THE NEED ANALYSIS OF LEARNING MATERIAL FOR TEACHING ENGLISH FOR SPECIFIC PURPOSE AT 2nd GRADE COMPUTER NETWORKING STUDENTS OF SMKN 1 BUKITTINGGI

THESIS

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ABSTRACT

Tifannie Audiya Syifa. 2315.078. The Need Analysis of Learning Material for Teaching English for Specific Purpose at 2nd grade Computer Networking Students of SMKN 1 Bukittinggi.

This study analyzes the needs of 2nd grade computer networking students at SMK 1 Bukittinggi because computer networking students desperately need English in accordance with their majors. Computer networking students learn to still use English textbooks that have the same material as general students. In fact, this school has 6 majors. The subjects of this study were of 2nd grade computer networking students. Writing this scientific paper discusses the needs of students in learning English.

In this study, researchers used a qualitative descriptive method. The populations of the results of this study were all students of 2nd grade computer networking in SMK 1 Bukittinggi and the samples taken were all students of 2nd grade computer networking with a total of 47 students and samples taken with proportional sampling techniques. The data collection technique used was a questionnaire. And researchers also use observations to collect data in analyzing the suitability of material in English in vocational schools especially in SMKN 1 Bukittinggi.

The results of this study indicate that 2nd grade computer networking students need more specific English material for vocational students. In addition, based on the results of student answers in the questionnaire in the student process that can attract students' attention such as communicating or talking with native speakers increases student confidence in conversations with strangers. Therefore, researchers hope that teachers can develop ESP programs for vocational students in vocational high schools (SMK).

The conclusion is that the ESP program is very necessary in vocational schools so students can understand English according to their majors.

Keywords: ESP Material and Student Needs

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CHAPTER I

INTRODUCTION

A. Background of The Problem

In the era of globalization, English is one of the most important skills that are needed. There are many reasons why English needed to be learned. Companies or institutions that require English as one of the job requirements, then English test always become one of the tests to enter the university, and when someone needs to talk to foreigner which English is always one of the languages they understand. There are some of the importance of English in this era which make English is need to be learned.

English is not an easy language to be learned. The structure of the English sentence is different with the first language, in this case is Indonesian language. The pronunciation of English language is not easy. There is a little difference with the pronunciation of “seat” and “seed. The vocabulary of the English language is also difficult to be mastered, someone should put the vocabulary correctly in order to avoid miss understanding, for example, the translate of “Rumah yang besar” should be “big house” not “huge house”. There are many difficulties in learning English which make teaching English is one of the most difficult things to do.

In teaching English, it is divided into three categories, teaching English for young learner, teaching English for adolescent, teaching English for adult. According to Zhao and Morgan, children, adolescents and adults have

neurological, cognitive and psychological differences in second language acquisition (L2A). Children are generally observed to be intrinsically better learners, while adolescents and adults have developed cognitive skills and self-discipline which enable them to utilize a greater efficiency in the acquisition of a larger volume of comprehensible input within the same exposure time period.[1] It means that teaching English to young learner, adolescent, or adult are different. Children are easy to be taught because they were good learner but they were difficult in discipline while adults and adolescent can be taught to be discipline.

Teaching English to adolescent is challenging which make the teacher should have a certain strategy in order to have an effective learning environment. There are many strategies in teaching English to adolescent, for example, using games, songs, movies, mind mapping, and so on. Many strategies are used to improve their motivation, because motivation is one of the factors to help students in learning. In Indonesia, teaching in senior high school or vocational high school is considered teaching adolescent.

Vocational high school (VHS) is a high school that studies a certain subject as their major, for example, Engineering major, Electro major, cooking major, and so on. This make their English should be taught differently with other senior high school, if the students of engineering are taught with the same

[1]Annie Hong Qin Zhao and & Carol Morgan. *Consideration of Age in L2 Attainment - Children, Adolescents and Adults*, (Bath : The University of Bath , 204), p. .1

material with the ordinary senior high school, it will be less useful for them in the field.

Theoretically, English in VHS could employ the English for Specific Purposes (ESP) approach, but practically, it tends to be more general. The teacher should teach English that related to their major. According to Schleppegrell and Bowman, ESP is part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. ESP covers subjects ranging from accounting or computer science to tourism and business management.[2] It means that in ESP, English is not taught as a subject that is separated from the students' real world; instead, it is integrated into a subject matter area important to the learners.

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 the purpose 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. Basturkmen stated that ESP is understood as preparing the learners to use English in their academic,

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[2] Mary Schleppegrell and Brenda Bowman, *ESP Teaching English for Specific Purposes*,(Washington DC : Peace Corps, 1986), p.7

[3] Tom Hutchinson and Alan Waters, *English for Specific Purposes A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p.8.

professional or workplace environment.[4] ESP concerns on narrower topic to guide the students establish needed ability to communicate effectively in target area.

In ESP, the teacher should act a little different. Furthermore Schleppegrell and Bowman also say that teacher of ESP may have to adapt the way she use English at the beginning of the program so that students can understand. The reason is to enable the students to understand natural speech, spoken at normal speed.[5] In other words, at first teacher may need to speak more distinctly, allow more frequent pauses than normal, and say things more than once and in more than one way in order to be understood. The students need to adapt with English and English teacher. The more chances they get used with English and English teacher, the possibility of the students to understand the subject might improve.

In learning English, Vocational High School students cannot be separated from English for Vocational. To help them get jobs in the international workforce, vocational students must master English both actively and passively. They should be able to use English that related with their majors. However, the students learn English not too different with the general school. Some of the ESP teachers even have the same lesson plan with general English teacher. There are many reasons why ESP material needs to be analyzed. According to Lamri the

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

[5] Mary Schleppegrell and Brenda Bowman, *ESP Teaching English for Specific Purposes*,(Washington DC : Peace Corps, 1986), p.89

term “need” it self indicates the existence of certain problem that call for intervention and resolving.[6] In this case, it means to analyze the ESP material in vocational high school and provide it with the better one.

The need analysis is needed so that the vocational high school would produce better students who are ready to face the global world. According to the news article in “tempo” website, one of the weaknesses from Indonesian workers is their English skill.[7] The ESP material in VHS was not too different with the general high school. The different was only on the text that they use as an example, meanwhile the lesson plan, syllabus, and curriculum were the same with the general high school.

In order to get detail information about teaching Vocational English, this study discusses teaching vocational English in second grade at SMKN 1 Bukittinggi. Based on the planning by doing of interview of researcher with an English teacher of SMKN 1 Bukittinggi, Mrs. Fio said, the syllabus was came from the government which all the schools in Indonesia do. Then, the teachers English redesign the syllabus into the proper learning material for VHS. The process of redesign the syllabus into a proper learning material for VHS is done in meeting called Musyawarah Guru Mata Pelajaran (MGMP). MGMP is where all the English teachers are gathered to discuss about the improvement of

[6] Chams Eddine Lamri, *An Introduction to English for Specific Purposes* http://.faclettre.univ-tlemcen.dz, (Retrieved on 27/09/2019).

[7] Iman Hamdi. Hadapi MEA, Bahasa Inggris Jadi Kelemahan Pekerja Indonesia https :// bisnis . tempo .co /read /768118 /hadapimea –bahasa –inggris -jadi-kelemahanpekerja-indonesia (Retirieved on 03/05/2019)

teaching English.[8] However, based on syllabus that the researcher get from Mrs. Fio, it was found that syllabus was not different with the general school. Even though she said that in MGMP they already adjust the syllabus into the proper learning material, the only difference with the general school was the example of the conversation and the text they used in teaching.

The next problem was the 2nd grade students of SMKN 1 Bukittinggi still cannot comprehend some of the ESP material such as computer networking vocabularies and engineering vocabularies. The researcher assumes that this problem might occur because of the material that students got were not specific yet, they still got the same material with the general high school. Researcher assumption was proved by knowing that the teacher used the same book with the general school. Related with the book, the teacher didn't get any option, because the book provided by the school and there was non-English book for VHS that ever been published in Indonesia. The teacher also used the same book in teaching every major. For example, the teacher used the same English handbook in teaching engineering and teaching computer.

Based on the problem above, the researcher was interested that the problem was needed to be discussed in a scientific work which was formed under the title "**The Need Analysis of Learning Materials for Teaching English for Specific Purpose at 2nd grade Computer Networking Students' in SMKN 1 Bukittinggi**".

[8] Efiorita Linda, English Teacher of SMKN 1 Bukittinggi, personal interview

B. Problem and Focus of The Research

Based on background above, the researcher focus the following problems were:

Their lesson source such as lesson plan, syllabus and students' handbook the materials they learned was still in general. Related to the explanation above, in this research, the researcher focused the scope of the problems to be researched that was about Need Analysis ESP material that used by the second grade students in computer networking majors at SMKN 1 Bukittinggi.

C. Question of The Research

Based on the focus of the research, researchers formulated the study:

What are the students' needs related with material at the 2nd grade students of computer networking at SMKN 1 Bukittinggi in Learning English?

D. Purpose of The Research

Based on the question of the research of the problems above, the purpose of this research were as follows:

To found out the needs material of the second grade students of computer networking at SMKN 1 Bukittinggi in Learning English and the suitability of material with majors.

E. Significance of The Research

Researchers hope this research will be useful:

1. For the English teacher

   It gives more knowledge for the teachers in dealing with material that should they give to the students in VHS.

2. For the students

   It was expected to help the students understand more about their material.

F. Definition of The Key Term

The key terms used in this research were defined as follow :

1. Need Analysis is the existence of certain problem that call for intervention and resolving.
2. English for Specific Purpose is an approach to teaching and the use of English for special studies. Fields of science and professions such as English for law, medicine, mechanical engineering, economics, or maritime.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

1. Review of Related Theory

1. The Nature of English for Specific Purposes (ESP)

a. Definition of ESP

English for specific purposes (ESP) is teaching English that is relevant with the students' area.[1] 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.[2] ESP concerns on narrower topic to guide the students establish needed ability to communicate effectively in target area.

ESP is part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. According to Schleppegrell and Bowman, ESP is subjects ranging from accounting or computer science to tourism and business management. The ESP focus means that English is not taught as a subject separated from the students' real world; instead, it is integrated into a subject matter area

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

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

important to the learners.[3] It means that ESP focus on the usefulness of English rather than English for just being a subject.

The major difference between ESP and EGP lies in the learners and their purposes for learning English. Schleppegrell and Bowman said that ESP students are adults who already have some familiarity with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions.[4] An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.

As conclusion, ESP is an approach to teach English to the students that related to their major. It is different with the general English that focus as the learning subject; it focuses on students' need about English. ESP is more challenging than general English, because the teacher should know what kind of English the students need, design the material according to their need, and making a proper lesson plan based on it

[3] Mary Schleppegrell and Brenda Bowman, *ESP: Teaching English for Specific Purposes*, (Washington DC: Peace Corps, 1986), p.1

[4] Ibid.., p.1

b. The Presence of ESP in English Language Teaching

ESP does not come directly without any process. However ESP is actually come from English Language Teaching (ELT). The presence of ESP in ELT can be seen on the tree of figure 2.1 below:[5]

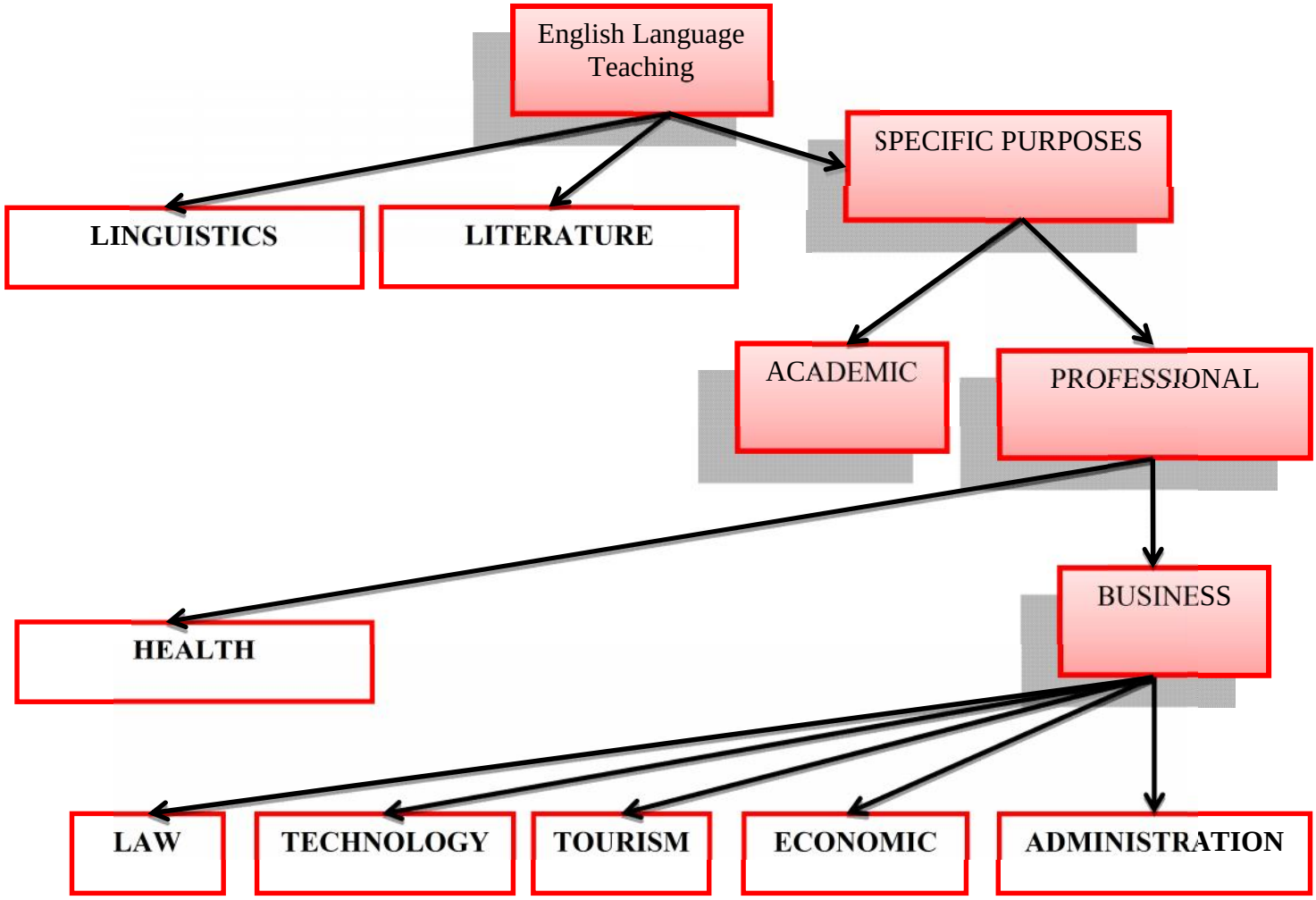


Figure 2.1.
Tree of ESP Presence

In ELT branch, there are three categories. There are English Linguistics, English Literature, and English for Specific Purposes

[5] Jesus Gracia Laborda, *Revisiting Material For teaching LSP* (Spain:Universida de Alcala,2011), p103

(ESP). ESP also has branches which are English for Academic Purpose (EAP) and English for Professional Purpose which also divided into two categories, they are Health and Business.

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 law, English for the technology, and English for Economics, and English for tourism. 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

c. Purposes in teaching ESP

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

1) 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.
2) 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.

[6]Mary Schleppegrell and Brenda Bowman, *ESP: Teaching English for Specific Purposes*, (Washington DC: Peace Corps, 1986)p,133

3) 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.
4) 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.
5) 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 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.”

As conclusion, 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.

2. ESP Material

The, materials that are taught should be chosen primarily for their relevance to the content area. According to Schleppegrell and Bowman teacher may select them from authentic materials used in content-area instruction or from commercial materials. Developing materials is time- and energy-consuming, so the teacher should take advantage of any materials which are already available for use.[7]

Students do not have to understand every part of every reading passage they work from. Teacher can use materials from which students can gain some skill or insight, even if total comprehensibility is not achieved. Students will accept this if they are told that they are reading a particular text for specific information or for a particular purpose; for example, if students are asked to scan an article to find the answer to questions the teacher gives them. The text can then later be "recycled" at a higher level as the students gain in proficiency.[8]

The conclusion, the ESP material should be related with the student major. For example, the students do not need to comprehend every part of reading text, they should focused on the meaning and the implementation later on the field.

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[7] Mary Schleppegrell and Brenda Bowman, *ESP: Teaching English for Specific Purposes*, (Washington DC: Peace Corps, 1986)p.69

[8] Ibid..,p.70

a. The Source of Materials

According to McDonough, the source of ESP material can be found from:[9]

1) From published materials (textbooks, journal, magazines)
2) From real speeches (Lectures, broadcasts, seminars, conversation)
3) Specially written
4) Simplified and adapted from public materials

However McDonough propose those in 1984 which are quite old but it does not mean they cannot be used. Laborda provided a more modern source which is the internet.[10] It can be viewed from the figure below:

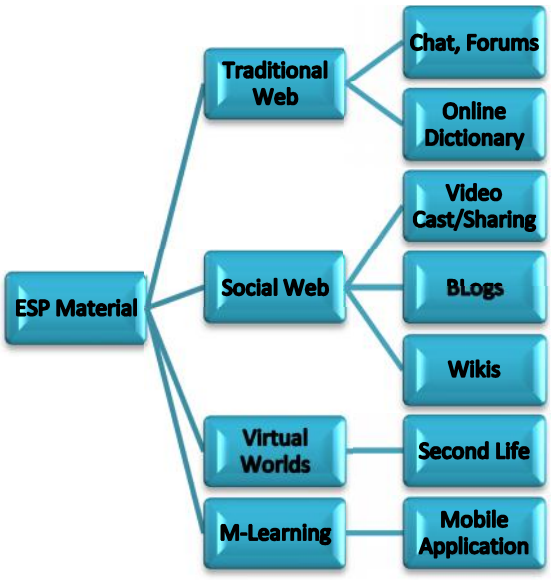


Figure 2.2
Internet as the Source of ESP Material

The teacher can use all of them for the material of ESP.

[9]McDonough, J. 1984. ESP in Perspective: A Practical Guide. London: Collins.

[10] Jesus Gracia Laborda, *Revisiting Material For teaching LSP* (Spain:Universida de Alcala,2011), p103

- Chat/Forums like Quora and Reddit can give some valuable material to be taught in the ESP classroom,
- Dictionaries for ESP can be found from various address on the internet

  English for Military→http://www.dtic.mil/doctrine/dod_dictionary/

  English For Business

  →http://www.foreignword.com/dictionary/business/
- Video Sharing like YouTube is full with useful material for ESP students
- Blogs for ESP, as example,

  http://classroomblogenglish.blogspot.com
- Wikipedia can be used for material also
- Mobile Apps, there are tons of Apps that a teacher can use and they are free to use and can be downloaded from Google Play or Apple Store

As the conclusion, there are 5 sources of ESP Material. the first is from published material like books. Second is speeches, whether it comes from lectures, broadcast, seminar or conversation. The third one is specially written for ESP. the forth is the material that comes from adaptation of public material. The last one is modern source of material or the material that comes from internet.

b. Material Conceptualization

One of the important issues that should be focused is what the syllabus should include. Reilly give some practical guide lines to syllabus choice and design:[11]

1) Define
2) Rank
3) Evaluate
4) Designate
5) Review
6) Apply

The steps above are how to modify the syllabus that is given by the government. In Curriculum 2013, English for VHS tend to be more general than the previous curriculum and the guideline above can be used by teachers to re-cycle the syllabus into the proper teaching units for VHS.

c. Selecting and Organizing the Materials and Activities

According to Graves there are some points that need to be taken into consideration, they are:[12]

1) Effectiveness in achieving the course purposes

   The material should be effective to achieve what the students need to achieve.

[11] Reilly, T. 1988. Approaches to foreignlanguage syllabus design. ERIC DIGEST 295460.

[12] Graves, K. 2000. Designing Language Courses: A Guide for Teachers. Boston, Mass.: Heinle & Heinle Publishers

2) Appropriateness of the material

The material should be related to the students' major.

3) Feasibility

The material will be in accordance with the students' capabilities and not too difficult for them.

3. Need 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 analyzing the students' needs in ESP. The term "needs" it self indicates the existence of certain problem that call for intervention and resolving. 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.[13] In short, the students' needs analysis tries to find the problems, nature, and cause; and decides what prime concern must be created. Brian Paltridge and Sue Starfield said that need analysis happens before creating course design. The result of the students' needs analysis will be core information to

[13] Tom Hutchinson and Alan Waters, *English for Specific Purposes …,* p. 53.

establish ESP course design as guidance in teaching and learning process so that the teacher is able to conduct an assessment and evaluation..[14]

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

a. **Target Needs**

This type analyzes what the learners must conduct with English in target situation. In other word, what are English linguistic elements that must be learn to communicate in target area. It can be more understood by looks some components in target situation that are necessities, lacks, and wants. Necessities are what the learners have to know in order to function 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.[15]

From explanation above, it can be concluded that target need and learning are the components that must be existed in the instrument

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

[15] Tom Hutchinson and Alan Waters, *English for Specific Purposes …,* p. 55-61

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.

c. **Kind of Information that Can Be Gathered when Analyze the Target Needs**

Grave mentions 10 types of information that can be gathered in analyze the target needs. Information about the present (1-6) is a list of what learners bring to a course. While information about what the learners need to learn, want to change (7-10) is a list of where they would like to be or what they want to make progress toward.[16] These are some list of the information that you feel you would like to gather for the course you are designing

1) Information about the present

Who are the learners are To know the Information about who are the learners are, we can ask some questions such as; their age, gender, educational background, profession, and nationality. This information can help provide the background for the remaining questions; for example, we will ask for or interpret

[16] Kathleen, Graves, Teachers as course developers (Cambridge: Cambridge University Press, 1996). Cited on: M. Albakrawi, *"Needs Analysis of The English Language Secondary Hotel Students In Jordan"*. International Journal of English Language TeachingVol.1, No. September 2013

information differently if the students, children or adults, they are female or male, and we can ask about their study programmer (nurse, business, and etc).

a) The learners' level of language proficiency.

To know the students' level of language proficiency, we can ask question about their level of proficiency in each of the four skills in the target language-speaking, listening, reading, writing. This information can help to make choices about kinds of texts to use, and which skills to develop, which elements of grammar and language focus to emphasize.

Brown said, hardly a teaching day in this profession without some referring to the students level proficiency with the terms "beginning", "Intermediate" and "Advance". In some circle these students will be train "false beginners" as distinguished from "true beginners". The "advanced" level, on the other hand, is not as high as some of the ESL writing courses offered for credit at the same university's English department[17]

b) The learners' of intercultural undrstanding

To know the learners' level of intercultural competence, we can ask question about the learners' experience in the target or in other cultures and the students' level of understanding and skills with respect to sociolinguistic aspects of the target

[17] Brown, Douglas H, *Teaching by principles an interactive approach to language pedagogy*, second edition page : 96

language and differences with their own language. This information can help to make choices about the kind of material to use, and the sociolinguistic and sociocultural skills to develop and emphasize.

c) Their interests

Related with students' interests, some questions that we will ask such as, the topics or issues that they interested in and kinds of personal and professional experience which their bring. This information can help the teachers to gear the course toward students' experience and interests. In the absence of specific target needs, it can help teachers design the course around topics that will engage the learners.

d) Their learning preferences

To know the students' learning preferences, we can ask some questions about the learners' expectation to be taught and tested and the roles that they expect to take. This information can help teachers to know whether the learners will be comfortable with certain kinds of activities, or will need to be taught how to do them; for example, how to work cooperatively with each other. It will help to know how to set up activities.

e) Their attitudes

Related to students' attitudes, you can ask the question relate to their attitude toward themselves as learners and their

attitude toward the target language and culture. This information can help teachers to know whether the learners feel confident about using the target language, are comfortable with making mistakes, feel positive about being in the classroom.

2) The future (Information about what the learners need to learn, want to change)

a) The learners' (or others involved) goals and expectations

To gather the information about the students' goals and expectations, it is important to ask some questions such as the reason of the students taking the course, their goals taking the course and their expectation to learn English. This information can help to shape goals and also to alert learners to what is realistic within the constraints of the course.

b) The target contexts: situations, roles, topics, and content

To gather information about the target contexts that is contain of situations, roles, topics, and content, we can ask the questions about in what situation they will use English when they are in the outside of the classroom, with who they will use English, topics and content that they need to know to be able to communicate. This information can help teacher to provide the suitable material to students.

c) Types of communicative skills they will need and tasks they will perform

To know the information about the types of communicative skills that students' need and tasks they will perform, we can ask the questions relate to the students' purposes in using the language.

d) Language modalities they will use

This information to gather the language modalities that students will use, will they need to speak, read, listen, and/or write in the target language[18]. There are 10 types, Grave mention that the type given to analyze the students need in learning English.

B. Review of Related Studies

The first study was conducted by Kusni Akar in 2007 with the title "Designing ESP Courses in Indonesia; who is Responsilbe?" This research is intended to expose the implication of the results of two long surveys on the existence of ESP (English for Specific Purposes) as a compulsory subject with various names at different universities and colleges in Indonesia. In my first research, it was found out that ESP courses were misleading, misconduct, and *amburadul*. This situation happened not only at the small and developing universities but also at the established and well-known

[18] Kathleen, Graves, Teachers as course developers (Cambridge: Cambridge University Press, 1996). Cited on: M. Albakrawi, "Needs Analysis of The English Language Secondary Hotel Students In Jordan". International Journal of English Language TeachingVol.1, No. September 2013

universities such as University of Indonesia, Padjadjaran University, and Gadjah Mada University.The data of this research were collected from totally 270 students, 12 ESP lecturers, 9 heads of study programs, 9 senior lecturers, and 3 TEFL experts. The findings of this research supported the previous findings that ESP faces critical problems in its design and implementation for limited professionalism of human resources. Almost all of the lecturers of the ESP courses were never been particularly prepared and trained to teach ESP. No other parties of stakeholders felt responsible for the ESP program, but the ESP lecturer.

The second study was conducted by Kusni Askar in 2009 with the title "Reformulasi Perancangan Program ESP di Perguruan Tinggi" The present paper aims to show the needs of reformulating the design of English for specific purposes (ESP) courses for university students who do not major in English. The idea for the study was derived from the research on designing ESP programs that he conducted for two years for my dissertation. Results from the survey conducted in three public universities in Indonesia have indicated that there is a fundamental misunderstanding with the design of ESP courses which made the teaching of such courses ineffective and inefficient.

The third study was conducted by A. Mushikin in 2016 with the title "English for Specific Purposes; Teaching English For Science and Technology" he paper describes the results of a four-year experience in the development of English for specific purpose manuals in the field of photogrammetry, interferometry, and GNSS technologies, as well as key

teaching methods and didactic approaches used in class and out-of-class activities. The focus of the present study is to provide a detailed description of the development and systematic updating of a relevant manual, aimed at professional language training of learners. The findings of the study reflect the importance of an ESP course for scientists and engineers: conducting a needs analysis for carrying out a specific search of relevant and reliable authentic materials, defining proper teaching methods, software and didactic approaches used in the educational process to develop the language skills necessary to be active and contributive players in the competitive world.

The forth study was conducted by Marina Tzoannopoulou in 2015 with the title" Rethinking ESP: Integrating content and language in the university classroom" This paper highlights the main points of convergence between Content and Language Integrated Learning (CLIL) and English for Specific Purposes (ESP), presents the main features of CLIL pedagogy, and shows how they were implemented in the design of an ESP Journalism course in a Greek university. The 4Cs Framework (communication, content, cognition and culture) was used as a basic theoretical tool for the design of the materials. Attention was paid to both content and language through a multiple focus on language, content learning and cognition, and the promotion of active and co-operative learning. Finally, the use of authentic materials through scaffolding, and the use of interaction as a technique to accompany learning and to make students increasingly autonomous have also been used in the materials design of the course.

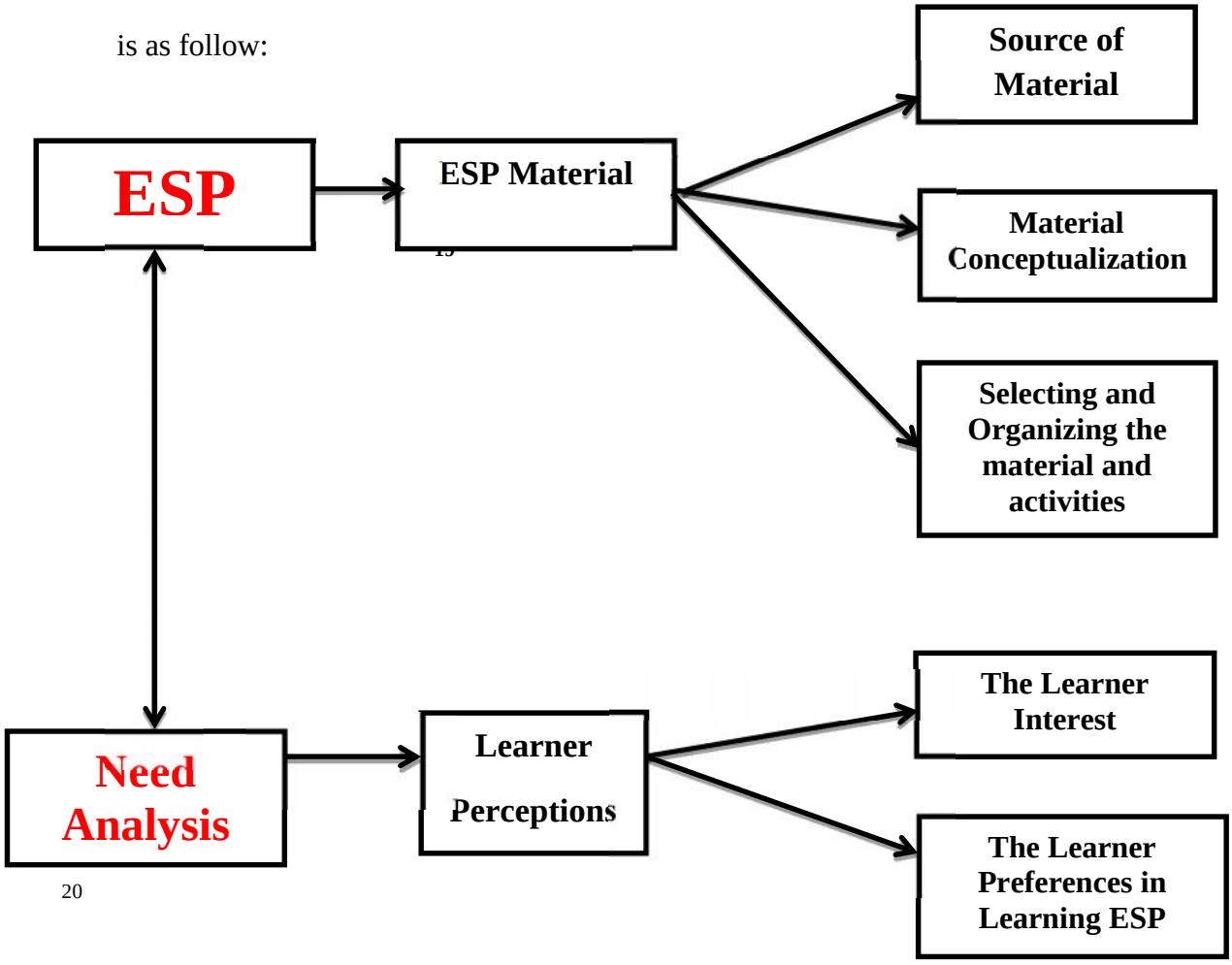
The fifth study was conducted by Hindun Juwariyah in 2017 with the title “The Needs Analysis of Supporting English Materials for Accounting Students of the Eleventh Grade at Sejahtera Vocational High School” this study aimed to discover what the students’ needs are and want in supporting English materials of the eleventh grade of accounting program at SMK Sejahtera Surabaya. The researcher also analyze the English teaching materials that teacher used to teaching the students which is appropriate to the teaching material for ESP or not. This study used descriptive qualitative research which describes the students’ needs, wants, and also the English teaching material development in the teacher’s lesson plan. The data was collected through distribute the questionnaire to 64 students eleventh grade of accounting major and document checklist. The result of study showed the students need English learning which related to their field study that is accountancy which supports their career in their future and also the students want teaching material and activity which practiced. Then, the appropriateness of teaching material in the teacher’s lesson plan is not suitable to the concepts of ESP

Based on some previous finding research, the researcher concludes, it should be based on learners majors and need in order to increase the students’ achievements and the qualities in the learning English particularly for Vocational High School. The different those studies with this one is this study focuses on “**The Need Analysis of Learning Materials for Teaching English for Specific Purpose at 2nd grade Computer Networking**

Students' in SMKN 1 Bukittinggi" and has the purpose to improve the ESP material in that school.

C. Conceptual Framework

Based on theories about The Need Analysis of Learning Material for Teaching English for Specific Purpose at 2nd Grade Computer Networking Students of SMKN 1 Bukittinggi, the conceptual framework of this research is as follow:



[19] Mary Schleppegrell and Brenda Bowman, *ESP: Teaching English for Specific Purposes*, (Washington DC: Peace Corps, 1986)

[20] Tom Hutchinson and Alan Waters, *English for Specific Purposes…*

In this research, the area of ESP that will be analyzed is its material. The ESP material can be analyzed in 3 ways. The first is its source of material, the second is its material conceptualization and the last is its selection and organization. From the three of that, the researcher wants to analyze the ESP material in SMKN 1 Bukittinggi. The last area of Need Analysis that will be analyzed is analyzing students need. Need analysis can be analyzed by means of learner perceptions. The learner perception in 2 ways it is the learner interest and the learner preference in learning ESP.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

In this research, the researcher used qualitative approach. Tohirin pointed out that qualitative research is a research which meant to understand the phenomena, for example: behavior, perception, motivation, action, and holistic with description way in words and language in natural context with use kinds of natural methods.[1] The purpose of the research is to identify and to explore how a phenomena or reality related to The Need Analysis of Learning Materials for Teaching English for Specific Purpose at 2nd grade Computer Networking Students' in SMKN 1 Bukittinggi without doing any treatment on it.

One of the research designs in qualitative approach is survey research. As Sugiyono stated "survey method used to get the data collection, for example by circulate questioner, questionnaire, or interview structural.[2] It means that this research will collect the data through survey such as Questionnaire, observation, and documentation.

[1] Tohirin, (2012),*Metode Penelitian Kualitatif dalam Pendidikan,*Jakarta: PT RajaGrafindo Persada, P. 3.

[2] Sugiyono, *Metode Penelitian Pendidikan : Pendekatan, Kuantitatif, and R&D* , (Bandung :Alfabeta 2007), p.120

B. Informant of the Research

Researcher is the main instrument in this research that in line with Sugiyono that said that the researcher is the human instrument.[3] Researcher takes part or directly involved in the field. The Key informant of the research is all the English teachers of SMKN 1 Bukittinggi and some students. There are 5 teachers who taught English in SMKN 1 Bukittinggi and there are 47 students in computer networking major. It means that researcher needs to use the total sampling as sample of this research which is students of computer Networking program.

C. Instrument of the Research

1. Questionnaire

   The questionnaire is an indirect data collection technique (researchers do not directly ask questions to respondents). The instrument is also called a questionnaire that contains questions that must be answered or responded by respondents.[4] It means questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to answer, where researchers do not directly ask respondents.

2. Documentation

   Documentation is a technique which is used to found the data such as, students' handbook, syllabus and lesson plan. The function of documentation in this study is to support and to provide data validity related to the needs of vocational students in learning English and the

[3] Sugiyono, *Metode Penelitian Pendidikan : Pendekatan, Kuantitatif, and R&D* , (Bandung :Alfabeta 2007), p.119

[4] Sutopo, HB. 2006, *Metode Penelitian Kualitatif*, Surakarta: UNS Press.P.82

compatibility of the material with the majors chosen by students in vocational school.

3. Observation

Marshall stated through observation, the researcher learn about behavior and the meaning attached to those behavior. [5] Besides, MacMillan and Schumarcher stated observation is watching the behavioral patterns of people in certain situations to obtain information about the phenomenon of interest.[6] Hence, observations made to see the attitudes and meanings of these attitudes. From the process of conducting data collection, observations can be divided into:[7]

a. Participant observation

Participant observation is those researchers collect data from researcher through observation and sensing where the observer or researcher is involved in the daily responder.

b. Non participant observation

If in participant observation the researcher is directly involved with the activities of the people being observed, then in non-participant observations the researcher is not involved and is only an independent observer.

In this research the researcher acted as non-participant observation to see how the ESP materials in SMKN 1 Bukittinggi.

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[5] Ibid, Page. 310

[6] JonatanSarwono, *MetodePenelitianKuantitatif&Kualitatif*, GrahaIlmu, Yogyakarta; 2006, Page 37

[7] Ibid, Page 37

D. Technique of Data Collection

To collect the data, the researcher used Questionnaire, Observation Checklist, and Documentation. The researcher would distribute questionnaire to 2nd grade of Computer Networking students in SMKN 1 Bukittinggi that consist of 47 students from population.

E. Technique of Data Analysis

The data will be analyzed by using some steps, as according to Sugiyono, it would be explained as follow:[8]

a. Data Collection: the researcher collects the data through Questionnaire, documentation and observation to identify the material of ESP in SMKN 1 Bukittinggi.
b. Display the Data: the researcher makes the result of the research that consists of The Need Analysis of Learning Materials for Teaching English for Specific Purpose at 2nd grade Computer Networking Students' in SMKN 1 Bukittinggi
c. Conclusion: the researcher concludes the finding about The Need Analysis of Learning Materials for Teaching English for Specific Purpose at 2nd grade Computer Networking Students' in SMKN 1 Bukittinggi

[8]Sugiyono, (2009), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, P. 338.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The researchers presented the data collection from January 10th – January 13th 2020 at 2nd grade computer networking in SMKN 1 Bukitiingi. The data are presented to answer the research question: what are students' needs related with materials at the 2nd grade students of computer networking at SMKN 1 Bukittinggi in learning English?

1. The Description of Data

The data description of the research is based on the questionnaire, documentation, and observation checklist. The data that was gathered by questionnaire are the learners' interest, the learners' preference of learning material, the learners' preference of teaching technique, the learners' preference of learning strategy in the classroom, and the learner preference of evaluation.

1) Learners' Interest

The data related with learners' interest that was gathered through questionnaire can be described on below :

Table 4.1
Learners' Interest

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Bahasa inggris berguna bagi saya untuk membuat laporan nanti saat bekerja	8.51%	53.19%	29.79%	8.51%	0.00%
2	Bahasa inggris berguna bagi saya untuk membaca langkah-langkah (instruction manual) sebuah aplikasi	12.77%	53.19%	27.66%	6.38%	0.00%
3	Bahasa Inggris berguna bagi saya untuk melakukan/ menjawab panggilan telepon pelanggan	2.13%	27.66%	57.45%	12.77%	0.00%
4	Bahasa Inggris berguna bagi saya untuk bebicara dalam pertemuan atau rapat nanti saat bekerja	6.38%	36.17%	53.19%	4.26%	0.00%
5	Bahasa Inggris berguna bagi saya untuk memberikan presentasi kepada klien saya nanti	2.13%	40.43%	51.06%	6.38%	0.00%
6	Bahasa Inggris berguna bagi saya untuk mencatat hal hal penting saat ada pertemuan/rapat	8.51%	21.28%	55.32%	14.89%	0.00%
7	Bahasa Inggris berguna untuk menulis surat menyurat	2.13%	40.43%	44.68%	12.77%	0.00%
8	Bahasa Inggris berguna untuk menulis surat lamaran pekerjaan	6.38%	34.04%	48.94%	10.64%	0.00%
9	Bahasa Inggris berguna untuk menulis surat elektronik (e-mail)	10.64%	36.17%	40.43%	12.77%	0.00%
10	Bahasa Inggris berguna untuk menulis laporan pekerjaan	6.38%	29.79%	48.94%	14.89%	0.00%
Mean score		6.60%	37.23%	45.74%	10.43%	0.00%

Based on the table above, the first statement there are 8.51% of the students that are strongly agree, 53.19% are agree, 29.79% are neutral, 8.51% are disagree, and 0.00% students are strongly disagree that English is important for them to make a work report later on the field. The second statement there are 12.77% of the students that are

strongly agree, 53.19% are agree, 27.66% are neutral, 6.38% are disagree, and 0.00% students are strongly disagree that reading an introduction manual in English is important. The third statement there are 2.13% of the students that are strongly agree, 27.66% are agree, 57.45% are neutral, 12.77% are disagree, and 0.00% students are strongly disagree that English is useful when answering calls from client. The fourth statement there are 6.38% of the students that are strongly agree, 36.17% are agree, 53.19% are neutral, 4.26% are disagree, and 0.00% students are strongly disagree that English is useful for students to speak in meetings while working in English. The fifth statement there are 2.13% of the students that are strongly agree, 40.43% are agree, 51.06% are neutral, 6.38% are disagree and 0.00% students are strongly disagree that English is useful when presenting with a client. The sixth statement there are 8.51% of the students that are strongly agree, 21.28% are agree, 55.32% are neutral, 14.89% are disagree and 0.00% students are strongly disagree that English is useful for noting important things at meeting when they're working. The seventh statement there are 2.13% of the students that are strongly agree, 40.43% are agree, 44.68% are neutral, 12.77% are disagree and 0.00% students are strongly disagree that English is important for them to make a work report later on the field. The eighth statement there are 6.38% of the students that are strongly agree, 34.04% are agree, 48.94%

are neutral, 10.64% are disagree and 0.00% students are strongly disagree that English is important for writing a letter. The ninth statement there are 10.64% of the students that are strongly agree, 36.17% are agree, 40.43% are neutral, 12.77% are disagree and 0.00% students are strongly disagree that English is important for writing an e-mail. The tenth statement there are 6.38% of the students that are strongly agree, 29.79% are agree, 48.94% are neutral, 14.89% are disagree and 0.00% students are strongly disagree that English is important for them to make a work report later on the field.

And the last it is the result percent of the first statement, mean score there are 6.60% of the students that are strongly agree, 37.23% are agree, 45.74% are neutral, 10.43% are disagree and 0.00% students are strongly disagree.

2) Learners' preference of the learning material

The data related with Learners' preference of the learning material that was gathered through questionnaire can be described on below :

Table 4.2
Learners' preference of the learning material

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11	Bahasa Inggris melatih saya menulis, mendengar dan berbicara dalam bahasa inggris	27.66%	46.81%	21.28%	2.13%	2.13%

12	Bahasa Inggris berguna untuk berwisata (traveling, Hotel, Bandara, dll)	34.04%	48.94%	14.89%	2.13%	0.00%
13	Bahasa Inggris berguna untuk berkomunikasi dengan pengunjung dari negara luar	36.17%	51.06%	10.64%	2.13%	0.00%
14	Saya suka belajar percakapan bahasa inggris langsung dipraktekan	21.28%	36.17%	40.43%	2.13%	0.00%
15	Saya suka materi pelajarannya yang langsung praktek ke lapangan	23.40%	42.55%	34.04%	0.00%	0.00%
Mean score		28.51%	45.11%	24.26%	1.70%	0.43%

Based on the table above, the eleventh statement there are 27.66% of the students that are strongly agree, 46.81% are agree, 21.28% are neutral, 2.13% are disagree, and 2.13% students are strongly disagree that English practice students to writing, listening, speaking in English. The twelfth statement there are 34.03% of the students that are strongly agree, 48.94% are agree, 14.89% are neutral, 2.13% are disagree, and 0.00% students are strongly disagree that English is important for traveling. The other statement there are 36.17% of the students that are strongly agree, 51.06% are agree, 10.64% are neutral, 2.13% are disagree, and 0.00% students are strongly disagree that English is important for communicating with visitors from aboard. The fourteenth statement there are 21.28% of the students that are strongly agree, 36.17% are agree, 40.43% are neutral, 2.13% are disagree, and 0.00% students are strongly disagree that students likes English conversation that is practiced. The fifteenth statement there are 23.40% of the students that are strongly agree, 42.55% are agree, 34.04% are neutral, 0.00% are disagree, and 0.00% students are strongly disagree.

And the result for second indicator is mean score there are 28.51% of the students that are strongly agree, 45.11% are agree, 24.26% are neutral, 1.70% are disagree, and 0.43% students are strongly disagree.

3) Learners' preference of teaching technique used by the teacher

The data related with Learners' preference of teaching technique used by the teacher that was gathered through questionnaire can be described on below :

Table 4.3
Learners' preference of teaching technique used by the teacher

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
19	Saya ingin mengerjakan PR dalam pelajaran Bahasa Inggris	0.00%	12.77%	51.06%	17.02%	19.15%
20	Saya suka berlatih suara dan pengucapan dalam bahasa Inggris	2.13%	38.30%	42.55%	10.64%	6.38%
21	Saya suka guru mengatakan secara lansung kesalahan saya dalam bahasa Inggris	12.77%	31.91%	31.91%	17.02%	6.38%
22	Saya suka guru menjelaskan semuanya kepada kami	14.89%	53.19%	25.53%	6.38%	0.00%
23	Saya suka mencatat kosakata baru saat guru saya menjelaskan	6.38%	34.04%	34.04%	17.02%	8.51%
Mean Score		7.23%	34.04%	37.02%	13.62%	8.09%

Based on the table above, the nineteenth statement there are 00.00% of the students that are strongly agree if there is no English homework, 12.77% are agree, 51.06% are neutral, 17.02% are disagree, and 19.15% students are strongly disagree. The twentieth statement there are 2.13% of the students that are strongly agree, 38.30% are agree, 42.55% are neutral, 10.64% are disagree, and 6.38% students are strongly disagree. The twenty-first statement there are 12.77% of the

students that are strongly agree, 31.91% are agree, 31.91% are neutral, 17.02% are disagree, and 6.38% students are strongly disagree. The twenty-second statement there are 14.89% of the students that are strongly agree, 53.19% are agree, 25.53% are neutral, 6.38% are disagree, and 0.00% students are strongly disagree. The twenty-third statement there are 6.38% of the students that are strongly agree, 34.04% are agree, 34.04% are neutral, 17.02% are disagree, and 8.51% students are strongly disagree.

And the mean score there are 7.23% of the students that are strongly agree, 34.04% are agree, 37.02% are neutral, 13.62% are disagree, and 8.09% students are strongly disagree.

4) Learners' preference of the learning strategies in the classroom

The data related with Learners' preference of the learning strategies in the classroom that was gathered through questionnaire can be described on below :

Table 4.4
Learners' preference of the learning strategies in the classroom

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16	Saya suka belajar bahasa Inggris secara individual di dalam kelas	2.13%	19.15%	34.04%	36.17%	8.51%
17	Saya suka belajar bahasa Inggris secara berpasangan di dalam kelas	8.51%	23.40%	51.06%	12.77%	4.26%
18	Saya suka belajar bahasa Inggris secara berkelompok di dalam kelas	12.77%	29.79%	53.19%	4.26%	0.00%

24	Di kelas, saya suka berbicara dalam bahasa inggris dengan teman saya	4.26%	21.28%	36.17%	29.79%	8.51%
25	Dikelas saya suka menulis diary dalam bahasa inggris saat waktu kosong	2.13%	8.51%	36.17%	29.79%	23.40%
26	Saya suka belajar dengan menonton & mendengarkan penutur asli	8.51%	27.66%	44.68%	10.64%	8.51%
27	Saya suka belajar bahasa Inggris dengan mendengarkannya	10.64%	27.66%	44.68%	8.51%	8.51%
28	Saya suka belajar bahasa Inggris dengan melihatnya	4.26%	29.79%	38.30%	19.15%	8.51%
Mean Score		6.65%	23.40%	42.29%	18.88%	8.78%

Based on the table above, the sixteenth statement there are 2.13% of the students that are strongly agree, 19.15% are agree, 34.04% are neutral, 36.17% are disagree, and 8.51% students are strongly disagree. The seventeenth statement there are 8.51% of the students that are strongly agree, 23.40% are agree, 51.06% are neutral, 12.77% are disagree, and 4.26% students are strongly disagree The eighteenth statement there are 12.77% of the students that are strongly agree, 29.79% are agree, 53.19% are neutral, 4.26% are disagree, and 0.00% students are strongly disagree. The twenty-fourth statement there are 4.26% of the students that are strongly agree, 21.28% are agree, 36.17% are neutral, 29.79% are disagree, and 8.51% students are strongly disagree. The twenty-fifth statement there are 2.13% of the students that are strongly agree, 8.51% are agree, 36.17% are neutral, 29.79% are disagree, and 23.40% students are strongly disagree. The twenty-sixth statement there are 8.51% of the students that are strongly agree, 27.66% are agree, 44.68% are neutral, 10.64% are disagree, and 8.51%

students are strongly disagree. The twenty-seventh statement there are 10.64% of the students that are strongly agree, 27.66% are agree, 44.68% are neutral, 8.51% are disagree, and 8.51% students are strongly disagree. The twenty-eighth statement there are 4.26% of the students that are strongly agree, 29.79% are agree, 38.30% are neutral, 19.15% are disagree, and 8.51% students are strongly disagree.

And the result for fourth indicator mean score there are 6.65% of the students that are strongly agree, 23.40% are agree, 42.29% are neutral, 18.88% are disagree, and 8.78% students are strongly disagree.

5) Learners' Preference of Evaluation

The data related with learner preference of evaluation that was gathered through questionnaire can be described on below :

Table 4.5
Learners' Preference of Evaluation

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
29	Saya suka lebih memilih ujian tulis	10.64%	36.17%	34.04%	6.38%	12.77%
30	Saya lebih memilih ujian lisan	4.26%	21.28%	38.30%	12.77%	23.40%
Mean Score		7.45%	28.72%	36.17%	9.57%	18.09%

Based on the table above, the twenty-ninth statement there are 10.64% of the students that are strongly agree, 36.17% are agree, 34.04% are neutral, 6.38% are disagree, and 12.77% students are strongly disagree.The last thirtieth statement there are 4.26% of the

students that are strongly agree, 21.28% are agree, 38.30% are neutral, 12.77% are disagree, and 23.40% students are strongly disagree.

And the result for last indicator in questionnaire it is mean score there are 7.45% of students that are strongly agree, 28.72% of students that are agree, 36.17% are neutral, 9.57% are disagree, and 18.09% students are strongly disagree.

6) Source of ESP Material

The data that was gathered by observation checklist, the result of data that collect from the instrument of the research kind of the observation contained the information of the main topics : those are about Source of ESP material, Material conceptualization, and Selecting and organizing the material and activities. The first aspect of the data from this observation checklist sheet can be described on below :

Table 4.6
Source of ESP Material

Indicator	**Descriptor**	**Checklist**	
		Yes	**No**
1. Published Material (magazine, journal, hand book) 2. Specially Written	1. The teacher uses publsihed material as the source of material 2. The teacher uses specialy written material as the source	√	 √

3. Adapted from Public Material	3. The teacher uses general handbook, but she reform it		√
4. Internet	4. The teacher uses internet as the sources	√	

Based on the table above, the result of the first observation checklist showed that the teacher uses "published material" as source of material for computer networking students. And the second showed that the teacher doesn't use specially written material by the teacher as a source of material. The third observation checklist showed that from students' handbook the English teacher doesn't matching to the needs of student's major. And the last observation checklist showed that the teacher uses internet as the sources of material to students. The result of observation checklist showed that the 2nd grade computer networking students at SMKN 1 Bukittinggi the sources of material are still in general and not suitable with students major.

7) Material Conceptualization

The other aspect of the item in ESP materials observation checklist was about material conceptualization in ESP material. In the second item of the observation, the data can be described below :

Table 4.7
Material Conceptualization

Indicator	Descriptor	Checklist	
		Yes	No
1. Define	1. Define the suitability of the materials with the syllabus and lesson plan	√	
2. Evaluate	2. Evaluate available resources match them with the syllabus and lesson plan	√	
3. Designate	3. Designate one or two syllabus as dominant	√	

Based on the table above, the result of first observation checklist showed that the concept of material with the syllabus and lesson plan is suitable but the material still is general. The second observation checklist showed that sources of English material in SMKN 1 Bukittinggi is matching with syllabus and lesson plan but the material still is general. And the last showed that basic competencies in syllabus the students are more dominant to “analyzing” and “composing text”. The material conceptualization presented was in accordance with students’ the syllabus and lesson plan but this English lesson was not valid with the majors of computer networking.

8) Selecting and organizing the material and activities

The last item of the observation sheet that was Selection and organizing the material and activities, it was about the suitability or not of English material with computer networking major. In the last item of the observation, the data can be described below :

Table 4.8
Selecting and organizing the material and activities

Indicator	Descriptor	Checklist	
		Yes	**No**
1. Effectiveness in achieving the course purposes	1. The material should be effective to achieve what the students need to achieve.	☐	√
2. Appropriateness of the material	2. The material should be related to the students' major.	☐	√
3. Feasibility	3. The material will be in accordance with the students' capabilities and not too difficult for them.	☐	√

Based on the table above, the first observation checklist showed that learning materials the 2nd grade of students' computer networking at SMKN 1 Bukittinggi not achieved what the students needed to students major. The second indicator showed learning materials are not related between the syllabus, lesson plan, and students' handbook because learning materials are still general. And the last indicator showed that the materials are not in accordance with the students' ability in SMKN 1 Bukittinggi The three

indicator states that the concept of the material presented was in accordance with students' handbook, syllabus, and lesson plan but this English lesson was not valid with the majors of computer networking.

2. The Analysis of Data

In this part want to answer the research question "what are the students' needs related with material at the 2nd grade students of computer networking at SMKN 1 Bukittinggi in learning English?" the researcher has did research using questionnaire, observation checklist and documentation.

The results of the first indicator for "Learners' Interest" from 10 statements there are 45.74% that more of students choose English is important when student major enter the world of work they must know and understand in English. The second indicator "Learners Preferences of the Learning Material" from 5 statements there are 45.11% that more of students choose agree, because English is important for communication with visitors from aboard. And the other indicator "Learners' Preferences of Teaching Technique used by the Teacher" from 5 statements there are 37.02% that more of the students choose the teacher technique that explains the material in detail. The fourth indicator "Learners' Preference of the Learning Strategies in the classroom" from 10 statements there are 42.29% most of the students love the various types of technique in learning English and there are 53.19% some of students love to learn English by grouping. And the last indicator "Learners' Preference of

Evaluation" from 2 statements there are 38.30% most of then choose oral examination in learning English.

Data result from observation checklist can be concluded, the first data on the observation checklist "Source of ESP Material" showed that the source material obtained by the teacher basically matches in curriculum that has been set but learning material for the 2nd grade computer networking students' at SMKN 1 Bukittinggi based on the curriculum designing at school in learning process that material are still in general not suitable for students major. And the second data on the observation checklist "Material Conceptualization" showed that the concept of existing material is in accordance with syllabus and lesson plan, but is not valid for students major in SMKN 1 Bukittinggi because learning material is still in general. And the last data on the observation checklist "Selecting and Organizing the Material and Activities" showed that the effectiveness of material should be achieved the needs of students major but the data found doesn't needs of students major in the learning material, the material provided is not accordance with computer networking students' in SMKN 1 Bukittinggi because the material provided is the same as that students general the material should be different and suitability with student major in vocational school.

B. Discussion

English for specific purposes (ESP) is teaching English that is relevant with the students' area.[1] It means to analyze the ESP material in vocational high school and provide it with the better one. The word "specific" shows special linguistic needs in learning English and special area as the purpose why the students learning English. Hutchinson and Waters defined learning as the way to think about what route can be taken to learn English for their specific purpose[2]. 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.

The researcher found out that more of the students love learning English if practiced directly. The result of the observation checklist, the source materials used by English teachers is students' handbook, internet and other sources but the sources used were general material. The students' handbook, syllabus, and lesson plan the materials was in valid with the curriculum but not valid to English lessons for the students major.

In this part want to answer the research question "what are the students' needs related with material at the 2nd grade students of computer networking at

[1]Tom Hutchinson and Alan Waters, *English for Specific Purposes A learning Centred- Approach,* (New York: Cambrige University Press, 1987), p.8.
[2] Tom Hutchinson and Alan Waters, *English for Specific Purposes* …, p. 55-61

SMKN 1 Bukittinggi in learning English?" the researcher has did research using questionnaire, observation checklist and documentations.

The results of the first indicator for "Learners' Interest" from 10 statements there are 45.74% that more of students choose English is important when student major enter the world of work they must know and understand in English. The second indicator "Learners Preferences of the Learning Material" from 5 statements there are 45.11% that more of students choose agree, because English is important for communication with visitors from aboard. And the other indicator "Learners' Preferences of Teaching Technique used by the Teacher" from 5 statements there are 37.02% that more of the students choose the teacher technique that explains the material in detail. The fourth indicator "Learners' Preference of the Learning Strategies in the classroom" from 10 statements there are 42.29% most of the students love the various types of technique in learning English and there are 53.19% some of students love to learn English by grouping. And the last indicator "Learners' Preference of Evaluation" from 2 statements there are 38.30% most of then choose oral examination in learning English.

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process that material are still in general not suitable for students major. And the second data on the observation checklist “Material Conceptualization” showed that the concept of existing material is in accordance with syllabus and lesson plan, but is not valid for students major in SMKN 1 Bukittinggi because learning material is still in general. And the last data on the observation checklist “Selecting and Organizing the Material and Activities” showed that the effectiveness of material should be achieved the needs of students major but the data found doesn’t needs of students major in the learning material, the material provided is not accordance with computer networking students’ in SMKN 1 Bukittinggi because the material provided is the same as that students general the material should be different and suitability with student major in vocational school. Therefore, the researcher hopes that the school can design ESP program for students major.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion of previous chapter, the researcher can be concluded that students of 2nd grade computer networking in SMKN 1 Bukittinggi need to learn English, because English lesson is important for students major in the world of work. In the world of work English will always be present in everyday life an example is for students of computer networking, to turn on the computer there is English writing, we will difficult if we don't understand English. The result of existing data, students are interest in learning English if doing practices such as conversation or directly talking with visitors from aboard because the practices will make the students challenged and confident in communicating with foreigners. The researcher can be concluded the 2nd grade students of computer networking at SMKN 1 Bukittinggi needed more specific English material in computer networking field. It is support by the questionnaire and observation checklist showed students stated that they learn English because they purpose to communicate and understanding in English the computer networking activities and the world of work. Based on the classroom

observation, in teaching process the teacher require to found appropriate way that could make the students more interesting and active. Therefore, to maximize their competence, the researcher hopes that the school can design ESP program for students major.

B. Suggestion

1. The English teacher :

   The English teacher can combine English subject syllabus and computer networking subject syllabus to design an English course for the computer networking students so that the students not only will learn about material computer networking but also they will learn the usage of English in computer networking activities and the teacher are expected to be able to create ESP program for students major.

2. The students :

   The student of computer networking to focus more on learning English when the material is adjusted to the major or ready using ESP at the school.

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