

Exploring the English learning needs for vocational school learners: students and teacher perceptions

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ABSTRACT

The current study explores the needs analysis for students taking English Subject in Maritime Fishing Vessel Engineering, in vocational School. As a part of government commitment to improve education in developing specific skill, the vocational school has been given much attention in order to graduate the student who may function well in workplace. However, this effort is not in line with the system has offered in school. The need analysis is functioned to describe the students' needs in the real classroom so that the system can be informed to have a better improvement. To do this, the descriptive qualitative was undertaken focusing on multiple realities of the groups of student and teacher. The need analysis included the necessities, lacks, wants and learning needs of Maritime students. The finding shows that students need more specific English learning to support them improving in specific skills. The results also suggest that within school level realize some problems are existed which may inhibit the effectiveness of ESP practices in English classroom. This finding can be useful for school and the educational system to provide the better ESP program in vocational school level.

Keywords: *ESP, need analysis, English for maritime*

INTRODUCTION

Government of Indonesia has a continuous effort to develop the human resources who are ready with the specific skill in workforce. This effort has been developed continuously through the formal education, which is vocational school. In Indonesian educational system, Vocational High School or Sekolah Menengah Kejuruan (SMK) is created in the system to develop the students in series specific skills which prepare the students for future workforce. SMK provides the specific competences on school system for students to be chosen. Then on the vocational school system, students are eligible joint the internship program called Praktek Kerja Lapangan (PKL) to equip them with workforce experiences.

To complete the effort with the layer of formal foundation, Indonesian government publish the rule Number 17-year-2013 article 80 about the categories of skill in SMK

(Depdikbud, 2014). The study program in SMK consist of nine categorizes: Teknologi dan Rekayasa (Technology and Engineering), Teknologi Informasi dan Komunikasi (Information and Communication Technology), Kesehatan, Agribisnis dan Agroteknologi (Health, Agribusiness and Agrotechnology), Perikanan dan Kelautan (Fisheries and Marine), Bisnis dan Manajemen (Businees and Management), Pariwisata, Seni Rupa dan Kriya (Tourism, Fine arts and Crafts), and SeniPertunjukan (Performing arts). One of the majors from fisheries and marine is Fishing Vessel Engineering (Teknik Kapal Penangkap Ikan).

In order to equip students in English communicative competence, the Minister of Education and Culture release the Regulation No. 68, 69, 10/2013 about the basic competences of English. This regulation aims to prepare the student with verbal communication in English, speaking and writing to support their competence in workforce communication (Depdikbud, 2014)

However, in reality, most of SMK in Indonesia only have the General English in their English Subject. There is a limited number of vocational schools adjusting or adding their English subject in more specific in English. (English for Specific Purposes). The opportunity to add the ESP program in SMK is open through curriculum. There is the space of Bahasa Asing Lainnya (Other foreign Language) in national curriculum that gives the opportunity for each SMK to build their language program but only limited SMK added ESP program in to this opportunity.

One of the majors from fisheries and marine is Fishing Vessel Engineering (Teknik Kapal Penangkap Ikan) in SMK 3 has the ESP program through the subject of English Maritime. However, there is no complete direction from the central government to implement this subject. The instructional plan is given limited and there is no specified learning material to support this subject to easier the students to reach the learning outcome.

Therefore, to build this Maritime English to have a good learning tools, this study will examine the need analysis of Fishing Vessel Engineering students in English Maritime Subject. The teacher perception will be elaborated to complete each point of need analysis.

METHODS

The descriptive qualitative method is utilized in this study to discover what are the students' needs of TKPI students at SMK N 4 Langsa. The research instruments used in this study are field note of observation class, interview and questionnaire. The subject of this research are twenty students of class X TKPI students at SMK N 4 Langsa.

The questionnaire is used to collect the data about learner's English need. Adding to this, the interview is utilized to collect the data from the teacher, those interview lists aim to gather the data about the learners' needs to support the data from the questionnaires and to find out how the research findings can be use to fulfill the learners needs.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1. Need Analysis of The Students

Need analysis becomes important for specific on teaching and learning at SMK N 4 Langsa because it gives necessary impacts to achieve the purpose teaching and learning objective by the learners. There are four aspects related to the students' needs in supporting English learning, which are the goals, the students' necessities, the students' lacks, and the students' wants (Hutchinson and Waters, 1987). The needs analysis itself will be related to the target needs (what students need to communicate in the target situation) and learning needs (what students need to learn).

3.1.1.1 The Goals of The Learners

The first item to analyze is students' goals in learning English. It can be defined as the major aims which layered the learning process (Hutchinson and Waters, 1987). Every student has different goals in learning English.

The questionnaire is distributed and the table below shows the result. Based on the questionnaire result 30% from 20 students states the goal of students in learning English is to pass the National Examination. However, the majority of students, 50 % of them, stated that they learn English in order to communicate with foreigners and to support their future careers after graduating from school. It seems that the students of vocational school have various reasons to learn English. Adding to the result of the questionnaire, based on the interview with the English teacher, the students are motivated in learning English to support their field work practice in shipping company. On one occasion when they have the field work practice in Bali, the students are able to understand the shipping term which they got on English for Maritime and they seem so motivated.

Table.1

The goals of the learners

Aspects	Questions	Items to answer	Percentage
Goals	My main goals in learning English is	a. to pass the English national examination (UN) successfully	30%
		b. to support careers in the future	10%
		c. to be able help the lessons in my field	10%

		d. to prepare my effective communication in English in future workforce	50%
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3.1.1.2 The Necessities of The Learners

Necessities are the skills students need to achieve their goals in learning maritime English (Hutchinson and Waters, 1987). These necessities were obtained based on the results of the students' questionnaire and interview with the teacher.

Based on the results of interview with teacher, most of students need Maritime English learning by understanding the terms on the ship and students need the skills to speak English fluently when working in their field. In addition, the teacher also stated the students needed learning media about shipping terms using pictures. The results of the interview also mentioned by the students in the questionnaire, as many as sixty percent of twenty respondents stated that students are expected to have effective communication in English in future workforce. The students also look forward to understand the terms in shipping. This is a necessity for students to support their Maritime majors and support their future work. To meet these needs students must have the effective communication in English, included to master the specific terms in vessel by experiencing vocabulary in the vessel.

Table 2. Necessities

Aspects	Questions	Items to answer	Percentage
Necessities	After graduation from vocational school, I will use my English in the workforce to	a. Have active English verbal and written communication	60%
		b. To read books/ article/knowledge source	40%
		c. Understand instructions and terms in vessel	0%
		d. understand manual	0%
	I think to understand the texts related to maritime programs	a. very important	70%

		b. important	20%
		c. quite important	0%
		d. not important	10%
	The types of English skill I will use in the working field or practicing field work	a. listening	20%
		b. speaking	80%
		c. Reading	0%
		d. Vocabulary	0%

4.1.1.3 The Lacks of the learners

The second component of the “Target Needs” part from the students' needs in learning maritime English, is the lacks (Hutchinson and Waters, 1987). From the Interview and the questionnaire, the students' difficulties in learning maritime English is explored. From the Interview the teacher stated several factors of student difficulties in learning English, such as: most of the student in the first grade of maritime class have low ability in learning English, especially the vocabulary mastery and daily conversation that are related to maritime terms. Due to the lack of learning English when they were in junior high school. Second, students' background becomes one of the difficulties students have in learning English. Most of the students at SMK N 4 Langsa use the Acehnese language in their daily life, often they have difficulty speaking Indonesian. Besides that, low economic factors also become the trigger of difficulties in learning English. The mindset of students who usually live in coastal areas also influences students and parents to assume that English is not important because the students will be a traditional fishermen and English will not be used in daily life, and they do not have a target to work abroad. Furthermore, students also find it difficult to understand new vocabulary in maritime English, because there are many basic vocabularies that they do not know the meaning of it. This makes it difficult for them to memorize terms related to maritime terms. Moreover, students have difficulties in expressing ideas in spoken English and have a limited skill also to understand English used in daily life. As mentioned above, students come from coastal areas who always use the Aceh language. It makes students unaccustomed to pronouncing English. This interview result is supported by the students' questionnaire as 50% the students have low ability in learning English and 30% the students found it is difficult to understand about the terms in Maritime.

Table 3
The lacks of the learners

Aspects	Questions	Items to answer	Percentage
Lacks	My English proficiency is currently at the level of	a. Beginner	50%
		b. Elementary	30%
		c. Intermediate	20%
		d. advanced	0%
	In learning vocabulary I find difficulties in	a. vocabulary understanding in a text	60%
		b. finding main idea in a paragraph	0%
		c. comprehending the content of whole text	10%
		d. understanding the special terms	30%

3.1.1.4 The Wants of The Learners

The table 4 shows what students want from their English Learning :
Table.4

Aspects	Questions	Items to answer	Percentage
Wants	I want the teaching and Learning English is	a. topics related to maritime	60%
		b. internet and networking related topic	40%
		c. daily life topics	0%
		d. school life topics related	0%

	I want to learning speaking that can make me	a. add the new vocabulary	40%
		b. improve the ability to speak English	50%
		c. Master the structure and grammar as well	10%
		d. To find out the information quickly	10%
	My favorite speaking / vocabulary lesson is	a. The simple text	0%
		b. Vocabulary related to English for maritime	30%
		c. the text complete with the picture	20%
		d. the conversation that describes the context of daily life tailored to the needs of maritime students	50%

The result from the table showed that 60% the students want to learning English suitable with the maritime English and 40% the students want to learning English related with network and internet. The next questions of the answer 40% the students want to add new vocabulary in learning Maritime English, 50% the students want to improve speaking skill. And the last questions there was 30% the students can understand the new vocabulary in the text, 20% the students want to learning English by show the picture and 50% the students want learning English with the daily life conversation related with the Maritime students need.

3.1.1.5 Learning Needs

Learning need is what the students need to do in order to learn (Hutchinson and Waters, 1987). Through knowing the learning needs, teachers are able to consider some aspects related to their teaching and learning situation, such as students motivation, the students existing English level and the learning situation. Four components are included in learning needs, they are including input, procedure, setting, teachers' roles and learning's role (Nunan, 2004).

Based on the result of the interview of English for Maritime teacher, the teacher realize they supposed to be more active and motivate to the students, so the students can more responsive in learning and teaching process. The teacher is also expected to teach the material and activity that related with the students' need and students' ability. Based on the analysis of the questionnaire's students and the interview's teacher, the students more

understand the material about the term of engine at the ship by showing the picture. The result of the answer can be seen in the table:

Table 5. Input of The Learning Needs

Aspects	Questions	Items to answer	Percentage
Input	I think learning English using picture as a media	a. very helpful	70%
		b. helpful	20%
		c. not really helpful	10%
		d. not helpful	0%
	The activity that I want to be able help in learning speaking is	a. read the sample text conversations and practice with fellow friends	60%
		b. interpret every sentence in English into Indonesian	30%
		c. discuss the text content in pairs / groups	0%
		d. analyze the meaning of vocabulary and its usage based on the text was read	10%

Based on the result above 70% students stated learning English by showing the picture most helping to understand the material about the terms in the vessel and 60% students stated they want learn speaking activity by reading the example the text of conversation and practice in front of the class with their friends.

Students also need some activities in the group. Group work activity is useful for improve learning's speaking ability. However, most of the total respondents are in the low level in learning English at least the students can understand the instructions maintained by the teacher during shipping practice. The students need learn vocabulary activity by translated the term of the engine at the ship in English. The explanation above based on the interview's teacher and the questionnaire's students. The result of the answer can be seen in the table below:

Table 6. Procedure

Aspects	Questions	Items to answer	Percentage
Procedure	The type of grammar / structure learning activity I want to have	a. memorizing the formula of English Structure	20%
		b. doing exercise in English grammar task	10%
		c. identifying sentence structure	50%
		d. editing wrong sentence structure	10%
	activity in learning vocabulary which I want most is	a. matching words and its context	20%
		b. translating words	50%
		c. completing sentences or paragraph with provided words	20%
		d. identifying part of speech in the texts	10%

Based on the result above 50% students wants learning activity by identifying the structure of the sentences at the text and 50% students stated learning activity that helped students learn vocabulary by interpret the English words in the text without providing the meaning.

Based on the analysis of the questionnaire, In the terms of setting, the students prefer to do the task is at home and outsides of the classroom. The result can be seen show the table below:

Table 7 Setting

Aspects	Questions	Items to answer	Percentage
Setting	I would prefer to do the task from the teacher in the	a. classroom	10%
		b. outside classroom (library, park, etc.)	10%

		c. house	70%
		d. the others	10%

Based on the result above 70% students stated they like doing tasks at home because the students can repeat the lessons at home and more focus.

In the teachers' role the students also want the teacher give example about the good communication and the students can repeat the teacher's communication. And in the student's roles likes to discuss with other friends to solve the problem or to do the tasks are the learning process that suitable used in the classroom. The answer suitable with the questionnaire such as:

Table 8 Teachers' role

Aspects	Questions	Items to answer	Percentage
Teachers' role	When I learn speaking, it is better if the teacher	a. introducing the new vocabulary in the text	50%
		b. give students the opportunity to speak in front of the class	10%
		c. give suggestions to students who make mistakes in speaking practice	0%
		d. give an example for starting the right conversation	40%

Based on the results above, it shows that 50 percent of students stated that the teacher should provide material about new vocabulary in the text that they have never known before and 40 percent of students said the teacher should give examples of correct daily conversation and students practice in front of the class how the good conversation.

Table 9. Student's role

Aspects	Questions	Items to answer	Percentage
Students' role	When I learn speaking, it is better if the students	a. students actively participate in discussion and sharing their opinion with all classmates and the teacher	40%

		b. listen to the teachers' explanation, then taking notes	20%
		c. doing the tasks independently	20%
		d. learning passively	10%

Based on the table above 40% students stated when learning speaking ability, the students should participate actively in interacting with teachers and their friends in the class.

3.2. Discussion

Based on the results of the study, the researcher concluded that 30% of students stated that their goals of learning English was only to pass the national exam and 50% of students stated that they were learning English to be able to communicate with foreigners they might meet while sailing. As stated by Richard (2001), the students learn English to pass National examination as like the role at the school. That means every student has different goals in learning English.

In order to meet the needs of students in learning Maritime English is to know the target needs and learner needs of students (Hutchinson and Waters, 1987). The students need material related to vessel engineering such as the terms in shipping, and students also need speaking learning activities that the students used daily as well as during practical field work. By providing material that suits students' needs, it can help students when they work and meet foreigners. Songhori (2008), stated the knowledge and skills the students learn will use in their target situation and their purpose after graduating. Dudley and John (1998) stated that one of the way to investigate students' purpose for learning English is design material by knowing the specific needs of the learner. Therefore, the teachers are able to give English material according to the students' need which is suitable to their field at vocational school.

In addition, based on the results of the questionnaire and interview analysis, it shows that students also have difficulties in learning English, such as: 50% of students at SMK N 4 Langsa have low English language skills. 60% of them do not understand the terms in the text and 30% of students do not understand specific terms in maritime lessons. These difficulties are influenced by the background of the students. The students are less interested in learning English because they think it is not important for daily life or they will not use it at home. Most of them come from coastal areas where their first language is Acehnese. They always use Aceh language at school that the reason makes difficult for them to learn English. Besides that, economic factors also influence the way the students and their parents think they don't need to learn English and they won't work abroad either. Lack of motivation also makes them less interested in learning English. According to Hamalik (1983), explaining the factors that cause student learning difficulties

are factors from themselves, factors from the environment, factors from family, and factors from society. That means students have to be more aware and change their mindset, that English is important for their future. Those will probably work in their field after graduating from school. In addition, the roles of teachers and parents are also very influential in motivating students that the students are interested in learning English.

The final component of target student needs is "Wants" in analyzing student needs, teachers must also know students' desires in learning English (Hutchinson and Waters, 1987). Based on the results, the researchers concluded that the students' desire in learning English was: 40% of students wanted maritime-related vocabulary, which could support their future work and practical fieldwork in schools. 50% of students want lessons that can improve their speaking skills in English. Students need this ability to be able to talk with other people in various countries. Students do realize that they need more active learning in order to improve their English (Fadlia, Devira and Chairuddin, 2018). They also prefer to learn the terms found in the ship's engine by showing pictures and posters. They understand and remember much more about shipping terms that the teacher has taught. Allwright (1982) stated that the wants is those need on which students put a higher priority in the available limited time. Moreover, Hutchinson and Waters (1987) wants is perceived of subjective needs of the learners.

It can be concluded that an effective medium in assisting the teaching and learning process of maritime English is by showing a picture of a ship and the terms in English. According to Sadiman (1986) image media is the most common media to use, it is the most effective and easy for students to understand during the teaching and learning process. In other hand, Students also need some activities in the group. Group work activity is useful for improving learning's speaking ability. Those activities are strongly way to develop speaking skills and help the student practice (Abdullah, 2006). However, most of the total respondents are in the low level in learning English, at least the students can understand the instructions maintained by the teacher during shipping practice. In the terms of setting, the students prefer to do the task is at home and outside of the classroom.

Discussion is the class activity which is suitable to be conducted in classroom. Then the students also want the teacher give example about the good communication. This result indicated that the learners highly expected to be an active learner in speaking activities. (Sanchez, 2017) the turn can increase the learners' speaking ability in the classroom.

CONCLUSION

The current study has provided the answer for the research question. The need analysis has been elaborated by four aspects related to the students' needs in supporting English learning, which are the goals, the students' necessities, the students' lacks, and the students' wants. Students of vocational school do understand that they need English in more specific purposes. They realize that English could be their basic foundation for their future works. Despite the lacks, that they come from low economic background and have some difficulties in learning English, because English is too foreign for them, they do have the motivation to have a more effective learning from the teacher. They realize they will have a

better future work if they have the English Proficiency. Teacher should take the needs analysis for better improvement in conducting English Learning. Not only for the teachers, the need analysis can be the valuable information for curriculum developer, educational leaders and government in order to create a better function of English classroom in vocational school. The larger scale of research on real vocational classroom is needed for further study, as the limitation of this current research is in a very small scale of vocational school.

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