analyze the data, the writer involved four activities; observing English teaching and learning process, giving questionnaire to the marketing students, analyzing and describing the obtained data, and calculating percentage of students' answer in questionnaire. The result of this research shows that the eleventh grade of marketing students in XI PM 1 needs more specific English material and English skill in marketing field. In addition, based on classroom observation, in teaching process the teacher requires to find appropriate way that can make the students more interesting and active. Therefore, to maximize their competence in marketing activities, the marketing students hope that the school can design ESP program.

Keywords: Specific Purposes, Students' Need, English for Specific Purpose

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CHAPTER I

INTRODUCTION

This chapter presents research background, research question, objective of the research, and significance of the research.

A. Research Background

Before arranging an English course design, it is crucial for a teacher to understand how is the condition of the students because it will inform specific necessities in English, such as skills, competence, and knowledge which obligate to achieve by the students. It is strengthened by Hutchinson and Waters that the analysis of the students' need often describes as the first stage before establish a course design.¹ In other words, analysis of students' need means an effort to identify some things of the students that become consideration to decide what material must be studied.

The term "need" itself shows there are particular things which necessitate solutions to do. Lamri said that the term "need" indicates the existence of certain problem that call for intervention and resolving.² The certain problem here can be described as things must be learnt, difficulties must be resolved, challenges must be faced, and deciding what prime concern must be created.

However, before analyzing the students' need, the teacher obligates to understand the specific purpose of the students. Specific purpose in English here designate for certain purpose which must be reached by the students in learning English. For example, the students learn English because they purpose to master English communication in marketing area. If the specific purpose of the students is learning English for marketing activities, the teacher

¹ Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 53

² Chams Eddine Lamri, *An Introduction to English for Specific Purposes*, <http://faclettire.univ-tlemcen.dz>, accessed on 24th April 2017.

requires to providing English material related to marketing activities in English teaching and learning process.

According to Robinson cited in Choudhary teaching of English for specific purpose can be named as English for Specific Purposes course.³ English teaching for specific purpose here provides the English material for the students to make them capable communicate in English for their specific area. Furthermore, Helen Basturkmen stated that ESP is a course which concerns on narrower range of topics of English that the students need to learn.⁴ It can be concluded that ESP course regards the students that they need to master qualifications in their subject area. So that, ESP course gives the students a preparation to enter in real activities of their subject area.

As mentioned before, students' need analysis is the first step before designing a program outline to identify what things must be studied. Therefore, the students' need analysis attempts to investigate the relevance between target language (English), proficiency, and what the students have to do to master English.

To analyze the students' need, there are two types of needs that must be considered those are target needs and learning needs.⁵ The first type is target needs, it analyze what the students must conduct with English in target situation. There are some components in target situation as follow: necessities, lacks, and wants. Necessities are what the students have to know in order to communicate effectively using English in target situation. Providing information that has to be understood is not sufficient, the teacher also demands to identify what the students know already. So the teacher can define the lacks of the students to find solution. While, wants are view and hope of each student toward his or her own needs in learning English.

³ Choudhary Zahid Javid, *English for Specific Purposes: Role of Learners, Teachers and Teaching Methodologies*, (Vol. 11, No. 20, 2015), <http://eujournal.org>, accessed on 26th April 2017.

⁴ Helen Basturkmen, *Developing Course in English for Specific Purposes*, (New York: Palgrave Macmillan. 2010), p. 3.

⁵ Tom Hutchinson and Alan Waters, *English for Specific ...*, p. 55-61.

The second is learning needs. Hutchinson and Waters said learning needs can be defined as what are the students need to do to acquire the English language. It is the way to think about what route can be taken to arrange activities and create interesting environment in the teaching process.

Both of the types of needs above aim to prepare appropriate content of English course design for students. So that, the students can learn English for their purpose maximally to be human resource who have competence to communicate effectively in English in their target area. It is in line with Islamic concept, Allah remains the humans to prepare their generations who have competence by providing appropriate education for them. In the holy Quran at Surah An-Nisa': 9 Allah said:

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا
اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا ⁶

“And let those have the same as they would have for their own, if they had left behind weak offspring. So let the fear Allah and speak appropriate words.”⁷

To prepare professional human resources, Indonesia government provides educational institution which offers some programs namely vocational school.⁸ Vocational school tries to offer kinds of study programs that followed needs for jobs. Furthermore, in vocational school, the students are educated to be ready in entering work area. In this case, ESP has an important role to aid the students to be professional human resource by giving them ability to communicate effectively in their target area.

SMK N 1 Demak is vocational school that provides five study programs to students, those are accounting, marketing, office management, multimedia, and fashion design. This school commits to prepare professional human resources on each field of study. Here, each student obligates to select

⁶ Kementrian Agama RI, *Al-Quran Tajwid dan Terjemahannya*, (Jakarta: Syamil Quran, 2010), p. 78.

⁷ Ebook: Shehnaz Shaikh and Kausar Khatri, *The Glorious Quran: Word-for-Word Translation to Facilitate Learning of Quranic Arabic*, Vol. 1, Juz 1-10, (New Delhi: Alhuda Publications, 2007), p. 105.

⁸ Undang-undang Nomor 20 Tahun 2003, *Sistem Pendidikan Nasional*, Pasal 15.

one of available fields and focuses on what field that they have chosen. In this case, designing an ESP course to the students is important to ensure that they learn how to use English so that they can communicate effectively in target situation. Furthermore, ESP course gives the students more changes to learn English and how to use it for their area.

Based on explanation above, the writer interests to conduct a research under the title **NEED ANALYSIS IN ENGLISH FOR SPECIFIC PURPOSES IN VOCATIONAL SCHOOL (A Descriptive Research at the Eleventh Grade Students of Marketing Major of SMK Negeri 1 Demak in the Academic Year of 2016/2017)**

This research focuses to analyze the students' needs in learning English due to all of the students learning English generally. The students used English textbook that the content is same with other majors. In fact, as mentioned before, the school consists of five different majors that have significantly different needs in English. Marketing students for example, they have to learn the process of telephoning, promoting, and negotiating. The marketing students require to learn English as part of those marketing activities such learning vocabularies and its meaning related to marketing major.

By conducting this research, the writer tries to find out the needs of the eleventh grade of marketing students of SMK Negeri 1 Demak in learning English. Furthermore, result of this research can be used as suggestion to SMK Negeri 1 Demak to design specific English material for marketing students.

B. Research Question

How is the need in English for Specific Purposes of the eleventh grade students of marketing major of SMK Negeri 1 Demak in academic year of 2016/2017?

C. Objective of the Research

This research describes the need in English for Specific Purposes of the eleventh grade students of marketing major of SMK Negeri1 Demak in academic year of 2016/2017.

D. Significance of the Research

The result of this research important for these following significances:

1. For the teacher
 - a. Informing needs of the marketing students in learning English
 - b. Informing opinions of the marketing students in learning English
 - c. Describing activities of English teaching and learning process in the classroom that can be used as reference to make English lesson be more guided.
2. For the school
 - a. Providing a report for the school as suggestion to design specific materials for the marketing students.
 - b. Increasing the insight of English for Specific Purposes (ESP) in English teaching and learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses literatures related to this research, those are origin of ESP, definition of ESP, objectives in teaching ESP, need analysis in teaching ESP, the presence of ESP in English language teaching, marketing and previous research.

A. Theoretical Framework

1. Origin of ESP

The development of human activity converges some trends why it is important to learn English for specific purposes. There are three common reasons to explain the importance of learning ESP: ¹

a. The Demands of a Brave New World

At the end of the Second World War in 1945 occurred an expansion in scientific, technical, and economic activity on international scale. The expansions of scientific, technical, and economic activity demand for an international language. Because of the biggest power of Economy was from United States, regardless, English became an international language as a tool to communicate.

This condition affects people to learn English so that they can communicate well as key to the international currencies of technology and commerce. Previously, there is no reason why learning language is important. Learning a language only when a person speak but after English accepts as international language, it creates a new generation of students who know why they learn language. Businessman and businesswoman who want to sell their products and students whose course of study include textbooks and journals only available in English need to learn English and know why they need to learn English.

¹ Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambridge University Press, 1987), p. 6-8.

In this case, the general effect of the expansions of scientific, technical, and economic activity is making English becomes subject to the wishes, needs, and demands of people. English becomes a language that used in wider world.

b. A Revolution in Linguistics

This part tries to show the result of some studies toward the usage of English in communicating that is conducted in different areas such as tailor with costumer and doctor with patient. The both studies point out the English usage in tailor-customer and doctor-patient are different either in speaking or in writing so that Hutchinson and Waters said a simple idea that:

“If language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners’ course.”²

It can be concluded, the needs of English by particular area of students can be identified by analyzing the linguistic characteristics of their area of work or study to be a guiding principle of English for specific purposes.

c. Focus on the Learner

Here, students are regarded to have different needs and interests so that they need important influence on their motivation to create effective learning. This assumption support course developer to create a course which is relevant to the students’ needs and interests. The standard way to achieving this by giving the students’ specialist area. For example, a text such text about Biology for Biology students.

Based on explanation above, it can be concluded that the demands of a brave new world, a revolution in linguistics, and focus on the learner as reasons to learn ESP causing the appearance of English language as dominated language which influence some activities in scientific, technical, or economy. This condition demand people to learn English

² Tom Hutchinson and Alan Waters, *English for Specific Purposes ...*, p. 7.

especially for their specific area either in scientific, technical, or economics activities to fulfill their necessity.

2. English for Specific Purposes

English for specific purposes (ESP) is teaching English that is relevant with the students' area.³ The word "specific" shows special linguistic needs in learning English and special area as aim why the students learning English. Therefore ESP course tries to facilitate the students in learning English to support them in all activities in special area. Helen Basturkmen stated that ESP is understood as preparing the learners to use English in their academic, professional, or workplace environment.⁴ ESP concern on narrower topic to guide the students establish needed ability to communicate effectively in target area.

3. The Presence of ESP in English Language Teaching

ESP does not come directly without any process. The presence of ESP in ELT can be seen on the tree of figure 2.1 bellow.⁵ According to the tree, ESP comes after the root of the tree, they are communication and learning that nourish the tree. Then, this part becomes a basic source of the existence of ELT. After that, this part grows in some branches.

³ Tom Hutchinson and Alan Waters, *English for Specific Purposes ...*, p. 8.

⁴ Helen Basturkmen, *Ideas and Options in English for Specific Purposes*, (London: Lawrence Erlbaum Associates, 2006), p. 133.

⁵ Tom Hutchinson and Alan Waters, *English for Specific Purposes ...*, p. 17.

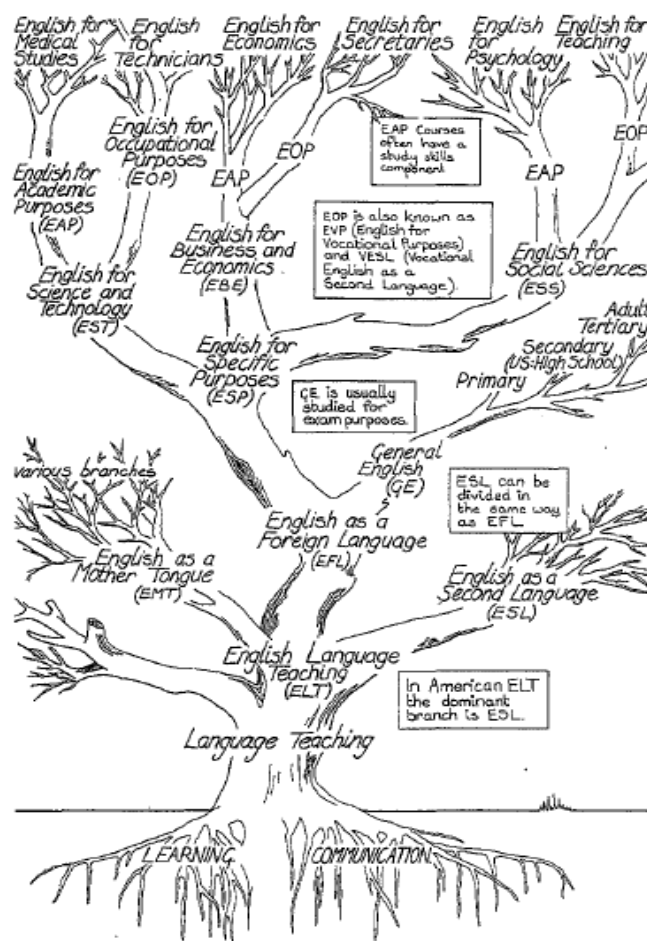


Figure 2.1.
Tree of ESP Presence

In ELT branch, there are three categories that determine the condition of the students, either they learn English as Foreign Language, English as Second Language, or English as mother tongue. Here, ESP is able to exist in the part of either English as foreign language or English as second language that offers three different categories that focus on students' specialism, they are English for Science and Technology, English for the Social and Sciences, and English for Business and Economics. Each of the them points out two main types that regard ESP students require English for academic study (EAP) or English for work or training (EOP: English for Occupational Purposes).

Based on the explanation above, it can be concluded that the existence of ESP in English language teaching was caused by usage of

English in broad fields, English for Science and Technology, English for the Social and Sciences, and English for Business and Economics, that demand students to master English as tool to communicate in each field. So that, ESP tries to help students master English in each field by providing appropriate English material.

4. Objectives in teaching ESP

Helen Basturkmen stated that there are five broad objectives in teaching ESP that must be reached:⁶

- a. To reveal subject-specific language use: This objective focuses on how English is used in the target situation and decides what knowledge should be imparted to the learners.
- b. To develop target performance competencies: the aim is to develop the learners' skill in language to perform the activities in target situation. Teaching and learning process have to concern with what the learners should do toward language and what skills needed to present the language.
- c. To teach underlying knowledge: Helen Basturkmen argued that teaching ESP is not only about linguistic proficiency but also about the knowledge of field of work or study. The learners need to understand disciplinary concept as well as the language skill.
- d. To develop strategic competence: According to Helen Basturkmen "Strategic competence is the link between context of situation and language knowledge" it also can be defined as the way to communicate efficiently.
- e. To foster critical awareness: In target situation, the learners will face the norms of target situation. This situation demands them to aware and understand the target language (in this case, English), behaviors, or knowledge to act properly. In teaching, the teacher has to increase the learners' critical awareness. It can be realized by discussing how

⁶ Helen Basturkmen, *Ideas and Options in English for Specific Purposes* ..., p. 133.

norms and communication practices in target situation can be build. Stren's classification in Helen Basturkmen stated that "this objective can be linked to the cultural knowledge and affective objectives."

The objectives of teaching ESP create a dare for teacher and syllabus designer to provide a course in order to reach the objectives above because to provide a course a teacher and syllabus design have to consider what material must be given, students' condition including learning style to decide learning strategy, school condition such as facilitation, etc.

5. Needs Analysis in ESP

ESP is a course that aims to prepare students in using English in specific area, it can be academic, professional, or workplace environments. Thus, to provide proper English material, a teacher requires to analyze the students' needs in ESP. The term "need" it self indicates the existence of certain problem that call for intervention and resolving.⁷ Needs of the students mean there are things that must be known, understood, and found solution to create effective ESP course. Hutchinson and Waters also argued that the term "need" is reasonable reason why there is important thing to conduct.⁸ In short, the students' needs analysis tries to find the problems, nature, and cause; and decides what prime concern must be created. To understand deeper about need analysis, it can be seen on figure 2.2 which is created by Brian Paltridge and Sue Starfield⁹:

⁷ Chams Eddine Lamri, *An Introduction to English for Specific Purposes* <http://faclettire.univ-tlemcen.dz>, accessed on 24th April 2017.

⁸ Tom Hutchinson and Alan Waters, *English for Specific Purposes ...*, p. 53.

⁹ Brian Paltridge and Sue Starfield. *The Handbook of English for Specific Purposes*, (USA: Wiley Blackwell, 2013), p. 326.

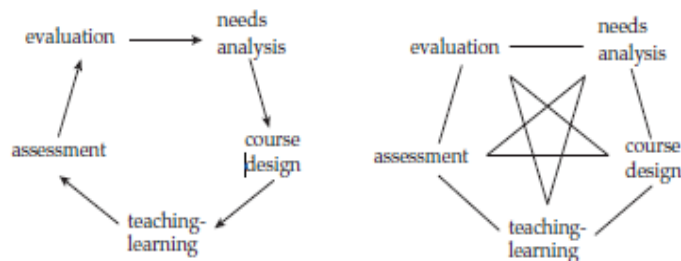


Figure 2.2
Scheme of Creating Course Design by Brian Paltridge

Based on the figure above, need analysis happens before creating course design. The result of the students' needs analysis will be core information to establish ESP course design as guidance in teaching and learning process so that the teacher is able to conduct an assessment and evaluation.

Furthermore, Basturkmen strengthened the scheme of Brian Paltridge and Sue Starfield by creating a scheme, figure 2.3¹⁰, of ESP course that put need analysis in first place before arranging course design.

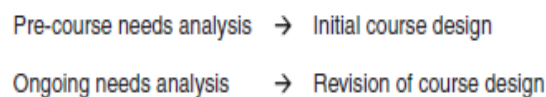


Figure 2.3.
Scheme of Creating Course Design by Brian Paltridge and Sue Starfield

The figure 2.3 shows the students' needs analysis is not only the first stage before establish a course design, Pre-course needs analysis, but also it can be the second step as an action in revising a course design which have been established and conducted in teaching and learning process, it also can be known as ongoing needs analysis.

In analyzing the learners' needs, a teacher requires considering types of needs divided into two types, they are:¹¹

- a. Target needs, this type analyzes what the learners must conduct with English in target situation. In other word, what are English linguistic

¹⁰ Helen Basturkmen, *Developing Course in English for Specific Purposes*, (New York: Palgrave Macmillan. 2010), p. 26.

¹¹ Tom Hutchinson and Alan Waters, *English for Specific Purposes ...*, p. 55-61

elements that must be learned to communicate in target area. It can be more understood by looking at some components in target situation that are necessities, lacks, and wants. Necessities are what the learners have to know in order to function in English effectively in target situation. While the lacks are what are the difficulties faced by students in learning English and the wants are the students' opinion and the students' hope personally in learning English.

- b. Learning needs. Hutchinson and Waters defined learning as the way to think about what route can be taken to learn English for their specific purpose.

From explanation above, it can be concluded that target need and learning are the components that must be existed in the instrument that is used to analyze the students' need. Although the students need analysis is the first stage before arranging a course design, it cannot be conducted if course designer does not consider target need and learning need of the students.

6. Marketing

Marketing is as connection between people and product, customers and companies.¹² In other words, there is a relation between people and product and customers and companies. The relation of them like a bridge which connect each other. The companies try to create everlasting connection as the key to grow the relationship.

Besides, Jeff Tanner stated that "marketing is set of institution and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large".¹³ It can be concluded that in marketing there are two important points those are the activities of marketing and its value that will create

11. ¹² John Burnett, *Introducing Marketing*, (Switzerland: The Global Text Project. 2010), p.

¹³ Ebook: Jeff Tanner and Marry Anne Raymond, *Marketing Principles*, (Boston: Flat World Knowledge, 2012), p. 8

close relationship between customers and companies. The deeper explanation of activities of marketing and its value can be seen as follows:

a. Marketing activities

The four marketing activities, creating, communicating, delivering, and exchanging offerings, are unity in marketing activities. To start marketing activities a company begins with creating. It is a collaborating process of a company with suppliers and customers to make profitable offerings that have value. Then, the company and suppliers communicate each other to discuss the offerings. The source of the offering as well as the results of the communication are aimed to complete the customers' necessities. After deciding the offerings, the company and suppliers deliver to the customers and assures them which the offerings are meet their needs. The last is exchanging, this is transaction activity between company and customers. Customers receive products from company and company receives payment from customer.

b. Value of Marketing Activities

In marketing activities, the value depends on the satisfaction of customer. Although customer receives the product, that is not indicate the satisfaction of costumer. It means the value is what the customer gets by purchasing and consuming a company's offerings. In other words, the term "value" here, show opinion of costumers about the company's offering after getting and using the product. Furthermore, Jeff Tanner argued that value is the center of marketing activities do.¹⁴ It is the key to determine that the product is successful, it is not only physical shape but also its maximal function. To know more about the value look at the figure 2.4.¹⁵

¹⁴ Jeff Tanner and Marry Anne Raymond, *Marketing Principles ...*, p. 9.

¹⁵ Jeff Tanner and Marry Anne Raymond, *Marketing Principles ...*, p. 9.

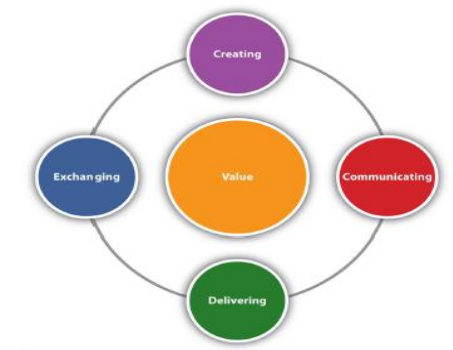


Figure 2.4.
Value of Marketing Activities

Based on the figure 2.4, each of the four marketing activities has its own value, the explanation of them can be known below:

1) Value of Creating Offering

Creating offering activity is not simple thing of offering good service and interesting price. A company creates offerings to sell product which considers customers' condition and company's importance. For example, when a car was produced, the company would determine design of the car, costs of production to decide the price of a car, evaluate the manufacturing requirements the car would need, evaluate the cost and timing of getting the offering to retailers and consumers, and provide service policies and warranty structure. Those are extremely important for a company to determine, due to each of them has its own impact to company's future. If a company do not involve all of them or omit one of them there will be trouble in the next marketing activities.

2) Value of Communicating Offering

Communicating offering is describing the company's offering to the potential customers. A company tries to make the customers aware where they can find a product which they want and like. To be more successful company, today many companies create interactive dialogue with the customers by social media such as twitter and website. These social media also aids the company to

promote, post a question, and answer the customers' questions to be closer with them.

3) Value of Delivering Offering

The value of delivering is much more than giving product to customers or relocating the product from company to customers. This activity also ensures that the customer understand how to get the product, to take care the product, and to require service later.

When a company deliver their products to customers, the customers not only receive it happily, they also hope for excellent service from the company. They need clear information that is explained by the company to ensure that they receive products in maximal condition.

4) Value of Exchanging Offering

Exchanging is actual transaction between seller and buyer. The transaction is not always using cash. For example: when a buyer gets cash back point from previous transaction, the buyer can pay his next transaction by his cash back point. It indicates that sometime cash is not the tool of payment, it depends on the agreement both of the seller and buyer.

This way is the trick of the company to attract customers. The company persuades customers to buy many products. After purchasing the products, the customers not only get the products but also they are able to get points in which the points can replace the position of money as the tool of payment.

B. Previous research

There are two researches that are relevant to this research, those are:

1. *An Analysis on the Learners' Needs of English for Specific Purposes at SMK Tri Guna Bhakti Surabaya* by Tri Yuana and Esti Kurniasih (2013).¹⁶

¹⁶ Tri Yuana dan Esti Kurniasih, *An Analysis on the Learners' Needs of English for Specific Purposes at SMK TRI GUNA BHAKTI SURABAYA*, (Vol. 1, No. 3, 2013),

Their study investigated the learners' need in learning English for accounting. There were two research questions in their research, those were: what are the needs of the accounting students at SMK Tri Guna Bhakti Surabaya in learning English? and How are the English teaching and learning materials for accounting students at SMK Tri Guna Bhakti Surabaya?. Objective of their research were to analyze the needs of accounting students at SMK Tri Guna Bhakti Surabaya in learning English and English teaching and learning materials. They used descriptive qualitative method in conducting their research. There were 35 students of eleventh grade of accounting students as subject. The tools of this study were classroom observation and questionnaire. The writers used observation checklist with form of "yes" and "no" answer to comprise the materials and the learners' responses toward English teaching and learning process in the classroom. While, the writers utilized questionnaire which consisted of 20 multiple choice questions with four options to get the learners' opinions toward English teaching and learning process in the classroom and their purposes in learning English as accounting learners.

The result of their research showed that from the 35 learners, 37.1% stated that they are learning English because they aimed to be able to communicate in English better and the rest of students, 62.8%, stated that they aimed to be able to communicate in English well in the subject area of accounting activities. For the learners' want, the writers deduced that 80% of the accounting learners stated that they want to improve their speaking ability and 20% stated that they want to improve their writing ability. In learning English the writers found that 15 of the learners get bored, 9 learners hardly understood English material, 8 learners enthusiastically learn English, and 3 learners could not understand the teacher explanation easily. Overall, the writers concluded that the accounting learners did not find any relevance between the English

materials that they had to learn in the class and their need in learning English as accounting learners.

The similarities between this research and this thesis are the object of the research and the research design. Both of them focus on analysis of learners' needs in learning English for specific purposes. While the differences between this research and this thesis is subject of the research. The subject of this research is accounting students while the subject of this thesis is marketing students.

2. *Investigating English Language Needs at the National Defence University of Malaysia* by Mardziah Shamsudin (2012).¹⁷ This research focused to investigate the English language needs for a group of engineering students at the National Defence University in Malaysia to be used as one the attempt to revise the curriculum. This research was descriptive research with both quantitative and qualitative approach. The subject of this research was 169 engineering students. In collecting the data, the writer used questionnaire and counted the result by SPSS application. The questionnaire consisted of 54 questions with 6 points likert-scale. The questionnaire was divided into five different parts those were demographic items, interest in English language, necessary English language skill, future English language goals and the skills which were considered as goal in the future. Then the results of the questionnaire were counted by using SPSS version 19.0. The result of this research showed that in demographic items 89.9% of the respondents were male while 10.1% were female. Then 48.5% of the respondents were army cadet officers, 21.9% were air force cadet officers, 12.4% are navy cadet officers, and only 17.2% of the respondents were civilian students. Besides, 92.2% of the respondents considered Malay language as their mother tongue while 3.6% of them considered English language as their mother tongue. It can be conclude

¹⁷ Mardziah Shamsudin, *Investigating English Language Needs at the National Defence University of Malaysia*, (Vol. 2, Issue 1, 2012), www.tojce.com/article/getpdf/11 accessed on 8th June 2017.

that most of the respondents were from non in English speaking background.

In part 2 and part 3, the writer tried to know the students' interest in English language and their necessary. The result showed all of the students stated in positive side, they saw English was very valuable for general knowledge and their future. The result of part 3 about their necessary in English skill showed that 5.12% argued writing skill, reading skill, and speaking skill were very important for their future while 4.94% stated that general English is important for their future and the rest of them, 4.69 %, stated that military English was vital for their future. It can be conclude that the students needed a subject such English for military purpose to fill their necessary in learning English language for their future.

In part 4, the questionnaire focused on the respondents' future goals. The result showed that the most useful skill that they need to learn and practice for improving their overall English language ability was speaking skill with percentage of 77.5%.

In the last part, part 5, the questionnaire focused to observe the English skill that were considered as a goal toward using English in the respondents' future. The result showed that 4.80% of the respondents argued that learning English should help them to read English language article on the internet. The, 4.97% of them stated that learning English should help them to read newspaper. 5.06% of them stated that learning English should help them to understand the meaning of a song when they listened it. 5.18% of them stated that learning English should help them to understand the meaning of conversation when they watched movie. 4.96 of them stated that learning English would help them to speak in informal English language. The rest of them, 4.86%, stated that learning English would help them to speak in formal English language. The conclusion of this study was the curriculum designer of National Defence University of Malaysia required to take revision in designing the curriculum. The

curriculum designer should consider the results of the questionnaire to make decision in designing the curriculum.

The similarity between this research and this thesis is technique collecting data that uses questionnaire. While, the difference between this study and this thesis is this study used qualitative and quantitative method while this thesis utilizes descriptive qualitative method to analyze the collected data.

C. Thinking Framework

Need analysis in English for specific purposes is an effort to identify the students' need in learning English for specific purpose. Each student has different purpose in learning English. It depends on what is the students' specific major that they select.

SMK Negeri 1 Demak is vocational school providing five different study programs, they are accounting, marketing, fashion design, official administration, and multimedia, but in English teaching and learning process they use equal English textbook. It indicates that they learn English generally. This research is purposed to analyze the Eleventh grade of marketing students' need in learning English. This research utilizes descriptive analysis. There are four steps in collecting the data, the first is observing the English teaching and learning process. Secondly, giving the questionnaire to all of XI PM 1. Thirdly, analyzing the result of classroom observation checklist and the answer of the questionnaire and the last, calculating percentage of the answers in questionnaire.

The explanation above shows the way of the writer to find the need of marketing students in learning English.

CHAPTER III

RESEARCH METHOD

This chapter discusses research approach, time and setting of the research, the source of data, focus on the research, technique of data collection, technique of data analysis, and research instrument.

A. Research Approach

Research Approach is scientific process to get needed data in a research with particular goal and specific function.¹ It is divided into two types they are quantitative and qualitative research method. One of the distinctions is the quantitative research more concerns on the result of the research, while qualitative research more concerns on process of the research.²

In conducting this research, the writer used descriptive qualitative as a research method. Descriptive research is research which focuses on describing situation and condition to be explained in research report.³ The writer describes the real situation and condition of English teaching and learning process and the result of students' answer on questionnaire sheet to find out the marketing students' need in learning English.

From explanation above, the writer concludes that qualitative research method is the growth of social event. By conducting qualitative method, the writer is able to investigate the marketing students' need in learning English.

B. Research Setting

1. Place and Subject of the Research

This research was conducted in SMK Negeri 1 Demak located at Sultan Trenggono Street No. 87, Katonsari, Demak. The subject of this research was the eleventh grade students of marketing major in the academic year of 2016/2017.

¹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2014), p.1

² Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta: PT. Rineka Cipta, 2010), p.21.

³ Suharsimi Arikunto, *Prosedur Penelitian ...*, p.3.

2. Time of the Research

This research was begun on 1st February up to 9th March on the second semester in academic year of 2016/2017.

C. Research Focus

Focus of this research is in line with the statement of the problem in previous chapter that. This research focuses to analyze the students' need in learning English of the eleventh grade of marketing students in SMK Negeri 1 Demak.

D. Source of Data

As mentioned before, the subject of this research is the eleventh grade students of marketing major in SMK Negeri 1 Demak. The writer collected the data by observing English teaching and learning process through observation check list, after the end of English teaching and learning process. Then, the writer gave students questionnaire sheet to find out the marketing students' need in learning English.

E. Technique Collecting Data

The writer used two techniques to collect the data for this research as follow:

1. Classroom Observation checklist

Observation is a purposeful, systematic and selective way to watch and listen carefully an interaction or phenomenon as it takes place.⁴ In this research, the writer observed the subject without any participation. It meant the writer did not participate in the talks of English teaching and learning process in the classroom. In this case, the writer used classroom observation to examine carefully the English teaching and learning process. The writer used classroom observation check list with "yes" and "no" answer that consisted of three components, they are:

⁴ Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners 3rd Edition*, (London: SAGE Publication, 2011), p.134.

- a. English material for marketing students. This component focuses to know whether the English teacher uses main source and delivers appropriate English material for the marketing student.
- b. Responses of the marketing students. To know the students' response, the writer watches and listens carefully the interaction between the English teacher and the marketing students in English teaching and learning process.
- c. Technique of the English. This component focuses to know whether the English teacher uses certain technique in teaching English.

The writer conducted classroom observation on 22nd February 2017 in XI PM 1. The data obtained from this observation used to support the result of questionnaire.

2. Questionnaire

The second technique of data collection technique is questionnaire. Questionnaire is a written list of questions, the answer which are recorded by respondents.⁵ The writer used questionnaire with four optional answers. The questionnaire consists of 19 questions in which the questionnaire is divided into seven parts, they are:

- a. Part II: Students' purpose in learning English (question number 1)
- b. Part II: English skill that wants to improve (question number 2-3)
- c. Part III: Students' difficulty in learning English (question number 4-6)
- d. Part IV: Students' opinion toward teaching technique used by teacher (question number 7-8)
- e. Part V: Students' opinion toward English material (question number 9-11)
- f. Part VI: Students' response in English teaching and learning process (question number 12-13)
- g. Part VII: Students' opinion toward English teaching and learning process (question number 14-16)

⁵ Ranjit Kumar, *Research Methodology* ..., p.138.

- h. Part VIII: Students' opinion toward school's plan in opening ESP course for each major (question number 17-19)

Here, the questionnaire was given to the students after the end of English teaching and learning process. The result of the questionnaire functions to investigate the students' need in learning English of the eleventh grade marketing students.

F. Instrument of the Research

Research instrument is tools of the research that use the research method.⁶ The instrument of a research determines the validity of the research result. In qualitative research, the writer is the instrument or it can be named as human instrument.⁷ The writer responsible toward research focus, research sources, collecting data, measuring data, analyzing data, describing and concluding the result of research.

Furthermore, in qualitative research, the writer plays important role in collecting the data because only the writer who understand the activities in English teaching and learning process. In this research, the writer utilized observation guidance and questionnaire guidance. Observation guidance is used to list some aspects to get needed information that is in line with objective of the research. It contains three main components; those are the English material, the responses during English teaching and learning process in the classroom, and the English teacher's technique that is used by the teacher. Furthermore, questionnaire functions to find out the marketing students' need in learning English. Both of the instruments will strengthen each other.

The explanation above shows that besides the writer as the instrument, other instruments are: observation checklist, and questionnaire sheet. The form of each instrument will show the result of the research.

⁶ Suharsimi Arikunto, *Prosedur Penelitian ...*, p. 92.

⁷ Sugiyono, *Metode Penelitian Pendidikan ...*, p.222.

G. Technique of Data Analysis

To analyze the gathered data, the writer used descriptive analysis. First, the writer deals with describing and analyzing the collected data, then, the writer concerns with making inferences based on the phenomena. The data from classroom observation is analyzed qualitatively by the writer. There are several steps in analyzing the collected data:

1. Observing the English teaching and learning process in the classroom to find out the condition and situation during teaching and learning process. It includes English material, the marketing students' responses, and technique used by the English teacher.
2. Giving questionnaire to the students of XI PM 1 after the end of English teaching and learning process in the classroom.
3. Analyzing and describing the result of classroom observation checklist and answers of the questionnaire.
4. Calculating percentage of answers in the questionnaire. It is purposed to know percentage of the students' answers in the questionnaire. The result of statistical analysis shows dominance answer of the questionnaire. In counting the students' answer of each question in the questionnaire, the writer uses a formula, as follows:

$$NP = \frac{R}{SM} \times 100\% ^8$$

Note:

NP = Percentage of the students' answer

R = Amount of the students' answer

SM = Total of the students

⁸ M. Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2013), p. 102.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents profile of SMK Negeri 1 Demak, English teaching and learning process in the classroom, and marketing students' need in learning English.

A. Research Finding

1. Profile of SMK Negeri 1 Demak

a. General Description of SMK Negeri 1 Demak

SMK Negeri 1 Demak is state vocational high school which located at Sultan Trenggono Street No. 87, Katonsari, Demak. SMK Negeri 1 Demak provides five distinctive majors those are accounting, office administration, multimedia, marketing, and fashion design. In this school each major consists of two classes.

As vocational school that has five different majors, SMK Negeri 1 Demak commits to keep and increase their quality to reach their vision: "Being a leading school in producing professional graduates, having noble character, and being ready to compete in the ASEAN Economic Community."

To realize their vision, SMK Negeri 1 Demak has several missions:

- 1) Building culture as a place of training and learning.
- 2) Increasing the absorptive power of graduates in the business world/ industrial world and having ability to continue study in higher education.
- 3) Forming personality of students and school members who are faithful, having character, and environmentally minded.
- 4) Being a referral school that is admitted by local, regional, and international communities.
- 5) Implementing Quality Management System of ISO 9001:2015 in the management of educational organization by all school citizen

b. English Teacher

There are 3 English teachers in SMK Negeri 1 Demak they are Mrs. Veix suhardini, Mr. Sugeng, and Mrs. Sari Warni Indah. Each of them has responsibility to teach 30 classes that divided into 10th, 11th, and 12th grade.

In conducting this research, 11th grade of PM 1 was chosen as research subject after the writer selected a class randomly. The English teacher of 11th grade of PM 1 is Mr. Sugeng. In teaching English, Mr. Sugeng created an enjoy class by used some humors. He also tried to combine Indonesian language and English during teaching and learning process to deliver the material. To create the students' activeness, Mr. Sugeng gave some questions and answered questions. It also used to develop the students' responses.

c. Marketing Students of XI PM 1

XI PM 1 consists of 34 students. 28 of them are female students and 6 of them are male students. In English teaching and learning process, they learned English generally using English textbook that had same content with other majors. From the brief information that related to this research, it can be concluded that the students' need in learning English is required to be analyzed.

2. English Teaching and Learning Process in the Classroom

The writer did classroom observation to know the English teaching and learning process in the classroom. The observation conducted on Wednesday, 22nd February 2017. Time allocation of observation was 2 x 45 minutes. In conducting this observation, the writer entered in the classroom along with the teacher. The teacher introduced the writer to the students and informed that the writer would observe their class during teaching and learning classroom and give them questionnaire after the teaching and learning process was ended.

Result of classroom observation can be seen in the table 4.1:

Table 4.1¹
Result of the Observation

No	Components	Indicators	Fact		Note
			Yes	No	
1	English material for marketing students	Teacher uses main source in English learning process.	V		The teacher uses English text book as the main source.
2		The teacher delivers material related to the students' area (marketing)		V	The only explain the English material from English textbook.
3	Responses of the marketing students	The students pay attention to the teacher in teaching and learning process.	V		There are some students who do their own activity such as playing smartphone and making slowly conversation
4		Teacher gives questions to the students	V		The teacher gives the students some questions related to the material.
5		Teacher allows the students give opinion	V		The teacher lets the students to share their opinion related to the material.
6		The students answer the teachers' questions	V		Some students answer the question by slow voice and some students answer the question by loud voice.
7		The students ask question to the teacher	V		There are 2 students ask question related to the material.
8		The students deliver their opinion related to the material.		V	No one shares opinion.
9		The teacher answers the students' questions	V		The teacher answer the student's question by explain the material deeply.
10	Technique that used by English	Teacher implements certain	V		The teacher implements group discussion

¹ Result of observation in SMK Negeri 1 Demak at Wednesday, February 22nd 2017.

	teacher	technique in teaching English.			technique.
11		Teacher explains the technique.	V		The teacher inform how they do their job in group

Based on the table, each component showed the result as follows:

a. English material for marketing students.

The result of observation showed that in English teaching and learning process the teacher only used English textbook as main source. When the teacher delivered the material some students did not pay their attention to the teacher. They did their own activity such as playing their phone and making conversation.

b. Responses of the marketing students.

Based on the observation above, although the English teacher gave them chances to be more active in the class. Some of the students did not respond the teacher well in answering the English teacher's questions, they just silent, but most of them showed good participation by answering teacher's questions although they answered the question together. When the teacher allowed them to ask questions related to the material only two of the thirty four students who did it. Besides, when the teacher gave them opportunity to share the opinion related to the material, no one of them who shared his thinking bravely. All of them just silent.

c. Technique of the English Teacher.

In English teaching and learning process, English teacher implemented group discussion technique. The English teacher explained the students about the rules of in group and informed what exercise that they had to do in their group.

3. The Marketing Students' Need in Learning English

The questionnaire was given to the marketing students from XI PM 1 of SMK Negeri 1 Demak after the end of teaching process. Time allocation to complete the questionnaire was 30 minutes in the classroom.

Before the writer gave them questionnaire, the writer tried to get the marketing students' attention by greeting them. Then, asking them about their need in learning English.

W : "Before you fill the questionnaire, I want to ask you, what are your needs in learning English for marketing activities?"

S : "*Bisa promosi pakai Bahasa Inggris miss.. Bisa ngomong pakai Bahasa Inggris.*"

W : "Okay. So, have you learnt to promote something in English?"

S : "Never miss."

Then, the writer explained ESP to the students. The students listened carefully.

W : "Did you ever know ESP?"

S : "No, miss.. what is that?"

W : "ESP is stand for English for Specific Purposes. *ESP merupakan program pembelajaran Bahasa Inggris ditujukan untuk orang-orang yang ingin belajar Bahasa Inggris dengan kebutuhan dan tujuan tertentu.* For example English for accounting, doctor, nursing, and marketing students like you. So, as marketing students you learn English in the subject area of marketing such as vocabularies, and how to promote something."

S : "Oh... so, it means we learn English about marketing miss?"

W : "Yes, that's right."

Then, the writer asked the marketing students' to answer 19 questions on the questionnaire sheet. The students were asked to select the answer from 4 option provided based on their own opinion.

As mentioned in previous chapter that the questionnaire consisted of 8 parts. The result of it were described as follows:

a. The Students' Purpose in Learning English

From the total thirty four of marketing students, most of them, twenty eight students, stated that they learned English because they purposed to communicate in English well in marketing activities, while four students stated that they learned English because it was important for this globalization era. Meanwhile the rest of them, two students argued that they learned English due to this activity was their obligation to follow English class.

1) Statistical Analysis of Students' Answer in the Questionnaire in part of Students' Purpose in Learning English

Having described the students' purpose in learning English, the writer continued to calculate the percentage of Students' Purpose in Learning English by the following formula:

a) Question number 1:

$$\text{percentage of answer (a)} = \frac{28}{34} \times 100 = 82.3\%$$

$$\text{percentage of answer (b)} = \frac{4}{34} \times 100 = 11.8\%$$

$$\text{percentage of answer (d)} = \frac{2}{34} \times 100\% = 5.9\%$$

The result of the answer can be shown in the table below:

Table 4.2

Question Number	Total of Answers				Percentage (%)			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Q1	28	4	0	2	82.3%	11.8%	0%	5.9%

Based on the table above, 82.3% students purposed to be able to communicate in English well in marketing activities.

b. English Skill that the Students Want to Improve

From the total thirty four of the marketing students, twenty eight students stated that they wanted to improve their speaking skill for marketing activities. The rest of them, six students, stated that they

needed to improve their reading skill. Most of the students argued that those skills were very important for marketing activities.

1) Statistical Analysis of Students' Answer in the Questionnaire in part of English Skill that the Students Want to Improve

The writer was calculated the result of this part which consisted of two questions, those were questions number 2 and number 3 by the following formula below:

a) Question number 2:

$$\text{percentage of answer (a)} = \frac{6}{34} \times 100 = 17.6\%$$

$$\text{percentage of answer (b)} = \frac{28}{34} \times 100\% = 82.3\%$$

b) Question number 3

$$\text{percentage of answer (a)} = \frac{27}{34} \times 100 = 79.4\%$$

$$\text{percentage of answer (b)} = \frac{5}{34} \times 100 = 14.7\%$$

$$\text{percentage of answer (c)} = \frac{2}{34} \times 100\% = 5.8\%$$

The result can be seen in the table below:

Table 4.3

Question Number	Total of Answers				Percentage (%)			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Q2	6	28	0	0	17.6%	82.3%	0%	0%
Q3	27	5	2	0	79.4%	14.7%	5.8%	0%

The result from the table showed that 82.3% students wanted to improve their speaking skill. The reason was 79.4% students argued that the skill was very important for their marketing activities.

c. The Students' Difficulty in Learning English

In this part, the writer gave three questions to the marketing students they were the frequency of their difficulty in learning English, the most difficult English skill to master, and why they felt difficult in learning English in the classroom. Based on the questionnaire answers,

when they asked about frequency of difficulty in learning English twenty four students stated that sometime they felt difficult in learning English while six students stated that they often felt difficult to learn English and the rest of them, four students, said they always feel difficult in learning English.

In the next question about the difficult skill in learning English, from the total thirty four marketing students, twenty three of them stated that the difficult skill in learning English was speaking skill. Then, ten of them argued that the difficult skill was listening skill and one student said that the difficult skill was writing. To make clear those statements, the writer asked the reason of students. Based on their answer on the questionnaire sheet, the result showed that fourteen students stated that the difficulty which they often faced was they hardly understand the English material. Thirteen students did not understand the teachers' explanation easily. Five students stated they easily got bored in participating English class and the rest, two students, were not enthusiastic in English teaching and learning process.

1) Statistical Analysis of Students' Answer in the Questionnaire in part of The Students' Difficulty in Learning English

This part consisted of three question, those were question number 4, number 5 and number 3. Statistical analysis of this part was calculated by the following formula below:

a) Question number 4:

$$\text{percentage of answer (a)} = \frac{4}{34} \times 100 = 11.7\%$$

$$\text{percentage of answer (b)} = \frac{6}{34} \times 100 = 17.6\%$$

$$\text{percentage of answer (c)} = \frac{24}{34} \times 100\% = 70.5\%$$

b) Question number 5:

$$\text{percentage of answer (b)} = \frac{23}{34} \times 100 = 67.6\%$$

$$\text{percentage of answer (c)} = \frac{10}{34} \times 100\% = 29.4\%$$

$$\text{percentage of answer (d)} = \frac{1}{34} \times 100\% = 2.9\%$$

c) Question number 6:

$$\text{percentage of answer (a)} = \frac{13}{34} \times 100 = 38.2\%$$

$$\text{percentage of answer (b)} = \frac{5}{34} \times 100 = 14.7\%$$

$$\text{percentage of answer (c)} = \frac{14}{34} \times 100\% = 41.1\%$$

$$\text{percentage of answer (d)} = \frac{2}{34} \times 100\% = 5.8\%$$

The result can be seen in the table below:

Table 4.4

Question Number	Total of Answers				Percentage (%)			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Q4	4	6	24	0	11.7%	17.6%	70.5%	0%
Q5	0	23	10	1	0%	67.6%	29.4%	2.9%
Q6	13	5	14	2	38.2%	14.7%	41.1%	5.8%

The table showed that the highest percentage of difficult English skill was speaking skill (67.6%). The dominant reason (41.1%) was due to English material was hardly to understand.

d. The Students' Opinion toward Teaching Technique Used by the Teacher

In this part, the writer asked about the students' opinion toward the teacher's technique and the teacher's explanation. The students' opinions of teaching technique that was used by the teacher were various. Thirteen students said that the teacher technique in teaching

was interesting. Seventeen students argued that the teacher technique was not really interesting and four students argued that the teacher technique was not interesting.

The students also gave various opinions related to the teacher's explanation. Three students stated that the teacher gave clear explanation. Eighteen students stated that the teacher's explanation was not really clear but still understandable. Thirteen students argued that the teacher's explanation was not really clear and hard to be understood.

1) Statistical Analysis of Students' Answer in the Questionnaire in part of The Students' Opinion toward Teaching Technique Used by the Teacher

The writer was calculated the result of this part that consisted of two numbers, those were question number 7 and number 8. The following formula can be seen below:

a) Question number 7:

$$\text{percentage of answer (b)} = \frac{13}{34} \times 100 = 38.2\%$$

$$\text{percentage of answer (c)} = \frac{17}{34} \times 100\% = 50\%$$

$$\text{percentage of answer (d)} = \frac{4}{34} \times 100 = 17.1\%$$

b) Question number 8

$$\text{percentage of answer (a)} = \frac{3}{34} \times 100\% = 8.8\%$$

$$\text{percentage of answer (b)} = \frac{18}{34} \times 100 = 59.2\%$$

$$\text{percentage of answer (c)} = \frac{13}{34} \times 100 = 38.2\%$$

The result can be seen in the table below:

Table 4.5

Question Number	Total of Answers				Percentage (%)			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Q7	0	13	17	4	0%	38.2%	50%	11.7%
Q8	3	18	13	0	8.8%	59.2%	38.2%	0%

Based on the table, the highest percentage (50%) showed that technique used by the teacher in English teaching was not really interesting. Then, in explaining English material, 59.2% students argued that the teacher's explanation was not clear but still understandable.

e. The Students' Opinion toward English material used by the Teacher

All of the thirty four marketing students stated that the main source of English teaching and learning process was English textbook. As mentioned in previous chapter that English textbook for marketing students was the same for other majors in SMK Negeri 1 Demak.

Moreover, when they were asked about the relationship between the English material and their study program, fourteen students stated that the English material was not really related for marketing study and twenty students said that the English material was unrelated for marketing study.

Furthermore, in receiving information of the English material only three students said that the English material was easy to master. Twenty six students stated that English material was hard to master while the rest of the students, five students, stated that they couldn't master the English material.

1) Statistical Analysis of Students' Answer in the Questionnaire in part of The Students' Opinion toward English material used by the Teacher

Having described the students' opinion toward English material used by the teacher existing in question number 9, number

10, and number 11, the writer continued to calculate the percentage of the result by the following formula:

a) Question number 9:

$$\text{percentage of answer (a)} = \frac{34}{34} \times 100\% = 100\%$$

b) Question number 10:

$$\text{percentage of answer (c)} = \frac{14}{34} \times 100\% = 41.1\%$$

$$\text{percentage of answer (d)} = \frac{20}{34} \times 100\% = 58.8\%$$

c) Question number 11:

$$\text{percentage of answer (b)} = \frac{3}{34} \times 100\% = 8.8\%$$

$$\text{percentage of answer (c)} = \frac{26}{34} \times 100\% = 76.4\%$$

$$\text{percentage of answer (d)} = \frac{5}{34} \times 100\% = 14.7\%$$

The result can be seen in the table below:

Table 4.6

Question Number	Total of Answers				Percentage (%)			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Q9	34	0	0	0	100%	0%	0%	0%
Q10	0	0	14	20	0%	0%	41.1%	58.8%
Q11	0	3	26	5	0%	8.8%	76.4%	14.7%

According to the table, the dominant percentage, 100% students stated that the main source of English teaching was English textbook, 58.8% students argued that the teacher provided unrelated English material, and 76.4% students stated that the English material delivered by the teacher was hard to master.

f. The Students' Opinion toward English Teaching and Learning Process

Two students stated that English teaching process was effective while thirty students stated that English teaching and learning process

was not really effective. Meanwhile there were two students who argue that English teaching and learning process was not effective.

Next, when they were asked about their feeling during English teaching and learning process. They gave various answers. Nineteen students stated that they did not really enjoy English teaching and learning process. Thirteen students said that they enjoy English teaching and learning process. Two students stated that they felt hard to enjoy English teaching and learning process.

1) Statistical Analysis of Students' Answer in the Questionnaire in part of The Students' Opinion toward English Teaching and Learning Process

The writer was calculated the result of this part that consisted of two numbers, those were question number 12 and number 13. The following formula can be seen below:

a) Question number 12:

$$\text{percentage of answer (b)} = \frac{2}{34} \times 100\% = 5.8\%$$

$$\text{percentage of answer (c)} = \frac{30}{34} \times 100\% = 88.2\%$$

$$\text{percentage of answer (d)} = \frac{2}{34} \times 100\% = 5.8\%$$

c) Question number 13:

$$\text{percentage of answer (b)} = \frac{13}{34} \times 100 = 38.2\%$$

$$\text{percentage of answer (c)} = \frac{19}{34} \times 100\% = 55.8\%$$

$$\text{percentage of answer (d)} = \frac{2}{34} \times 100\% = 5.8\%$$

The result can be seen in the table below:

Table 4.7

Question Number	Total of Answers				Percentage (%)			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Q12	0	2	30	2	0%	5.8%	88.2%	5.8%
Q13	0	13	19	2	0%	38.2%	55.8%	5.8%

Based on the table above, 88.2% students argued that English class is not really effective and 55.8% students dominated to not really enjoy the English class.

g. The Students' Response in English Teaching and Learning Process

From the total thirty four marketing students, all of them stated that their English teacher always gave them chances to response the English teacher such as answering the English teacher' questions, giving questions, and sharing their opinion.

In responding the English teacher, thirty students stated that they sometime responded him during English teaching and learning process while four students stated that they never respond their teacher.

Furthermore, when they were asked about kinds of their responses toward the English teacher, sixteen students stated that they responded their teacher by answering the English teacher loudly. Ten students who answered the English teacher slowly and four students said they gave the English teacher question related to the material. The rest of them, four students stated that they never responded the English teacher or just silent.

1) Statistical Analysis of Students' Answer in the Questionnaire in part of The Students' Opinion toward English material used by the Teacher

Having described the students' response in English teaching and learning process existing in question number 14, number 15, and number 16, the writer continued to calculate the percentage of the result by the following formula:

a) Question number 14:

$$\text{percentage of answer (a)} = \frac{34}{34} \times 100\% = 100\%$$

b) Question number 15:

$$\text{percentage of answer (c)} = \frac{30}{34} \times 100\% = 88.2\%$$

$$\text{percentage of answer (d)} = \frac{4}{34} \times 100\% = 11.7\%$$

c) Question number 16:

$$\text{percentage of answer (a)} = \frac{10}{34} \times 100 = 29.4\%$$

$$\text{percentage of answer (b)} = \frac{16}{34} \times 100\% = 47\%$$

$$\text{percentage of answer (c)} = \frac{4}{34} \times 100\% = 11.7\%$$

$$\text{percentage of answer (d)} = \frac{4}{34} \times 100\% = 11.7\%$$

The result can be seen in the table below:

Table 4.8

Question Number	Total of Answers				Percentage (%)			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Q14	34	0	0	0	100%	0%	0%	0%
Q15	0	0	30	4	0%	0%	88.2%	11.7%
Q16	10	16	4	4	29.4%	47%	11.7%	11.7%

From the result of the table below, the total of 34 students stated that the teacher always gave them chance to give their response in English teaching. 88.2% students stated they sometime responded the teacher and most of the students (47%) gave their response by answering the teacher loudly.

- h. The Students' Opinion toward School's Plan in Opening ESP Program for each Major.

From all of the thirty four marketing students, twenty students stated that ESP was extremely good while fourteen students stated that

ESP program was good to increase their ability especially in their area of marketing. Besides, when they were asked about their opinion of school's plan in opening ESP program for each major they argued that they agree if the school would provide ESP program not only for their major but also for the other majors.

1) Statistical Analysis of Students' Answer in the Questionnaire in part of The Students' Opinion toward School's Plan in Opening ESP Program for each Major

The writer calculated the percentage of the answers of the students' response in English teaching and learning process by the following formula:

a) Question number 17:

$$\text{percentage of answer (a)} = \frac{20}{34} \times 100 = 58.8\%$$

$$\text{percentage of answer (b)} = \frac{14}{34} \times 100 = 41.1\%$$

b) Question number 18:

$$\text{percentage of answer (a)} = \frac{20}{34} \times 100 = 58.8\%$$

$$\text{percentage of answer (b)} = \frac{14}{34} \times 100 = 41.1\%$$

c) Question number 19:

$$\text{percentage of answer (a)} = \frac{25}{34} \times 100 = 73.5\%$$

$$\text{percentage of answer (b)} = \frac{9}{34} \times 100 = 26.4\%$$

The result can be seen in the table below:

Table 4.9

Question Number	Total of Answers				Percentage (%)			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Q17	20	14	0	0	58.8%	41.1%	0%	0%
Q18	20	14	0	0	58.8%	41.1%	0%	0%
Q19	25	9	0	0	73.5%	26.4%	0%	0%

Based on the result of the table, 58.8% students argued that ESP was extremely good and they very agree if the school planned to design ESP program. 73.5% students hoped that the school would Provide ESP for all study programs.

B. Research Discussion

1. English Teaching and Learning Process in the Classroom

a. English material for marketing students.

Based on the observation checklist, during English teaching and learning process the teacher used English textbook as main source. The teacher only focused on the material in the English textbook without utilize other references to support the students need for their major (marketing) such as inserting vocabularies related to marketing major. When the teacher delivered the material some students did not pay their attention to the teacher. They did their own activities such as playing their phone, make conversation, or just silent and look at other side.

b. Responses of the marketing students.

During English teaching and learning process, the teacher delivered the passive voice material by combining Indonesian language and English and sometimes the teacher repeated his sentences to make sure that the students were understood. To make the situation and condition of class was fun, sometimes the teacher made light humors. It also used to get the students' attention back.

In English, the teacher asked questions to the in several times and gave them opportunities to answer the question. Most of the students showed good participation by answering teacher's questions using slowly and loudly voice, but some of the students did not respond the teacher well in answering the English teacher's questions, they just silent.

Besides, the English teacher also allowed them to ask questions and share their opinion related to the English material. When the teacher allowed them to ask questions related to the material only two of the thirty four students who did it. Furthermore, when the teacher gave them opportunity to share the opinion related to the material, no one of them who shared his thinking bravely. All of them just silent.

c. Technique of the English Teacher.

In English teaching and learning process, English teacher implemented group discussion technique. The English teacher instructed the students to work in group. He divided the class into 11 groups. Each group consisted of 3 or 4 students to do the exercise in cooperative manner.

To check the students' understanding, the teacher instructed them to answer the question by writing their answer on the whiteboard and explained the formula of sentence that they have made.

4. The Marketing Students' Need in Learning English

Based on the result of questionnaire, 82.3% students of XI PM 1 stated that they learned English because they purposed to communicate in English for their marketing activities while 4.8% students stated that learning English was important for this era, the rest of them, 5.9% stated that they learned English because it was their obligation. Then, when they asked about English skill that they wanted to improve 82.3% students interested to increase their speaking skill while 17.6% students selected reading skill as the skill that they wanted to improve in marketing activities.

However in completing their desire, there were hindrances which had to oppose. The students felt difficult in several English skill those were speaking skill (67%), listening skill (29.9%), and writing skill (2.9%). Besides, the reasons of students why they felt difficult in learning English were 38.2% students stated that they did not understand the teacher explanation easily, 14.7% students argued that learning English

was boring, 41.1% students stated that they felt hard to understand English material, and 5.8% students were not enthusiastic in English teaching and learning process.

In English teaching and learning process, 38.2% students argued that the teacher's technique in the teaching process is interesting while 50% students stated that the teacher's technique was not really effective. The rest of them, 17.1% stated that the teacher's technique was not interesting. In this case, the teacher required to adjust the students' need as marketing students and the English material that must be given. The teacher also required to determine how the students' character in selecting fun technique to create good atmosphere in teaching and learning process and maximize the students output either during English teaching and learning process or after English teaching and learning process.

Furthermore, there were various opinions from the marketing students related to the English material. 58.8% students stated that English material was not relevant for their subject area and 41.1% argued that English material was not really related. Here, the students did not English for marketing students deeply the marketing students only got English material generally.

Whereas, as mentioned before that the school used same English textbook as the main source. In fact, the school had five distinction majors. Automatically all of the students had different needs in learning English. In this case, the English teachers of SMK Negeri 1 required to analyze the students' needs in learning English carefully so that they could address the students' need in an appropriate and relevant English teaching and learning material.

Based on the explanation above, it was clear that the marketing students of XI PM 1 did not find any relevance between English material and their need in learning English as marketing students. They needed specific material that was English for specific purposes for marketing students.

C. Limitation of the Research

The researcher realized that there were some hindrances and barriers in conducting this research. The hindrances and barriers which occurred were not caused by inability of the researcher but caused by the limitation of the research like time, and equipment of the research.

CHAPTER V

CONCLUSION

This chapter presents conclusion of the research result, suggestion, recommendation, and closing.

A. Conclusion

Based on the discussion of previous chapter it could be concluded that the eleventh grade of marketing students in XI PM 1 needed more specific English material in marketing field. It was supported by the result of questionnaire which showed 82.3% students stated that they learned English because they purposed to communicate in English in the marketing activities. Besides, 82.3% of marketing students selected English speaking skill as the skill which they wanted to increase due to most of the marketing activities used speaking skill such as offering product. Speaking skill not only became the desire of marketing students but also 67% students stated that speaking skill was the lack of them. In addition, based on classroom observation, in teaching process the teacher required to find appropriate way that could make the students more interesting and active because during the English teaching process some students did their own activities and did not response the teacher's questions. Therefore, to maximize their competence, thirty four marketing students hoped that the school could design ESP program.

B. Suggestion

Based on the conclusion above, the writer had suggestion that was addressed to:

1. The English teacher

The English teacher can combine English subject syllabus and marketing subject syllabus to design an English course for the marketing students so that the students not only will learn about material marketing but also they will learn the usage of English in marketing activities.

2. The School

The school can provide English for marketing course to maximize competence in mastering English.

C. Recommendation

The writer considered to offer some recommendations that were given to:

1. The English teacher

- a. The English teacher needs to communicate with the marketing instructor. It functions to aid the English teacher in understanding the marketing activities and the English learning materials related to the marketing students.
- b. The English requires to ask samples of marketing materials. It can be from textbook, journal, research article, and marketing exercise.
- c. The teacher requires to select teaching technique that is appropriate with the students' characters to increase their activeness.

2. The School

The school needs to design ESP program not only for marketing major but also for the other majors

D. Closing

The writer realized that this thesis was far from being perfect, but the writer hoped that this thesis would be useful for the readers and another research writer of similar discourse.

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Appendix 1

STUDENTS' NAME LIST

NO	STUDENTS' NAME
1	ABDUR ROHMAN
2	AFDALIS HIJRIYANTI
3	AISYAH RATNA BINTARI
4	ALIFVIA DEFYNA
5	ANGGA DWI FEBRIANTO
6	APRILIANA WAHYUNINGTIAS
7	AWALIYA KHOLIFATUN KASANAH
8	AZIZAH ALEFTINA
9	CATUR WIDYA MULIA
10	DESYANA PUTRI RAHMADHANY
11	DEWI ISMAYAWATI
12	DWI RISTIYANTI
13	EKA OKTAVIA
14	ENDANG ARYANI
15	FARID MUSTHOFA
16	HAFINIA SHEFIELDA
17	M. FAIS IZZUDIN NAJIKH
18	MAHFIRA YOHAN PRISTIKA
19	MAHMUDATUL SHOLEKHAH
20	MEILINA SAFIRA
21	MUHAMAD ABDUR ROHMAN
22	MUTHOHAROH
23	NAILI ROCHMAH
24	NUR KASANAH
25	NURUL AULIA
26	NURUL FIRDAUS
27	NURUL KOMARIAH
28	NURUL WIQOYAH
29	RIZAL RUDY HARYONO
30	SELATUR ROHMAH
31	TEGAR FADILLA AHMAD
32	TRI SINTA TIANI
33	WIDYATAMA AJENG PAMUNGKAS
34	WINDY OKTAVIANA

Appendix 2

	SMK NEGERI 1 DEMAK	SILABUS	F-KUR 1.2
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SYLLABUS

Mapel : Bahasa Inggris
 Kelas : XI
 Alokasi Waktu : 2x45 menit

No	KD	Materi Pembelajaran	Kegiatan Pembelajaran
1	<p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.1 menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta</p>	<p>Suggestion Expressions Responses Offering</p> <p>Giving opinions Expressions</p>	<p><input type="checkbox"/> Mengidentifikasi topik materi yang dibahas</p> <p><input type="checkbox"/> Menghubungkan topik yang didapat dengan sumber lain</p> <p><input type="checkbox"/> Mengomunikasikan proses dan hasil pemecahan masalah</p> <p><input type="checkbox"/> Menggunakan ekspresi untuk membuat teks</p> <p><input type="checkbox"/> Menyajikan teks/ hasil kerja yang dibuat</p> <p><input type="checkbox"/> Mengidentifikasi topik materi yang dibahas</p> <p><input type="checkbox"/> Menghubungkan topik yang didapat</p>

	<p>informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)</p> <p>4.2 menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>dengan sumber lain</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mengomunikasikan proses dan hasil pemecahan masalah <input type="checkbox"/> Menggunakan ekspresi untuk membuat teks <input type="checkbox"/> Menyajikan teks/ hasil kerja yang dibuat
<p>3.3 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>4.3.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		<p>Formal invitation Expressions Responses</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mengidentifikasi topik materi yang dibahas <input type="checkbox"/> Menghubungkan topik yang didapat dengan sumber lain <input type="checkbox"/> Mengomunikasikan proses dan hasil pemecahan masalah <input type="checkbox"/> Menggunakan ekspresi untuk membuat teks <input type="checkbox"/> Menyajikan teks/ hasil kerja yang dibuat
<p>3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>		<p>Analytical exposition Structure</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mengidentifikasi topik materi yang dibahas <input type="checkbox"/> Menghubungkan topik yang didapat dengan sumber lain

	<p>fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>3.5 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kasdan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p> <p>4.5. menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kasdan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>3.6 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>4.6.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks</p> <p><i>Isi materi dalam bab ini akan menjadi materi terkait kognitif diri</i></p>		<p>hasil pemecahan masalah</p> <ul style="list-style-type: none"> <input type="checkbox"/> Menggunakan ekspresi untuk membuat teks <input type="checkbox"/> Menyajikan teks/ hasil kerja yang dibuat <p>Passive voice Pattern</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mengidentifikasi topik materi yang dibahas <input type="checkbox"/> Menghubungkan topik yang didapat dengan sumber lain <input type="checkbox"/> Mengomunikasikan proses dan hasil pemecahan masalah <input type="checkbox"/> Menggunakan ekspresi untuk membuat teks <input type="checkbox"/> Menyajikan teks/ hasil kerja yang dibuat <p>Personal letter structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mengidentifikasi topik materi yang dibahas <input type="checkbox"/> Menghubungkan topik yang didapat dengan sumber lain <input type="checkbox"/> Mengomunikasikan proses dan hasil pemecahan masalah <input type="checkbox"/> Menggunakan ekspresi untuk membuat teks
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<p>4.6.2 menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		<p>dibuat</p>
<p>3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)</p> <p>4.7 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Because of ... Due to ...</p>	<p><input type="checkbox"/> Mengidentifikasi topik materi yang dibahas</p> <p><input type="checkbox"/> Menghubungkan topik yang didapat dengan sumber lain</p> <p><input type="checkbox"/> Mengomunikasikan proses dan hasil pemecahan masalah</p> <p><input type="checkbox"/> Menggunakan ekspresi untuk membuat teks</p> <p><input type="checkbox"/> Menyajikan teks/ hasil kerja yang dibuat</p>
<p>3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4.8 menanggapi makra secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<p>Explanation text Structure</p>	<p><input type="checkbox"/> Mengidentifikasi topik materi yang dibahas</p> <p><input type="checkbox"/> Menghubungkan topik yang didapat dengan sumber lain</p> <p><input type="checkbox"/> Mengomunikasikan proses dan hasil pemecahan masalah</p> <p><input type="checkbox"/> Menggunakan ekspresi untuk membuat teks</p> <p><input type="checkbox"/> Menyajikan teks/ hasil kerja yang dibuat</p>

	<p>3.9 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<p>Songs Structure</p>	<p><input type="checkbox"/> Mengidentifikasi topik materi yang dibahas</p> <p><input type="checkbox"/> Menghubungkan topik yang didapat dengan sumber lain</p> <p><input type="checkbox"/> Mengomunikasikan proses dan hasil pemecahan masalah</p> <p><input type="checkbox"/> Menggunakan ekspresi untuk membuat teks</p> <p><input type="checkbox"/> Menyajikan teks/ hasil kerja yang dibuat</p>
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Appendix 3

OBSERVATION GUIDANCE

The researcher will observe English teaching and learning process in the classroom of the eleventh grade of marketing students at SMK N 1 Demak.

Subject observed : Teacher and students of the eleventh grade of marketing students in SMK N 1 Demak.

Major : Marketing

Time and Date : Wednesday, February 22nd, 2017

No	Components	Indicators	Fact		Note
			Yes	No	
1	English material for marketing students	Teacher uses main source in English learning process.			
2		The teacher delivers material related to the students' area (marketing)			
3	Responses of the marketing students	The students pay attention to the teacher in teaching and learning process.			
4		Teacher gives questions to the students			
5		Teacher allows the students give opinion			
6		The students answer the teachers' questions			
7		The students ask question to the teacher			
8		The students deliver their opinion related to the material.			

9		The teacher answers the students' questions			
10	Technique that used by English teacher	Teacher implements certain technique in teaching English.			
11		Teacher explains the technique.			

Appendix 4

QUESTIONNAIRE GUIDANCE

This research instrument is used to get information about the needs of the eleventh grade of marketing students in SMK N 1 Demak. This questionnaire will be given to the eleventh grade of marketing students in the academic year of 2016/2017.

Name of the Student :
Student's Number :
Time and Date :
Variable : Need analysis in ESP of XI PM
1 SMK N 1 Demak

No.	Problems	Questions
1.	The Students' purpose in Learning English	1. My purpose in learning English a. I want to communicate in English well in marketing activities b. English is important for this era c. I want to know English better d. I want to do my obligation to follow English class
2.	English Skills that the Students want to Improve	2. Skill that you want to improve a. Reading c. Listening b. Speaking d. Writing 3. I want to improve that skill because a. That skill is very important in marketing activities b. That is my favorite skill c. I want to get good score d. That skill is easy to master
3.	The Students' Difficulties in Learning English	4. I feel difficult in English teaching and learning process a. Always c. Sometime b. Often d. Never 5. Skill that I feel difficult a. Reading c. Listening b. Speaking d. Writing 6. I feel difficult in English teaching and learning process because a. I don't understand the

		<p>teacher's explanation easily</p> <p>b. Learning English is boring</p> <p>c. I am difficult to understand English material</p> <p>d. I am not enthusiastic</p>
4.	The Students' Opinions toward Teaching Techniques Used by The Teacher	<p>7. the technique used by your teacher in English class is</p> <p>a. Very interesting</p> <p>b. Interesting</p> <p>c. Not really interesting</p> <p>d. not interesting</p> <p>8. Your English teacher's explanation</p> <p>a. Clear and understandable</p> <p>b. Not really clear but still understandable</p> <p>c. Not really clear and hard to be understood</p> <p>d. Unclear</p>
5.	The Students' Opinions toward English Teaching Materials Used by the Teacher	<p>9. Your main source in English teaching and learning</p> <p>a. English textbook</p> <p>b. Teacher</p> <p>c. Internet</p> <p>d. Environment</p> <p>10. Relationship between English material used and my target area</p> <p>a. Extremely related</p> <p>b. Related</p> <p>c. Not really related</p> <p>d. Unrelated</p> <p>11. The English material delivered by English teacher</p> <p>a. Very easy to master</p> <p>b. Easy to master</p> <p>c. Hard to master</p> <p>d. I could not master</p>
6.	Students' Opinion toward English Teaching and Learning Process	<p>12. Your opinion about your English class</p> <p>a. English class is very effective</p> <p>b. English class is effective</p> <p>c. English class is not really effective</p> <p>d. English class is not effective</p> <p>13. Your feeling during English learning process</p> <p>a. Really enjoy</p>

		b. Not really enjoy c. Enjoy d. hard to Enjoy
7.	The Students' Responses toward English Learning Process in the Classroom	14. Your English teacher lets you to response a. Always c. Sometime b. Often d. Never 15. You response your teacher in English teaching and learning process a. Always c. Sometime b. Often d. Never 16. Kind of your respond in English teaching and learning process a. I answer the question of teacher slowly b. I answer the question of teacher loudly c. I ask my teacher related to the material d. Never respond/ just silent
8	The Students' Opinions toward School's Plan in Opening ESP Courses for Each Study Program	17. Your opinion toward ESP a. Extremely good b. Good c. Enough d. Bad 18. If school provides ESP program a. Extremely agree b. Agree c. Not really agree d. Disagree 19. Your hope to the school toward ESP program a. The school determines to provide ESP for all study program b. The school determines to provide ESP for marketing program c. The school determine to provide ESP for certain program d. The school does not determine to provide ESP

Appendix 5

Classroom Observation Checklist

No	Components	Indicators	Fact		Note
			Yes	No	
1	English material for marketing students	Teacher uses main source in English learning process.	✓		The teacher uses English textbook
2		The teacher delivers material related to the students' area (marketing)		✓	only deliver the material in the textbook
3	Responses of the marketing students	The students pay attention to the teacher in teaching and learning process.	✓		Some students do their own activities, making slow conversation & playing game
4		Teacher gives questions to the students	✓		the teacher gives some questions
5		Teacher lets the students to give opinion	✓		the teacher lets the student to share their opinion about the material
6		The students answer the teachers' questions	✓		Students answer by slow and loud voice
7		The students ask question to the teacher	✓		Two students ask the teacher related to the material.
8		The students deliver their opinion related to the material.		✓	No one shares opinion
9		The teacher answers the students' questions	✓		the teacher explains the material deeply
10	Technique that used by English teacher	Teacher implements certain technique in teaching English.	✓		the teacher implements group discussion technique
11		Teacher explains the technique.	✓		the teacher inform how they do their job in group.

Demak, 22nd Feb 2017

Observer



Ileni Fatmawati

SN: 133411101

Appendix 6

Sample of Questionnaire

Name : *Nurul Aulia*
Student's Number : *25*
Time and Date : *22 / 2 / 2017*

QUESTIONNAIRE OF STUDENTS' NEEDS ANALYSIS OF ESP

The Students' purpose in Learning English

1. My purpose in learning English
 - ☒ a. I want to communicate in English well in marketing activities
 - ☐ b. English is important for this era
 - ☐ c. I want to know English better
 - ☐ d. I want to do my obligation to follow English class

English Skill that the Students want to Improve

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

The Students' Difficulty in Learning English

4. I feel difficult in English teaching and learning process
 - ☐ a. Always
 - ☐ b. Often
 - ☒ c. Sometime
 - ☐ d. Never
5. Skill that I feel difficult
 - ☐ a. Reading
 - ☒ b. Speaking
 - ☐ c. Listening
 - ☐ d. Writing

6. I feel difficult in English teaching and learning process because

- ☒ a. I don't understand the teacher's explanation easily
- b. Learning English is boring
- c. I feel hardly understand English material
- d. I am not enthusiastic

**The Students' Opinions toward Teaching Techniques Used by t
Teacher**

7. the technique used by your teacher in English class is

- a. Very interesting
- ☒ b. Interesting
- c. Not really interesting
- d. not interesting

8. Your English teacher's explanation

- a. Clear and understandable
- ☒ b. Not really clear but still understandable
- c. Not really clear and hard to be understood
- d. Unclear

**The Students' Opinions toward English Materials Used by t
Teacher**

9. Your main source in English teaching and learning

- ☒ a. English textbook
- b. Teacher
- c. Internet
- d. Environment

10. Relationship between English material used and my target area

- a. Extremely related
- b. b. Related
- c. Not really related
- ☒ d. Unrelated

11. The English material delivered by English teacher

- a. Very easy to master
- b. Easy to master
- ☒ c. Hard to master
- d. I could not master

Students' Opinion toward English Teaching and Learning Process

12. Your opinion about your English class

- a. English class is very effective
- ☒ b. English class is effective
- c. English class is not really effective
- d. English class is not effective

13. Your feeling during English learning process

- a. Really enjoy
- ☒ b. Enjoy
- c. Not really enjoy
- d. hard to Enjoy

The Students' Responses toward English Learning Process Classroom

14. Your English teacher lets you to response

- ☒ a. Always
- b. Often
- c. Sometime
- d. Never

15. You response your teacher in English teaching and learning process

- a. Always
- b. Often
- ☒ c. Sometime
- d. Never

16. Kind of your respond in English teaching and learning p

- a. I answer the question of teacher slowly
- b. I answer the question of teacher loudly
- ☒ c. I ask my teacher related to the material
- d. Never respond/ just silent

**The Students' Opinions toward School's Plan in Op
Courses for Each Study Program**

17. Your opinion toward ESP

- ☒ a. Extremely good
- b. Good
- c. Enough

18. If school provides ESP program

- a. Extremely agree
- c. Not really agree
- ☒ b. Agree
- d. Disagree

19. Your hope to the school toward ESP program

- ☒ a. The school determines to provide ESP for all stud
- b. The school determines to provide ESP for
program
- c. The school determine to provide ESP for certain
- d. The school does not determine to provide ESP

Name : Abdur Rohman
Student's Number : 01
Time and Date : .

QUESTIONNAIRE OF STUDENTS' NEEDS ANALYSIS O

The Students' purpose in Learning English

1. My purpose in learning English
 - ☒ a. I want to communicate in English well in marketing
 - ☐ b. English is important for this era
 - ☐ c. I want to know English better
 - ☐ d. I want to do my obligation to follow English class

English Skill that the Students want to Improve

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

The Students' Difficulty in Learning English

4. I feel difficult in English teaching and learning process
 - ☐ a. Always
 - ☐ b. Often
 - ☒ c. Sometime
 - ☐ d. Never
5. Skill that I feel difficult
 - ☐ a. Reading
 - ☒ b. Speaking
 - ☐ c. Listening
 - ☐ d. Writing

6. I feel difficult in English teaching and learning process because
- a. I don't understand the teacher's explanation easily
 - ☒ b. Learning English is boring
 - c. I feel hardly understand English material
 - d. I am not enthusiastic

The Students' Opinions toward Teaching Techniques Used by Teacher

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

The Students' Opinions toward English Materials Used by Teacher

9. Your main source in English teaching and learning
- ☒ a. English textbook
 - b. Teacher
 - c. Internet
 - d. Environment
10. Relationship between English material used and my target area
- a. Extremely related
 - b. b. Related
 - c. Not really related
 - ☒ d. Unrelated

11. The English material delivered by English teacher

- ☒ a. Very easy to master
- ☐ b. Easy to master
- ☐ c. Hard to master
- ☐ d. I could not master

Students' Opinion toward English Teaching and Learning Process

12. Your opinion about your English class

- ☐ a. English class is very effective
- ☐ b. English class is effective
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13. Your feeling during English learning process

- ☐ a. Really enjoy
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- ☐ b. Enjoy
- ☐ d. hard to Enjoy

The Students' Responses toward English Learning Process in Classroom

14. Your English teacher lets you to response

- ☒ a. Always
- ☐ b. Often
- ☐ c. Sometime
- ☐ d. Never

15. You response your teacher in English teaching and learning

- ☐ a. Always
- ☐ b. Often
- ☒ c. Sometime
- ☐ d. Never

16. Kind of your respond in English teaching and learning

- a. I answer the question of teacher slowly
- b. I answer the question of teacher loudly
- ☒ c. I ask my teacher related to the material
- d. Never respond/ just silent

**The Students' Opinions toward School's Plan in O
Courses for Each Study Program**

17. Your opinion toward ESP

- ☒ a. Extremely good
- b. Good
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18. If school provides ESP program

- ☒ a. Extremely agree
- b. Agree
- c. Not really agree
- d. Disagree

19. Your hope to the school toward ESP program

- ☒ a. The school determines to provide ESP for all student
- b. The school determines to provide ESP for certain program
- c. The school determine to provide ESP for certain program
- d. The school does not determine to provide ESP

Name : Tri Sinta Tiara
Student's Number : 32
Time and Date :

QUESTIONNAIRE OF STUDENTS' NEEDS ANALYSIS OF E

The Students' purpose in Learning English

1. My purpose in learning English
 - ☒ a. I want to communicate in English well in marketing activity
 - b. English is important for this era
 - c. I want to know English better
 - d. I want to do my obligation to follow English class

English Skill that the Students want to Improve

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

The Students' Difficulty in Learning English

4. I feel difficult in English teaching and learning process
 - a. Always
 - b. Often
 - ☒ c. Sometime
 - d. Never
5. Skill that I feel difficult
 - a. Reading
 - ☒ b. Speaking
 - c. Listening
 - d. Writing

6. I feel difficult in English teaching and learning process because

- a. I don't understand the teacher's explanation easily
- ☒ b. Learning English is boring
- c. I feel hardly understand English material
- d. I am not enthusiastic

The Students' Opinions toward Teaching Techniques Use Teacher

7. the technique used by your teacher in English class is

- a. Very interesting
- b. Interesting
- ☒ c. Not really interesting
- d. not interesting

8. Your English teacher's explanation

- ☒ a. Clear and understandable
- b. Not really clear but still understandable
- c. Not really clear and hard to be understood
- d. Unclear

The Students' Opinions toward English Materials Used Teacher

9. Your main source in English teaching and learning

- ☒ a. English textbook
- b. Teacher
- c. Internet
- d. Environment

10. Relationship between English material used and my target a

- a. Extremely related
- b. Related
- c. Not really related
- ☒ d. Unrelated

11. The English material delivered by English teacher

- ☒ a. Very easy to master
- ☐ b. Easy to master
- ☐ c. Hard to master
- ☐ d. I could not master

Students' Opinion toward English Teaching and Learning

12. Your opinion about your English class

- ☐ a. English class is very effective
- ☐ b. English class is effective
- ☒ c. English class is not really effective
- ☐ d. English class is not effective

13. Your feeling during English learning process

- ☐ a. Really enjoy
- ☒ c. Not really enjoy
- ☐ b. Enjoy
- ☐ d. hard to Enjoy

The Students' Responses toward English Learning Process in Classroom

14. Your English teacher lets you to response

- ☒ a. Always
- ☐ b. Often
- ☐ c. Sometime
- ☐ d. Never

15. You response your teacher in English teaching and learning

- ☐ a. Always
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- ☐ d. Never

16. Kind of your respond in English teaching and learning i

- ☒ a. I answer the question of teacher slowly
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- c. I ask my teacher related to the material
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The Students' Opinions toward School's Plan in Of Courses for Each Study Program

17. Your opinion toward ESP

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- ☒ b. Good
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18. If school provides ESP program

- a. Extremely agree
- ☒ b. Agree
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19. Your hope to the school toward ESP program

- ☒ a. The school determines to provide ESP for all stud
- b. The school determines to provide ESP for program
- c. The school determine to provide ESP for certain p
- d. The school does not determine to provide ESP

Appendix 7

DOCUMENTATION

Some students make their own conversation





PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH KEJURUAN NEGERI 1
DEMAK**



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Website: smkn1-demak.sch.id, email: smkn1demak@yahoo.com

NSS : 342032111002

NIS : 400020

NPSN : 2031929

SURAT KETERANGAN

Nomor : 800.2 / 212

Berdasarkan surat dari Universitas Islam Negeri Walisongo Fak. Ilmu Tarbiyah dan Keguruan nomor B-5827/Un.10.3/J.4/PP.009/12/2016, maka dengan ini Kepala SMK Negeri 1 Demak menerangkan bahwa :

Nama : Heni Fatmawati
NIM : 133411101

Yang bersangkutan tersebut di atas telah melaksanakan Penelitian di SMK Negeri Demak dengan judul " NEED ANALYSIS IN ENGLISH FOR SPECIFIC PURPOSES | VOCATIONAL SCHOOL (A Descriptive Research at the Eleventh Grade of Marketin Students of SMK Negeri 1 Demak in Academic Year of 2016/2017) " .

Demikian Surat Keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.



Demak, 9 Maret 2017

Kepala SMK Negeri 1 Demak,

Drs. Subekhan, M.Pd.

Panitia

NIP. 19601225 198903 1 010

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1. SD Negeri Pilangsari
2. MTs NU Demak
3. SMK Negeri 1 Demak
4. ELT Department at Education and Teacher Training
Faculty Walisongo State Islamic University.

Semarang, June 19th
2017
The Researcher

Heni Fatmawati
NIM: 133411101