

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

English for Specific Purposes (ESP) is a learner-centered method for teaching English as a foreign language or as a second language that is intended to meet the needs of the majority of students who must learn a foreign language for use in their particular fields, such as science, technology, medicine, and academic study. An ESP approach to course design is required by needs analysis (NA), which necessitates awareness of a desired condition. According to Hutchinson and Waters (1992), learners are particularly aware of the reasons they are learning a language, and ESP may be able to pinpoint these reasons provided the learner is conscious of a need. An evaluation of needs takes place before to, during, and after a language program. Although academics have differing views on what needs analysis is, some of them consider it to be a technique that takes into account the criteria, objectives, and needs of students in their profession. (Oktarin, Syahrial, & Harahap, 2019, p. 15).

ESP has an emphasis on practical outcomes with the aim of preparing learners to communicate effectively in the tasks prescribed by their study or work situation (Basturkmen, 2010, p. 2). Examples include English for the

hotel reception courses, where students learn the necessary language to carry out the various daily tasks, which comprise their job. In sum, ESP is English for vocational purposes, where the word vocation is used loosely to include education and all kinds of professional activity (Ulfa, 2014, p. 69)

English for Specific Purpose (ESP) is program instruction in which the content and aims of the course are fixed by specific needs of a particular learner (Richards & Schmidt, 2010). In addition, English for specific purposes is a term that refers to teaching or learning for a particular career or for business in general (Dayu & Haura, p. 10).

It prepares learners to use English in academics such as doctors, nurses and tour guides. ESP is part of regional language teaching but its implementation is still lacking. In the world of tourism, English is used as an international language and is the most commonly used language. Therefore, vocational students majoring in tourism must have English language skills according to their needs so that graduates are ready to work and have a good language so that they can make it easier when communicating with foreign guests or customers. SMK students are prepared for success in the future of the tourism industry, because SMK graduates are ready to work. Graduates are expected to be able to carry out and develop businesses in the field of hospitality services, travel agents or business trips, and also to develop their professional and industry-related skills.

Designing an ESP course begins with analyzing the peculiar requirements of a certain set of students. In essence, the ESP approach starts with a study of students' requirements. (Widodo, 2017). A course development process known as “need analysis” identifies and takes into account the language and skills that students will use in their target vocational workplace in relation to their current level of knowledge, how they perceive their needs, and the practical opportunities and limitations of the teaching environment. (Basturkmen, 2010, p. 19). Additionally, Songhori (2008) said that needs analysis has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purposes (ESP) or general English course. Other definition of need analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students (Ewenddy, Prabowo, & Rima, 2020, p. 4)

These factors alone motivated the researcher to conduct a study on the need analysis in English for the tourism program at a vocational school. A formal educational institution that aids in the development of students' abilities and talents is the vocational school (SMK). Vocational schools place a significant priority on educating students for the workforce by requiring them to show mastery of science, technology, and high-level skills. The Inpres No. 09 Th. 2016 on the Revitalization of SMK may have given the impression that English is important for preparing SMK graduates for success in the local

and international job market. Simply because SMK is an Indonesian vocational school, English is important for the development of SMK students' talents. (Lestari, 2019, p. 4).

Basically, English teaching learning at SMK are the same as at other Senior high schools, such as the use of curriculum, syllabus, and lesson planning, and the English text books, so there is no basic differences between English subject taught at SMK and SMA, English is taught by common topics or materials whether at SMK or SMA, whereas there is a special need for vocational school students who are different from other schools, vocational schools are provided by the government to be ready to work in a certain field., because in vocational education students are equipped with special skills both in theory and practice in accordance with the selected skills program.

Based on these special needs, there are several majors provided by Vocational that should provide English learning for special purposes that will make these students ready to work where English can help them in carrying out their work, such as in hospitality, tourism, banks, companies and offices. In fact, almost all vocational schools in Indonesia still teach general English language materials to their students that are not appropriate for their future jobs. This also happened at SMKN 4 Sampit. The school has five study programs, namely; Agribusiness of Horticulture Food Crops, Agribusiness of

Plantation Crops, Agricultural Processing Technology, Hotel Accommodation and Tourist Industry.

English language learning materials for each class are related to their study program but in reality none of the material seems to be related to the study program. This condition can hinder students from developing their skills to communicate using English in their field work target situations. If such conditions occur, the goal of teaching English will not become achieved.

Unfortunately, some majorities which need not only mastery the knowledge and the skills based on its majorities, but also need English to support their jobs at the works. Hence the teacher at SMK need to teach the students English which students who undergraduate and work in tourism can speak English to foreign tourist. This situation is very important because their future work as a tour guide for everyone, especially foreigners, really depends on their English skills, so that they can provide clear and complete explanation about particular things. The importance of learning foreign language has also been narrated in Qur'an that tells about a messenger who is sent to a people. Allah SWT says:

وَمَا أَرْسَلْنَا مِنْ رَسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ اللَّهُ مَن يَشَاءُ وَيَهْدِي مَن يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ

The verse above talks about the importance of using appropriate languages in conveying a message to other people. Related to this, English is

considered a common language that can be used as a communicating language between foreign people. By mastering English well, good communication can be done between foreign people, especially in the field of tourism.

Teaching learning process must use class time effectively and teach aspects that are most needed by students. A learner-centered classroom is a need taken into account as a group as individuals, and they are encouraged to participate in the learning process all the time (Jones, 2007). In addition, the ESP courses are designed for the ESP program which focuses mostly on task-based teaching, and is specifically designed for tourism English. The teaching and learning process at SMK Negeri 4 Sampit is not very complex according to what is needed by students because the English taught by the teacher is not specific such as the skills or vocational chosen by the students but only general English is taught. The impact for vocational school graduates who do not master English in accordance with their majors, especially tourism majors, will be difficult to communicate with foreigners and in tourism deposits, the use of English plays an important role, especially in guiding activities. This is due to the fact that providing guidance involves knowledge delivery facilitated by two-way dialogue between guides and visitors. As a result, language plays a significant part in the guiding process, notably English and other languages that it supports. (Masruroh, 2001, p. 40)

This research aimed to explore of the teacher and students obstacles on English teaching and learning. These were inextricably linked to teacher

concerns in English language teaching activities; the two most essential problems are the lack of curriculum renewal and the advancement of teaching and learning techniques. This circumstance could make it difficult for the student to practice speaking English in the context of their fieldwork. The researcher believed that an examination of learners' needs in English based on English for Specific Purpose was necessary to accomplish the goal. In this regard, ESP may successfully promote the English teaching program at SMK and, in doing so, may satisfy students' reasons for enrolling in the program. Thus according research done on classroom observations, one of the most fundamental issues students have when learning English is a lack of sophisticated vocabulary. Instead, they acquire generic English during the learning process. The absence of ESP in the scope of the tourism course is an additional barrier for students.(Lestari, 2019, pp. 2-3).

Based on the explanation above, this study will discuss further about one particular topic with the title “The Analysis of Students’ Needs of English for Specific Purposes for Tourism Major at Vocational High School.”

## **B. Research Questions**

Based on the background above, the research question is What are the students’ needs on English subject for Tourism Major at Vocational High School (SMKN) 04 Sampit?

### **C. Objectives of Study**

Regarding the research question above, the objective is To find the students' need on English subject for Tourism Major at Vocational High School (SMKN) 04 Sampit.

### **D. Significance of Study**

The results of this research are expected give advantages, such as: The Significances of the research from the reason why this research was conducted, those were: First, it was anticipated that the research would improve instructors' and students' awareness of the ideas behind need analysis in English for Specific Purpose.

By analyzing the needs of tourism students at Vocational high school (SMKN) 04 Sampit in ESP, it was hoped that this research could serve as a useful reference when considering the improvement of a curriculum renewal and the development of a learning method in English for Specific Purpose at Vocational School.

Last but not least, the researcher also hoped that this study would be beneficial and could help to contribute to a clear discussion about how crucial it is to improve the capacity of English Language Teaching and Learning for both teachers and students in order to improve the quality of English in vocational schools.



## **E. Definition of Key Terms**

1. Analysis is an profession that involves a variety of tasks including parsing, differentiating, sorting, and grouping items in order to classify and reorganize them in accordance with specific criteria, followed by an interpretation of their meaning. (Nugroho, 2020, p. 135).
2. Students' needs is an information collecting procedure and highly helpful to pinpoint the learning program's direction so that it is more successful in terms of its instructional strategies, teaching materials, and learning activities .(Rizal, 2017, p. 495).
3. English for Specific Purposes (ESP) teaches and learns English as a second or foreign language with the intention of employing it in a certain sector. (Otila, 2015, p. 54).
4. Tourism Major means Tourism study program is a study program that learns all things related to tourism. It usually includes destination management, tour and travel, and hospitality. Graduates of this department are expected to be able to provide quality hospitality services.
5. Vocational High School a school giving education in one or more skilled or semi-skilled trades or vocations is referred to as a vocational school. (Hutchinson & Waters, 1987). In this study, the school where the researcher conducts the research is Vocational High School (SMKN) 04 Sampit.