

# I Learn What I Need: An Analysis of Students' Needs in Learning English

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**Abstract**—Learning English in Vocational High Schools (VHSs) is different from that in Senior High Schools. The orientation of VHSs is to train students to be qualified enough for the world of work in the future. In other words, VHSs focus on the students' readiness to do certain job expertise. In order to achieve this goal, the English teacher should provide English learning materials that are appropriate to their fields and based on the students' need. Eventually, English teachers in VHSs are expected to have the ability to analyze the students' needs, so that they can design appropriate instructional materials. The purpose of this research was to describe the need analysis results of students who were prospective workers as well as English learners. This study involved 21 eleventh grade students of Multimedia Study Program at vocational school SMK Negeri 5 Jayapura. The data were collected through a questionnaire and analyzed based on the interpretation of frequency and percentage. The results show that the needs of students towards learning English are to meet the academic professions and the future needs of the students, including the skills of the language and some of the language components.

**Keywords**—*need analysis, ESP, Vocational High School, learning needs*

## I. INTRODUCTION

English as an international language plays a very important role in every aspect of life. English is used for communicating with other people from different countries but also for providing a source of knowledge. English is regarded as a vehicle that facilitates progress in other subjects [1]. Therefore, the English language becomes a compulsory subject in Indonesian Curriculum, including in Vocational High Schools (VHSs). English for VHSs has the role to equip students with communication competences in daily life to face the globalization era and also to enhance students' communication competencies to a higher level of competencies [4]. Learning English in VHSs is different from that in Senior High Schools (SHSs). The curriculum in VHSs is arranged in order to train the students to be qualified enough for the working field in the future. In other words, the curriculum of VHSs focuses on the students' readiness to do certain job expertise. It is established in Law no.20 of 2003 on National Education System. As stated, vocational education is one that promotes

the development of students' ability to have special skills [10]. The teaching of English in VHSs is categorized as English for Specific Purposes (ESP) because the goal of learning the English language is specific, related to their major.

In learning English language, materials play an important role. Appropriate learning materials can optimally support the students' achievement in learning English. Materials, therefore, must meet the needs and interests of the students in each department. Needs in each of these departments should be covered because English used in speaking and writing differs from one context to another [6]. The needs of students in English language learning in a specific field can be covered through needs analysis [11] which requires the analysis employed to develop the objectives and contents. Needs analysis is also useful to evaluate the existing programs [11].

In order to design an appropriate teaching learning material, the English teachers of VHSs are expected to have the ability to analyze the needs of their students. Need analysis is a fundamental part and core process of teaching language for specific purposes [6]. Effective language learning can be achieved if teachers are aware of the students' needs, ability, potential, and preference in meeting the needs [3]. The purpose of needs analysis is not only to understand learners as language users but also to help them understand the use of language in the context of the target situation and learning environment. Most important, needs analysis helps learners maximize language and skill learning within the given target context. Need analysis can help learners determine "what they may know, what they can do, and what they need to learn" [5].

In other words, need analysis involves searching and clarifying information about learners' needs especially on what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training. Additionally, learning English in VHSs depends on various factors, which the most important is the purpose of learning the English language and needs of each student on the methods and attitudes towards the importance of the various language skills [7]. It shows that the needs of students

in language learning are one of the important aspects of creating effective language learning process for vocational students.

Based on the observation, the researcher found that in vocational high school SMK Negeri 5 Jayapura the English learning has been constrained by the lack of appropriate English learning material. The English materials used by the students contain the general English inputs which are not specified yet to the students' specific needs. The instructional materials used by the English teachers did not present the language used in the target situations of each study program. Some English teachers cannot apply the variations in teaching and learning that meet the needs and perception of students. Actually, the teachers were aware of the students' needs, but the time to choose activities in English lessons appropriate for their students was not sufficiently available. With regard to the given situation, the present study seeks to identify the needs of XI grade vocational students in learning English at the Multimedia study program of vocational school SMK Negeri 5 Jayapura.

## II. NEED ANALYSIS

Curriculum specialists believe that the breakdown of the curriculum into components and sub-processes is of vital importance since it simplifies and organizes a process as complex as curriculum design [6],[9]. When the needs are identified, the learning goals can be expressed more easily and the language learning can be more motivating. Otherwise, if the learners' needs are not taken into account, the learning might be based on unstable or irrelevant materials. The procedures used to gather information about the needs of students known as needs analysis [11]. In other words, any educational course should be based on needs analysis to guarantee its success, because the teachers used the information from the students to develop the syllabus and methodology so they are better suited to the characteristics of the students. Furthermore, analysis of learning needs requires that teachers can better understand the interests of students and begin the process of learning design with the information obtained from students, so that students' needs can be met [6].

Concerning the vocational context, learning English in VHSs might be categorized as English for Specific Purposes (ESP) and the purpose of learning English depends on their expertise. English for Specific Purposes can be acted on by adapting the learning materials and process to the needs of students. Such needs are defined in terms of why they want to learn English and the kind of English that they will use or beneficial to their future.

Target needs and learning needs are types of needs taken into account in the process of need analysis [6]. Target needs are perceived by necessities, lacks, and wants. Necessities are the types

of needs determined by the target situation. Learners in Tour Guide Training Program, for example, have to understand English terms related to effective communication and give information to tourists. In contrast, lacks are the gaps between what learners have already known and the necessities. It means that what the learners know already should be recognized to decide which of necessities the learners' should cover. Necessities are the standards needed to achieve. Hence, wants are the goals of the language learning that the learners are going to achieve. The learners' motivation is important in the learning process, so learners' perceived wants cannot be ignored [6]. Wants might be best related to learners' desire in achieving their goals in learning. The second type of needs is learning needs. Learning needs act as the route to get lacks, necessities, and wants to complete each other. Target needs can be comprehended by analyzing the target situation, then, learning needs must be seen in the process of learning.

Zurniati and Kustanti conducted a needs analysis of an ESP subject at vocational school SMK Negeri 1 Padang in West Sumatra, [8]. The major of the participants of their research is the electricity techniques. The students in this major are going to be electric technicians for buildings or private houses. The findings state that students need skills in reading the warnings, cautions, or signs written in English. The students also need reading ability in order to read the electronic appliances' manuals written in English. Their research suggests that the curriculum of VHSs needs to be differentiated from SHSs so that the VHSs can implement the ESP approach. Another previous research by Ayuningtyas investigated English language perception and needs for ESP of eleventh-grade students at vocational school 116 SMK Ragunan related to the 2013 Curriculum since the students are teenage professional athletes who often go abroad for competitions or training [2]. In that study, questionnaires were distributed for 40 students and 2 English teachers were interviewed. The findings show that the students really need speaking skills and have awareness of how they should improve their English. The students also believe that English will help them through their sports activities and studies.

## III. MATERIAL & METHODOLOGY

### A. Data

The present research deals with a needs analysis of the eleventh-grade students of Multimedia Study Program on learning English as a compulsory subject at vocational school SMK Negeri 5 Jayapura. As many as 21 students and their English teachers were involved as participants in this research.

B. Method

The researchers collected the data through questionnaires and interviews both of which were adapted from the previous studies [5], [6], [9]. They include some major parts of target needs and learning needs. The instruments were developed in Indonesian Language in order to minimize problems such as misinterpretation and ambiguity. Both of the presented instruments were reviewed, revised, and validated by an expert from Yogyakarta State University (YSU). The instruments were administered to the eleventh grade students of Multimedia Study Program from June to July 2017. Those questionnaires were also developed based on the table of specifications that can be seen as follow.

TABLE I. THE QUESTIONNAIRE BLUEPRINT

Category	Aspect	The purpose of the questionnaire	Reference
Target Needs	Necessities	To find out the type of needs by the demands of the target situation.	[6]
	Lacks	To find out the gap between learners' proficiency and the demand of the target situation.	[6]
	Wants	To find out the learners' needs for learning English.	[6]
Learning Needs	Input	To find out the suitable input for English learning materials that students want the most.	[9]
	Procedure	To find out the suitable procedures the students want the most	[9]
	Setting	To find out the desired class management of doing the tasks of English learning materials (individually, in pairs, or in groups)	[9]
	Learners' Role	To find out the preferred role of learners in the learning process.	[9]
	Teacher's Role	To find out the preferred role of a teacher in doing the tasks.	[9]

The data collected from questionnaires were processed by the Statistical Package for the Social Science (SPSS) version 19.0. Meanwhile, the data from interviews were manually transcribed and coded into simplified sentences to minimize the extent of this paper.

C. Results and Discussion

1) Target Needs

Regarding the importance of the learning process, a learning-centered approach to needs analysis which partly includes target needs was employed [6]. Target needs can be defined as what the learners need to do in the target situation in terms of language use. It

includes necessities, lacks, and wants. In addition, there is also an important thing that becomes an umbrella of the general heading of needs, that is a goal. The goal in this context can be defined as the general reason underlying students' expectation or intention in learning English [5]. The following table presents the percentage of Multimedia Study Program students' view about their general goal in learning English.

TABLE II. STUDENTS' LEARNING GOALS

Question	Items	N	F	%
My goal in learning English is ...	to pass the national examination.	21	5	20.83%
	to support education at a higher level.	21	5	20.83%
(you may choose more than one option)	to support the jobs after graduating from school.	21	2	8.33%
	to get knowledge of English and its culture so that I can communicate well in English.	21	9	37.50%
	to be able to communicate in spoken and written English.	21	11	45.83%
	Others	21	0	0.00%

As seen, Table 2 indicates that 45.83% of the total students state that their goal in learning English is to be able to communicate in English in both spoken and written manner. While as many as 37.50% of students aim at getting knowledge of English and its culture so that they can communicate well in English.

In this questionnaire, there were five questions related to the target needs. One question was related to the necessities – the preferred English knowledge that they will be used by the students in their future career. One question was for the lacks, concerning the students' acknowledgment of their English proficiency level. The rest, three questions are about their wants, related to the English teaching and learning process, use of English in the future career, and the topics to learn. Table III presents the results of questionnaires related to the target needs.

TABLE III. STUDENTS' TARGET NEEDS

Target Needs	Result of target needs	Total of students (21)	
		Number	Percentage
Necessities	To be able to support the next level of education or your future job, you should be in the level of ... <i>Advanced</i>	17	70.83%
Lack	Your current level of English proficiency is in the level of ... <i>Intermediate</i>	11	45.83%

Wants	English teaching and learning process should enable you to ...	14	58.33%
	<i>Understand English vocabularies including the appropriate meaning and pronunciation. Communicate well in English</i>	9	37.50%
	In the future career, I will probably use English as..	11	45.83%
	<i>An oral communication with customers and colleagues.</i>		
What kind of topics or themes that you want? (you may choose more than one option)	<i>Topics related to daily life, school, and society.</i>	16	66.67%
	<i>Topics related to the multimedia field, current issues, and science (botany, astronomy, science, and technology)</i>	15	62.50%

In Table III, it is apparent that students need to support their next level education or future job, that they should be in the advanced level, but their recent English level proficiency (lack) is in the intermediate one. Therefore, the materials developed should support students' future career and to make them able to communicate in English by considering their present language proficiency. The last part of the target needs is wants. In the questionnaires are discussed the students' wants in English teaching and learning process, that English learning should enable them to understand English vocabularies including their appropriate meaning and pronunciation (58.33%), while 37.50% of students want to communicate well in English. The second question related to want is about students in the future career. It is found that they will probably use English to communicate with customers and colleagues (45.83%). Regarding the topics, students want daily life, school, society the (66.67%), and 62.50% students' choose topics related to the multimedia field and science (botany, astronomy, science, and technology).

2) Learning Needs

While the target needs are important aspects to be considered in developing English materials, learning needs are also crucial to be covered in providing appropriate English learning materials for students of Multimedia Study Program. Learning needs can be defined as what the students need to do during the learning process in order to achieve the ultimate aim in learning itself [6]. Thus, it will concern much in the learning process. To fulfill the learning needs in the

material, there are six components to cover – goals, inputs, procedures, teacher's role, learner's role, and setting [11]. In analyzing the learning needs in term of task completeness, the components that should be taken into consideration cover inputs, procedures, setting, teacher's role, and student's role.

a) Input

Input refers to data that students work with in completing the task. It covers spoken, written, and visual data that can be integrated into learning materials [9]. In term of input as the learning needs of the researched students, the analysis of input covers all types of input for listening, speaking, reading, and writing. The results of needs analysis about student's view over the input that they want to be involved in completing the tasks can be seen as follow.

TABLE IV. INPUT FOR LISTENING

Question	Items	N	f	%
In listening activities, what kind of texts as learning input do you want? (you may choose more than one option)	b. Monologues and dialogues with pictures provided.	21	16	66.67%
	c. Monologues and dialogues with new vocabulary provided.	21	10	41.67%
How long is the listening input that you can understand?	d. 100-150 words	21	12	50.00%

As shown, the preferences of input cover the kinds of texts, length of texts, and listening activities. In terms of kind of texts, 58.33% of students prefer monologues and dialogues with a picture provided. Meanwhile, 41.67% of respondents choose texts in the form of monologues and dialogues with new vocabulary provided. In relation to the length of texts, 50.00% of students prefer texts with 100-150 words to be materials for learning listening.

TABLE V. INPUT FOR SPEAKING

Question	Items	N	f	%
In speaking activities, what kind of texts as learning input do you want?	b. Monologues and dialogues with pictures provided.	21	14	58.33%
	c. Monologues and dialogues with new vocabulary provided.	21	13	54.17%
How long is the speaking input that you can understand?	a. >250 words	21	10	41.67%

Table V presents the data about kinds of texts as learning input for speaking that students prefer, 58.33% of total students choose monologues and

dialogues with pictures provided. Meanwhile, 54.17% select monologues and dialogues with new vocabulary provided. Then, in terms of the length of texts, as shown in Table 5, 41.67% of total students' prefer the texts with >250 words to be involved in materials for learning speaking.

TABLE VI. INPUT FOR READING

Question	Items	N	f	%
In reading activities, what kind of texts as learning input do you want?	b. Text with pictures provided.	21	16	66.67%
	.d. Texts with a list of vocabulary provided.	21	6	25.00%
How long is the reading input that you can understand?	c. 150 – 200 words	21	14	58.33%

Regarding reading skills, it can be seen in Table VI that 66.67% of total students' prefer texts with pictures provided in materials for learning reading. Meanwhile, 25.00% choose texts with a list of vocabulary provided. In addition, the table above shows the length of the texts to be involved in material for learning reading. As many as 58.33% of respondents want texts with 150 – 200 words.

TABLE VII. INPUT FOR WRITING

Question	Items	N	f	%
In writing activities, what kind of texts as learning input do you want?	b. New vocabulary related to the text including the explanation	21	12	50.00%
	a. The example of the text model that will be learned or written in writing activities.	21	10	41.67%
How long is the text that you want in writing activities?	a. >250 words	21	12	50.00%

For writing, Table VII presents 50.00% of total students' stating that they want texts with new vocabulary related to the text including the explanation, and 41.67% choose the example of the text model that will be learned or written in writing activities. As shown in the table above, 50.00% of total students would like to have texts that appear with >250 words to be involved in materials for learning writing.

b) Procedures

Procedures become an important consideration in the aspect of how tasks can be completed by students. Procedures determine what operations that students will perform in completing tasks [11]. The following table show what Multimedia Study Program students

want to do within tasks for learning listening, speaking, reading, writing, vocabulary, grammar, and pronunciation

TABLE VIII. PREFERENCES OF PROCEDURES OF LANGUAGE SKILLS AND TERMS

Skill	Question	Items	N	f	%
Listening	What kind of listening activities do you want?	b. Identifying the detail information of the text by answering the questions provided.	21	10	41.67%
Speaking	What kind of speaking activities do you want?	b. Making a dialogue then practicing it.	21	11	45.83%
Reading	What kind of reading activities do you want?	b. Reading a text then answering questions related to the text.	21	12	50.00%
Writing	What kind of writing activities do you want?	e. Completing the missing words with your own words	21	7	12.50%
Vocabulary	What kind of vocabulary activities do you want?	a. Findings new vocabulary on a text and finding the meaning on a dictionary	21	8	33.33%
Grammar	What kind of grammar or structure activities do you want?	b. Doing a grammar exercise.	21	7	29.17%
Pronunciation	What kind of pronunciation activities do you want?	b. Reading aloud and looking for the pronunciations on a dictionary.	21	9	37.50%

Table 8 presents the data about preferences of procedures of language skills and terms related to activities that students want to be involved in their English learning materials. The first is related to listening skills, it can be seen that 41.67% of respondents like identifying the detailed information of the text by answering the questions provided. The second one is speaking skills in which 45.83% of students prefer making dialogs then practicing them. The next would be reading skill, as shown in the table above, 50.00% of students want to read a text then answer some questions related to the text. Then, for writing skills, completing the missing words with

words was chosen by 12.50% of total the students. In addition for language terms, vocabulary, grammar and pronunciation, the data show that the students choose findings new vocabulary on a text and finding the meaning on a dictionary for vocabulary activity (33.33%.) Meanwhile, still according the results, 29.17% of total students' choose activities for grammar, namely doing grammar exercises. The last, the students' vote (37.50%) for reading aloud and looking for the pronunciation in the dictionary as activities for pronunciation.

c) *Setting*

Setting describes the classroom arrangements for doing the task and whether the task is to be completed wholly or partly outside the classroom [9]. The following table presents the students' preference in terms of setting during completing tasks.

TABLE IX. STUDENTS' PREFERENCE IN TERMS OF SETTING

Question	Items	N	f	%
In English teaching and learning process, you prefer to do the task ...	c. In a group of 3-4	21	15	62.50%
	b. In pairs	21	11	45.83%
You feel more comfortable if the English learning activities are conducted in ...	b. Outside the classroom, such as on the class edges, school garden, school hall.	21	11	45.83%
	a. inside the classroom	21	9	37.50%
	d. language laboratory	21	9	37.50%

As shown, it is clear that 62.50% of students prefer to work in a group of 3-4 and 45.83% prefer to work in pairs in the English instructional processes. In terms of the place where the learning process takes place, 45.83% students would like to work outside the classroom, while there are two same percentages showing a figure of 37.50% for the next choices, inside the classroom and in the language laboratory.

d) *Learner's and Teacher's Role*

Learner's role specifies the part the students are required to contribute to completing tasks and the part that they have in maintaining the social and interpersonal relationships between all parties [9]. In addition, the teacher's role is the part which teachers are required to contribute in carrying out tasks and the part which they need in maintaining the social and interpersonal relationships between all parties [9]. The table below shows the preferences of Multimedia Study Program students regarding learner's and teacher's contribution to English instructional processes.

TABLE X. STUDENTS' PREFERENCE IN TERMS OF LEARNING ACTIVITIES

Question	Items	N	f	%
When the teaching and learning process is carried out, you prefer to ...	e. Do discussions and actively involved in an investigation to solve problems and do the tasks.	21	12	50.00%
	b. be guided by the teacher in every task or exercise.	21	9	37.50%
When the teaching and learning process is carried out, you prefer the teacher to ...	c. Create a condition for the students to be active in solving problems and doing tasks.	21	16	66.67%
	b. support and lead you to use your creativity	21	5	20.83%

According to Table X above, 50.00% of total students' state that they prefer to do discussions and be actively involved in investigating and solving problems, and then do the tasks, while 37.50% choose to be guided by the teacher in every task or exercise. In addition, for the teacher's role, 66.67% of respondents prefer that their teacher creates a condition for the students to be active in solving problems and doing tasks. Others, 20.83% of students, would like to have their teacher support and lead them in the English teaching and learning process.

IV. DISCUSSION

VHSs are supposed to be different from regular SHSs, though it still had the same curriculum. What makes teaching English in VHSs different from that in SHSs is the way teachers teach the subject. Teachers were allowed their own instructional design while they are expecting to modify it with the students' majors based on the needs analyzed prior to the learning process.

As for the current study, the researchers have identified the needs, namely target and learning needs of students presumably having problem with the inappropriate learning materials. As mentioned in the previous section, some needs have been addressed in details. In terms of English proficiency, the data show that most students in the eleventh grade of Multimedia Study Program perceive that learning all skills in English is required because it will help them to increase their ability in learning English, such as communicating both in spoken and written media, and increasing their English proficiency level. Students want their English materials to be developed in relation to the topics of daily life and their future job.

While in learning needs, the results reveal that the majority of students prefer to deal with listening, speaking, and reading activities with monologues and dialogues with pictures and also with new vocabulary provided. While in writing activities, students want

tasks as learning input with an example of text model that will be learned or written in the activities and with the explanation of grammar or sentence structure related to the text given.

In addition, the results on procedures present that language activities that students need in English learning process, the first, listening, the students want to identify the detailed information on the text by answering the questions provided. Second – speaking, the students want activities of making a dialogue then practicing it, and for reading activities students would like to read a text to find detailed information on the text. In writing activities, the students would probably want to complete the missing words with their own words. In terms of language component, the data show that vocabulary and grammar activities preferred are finding new vocabulary on a text and finding the meaning on a dictionary, and identifying and correcting the wrong sentence structures. Pronunciation activities that students want are reading aloud and looking for the pronunciation on a dictionary.

The last is setting and learner's and teacher's role in which students prefer to do the tasks outside the classroom in groups. Students prefer to do discussions and be actively involved in investigations to solve problems and do the tasks. Then, students prefer their teacher creates a condition for the students to be active in solving problems and doing tasks. In other words, the expectations of students and the teaching situation can be built if English language learning meets student's needs effectively, especially the language skills related to Multimedia which involves communication and the language component.

## V. CONCLUSION

The learning needs concerned with the learning input, procedures or activities, setting, learners' role, and teacher's role have been analyzed and addressed thoroughly. The students agree that the goal of learning English is to be able to communicate in English in both spoken and written manner. The results of target needs indicate that the students' needs to learn in both oral and written language should support their job in the future and their education at the higher level. The learning needs analysis results show that the content of the materials should be appropriated for the multimedia field by covering relevant daily activities and current issues. Students also want the materials to include various types of activities covering the four English skills and language terms.

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