

**NEED ANALYSIS OF ENGLISH FOR MARKETING IN SMK N 1
SUNGAI PENUH**

A THESIS



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K E R I N C I

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2022/2023**

**NEED ANALYSIS OF ENGLISH FOR MARKETING IN SMK N 1
SUNGAI PENUH**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements
for Undergraduate Degree
At English Education Program in Faculty of Education
And Teacher Training
State Islamic Institute of Kerinci**

By:

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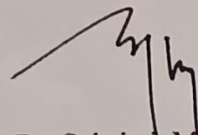
Assalamu'alaikum Warahmatullahi Wabarakatuh

After guiding analyzing, briefing and correcting, the writing of **Mia Yusmarisa Fitri's** thesis, (the student's number is 1810203002) entitled: "**Need analysis of English For Marketing in SMKN 1 Sungai Penuh**", we are the opinion that her thesis has met the qualification as one of partial fulfillment of the requirements for undergraduate degree of English Eduaction Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

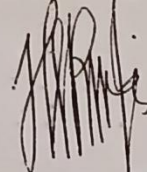
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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “Need analysis of English for marketing in Smkn 1 Sungai Penuh“ is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in the thesis. Any contribution made to the research by other, with whom the researcher has worked at State Islamic Institute of Kerinci of elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent the assistance from others in the project’s design and conception or style, presentation and linguistic expression is acknowledged.

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APPROVAL AND ACCEPTANCE

This thesis which entitled of **NEED ANSLYSIS OF ENGLISH FOR MARKETING IN SMKN 1 SUNGAI PENUH** by **Mia Yusmarisa Fitri** with students' number **1810203002** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 2023 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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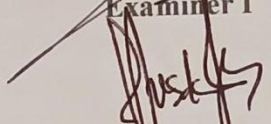
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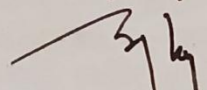
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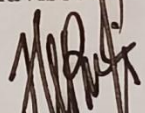
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DEDICATION

I dedicated this thesis for :

My beloved Allah SWT and prophet Muhammad SAW.

My great super hero, my father (Amir Yusuf) my mother (Aisyah), my support (Naspuan) who always supporting me every times and praying for me for my great future.

All of my family and friends, always and always complete my happiness

MOTTO

لَا الشَّمْسُ يَنْبَغِي لَهَا أَنْ تُدْرِكَ الْقَمَرَ وَلَا اللَّيْلُ سَابِقُ النَّهَارِ وَكُلٌّ فِي فَلَكٍ يَسْبَحُونَ

Meaning :

It is not for the sun to overtake the moon, nor doth the night outstrip the day. They float each in an orbit.

Artinya :

Tidaklah mungkin bagi matahari mengejar bulan dan malam pun tidak dapat mendahului siang. Masing-masing beredar pada garis edarnya.

(Q.S Yasin : 40)

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Praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “ **NEED ANALYSIS OF ENGLISH FOR MARKETING IN SMKN 1 SUNGAI PENUH**” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides.

Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis.

This goes to:

1. Dr. Asa'ari, M.Ag, as Rector of the IAIN Kerinci.
2. Dr. Hadi Candra, S.Ag., M.Pd As The Dean of Tarbiyah and Tadris faculty of IAIN Kerinci.
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Thank you for the support, praying, patience, suggestion, corrections, comment and guidance that help the researcher to finish this thesis. Finally, the researcher realized that this thesis is far from the perfect, therefore some constructive critical and suggestions are welcomed. May Allah always bless us.

Sungai Penuh, Apr 2023

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ABSTRACT

MIA YUSMARISA FITRI : NEED ANALYSIS OF ENGLISH FOR MARKETING IN SMK N 1 SUNGAI PENUH

ADVISOR : 1. Dr. Suhaimi, M.Pd

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This study aims to determine and analyze the needs of students in learning English at SMKN 1 Sungaipuh. The subjects of this study were teachers and students, especially marketing majors. The research method in this study was a mixed method, and the instruments used in data collection were questionnaires, interviews and documentation. The results of the study showed that teaching materials were not yet specific and English learning materials were still general in nature, as well as ESP materials were not yet available at SMKN 1 Sungaipuh. Second, the data shows that English students need a new learning atmosphere and not just be monotonous in class. Third, there is a need for input and output completeness which are still incomplete at SMKN 1 Sungaipuh. In conclusion, this study recommends that teachers at SMKN 1 Sungai Kunci pay more attention to students' needs in learning English as a solution to improve their ability to learn English, for schools to know what kind of learning needs students need, as well as for future researchers to have guidelines. while researching the same thing.

Keywords: English for specific purposes, Needs analysis, Marketing Department

ABSTRAK

MIA YUSMARISA FITRI : ANALISIS KEBUTUHAN BAHASA INGGRIS UNTUK PEMASARAN DI SMKN 1 SUNGAI PENUH

ADVISOR : **1. Dr. Suhaimi, M.Pd**
2. Herayati, M.Pd

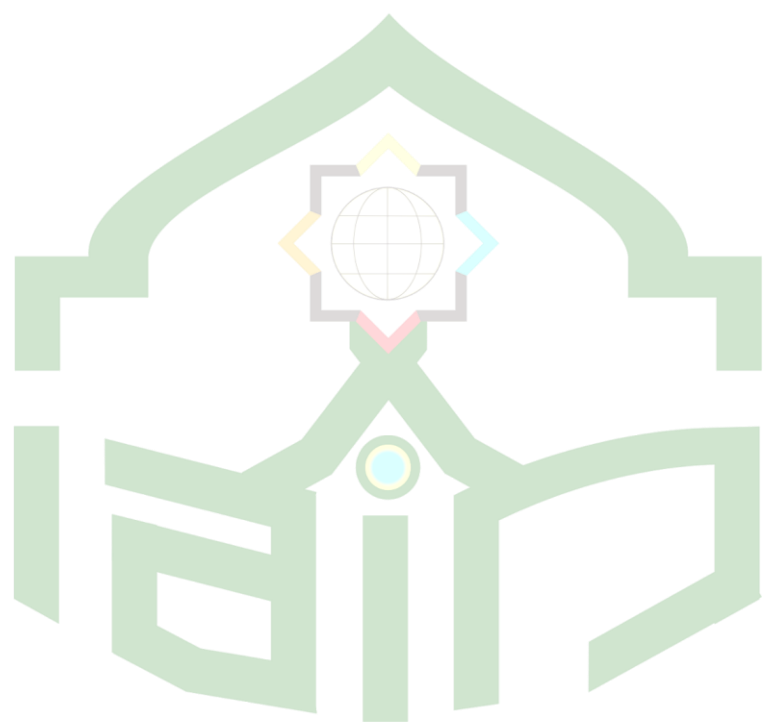
Penelitian ini bertujuan untuk mengetahui dan menganalisis kebutuhan siswa dalam pembelajaran bahasa Inggris di SMKN 1 Sungai Penuh. Subjek penelitian ini adalah guru dan juga siswa khususnya jurusan pemasaran. Metode penelitian dalam penelitian ini adalah metode campuran, dan instrumen yang digunakan dalam pengumpulan data adalah angket, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa bahan ajar yang belum spesifik dan materi pembelajaran bahasa Inggris yang masih bersifat umum, serta materi ESP belum tersedia di SMKN 1 Sungai Penuh. Kedua, data menunjukkan bahwa siswa bahasa Inggris perlu suasana belajar baru dan tidak monoton saja dikelas. Ketiga perlu adanya kelengkapan input dan output yang masih belum lengkap di SMKN 1 Sungai Penuh. Kesimpulannya, penelitian ini merekomendasikan guru di SMKN 1 Sungai Penuh untuk lebih memperhatikan kebutuhan siswa dalam belajar bahasa Inggris sebagai solusi untuk meningkatkan kemampuan mereka dalam belajar bahasa Inggris, untuk sekolah agar mengetahui kebutuhan belajar seperti apa yang diperlukan siswa, juga untuk peneliti berikutnya agar punya pedoman saat meneliti hal yang sama.

Kata kunci: Bahasa Inggris untuk tujuan tertentu, Analisis kebutuhan, Jurusan Pemasaran

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CHAPTER I

INTRODUCTION

A. Background of the problem

Before arranging an English course design, it is crucial for a teacher to understand how is the condition of the students because it will inform specific necessities in English, such as skills, competence, and knowledge which obligate to achieve by the students. It is strengthened by Hutchinson and Waters that the analysis of the students' need often describes as the first stage before establish a course design. In other words, analysis of students' need means an effort to identify some things of the students that become consideration to decide what material must be studied.

The term "need" itself shows there are particular things which necessitate solutions to do. Lamri said that the term "need" indicates the existence of certain problem that call for intervention and resolving. The certain problem here can be describe as things must be learn, difficulties must be resolved, challenges must be faced, and deciding what prime concern must be created.

However, before analyzing the students' need, the teacher obligates to understand the specific purpose of the students. Specific purpose in English here designate for certain purpose which must be reached by the students in learning English. For example, the students

learn English because they purpose to master English communication in marketing area. If the spesific purpose of the students in learning English for Marketing activities, the teacher requires to providing English material related to marketig activities in English teaching and learning process.

According to Robinson cited in Choudhary teaching of English for specific purpose can be named as English for Specific Purposes course. English teaching for specific purpose here provides the English material for the students to make them capable communication English for their specific area. Furthermore, Helen Basturkmen stated that ESP is a course which concern son narrower range of topics of English that the students need to learn. It can be concluded that ESP course regards the students that they need to master qualification sin their subject area. So that, ESP course gives the students a preparation to enter in real activities of their subject area.

As mention before, students' need analysis is the first step before designing a program outline to identify what things must be studied. Therefore, the students' need analysis attempts to investigate the relevance between target language (English), proficiency, and what the students have to do to master English.

To analyze the students' need, there are two types of needs that must be consider those are target need sand learning needs. The first type is target needs, it analyze what the students must conduct with English in target situation. There are some components in target situation as follow:

necessities, lacks, and wants. Necessities are what the students have to know in order to communicate effectively using English in target situation. Providing information that has to be understood is not sufficient, the teacher also demands to identify what the students know already. So the teacher can define the lacks of the students to find solution. While, wants are view and hope of each students toward his or her own needs in learning English.

The second is learning needs. Hutchinson and Waters said learning needs can be define as what are the students need to do to acquire the English language. It is the way to think about what route can be taken to arrange activities and create interesting environment in the teaching process.

To prepare professional human resources, Indonesia government provides educational institution which offers some programs namely vocational school. Vocational school tries to offer kinds of study programs that followed needs for jobs. Furthermore, in vocational school, the students are educated to be ready in entering work area. In this case, ESP has an important role to aid the students to be professional human resource by giving them ability to communicate effectively in their target area.

SMK N 1 Sungai Penuh is vocational school that provides five study programs to students, those are OTKP (Otomatisasi tata kelola perkantoran), TKJ (Teknik Komputer dan Jaringan), BDP (Bisnis Dan Pemasaran), AKL (Akuntansi keuangan lembaga), and MM (Multimedia). This school commits to prepare professional human resources on each field of study. Here, each

student obligates to select one of available field and focuses on what field that they have chosen. In this case, designing an ESP course to the students is important to ensure that they learn how those English so that they can communicate effectively in target situation. Furthermore, ESP course gives the students more changes to learn English and how to use it for their area.

Based on explanation above, the researcher interests to conduct are search under the title **NEED ANALYSIS OF ENGLISH FOR MARKETING IN SMKN 1 SUNGAI PENUH.**

This research focuses to analyze the students' needs in learning English due to all of the students learning English generally. The students used English text book that the content is same with other majors. In fact, as mentioned before, the school consists of five different majors that have significantly different needs in English. Marketing students for example, they have to learn the process of telephoning, promoting, and negotiating. The marketing students require to learn English as part of those marketing activities such learning vocabularies and its meaning relate to marketing major.

By conducting this research, the researcher tries to find out the needs of marketing students in SMK Negeri 1 Sungai Penuh. Furthermore, result of this research can be used as suggestion to SMK Negeri 1 Sungai Penuh to design specific English material for marketing students.

B. Limitation of the problem

The limitation of the problem in this study is to analyze need analysis by marketing students major at SMKN 1 Kota Sungai Penuh and analyze students' opinions about ESP learning English of SMKN 1 Kota Sungai Penuh.

C. Research Question

What are the need in English for students in marketing major at SMK Negeri 1 Sungai Penuh?

D. Purpose of The Research

This research describes the need in English for Specific Purposes of the students of marketing major of SMK Negeri 1 Sungai Penuh

E. Objective of the research

The objectives of this study, among others:

1. To find out the need of English for marketing in SMKN 1 Kota Sungai Penuh

F. Significance of The Research

The result of this research important for these following significances

1. Students

To provide information to students that ESP is an important lesson to be applied following their vocational fields.

2. For the teacher
 - a) Informing needs of the marketing students in learning English
 - b) Describing activities of English teaching and learning process in the classroom that can be used as reference to make English lesson be more guided
3. For the school
 - a) Providing a report for the school as suggestion to design specific materials for the marketing students.
 - b) Increasing the insight of English for Specific Purposes (ESP) in English teaching and learning process.

G. Key Terms

The researcher defines some important key terms in this research to help readers understand the focus of the research. The terms are:

1. Need analysis is a needs analysis for a student according to their area or groups of learners.
2. English For Specific Purposes (ESP) is a method used by these students to teach specialized fields and studies that meet the needs of the English language following their expertise and career marketing. Students are focused on promotion to products and brands.

3. Marketing students generally carry out marketing activities through internet-based media in schools and companies.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

This chapter discusses literatures relate to this research, those are origin of ESP, definition of ESP, objectives in teaching ESP, need analysis in teaching ESP, the presence of ESP in English language teaching, marketing and previous research.

1. Origin of ESP

The development of human activity converges some trends why it is important to learn English for specific purposes. There are three common reasons to explain the importance of learning ESP:

a. The Demands of a Brave New World

At the end of the Second World War in 1945 occurred an expansion in scientific, technical, and economic activity on international scale. The expansions of scientific, technical, and economic activity demand for an international language. Because of the biggest power of Economy was from Unites States, regardless, English became an international language communicate.

This condition affects people to learn English so that they can communicate well as key to the international currencies of technology and commerce. Previously, there is no reason why learning language is important. Learning a language only when a person speak but after English accepts as international language, it creates a new generation of students who know why they learn language. Businessman and business woman who want to sell their products and students whose course of study include textbooks and journals only available in English need to learn English and know why they need to learn English.

In this case, the general effect of the expansions of scientific, technical, and economic activity is making English becomes subject to the wishes, needs, and demands of people. English becomes a language that used in wider world.

b. A Revolution in Linguistics

This part tries to show the result of some studies toward the usage of English in communicating that is conduct in different areas such as tailor with costumer and doctor with patient. The both studies point out the English usage in tailor-customer and doctor-patient are different either in speaking or in writing so that Hutchinson and Waters said a simple idea that:

“If language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners’ course.”

It can be concluded, the needs of English by particular area of student can be identified by analyzing the linguistic characteristics of their area of work or study to be a guiding principle of English for specific purposes.

c. Focus on the Learner

Here, students are regarded to have different needs and interests so that they need important influence on their motivation to create effective learning. This assumption support course developer to create a course which is relevant to the students’ needs and interests. The standard way to achieving this by giving the students’ specialist area. For example, a text such text about Biology for Biology students.

Based on explanation above, it can be conclude that the demands of a brave new world, a revolution in linguistics, and focus on the learner as reasons to learn ESP causing the appearance of English language as dominate language which influence some activities in scientific, technical, or economy. This condition demand people to learn English especially for

their specific area either in scientific, technical, or economics activities to fulfill their necessity.

2. English for Specific Purposes

English for specific purposes (ESP) is teaching English that is relevant with the students' area. The word "specific" shows special linguistic needs in learning English and special area as aim why the students learning English. Therefore ESP course tries to facilitate the students in learning English to support them in all activities in special area. Helen Basturkmen state that ESP is understood as preparing the learners to use English in their academic, professional, or work place environment, ESP concern on narrower topic to guide the students establish need ability to communicate effectively in target area.

3. The Presence of ESP in English Language Teaching

ESP does not come directly without any process. The presence of ESP in ELT can be seen on the tree offigure 2.1 bellow.

According to the tree, ESP comes after the root of the tree, they are communication and learning that nourish the tree. Then, this part becomes a basic source of the existence of ELT. After that, this part grows in some branches.

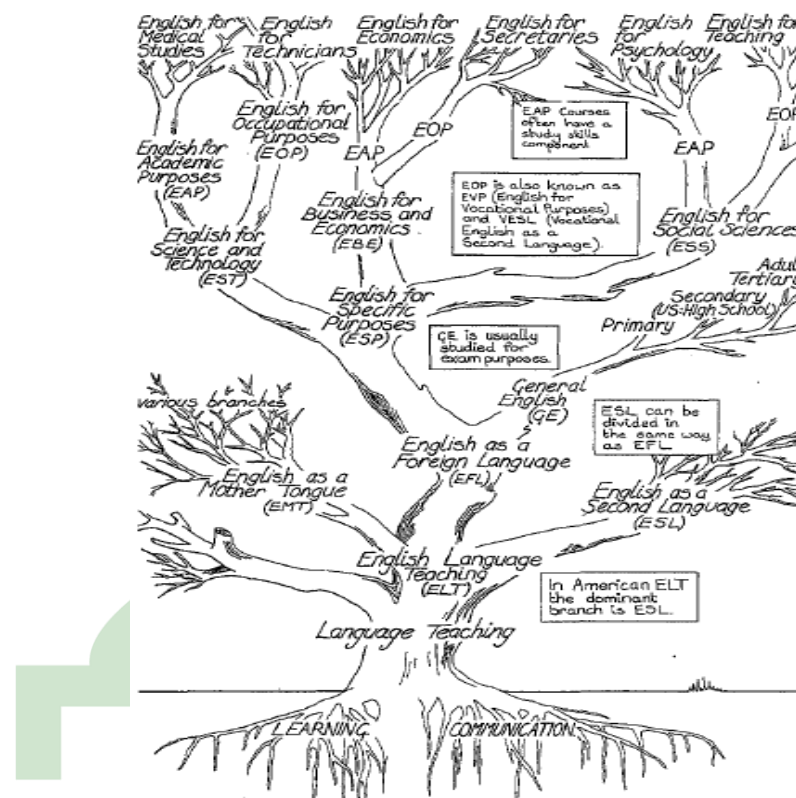


Figure 2.1

Tree of ESP

In ELT branch, there are three categories that determine the condition of the students, either they learn English as Foreign Language, English as Second Language, or English as mother tongue. Here, ESP is able to exist in the part of either English as foreign language or English as second language that offers three different categories that focus on students' specialism, they are English for Science and Technology, English for the Social and Sciences, and English for Business and Economics. Each of the them points out two main types that regard ESP students require English for academic study (EAP) or English for work or training (EOP : English for

Occupational Purposes).

Based on the explanation above, it can be concluded that the existence of ESP in English language teaching was caused by usage of English English in broad fields, English for Science and Technology, English for the Social and Sciences, and English for Business and Economics, that demand students to master English as a tool to communicate in each field. So that, ESP tries to help students master English in each field by providing appropriate English material.

4. Objectives in teaching ESP

Helen Basturkmen stated that there are five broad objectives in teaching ESP that must be reached.

a. To reveal subject-specific language use:

This objective focuses on how English is used in the target situation and decides what knowledge should be imparted to the learners.

b. To develop target performance competencies:

The aim is to develop the learners' skill in language to perform the activities in target situation. Teaching and learning process have to concern with what the learners should do toward language and what skills needed to present the language.

c. To teach underlying knowledge:

Helen Basturkmen argued that teaching ESP is not only

about linguistic proficiency but also about the knowledge of field of work or study. The learners need to understand disciplinary concept as well as the language skill.

d. To develop strategic competence:

According to Helen Basturkmen “Strategic competence is the link between context of situation and language knowledge” it also can be defined as the way to communicate efficiently.

e. To foster critical awareness:

In target situation, the learners will face the norms of target situation. This situation demands them to aware and understand the target language (in this case, English), behaviors, or knowledge to act properly. In teaching, the teacher has to increase the learners’ critical awareness. It can be realized by discussing how norms and communication practices in target situation can be built. Stren’s classification in Helen Basturkmen stated that “this objective can be linked to the cultural knowledge and affective objectives.”

The objectives of teaching ESP create a dare for teacher and syllabus designer to provide a course in order to reach the objectives above because to provide a course a teacher and syllabus design have to consider what material must be given, students’ condition including learning style to decide learning strategy, school condition such as facilitation, etc.

5. Needs Analysis in ESP

ESP is a course that aims to prepare students in using English in specific area, it can be academic, professional, or work place environments. Thus, to provide proper English material, a teacher requires to analyze the students' needs in ESP. The term “need” it self indicates the existence of certain problem that call for intervention and resolving. Needs of the students mean there are things that must be known, understood, and found solution to create effective ESP course. Hutchinson and Waters also argued that the term “need” is reasonable reason why there is important thing to conduct. In short, the students’ needs analysis tries to find the problems, nature, and cause; and decides what prime concern must be created. To understand deeper about need analysis, it can be seen on figure2.2 which is created by Brian Paltridge and Sue Starfield.

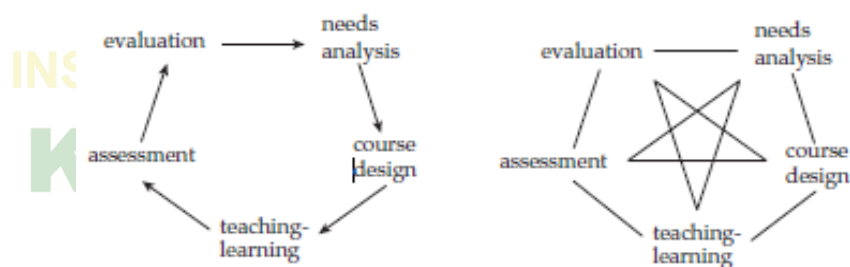


Figure 2.2

Scheme of Creating Course Design by Brian Paltridge

Based on the figure above, need analysis happens before creating course design. The result of the students’ needs analysis will

be core information to establish ESP course design as guidance in teaching and learning process so that the teacher is able to conduct an assessment and evaluation.

Furthermore, Basturkmen strengthened the scheme of Brian Paltridge and Sue Starfield by creating a scheme, figure 2.3, of ESP course that put need analysis in first place before arranging course design.

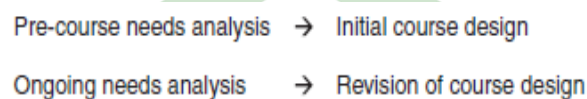


Figure 2.3

Scheme of Creating Course Design by Brian Paltridge and Sue

Star field. The figure 2.3 shows the students' needs analysis is not only the first stage before establish a course design, Pre-course needs analysis, but also it can be the second step as an action in revising a course design which have been established and conducted in teaching and learning process, it also can be known as ongoing needs analysis.

In analyzing the learners' needs, a teacher requires considering types of needs divided into two types, they are:

a. Target Needs

This type analyzes what the learners must conduct with English in target situation. In other world what are English Linguistic elements that must be learn to communicate in target area It can be more under stood by looks some components in

target situation that are necessities, lacks, and wants. Necessities are what the learners have to know in order to function English effectively in target situation. While the lacks are what are the difficulties faced by students in learning English and the wants are the students' opinion and the students' hope personally in learning English.

1) Necessities

It is a type of need that is defined based on the target situation, namely what students need, to work effectively on target. For example, an entrepreneur must understand company papers, connect easily at a Sales convention, receive expected information from a Catalog sale, and so on. He needs to know the features of linguistics - discourse, structural, lexical, functional and are used widely in the specified context.

2) Lacks

This need focuses more on what we do not know about students to determine which criteria are passed from students. Existing skills need to be adapted to student skills. The difference between the two can be referred to as student deficiency.

3) Wants

Wants to mean what students expect or want based on their needs. The target situation only explains objectively what their needs are. One of the characteristics of the ESP situation is the awareness of students. Students certainly have insufficient insights, so that the students' perspectives will clash with the views of other parties. Student motivation in learning Should not be neglected based on the criteria for obtaining the target needs. These criteria can be seen through questionnaires, interviews, observations, and details.

b. Learning Needs

Hutchinson and Waters defined learning as the way to think about what route can be taken to learn English for their specific purpose. From explanation above, it can be concluded that target need and learning are the components that must be existed in the instrument that is used to analyze the students' need. Although the students need analysis is the first stage before arranging a course design, it cannot be conducted if course designer does not consider target need and learning need of the students. Learning needs are divided into several parts, namely: input, procedures, settings, the role of students, the role of lecturers.

1) Input

According to Nunan, input refers to written, verbal, and visual data used by students in completing a task. This means that input specifically refers to oral, written, and visual-based data obtained from various existing sources.

2) Procedure

Procedures describe what students will do with the material to achieve certain goals based on their area of expertise. This means that the procedure is made to find out an overview of learning English according to the needs of students.

3) Settings

Setting refers to the class used in teaching and learning activities (Nunan, 2004). The setting is useful for knowing whether students prefer a learning atmosphere outside the classroom or inside the classroom.

4) The role of the teacher

The teacher's role refers to the teacher's desired role by students in the teaching and learning process as well as social and interpersonal relationships between students (Nunan, 2004).

5) The role of students

The role of students refers to some of the parts that students expect in social relationships and learning and interpersonal tasks between students (Nunan, 2004). This means that the role of students is to be able to complete learning tasks, build social or interpersonal relationships

6. Marketing

Marketing is as connection between people and product, customers and companies. In other words, there is a relation between people and product and customers and companies. The relation of them like a bridge which connect each other. The companystry to create everlasting connection as the keyto grow the relationship.

Besides, Jeff Tanner stated that “marketing is set of institution and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large”. It can be concluded that in marketing there are two important points those are the activities of marketing and its value that will create close relationship between customers and companies. The deeper explanation of activities of marketing and its value can beseen as follows:

a. Marketing activities

The four marketing activities, creating, communicate, delivering, and exchanging offerings, are unity in marketing

activities. To start marketing activities a company begins with creating. It is a collaborating process of a company with suppliers and customers to make profitable offerings that have value.

Then, the company and suppliers communicate each other to discuss the offerings. The source of the offering as well as the results of the communication area aimed to complete the customers' necessities. After deciding the offerings, the company and suppliers deliver to the customers and assures them which the offerings are meet their needs.

The last is exchanging, this is transaction activity between company and customers. Customers receive products from company and company receives payment from customer.

b. Value of Marketing Activities

In marketing activities, the value depends on the satisfaction of customer. Although customer receives the product, that is not indicate the satisfaction of customer. It means the value is what the customer gets by purchasing and consuming a company's offerings. In other words, the term "value" here, show opinion of costumers about the company's offering after getting and using the product.

Furthermore, Jeff Tanner argued that value is the center of marketing activities do. It is the key to determine that the

product is successful, it is not only physical shape but also its maximal function. To know more about the value look at the figure2.4

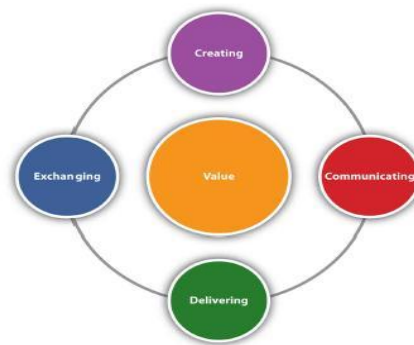


Figure 2.4
Value of Marketing Activities

Based on the figure 2.4, each of the four marketing activities has its own value, the explanation of them can be known below:

1) Value of Creating offering

Creating offering activity is not simple thing of offering good service and interesting price. A company creates offerings to sell product which considers customers' condition and company's importance. For example, when a car was produced, the company would determine design of the car, costs of production to decide the price of a car, evaluate the manufacturing requirements the car would need, evaluate the cost and

timing of getting the offering to retailers and consumers, and provide service policies and warranty structure. Those are extremely important for a company to determine, due to each of them has its own impact to company's future. If a company do not involve all of the moromit one of them there will be trouble in the next marketing activities.

2) Value of Communicating offering

Communicating offering is describing the company's offering to the potential customers. A company tries to make the customers aware where they can find a product which they want and like. To be more successful company, today many companies create interactive dialogue with the customers by social media such as twitter and website. These social media also aids the company to promote, post a question, and answer the customers' questions to be closer with them

3) Value of Delivering Offering

The value of delivering is much more than giving product to customers or relocating the product from company to customers. This activity also ensures that the customer understand how to get the product, to take care the product, and to require service later.

When a company deliver their products to customers, the customers not only receive it happily, they also hope for excellent service from the company. They need clear information that is explained by the company to ensure that they receive products in maximal condition.

4) Value of Exchanging Offering

Exchanging is actual transaction between seller and buyer. The transaction is not always using cash. For example: when a buyer gets cash back point from previous transaction, the buyer can pay his next transaction by his cash back point. It indicates that sometime cash is not the tool of payment, it depends on the agreement both of the seller and buyer.

This way is the trick of the company to attract customers. The company persuades customers to buy many products. After purchasing the products, the customers not only get the products but also they are able to get points in which the points can replace the position of money as the tool of payment.

B. Review Of Related Studies

To support this research, with the relevant study are presented below:

1. Wiranda gusti pratami, 2020. Need analysis of English for specific purpose of marketing in SMKN 1 Kota Bengkulu. Qualitative

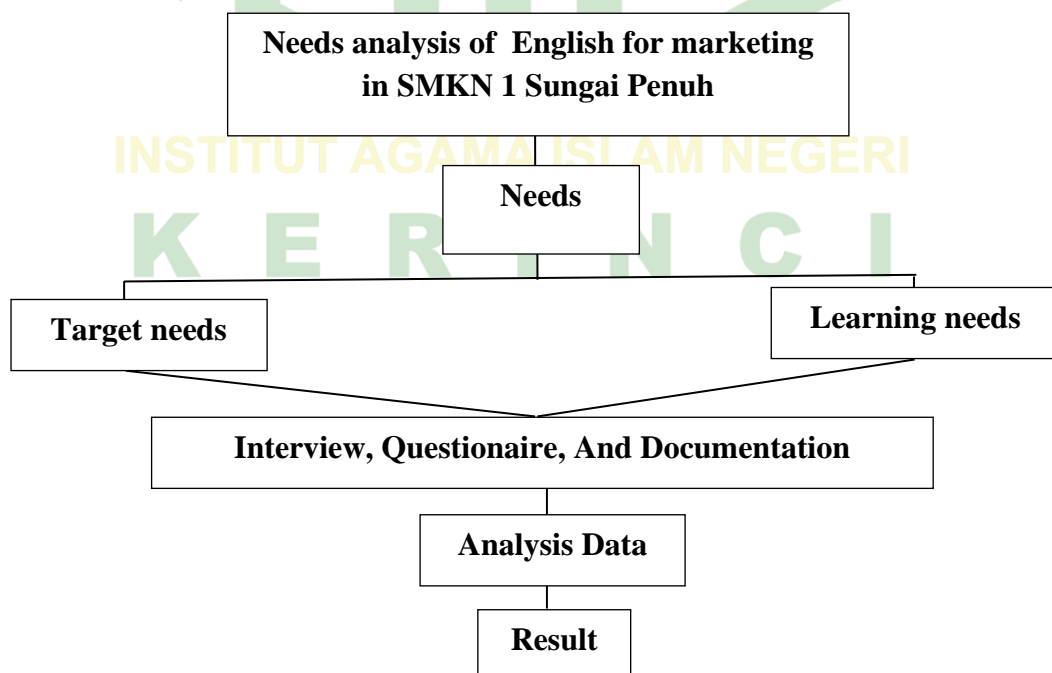
Research, the population of this study from 10th grade English students academic year 2019-2020. And the sample of this study was 34 participants. The data collection technique of this research was descriptive analysis, used questionnaire, interview, and documentation. And the data analysis of this research was triangulation. The result of this study was findings, students major in marketing need more specific learning content that starts with their current needs and condition, then continues with what they want in the future, whether it's about listening, speaking, reading, and writing. In conclusion they need material that is easy to understand and useful for their future work.

Then, the differences between this study and previous research was; First, in terms of location, which is clearly very different, because the previous research was located in Bengkulu, while this study was conducted in Sungai Penuh. Second, there are differences in terms of the informants studied, previous research used 34 students from University of Bengkulu, while this study focused on students and teachers at Vocational High Schools (SMK). Of course, the techniques used are also different. They conduct the research as a case study. The research design also used a qualitative method with a descriptive method, by giving tests and evaluations, and then he found the education system in Bengkulu for second language teaching can be reformed. While this research uses qualitative research methods, by

conducting interviews and also documentation. And lastly, the difference between this study and previous research is on the focus of the problem, previous research focused only on students to learning English, but in this research focused not only on students but focused on teachers and school to.

C. Conceptual Framework

In this research, researcher analyzed the need in learning English at SMKN 1 Sungai penuh. To get the data or information the researcher use questionnaire, interview and documentation, the questionnaire conducted for the students, the interview conducted for students and teacher, The documentation will use in taking syllabus, teaching material, and handbook. After get the data or information the reasercher will analyze the data to get the result.



CHAPTER III

RESEARCH METHOD

A. Research Design

The Researcher use a qualitative approach and a qualitative descriptive method. Descriptive research is a method that focuses on describing situations and conditions that will be describe in the research report.

This method determines a systematic, factual, and accurate picture, object, or painting of a fact or phenomenon. In addition, Creswell (2015) defines qualitative research as a means of infrastructure for understanding and exploring the intentions or meanings of individual human beings related to social problems.

The qualitative descriptive method is an actual, measurable, and quite accurate method because the results are explained in detail. Then, the results of this study will be translated into a research report based on facts in the field. In this study, the researcher use this method to find out know and analyze learners need students marketing at SMKN 1 Kota Sungai Penuh.

B. Setting and Informant of The Research

This research was carry out at SMK 1 Sungai Penuh. And the informant of this research are 69 students and 2 teachers in SMK 1 Sungai penuh, especially students in marketing major.

C. Instrument of The Research

Instrument of the research was a tool use to collect data in a research. In this research there are two instruments used, those are questionnaire and interview.

1. Questionnaire

The researcher used this questionnaire to identify student needs. The researchers give a questionnaire to 39 students marketing majors to conduct a needs analysis. The questions contained in the questionnaire are related to the needs of students marketing to deepen their English learning.

Data Display
(Questionnaire Data)

No	Indicator	Data
1.	Target Need	
	A. Students of Goals	1
	B. Necessities	2-4
	C. Lacks	5-7
	D. Wants	8-10
2.	Learning Need	
	E. Input	11
	F. Procedure	12
	G. Setting	13

	H. Teacher's Role	14
	I. Student's Role	15

2. Interview

The interview is a method used for data collection where the interviewer gives questions to the person who wants to be an interview. In this study, researchers interviewed 3 students and 3 English teachers who teach marketing and students marketing major at SMKN 1 Sungai Penuh. In addition, this study used a non-structure interview function to get information from the teacher about teaching materials, classroom situations, and English materials according to student needs.

Data Display

The Data Interview

No	Aspect	Indicator	Data
1.	Target Need	A. Goals of Students	16,24
		B. Necessities	17,25
		C. Lacks	18,26
		D. Wants	19,27
2.	Learning Need	E. Input	20,29
		F. Procedure	21,30
		G. Setting	22,31
		H. Teacher's Role	23,32
		I. Student's Role	24,33

3. Documentation

The researcher also used a complementary instrument to support research to obtain accurate data. This research tool uses cameras and voice recorders on the Telephone. Data can be in the form of photos, videos, voice recordings.

D. Data Collection Technique

The Researcher used descriptive analysis in their research. First, the Researcher explains by describing and analyzing the data. After that, the Researcher makes conclusions based on existing phenomena and conditions/situations in the classroom. Data collection techniques used questionnaires, interviews, and documentation.

The questionnaire gave the Marketing Students major, which contains topics related to the marketing department. Then, the Researcher will ask students to answer the questionnaire given ten questions within 30 minutes. Thus, the Researcher immediately took a questionnaire sheet. The Researcher used theory *Needs assessment* by Hutchinson Waters (1987) and Graves and Nunan (2004).

**Teory Need Assesment By Hutchinson dan Waters (1987),
Graves, dan Nunan (2004)**

No	Aspect	Number of items	Purpose of the Questions	References
1.	<i>Personal Identify of the Students</i>	1	<i>To find out basic and personal information about the learsners</i>	<i>Graves : 103</i>
2.	<i>Goals</i>	1	<i>To find out the students' expectation toward the Learning English</i>	<i>Graves : 104</i>
<i>Target Needs</i>				
3.	<i>Necessities</i>	2,3,4	<i>To find out the Students' needs in term of the target situation</i>	<i>Hutchinson and Waters (1987 : 55)</i>
4.	<i>Lacks</i>	5,6,7	<i>To find out the gap between students' existing knowledge and the required knowledge level</i>	<i>Hutchinson and Waters (1987 : 55)</i>

5.	<i>Wants</i>	8,9,10	<i>To find the students' wants related to the materials</i>	<i>Hutchinson and Waters (1987 : 55)</i>
<i>Learning Needs</i>				
6.	<i>Input</i>	11	<i>To find out the content should be carried out in the designed tasks</i>	<i>Nunan (2004 : 47)</i>
7.	<i>Procedure</i>	12	<i>To find out what students should do with the tasks</i>	<i>Nunan (2004 : 47)</i>
8.	<i>Setting</i>	13	<i>To find out how the tasks are carried out (group work, pair work or individually)</i>	<i>Nunan (2004 : 47)</i>
9.	<i>Teacher's Role</i>	14	<i>To find out the teacher's Role in the classroom</i>	<i>Nunan (2004 : 47)</i>
10.	<i>Learner's Role</i>	15	<i>To find out the learner's role in the classroom</i>	<i>Nunan (2004 : 47)</i>

E. Data Analysis

In the research, the researcher analyzed data collect by the researcher use descriptive analysis. First, the authors discuss describing and

analyzing the collected data, then conclusions based on existing phenomena. In analyzing the data, the researchers use the descriptive method. Data analysis is based on positivism and paradigm (Miles & Hubberman, 2008, P. 308). There are several steps in analyzing the data collected as follow:

1. Data Reduction

The first step of qualitative data analysis is data reduction. According to Sugiyono, data reduction means summarizing, choosing basic things, focusing on important things, and looking for themes and patterns. Data Reduction is made by summarizing field notes by separating main things relating to the research problem and then arranging systematically to describe and make the data searching if sometimes it is needed

2. Data Display

The second step in analyzing the data is displaying data. In qualitative research, displaying data can be in the form of short explanation, diagram, relationship between two categories, flowchart and et cetera. Data display is use to know the entire description of the result either in from matrix or coding. If it have done by researcher can take the conclusion and verify to the meaningful data and as the second step, the researcher has to consider what researcher should do.

3. Drawing and Verifying Conclusion

To conclude, namely using reduced and display data. Reduced and display data logically. After that, conclusions can be noted and need to be verified.

F. The Validity of the Data

Validity refers to several abilities in data collection instruments that aim to measure what would be measure and to obtain relevant data. In other words, the data collection instrument is considered to have high validity if the instrument can be used as a measuring tool appropriately. *Validity* is a measuring instrument having characteristics because it is directly related to reliable or not reliable data. The researchers try to get the validity of the data by choosing triangulation to check validity. *Triangulation* is a technique used in linking data collection. The data collection technique using triangulation aims to determine the data obtained is widespread, consistent, and certain. There are four triangulation techniques, namely:

1. Data triangulation is the same or similar data. This would be more stable if the truth is extracted from several different data sources.
2. Researcher triangulation is the result of research, both data and conclusions about certain parts or as a whole, the validity of several researchers can be tested.

3. A researcher carries out a triangulation methodology by collecting similar data but using different data collection techniques or methods.
4. Theory triangulation is by researchers using more than one theory in discussing the problem under study.



CHAPTER IV

FINDING AND DISCUSSION

This chapter is dedicated to describe the findings of the research and the discussion. The research findings cover the results for needs analysis of english for marketing in SMKN1 Sungai Penuh

A. FINDING

The inquiries of this research is to knew the need of English for marketing in SMKN 1 Sungai Penuh. The researcher creates questionnaires, conducts interviews and documentation to support the research. In distributing questionnaires and ensuring the accuracy of questionnaires given to students majoring in marketing, questionnaire results and interviews. In this study, researchers also interviewed teachers who taught in the marketing program.

1. Need analysis of English For Marketing Program

a) Data from Questionnaire

1) Target Needs

a. Students' goals

Students' goals was indicators that determined the general goals of students in learning English.

Table 4
Students' Goals (Target Needs)

No	Target Needs	Agree	Disagree
Students' Goals			
1.	I learn English to improve my speaking skills to my target market / consumers in introducing products	100%	0%

Based on questionnaire, the researcher found that was 100% respondent agreed that they wanted to learn English to improve my speaking skills to their target market / consumers in introducing products. Meanwhile, there were no respondents found who disagreed with the statement. It stated that was 0% of respondents who disagree.

b. Necessities

In this part, there were three question indicators that explain the level of needs of students majoring in marketing in learning English.

Table 4
Necessities (Target Needs)

No	Target Needs	Agree	Disagree
Necessities			

2.	I want to be proficient in learning English so that I can apply it in marketing activities at my company later	97%	3%
3.	I learn English to improve my English communication skills so that I can market products to the international target market	97%	3%
4.	I learn English to improve my speaking skills because it is related to the development of an increasingly global marketing world	92%	8%
Score		96%	4%

From the data above that found: first, the researcher found that was 97% respondent agreed about the statement that they wanted to be proficient in learning English. So they can apply it in marketing activities at my company later. But, there were 3% respondent disagree with that statement.

Second, the researcher found that was 97% respondent about agreed the statement that they learned English to improve their English communication skills. So, they can applied market products to the international target

market. While, there was 3% respondent disagreed with that statement.

Third, the researcher found that was 92% respondent about agreed the statement that they learned English to improve their speaking skills because it related to the development of an increasingly global marketing world. While, there was 8% respondent disagreed with that statement.

After the researcher knew the percentage of students' choice between agreeing and disagreeing with these statements. then the researcher accumulated the total percentage score and found that there was 96% respondent agreed and there was 9% respondent disagreed with that statements

c. Lack

In this section described the difficulties and weaknesses of students in learning English.

Table 5

Lack (Target Needs)

No	Target Needs	Agree	Disagree
Lack			

5.	I have difficulty understanding English because the language used is not specific to studying English which is applied in the world of marketing	46%	54%
6.	I am not interested in English material because the teaching material is not related to the field of marketing such as Malin Kundang story and others.	31%	69%
7.	I am not interested in learning English because the book cover is not attractive	28%	72%
Score		35%	65%

From the data of questionnaire that found: first, the researcher found that was 46% respondent agreed about the statement that they have difficulty understanding English because the language used is not specific to studying English which is applied in the world of marketing. But, there were 54% respondent disagree with that statement.

Second, the researcher found that was 31% respondent about agreed the statement that they not interested in English material because the teaching material is not related to the field of marketing such as

Malin Kundang story and others. While, there was 69% respondent disagreed with that statement.

Third, the researcher found that was 28% respondent about agreed the statement that they not interested in learning English because the book cover ws not attractive. While, there was 72% respondent disagreed with that statement.

After the researcher knew the percentage of students' choice between agreeing and disagreeing with these statements. then the researcher accumulated the total percentage score and found that there was 35% respondent agreed and there was 65% respondent disagreed with that statements

d. Want

Table 6
Wants (Target Needs)

No	Target Needs	Agree	Disagree
Want			
8.	I am able to understand the proper use of vocabulary and grammar in English books	85%	15%
9.	I am able to understand the four English skills directly, namely listening,	67%	33%

	reading, writing and speaking skills		
10.	I am able to master the contents of the material such as vocabulary, grammar, pronouns and others	51%	49%
Score		68%	32%

Based on the data of questionnaire that found: first, the researcher found that was 85% respondent agreed about the statement that they have able to understand the proper used of vocabulary and grammar in English books. But, there were 15% respondent disagree with that statement.

Second, the researcher found that was 67% respondent about agreed the statement that they have able to understand the four English skills directly, namely listening, reading, writing and speaking skills. While, there was 33% respondent disagreed with that statement.

Third, the researcher found that was 51% respondent about agreed the statement that they have able to mastered the contents of the material such as vocabulary, grammar, pronouns and others. While, there was 49% respondent disagreed with that statement.

After the researcher knew the percentage of students' choice between agreeing and disagreeing with these statements. then the researcher accumulated the total percentage score and found that there was 68% respondent agreed and there was 32% respondent disagreed with that statements.

2) Learning Needs

a. Input

Input refer to written, verbal and visual data used by students in completing a task.

No	Learning Needs	Agree	Disagree
Input			
11.	I need original English materials such as listening to films about trade and marketing	79%	21%

Based on questionnaire, the researcher found that was 79% respondent agreed that they needed an original English materials such as listening to films about trade and marketing. Meanwhile, there was 21% of respondents who disagreed with the statement.

b. Procedure

Procedure was useful for describing what students will do with the material to achieve certain goals according to their area of expertise.

No	Learning Needs	Agree	Disagree
Procedure			
12.	I am learning English that I can speak and have a dialogue while doing the buying and selling system to consumers using English	95%	5%

Based on questionnaire, the researcher found that was 95% respondent agreed that they have learned English that they can speak and have a dialogue while doing the buying and selling system to consumers using English.

Meanwhile, there was 5% of respondents who disagreed with the statement.

c. Setting

Setting refers to the class used in teaching and learning activities.

No	Learning Needs	Agree	Disagree
Setting			

13.	I want to learn English outdoors, such as by communicating with consumers and it can be applied not only in schools but in the surrounding environment	100%	0%
-----	--	------	----

Based on questionnaire, the researcher found that was 100% respondent agreed that they wanted to learn English outdoors, such as by communicating with consumers and it can be applied not only in schools but in the surrounding environment. Meanwhile, there were no respondents found who disagreed with the statement. It stated that was 0% of respondents who disagree.

d. **Teacher's Role**

The teacher's role refers to the teacher's desired role by students in the teaching and learning process and social and interpersonal relationships between students

No	Learning Needs	Agree	Disagree
Teacher's Role			
14.	English teacher is able to create a more active learning atmosphere in the marketing class	82%	18%

Based on questionnaire, the researcher found that was 82% respondent agreed that their English teacher was able to create a more active learning atmosphere in the marketing class. Meanwhile, there was 18% of respondents who disagreed with the statement.

e. Students' Role

The role of students refers to some of the parts that students expect in social relationships and learning and interpersonal tasks between students

No	Learning Needs	Agree	Disagree
Students' Role			
15.	I am active in class learning and able to discuss in English	69%	31%

Based on questionnaire, the researcher found that was 69% respondent agreed that they have active in class learning and able to discuss in English. Meanwhile, there was 31% of respondents who disagreed with the statement. This means that the role of students was to be able to complete learning tasks, build social or interpersonal relationships.

b). Data From Interview

This research was use interview as a intruments to complete the data. After conducting the interview the researcher got some information and data from teachers and studnets.

1) Teacher's Interview

a. Target Need

In this open-ended interview, the teacher explains that the teaching materials used was general and specific. For the teaching materials the teachers used some books and even make modules as teaching materials. Therefore, teaching materials was one of the factors that become the needs in the teaching and learning process because only teachers have the book but the students had no the books. So that students became less active in the teaching and learning process.

Data 16

T : were you view of the teaching materials used in accordance with the curriculum at school?

I : *Yes, was in accordance with the curriculum. It currently used the K13 curriculum. It just going to go towards Merdeka curriculum.*

Data 17

T : In your opinion, what are the obstacles for students in learning English?

I : Obstacles definitely exist. In this school, the obstacle is that basic English skills are lacking. So, it affects teaching materials whose level of difficulty is a little high. Moreover, at here is still in the transition period from the KTSP curriculum to the K13 Curriculum. If we use the KTSP Curriculum, in the past we could still use the school curriculum. For SMK itself, it is different from SMA. Where in high school tends to refer to the use of English in school. But now, smk also refers to this while the level of English proficiency in SMK is still low. Thus, it is difficult to achieve material on teaching materials.

Data 18

T: In your opinion, do you use several English books in teaching or only one book?

I: I used some books. One book provided by the school, there was a handbook and there was even a book that we make ourselves, such as modules. students are asked to copy their books.

Data 19

T: In your opinion, What are ESP subject for marketing students available at SMKN 1 Sungai Penuh?

I : Not Yet, but we were teach the students from general materials to specific materials, especially marketing material.

b. Learning Need

From the interview, it can be seen that the teaching material is expected to refer to the need for students to have the ability to communicate (speaking). Teachers try to provide variations in teaching methods that are expected to be effective in improving students' speaking skills. It is emphasized that an atmosphere of interest to students can affect the process of improving students' abilities.

Data 20

T: In your opinion, what skills are most needed by marketing students when entering the workforce?

T: *In my opinion, the skill that students must master, especially students majoring in marketing, is to communicate with customers or speak. Such as marketing science and expressions of praise.*

Data 21

T: In your opinion, do students need an interesting learning atmosphere, for example being outside the room or in the library?

I: *Yes of course, although we never outbound we slip learning in the classroom for example there are games. Let's just say it's a pity to be teaching a pronoun, and there's also disability and ability, can and can't. We have the game too so that the learning is not monotonous. Moreover, the learning lasted for 4 hours. So teachers are required to be able to see the situation. Whether students are already feeling bored or not.*

Data 22

T: In your view, how do you create an active learning atmosphere in the classroom?

I: *Sometimes we doing a game in the classroom during the process of learning. I try to make it fun and make all of students will participating in the game and also get the point of what I was teach about.*

Data 23

T: In your view, how do you create an active learning atmosphere in the classroom?

I: *Sometime we doing a game in the classroom during the process of learning. I try to make it fun and make all of students will participating in the game and also get the point of what I was teach about*

Data 24

T: In your opinion, are students actively involved in class?

I: *For the beginning, maybe only a few students are active. But after being given training, it turns out that the value is still below the standard. But we still try to keep guiding until everyone can actively participate in learning.*

2) Students' Interview

a. Target Need

From the interview questions above and the answers given by students as informants in this interview, it is known that the types of teaching materials provided by teachers are still not varied. This can be seen from the unavailability of ESP books in school libraries, especially ESP books for marketing majors. The unavailability of ESP books in the school environment is a challenge and difficulty for students, especially students majoring in marketing.

Data 25

S : In your opinion, are ESP textbooks available in school libraries?

I : *No, I didn't find the book in the library.*

Data 26

S : In your opinion, do you have difficulty learning English subjects?

I : *If you say difficulty, no. However, it is quite difficult to understand. Although the teacher has explained very detail.*

Data 27

S: In your opinion, have there been variations in English course textbooks?

I : *Not. None. Only use public books or those provided at school. Even then, only the teacher owns the book.*

Data 28

S: In your opinion, do you need new, more specific teaching materials?

I : *The textbooks used by the teacher are already quite detailed.*

b. Learning Need

This interview was conducted in an open and unstructured manner, the students explained that the teaching materials needed by students are teaching materials that are developed variably and specifically. According to them, the situation or atmosphere of the class also affects their interest in learning. The method used by teachers in the teaching and learning process is still considered monotonous so that students are less active in the teaching and learning process.

Data 29

S: In your opinion, do you agree that the teaching materials currently being developed are more varied and specific?

I : *Yes, agreed. Because with the existence of specific and varied teaching materials we hope that it will be easier to understand.*

Data 30

S: In your opinion, what are the appropriate methods to improve your speaking and dialogue skills in English learning?

I : *It's all interesting, but I understand better when the teacher gives students the opportunity to read in front of the class and then correct the wrong part.*

Data 31

S: In your opinion, do you need an interesting learning environment, for example being outdoors or in the library?

I : *Yes, I need a calm atmosphere so that it is effective to learn English*

Data 32

S: In your opinion, is the learning atmosphere effective enough to learn English?

I : *Quite effective. Only sometimes the atmosphere of the class is a little noisy by other members of the class. So that I feel a little uncomfortable.*

Data 33

S: In your opinion, are you actively involved in the class?

I think I'm less active because I choose to be quiet when the teacher is explaining the material.

B. DISCUSSION

Based on the purpose of the study, this research was conducted to analyze the needs of English for marketing, especially for students majoring in Marketing at SMKN 1 Kota Sungai Penuh.

1. Teaching Materials Needed For Marketing Students At SMKN 1 Kota Sungai Penuh

a. Target Needs

Target needs are what the learners need to do in the target situation (Hidayati & Haryati,2018) . From the results of the questionnaire given by researchers to students, the target needs of students was the need for students to improve their English skills, especially English for marketing. So that they were able to communicate using English if one day they work in a company that has a global or international target market.

Meanwhile, students feel that they do not have much difficulty in understanding the material presented by the teacher because the material presented has specifically referred to English specifically for marketing majors. The students have also been able to understand the material related to the material taught easily, such as Vocabulary, Grammar, and four English skills that are in accordance with the English department.

b. Learning Needs

Based on Hidayati and Haryati (2018) Learning needs are what the learners need to do in order to learn. From the results of the questionnaire given by researchers to students, the learning needs of students was the students need real learning in English language learning specifically aimed at marketing majors. Therefore, they need things that can make learning English more attractive to them. In this case, the teacher has the responsibility to make the teaching and learning process more interesting. By using an interesting method, it is hoped that it will be able to improve students' skills in English, especially students majoring in marketing.

2. Students' Marketing Views Learning English at SMKN 1 Kota Sungai Penuh

a. Interview Data of Teacher In English Learning

1) Target Needs

The interview was conducted by researchers in the administration room. The teaching materials used in the learning and teaching process are quite good. However, the lack of availability of English books specifically for marketing majors is one of the factors that make it difficult for students to understand the material taught by teachers. On the other hand, teachers still strive to deliver specific and detailed material by looking for some books that are suitable for English material in the marketing department and even teachers try to make modules as teaching materials.

2) Learning Needs

After conducting interviews by researchers with English teachers who teach at SMKN 1 Kota Sungai penuh, it can be seen that students need teaching materials that are not monotonous so that teachers must think creatively and innovatively to create an active, effective, and conducive learning atmosphere.

b. Interview Data from Students Major of Marketing

1) Target Needs

From the data of interviews conducted by researchers with students, the students did not find esp books specific to the Department of Marketing Languages in the library. Even common ESP books are also not found in libraries. So that in the teaching and learning process they have difficulty understanding the material.

2) Learning Needs

Based on the results of interviews conducted by researchers with students, students want an interesting and conducive learning atmosphere so that they can easily understand the material they are studying. In addition, from the point of view of students the effective method used is the theory-practice method. Where they are presented with theory first and then directly applied. Although it consumes a lot of time, it is quite effective for them to understand the meter being taught.

Based on the questionnaires and interviews, the results of suggestion in the research were obtained:

1. Marketing students need more specific teaching materials with the four English skills, but the content of the material is more specific to marketing majors such as about products, buying and selling, consumers and other.

2. From the results of questionnaires and interviews, it is known that learning English is still general and does not meet the ESP criteria



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on Need analysis of English for marketing in SMKN 1 Sungai Penuh.

A. Conclusion

After the researcher conducted the research, the researcher got the conclusions about how are the need of English for marketing in SMKN 1 Sungai Penuh. The result from students' questionnaire given by researcher to students, the target needs of students was the need for students to improve their English skills, especially English for marketing. So that they were able to communicate using English if one day they work in a company that has a global or international target market. Meanwhile, students feel that they do not have much difficulty in understanding the material presented by the teacher because the material presented has specifically referred to English specifically for marketing majors. The students have also been able to understand the material related to the material taught easily, such as Vocabulary, Grammar, and four English skills that are in accordance with the English department. The Students need things that can make learning English more attractive to them.

The result from interview the teacher was the teaching materials used in the learning and teaching process are quite good. However, the lack of availability of English books specifically for marketing majors is one of the

factors that make it difficult for students to understand the material taught by teachers. On the other hand, teachers still strive to deliver specific and detailed material by looking for some books that are suitable for English material in the marketing department and even teachers try to make modules as teaching materials. After conducting interviews by researchers with English teachers who teach at SMKN 1 Kota Sungai penuh, it can be seen that students need teaching materials that are not monotonous so that teachers must think creatively and innovatively to create an active, effective, and conducive learning atmosphere.

The result from interview the Students was the students did not find esp books specific to the Department of Marketing Languages in the library. Even common ESP books are also not found in libraries. So that in the teaching and learning process they have difficulty understanding the material. And Based on the results of interviews conducted by researchers with students, students want an interesting and conducive learning atmosphere so that they can easily understand the material they were studying. In addition, from the point of view of students the effective method used is the theory-practice method. Where they are presented with theory first and then directly applied. Although it consumes a lot of time, it is quite effective for them to understand the meter being taught.

B. Suggestion

The researcher hopes that the results of this study can help teachers make a syllabus based on the results of the research above. The researcher also hopes that the results of this research can be useful for students who study English subjects

in the marketing department. Moreover, related to material input, based on the results of the needs analysis of students in the field of marketing, students want to be able to master English, they consider these four skills important for their future work, but the material must be more specific in the marketing field. It is also recommended for teachers to analyze the needs of students before carrying out the process of learning activities to explore the potential of students.



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CURICULUM VITAE

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II. EDUCATIONAL BACKGROUND

2006 - 2012 : **Elementary School**
SDN 055/XI Pinggir Air

2012 - 2015 : **Junior High School**
SMPN 3 SUNGAI PENUH

2018 - 2022 : **Institute**
Islamic Institute Of Kerinci

Sungai Penuh, June 2022

MIA YUSMARISA FITRI

NIM. 1810203002

Appendix I

QUESTIONNAIRE FOR STUDENTS

Nama :

Kelas :

NO	Pernyataan	Setuju	Tidak setuju
1.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara saya kepada target pasar/konsumen saya dalam memperkenalkan produk		
2.	Saya ingin mahir dalam belajar bahasa Inggris agar dapat saya terapkan dalam kegiatan marketing di perusahaan saya nanti		
3.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan komunikasi bahasa Inggris saya sehingga saya dapat memasarkan produk ke target pasar internasional		
4.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara karena terkait dengan perkembangan dunia pemasaran yang semakin global		
5.	Saya kesulitan memahami bahasa Inggris karena bahasa yang digunakan tidak khusus untuk mempelajari bahasa Inggris yang diterapkan dalam dunia pemasaran		
6.	Saya tidak tertarik dengan materi Bahasa Inggris karena materi ajarnya tidak berhubungan dengan bidang pemasaran seperti Cerita Malin Kundang dan lain-lain.		
7.	Saya tidak tertarik belajar bahasa Inggris karena sampul bukunya tidak menarik		
8.	Saya dapat memahami penggunaan kosa kata dan tata bahasa yang tepat dalam buku bahasa Inggris		
9.	Saya dapat memahami empat keterampilan bahasa Inggris secara langsung, yaitu keterampilan mendengarkan, membaca, menulis, dan berbicara		
10.	Saya mampu menguasai isi materi seperti vocabulary, grammar, pronouns dan lain-lain		

11.	Saya membutuhkan materi bahasa Inggris asli seperti mendengarkan film tentang perdagangan dan pemasaran		
12.	Saya belajar bahasa Inggris yang saya bisa berbicara dan berdialog sambil melakukan sistem jual beli kepada konsumen menggunakan bahasa Inggris		
13.	Saya ingin belajar bahasa Inggris di luar ruangan, seperti berkomunikasi dengan konsumen dan bisa diterapkan tidak hanya di sekolah tetapi di lingkungan sekitar.		
14.	Guru bahasa Inggris mampu menciptakan suasana belajar yang lebih aktif di kelas pemasaran		
15.	Saya aktif dalam pembelajaran di kelas dan mampu berdiskusi dalam bahasa Inggris		

QUESTIONNAIRE

NAME :

CLASS:

No	Statements	Agree	Disagree
1.	I learn English to improve my speaking skills to my target market / consumers in introducing products		
2.	I want to be proficient in learning English so that I can apply it in marketing activities at my company later		
3.	I learn English to improve my English communication skills so that I can market products to the international target market		
4.	I learn English to improve my speaking skills because it is related to the development of an increasingly global marketing world		
5.	I have difficulty understanding English because the language used is not specific to studying English which is applied in the world of marketing		

6.	I am not interested in English material because the teaching material is not related to the field of marketing such as Malin Kundang story and others.		
7.	I am not interested in learning English because the book cover is not attractive		
8.	I am able to understand the proper use of vocabulary and grammar in English books		
9.	I am able to understand the four English skills directly, namely listening, reading, writing and speaking skills		
10.	I am able to master the contents of the material such as vocabulary, grammar, pronouns and others		
11.	I need original English materials such as listening to films about trade and marketing		
12.	I am learning English that I can speak and have a dialogue while doing the buying and selling system to consumers using English		
13.	I want to learn English outdoors, such as by communicating with consumers and it can be applied not only in schools but in the surrounding environment.		
14.	English teacher is able to create a more active learning atmosphere in the marketing class		
15.	I am active in class learning and able to discuss in English		

Appendix II

The result of Questionnaire

No.	Indicator	Data	Agree	Disagree
1.	TARGET NEED			
	A. Students Of Goals	1	100%	0%
	B. Necessities	2	97%	3%
		3	97%	3%
		4	92%	8%
	C. Lacks	5	46%	54%
		6	31%	69%
		7	28%	72%
	D. Wants	8	85%	15%
		9	67%	33%
10		51%	49%	
2.	LEARNING NEED			
	E. Input	11	79%	21%
	F. Procedure	12	95%	5%
	G. Setting	13	100%	0%
	H. Teacher's Role	14	82%	18%
I. Student's Role	15	69%	31%	

The Questionnaire from students

NAMA: Gezal edrian

KELAS: 10 B09

NO	Pernyataan	Setuju	Tidak setuju
1.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara saya kepada target pasar/konsumen saya dalam memperkenalkan produk	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Saya ingin mahir dalam belajar bahasa Inggris agar dapat saya terapkan dalam kegiatan marketing di perusahaan saya nanti	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Saya belajar bahasa Inggris agar saya dapat memasarkan produk ke target pasar internasional	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara karena terkait dengan perkembangan dunia pemasaran yang semakin global	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Saya kesulitan memahami bahasa Inggris karena bahasa yang digunakan tidak khusus untuk mempelajari bahasa Inggris yang diterapkan dalam dunia pemasaran	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.	Saya tidak tertarik dengan materi Bahasa Inggris karena materi ajarnya tidak berhubungan dengan bidang pemasaran seperti Cerita Malin Kundang dan lain-lain.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Saya tidak tertarik belajar bahasa Inggris karena sampul bukunya tidak menarik	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Saya dapat memahami penggunaan kosa kata dan tata bahasa yang tepat dalam buku bahasa Inggris	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9.	Saya dapat memahami empat keterampilan bahasa Inggris secara langsung, yaitu keterampilan mendengarkan, membaca, menulis, dan berbicara	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.	Saya mampu menguasai isi materi seperti vocabulary, grammar, pronouns dan lain-lain	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.	Saya membutuhkan materi bahasa Inggris asli seperti mendengarkan film tentang perdagangan dan pemasaran	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12.	Saya belajar bahasa Inggris yang saya bisa berbicara dan berdialog sambil melakukan sistem jual beli kepada konsumen menggunakan bahasa Inggris	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13.	Saya ingin belajar bahasa Inggris di luar ruangan, seperti berkomunikasi dengan konsumen dan bisa diterapkan tidak hanya di sekolah tetapi di lingkungan sekitar.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14.	Guru bahasa Inggris mampu menciptakan suasana belajar yang lebih aktif di kelas pemasaran	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15.	Saya aktif dalam pembelajaran di kelas dan mampu berdiskusi dalam bahasa Inggris	<input checked="" type="checkbox"/>	<input type="checkbox"/>

NAMA: DEDE ARIYATI

KELAS: XI BDD

NO	Pernyataan	Setuju	Tidak setuju
1.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara saya kepada target pasar/konsumen saya dalam memperkenalkan produk	✓	
2.	Saya ingin mahir dalam belajar bahasa Inggris agar dapat saya terapkan dalam kegiatan marketing di perusahaan saya nanti,	✓	
3.	Saya belajar bahasa Inggris agar saya dapat memasarkan produk ke target pasar internasional	✓	
4.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara karena terkait dengan perkembangan dunia pemasaran yang semakin global	✓	
5.	Saya kesulitan memahami bahasa Inggris karena bahasa yang digunakan tidak khusus untuk mempelajari bahasa Inggris yang diterapkan dalam dunia pemasaran		✓
6.	Saya tidak tertarik dengan materi Bahasa Inggris karena materi ajarnya tidak berhubungan dengan bidang pemasaran seperti Cerita Malin Kundang dan lain-lain.		✓
7.	Saya tidak tertarik belajar bahasa Inggris karena sampul bukunya tidak menarik		✓
8.	Saya dapat memahami penggunaan kosa kata dan tata bahasa yang tepat dalam buku bahasa Inggris	✓	
9.	Saya dapat memahami empat keterampilan bahasa Inggris secara langsung, yaitu keterampilan mendengarkan, membaca, menulis, dan berbicara	✓	
10.	Saya mampu menguasai isi materi seperti vocabulary, grammar, pronouns dan lain-lain	✓	
11.	Saya membutuhkan materi bahasa Inggris asli seperti mendengarkan film tentang perdagangan dan pemasaran	✓	
12.	Saya belajar bahasa Inggris yang saya bisa berbicara dan berdialog sambil melakukan sistem jual beli kepada konsumen menggunakan bahasa Inggris	✓	
13.	Saya ingin belajar bahasa Inggris di luar ruangan, seperti berkomunikasi dengan konsumen dan bisa diterapkan tidak hanya di sekolah tetapi di lingkungan sekitar.	✓	
14.	Guru bahasa Inggris mampu menciptakan suasana belajar yang lebih aktif di kelas pemasaran	✓	
15.	Saya aktif dalam pembelajaran di kelas dan mampu berdiskusi dalam bahasa Inggris	✓	

NAMA: Haikal Anugrah Pratama

KELAS: XI BDP

NO	Pernyataan	Setuju	Tidak setuju
1.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara saya kepada target pasar/konsumen saya dalam memperkenalkan produk	✓	
2.	Saya ingin mahir dalam belajar bahasa Inggris agar dapat saya terapkan dalam kegiatan marketing di perusahaan saya nanti	✓	
3.	Saya belajar bahasa Inggris agar saya dapat memasarkan produk ke target pasar internasional	✓	
4.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara karena terkait dengan perkembangan dunia pemasaran yang semakin global	✓	
5.	Saya kesulitan memahami bahasa Inggris karena bahasa yang digunakan tidak khusus untuk mempelajari bahasa Inggris yang diterapkan dalam dunia pemasaran	✓	
6.	Saya tidak tertarik dengan materi Bahasa Inggris karena materi ajarnya tidak berhubungan dengan bidang pemasaran seperti Cerita Malin Kundang dan lain-lain.		✓
7.	Saya tidak tertarik belajar bahasa Inggris karena sampul bukunya tidak menarik		✓
8.	Saya dapat memahami penggunaan kosa kata dan tata bahasa yang tepat dalam buku bahasa Inggris	✓	
9.	Saya dapat memahami empat keterampilan bahasa Inggris secara langsung, yaitu keterampilan mendengarkan, membaca, menulis, dan berbicara	✓	
10.	Saya mampu menguasai isi materi seperti vocabulary, grammar, pronouns dan lain-lain		✓
11.	Saya membutuhkan materi bahasa Inggris asli seperti mendengarkan film tentang perdagangan dan pemasaran	✓	
12.	Saya belajar bahasa Inggris yang saya bisa berbicara dan berdialog sambil melakukan sistem jual beli kepada konsumen menggunakan bahasa Inggris	✓	
13.	Saya ingin belajar bahasa Inggris di luar ruangan, seperti berkomunikasi dengan konsumen dan bisa diterapkan tidak hanya di sekolah tetapi di lingkungan sekitar.	✓	
14.	Guru bahasa Inggris mampu menciptakan suasana belajar yang lebih aktif di kelas pemasaran	✓	
15.	Saya aktif dalam pembelajaran di kelas dan mampu berdiskusi dalam bahasa Inggris	✓	

NAMA: Mita Iestari

KELAS: XII BDP

NO	Pernyataan	Setuju	Tidak setuju
1.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara saya kepada target pasar/konsumen saya dalam memperkenalkan produk	✓	
2.	Saya ingin mahir dalam belajar bahasa Inggris agar dapat saya terapkan dalam kegiatan marketing di perusahaan saya nanti	✓	
3.	Saya belajar bahasa Inggris agar saya dapat memasarkan produk ke target pasar internasional	✓	
4.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara karena terkait dengan perkembangan dunia pemasaran yang semakin global		✓
5.	Saya kesulitan memahami bahasa Inggris karena bahasa yang digunakan tidak khusus untuk mempelajari bahasa Inggris yang diterapkan dalam dunia pemasaran		✓
6.	Saya tidak tertarik dengan materi Bahasa Inggris karena materi ajarnya tidak berhubungan dengan bidang pemasaran seperti Cerita Malin Kundang dan lain-lain.		✓
7.	Saya tidak tertarik belajar bahasa Inggris karena sampul bukunya tidak menarik	✓	
8.	Saya dapat memahami penggunaan kosa kata dan tata bahasa yang tepat dalam buku bahasa Inggris	✓	
9.	Saya dapat memahami empat keterampilan bahasa Inggris secara langsung, yaitu keterampilan mendengarkan, membaca, menulis, dan berbicara	✓	
10.	Saya mampu menguasai isi materi seperti vocabulary, grammar, pronouns dan lain-lain	✓	
11.	Saya membutuhkan materi bahasa Inggris asli seperti mendengarkan film tentang perdagangan dan pemasaran		✓
12.	Saya belajar bahasa Inggris yang saya bisa berbicara dan berdialog sambil melakukan sistem jual beli kepada konsumen menggunakan bahasa Inggris	✓	
13.	Saya ingin belajar bahasa Inggris di luar ruangan, seperti berkomunikasi dengan konsumen dan bisa diterapkan tidak hanya di sekolah tetapi di lingkungan sekitar.	✓	
14.	Guru bahasa Inggris mampu menciptakan suasana belajar yang lebih aktif di kelas pemasaran	✓	
15.	Saya aktif dalam pembelajaran di kelas dan mampu berdiskusi dalam bahasa Inggris	✓	

NAMA: Tisa Aisiah

KELAS: XII BDP.

NO	Pernyataan	Setuju	Tidak setuju
1.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara saya kepada target pasar/konsumen saya dalam memperkenalkan produk	✓	
2.	Saya ingin mahir dalam belajar bahasa Inggris agar dapat saya terapkan dalam kegiatan marketing di perusahaan saya nanti	✓	
3.	Saya belajar bahasa Inggris agar saya dapat memasarkan produk ke target pasar internasional	✓	
4.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara karena terkait dengan perkembangan dunia pemasaran yang semakin global	✓	
5.	Saya kesulitan memahami bahasa Inggris karena bahasa yang digunakan tidak khusus untuk mempelajari bahasa Inggris yang diterapkan dalam dunia pemasaran		✓
6.	Saya tidak tertarik dengan materi Bahasa Inggris karena materi ajarnya tidak berhubungan dengan bidang pemasaran seperti Cerita Malin Kundang dan lain-lain.		✓
7.	Saya tidak tertarik belajar bahasa Inggris karena sampul bukunya tidak menarik		✓
8.	Saya dapat memahami penggunaan kosa kata dan tata bahasa yang tepat dalam buku bahasa Inggris	✓	
9.	Saya dapat memahami empat keterampilan bahasa Inggris secara langsung, yaitu keterampilan mendengarkan, membaca, menulis, dan berbicara	✓	
10.	Saya mampu menguasai isi materi seperti vocabulary, grammar, pronouns dan lain-lain	✓	
11.	Saya membutuhkan materi bahasa Inggris asli seperti mendengarkan film tentang perdagangan dan pemasaran		✓
12.	Saya belajar bahasa Inggris yang saya bisa berbicara dan berdialog sambil melakukan sistem jual beli kepada konsumen menggunakan bahasa Inggris	✓	
13.	Saya ingin belajar bahasa Inggris di luar ruangan, seperti berkomunikasi dengan konsumen dan bisa diterapkan tidak hanya di sekolah tetapi di lingkungan sekitar.	✓	
14.	Guru bahasa Inggris mampu menciptakan suasana belajar yang lebih aktif di kelas pemasaran	✓	
15.	Saya aktif dalam pembelajaran di kelas dan mampu berdiskusi dalam bahasa Inggris	✓	

NAMA: GALANG MPRKI PURA

KELAS: X BDP

NO	Pernyataan	Setuju	Tidak setuju
1.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara saya kepada target pasar/konsumen saya dalam memperkenalkan produk	✓	
2.	Saya ingin mahir dalam belajar bahasa Inggris agar dapat saya terapkan dalam kegiatan marketing di perusahaan saya nanti	✓	
3.	Saya belajar bahasa Inggris agar saya dapat memasarkan produk ke target pasar internasional	✓	
4.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbicara karena terkait dengan perkembangan dunia pemasaran yang semakin global	✓	
5.	Saya kesulitan memahami bahasa Inggris karena bahasa yang digunakan tidak khusus untuk mempelajari bahasa Inggris yang diterapkan dalam dunia pemasaran	✓	
6.	Saya tidak tertarik dengan materi Bahasa Inggris karena materi ajarnya tidak berhubungan dengan bidang pemasaran seperti Cerita Malin Kundang dan lain-lain.		✓
7.	Saya tidak tertarik belajar bahasa Inggris karena sampul bukunya tidak menarik		✓
8.	Saya dapat memahami penggunaan kosa kata dan tata bahasa yang tepat dalam buku bahasa Inggris	✓	
9.	Saya dapat memahami empat keterampilan bahasa Inggris secara langsung, yaitu keterampilan mendengarkan, membaca, menulis, dan berbicara	✓	
10.	Saya mampu menguasai isi materi seperti vocabulary, grammar, pronouns dan lain-lain		✓
11.	Saya membutuhkan materi bahasa Inggris asli seperti mendengarkan film tentang perdagangan dan pemasaran	✓	
12.	Saya belajar bahasa Inggris yang saya bisa berbicara dan berdialog sambil melakukan sistem jual beli kepada konsumen menggunakan bahasa Inggris	✓	
13.	Saya ingin belajar bahasa Inggris di luar ruangan, seperti berkomunikasi dengan konsumen dan bisa diterapkan tidak hanya di sekolah tetapi di lingkungan sekitar.	✓	
14.	Guru bahasa Inggris mampu menciptakan suasana belajar yang lebih aktif di kelas pemasaran	✓	
15.	Saya aktif dalam pembelajaran di kelas dan mampu berdiskusi dalam bahasa Inggris		✓

Appendix III

Interview for Teacher

No	Aspek	Indikator	Data
1	Target Needs	A. Goals of Students R : Apakah menurut Ibuk bahan ajar yang digunakan sesuai dengan kurikulum di sekolah?	16
		B. Neccessities R : Menurut ibuk, apa kendala siswa dalam belajar bahasa Inggris?	17
		C. Lacks R: Menurut ibuk, apakah Anda menggunakan beberapa buku bahasa Inggris dalam mengajar atau hanya satu buku?	18
		D. Wants R: Menurut ibuk, mata pelajaran ESP untuk siswa pemasaran apa saja yang ada di SMKN 1 Sungai Penuh ?	19
2	Learning Needs	E. Input R: Menurut ibuk, skill apa yang paling dibutuhkan oleh mahasiswa marketing kelas 10 ketika memasuki dunia kerja?	20
		F. Procedure R: Menurut ibuk, apakah siswa membutuhkan suasana belajar yang menarik, misalnya di luar ruangan atau di perpustakaan?	21
		G. Setting R: Menurut ibuk, bagaimana cara menciptakan suasana belajar yang aktif di dalam kelas?	22
		H. Teacher's Role R: Menurut ibuk, bagaimana cara menciptakan suasana belajar yang aktif di dalam kelas?	23
		I. Student's Role R : Menurut ibuk, apakah siswa terlibat aktif di dalam kelas?	24

Interview for Teacher

No	Aspect	Indicator	Data
1	Target Needs	A. Goals Of Students R : were you view of the teaching materials used in accordance with the curriculum at school?	16
		B. Necessities R : In your opinion, what are the obstacles for students in learning English?	17
		C. Lacks R: In your opinion, do you use several English books in teaching or only one book?	18
		D. Wants R: In your opinion, What are ESP subject for marketing students available at SMKN 1 Sungai Penuh?	19
2	Learning Needs	E. Input R: In your opinion, what skills are most needed by 10th grade marketing students when entering the workforce?	20
		F. Procedure R: In your opinion, do students need an interesting learning atmosphere, for example being outside the room or in the library?	21
		G. Setting R: In your view, how do you create an active learning atmosphere in the classroom?	22
		H. Teacher's Role R: In your view, how do you create an active learning atmosphere in the classroom?	23
		I. Student's Role R: In your opinion, are students actively involved in class?	24

Appendix IV

The result of interview from Teachers

Teacher (Mrs.Widya)	
Researcher	Informant
Disekolah saat ini pakai kurikulum apa buk ?	Saat ini menggunakan kurikulum K13. Cuma akan menuju kurikulum merdeka. <i>It currently uses the K13 curriculum. It's just going to go towards a Merdeka curriculum.</i>
Apakah bahan ajar ibuk sudah sesuai dengan kurikulum yang berlaku di sekolah ini ?	Ya, sudah sesuai dengan kurikulum. <i>Yes, it is in accordance with the curriculum</i>
Menurut ibu ada kendala dalam pembelajaran bahasa inggris pada siswa?	Kendala pasti ada. Kalau di sekolah ini yang menjadi kendala adalah kemampuan dasar berbahasa inggris itu kurang. Jadi, berpengaruh terhadap bahan ajar yang tingkat kesulitannya sedikit tinggi. Apalagi disini masih dalam masa transisi dari kurikulum KTSP menuju ke Kurikulum K13. Kalau menggunakan Kurikulum KTSP, dulu kita masih bisa menggunakan kurikulum sekolah. Untuk SMK sendiri berbeda dengan SMA. Dimana di SMA cenderung bahan ajarnya merujuk pada penggunaan bahasa inggris disekolah. Tapi sekarang, di SMK juga merujuk pada hal tersebut sedangkan level kemampuan berbahasa inggris di SMK masih rendah. Sehingga, sulit untuk pencapaian materi pada bahan ajar. <i>Obstacles definitely exist. In this school, the obstacle is that basic English skills are lacking. So, it affects teaching materials whose level of difficulty is a little high. Moreover, disini is still in the transition period from the KTSP</i>

	<p><i>curriculum to the K13 Curriculum. If we use the KTSP Curriculum, in the past we could still use the school curriculum. For SMK itself, it is different from SMA. Where in high school tends to refer to the use of English in school. But now, smk also refers to this while the level of English proficiency in SMK is still low. Thus, it is difficult to achieve material on teaching materials.</i></p>
Jadi untuk sekarang terfokus pada teks bahan ajar nya buk ?	<p>Iya, saat ini lebih banyak merujuk pada teks bacaan.</p> <p><i>Yes, nowadays it refers more to reading texts.</i></p>
Apakah ibuk menggunakan 1 buku atau beberapa buku dalam mengajar ?	<p>Saya menggunakan beberapa buku.</p> <p><i>I used some books.</i></p>
Apakah buku yang digunakan di sediakan oleh sekolah atau bagaimana ?	<p>Satu buku di sediakan oleh sekolah, ada buku pegangan dan bahkan ada buku yang kita buat sendiri, seperti modul.</p> <p><i>One book is provided by the school, there is a handbook and there is even a book that we make ourselves, such as modules.</i></p>
Apakah buku itu dimiliki oleh siswa ?	<p>Iya siswa di minta untuk memfotokopi buku nya.</p> <p><i>Yes, students are asked to copy their books</i></p>
Menurut ibu skill bahasa inggris apa yang diperlukan siswa untuk selanjutnya di aplikasikan dibidang pekerjaan sesuai jurusannya ?	<p>Menurut saya skill yang harus dikuasai siswa, khususnya siswa jurusan pemasaran adalah berkomunikasi dengan customer atau speaking. Seperti ilmu marketing dan ungkapan pujian.</p> <p><i>In my opinion, the skill that students must master, especially students majoring in marketing, is to communicate with customers or speak. Such as marketing science and expressions of praise.</i></p>
Menurut ibu apakah siswa membutuhkan suasana belajar yang	<p>Ya tentu, walaupun kami tidak pernah outbound kita menyelipkan</p>

<p>menarik. Misalnya belajar di luar ruangan seperti di perpustakaan atau outbound ?</p>	<p>pembelajaran di dalam kelas contohnya ada game. Anggap saja sayang sedang mengajar pronoun, dan ada juga disability and ability, can and can't. Kita ada game nya juga agar pembelajarannya tidak monoton. Apalagi pembelajaran itu berlangsung selama 4 jam. Jadi guru dituntut untuk bisa melihat situasi. Apakah siswa sudah merasa bosan atau tidak.</p> <p><i>Yes of course, although we never outbound we slip learning in the classroom for example there are games. Let's just say it's a pity to be teaching a pronoun, and there's also disability and ability, can and can't. We have the game too so that the learning is not monotonous. Moreover, the learning lasted for 4 hours. So teachers are required to be able to see the situation. Whether students are already feeling bored or not.</i></p>
<p>Menurut ibu apakah siswa sudah terlibat aktif dalam pembelajaran ?</p>	<p>Untuk awal-awal mungkin hanya beberapa siswa saja yang aktif. Tapi setelah diberikan latihan ternyata masih tetap saja nilai nya dibawah standar. Tapi tetap kita upayakan untuk tetap membimbing sampai semuanya dapat berpartisipasi aktif dalam pembelajaran.</p> <p><i>For the beginning, maybe only a few students are active. But after being given training, it turns out that the value is still below the standard. But we still try to keep guiding until everyone can actively participate in learning.</i></p>
<p>Bagaimana tanggapan ibu tentang sekolah ini dalam pembelajaran bahasa inggris ?</p>	<p>Sekolah ini cukup memfasilitasi pembelajaran bahasa inggris. Misalnya menyediakan buku sebagai bahan ajar, adanya labor, dan untuk game juga difasilitasi. Cuma mungkin terkendala pada ketersediaan infocus yang masih sedikit. Untuk fasilitas sendiri mungkin sekitar 75% sudah di fasilitasi.</p>

	<p><i>This school is quite facilitating the learning of English. For example, providing books as teaching materials, labor, and for games is also facilitated. It may only be constrained by the availability of infocus which is still small. For the facilities themselves, maybe about 75% are already in facilitation.</i></p>
Menurut anda apakah Mata pelajaran ESP untuk siswa pemasaran tersedia di SMKN 1 Sungai Penuh ?	<p>Belum ada. Tapi kita mengajar siswa dari materi yang umum sampai ke materi yang spesifik, terkhusus materi tentang pemasaran.</p> <p><i>Not Yet, but we were teach the students from general materials to specific materials, especially marketing material.</i></p>

Teacher (Mrs.Nelya)	
Researcher	Informant
Disekolah saat ini pakai kurikulum apa buk ?	<p>Untuk saat ini masih kurikulum KTSP disekolah ini tapi selanjutnya akan menggunakan kurikulum merdeka</p> <p><i>For now, there is still a KTSP curriculum in this school but will then use a Merdeka curriculum.</i></p>
Apakah bahan ajar ibuk sudah sesuai dengan kurikulum yang berlaku di sekolah ini ?	<p>Untuk kurikulum sekarang, sudah sesuai.</p> <p><i>For the current curriculum, it is appropriate.</i></p>
Menurut ibu ada kendala dalam pembelajaran bahasa inggris pada siswa?	<p>Sebenarnya banyak kendala. Kendala umumnya seperti buku. Hanya guru yang memiliki buku bahan ajar. Secara garis besar terkait dengan fasilitas.</p> <p><i>Actually, there are obstacles. Constraints are generally like books. Only teachers have textbooks. Broadly speaking, it is related to facilities.</i></p>

<p>Apakah ibuk menggunakan 1 buku atau beberapa buku dalam mengajar ?</p>	<p>Saya menggunakan beberapa buku. Karena tidak bisa dari satu buku. Harus di tambah dengan buku lainnya. Buku khusus untuk pembelajaran SMK sudah ada tapi masih butuh di dukung dengan buku-buku yang lain.</p> <p><i>I used some books. Because it can't be from one book. Should be supplemented with other books. Special books for SMK learning already exist but still need to be supported with other books.</i></p>
<p>Apakah buku yang ibuk guinakan di sediakan dari sekolah ?</p>	<p>Ya, semua buku yang saya gunakan di sediakan oleh sekolah.</p> <p><i>Yes, all the books I use are provided by the school.</i></p>
<p>Apakah ada mata pelajaran bahasa inggris yang khusus untuk jurusan pemasaran di sekolah ?</p>	<p>Ya, ada.</p> <p><i>Yes, there is.</i></p>
<p>Menurut ibu skill bahasa inggggris apa yang diperlukan siswa untuk selanjutnya di aplikasikan dibidang pekerjaan sesuai jurusannya ?</p>	<p>Skill yang di butuhkan adalah skill speaking untuk membantu dalam hal komunikasi.</p> <p><i>The skills needed are speaking skills to help in terms of communication.</i></p>
<p>Menurut ibu apakah siswa membutuhkan suasana belajar yang menarik. Misalnya belajar di luar ruangan seperti di perpustakaan atau outbound ?</p>	<p>Ya, di butuhkan untuk membuat pembelajaran lebih menarik.</p> <p><i>Yes, it is needed to make learning more interesting.</i></p>
<p>Bagaimana ibuk menerapkan suasana belajar yang aktif di kelas ?</p>	<p>Saya banyak menggunakan metode praktek langsung. Siswa di minta untuk memperagakan aktifitas yang terjadi sesuai materi yang sedang dipelajari. Contoh nya praktek menawarkan barang kepada konsumen.Kemudan di buat tanya jawab.</p> <p><i>I use a lot of hands-on methods. Students are asked to demonstrate the activities that occur according to the material being studied. For example, the practice of offering goods to consumers. Then a question and answer was made.</i></p>
<p>Menurut ibu apakah siswa sudah</p>	<p>Sebenarnya banyak yang aktif tapi tidak</p>

telibat aktif dalam pembelajaran ?	<p>keseluruhan. Untuk yang tidak aktif tentunya kita perlu metode untuk mengajak siswa yang tidak aktif tadi agar mau berpartisipasi dalam proses pembelajaran.</p> <p><i>Actually, many are active but not entire. For the inactive, of course, we need a method to invite the inactive students to want to participate in the learning process.</i></p>
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The result of interview from Students	
Students' on the Tenth Grade	
Researcher	Informant
Menurut kamu apakah buku bahasa inggris ESP tersedia di perpustakaan ?	Tidak. Saya tidak menemukan buku ESP di perpustakaan. Dalam proses belajar dan mengajar kami menggunakan buku pembelajaran bahasa inggris umum. <i>Not. I didn't find any ESP books in the library. In the process of learning and teaching we use general English learning books.</i>
Apakah kamu, kamu mengalami kesulitan dalam mempelajari mata pelajaran bahasa inggris ?	Ya. Karena susah untuk di pahami. <i>Yes. Because it is difficult to understand.</i>
Apakah ada variasi dalam buku yang digunakan mengajar bahasa inggris ?	Tidak ada. <i>None.</i>
Apakah perlu bahan ajar yang lebih spesifik ?	Perlu, karena agar mudah di pahami oleh siswa. <i>It is necessary, because it is easy for students to understand.</i>
Apakah kamu setuju bahwa bahan ajar yang dikembangkan sekarang ini lebih bervariasi dan spesifik ?	Ya setuju. Untuk bahan ajar yang di gunakan sekarang lebih spesifik sehingga mudah di mengerti. <i>Yes, agreed. The teaching materials used are now more specific so that they are easy to understand.</i>
Menurut kamu metode pembelajaran yang bagaimana yang bisa meningkatkan keterampilan kamu dalam berbahasa inggris ?	Menurut saya metode praktek lebih mudah di mengerti dibandingkan teori. <i>I think practical methods are easier to understand than theory.</i>
Menurut kamu apakah kamu membutuhkan lingkungan belajar yang menarik ?	Ya perlu. Karena dengan suasana yang menarik maka akan lebih mudah untuk belajar dan memahami bahan ajar yang sedang di pelajari. <i>Yes, it is necessary. Because with an</i>

	<i>interesting atmosphere, it will be easier to learn and understand the teaching materials being studied.</i>
Apakah suasana didalam kelas cukup efektif untuk belajar bahasa inggris ?	Tidak. Karena kurang menarik dan cenderung monoton. <i>Not. Because it is less attractive and tends to be monotonous.</i>
Apakah kamu terlibat aktif di dalam kelas ?	Ya, saya lumayan aktif dengan sering memberikan pertanyaan di saat proses belajar mengajar berlangsung. <i>Yes, I am quite active by giving questions frequently during the teaching and learning process.</i>

Students' on the Eleventh Grade	
Researcher	Informant
Menurut kamu apakah buku bahasa inggris ESP tersedia di perpustakaan ?	Tidak, saya tidak menemukan buku itu di perpustakaan. <i>No, I didn't find the book in the library.</i>
Apakah kamu, kamu mengalami kesulitan dalam mempelajari mata pelajaran bahasa inggris ?	Kalau dikatakan kesulitan, tidak. Akan tetapi cukup sulit untuk paham. Walaupun gurunya sudah menjelaskan dengan sangat detail. <i>If you say difficulty, no. However, it is quite difficult to understand. Although the teacher has explained very detail.</i>
Apakah ada variasi dalam buku yang digunakan mengajar bahasa inggris ?	Tidak . Tidak ada. Cuma menggunakan buku umum atau yang disediakan di sekolah. Itupun hanya guru saja yang memiliki buku tersebut. <i>Not. None. Only use public books or those provided at school. Even then, only the teacher owns the book.</i>
Apakah perlu bahan ajar yang lebih spesifik ?	Buku ajar yang digunakan guru sudah cukup detail. <i>The textbooks used by the teacher are already quite detailed.</i>
Apakah kamu setuju bahwa bahan ajar yang dikembangkan sekarang ini lebih bervariasi dan spesifik ?	Ya setuju. Karena dengan adanya bahan ajar yang spesifik dan bervariasi kami berharap lebih mudah untuk dimengerti. <i>Yes, agreed. Because with the existence</i>

	<i>of specific and varied teaching materials we hope that it will be easier to understand.</i>
Menurut kamu metode pembelajaran yang bagaimana yang bisa meningkatkan keterampilan kamu dalam berbahasa inggris ?	Semuanya menarik, akan tetapi saya lebih mengerti ketika guru memberikan kesempatan siswa untuk membaca di depan kelas kemudian dikoreksi bagian yang salah. <i>It's all interesting, but I understand better when the teacher gives students the opportunity to read in front of the class and then correct the wrong part.</i>
Menurut kamu apakah kamu membutuhkan lingkungan belajar yang menarik ?	Ya, saya butuh suasana yang tenang sehingga efektif untuk belajar bahasa inggris <i>Yes, I need a calm atmosphere so that it is effective to learn English.</i>
Apakah suasana didalam kelas cukup efektif untuk belajar bahasa inggris ?	Cukup efektif. Hanya terkadang suasana kelas sedikit bising oleh anggota kelas yang lain. Sehingga saya merasa sedikit tidak nyaman. <i>Quite effective. Only sometimes the atmosphere of the class is a little noisy by other members of the class. So that I feel a little uncomfortable.</i>
Apakah kamu terlibat aktif di dalam kelas ?	Saya rasa saya kurang aktif karena saya memilih diam ketika guru sedang menjelaskan materi. <i>I think I'm less active because I choose to be quiet when the teacher is explaining the material.</i>

Students' on the Twelveth Grade	
Researcher	Informant
Menurut kamu apakah buku bahasa inggris ESP tersedia di perpustakaan ?	Buku bahasa inggris tersedia di perpustakaan. Hanya saja buku tersebut merupakan buku bahasa inggris umum. Untuk buku ESP sendiri tidak tersedia. <i>English books are available in the</i>

	<i>library. It's just that the book is a general English book. For ESP books themselves are not available.</i>
Apakah kamu, kamu mengalami kesulitan dalam mempelajari mata pelajaran bahasa inggris ?	Ya, saya cukup mengalami kesulitan. Karena ada guru yang cara penjelasannya berbelit-belit sehingga susah di pahami. <i>Yes, I had quite a hard time. Because there are teachers whose explanations are convoluted so that it is difficult to understand.</i>
Apakah ada variasi dalam buku yang digunakan mengajar bahasa inggris ?	Tidak. Guru hanya menggunakan satu buku bahan ajar. <i>Not. The teacher uses only one textbook.</i>
Apakah perlu bahan ajar yang lebih spesifik ?	Ya, perlu. Karena dengan bahan ajar yang bervariasi dapat mempermudah siswa dalam memahami materi yang sedang di pelajari. <i>Yes, it is necessary. Because with varied teaching materials, it can make it easier for students to understand the material being studied.</i>
Apakah kamu setuju bahwa bahan ajar yang dikembangkan sekarang ini lebih bervariasi dan spesifik ?	Setuju. Karena pembelajaran yang bervariasi dan spesifik membuat suasana belajar menarik sehingga siswa dapat memahami dengan mudah dan cepat. <i>Agree. Because the varied and specific learning makes the learning atmosphere interesting so that students can understand easily and quickly.</i>
Menurut kamu metode pembelajaran yang bagaimana yang bisa meningkatkan keterampilan kamu dalam berbahasa inggris ?	Pembelajaran berdialog. Saya lebih mudah memahami dengan menggunakan metode praktek langsung. <i>Dialogue learning. I understand more easily by using the hands-on method.</i>
Menurut kamu apakah kamu membutuhkan lingkungan belajar yang menarik ?	Ya, saya membutuhkan lingkungan belajar yang menarik seperti belajar di ruang belajar untuk menghilangkan rasa

	<p>bosan karena belajar dari pagi sampai siang.</p> <p><i>Yes, I need an interesting learning environment such as studying in the study room to relieve the boredom of studying from morning to noon.</i></p>
Apakah suasana didalam kelas cukup efektif untuk belajar bahasa inggris ?	<p>Cukup efektif. Karena guru nya cukup galak. Sehingga suasana kelas menjadi kondusif.</p> <p><i>Quite effective. Because the teacher is quite fierce. So that the classroom atmosphere becomes conducive.</i></p>
Apakah kamu terlibat aktif di dalam kelas ?	<p>Ya, saya cukup aktif. Pada saat pembelajaran berlangsung saya banyak bertanya mengenai materi yang sedang di pelajari.</p> <p><i>Yes, I'm pretty active. During the lesson, I asked a lot about the material being studied.</i></p>

Appendix V

Documentation





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