THE NEEDS ANALYSIS OF SPEAKING MATERIALS FOR MARKETING STUDENTS OF VOCATIONAL HIGH SCHOOL

THESIS

by:

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ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2019

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THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree
at the English Education Study Program, Language and Arts Department,
Faculty of Teacher Training and Education,
Jember University

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MOTTO

"I can accept failure, everyone fails at something. But I can't accept not trying"

(Michael Jordan)

DEDICATION

This thesis is honorably dedicated to:

1. All of my beloved family
2. My beloved parents : Yusuf Supriadi and Hanik Munawaroh
3. My beloved father, Alm. Muhammad Hadi Suprayitno
4. My beloved brother, Agus Isom Al-alifi, Noval bangun santoso
5. My beloved Sister, Ulvatul laila Maghfiroh
6. All My beloved teachers
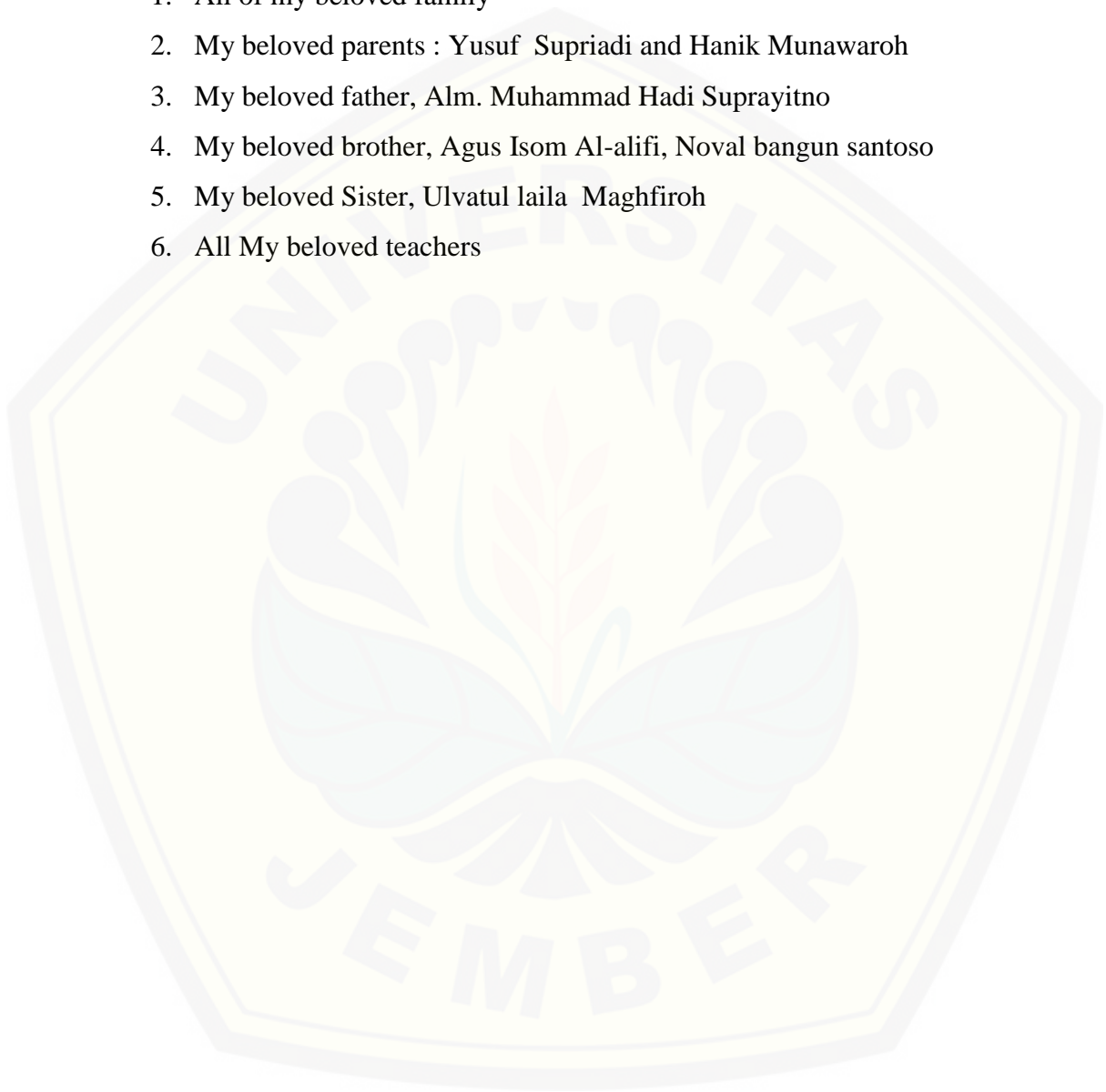
STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to quality for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, September 2019
The writer,

Muhammad Sultonul Huda
NIM. 150210401067

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CONSULTANTS' APPROVAL

**THE NEEDS ANALYSIS OF SPEAKING MATERIALS FOR
MARKETING STUDENTS OF VOCATIONAL HIGH SCHOOL**

THESIS

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English Language Education Study Program, Language and Arts Department The
Faculty of Teacher Training and Education
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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, September 17th, 2019

The Writer

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SUMMARY

The Needs Analysis of Speaking Materials for Marketing Students of Vocational High School; Muhammad Sultonul Huda; 150210401067; English Education Program; Language and Arts Department; Teacher Training and Education Faculty; Jember University.

Speaking becomes an essential thing and important skill in education and the workplace for achieving successful to academic performance and performing on the job. Therefore, to achieve that target, people should learn speaking especially in English. As Talakadze (2016:148) claims there are some ways for people to learn. School as formal educational learning becomes one of the ways where people learn how to speak in English. Considering how important English, Indonesian government places English as subject that is taught in Indonesian School. There are two kinds of schools in Indonesia that have different purposes. This study focused on the vocational high school, especially for Marketing Departments. Vocational high school has purpose to set up and organize the graduates who are ready in the workplace based on their ability and skill that they have learned (psmk.kemdikbud.go.id, 2019).

Derived from the purpose of vocational high school, the materials should meet students' need to support students for achieving their target. But in factual condition, most of the vocational high schools do not meet their need in the English materials. It linked with study from Medrea and Dana (2012:1166) who say that the analysis of several legal English course-books and the evaluation of students' needs have revealed that there is no such thing as a single course-book that can provide complete training for the future professionals. Therefore, this study analyzes students' needs of Marketing Department of vocational high school in purpose to get what their need and to provide information about students' needs for teachers, materials developers, future researchers and others who need that information.

In analyzing students' needs of Marketing Department, it employs some related literature. Chronologically, the theory that deals with reasons why the ESP is required in language teaching the researcher employed the explanation from

Richards (2001). Second, the theory that deals with need analysis have been rationalized by Hutchinson and Waters (1987), Long (2005), Basturkmen (2010), Richards (2001), and Evans & John (1998). Third about the important speaking skill by Azaarnoosh et al (2016), speaking for marketing by William (2014). Fourth the idea about materials on vocational high school, it is based on *Konsep dan Implementasi Kurikulum 2013* and book of revitalization of vocational high school (2017).

In this research, the researcher used the questionnaire as instrument for analyzing students' needs of Marketing Department. In constructing questionnaire, it is adapted from the current concept of need analysis by John and Evans (1998). The questionnaires were distributed to second grade students of Marketing Department of SMKN 1 Jember. In term of data analysis method, the researcher used mixed-method research by combining quantitative and qualitative methods. After administering questionnaire to the students, the result was processed to find out the percentage. Then the result was described qualitatively. Finally, continue with analyzing the finding of the research that fasten upon to basic theories and previous researches as part of discussion.

The result of this study found some information about students' needs, especially for ESP speaking materials. Based on the finding and discussion, it can be assumed that the most of second grade of marketing departments of vocational high school needed suitable ESP materials that relate to their major to strengthen their knowledge especially for speaking skill. The information about students' needs can be used by teacher and materials developers as information for developing materials especially for speaking of Marketing Department of vocational high school.

CHAPTER I. INTRODUCTION

This chapter presents the introduction of the research. It consists of a research background, research question, research objective and research contributions.

1.1 Research Background

As a universal language, English becomes a global language that is used as lingua franca among people in the world to connect each other when they have difficulties in the communication. In this modern era, English is not only used as an instrument for daily communication, but also used as an instrument for communication in education and for occupational purposes. On a global scale, speaking ability is increasingly, albeit sometimes tacitly acknowledged as a highly coveted skill and a source of cultural capital in several educational and workplace settings today (Isaacs: 2016). It means that, speaking becomes an essential thing and important skill in the education and workplace for achieving successful to academic performance and performing on the job. Therefore, people perceive speaking as a skill that they must master. There are some ways in learning English especially speaking. Talakadze (2016:148) claims that "Individuals have many different ways of acquiring new skills and competencies, learning can be formal, informal and non-formal". Learning through school as formal education becomes one of the ways where people learn how to speak in English**.** Considering the important role of English in education and workplace, Indonesian government places English as the subject that is taught in the Indonesian schools.

There are two kinds of schools which have different purposes in Indonesia. They are general senior high school or *SMA(Sekolah Menengah Atas)* and vocational high school or *SMK(Sekolah Menengah Kejuruan).* This study focuses on vocational high school or SMK. The vocational high school has purpose to set up and organize the graduates who are ready in the workplace based on their ability and skill that they have learned (psmk.kemdikbud.go.id, 2019). There are various majors in vocational high school, such as Accounting, Marketing,

Secretary, Fashion, and many more. All of those majors require English as their subject since in the real life they will meet English frequently when they work in specialized places. Teachers should teach them based on their needs in each major to make them more familiar with English when they go to workplace. To implement it, it seems that teachers have difficulties because of emerging of students' needs. For example, it is very difficult to find English books that relate to students specific major. This phenomena is supported by Medrea and Dana (2012:1166) who say "The analysis of several legal English course-books and the evaluation of students' needs have revealed that there is no such a thing as a single course-book that can provide a complete training for the future professionals". Accordingly, the English teachers should be more creative in designing English material for teaching the students. Before designing those materials, it is important to know what students need. Consequently, conducting students' needs analysis is important as a base of material development.

One of the majors in the vocational high school is marketing. It is the major that aims to produce students who will be able and master marketing area, such as transaction, offering something and presenting product. To do those things, speaking ability is required for marketing activities. However, the sourcebook that they use does not provide them completely. Thus, developing material is required in this case. The crucial point before conducting the developing materials is to know what students need. It is proved by the statement from Hutchinson and Waters (1987) that needs analysis is an important step in designing an ESP course, as it can determine the intended reasons beyond learning the language. To provide information about what students' needs especially for speaking materials, in this case, the researcher wants to analyze students' needs of speaking materials in vocational high school especially for the Marketing Department.

Some studies in analyzing students' needs in the ESP area have been done before. They are, Prachanant (2012), Karimi and Sanavi (2014), Gözüyeşil (2014). Those studies are related to analysis of students' needs, nevertheless studies about analyzing students' needs in speaking materials have not been

conducted yet. Hence, since of the limited of speaking materials for marketing students, the researcher is interested to provide information about students' needs on that major. Thus, the researcher conducts research that focus on it, entitled " The Needs Analysis Of Speaking Materials For Marketing Students Of Vocational High School".

1.2 Research Question

Based on the background of the research that is explained above, there is a problem concern in this research. The problem is "What kinds of speaking materials are needed by students of Marketing Department of vocational high school?"

1.3 Research Objective

Based on the research problem above, the research objective is "to know the kinds of speaking materials needed by marketing students of vocational high school".

1.4 Research Contribution

The finding of this research is expected to give two kinds of contribution they are empirical contribution and practical contribution.

1.4.1 Empirical Contribution

1. For future researchers, the finding of this research is expected to be useful as reference and basic information for future researchers when conducting the research in similar areas.

1.4.2 Practical Contribution

1. For English teachers, the researcher expects that the result of this study will be useful for teachers as information for teaching students based on what they need especially for speaking materials.

2. For material developers, the finding of this research is expected can be used as a base information and consideration in developing materials especially about speaking materials for students of Marketing Department.

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter reviews some theories and concepts that used in this research. There are several points in analyzing students' needs of ESP speaking materials that will be discussed, they are an overview of English specific purposes, the theoretical framework of need analysis, and students' needs of Marketing Department in ESP Speaking Materials.

2.1 An Overview of English for Specific Purposes (ESP)

ESP (English for Specific Purposes) involves teaching and learning the specific skills and language which is needed by particular learners for a particular purpose (Day and Krzanowski, 2011:1). From the explanation, it can be seen that ESP is an approach for teaching the learners with a specific purpose. ESP appears as a branch of English language teaching (ELT). Based on a brief history of ESP by Hutchinson and Waters (1987:6), it is said that After World War II, the world was dominated by two substances: technology and commerce. The biggest influence was from United States that used English as their primary language. Beginning with that phenomena, government and society realized and thought about the English material that suits with the necessities on that time. The result in 1960 some of books that relate to the certain major had been written. That is as evidence that people have the concern in ESP. There is another explanation from Richards (2001:28), who mentions the reasons why the ESP is required in language teaching, as follows:

1. The need to prepare growing numbers of non-English background students for study at America and British Universities from the 1950s
2. The need to prepare materials to teach students who had already mastered general English but now needed English for the special major.
3. The need for materials for people needing English for business purposes.
4. The need to teach immigrants the language the needed to deal with job situations

4

Based on the brief history and Richard's assumption above, it can be seen that the reason ESP appear since the requirement of human life especially for following the development of century and work world importance.

ESP is not particularly kind of language or methodology, nor does it consist of a particular type of teaching material. English for specific purposes is an approach to language teaching in which all decision about the content and method of instruction are based on the learner's needs (Hutchinson and Waters, 1987:19). In the ESP, content and aim of the course are decided by certain needs of a particular group of learners. It means that, the programs and materials that are given to the learner are specific and depend on the students' needs.
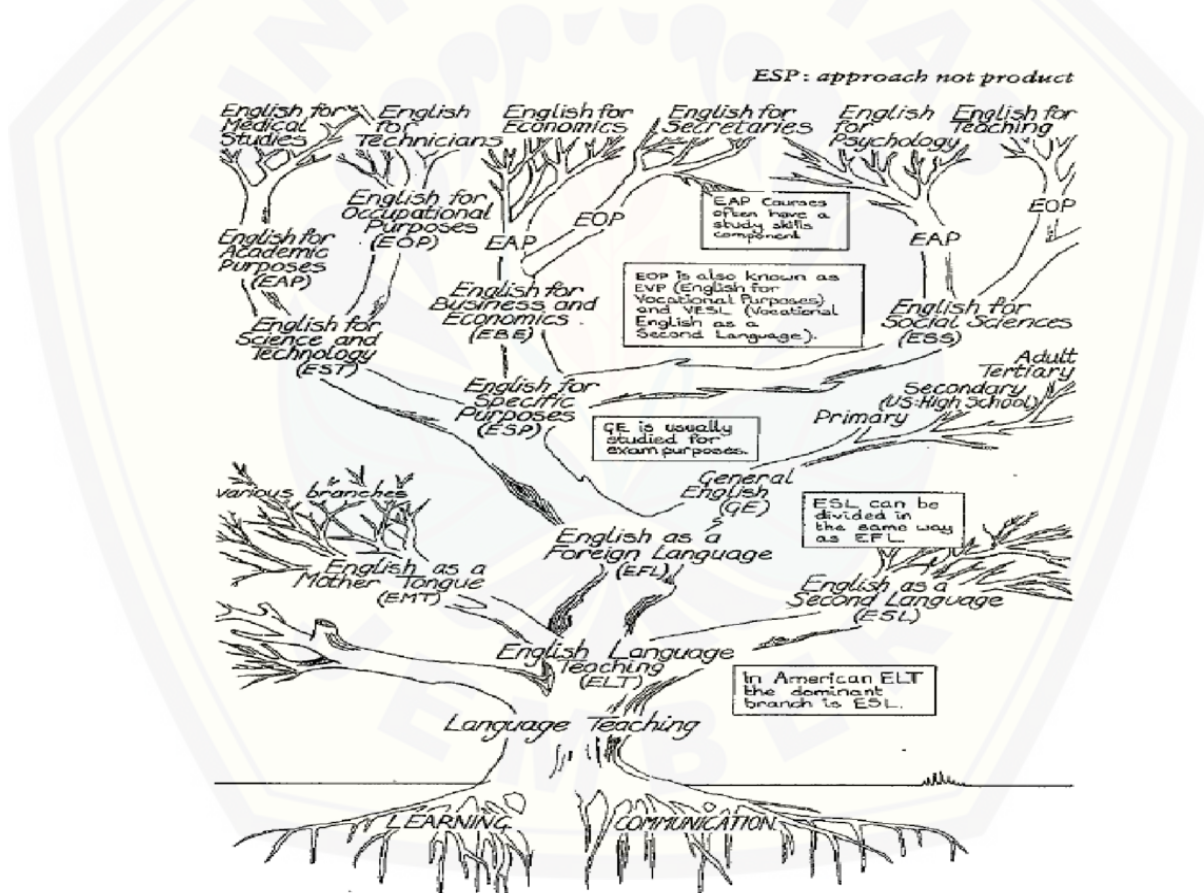
Picture 2.1 The Tree of ELT

(Source: Hutchinson & Waters (1987:17)

Hutchinson and Waters (1987:17) on their tree of ELT classify ESP into three major categories: English for Science and Technology (EST), English for Business and Economics (EBE) and English for social science (ESS). Those entire categories are divided into two general categories; they are English for Academic Purposes (EAP) and English for Occupation Purposes (EOP). As the detail concern of both EOP and EAP, Tomlinson (2014:307) states that English for Occupational Purposes (EOP), concerned with enabling a learner to function in English in a particular job or profession. English for Academic Purposes (EAP), which provides learners with the appropriate language skills for pursuing a tertiary-level course taught in English, and/or presenting, researching, and publishing in academic settings.

2.2 Need Analysis of ESP

The thing that distinguishes ESP (English Specific Purposes) and GE (General English) is not the existence of needs as such but rather an awareness of the needs (Hutchinson and Waters, 1987: 53). The material developer or designer for ESP should have high awareness of the materials, because each group has different needs to be responded to. ESP and GE have their own needs, but the level of specific and awareness that differentiate. The issues of emergence the need was also proposed by Long (2005:19) who says that "there are some urgent needs for all material or subject to be relevant or to be seen relevant to needs of the specific group". As we know, the rise of need is proposed by an urgency of materials in ESP to create suitable materials for certain major. So that, the people that focus on education have to respond this issue by conduct survey of the learner's needs.

In the developing materials, needs analysis has an important role. It becomes foundation or data resources about the students and what the materials that will be developed. According to Basturkmen (2010:17), the definition of needs analysis is identification language and skills in ESP to assess learners and learning. ESP area that was used in this research is Marketing Department of vocational high school. It was one of the some major in vocational high school which has prupose to set up graduate who are ready on marketing area. In another

way Richards (2001: 51) defines it as the process to collect information about leaners' needs. There are so numerous definitions and explanations about need but the main point is the way how to collect needs information from students as resources to develop and design materials.

As the theoretical framework for needs analysis, the researcher used combination of some models from some experts in ESP or needs analysis area. As design and step to conduct need analysis, the researcher used model from Richards' Curriculum development in language teaching. It is about procedures in conducting needs analysis. In this procedure, the researcher did the process of this study in squence beginning with process create the questionnaire untill analyzing the data. For designing the questionnaire that was used as instrument in the research, the researcher took and adapted theory from Evans & John, who propose about the current concept of need analysis.

According to Hutchinson and Waters (1987:54), there are two kinds of needs: they are target needs and learning needs. For the first, target needs is what the learners need in target situation. Target need is divided into three parts, necessities, lack, and want. Necessities are what the learner has to know in order to function effectively in the target situation. Lack is a gap between existing proficiency of the learner with target proficiency. Ordinarily, the materials as the target of study does not match with what the students learn on that time, thus why need analysis is required. The last part of the target situation is want. It means that students have a view to what their needs are. Students may know well about their necessities in target situation also certainly have views about the lack.

The second need is learning needs. It is about what students need to do in order to learn. Learning need is consist of what knowledge and abilities will the learners require in be able to perform to the required degree of competence in target situation Hutchinson and Waters (1987: 60). In other word, learning needs can be seen as language components, skill, strategies, and subject knowledge that were needed for students to achieve target needs. From both kinds of needs, in this research the Target Need was important and used in analyzing the result.

2.3 An Emergency of Students' Need in The Materials for Vocational High School

Matching between the materials and target need is required for vocational high school students. Vocational high school is important to produce the graduate students who are ready for work world. The missing link between materials and target reduce the possibility for students to survive and master for future job performance especially that relate with their major. Based on the explanation of vice of education and culture ministry of Indonesia in the book *Konsep dan Implementasi Kurikulum 2013*(2014:21), he says about philosophy of 2013 curriculum. It mentions about the system in 2013 curriculum, they are: materials-process-product. Therefore to produce good product need a good materials that support the target.

Considering how important the materials in the system of 2013 Curriculum, it is needed to provide suitable materials for student, moreover, for vocational high School students. Vocational high school has purpose to create good product that can complete in global challenge. To support it the President of Republic Indonesia declares a Presidents Instruction number 9 2016 about *Revitalisasi sekolah menengah kejuruan dalam rangka peningkatan kualitas dan daya saing sumber daya manusia indonesia.* To implement it, it should have good link between materials, process, and products. Unfortunately, there is an emergency of use English materials for vocational high school. Students of vocational high school still use same book as general school. It makes the education in vocational high school difficult to produce good product of graduate students. Considering all those things, need an analysis to cover all students' need in purpose to create suitable materials for them. As state on book of revitalization of vocational high school (2017:47), it is needed an analysis to decide what suitable curriculum for vocational high school students. There are some ways to conduct the analysis about materials, one of them is questionnaire. This study used questionnaire as instrument in collecting data about of students' need. Then results of collecting data are used as base information for analyzing students' need of the speaking materials.

2.4 Students' Needs of Marketing Department in ESP Speaking Materials

Nowadays, speaking in the global era not only focuses on the skill and can speak fluently, but also focuses on the ability to communicate in a way which will be recognized and appreciated by their future counterparts in the international working environment. For instance, the specific speaking skill that is used in the certain discipline of ESP such as the use of speaking in Marketing Department.

Azaarnoosh et al. (2016:83) state that "The importance of speaking skills appears obvious: the global spread of English along with improved communication systems provides economic, political, academic and social reasons for learning to speak English". Therefore, speaking becomes the main skills that should be mastery because how important it in daily life. Consequently, materials for speaking should meet students' needs, to make them can speak clearly and fluency, Moreover, for English specific purpose students.

Marketing area is one of the parts of ESP area that requires speaking skill as the important things. Considering that thing, William (2014) argues that the marketing communications industry is not a usual subject of discussion when it comes to Business English ESP, so that speaking for marketing students cannot be seen only as a subject that should be learned but also as a subject that should include how the way to communicate, interaction and increasing student's skill and ability to compete in the global challenge. For English speaking of marketing, students require specific language and materials relate to their major to make them fluent and familiar with certain words relate to their major when they are in the real situation.

Speaking in Marketing Department is an important thing because most activities require their speaking ability. However, almost all of the ESP programs use materials that do not meet the learners' needs. Even though it is available, it is incomplete to cover all aspects in their needs. William (2014:378) notes that "Business English specialists cannot assume that materials are relevant to every industrial and commercial sector. There is a need to keep up to date with trends and what is actually happening in business to provide courses that are relevant and well-received". Every single major has their own need and it might be able to be

change in the future based on what trends that happen on that time. Therefore, the role of need analysis is required here. Analyzing students' needs in ESP speaking materials beside can meet what students' need, it also can make the future materials enjoy and really useful for students, because it based what they need. As we know ESP cannot be separated with the needs analysis because ESP is need-based.

2.5 Speaking materials for Students of Marketing Department

Vocational high school has purpose to produce the graduate who are ready in the workplace based on their ability.. Thus to achieve the purpose, the materials of Marketing Department should cover what students' need. But in fact, in the 2013 curriculum states that the core competency and basic competencies are still same as general high school. Therefore, need developing materilas for vocational high school. In the Marketting Department, Speaking become the essential skill that should be learnt and master. The kind of speaking that use frequently in the Marketing Department is trasactional because they will contact with consumers frequently. Transactional communication is concerned with the transmision of infromation (Brown ad Yule, 1983). In the transactional speaking speaker and listener share the information each other in effective ways. Thus, the speaking materials and activities should cover this aspect to complete the students' need of Marketing Department.

2.5 Previous Related Study

This research focuses on analyzing students' needs for speaking materials in vocational high school especially Marketing Department. There are some previous studies related to analyzing students' needs. Those previous studies are not completely the same with this research but the previous studies have the contribution for this research.

The first relevant study is by Karimi and Sanavi (2014) *Analyzing English Language Learning Needs among Students in Aviation Training Program*. The purpose of this research was identifying English language needs in present and future. Then, the methodology used was quantitative and qualitative. For the

instrument, this research used questionnaire based on Likert-scale, structured interview and semi-structured interview. Then the result of the study showed that, the needs and problem of the students also provided valuable implication for future developer.

The second relevant study is by Prachanant (2012) entitled *Needs Analysis on English Language Use in Tourism Industry*. The purpose of this research was to know what the major skill that was needed in this discipline. The subject research in this study was 40 tourism employees. A questionnaire was used and the data were analyzed by frequency, percentage, mean and standard deviation. As a result, it was found that speaking is most important, then followed by listening, reading and writing. The three most relevant functions in using English were giving information, providing service and offering help.

The third relevant study is by Gözüyeşil (2014) entitled *An Analysis of Engineering Students' English Language Needs*. This study analyzed academic English needs. The subjects of the research were engineering students and academician. The data collecting method that was used was interview and questionnaire. There are two types of questionnaire that were used. One of the questionnaires prepared in Likert scale having five sections and 53 sub-items, then the other questionnaire is adapted from needs analysis questionnaire for non-English-background students. In analyzing the data, the researcher interpreted data frequencies and percentages. As a result, reading skill becomes the skill that need to be improved by engineering students in order to do research.

Based on the previous relevant studies about need analysis of English Specific Purpose that have been mentioned above, the previous researchers have investigated the need analysis for some majors of ESP, but none of these researchers conducted study about Marketing Department at vocational high school level. Therefore, this study is focused on analyzing students' need for speaking materials in vocational high school especially for Marketing Department.

CHAPTER III. RESEARCH METHODS

This chapter includes some methods, which will apply in this study. It consists of research design, research context, research participants, data collection method, and data analysis method.

3.1 Research Design

The limited provision of English textbook for vocational high school especially marketing students makes it difficult for them to learn English based on their major. Consequently, the materials development is required. However, before designing materials, analyzing students' needs becomes an important thing. To facilitate it, the researcher conducted needs analysis for marketing students. The need analysis research design that was used in this study was adapted from the procedures of investigating language needs for non-English background students proposed by Richards (2001) as follows:

1. Surveying Literature
2. Selecting students skill
3. Identifying participant
4. Developing a students' questionnaire
5. Reviewing questionnaire
6. Validating questionnaire
7. Developing a schedule for collecting data
8. Administrating questionnaire
9. Analyzing response

All of the steps in conducting need analysis above were adapted based on the necessities of the researcher. The researcher decided to choose this design because the design covers all steps in conducting need analysis systematically. In the questionnaire, the design adapted the theory from the current concept of need analysis that proposed by Evans & John (1998) as follows:

1. Professional information about the learners: The tasks and activities learners are/will be using English for – target situation analysis and objective needs.

2. Personal information about the learners: Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English.

3. English language information about the learners: What their current skills and language use are – present situation analysis – which allows us to assess (4).

4. The learners' lacks: The gap between (3) and (1) – lacks.

5. Language learning information: Effective ways of learning the skills and language in (4) – learning needs.

6. Professional communication information about (1): Knowledge of how language and skills are used in the target situation.

7. What is wanted from the course.

Beside those 7 points of the concept, for the neccessities of the research, the researcher added more 3 points that commonly include in designing materials they are: materials, facility and evaluation. so that, there are 10 points as base point in developing the questionnaire, the organization of the questionnaire was explain in the data collection method.

3.2 Research Context

This research was be conducted at SMK Negeri 1 Jember, one of the state vocational high schools in Jember. The current curriculum is the 2013 curriculum. The researcher selected this school because of some considerations. First, this school is the Vocational high school which has some departments: Accounting, Officer Administration, Marketing, Tourism, Broadcasting, and Multimedia. The existence of marketing department was a main consideration because it was suitable with the subject of the study that was conducted by the researcher. Second, the researcher had a basic background from vocational high school especially at accounting major and it was still in one competency with the Marketing Department. It is Business and Management. Thus, the researcher had

background knowledge about vocational high school and the use of English materials on it.

3.3 Research Participants

In the developing materials, students' contribution is actually important. Students have the main role to fill the questionnaire to investigate their needs. Students who become the participants were the second grade of marketing students of SMK Negeri 1 Jember. The second grade students were selected as the participant of the research because the requirements to support this research data in dealing with needs analysis of speaking materials for marketing department at vocational high school. All participants were chosen based on purposive sampling. Teddlie and Yu (2007) states that purposive sampling may be defined as selecting unit (e.g individuals, groups, and institution) based on specific purpose associated with answering a research study's question.

3.4 Data Collection Method

There are some ways in collecting data in the research. Here, the researcher used questionnaire to be an instrument in collecting data about students' needs. For collecting data, the instruments were distributed to all of the second grade students of marketing program. In constructing questionnaire, researcher followed and adapted Current Concept of Needs Analysis proposed by Evans & John (1998). As explain before, there are 7 points from that concept. Beside that concept, for the neccessities of the research also add 3 additional questions that were needed in creating materials such as materials, facility and evaluation. So that there are 10 point as base of developing questionnaire. The organization of need analysis questionnaires were formulated as:

Table 3.1 The organization of Needs analysis Questionnaire

No	Concepts	Question goals
Current Concept Of Need Analysis Proposed By Evans & John (1998), 1-7		
1	Professional information about the learners: The tasks and activities	To find out the students' need in the target situation

	learners are/will be using English for – target situation analysis and objective needs.	
2	Personal information about the learners: Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English	To find out personal information about students and factors that affect their learning
3	English language information about the learners: What their current skills and language use are – present situation analysis – which allows us to assess (4).	To find out information how master the students in speaking skill in the present time
4	The learners' lacks: The gap between (3) and (1) – lacks.	To find out the students' gaps, for instance about what the materials that they have not learn yet, what the obstacles they face and others,
5	Language learning information: Effective ways of learning the skills and language in (4) – learning needs.	To find out about teaching and learning strategies that suitable with the students
6	Professional communication information about (1): Knowledge of how language and skills are used in the target situation.	To find out information about how o the way students will use their ability
7	What is wanted from the course.	To find out about what students want in the teaching and learning process

3 Additional points, no. 8-9		
8	Materials	To find out what the related materials that should they learn in the speaking
9	Facility	To find out what facility that can support their speaking in the teaching and learning process
10	Evaluation	To find out any information about conducting an evaluation in the speaking

3.5 Data Analysis Method

For analyzing the data, questionnaire becomes the main thing for this study. The result from administering questionnaire was processed to find out the result of the research. As the method in processing the data, researcher used mixed research method. It is a kind of research method that combines both quantitative and qualitative research. As Johnson et al. (2007:123) state, "Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches) for the broad purpose of breadth and depth of understanding and corroboration".

The overall goal of mixed methods research of combining qualitative and quantitative research components is to expand and strengthen a study's conclusions (Schoonenboom and Jhonson, 2017). The purpose of this study, using a mixed analysis method, was to make the data strong and valid. In analyzing the data, the result of questionnaires were processed to find the percentage. Then the result was described and analyzed qualitatively.

CHAPTER V. CONCLUSION

This chapter presents the conclusion of the research and suggestion for considered stakeholders. It represented the finding and discussion that deals with the result of this research.

5.1   Conclusion

Based on the finding of the research, result from analyzing students' questionnaire, analyzing students' need of speaking materials and the discussion that have been conducted in the previous chapter, it was found some information about students' needs towards ESP speaking materials. That information can be used as a base data for developing materials especially for speaking. Derived on that result, it could be assumed that most of the second grade of Marketing Department of vocational high school need the the kind of materials that suitable and support to their major completly, moreover in speaking area. The kind of materials that they need should cover all aspects in the materials such as: cover all their personal information, can solve the students' lack and obstacle, have clear target, provide suitable materials, facility, teaching strategy, and evaluation. in other word, the kind of materials that needed by students should cover the Target Needs (Necessities, lack and want). The related and suitable materials were needed to strengthen their knowledge especially about oral communication skill that might be important for their future job performance. Therefore, conduct a need analysis is need and important to gain information about students' need and as a base data in developing suitable materials for certain major.

5.2   Suggestion

Considering the result of the research, some suggestions were addressed to the following stakeholders:

5.2.1 Empirical Suggestion

1. The Future Researcher

This research focused only on analyzing students' need of speaking materials or marketing major of SMK Negeri 1 Jember. Thus, the future researchers are expected to use this result of this study as base information to conduct research about developing and designing materials for vocational high school, especially for speaking materials.

5.2.2 Practical Suggestion

1.The English Teacher

The result of this study stated that students need the English material that supports speaking relate to their major, but in fact, the government and school did not provide any books that support it. Therefore, the English teacher is suggested to create their own English materials for supporting students speaking skills related to the major. Teachers also can use the result of this study as base information in creating their appropriate materials for marketing major of vocational high school.

2.The Materials Developer

The suitable English materials are a big deal, because it is important for students' future performance. However, the government did not provide the specific material for vocational high school, especially marketing department. Therefore, the role of material developer is important. They should conduct and create a suitable materials for students especially for vocational high school. Thus, conducting need analysis for all major of vocational high school is recomended to collect the information about students' need for developing and designing suitable materials for them.

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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
The Needs Analysis Of Speaking Materials For Marketing Students Of Vocational High School	What kinds of speaking materials are needed by marketing students of vocational high school?	The Needs Analysis Of Speaking Materials For Marketing Students Of Vocational High School	Procedures of investigating language needs for non-English background students by Richards (2001): 1. Surveying Literature 2. Selecting students skill 3. Identifying participant 4. Developing a students' questionnaire 5. Reviewing questionnaire 6. Validating questionnaire 7. Developing a schedule for collecting data 8. Administrating questionnaire 9. Analyzing response	1. Validator: The lecturer of English education program Jember University 2. Participants : Grade XI students of SMKN 1 Jember, in Marketing Department	**Research Design:** Needs Analysis Research **Data Collection Method:** Questionnaire **Data analysis method:** mixed research method

Table Distribution of Question's Items

No.	ITEMS NO.	TARGET NEED			CONCEPTS
		NECES SITIES	LACK	WANT	
					THE CURRENT CONCEPT OF NEED ANALYSIS THAT PROPOSED BY EVANS & JOHN (1998), NO. 1-7
1	1	-	-	✔	1. Professional information about the learners: The tasks and activities learners are/will be using English for – target situation analysis and objective needs.
2	2	-	✔	-	2. Personal information about the learners: Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English.
	3	-	-	✔	
	4	-	✔	-	
3	5	-	✔	-	3. English language information about the learners: What their current skills and language use are – present situation analysis – which allows

					us to assess (4).
4	6	-	✔	-	4. The learners' lacks: The gap between (3) and (1) – lacks.
	7	-	✔	-	
5	16	-	-	✔	5. Language learning information: Effective ways of learning the skills and language in (4) – learning needs. (LEARNING METHOD)
	17	-	-	✔	
	18	-	-	✔	
6	24	✔	-	-	6. Professional communication information about (1): Knowledge of how language and skills are used in the target situation
7	25	-	-	✔	7. What is wanted from the course.
					3 ADDITIONAL POINTS, No. 8-9
8	8	✔	-	-	
	9	✔	-	-	
	10	✔	-	-	
	11	✔	-	-	
	12	✔	-	-	(MATERIALS)
	13	✔	-	-	
	14	✔	-	-	
	15	✔	-	-	
9	19	-	-	✔	(FACILITY)
10	20	✔	-	-	
	21	✔	-	-	(EVALUATION)
	22	✔	-	-	
	23	✔	-	-	

STUDENTS' QUESTIONNAIRE

KUESIONER

Analasis Kebutuhan Siswa Dalam Belajar Bahasa Inggris Terhadap Materi
***Speaking* Kelas XI Jurusan Pemasaran SMK NEGRI 1 JEMBER**

A. Pengantar

Angket ini di berikan kepada siswa kelas XI, jurusan Pemasaran di SMKN 1 Jember sebagai bahan untuk mendapatkan informasi terkait kebutuhan siswa terhadap materi *speaking* sesuai dengan jurusan Pemasaran sebagai pertimbangan untuk pengembangan materi ESP. Di harapkan dari angket ini bisa di ketahui kebutuhan siswa dalam belajar Bahasa Inggris terhadap materi *speaking*. Oleh karna itu jawaban jujur dan apa adanya yang sesuai dengan kondisi sebenarnya sangat di butuhkan. Semua jawaban yang di berikan tidak akan berpengaruh terhadap nilai Bahasa Inggris.

B. Data Responden

1) Nama :

2) NIS :

3) Kelas :

4) Umur :

5) Jenis kelamin : L / P

C. Petunjuk pengisian

Di bawah ini adalah beberapa pertanyaan yang menunjukan keadaan teman-teman. Untuk itu dalam menjawab pertanyaan berikanlah tanda silang (X) pada setiap jawaban yang paling sesuai dan mewakili keadaan teman-teman yang sebenarnya. Kemudian dalam setiap jawaban yang teman-teman berikan mohon sertakan alasan dan di tulis di kolom alasan yang telah di sediakan.

Pilihlah salah satu jawaban yang menurut anda paling sesuai dengan diri anda !

1. Apakah tujuan anda belajar Bahasa Inggris?
   a. Untuk lulus ujian nasional
   b. Agar bisa berbicara dengan wargan negara asing
   c. Untuk menunjang pekerjaan yang sesuai dengan jurusan di masa mendatang
   Alasan :...
   ....
   ....
   ....
   ....

2. Sebelum masuk ke jurusan ini sudahkah anda mengetahui atau mempelajari *speaking* yang berhubungan dengan pemasaran (*marketing*) ?
   a. Belum pernah sama sekali
   b. Sedikit mengetahui dan belajar
   c. Sudah mengetahui dan dapat berbicara bahasa Inggris terkait aktivitas *marketing*
   Alasan :...
   ....
   ....
   ....
   ....

3. Apakah harapan atau keinginan saudara terkait proses pembelajaran yang berkaitan dengan *Marketing*?
   a. Menyenangkan, aktif dan sering di sisipi permainan yang menunjang
   b. Serius di dukung dengan praktik
   c. Santai dengan mencangkup semua aspek yang terkait dengan pembelajaran
   Alasan :...
   ....
   ....
   ....
   ....

4. Sudahkah anda mengetahui atau memiliki pengetahuan yang cukup terkait istilah-istilah yang berkaitan dengan jurusan anda dalam bentuk Bahasa Inggris?
   a. Belum
   b. Sudah namun hanya sedikit
   c. Sudah dan cukup banyak

Alasan :..
....
....
....
....

5. Menurut anda pribadi sejauh manakah kemampuan saudara saat ini dalam berbicara Bahasa Inggris?
    a. Saya kurang mampu dalam berbicara Bahasa Inggris dengan baik dan benar
    b. Saya cukup mampu dalam berbicara Bahasa Ingggris dengan baik dan benar
    c. Saya mampu dalam berbicara Bahasa Inggris dengan baik dan benar
        Alasan :..
        ....
        ....
        ....
        ....

6. Apakah yang menjadi hambatan atau kesulitan anda dalam berbicara Bahasa Inggris ?
    a. Minimnya kosakata
    b. Minimnya pengetahuan tentang tatanan bahasa dalam Bahasa Inggris
    c. Tingkat percaya diri yang rendah saat berbicara Bahasa Inggris
        Alasan :..
        ....
        ....
        ....
        ....

7.   Apakah yang menjadi hambatan atau kesulitan anda dalam mempelajari *skill* berbicara Bahasa Inggris terkait dengan jurusan anda?
    a. Minimnya praktik
    b. Minimnya teori dan sumber terkait
    c. Minimnya materi yang membahas khusus tentang hal tersebut
        Alasan :..
        ....
        ....
        ....
        ....

8. Perlukah mempelajari kosakata yang berkaitan dengan jurusan anda sebelum belajar *speaking*?
    a. Tidak perlu

    b. Perlu

    c. Sangat perlu

       Alasan :..

       ....

       ....

       ....

       ....

9. Menurut anda dari beberapa aktivitas pemasaran yang berhubungan dengan *speaking* di bawah ini mana yang sangat penting dan di butuhkan?

    a. Menawarkan produk kepada konsumen

    b. Mempresentasikan produk di depan publik

    c. Bertransaksi dan mencari kesepakatan dengan klien atau pelanggan

       Alasan :..

       ....

       ....

       ....

       ....

10. Perlukah mempelajari tentang dasar teori komunikasi pemasaran sebelum mempelajari speaking tentang pemasaran?

    a. Tidak perlu

    b. Perlu

    c. Sangat perlu

       Alasan :..

       ....

       ....

       ....

       ....

11. Apakah perlu dalam *speaking* mempelajari tentang bagaimana cara memikat pelanggan saat memasarkan produk?

    a. Tidak perlu

    b. Perlu

    c. Sangat perlu

       Alasan :..

       ....

       ....

       ....

       ....

12. Perlukah dalam *speaking* mempelajari cara dan teknik mempresentasikan sebuah produk di depan publik secara lagsung?

    a. Tidak perlu

b. Perlu
c. Sangat perlu
   Alasan :..
   ....
   ....
   ....
   ....

13. Perlukah materi khusus dalam *speaking* yang membahas tentang menawarkan produk secara langsung kepada pelanggan?
    a. Tidak perlu
    b. Perlu
    c. Sangat perlu
       Alasan :...
       ....
       ....
       ....
       ....

14. Perlukah materi speaking yang membahas komunikasi bertransakasi tentang kesepakatan pemasaran barang dengan pelanggan?
    a. Tidak perlu
    b. Perlu
    c. Sangat perlu
       Alasan :...
       ....
       ....
       ....
       ....

15. Perlukah dari setiap materi yang telah diberikan di lakukan praktik baik secara langsung di lapangan maupun simulasi di kelas?
    a. Tidak perlu
    b. Perlu
    c. Sangat perlu
       Alasan :...
       ....
       ....
       ....
       ....

16. Metode pengajaran *speaking* Seperti apakah yang anda sukai ?
    a. Di dalam kelas belajar dengan *game* yang berhubungan dengan *speaking*

b. Praktik *speaking* secara berpasangan maupun kelompok
c. Presentasi/praktik di depan kelas dengan secara individu
   Alasan :...
   ....
   ....
   ....
   ....

17. Berdasarkan beberapa aktivitas di bawah ini, kegiatan manakah yang paling efektif untuk belajar *speaking* dengan materi yang berkaitan dengan jurusan anda?
    a. Bermain peran (*Role Play*)
    b. Berpasangan (*Pairs*)
    c. Presentasi (*Presentation*)
       Alasan :..
       ....
       ....
       ....
       ....

18. Menurut anda pribadi model belajar speaking seperti apa yang cocok dan sesuai dengan diri anda?
    a. Belajar di dalam kelas saat pelajaran Bahasa Inggris berlangsung
    b. Belajar di luar ruangan dengan pemandangan
    c. Belajar sendiri dan jauh dari keramaian
       Alasan :..
       ....
       ....
       ....
       ....

19. Fasilitas apa yang anda butuhkan untuk menunjang belajar anda tentang *speaking* yang sesuai dengan jurusan anda?
    a. Produk atau barang yang di gunakan untuk praktik
    b. LCD atau Proyektor untuk menampilkan contoh penerapan speaking
    c. Panduan atau materi khusus yang berisikan tentang teknik berbicara sesuai jurusan anda
       Alasan :..
       ....
       ....
       ....
       ....

20. Perlukah di adakan evaluasi atau penilaian khusus terkait aktivitas berbicara (*Speaking*) sesuai jurusan anda?
    a. Tidak perlu
    b. Perlu
    c. Sangat perlu
    Alasan :..
    ....
    ....
    ....
    ....

21. Jenis penilaian atau evaluasi seperti apa yang anda butuhkan kaitannya dalam meningkatakan kemampuan *speaking* anda?
    a. Penilaian dengan praktik langsung terjun kelapangan
    b. Penilaian dengan simulasi atau pratik di dalam kelas
    c. Penilaian dengan berhadapan langsung dengan penguji (face to face)
    Alasan :..
    ....
    ....
    ....
    ....

22. Menurut anda kapankah sebaiknya di laksanakan evaluasi terhadap kegiatan speaking?
    a. Di akhir setiap materi baru yang di berikan
    b. Di akhir setelah semua materi di berikan dengan melakukan evaluasi secara menyeluruh
    c. Di keduanya, baik saat akhir setiap materi baru ataupun di akhir setelah semua materi di berikan
    Alasan :..
    ....
    ....
    ....
    ....

23. Perlukah guru memberikan *feed back* baik komentar, masukan dan saran kepada setiap siswa di setiap berlangsungnya evaluasi.
    a. Tidak perlu
    b. Perlu
    c. Sangat perlu
    Alasan :..
    ....
    ....

....

..

24. Apa yang anda lakukan di masa mendatang jika telah menguasai *speaking* terkait jurusan anda dengan baik dan lancar?

   a. Menggunakannya untuk menunjang pekerjaan yang sesuai
   b. Menggunakannya untuk menunjang pembelajaran tingkat lanjut
   c. Masih belum memikirkan sampai hal tersebut

   Alasan :..

   ....

   ....

   ....

25. Hasil apa yang anda inginkan di dalam kelas *speaking* terkait teknik dalam aktivitas Marketing?

   a. Bisa berbicara dalam bahasa inggris terkait aktivitas marketing
   b. Menguasa teknik maraketing dalam berbicara bahasa inggris dengan lancar
   c. Mampu, percaya diri dan lancar berbicara bahasa inggris terkait aktivitas marketing

   Alasan :..

   ....

   ....

   ....
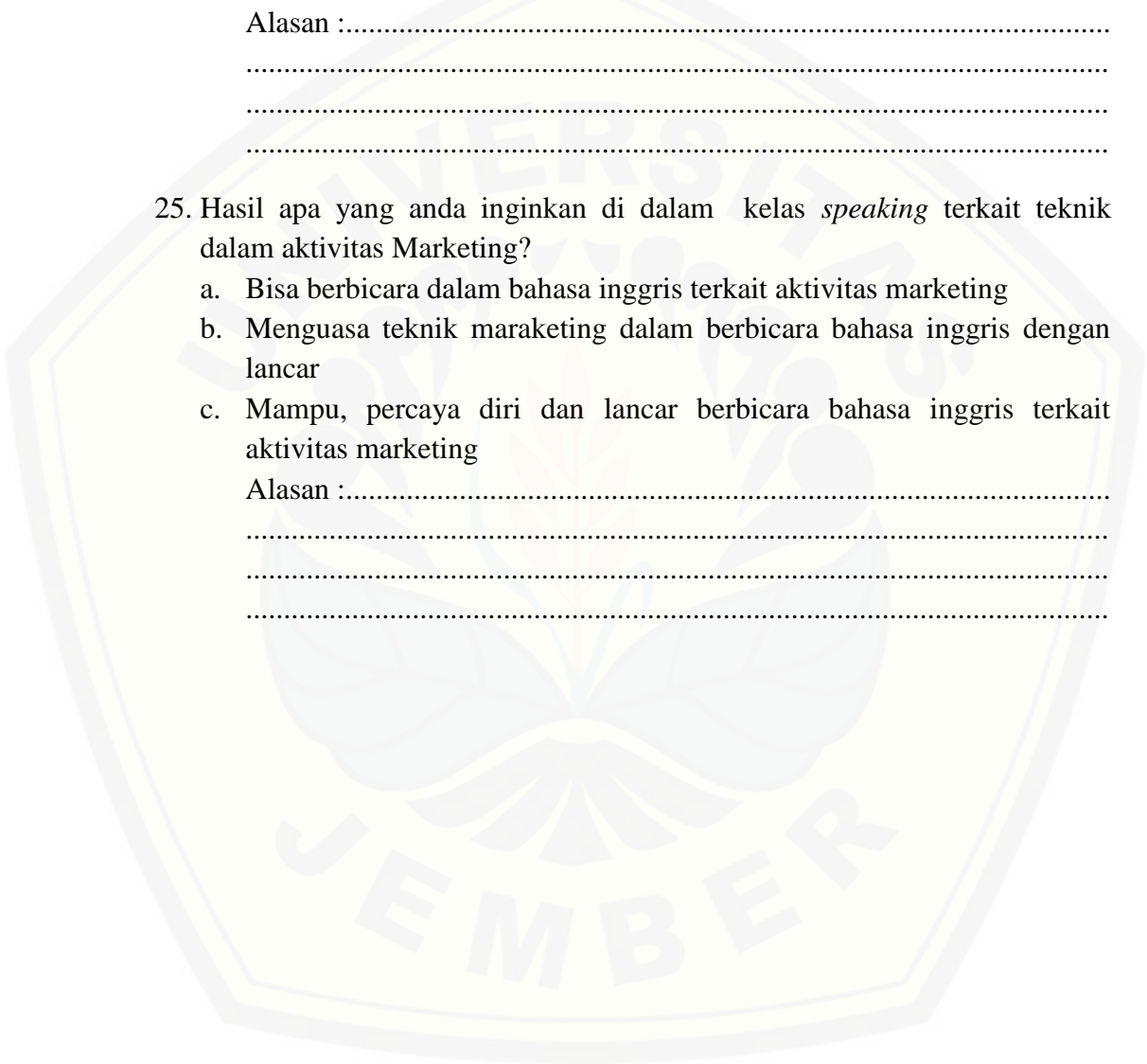
APPENDIX D

The Reseach Schedule

No.	Research activities	Day and date
1	Asking research permission letter to the faculty of teacher training and education, Jember University	Monday, July 01st 2019
2	Submitting permission letter form the faculty of teacher training and education to the SMKN 1 Jember	Wednesday, July 17th 2019
3	Administering questionnaire to the second grade students of marketing department of SMKN 1 Jember	Thursday, July 23rd 2019
4	Analyzing the result of need analysis questionnaire	Thursday, July 25th 2019

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Permission Letter from Faculty of Teacher Training and Education

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: (0331)- 330224, 334267. 337422, 333147 * Faximile: 0331-339029
Laman: www.fkip.unej.ac.id

Nomor : **5 6 0 5**/UN25.1.5/LT/2019
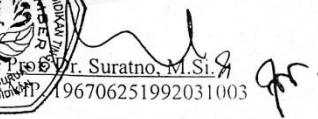Lampiran : -
Hal : Permohonan Izin Penelitian

1 1 JUL 2019

Yth. Kepala
SMK Negeri 1 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Muhammad Sultonul Huda
NIM : 150210401067
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMK Negeri 1 Jember dengan judul "THE NEEDS ANALYSIS OF SPEAKING MATERIALS FOR MARKETING STUDENTS OF VOCATIONAL HIGH SCHOOL". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Dr. Suratno, M.Si.
196706251992031003

APPENDIX F

Research varification letter from SMK N 1 Jember

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1 JEMBER
Bidang Keahlian : Bisnis Manajemen/Pariwisata/Teknologi Infromasi dan Komunikasi
JALAN JAMBU NO. 17 TELP (0331) 483108 FAX. (0331) 429690
Website : www.smknegeri1jember.sch.id   email : smknegeri1jember@yahoo.com
ISO 9001 : 2008 No. 26259/A/0001/UK/En Tanggal : 01 Juli 2010

SURAT KETERANGAN
Nomor : 670/269/101.6.5.19/2019

Yang bertanda tangan di bawah ini :
Nama   : Drs.Furqon Adi Sucipto, MM
NIP   : 19621110 198703 1 020
Jabatan   : Kepala Sekolah
Instansi   : SMK Negeri 1 Jember

Dengan ini menyatakan bahwa :
Nama   : Muhammad Sultonul Huda
NIM   : 150210401067
Jurusan   : Pendidikan Bahasa dan Seni
Program studi : Pendidikan Bahasa Inggris

Benar-benar bersangkutan telah melaksanakan penelitian di SMK Negeri 1 Jember pada tanggal 25 Juli 2019 dengan Judul "**THE NEEDS ANALYSIS OF SPEAKING MATERIALS FOR MARKETING STUDENTS OF VOCATIONAL HIGH SCHOOL**"

Demikian surat keterangan ini dibuat untuk di gunakan sebagaimana mestinya.

Jember, Juli 2019
Kepala SMK Negeri 1 Jember

ADI SUCIPTO, MM
NIP. 19621110 198703 1 020

APPENDIX G

The Research Documentation