

**NEEDS ANALYSIS OF ESP FOR TOURISM STUDY PROGRAM
AT SMKN (Senior Vocational School)**

SKRIPSI

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For the Degree of Sarjana Pendidikan (S.Pd)
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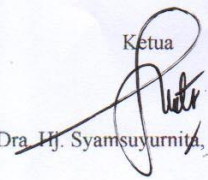
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ABSTRACT

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The purpose of this study are firstly to analyze the English learning needs of students in the tourism studies program and secondly to find out why ESP is important for student of tourism study program. The source of data in this study were students of SMKN 3 Pematang Siantar. Totally, there were 35 of XII Grade and there is 1 english teacher. The instruments were questionnaire and interview. This study used mix method (quantitative and qualitative) design. The result of this study are the description of needs needed by tourism study program students which were based on English language materials and topics given and taught to students, that need to be related to the scope of the tourism topics which so that students can help students to meet their needs in the world of work. In addition, 94.3% of students have desire to improve speaking skills, since speaking skills are regarded important to be in tourism activities. In fact, it is skills, that are considered difficult in the English learning. Related to the reason ESP is important for student of tourism study program was because ESP regarded as an alternative approach and learning that can help teacher and students to overcome the learning problems in teaching and learning English.

key words : ESP, Need Analysis, Tourism Studi Program, Vocational School

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Medan, November 2021

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TABLE OF CONTENT

| | |
|---|-------------|
| ABSTRACT | i |
| ACKNOWLEDGEMENT | ii |
| TABLE OF CONTENT | iv |
| LIST OF TABLE | viii |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of the Study | 1 |
| B. Identification of Problems | 3 |
| C. Scope and Limitation | 4 |
| D. Formulation of the Problem..... | 4 |
| E. The Objectives of Study | 4 |
| F. Significance of the Study | 5 |
| CHAPTER II REVIEW OF LITERATURE..... | 6 |
| A. Theoretical Framework | 6 |
| 1. Definition of ESP (English for Specific Purpose) | 6 |
| 2. History and Delovement of English for Specific Purpose (ESP) | 7 |
| 3. Effectiveness of ESP | 9 |
| 4. Objective in Teaching ESP..... | 10 |
| 5. The Presente of ESP in English Languuage Teaching..... | 11 |
| 6. The ESP Teaching | 13 |
| 7. Strenght and Weakness of ESP | 14 |
| B. Vocational School | 15 |
| 1. English for Vocational School | 15 |

| | |
|--|-----------|
| C. Defining Needs Analysis | 16 |
| 1. Need Anaysis in ESP | 17 |
| 2. Definition of Tourism | 18 |
| 3. Previous Related Studies | 20 |
| D. Conceptual Framework | 18 |
| CHAPTER III RESEARCH METHODS | 19 |
| A. Research Design | 20 |
| B. Location..... | 20 |
| C. Source of Data | 21 |
| D. Technique of Data Collection..... | 21 |
| E. Technique of Data Analysis | 21 |
| CHAPTER IV FINDING AND DISCUSSION | 24 |
| A. Finding | 24 |
| B. Discussion..... | 31 |
| CHAPTER V CONCLUSION AND SUGGESTION | 36 |
| A. Conclusion..... | 36 |
| B. Suggestion | 37 |
| REFERENCES | 38 |
| APPENDICES..... | 41 |

LIST OF FIGURE

| | |
|--|----|
| Figure 2.1 Tree of ESP Presence | 12 |
|--|----|

THE LIST OF APPENDIX

| | |
|--|----|
| Appendix 1 ESP Teaching Questionnaire in SMK..... | 42 |
| Appendix 2 Student Questionnaire Result | 48 |
| Appendix 3 Interview Guide | 50 |
| Appendix 4 English Teacher Interview Results..... | 51 |
| Appendix 5 Form K-1 | 60 |
| Appendix 6 Form K-2 | 61 |
| Appendix 7 Form K-3 | 62 |
| Appendix 8 Berita Acara Bimbingan Proposal | 63 |
| Appendix 9 Pengesahan Proposal | 64 |
| Appendix 10 Surat Keterangan Seminar Proposal..... | 65 |
| Appendix 11 Surat Pernyataan | 66 |
| Appendix 12 Surat Permohonan Riset | 67 |
| Appendix 13 Surat Balasan Riset | 68 |
| Appendix 14 Surat Bebas Pustaka | 69 |
| Appendix 15 Curriculum Vitae | 70 |

CHAPTER I

INTRODUCTION

A. Background of the Study

English for special purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the learner's goal is to use English in a specific domain. The teaching of English for a specific purpose, in its early days, was largely motivated by the need to communicate across languages in areas such as commerce according to Benesch et al (2001) Brian Paltridge and Sue Starfield (2013).

Therefore, English has an important role for the tourism industry to communicate, negotiate, and conduct transactions with tourists. Because the tourism industry is one of the fastest growing businesses in Indonesia, it plays an important role in increasing the country's income. The tourism sector is an important part of the country's economy. Employees in the tourism sector (tourism organizations, travel agencies, hotels and other accommodation facilities) must be fully prepared to meet all kinds of demands made by their clients. In line with this program, English as an international language is used for communication in many business activities in the world. One of them is the tourism industry according to Rahamdina.,Harahap et al (2019).

In this case, need analysis (NA) is very important in teaching English in SMK. Needs analysis is considered the foundation of ESP, the results of needs

analysis help teachers to identify students' professional needs in terms of language skills in the opinion of Simion Minodora Otila (2015).

Human resources for the tourism industry can be prepared from the previous level. In this case, SMK can be a bridge to educate and train skilled human resources, especially in the field of tourism. In addition, teaching English in senior vocational schools (SMK) is different from teaching English in secondary schools. The orientation of the Senior Vocational School (SMK) is to prepare students to be able to follow the world of work and business. Hutchinson and Waters (1987) Sri Supiah Cahyati (2014), stated that the English used in speaking and writing differs from one context to another and should cover the needs of each of these departments. Richard (2001) Marjatta hutha et al (2013) states that needs analysis can cover the needs of students in learning English in a particular department that requires analysis used to develop significant goals and content. In addition, the Minister of National Education Regulation (2006) states that teaching English in Senior Vocational Schools should aim to: equip students with English communication skills to help them communicate in the context of their area of expertise. This means that the teaching of English in vocational schools must consider the English required in the target situation of each learning.

Senior Vocational Schools are educational institutions that focus on developing certain skills. In general, Senior Vocational Schools provide several study programs for their students. Senior Vocational School aims to educate students to become competent individuals according to their study program.

During their studies, students are required to improve their knowledge and apply their soft and hard skills into practice by participating in an internship program or PKL (Field Work Practice). In the future, it is hoped that students will become skilled and competitive individuals to enter the business field after they complete their education according to Oktarin A Rezky et al (2019)

In terms of teaching English, Minister of Education and Culture Regulation No. 60 of (2014) concerning basic English competencies, it is stated that teaching English in Vocational Senior Schools is focused on developing communicative competence. The goal is for students to be able to communicate in the target language orally and in writing accurately and precisely in all four language skills to support their competence in 2 specific programs. To achieve this goal, there are several factors that must be considered such as teachers, media, and materials.

In the previous research namely the research of Ira Lestari entitled Need Analysis Of English For Specific Purposes At Vocational School (2019), one of the most basic problems for students through English Learning is the lack of deep vocabulary and they learn general English in the learning process. Then a further obstacle for students is that there is no ESP in the scope of subjects in the tourism study program. This is the background for researchers to conduct research on needs analysis in English for SMK.

Unfortunately, almost all vocational schools in Indonesia still teach students general English material that is not suitable for their future work according to Oktarin A Rezky et al (2019). This also happened at SMKN 3

Pematang Siantar. This school uses textbooks published by the Ministry of Education and Culture of the Republic of Indonesia. This book consists of eighteen chapters, but each chapter only emphasizes general English material and activities which do not seem suitable for students of tourism studies program. All class XII from different study programs use this book even though they have different learning needs. This condition can hinder students to develop their communication skills using English in the target situation of their fieldwork.

By considering the problems in the field, especially for the object of research which includes matters about English for Specific Purpose in SMK regarding the language needs of students, this is the answer to the reasons and background for researchers to take up research. This research is entitled Analysis of ESP Needs for Tourism Study Programs at SMKN 3 (Vocational High Schools).

B. Identification of Problems

Identification of problems are:

1. The needs needed by tourism study program students in learning English.
2. ESP to improve students' communication skills using English in the target situation of field work.

C. Scope and Limitation

The scope of this research was conducted on English Teaching as Foreign Language (TEFL), and was conducted limited on the teaching and learning English in ESP context for vocational students of tourism.

D. Formulation of the Problem

The formulation of the problem in this research are:

1. What is needs needed by students of the tourism study program in learning english?
2. Why is ESP so important for tourism study program students?

E. The Objectives of the Study

The objectives of this study are:

1. To describe the needs of tourism study program students in learning English and to find out how research results can be used to meet the needs of tourism study program students.
2. To find out why ESP is important for tourism study program students in integrating a needs analysis that determines which language skills are most needed by tourism study program students

F. Significance of the Study

This research is expected to obtain useful results for readers, in terms of:

1. Theoretical Significance

This research was conducted provide a solution for tourism study program students to find out the needs that students need in learning English.

2. Practical Significance

a) For students

The results of this study was conducted used as a reference to increase students' enthusiasm for learning English.

b) For teachers

The results of this study was conducted help teachers to more easily find out the needs of students in the tourism study program.

c) Other researchers

To provide additional information for other researchers who wish to carry out further research in related fields.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of ESP (English for Specific Purpose)

English for specific purposes (ESP) is teaching English that is relevant with the students' area according to Tom Hutchison, Alan Water (1987). 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 stated that ESP is understood as preparing the learners to use English in their academic, professional, or workplace environment according to Helen Basturkmen (2006). ESP concern on narrower topic to guide the students establish needed ability to communicate effectively in target area.

According to Harmer (1983) it refers to a situation where students have some specific reason for learning a language. The communicative trend in teaching and learning English has resulted in different reasons for acquiring proficiency in this language. Day-to-day communications, academic or business purposes, and English for Special Purposes are made with all of this in view. There are various definitions of ESP, Hutchinson et al are more specific when he states that ESP is a language teaching approach in which all decisions for content and methods are based on the learner's reasons for learning. ESP is a special case of the general category of special-purpose language training.

2. History and Development of English for Specific Purposes (ESP)

According Tom Hutchinson and Alan Waters (1987). 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 as a tool to 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 according to Fatmawati Heni (2017).

b. A Revolution in Linguistics

This part tries to show the result of some studies toward the usage of English in communicating that is conducted 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 students 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 according to Fatmawati Heni (2017).

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 concluded 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 dominated 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 according to Fatmawati Heni to (2017).

3. Effectiveness of ESP

Empirical investigation into the effectiveness of ESP teaching has been limited Johns and Dudley-Evans (1991) Master (2005) Helen Basturkmen (2010). This has also been the case in EAP Gillet and Wray, (2006) Helen Basturkmen (2010). It is easy to understand why this is so. There are few situations in which an experimental study comparing a group of learners provided with an ESP-oriented course and one with similar learners provided with a general English course would be possible. There are few empirical studies investigating the effectiveness of ESP in workplace training, due in large part to issues of confidentiality in corporate culture and also time and cost constraints in ESP management Kim (2008) Helen Basturkmen (2010).

4. Objectives in teaching ESP

According to Helen Basturkmen (2006). 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 build. Stren’s classification in Helen Basturkmen stated that “this objective can be linked to the cultural knowledge and affective objectives.”

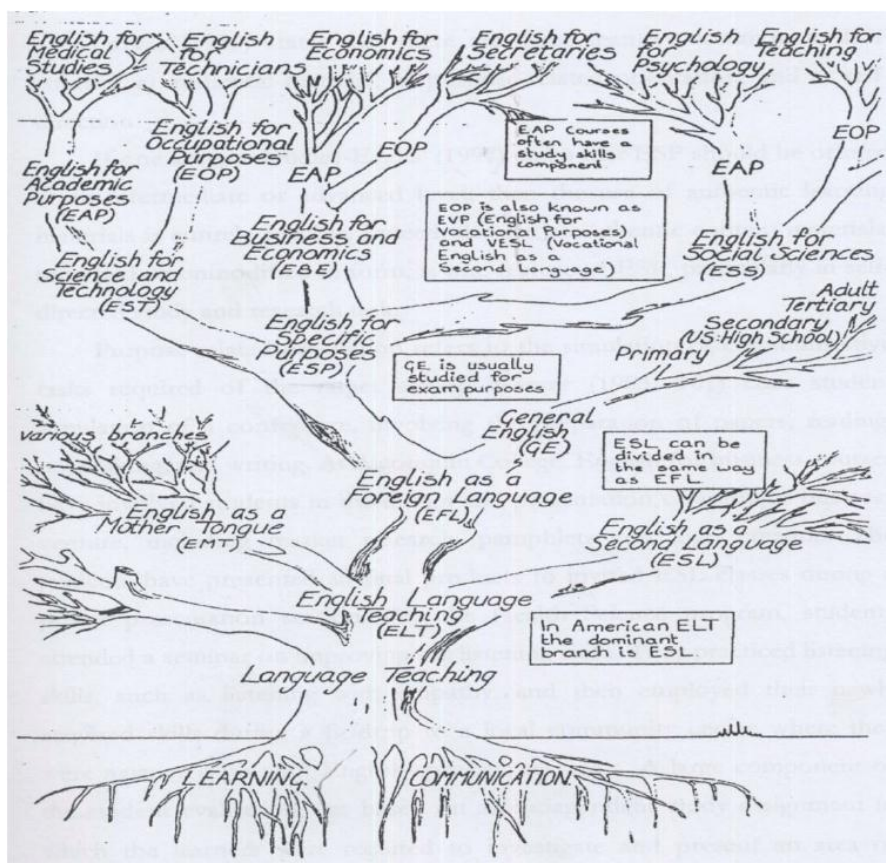
According to Fatmawati Heni (2017). The objectives of teaching ESP create a dare for teacher and syllabus designer to provide a course in order to reach the objectives above because to provide a course a teacher and syllabus design have to consider what material must be given, students’ condition including learning style to decide learning strategy, school condition such as facilitation, etc.

5. 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 of figure 2.1 bellow. According Tom Hutchinson and Alan Waters (1987). 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 Presence Hutchinson Tom , Alan Waters (1987)



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 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 tool to communicate in each field. So that, ESP tries to help students master English in each field by providing appropriate English material according to Fatmawati Heni (2017).

6. The ESP Teachers

Almost ESP teachers/lecturers in Indonesia graduated from the English Department and less competence and experience in teaching ESP course because their educational background not related to the specialized subject of ESP according to Kusni, (2013). However, teachers/ lecturers should be trained at least once a year in producing the qualified teachers and adequate teachers of ESP. According to Kusni (2013), the government and some institutions had lack of awareness in producing and preparing ESP teachers/lectures for vocational school and universities and rarely invite them to get training, workshop, seminar or other organizations in-service development. Similarly, according to Ali (2015) was conducted in a small-scale research. He found that ESP Teacher Education Model

in Indonesia had serious issues in its pedagogical implementation. He said that some of them possessed English teaching qualifications, but they were mostly inexperienced and new. Consequently, they have insufficient ESP knowledge. This is, of course, affects their teaching capacity. However, the quality of ESP teachers in Indonesia still is still low because they lack competences, knowledge, and some kind of training. Wasimin (2011) Ali (2015), states that the low quality of Indonesian education based on some experts' analysis is caused by the lack of Indonesian English teachers' competences and participation.

7. Strength and Weaknesses of ESP

Strengths

First is that because ESP is given when they are studying academically according to their field of interest, students learn to use English directly in the context of their discipline for both academic and non-academic interests. The academic interest here is being able to read, listen, write, talk about things related to the content or the content of their disciplines. The non-academic interests are interests outside their disciplines such as speaking, reading, listening, writing things that are used in daily life (daily needs). And ESP in learning English for vocational purposes is related to the needs of students, who need skills for the workplace.

Weaknesses

The first challenge lies with the teacher. ESP lecturers in universities generally have several characteristics, namely teachers who are young or new (junior lecturer) and less experienced according to Alwasilah (2000).

The second challenge is on the material. The fact is that some commercial textbooks available in the market are not suitable for the different needs of learners per college, each school year, and each class according to Anthony (1997).

The third challenge is the institutional policy. The policy of this institution includes two things, namely the policy regarding the curriculum and the policy of the facility. In learning, the curriculum is a teaching guide that is designed according to the vision and mission of the department, faculty, and college where the learner is located. The curriculum reflects learning objectives that are built in such a way and line with the needs of students so that they can produce competent graduates.

B. Vocational School

Vocational education is education that prepares students to be able to work in certain fields UU No. 13 Year (2003). The meaning of more specific vocational education is explained in government regulation (PP) No. 29 Tahun (1990), namely education at the secondary level which prioritizes the development of students' ability to carry out certain types of work. In the National Education System UU No. 20 Tahun (2003) pasal 15 describes that Vocational School as a form of secondary education unit that prepares students mainly to work in certain fields.

1. English for Vocational School

Vocational education is recognized in secondary program of education that is SMK. A demand on more specialized labors that have higher level of skills triggers government of Indonesia to increasingly encourage and invest in the future of vocational education through public vocational schools that perform international standard. There had been no research served information of how the teaching of English is done in vocational school. Teaching and learning at school is the core to reach that goal. Vocational School is concerned with education and training program at restricted field of competence. Consequently, subjects transferred in the program are expected to fulfill the students' expectation for their enrollment in the program. In this case, English is as a subject need specification on its content.

As a result, specified English becomes the major issue in running education and training program at vocational education. ESP, accordingly, is offered to become an approach to fulfill the specific purpose. In developing English in a specific field of competence, some problems may need consideration in relation to the teaching English as a foreign language, like what happened in Indonesia. Teaching and learning as an activity to reach instructional objectives needs a thoughtful planning. It is needed in order to make kinds and procedures in teaching and learning activity have a functional value to reach the objectives according to Lestari Ira (2019).

C. Defining Needs Analysis

Needs analysis (NA) is an information gathering process and very useful to determine the direction of the learning program more precisely so that the effectiveness of the ESP program is increasing according to Syamsul Rizal, (2017). At first the needs analysis came from ESP, this might be due to the fact that the needs analysis approach was more useful when learners 'needs are related to' different communication situations according to Samira, Fateme, (2013).

Fitur linguistik dari situasi target. Kebutuhan dapat diartikan setidaknya dalam tiga kategori according to Hutchinson, Water (1987).

a. Needs as necessities,

Needs as necessities relate to what English needs to be known by the learners in order to play an active role in the language it learns.

b. Needs as wants (desire)

While the needs as wants (desire) associated with personal goals is what is wanted.

c. Needs as lacks.

Needs as lacks, related to the early knowledge of English possessed by the learner, that is, what the learner has not learned yet. The findings on the lacks are very useful to determine the starting point of the teaching program so that it will create the effectiveness of the teaching program to achieve the target needs.

At the same time used as part of a program can help in improving the various components of the program and creation this is more oriented to the needs of students. From the field of language teaching, needs analysis is the first step in

course design and it provides validity and relevancy for all subsequent course design activities according to Mehdi Haseli Songhori (2008).

1. Needs Analysis in ESP

Needs analysis is recommended in English language teaching in general, and in teaching ESP and EAP in particular. According to Robinson (1991) Sahar Fadel et al (2015), "needs analysis is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it".

They also point out the following three elements of needs analysis: First, needs analysis aims to know learners as people, as language users and as language learners. Second, needs analysis study also aims to know how language learning and skills learning can be maximized for a given learner group. Third, needs analysis study aims to know the target situations and learning environment so that data can appropriately be interpreted. Dudley Evans and St John (1998). Jack C. Richards (2001) states that "the goal of needs analysis is to collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decisions about the goals and content of a language course". He also argues that needs analysis in language teaching may be used for various purposes. Some of these purposes are:

1. To identify the language skills a learner needs to perform a certain role.
2. To determine the needs of students from a group for training in particular language skills.
3. To help determine the adequacy of and efficacy of an existing course in addressing the potential needs of students.

4. To identify the gap between what the students are actually able to do and what they need to be able to do.
5. To collect data about a particular problem that learners are experiencing.

2. Definition Of Tourism

There are some definitions of tourism from several experts to support the opinion of the writer. The definition of tourism based on UU No. 9 tahun (1990) is an activity to visit some places in short time with purpose to enjoy the tourism object.

3. Previous Related Studies

As the previous study of the research, one of the journals English Language and Learning also published a research about communicative speaking skill in SMK Pariwisata of Kosgoro Perjuangan Cirebon (2014). In this case, the researcher has given the questionnaire as one of the instruments to get data about how far the students need English.

This research entitled about the need of ESP Course in communicative speaking skill in SMK Pariwisata Kosgoro in Perjuangan Street, Cirebon. According to the researcher, this research could be found that an ESP course approach design based on two fundamentals principals mainly theoretical and pragmatics and some supported theories as well according to Muntininsih, Ratna. (2015).

The next kinds of he previous study related to this research comes from the Asmah Mehmet research under the title the integrating technology into ESP Classes: Use of Students Responses System in English for Specific Purposes

Instruction. This paper presented the results of an experimental study investigating the impact of clicker use through a smart phone application called Kahoot!. Despite positive results of clicker use in the existing General English literature, the impact of clicker use has not been examined in the field of ESP.

The results of a 10-week implementation of clicker use with the students of tourism and hospitality department in the experimental group indicated that while post-test scores were significantly higher for the experimental group than for the control group, there was not a statistically significant difference between the post-test scores of male and female participants in the experimental group. Implications for teaching ESP with the help of technology and suggestions for further research were also provided according to Asmah Mehmet (2010) .

In the other hands, according to Chla-Hul Lin, dkk In Taiwan, English for Specific Purposes (ESP) has become a core study subject, and cultivates competence within the hospitality training program. The study used a non-experimental quantitative research examined the relationship among background demographic characteristics, ESP, learning styles, and language proficiency. These results show significance of job position, ESP, and language proficiency; and ESP, learning styles, and language proficiency with spoken task, comprehension, interaction strategies, and writing tasks. The findings of this study are important to the Taiwanese government, hotel industries, educational institutes, students, and other researchers who may benefit from hospitality students and hotel industries according to Chla-hul Lin, dkk (2013).

D. Conceptual Framework

Knowing the needs of students in the tourism study program is very important, because: will support students' ability to master teaching materials in accordance with each student's program. In terms of teaching English, Regulation of the Minister of Education and Culture Number 60 of (2014) concerning basic competence in English states that language teaching English in SMK is focused on developing communicative competence. The goal is that students can communicate in the target language effectively. Spoken and written accurately and precisely in the four language skills to support their competence in 2 specific programs.

Regulation of the Minister of Education and Culture Number 60 of (2014). To achieve this goal, there are several factors that must be considered such as teachers, media, and materials. Unfortunately, almost all vocational schools in Indonesia are still teach general English material to unsuitable students with their future work. Students also have low motivation because they think English lessons are not in accordance with the needs of their study program. So, teacher must be creative about how to improve teaching techniques to make motivated students.

According to Minister of National Education Regulation (2006). In this study, researchers will examine the needs of students in learning English to make students get an increase in soft skills and hard skills. This technique is interesting. Technique in teaching because it can help students to express the needs they want,

by knowing the needs of students, students will not feel bored and learn will be interesting.

CHAPTER III

RESEARCH METHODS

A. Research Design

In conducting research, a research design is needed. The research design refers to strategies for integrating the various components of a research project cohesively and coherently. Several experts differ on what is meant by research design. According to Creswell (2009) research design is a research plan and procedure for detailed data collection and analysis methods. In this study, researcher used mixed methods. According to Sugiyono (2011), a mixed-method is a research methodology that combines quantitative and qualitative methods to be used together, so that the data obtained is more focused, valid, reliable, and objective. Data collection methods in this study was conducted use questionnaires and interviews. The data collection method is the method used by researcher in collecting research data.

B. Location

The research was conducted at SMKN 3 Pematang Siantar, whose address is Raya Medan Pematang Siantar km. 10.5, Tambun Nabolon, Kecamatan Siantar Martoba, Sumatera Utara.

C. Source of Data

Data is information or facts used in discussing or deciding answers to research questions. In this study, the data sources were class XII students majoring in Catering-1, totally 35 students and 1 English teacher at SMKN 3 Pematang Siantar.

D. Technique of Data Collection

Data collection techniques are methods used by researcher to collect data in research. In this study, the researcher distributed questionnaires using the google form because students study at home, therefore the researcher sent a questionnaire using the google form to students through the teacher. And the researcher also interviewed teacher directly by coming to school. The questionnaire has been used by previous research in Ira Lestari's thesis (2019), and has been tested by supervisors and proposal examiners.

E. Technique of Data Analysis

In this study, uses data analysis techniques based on Miles and Huberman (1994) quoted by Sugiyono (2014), which includes three steps, namely data reduction, data presentation, and conclusion drawing/verification.

1. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choosing the basics, focusing the important

attention on finding themes and patterns Sugiyono (2014). First, the researcher collected data on the need for ESP for the tourism study program at SMK 3 Pematang Siantar. Through questionnaires and interviews. The researcher copied the data. Irrelevant data that is not related to the research question is discarded. Irrelevant data is data that has nothing to do with the research theme but is related to the research. Furthermore, after collecting and reducing data, the researcher displays the data in descriptive form.

2. Data Display

The second step is data display. Display set, condenses a collection of information that allows conclusions and actions to be drawn according to Miles and Huberman (1994). In the process of reducing and displaying data based on the research problem formulation. This step is done by presenting the structure and the possibility of drawing conclusions, because the data obtained during the qualitative research process is usually in the form of a narrative, thus requiring simplification without sacrificing content. After displaying the data, conclusions are drawn.

3. Withdrawal/Verification of Conclusion

The third step of qualitative data analysis is drawing conclusions and verification. From the very beginning of data collection, qualitative analysis begins to decide what is meant by taking into account regularities, patterns, explanations, possible configurations, causal pathways, and propositions according to Miles and Huberman (1994). Conclusions are also verified as analyst

results. In calculating student answers to each question in the questionnaire, it is calculated using the formula According to Purwanto (2013) as follows:

$$NP = \frac{R}{SM} \times 100\%$$

Note :

NP : Percentage of the student's answer
R : Amount of the student's answer
SM : Total of the student

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This study aims to analyze the needs of tourism study program students and analyze why ESP is so important for tourism study program students collected through questionnaires and interviews. In this study, 35 students of class XII Catering-1 filled out a questionnaire that had been made by the researcher via Google Form. The questionnaire contains 20 questions and their answers (open-ended). And also interviewed 1 English teacher at SMKN 3 Pematang Siantar. The interview text contains 20 questions that have been made by the researcher.

1. Interview Results

Interviews were conducted with English teachers at SMK Negeri 3 Pematang Siantar on Wednesday, October 13, (2021).

Note :

The interview is coded

W : Interview

P : Question.

Based on the analysis of the English teacher's answers through interviews, 3 groups emerged, namely the teaching and learning process of English, the needs of students in the tourism study program, and the English teaching materials used by the teacher.

a. English teaching and learning process

The teaching and learning process as a process where there is a change in behavior in students both from the aspect of knowledge, attitudes and psychology resulting from transfer by conditioning the learning situation and guidance to direct students according to learning objectives. the teaching and learning process is the interaction between the components of learning in the curriculum so as to create a teaching and learning situation that is likely to achieve the planned goals.

From the interview results, the English teacher at SMKN 3 Pematang Siantar acts as a model, motivator, and facilitator so as to help students in the teaching and learning process (W1P3). In the teaching and learning process teachers help students develop their competencies, especially vocational high school students. However, from the results of interviews with English teachers at SMKN 3 Pematang Siantar, it turns out that they still use traditional approaches such as lectures by only conveying English grammatical concepts, teachers have not applied the approach so that students have the ability to use English. And the teacher said that they did not integrate English into their skill competencies, because it was specific, because students had low competence in the learning process, students think that English lessons are general lessons and have nothing to do with the majors they take (W1P4). So they do not have the enthusiasm to learn English. This is a big problem when the teacher teaches in the classroom.

Therefore, the teacher is a very dominant determining factor in general education, because the teacher plays a role in the learning process, where the learning process is the core of the overall educational process aimed at changing children's behavior. Before carrying out the teaching and learning process in the

classroom, the teacher prepares materials, media, and methods that are in accordance with the curriculum used in the school. At SMKN 3 Pematang Siantar, two curricula are used, namely the K13 curriculum and the PK curriculum. The implementation of the dual curriculum at SMKN 3 Pematang Siantar is a challenge for teachers in implementing it. After the implementation of the dual curriculum which is applied in education at the school today, cause various kinds of obstacles and confusion both in terms of educators and from the students themselves. educational efficiency develops competencies that will be conveyed to students according to environmental conditions.

The learning model is also important in the teaching and learning process, in the teaching and learning process the teacher must be good at choosing the learning model so that it can make it easier for the teacher to teach English in the classroom. From the results of the interview that the ESP learning model is very suitable for use in tourism study programs. Because ESP or English for special purposes is an approach in teaching and using English for special fields and studies that follow the needs of the fields of science and professions of English users. So ESP is very important in supporting students' abilities according to the majors taken. For example, majoring in catering services with ESP or English for special needs,

This shows that ESP is designed and developed based on the concept of needs analysis. This concept tries to relate what students need according to the major or profession they take. Therefore, ESP places more emphasis on the professional development of students in industry or the world of work.

b. The needs of tourism study program students

Needs are absolute for humans, as are the needs of students in tourism studies programs. Students of the tourism study program want to get the accuracy and suitability of learning in accordance with the majors that students take. By doing research, it is possible to find out what needs are needed by students of the tourism study program, especially at the SMKN 3 Pematang Siantar school.

From the results of interviews with English teachers at SMKN 3 Pematang Siantar, the teacher said that the needs needed by students of the tourism study program were self-motivation, teachers and the environment. If the motivation is high and students know the importance of knowledge for themselves, students can be active in learning. And second, namely practice, students must practice using English in their environment. In addition, other needs such as the learning model used by the English teacher in the school must be related to each field, and have their respective basic competencies that must be mastered by students at the end of the learning process (WIP13).

According to the English teacher at SMKN 3 Pematang Siantar, the learning model that is suitable for students of the tourism study program is the English For Specific Purposes learning model because according to the teacher, general English is not in accordance with the needs of students, especially students of the tourism study program. Students must study and emphasize the development of students' speaking skills in optimizing English to increase students' career footprint in the industrial world.

c. English Teaching Materials Used by Teachers

Teaching materials are a set of information containing verbal and non-verbal messages to be known and understood by the recipient of the message or commonly called students in learning activities. Teaching materials become information, tools and texts that are not only needed by students but also by teachers to assist in planning and reviewing the implementation of learning. Vocational high schools (SMK) are schools that prepare students to be able to work directly with their vocational abilities. Therefore, the books used by vocational schools must be in accordance with the needs of the majors taken by students. But the fact is that at SMKN 3 Pematang Siantar, they use compulsory books such as English books for SMA/MA/SMK/MAK published by the Ministry of Education and Culture of the Republic of Indonesia (WIP7).

Textbooks are books that involve more students in practice according to Tomlinson (2011). So, textbooks are not only a source of reading, but a source of exploring knowledge in practice. The development of English textbooks for tourism study programs that are able to become a source of learning for students to learn independently and actively by integrating knowledge and works that are in accordance with the chosen field of expertise, is one alternative that can be implemented to improve students' English language skills.

2. The Result of Questionnaire

This questionnaire contains questions related to research problems. This question is in the form of multiple-choice A, B, C, and D in an open-ended way or by checking the answers listed in the questionnaire.

The questionnaire data is divided into 8 groups, namely the goals of students in learning English, students' English skills that they want to improve, students' difficulties in learning English, students' opinions on teaching techniques used by teachers, students' opinions on English teaching materials used by teachers, opinions students on the teaching and learning process of English, students' responses to the process of learning English in the classroom, students' opinions on the school's plan to open an ESP course for each study program.

The questionnaires items 1 and 2 show information about students' goals in learning English. The results showed that as many as 82.9% of the 35 informants wanted to communicate in English well in tourism activities as their destination, and 62.9% of students wanted to learn English topics related to the majors they took. This percentage is the highest percentage of student answers among the four multiple-choice answers given.

The questionnaires number 3 and number 4 are about English language skills that students want to improve. Tourism study program students want to improve speaking skills because according to tourism study program students that speaking skills are very important in tourism activities.

The questionnaires number 5, 6, and 7 about Students' Difficulties in Learning English. The results of the questionnaire show that students often experience difficulties in teaching and learning English and speaking skills are skills that are difficult for students of the tourism study program because they argue that in the teaching and learning process students have difficulty understanding the English material conveyed by the teacher.

The questionnaires 8 and 9 are about students' opinions on the teaching techniques used by the teacher. The results of the questionnaire that students think the techniques used by the English teacher are interesting, and the teacher's explanation in the class is not very clear but students can still understand.

The questionnaires numbers 10, 11, and 12 are about students' opinions on the teaching materials used by the teacher. The results of the data show that students think that the main source in teaching and learning English comes from the teacher. The material used by the English teacher is not related to the majors taken by students. And the English material delivered by the English teacher is easy to master.

The questionnaires number 13 and 14 about students' opinions on the teaching and learning process of English. Students think that the English class is effective and students enjoy it during the teaching and learning process.

The questionnaires number 15, 16, and 17 about students' responses to the process of learning English in the classroom. The results of the questionnaire show that the teacher always responds to students who ask questions in class and students always respond to the teacher by asking the teacher related to the English material presented in class.

The questionnaires number 18, 19, and 20 are about students' opinions on the school's plan to open an ESP course for each study program. The results of the questionnaire show that the students of the tourism study program have a good opinion about the ESP learning model, and the students agree that the school

provides the ESP program. And the expectations of the school's tourism study program students set to provide ESP for special tourism studies programs.

B. Discussion

First, based on data that has been collected from interviews and questionnaires. The results show that the needs of students in the tourism study program are that students need motivation from students and teachers and their environment. If students' motivation is high and students know that English is important to support the improvement of students' competence, students will be enthusiastic in learning English. And the teacher must also be good at choosing the model of the lesson to be taught, especially in the tourism study program. In the interview there were teacher that the teacher said that the English teacher at the SMK Negeri 3 Pematang Siantar school used general English. And the teacher also thinks that general English is not suitable for use in tourism study programs because it is not in accordance with the needs of students related to the majors they take.

At the SMK level, English language teaching should have begun to emphasize the development of communication skills in certain fields of study because it is assumed that ideally students already know English grammar and can even use it in real situations. They must use their knowledge of English to learn the English required in certain fields. In addition to the inappropriate learning model, the teaching materials are also inappropriate because the current material is general material from the government, so all majors study the same material.

Actually, the material in the curriculum in my opinion is less effective and less suitable for Vocational Schools, it is better to use English for Specific Purpose (ESP). Because SMK is different from SMA, SMA is a general subject because it goes to college, while SMK must learn English according to the study program. However, specifically for grade 10 students, the teaching materials provided are about the needs that exist in the industrial world.

Second, namely a discussion of why ESP is so important for tourism study program students. From the interview data according to the teacher, because ESP or English for special purpose is an approach in teaching and using English for special fields and studies that follows the needs of the fields of science and professions of English users. So ESP is very important in supporting students' abilities according to the majors taken. For example, majoring in catering services with ESP or English for special needs, English language materials must be related to culinary majors such as procedure texts about cooking steps and examples of conversations in restaurants or hotels. And emphasizing the development of students' speaking skills in optimizing English to become a representative and servant. Therefore, in the English for Specific Purposes class, teachers should place more emphasis on optimizing the use of English through fields that are already known and relevant to them. And from the results of student questionnaires that students think well about ESP and students' expectations for schools to implement ESP, especially tourism study programs.

The results of the analysis of data collection on the first problem, namely:

1. The needs of tourism study program students in learning English. As a result, students need motivation, both from students and from teachers and the environment. If students' motivation is high and students know the importance of knowledge for themselves, students can be active in learning. Second, namely practice, students must practice using English in their environment. And the most important thing is the teaching materials used by the teacher. In learning, English language materials are expected to meet students' needs for English in accordance with the needs of students in each Department. In fact, the English teacher at SMK Negeri 3 Pematang Siantar provides teaching materials according to the K13 curriculum. And use the same textbook as high school students. Learning English in Vocational High Schools (SMK) is different from learning English in other General High Schools. In SMK, the orientation is to prepare students to be able to take part in the world of work. As for SMA or SMA, English is generally used because high school students will continue on to college. And what needs to be improved again is that students' speaking ability is 94.3% which is the highest percentage and is a difficult skill for students of class XII of the Tourism Studies Program. And these skills are very important to support student activities in industry and the world of work. English is generally used because high school students will go on to college. And what needs to be improved again is that students' speaking ability is 94.3% which is the highest percentage and is a difficult skill for students of class XII of the Tourism Studies Program. And these skills are very important to support student activities in industry and the world of work. English is generally used because high school students will go on to

college. And what needs to be improved again is that students' speaking ability is 94.3% which is the highest percentage and is a difficult skill for students of class XII of the Tourism Studies Program. And these skills are very important to support student activities in industry and the world of work.

2. Why is ESP important for tourism study program students because ESP is an English learning model that is related to the needs of students' majors, competencies that students must have. Therefore, the ESP design model is one of the appropriate alternative approaches to overcome these problems. English for Special Purposes especially in the field of Tourism concentrates more on language in context than on grammar and language structure. In this case, it is related to the term tourism which is generally used in English because integrated English teaching is a major area that is important for students. The process of teaching English for Tourist Destinations is carried out as a form of needs analysis to determine which language skills are most needed by students, for example emphasizing on developing students' speaking skills in optimizing English to become waiters and receptionists. ESP for Tourism combines subject matter with teaching English. This combination of teaching motivates students' interest in learning and they can apply what they learn in class to the tourism sector directly. Students can use the vocabulary and structures they learn in a meaningful context to reinforce what is being taught and increase their motivation to learn English. Therefore, in the English for Specific Purposes class, teachers should place more emphasis on optimizing the use of English through areas that are already known and relevant to them. This means that they can use what they learn in the ESP

class directly in their work and studies. The ESP approach increases the relevance of what students learn and allows them to use the English they know to learn more English, as their interest in their field will motivate them to interact both orally and in writing. ESP integrates needs and motivation analysis, subjects, and content for the teaching of relevant skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to describe the needs of Study Program students tourism in English and find out why ESP is important for tourism study program students in integrating needs analysis which determines which language skills are most needed by tourism study program students so that research results can be used to meet those needs. From the findings and discussion of the research, can be taken the following conclusions:

1. The needs of students of class XII Tourism Study Program at SMKN 3 Pematang Siantar are The results of this study are the needs needed by tourism study program students, namely the English language materials and topics given and taught to students need to be related to the scope of the tourism study program so that they can help students meet their needs in the world of work. The dominant 94.3% of students desire to improve speaking skills because speaking skills are very important in tourism study program activities and are also skills that are considered difficult in the process of learning English. In addition to teaching materials that do not meet the needs of students, the teacher's learning model is also less supportive in improving student competencies according to the majors taken. The English teacher at SMKN 3 Pematang Siantar uses the ELT approach based on the EAP learning model for the XII students of the tourism study program. This learning model is not suitable if applied in SMK.

2. Why is ESP so important for tourism study program students because the ESP design model is one of the appropriate alternative approaches to overcome these problems. And can support the ability of students following the majors taken.

B. Suggestion

Suggestion for English teachers in learning in the Catering class. Must provide material following the term tourism to meet the needs of students following the majors taken. Such as dialogue in restaurants and hotels. In the learning process, students must be able to explore students' English skills and require students to be more active.

Researcher suggest that teachers and schools at SMKN 3 Pematang Siantar apply the ESP design model as a learning model in the classroom. So that it can help students to integrate teaching materials according to the needs of students in the world of work.

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Appendix 1

Link Google Form

[https://docs.google.com/forms/d/e/1FAIpQLScXWbiJYzYOxBd19DloeF2xUPRcOcUdMjjuWWfdg-zksKk3w/viewform?usp=sf link](https://docs.google.com/forms/d/e/1FAIpQLScXWbiJYzYOxBd19DloeF2xUPRcOcUdMjjuWWfdg-zksKk3w/viewform?usp=sf_link)

Kuesioner Pengajaran ESP di SMK

A. Pendahuluan

Kuesioner ini bertujuan untuk mengumpulkan informasi tentang pembelajaran ESP di SMK. Saya mengharapkan kerjasama mahasiswa untuk mengisinya dengan benar sesuai kenyataan di lapangan. Informasi Anda akan dijaga kerahasiaannya. Setiap informasi yang dimasukkan dimaksudkan untuk perbaikan program, dan tidak dipengaruhi oleh penilaian umum. Atas kesediaannya saya ucapkan terima kasih.

B. Cara Mengisi

Tolong beri tanda centang (√) pada kotak sesuai dengan perasaan Anda.

Pertama, silahkan isi informasi tentang diri Anda.

C. Keterangan Responden

Nama: _____ :

Jenis Kelamin _____ :

Tempat/Tanggal Lahir :

Jurusan :

Daerah Asal :

Nomor Handphone :

C. Pertanyaan

Tujuan Siswa Dalam Belajar Bahasa Inggris

1. Tujuan saya dalam belajar bahasa Inggris
 - a. Saya ingin berkomunikasi dalam bahasa Inggris dengan baik dalam kegiatan pariwisata
 - b. Bahasa Inggris penting untuk era ini
 - c. Saya ingin tahu bahasa Inggris lebih baik
 - d. Saya ingin melakukan tugas saya untuk mengambil kelas bahasa Inggris
2. Saya ingin mempelajari topik bahasa Inggris yang berkaitan dengan
 - a. Jurusan yang saya ambil
 - b. Ekonomi dan bisnis
 - c. Lingkungan sekolah
 - d. Kehidupan sehari-hari

Keterampilan Bahasa Inggris yang Ingin Ditingkatkan Siswa

3. Keterampilan yang ingin Anda tingkatkan
 - a. Membaca
 - b. Berbicara
 - c. Mendengarkan
 - d. Tulis
4. Saya ingin meningkatkan keterampilan itu karena
 - a. Keterampilan ini sangat penting dalam kegiatan pariwisata

- b. Itu adalah keterampilan favorit saya
- c. Saya ingin mendapat nilai bagus
- d. Keterampilan mudah dikuasai

Kesulitan Siswa dalam Belajar Bahasa Inggris

- 5. Saya merasa kesulitan dalam proses belajar mengajar bahasa Inggris
 - a. Selalu
 - b. Seringkali
 - c. Kadang-kadang
 - d. Tidak pernah
- 6. Keterampilan yang menurut saya sulit
 - a. Membaca b. Berbicara
 - c. Mendengarkan d. Tulis
- 7. Saya merasa kesulitan dalam proses belajar mengajar bahasa Inggris karena
 - a. Saya tidak mudah memahami penjelasan guru
 - b. Belajar bahasa Inggris membosankan
 - c. Saya merasa sulit untuk memahami materi bahasa Inggris
 - d. Saya tidak bersemangat

Pendapat Siswa terhadap Teknik Mengajar yang Digunakan Guru

- 8. Teknik yang digunakan oleh guru Anda di kelas bahasa Inggris adalah
 - a. Sangat menarik
 - b. Menarik
 - c. Tidak terlalu menarik
 - d. Tidak menarik
- 9. Penjelasan guru bahasa Inggris Anda

- a. Jelas dan dapat dimengerti
- b. Tidak terlalu jelas tetapi masih dapat dimengerti
- c. Tidak terlalu jelas dan sulit dipahami
- d. Tidak jelas

Pendapat Siswa terhadap Bahan Ajar Bahasa Inggris yang Digunakan Guru

10. Sumber utama Anda untuk mengajar dan belajar bahasa Inggris
- a. Buku teks bahasa inggris
 - b. Guru
 - c. Internet
 - d. Lingkungan
11. Hubungan antara materi bahasa Inggris yang digunakan di jurusan saya
- a. Sangat berhubungan
 - b. Terkait
 - c. Tidak terlalu berhubungan
 - d. Tidak berhubungan
12. Materi bahasa Inggris disampaikan oleh guru bahasa Inggris
- a. Sangat mudah untuk dikuasai
 - b. Mudah dikuasai
 - c. Sulit dikuasai
 - d. Saya tidak bisa menguasai

Opini Siswa terhadap Proses Belajar Mengajar Bahasa Inggris

13. Pendapat Anda tentang kelas bahasa Inggris
- a. Kelas bahasa Inggris sangat efektif
 - b. Kelas bahasa Inggris yang efektif
 - c. Kelas bahasa Inggris sangat tidak efektif
 - d. Kelas bahasa Inggris yang tidak efektif

14. Perasaan Anda selama proses belajar bahasa Inggris
- a. Sangat menikmati
 - b. Tidak terlalu menikmati
 - c. Nikmati
 - d. Sulit untuk dinikmati

Tanggapan Siswa terhadap Proses Pembelajaran Bahasa Inggris di Kelas

15. Guru bahasa Inggris Anda menanggapi siswa yang ingin bertanya
- a. Selalu
 - b. Seringkali
 - c. Kadang-kadang
 - d. Tidak pernah
16. Anda menanggapi guru dan pembelajaran Anda
- a. Selalu
 - b. Seringkali
 - c. Kadang-kadang
 - d. Tidak pernah
17. Jenis tanggapan Anda Dalam proses belajar mengajar bahasa Inggris
- a. Saya menjawab pertanyaan guru dengan lambat
 - b. Saya menjawab pertanyaan guru dengan lantang
 - c. Saya bertanya kepada guru saya terkait materi
 - d. Tidak pernah menjawab/diam

Opini Siswa terhadap Rencana Sekolah Pembukaan Kursus ESP untuk Setiap Program Studi

18. Pendapat Anda tentang ESP
- a. Sangat baik
 - b. Baik
 - c. Cukup
 - d. Buruk
19. Jika sekolah menyediakan program ESP
- a. Sangat setuju
 - b. setuju
 - c. Sangat
 - d. Tidak Setuju
20. Harapan Anda terhadap sekolah terhadap program ESP
- a. Sekolah menetapkan untuk menyediakan ESP untuk semua program studi pariwisata

- b. Sekolah memutuskan untuk menyediakan ESP untuk program tersebut
- c. Sekolah memutuskan untuk menyediakan ESP untuk program tertentu
- d. Sekolah tidak memutuskan untuk menyediakan ESP

Appendix 2

HASIL KUESIONER SISWA

1. Tujuan Siswa Dalam Belajar Bahasa Inggris

| Item Kuesioner | Frekuensi (Murid) | | | | Persen (%) | | | |
|----------------|---------------------|---|---|----|------------|------|------|------|
| | A | B | C | D | A | B | C | D |
| 1 | 29 | 7 | 6 | 1 | 82,9 | 20 | 17,1 | 2,9 |
| 2 | 22 | 8 | 1 | 12 | 62,9 | 22,9 | 2,9 | 34,3 |

2. Keterampilan Bahasa Inggris yang Ingin Ditingkatkan Siswa

| Item Kuesioner | Frekuensi (Murid) | | | | Persen (%) | | | |
|----------------|---------------------|----|---|---|------------|------|------|------|
| | A | B | C | D | A | B | C | D |
| 3 | 3 | 33 | 5 | 5 | 8,6 | 94,3 | 14,3 | 14,3 |
| 4 | 34 | 3 | 1 | 1 | 97,1 | 8,6 | 2,9 | 2,9 |

3. Kesulitan Siswa dalam Belajar Bahasa Inggris

| Item Kuesioner | Frekuensi (Murid) | | | | Persen (%) | | | |
|----------------|---------------------|----|----|---|------------|------|------|------|
| | A | B | C | D | A | B | C | D |
| 5 | 6 | 16 | 14 | 0 | 17,1 | 45,7 | 40 | 0 |
| 6 | 5 | 25 | 10 | 5 | 14,3 | 71,4 | 28,6 | 14,3 |
| 7 | 17 | 0 | 20 | 1 | 48,6 | 0 | 57,7 | 2,9 |

4. Pendapat Siswa terhadap Teknik Mengajar yang Digunakan Guru

| Item Kuesioner | Frekuensi (Murid) | | | | Persen (%) | | | |
|----------------|---------------------|----|---|---|------------|------|------|---|
| | A | B | C | D | A | B | C | D |
| 8 | 6 | 22 | 9 | 0 | 17,1 | 62,9 | 25,7 | 0 |
| 9 | 17 | 19 | 0 | 0 | 48,6 | 54,3 | 0 | 0 |

5. Pendapat Siswa terhadap Bahan Ajar Bahasa Inggris yang Digunakan Guru

| Item Kuesioner | Frekuensi (Murid) | | | | Persen (%) | | | |
|----------------|---------------------|----|----|----|------------|------|------|------|
| | A | B | C | D | A | B | C | D |
| 10 | 14 | 19 | 14 | 7 | 40 | 54,3 | 40 | 20 |
| 11 | 0 | 13 | 1 | 21 | 0 | 37,1 | 2,9 | 60 |
| 12 | 3 | 17 | 9 | 6 | 8,6 | 48,6 | 25,7 | 17,1 |

6. Opini Siswa terhadap Proses Belajar Mengajar Bahasa Inggris

| Item Kuesioner | Frekuensi (Murid) | | | | Persen (%) | | | |
|----------------|---------------------|----|----|---|------------|------|------|-----|
| | A | B | C | D | A | B | C | D |
| 13 | 15 | 20 | 1 | 0 | 42,9 | 57,1 | 2,9 | 0 |
| 14 | 7 | 9 | 19 | 1 | 20 | 25,7 | 54,3 | 2,9 |

7. Tanggapan Siswa terhadap Proses Pembelajaran Bahasa Inggris di Kelas

| Item Kuesioner | Frekuensi (Murid) | | | | Persen (%) | | | |
|----------------|---------------------|---|----|---|------------|------|------|------|
| | A | B | C | D | A | B | C | D |
| 15 | 28 | 4 | 5 | 0 | 89 | 11,4 | 14,3 | 0 |
| 16 | 16 | 5 | 14 | 0 | 45,7 | 14,3 | 40 | 0 |
| 17 | 15 | 0 | 19 | 4 | 42,9 | 0 | 54,3 | 11,4 |

8. Opini Siswa terhadap Rencana Sekolah Pembukaan Kursus ESP untuk Setiap Program Studi

| Item Kuesioner | Frekuensi (Murid) | | | | Persen (%) | | | |
|----------------|---------------------|----|---|----|------------|------|-----|---|
| | A | B | C | D | A | B | C | D |
| 18 | 9 | 26 | 0 | 0 | 28,6 | 68,6 | 2,9 | 0 |
| 19 | 22 | 8 | 1 | 12 | 25,7 | 74,3 | 0 | 0 |
| 20 | 23 | 11 | 2 | 0 | 65,7 | 31,4 | 5,7 | 0 |

Appendix 3

PANDUAN WAWANCARA

Instrumen penelitian ini digunakan untuk mendapatkan informasi tentang kebutuhan yang di butuhkan siswa program studi pariwisata dan mengapa ESP penting bagi siswa program studi pariwisata. Wawancara dilakukan oleh peneliti pada hari Rabu, Oktober 13, 2021 dan subjek wawancara adalah guru bahasa Inggris di SMKN 3 Pematang Siantar.

1. Kurikulum apa yang digunakan di sekolah ini?
2. Tentang aspek bahasa Inggris, apa tujuan pengajaran bahasa Inggris?
3. Menurut anda apakah penting bagi Miss ESP untuk mendukung kemampuan siswa sesuai dengan jurusan yang mereka ambil?
4. Bagaimana Anda mengintegrasikan kemampuan bahasa Inggris berdasarkan jurusan siswa dalam merancang desain kursus?
5. Apakah ada persiapan yang anda lakukan sebelum pelaksanaan pembelajaran?
6. Apa peran guru saat mengajar bahasa Inggris?
7. Buku apa yang digunakan di sekolah ini?
8. Apakah ada yang menggunakan buku teks yang bukan dari pemerintah?
9. Apakah buku teks satu-satunya sumber belajar?
10. Selain dari buku, apakah anda juga mencari materi dari internet?
11. Pendekatan seperti apa yang terbaik untuk melamar program studi pariwisata dalam mata pelajaran bahasa Inggris?
12. Mengetahui kebutuhan siswa, jelaskan proses desain mata kuliah Anda di kelas?
13. Tahukah Anda apa yang dibutuhkan siswa dalam belajar bahasa Inggris untuk mendukung kompetensi siswa?
14. Dan materi apa yang Nona gunakan saat mengajar bahasa Inggris?
15. Apakah materi menurut jurusan diambil oleh mahasiswa?
16. Media apa yang biasanya Anda gunakan dalam proses pembelajaran bahasa Inggris?
17. Metode apa yang digunakan Nona dalam mengajar berbicara, membaca, mendengarkan, dan menulis?
18. Dengan menggunakan metode ini dalam pembelajaran, apakah siswa termotivasi oleh pembelajaran?
19. Menurut Bu, adakah kompetensi yang harus dimiliki siswa dalam belajar bahasa Inggris?
20. Apakah ada kendala atau kendala dalam mengajar bahasa Inggris?

Appendix 4

HASIL WAWANCARA GURU BAHASA INGGRIS

Nara Sumber Biodata:

Nama : Nuraidah S.Pd

Alamat: : Jalan Hasana, Gang Mandiri, Karang Sari, Kecamatan Maligas

Pekerjaan: : Guru

Hari dan tanggal : Rabu, Oktober 13, 2021

| NO | Code | Peneliti | Guru | Kategori dari Data |
|----|------|---|---|--|
| 1 | W1P1 | Kurikulum apa yang digunakan di sekolah ini? | Untuk kelas XI dan XII menggunakan kurikulum K13, sedangkan khusus untuk kelas X menggunakan kurikulum SMK PK. Karena SMK Negeri 3 Pematang Siantar dipilih menjadi SMK PK atau SMK Center of Excellence. | Proses belajar dan mengajar bahasa Inggris |
| 2 | W1P2 | Tentang aspek bahasa Inggris, apa tujuan pengajaran bahasa Inggris? | Tujuan pengajaran bahasa Inggris di SMK adalah untuk mengembangkan potensi siswa agar memiliki kompetensi komunikatif secara lisan dan tulisan dalam bahasa Inggris. | Proses belajar dan mengajar bahasa Inggris |

| | | | | |
|---|------|---|---|--|
| 3 | W1P3 | Menurut Miss apakah ESP penting untuk mendukung kemampuan siswa sesuai dengan jurusan yang mereka ambil? | Ya tentu saja karena ESP atau English for special purpose merupakan suatu pendekatan dalam pengajaran dan penggunaan bahasa Inggris untuk bidang dan studi khusus yang mengikuti kebutuhan bidang ilmu dan profesi pengguna bahasa Inggris. Jadi ESP sangat penting dalam menunjang kemampuan mahasiswa sesuai jurusan yang diambil. Misalnya jurusan jasa catering dengan ESP atau bahasa Inggris untuk keperluan khusus, materi bahasa Inggris harus berhubungan dengan jurusan kuliner seperti teks prosedur tentang langkah-langkah memasak dan contoh percakapan di restoran atau hotel. | Kebutuhan siswa program studi pariwisata |
| 4 | W1P4 | Bagaimana Miss mengintegrasikan kemampuan bahasa Inggris berdasarkan jurusan siswa dalam merancang desain kursus? | Pada pertanyaan keempat bagaimana mengintegrasikan keterampilan bahasa Inggris dalam kompetensi keterampilan mereka, jujur saya tidak mengintegrasikan bahasa Inggris ke dalam kompetensi keterampilan mereka, karena spesifik, karena siswa masih memiliki kompetensi rendah dan tingkat rendah ketika saya memasukkannya ke dalam | Proses belajar dan mengajar bahasa Inggris |

| | | | | |
|---|------|--|---|--|
| | | | proses pembelajaran. | |
| 5 | WIP5 | Apakah ada persiapan yang anda lakukan sebelum pelaksanaan pembelajaran? | Tentu harus ada, persiapan pertama adalah menyiapkan materi yang akan diajarkan RPP kemudian menyiapkan alat peraga yang akan digunakan kemudian biasanya guru menyiapkan pertanyaan dan arahan untuk merangsang siswa agar aktif dan guru juga mempelajari materi tersebut. karakter siswa, misalnya kelemahan siswa apa, apa kelebihan siswa. Biasanya di SMK sendiri siswa lebih memilih untuk belajar secara produktif daripada secara normatif terutama dalam pelajaran bahasa Inggris, oleh karena itu guru harus mengetahui bagaimana cara yang baik dalam memberikan materi yang sesuai dengan kemampuan siswa, jangan terlalu tinggi sehingga dapat membuat siswa tidak paham. | Proses belajar dan mengajar bahasa Inggris |

| | | | | |
|---|------|---|---|---|
| 6 | W1P6 | Apa peran guru saat mengajar bahasa Inggris? | Guru berperan sebagai model misalnya, dan motivator untuk memotivasi siswa agar mereka dapat menikmati belajar bahasa Inggris. Kemudian guru juga berperan sebagai fasilitator yaitu memfasilitasi siswa dalam belajar bahasa Inggris dan juga menjadi mitra bagi siswa dalam menggunakan bahasa Inggris di lingkungan sekolah. | Proses belajar dan mengajar bahasa Inggris |
| 7 | W1P7 | Buku apa yang digunakan di sekolah ini? | Ada buku wajib yang disediakan oleh sekolah, seperti buku bahasa Inggris untuk SMA/MA/SMK/MAK yang dikeluarkan oleh kementerian dan kebudayaan atau dari pemerintah. | Bahan ajar bahasa Inggris yang digunakan guru |
| 8 | W1P8 | Apakah ada yang menggunakan buku teks yang bukan dari pemerintah? | Kalau ada masalah seperti itu, siswa dibebaskan, terserah siswa mau buku yang mana karena dijadikan referensi bagi siswa itu sendiri. | Bahan ajar bahasa Inggris yang digunakan guru |
| 9 | W1P9 | Apakah buku teks satu-satunya sumber belajar? | Tidak, bisa juga dari internet karena dari internet kita juga bisa belajar dan menambah ilmu tanpa batas. | Bahan ajar bahasa Inggris yang digunakan guru |

| | | | | |
|----|-------|---|--|---|
| 10 | W1P10 | Selain dari buku, apakah anda juga mencari materi dari internet? | Ya, apalagi sekarang sekolah sudah online, guru dan siswa belajar mencari materi dan jawaban dari internet. Dari internet, ada banyak sekali sumber belajar. Jadi tidak apa-apa sekolah tidak memaksa mereka menggunakan buku, tapi buku pegangan wajib dari pemerintah yang saya jelaskan tadi. | Bahan ajar bahasa Inggris yang digunakan guru |
| 11 | W1P11 | Pendekatan seperti apa yang terbaik untuk melamar program studi pariwisata dalam mata pelajaran bahasa Inggris? | Untuk mahasiswa program studi pariwisata sebenarnya mungkin menemukan pendekatan pembelajaran atau ilmiah yang cocok untuk mahasiswa, dan ini mungkin cara yang mudah untuk diterapkan kepada mahasiswa program studi pariwisata. | Kebutuhan siswa program studi pariwisata |
| 12 | W1P12 | Mengetahui kebutuhan siswa, jelaskan proses desain mata kuliah Miss di kelas? | siswa menggunakan Metode Pedang yaitu Kekuatan, kelemahan, peluang sehingga dalam merancang proses pembelajaran, kami sebagai guru di sekolah ini menggunakan Metode Pedang untuk memutuskan desain pembelajaran mana yang benar, proses. | Kebutuhan siswa program studi pariwisata |


| | | | | |
|----|-------|---|---|---|
| 13 | W1P13 | Tahukah Miss apa yang dibutuhkan siswa dalam belajar bahasa Inggris untuk mendukung kompetensi siswa? | Yang terpenting adalah motivasi, baik dari siswa maupun dari guru dan lingkungan. Jika motivasinya tinggi dan siswa mengetahui pentingnya pengetahuan bagi dirinya, siswa dapat aktif dalam belajar. Dan kedua, yaitu praktek, siswa harus berlatih menggunakan bahasa Inggris di lingkungan mereka. Menurut saya, SMK harus menggunakan perspektif bahasa Inggris khusus bahasa Inggris daripada bahasa Inggris umum. Karena menurut saya Bahasa Inggris Umum tidak sesuai dengan kebutuhan mahasiswa khususnya mahasiswa program studi pariwisata. Mahasiswa harus mempelajari bahasa Inggris terkait dengan jurusannya untuk meningkatkan jejak karir mahasiswa di dunia industri. | Kebutuhan siswa program studi pariwisata |
| 14 | W1P14 | Dan materi apa yang Miss gunakan saat mengajar bahasa Inggris? | Materi harus berada di bawah kurikulum. Guru dan sekolah hanya melakukannya. Memang kurikulumnya garis besar ya, tapi guru juga diberi kebebasan berdasarkan kearifan lokal, misalnya seperti teks deskriptif jika kebanyakan buku pemerintah bercerita | Bahan ajar bahasa Inggris yang digunakan guru |

| | | | | |
|----|-------|--|--|---|
| | | | tentang tempat wisata di Jawa, jadi guru bisa mencari contoh lain, seperti tempat wisata di daerah kami. | |
| 15 | W1P15 | Apakah menurut Miss materi ajar berkaitan dengan jurusan diambil oleh mahasiswa? | Materi saat ini adalah materi umum dari pemerintah, jadi semua jurusan mempelajari materi yang sama. Sebenarnya materi dalam kurikulum menurut saya kurang efektif dan kurang cocok untuk SMK sebaiknya menggunakan English for Specific Purpose (ESP). Karena SMK berbeda dengan SMA, SMA adalah mata pelajaran umum karena masuk perguruan tinggi, sedangkan SMK harus belajar bahasa Inggris sesuai program studi. Namun khusus untuk siswa kelas 10, materi ajar yang diberikan adalah tentang kebutuhan yang ada di dunia industri. | Bahan ajar bahasa Inggris yang digunakan guru |
| 16 | W1P16 | Media apa yang biasanya Miss gunakan dalam proses pembelajaran bahasa Inggris? | Media yang biasa digunakan sesuai dengan kebutuhan pembelajaran secara umum yaitu spidol, laptop, infocus, media gambar, dan media realia. | Bahan ajar bahasa Inggris yang digunakan guru |

| | | | | |
|----|-------|---|---|--|
| 17 | W1P17 | Metode apa yang digunakan Miss dalam mengajar berbicara, membaca, mendengarkan, dan menulis? | Pembelajaran 4 keterampilan tersebut saling berkaitan, jadi saya menggunakan metode ceramah dan praktik. Sedangkan model pembelajarannya menggunakan discovery learning. Discovery learning dapat meningkatkan motivasi siswa sesama kelompok untuk menemukan hal-hal yang diperintahkan oleh guru. Dengan menggunakan discovery learning siswa menjadi lebih antusias dan siswa dituntut untuk kreatif dan berani mengungkapkan pendapatnya. | Proses belajar dan mengajar bahasa Inggris |
| 18 | W1P18 | Dengan menggunakan metode ini dalam pembelajaran, apakah siswa termotivasi oleh pembelajaran? | Saya berharap seperti itu, discovery learning sangat menarik jika diterapkan. Jadi siswa belajar dengan menemukan, siswa menjadi tertantang untuk menemukan hal-hal baru yang dipelajarinya. | Proses belajar dan mengajar bahasa Inggris |
| 19 | W1P19 | Menurut Miss, adakah kompetensi yang harus dimiliki siswa dalam belajar bahasa Inggris? | Tentu saja ada, seperti mendengarkan, berbicara, membaca, menulis. Namun, mahasiswa program studi pariwisata menekankan pada pengembangan kemampuan berbicara mahasiswa dalam optimalisasi bahasa Inggris | Kebutuhan siswa program studi pariwisata |

| | | | | |
|----|-------|--|---|--|
| | | | menjadi resepsionis dan pelayan hotel. | |
| 20 | W1P20 | Apakah ada kendala atau kendala dalam mengajar bahasa Inggris? | Mengenai masalah dalam proses belajar mengajar, di sekolah ini banyak sekali masalah, terutama bagi saya siswa tidak memiliki kemampuan bahasa Inggris total, dalam berbicara, membaca, karena mereka hanya berpikir bahwa bahasa Inggris adalah pelajaran, bukan untuk mereka. Perlu, bahasa Inggris bukan tentang bahasa, tetapi hanya tentang pelajaran kelas, sehingga mereka tidak memiliki semangat untuk belajar bahasa Inggris di sekolah ini. Ada kesalahan dan masalah besar ketika saya mengajar kelas di sekolah ini. | Proses belajar dan mengajar bahasa Inggris |

Appendix 5



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

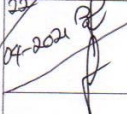
Form : K-1
 Kepada Yth: Bapak, Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**


Dengan hormat yang bertandatangan di bawah ini:

Nama Mahasiswa : Wahyu Hidayat
 NPM : 1702050090
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 136 SKS

IPK = 3,48

| Persetujuan Ket/Sekret. Prog. Studi | Judul yang Diajukan | Disahkan Oleh Dekan Fakultas |
|---|--|---|
|  | Needs Analysis Of ESP For Tourism Study Program At Smkn (Senior Vocational School) |  |
| | Teaching English For Tourism Based On Local Culture: What Do Students Need? | |
| | Students' Motivation In Learning English For Specific Purposes (ESP) Using Flipped Classroom Method | |

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terimakasih.

Medan, 20 April 2021
 Hormat Pemohon,

 (Wahyu Hidayat)

Keterangan:
 Dibuat rangkap 3 : - Untuk Dekan Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 6



MAJELIS PENDIDIKAN TINGGI
 UNIVERSTAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form : K-2

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU


Assalamu'alaikum Wr. Wb

Dengan hormat yang bertandatangan di bawah ini:

Nama Mahasiswa : Wahyu Hidayat
 NPM : 1702050090
 Program Studi : Pendidikan Bahasa Inggris

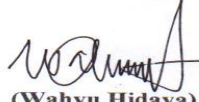
Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:
 " NEEDS ANALYSIS OF ESP FOR TOURISM STUDY PROGRAM
 AT SMKN (SENIOR VOCATIONAL SCHOOL)".

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Rini Ekayati S.S., M.A. 
 Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terimakasih.

Medan, 20 April 2021
 Hormat Pemohon,



(Wahyu Hidayat)

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 7



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1050/II.3/UMSU-02/F/2021
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Wahyu Hidayat
N P M : 1702050090
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Needs Analysis OF ESP For Tourism Study Program At SMKN (Senior Vocational School)

Pembimbing : Rini Ekayati, SS, MA

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 29 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 18 Ramadhan 1442 H
30 April 2021 M



Dekan
Prof. Dr. H. Elfianto Nst, S.Pd, M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

Appendix 8



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Wahyu Hidayat
NPM : 1702050090
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Needs Analysis of ESP for Tourims Study Program at SMKN
(Senior Vocational School)

| Tanggal | Deskripsi Hasil Bimbingan Proposal | Tanda Tangan |
|------------|--|--------------|
| 15/08/2021 | Indentication of problem, references, formulation of proplem | |
| 01/09/2021 | Cover, bacground of problem, scope and limitation | |
| 04/09/2021 | Cover, research purpose, research instrument | |
| 06/09/2021 | Location, source of data, techniqe of data | |
| 07/09/2021 | Scope and limitation, research design | |
| 13/09/2021 | Cover, table of content, technique of data analysis | |
| 15/09/2021 | Signifacance of study, refrences, technique of data collection | |
| 17/09/2021 | Penulisan proposal kurang tepat, cover | |
| 20/09/2021 | Scope and limitation, research purpose | |
| 20/09/2021 | ACC | |

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

Medan, 20 Sept 2021
Dosen Pembimbing

Rini Ekayati, S.S., M.A

Appendix 9



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Muchtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

| | |
|---------------|--|
| Nama Lengkap | : Wahyu Hidayat |
| NPM | : 1702050090 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : Needs Analysis of ESP for Tourims Study Program at SMKN (Senior Vocational School) |

Dengan di terimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :


Diketahui/Disetujui Oleh
 Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Rini Ekayati, S.S., M.A

Appendix 10



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. KaptenMughtarBasri No .3 Telp. (061) 6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Wahyu Hidayat
 NPM : 1702050090
 Program Studi : PendidikanBahasaInggris


Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Senin
 Tanggal : 4 Oktober 2021
 DenganJudul Proposal : Needs Analysis Of ESP For Tourims Study Program at SMKN (Senior Vocational School)

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/IbuPimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralahkitasemuanya. Amin.

Dikeluarkandi : Medan
 PadaTanggal : Oktober 2021

Wassalam
 Ketua Program Studi
 PendidikanBahasaInggris



MandraSaragih, S.Pd.,M.Hum.

Appendix 11



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakatuh

Saya yang bertandatangan dibawah ini :

Nama : Wahyu Hidayat
 NPM : 1702050090
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : NEEDS ANALYSIS OF ESP FOR TOURISM STUDY
 PROGRAM AT SMKN(Senior Vocational School)

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, November 2021


Hormat saya

Yang membuat pernyataan



(Wahyu Hidayat)

Appendix 12



UMSU
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
 Website : <http://fkip.umsu.ac.id> E-mail : fkip@yahoo.co.id

Nomor : 2368 /II.3-AU/UMSU-02/F/2021
 Lamp : ---
 Hal : **Permohonan Izin Riset**

Medan, 04 Rab. Awwal 1443 H
 11 Oktober 2021 M


Kepada Yth, Bapak/Ibu Kepala
 SMK Negeri 3 Pematang Siantar
 di
 Tempat


Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

| | |
|---------------|--|
| Nama Lengkap | : Wahyu Hidayat |
| NPM | : 1702050090 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : Needs Analysis of ESP for Tourims Study Program at SMKN (Senior Vocational School) |

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
 Wassalamu'alaikum Wr.Wb







Prof. Dr. H. Elfrianto Nst, M.Pd
 NIDN 0115057302

Pertinggal

Appendix 13



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMK NEGERI 3 PEMATANGSIANTAR
 (KELOMPOK PARIWISATA DAN INFORMATIKA)
 Jln. Raya Medan-P.Siantar Km. 10,5 Telp/Fax. (0622) 7439093, 7439027 Tapian Dolok
 e-mail: smkn3ps@yahoo.com, website : www.smkn3pematangsiantar.sch.id



Nomor : 675 /105.4/SMK.03/MN.11/2021

Lamp. : --

H a l : Surat Keterangan Selesai Melakukan Riset.

YTH. : Dekan Fakultas Keguruan Dan Ilmu Pendidikan
 Universitas Muhammadiyah Sumatera Utara
 Jalan Kapten Mughtar Basri No. 3


M E D A N.


Berdasarkan Surat Saudara Nomor : 2368/IL.3-AU/UMSU-02/F/2021 tanggal 11 Oktober 2021 dengan ini Kepala SMK Negeri 3 Pematangsiantar menerangkan bahwa :

N a m a : Wahyu Hidayat
N P M : 1702050090
Jenjang Program : Strata 1
Pogram Studi : Pendidikan Bahasa Inggris

Telah melaksanakan Riset pada SMK Negeri 3 Pematangsiantar, adapun kepentingan mahasiswa tersebut adalah penulisan Skripsi yang berjudul : **“Needs Analysis Of ESP For Tourims Study Program At SMKN (Senior Vocational School)”**

Demikian Surat Izin ini diperbuat dengan sesungguhnya untuk dipergunakan seperlunya.



Pematangsiantar, 27 Oktober 2021
KEPALA SEKOLAH,

NUR MAULITA, S.Pd, M.Si
NIP.19740827 199903 2 002

Appendix 14



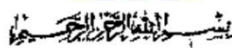
**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN

Nomor :2176/KET/IL.3-AU/UMSU-P/M/2021



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Wahyu Hidayat
NPM : 1702050090
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 27 Shafar 1443 H.
04 Oktober 2021 M

UMSU
Unggul | Cerdas | Terpercaya



Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M.Pd

Appendix 15**Curriculum Vitae****1. Personal Information**

Name : Wahyu Hidayah
SIN : 1702050090
Place/Date of Birth : Lamidoer/5th Oktober 1999
Sex :Female
Religion : Islam
Nationality : Indonesian
Address : Huta VII Lamidor
Department of : English Education

2. Parents' Information

Father : Kasri
Mother : Mesinem
Address : Huta VII Lamidor

3. Education

2005-2011 : SDN 097342 Bandar Betsy

2011-2014 : SMPN 1 Bandar Masilam

2014-2017 : SMKN 3 Pematang Siantar

2017-2021 : an active student of English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatra Utara