

**NEEDS ANALYSIS OF VOCATIONAL HIGH SCHOOL  
STUDENTS LEARNING TO SPEAK ENGLISH**

**THESIS**

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FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
2021 M / 1442 H

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
In Partial Fulfillment of the Requirement for  
The Bachelor Degree of Education in English Language Teaching

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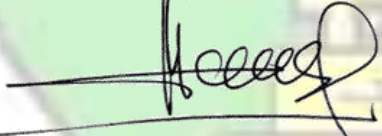
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On:

8 December 2021

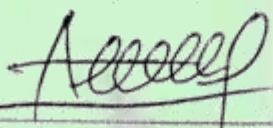
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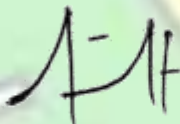
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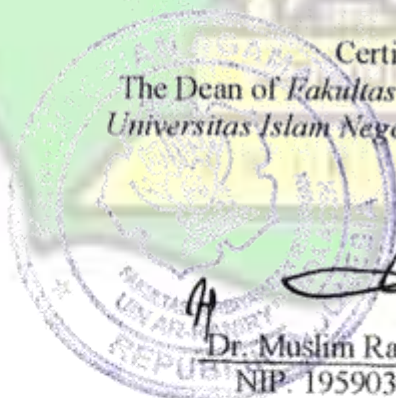
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 November 2021

Saya yang membuat surat pernyataan,



Roudhatul Jannah

## ACKNOWLEDGMENT



*In the name of Allah the most Gracious the most Merciful*

Alhamdulillah, all praises are due to Allah, the Lord of the world, the Merciful. The only one who owns all the power of the creatures, who always blesses and gives me health to finish my thesis. Peace and salutation always be upon the beloved prophet Muhammad S.A.W (Peace Be Upon Him), who has guided us to the right path full of happiness.

I sincerely thank Mr. Dr. Muhammad AR, M.Ed. and Mrs. Azizah S.Ag., M.Pd. as the supervisors for their valuable guidance, advice, support, patience, time, insightful comment, and immense knowledge in completing this thesis. I had been struggling with many problems when trying to do this research. I realized how my research would look without their unquestionable touch of expertise. I also want to thank all the lecturers and staff of English education who have lectured, inspired, and encouraged me during my study in the English Education Department of UIN Ar-Raniry. May Allah make everything easier for you and reward you with His heaven.

I sincerely thank my father Yusran and mother Suryaningsih, who constantly motivate me, support me, pray for me, give me lots of love and strength to live this challenging life. I am also grateful to my brothers Muhammad Aulia, Muhammad Suhail, and Zaki Al-Mufti for helping me. They all are my precious people who make me keep moving forward. May Allah SWT always bestow them mercy, health, and blessings in the world and hereafter.

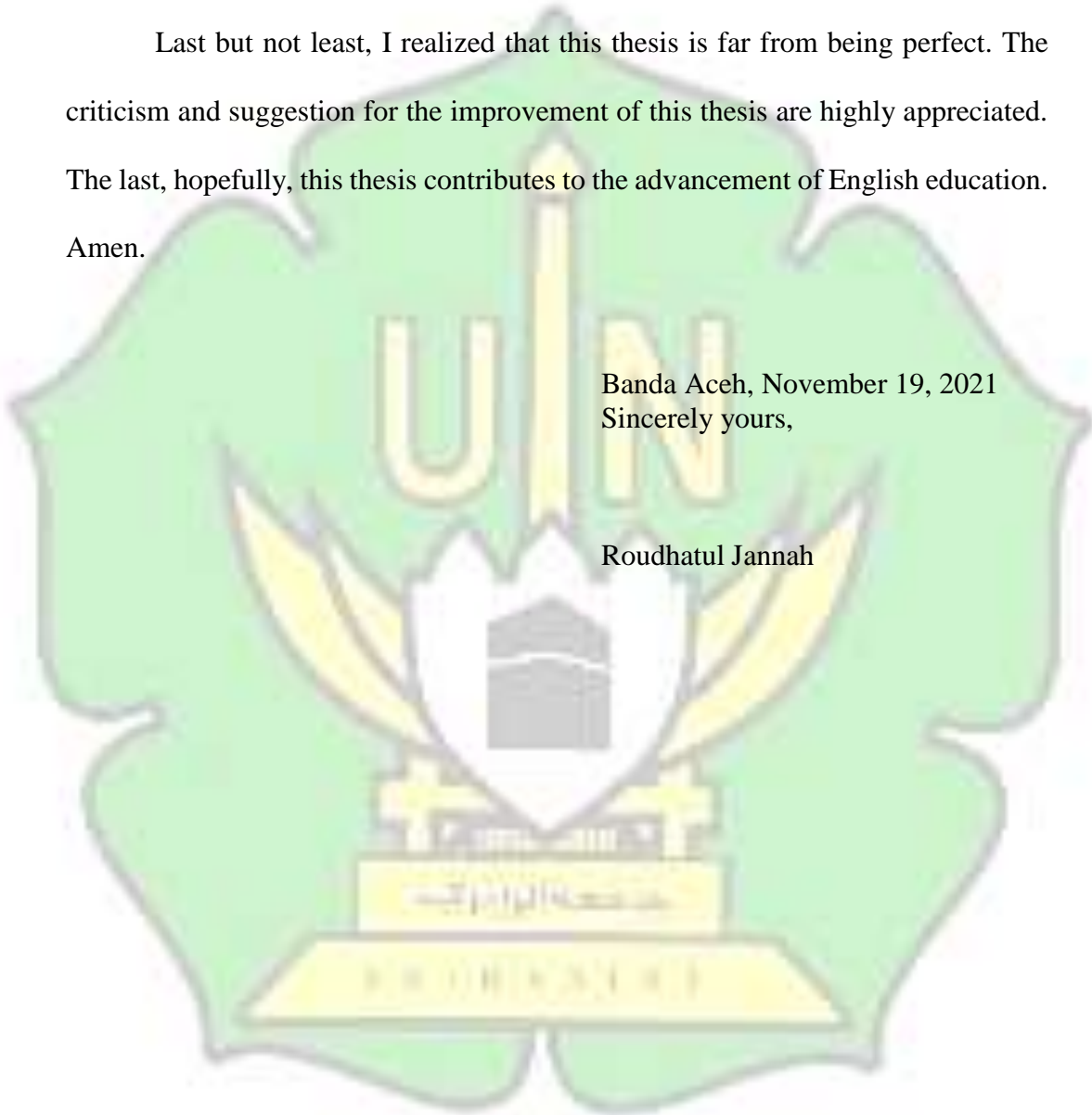


My thanks also go to my beloved people behind the scene, Indra Gunawan, Fazira Nur Islamiati, Nadhiratul Husna, Mutia Dinda, Anis Thahirah, Khaira Fitri, and many others whose names I cannot mention one by one. I am forever indebted to your support and constant encouragement as I was completing this thesis. May Allah SWT bless you all.

Last but not least, I realized that this thesis is far from being perfect. The criticism and suggestion for the improvement of this thesis are highly appreciated. The last, hopefully, this thesis contributes to the advancement of English education. Amen.

Banda Aceh, November 19, 2021  
Sincerely yours,

Roudhatul Jannah



## ABSTRAC

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Keywords : Need Analysis, English Speaking, Vocational High  
School

This research concerns the target and learning needed by students in speaking English of vocational high school, especially at the hospitality program. Vocational high school is an educational school that provides students the technical skill to complete a specific job. To collect the data, I used instruments, including interview analysis and observation. The participants of this study are students in the hospitality program and English teachers. The result indicates that most of the students learn English for their future careers. In mastering speaking ability, students need to improve several aspects of speaking: pronunciation, grammar, and vocabulary. Besides, in learning to speak English, students often face many difficulties: lack of vocabulary, lack of motivation, and mother tongue. To overcome those difficulties, students try to write a new vocabulary and try to pronounce the correct words. In addition, in the learning and teaching process teacher used various techniques to increase students' motivation in learning; the teacher also often related the material based on students' need.

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Aceh
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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Study**

English is an international language widely used by all countries in the world. In Indonesia, English is still a foreign language that students must learn. Usually, English is taught to the students from kindergarten through college level of education. In English, it has four crucial skills that students should be mastered. As Sadiku (2015) stated, as time has passed, the role of language plays is immense. The four language criteria are defined as the need for the hour or play a crucial role in any language learning: reading, writing, listening, and speaking. Those four skills become the pillar of the English language, where each skill has its own role in language. One of them is speaking skills, and it is used to determine your expressiveness.

English speaking and writing skills are becoming a priority in applying for a job in international or local companies. Many students wish to seek a job immediately after graduating from vocational high schools. The vocational high school aims to prepare the students for employment or vocation, which is the term the student engages in, based on manual or practical activity (Marsigit, 2008). Vocational schools are educational institutions that can increase the capacity and ability of students.

There are many majors in vocational high school. One of them is the hospitality program. The term “hospitality” comes from the Latin word *hospitare*, which means “to accept a visitor.” This statement implies that a host is prepared to

provide a guest's basic needs, such as food, drink, and accommodation, while away from home (William, 2013). So, hospitality is a program that prepares students to serve as general managers and directors of hospitality operations on a system-wide basis, including travel arrangement, promotion, and provision of traveler facilities. Students who take hospitality programs must be mastering English. English material plays an essential role in achieving student needs. Because students should have the skill in using English terminology according to the hospitality program, not only that, but also students should be able to communicate in English. Also, oral and writing are essential to promote the service of hotel facilities to their guest (Khalida and Refnaldi, 2019). Therefore, they must be equipped with English materials according to their target need.

English materials for senior high school and vocational high school must be different because they have the other purpose in learning English based on English for a specific purpose. Moreover, to meet vocational high school goals, the government has set different competency standards and basic competencies that require them to be fluent in English to achieve students' goals in the future. According to that, the teachers in vocational high school should prepare the syllabus, lesson plan, and teaching materials based on students' needs.

According to Angga Gunantar (2016), people are becoming more conscious of the importance of English not just for education, science, or technology but also because they understand that English may help them advance in their careers. Speaking ability becomes the competence for people interaction and communication. After graduating, students in the hospitality program will apply for

a hotel job. One of the requirements in applying for a job is English speaking ability. Students can quickly meet the requirements because they have been provided with English under their career needs.

However, speaking English is not as easy because English is a foreign language for Indonesian people. In the research conducted by Rahayu (2015), she states that students are finding it hard to speak English. Students sometimes feel afraid to say anything. They are also concerned about making mistakes, anxious or nervous about the publicity their voice draws. Moreover, students still lack vocabulary and grammar; the people around them usually judge them. Therefore, students would prefer to use the Indonesian language to communicate rather than English.

English materials taught to the students should be appropriate for their field needs to prepare for the future when they have completed their education. The teacher should be able to adjust the needs of students in learning English, and it is included in English material. Following that, in selecting the material for the teaching and learning process, the teacher should understand the syllabus. Therefore, need analysis plays an essential role in providing the appropriate needs for students.

Asti Ramadhani (2014) stated that need analysis is beneficial to determine the goals of learning a language used to develop the material, activities, and test. Furthermore, needs analysis is how to gather information about what students need in learning a language. By conducting needs analysis, teachers can quickly adapt,



develop and adjust the material that fits student learning and target needs to achieve the purpose of education.

The research focuses on analyzing students' targets in learning English-speaking material. Speaking material in vocational high school, especially in the hospitality programs, is the same as other programs. According to the hospitality program, the primary purpose of teaching English material is to provide a soft skill of speaking English they need and provide a place for learning and practicing their English language. The school has supplied skilled teachers and learning environments to satisfy the needs of English language students. However, there are still issues with the source of material and students' speaking ability. By conducting this research, I try to determine the needs of the eleventh grade of hospitality program in English speaking.

### **B. Research Questions**

Based on the background of the study, the problems of research would be formulated as follows:

1. What are the students' target needs in the hospitality program?
2. What are the students' learning needs in the hospitality program?

### **C. Aim of Study**

Based on the research questions above, this study aims:

1. To analyze what are the students' target needs in the hospitality program.
2. To find out what are the students' learning needs in the hospitality program.

### **D. Significance of Study:**

This study provides some information about students' needs in speaking

English. Especially what material, what English speaking aspects need to be mastered, and what learning activities students need to achieve the purpose of work field requirements that students focused on. Not only that, but also the teacher can provide the learning environment and adjust English speaking material to the students based on their needs. In addition, the presence of this study is also intended to be a fruitful guide for the next researcher who is interested in further research in the field of speaking English.

### **E. Terminology**

#### **1. Needs Analysis**

Needs analysis is critical to the design and implementation of every language course. According to Richards (2001), needs analysis is the methods and activities that collect information about students' needs, then validate and prioritize those requirements to serve as the foundation for building and refining a curriculum that meets those needs. In this study, need analysis is about analysing what students need in learning English to achieve their goals in the future.

#### **2. English Speaking**

Speaking is defined as the learners' ability to express himself or themselves orally, coherently, fluently, and appropriately in a given meaningful context (Lindy Woodrow, 2006). Speaking English is becoming one of the requirements in applying for a job in a hotel. Therefore, teachers should provide their students with speaking according to their needs in the future workplace. According to Maria (2016), the material is anything users can use to facilitate students learning. It

provide the content of the lesson, the balance of skill taught, and the kind of language practice students take part in High School.

### 3. Vocational High School

Developing qualified workers through vocational education or vocation is the driving force behind local and even national economic growth. Vocational High School is meant to produce a workforce capable of controlling job competency in the field, adaptability, and high competitiveness (Rifma et al., 2018). It is different from senior high school, where students learn about all lessons without providing any specific purpose. There are included several programs in vocational high school such as hospitality, tourism, and accountancy.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Need Analysis**

Need analysis is analyzing the information related to students' needs. The basis of ESP syllabus development is typically viewed as a needs analysis. The foundation of language education needs analysis used to create and develop a preparatory curriculum (Dudley-Evans & St John, 1998). Based on the curriculum given by the government, the teacher should create a lesson plan where it is including teaching material. One of the critical things in developing teaching material is conducting need analysis. On the other hand, Otilia (215) stated that need analysis consisted of assessing the learners' communicative needs and the techniques of achieving specific teaching objectives. Therefore, a language teacher or lecturer can apply needs analysis to get some information in planning the teaching-learning process.

Brown (2009) describes needs analysis as activities that identify aspects of language that students need to comprehend and utilize the target language when they are expected to do so. According to Hutchinson and Waters (2010), there are significant distinctions between the target needs (what students do to attain particular objectives) and learning needs (what students do to learn).

##### **1. Target Needs**

The term target needs refer to the requirements or characteristics of English linguistics related to a learning goal. Target needs are divided into three parts: necessities *lacks*, and *wants*.

- a. *Necessities* are defined as what students must understand about knowledge in order to get an effective learning target situation or the ability that is necessary to be mastered.
- b. *Lacks* mean what abilities are not mastered yet. The gap between the target and existing proficiency of the learners can be referred to as the learners' lack (Hutchison and Waters 2010).
- c. *Wants* are what abilities to be mastered. It is also defined as what students want to learn, and it cannot be neglected. In order to be motivated for their study, the materials should be suitable for the learners' wants.

## 2. Learning Needs

Learning needs are what students need to achieve the target goals of learning. In the learning and teaching process teacher should adjust and provide the students with the material, media, learning activities, rewards, and feedback related to students' needs. However, in its application, the teacher sometimes simply considers what students would achieve later if they learn English, rather than how to attain the appropriate objective situation. The teacher should take into consideration what obstacles can be found while in the process if the teacher really wants to provide for the student's needs.

According to Jack C. Richard cited in Dini Rahmadani (2019), there are several objectives of need analysis:

- a. To find out what is language ability should be learned by the students.
- b. To help the students to decide which courses that the students need.



- c. To form a group of students that need more training.
- d. To know which students are able to and students need to be able to.

Dini Rahmadani (2019) stated that students who learn a language for a specific purpose are sometimes simpler to identify in specific fields such as tourism, nursing, or hotel industries. In this case, employees who have English as a language requirement might be observed. This information can be utilized to create a training program.

In some cases, students' requirements may not be met immediately, such as students who learn English in secondary school, which even though only a compulsory subject but is very important for students. Despite the fact that the students are unaware of the significance of needs, the curriculum designer has previously informed the parents, teachers about the importance of English for students after they graduate.

## **B. The Nature of Speaking**

### **1. Definition of Speaking**

Speaking can be defined as a simple way of communication. It is a vital part of humans lives that delivers ideas, thoughts, opinions, arguments, and messages orally. Habitually, people started learning to speak when they were a toddler. It is one of the abilities that people must master to adapt to the environment. Rabbecca (2006) cited in Rahayu (p. 7, 2015) that "speaking is the first mode in which children acquire language; it is part of the daily involvement of most people with language activities. It also provides our main data for understanding bilingualism and language contact."

English is a foreign language with four essential parts in education: reading, writing, listening, and speaking. One of the most critical skills to develop and improve as a means of effective communication is speaking. English has been taught in Indonesia since students in elementary age till university. For many English as a Foreign/Second Language (EFL/ESL) students, acquiring English speaking skills is necessary because they judge their language learning performance based on how much they have progressed in their speaking language ability (Leong and Ahmadi 2017). Besides, it is unavoidable that students sometimes find it challenging to deliver messages in speaking orally. Therefore, to master speaking English, the students should learn and practice more and more.

## 2. The Purpose of Speaking

As we know, the primary purpose of speaking is to communicate the message. The speaker must grasp the context of what he is trying to say and be able to determine the effects of conversation on the audience to accurately express their feelings (Rahayu, 2015). In addition, Tarigan (1998), as cited in Laksana (2016), asserts the following are some basic objectives of speaking:

- a. To Inform. It means gaining knowledge between the speaker and listener. Moreover, it aims to give information and share many ideas of the speaker and audience.
- b. To Entertain. One of the purposes of speaking is to entertain someone. Usually, the speaker tells the story, talks about the funny thing, gives advice, etc.
- c. To Persuade. It means asking someone to do something in a certain activity.

For example, a seller persuades the consumer to buy his product.

- d. To discuss. It means that the speaker tries to make a discussion in order to get the same goal of planning. Not only that, normally people try to make a discussion to solve the problem and get a better conversation.

### 3. Barriers of Speaking

According to Pollard (2014), cited in Kurnia et al. (2015), speaking is one of the most challenging things for English students to learn. Speaking has a complex item that the students must understand. In speaking, students should look carefully at the structure of the sentence, the function of language, intonation, attitude, etc. Furthermore, a good speaker should pay attention to the subject in which he is speaking and the vocabulary he uses to be readily understood by his audience (Heriansyah, 2012). Besides, four conditions must exist for language learners to acquire: exposure, opportunities to use the language, motivation, and instruction (Nuraini, 2016). The objective of those conditions is to minimize the barriers to speaking.

When learning a foreign language, students gain grammatical and semantic comprehension and an understanding of how native speakers use the language in the form of language exchange. As a result, EFL learners, especially adults, find it difficult to speak the target language fluently and adequately. Students often find it difficult to speak (Amelia, 2017). The cause that leads to the barriers in speaking can appear from various aspects. It could come from students' internal (genetic, psychology) and external (environment) factors. According to Ur (1991) cited in Rahayu (2015), there are some problems in speaking English; the problems are::

a. Inhibition

Based on the Cambridge dictionary, inhibition is *a feeling of embarrassment or worry that prevents you from saying or doing what you want*. So in the speaking term, inhibition could be a problem for students because they often feel worried and feeling shy when they speak up in front of the audience.

b. Nothing to say

This problem is commonly happened in speaking. For example, when students are given a task to give a speech around 5 minutes in front of the audience, students should prepare a speech they want to share. But when the time to speak comes, they forget what they have prepared. In addition, the cause of it could be nervousness, lack of motivation, less vocabulary, and lack of confidence.

c. Low participation

When the students talk, they have a poor participation rate, which means they have limited time to speak. This issue is exacerbated by some students' propensity for dominance, while others infrequently talk or not at all.

d. Mother tongue use

In speaking English, students often use their mother tongue because they feel comfortable, what they will talk about conveying perfectly, and they can express themselves thoroughly. The use of mother tongue will decrease students' motivation to speak English, and even they don't speak it. Usually, the cause of this problem is lack of motivation, environment, lack of exposure.



#### 4. Component of Speaking

According to Syakur (2007), there are at least four components of speaking skill concerned with grammar, vocabulary, pronunciation and fluency.

##### a. Grammar

Students must be able to construct correct sentences in the conversation. It agrees with Heaton's opinion that students' capacity to modify structure and differentiate proper grammatical form from inappropriate ones is important. The purpose of utility grammar is to learn the proper technique to achieve proficiency in a language in both oral and written forms.

##### b. Vocabulary

Without a proper vocabulary, someone cannot communicate effectively or convey their views both oral and written. Without grammar, not much can be said, and without vocabulary, nothing can be communicated. Based on this argument, the writer concludes that English learners will not be able to effectively speak or write English unless they grasp their vocabulary.

##### c. Pronunciation

Pronunciation is the process through which students generate more precise language when speaking. It is concerned with the phonological process, a component of grammar composed of the parts and rules that regulate how sounds vary pattern in a language. Pronunciation has two features: phonemes and suprasegmental characteristics. A speaker who consistently mispronounces various phonemes might be challenging to understand for a speaker from another linguistic



community. It can be concluded that pronunciation is the knowledge of studying how the words in a particular language are produced clearly.

#### d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ms” “or “e” These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

### C. Teaching Speaking

According to *Kurikulum 2013 (K13)*, teaching speaking skills is communicative efficiency nowadays. The teacher must assist students in gaining knowledge about real-life communication when teaching speaking. The technique for teaching English should emphasize student participation and involvement in the teaching and learning process, as well as motivating students to improve their speaking skills (Dini Rahmadani, 2019). The teacher must find a way to help the students feel at ease while learning English speaking in the classroom. A skilled teacher must be able to educate students the way of speaking and responding and how to manage the classroom well.

One of the objectives of teaching speaking is to help students strengthen their language skills. In addition, the goal of students in learning speaking is to sharpen their fluency in speaking. Fluency is how the speaker can speak naturally and engage the meaning when communicating with others. Selcuk Koran (2015) stated that making the students write and listen is easier than making them speak

when teaching and learning activity, the students do not have enough time to speak because of the allocation time that they give. Their time is up to listen to the teacher to speak and make them lack the opportunity to speak English.

#### **D. Teaching Learning Material**

Teaching Learning Material (TLM) also defined as instructional material. It has several purposes to help teachers in improving their teaching to be more comprehensive and effective in the classroom. The teacher must consider what materials are appropriate for teaching students and what the students need. Teacher must take into account the appropriate material, media, and activities to be taught to the students so they can completely get what they need. According to Andi (2013), there are some functions as resources in the language teaching and learning process including: for presenting materials (spoken or written), for learners to practice and communicative engagement as a reference for learners in English abilities and sub-skills, and for stimulation and ideas for classroom activities.

The Teaching-Learning Material (TLM) is usually divided into two types such as printed and non-printed material. For printed materials, textbooks, workbooks, books, worksheets, text and many others. Whereas for non-printed materials are tapes, CDs, videos, Youtube platforms, e-book, e-journal, and so on. The teacher should elaborate on the sources of materials to get students' interest in the learning and teaching process. Nowadays, in this modern era students are really familiar with technology which is it can be a part of students' life. So teacher can take it as a chance to promote the material by using youtube or google to transfer the knowledge. Tomlinson (2013) stated that students more enthusiastic and excited

if teacher uses computer-based as the source of knowledge. Moreover it provides an informative and useful material or information for students.

Effective materials enable students to communicate successfully in English. Speaking English material may be defined as items or objects that assist students in learning to speak in a classroom setting. In creating the material, not only the curriculum officer who make it but also the teacher and students also take part in it because they are the one who will use the material in the classroom (Tomlinson, 2013). The teacher can adjust the speaking material so students can quickly get what they need.

#### **E. English for Specific Purpose (ESP)**

English for specific purpose (ESP) is defined as a language course or a program of instruction in which the contents and objectives are determined by the needs of a specific set of learners (Richards & Rodgers, 2014). The key aspect of ESP that separates it from general English (GE), according to Robinson (1991) ESP is learning that is geared to specified goals, more precise in the academic and professional sectors. The ESP material, on the other hand, is built and developed around the principle of analysis needs (needs analysis).

ESP teaching should always reflect the underlying concepts and activities of the discipline. Having it in mind, Dudley-Evans and St John (1998) modified by Strevens' definition of ESP:

##### **1. Absolute Characteristic**

ESP is designed to satisfy the learner's specific needs, it applies the underlying methodology and practices of the disciplines it serves, and it is centered

on the language (grammar, lexis, register), skills, discourse, and genres relevant to these activities.

## 2. Variable Characteristic

ESP may be related to or designed for specific disciplines, ESP may use a different methodology from that of general English in particular teaching situations, ESP is likely to be developed for adult learners either at a tertiary level institution or in a professional work situation, it may be used for secondary school learners, and ESP is generally designed for intermediate or advanced learners.

Many people perceive ESP as teaching English for a specific purpose. Still, its definition is the portrayal of learning English as an academic meaning carried out in the department of majors or someone who wants to study English for specific aims to attain, according to Agustina (2014). Essentially, ESP is designed for those who wish to study English for particular purposes. It is particularly well suited to students in hospitality programs who learn English for specific purposes after graduating from school and applying for jobs in hotels.

## **F. Vocational School**

Vocational High School is critical in training future generations to compete in various industries. Training trained students through vocational education is projected to become the driving force behind local and even national economic growth. Furthermore, vocational high school is meant to produce a workforce capable of controlling job competency and high competitiveness.(Rifma, et.al 2018). Graduates of vocational higher education are job-ready graduates, rather than those who only attend school to learn how to earn money.



The goals of vocational education are to prepare students for employment and professional development, to improve students' ability to develop themselves with the advancement of science, and to enhance students' ability to function as members of the community who can establish reciprocal relationships with the surrounding social and natural environment (Muslim et al., 2019). In Vocational school, there are many majors. One of them is a Hospitality major. Aside from that, Yunanto (2016) stated that the purposes produced by vocational high schools are concentrated on the superiority of Human Resources as an educational institution that trains future workers.

#### **G. Previous Study**

There are many studies conducted by the researchers related to the need analysis of speaking English. First, Rahmadani conducted the research in 2019 about need analysis of English speaking materials for the twelfth-grade students of Tourism Program (case study at SMK wisata harapan massa). This study aimed to answer two questions: (1) What are the target needs of the twelfth grade tourism program students at SMK Harapan Massa?, and (2) What are the learning needs of the twelfth-grade tourism program students at SMK Harapan Massa? In order to collect data, she employed a case study comprising a classroom observation sheet, an interview, and a questionnaire. She utilized three types of activities to evaluate the data: observing the English teaching and learning process in the classroom, administering a questionnaire to 12th-grade tourism students, and interviewing the English teacher and ten students from the tourism program in the 12th grade.

Rahmadani utilized statistical analysis for quantitative data, such as a



questionnaire, and the Miles and Huberman model for qualitative data in the data methods. According to the findings of this study, the school and English teachers still need to pay greater attention to the demands of tourism students. Speaking materials are still insufficient for the needs of tourism students. In addition, based on classroom observation and interviews, the teacher will need to identify various ways and materials to teach speaking to tourism students during the teaching and learning process.

The similarities between the study above and my thesis are the object of the study, research question, and the purposes of study. The subjects who involve in both studies are the students from vocational high school. The research questions and the purposes of both study are focused on the target need and learning need in speaking English. In contrast, the difference between the previous study and my study is in the research design. The previous study uses a mixed-method, while my thesis uses a qualitative research method.

Second, Yana researched the needs analysis for English speaking syllabus development in 2016. In collecting the data she used qualitative descriptive research by using a questionnaire. The questionnaire is aimed at gathering information related to the target needs and wants. The subject of this research were 63 students of the first, third and fifth semester of the English Education Study Program of Teacher Training and Education Faculty of Riau Kepulauan University. The finding revealed that the students' motivation for learning English is for their future job and higher education. They want to practice speaking English while they are learning, and they want to participate in a variety of speaking activities in the classroom with

their partner or group. They also want the English education study curriculum to include a speaking component. In the teaching-learning activities, the students took the position of teacher as a facilitator and guide.

The similarities between the study above and my thesis are focusing on need analysis and the research method. Both of study is used the qualitative research method. Besides, the differences are the technique of data collection and the research subject. The previous study uses a questionnaire while my thesis uses interviews and observation. The subjects involved in my study are the students of vocational high school while the subjects in the previous study are the students of the English department. The focus of both studies is also different; my thesis focuses on needs analysis of students in speaking English while the previous study focuses on needs analysis for English speaking syllabus development. So the result of both studies is also different.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

I used a qualitative approach as my research design in this present study. A qualitative research method is commonly used to cover peoples' behavior, thought, social structure, activities, belief attitudes even the nature of life. The qualitative approach aids in comprehending the human experience in various situations and perceived circumstances (Bengtsson, 2016). As a result, the qualitative analysis process begins with formulating the research's fundamental principles and rules of reasoning. The data obtained during the research will be collected and analyzed. So through this approach aims to conduct the information about students' needs in speaking the English Language. The research itself is divided into several designs. One of them is non-experimental research that is done descriptively. According to Nassaji (2020), descriptive qualitative is a strategy for comprehending extensive data in great detail.

#### **B. Population and Sample**

##### **1. Population**

A population refers to any collection of a specified group of human beings or non-human entities such as objects, educational institutions, time units, and geographical areas. According to Shukla (2020), population refers to the set or group of all the branches on which the research findings are to be applied. The population of this study is the English teacher and students of the vocational high school.

## 2. Sample

A sample is a specific population group, and the number of samples is always less than the population. In addition, the sample is the set of units selected to represent the population of interest (Gravetter & Wallnau, 2017). However, I used purposive sampling in my research. Purposive sampling is the person selected to be the sample representative, depending on the researchers' opinion and purpose, thus being the representation subjective (Barreiro and Albandzo, 2001). Therefore, in selecting the sample, I provide two criteria of the sample: students who study in the hospitality program and students who get top 5 ranks in the class. The sample of this research is several students from the eleventh grade of the hospitality program and the teacher who teaches English in the eleventh grade of the hospitality program.

### **C. The technique of Data Collection**

#### 1. Interview

An interview is a method of collecting the data face to face, asking and giving information on a particular topic between interviewer and interviewee. The interviewer is the main subject who leads the interviewee. The interview process offers in-depth knowledge about the experiences and perspectives of people on a given topic (Grey, 2014). In this study, I used the semi-structured interview to collect the data from the participants. The interview process takes several minutes face to face conversation and recording the answer. The subjects involved in the study are vocational high school students, specifically in the hospitality program.

## 2. Observation

The term observation refers to when a researcher collects data directly on the location of the study. When collecting data during the learning process, this approach was utilized to measure what the researcher saw, heard, and thought. In this study, I will conduct direct observation in collecting the data. Direct observation is when the observer looks at the event in front of their eyes at the moment of the occurrence (Ciesielska and Bostrom, 2018, p. 41). In observing the class, I focus on English material for the hospitality program, students' responses, and techniques used by an English teacher.

### **D. The technique of Data Analysis**

The analysis of data will be done by using the Miles and Huberman model, which are data reduction, data display, and conclusion drawing/verification (Herowati & Fatmawati, 2013).

#### 1. Data Reduction

The process of data reduction is inextricably linked to the qualitative process. It is the process of sharpening, classifying, and selecting data in order to reach a study result. It is carried out on a constant basis throughout the study process. The process of data reduction is first, I collected the data about students' learning need and target need through interview and observation. Secondly, I described the data, the irrelevant data which were not related to the research questions were discarded. Lastly, after collecting and reducing the data, I displayed the data in the form of descriptive.



## 2. Data Display

The presentation of data is a key phase in qualitative research writing (Verdinelli & Scagnoli, 2013). It is a collection of data that will be represented by a diagram, graphics, matrix, notes, or line to reflect the outcome of the data. In this study, data display is done by compiling and paraphrasing the result of the interview and observation. This process also presents a set of structured information and the possibility of drawing conclusions because the data obtained during the process of qualitative research is usually in the form of narrative, thus requiring simplification without reducing its content. After displaying the data, a conclusion is drawn.

## 3. Drawing Conclusion or Verification

The initial conclusion or verification is transitory, nevertheless, if the synchronization observed when the researcher matches the data collected during the research process to the first conclusion, it might be a trustworthy conclusion (Miles and Huberman, 2014). The conclusion started after data were collected by making a temporary conclusion. In other words, it can be said that the conclusion is analyzed continuously and verified validity to get a perfect conclusion.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter explained the findings and discussion of the study based on the needs analysis of speaking English for the eleventh-grade students of the hospitality program. The findings are the results by combining two instruments: observation and interview of students and teachers.

#### **A. Findings**

As mentioned above, this research aims to analyze and discover the target needs and learning needs of speaking English in the hospitality program. The participants of this research were the eleventh-grade students and English teachers. The data were collected through observation and interviews.

##### **1. The Results of the interview**

In the interview, I provide nine questions for students and ten questions for the teacher. I will answer what is being asked in the research questions. The first question focuses on the target need, while the second focuses on the learning need to speak English at the hospitality program. The questions were designed to get the information related to the research questions. So here is the analysis of the interview result:

##### **a. The Target Needed of Students**

The terms that will be analyzed in the target needs are necessities, lacks, and wants. There are goals to be achieved in learning English, especially in Vocational high school at hospitality program. The target needs of learning English are for

students' future careers. As a student of and P4 stated:

“am learning English for my future career. As a person who will work in the hotel, I must speak English. Generally, in the hotel, speaking English is prioritized, so if there are guests from overseas, I can interact with them.”

The teacher also states the same with the students' opinion that learning English is for getting a job. They want to speak English fluently to compete with others for jobs. The English teacher explained that he wants the hospitality program students to become proficient in English because they come from a vocational hospitality program that requires them to master English. Because, when they graduate, English becomes one of the requirements in the world of work. As a teacher of P5 stated:

“the purpose of teaching English is to improve my English skill, especially in hospitality. Because they often meet foreigners in the hotel. So if they do not speak English, they can't communicate with them. Furthermore, if they are in housekeeping and front-office field where it needs to speak English. When they graduate from this school, they are ready to work in the hotel with good communication.”

In contrast, in the interview process one student assumed that learning English is not essential. It is because she does not think that English can help her for her future career. As P3 stated that:

“I don't know the purpose of learning English, because I don't like English. I learn English only to fulfill school lessons because it is a compulsory subject.”

### 1) Necessities

In mastering speaking English, students need several aspects to be fluent in speaking English. They are: grammar, vocabulary and pronunciation. As stated by P4:

“I want to improve my grammar. So that, when I talk to others, my structure of language is correct.”

Students need to improve their grammar to speak English in a correct sentence. Thus, grammar is one of the crucial roles in providing a proper structure of a sentence. Meanwhile, in the interview result, the researcher also finds that P1, P2, and P3 stated that pronunciation and vocabulary are the most important aspects of speaking English.

As P2 stated that

“need to understand more the aspect about pronouncing the words, or it can be pronunciation aspect.”

In addition, P1 stated:

“I am concerned about the way of speaking, it can be said that pronunciation is more needed. Other than that, I also need vocabulary. Therefore, I can understand what others are talking about.”

In the hospitality program, speaking English becomes a language priority. Therefore, the teacher also has the same opinion about what aspect the students need to speak English. P5 stated that:

“I think grammar is the most important aspect for them; then vocabulary also plays a crucial part in English. They must increase vocabulary in order

to communicate with foreigners, otherwise, they can't communicate well. Besides that, they also need pronunciation. By pronouncing something correctly it can make others easily to understand to what students are talking about. Therefore, in the class I get used to repeat words related to hospitality in front of the class and telling them to follow me."

Both students and teacher are agreed to what aspects that the students need to be mastered in speaking English. They stated that grammar, pronunciation and vocabulary are the essential aspects that students need to improve.

## 2) Lack

Because English is a foreign language, their environment usually does not support them speaking English. In speaking English, of course, students find many difficulties. The students in the hospitality program also face those difficulties. So, in the interview process, I ask the information about students difficulties in speaking English. P2 stated:

"I can't speak English, because my tongue is twisted. Besides that, in English, the way how to read is different from the written, so it's a bit difficult for me"

Then P4 also stated that:

"get my tongue twisted in pronouncing English words. Other than that, if someone speaks English, I don't understand him. Because I have lack of vocabularies"

The students faced many difficulties in speaking English. Such as they can't pronounce the words in English well. They said that there is a difference between



the English is written and the way of reading it. Not only that, but students also have a lack of vocabulary. Sometimes they can't grasp the meaning and don't even understand when other people speak English. They will lose the vocabulary they know if they never use it in speaking. As P1 stated

“Sometimes, I forget the meaning of vocabulary that I already know and still lack vocabulary”.

In teaching and learning English, the teacher also finds several difficulties. Students in the hospitality program lack motivation because they think English is not important for them. Moreover, the environment doesn't support them in practicing their speaking ability. So P5 stated that:

“I find it very difficult to teach English because they have no interest in learning English. It causes their background (village), so they feel they don't need English. But again, it depends on students. Sometimes they don't have the willingness to learn, so I should motivate them”

### 3) Wants

The English teacher said in the interview that he was still not sufficient for the needs of students in hospitality. He said that he was trying to improve the skill of Hospitality program students, and one of his ways is requiring the students to speak English in the English class, which can help them to master English speaking. In addition, he also always provides the vocabulary related to their hospitality program to increase their knowledge. As teacher P5 stated that:

“try to speak English in the class and invite students to respond to what I'm talking about. Besides that, I also provide vocabulary related to

hospitality and teach them how to pronounce it.”

There are many ways to improve students’ speaking skills, it depends on students’ will. Both the teacher and the students agreed that students must speak English in every English lesson. According to Hutchinson and Waters, wants is where someone wants the abilities needed, but he is in a particular scope that demands him to master other skills than the ones he needs. As stated by P1:

“I get used to me speaking English in class and at home. Because if I always practice my speaking skill, I will be able to speak English. Because practice makes perfect.”

Besides P2, P3, and P4, they have the same idea about improving their speaking skills. They try to practice their speaking English; they write down the new vocabulary and find how to pronounce them. P2 stated:

“Generally, I write down the new vocabulary that I don’t know, then I memorize it by listening to how to pronounce it in google translate, or I can ask my friends about the pronunciation”

## **b. The Learning Needed of Students**

### **1) Technique of Learning English**

In the teaching and learning process, students need several things to achieve their learning goals. Those aspects are technique, material, and learning atmosphere. The method used by the teacher affects students’ motivation in learning English. Moreover, if the teacher can adjust his technique based on the material, it can make students easily understand the materials taught by the teacher.

P5 stated:

“The technique I use is usually a communicative approach, and I teach them to slowly communicate and get them used to speaking English. Not only that but also I use lecturing and presentation techniques to improve their understanding of speaking English. Because, when they do their internship, they are directly involved in the world of hospitality”

In conducting communicative language teaching, students have the same opinion as to the teacher. P3 stated:

“Normally, teacher uses communicative technique method and presentation in front of the class”

Besides that, the students also stated that the teacher often uses lecturing techniques and presentation techniques. P2 stated that:

“Usually teacher uses presentation and lecturing techniques”

In the interview, I also asked about their favorite technique used by the teacher. They have a different answer about it. Because everyone is different, the way they understand things is also different. P1 stated:

“I prefer the teacher teaches in full English, so I will be familiar with the vocab and how to pronounce it”

In addition, P4 stated:

“I just love lecturing technique, so that I can understand the material better”

Besides that, P2 stated:

“I prefer presentation technique because I can easily pronounce words by using that technique.”

But the teacher also finds it challenging to apply the technique. He tries to use full English, but several students don't understand what is being explained, so he should explain it in Indonesia. Because when students don't understand, they will not meet the need of learning. They can't get the material properly. As stated by P5:

“ I try as much as possible to apply suitable techniques for their learning. Such as speaking full English in class. But many of my students did not understand and asked me to re-explain it in Indonesian. Moreover, because they are also less motivated to learn English, sometimes they rarely pay attention to me”

## 2) Materials of Learning English

Besides technique, I also asked the students about the information of the material. The teacher uses a syllabus, then writes a lesson plan. He often uses textbooks as the source of the material. P5 stated:

“We have a syllabus; then I write a lesson plan. And the curriculum that we use is K13 revision. All of the materials I taught are from a textbook. Other than that, I search on google and Youtube, but it depends on the material needs because Youtube provides anything. I also often tell students that they should to open YouTube at home and see how the English conversation is. Because at school they are not allowed to bring handphones.”

Unfortunately, students do not have any textbooks on their hands; they just



get the materials from the teacher in the class. It is because the English textbooks in the school are not enough for all students. Therefore, students cannot find any material sources in the class because they do not allow to bring handphones to the school. As p1 stated:

“I’m not sure about the source of material used by the teacher. I only receive the material from a teacher. It could be from a printed book because none of us get the printed book”.

Besides, they need the material out of the syllabus. Because it can increase their knowledge about English. They can find the appropriate material from any sources, such as Youtube, E-book, and Google. P1 stated:

I need the materials from out of the syllabus to increase my knowledge. Because when the teacher gives us the homework, I love to find the material through the internet. And the homework given is related to hospitality.”

Based on the material given, the students feel there is an appropriate material for learning needs. The students argued that the teacher teaches with only textbooks and gives them proper learning materials. The teacher is concerned about the relationship between materials, and they are major. The teacher always explains the use of material based on the hospitality program. The reason teachers always relate the material with a hospitality program. P5 stated:

“I use appropriate material according to their needs. It was because it was their purpose so they were ready to work after graduate”.



Students stated the same idea as the teacher. P3 stated:

“We usually get the materials from the teacher, and the material delivered by the teacher is always related to hospitality.”

### 3) The atmosphere of English class

The English class activity at the hospitality program is not conducive because students ignore the teachers' explanations. In the interview, the teacher also said that the hospitality program students lack motivation in learning English. So teachers should work hard to gain students' motivation. The teacher P5 also added some opinion about the class atmosphere:

“So far the atmosphere of the class is good, at least there are one or two students who do their own thing. But as a teacher, I have to warn them to pay attention to my teaching material again.”

Students' response to the teacher is good enough, but again, they can't understand what is being explained by the teacher if the teacher explains it in full English. They lack vocabulary, and their tongue is twisted when they pronounce the words. Besides, the student agreed to the teacher's opinion; they said that the class was fun enough because they cooperated. Moreover, when the teacher asks them to make a discussion group, they present their discussion result. It makes them active in the class.

## 2. The Result of Observation

In the observation, I used checklist form. This form focuses on the English

material for hospitality program, response of hospitality program and technique used by English teacher in teaching English.

The observation results show that the teacher uses the textbook as the source of the material in delivering the English material. There is very limited English textbook in school so that, students in the hospitality program can't get the book. Therefore, they don't have any sources of the material in the class. They only rely on the material given by the teacher. Besides, the teacher's material is related to the students' needs. When the researcher observes the class, the day's material is about prepositions. The teacher explains and relates the preposition material with the use in the hotel.

In delivering the material, the teacher uses communicative language teaching. He asks the students to make a pair then create a dialog that consists of the day's material. The material is about prepositions, and students should relate the material with their majors in hospitality programs. After creating a dialog, they should present it in front of the class.

The student's response is good enough in the teaching and learning process. When the teacher asks several questions to the students, they try to answer what is being asked. The teacher often uses English, so several students don't understand his explanation. As a result, they talk with others or are just busy on their chairs, making the class not conducive. Because of that, the teacher should re-explain the material in the Indonesian language to make them understand.

## B. Discussion

Based on the findings above, it is possible to argue that speaking is one of the most crucial English abilities. The questions were developed to discover the needs of the Hospitality program to strengthen their speaking abilities. Although the students are aware of learning English, they still cannot practice English in a good way. Speaking English was critical for hospitality program students since they needed to prepare themselves for a job after graduation. As a result, the speaking resources offered by schools are still lacking for hospitality students. Thus, a need analysis was necessary, encompassing both target and learning needs.

The students' target needs were to attain particular goals in the target setting. There are three aspects related to students' target need: necessities, lack, and wants. The goals are the targets that learners can reach during the learning process. (Widodo, 2017). Based on the interview result, the students' goal in learning English is for their future careers. It is related with Baker and Westrup stated in Lai-Mei Long and Seyedeh Masoumeh Ahmadi (2017) that a person who can speak English well can quickly get a better education and get a, and also getting promotion from their job. Students who study in the hospitality program will be hotel employees.

Most Hospitality students expect to learn English for their future careers. But to master English speaking, they should improve several aspects of speaking (Brown, 2011). Students answer that they want to improve their vocabulary, pronunciation, and even grammar in the interview process. They want to improve

it because they need to speak English well in the hotel.

In speaking English, students face several difficulties. Students stated that they faced several challenges in speaking English in the interview process. Even they can't speak English well because they lack vocabulary, the tongue is twisted in pronouncing the words, and they lack motivation. Moreover, the teacher stated that he felt difficulty in the teaching and learning process because students' have no motivation, their background does not support them to speak English. So, even though the teacher has provided the material based on their needs, they still cannot get the material well because they have no interest in learning English (Aprilia Purnama et al., 2019). So, students' speaking ability in the hospitality program is still lacking.

Besides, in improving speaking English, students often try to write down the new vocabularies then find how to pronounce the words. In addition, they also try to practice English speaking in the class, and the teacher should support them. They can improve their speaking skill with techniques or methods used by them. Samira Al Hosni (2014) stated that one of the factors why the English learners are challenging to speak English is the learners themselves.

Learning needs are the path to achieving the target needs situation. Tomlinson (2013) stated that speaking material can be defined as things or objects that can facilitate students learning speaking in class. In the Hospitality classroom, the teacher uses the textbook as the source of the material. He explains the material and relates it to students' needs. Students also agree that teacher always relates learning material with their need. The teacher stated in the interview that learning English



for hospitality students is for their future careers. Therefore teachers should relate every material to their needs. Unfortunately, only the teacher has the printed book; all of the students in the class do not have it. So they get the material from the teacher when they are in the class. They do not have any sources of material on their hand. It could decrease their understanding of English.

The teacher sometimes teaches English out of the syllabus and even the curriculum. Both students and teacher agree that they should find other material out of the syllabus such as youtube, E-book, and google. It is true since the teacher uses textbooks and has to provide the students with new material to enhance their speaking skills. Tomlinson believes that materials derived from the syllabus are not the result of products that can be directly distributed to the learning class, so teachers and students can change or add materials derived from the syllabus because the syllabus is sometimes incompatible with what occurs in the classroom.

In teaching and learning English, the teacher usually uses a communicative approach. It is used to gain students motivation in class because they lack motivation in learning English. In implementing communicative language teaching, the teacher usually divides the students into groups; then, they will work and discuss the material with their friends. Also, it is similar to Rahmadana's (2019) study that learning in pairs and a large group can help students who lack motivation in learning English, especially in speaking. A good technique will increase students' understanding (Harmer, 2007). Communicative language teaching, but the teacher also uses presentation in his teaching process. The students also prefer presentation techniques to be implemented in their class.



The class atmosphere is not conducive because several students ignore the teacher's explanation. Instead, they talk to their friend and are busy on their own. So, it can be concluded that the learning needs for tourism program students are their needs have not been reached yet because they do not have any sources of learning, such as a textbook. Besides that, the students prefer to use presentation techniques to gain their motivation in speaking English.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the previous chapter that the result of interview and observation shows that the purpose of students in learning English is for their future career, they want to be a hotel employee. In order to master speaking English, students need to increase their vocabulary, pronunciation and grammar. On the other side, students also find several difficulties in speaking English such as, lack of vocabulary, lack of motivation and their mother tongue. Therefore they feel hard to speak English properly. To overcome those difficulties, students try to write down the new vocabulary and find the way to pronounce it and trying to practice their English in the class.

In learning and teaching process, teacher commonly uses textbook as the resource of learning, but students don't have it. In the class, students get the material only from teacher because they can't access the material from their phone. Both students and teacher agree that they should find other materials out of syllabus because it can increase their knowledge. In delivering the material, teacher usually uses communicative language teaching and presentation. Because it can make students more motivated to study.

#### **B. Recommendation**

Based on the conclusion explained above, I have recommendations that are intended for:

### 1. The English Teachers

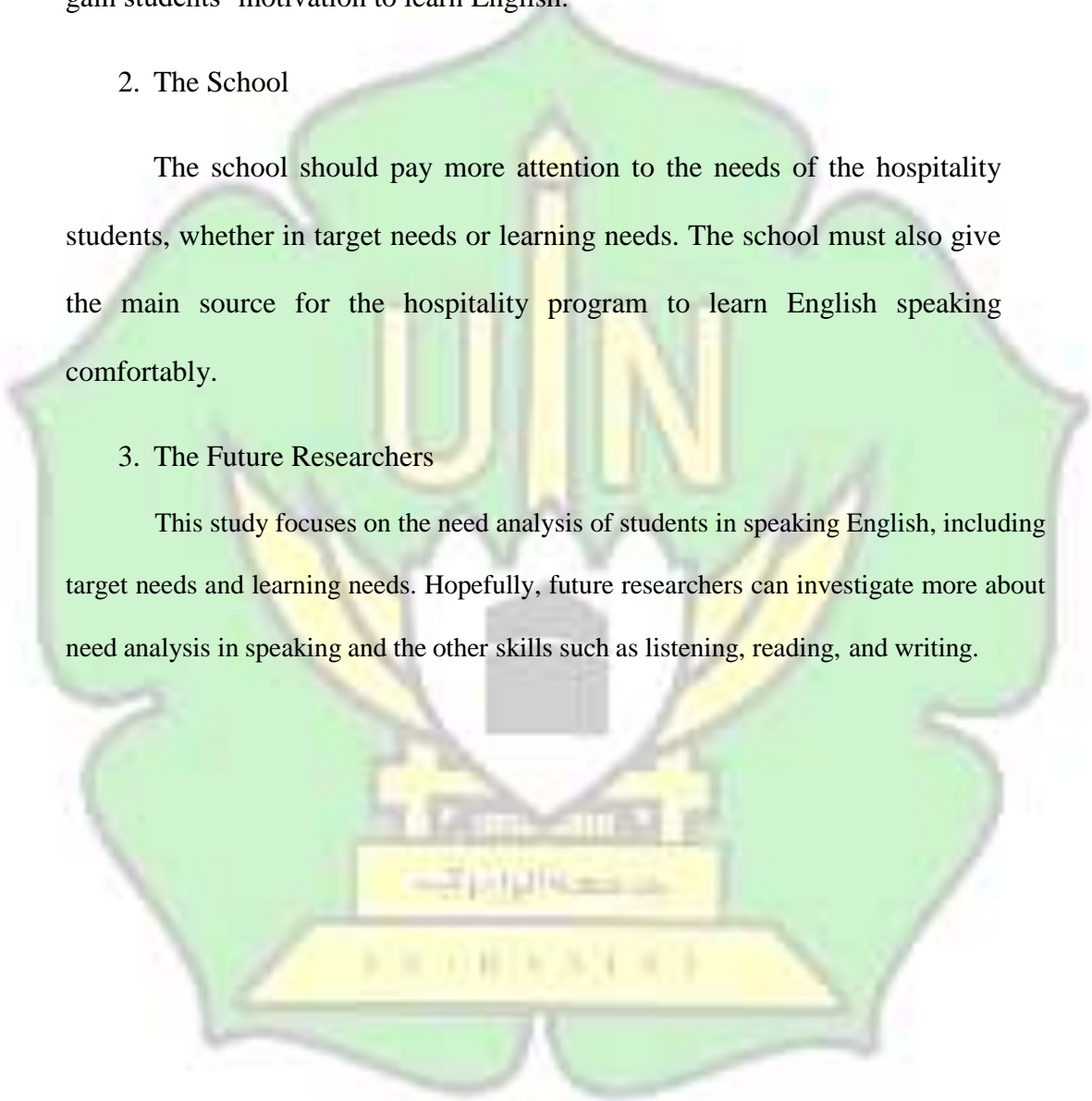
English teachers must pay attention to the barriers of speaking that hospitality students face. The teacher must also create a fun teaching technique to gain students' motivation to learn English.

### 2. The School

The school should pay more attention to the needs of the hospitality students, whether in target needs or learning needs. The school must also give the main source for the hospitality program to learn English speaking comfortably.

### 3. The Future Researchers

This study focuses on the need analysis of students in speaking English, including target needs and learning needs. Hopefully, future researchers can investigate more about need analysis in speaking and the other skills such as listening, reading, and writing.



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## APPENDICES

### APPENDIX A

#### Appointment Letter of Supervisor

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-1502/Un.08/FTK/KP.07.6/01/2022**

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-17066/Un.08/FTK/KP.07.6/11/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **44315**

#### MEMUTUSKAN

- Menetapkan** :  
**PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: **B-17066/Un.08/FTK/KP.07.6/11/2021** tanggal **23 November 2021**
- KEDUA** : Menunjuk Saudara:  
1. Dr. Muhammad AR, M. Ed Sebagai Pembimbing Pertama  
2. Azizah, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : **Roudhatul Jannah**  
NIM : **170203047**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **Needs Analysis of Vocational High School Students in Learning Speaking English**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 27 Januari 2022  
Dekan,

  
Muslim Razaliq

#### Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);



## Appendix B

### Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research.



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-16215/Un.08/FTK.1/TL.00/10/2021

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Kantor Cabang Dinas Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar
2. Kepala Sekolah SMK Negeri 3 Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ROUDHATUL JANNAH / 170203047**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Harapan Ujung Gampoeng Punge Blangcut, Kec. Jaya Baru, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *A needs Analysis of Student in Speaking English at Vocational High School*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 Oktober 2021

an. Dekan

Wakil Dekan Bidang Akademik dan  
Kelembagaan,



*Berlaku sampai : 26 November  
2021*

Dr. M. Chalis, M.Ag.

## Appendix C

### Recommendation Letter from Cabang Dinas Pendidikan to to conduct field research.



PEMERINTAH ACEH  
DINAS PENDIDIKAN  
**CABANG DINAS WILAYAH KOTA BANDA ACEH  
DAN KABUPATEN ACEH BESAR**  
Alamat: Jalan Geuchik H. Abd. Jali No. 1 Gampong Lamlagang, Kec. Banda Raya, Kota Banda Aceh KodePos: 23239  
Telepon: (0651) 7559512, Faksimile: (0651) 7559513 7559513, E-mail : [cabang.didik1@gmail.com](mailto:cabang.didik1@gmail.com)

### REKOMENDASI

Nomor: 421.3/G.1/ 4367 /2021

Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan ini memberikan Rekomendasi kepada :

Nama	: Roudhatul Jannah
NIM	: 170203047
Semester/Jurusan	: IX/Pendidikan Bahasa Inggris
Judul	: A needs analysis of student in speaking English at vocational high school.

Untuk melakukan penelitian ilmiah dalam rangka penyusunan skripsi di SMK Negeri 3 Banda Aceh, sesuai dengan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Nomor : B-16215/Un.08/FTK-1/TL.00/10/2021, Tanggal 26 Oktober 2021.

Demikianlah Rekomendasi ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Banda Aceh, 28 Oktober 2021  
KEPALA CABANG DINAS PENDIDIKAN  
WILAYAH KOTA BANDA ACEH DAN  
KABUPATEN ACEH BESAR

  
**MOHD. IQBAL AR. S.T., M.Si**  
PENATA TK-I  
NIP. 19901262-201003 1 001



## APPENDIX D

### Students' Interview Guidance

Target Needs
What is your purpose in learning English?
What aspect do you need to improve in speaking skill?
What makes it difficult for you to speak English?
What do you want to do to improve your English speaking skill?
Learning Needs
What techniques are commonly used by teacher in learning English?
What technique do you prefer in order to master in English?
What materials are commonly used by teacher in learning English?
Do you need other materials out of syllabus?
How is the atmosphere of leaning and teaching English?

### Teachers' Interview Guidance

General background information
Target Needs
What is your purpose in teaching English?
What is the important aspect to be mastered by students in speaking English?
Are there any difficulties in teaching English for hospitality program?
What is your strategies to improve students' speaking skill?
Are the students required to speak English during English class?
Learning Needs
What techniques are commonly used in teaching and learning English?
What materials are commonly used in teaching and learning activities?
Are there any specific materials used in appropriate with the needs of students?
How is the learning atmosphere in the classroom?

## APPENDIX E

### Observation Guidance

No	Components	Indicators	Fact		Note
			Yes	No	
1	<b>English material for Hospitality students</b>	Teacher uses main source in English learning process.			
2		The teacher delivers material related to the students' area (Hospitality)			
3	<b>Responses of the marketing Students</b>	The students pay attention to the teacher in teaching and learning process.			
4		Teacher gives questions to the Students			
5		Teacher allows the students give Opinion			
6		The students answer the teachers' questions			
7		The students ask question to the Teacher			
8		The students deliver their opinion related to the material.			
9		The teacher answers the students' questions			
10	<b>Technique that used by English Teacher</b>	Teacher implements certain technique in teaching English			
11		Teacher explain the technique			