

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the objectives of the study, the research questions, the significance of the study, the scope of the study, the methodology of the study, and the definitions of terms.

1.1 Background

Process of teaching and learning English basically contains several principles as the starting points to reach the learning objectives. According to Nunan (1988: 8), the main principle for English language teaching in terms of choosing the learning methodology is to focus on the learners. This principle means that learners should be actively involved in their own learning process. Nunan further states that one dimension of learners' involvement in their learning is the chance to make decisions about what they need to learn, what they want to learn, how to learn, and how to be evaluated. To get learners involved in making decisions about their learning enables teachers to be aware of the learners' needs so that they can provide a learning design precisely.

A learning design based on the learners' needs is considered important because it requires the concept of effective learning within. Hook (2006: 21) argues that besides a constructive feedback and a specific feedback, an effective design of learning should include the concept of learning which is relevant to the needs of the learners. Unfortunately, not all designs of English learning have accommodated the learners' needs. One of which is the design of English syllabus for secondary vocational schools under the implementation of 2013 Curriculum. By July 2013, the Ministry of

Culture and Education of Indonesia started the implementation of 2013 Curriculum in some pilot schools. In the 2013 Curriculum, English is categorized as a compulsory subject for students in general secondary schools and vocational secondary schools (Mulyasa, 2014: 95). Therefore, the English syllabus used by general secondary schools and vocational secondary schools is designed as English for General Purposes (EGP). This type of English syllabus absolutely does not cover the vocational secondary students' needs because English syllabus for vocational secondary schools is supposed to be English for Specific Purposes or ESP (See the Document of Recommendations of Teflin Focus-Group Discussion in Setyapranata et al, 2013).

In line with the fact that the use of EGP syllabus in vocational secondary schools, Kusni, Syamwil, and Refnaldi (2014) and Rahmatunisa (2015) have conducted studies which reveal that the students of secondary vocational need to learn English both materials and language skills related to their study program. The students realize that English based on their needs are regarded as important for their future jobs. The studies also report that the students' needs of English as a matter of fact are not covered in the syllabus of 2013 Curriculum because it is designed as English for General Purposes which is intended to be given to general secondary schools. From the results of these studies, it might be concluded that the implementation of 2013 Curriculum is impartial to students of vocational secondary schools because it does not represents a concept of an effective learning design in the English syllabus. This is of course a serious problem in the theory of curriculum development because the policy of 2013 Curriculum for using EGP syllabus in vocational secondary schools is contrary to the theory in curriculum development which claims that materials and

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instructions in the syllabus have to be designed by considering the learners' needs (Brown, 1995: 20).

Curriculum is a crucial part of learning. It is the representation of all activities included in the teaching and learning processes in the school. Those activities are about what students learn, how they learn it, how teachers help them learn, what materials are used, what approaches are used in teaching, and what methods of assessment (Rodgers, 1989). Tanner and Tanner (1980: 43) state that curriculum is one of the important factors involved in learning process. In the similar vein, Nunan (1988: 1) states that curriculum is very substantial in teaching and learning processes. Therefore, the policy of decision making in curriculum development and implementation have to consider the needs' of the students involving in teaching and learning processes (Jordan, 2009: 2).

To get students involved in figuring out their needs in learning English can be done through needs analysis. Richards (2002) believes that needs analysis can gather information about particular problems learners experience in learning. He adds that by doing need analysis, teachers or needs analysts can find out what language materials and skills learners need to learn (2002: 52). Moreover, Zohrabi (2011) in his research reports that by carrying out needs analysis, we can design materials and skills of language that not only meet the students needs (see also Handayani, 2013; Jie, 2013; Adorján, 2013; Widiyati, 2012) but also fulfill the shortage of the class hours. Considering this, English learning in 2013 Curriculum should be designed based on the analysis of students' needs which in this case is secondary vocational students. Secondary vocational students' needs of English refer to the needs of learning English based on their respective program. Students of tourism

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program need to learn English that enable them to speak to tourists, to describe the history of a fortress to tourists, and so forth when they deal with a job as a tour guide. Students of Accountancy program need to learn English in order to be able to write a report and other works in their workplace that need the mastery of English skills. These conditions also occur in other study programs in vocational secondary schools.

The impartiality in providing an effective learning design towards students' needs is a problem. The curriculum which does not take the needs of students into account indicates that it is not effective to be used in learning (Hook, 2006: 21). Therefore, in order to promote the effective design of learning for students of vocational secondary schools, this study is planned to be carried out, focusing on the tourism program. The problems that researcher has revealed above show that this study is reasonable to be research. Besides, by conducting this research, it will be helpful for the better development of the 2013 Curriculum in the future.

1.1 Research Questions

This study attempts to address the following research questions:

1. What are the needs of English of tourism students in vocational secondary school?
2. What kind of English syllabus should be designed reflecting the needs of tourism students in vocational secondary schools' and the goals of the 2013 Curriculum?

1.2 Research Objectives

The objectives of the research are:

1. To identify the needs of English of tourism students in vocational secondary schools.

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2. To propose a design of English syllabus that is expected to meet the needs of English of tourism students in vocational secondary school and the goals of 2013 Curriculum.

1.3 Significance of the Research

Theoretically, there are a number of studies about needs analysis in English language learning. Even so, the present study is a study of needs analysis that focuses on vocational secondary students' needs of English in the context of the 2013 Curriculum implementation. The researcher has ever conducted a research about this beforehand yet it was just a mini research and by now the result of that study is used a consideration or pilot research to develop this study. Besides, this present study provides a design of syllabus which is expected to meet the needs of vocational secondary students' in learning English and to attain the goals of the 2013 Curriculum.

1.4 Scope of the Research

The data of this study focused on the needs of vocational secondary students' in learning English at school and the syllabus design relating to the 2013 Curriculum. The data were collected from three categories of participants which were the tourism students in a vocational secondary school in Kota Ternate, the English teacher of the school, and the people who work in the tourism fields. The results of data analysis from participants were used as the primary data for describing the design of expected English syllabus.

Clarification of Terms

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Needs analysis concerns with activities or procedures of gathering whole information about the needs of a particular group of students as a basis data to develop a course or a syllabus or even a curriculum (Brown, 1995: 35; Ali and Salih, 2013; Richards, 2002: 51; Nation and Macalister, 2010: 24).

A curriculum is a race course of plans, rules, and subjects matter which guide the teaching and learning processes to the attainment of the education goals (Nunan, 1988: 1; Taba, 1962: 11; Oliva, 1992: 4; Tanner and Tanner, 1980: 43).

A syllabus is one of units in curriculum development which enables a curriculum to involve various types of syllabus in each of its design (McKay, 1987: 11; Brown, 1995: 5; Cunningsworth, 1995: 54; Richards, 2002: 2).

1.7 The Organization of the Study

This study is divided into five chapters. The brief description is illustrated as follows:

Chapter I

This chapter presents an introduction for the study. It consist of the research questions, objectives of the study, the significance of the study, the scope of the study, the clarification of terms, and the organization of the study.

Chapter II

This chapter concerns with the theoretical framework related to the study namely the role of English in vocational secondary schools based on 2013 Curriculum, approach to syllabus design in English language learning, and the concept of needs analysis.

Chapter III

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This chapter focuses on the research methodology for the study. It involves the method of the study, research site and respondents of the study, data collection techniques, and data analysis.

Chapter IV

This chapter discusses the findings of the study including the information of the needs of English of tourism students in vocational secondary school and provides the design of proposed English syllabus based on the needs and the goals of 2013 Curriculum.

Chapter V

This chapter deals with the conclusion of the study and the recommendations for further studies.