

CHAPTER I

INTRODUCTION

This chapter contains the main content of this research including background, research questions, research purposes, research significances, research framework, and previous studies.

A. Background

The textbook is an educational tool designed to provide basic knowledge and skills needed in learning according to the applicable curriculum. It is a universal element in ELT that plays an important role in the daily learning process (Torres & Hutchinson, 1994). It contains a set of learning objectives, materials, and practice questions to evaluate students' understanding (Hutchinson & Waters, 1987). The role of the textbook is crucial in helping teachers provide presentation materials, ideas for teaching various topics, reading texts, listening to dialogs, and accompanied by exercises and activities for the classroom (Cunningsworth, 1995).

Particularly in vocational school, English textbook acts as the main source of learning specifically designed to help students master English skills in preparing students for the world of work. The structure of the vocational English textbook includes materials on English language skills relevant to professional contexts and specific majors. Usually using a skill-based approach and contextualized learning that aims to improve students' English skills to be ready to face communication challenges in the industrial or working world. English textbook in vocational school should be appropriate to students' needs, interests, and abilities (Cunningsworth, 1995). As stated by Hutchinson & Waters (1987) English textbook for vocational school needs to be based on English Specific Purposes (ESP) because the material taught must follow certain majors such as hospitality, business, engineering, and others.

However, English textbooks provided in vocational school are mostly only designed for general needs and do not pay attention to the needs analysis for students, where they need more specific English skills with certain objectives that

are following their majors. It makes teachers adjust the materials independently to suit the needs of students in certain majors. For example, Software and Game Development major requires technical skills such as understanding computer program instructions, accessing global resources mostly in English, and communicating with international teams. Irrelevant English textbook makes it difficult for students to develop and improve their English skills to prepare them for the world of work. This is because publishers or authors are sometimes unaware of the pedagogical implications of current theories and research in language learning (Sheldon, 1988). In addition, curriculum designers in Indonesia never conduct a needs analysis to find out the needs of students from different majors (Purwanti, 2018).

Needs analysis is a very important foundation in English Specific Purposes (ESP). It is a means to evaluate the communicative needs of students and methods to achieve specific goals (Richards, 2001). In addition, it refers to techniques for collecting, evaluating, and assessing information relevant to course design to determine the effectiveness of a course (Hyland cited in Paltridge, B., & Starfield, 2013). Conducting a needs analysis can provide information related to the compatibility of English textbook to the needs of students, especially Software and Game Development major.

According to Hutchinson & Waters (1987) needs analysis consists of two main components: target needs and learning needs. In the context of this study, the target needs section was used to provide a more in-depth focus on student needs. This is because the main objective of the research focuses on the compatibility between English textbook and the needs of students in the Software and Game Development major. Target needs include necessities, lacks, and wants which can provide the main focus in describing what students need in learning English.

Several researchers have conducted research on needs analysis and English textbooks in vocational schools. The first study was a needs analysis of the ESP textbook for students majoring in Accounting (Lestari & Martiarini, 2021). The research focused on analyzing ESP textbook and determining their relevance to Accounting major in a vocational school. Furthermore, research on the evaluation

of ESP textbook for Business and Management major in vocational school aims to evaluate the suitability of the textbook to student needs (Endriani & Syathroh, 2022). Another previous research is a needs analysis on Computer and Network Engineering major in vocational school which focuses on knowing what students need in English lessons (Nurhasanah & Kurniawan, 2023). This study has some similarities with previous studies, which focus on analyzing the needs of students in vocational school and analyzing the suitability of textbook used with student needs. However, there are some research gaps such as different textbooks and majors. This research focuses on the Software and Game Development major and analyzes English textbook from local publisher Bumi Aksara that use the independent curriculum.

From the description above, the role of English textbook is very important in facilitating the learning process based on the needs of students in vocational school. Therefore, this research focuses on analyzing the needs of grade XI students majoring in Software and Game Development and adjusting them to the English textbook entitled “English SMK/MAK” published by Bumi Aksara. This research was conducted at SMKS Muhammadiyah 2 Cibiru Bandung because the English textbook provided at the school is rarely used by English teacher and prefer to find sources of learning materials from the internet. This problem encourages this study to find out the extent of the compatibility of the English textbook with the needs of students in a study entitled “Compatibility of English Textbook and Students' Needs for Grade XI Software and Game Development Major”.

B. Research Questions

There are two research questions based on the existing problems:

1. What are the students' needs for grade XI in the Software and Game Development major?
2. How is the compatibility of English textbook to the students' needs of grade XI in the Software and Game Development major?

C. Research Purposes

Based on the research questions above, this study aims to obtain the following objectives:

1. To find out the students' needs for grade XI in the Software and Game Development major.
2. To find out the compatibility of English textbook to the students' needs of grade XI in the Software and Game Development major.

D. Research Scope

This study focuses on analyzing the compatibility of the English textbook "English for SMK/MAK Grade XI" with the needs of grade XI students majoring in Software and Game Development. The needs analysis is limited to three aspects of student needs: necessities, lacks, and wants. This is because it is considered more relevant to the research objectives and more focused so that the research results are not too broad. The study covers skills, language components, topics, learning support, and the relevance of the content to the students' majors.

E. Research Significances

The results of this study are expected to provide theoretical and practical benefits for the following:

1. Theoretical Significances

Theoretically, the results of this study can help understand and add information related to English textbook that is compatible with the needs of students in vocational school. In addition, the results of this study are expected to be used as a guide or reference for further research on the same topic.

2. Practical Significances

Practically, this research can be useful for teachers, English textbook writers and publishers, and other researchers.

- a. For teachers: This research can help teachers choose and use appropriate English textbook that support the needs of vocational school students.

- b. For English textbook writers and publishers: The results of this study can provide input for textbook developers and writers to present materials or publish textbooks that are in accordance with the needs of students in vocational school.
- c. For other researchers: This research can provide knowledge and information related to needs analysis and English textbook for vocational school. In addition, the results of this study can be used as a reference for the same problem.
- d. For curriculum developers: This research can provide insights for developing an English curriculum that is more contextual and aligned with the needs of vocational school students in various fields of expertise.

F. Research Framework

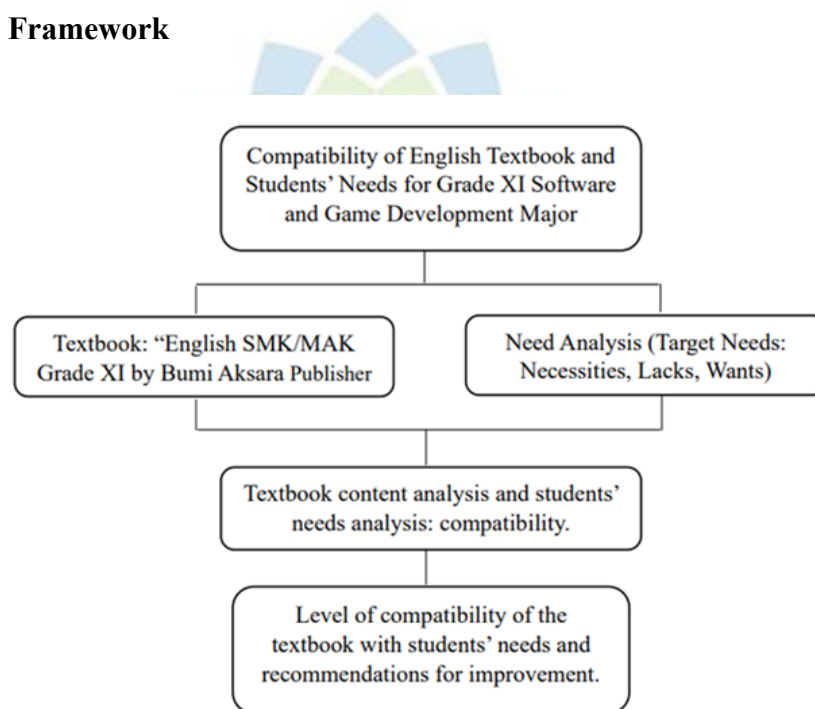


Figure 1.1 Research Framework

Needs analysis is the process of identifying the language skills needed by students to achieve their academic or professional goals, such as vocabulary, grammar, speaking, writing, and reading skills (Richards, 2001). Needs analysis is used to discover students' needs (Sari & Wirza, 2020). It plays an important role because it ensures the success and achievement of goals that are reflected in students' success in learning the language (Sularti et al., 2019). There are two parts to needs analysis: target needs (necessities, lacks, and wants) and learning needs

which refer to students' personal information (Hutchinson & Waters, 1987). Target needs are things that must be done by students in the target situation. Target needs are divided into three parts, namely necessities which are based on the demands of the target situation, lacks which means analyzing the shortcomings of the student learning process, and wants which are the needs of students in improving skills (Sari & Wirza, 2020). Meanwhile, learning needs are things that students need to learn (Ria & Malik, 2020). The purpose of the needs analysis is to ensure that the learning materials provided are compatible with the needs of students in a particular major.

Textbook is an important component in education that not only provides learning materials, but also shapes the direction and structure of the teaching process. As an educational tool, textbook is designed to provide the basic knowledge and skills needed in a particular subject or field of study, and influence the dynamics of the teaching and learning process (Ayu et al., 2024). In the context of English Language Teaching (ELT), textbook plays an important role in providing direction to understand the structure and objectives of the ELT program itself (Sheldon, 1988). Generally, textbook is organized systematically in the form of chapters on a particular topic, equipped with learning objectives, explanations of theory, examples, and exercises that serve to test and reinforce students' understanding (Hutchinson & Waters, 1987). Thus, textbook not only serve as the main guide for students and teachers in the learning process, but also become an important asset for teachers in designing and implementing learning activities in accordance with the applicable curriculum.

In the context of English for Specific Purposes (ESP) for vocational school, textbook should not only focus on general English learning but should also adapt to students' specific needs, such as English for business or engineering, so that students can use English effectively in specific professional or academic contexts. Materials designed for vocational students should be developed appropriately to meet students' needs (Azizah, Inderawati, & Vianty, 2020). That way, students' English skills will be appropriate to prepare them for the world of work.

In conclusion, needs analysis and textbook are two important elements in English language learning, especially in the context of ESP. Textbook needs to be

tailored to students' areas of expertise, such as English for business, engineering, or other professional majors so that they can prepare themselves well for the world of work. The combination of proper needs analysis and an appropriate textbook will create an English learning process that is effective, relevant, and can improve students' ability to communicate in a professional or academic context.

G. Previous Studies

Related to previous research, several studies have the same focus, namely focusing on needs analysis and English textbook. The previous research was conducted by Alhaq & Wirza (2022) to investigate the suitability of English textbook to the needs of grade XI students majoring in Accounting at SMK. The research used qualitative with a case study design and used instruments such as questionnaires as many as 67 out of 71 students collected, document analysis, and interviews. The English textbook used in the study was “English Class XI for SMA/MA/SMK/MAK” from the Ministry of Education and Culture. The results of the study stated that students majoring in Accounting need more speaking skills and vocabulary for their needs in the world of work. The material in the English textbook is still included in General English (GE) and does not match the needs of grade XI students majoring in Accounting.

Another study aimed to evaluate the suitability of English textbook with student needs and school needs in English Specific Purposes for students majoring in Office Administration (Nurhidayah, Faridi, & Shakiyya, 2023). The method used was descriptive qualitative and used research instruments of questionnaires, interviews, and documents. The participants in the study were 20 grade X students majoring in Office Administration. The textbook used was titled “Get Along English” by Erlangga. The results showed that the level of textbook suitability met 77% of school needs and 87% of student needs.

Furthermore, there is another study on needs analysis in designing curriculum for students majoring in Tourism at Sakara University in Turkey which aims to reveal the English language needs of Tourism students as their future profession (Aysu & Özcan, 2021). This mixed-methods study used questionnaires and semi-

structured interviews as research instruments. The participants in this study totaled 242 consisting of students, alumni, and lecturers. The results and findings show that the four English language skills (reading, listening, writing, and speaking) are very important to them, especially listening and speaking skills need to be emphasized.

From several previous studies, there are similarities related to the topic discussed, namely needs analysis. However, there are gaps with this study, such as: (a) the textbook used in previous studies from Erlangga and the Ministry of Education and Culture, while this study will use textbook from local publisher Bumi Aksara in Independent Curriculum; (b) previous studies focused on other categories of expertise such as Accounting, Office Administration, and Tourism, while this study will focus on Software and Game Development major; and (c) other studies focused on needs analysis for schools or needs analysis for curriculum design. In contrast, this study will focus on analyzing the needs of students majoring in Software Engineering and Game Development to determine the compatibility with English textbook.

