

CHAPTER I

INTRODUCTION

This chapter presents the research background, problem identification, problem limitation, research questions, research objectives, and research significance.

1.1 Research Background

English is one subject that required to study at school. In Indonesia, the English language taught in school is not general English (GE) but also specific English. English specific is known as ESP or English for Specific Purposes. According to Plesca (2016) ESP refers to English teaching and learning as second or foreign language, in which the learners' goal is able to use English in a particular professional or occupational area. Similarly, Ramirez (2015) states that, ESP is an approach in language teaching which the content based on the learners' needs. Moreover, the most principle of ESP is to achieve what the learners need in learning English. In ESP, the learners study English to carry out a particular role such as a fly attendant, doctor, tour guide, etc. (Richard, 2001). English for Specific Purposes courses that commonly taught are English for Banking, English for Tourism, English for Chemistry, English for Law, English for Technical etc. (Kusni, 2007). Therefore, the content of ESP is more specific rather than the general English (GE).

According to Liu (2016), as cited in Gestanti (2019), General English (GE) is a type of English subject that is taught to get basic knowledge and improve overall English competencies involving a range of skills (reading, speaking, writing, and listening). Meanwhile, ESP refers to meeting the need for

particular learners. Hutchinson and Water (1987) claim that what differentiates ESP from general English is the awareness of students needs to learn English. According to Widdowson (1998), General English is less specific and purposeful than English for Specific Purposes. In this case, the differences between GE and ESP can be seen from the course design. The course design for GE focuses on the subject related to culture, literature, and linguistics, while the course design for ESP focuses on the course related to the application of language in particular areas (Zhu, 2008). Therefore, the course design should be appropriate for ESP students.

In order to design an appropriate course and learning material for ESP students', curriculum development is needed. The curriculum is developed in order to plan purposeful activities (Richard, 2001). One of basic assumptions of curriculum development says that educational program should be based on the learners' needs. Basturkmen (2010) states that the procedures used to collect information regarding the learners' need known as a need analysis. It is claimed by Richard (2001) as the key to design curriculum. It is important in order to develop and design syllabus, course, and learning material that appropriate for the learners' needs.

According to Budasi (2015), before composing syllabus or learning material for ESP, The teacher should conduct a need analysis to find out the English that the learners' need. Therefore, conducting need analysis is an essential step in ESP in order to determine how the ESP course will run. Furthermore, the ESP course gives more chances for the students to learn English and how to use it in the target situation.

Need analysis is the first stage before designing course which purpose is to identify what English that should be studied by the learners. According to Holec (1981), need analysis (NA) is a procedure to collect information which as basis to developing curriculum which fill the learners need. This statement was supported by Khoshal (2018) the roles of need analysis are not only taking information but also as the guidance to develop a course or design learning material for teaching students. Need analysis is used to gather information about the English language that is needed by the learners.

Based on Hutchinson & Water (1987) to analysis the learners' need, there are two types of needs that must be considered namely: learners' need and learning need. The first type is learners' need, it analyze what the learners' must to do with English in target situation. There are three components in learners' need such as: necessities, lacks, and wants. Necessities is about what the students must to know in order communicate effectively using English in specific area. Lacks concern about what the students haven't known and them difficult in learning English while, wants are view and hope of each learner personally needs in learning English.

The second distinction in need analysis is learning needs. Hutchinson & Water said that learning needs is about what are the students need to do to acquire English language. It is the way to think about what route can be taken to arrange and create interesting activities in learning process.

In Indonesia, ESP has been taught in vocational high school (SMK). Dewi (2015) states that vocational high school is an educational study which offers several programs studies that focus on preparing the learners' skill for getting jobs

in the future. Later, students who are graduated from vocational high school are prepared to be ready in entering the desired work field (Mahbub, 2018). Based on Khosiyono (2018), teaching English in vocational school is a process in education to preparing the learner for their future work. Therefore, the purpose of learning English in vocational high school is to develop specific skills that are appropriate to the learners' field.

In teaching English for vocational school, the teacher has to set up several points in the ESP program such as teaching guideline, syllabus, and also appropriate material. Thus, teaching English in the context of vocational education should be suitable for their programs and give benefit for the learners to study English they need. Therefore, English in vocational school should be based on the learners' need in learning English.

There is one vocational high school in Singaraja with several study programs that lead in the tourism area, namely culinary program, tourism program, beauty program, and fashion program. Learners who take those programs are directed to work in tourism objects such as hotels, restaurants, salons, and spa. Learners are required to have good skills; both in hard skills and soft skill. In that case, designing ESP is important to ensure they learn how to use English, thus they can communicate effectively in the target area. Therefore, ESP course has to give the learner more chance to learn English well and use English in a specific area.

Based on preliminary observation at SMK N 2 Singaraja, the school was used revised of 2013 curriculum. In the revised of 2013 curriculum, the English subject in vocational high school(SMK) and High school (SMA) has equal

content consists of basic competencies/ core competencies (KD/ KI) and content of subject (Permendikbud, 2013). From the preliminary observation the students said that they didn't get English for specific English for their major. It makes the students was difficult to communicate with the guest when they were training in specific area. It happened because the material used by the teacher was too general for ESP students.

Several studies have been conducted which also analysis the students' need in learning English. These studies were conducted by Ayutami & Harahap (2018), Hidayat (2018), Elsaid (2018), Fatmawati (2018), Madkur (2018), Jaya (2018), and Indrasari (2016). The studies investigated the students need in learning needs. The studies revealed that students mostly need speaking skill as skill that they wanted to increase. Besides that, most students have difficulties in learning English due to their lack of vocabularies and speaking skill.

Based on the explanation above as the first step, the researcher conducted a need analysis in English material in vocational high school in Singaraja. This research was conducted to investigate the beauty program's needs in English material and analyze the appropriateness of teaching English material for beauty program, especially students in the eleventh grade. The subject this research was chosen in eleventh grade due to they have learnt about four skills in English such as speaking, listening, reading, and writing since they were in the tenth grade. Besides that, they have difficult in communicate using English This research offered a novelty due to this research was conducted in eleventh grade students of beauty program at SMK N 2 Singaraja. The setting was chosen since the school used equal syllabus with General high school (SMA). In addition, there was no

specific English for ESP students. Therefore, it offered novelty in terms of setting. Besides that, this research also gave novelty in terms of in collecting data which was through online platform which used Google form. The results of this research can be used as a suggestion for the English teachers to design specific English material for beauty program students.

1.2 Problem Identification

Generally, ESP is taught in the vocational school in order to help learner be able to communicate effectively in special area. ESP is a course that purposes to prepare learners in using English in the specific field. However, based on preliminary observation that was done in SMK N 2 Singaraja, all the students learn English generally; it is because in 2013 curriculum the syllabus in SMK and SMA is the same. Therefore, the SMK students learn same contents with SMA students. Besides that, from preliminary interview with the students in SMK N 2 Singaraja, they said that they didn't get English for specific purposes. Thus, when they did training in particular area, they have difficulties in communicate with foreign people. It indicated that the students have problem in English course that the teacher taught. In this case, the Researcher conducted a research study about need analysis in SMK N 2 Singaraja. This research was to analyze the students' need in English material. The research was conducted in the eleventh grade students of beauty program at SMK N 2 Singaraja.

1.3 Problem Limitation

The researcher limits the scope of this study. It was limited to beauty program students in eleventh grade in SMK N 2 Singaraja. This study investigated students' need in English material and analyzed how appropriateness the English teaching material for the eleventh grade of the beauty program based on ESP principles.

1.4 Research Questions

1. What are the students of the beauty program needs in English material at SMK N 2 Singaraja in terms of learning material such as necessities, wants, and lacks?
2. How is the appropriateness of English teaching material for eleventh-grade students of beauty program based on ESP Principles?

1.5 Research Objectives

Based on the research problems of the study that have been mentioned, the objectives of the research are:

1. To investigate the students of beauty program needs in English material at SMK N 2 Singaraja in terms of learning material such as necessities, wants, and lacks.
2. To analyze the appropriateness of English teaching material for eleventh grade students of beauty program based on ESP principles.

1.6 Research Significance

The significance of this research can be divided into theoretical and practice significance, so the result of the study are expected to contribute and give some informative idea to develop the theory, practice and profession.

1. Theoretical significance

This study can offer information about need analysis in ESP

2. Practical and professional significance

The result of this study are expected to be beneficial for the following

1) For Teacher:

- Informing needs of beauty program students in English material
- The result of this research can be used for teacher as reference to develop learning material or lesson plan

2) For the School:

- Providing a report for the school as suggestion to design specific English materials for the beauty program students.

3) For Future Researchers:

- This study can provide additional information for the other researcher who wants to conduct related study with this research.



