

Needs Analysis Of Esp (English For Specific Purposes) For Office Administration Students

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Abstrak

Analisis kebutuhan merupakan langkah awal yang harus dilakukan untuk menyusun program ESP. ESP adalah pendekatan pengajaran bahasa Inggris yang relevan dengan situasi target siswa. Tujuan dari penelitian ini adalah untuk mengetahui masalah siswa dan guru administrasi perkantoran dalam belajar bahasa Inggris untuk tujuan tertentu, kebutuhan, keinginan, dan kekurangan dalam program ESP untuk administrasi perkantoran. Peneliti menggunakan teori dari Hutchinson dan Water untuk menganalisis kebutuhan siswa. Metode penelitian yang digunakan adalah deskriptif kualitatif dan penelitian dilakukan pada siswa Administrasi Perkantoran SMKN 1 Sukalarang. Data diambil dari observasi, wawancara, angket dan dokumentasi. Jumlah responden adalah 51. Hasil penelitian ditemukan bahwa masalah selama pengajaran bahasa Inggris disebabkan oleh metode teacher center, bahasa yang digunakan, desain bahasa Inggris umum, keterbatasan kosa kata dan pemahaman siswa tentang tata bahasa dasar. Untuk keterampilan bahasa Inggris, siswa perlu meningkatkan kemampuan membaca mereka untuk memahami teks bahasa Inggris. Dan itu diikuti dengan keterampilan mendengarkan, menulis dan juga berbicara. Kesimpulannya, dapat ditarik bahwa siswa membutuhkan materi yang berkaitan dengan program siswa dan keterampilan dasar bahasa Inggris untuk kegiatan administrasi, siswa ingin meningkatkan keterampilan berbicara untuk berkomunikasi dan terakhir siswa kurang dalam keterampilan berbicara.

Kata kunci: Analisis Kebutuhan, ESP, Mahasiswa Administrasi Perkantoran



Abstract

Needs analysis is the first step that must be taken to prepare the ESP program. ESP is an English teaching approach that is relevant to the student's target situation. The purpose of this study is to find out the problems of students and office administration teachers in learning English for specific purposes, necessities, wants, and lacks in the ESP program for office administration. Researchers use theories from Hutchinson and Water to analyze student needs. The research method used was descriptive qualitative and the research was held on Office Administration student at SMKN 1 Sukalarang. Data is taken from observations, interviews, questionnaires and documentation. The number of respondents was 51. The results of the study were found that problems during English teaching were caused by the teacher centre method, language used, design general English, limitations of vocabulary and students' understanding of basic grammar. For English skill, students need to improve their reading ability to understand the English text. And it followed by listening, writing and also speaking skill. In conclusion, it could be drawn that student needs material related to student's program and English basic skills for administration activity, student wants improve speaking skill for communicate and the last student are lacking in speaking skill.

Keyword: *Need Analysis, ESP, Office Administration Students*

INTRODUCTION

In the 21st century, English has become a necessity in socializing and working. Every job attaches a minimum passive English skill that must be possessed by prospective employees. The need for English in every element of work has not been met very well by job seekers, causing a lot of unemployment. Therefore, in the world of education, learning English in schools should be able to assist students in developing their English skills so that it is easier for students to get jobs in the fields they take or to continue their education abroad. One of the levels that must be considered in developing their English skills is vocational school.

Vocational High School is a secondary level school in education in Indonesia. In Government Regulation of the Republic of Indonesia No.29 of 1990 concerning Secondary Education, Chapter I General Provisions stated that vocational high schools should focus on developing students' skills in certain fields, vocational high schools must also prepare students to enter the workplace and develop professional behaviour so that students are able to compete in today's world of work.

Office administration program is a program that focuses on planning financial budgets, payments, and or data collection of an organization or company. Office administration programs also have career paths in each company. In this program students will focus on studying information techniques (computers), how to communicate directly or indirectly, archive management, office management, presentations, and English to communicate with foreign leaders or visitors from other companies from email or call in English. Then the office administration program also opens opportunities for students to meet the needs of English in the world of work so that after graduating students can have all aspects of the skills needed, especially for English communication in the workplace.

Learning English through the provision of the right ELT approach based on certain learning objectives for students. The specific concept of learning activities should be clear, especially for this type of vocational school. The application of the method of teaching English by the teacher in the classroom must be based on the results of the identification of students in the form of necessities, wants and lacks. This identification is called needs analysis in the ESP approach. In this case, needs analysis is very important in teaching English in Vocational Schools

The most basic problem for teachers is that there is no development and renewal of curriculum and teaching and learning methods. The effect of the obstacle on the teacher will hinder the students in developing their skills of communicating using English in the target situation of their field work, from this we can see that there must be need analysis of students in the ESP field, so that it can produce the best approach to English language courses for office administration students through needs analysis in the ESP field.

Another problem in learning English in vocational schools is that according to Permendikbud 2013. No 70 the English course for tenth grade students was only allocated for 2 times a week. English courses are those that are taught to students must be based on Core Competencies (KD). From these problems, it can be understood that vocational high schools teach general English courses because the book used by the teacher is an English Handbook for tenth grade Students for Vocational High Schools in all programs.

That means that every program in a vocational high school uses the same handbook. The generalization of the Handbook shows that there is no specialization course design in each different program for the tenth grade of vocational high school students in Indonesia.

English for Specific Purposes

Hutchinson and Waters (1987: 13) state that English for Specific Purposes (ESP) is an approach to language learning that is based on the learner's needs in the target situation. ESP developed from three important factors, namely the increasing demand for English in meeting the needs of certain fields or programs, the development of the linguistic field and the development of educational psychology.

English for Specific Purposes (ESP) can be defined as teaching and learning English as a second or foreign language with the aim of being able to use it in a specific domain or specific target situation. Therefore, the ESP course seeks to provide students with a special

way and path in learning English so that they can use the English they have learned in all activities in their previously chosen specific.

Need Analysis

There are two things that distinguish ESP and General English, namely in terms of needs and awareness of these needs. Needs in general English cannot be determined while needs in ESP can be determined by needs analysis. Awareness of needs such as understanding and awareness of the target situation helps teachers and students to learn English according to the needs of the target situation. Needs analysis is the main factor as well as a way to find out students' English needs in certain fields.

According to Hutchinson and water as cited in Sari, Wirza (2021: 190) needs analysis is the first step that needs to be done in the preparation of the ESP English learning program. Needs analysis is defined as an analysis of students' English needs in designing effective and suitable learning materials for students. The design of effective teaching materials can help students to use English in their chosen field of work in the future. From the theory, it can be seen that need analysis is the first point that must be considered in the ESP course. Without a need analysis, the teacher cannot determine what kind of design will be given to students.

METHOD

The research methodology of this research design is qualitative research. According to Sugiyono (2019: 16), qualitative research is called a postpositivism method which is based on the philosophy of post positivism or can also be called an interpretive method because the research data is more related to the interpretation of the data found in the field. Qualitative research in this study was conducted with a descriptive discussion. The purpose of qualitative research is to find patterns of interactive relationships, find theories, describe complex realities and gain an understanding of meaning. (Sugiyono, 2019: 25) The descriptive qualitative method in this study aims to conduct research on a need analysis of ESP learning English in Vocational High Schools (SMK).

In this study, the researcher used purposive sampling to get sample. According to Sugiyono (2019, p. 127) the sample is part of the number and characteristics possessed by the population. Purposive sampling is a sampling technique with certain considerations Sugiyono (2019: 129).

In collecting research data, researchers used two types of data collection, namely primary data collection and secondary data collection. Primary data collection is the collection of data obtained directly from students and teachers in the field, using questionnaires, interviews and observations in class, while secondary data collection is a type of data collection obtained by literature study.

FINDINGS AND DISCUSSION

The researcher conducts the discussion in this study based on the research formulation that has been previously written, the data that will be used in this discussion comes from four instruments. The instruments used to collect data were classroom observations during the English learning process, in-depth interviews with the tenth-grade English teacher in the office administration program related to problems & experiences during teaching English, interviews with tenth grade students in the office administration program regarding the problems they found, questionnaire and documentation.

The problems of students and teachers in learning English in the tenth grade of Office Administration in learning English are caused by the teaching of English that has been implemented in this school. The problems found by the students were the lack of knowledge in basic grammar and limited vocabulary which caused the students not to have confidence in speaking skills. Some of the factors that become a problem in ELT are the use of a teacher centre design that makes students passive during the learning process and the lack of student initiative and response to the material presented by the teacher.

The next problem factor that comes from the teacher's teaching is the use of English when explaining which is still not well received by students, causing students not to understand

the material being taught. The ELT approach based on General English for ESP students who have certain fields and occupations are considered unrelated so that they require material development in their implementation.

Student necessities are 94,2% of respondents need reading skills to read administration document. 90,2% of respondents need listening skills for meetings or discussions. 52,94%, respondents need writing skills to write administrative documents. 64,71% require speaking skills to provide presentations and improve pronunciation to support speaking skill. The student's wants to communicate in English well in office administration activities are represented by 86,72% of total respondents, the student lacks in speaking is 60,78%. In conclusion, could be drawn that student needs material related to student's program and English basic skills for administration activity, student wants improve speaking skill for communicate and the last student are lacking in speaking skill.

Material development by each English teacher makes the results will not be uniform with other vocational schools and material development according to student needs should have guidelines and procedures that are adjusted by experts in English and experts from each program. Apply ESP course as an appropriate alternative approach to overcome these problems. This of course requires research or an assessment of needs analysis that is oriented to the specific learning objectives, in this case English in the office administration class so that the research objectives can be achieved.

CONCLUSION

The lack of students based on the current ability of students and analysis of students' problems in learning English through appropriate instruments in collecting data. Lack of students can be concluded to be; the data shows that students of informants never find it easy to learn English. From the data, it can be concluded that all of them have experienced difficulties during the learning process. Then for each basic English skill there are informants who find it difficult in each basic skill, in speaking as much as then reading and writing chosen by respondents, and also listening skills. This means that students have very high difficulty with speaking skills. Speaking is a problem factor & lacks but speaking is also a skill that students want to improve.

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