

CHAPTER I INTRODUCTION

This chapter presents background to the study, research problem, objective of the study, significance of the study, scope and limitation of the study, and definition of key term which related of this study.

A. Research Background

Learning English is important for students in vocational high school who are going to face the real working field right after graduating from schools, especially accounting program. Accounting program is selected because accountant including one of the professions from eight professions that will be affected by the free market policies contained in the ASEAN Mutual Recognition Arrangement (MRA).¹ Therefore, one of the necessary to improve the quality of the students' ability to be able to meet the challenges and opportunities in the ASEAN Economic Community (MEA) that is to improve their international language skills. As stated by the governor of East Java that was to face the free market policies era or MEA, all primarily the younger generation should be able to master the English language.² English language plays the role to make the students get qualified when they apply for job in Indonesian or overseas companies that require the professional worker. However, most of the vocational high school students in Indonesia have a problem to meet their needs in English caused by the material to learn English that they learn in school with the needs of students learning English is different. As a result they are difficult to improve their proficiency in English language learning.

Curriculum of 2013 is a curriculum that used by most of vocational school currently. Based on 2013 curriculum, all subjects that are included compulsory subjects in both groups A (Pendidikan Agama dan Budi Pekerti, Pendidikan Pancasila dan Kewarganegaraan, Bahasa Indonesia, Matematika, Sejarah Indonesia, dan Bahasa Inggris) and B

¹ Steffi Teowira, "8 profesi yang akan bersaing di Masyarakat Ekonomi ASEAN (MEA)," *Rappler.com*, (<http://www.rappler.com/indonesia/117439-8-profesi-masyarakat-ekonomi-asean-mea>, accessed on April 02, 2017).

² Rahardi Soekarno J, "Jatim Lirik Kekuatan Thailand Hadapi MEA 2015," *beritajatim.com*, (http://beritajatim.com/government_news/235037/jatim_lirik_kekuatan_thailand_hadapi_mea_2015.html, accessed on April 02, 2017).

(Seni Budaya, Pendidikan Jasmani, Olah Raga, dan Kesehatan, Prakarya dan Kewirausahaan) are the same for level of senior high school and vocational high school. English is included compulsory subjects in group A, it means that English material for senior high school and vocational equated. Whereas, vocational high school students should get different English material based on English for Specific Purposes. It is important for teachers to give English lessons related to students' field study. Teacher needs to give a creative and effective learning that helps them to use the English language that can support in their working lives in the future. Because vocational students use a common English language materials, and therefore a teacher needs to provide English supporting material based on the students' needs. So, it is important to know what the student's need to learn English, to explore the English supporting material. Effective language learning can be achieved if teachers are aware of the needs of students based on need, ability, potential, and preference in meeting the needs.³

One of the basic assumptions of curriculum development is that a sound educational program should be based on analysis of learners' needs. Procedures used to collect information about learners' needs are known as needs analysis⁴. Needs analysis was introduced into language teaching through the ESP movement.⁵ New development in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning.⁶ Therefore, the researcher focused on analyzing the needs and wants of students which in the analysis of students' needs, the researcher also wants to know the students English level proficiency. Needs analysis, carried out to establish the "what" and the "how" of a course, is the first stage in ESP course development,

³Erdogan, Bada– Zuhail, Okan, "Student's Language Learning Preferences". TESL Journal Vol. 4 No.3, 2000.

⁴ Jack. C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), 51.

⁵ Ibid

⁶ Tom Hutchinson - Alan Waters, *English for Specific Purposes: A Learning-Centered Approach* (Cambridge: Cambridge University Press, 1989), 53.

followed by curriculum design, materials selection, methodology, assessment, and evaluation.⁷

Related to the previous studies, there is a study which same focusing study about need analysis but different in subject of the research. This study was done by Hussein Theeb M. Albakrawi entitled “Needs Analysis of the English Language Secondary Hotel Students in Jordan”. In his study, Hussein Theeb M. Albakrawi found that there were some real special English language needs and interests for the students in hotel stream in Jordan; those needs motivate students to learn and build their self-confidence toward the learning process.

Another previous study from Erna Dwi Jayanti entitled “Developing Reading Learning Materials for the Grafe X Students of Computer Engineering and Networking Program at SMKN 1 Pundong in the Academic Year of 2014/2015”. The researcher tried to conduct a research which was expected to produce reading materials to facilitate students majoring computer engineering and networking in learning English. Therefore, the researcher conducted a need analysis to design materials that are relevant to the students' needs.

Furthermore, based on the first previous studies, this study has different subject research. This study focus on discovering the need analysis of accounting major which is accounting major often find terms related to accounting that use English language. The researcher analyzed the students' need at Sejahtera Vocational High School Surabaya where English for specific purpose lesson specifically for accounting majors has not been implemented. This school is one of the private vocational school that already received ISO 9001: 2008 integration With IWA 2: 2007, in which the Quality Management System that is how to provide products or services that match customer needs, supported by facilities that support teaching and learning.

B. Research Question

1. What are the students' needs in the supporting English material of the eleventh grade of accounting program at SMK Sejahtera Surabaya?

⁷ Lynne Flowerdew. “Needs Analysis and Curriculum Development in ESP”. In Brian Paltridge and Sue Starfi eld (Ed). *The Handbook of English for Specific Purposes* (A John Wiley & Sons, 2013), 326.

2. What are the accounting students' want in learning English language of the eleventh grade of accounting program at SMK Sejahtera Surabaya?
3. How is the appropriateness of English teaching material for students eleventh grade of accounting program based on ESP material?

C. Objectives of the study

According to the problems that have been mentioned, the objectives of the research are:

1. To discover what are the students' need in supporting English materials of the eleventh grade of accounting program at SMK Sejahtera Surabaya.
2. To discover what the students want in learning English language.
3. To analyze the appropriateness of English teaching materials that teacher used to teaching students eleven grade of accounting program at SMK Sejahtera Surabaya based on ESP material.

D. Significance of the Study

The research is expected to give a meaningful contribution to some parties:

1. For the English teachers, the result of this study will give ideas to teach their students with appropriate English skill based on the students necessary and the students want to learn English language which dealing with the students major that is accounting major. Then this study will be useful for curriculum design.
2. For the students, it helps them to be more motivated in learning English and it can help them in understanding English dealing with their major. Then, it will help them to support their career in the working field.

E. Scope and Limits of the Study

1. Scope of the Study

The scope of this study is analysis of students' needs in learning English material. In this study, the researcher only focused on the analysis of the students' needs and wants in supporting English material for students' vocational high school eleven grades of accounting major at Sejahtera vocational high school. The

researcher also focused on analysis the material that teacher was used in lesson plans based on the principle of teaching material in English for specific purposes.

2. Limitation of the study

Limitation of this study is focus on describing the analysis of the students' needs and wants. The researcher also analyze the teaching materials only in two documents teacher's lesson plan because limitation of data which is given by English teacher. Then, researcher did not analyze the students' lack because the limitation time during conducted this research. This study conducted for students' eleven grade accounting program Sejahtera vocational high school during the academic period year 2017-2018.

F. Definition of Key Terms

1. Needs Analysis

Hyland states that “needs analysis refers to the techniques for collecting and assessing information relevant to course design: it means of establishing the how and what of a course”.⁸ Richards and Schmidt mentioned that, needs analysis is also called need assessment that is the process of establishing the needs for which a learner or group of learners requires a language and make priority scale of need.⁹ In this research, need analysis refers to of analyze what are required by students in learning English for students eleventh grade of accounting major in Sejahtera vocational school.

2. ESP (English for Specific Purpose)

Mackay and Mountford stated that “ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose.” The theory explains that English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English

⁸ Lynne Flowerdew. “Needs Analysis and Curriculum Development in ESP”. In Briafn Paltridge and Sue Starfi eld (Ed). *The Handbook of English for Specific Purposes* (A John Wiley & Sons, 2013), 326.

⁹ Jack C. Richards - Richard Schmidt, *Longman Dictionary of: Language Teaching and Apllied Linguistic* (Perason, 2010), 389.

discourse related to their area of specialty.¹⁰ In this study, ESP refers to English for accounting programs that are in the process of teaching English, teachers have to teach English related to students' field study that is accounting program to support the students' career in the future.

3. Accounting Program

Accounting is a systematic process of identifying, recording, measuring, classifying, verifying, summarizing, interpreting and communicating financial information.¹¹ Accountants prepare and analyze financial statements, which serve as a useful evaluation of the company's success or failure. Accountants are the middle-men between business activities and decision-makers. They record data from transactions, and translate it into meaningful information that can be useful to users. Accounting program is a program existing on Sejahtera Vocational High School Surabaya. The aim of this program is students can do the job to document management cash, management of receivables from debt, management of supplies, management of fixed assets, activities journal, post to great books and presenting the financial statements good on the type of manufacturing company, trade and service.

4. Students' Needs

Tom Hutchinson and Alan Waters stated that students' needs are what the learners have to know in order to function effectively in the target situation.¹² It refers to the needs of in accounting programme in terms of the English needs which are related with their field study to achieve their goal. The teacher has to know what are the needs of students eleventh grade of accounting major in learning English.

¹⁰ Chams Eddine, "*An introduction to English for Specific Purposes (ESP)*". (University – Tlemcen, 2016), 12

¹¹ BusinessDictionary, (<http://www.businessdictionary.com/definition/accounting.html>, accessed on April 3, 2017).

¹² Tom Hutchinson - Alan Waters, *English for Specific Purposes: A Learning-Centered Approach* (Cambridge: Cambridge University Press, 1989), 55.

5. Students' Wants

Students' wants refer to student's perceptions about language area that they want to master. The learners may have a clear idea of the necessities of the target situation. They also have a view to what they want or they need.¹³ In this study, students' wants refer to students' awareness about the English need which related to accounting major to support their career in their future.

6. Supporting English Material

The aspect of supporting learning materials covers up- to-date aspect of learning materials, life skills development, and development in students' field study.¹⁴ The up-to-date area includes of materials which related to students' need and wants. Teaching materials (text, tables, images, attachments, etc.) and learning objectives should be relevant to students' field study that is accounting major for students of eleventh grade. In this study, English supporting material refers to the material provided by the teacher in which the learning materials are related to the accounting program needed and desired by the students of the eleventh grade accounting program at Sejahtera vocational school.

¹³ Tom Hutchinson – Alan Waters, *English for Specific Purposes: A Learning- Centred Approach*.....54-56

¹⁴ Rizky, Akbar, "Analysis of Selected Eleventh Grade English Textbooks". *Journal of English and Education*, 2016, 109-126