

CHAPTER I

INTRODUCTION

This chapter includes the main content of this research, including the background, research questions, research purposes, research significance, and previous studies. It provides a comprehensive overview that sets the foundation for understanding the scope and direction of the study, ensuring clarity in the research process.

A. Background

In the era of globalization, a skilled and trained worker is highly demanded by international recruiters. According to Ministry of Education and Culture (*Permendikbud No. 34 Tahun 2018*) Vocational High School (VHS) is one of the options for students to train and be a well-prepared worker. Particularly for vocational students, English as a Foreign Language (EFL) is essential in providing them with the tools they need to succeed in more globalized settings. It differs from a general high school, aiming to shape students to be professional workers.

Vocational high school gives students experiences and practices of real-world work life and prepares them to be professional workers. Therefore, developing competencies to shape students to enter the industries is necessary. According to Ministry of Education and Culture (*Permendikbud No. 34 Tahun 2018*), one of the standard competencies requires English proficiency to support task execution. English is taught to vocational high school students to communicate with international workers. In conclusion, English become one of the important competencies for professionals not only in international recruitment but also in domestic recruitments.

English is taught in vocational schools as a subject and is developed on the basis of English for Specific Purposes (ESP) principles. According to Hutchinson and Waters (1987), ESP is an approach to learning English based on the students' reasons for learning. This begins with identifying students' need to learn the language, and terminated with developing syllabus/materials to study. Dudley-Evans and St. John (1998) claims that ESP is distinguished by its emphasis on the

discourse, language, and abilities pertinent to certain disciplines, stressing the significance of carrying out a needs analysis to determine the requirements of learners. Hutchinson and Waters (1987) go on to explain that ESP is learner-centered, with all choices about approach and material being made with the learners' objectives in mind.

Hutchinson and Waters (1987) introduce the concept of needs analysis by two such as target needs and learning needs. Target needs include necessities, lacks, and wants in the target situation, and learning needs are the students' needs in order to learn. The difference between these two types helps us understand learners better by pointing out not only their learning needs but also the best ways for them to achieve those skills. To sum up, needs analysis aimed to create and develop the course and syllabus, and materials selection according to the analysis. Hence, ESP is fit with vocational high school.

Based on primary studies, during the COVID-19 pandemic, the school was focused on students making a decent final examination score. It means that students did not learn the four language skills. Furthermore, unstructured interviews were conducted with several students and found that most of the teachers still use traditional teaching methods. It means that there have been no changes in teaching methods after the pandemic. Moreover, the materials did not meet the students' needs in their vocational education. In conclusion, most of the teachers have not implemented ESP's needs analysis yet.

It shows that needs analysis is important to implement in vocational high schools. There are many students majoring in Vocational High School (VHS) especially have different needs. Therefore, it is reasonable to conduct research in portraying students' needs.

Research on this area has been conducted by several researchers. For example, Mao and Zhou (2024) identifies that English teachers are showing difficulties in teaching materials and a lack of preparedness in teaching ESP courses. The research focused on identifying consensus and divergence in ESP needs and implementation

challenges. The study concludes that teachers should make a collaboration between English teachers, art teachers, and professionals. This collaboration aimed to develop materials that integrate professional knowledge with language skills. The next research from Shofa and Chandra (2024) conducted a study in SMKN 1 Banjarmasin, eleventh grade of the Visual Communication Design program (VCD) focused on identifying students' needs. They found that students need relevant material. The source material to learn VCD is mostly in English. Furthermore, they found problems related to English when they learned graphic design applications using English. In addition, they want to prepare to enter the professional world and become a well-worker with good communication skills. It concludes that they might find it difficult when they use English in their workplace after graduating. Hence, this might not align with the purpose of vocational high school. Another research from Disashi (2024) who conducted a needs analysis on plastic art's students. The result revealed that students wanted English-language learning resources that were relevant to their creative discipline, like discussions about fine arts, artistic instruments, and visual aids. Students also indicated a need for more practical learning approach and an English laboratory, with a focus on integrating English into their artistic course.

Based on the previous research, it can be concluded that ESP needs analysis is necessary to be applied in Vocational High School. Therefore, the research was limited to the studies that specifically focused on eleventh grade and higher education. This study aims to fill the gap by analyzing fine art students in twelfth grade at SMKN 14 Bandung who experienced an internship or *Praktek Kerja Industri* (Prakerin) specifically in the Visual Communication Design program (VCD). As a result, this research will analyze fine art students' needs, lacks, and wants, and determine what fits to their target needs and learning needs for an effective teaching-learning process.

B. Research Questions

Based on the problem stated in the background, the following research questions are formulated:

1. What are the necessities of the twelfth-grade students of the visual communication design program in SMKN 14 Bandung?
2. What are the lacks of the twelfth-grade students of the visual communication design program in SMKN 14 Bandung?
3. What are the wants of the twelfth-grade students of the visual communication design program in SMKN 14 Bandung?

C. Research Purposes

Based on the mentioned research questions, this study aims to:

1. To figure out the necessities of the twelfth-grade students of visual communication program in SMKN 14 Bandung.
2. To figure out the lacks of the twelfth-grade students of visual communication program in SMKN 14 Bandung.
3. To figure out the wants of the twelfth-grade students of visual communication program in SMKN 14 Bandung.

D. Research Significance

Theoretically, this research serves significance as follows:

1. This research demonstrates how Hutchison and Water's needs analysis can be applied to identify the necessities, lacks, and wants of vocational students.
2. This research extends ESP's needs analysis reach into the arts and design field.
3. This research can support future theoretical studies in ESP and curriculum development

Practically, this research gives significance as follows:

1. This research is expected to be implemented by English teachers in developing learning materials.
2. This research can help students to identify their needs, lacks, and wants in English to improve their proficiency.

3. This research is expected to help other researchers as a comparative study.

E. Conceptual Framework

The conceptual framework for this research is grounded in the principles of needs analysis as proposed by Hutchinson and Waters (1987) and Macalister and Nation (2019). This approach is made to assess and address the specific needs of learners based on their academic and professional goals.

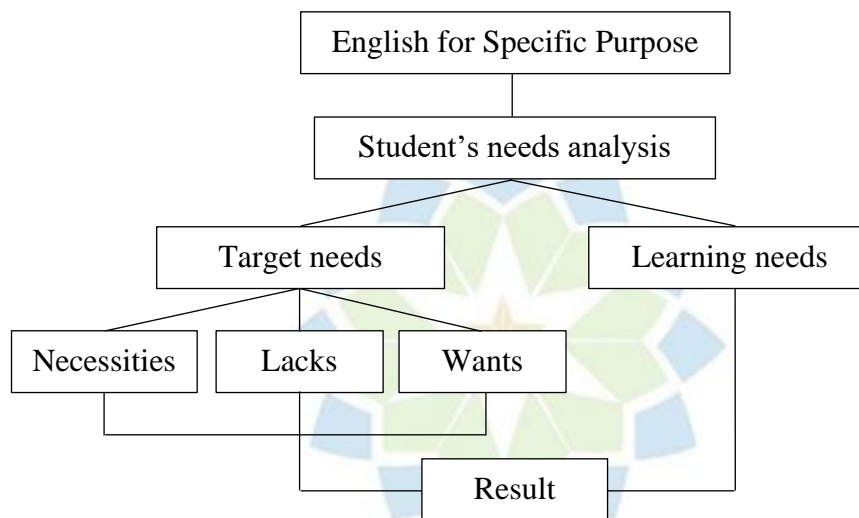


Figure 1. 1 Needs Analysis Framework

From the figure 1.1, the needs analysis is consisting of target needs and learning needs. Target needs refer to what learners are required to know to function effectively in their target situation. Hutchinson and Waters (1987) further divide target needs into three components: (1) necessities, (2) lacks, and (3) wants. Necessities describe the essential skills and language competencies needed for tasks such as reading design manuals, writing client proposals, or presenting project ideas. Lacks refer to the gap between students' current abilities and the competencies required by their vocational field. Wants are the learners' personal goals and preferences in learning English, such as improving speaking skills or engaging with digital media-based materials.

In addition to target needs, the framework incorporates learning needs, which focus on how learners will bridge the gap between their current proficiency and

their target competencies. These include preferences in learning styles, the types of instructional methods and materials that are most effective, and the classroom conditions that best support student engagement. Macalister and Nation (2019) emphasize that the integration of both target and learning needs is essential in designing learner-centered ESP curricula that are practical, motivating, and contextually relevant.

The outcome of the needs analysis will guide the creation of a curriculum and teaching resources that follow the principles of ESP, ensuring that the content applies to the student's field of study and is both practical and relevant. To improve students' English proficiency in a relevant context, the teaching-learning process will also be designed to include real-world applications including professional role-playing, group projects, and critiques. Lastly, the framework makes sure that the language skills acquired are in line with the overall objectives of vocational education, which are to produce competent and employable graduates who function in real-world professional settings.

F. Previous Studies

Research on this area has been conducted by several researchers. For example, Mao and Zhou (2024) about a study analyzing the needs for ESP courses in art and design colleges in China. It employs a needs analysis methodology using questionnaires distributed to undergraduate students, graduate students, art teachers, and English teachers. The study, with 515 valid responses, identifies that English teachers are showing difficulties with teaching materials and a lack of readiness in teaching ESP courses. The study turns to the conclusion that the teachers should collaborate between English teachers, Art teachers, and professionals. This collaboration aimed to develop materials that integrate professional knowledge with language skills.

Disashi (2024) employed a qualitative research approach with case study design, using interviews and document analysis to assess the needs of 100 plastic arts students from different academic levels (G1, G2, G3) and two English

instructors. The study conducted at the Académie des Beaux-Arts in Kinshasa, Democratic Republic of the Congo. The results revealed that students preferred visual and practical learning materials, including drawings, pictures, sketches, and artistic tools to be integrated into their English lessons. They also emphasized the need for an English laboratory and an English club to enhance their learning experience.

Another research from Shofa and Chandra (2024) a descriptive qualitative method to explore English learning needs. The research involved 103 eleventh grade Visual Communication Design (VCD) students at SMKN 1 Banjarmasin and included interviews with both English and VCD teachers. They found that students need relevant material to learn from the source of VCD's material, mostly in English. Furthermore, they found problems related to English when they learned graphic design applications using English. There are few graphic design applications that use Indonesian. In addition, they want to prepare to enter the professional world and become decent workers along with good communication skills.

Based on the previous research, past studies were limited to higher education and single class eleventh grade class. This study aims to fill the gap by analyzing fine arts students from all twelfth grade classes at SMKN 14 Bandung who have experienced an internship or *Praktek Kerja Industri* (Prakerin) specifically in the VCD program. As a result, this research identified fine art students' needs, lacks, and wants, and determine what fits to their target needs and learning needs for an effective teaching-learning process.