

English Reading Materials in Vocational High School: A Need Analysis

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Abstract

This research clarified the needs of students through needs analysis in the context of vocational high schools. Needs analysis has always been seen as a key factor and an integral part of building an ESP curriculum, because only through the needs analysis process which researchers, curriculum designers, and material developers identified and refined the content of an ESP curriculum to meet the students' need. This research was conducted online in Kapuas Regency. Therefore, the participants of the study are students of Agriculture program in some SMK in Kapuas Regency. They are SMKN 3 Kuala Kapuas, SMKN 4 Kuala Kapuas, SMKN 1 Bataguh, SMKN 1 Kapuas Murung, SMKN 1 Mantangai, SMKN 2 Mantangai, SMKS Bethel Kaladan, SMKN 1 Timpah. The research was descriptive quantitative research. The writer used random sampling method. The data were gathered from research participants via questionnaire in order to analyze the students' need in learning English especially for reading. The questionnaire was based on the Hutchinson & Waters' model of Needs Analysis. The results of the research indicated that English language teaching should be taught in specific ways and materials. The literacy rate of students in vocational high schools in Kapuas regency was still quite low. The students also rarely to improve their receptive skills rather than productive skills. Furthermore, the grammar was learnt inductively. Besides that, the average level of English proficiency of the students was at beginner level. In addition, the amount of English vocabulary about agriculture was about less than 100 words and the rest of students had 100-500 words. The students also had some problems in reading.

Key words: *Need Analysis, Vocational School, English Reading Materials*

Abstrak

Penelitian ini mengklarifikasi kebutuhan siswa melalui analisis kebutuhan dalam konteks sekolah menengah kejuruan (SMK). Analisis kebutuhan selalu dilihat sebagai faktor kunci dan bagian integral dalam membangun kurikulum ESP, karena hanya melalui proses analisis kebutuhan peneliti, perancang kurikulum, dan pengembang materi mengidentifikasi dan menyempurnakan isi kurikulum ESP untuk memenuhi kebutuhan siswa. Penelitian ini dilakukan secara online di Kabupaten Kapuas. Oleh karena itu, peserta penelitian adalah siswa program studi Pertanian di beberapa SMK di Kabupaten Kapuas. Mereka adalah SMKN 3 Kuala Kapuas, SMKN 4 Kuala Kapuas, SMKN 1 Bataguh, SMKN 1 Kapuas Murung, SMKN 1 Mantangai, SMKN 2 Mantangai, SMKS Bethel Kaladan, SMKN 1 Timpah. Jenis penelitian ini adalah penelitian deskriptif kuantitatif. Penulis menggunakan metode random sampling. Data dikumpulkan dari peserta penelitian melalui kuesioner untuk menganalisis kebutuhan siswa dalam belajar bahasa Inggris terutama untuk membaca. Kuesioner didasarkan pada model Analisis Kebutuhan Hutchinson & Waters. Hasil penelitian menunjukkan bahwa pengajaran bahasa Inggris harus diajarkan dengan cara dan materi tertentu. Angka melek huruf siswa SMK di Kabupaten Kapuas masih cukup rendah. Siswa juga jarang meningkatkan keterampilan reseptif daripada keterampilan produktif. Selanjutnya, tata bahasa dipelajari secara induktif. Selain itu, rata-rata tingkat kemahiran bahasa Inggris siswa berada pada tingkat pemula. Selain itu, jumlah kosakata bahasa Inggris tentang pertanian kurang dari 100 kata dan siswa lainnya memiliki 100-500 kata. Para siswa juga memiliki beberapa masalah dalam membaca.

Kata kunci: *Analisis Kebutuhan, Sekolah Kejuruan, Bahan Bacaan Bahasa Inggris*

A. Introduction

English is an international language, and in every part of the work of these industries, English is used because the basic language contains some technical terms for every situation. If students want to compete in this area, they need to improve their English proficiency. Based on their specific vocabulary needs, the vocational school must provide them with specific English material.

In vocational schools, English should be taught in specific ways and with specific materials. Using a specific approach, you would get specific results that meet the needs of professional students. With the right materials, students could improve their skills in relation to school achievement goals. It would enhance the student's ability rather than learning common materials. Materials provided and developed by teachers need to be adjusted to the necessities of the students. According to Indonesian Law No. 20/2003, Article 15, a vocational school is a school that prepares students to meet vocational or work requirements based on specific qualifications to work in a specific field. Vocational schools focus on developing students' theoretical knowledge and applying it to real life, but most of their learning process focuses on actual practice.

In consideration of the latest regulations of vocational school by the Ministry of Education and Culture in Indonesia, English played a very important role. It added important value to VHS students and simplifies that they compete in the labor market. It also opens a wide opportunity to get a better job. The most important thing about this point was that English professional students were based on their major programs associated with their needs in the job world.

Teaching English in professional high school should be considered English for a particular purpose (ESP) program. For this reason, the English instructions used in ESP instructions must be completely different from the very common General English instructions. Serve students by teaching all four language skills and emphasizing them equally (Esfandiari 2015; Rahman 2015). ESP courses, on the other hand, are designed to meet the needs of learners and other stakeholders who communicate for work or study purposes in a particular area (Vogt & Kantelinen 2013). In this sense, they are rarely trained to use English in a particular discipline or communication context (Liu Chang Yang & Sun 2011).

The above situation poses important issues related to the specific needs of vocational school. These majors require English material related to a particular context and environment. In reality, the books currently used by vocational students seem too common. Surprisingly, English teachers use books of the same course in both vocational and public schools. In addition, they also have a lack of interest in the design of materials they are fully related from the limited facility (2), and (1) for the need for non-impossible finance (3) (3) 2), (3), and (3) lack of understanding of methods of developing or designing teaching materials for specific areas.

The term "need analysis" especially in English-specific purposes (ESP), not a new concept for long history from the 1970's (Widodo 2016). Need analysis cannot divorce from the language course design process. Generally, it is an integral part of the design of an ESP course operating with a learning approach (Read 2008). This is the starting point, assumptions, and foundation for ESP course design (Ali & Salih 2013). In another attempt, Salehi, Davari & Yunus (2015) argued that need analysis was an essential step in establishing an ESP course. It can be concluded that NA was considered an important and integral part of the establishment of the ESP course. This is because researchers, course designers, and material developers can identify and improve content only through the needs analysis process. ESP course A course that meets the needs of learners.

This study was conducted at some vocational schools in Kapuas regency, which have an agricultural program. Unfortunately, English teachers tended to use government English textbooks, so students did not have the proper access to the English that is urgently needed for

the future. In addition, textbook texts that serve as input to students are so common that they are not contextualized for agricultural students. While enrolling in vocational training that places them in a particular profession, they need to experience texts related to their expertise and skills (Widodo 2016).

Another reason, students do not have the proper learning experience in English is related to the teacher's instructions. The focus of instruction is purely on teaching English grammar and practicing reading comprehension, and does not include materials related to the student's discipline. This, in turn, cannot deepen their expertise, as such classes only prevent them from developing and performing their communication skills better. Not surprisingly, students do not have sufficient knowledge of English. In other words, all these factors create a mismatch between academic achievement and labor demand of professional graduates (Arifuddin 2017). Given these facts, it is imperative that adult high school English teachers develop English learning materials that meet the learning needs of their students and are clearly reflected in the actual teaching and learning situation. This will improve performance in a real working environment.

In contrast, developing English learning materials that meet the future needs of students at work is a challenge. This requires a needs analysis that must be performed by ESP learners or educators in order to carefully study effective ESP materials for vocational students. As Akyel & Ozek (2010) argue, needs analysis helps clarify and validate the actual needs of the learner's. Understanding the results of needs analysis can translate learner needs into linguistic and pedagogical terms to teach effective courses (Tzotzou 2014).

The importance and usefulness of needs assessment is recognized around the world, but it is not surprising that few recent studies on secondary vocational education have been published, especially in Indonesia. To fill this gap, this study reveals student needs through a needs analysis in the context of a vocational school. This is by raising awareness to improve the quality of English education at vocational school, and the ultimate goal is to improve students' academic ability and have a strong professional character in today's workplace.

B. Methods

Descriptive quantitative was used in this research. The aim is to develop systematic models, theories and hypotheses related to phenomena. According to Sugiyono (2017), quantitative research can be understood as a research method based on a positivist philosophy, used to study specific populations or samples, and collecting data. Furthermore, data would be analyzed statistically.

This research was conducted online in Kapuas Regency. Therefore, the participants of the study are students of Agriculture program in some SMK in Kapuas Regency. They are SMKN 3 Kuala Kapuas, SMKN 4 Kuala Kapuas, SMKN 1 Bataguh, SMKN 1 Kapuas Murung, SMKN 1 Mantangai, SMKN 2 Mantangai, SMKS Bethel Kaladan, SMKN 1 Timpah. The detail of the population of this research as the table below.

Table 1. The Population of this research

School	Agribisnis Tanaman Pangan dan Hortikultura (ATPH)			Agribisnis Tanaman Perkebunan (ATP)			Total
	X	XI	XII	X	XI	XII	
SMKN 3 Kuala Kapuas	7	20	-	12	21	-	60
SMKN 4 Kuala Kapuas	50	50	60	-	-	-	160
SMKN 1 Kapuas Murung	44	41	38	-	-	-	123
SMKN 1 Mantangai	46	43	33	-	-	-	122
SMKN 2 Mantangai	18	21	31	19	29	29	147
SMKS Bethel Kaladan	29	34	32	-	-	-	95
SMKN 1 Timpah	-	-	-	8	17	10	35
SMKN 1 Bataguh	8	16	14	-	-	-	38
Total	202	225	208	39	67	39	780

Source : Data from Dapodik, Ministry of Education and Culture period 2021/2022

Random sampling method was used to take the samples. According to Cohen, et.al, (2007), in the existing population size, more samples are better, but there is a minimum number of samples a researcher should take, that is 30 samples. As Bailey noted in Mahmud (2011), for studies using statistical data analysis, the minimum sample size is 30.

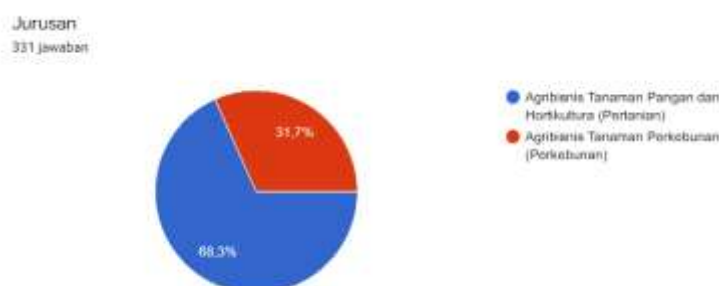
Data were collected from participants through questionnaires to analyze students' need to learn English, especially reading. The questionnaire based on the Hutchinson & Waters needs analysis model. They are students' need, lacks and wants. In addition, the writer also made a questionnaire using "Google Form" and then distribute it online to students of schools.

Finally, data from the questionnaire were analyzed using descriptive statistics including frequencies and percentages for all items in the questionnaire. Pangestu Subagyo (in Nasution 2017) stated that the significance of descriptive statistics was part of statistics which was concerned with data collection, presentation, determination of statistical validity, generation of diagrams or pictures of a something, data presented in a more understandable or readable form. The results were then analyzed, interpreted, related to previous studies or related theories, displayed with diagrams or tables, and finally conclusions were drawn.

C. Finding and Discussion

These were the findings and discussions based on the questionnaire about students' needs for English reading materials especially for vocational high school in agriculture and plantations programs.

Figure 1. Respondents Data Based on Department



From the data above, respondents from food crop agribusiness and horticulture program are 68.3% while those from plantation crop agribusiness were 31.7%. This was because schools

in Kapuas district there were more food crops and horticulture agribusiness programs. Then from the total population of 780 students, who answered the questionnaire, namely 331 respondents representing each of the schools in the fields of agriculture and plantations.

Figure 2. Respondents' Perspectives about Learning English with Agriculture Topic



Based on the figure above, it was known that 64.4% considered learning English, especially reading with the topic of agriculture very important. Furthermore, 34.7% considered that was very important and the rest there were some people who said that was less important and not important. Language learning at school would be more meaningful if it could be linked with other learning. This was so that their language skills were more purposeful and in accordance with the conditions and demands of the current era.

The Integrative Thematic Learning Model could be an option, because the characteristics of this learning model were in accordance with the objectives of learning English in SMK. This model was a good alternative learning model because vocational high school students were teenagers who were experiencing rapid physical and mental changes, they were starting to develop broader cognitive abilities for this reason, English language learning was prioritized which requires more logical and abstract thinking but also affective thinking related with ego and self-confidence, and must provide opportunities for the development of academic and social skills. (Ratnadewi, 2016)

Figure 3. Respondents' Perspectives about Reading Purposes



As for their perspective on the purpose of reading, respondents rarely read because they filled in their free time, only a few respondents filled in often and the rest filled in never even though there were some people who always read in their free time. This was evidenced by the fact that the literacy rate of people in Indonesia was still quite low compared to other countries. In addition, most of them also rarely read to get information, understood the author's point of

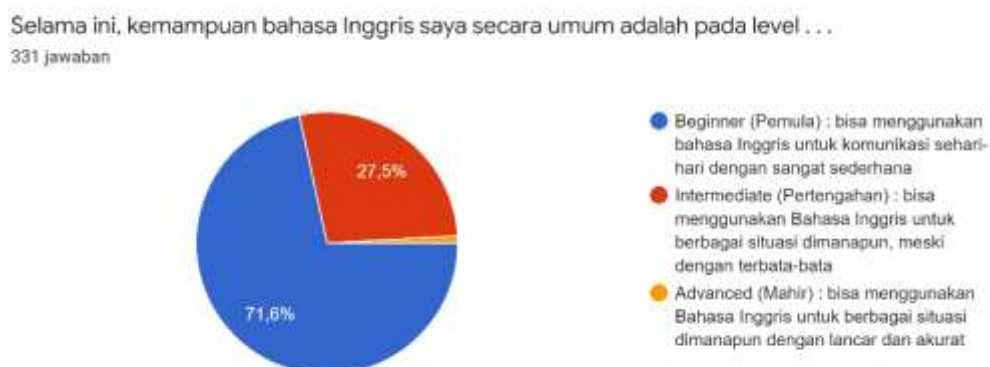
view/thought patterns and to support existing ideas. However, to understand an idea or theory, respondents answered more often. This was because at school or in training exercises to learn a language, they tended to be given multiple choice questions in the form of reading comprehension.

Figure 4. Respondents' Skills and Knowledge of English



Talking about the types of skills and knowledge of English, for receptive skills such as listening and reading more than 100 students rarely did it, but there were also those who chose to do this often because of the demands of the curriculum at their school. As for productive skills, the most rarely done is speaking, but for writing they preferred to do it often during learning. Furthermore, for their knowledge of grammar, they were rarely taught grammar deductively. Grammar learning tends to be taught inductively based on the available reading texts. For vocabulary knowledge, they often did it in class such as memorizing or learning the meaning of a word in a reading text.

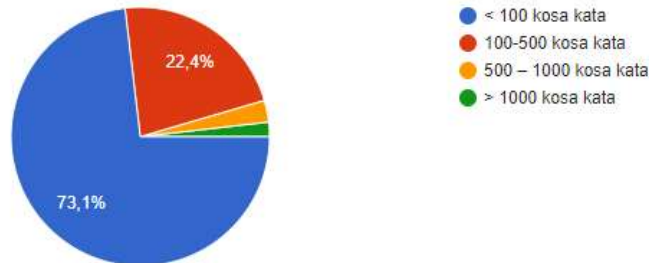
Figure 5. Respondents' level of English Proficiency



Based on the questionnaire that has been done, the average level of English proficiency possessed by the respondents was at the beginner level, which was 71.6%. This was quite worrying because in agriculture or plantation programs, respondents tended to think English lessons were not too important. Only a few students were at the intermediate level, which was around 27.5% and the rest were at the advanced level.

Figure 6. Respondents' Vocabulary about Agriculture

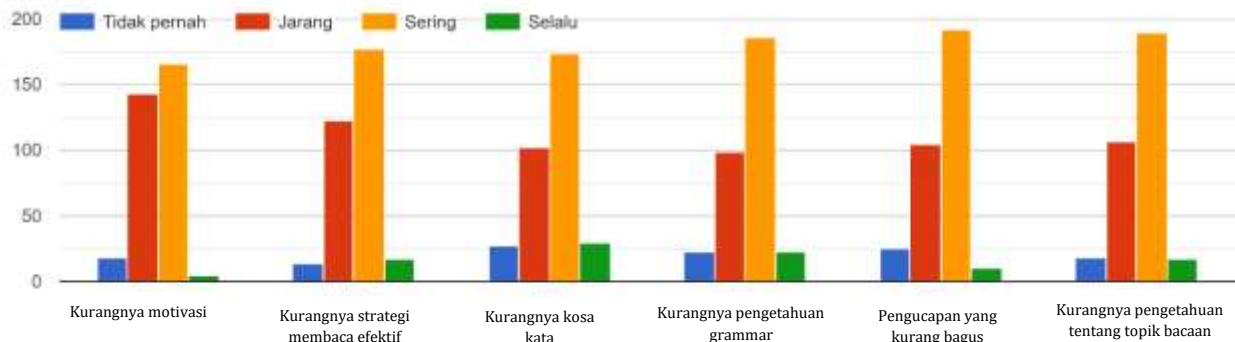
Jumlah kosa kata bahasa Inggris tentang agriculture yang sudah saya mengerti adalah ...
331 jawaban



The amount of English vocabulary about agriculture that had been understood was 73.1% of respondents had less than 100 words, 22.4% of respondents had vocabularies between 100 to 500 words. The rest had more than 500 words about agriculture.

Figure 7. Respondents' Problems in English Reading

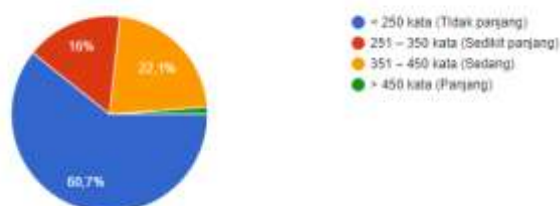
Berdasarkan pengalamammu, seberapa seringkah kamu menghadapi jenis tantangan/masalah yang biasa kamu hadapi dalam menggunakan Bahasa Inggris khususnya dalam reading?



Looking at the result above, average all respondents often experienced problems in reading either because of lack of motivation, lack of effective reading strategies, lack of vocabulary, lack of knowledge about grammar, poor pronunciation and also lack of knowledge about reading topics. This showed that their reading ability was still below average.

Figure 8. Respondents' Opinions about Length of Reading Text

Dalam pembelajaran membaca (Reading), teks yang diberikan sebaiknya sepanjang
331 jawaban



Furthermore, about 60.7% respondents chose that the reading text should not be long, 16% chose a bit long, and 22.1% chose moderate. As for the rest, only a few choose that the reading text should be long. This was inversely proportional to the demands of the curriculum in schools which require understanding reading texts which were quite long and complex.

Figure 9. Respondents' Opinions about Reading Task



Based on the data above, respondents tended to choose that the reading task should be carried out in small groups (36%) and in pairs (35.3%). Meanwhile, 20.2% chose to work individually and 7.6% chose to work in a big group. Then the rest choose the other ways.

D. Conclusion

In vocational schools, English language teaching should be taught in specific ways and materials. Therefore, the need analysis can help them to clarify and validate the students' need.

Language learning at school would be more meaningful if it could be linked with other learning. In addition, the Integrative Thematic Learning Model could be an option, because the characteristics of this learning model were in accordance with the objectives of learning English in SMK.

The fact that literacy rate of people in Indonesia especially students in vocational high school in Kapuas regency was still quite low. The students also rarely to improve their receptive skills rather than productive skills. furthermore, the grammar was learnt inductively. Besides that, the average level of English proficiency of the students was at beginner level. In addition the amount of English vocabulary about agriculture was about less than 100 words and the rest of students had 100-500 words.

Furthermore, the students also had some problems in reading, such as lack of motivation, lack of effective reading strategies, lack of vocabulary, lack of knowledge about grammar, poor pronunciation and also lack of knowledge about reading topics. The students tended to want the length of reading was not long. In doing reading tasks, mostly they wanted to do by small group or in pairs.

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