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"Language Teachers' Professional Development in Disruptive Era: Issues and Practices"

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English Language Education Department
Faculty of Teacher Training and Education
Universitas PGRI Adi Buana Surabaya

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THE 4TH NATIONAL CONFERENCE ON LANGUAGE AND LANGUAGE TEACHING

“Language Teachers’ Professional Development in Disruptive Era: Issues and Practices”

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Universitas PGRI Adi Buana Surabaya
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A NEED ANALYSIS OF ESP MATERIAL DEVELOPMENT FOR ENGINEERING AUTOMOTIVE VOCATIONAL HIGH SCHOOL STUDENTS

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Abstract

The English learning process with ESP (English for Specific Purposes) at vocational high schools often runs less optimally, especially in automotive engineering. One contributing factor is the irrelevant teaching material to the students' fields of expertise. Therefore, it is necessary to analyze the students' needs for ESP teaching materials for automotive engineering at vocational high schools. Hence, this research aims to find out and describe students' needs for ESP teaching materials. This needs to be done to make ESP teaching materials received by students in accordance with their fields of expertise and the fields of work they will pursue. This research was based on a qualitative-descriptive approach. The research objects were the students of SMK NU majoring in automotive engineering. The data were collected using questionnaires and interviews. The data obtained were then classified so that the needs of vocational high school students in automotive engineering for English learning could be identified and described. The findings will be used as a reference for the next research, namely the development of ESP English teaching materials for vocational high schools in automotive engineering.

Keywords: *needs analysis, ESP English, Automotive Engineering*

INTRODUCTION

In Indonesia, English is taught both formally and informally. Formally, English is taught in every school as a compulsory subject from elementary to high school or vocational level. Informally, English can be learned by taking English courses. For the development of English instruction at the secondary education level, the English learning model is conducted with not only general English (GE) learning model but also the specific model (English For Specific Purposes/ESP). This English learning model must be done according to the students' needs in their respective fields.

ESP is one of the fields of applied linguistics that has developed among academicians working in the field of instruction and use of English in accordance with the needs of the fields of science and professions where English is used, as is the use of English in the fields of Economics, Law, Agriculture, Medicine, Engineering or other fields. According to Robinson (1991: 3), the main characteristic of ESP that distinguishes it from GE is that learning is oriented towards specific objectives, more specific in academic or professional fields. Meanwhile, the substance of ESP is designed and

developed based on the concept of needs analysis. This concept seeks to connect what is needed by students in both the academic and professional fields. Needs analysis in ESP is essential to do to make the language taught really the language needed in the field to be occupied by students, like the English learning activities for vocational high school students in automotive engineering.

Based on the above problems, it is very necessary to have a needs analysis of English learning in accordance with the needs and interests as well as the fields of expertise of students. Thus, it is expected that the results of ESP learning can be applied and used in the world of work that they will pursue. The needs analysis in this ESP influences the students' learning motivation because the direction of English learning is getting clear, relevant and in accordance with their fields. Thus, it can facilitate students in learning English, both the mastery of vocabulary, pronunciation, structure, and grammar of English.

Therefore, it is very important to conduct a research on the needs analysis of ESP for vocational students of automotive engineering at SMK NU Pace. The research findings will be a reference for the next stage of the research, namely the development of ESP teaching materials for vocational high school students of automotive engineering at SMK NU Pace. This research is focused on the problem of students' needs. Based on that the problem, this research discusses how the students' needs for English teaching materials in automotive engineering expertise program at SMK NU Pace are and how to learn English in accordance with the automotive engineering expertise program at SMK NU Pace. Thus, this research aims to find out the students' needs for English learning in the automotive engineering expertise program and describe English learning in accordance with automotive engineering expertise program at SMK NU Pace. This research can be used as a reference for analyzing the students' needs towards ESP learning in accordance with the automotive engineering expertise program. Thus, ESP learning in automotive engineering expertise program will be relevant to the use of English they need in the world of work.

METHODOLOGY

The research method is a descriptive research method with a qualitative approach. This research used the results of the questionnaires from respondents, namely vocational students of automotive engineering and English teachers at SMK NU Pace. Furthermore, the available data were analyzed according to the problem and purpose of this research, with the following stages:; 1) Collecting the data from questionnaires given to students and English teachers about students' needs for English learning in automotive engineering expertise program; 2) Classifying (grouping) the data on the results of the questionnaire; 3) Identifying the needs of English learning in ESP based on these data; 4) Describing the data to answer existing problems.

This research was carried out in the automotive Engineering expertise program of SMK NU Pace, which is one of the vocational high schools in Nganjuk Regency. The data used are;

Primary data taken from questionnaire results. These data were used as a reference to determine the need for English learning in the automotive engineering expertise program with the ESP concept. Secondary data from existing theories, documents in the form of journals, references, and other sources of information related to this research. The object of this research was class X of the automotive Engineering expertise program in SMK NU Pace. The research instrument used in data collection is questionnaire. In the implementation of data collection, the researcher shared questionnaires about the need for English learning in the automotive Engineering class. Then, the interview was conducted with the teacher as the material for needs analysis. In addition, the researcher also conducted a pretest to find out the extent of students' knowledge and skills in using English. The assessment was performed not only on the four basic language skills of listening, speaking, reading and writing, but also on mastering the language component, namely mastery of vocabulary, pronunciation, and grammar.

RESULT

Based on the results of the pretest, 70% of the English language skills of automotive engineering students can be obtained. If the total score of all 30 students is 1902, then the average score is $1902 : 30 = 63.4$, or with quality score of 2.00 with the predicate C. Thus, there is a gap between the English learning objectives more oriented to English for Academic Purpose (EAP) and the initial lack of English skills of automotive engineering students. If we use the English proficiency level, it can be interpreted that the level of English proficiency of automotive Engineering students is still at the elementary level. Meanwhile, to enter the world of work, they are required to have an intermediate skill. To achieve intermediate skill oriented to preparing for the world of work, ESP teaching materials in the automotive engineering expertise program need to be reviewed considering the needs of the world of work and the allocation of available learning time.

DISCUSSION

The following is the discussion related to the results of the questionnaires and interviews with students and English teachers who teach students of the automotive engineering expertise program.

1. Learning needs analyses

Regarding the analysis of students' needs in learning ESP, the questionnaire data show that the students want:

- a. English learning to be carried out through practical learning
- b. The use of language laboratories in learning English
- c. English learning activities to be carried out through video media (movies), games, etc.
- d. English learning to be done through group discussions or pairs

2. Appropriate learning description

In connection with the selection of material in accordance with the main subject areas of students, the data that all topics related to and in accordance with the field of automotive

engineering they consider important to be studied were obtained. From the interview results, it was obtained that innovative and interactive English teaching is expected to enable students to use English both in verbal and written forms. The students expect the use of technology in the classroom. The purpose of digital or multimedia technology-based teaching materials is to help students achieve the best learning performance through effective instructional strategies applied in teaching materials. Therefore, vocational teachers need to apply curriculum or teaching material that can be accessed by students by understanding concepts and materials of the subject with the appropriate digital multimedia features. With the above explanation, it is hoped that it can inspire teachers to integrate or apply appropriate technology into ESP teaching materials.

CONCLUSION

Based on the research findings, the analysis of students' needs shows that they need English material appropriate to their field in order to prepare themselves to meet the challenges of the world of work. Thus, English learning for automotive engineering students in the future must consider their needs (necessities) so that the fulfillment of the students' competencies can be achieved. Through appropriate teaching methods and media integrated in the classroom, the teacher can provide an appropriate learning atmosphere for ESP students in the classroom based on the students' needs, learning goals and targets set.

ACKNOWLEDGEMENT

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Biodata

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