

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes and analyzes the data which are obtained during the research process. It includes the result of interview, questionnaire, and document studies analysis. Detailed description of the results obtained from this study is presented.

A. FINDING

Based on the research problems stated in the first chapter, the research finding presents the result of the research based on the statement. They are about English learning need of the students in English Language Teaching Process at SMKN 1 Bangkalan and to what extent the English syllabus meet the English learning need of the students. These data had been collected by the researcher on 8th of May 2017. Based on research procedure and data collection technique, the data were collected by distributing questionnaire, doing interviews, and document studies. From those three instruments of collecting data, then the researcher describes the findings to answer the research questions. The findings are described narratively as the following:

1. Finding of the Students' Needs in Learning English

The first research problem, that is to find the students' needs can be answered by analyzing the questionnaire and interview to some students. There are two sections in the questionnaire, those section are: target situation analysis and learning needs analysis. The data for each section is presented on the table, and the analysis of each section is described after the table. Moreover, the interview to the students is to confirm the unclear opinion stated in the questionnaire. The finding form questionnaire is presented below:

a. Overview of target situation analysis

In this overview section of target situation analysis, there are nine questions below that will be describes to know the students' answer about the questionnaire.

1) Goals

Goals refer to the general intentions behind the learning. The goal of students of SMKN 1 Bangkalan is presented below:

Question (1): The goal of Learning English is...

Table 4.1
Students' Goals

Items	Number	Percentage
To pass the National Exam	21	58.33%
To support the field career in the future	7	19.44%
To help the study in the field fields	5	13.89%
To be able to communicate with foreign people	2	5.56%

This question has been asked in order to get more details about students' will or reticence to interact in the classroom. Table 4.1 shows that over half of them 58.33% of total respondents stated that their reason of learning English was to pass the national exam. The second choice was 19.44% which shows that the students' goal was support their career in the future. The third choice 13.89% was help the study in the field fields. And the last choice was 5.56% help their ability to communicate with foreign people. In conclusion, most students wanted to learn English because English is important to pass the national exam. The national exam is important for them to get good mark in the exam. They are sure that if they get good mark in the national exam, so it will be easier for them to get higher education in the university or looking for job after graduating from SMK.

2) Necessities

Necessity is related to what the learners should know or achieve in order to function

effectively in the target situation. In this study, the results of students' necessities are presented as follows.

Question (2): The English proficiency level which is necessary for my career is...

Table 4.2
Students' Necessities

Items	Number	Percentage
Beginner	3	8.33%
Intermediate	14	38.89%
Advanced	19	52.78%

Table 4.2 above presents the results of students' opinion about the English proficiency level which is required to support their career in field area. There were 52.78% of students who believed that they should achieve the advanced proficiency level in order to survive in the work place. It means that they should be able to use language flexibly and effectively for social, academic and professional purposes. They should also be able to express themselves spontaneously, very fluently and precisely, and to differentiate meanings in a complex situation. The second opinion was 38.89% believed that they should achieve intermediate proficiency level in order to survive in the work place. It means that they should able to understand the complex text and giving suggestion about the text. The last was 8.33% believed that they should achieve beginner proficiency level in order to survive in the work place. It means, they just need to understand easy or familiar expression in daily live.

Question (3): In the future, you will probably use English as...

Table 4.3
Students' Necessities

Items	Number	Percentage
A medium of oral	27	75%

communication with customers and colleagues		
A medium of written communication both in formal and informal context	6	16.67%
A mean in mastering field skills by reading the English text	3	8.33%

The second item was to know the most possible situation in which they might probably use the language. From Table 4.3 above, there are 75% of students who believed that they will probably use English as a medium of oral communication with customers and colleagues. There are 16.67% of respondents believed that they will use English of written communication both in formal and informal context. The minority answer showed that there are 8.33% of students who believed that they will use English as a means in mastering field skills by reading the English texts. Most of students need to learn oral communication with customer and colleagues, means that they want to study the conversation related with their program as accounting

3) Lacks

Lacks refers to the gap between what the learners know already and what the learners do not know. Therefore, to know the gap, there are some comparisons between the students' current proficiency and the required proficiency to cope with the target situation.

Question (4): My current proficiency level of English is...

Table 4.4
Students Lacks

Items	Number	Percentage
Beginner	23	63.89%

Intermediate	9	25%
Advanced	4	11.11%

It is important to know the students' level of understanding of spoken English. The first question about students' lack is presented in Table 4.4 above. The question was to know the current level of students' English proficiency level. The answer of the question then will be compared to the proficiency level which is required in the target situation. From the table, there are presented that the proficiency level of the most students of eleventh grades of Accounting study program at SMKN1 Bangkalan was beginner. It is shown in the table that 63.89% students were at the beginner proficiency level. In beginner level means that they have low ability in English. They just studied English and did not understand many words in English.

Question (5): What is your difficulty in learning English?

Table 4.5
Students' Lacks

Items	Number	Percentage
Listening to recorded dialogue or monologue	6	16.67%
Speaking using English	13	36.11%
Reading and understanding text	3	8.33%
Writing an English text	2	5.55%
Understanding the meaning of words	4	11.11%
Using the right grammar in speaking or writing	2	5.55%
Pronouncing words correctly	6	16.67%

Table 4.5 shows the results of the second question about students' lacks. The purpose of this question was to know the students weakness(s) and difficulty(s) in learning English. From the table, there are 36.11% of the students said that they found difficulties in speaking. It means that these students are not satisfied of their level in speaking skill. There are 16.67% of students said they found difficulties in listening and pronunciation. 11.11% students are difficult in understanding the meaning of words. 8.33% of the students said that they found difficulties in reading, and the last was 5.55% of the students found difficulties in writing and using grammar.

Finally, the conclusion about students' lacks is that the students need to improve their English proficiency in order to cope with communication in the target situation. The second is that the students need more attention in learning speaking, listening, and pronouncing since they found difficulties in speaking, listening and pronouncing.

4) Wants

Wants is related to the learners' expectation after finishing their study. The results of students' wants are presented below.

Question (6): After having English subject at the school, you should be able to....

Table 4.6

Wants

Items	Number	Percentage
Communicate fluently using English in oral communication	18	50%
Communicate in written communication	4	11.11%
Master the vocabulary related to the field fields	5	13.89%

Use the grammar correctly	9	25%
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From Table 4.6, half of the students, 50% of all respondents wanted to be able to communicate using English in oral communication fluently. Therefore, they need to improve their listening and speaking skills. Moreover, they also need some competences which can support them in communicating using English such as pronunciation and vocabulary. The second tendency was 25% students who wanted to learn to use grammar correctly. 11.11% students said that they wanted to communicate in written communication. Thus, most of students wanted to communicate fluently using English because English as international language, if they can speak English fluently, it will be easier for them to communicate with native English people. Communicate in written communication is the minority of this question.

b. Overview of Learning Needs Analysis

1) Input

Inputs refer to the types of data that will be used by the learners in learning English. The data below provide the description about the desired inputs of the students at SMKN 1 Bangkalan

Question (7): The desired input for listening is...

Table 4.7

Listening Input

Items	Number	Percentage
Monologue and dialogue	4	11.11%
Monologue and dialogue with picture	17	47.22%
Monologue and dialogue with the lists of new vocabularies	6	16.67%
Authentic text	9	25%

Table 4.7 above presents the desired inputs for learning listening. There were 47.22% of the students who wanted the listening input in the form of dialogue with picture as illustration. The second tendency of the desired input for listening was authentic text. It was chosen by 25% of the students who wanted authentic listening input. The students more interested in learning listening by looking picture as illustration. There were 16.67% of the students who wanted the listening input in the form of monologue and dialogue with the lists of new vocabularies. The listening input in the form of dialogue with picture as illustration was more interested to have by the students. picture can interest them in learning listening as the illustration about the text.

Question (8): The desired input for speaking is...

Table 4.8
Speaking Input

Items	Number	Percentage
Model of monologue and dialogue	3	8.33%
Model of monologue and dialogue with pictures	9	25%
Model of monologue and dialogue with the lists of new vocabularies	18	50%
Authentic materials	6	16.67%

Table 4.8 above presents the desired inputs for learning speaking. There were 50% of the students who wanted a model of monologue and dialogue with the lists of new vocabularies and the phonetic transcriptions. The second desired input for learning speaking was a model of monologue and dialogue with pictures as the illustrations. It was chosen by 25% of the students. The minority of the data about desired

input in speaking was 8.33% students did not like model of monologue and dialogue. A model of monologue and dialogue with the list of vocabularies and the phonetics transcription made the students easier to speak and memorize the vocabularies in English than model of monologue and dialogue without anything that can interest them.

Question (9): The desired input for reading is...

Table 4.9
Reading Input

Items	Number	Percentage
Authentic materials (i.e. magazines, newspaper, scheduled, etc.)	21	58.33%
Texts which are related to the context of students study program	8	22.22%
Texts with the lists of related new vocabularies	2	5.55%
Texts with pictures	5	13.89%

Table 4.9 above presents the desired inputs for learning reading. There were 58.33% of the students who wanted the reading input in the form of authentic materials, i.e. magazines, newspapers, and schedules. The last tendency of the desired input for reading was chosen by 5.55% of the students. They desired the input text related to the text with the lists of related vocabularies. More than half of number students like to read magazine, newspaper that reading the text with the lists of related vocabularies. The answer of the students showed that the students did not like to read the text with related vocabularies. Reading authentic material like magazine is more interested for them.

Question (10): The desired input for writing is...

Table 4.10
Writing Input

Items	Number	Percentage
Examples of texts which are going to be learnt	5	13.89%
Vocabulary lists related to the topic	24	66.67%
The explanation of the structures of the texts which are related to the topic	7	19.44%

Table 4.10 above presents the desired inputs for learning writing. There were 66.67% of the students who wanted the explanation of the structures of the texts which are related to the topic as the writing input. The second tendency of the desired input for writing was chosen by 19.44% of the students. They wanted the input for writing to provide examples of texts which are going to be learnt. The minority answer was chosen by 13.89% of students who wanted an example of text which are going to learnt. In conclusion, vocabulary lists related to the topic was the most interested input in writing, and most of students did not like the examples of text which are going to learnt

2) Procedures

Procedures specify what learners will actually do with the inputs that form the point of departure for the learning task. Therefore, here are the results of the questionnaire which was administered to know the desired procedures for learning of the students of accounting program at SMKN 1 Bangkalan.

Question (11): The type of activity for learning listening is...

Table 4.11
Type of Activity for Learning Listening

Items	Number	Percentage
Identifying certain information in the dialogue/monologue	12	33.33%
Identifying the functions in the dialogue/monologue	10	27.78%
Answering the question about the dialogue/monologue orally	9	25%
Answering the questions about the dialogue/monologue in the written language	6	16.67%

Table 4.11 shows the desired procedures for learning listening. From the table, there were 33.33% of the students who wanted the activities for learning listening like identifying certain information found in the dialogue/monologue. The second alternative was identifying certain functions in the dialogue/monologue which was chosen by 27.78% of the students. 16.67% students wanted to answer the questions about the dialogue/monologue in the written language. The students want to have an activity to identify certain information found in the dialogue/monologue because they feel understand about the topic.

Question (12): The type of activity for learning speaking is...

Table 4.12
Type of Activity for Learning Speaking

Items	Number	Percentage
Practicing the dialogue in front of the class	10	27.78%

Role play	7	19.44%
Information exchange activity with the other friends in the group	3	8.33%
Discussing a certain topic or a certain issue	16	44.44%

For speaking activities, there were 44.44% of the students who chose discussing a certain topic or certain for performing speaking. There were also 27.78% of the students who believed that they would learn speaking by practicing a dialogue in the front of classroom. In conclusion, the activities for speaking will be about classroom discussion and performing a dialogue loudly. The students did not like Information exchange activity with the other friends in the group as an activity in learning speaking. It was chosen by 8.33% of the students.

Question (13): The type of activity for learning reading is...

Table 4.13
Type of Activity for learning Reading

Items	Number	Percentage
Reading a text loudly with correct pronunciation and intonation	4	11.11%
Reading a text individually and answering the question about the text	6	16.67%
Discussing and comprehending the text in a group	14	38.89%
Comprehending a text and translating into Bahasa Indonesia	4	11.11%
Guessing the meaning	8	22.22%

of the words from the contexts.		
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Table 4.13 shows the types of reading activities desired by the students. From the table, there were 38.89% of the students who wanted the reading activities such as discussing and comprehending the text in a group. There were also 22.22% of the students who believed that guessing the meaning of the words from the contexts was suitable for learning reading. There were 11.11% of students chosen reading a text loudly with correct pronunciation and intonation, and comprehending a text and translating into Bahasa Indonesia as minority of this question. Discussing and comprehending the text in group is the activity that the students' want for learning reading because they feel enjoy when they have activity like that.

Question (14): The type of activity for learning writing is...

Table 4.14
Type of Activity for Learning Writing

Items	Number	Percentage
Rearranging jumbled sentences into a good order of paragraph	15	41.67%
Identifying and correcting the incorrect texts structure	5	13.89%
Identifying and correcting the incorrect punctuations in the texts.	4	11.11%
Writing the similar texts from the given clues	12	33.33%

From Table 4.14 there were 41.67% of the students who chose rearranging jumbled sentences into a good order of paragraph for the

writing activity. There were also 33.33% of the students who believed that they would learn writing by constructing the similar texts from the given clues. Therefore, the writing activities which were developed were about two types desired by the students as above. There were 11.11% of the students who chose identifying and correcting the incorrect punctuations in the texts as the type in learning writing. The students more interested in rearranging jumbled sentences into a good order of paragraph for the writing activity. They can learn while play to arrange the sentence in this activity.

Question (15): The type of activity in learning vocabulary is...

Table 4.15
Type of Activity in Learning Vocabulary

Items	Number	Percentage
Matching the words with their equivalent meaning in Bahasa Indonesia	6	16.67%
Matching the words with the pictures	7	19.44%
Predicting the meaning of the words based on the contexts	7	19.44%
Completing the incomplete sentence or paragraph with the given words	16	44.44%

Table 4.15 shows the results of desired activities for learning vocabulary. Most of the students desired the activity for learning vocabulary such as completing the incomplete sentence or paragraph with the given words. It was chosen by 44.44% of the students. As the second alternative, there were also 19.44% of the students who wanted learning vocabulary by

matching a word with its suitable picture and predicting meaning of words based on the contexts. The minority activity was chosen by 16.67% of the students that they wanted to match the words with their equivalent meaning in Bahasa Indonesia

Question (16): The type of activity for learning grammar is...

Table 4.16
Type of Activity for Learning Grammar

Items	Number	Percentage
Identifying the incorrect sentence structures	22	61.11%
Correcting the incorrect sentence structure	7	19.44%
Writing sentences based on certain structures	7	19.44%

From Table 4.16 there are 61.11% of the students who wanted learning grammar by identifying the incorrect sentence structure. There were also 19.44% of the students who wanted learning grammar by correcting the incorrect sentence and providing the correct one. The students' said that identify the incorrect sentence structure can improve their ability in learning grammar. The student was easier to understand the correct sentence structure.

Question (17): The type of activity for learning pronunciation is...

Table 4.17
Type of Activity for Learning Pronunciation

Items	Number	Percentage
Repeating the words pronounced by the teacher	18	50%
Pronouncing the words	12	33.33%

based on the phonetic transcription		
Discussing the correct pronunciation with the other friends	6	16.67%

The last question about learning procedure was asking for desired activities for learning pronunciation. From Table 4.16 above, there are shown that 50% of all respondents wanted to learn pronunciation by repeating the words pronounced by the teacher. There were also 33.33% of the students who wanted to learn pronunciation by practicing to pronounce English words based on their phonetic transcriptions. 16.67% of the students wanted to learn pronunciation by discussing the correct pronunciation with the other friends.

Repeating the words pronounced by the teacher can help the students to learn pronunciation easier than discussing the correct pronunciation with the other friends. The students believe that if they discuss with the other students, there will be many mistakes in pronounce the word.

3) Setting

Settings refer to the classroom arrangement in completing the task for example, individual work, pair work or group work. The preferred classroom settings of students of Accounting study program are presented below.

Question (18): The type of class management you want to carry the tasks is...

Table 4.18
Setting

Items	Number	Percentage
Individual works	6	16.67%
Pair works	11	30.56%
Group works	14	38.89%
Whole class activity	5	13.89%

Table 4.18 above shows the desired settings desired by the students to carry out the tasks. From the table, there were 38.89% of the students who wanted group works activity. The second alternative was chosen by 30.56% of the students who wanted pair works activity. Whole class activity was chosen by 13.89% of the students. The students more interested doing activity in pair. They feel comfort to share the idea in pair.

4) Learners' Role

Learner role refers to what the learners need to do in completing the task. The following table shows the preferred role of the students in this study.

Question (19): In the learning process, you prefer to...

Table 4.19
Learners' Role

Items	Number	Percentage
Listen the teachers' explanation	10	27.78%
Discuss with other friend to solve the problem	19	52.78%
Note the teachers' explanation	7	19.44%

Table 4.19 above shows that there were 52.78% of the students who wanted to do the tasks by discussion. It means that the students wanted to be problem solver in carrying out a task. The activities suitable for this role are answering questions text, discussing a topic, finding main ideas, etc. The second tendency for learners' role was listening to the teacher explanation. This was chosen by 27.78% of the learners. This means that they wanted to be listeners. Only 19.94% of the students chose to note the teachers' explanation.

The learners' was lazy to take note the teachers' explanation because they feel difficult in listening while writing something. It makes them unfocussed to understand the teacher explanation. The students chose to discuss with other friend to solve the problem in the class. Discussing the problem with the other friends made the students free to share their idea.

5) Teachers' Role

Teacher's role refers to the types of functions teachers are expected to fulfill. The following table presents the results of the questionnaire which asked the desired teacher's role of the students of accounting program at SMKN 1 Bangkalan.

Question (20): In the learning process, I want my teacher to...

Table 4.20
Teachers' Role

Items	Number	Percentage
Give tasks to be finished by the students and discuss them later	17	47.22%
Give examples about the topic which is learnt and give an assignment	11	30.56%
Supervise the students 'works and help them when students get a problem	5	13.89%
Walk around and give comment to students' works	3	8.33%

The role of teacher is kind of activity that teacher do in teaching and learning process. From Table 4.20 above, there are shown that 47.22% of the students wanted the teacher to give tasks to be

finished and have a discussion about it. There are also 30.56% of the students who wanted the teacher to give examples about the topic which is learnt and give the students assignment about it. In the other words, the students expected the teacher to be facilitator and guide in the class. The students think that they can learn by themselves and they will ask to the teacher if they have something to ask if they do not understand.

2. Finding of the Existing English Syllabus

In this case, document which is analyzed is syllabus. Analyzing the document is complemented by interviewing section to the teacher of English for accounting program. It is for answering the second question that is, *to what extent does the syllabus meet the students' need in learning English?*

SMK (*Sekolah Menengah Kejuruan*) Negeri 1 Bangkalan used Curriculum 2013 (*K13*) and the syllabus is the national syllabus from ministry. The curriculum was aimed to prepare the students' competences to success in facing the National Examination and other higher education test. In curriculum 2013, the English syllabus was not developed by English teacher of the school but they get from the ministry.

Teaching English in SMK is not easy. Based on the teacher's interview, the teacher has a problem that faced when teaching English in the accounting program. The problem is the lack of reference. English subject taught is general English. The researcher cannot find the specific purpose of the materials that given in the syllabus. The English book that used by the teacher is also the general English book. To solve the problem, the teacher sometimes tries to give some vocabularies about accounting that related with the topic of the book.

Because the problem is complex, it needs an analysis to decide whether the syllabus was suitable used in SMK, or it needs some improvement. The analysis of the syllabus is divided into some categories, they are: overview identity, main competence, basic competence learning,

material, learning activities, assessment, time allocation, and learning resources.

a. Overview identity

In the overview identity, there are three informations about the subject. Those informations are: school level, course name, and class/semester. Some information do not state on the syllabus, such as: instructor name, contact information, and office hours. However, based on the teacher, it is not a problem that can influence the learning process. Although the teacher does not put the information in the syllabus, she has shared the information in the first meeting. Therefore, the students can know how should contact the instructor when they get problems related to the subject. As a conclusion, whether the syllabus does not state some information about the course which is needed by the students, but the teacher covers it in oral explanation and welcoming students to contact her by phone.


b. Main competence

Main competence in the syllabus curriculum 2013 represents the level of ability to achieve the standards competence that students have. Main competence is not to be taught, but to be shaped through relevant subject learning. Each subject must be relevant to main competencies that have been formulated. In other words, all subjects in teaching and learning in the class should contribute for the establishment of main competencies.

The main competence in syllabus was programmed in four groups those are: religiousness (KI 1), social attitude (KI 2), ability (KI 3), and application (KI 4). Here the main competence in English syllabus:

- KI1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai),

santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia


 KI3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

The four groups become the basis of basic competence and should be developed in each learning process in an integrative way. Competencies related to religion and social attitudes are applied indirectly when learners study about KI 3 related to knowledge.

c. **Basic competence**

Basic competence is the ability and minimal learning materials that must be achieved by learners for a subject in each educational unit that refers to main competence.

Based on teachers' interview, the material developed from KI/KD in the existing English syllabus. Thus the teacher just followed the syllabus

that made by the government. The basic competence which is explained in this part starts from the materials in the second semester that stated in the table below:

1) The first basic competence

The first basic competence of English in the second semester is presented in the table below:

Table 4.21

The first basic competence of English

No.	Basic Competence
1	<p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

The first basic competence is talking about if conditional. There are two basic competences that include in this material those are 3.8 and 4.12. The students are taught to analyze and arrange sentence in form of “if conditional”. From these basic competences, the learning material will be developed.

2) The second basic competence

The second basic competence is presented in the table below:

4.22

The second basic competence

No.	Basic Competence
2	3.9Menganalisis struktur teks dan unsur

	<p>kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>
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The second basic competence is about factual report. In the basic competence 3.9 the students are analyzing people, animal, thing, etc. in the basic competence 4.13 is about getting the meaning in the text of factual report, orally and written. In this section, the focuses is in speaking and writing about factual report. The learning materials about factual report will be developed by using the basic competence.

3) The third basic competence

The third basic competence is presented in the table below:

Table 4.23

The third basic competence

No.	Basic Competence
3	<p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang</p>

	hangat dibicarakan umum
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Analytic exposition text is the next topic in basic competence 3.10 and 4.14. In the basic competence 3.10 the activity that exist is analyze social function, text structure, and linguistic content about analystic exposition. Basic competence 4.14 is about the understanding about the analytic exposition or it acn be say as reading comprehension of the text. The students should understand the meaning in the analytic exposition text about the topic. By reading the text, the students is epected to get the meaning of the text.

4) The fourth basic competence

The fourth basic competence is presented in the table below:

Table 4.24
The fourth basic competence

No.	Basic Competence
4	3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya. 4.15Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal

In this section, there are two basic competences, those are basic competence 3.11 and 4.15. In the basic competence 3.11 that analyze social function, text structure, and linguistic content from short and simple biographic text about famous figure, appropriate with the context use. The second basic competence that is 4.15 learns about understanding the meaning of the biographic text .those basic competence teach about text biographic about famous figure.

5) The fifth basic competence

The fifth basic competence is presented in the table below:

Table 4.25
The fifth basic competence

No.	Basic Competence
5	3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu 4.16 Menangkap pesan dalam lagu

This section is talking about song. There two basics competence in the table above. First basic competence is 3.12 that mentioned the social function and linguistic content in the song. The second basic competence is 4.16 talked about understanding the message in the song. The learning material about song will be developed by using those basic competences.

d. Learning Material and Learning Activity

In this case, the material is the detail explanation at basic competences. In addition, the analysis is similar as basic competence. The urgency of each material has been covered in the analysis stated in basic competence. The material can be seen in Appendix 6.

Based on teacher's interview, the syllabus meets the students need in skill development, but the English input in the English syllabus was not suitable with the students need. According to the teacher, the students' need is speaking. Learning activity describes about the activity in teaching and learning process about the material. Learning activity contain of 5 phases those are: observing, questioning, exploring, associating, and communicating.

The first number (see appendix 6), material is "if conditional". The teacher teaches the social function, structure text, linguistic contents, and the topic is about all of things that related with "if conditional". This material is the development of basic

competence 3.8 and 4.12. In observing, the students listen and read many sentences of conditional and identify the sentences (social function, structure text, and linguistic content), the students also taught structure of conditional sentence. The students have a chance to ask question to the teacher. Then in exploring activity, the students do role-play of this topic. The students analyze the expression of if conditional sentences and get feedback from the teacher in associating. The writing skill is developed in communicating activity, in this section the students are asked to write their own sentences in form of conditional sentences.

Number second number is basic competence 3.9 and 4.13 (see appendix 6). The material development of that basic competence is about factual report about thing, animal, and nature. In the first phase of learning activity is observing. In observing activity, the students will observe short scientific movie that provided, then the students will analyze the social function, structure text, and linguistic content, the students also try to get main topic and information from the movie. The students also have a chance to ask question. In exploring, the students listen/ read/ scientific text. Then in associating activity, the students work in group to analyze the structure of the text and discuss the main topic and information in the text. In the last activity that is communicating, the students ask the fact in English in class or out of the class.

The third number the basic competence 3.10 and 4.14 (see appendix 6). The material development of that basic competence is “analytic exposition”. In the observing, the students observe analytic exposition text that given by the teacher, then the students try to find social function, structure, and linguistic content in form of simple present, conditional sentence, and modals. The students have a chance to ask question. Then they are asked to look for some analytic

exposition text from any resources and rewrite the text in a group. The students also have to read the text to their friend with mentioning the linguistic content. The students will give feedback from the teacher. In the last, the students have to write the report about self-evaluation.

The fourth is the basic competence 3.11 and 4.15 (see appendix 6). The material development from those basic competences is short biographic text about famous figure. In the learning activity, the students will observe the examples of biographic text that given by the teacher and the students also will analyze the social function, structure and linguistic content (simple continues, perfect tense, vocabulary, and modal auxiliary verbs). The students may ask some questions to the teacher about main topic and information about this topic. Then, the students look for some biographic text from any resources and read the text. In pairs, the students will analyze some biographic text with focuses on social function, structure and linguistic content. At the last, the students retell the biographic text by understanding the social function, structure, and linguistic content. The students also make written self-evaluation about their own experiences in finding biographic text. At the end, the students make learning journal.

The fifth is the basic competence 3.12 and 4.16 (see appendix 6). The material development from those basic competences is about song. The social functions of song are to entertain, express feeling, and give moral message. The linguistic content of the material are vocabulary, spelling and pronunciation. The learning activities are described that the students will listen to the song and ask the teacher the way to get information and conclusion of the song. Then, the students fill in the gap in that song with correct expression. The students also read the text of the song with good pronunciation. Individually, the students compare the message in the song that they have

listened. At the last, the students report their assignment.

3. Finding of the Suitability of Students' Needs and English Syllabus

After getting the information of the students' needs and the existing English syllabus that used in SMKN 1 Bangkalan, then we can compare the result of the finding of the students' needs and the existing English syllabus. the result of the finding about the students' need and the existing English syllabus is represented in the table bellow:

Table 4.26
The Suitability of English Syllabus and Students' Needs

Aspects	Students' Needs	English Syllabus
Goal	To pass the national exam	To pass the national exam
Necessities	A medium of oral communication with customer and colleagues	General English materials
Lack	Speaking using English	All skills are taught in English
Wants	Communicate fluently using English in oral communication	Master the English skills
Listening input	Monologue and dialogue with picture	Monologue and dialogue without picture
Speaking input	Model of monologue and dialogue with the list of new vocabularies	Model of monologue and dialogue without the list of new vocabularies
Reading input	Authentic materials	The text based on the book and the students find the other texts form any resources

Writing input	Vocabulary lists related to the topic	Vocabulary lists related to the topic
Listening procedure	Identifying certain information in the dialogue/ monologue	Identifying certain information in the dialogue/ monologue
Speaking procedure	Discussing a certain topic or certain issue	Discussing a certain topic or certain issue
Reading procedure	Discussing and comprehending a text in a group	Discussing and comprehending a text in a group
Writing procedure	Rearranging jumbled sentences into a good order of paragraph	Rewrite the text related to the topic
Vocabulary procedures	Completing the incomplete sentence or paragraph with given words	Completing the incomplete sentence or paragraph with given words
Grammar procedure	Identifying the incorrect sentence structure	Identifying the incorrect sentence structure
Pronunciation procedure	Repeating the words pronounced by the teacher	Repeating the words pronounced by the teacher
Setting	Group works	Group works and pair work
Learners' role	Discuss with other friends to solve the problem	Discuss with other friends to solve the problem
Teachers' role	Give tasks to be finished by the students and discuss them later	Give tasks to be finished by the students and discuss them later

In the target situation analysis in the questionnaire, there are 4 aspects that analyzed. Those aspects include goal, necessities, lack, and want. The first aspect is goal, the goal of the students in learning English is to pass the national exam. It is suitable with the syllabus because the syllabus include the material that taught to help the students to pass the national exam. The second aspect is necessities, the students need to learn a medium of oral communication with customer and colleagues. It means that the students need to learn English related with their program to support their future career, but the existing English syllabus taught the general English skills to help the students pass the national exam and not to help their future career. The third aspect is lacks, the students found difficulties in speaking using English. In the existing English syllabus, the students have to speak in English related to the topic. And the last aspects is wants, the students want to communicate fluently using English in oral communication. In the existing English syllabus, the students also have activity in speaking that can help them to speak fluently.

The second section in the questionnaire is learning need analysis. In the learning need analysis, there are five aspects that will be analyzed. The first aspect is input, the students have different input in each skill to study English. The desired input for listening is monologue and dialogue with picture. The existing syllabus provides listening skill in form of monologue and dialogue without picture. The desired input for speaking is monologue and dialogue with picture, but in the existing English syllabus the dialogue is without picture. The desired input for reading is suitable with the existing English syllabus, the students try to find the authentic materials like magazine and newspaper by themselves. The desired input for writing is vocabulary list related to the topic. The existing English syllabus also provides the vocabulary lists related to the topic.

In the procedure aspects, the macro skills (listening, speaking, reading, writing) and micro skills (vocabulary, pronunciation, grammar) are analyzed according to

student' needs. In the macro skills, the type of activity for learning listening, speaking, and reading that the students want are suitable with the existing syllabus. but, in the writing skill the students want to rearrange jumbled sentences into a good order or paragraph. In the existing syllabus, the students are asked to rewrite the text and analyse it. In the micro skills, the type of activity for learning vocabulary, pronunciation and grammar are suitable with the existing English syllabus. the activities that exist in the English syllabus are suitable with the students' needs.

in the setting, learner' role, and teachers' role aspects, the finding of the students' needs are suitable with the existing syllabus. overall, the existing English syllabus is suitable with the students needs, but the students need the material that can support their future caree. It can be say that the students get the general English materials, they also need to learn English for specific pupose that related with teir program.

B. DISCUSSION

1. Discussion of the Students' Needs in Learning English

English teaching in the vocational high school aimed for developing learners' language skills which are useful for their career. In other words, the language taught should be relevant to the students' needs in the target situation. As describes in chapter II, target situation are what the learner needs to do in the target situation (language items, skills, strategies, subject knowledge, etc.).¹

Analyzing student needs is a component way to design a good material. However, analyzing student needs has not done by the school. Just like stated on the theoretical framework in the chapter two, need analysis has five functions, that are : to find out mostly language skill needed by the learner for particular role, to determine whether the subject design has addressed the need of student's potential, to determine which group of students

¹ Tom Hutchinson and Alan Waters, *English for Specific Purpose* (New York, Cambridge University Press, 1987), 59.

which is most in needed in a certain training program, to identify a gap between what students are able to do and what they need to be able to do, and to collect information what problems commonly faced by the students.²

The questionnaire is designed into two sections. They are: overview of target situation analysis and overview of learning need analysis. In the first sections there are four aspects, and in the second sections there are five aspects.

a. The target situation analysis

The aspects of this section are: goals, necessities, lacks, and want. Those are considered in this part of the questionnaire because based on Tom Hutchinson and Alan Waters stated in the second chapter that learners' needs must cover three points that are: student necessity, lack and wants.³ This section talks about the students' goal, necessities, lack and want.

In the target situation, based on the research finding, students' goal of learning English is to pass the national exam. Learning English is important for them to get good mark in the national exam. It will be easier for looking for job after graduating from the school, by getting good mark in the national exam is the purpose of the students in learning English in the school. English teaching material in vocational high school is general English material, contrast with the purpose of ESP that is teaching English to students who are learning language for a particular work or career.⁴ Thus, the learning material should relevant with their future career.

The students' necessities identify what students' have to know to function in the target situation

²Jack,C, Richard, *Curriculum Development In Language Teaching*, (New York: Cambridge University Press, 2001), 53

³Tom Hatchinson – Alan Waters, *English for specific Purposes: A learner centered approach* (New York: Cambridge, Cambridge university press, 1998), 53-70. Accessed: www.tuchemnitz.edu, on: 28-2-2014.

⁴Brian Tomlinson, *Developing materials for Language Teaching*, (London: Continuum, 2003),307

effectively.⁵ The finding shows that the English proficiency level which is required to support their career in field is advanced. The students will probably use English as a medium of oral communication with customer and colleague. Thus, they need to learn English related with their program

Students' lack can identify by knowing the students' previous knowledge.⁶ The students said that their English proficiency level is beginner. Because of their proficiency level is beginner, the students feel difficult in learning speaking, because of that the skill that they need more is speaking. The students want to be able to communicate using English in oral communication fluently. One of the purpose of need analysis is to find out what language skills that mostly needed by the students for particular role.⁷ Thus, the English language skill that mostly needed by the students is speaking. Students' have to be able to speak fluently to support their future career in area of accounting.

Students' wants reflect what students think they need.⁸ Based on the finding, the language skill that they mostly needed is speaking. Speaking is the most important skill because of three reasons just like stated on the finding.

b. Learning needs Analysis

Moreover, the second section in the questionnaire is overview of learning need analysis. The aspects of this section are: input, procedures, setting, learners' role, and teacher's role. Input in learning needs include speaking, reading, listening and writing. The second purpose of need analysis is to determine

⁵ Tom Hutchinson and Alan Waters, *English for Specific Purpose* (New York, Cambridge University Press, 1987), 59

⁶ Ibid, 59

⁷ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge, Cambridge university press, 2001), 53

⁸ Tom Hutchinson and Alan Waters, *English for Specific Purpose* (New York, Cambridge University Press, 1987), 59

whether the program design has addressed the need of students' potential.⁹ It will be discuss below.

In the input and procedure aspect, the information is about the student's perspective about what kind of data that will be used in learning English include four skills (listening, speaking, reading, writing), and what will actually do with the input. This also matches to previous theory that is to identify a gap between what students are able to do and what they need to be able to do.

In listening skill, the type of data that the students desired in learning English based on the research finding is monologue and dialogue with picture. The desired procedure for listening is information in the dialogue/monologue as activity in learning listening.

In speaking skill, the finding of the research show that the students want a model of monologue and dialogue with the list of new vocabulary. The type of activity in learning speaking that the students want is discussing a certain topic or a certain issue.

The desired input for reading is authentic materials like reading magazine, newspaper, etc. In learning reading, the students want to discussing and comprehending the text in a group.

The desired input for writing is vocabulary lists related to the topic. In learning writing, the students want rearrange jumbled sentences into a good order of paragraph. The students want to complete the incomplete sentence or paragraph with the given words as activity in learning vocabulary.

In micro skill of learning English (grammar, pronunciation, vocabulary) based on the research finding, the students have their own answer. In learning grammar, the students want to identify the incorrect sentence structures. And the last, the type of

⁹ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge, Cambridge university press,2001),53

activity in learning pronunciation is repeating the words pronounced by the teacher.

The classroom arrangement or setting in learning process is based on the teacher, but the students prefer doing group works in the class because the students like to discuss with other friend to solve the problem. The students also hope their teacher for giving tasks to be finished by the students and discuss the later. The students want to do their work first, and the teacher as facilitator in the class.

Basically, the student needs all the English skill whether the macro skill and micro skill. It shows from the finding that the total number of students who tick the *need* column for each language area is big. Moreover, the macro skill includes: speaking, listening, reading, and writing. While the micro skill includes: grammar, pronunciation, and vocabulary

Based on the finding above, teaching English in accounting program in vocational school require different needs. Based on the theory, in learning ESP especially EAP, students need many serious activity. However, it is based on the student level and the culture. Not all activity matches to the Indonesia's culture. An educator must reconsider about it that every country has different standard and it must be adapted before consider it as the material in a current program of ESP.

By considering the discussion above, it can be seen that there is a gap between students' needs in learning English and the activity of learning English in the class. Many students do not know what they exactly need because they learn English in general. This gap should be solved as soon as possible to prevent miss match program.

2. Discussion of the Existing English Syllabus

SMK Negeri 1 Bangkalan is one of vocational schools (SMK) which prepares the students to get a particular job. One of the study programs is Accounting Program. The English teaching-learning process is designed to fulfill the learners' needs and it has some significant characteristics which have been found in some components based on the

research findings above. Learning is not only a mental process, but also a process of negotiation between the learners and the society. The society sets the target (the performance in the target situation) and the learners must do their best to get as close to that target as is possible.

That will be a good point because the basic concept of English for Specific Purposes (ESP) is defined to meet specific needs of the learners.¹⁰ From the explanation above, it can be seen that the teacher try to implement the concept of English for Specific Purposes in the English teaching-learning process in order to lead the learners to a particular state of knowledge.

a. Overview identity

The syllabus in SMK Negeri 1 Bangkalan was arranged refer to the Standard of Main and Basic Competency (KI/KD) that made by the government.¹¹ Then, the English teachers, together with the Association of Course Teachers (*Musyawarah Guru Mata Pelajaran* – MGMP), identified the indicators and determined the learning materials, learning assessments, time allocation, and learning sources, based on the KI/KD. So, it can be said that the KI/KD is the target situation which has been made by the government and the analysis of the language features were done by the MGMP.

b. Learning Material

The focus of the material can be seen from the syllabus (see Appendix 6), the learning process focuses on enrichment student's vocabulary. Though, the focuses of the learning process is on vocabulary building, the teacher give some chance to the students to practice their speaking skill. The chance is in a form of discussion and presentation. It matches to the student needs where the most important speaking

¹⁰Mohammed Mizel Tahir, "English For Specific Purposes (ESP) And Syllabus Design", 98.

¹¹Permendiknas No.24 Tahun 2016

activity is classroom talk (discussion). Therefore, generally, the syllabus matches to the student's need in term of speaking skill development.

Just like stated on the finding, speaking cannot stand alone. Speaking needs the other skill. The students also need listening and pronunciation to improve their speaking. However, in the syllabus, listening does not get the appropriate portion. It is one of the causes why Listening is the most difficult skill to be mastered based on Tomoko Kurita, listening is the most difficult skill in English.¹² It can be decreased by giving students practice started from the fun activity such as watching video, or listening a recording that is related to the topic. However, the syllabus does not give the students to practice listening, especially listening the native speakers.

The existing syllabus in SMKN 1 Bangkalan is the national syllabus that made by the government. The ESP syllabus covers skills of English, but the syllabus is not based on the students' needs in learning English. The material in syllabus is given for the students to face the final examination. The students also need an ESP syllabus that covers the material for accounting in English. Thus, the students can learn English for accounting that will be used for getting job or others.

However, the application in the class can be different with the syllabus document. It can be seen that the teachers try to use the syllabus in a more dynamic way. The teachers suppose a syllabus as a model statement of ideal. However, the learning situation can be different with what have been predicted before. Because of that, the teacher tries to adjust the plan with the learning situation without ignoring the target that has been set in the syllabus.

¹²Kurita, T. (2012).Issues in second language listening comprehension and the pedagogical implications. *Accents Asia*, 5(1), pp. 30-44, accessed: <http://accentsasia.org/5-1/kurita.pdf>, on: 03-06-2014

English syllabus in SMK is a reference of the courses that used by the teacher as a guideline for conducting the teaching and learning process.¹³ The materials are one of the important components in the English teaching learning process. It is a right decision to give priority to the affective aspect because when the students are interested to the course, they will be enthusiastic so that they will more focus in learning English. Moreover, if the students have been serious in learning English, it will be easier to implement the other process, such as language learning is a developmental process and an active process because the students will experience this process automatically. For the second grade, the teachers still implement the principle of learning as an emotional experience by putting the students into group works to build on the existing social relationship in discussion and problem solving activity. Besides, through group discussion, the students can develop their competence in criticizing a phenomenon. Moreover, the students can also develop their speaking skill because they have to present the result of the discussion in front of the class. It can encourage the students to speak up in front of many people.

The teacher pays much attention to the National Examination so that they give many exercises to the students. In this case, the teachers should do more effort to equalize between teaching the materials and the National Examination preparation. National examination is important, but the readiness of the students to face the management world after they have graduated is also important. So, the teachers have to pay attention too in teaching the intermediate materials because the students need those competences for working directly. Furthermore, it is also important to the teacher to avoid giving much pressure in

¹³Handoyo Puji Widodo, "Teaching English for Specific Purpose (ESP): English for Vocational Purpose (EVP), English Language Education, vol.5, 279

preparing the students to face the National Examination. The teachers are also the important aspect in the English teaching-learning process. The teachers' roles vary based on the activities conducted in the classroom. Some of them are controller, organizer, and resource. They can place the right roles depending on the activities. They do not stick to one role, such as a teacher-fronted classroom, but they also give a chance to the students to develop their creativity. However, when the teacher should design the class as a teacher-fronted classroom, they will be a controller. So, the roles may vary depends on the activities.

3. Discussion of the Suitability of Students' Needs and Syllabus

The suitability of the students' needs and existing English syllabus that used in SMKN 1 Bangkalan can be seen by comparing the result of the finding about students' needs and the English syllabus.

a. Target situation analysis

As describes in chapter II, target situation analysis was analyzed what the learners needs to do in the target situation. The students' goal in learning English is suitable with the syllabus' goal that is to pass the national examination. The students need to learn English in order to be able to communicate with costumers and colleague. In the English syllabus, the students just taught the material of English in general. They did not learn English related with their program. Even the students' lack is speaking using English, the syllabus provide the materials upported by the English skills that have to be mastered by the students. thus, the students wants to communicate fluently using English in oral communication.

b. Learning Needs Analysis

Learning needs analysis, the data that will be used by the students in Learning English in each skills are suitable with the material that exist in the English syllabus. in the learning procedures that specified ehat

learners will actually do with the inputs is also suitable with the activity that exist in the English syllabus. Setting of the learning process is doing the task in a group, the syllabus also gie activity that will be done by the students in a group. For the learners' role, the stuents want to discuss with other friend to solve the problem. And for teachers' role, the students want the teacher gives tasks to be finished by the students and discuss them later. Most of the aaspect in the learning needs analysis are suitable with the students' needs. Most of the data that will be used by the students in learning English and the procedures are cover the students' needs. But a big problem here is the students want to learn the material that can help them in the future career. The existing English syllabus is giv the general English material and not the English for specific purpose. It means that the students wnat to study English that related with accounting to help them in their future career as accountant.