

Volume 1 Number 1 2015

RIELT



JOURNAL

Research in English Language Teaching



RIELT

ENGLISH DEPARTMENT

Published by:

Faculty of Islamic Education and Teacher Training
IAIN Imam Bonjol Padang
2015

RJ

Volume 1

Number 1

Page 1-93

Padang April 2015

CONTENTS

The Effect of Task Based Learning Approach Toward Students' Writing Skill Yuhardi, Fosterius Evelyn Restu, State Institute for Islamic Studies, 'Imam Bonjol'	1-11
Peer Assessment: Insights into Teaching Narrative Texts T. Zulfikar, Faudi, State Institute for Islamic Studies, 'Imam Bonjol' Indonesia	12-19
Improving Students' Critical Thinking Through Analyzing and Responding to Text Irwan, Besral, State Institute for Islamic Studies, 'Imam Bonjol' Indonesia	20-29
The use of Picture Word Inductive Model (PWIM) in the Teaching and Learning Process of Writing Ningrum Wisma Indah, State Institute for Islamic Studies, 'Imam Bonjol' Indonesia	30-39
Drama Technique: A Solution for Improving Students' Speaking Skill Nofel Nofiadri, State Institute for Islamic Studies, 'Imam Bonjol' Indonesia	40-51
The Implementation of Jigsaw Technique In Improving Undergraduate English Students' Speaking Skill Yuhardi, State Institute for Islamic Studies, Imam Bonjol Padang	52-63
Teacher Talk in Classroom Interaction: A Study at English Department of Faculty of Tarbiyah and Teacher Education, Imam Bonjol Islamic State Institute Elismawati, State Institute for Islamic Studies, 'Imam Bonjol' Indonesia	64-74
Needs Analysis for an (English for Specific Purposes (ESP) Subject (A Case Study of State Vocational High School 1 Padang) Vivi Zurniati, Martin Kustati, State Institute for Islamic Studies, 'Imam Bonjol' Indonesia	73-78
The Implementation of Process Oriented Learning Motivation Improvement Method for the English Department Students of Padang State Polytechnic School Doni Marzuki, Hidayat Al Azmi, State Institute for Islamic Studies, 'Imam Bonjol' Indonesia	81-93



Needs Analysis for an (English for Specific Purposes (ESP) Subject (A Case Study of State Vocational High School 1 Padang)

Vivi Zurniati

Department of English, Faculty of Education, State University of Padang, West Sumatra, Indonesia

Martin Kustati

Department of English, Faculty of Islamic Education and Teacher Training, State Institute for Islamic Studies Imam Bonjol of Padang, West Sumatra, Indonesia

E-mail: martinkustati@yahoo.com

Abstract: The purpose of the study is to identify the need analysis of ESP subject at Vocational School in West Sumatra. State Vocational High School 1 Padang became the place of the research. The study found that students need skill on reading the warnings, cautions, or signs written in English. The students also need reading ability in order to be able to read the electric manual written in English. It is caused by Indonesia is not the key resources for electrical staffs, the manual of electric installation is written in English. It is crucial for them to be able to read the instruction. Thus it is suggested that the curriculum of vocational high school needs to be differentiated from the regular high school so that the school may be able to implement the ESP approach.

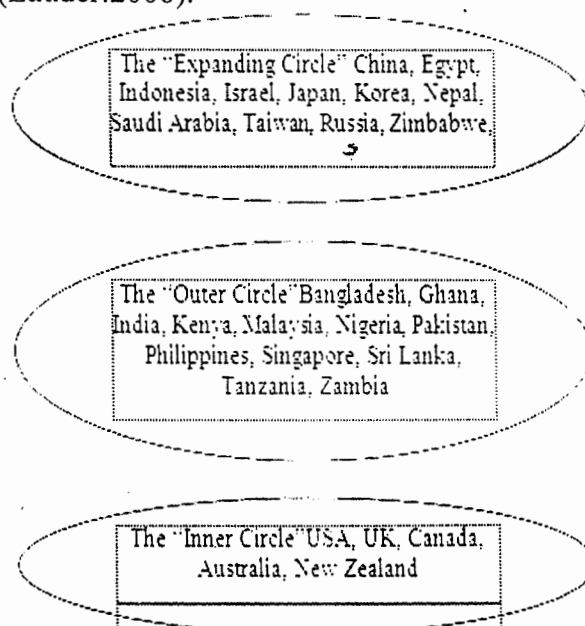
Keywords: Need Analysis, ESP, Vocational School

INTRODUCTION

Foreign language country possesses special necessity on English. Rather different from first or second language as the language uses on communication knock about. This statement brings about some possible outcomes. Firstly, the language may not occur on daily communication or in usual civic. Nortquist (2000) views foreign language as a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. While a linguist Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle" (1985).

Regarding on worldwide English, Indonesia has been using it as the foreign language in specific occasion. As Kachru explains in Nancy, McKay, and Lee (2010), he pointed some circles to show the own-level of English users. According to Kachru, the first circle is placed by those who have the language or they are the natives. They use

English in almost all function of their daily life. The next circle is English used as the second language, by which this means as their institutionalized language. The last circle is the expanding circle. This brings into a meaning the language is only used in highly domain. The following picture shows the position of English users in Indonesia (Lauder:2008).



The picture above signals Indonesia's position is the outmost place of all. The civics use English in only high and specific life aspects. Something else with those is who in the first or second circle. They use it in a wider domain of everyday life. Therefore, this position is entirely constructing English language teaching.

Additionally, teaching English in Indonesia, as it is used as the foreign language, depends upon its position. As previously stated by Kachru, English users in Indonesia is located on the expanding circle. Thus, English becomes rarely use and hear in the middle in the society crowd. People use English in only special and specific occasion. Indonesians do not use English out of those settings. This may cause by English positioning.

Moreover, 'teaching' English in Indonesia as its status and function is only supported by the activity inside the classroom, a course-place, or a tiny number of occasions outside of them. This situation and condition bring its study into a small amount of all load subjects. Dealing with the content, English is not the only subject to be learnt in the school. School contains many compulsory subjects such as math, physic, biology, or chemical. All of those loads have been side by side with English language teaching.

An expert such Aziz (2009) states in line with the current status of English in Indonesia (see below), i.e. as the first foreign language to be studied formally at schools, not so many people use it in their day-to-day communication. Lauder (2008) further explains some points where English is used in Indonesia. Some next points are function English serves in Indonesia.

1. Economics and business: The USA's position as the world's number one economy exerts a pull on global business. Organizations which wish to do enter the international market are not likely to be able to do so without using English.
2. The media – the world of current information and popular culture: A significant proportion (57%) of the world's newspapers are published in countries where English has a special status.
3. Education: A large proportion of the scientific papers published in all subjects are in English. English is also increasingly used as a medium of instruction in schools and universities, with subjects such as management, information technology and the humanities making particular use of English.
4. Communications: Much of the world's communications are done in English. 80% of the world's electronically stored information is in English. Although the internet can now handle a variety of languages and non Roman scripts (Hussain et al., 2005), it is difficult to envisage being able to make the maximum use of the resources on line without a good knowledge of English.
5. International travel and safety: English is the language used for navigation at sea and for air traffic control.

Moreover, Marhum (1999) also pointed his point of view about status and function of English in Indonesia in the globalization era. It is a means of communication among Nations. It is also as a means of development supporter of Indonesian language to become modern language, and as a means of science and technology transfer for national development. He also contends that English has several functions in the globalization era. Many nations all over the world have a growing rate of interdependence. In addition, globalization brings about an increase in international competition.

English for Specific Purposes (ESP) has been implemented since the 1960's and now has become worldwide approach particularly for foreign language teaching (Laurence: 2005). This ESP brings the language teaching into a special area of language teaching.

Learning activity does not spread out of material needed by the students, but only the limited one will occur off. In other words, the students will only learn what they need about the target language.

As one of the approaches, English for Specific Purposes (ESP) has been defined by numbers of experts resulting in various meaning coloring its term. These definitions bring different interpretations on different areas. Therefore, the clear definition of ESP needs to be elaborated to arise a good parsing. Dealing with the above points, the following are few literatures made by some experts to raise the real ESP meanings. To be able to understand some things, the clear definition is needed. These kinds of definitions are some experts' trying to reveal the definite meaning of English for Specific Purposes as English language teaching approaches.

The first journal is entitled *Defining English for Specific Purpose and the Role of the ESP Practitioner* written by Laurence Anthony. This journal defines ESP through three sub-points. It can be seen as the following:

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It

could, however, be for learners at secondary school level

4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems (Dudley-Evans: 1997)

Clearly, the author of this journal is defining ESP through quoting some definitions mentioned by Dudley-Evans as written above. It can be seen that the definition initiated from Evans sees the ESP approach through some specifics characteristics. Firstly, they define the ESP over its absolute characteristics. From three kinds of them, it can be ascertained ESP constitute over precise aspect of learning English. The ESP will never out of specific learning items whether it relates to activities, materials, or other aspects within a language process. To sum up this definition, ESP is a kind of language teaching approach which is straightly toward some precise characteristics of ESP. These characteristics show that, however, ESP will never be it as long as it does not carry the specificity.

Secondly, variable characteristics are also shown to clear ESP design. These points relate on specific disciplines, in specific teaching situations, methodology, learners, level institution, and knowledge of the language systems. All of these specific aspects prerequisite exist on teaching language above ESP approach. Definitions of this ESP are seen from its characteristics. These two characteristics of ESP from Dudley-Evan bring us into an understanding that ESP approach is able to see its characteristics which are specifics, limited, and narrow. Language learning under this ESP should never be wider than what is needed. It is clearly seen that the ESP will precise and limit the language teaching on only specific areas it aims on language teaching specificity. Close to some specifics characteristics provided, the writer shows ESP as a specific language teaching programme. ESP is a teaching language

teaching approach to specify the teaching on what only needed.

METHOD

The current study deals with needs analysis on English as one of compulsory subject in State Vocational High School 1 Padang which is located in Mahmud Yunus St. This vocational high school was a transferred from machine high school in the past.

Vocational Senior High School (VSHS) 1 Padang grows with the following vision and mission:

Vision:

Be an educational institution and training center based on international standard

Mission:

1. Administering effective education and training
2. Building cooperation in order to increase the quality of human resources
3. Creating conducive educational situation to achieve the school's mission
4. Increasing school's participants welfare

There are several majors in this school. The writer decided TDTL (Teknik Distribusi Tenaga Listrik) as the major to conduct the needs analysis. This major is concerning the electricity technique. The students of this major are going to be electric technician of inside building or house. The technological rises are stressing here as the students are expected to have an advanced knowledge on technology. There was only one class in this major, and the writer took grade 10 as the participants. There were 21 students were being the participants in this study.

This study investigated the specific skills and activities of the electricity distribution technician learners may require for effective professional English in the future. Since the specific course was electricity distribution, the particular focus was given in English. Accordingly, this research examined the subjects' needs and demands, existing facilities they may benefit from and the facilities they would like to have for developing their proficiency in the areas mentioned above.

RESEARCH FINDINGS AND DISCUSSION

One of the participants of this study was also the teacher. There were some obstacles that the teacher found in the field of teaching English. They still used the students' work-sheet to teach. It was rarely found the fact which indicated that teacher used the ESP approach to teach students. They were unfamiliar with some government rules related to teaching English in the vocational high school. Another participant of this study also contributed on conducting this study. One of the participants was the vice curriculum principle. He stated some points related to teaching and learning English in setting. The minimum hours given to teaching English (2 hours per-week) became a hindrance on teaching English. Beside, the curriculum from government has directed to the same curriculum in regular school or senior high school. Although vocational high school was different from regular senior high, it still had the same curriculum. It was stated that for 11 and 12 graders were still used the CBC while the 10 grade was now using the 2013 curriculum. For the next year, it would be grade 12 that uses the CBC curriculum while the lower grades will use curriculum 2013.

What makes teaching English in vocational high school different from senior high is the way teacher teaches the subject. Teachers were allowed to make their own

instructional design. While they were expecting to modify it with their majors, whether to make the English subject taught in vocational high school differ from the regular high school or to make students learn according to their major.

Further explanation was also stated. Hours of teaching English is reducing into two credit hours per week. With the same standard competence and basic competence, the hour is minimized. The target should be achieved by these two credit hours. Therefore, this hindrance should be overcome by teachers. They should be able to arrange their teaching to make two credits hours per week remain effective. Another explanation was also given by an alumnus who already worked in state electricity company. He explained that English is needed to read the warning, caution, or signs written in English. The ability to understand all written instruction is particularly needed by the electricians to be able to read English signs.

Questionnaire given to students revealed that form group A resulted 72.1 % their ability in English including the four skills is very less. For the questions on whether the teacher is teaching the four skills 79.8% answered no. For group B resulted 60.5% responded teacher often give them materials related to their major and often to discuss the materials together. Sixty point five percents of the students answered in learning English they often got some effective and efficient teaching method to achieve learning purposes. After that, next questions related to the specificity on teaching and learning English. Ninety point two percent of the students agree that the teaching and learning English should be more specific.

CONCLUSION

Based on the explanations above, needs analysis may be done in the following form:

- The students need skill on reading the warnings, cautions, or signs written in English

- The students in distribution electricity technicians also need reading skills in order to be able to read information from abroad relates to new electricity technology invented, found, developed, or currently used by countries with high technical skills. We can mention some countries like German and other particular countries from Europe. They invention and developing on technique is key reference of Indonesian technicians. It is important for electricity students to read some resources from abroad. Especially, Indonesian is not the key inventor of electricity or technical stuffs. Germans' experts are having modern and sophisticated invention and developing of technical invention. Therefore, it is important for the students to be able to read the materials written in English about current found of electric invention and developing as the main resource of electricity practice.

- The students need reading ability in order to be able to read the electric manual written in English. As has been mentioned above, Indonesia is not the key resources for electrical stuff, the manual of electric installation is written in English. It is crucial for them to be able to read the instruction.

- Some students are also expecting to go abroad since they were technical and machine, including the electricity technicians. They expected to go abroad.

ESP approach did not match with the vocational high school's demand. The curriculum between vocational high school and the regular high school were just the same. Therefore, the ESP implementation may be rarely found in vocational high school. The reducing hours of English teaching also became the hindrance target achieving on English teaching and learning. By which these all set by the government.

The ESP approach has got hindrance on teaching activity in which under the students'

work-sheet. Most of them just get kind of learning activity of completing the students' work-sheet. Moreover, the reducing hours of English class also makes teachers get difficulties on achieving targets. Therefore, the curriculum of vocational high school needs to be differentiated from the regular high school so that the school may be able to implement the ESP approach.

REFERENCES

- Aziz, Aminuddin. E. Indonesian English: what's del tuh?. Indonesia University of Education Bandung
- Bonzo, Iris. Mia. 2000. *A study on Interlanguage*.
<http://interlanguageab4.tripod.com/index.html>
- Camps, David. Villalobos, Julio. Shea, Jhon. 2012. *Understanding EFL Students Error : An Insigh toward Their Interlanguage*. Mextesol Journal.
<http://interlanguageab4.tripod.com/index.html>
- Fauziati, Endang. 2011. *Interlanguage and Error Fossilization: A Study of Indonesian Students Learning English as a Foreign Language*. Conaplin Journal. Indonesian Journal of Applied Linguistics, Vol. I No. 1
- Hornberger, Nancy H., And McKay, Sandra Lee. 2010. *Sociolinguistics and Language Education*. Bristol: Multilingual Matters
- Joe. 2012. *Teaching Ideas for ESL Classroom*.
<http://teacherjoe.us/TeachersCorrection.html>
- Lauder, Allan. 2008. *The Status and Function of English in Indonesia: A Review of Key Factors*. Department of Linguistics, FIB, University of Indonesia, Depok 16424, Indonesia .E-mail: allan.lauder@gmail.com
- Murphy, Brian. 1994. *Correcting Students' Writing*. English Language Center, Bangkok.
<http://iteslj.org/Techniques/Murphy-CorrectingWriting.html>
- Regan, Liz. 2003. Teaching tip: Error Correction.
http://www.tefl.net/teaching/teaching-tip_11.html