

**NEEDS ANALYSIS OF THE ENGLISH COURSE
FOR THE TENTH-GRADE ACCOUNTING STUDENTS
OF SMKN 1 PALEMBANG**

A THESIS

by

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English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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**Needs Analysis of the English Course for the Tenth-grade
Accounting Students of SMKN 1 Palembang**



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DECLARATION

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Indralaya, July 2021
The undersigned,



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DEDICATION

This thesis is dedicated to my beloved parents, Amir and Rusdiana.
Thank you for the love, support, and prayer that you have given to me.

MOTTO:

**“For indeed, with hardship (will be) ease.
Indeed, with hardship (will be) ease”**
(Qur'an 94:5-6)

“We will always be in our youth as long as we have dream”
-Kim Junmyeon

“Don't compare: your journey is your own”
-Maudy Ayunda

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Indralaya, July 2021

The Author,



Amanda Dwi Lestari

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**NEEDS ANALYSIS OF THE ENGLISH COURSE
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ABSTRACT

Needs analysis is an activity undertaken to determine the needs of certain students. This study aimed to (1) describe the target needs of the tenth-grade accounting students of SMKN 1 Palembang in learning English, (2) describe the learning needs of the tenth-grade accounting students of SMKN 1 Palembang in learning English, and (3) propose the English syllabus for the tenth-grade accounting students of SMKN 1 Palembang. The research participants of this study were 106 students of the tenth-grade accounting expertise program, English teacher of accounting expertise program and the vice-principal of the curriculum. The data were collected from questionnaires, interviews, observation, and documents review. The target needs results revealed that speaking and writing for the language skills while vocabulary and grammar for the language aspects. The learning needs results revealed that learning activities should be more practical and the learning process should be used technology to make the class activities more exciting. Finally, this study proposed a syllabus that can be used in the school.

Keywords: *Needs Analysis, English for Specific Purposes, Accounting Students, Syllabus.*

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1 Background

English is currently a very influential language in the world which is used by many people in many aspects of their life. It is the most spoken language in the world with more than one billion people speak English both as their first language and the second language. With the development of technology nowadays, English has become the main role in various areas of life such as medical, engineering, education, etc.(Nishanti, 2018). Therefore, many people in every country learn English to have more opportunities in life. In Indonesia, English is learned as a foreign language and becomes a compulsory subject in junior high school, senior high school, and even university. As stated by Gunantar (2016), the Indonesian government requires students to learn English from secondary schools, yet many private schools in Indonesia teach English at the elementary level.

As a foreign language, English language teaching consists of two perspectives. Those are general English (GE) and English for specific purposes (ESP). General English teaches English for the general purpose, while English for specific purposes teaches English for a specific purpose. Basturkmen (2010) as cited in Plesca (2016) states that, as ESP concentrates on analyzing the needs of learners, ESP courses are narrower in focus than general ELT courses. He adds ESP courses concentrate on needs associated with work or research, not personal needs or general interests. According to Dabic et al. (2013), GE teaches listening, speaking, reading, and writing equally, while ESP teaches the major language skills that students need. English language teaching which teaches English lessons in Indonesia generally is General English (GE) rather than English for specific purpose (ESP).

As it is known, Indonesian high school is divided into two types, those are Senior High School and Vocational High School. The vocational high school is a formal education that provides vocational education for students with several study

programs. Vocational high school prefers their students to enter the work world after graduating. Learning English is important for them because through English they can get some opportunities in their future career. Furthermore, with the aim of a vocational high school that is intended for work, an English course is needed by students, especially for the accounting expertise program. According to Teowira (2015), as cited in Hasriadi (2019), the accounting expertise program is chosen because accountants are one of the eight occupations that will be impacted by the ASEAN Mutual Recognition Agreement's free-market policies (MRA). Therefore, accounting students need to improve their English language skills to compete in the ASEAN Economic Community (MEA) which is still happening. In this case, the government and schools play an important role in designing the curriculum that students need.

Currently, the 2013 curriculum is being used in Indonesia even though there have been two revisions since it was passed in 2013. According to Mulyasa (2014), Students in general high schools and vocational high schools list English as a compulsory course in the 2013 curriculum. Besides that, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 15 as cited in Mahbub (2018) states that vocational education is a secondary education program to prepare students for certain jobs. Based on that objective, using an English syllabus that is suitable for vocational high school students is very important. This is a concern related to the curriculum used for senior high school and vocational high school, namely using the General English (GE) syllabus. Although many attempts have been made to adapt English classes to the scientific field of vocational students, learning goals achieved in English are still general (Syamwil & Refnaldi, 2014).

Besides, the textbook used for students in senior high school and vocational high school is the same. They used English textbooks which provided by the government. Unfortunately, the content of this book is general English, not specifically written for vocational schools (Sukarni, 2020). Moreover, based on the research found by Ronaldo (2016), the content of the teaching materials in vocational school did not meet the needs of vocational school students. Therefore,

this kind of English syllabus cannot meet the needs of vocational school students, because the vocational school English syllabus should be English for specific purposes (ESP).

In parallel with those problems, Haryanti (2019) and Sukarni (2020) have conducted studies where the problem lies in the use of students' textbooks. The students perceived that the content of the English textbook they used do not related to their needs in learning English. The studies revealed that students expected the English textbook contains the ESP materials related to their major. Also, the curriculum can be designed as English for specific purposes. From the result of these studies, a conclusion can be drawn that the current 2013 curriculum is not in favor of vocational high schools.

The needs of students in learning English need to be known in advance to design ESP materials and it can be found through needs analysis. Ensuring the success of the language learning program, following the goals to be achieved by students is the importance of needs analysis (Sularti et al., 2019). Moreover, needs analysis also helps in assessing existing programs, whether they are appropriate to student needs and are acceptable to teachers (Boroujeni & Fard, 2013). In consequence, English courses for vocational high school students in the 2013 curriculum should be form based on the needs of the students. In this case, the students need English materials that support their major.

The problem that occurred at SMKN 1 Palembang which was the reason the author conducted research at this school was that this school had not implemented needs analysis in English lessons. Furthermore, the textbooks used at this school for English learning are not specially developed for each expertise program, but rather included general English. Then, the consideration for choosing the tenth-grade accounting student was because tenth-grade students might serve as the basis for developing an effective English syllabus.

In consequence, the incompatibility of effective subject matter based on student needs is the problem. Based on the above problems regarding student needs, English for vocational high school needs, curriculum, and syllabus become the author's interest to develop it. Therefore, the author conducted the research entitled

“Needs Analysis of the English Course for the Tenth-grade Accounting Students of SMKN 1 Palembang”

1.2 The Problems of the Study

Based on the background of the study, the problems of the study are ended up into these questions:

1. What are the target needs of the tenth-grade accounting students of SMKN 1 Palembang in learning English?
2. What are the learning needs of the tenth-grade accounting students of SMKN 1 Palembang in learning English?
3. What is the proposed English syllabus for the tenth-grade accounting students of SMKN 1 Palembang?

1.3 The Objectives of the Study

According to the problems of the study, this study is aimed to:

1. To describe the target needs of the tenth-grade accounting students of SMKN 1 Palembang in learning English.
2. To describe the learning needs of the tenth-grade accounting students of SMKN 1 Palembang in learning English.
3. To propose the English syllabus for the tenth-grade accounting students of SMKN 1 Palembang.

1.4 The Significance of the Study

- a. Theoretically, this study is expected to be a reference for teachers, researchers, and readers about needs analysis of the English course for the tenth-grade accounting students.
- b. Practically, for the teachers and school, this proposed syllabus could be used as a reference to arrange an English course material based on the students' needs as teaching equipment. Then for the author, this study could improve the knowledge of the needs of the accounting vocational students in learning English.

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