



The Compatibility of English Needs of Automation and Office Governance Major Students to the 2013 Curriculum

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Abstrak

Pengajaran bahasa Inggris di Sekolah Menengah Kejuruan (SMK) dapat dikategorikan sebagai *English for Specific Purposes (ESP)* karena pendidikan vokasi bertujuan untuk mempersiapkan peserta didik sebagai profesional dalam bidang khusus di dunia kerja. ESP didesain berdasarkan kebutuhan dan tujuan dari peserta didik dalam belajar bahasa. Penelitian ini bertujuan untuk memeriksa apakah kurikulum yang saat ini digunakan di sekolah vokasi, Kurikulum 2013 telah memenuhi kebutuhan dari peserta didik di SMK atau belum. Penelitian dilaksanakan di sebuah SMK Negeri di Kabupaten Blora, Jawa Tengah. Data penelitian bersumber dari observasi pelaksanaan pembelajaran dengan kurikulum 2013, kuisioner yang ditujukan pada peserta didik, alumni, dan instansi tempat alumni tersebut bekerja saat ini, serta perangkat pembelajaran yang dibuat oleh Guru Bahasa Inggris di sekolah tersebut. Hasil penelitian menunjukkan bahwa kurikulum 2013 belum memenuhi secara penuh kebutuhan Bahasa Inggris dari peserta didik Kompetensi Keahlian Otomatisasi dan Tata Kelola Perkantoran.

Kata Kunci: analisis kebutuhan, ESP, SMK, kurikulum

Abstract

English teaching in Vocational High School can be taken into account as English for Specific Purposes (ESP) since vocational education aims to prepare students to be a professional in a specific field of work. ESP is designed according to the needs and purposes of the learners in learning the targeted language. This paper aims to check whether the latest 2013 English curriculum has met the vocational high school students' needs or not. This study was done in a public vocational high school in Blora Regency, Central Java. The data was collected by using an observation checklist, questionnaires, and study documents. The observation was done to investigate the practice of the 2013 English curriculum in the Automation and Office Governance Major. The questionnaires were given to the students, graduates, and users of graduates to analyze their English needs. Study documents were used to confirm whether the practice and documents prepared by the English teacher are suitable for the curriculum or not. The result showed that the 2013 Curriculum has not fully met the English needs of automation and Office governance Major students.

Keywords: Need Analysis, ESP, Vocational High School, Curriculum

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INTRODUCTION

Student needs assessments can be used to assess majors and curriculum. We can identify learning goals, learning experiences, weaknesses, and student expectations. Based on the results of the analysis, we can see how well the curriculum meets existing requirements. There are many needs assessment studies conducted at both the university level and the secondary education level. The survey found that improving communication skills such as speaking and listening skills is most necessary. We also found that the gaps in the thighs were caused by a lack of communication with English in daily life. This is related to the fact that the learning process is not very interactive (Todea & Demarcsek, 2017; Yang, 2018; Zurniati & Kustati, 2015). Needs assessments are conducted at both college and junior high school levels, but information on the needs of vocational high school students is very limited. Limited information on secondary education needs assessment causes some unwanted impacts associated with the latest curriculum, Curriculum 2013.

Government Regulation Number 29 of the Republic of Indonesia in 1990 on Secondary Education stipulates that vocational education focuses on the development of student abilities with a specific major. In addition, the 2003 Constitution of the Republic of Indonesia Number 20 on the National Education System states that vocational high schools are secondary school programs that prioritize students to be competitive and ready to become professionals in the future workplace. From the above rules, it can be inferred that vocational grammar school lessons require students to acquire special skills in the subject area. English must also be taught as English for a specific purpose (ESP). However, as Mahbub (2018) claims, in the context of vocational education in Indonesia, the curriculum used (2013 curriculum) provides the same learning materials for both vocational high schools (VHS) and general schools. English teachers use the same coursebook, but its contents are not specifically aimed at developing student skills based on the major of choice.

Based on the background above, the question of the research arose, how is the compatibility of the English needs of Automation and Office Governance Major Students to the 2013 English curriculum?

Therefore, this study aims to explain the compatibility of the English needs of Automation and Office Governance Major students to the 2013 English curriculum.

This study focuses on the English needs of Automation and Office Governance Major students to the 2013 English Curriculum, therefore the theories used are related to the curriculum, English for Specific Purposes (ESP), and the English Needs.

The curriculum in the strictest sense is defined as a collection of different subjects or courses taught to students through an activity called the learning process (Kwartolo, 2020). Sariono (2013) argues that: "The curriculum is the foundation used by educators to guide students to their educational goals through the accumulation of much knowledge, skills, and mental attitudes." In addition, McNeil (2006) states that the curriculum is a collection of school efforts to influence learning both inside and outside the classroom. In other words, the curriculum is a master plan to influence learning to enable students to practice their abilities.

The curriculum is a set of subjects and educational programs offered by an institution in the form of a study plan for a period of time and at various educational levels. As a learning tool, the curriculum is designed to keep up with the student's time and needs. The curriculum continues to improve to meet the demands of the world's times (Bariyah, 2014).

The problem arises when the curriculum failed to meet the demands. The core of English learning in vocational high school is supposed to be English for Special Purpose. The students need the specific English language not only to communicate in daily life but also to communicate professionally in their future job.

Hutchinson and Waters (1987) define English for Specific Purposes as an approach to language instruction with the ultimate goal of meeting students' needs in learning the target language. The content of the materials and the methods used are based on the student's learning needs and reasons. In another study, Hui

(2017) defines ESP as a specific English course set up according to learners' specific goals and needs. The aim is to hone students' communication skills to use English in the desired workplace. Looking at the above theories, it can be inferred that English for Specific Purposes is an English course, founded on the reasons and needs of learners to learn English.

Tyler in Widodo (2017) defined need as the gap between a learner's current condition and accepted or desired standards. While West in Cowling (2007) argues that learners need what learners will have to do to become fluent in the target language in certain situations. From the above concept, needs can be considered as the requirements that learners need to achieve the desired standards of the target language.

There are several approaches to needs analysis for the ESP program from sociological, anthropological, and educational theories. According to Widodo (2017), the approaches include Situational Analysis, Task-Based Approach, Ethnographic Approach, Narrative Approach, Corpus Approach, Discourse Approach, and Critical Approach. In this study, the researcher focused on the Situational Analysis and Task-Based Approach. Situational Analysis is used to analyze students' needs in the practice of the 2013 English curriculum, while the Task-Based Approach is used to investigate students' needs in their possible workplace.

In doing the investigation, there are three components of needs analysis used, Target Situational Analysis which considers students' needs at the end of the course, Learning Situational Analysis which centers on what and why students want to learn, and Present Situational Analysis which looking into students' strength and weakness.

RESEARCH METHOD

This research was conducted by employing qualitative case study research. The data was collected by doing observation to know the practice of the 2013 English curriculum in the Automation and Office Governance Major, giving questionnaires to the students, graduates, and users of graduates to analyze their English needs, and study document to check the compatibility of the English needs to the 2013 English curriculum.

The participants of this research consist of a twelfth grader class (36 students), the graduates (10 people), and users of graduates of Automation and Office Governance Major of SMK Negeri1 Jati, Blora regency, Central Java, Indonesia. Data analysis was done by using the qualitative descriptive analysis technique as explained in Creswell (2014), as follows:

1. Organize and Prepare the Data
2. Read Through All the Data
3. Start Coding Process
4. Identify the Theme of the Data
5. Decide the Data Presentation
6. Interpret the Meaning of the data

RESULT AND DISCUSSION

The Implementation of the 2013 English Curriculum

Based on the observation result, in the process of practicing English program at SMK Negeri 1 Jati, the English teacher has applied step by step accordingly. According to the observation, the topic discussed was Application Letter, while the model used by teachers was discovery learning as follows:

1. Stimulation

Teachers stimulate students by discussing their possible future jobs and the steps to follow to get the job and the documents needed to apply for the job. The teacher then asks the students questions about the application.

2. Problem Statement

The teacher gives some problems to solve related to the letter that the children read. Students must analyze the text and decide on its purpose, structure, and linguistic features.

3. Data Collection

In an attempt to answer the teacher's question, students divide into groups to discuss the problem. Data collection is done by studying the content of the application form and comparing the text provided with other texts found in other sources, such as textbooks, modules, and the Internet.

4. Data Processing

After studying the material and comparing the text, students discuss in groups the similarities and differences of the text. They have to analyze each text and decide what the purpose of the text is, what the structure of the text is, and what the characteristics of the language are.

5. Verification

Verification is done by reporting the results of each group's discussion to the class. The teacher gives them feedback and evaluates their report. Finally, the teacher and students conclude the problem.

According to the requirements of the 2013 program, teachers must evaluate authentically in all aspects, cognitive, psychological, and effective. This assessment can be done through classroom observation, peer assessment, or personal reflection using checklists or questionnaires.

The English Needs of Automation and Office Governance Major Students

To get valid information about the English needs of students of administration and office automation, the researcher collects data not only from students but also from graduates and users of good students. Three components of needs analysis are used here, target situation analysis (TSA), learning situation analysis (LSA), and present situation analysis (PSA). Data were collected using a questionnaire.

1. Target Situation Analysis (TSA)

Target Situation Analysis, as stated by Rahman (2015), focuses on identifying the learners' language requirements in the occupational or academic setting. This is represented by the needs of the graduates. In summary, the English language needs of graduates in their current occupations based on their responses to the questionnaire are as follows:

- a. The graduates think that their English level is only at the above basic level, so they need to improve their skills and capacity to complete their jobs well.
- b. Language competence, which graduates consider the most important, is the ability to speak. So, they think they need to further improve this skill.
- c. On the other hand, language skills are important to them. Each skill can support the other, most graduates agree that they should improve all skills, especially language and language skills.
- d. The materials that graduate need are practical materials that they can directly apply in their workplace and most of which are already covered in the basic skills of the English language curriculum. Some topics may be missing, but they can be easily found on the Internet or in other books.
- e. All learning activities are useful to graduates as they can improve their skills and competencies depending on the topic of the day's lesson. If they can add learning activities, they expect to add speaking and grammar exercises in their learning activities.

2. Learning Situation Analysis (LSA)

Learning Situation Analysis centers on what learners want to learn and why do they want to learn. To get the information of the needs, the researcher distributes a questionnaire for a class of twelfth graders as the participants. In brief, the students' needs of English on the current process of learning based on their responses to the questionnaire are as follows:

- a. The students think that their level of English ability only reaches the basic lower level, so they really need to improve all of their language skills and competencies in the learning process.

- b. For the students all of the language skills are important, so they have to improve all of those skills. They want to learn and sharpen their skill in listening, speaking, reading, and writing.
- c. While for the language competence, most of the students said they need to improve their language act competence since this is the core competence they need in their communication.
- d. The materials the students need are practical material that they can apply directly in their real-life tasks. As Automation and Office Governance Major students, they need more materials about business letters, job interviews, doing presentations, and office governance-related materials.
- e. All of the learning activities are useful for the students, especially those which can develop their language competence, listening, speaking, reading, and writing activities. They need more practice to sharpen their skills.

3. Present Situation Analysis (PSA)

Present Situation Analysis looking into graduates' strengths and weaknesses in their present work in regard to their English competence. In this study, the data was collected from the users of the graduates. From the responses the researcher can infer that the users of graduates' needs of English in their companies or office based on their responses to the questionnaire are as follows:

- a. The users rated graduates' English ability level as Basic Upper. The graduates are especially good at reading skills.
- b. All of the language skills are important, however, in the workplace, the most needed skill is speaking. Because of that reason, the users expect the graduates to improve their speaking skills.
- c. While for the language competence, linguistics competence is the one the graduates need to improve the most according to the users of graduates.
- d. The topics that the graduates are good at at work are handling telephone, understanding business letters, and SOP. The other topics are needed to be mastered as well by the graduates so that they can function well in their workplaces.
- e. Based on the users' responses, the topic or skills needed the most in their companies or offices are handling telephone, bargaining, handling business letters, and understanding SOP (Standard Operational Procedures)

The Compatibility of the English Needs to the 2013 English Curriculum

In this study, the researcher analyzed the English needs of students majoring in Automation and Office Governance using two approaches, a situation analysis and a task-based approach. Three components were included, target situation analysis, learning situation analysis and current situation analysis. The results show that their English needs include materials and topics to learn, the development of specific language skills and competencies, and learning activities that can facilitate these needs. Automation and Office Governance is a major that focuses on preparing students to become professional administrative staff, the basic skills required are those related to job duties. Tasks that can be performed in the student skills competition, such as managing telephones, reservations, accommodation, presentations and discussions, managing business correspondence, writing minutes, understanding know about SOP, advertising, negotiation and organizing schedule. The 2013 English curriculum, the latest curriculum used in Indonesia, is expected to support and facilitate the learning process to achieve educational goals. However, the findings of this study suggest otherwise. The 2013 English curriculum does not distinguish between general and vocational schools in basic skills, although each has a different educational focus. As stated in Constitution No. 20 of 2003 regarding the national education system, vocational education focuses on preparing students for a career in their future workplace, while general schools prepare students to pursue advanced learning. As a result, some of the needs of apprentices are not met by the curriculum. The incompatibility of English needs of students majoring in Administration and Office Automation with the English program in 2013 is shown in the following table.

Table 1
Compatibility Check of English Needs and the 2013 Curriculum

NO.	ENGLISH NEEDS	THE 2013 CURRICULUM		COMPATIBLE		NOTES
		BASIC COMPETENCIES	PRACTICE	YES	NO	
1	Basic Competences:					
	Sociocultural	Introducing Self		√		These basic competencies can be categorized into materials to sharpen sociocultural competence.
	Sociocultural	Congratulating and Complementing		√		
	Sociocultural	Showing Intention				
				√		
	-	Describing Historical Building			√	
	-	Understanding Announcement			√	
	Grammar	Using Simple Past Tense and Present Perfect Tense				The basic competency is part of grammar study
	-	Retelling Historical Event(s)			√	
	-	Understanding and Writing Narrative Texts			√	
	-	Interpreting songs			√	
	Discourse	Asking and Giving Suggestion		√		These basic competencies can be categorized into materials to sharpen discourse competence.
	Discourse	Asking and Giving Opinion				
				√		
	-	Understanding and Writing Analytical Exposition Texts			√	
	Writing	Understanding and Writing Invitation(s)		√		Writing activity
	Grammar	Using Passive Voice		√		The basic competency is part of grammar study.
	Grammar	Using Conjunctions of Causality		√		The basic competency is part of grammar study.
	-	Understanding and Writing Explanation Texts			√	
	Discourse	Asking and Offering Help				This basic competency can be categorized into material to sharpen discourse competence.
				√		
	Writing Business Letter	Understanding and Writing Business Letter(s)		√		Writing activity
	-	Understanding and Making Caption(s)			√	
	-	Understanding and Writing News Item Texts			√	
	Grammar	Understanding and Using Conditional Sentences		√		The basic competency is part of grammar study.
	SOP	Understanding and Writing		√		Writing activity

Procedure Texts			
Handling Telephone	-	√	
Taking Minutes	-	√	
Making Presentation	-	√	
Bargaining	-	√	
Hosting Guest	-	√	
2 Learning Activities:			
Interactive activities to sharpen language skills especially speaking	Focus on scientific approach with equally divided part of all four language skills	√	In the 2013 curriculum the portion of each language skill's practice is equal, while the needs are more on the speaking skill.
Grammar exercises	Assessing cognitive, psychomotor and affective	√	More grammar exercises are needed, while in the 2013 English curriculum the assessment is focused on assessing cognitive, psychomotor and affective
Vocabularies enrichment related to working environment	-	√	There is no particular activity to enrich students' vocabularies in the practice of the 2013 English curriculum.

Based on the results of the compatibility test, as shown in the table above, the English needs of students majoring in Automation and Office Governance have not been fully met in the 2013 English curriculum. The versions offered in the 2013 English curriculum were considered too general for Vocational High Schools, which requires specific context for each major.

CONCLUSION

This study was conducted to answer the research questions arising in the practice of the English program in 2013 at Vocational High School. From the results of the study, the conclusions are as follows:

First, related to the practice of the 2013 English Curriculum for Automation and Office Governance Major at SMK Negeri 1 Jati, Blora, the English teacher demonstrated their ability to understand and apply the method, step by step of scientific approach in their teaching. Almost all necessary activities in the teaching and learning process, according to Regulation No. 24 of the Ministry of Education and Culture 2016, are performed by teachers in the classroom.

Second, the English needs of Automation and Office Governance students can be categorized into language skills, language competences, learning materials, and required learning activities which are necessary in the workplace. Since vocational education aims to prepare students to become professionals in their future workplace, the course must be designed to meet their needs for employment and possible careers in their future.

Third, the compatibility check of English needs of students majoring in Automation and Office Governance with the 2013 curriculum, shows that there are a number of incompatibilities. Considering the

fact that there is no difference in basic and fundamental skills for general schools and vocational schools, it is not surprising that the curriculum does not fully meet the needs of particular major in Vocational High School.

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