

NEED ANALYSIS OF ENGLISH LANGUAGE SKILLS FOR AUTOMOTIVE DEPARTMENT OF THE ELEVENTH GRADE STUDENTS AT SMKN 1 SESEAN

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ABSTRACT

This research aims are to find out the students' need priority of English language skills for automotive department of the eleventh grade students at SMKN 1 Sesean. This research employed descriptive qualitative method. The subjects of this research were the eleventh grade students of automotive department of SMKN 1 Sesean academic year 2015/2016. The instrument used namely questionnaire. The result of the research revealed that the students' need priority of English language skill for automotive department of the eleventh grade students at SMKN 1 Sesean is speaking.

Keywords: students' need, priority, language skills

A. INTRODUCTION

Languages are generally taught and assessed in terms of the four skills. Skill is combination of ability, knowledge and experience that enables a person to do something well. All language learners will need to develop their skills in each of these areas, and your language classes should incorporate activities relate to all these skills. The four skills above divide into two part. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. Speaking is the productive skill. It cannot be separate from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Listening is the process of understanding speech in a first or second language. It means that listening is one of major skill that every English student must had. Practically, there are still many people who have lack of listening skill than other skill, especially it is the common problem the mostly student had. For example when student could speak English fluently but she could not identify what the native speaker said. It could be influenced by neither the speed of speech that is too fast or the low responses skill of what they heard. Writing is the ability to put pen and paper to express ideas through symbols, this way representations on the paper will have meaning and content that could be communicated to other people by the writer. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language.

When the students study about the material from handbook, they are really not interest to study, there is no attention in learning but when they are study about their department, they almost forget about the other lesson. There are some reasons as followed teachers do not teach skills suitable to the students' need, it is because the curriculum sometimes is different to the students' need of learn English or teachers do not know what exactly skills that the students' need to learn English because the skill is needed in each school or department is different.

Therefore, skill in English is needed by the students of English language at SMKN 1 Sesean. English teaching in SMKN 1 Sesean teach about a specific English for technical

engineering, automotive, heavy equipment, electrics, draw building, and computer and network which can help students who have an interest to work in the world based on their department. By considering the explanation above, the researcher wants to know the students' need priority of English language skills whether speaking, listening, writing or reading. The researcher chose the title " Need Analysis of English Language Skills for Automotive Department of The Eleventh Grade Students at SMKN 1 Sesean ".

B. REVIEW OF LITERATURE

Language Skills

Languages are generally taught and assessed in terms of the 'four skills': listening, speaking, reading, and writing. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. All language learners will need to develop their skills in each of these areas, and your language classes should incorporate activities related to all these skills. Below are some practical steps you can take to develop these skills outside the classroom – remember you will also want to think about your current language level and priorities for learning in each area".

According to Geok Helen (2013) state that " When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read and finally to write".

Basic Skills in English Language

According to Orwig (1999) argues that " there are four basic skills in English language. They are listening, speaking, reading, and writing, it is illustrated as follows:

1. Listening

Listening is the language skill which learners usually find the most difficult skill because they feel under unnecessary pressure to understand every word. Listening comprehension is the receptive skill in the oral mode. When people speak of listening what they really mean is listening and understanding what they hear. In the first language, people have all the skills and background knowledge they need to understand what they hear. Further, he classifies it into two kinds of listening situations:

a. Interactive

Interactive listening situations includes face-to-face conversations and telephone calls, in which the learners alternately listen and speak, and people have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

b. Non-interactive

Some non-interactive listening situations are listening to the radio, TV, films, or lectures.

2. Reading

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that further helps listening comprehension, particularly at the later stages.

3. Speaking

Speaking is the productive skill in the oral mode. It is classified into three speaking situations:

- a) interactive,
- b) partially interactive
- c) non-interactive

4. Writing

Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Need Analysis

Based on book English For Specific Purpose of Pongsapan (2015: 25) ‘Within ESP the meaning of needs and needs analysis has broadened with experience and research. For instance, in the 1960s and early 1970s, literature and language trained English teachers faced with teaching science for the students in English for their subjects.

Concept of Need Analysis

Richards (2001 : 54) argues that ‘needs’ is the term used to refer to “want, desires, demands, expectation, motivation, lacks, constraints, and requirements”. It was introduced largely through ESP movement” the demand for specialized language program grew and applied linguistics increasingly began to employ needs analysis procedures in language teaching in 1960s, then in 1980s, in many parts of the world a” need based philosophy”

emerged in language teaching, particularly in relation to ESP and vocational oriented program design”.

According to Brindly (1984 : 28), the term ‘needs’ is sometimes used to refers *wants, desires, demands, expectations, and motivation, lack constraints, and requirements*. Needs are often described in term of a linguistic deficiency, it means that describing the distinguishing between what learners can do in a language and what he or she should be able to do. It means that ‘needs’ have real objectives and wait to be identified and analyzed”.

Robinson (1991) states out “five different meanings and types of needs” : (1) needs can refer to students’ study or job requirement, that is, what they are going to do at the end of their language study. It means that it is a goal oriented of needs, (2) needs can mean what the user of institutions or society regards as desirable to be learnt from a program of language instruction, (3) the consideration to what the students needs to do actually acquire the language. That is a process-oriented meaning of needs and related to transitional behavior, the means of learning. And (4) needs is what the students themselves would like to get from language course. This view of needs implies that students or jobs, and (finally) needs interpreted as lacks, that is, what the students do not know or can not do in language”.

Further, Hutchinson and Waters (1987: 54) divided “needs” into two divisions “target needs and learners’ needs” where *target needs* are what the learners’ needs to do in target situation, and learners’ needs are what the learners’ needs to do in order to learn. Target needs include *necessities, lack, and want* . Necessities refer to the type of needs determined by demand of target situation, that is what the learner has to know in order to function effectively in target situation , *lack* refer to the gaps between what the learner knows, and *wants* are interpreted as what are the learner think their needs”.

Based on the definition above , the writer concludes that the needs is term refer used to refers *requirements, ambitions, desires, and something that force and have to fulfilled so that giving appropriate result*.

C. METHOD

This research conducted at SMKN 1 Sesean as a place to do the research. The location at SMK Negeri 1 Sesean, Jl. Poros Sa’dan KM 5 Pangli Selatan,

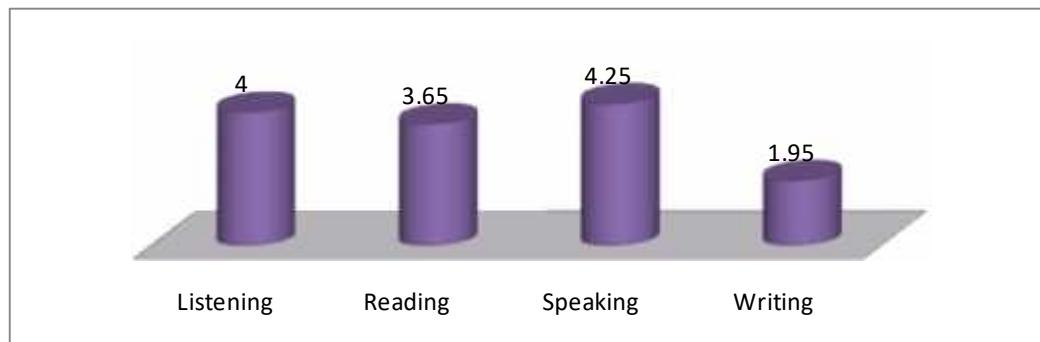
Kecamatan Sesean, Kabupaten Toraja Utara. The total of the teacher are 70 and there is 6 English teacher. SMKN 1 SESEAN is one of the Vocational school in Toraja Utara, which is have stand up in the year 2005 headed by Mr. Drs. Rannu Palamba, MM. Initially only consisting of 8 students and a building drawing, but with hard effort, finally SMKN 1 Sesean can expand and go forward and finally can have good Building, owning many rooms and students. Research instrument of this study was questionnaire. Questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written question for which respondents has to provide the answer (Bell 1999). Questionnaire aimed to find out the students' need of English language skill for automotive department of the second grade students at SMKN 1 Sesean.

D. RESULTS

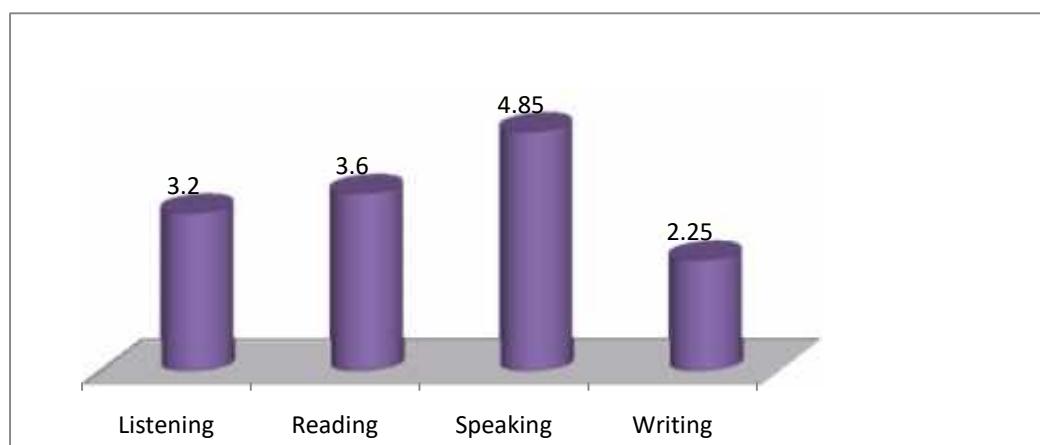
1. Diagram Scale Priority

a. Item 1. Described information deals with the automotive students *expected* to use English skills in learning English. Part of respondent recognized that listening, reading and speaking is important. The other respondents recognized that writing is less important of English for automotive students, as displayed in the following diagram:

Based on the data below, it can be seen that the automotive student expected to use English skills in learning English at SMKN 1 Sesean based on the diagram analysis, the first need of English language skill is speaking with average value 4.25 the second is listening with average value 4.00 and the third is reading with average value 3.65 and the last is writing with average value 1,95.

Diagram 4.1**The Average Score of important of English for Automotive Students**

b. Item 2. Described information deals with the important to success in course of studying English skills for automotive students. Part of respondents recognized that speaking is very important and reading is important to success in course of studying English skill, but listening is undecided. The other respondents recognized that writing is less important to success in course of studying English abilities, as displayed in the following diagram:

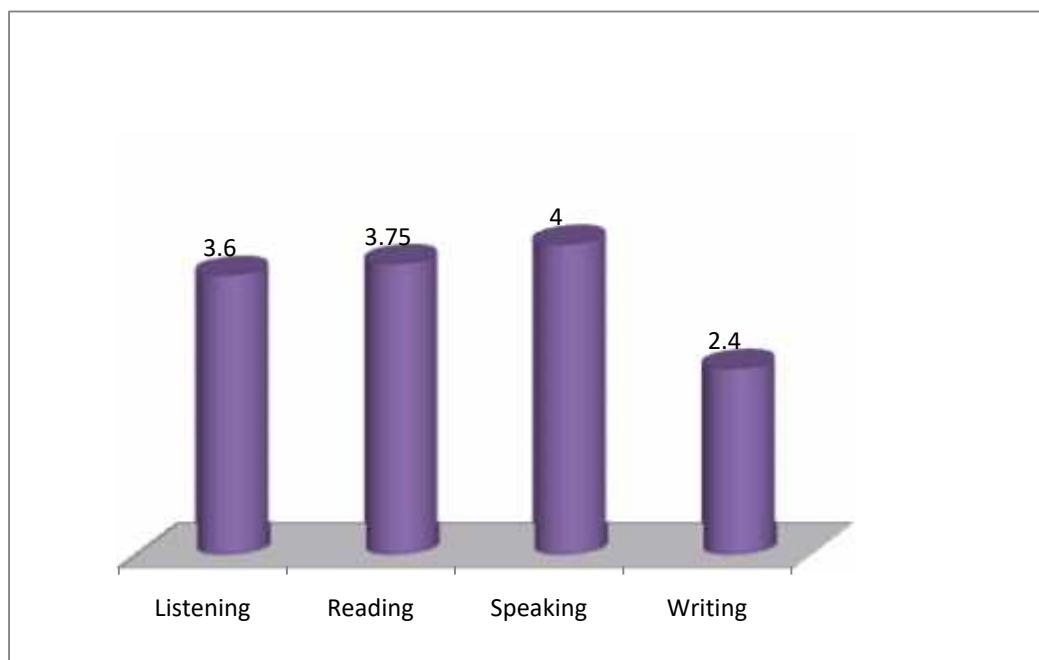
Diagram 4.2**The Average score of important to success in study the following skills**

Based on the data above it can be seen that the *important to success* in course of studying English language skills for automotive students at SMKN 1 Sesean based on the diagram. The first need of English language skill is speaking with average value 4.85. The second is reading with average value 3.60 and the third is listening, with average value 3.20 and the last is writing with average value 2.25.

c. Item 3. Described information deals with the important use the following skills for looking information about automotive. Part of respondents recognized that speaking, reading and listening is important. The other respondents recognized that writing is less important. As displayed in the following diagram :

Diagram 4.3

The Average score of important use the following skills, for looking information about automotive

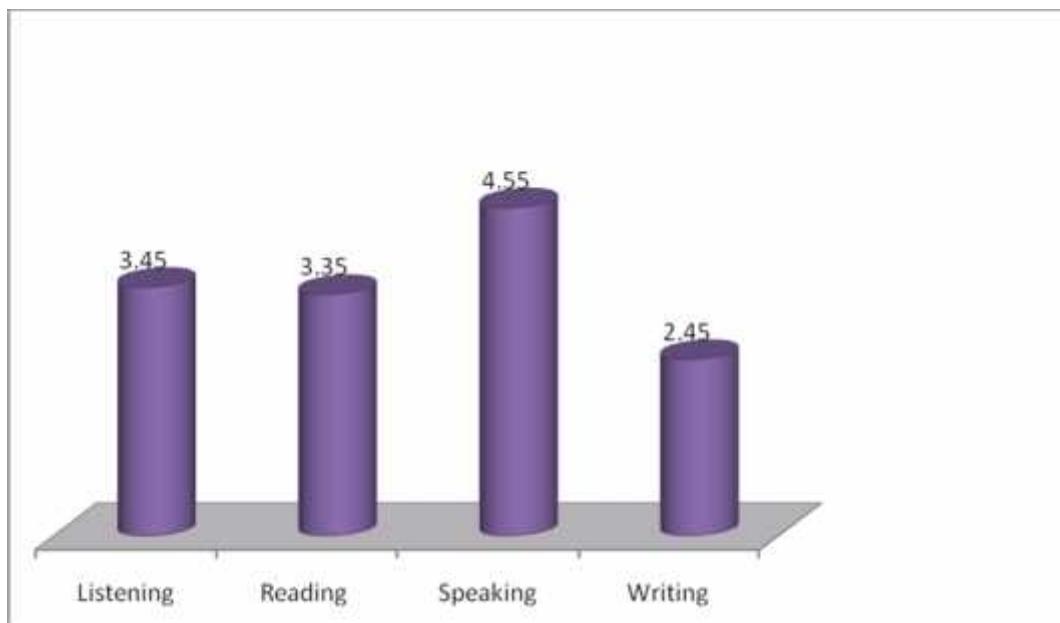


Based on the data above it can be seen that the *important to* use the following skills for looking information about automotive at SMKN 1 Sesean based on the table analysis. The first need of English language skills is speaking with average value 4.00. The second is reading with average value 3.75 and the third is reading and the last is writing with average value 2.40.

d. Item 4 . Described information deals with the important use the following skills for looking a job based on their department for automotive students. Part of respondents recognized that speaking is very important, listening and reading is undecided. The other respondents recognized that writing is less important. As displayed in the following diagram :

Diagram 4.4

The Average score of important use the following skills, for looking a job based on your department in a company

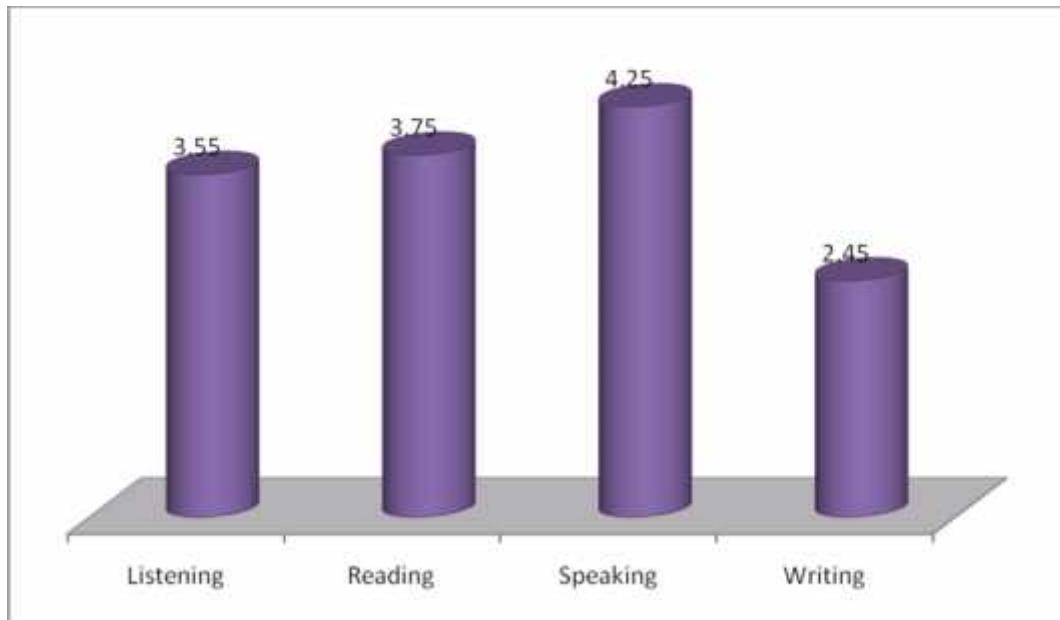


Based on the data above it can be seen that the *important to* use the following skills for looking a job based on their department in a company for automotive students at SMKN 1 Sesean based on the diagram analysis, The first need of English language skills is Speaking with average value 4.55. The second is listening with average value 3,45. The third is reading with average value 3.55 and the last is writing with average value 2,45.

e. Item 5 .Described information deals with the important use the following skills for looking a job based on their department in a workshop for automotive students. Part of respondents recognized that speaking, reading and listening is important for looking a job on their department in a workshop . The other respondents recognized that writing is less important. As displayed in the following diagram :

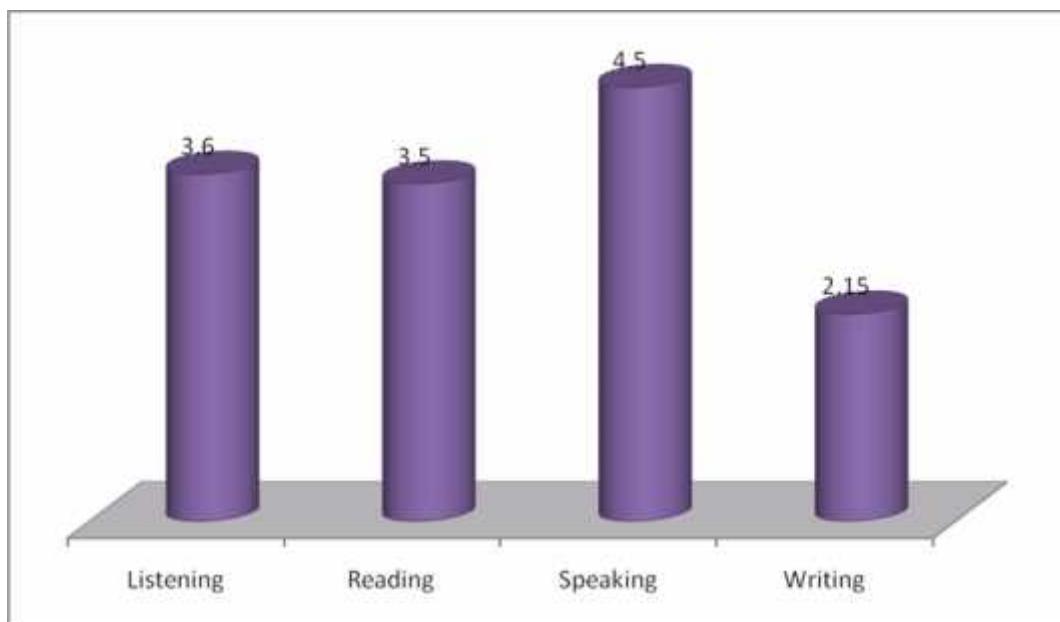
Diagram 4.5

The Average Score important use the following skills, for looking a job based on your department in a workshop



Based on the data above it can be seen that the *important to* use the following skills for looking a job for looking a job based on your department in a workshop for automotive students at SMKN 1 Sesean based on the diagram analysis, The first need of English language skills is speaking with average value 4.25. The second is reading with average value 3,75. The third priority is listening with average value 3,55 and the last is writing with average value 2,45.

f. Item 6 described information deals with the important use the following skills in automotive department especially company. Part of respondents recognized that speaking and listening is important in automotive department especially company. The other respondents recognized that reading is undecided and writing is less important to use the following in automotive department especially company, as displayed in the following diagram:

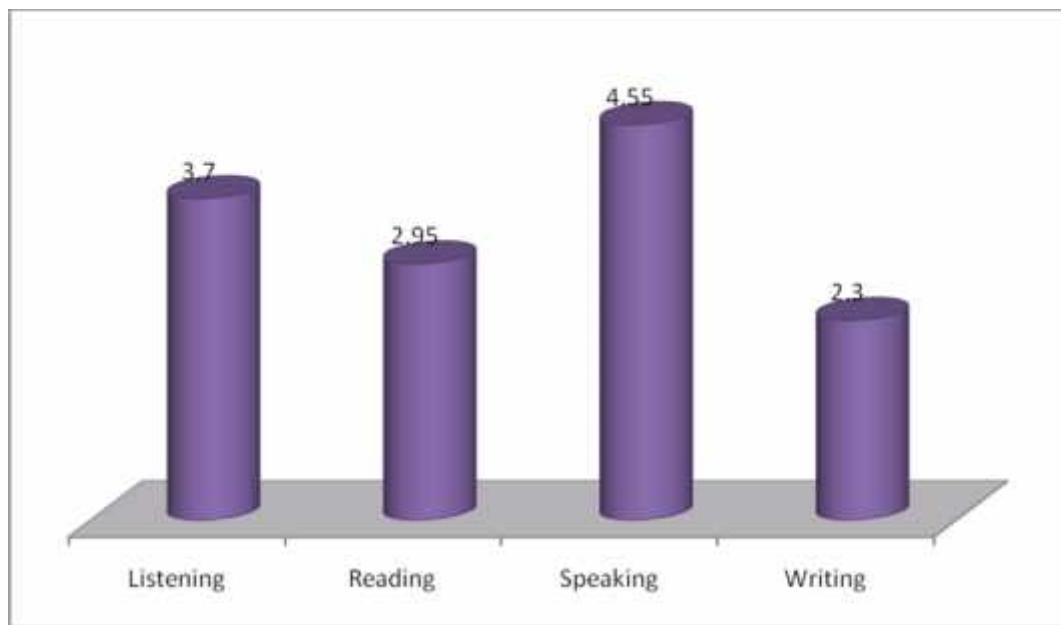
Diagram 4.6**The Average score of important use the following skills, automotive department especially company**

Based on the data above it can be seen that the *important to* use the following skills in automotive department especially company for automotive students at SMKN 1 Sesean based on the diagram analysis, The first need of English language skills is speaking with average value 4.50. The second is listening with average value 3.60. The third is reading with average value 3.50 and the last is writing with average value 2.15.

g. Item 7 described information deals with the important use the following skills in automotive department especially workshop. Part of respondents recognized that speaking is very important and listening is important to use in automotive department especially workshop. The other respondents recognized that reading is undecided and writing is less important to use in automotive department especially workshop. As displayed in the following diagram :

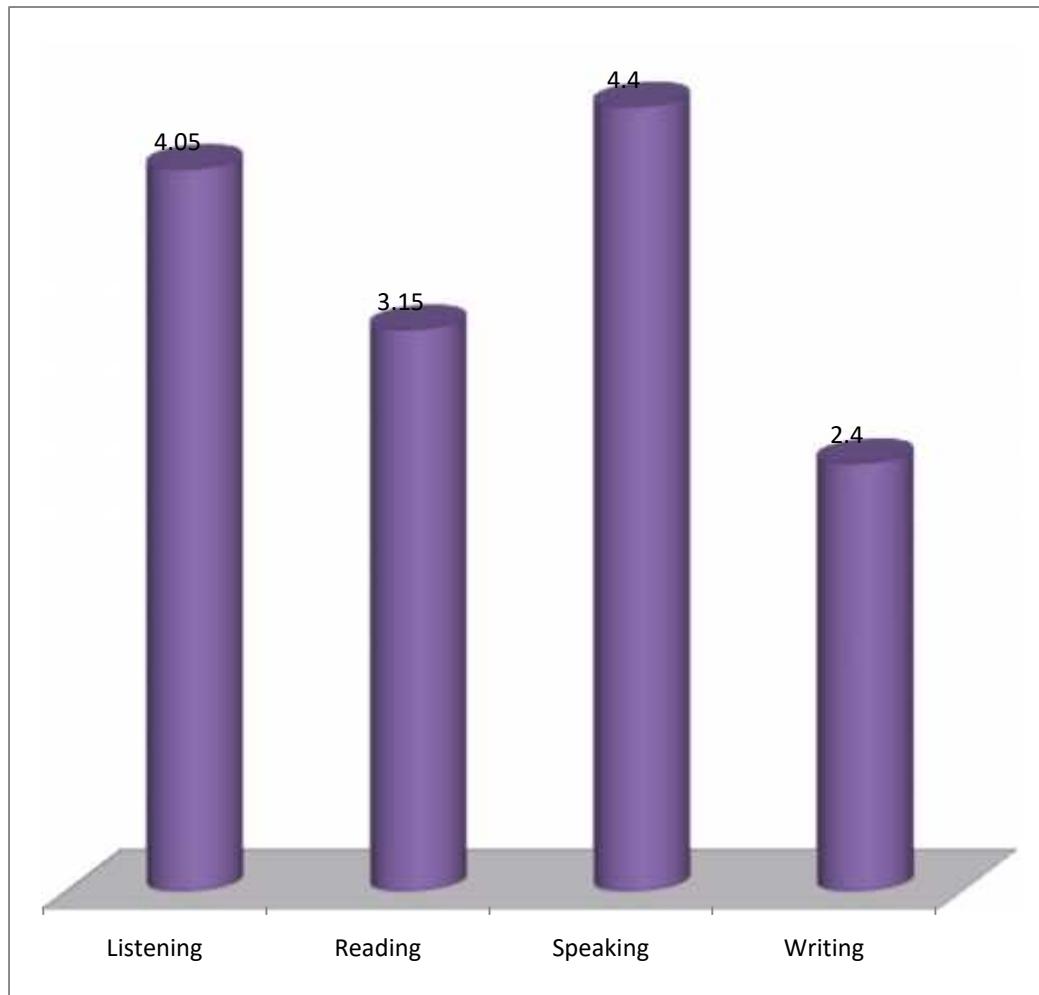
Diagram 4.7

The Average Score of important use the following skills in automotive department especially workshop



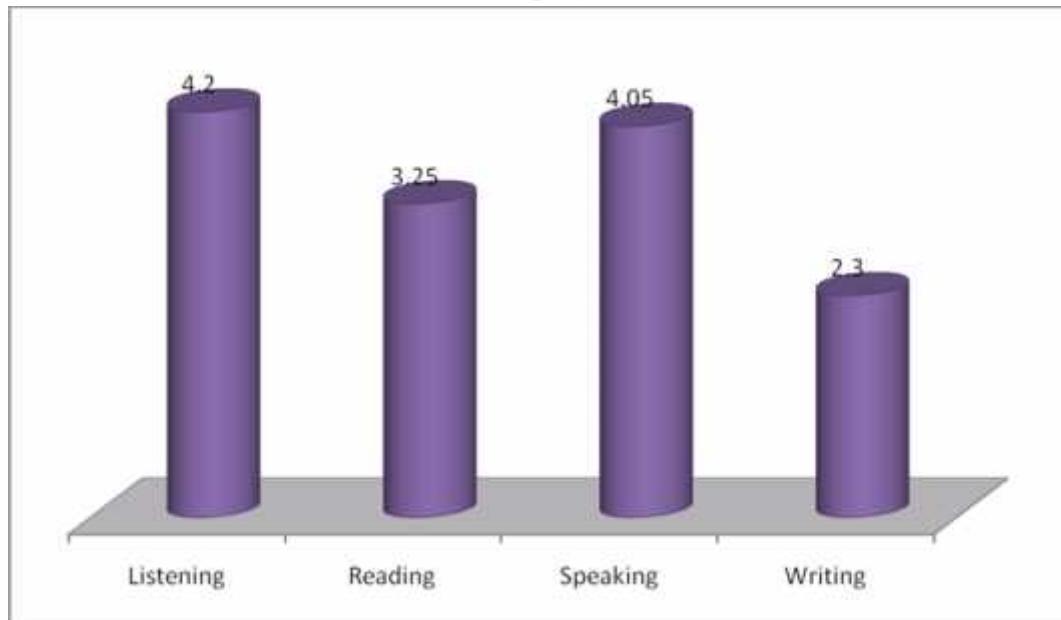
Based on the data above it can be seen that the *important to* use the following skills in automotive department especially workshop for automotive students at SMKN 1 Sesean based on the diagram analysis, The first need of English language skills is speaking with average value 4.55. The second is listening with average value 3.70. The third is reading with average value 2.95 and the last is writing with average value 2.30.

h. Item 8 described information deals with the important use the following skills as a manager in a company. Part of respondents recognized that speaking and listening is important as a manager in a company. The other respondents recognized that reading is undecided and writing is less important as a manager in a company. As displayed in the following diagram.

Diagram 4.8**The Average score of important use the following skills as a manager in a company**

Based on the data above it can be seen that the *important to* use the following as a manager in a company for automotive students at SMKN 1 Sesean based on the diagram analysis, The first is speaking with average value 4.40. The second is listening with average value 4.05. The third is reading with average value 3.15 and the last is writing with average value 2.40.

- i. Item 9 described information deals with the important use the following skills as a employees in a company. Part of respondents recognized that listening and speaking is important as a employees in a company. The other respondent recognized tha reading and writing is undecided as a employees in a company. As displayed in the following diagram :

Diagram 4.9**The Average Score of important use the following skills as a employees in a company**

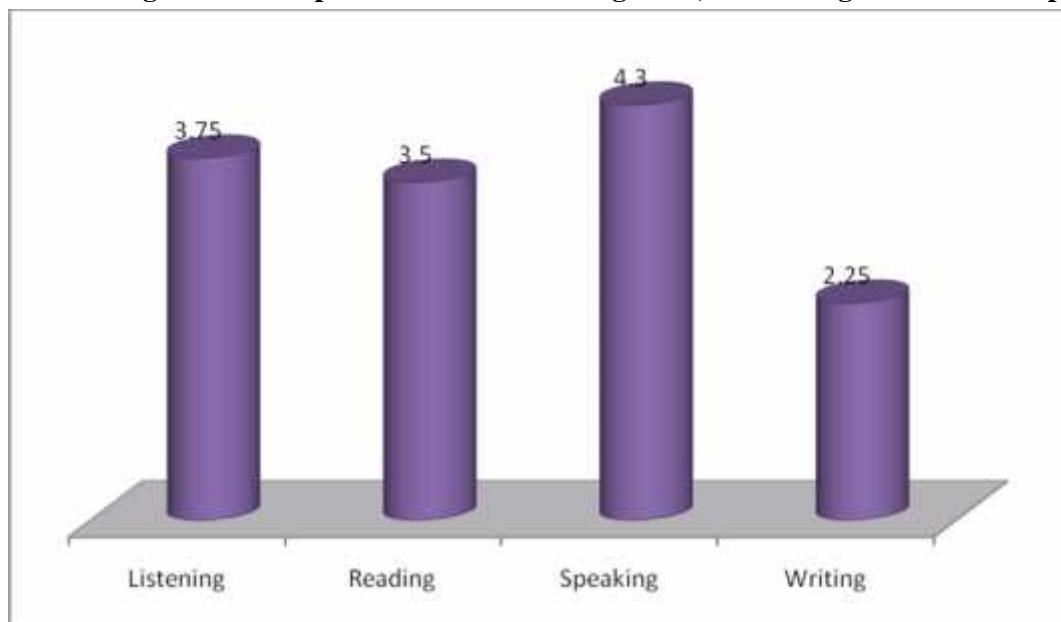
Based on the data above it can be seen that the *important to* use the following as a employees in a company for automotive students at SMKN 1 Sesean based on the table analysis. The first need of English language skills is listening with average value 4.20. The second is speaking with average value 4.05. The third is reading with average value 3.25 and the last is writing with average value 2.30.

j. Item 10 described information deals with the important use the following skills as a manager in a workshop. Part of respondents recognized that speaking and listening is important as a manager in a workshop. The other respondents recognized that reading is undecided and writing is a less important as a manager in a workshop. As displayed in the following diagram

Based on the data below, it can be seen that the *important to* use the following as a manager in a workshop for automotive students at SMKN 1 Sesean based on the diagram analysis. The first need of English language skills is speaking with average value 4.30. The second is listening with average value 3.75. The third is reading with average value 3.50 and the last is writing with average value 2.25.

Diagram 4.10

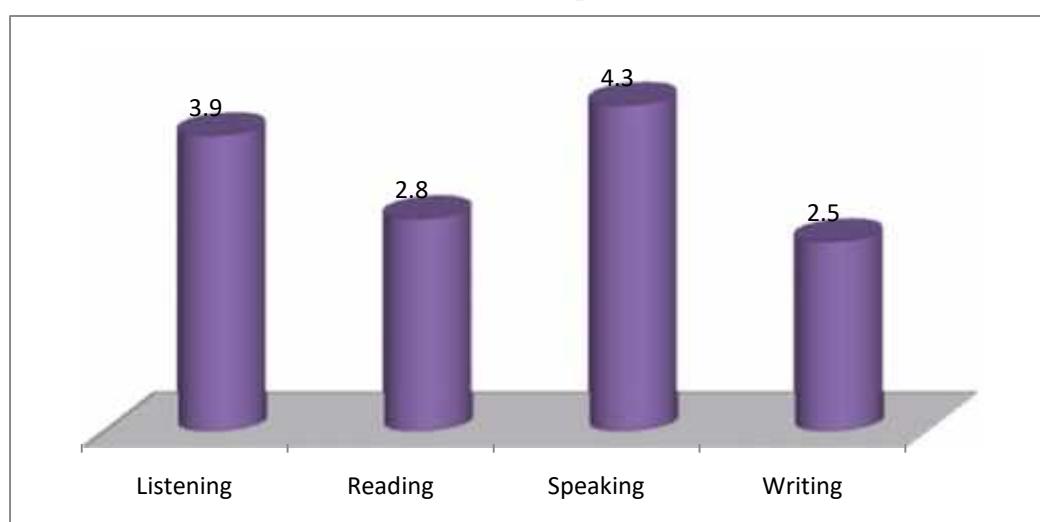
The Average score of important use the following skills, as a manager in a workshop



k. Item 11 described information deals with the important use the following skills as a employees in a workshop. Part of respondents recognized that speaking and listening is important as a employees in a workshop. The other respondents recognized that reading and writing is undecided as a employees in a workshop. As displayed in the following diagram :

Diagram 4.11

The Average score of important use the following skills, as a employees in a workshop



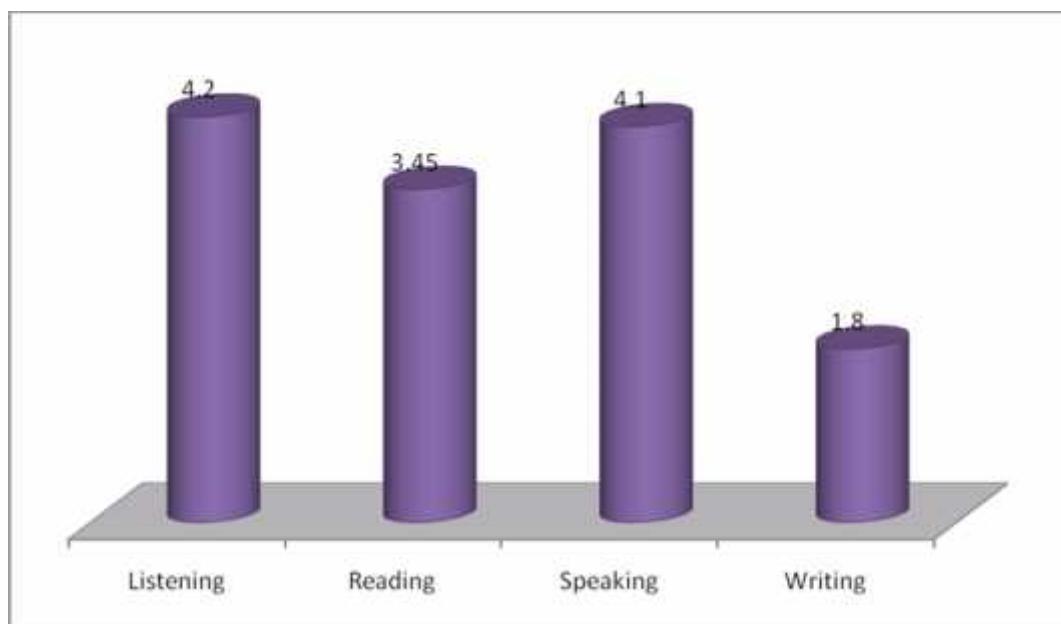
Based on the data above it can be seen that the *important to* use the following as a

employees in a workshop for automotive students at SMKN 1 Sesean based on the diagram analysis. The first need of English language skill is speaking with average value 4.30. The second is listening with average value 3.90. The third is reading with average value 42.80 and the last is writing with average value 2.50.

1. Item 12 .described information deals with the important use the following skills as a specialist driver in a company. Part of respondents recognized that listening and speaking is important as a specialist driver in a company. The othe respondents recognized that reading is undecided and writing is less important as a specialist driver in a company. As displayed in the following diagram.

Diagram 4.12

The Average Score of Important use the following skills, as a specialist driver in a company



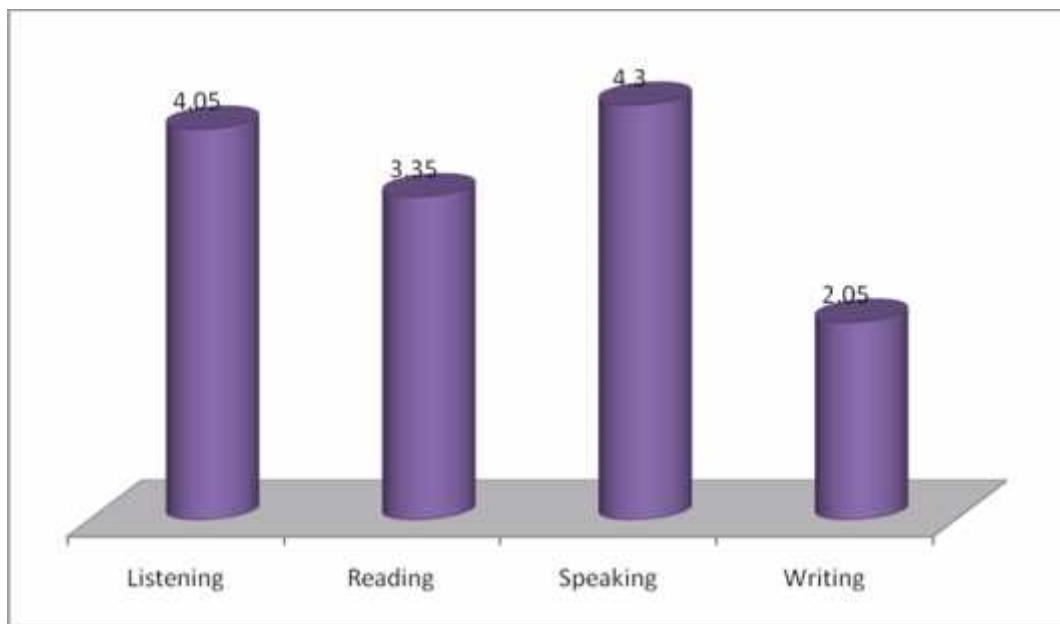
Based on the data above it can be seen that the *important to* use the following as a specialist driver in a company for automotive students at SMKN 1 Sesean based on the diagram analysis. The first need of English language skills is listening with average value 4.20. The second is speaking with average value 4.10. The third is reading with average value 3.45 and the last priority is writing with average value 1.80.

- m. Item 13 described information deals with the important use the following skills as specialist driver in a workshop. Part of respondents recognized that speaking is important as a specialist driver in a workshop. The other respondents recognized that

speaking and listening is important as a specialist driver in a workshop. The other respondents recognized that reading is undecided and writing is less important as a specialist driver in a workshop. As displayed in the following diagram :

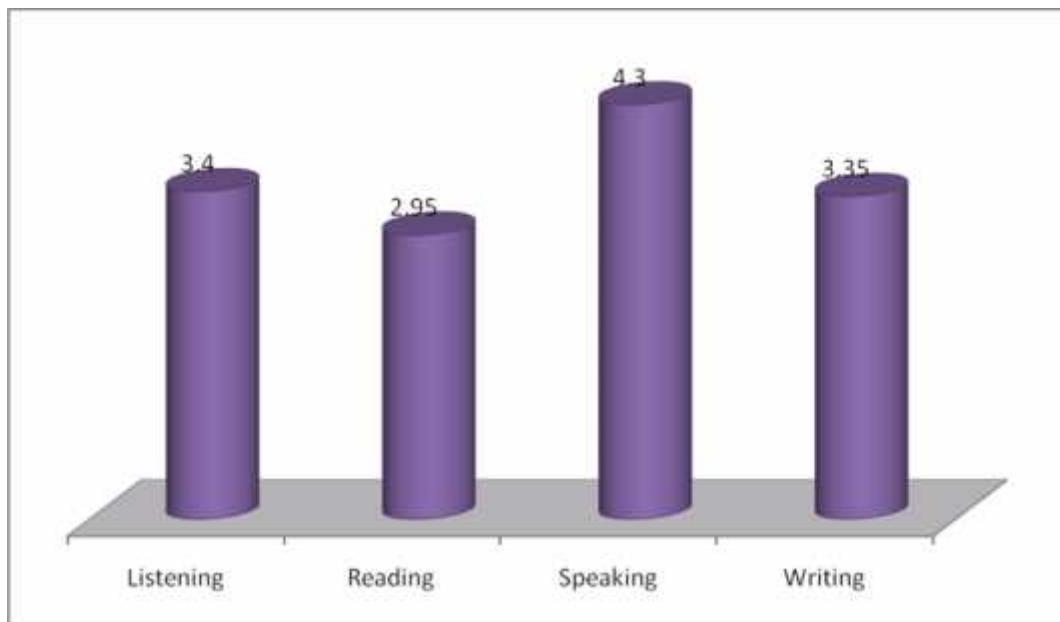
Diagram 4.13

The Average score of important use the following skills, as a specialist driver in a workshop



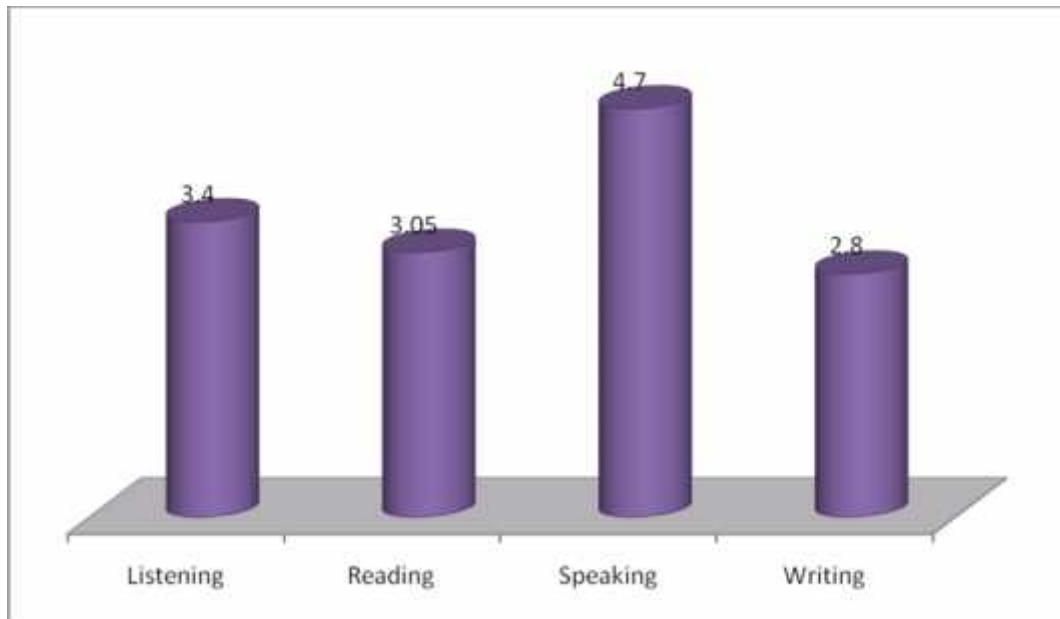
Based on the data above it can be seen that the *important to* use the following as specialist diver in a workshop for automotive students at SMKN 1 Sesean based on the table analysis, The first need of English language skills is speaking with average value 4.30. The second is listening with average value 4.05. The third is reading with average value 3.35 and the last is writing with average value 2.05.

n. Item 14 described information deals with the important use the following skills as a cashier in a company. Part of respondents recognized that speaking is important as a cashier in a company. The other respondents recognized that listening, writing, and reading are undecided as a cashier in a company. As displayed in the following diagram :

Diagram 4.14**The Average score of important use the following skills, as a cashier in a company**

Based on the data above it can be seen that the *important to* use the following as a cashier in a company for automotive students at SMKN 1 Sesean based on the table analysis. The first need of English language skills is speaking with average value 4.30. The second is listening with average value 3.40. The third is writing with average value 3.35 and the last is reading with average value 2.95.

- o. Item 15 described information deals with the important use the following skills as a cashier in a workshop. Part of respondents recognized that speaking is very important as a cashier in a workshop. The other respondents recognized that istening, reading and writing are undecided as a cashier in a workshop. As displayed in the following diagram :

Diagram 4.15**The Average Score of Important use the following skills, as a cashier in a workshop**

Based on the data above it can be seen that the *important to* use the following as a cashier in a workshop for automotive students at SMKN 1 Sesean based on the table analysis. The first need is speaking with average value 4.70. The second is listening with average value 3.40. The third is reading with average value 3.05 and the last is writing with average value 2.80.

A. Discussion

This section deals with the discussion of the the result of the data analysis, theoris, and previous study. It is proved with Orwig (1999) argues that “ there are four basic skills in English language. They are listening, speaking, reading, and writing. Richards (2001 : 54) ‘needs’ is the term used to refer to “want, desires, demands, expectation, motivation, lacks, constraints, and requirements”. The result of the researchers above is is relevan with of the data analysis of the research.

The analysis aims at describing the need analysis of English language skills for automotive department of the eleventh grade students at SMKN 1 Sesean. The student's need of English language skills need by the eleventh grade students of SMKN 1 Sesean is speaking. It is same with (Pabisa: 2016) concluded that the student's priority skill of English needs by the eleventh grade students at SMK Toraja Wisata is speaking. It is

proved from the mean score gathered from the 15 items, there are 12 items which speaking occupy the first need 2, with average value: for item 2 until 8 with average values 4.85 and 4.55 were very important while 4.50, 4.40, 4.25 and 4.00 were important. In the item 9 speaking not occupy the first need of English language skill because listening occupy the first need with the average value of 4.20 was important, and item 10 and 11 the first need of English language skills with average value 4.30 was important. Next item 12 speaking also not occupy the firts need of English language skills because listening is occupy the firts need with average value of 4.20 was important. And the last item 13, 14 and 15 speaking occupy the first need of English language skills with average values 4.70 was very important and 4.30 was important classification.

Therefore, from 15 items, speaking occupy the first need of English language skills from 12 items were : 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, and 15. And then listening occupy the first priority from 3 items were item 1, 9 and 12. the words correctly. The entire lecturers' utterances were useful for them.

E. CONCLUSION

Based on the findings and discussions of the previous chapter from 15 items, speaking occupy the first need of English language skills from 12 items were : 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, and 15. And then listening occupy the first priority from 3 items were item 1, 9 and 12, the writer concluded that the students' need of English language skill for automotive department of the eleventh grade students at SMKN 1 Sesean is speaking.

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