

# CHAPTER 1

## INTRODUCTION

This chapter provides the research background, research problems, research purposes, scope and limitations, significance of stud, and definition of key terms. Each section is given in the following order:

### 1.1 Research Background

English for Specific Purposes (ESP) is essential because it is a part of English as a second or foreign language and focuses on language context rather than language structure. The design of ESP is based on a thorough and methodical requirements analysis that strives to identify the needs of English language learners. The target learners' needs are considered while choosing goals or objective, materials, content and teaching methods (Pranoto & Suprayogi, 2020). ESP emphasizes the needs of learners who must study English in areas such as tourism, hospitality, and technology. Therefore, students will acquire the English language subjects relevant to their field. ESP has been regarded as an essential branch in teaching and learning English because different context require different mastery of the language (Rafiq, Hashim, & Yunus, 2021). The primary goal of ESP is to asses students' communicative skills at a proficient level so that the learning materials can concentrate more on the use of language in real-word situations. Because of this, ESP is one approach that promotes students' enthusiasm to learn the English language by providing reinforcement. In vocational high schools,

English language proficiency is among the most in-demand competencies. This is because English is the most frequently spoken language in the world and is regarded as the universal language. The statement above is in line with the purpose of vocational high school. A secondary level of education called vocational high school focuses on practical education to equip students with the relevant skills and knowledge to have a prosperous profession once they graduate. According to (Apriliana & Basikin, 2021), in order for graduates to develop their potential skills and prepare for the workforce, vocational high schools are one of the educational institutions that are expected to be able to help them think more broadly.

Nevertheless, (Mulyah & Aminatun, 2020) found that there still needs to be standardized ESP curriculum guidance for students' needs. Moreover, according to Iswati (2021), learners have various English proficiency levels, varying from beginner to advanced. These diverse abilities of the students have created a noticeable gap in the learning process. Therefore, the consideration of developing and utilizing ESP in the curriculum of English classes is exceptionally significant because it can ensure the content of the learning course and fulfil the students' needs and wants. Thus, needs analysis must be performed to determine their desired needs and which area they lack.

A key component of ESP is needs analysis (NA), which defines the specific language and outcomes that learners may retain. The development of course design also requires the use of needs analysis information and identification. (Nimasari, 2018) found out that needs analysis is the process of collecting the information to meet the goal of ESP, including material, design, topics, and language features. The

subset of needs analysis is divided into necessities, lacks, and wants. *Necessities* are abilities that students have to be mastered. *Lacks* are a gap between students' current language proficiency and target situation. Wants are abilities that students want to be mastered. Additionally, Needs Analysis is the prior stage to developing and evaluating ESP classes and assisting teachers in analyzing and assessing their ESP classes. According to (Basturkmen, 2010), the results of analysis aimed to determine priorities, such as which skills (reading, writing, listening, speaking) and which situations or tasks, such as speaking on the telephone or writing minutes from meetings, were more or less critical in the target situation. Accordingly, establishing the course design will be based on the needs analysis's final needs assessment, which include advice for the classroom's learning methods and content.

However, determining students' needs can be complex because of a need for more accurate information if the needs analysis relies merely on teachers' opinions without considering students' considerations and vice versa. This is in line with Astika (2005) who points out that needs analysis involves not only students but also various parties engaged with the educational system and relevant user institutions so that students and teachers need to constantly communicate regarding what the learners want or need to study during the course. Moreover, (Sukyng et al., 2023) stated that obtaining an analysis of needs was laborious and time-consuming. This is because the needs analysis includes several tasks, such as gathering information about the learners and determining the goal circumstances and context of learning ESP.

Studying the compatibility of students' and the school curriculum is vital to supporting students' educational experience to be consequential for them. As mentioned (Narayana & Rao, 2020), the educational activities of a good curriculum must be adjusted to meet the needs of an evolving community and bridge the knowledge gap between students' abilities, needs, and wants in targeted situation. Additionally, the curriculum evaluation is derived from students' needs assessment to identify learning objectives, learning experience, weaknesses, and students' expectations (Dewi, Rukmini, & Samanhudi, 2022). This shows that both curriculum and students' needs work hand-in-hand. The purpose of the curriculum is to accomplish educational targets in terms of objectives, material, and teaching strategies. At the same time, the use of students' needs manages what students' preferences and needs are in studying the English language in target situation. According to (Vongvilay, Kartika, and Laila, 2020), it is significant to establish the learning needs as the basis of the school curriculum development where the students' needs will determine the targeted program activities.

There have been several research findings dealing with the Needs Analysis of English for Specific Purpose (Sari, Rita Karmila; Kuncoro, Adhityo; Erlangga, 2019) and (Kamaruddin, Fitria, & Patmasari, 2021). (Sari, Rita Karmila; Kuncoro, Adhityo; Erlangga, 2019) have discovered students' primary needs, wants, and lacks in learning English for Specific Purposes. This research used the data from questionnaires containing 38 questions about the need for English for Specific Purposes (ESP). The data from previous studies were only gathered by using one instrument. On the other hand, this current study uses two different instruments:

administering a questionnaires and conducting interview to gain more in-depth data. Thus, the trustworthiness of the data is ensured. Furthermore, (Kamaruddin, Fitria, & Patmasari, 2021) found that the needs of accounting students who participated in the research in learning English were the teaching concept of English for Specific Purposes. The research participants were twenty-two grade XI students majoring in accounting 2020/2021. In order to collect data about students' needs in learning English in accounting, the researcher used a questionnaires that consisted of seven parts, which had 51 items to be filled out by students, and a 10-15 minute interview (open-ended and closed-ended questions). In this research. The researcher focused on students' perspectives, mainly concerned with what they wanted so that the information might be less accurate. As a result, this research will consider both teachers and students information to ensure the data is more precise. Moreover, this current study is focused on assessing the compatibility of the students' needs with the school curriculum.

This study was carried out at SMKN 8 Surabaya. The study assesses the needs of students learning English, particularly in the Culinary Arts Department. Based on the result of the preliminary study, it was found that the English class is mainly teach general English due to the need for an ESP curriculum. Consequently, the students at SMKN 8 need more motivation to study English. Thus, given the importance of proper material for students majoring in tourism, the author is curious about the extent to which the English class corresponds to the students' needs.

## **1.2 Statement of Problems**

Based on the background above, the problems are formulated as follows.

1. What are students' needs in learning English at the Culinary Arts Department of SMKN 8 Surabaya?
2. How is the compatibility of the school curriculum with the students' learning needs at the Culinary Arts Department of SMKN 8 Surabaya?

## **1.3 Research Purposes**

In line with the statement of the problems, the purpose of the study are stated as follows.

1. To find out the students' needs in learning English at the Culinary Arts Department of SMKN 8 Surabaya.
2. To find out the compatibility of the school curriculum with the students' learning needs at SMKN 8 Surabaya.

## **1.4 The Scope and Limitations**

This study focus on analyzing students' needs in English classroom and the compatibility with the school curriculum. This study is limited to twenty grade of XI students at Culinary Arts Major of SMKN 8 Surabaya.

## **1.5 The Significance of The Study**

The result of this study are expected to provide significance for English teachers, students, and researchers. For the teachers, the result of this study are expected to provide relevant information on the suitability of the elements in the textbook with the curriculum's syllabus. Moreover, the result of this study are expected to assist students in developing their knowledge, expertise, and proficiency in utilizing particular English in their field. Moreover, the result of this study can be used as a reference for further research related to this study.

## **1.6 The Definition of The Key Terms**

To ensure understanding, some definition of the key terms are presented as follows.

1. English for Specific Purposes is the specialized English language needs of the target learners or students. It focuses on and is directed toward English education and learning with teaching a specific English-speaking style to students with specific goals (Ghafar, 2022). In this study, English for Specific Purposes refers to the subset of the English language for educational purposes focusing on students' needs.
2. Needs Analysis is collecting data to develop a curriculum that would meet the educational requirements of specific students (Hariyadi, A., & Yanti, D.

- a. M. 2019). In this study, Needs Analysis refer to a collection of techniques for gathering information about the needs of learners in learning ESP.
3. Compatibility is the degree to which a learning system aligns with students' overall learning expectations, including their current learning environment, learning preferences, and learning styles (Chen, J. 2011). In this study, compatibility refers to an association of how the existing curriculum can work effectively with students' needs.

