

**THE NEEDS ANALYSIS OF ENGLISH MATERIALS ON COMPUTER  
AND NETWORK ENGINEERING STUDENTS AT SMK IN PADANG**

**THESIS**

*Submitted as Partial Fulfilment of the Requirements to obtain Strata One (S-1)  
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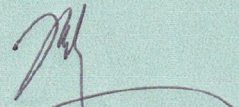
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### **THE NEEDS ANALYSIS OF ENGLISH MATERIALS ON COMPUTER AND NETWORK ENGINEERING STUDENTS AT SMK IN PADANG**






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## ABSTRAK

**Marhasni, Rizka. 2012. “The Need Analysis of English Materials on Computer and Network Engineering Students at SMK in Padang”. *Skripsi*. Jurusan Bahasa Inggris FBS. UNP Padang.**

Penelitian ini bertujuan untuk mendapatkan informasi mengenai kebutuhan siswa SMK Jurusan Teknik Komputer dan Jaringan di Padang terhadap materi Bahasa Inggris. Kebutuhan siswa tersebut dilihat dari tiga aspek, yaitu kebutuhan, kekurangan, dan keinginan.

Sumber data dari penelitian ini adalah siswa SMK Program Studi Teknik Komputer dan Jaringan di Padang, Guru Bahasa Inggris, dan juga *Stakeholders* atau pemakai tenaga kerja dari siswa SMK ini nantinya. Instrumen yang dipakai dalam penelitian ini adalah angket. Data dari penelitian ini berupa skor rata-rata yang diambil dari angket yang dirubah kedalam bentuk persentase dan juga kedalam bentuk skala *Likert*.

Hasil dari penelitian menunjukkan bahwa terdapat beberapa materi dilihat dari segi *input*, *content*, *language* dan juga *task* yang merupakan kebutuhan siswa. Selain itu, informasi mengenai materi yang dianggap sulit dan penting oleh siswa, guru, dan *stakeholders* juga diperoleh. Kemudian dari penelitian ini juga ditemukan kesamaan dan perbedaan pendapat siswa dan guru mengenai *input*, *content*, *language*, dan *task* yang dianggap sulit dan penting oleh siswa. Namun, keduanya dapat dijadikan referensi bagi Guru Bahasa Inggris SMK Jurusan Teknik Komputer dan Jaringan untuk mengembangkan materi *Bahasa Inggris* dan untuk meningkatkan kualitas tulisannya. Jadi dapat disimpulkan bahwa kebutuhan siswa dalam materi ajar *Bahasa Inggris* baik dari segi kebutuhan, kekurangan, maupun keinginan dapat dilihat dari sudut pandang siswa, guru dan *stakeholders*.

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The Writer

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Appropriate materials will serve effective English language learning. It is because material is important in order to reach the goal of learning in a course. Materials contain a sort of knowledge that is transferred by teacher in teaching learning process. However before selecting appropriate materials teacher should learn the goal of learning itself and discover students' ability and background in order to match it with the content of materials.

In vocational school or *Sekolah Menengah Kejuruan* (SMK) English is taught to give students the communicative use of English needed for their future job field (Kurikulum tingkat satuan pendidikan, 2006). As stated above, before designing an English class teachers or curriculum designers have to be aware of students' needs especially for the materials used in order to meet the goals and the objectives. It is because in SMK, students are majored in many different fields of study which deal with different needs of English.

The fact is that many teachers found it is hard to find English materials that support students' needs and relate to students field of study at school. It can be seen from materials which are available in students' work book (LKS) are the same for engineering students and non-engineering students. It will create a gap between what students really need of English in their programs and what they get



at school. As a result teacher will fail to raise the goals and the objectives of the classes.

Furthermore, many materials provided in the English textbooks for SMK are not available for all the abilities and background presented by students in their study program. These will cause language proficiency received by students will be different with cases that they will find at work if teacher still use the materials. In addition, the skills that they got might dissatisfy the stakeholders who are going to hire them after they graduate. Thus it can be said that English skills that they learn will not be useful because it does not agree with students' preferences.

To overcome this problem teachers try to get their own materials based on their students' programs. For example a teacher that teaches English for computer and network engineering students provides students with text related to computer software. It obviously helps students in getting materials that they need. Unfortunately, not all the teachers do this, because it requires teachers to understand and have the knowledge about almost all the fields of study at school.

For that reason, needs analysis or needs assessment is important to be conducted by teachers before designing materials. It is done to discover what students really need exactly in studying English. Besides, it will lead to effective learning process and avoids students from not getting what they need the most. It is because by analyzing students' needs, teachers are able to prepare the materials based on students' needs and wants.

There are several reasons why need analysis is necessary. Grabowsky in Seel and Dijkstra (2004) stated that the purpose of analysis phase is to gather enough information so that the designers can make informative and responsive decisions, first about whether an instructional intervention is needed and, if so, what type of content should be learned, its sequence, media delivery, and instructional strategies and tactic that would be appropriate for particular audience in a given text. From the statement it can be concluded that needs analysis is essential in deciding the most appropriate materials for students before the class start.

In the same year Dudley-Evans and St John in their book *Developments in English for Specific Purposes* (2008), emphasized that the process in curriculum development, both needs analysis and materials selection are stages included. The two processes are linearly-related processes which mean that they cannot be separated; rather they represent phases which overlap and are interdependent. It is clear enough that need analysis is nothing without the process of selecting materials. Both of them are related each other in developing a curriculum.

Since the need analysis is very important in teaching learning aspects, this research is conducted to get information about the needs of computer and network engineering students at SMK toward English materials. Computer and network engineering program is chosen in this study because there were no research before related to this field of study. Besides, it is much related to technological process which always has improvements in the use of helping human work and enables rapid exchange of information and research of common global problems. Thus,

looking at this fact it cannot be denied that English as international language will be an important source to support students of this program.

### **B. Identification of the Problem**

There are some problems that appear in teaching English for SMK students. They might come from teachers' approach, techniques, media, classroom management and materials. Based on a pre observation done by the researcher, teacher use the same approach and technique that they use for SMK students in all of fields of study. It is because there was no special instruction for teachers in their educational teaching background to teach English for SMK students. However teachers are taught about curriculum development which teach them how curriculum develops, and how to adopt or adapt it.

In this study, the researcher focused only on English materials that are given to students of computer and network engineering at SMK. Needs analysis in choosing or developing materials is really important in order to see the best and the appropriate materials that can meet the students, teachers, and the stakeholders' needs in English. By conducting needs analysis, the students, teachers, and the stakeholders' needs toward English viewed from four aspects of materials that are input, content, language and task are seen.

There are three aspects that can be analyzed in needs analysis. They are lacks, wants, and needs. Lack is students' problems in learning. Want is what students wish to learn. And needs or necessities are students' demands in target



situation. The three aspects can be seen from students, teachers, and stakeholders' point of view.

### **C. Limitation of the Problem**

Based on the identification of the problem this research is limited to the need analysis of English learning materials of the second grade computer and network engineering students at SMK in Padang that was seen from three indicators of need analysis. The first indicator is students lack related to English materials viewed from the elements of materials, they are input, content, language, and task. The second indicator is students wants related to English materials also viewed from input, content, language, and task. And students' needs related to English materials as the last indicator were also viewed from input, content, language, and tasks. As the participants of this research will be three groups, they are students, teachers, and the stakeholders.

### **D. Formulation of the Problem**

Based on the identification and the limitation of the problem above, the problem of this research is formulated as follows:

“What are second grade computer and network engineering students' needs on English materials viewed from the elements of materials; input, content, language and task?

### **E. Research Questions**

In order to make the research applicable and easy to be conducted, the following research questions are derived from the general problem above:

1. What are computer and network engineering students' lacks in English learning materials?
2. What are computer and network engineering students' needs in English learning materials?
3. What are computer and network engineering students' wants in English learning materials?

### **F. Objectives of the Research**

Considering the research questions above, the objectives of the research can be elaborated as follows:

1. To gather information about the lacks of computer and network engineering students in English materials
2. To gather information about the necessities of computer and network engineering students in English materials
3. To gather information about the wants of computer and network engineering students in English materials

## **G. Significance of the Research**

English is an adaptive course in SMK which has significant influences for students succeed at work. Due to this fact, it is necessary to analyze students' needs in English learning materials. The information of the best materials for students of computer and network engineering at SMK in Padang is wished to be covered by conducting need analysis. Besides, the result of this research hopefully will improve the English language teaching at SMK and make students work more effectively by mastering English skills.

## **H. Definition of Key Terms**

Below is the list of definition of the terms that will be mostly used in this research.

1. Need analysis : The activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students.
2. Lacks : Students' problem in learning English
3. Wants : Students' preferences in learning English
4. Necessity : The societies' demands toward students
5. Computer and network engineering program: A study program about computer and network in SMK at Padang
6. English materials : Any sources of input that can provide students with all English skills and components in the classroom.

7. SMK in Padang : all of the SMK in Padang which provide computer and network engineering field of study