

The Need Analysis of Supporting English Material for Accounting Students at SMK Nasional Dawarblandong

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Abstract

The objective of this research was to find out the student needs' and wants' in learning English. Needs analysis refers to the techniques for collecting and assessing information relevant to course design. According to Chang (2005:170) the problem of teaching ELT in vocational students are poor English proficiency, their low interest and motivation in learning and passive performance in class. It is important to know what the student's need and want to learn English which is related with their field study, to motivate the student to learn. Therefore, this study aimed to discover what the students' needs are and want in supporting English materials of the eleventh grade of accounting program at SMK Nasional Dawarblandong. This research used descriptive qualitative research which describes the students' needs and wants. The data was collected through distribute the questionnaire to 28 students eleventh grade of accounting major. The result of the study showed that the students need English learning which related to their field study that is accountancy which supports their career in their future.

Keywords: *Need analysis, English material, accounting students*

Introduction

Learning English is important for students in vocational high school. To going face the real working field right after graduating from schools, learning English is important for the student. Therefore, one of the necessary to improve the quality of the students' ability to be able to meet the challenges and opportunities in the ASEAN Economic Community (MEA) that is to improve

their international language skills. Rahardi (2017:2) stated that to face the free market policies era or MEA, all of the millennial generation should be able to master the English language. The function of English language is making the students get qualification when they apply for job in national or international companies that require the professional worker. However, most of the vocational high school students in Indonesia have a problem to meet their needs in English caused by the material to learn English that they learn in school with the needs of students learning English is different. As a result they are difficult to improve their proficiency in English language learning.

Curriculum of 2013 is curriculum that used by most of vocational school in Indonesia. Based on 2013 curriculum, all subjects that are included compulsory subjects in two, groups A (Pendidikan Agama dan Budi Pekerti, Pendidikan Pancasila dan Kewarganegaraan, Bahasa Indonesia, Matematika, Sejarah Indonesia, dan Bahasa Inggris) and B (Seni Budaya, Pendidikan Jasmani, Olah Raga, dan Kesehatan, Prakarya dan Kewirausahaan) are the same for level of senior high school and vocational high school. English is included important subjects in group A, it means that English material for senior high school and vocational equated. It is important for teachers to give English lessons related to student's field research. Teacher needs to give a creative and effective learning that helps them to use the English language that can support in their field. Because vocational students use a common English language material, and therefore a teacher needs to provide English supporting material based on the student's needs. So, it is important to know what the students need to learn English, to explore the English supporting material.

Student's needs analysis is often described as the first step that the curriculum or course planners should do to determine the learner's skills, competences, knowledge, needs and purposes in learning. This step helps the curriculum planners or learning provider knows whether the content of the courses is relevant with the student's needs or not. Furthermore, according to Richards (2001:33), student's needs in English for Specific Purposes (ESP) are described in terms of performance, it is mean the material that student learn useful for student performance in accountant programs. In many cases, student's needs

may be relatively easy to determine, particularly if learners need to learn a language for very specific purposes, for example, employment in fields such as tourism, nursing, engineering or the hotel industry (Richards, 2001:53-54). Richards (2001:52) further says that needs analysis in language teaching may be used for a number of different purposes. For example the need analysis may use in particular role such as sales manager, tour guide, accounting, and more purpose.

In an educational setting, student's needs analysis helps students identify where they are in terms of their knowledge, skills and competences, versus where they wish to be and their learning goals. It is related to the statement that adults learn better when they can see a reason why they are following a program of research and find the relevance between their purpose in learning and the content of the research that they must learn.

According to Chang (2005:170) the problem of teaching ELT in vocational students are poor English proficiency, their low interest and motivation in learning and passive performance in class. Accounting students need to learn English as a part of those accounting activities. As an example, they find many vocabularies of finance in English and they have to know the meaning of all those words in order to understand or present a financial report. In this case, English becomes a means of those students' activities in the subject area of finance so they have to learn English in more specific area that is, accounting. This reality has inspired a variety of ESP course designs to address them. A basic ESP philosophy is to cater to specific needs of the learners' as much as possible (Robinson, 1980:31).

Based on those explanations above, the researchers were interested in conducting a learners' needs analysis of ESP supporting materials at SMK Nasional Dawarblandong. SMK Nasional Dawarblandong is the vocational high school with several major, but used the same course book in ELT. Based on the problem the researchers were interested in conducting a learners' needs analysis in supporting English material at SMK Nasional Dawarblandong. The researchers wanted to know what are the supporting materials needed by accounting student at SMK Nasional Dawarblandong.

Based on the backgrounds of the research above, the researchers identify some problems such as: (1) What is the target need of supporting English material for the eleventh grade of accounting program at SMK Nasional Dawarblandong?; (2) What is the learning need of supporting English material for the eleventh grade of accounting program at SMK Nasional Dawarblandong?

There are some previous studies related with this research. The first one comes from Suyadi (2016) with the title of his research “English for Specific Purposes for Accounting students, idea of his research is to find out the importance of ESP material for the accounting student. The second relevance research comes from Heni Fatmawati (2017) with the tittle of her research “Need Analysis in English for Specific Purposes at Vocational School” the idea of her research is to find out the students need in English for specific purpose. The third relevant research comes from Sri Utami Dewi (2015) with the tittle of her research “Syllabus of Vocational School Based on ESP Approach”, the idea of her research is to find out Situation Analysis (PSA) mainly as students strength and weaknesses in following the English course, in her research used mix method to analyze the data. The fourth relevant research comes from LiskaDwi (2018) With the tittle of her research “An Analysis of English for Specific Purpose Syllabus for Nursing Students STIKES Bina Sehat PPNI Mojokerto”, the idea of her research is to find out the represented of nursing student needed in ESP syllabus.

Some of previous studies above, it is clear that those are different from this research, because the objective of the previous research used Nursing student as objective of the research, in other hand the present research use accounting student in vocational high school.

Research Methodology

In this research, the researchers used descriptive qualitative method. This research is aimed to discover what the students’ need is and want in supporting English materials accounting students in SMK Nasional Dawarblandong. The researchers used descriptive qualitative method to understand the data in depth. According to Creswell (2007:40) the reason conducting qualitative research because researchers want to understand the contexts or settings in which

participants in a research address a problem or issue. , the researcher collected the data through questionnaire. A needs analysis questionnaire was proposed to investigate students' needs and wants in learning English focusing on accountancy.

The technique of data collection technique is questionnaire. The result of the questionnaire functions to investigate the students need in learning English of the eleventh grade accounting students. The questionnaire consist of 25 question with 2 aspect of the question, the first aspect about the target needs mentioned on number 1 – 7, the second aspect about the learning needs mentioned on number 8 – 25. According to Creswell (2009:397), this type of question has all the advantages of open – and closed – ended questions. The technique is to ask a closed – ended question and then ask for additional responses in an open – ended question. The questionnaire was adapted based on the previous research by Hidun Juwariyah (2017) developed to Tom & Waters theory. The questionnaire was modified and translated into Indonesian to make sure that students understand all items.the researcher will analyze the data from the semi close-ended questionnaire that the students answered. There are 3 steps to analyze the data based on Huberman and Miles's theory, such as:

- (1) Data Reduction
- (2) Data Display

It is purposed to know percentage of the students answers in the questionnaire.The result of statistical analysis shows dominance answer of the questionnaire. In counting the students answer of each question in the questionnaire, the researcher uses a formula, as follows

$$NP = R : SM \times 100\%$$

Note :

NP = Percentage of the students answer

R = Amount of the students answer

SM = Total of the students

- (3) Drawing Conclusion

Results

1) The Students' Needs in the Supporting English Material

There are four aspects related to the students' needs in supporting English materials which are the goal, necessities, the students' lack, and the student's wants. The goals are the general intentions behind the learning process. Based on 28 respondents, the students' need to learn English is need to be able to communicate with foreign people that they meet. It indicates that the students' goal in learning English is to be a professional international people. It will be easier for them to be a professional worker or accountant when they learn English. This is different to the finding in Hidun's research that the reason of students' culinary major learning English is to support their career in the future. It becomes the evidence that students of vocational school in accounting major have diverse reasons for learning English. As stated by Richard (2001:28), students learning English for general purposes, learning the language in order to pass a general examination is the primary goal, the goal of the students is usually researching English in order to carry out a particular role.

Most of students also expect in learning English that they need the advance ability in English proficiency for their field future because they imagine in their field future they must understand the meaning of text in English language. This is necessary for them to use good and correct English when they communicate with foreign client or customer because accountants are the middle-men between business activities and decision-makers. Finding on students' expectation reflects as stated by Robinson (2016:1), generally the students research English, not because they are interested in the English language or English culture as such, but because they need English for research or work purpose.

Related to students' English proficiency, half of the total respondents are in the beginner level. It means that the students are categorized as beginner who only understand and use simple English phrases that often appear in everyday life. This is in line with the findings of Hidun's studies at Sejahtera Vocational High School Surabaya to students of accounting research programs whom the level of English proficiency was mostly beginner. Then, they have limited ways to understand spoken English; only understood limited expressions used in daily life, and found difficulties in expressing ideas in the spoken manner. So, the students

need more to improve their English proficiency related to the students' field research to make them easier when they work in their working field.

In terms of students' need, most of the students accounting major at SMK Nasional Dawarblandong need English in the working field that is to communicate fluently using English in oral communication. This finding are different with the needs of students accounting major in Hidun's research which the students use English as a medium of oral communication with customers and colleagues

2) The Students' Wants in Learning English

The organization of the questionnaire was divided into two parts which one of the parts is described about the students' wants in learning English. There are four kinds of aspect related to the students' wants in supporting English materials, including of the input, the procedure, the setting, and the roles that students' wants. Input refers to the spoken, written and visual data that learners work with in the course of completing a task. Concerning to listening skill, kind of input that students' want is the monologue model and dialogue are accompanied by a list of new vocabulary and how to pronounce it. Meanwhile, in listening skill activity according to research finding most of the students accounting major also preferred the type of listening activity in listen the monologue and dialogue with pictures, with the desired topic are daily activities. Dealing with speaking activity, type of material which is desired by the students is the material in monologue model and dialogue are accompanied by a list of new vocabulary and how to pronounce it, with the desired topic are daily activities. It is different with Hidun's studies, in term of activities to be involved in speaking; students' accounting major generally wanted to practice dialogue and exchanging information with classmates to get particular information. This activity will useful to students in practicing their speaking skill when they are given a role related to their field of research as an accountant when they communicate with foreign client or customer. In reading skill, authentic text is the type of reading materials that the students want the most. Nunan (2004:52) stated that authentic (i.e. magazines, newspapers, scheduled, etc.) materials as the materials which have been produced for purposes other than to teach language. This term is directly

related to the students' real life and prepares them to face and deal with real world situations. It is suitable for vocational school students who will face in working field later after graduating from their school. Meanwhile, in listening skill activity according to research finding most of the students accounting major also preferred the type of writing skill are examples of texts which are going to be learnt, with the desired topic are daily activities.

In procedure, Nunan (2004:46) stated that, procedures are activities that will be used in learning the task. Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. Based on the research finding, the students are at the beginner level. Provide teaching materials that appropriate to the students' level, it makes students more easily to learn and to understand in English.

Therefore, the students want listen the monologue and dialogue with pictures as the type of reading materials in teaching English process. Meanwhile, based on the research finding most of the respondents also preferred the type of activity in the speaking skill such as, identifying certain information in the dialogue/monologue.

Concerning to speaking skill, most of the students' desired type of teaching materials are monologue model and dialogue are accompanied by a list of new vocabulary and how to pronounce it. Type of this material will make students easier to understand and effective for developing speaking. Then, the type of activity in the speaking skill which students desired is activity is practicing a dialogue in front of the class.

Concerning to reading skill, most of the students desired type of teaching materials is authentic materials (i.e. magazines, newspapers, scheduled, etc.). Then, the type of activity in the reading skill which students desired is activity is discussing and comprehending the text in a group. Meanwhile, based on the research finding most of the respondents also preferred the type of activity in the vocabulary learning are predicting the meaning of the words based on the contexts. Then, the best activity to learning grammar is completing the blank sentences with the appropriate grammar. In pronunciation the best activity desired the respondents are repeating the words pronounced by the teacher.

This is different with Hiduns' finding in his research that the students in accounting major want to carry out the tasks by groups' discussion and pairs work activity which effective to encourage classroom interaction. Harmer (2007:43) state that, Group work and pair work foster cooperative activity in that the students involved work together to complete a task. Then, students tend to participate more actively, and they also have more chance to experiment with the language than is possible in a whole-class arrangement". In terms of setting, the students prefer to do the task is in the classroom and outside of the classroom. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

In roles term student 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. Then the student also wants the teacher give examples about the topic which is learnt and give an assignment.

Discussions

1) The Students' Needs in the Supporting English Material

Based on research finding the students need English learning is to be able to communicate with foreign people that they meet. It will help them when they work as an accountant meet with their international client. Dudley and John (1998:3), stated that one of the absolute characteristics of English purposes is designed to meet specific needs of the learner. Therefore, teachers should give English teaching material according to the needs of students which related to students' field-research.

2) The Students' Wants in Learning English

Based on the result can be conclude the respondent needs material input as the monologue and dialogue with the topic about daily activities and school or education, this result are consist with Ratnamina (2012) studies meanwhile the accounting student needs topic of material about accountant field but they need too learn English with the topic about daily activities as their field in accountant field like as how to serve the customers, public speaking, and etc.

Table 1. Suggested supporting material based on students' needs

| School Theme | |
|-----------------------------|------------------------------------------------------------------------------------------|
| Situation 1 | (Dialogue) the students talk about their examination |
| Situation 2 | (Dialogue) the students talk about their extra cullicular at school. |
| Situation 3 | (monologue) the students talk about their first day in their school. |
| Situation 4 | (monologue) the students discuss about their opinion of educational system in Indonesia. |
| Daily Activity Theme | |
| Sittuation 1 | (Dialogue) The students discuss about healty life. |
| Sittuation 2 | (Dialogue) The students talk about the daily routine in work place. |
| Sittuation 3 | (monologue) the students describe about hot events in their area. |
| Sittuation 4 | (monologue) the students describe about social life news. |

Conclusion

Based on the questionnaire related to the students' needs in supporting English materials contains of the goal, necessities, lack, and wants. The goal of the eleventh grade students of accounting major in learning English is to support their career after graduating from vocational school. By learning English expect be able to communicate with foreign people that they meet. It will help them when they work as an accountant meeting their international client. Related to students' necessities, most of students accounting program at SMK Nasional Dawarblandong need English in the working field that for communicating with foreigner fluently.

The organization of the questionnaire about the students' wants in learning English contains of three aspects such as, the input, the procedure, and the setting that students' wants. In listening skill, the eleventh grade students of accounting major at SMK Sejahtera preferred input that is the authentic material to the activity answering questions in the form of multiple-choice based on the dialogue. Then, in speaking skill, activity that students want is having dialogue in pairs and role playing and the material in the form of models of monolog/dialog texts which are practiced

The students also want a form of simple texts as the type of reading materials. There are two type of activity which the students want the most are

analyzing the text to finding main points of a text and reading a text individually and answering the questions about the text. In term of writing, the students preferred materials in form of pictures, tables/diagrams, and mind map. They also preferred activity in form of sentence/paragraph writing using correct structures, vocabularies, punctuations and spelling. Related to procedure and setting, the students preferred doing the task in a group in the learning English process. For the setting that student's chose desire to do the task was in class and in the outside of the class. The researcher concluded that the students prefer some input in the teaching material and activity which practiced in the in class and the outside of the class. Based on the result can be conclude the respondent needs material input as the monologue and dialogue with the topic about daily activities and school or education.

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