NEEDS ANALYSIS OF ENGLISH MATERIAL FOR 10TH GRADE STUDENTS IN OFFICE AUTOMATION AND GOVERNANCE DEPARTMENT

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ABSTRACT

Vocational High School (VHS) is formal education that organizes vocational education at the secondary education level. Learning English at the VHS level is categorized as English for Special Purposes (ESP) which means that English material is expected to meet the students' needs according to their majors. However, many students still have low English proficiency. This study aims to determine the English needs of tenth-grade students majoring in Office Automation and Governance. This study used a descriptive qualitative method. The data were obtained using English tests, questionnaires, and interviews as the instruments. Respondents in this study were tenth-grade students majoring in Office Automation and Governance. The results showed that 1) Lack of innovation and creativity in the teaching materials used by students 2) The materials in the textbooks were not appropriate with the needs of students in the Office Automation and Governance department.

Keywords: *Needs analysis, English teaching materials, department of office automation and governance*

INTRODUCTION

Vocational High School (VHS) is a formal education that organizes vocational education at the secondary education level as a continuation of Junior High School. Learning in VHS is oriented to prepare students to be competent in the world of work. This is stated in Law no. 20 of 2003 concerning the National Education system. In addition, it is also contained in Government Regulation no. 29/1990 concerning Secondary Education Article 1 paragraph 3 which states that vocational education is education that prioritizes the development of students' abilities in special skills according to their fields (Cahyati & Siska Rizkiani, 2017). In the VHS curriculum, there are compulsory subjects, one of them is English.

English is one of the important subjects taught in schools, so teachers need to equip students with the language so that they can compete in this era. This is because English is an international language that is not only a necessity in the academic field but is also used as a means of global communication that needs to be actively mastered. In addition, English is one of the keys to success in the world of work in various aspects, such as business, social, cultural, political, and so on (Handayani, 2016). In the Office Automation and Governance department, English is emphasized to be mastered so that students can communicate with relations from various countries both orally and in writing. Thus, an English teaching and learning process is needed that can actively involve students in learning to improve their English skills so that they can face competition in the world of work.

Learning English at the VHS level can be categorized as English for Special Purposes (ESP) or also called English for special purposes. That means the English material taught is expected to meet the

needs of students according to their respective majors. However, many students still have low English proficiency. The student faces problems while learning English. To be able to find basic problems and understand what students need, a needs analysis is needed.

According to Mahbub & Fauzi (2018) needs analysis is an important starting point in designing programs, materials, syllabus, etc. to suit student needs. Needs analysis is very necessary to be able to determine learning objectives which will later be used to develop materials, learning activities, and evaluations (Lestari, 2014). By doing a needs analysis, it will be found an understanding of the needs of English from the perspective of students such as factors that affect student needs, deficiencies or problems faced, as well as students' desires in learning English.

Johns (1991) also stated that needs analysis is the first step in structuring learning and providing validity and relevance for all learning activities. By gathering information about students' problems in their learning experiences, it can be used to develop materials. The material will be easier to understand if the learning is centered on relevance and the use appropriate with the need to acquire language (Suharto et al., 2020). In addition, Hermawati (2015) also stated that a needs analysis also needs to be carried out in ESP so that the language taught is truly the language needed in the field that the students will be occupied.

Thus, this study aims to determine the English language needs of 10th grade VHS students majoring in Office Automation and Governance and to describe the innovations needed in learning English in 10th grade VHS students majoring in Office Automation and Governance.

RESEARCH METHOD

This method used a descriptive method with a qualitative approach. In collecting the data, there are some steps that used by the writer in colecting the data of the study A descriptive method according to Moch. Nazir (2003: 54) is a method to examine the status of a group of people, objects, conditions, systems of thought, or an event in the present. The purpose of this descriptive research is to make a systematic, factual, and accurate description, picture, or painting of the facts, characteristics, and relationships between the phenomena being investigated. The data of this study were obtained using test and non-test types of instruments. As for the type of test instrument, the researcher used an English test. As for the non-test instruments, namely questionnaires and interviews. A questionnaire is a data collection technique by provides a written list of questions to research subjects to obtain the required information. While the interview is a technique of collecting data by way of question and answer orally to the relevant informants.

Respondents in this study were students of 10th grade VHS majoring in Office Automation and Governance. In the first stage, students fill out a questionnaire that is distributed via a google form link. Then, students took an English quiz via the google form link provided with a total of 10 questions. Furthermore, interviews were conducted with the English subject teachers at the SMK Islam Jepara to explore information related to the students' English learning process. After that, the data that has been obtained were analyzed using a qualitative descriptive technique using the Miles and Huberman model, namely; data reduction, data display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION
Findings
Based on the needs analysis that has been carried out, the following data were obtained.

a. Questionnaire

Questionnaires were distributed online to students of 10th grade in SMK Islam Jepara. This is because of the pandemic conditions that cause students to study from home, so they cannot meet and distribute questionnaires directly to students. Respondents who have filled out the questionnaire are 25 people who were chosen randomly. The questionnaire form consists of 20 questions which are divided based on several aspects, namely; methods and media, learning materials and resources, learning evaluation, and English language skills. The results of the questionnaire on student needs related to learning English are as follows.
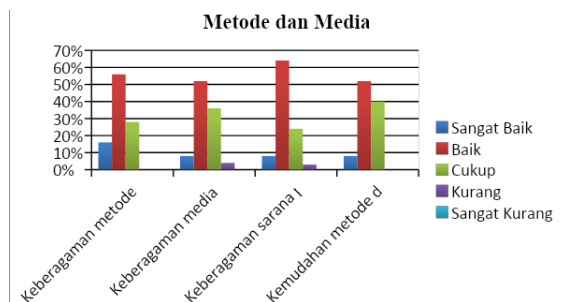

Figure 4.1 Graph of Methods and Media

The graph above shows that in the aspect of methods and media, there are several points. The first is the diversity of methods. The diversity of methods used by teachers in language learning is good with a very good percentage of 16%, good 56%, and 28% sufficient. Furthermore, the diversity of English learning media used by teachers has varied. This is shown in the questionnaire with a very good percentage

of 8%, good 52%, sufficient 28%, and less is 4%. The diversity of infrastructure used is also good with a very good percentage of 8%, good 64%, sufficient 24%, and 3% for less. In addition, the ease of methods and media used in learning is also easy and appropriate with the grade level of students. This is shown in the questionnaire with a very good percentage of 8%, good 52%, and sufficient 40%.
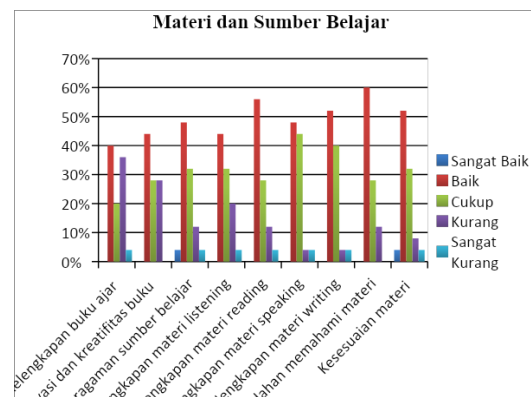

Figure 4.2 Graph of Learning Materials and Resources

The graph above shows that in the aspect of methods and media, there are several points. First, the completeness of the English book used shows that the student's English handbook can be said to be lacking and there is a need for other books to support learning. This is shown in the questionnaire with a good percentage of 40%, sufficient 20%, less 36%, and very less 4%. Furthermore, the percentage of innovation and creativity in English books is good at 44%, sufficient at 28%, and 28% for less. This shows that there needs to be an increase in the innovation and creativity of English books used today. then, the diversity of English learning resources used is good with a very good percentage of 4%, good 48%, sufficient 32%, less 12%, and very less 4%.

Furthermore, the graph above also shows the completeness of the material in the student's English book. The percentage for the completeness of the listening material in the book is 44% good, 32% sufficient, 20% less, and 4% very less. It means that the listening material in the book needs to be added again to improve students' listening skills. As for the completeness of the reading material in the book, it is good with a percentage of 56% good, 28% sufficient, 12% less, and 4% very less. Then for the completeness of the speaking material in the book, it is enough with a good percentage of 48%, 44% enough, 4% less, and very less 4%. Furthermore, the completeness of the writing material in the book can be said to be good with a percentage of 52% good, 40% sufficient, 4% less, and 4% very less. Next, the ease of understanding English material is good with a percentage of 60% good, 28% sufficient, and 12% for less. Then, for the suitability of English material with majors, the percentage is 4% very good, 52% good, 32% sufficient, 8% less, and 4% very less.
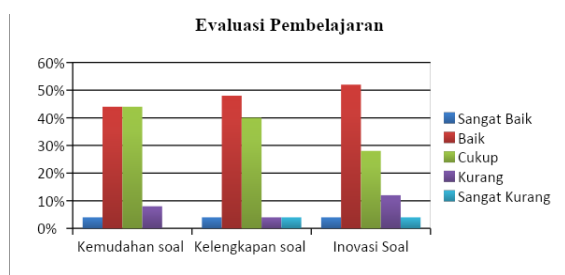

Figure 4.3 Learning Evaluation Graph

Furthermore, the graph above shows the evaluation aspects of English learning. There are several points presented in the chart above, namely the ease of questions, completeness of questions, and question innovation. The results of the three show that the questions are quite easy, complete, and innovative. The percentages for the ease of questions are very good 4%, good 44%, sufficient 44%, and for less is 8%. For the completeness of the questions, the percentages are very good 4%, good 48%, less 4%, and very less 4%. As for innovation, the percentages are very good 4%, good 52%, enough 28%, less 12%, and very less 4%.
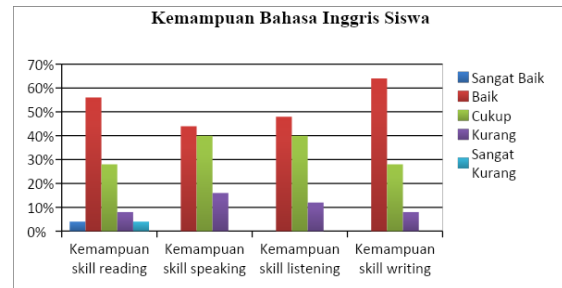

Figure 4.4 Graph of Students' English Skills

The last graph is related to aspects of the English language skills of 10th-grade students. The graph above shows the different percentages of the four students' English abilities, namely reading skills, speaking skills, listening skills, and skills. writing skills. The ability of students' reading skills showed good results with a very good percentage of 4%, good 56%, sufficient 28%, and very less 4%. Furthermore, the students' speaking skills are quite good with a percentage of 44% good, 40% sufficient, and 14% for less. While the percentage of listening skill ability is good 48%, sufficient 40%, and less than 12% and for students' writing skill the percentage is good 64%, sufficient 28%, and less 8%. From the graph, it shows that in all skills there are still shortcomings. For this reason, it is necessary to increase students' abilities in the four skills, namely listening, speaking, reading, and writing.

From the overall graph that shows the aspects of methods and media, learning materials and resources, learning evaluation, and students' English skills, it

can be concluded that the chart with the highest deficiency value is the completeness of the textbook and the innovation and creativity of the handbook used in 10th grade VHS students majoring in Office Automation and Governance. To meet the needs of students regarding the completeness, innovation, and creativity of English textbooks, the researchers developed audio-visual-based English teaching materials for 10th grade VHS students majoring in Office Automation and Governance.

b. Test

The English test is conducted to determine the students' English ability. The test is carried out online by distributing the google form link to students, then students work on 10 questions that include listening, speaking, reading, and writing skills. The results of these tests are listed in the table below.

Table 4.1 Initials of Students' Names

No.	Initial Student Name	Grade
1	IC	60
2	DSR	50
3	RM	20
4	RRD	40
5	ILH	30
6	RRD	30
7	DSR	40
8	AC	40
9	ESS	20
10	AFDP	80
11	AF	40
12	IRA	60
13	MBS	30
14	ZRJ	70
15	IS	10

Based on the data above, it can be seen that the highest score of students is 80 and the lowest score is 10. While the average value of students is 41.33. It means that

student's English proficiency is still low. Thus, it is necessary to improve their English skills.

c. Interviews

This interview activity was conducted with English teachers to find information related to the curriculum used, teaching materials, media, and methods used in learning English, the process of learning English, as well as the obstacles and needs of teachers and students in current English lessons. this. The interview was conducted at the Jepara Islamic Vocational School on June 16, 2021. In the interview, several results were obtained. First, the curriculum used is the 2013 curriculum. Then, the hours of learning English in the 10th grade VHS Office Automation and Governance department are 3 hours of lessons per week with an allocation of 45 minutes per one-hour lesson. Furthermore, the objectives of learning English are adjusted to the existing syllabus. In addition, the teacher explained that learning English is important for all majors, especially in Office Automation and Governance because, in the office work-life, English is currently often used.

Furthermore, the teacher explained related to the English learning resources that are used in the school. There are several learning resources used, namely textbooks from the Ministry of Education and Culture, books published by Erlangga, and several learning resources from the internet. However, until now there has been no specific book that refers to each department even though the needs of students in each department are different. Then, the methods that are usually used in learning English are collaborative learning and blended learning methods. The media used during the pandemic are PowerPoint, zoom, and G-meet. Then, the teacher added that the

teacher also made or took learning videos from the internet to support student learning. In addition, the teacher explained that the students' English skills during this pandemic decreased.

From the explanation above, the teacher stated that there was a need for innovation in the development of teaching materials, especially digital-based ones to accommodate students' English learning at this time. With this innovation, the teacher said that students would be more interested and enthusiastic in learning English. In addition, teaching materials are also needed that contain various kinds of questions so that students can practice and practice their English skills.

Discussion

From the results of the needs analysis, found some information related to students' needs for learning English and their English skills. First, the results of the questionnaire show that the highest deficiency is the completeness of the book as well as the innovation and creativity of student textbooks. The results of this study are in line with the research conducted by Suharto et al. (2020). Based on the results of the study, the researcher explained that vocational students majoring in Travel Business need a handbook that contains interesting activities that can make students active in using English orally and in writing. Books that have illustrations and pictures also make it easier for students to understand objects. The researcher also explained that textbooks as a source of learning must be able to make students have changed both in knowledge and activeness in behavior.

The research also shows that most students have difficulty in the process of learning the material if the delivery of material is only done by the teacher in front of the class. So that students need other interesting learning media to overcome learning difficulties. This is in line with the results of the English tests and interviews in this study which showed that students' English skills were still low and the need for audio-visual-based media in student textbook innovations.

In addition, the result from observation of students' textbooks and interviews with teachers showed that there were no English books that matched with the department of Office Automation and Governance majors, even though the needs of students in each department were different. This finding supports the previous research conducted by Cahyati et al. (2015). The research shows that the needs of students in VHS towards learning English are to meet the needs of the academic profession and the future of students, which involves language skills and several language components. Meanwhile, in terms of compatibility between the content in English textbooks and student majors in VHS in terms of students' needs, the results show that English textbooks describe English competence in general and are not directed at the department itself. In his research, students stated that they needed to master enough English vocabulary to do work related to their field.

From the discussion, it can be seen that students need teaching materials that suit their needs where the teaching materials contain English material and vocabulary related to the department of Office Automation and Governance. In addition, material innovation and creativity are also needed in developing these teaching materials. This innovation and creativity can be in the form of using interactive audio-visual media in learning English. Thus, students are expected to improve

their English skills so that they can compete in the working life in the future. It can also make it easier to achieve the learning objectives that have been determined.

CONCLUSION

Analysis of the need for English teaching materials in 10th grade of VHS majoring in Office Automation and Governance is very necessary to create a book that can be used as a source of material and student learning. The textbook is expected to contain material that is appropriate to the needs of students and is interesting so that it can make students motivated and active in improving their English skills.

Based on the results of the analysis conducted, it showed that there is a lack of innovation and creativity in English textbooks used by teachers in schools. In addition, the textbooks used also do not contain materials that are appropriate to the department. Thus, students need interesting teaching materials which include interactive and varied learning activities. Then, students also need English learning materials that are appropriate to their majors so that they can improve and implement English skills actively. Therefore, the results of this needs analysis can be used as a reference for developing English teaching materials for 10th-grade students in the department of Office Automation and Governance.

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