



Students' Necessities for Acquiring English as a Second Language in Vocational High Schools

Andi Eka Prima

University of Jember, SMK Zainul Hasan Balung Jember, Indonesia

*email: andiekaprima2788@gmail.com

ABSTRACT

SLA is a mandatory subject studied in the educational environment, particularly for students in the Engineering Class (SEC). Engineering students have recently concentrated solely on common textbooks printed in English. Therefore, it does not undoubtedly aid in the development or promotion of understanding materials for English engineering purposes (EEP) among students. Naturally, identifying English materials that prioritize the demands of the students is essential when creating materials for specific objectives, like engineering students. Based on this, the survey and analysis approach are used to identify the textbooks by incorporating teachers and students in the data collection process. In this instance, it is reasonable to assume that students will learn the things to assist them become proficient in English for their future employment.

Keywords: L2 Learning material task books, student engineering class, the demands of the students.

First Receive:	Revised:	Accepted:
20 September 2024	12 October 2024	27 October 2024
Final Proof Received:	Published:	
16 November 2024	30 December 2024	

How to cite (in APA style):

Prima, A. E. (2024). Students' Necessities for Acquiring English as a Second Language in Vocational High Schools. *ELITE Journal*, 6(2), 147-152

INTRODUCTION

In Indonesia, English has emerged as the first subject that students must grasp in order to continue their studies. Not only in senior high school, but also among elementary school and kindergarten children. Based on personal experience, in all elementary school, English has considered just singing an English song for the those level and introducing the structure in Junior High School. It means that English is still being used as a second language in Indonesia, as intended by teachers and governments. Especially for vocational high school students, who are usually in program of Computer Network Engineering (CNE). They continue to use textbooks as the resources to suggest learning English as a second language(L2) in their own life experiences guide. The English course book or materials supplied in the Computer or Banking classes begin with some assumptions rather than an assessment of the students' needs; as a result, the students are unmotivated to participate in the English program. In other words, Richard claims that in order to do analysis, we must first understand three domains: offering a system for gaining a broader range of input into the content, design, and execution through the involvement of learners,

instructors, administrators, and employers. The primary goal is therefore to identify specific language needs that can be addressed in the development of objectives and content for language programs. The materials required differ depending on the aim of the analysis, but all place the learner as the focus of the study. Lawson (1979) describes need as something that is recognized but not discovered, and its existence stems from whatever criteria are considered relevant in making diagnoses. This means that in order to identify a requirement, some type of assessment must be performed, the results of which will reveal some shortfall. Furthermore, Hutchinson and Waters (1987) distinguish "the target needs" from "learning needs." The target needs refer to what the learners must do in the target setting, whereas the learning needs are what the learners must do in order to learn. They further classified target needs as (1) necessities: what the learner must know in order to function affectively in the target situation, (2) lack: the gap between necessity and what the learner already knows, and (3) wants: what the learner actually wants to learn or believes he or she requires. Dr. Langgeng Budianto, M.Pd., stated this in his own journal. So, based on these three points, we can conclude that teachers must be aware of what their students consume in relation to their requirements. This raises questions about how learners acquire the language, why they learn it, and what resources are accessible to help them learn. Altman (1980) defines sorts of learners' requirements based on individual differences within the context of learner-centered language training. According to Altman (1980), students should be appropriately categorized according to their age, maturity, and available time. To enable all students to access, learn, or connect in a way that suits their individual needs, the institution must provide flexible educational arrangements. This study will, of course, be primarily done on the basis of the backdrop mentioned above, namely the dearth of appropriate teaching materials pertinent to the demands of the students or learners of engineering class and the significance of English in the school curriculum. To put it another way, this study must be conducted in order to collect data on the requirements of engineering students for learning English and to identify the most basic requirements for learning English. In addition, the primary focus of this study is on the demands of students studying English. This is restricted to SMK Zainul Hasan Jember TKJ students, particularly those in grade 10 of the 2023–2024 school year, who have learned English to extract some information about their need. In addition, two questions are posed: (1) what requirements do SMK Zainul Hasan Jember TKJ students have for studying English? And (2) what are the main requirements for studying English among SMK Zainul Hasan students? The primary source of information for choosing appropriate resources for TKJ students will be the survey's results. As a result, needs analysis is not a finished process.

METHOD

In some ways, the most significant aspect of determining its problems is to conduct a descriptive study that focuses on characterizing the students' demands when studying English. The survey method is a high-frequency method for gathering data collectively (Brog and Gall, 1983). The goal of adopting the survey approach is to obtain the most detailed and authentic account of the field study. The Engineering students were picked because it is a new program and school; the students at this school are serious, and the majority of them are intelligent, as this institution only admits students with a medium rank or score. As a result, this school was chosen to gather information on the needs of students learning English. This study's sample consisted of engineering students. The overall population was approximately 70 students; however, only 36 were present. A questioner was used to collect information about the pupils' English learning needs. The writers used factual information obtained throughout their observations to construct the questioner. The questioner included issues about English instruction and what pupils require from such instruction.

FINDING

The Result of the Need Analysis

The questioner asked closed-ended questions with four possible answers, asking respondents to make a decision. The study's fifth-topic questions were designed to elicit the needs of the respondents and included questions about the goal of learning English, the motivation behind learning it, the method of learning it, the skills required, and the challenges encountered. It was suggested that the responders take the questioner home. They had a single day to complete the questionnaire. To determine the true needs, the students' answers to the questions were categorized and examined. The percentage of students' answers to the researchers' question served as the basis for a descriptive analysis of the data. Overall, the information was utilized to identify the TKJ is 13 items made up the questionnaire given to TKJ students, and they covered topics such as the students' level of proficiency, the reason for studying English, the significance of the English skills they needed to learn, the role of using English in their work, the expectations for their future employment, the frequency of using English, and the English skills they will use in their professional lives, the right resources for the English curriculum, the best teaching methods, if the contents meet students' expectations, and the degree of difficulty of the materials provided. Based on the data analysis results, it was discovered that 16 students (44.4%) said they had fair English proficiency, 10 respondents (27.2%) said they had more than fair English, and 10

respondents (27.2%) said they had poor English. Out of 36 respondents, 10 respondents (20.8%) said they needed English to develop their future careers, 3 respondents (8.3%) acknowledged that English was helpful for completing their studies, and 5 respondents (13.8%) said that English was used for everyday purposes, and 18 respondents (50%) said that the combination of those three was done in English. Out of 36 respondents, 24 (66.7%) selected health services, 5 (13.8%) selected educational institutions, 4 (11.1%) selected governmental institutions, and 3 (8.3%) selected business, according to the data analysis on students' expectations of their field of work. When asked how often they would use English in their line of work, seven respondents (19.4%) said they would use it most of the time, ten respondents (27.8%) said they would use it much of the time, fifteen respondents (41.6%) said they would use it occasionally, and the remaining two respondents (11.1%) said they would hardly ever use English in their future work. Based on the results of the aforementioned respondents, it can be concluded that the data analysis on the English language they will consider using in their future career revealed that, of the 36 respondents, 18 (50%) said they would use the language for speaking, 18 (50%) said they would use it for reading, and none of them said they would use it for writing or listening.

Students' Learning Needs in Learning English

Based on the available data, it can be inferred that the learning needs of the students at SMK Zainul Hasan included the following: the closed materials, the critical skills that students needed to learn right away, the proper teaching methodology, the expectations of the students after completing the English course, and the students' opinions regarding the English program and its materials. The data result below demonstrates that 15 respondents (41.6%) selected writing, while 36 respondents (2.7%) selected listening. According to the statistics on the relevant English materials, 27 (75%) of the 36 respondents said they needed the resources, with their own explanation being that they rarely receive such materials during the course of a lengthy semester. Nine (25%) of the respondents said they required the various resources from their studies. Regarding the chosen teaching method, it was discovered that, of the 36 respondents, 4 (11.1%) selected lecturing or simply listening to the teacher speak, 6 (16.7%) selected presentation, 16 (44.4%) selected game, 8 (22.2%) selected discussion, and 2 (5.6%) selected question and answer (give and take talk). The analysis of the survey data regarding students' interest in the text reveals that, among the 36 respondents, 2 individuals (5.6%) expressed a strong interest, 29 respondents (80.5%) indicated they were interested, 5 respondents (13.8%) reported being less interested, and none (0%) conveyed a lack of interest in the text. The results of the data analysis regarding the alignment of English materials with the expectations of students at SMK Zainul Hasan indicate

that, out of 36 respondents, 16 respondents (44.4%) reported that they only received a portion of the materials. Additionally, when reflecting on the effectiveness of the programmed studies, 17 respondents (47.2%) indicated that the materials significantly enhanced their understanding of English.

DISCUSSION

The findings indicate that students recognize the importance of acquiring English language skills to meet the demands of their academic programs, particularly within the engineering discipline. They understand that proficiency in English is essential for supporting their studies and achieving their future aspirations. The majority of students pursuing careers in Network or related fields are selecting materials that align well with their areas of study. They recognize that speaking and reading are fundamental skills essential for their future professional endeavors. Mastering speaking is particularly crucial, as it serves as the foundation for developing proficiency in other aspects of the English language skills. Reading is also greatly encouraged because it allows pupils to gain more information, which improves their skills or knowledge for their future careers. In terms of learning needs, the findings indicate that practically all respondents require materials related to their major topic. The most dominating demands of the students to the target needs reveal that they learn English to develop their career, finish, and broaden. International interaction because the English curriculum is required for all students or learners to grasp, regardless of skill level. Their desired future work field was Technical computer or something else. Aside from the most dominating needs of students in terms of learning needs reveal that they need English to help their studies. They need the relevant materials in their study. Conversation in daily need and discussion are suggested method of teaching and also practice if having enough time. In every day, the English time should prepare to write the expression word for all teacher and students. Practically, when a student begins to study, the teacher should invite them to follow teacher instructions and encourage them to always practice with the teacher or friends. By doing this, the English will Become the simplest subject for them. They also claimed that the text was in line with their interests. In terms of materials, they claimed that hearing and speaking were challenging, whereas reading and writing were simple for them.

CONCLUSION

The findings of this study will undoubtedly aid the creation of materials, instructional methodologies, and skills required in TKJ and Banking classes. Based on data analysis of the most common student needs, it appears that medical students at SMK Zainul Hasan required resources

related to their studies. Therefore, the needs should be seen as an indispensable aspect of a syllabus designed prospectively for a career. In addition, needs involves not only the students but also all parties in educational system and relevant users' institutions that ultimately employ students.

REFERENCES

- Altman, H.B.1980 Foreign Language Teaching: Focused on the Learner. In Bailsman & C.V. James (Eds). *Foreign Language Teaching: Meeting Individual Needs* (pp.9). New York: Pergamon Press.
- Brog, W.R. & Gall, M.D. 1983. *Educational Research: An Introduction* (4th.ed). New York: Longman Inc.
- Dick, W & Carey, L. 1985. *The Systematic Design of Interaction*. Glenview, Illinois Scott, Forsman and Company.
- Hutchson, T. & Waters, A. 1987. *English for Specific Purpose*: New York: Cambridge University Press.
- Lawson, K.H.1979. *Philosophical Concepts and Values in Adult Education*. Milton: Open University Press.
- Munby, J.1981. *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Richard 1990. *The Language Teaching Matrix*: Cambridge University Press.
- Richteritc, R & Chancerel, J.L 1987. *Identifying the Needs of Adult Learning a Foreign Language*. London: Prentice Hall. Inc.