



A Need Analysis in English Material for XI Grade of Beauty Program

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ABSTRAK

Analisis kebutuhan bertujuan untuk mengidentifikasi bahasa Inggris apa yang harus dipelajari oleh peserta didik. Namun, masih banyak guru yang belum menganalisis kebutuhan materi siswa. Materi yang digunakan guru terlalu umum untuk siswa. Siswa tidak mendapatkan bahasa Inggris untuk tujuan tertentu untuk jurusan khusus. Hal ini mengakibatkan siswa kesulitan untuk berkomunikasi dengan tamu ketika akan berlatih di area tertentu. Penelitian ini bertujuan untuk menganalisis materi bahasa Inggris dan menganalisis kesesuaian bahan ajar bahasa Inggris berdasarkan prinsip-prinsip ESP. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas XI program kecantikan. Penggunaan kuesioner dan checklist dokumen sebagai instrumen pengumpulan data. Hasil penelitian menunjukkan bahwa siswa membutuhkan materi khusus bahasa Inggris dan keterampilan bahasa Inggris khusus di bidang pariwisata khususnya di spa kecantikan. Selanjutnya berdasarkan checklist dokumen, bahan ajar bahasa Inggris di program kecantikan tidak sesuai dengan konsep ESP karena data menunjukkan bahwa bahan ajar terlalu umum dan tidak dekat dengan bidang siswa. Oleh karena itu, untuk meningkatkan kompetensi dalam kegiatan SPA kecantikan, para siswa kecantikan berharap pihak sekolah dapat merancang program ESP.

ABSTRACT

Needs analysis aims to identify what English students should learn. However, there are still many teachers who have not analyzed the material needs of students. The material used by the teacher is too general for students. Students do not get English for specific purposes for particular majors. This results when students find it challenging to communicate with guests in certain areas. This study aims to analyze the English material and analyze the suitability of the English language material based on the ESP principles. This study used the descriptive qualitative method. The study subjects were students of the class XI beauty program—the use of questionnaires and document checklists as data collection instruments. The study results indicate that students need unique English materials and special English skills in the tourism sector, especially in beauty spas. Furthermore, based on the document checklist, the English teaching materials in the beauty program are not by the ESP concept because the data shows that the teaching materials are too general and not close to the student's field. Therefore, students hope that the school can design an ESP program to improve competence in beauty spa activities.

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1. INTRODUCTION

Need analysis is the first stage before designing a course with the purpose is to identify what English that should be learned by the learners. Need analysis (NA) is a procedure to collect information that is the basis to develop a curriculum that fills the learner's need (Hudson et al., 2018; McIlroy et al., 2016). The roles of need analysis are not only taking information but also as the guidance to develop a course or design learning material for teaching students. Need analysis is used to collect information about the English language that is needed by the learners.

However, today's problem is that there are still many teachers who have not analyzed the material needs of students (Mahmoudi et al., 2012; Sadeghi & Sadeghi, 2012). This problem was also found in one of the vocational high schools. Based on the results of observations and interviews conducted at SMK N 2 Singaraja, it was found that students had difficulties in learning English. This happens because the material used by the teacher is too general for students. Meanwhile, students need English for specific purposes. Based on initial observations at SMK N 2 Singaraja, the school implemented a revised 2013 curriculum. The 2013 Curriculum revision focused on English subjects at Vocational High Schools (SMK) and Senior High Schools (SMA), which had an equivalent content consisting of essential competencies/core competencies (KD/KI) and the content of the subjects. From the initial observation, the students stated that they did not get English for a particular purpose for their major. This makes it difficult for students to communicate with guests when they will practice in certain areas.

To analyze the learners' needs, two types of needs must be considered: learners' needs and learning needs (Heong et al., 2011; Sata & Nara, 2017). The first type is learners' need, it analyzes what the learners must do with English in the target situation. There are three components in learners' needs: necessities lacks and wants (Bipinchandra et al., 2014; Karimi & Sanavi, 2014). Necessities are about what the students must know to communicate effectively using English in a specific area. Lack is concerned about what the students have not known and the difficulty in learning English while, wants are the view and hope of each learner personally needs in learning English. The second distinction in need analysis is learning needs. Learning needs are about what are the students need to do to acquire the English language. It is the way to think about what route can be taken to arrange and create exciting activities in the learning process (Athanasos et al., 2020; Siddiq et al., 2019).

The implementation of need analysis had the function to support the understanding of students in the learning process because the material is based on students' needs (Leighton et al., 2021; Mätheiken et al., 2012). One of the materials that can be implemented in this need analysis is English for Specific Purpose (ESP). ESP refers to an approach to language teaching in which all content and method are based on the learners' reason for learning a language (Y. Liu & Hu, 2021; Marcu, 2020). Based on this statement, the structure of English for Specific Purpose material is based on the students' need toward one field that wants to master by the students. So, the role of need analysis is to support the process of analyzing and creating the material based on the students' field toward English for a specific purpose.

In Indonesia, the application of need analysis toward English for specific purposes tends to apply to vocational high school (SMK). The English material for vocational high school focused on student's work for the future. Teaching English in vocational school is a process in education for preparing the learner for their future work (Lou et al., 2013; Skarpaas & Hellekjær, 2021). Therefore, the implementation of need analysis is needed to build the teaching material for English-specific purposes that has an effect to master English based on the students' field in vocational high school. In teaching English for vocational school, the teacher has to set up several points in the ESP program such as teaching guidelines, syllabus, and also appropriate material to support the learning process (Dang, 2021; I-F. Liu, 2020).

Previous research has stated that it is essential for teachers to conduct needs analysis (Hudson et al., 2018; McIlroy et al., 2016). Other research findings also state that needs analysis is an effective way to identify problems in learning (Heong et al., 2012; Sata & Nara, 2017). The purpose of this study is to analyze the needs of beauty programs in English and to analyze English teaching materials for beauty programs, especially students in grade eleven. The subject was chosen in eleventh grade due to they have learned about four skills in English as speaking, listening, reading, and writing since they were in the tenth grade. Besides that, they have difficulty in communicating used English. This research offered a novelty due to this research was conducted in eleventh-grade students of the beauty program at SMK N 2 Singaraja. The setting was chosen since the school implemented an equal syllabus to public senior high school (SMA). In addition, there was no specific English for ESP students. Therefore, it offered novelty in terms of setting. Besides, this research also gave novelty in terms of collecting data which was through an online platform that used Google form. The results of this research can be used as a suggestion for the English teachers to design specific English material for beauty program students.

2. METHOD

The research used a descriptive qualitative approach. Descriptive qualitative research is research that concerns describing, interpreting situation, and conditions that are used to explain in report research (Hancock, 2009). In this research, qualitative research was used to investigate the eleventh-grade students of beauty program needs in English material and analyze the appropriateness of English teaching material for eleventh-grade students of beauty program based on ESP principles.

The setting of this study was SMK N 2 Singaraja, which is located at Jl. Srikandi, No 9, Babakan, Baktiseraga. The setting was chosen because the vocational high school implemented the same syllabus as public high school. Besides, based on the pre-observation, the students in SMK N 2 Singaraja stated that they didn't get ESP courses for their programs. Moreover, the vocational high school is one of the vocational schools that has a good accreditation which the school becomes a national standard educational institution that prepares students to enter the specific work field. All the eleventh-grade students of the beauty program were the subject of this research.

In collecting the data, the researcher used two instruments, namely; a questionnaire and a document checklist. The researcher used the questionnaire to gain data about the beauty program students' needs in English material. Document checklist used to analyze investigate the appropriateness of English teaching material for eleventh-grade students of beauty program based on ESP principles by Hutchinson and Water.

3. RESULT AND DISCUSSION

Result

From the result of the questionnaire, 44.8% of students of the eleventh beauty program stated that they learned English because they purposed be able to communicate in English. 49.3% of students of the beauty program needed to learn English because English is very important in the tourism industry. Therefore, when it was asked the main reason 82.1% of students stated that they needed English to communicate with a foreigner during training. Based on the data, it can be concluded that the necessities of the beauty program were English which was taught to the students specifically about English for tourism.

According to the result of the data of students' questionnaire, it showed that 58.2% of students had a problem in learning English. From the questionnaire, dominant students stated that the most difficult skill in English was speaking. When the researcher asked the reason why students were difficult to learn English, they revealed that they could not understand English learning material. It indicated that the material was too hard for the students in the beauty program or the students could not follow the learning process that made to have less vocabulary.

The wants are the kind of needs that the learner desire. The learners' views about their needs may be different from other related parties' views (course designer or teacher) (Flores, 2021; Heidari, 2020). This different view was also called "wants". Then, 64.2% of students' speaking skills as the most needed skill in learning English. They wanted to improve that skill because the skill is important in the beauty major. It indicated that speaking skills related to their job in the tourism industry or salon later on.

Learning needs focus on the way to learn English for their specific purposes. It means learners need knowledge and the ability to perform to the required degree of competence in the target situation (Haromi, 2014; Moghadam et al., 2021). In the result of the questionnaire, 32.8% of students stated that they wanted to use the internet as the main source in learning English. They chose the internet because they collected information about English material. It was related to students' need for a speaking activity. 44.8% of students chose a speaking activity in the form of dialogue and did practice in pairs. Meanwhile, in the listening activity, 56.7% of students argued that they need authentic material such as song, film, and news to support the listening activity. Then, 38.8% of students preferred writing simple sentences or paragraphs for a writing activity. In reading activity, 44.8% of students needed simple text that related to their program and was easy to find in daily life. From the resulted it showed that students desired simple material in learning English and they needed a material that related with their major which was used for training and future job (Gonzalves, 2021; Hirschman & Wood, 2018).

Every student had a different specific time when they want to learn English (Chen et al., 2019; Jafari & Hashim, 2012). There was no concrete answer for the students because they had different times to learn English. From the students' answers, most of the students said that they preferred to study English in the morning. Furthermore, related to the place for study, students preferred to learn in class rather than in the library, language lab, or outside the classroom. The most students were 82.3% students stated that the purpose of learning English was to enable communication in English in the marketing activities. 82.3% of students chose English speaking skill as the skill which wanted to be increased. Speaking was not only the desire for students but also 67% of students stated that the skill was the lack for them. These results were found based on the students' answers in the questionnaire.

Based on the explanation above, it revealed that the eleventh grade of beauty program of SMK N 2 Singaraja needed specific English for their program. The result of the students' need showed that the reason they learned English was unable to communicate effectively using English with the foreigner. Most of them stated that students needed to learn English because English was very important in the tourism sector, especially in spa and beauty salons. Thus, they wanted to improve speaking skill in learning English to function effectively in the target situation.

Discussion

The first principle of ESP was providing a stimulus in learning, which means that the material was expected to give a positive effect for the students to encourage students' motivation in learning English (Hill et al., 2020; Rus, 2019). By giving fun and interesting text in learning material, the students gained knowledge and they would be enjoying follow the teaching and learning process (Silalahi, 2020; Sriyanti et al., 2021). Based on the document analysis result, the teaching material which has been used by the teacher to teach could not provide stimulus in learning at vocational high school. Based on an analysis of the English teacher lesson plan, the teaching material that was used by a teacher to teach could not be able to provide stimulus in learning at Vocational high school. There was no interesting text and enjoyable activities which appropriate for students' field of study. Furthermore, the teaching material was not built up from students' existing knowledge because the teaching material was valid sources without doing a need analysis.

The second principle of ESP is concerned with organizing the teaching and learning process (Le & Miller, 2020; Swales, 2020). In this indicator, the teacher had to create good material to organize the teaching and learning process (Hamid et al., 2021; Rasmawan, 2018). Teaching material must be a way for students to achieve learning goals (Linda et al., 2018; Tchen et al., 2018). Therefore, the role of the teacher was strong and able to build the best teaching material for students (Narayan et al., 2019). This research also discussed the how value of teacher's teaching material. Based on the result of document analysis, no point related to the principle of ESP. the illustration in teaching material was monotonous; it means that the teacher used the same illustration in each meeting.

The third principle was to embody a view of the nature of language. This part emphasized the teacher is expected to hold on the pure language in creating teaching material (Astalini et al., 2019; Handayani et al., 2021). From the result of data document analysis, the teaching material was not fulfilled all of the points in indicator such as; brainstorming based on students' background, teaching material should consider students' skill in understanding material, and teaching material provided more attention for items that important for a student. In this case, the teaching material in the beauty program could not help the students to communicate naturally in a specific work field.

The fourth principle of ESP should provide the nature of language assignment. In this indicator, the teacher must consider the students' level of knowledge. The teacher should not only give an assignment but also gave a clear example for the student to make the students understand to finish the assignment (Nurtanto et al., 2020; Ozan, 2019). Based on document analysis there were many unfamiliar words in the learning material. It made students had difficulty comprehending the learning material.

The fifth principle of ESP was about broadening the teachers' knowledge. In this principle, several points should exist in the teaching material of ESP, those are: teaching material must be attractive, teacher to be more creative in teaching, it should enrich teachers' insight toward ESP, then teaching material should expect a teacher to use a new technique in the teaching-learning process (Khoshhal, 2018; Marcu, 2020). In this case, the materials were expected to increase the teachers' knowledge not only focused on the learners (Khosiyono, 2018; Swales, 2020). There was a point could not reach the principles of teaching material for ESP. The teaching material had not enriched the teacher's insight toward ESP, which means that the teaching material was not created for ESP. all of the points in this indicator were not found in the teaching syllabus and lesson plan in SMK N 2 Sijunjung (Ronaldo, 2016). Provide correct and appropriate language use.

The last principle of teaching material for ESP was about provided the correct and appropriate language use. From the result of document analysis, all of each point was not reached the indicators in teaching material. Thus, the teaching material in the syllabus and lesson plan at SMK N 2 Singaraja was expected to language teaching rather than language practice. It was not designed from nature communication in students' field. In addition, the assignment was not based on students' communication needs in their field study. Based on the explanation above, it was indicated that the teaching material was too general for beauty students. There was no specific language use for beauty students. Furthermore, there was a long gap between the students' field study and the learning material. Therefore, it revealed that the teaching material didn't meet the students' goal in learning English.

4. CONCLUSION

The eleventh grade of beauty students needed more specific English material in the tourism field, especially in a beauty spa. Based on the document analysis, the researcher could be concluded that the English teaching material in the beauty program was not appropriate with the ESP concept because the data showed that the teaching material was too general and did not close to the students' field. There was no specific English for students in the beauty program class.

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