



## TARGET SITUATION ANALYSIS FOR ELECTRONICS INDUSTRIES STUDIES AT VOCATIONAL HIGH SCHOOL

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### Abstrak.

Penelitian ini bertujuan untuk menganalisis target situasi yang sesuai dengan keinginan siswa dalam belajar bahasa Inggris pada jurusan Elektronika Industri. Peneliti menggunakan penelitian kualitatif untuk mengetahui target situasi yang sesuai dengan keinginan siswa dalam belajar bahasa Inggris yang bermanfaat untuk pengembangan model dan isi pembelajaran kedepannya guna tercapainya target situasi yang sesuai dengan keinginan siswa. Sumber data dalam penelitian ini adalah keinginan siswa. Peneliti menggunakan angket untuk mengetahui keinginan siswa dan juga wawancara untuk mengetahui keinginan siswa yang sebelumnya tidak tersampaikan dengan melalui angket. Berdasarkan hasil analisis, peneliti menemukan tujuh data target situasi yang sesuai dengan keinginan siswa. Siswa memiliki keinginan yang kuat untuk belajar bahasa Inggris guna mendukung kemampuannya di industri kerja. Siswa memiliki keinginan kuat untuk baik dalam hal berbicara bahasa Inggris guna untuk meningkatkan kecakapan mereka dalam berkomunikasi. Siswa menginginkan metode pembelajaran dan penilaian presentation agar dapat melatih kecakapan dan mental mereka dalam berbicara bahasa Inggris. Siswa juga menginginkan untuk menggunakan full English selama pembelajaran dan mengedepankan konteks Elektronika Industri untuk keseluruhan pembelajaran bahasa Inggris karena siswa menginginkan dapat bekerja di pabrik industri yang sesuai dengan jurusan mereka bersekolah saat ini. Data yang didapatkan bisa digunakan untuk mengembangkan metode dan isi pembelajaran di jurusan Elektronika Industri agar tercapainya target situasi yang sesuai dengan kebutuhan keinginan siswa.

**Kata Kunci:** Elektronika Industri, Keinginan Siswa, Pembelajaran bahasa Inggris, Target Situasi

### INTRODUCTION

The Indonesian vocational high school students are being asked to be more increase their competences and skills to be compatible with the needs of the work field. Not only they need technical skills, but they also need other supporting skills. One of them is English language skill. Because, English language is an important language for anyone in the workforce who wants to keep up with the latest developments in science and technology. It is supported by Roanaldo (2016) in his journal. He says mastering English is very important for vocational high school students to support their future careers. Therefore, the school must help the students become prospective workforce who have the competences and skills to be compatible with the needs of the work field by English learning teaching.

English learning teaching in the vocational high school can help the students to mastering English language that can help them in future work of field. English learning is designed to give students the competence needed to speak, read, and writing English effectively. It more effective with using English for specific purposes concept in English learning teaching process at vocational high school. Because the vocational high school has more different subject areas of study. It supporting by Sari et al. (2019) in her research. She says English for specific purposes main goal is to provide students with English that is important in their chosen field. So that, using English for specific purposes concept is more effective in English learning teaching at vocational high school and it is a very helpful tool for students when exploring their subject areas of study.

English Specific Purposes should be based on need analysis. Needs analysis is a process that must be performed before language course and syllabus design, material selection, teaching and learning methodologies, and evaluations. An ESP practitioner needs to be able to use the results of his or her needs analysis studies to develop a practical and successful language course or training program that is suitable for a particular situation. Hutchinson and Water (1991) say needs analysis divide to target needs and learning needs analysis. Another expert, Rahman (2015) says that Target Situation



Analysis, Learning Situation Analysis, and Present Situation Analysis are the fundamental components for assessing the language needs of learners in ESP concept.

According to Hutchinson and Water (1991) target needs are what the learner needs to do in the target situation. It means that target situation analysis can be learner needs for their future work. It is more useful to look target situation analysis in terms of necessities, lacks, and wants. First, necessities are a term to know what the learners' need that is appropriate for their future target situation. Second, lacks are the term to know what the learners already know. Last, wants are learners view on their needs. Furthermore, in this research the researcher only focus on the learners want in target situation analysis.

In accordance with the result of pre-observations at Semen Padang Vocational High School before, there uses curriculum that mandate from government. Based on curriculum, English learning in that vocational high school uses the same content in each subject areas of study. Even though, that vocational high school have two different subject areas of study. There are Mechanical Engineering and Electronics Industries. In other hand, some experts say it is important to do English learning with used English for specific purposes in vocational high school. Because, it can helpful tool for students when explore their own subject areas of study and students can achieve what their wants of the target situation in English for Specific Purposes. Then, the researcher would like to analyze the learners' wants of the target situation analysis for Electronics Industries subject at Vocational High School.

## **METHOD**

the researcher used qualitative research as the research design. That was because the researcher wanted to find out about the learners' wants of target situation analysis for the Electronics Industries subject. Qualitative research had the purpose to explored deeply to get information about what, why, and how it happened. Gay et al. (2012:12) said qualitative research seen to investigate deeply into research to get an understanding of what happened, why it happened, and how learners' view it in its context. The learners' wants of target situation that would analyzed based on the Learners' Wants of Target Situation Analysis for Electronics Industries subject at Semen Padang Vocational High School in the academic year 2022/2023.

Participants were the people who took part and give information in this research. The researcher had some participants and used purposive sampling as a technique sampling. According to Gay et al. (2012:141) the researcher choosed the sample from the experiences and knowledge of the group and the appropriate target research to be the sample. Then, the researcher used this technique of sampling because the participants that the research took are suitable for what the researcher needed to collect the data, and it appropriate technique to selected the participants. The participants were learners of twelve grade who had been interned last semester in one class of Electronics Industries subject at Semen Padang Vocational High School in the academic year 2022/2023. Because the learners who had been interned have experience and knowledge about the situation needs during the learners interned.

An instrument were a tool to get information or collect data. Gay et al. (2012) said instrument was a tool use to collect data. It meant the researcher used an instrument as a tool when collected the data from the participants for the research. The instruments of this research were questionnaires and interviews.

To analyzed the data, according to Gay et al. (2012:368) there are some processes for analyzing the data. Firs, reading or memoing, describing, classifying, interpretation.

## **FINDINGS**

The researcher found that learners' wants of target situation analysis for Electronics Industries at Semen Padang Vocational School.

### **1. The Important in Learning English**

All students believed that English was important exactly in workplace also students had low interest in English and importance of learning general English. The findings summary was presented on the chart below.



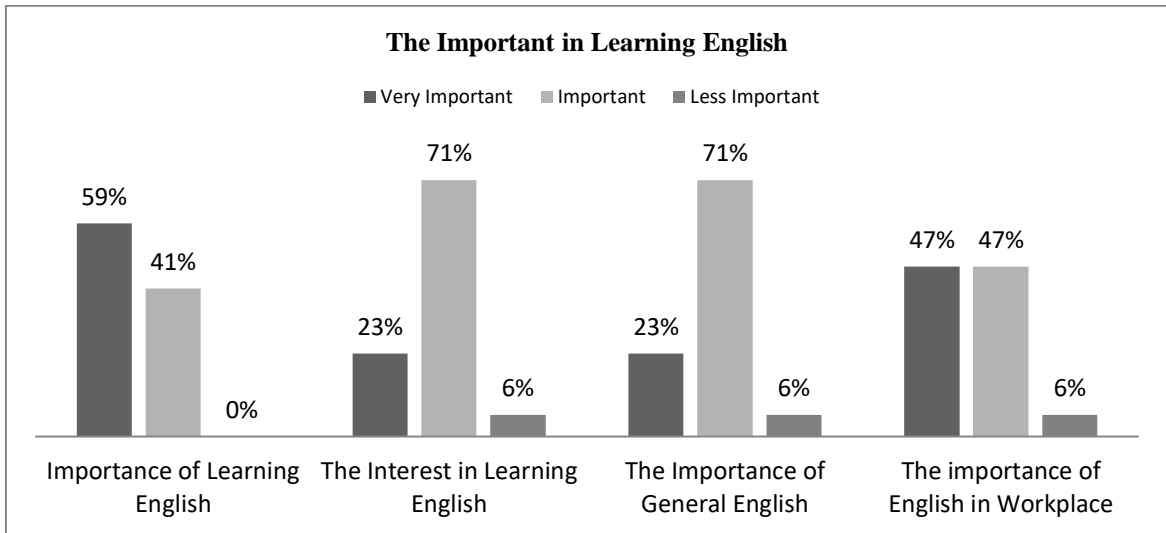


Figure 1. The Students’ interest and the importance of English

2. Goals

The findings showed four major goals. 29% students had goals of learning English for future job in their workplace and communication. 23% students for future career and 18% for entertain. The findings summary was presented on the chart below.

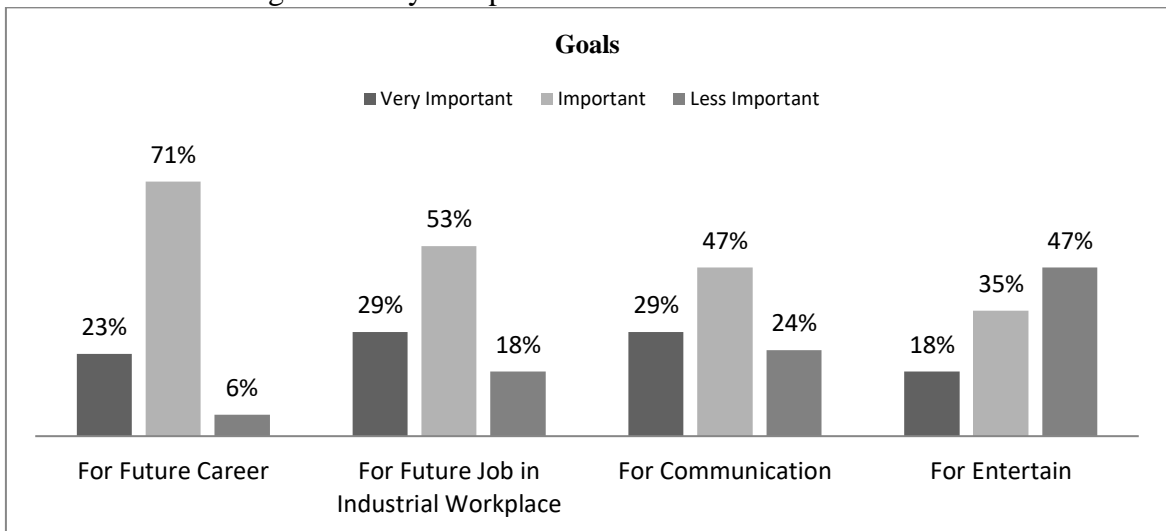


Figure 2. The Students’ Goals in Learning English

3. Language Areas

Most 47% students believed for used English in industrial factory area and 29% in public area. The findings summary was presented on the chart below.

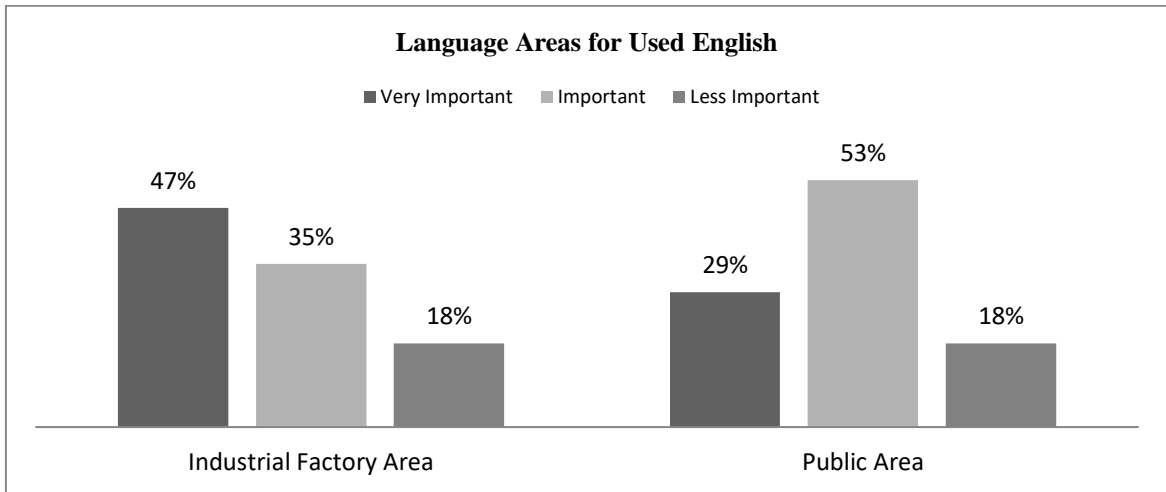


Figure 3. The Language Areas for Used English

4. Preferred Skills

Among four skills, the students put their priority on writing which was 59%. Second priority was speaking with 47%. Third, 41% students preferred in listening and 29% students in reading. In addition from interviewed, the students preferred to priority speaking skill for their communication. The findings summary was presented on the chart below.

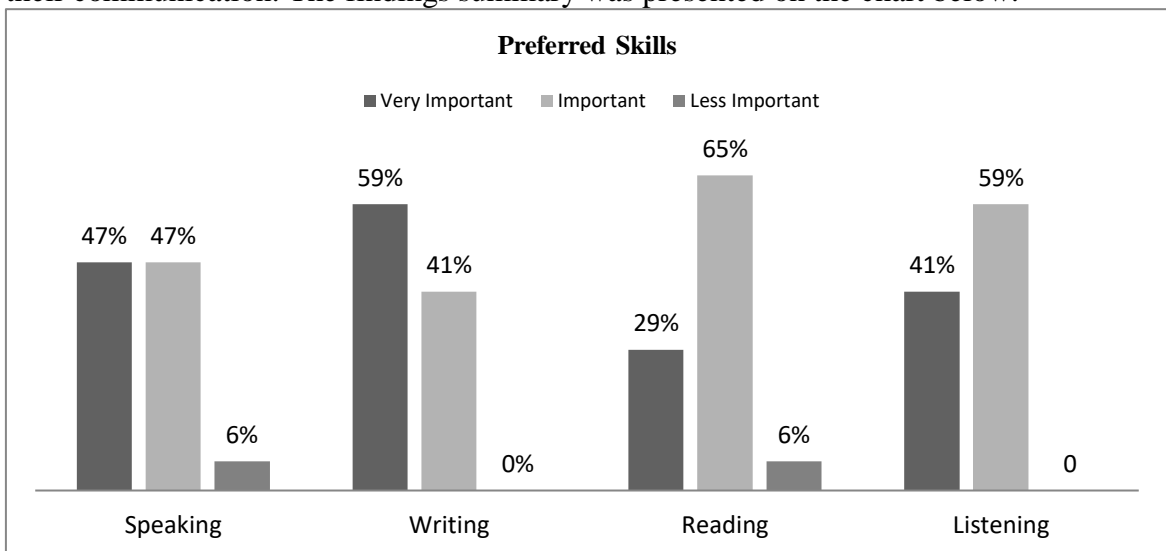


Figure 4. The Students' skill priority

5. Preferred Topics and Material

The students gave their opinion on the proposed topics. First, 29% students propose trend, innovation and technology, and safety in workplace, also material and properties. Second, 24% students proposed tools and instrument and last 18% students proposed in specific vocabulary. In addition from interviewed, the students said they wanted to learn how to be good in communication and also grammar. The findings summary was presented on the chart below.

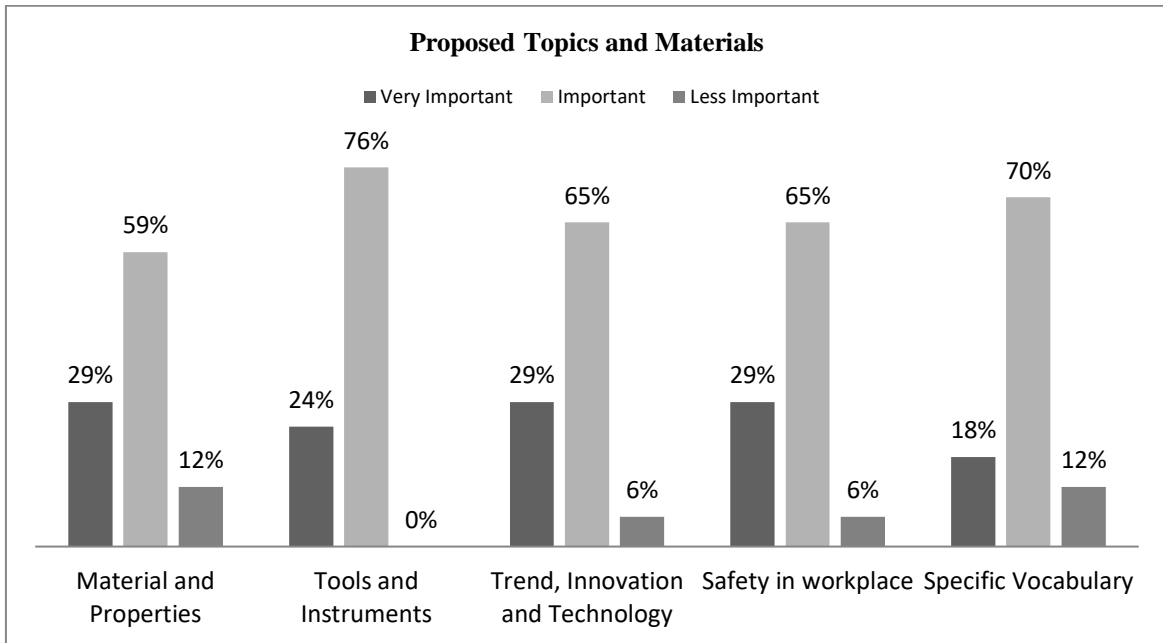


Figure 6. The Students' Preferred Instructional Procedures

6. Preferred Instructional Procedures

As much as 41% students picked individual presentation as one of the preferred instructional procedures. Second, 35% students preferred to practice and performance, observing, making project, and teacher's presentation. Last discussion and group presentation had picked by 29% students. In addition from interview result, one student proposed to use full English during class. The findings summary was presented on the chart below.

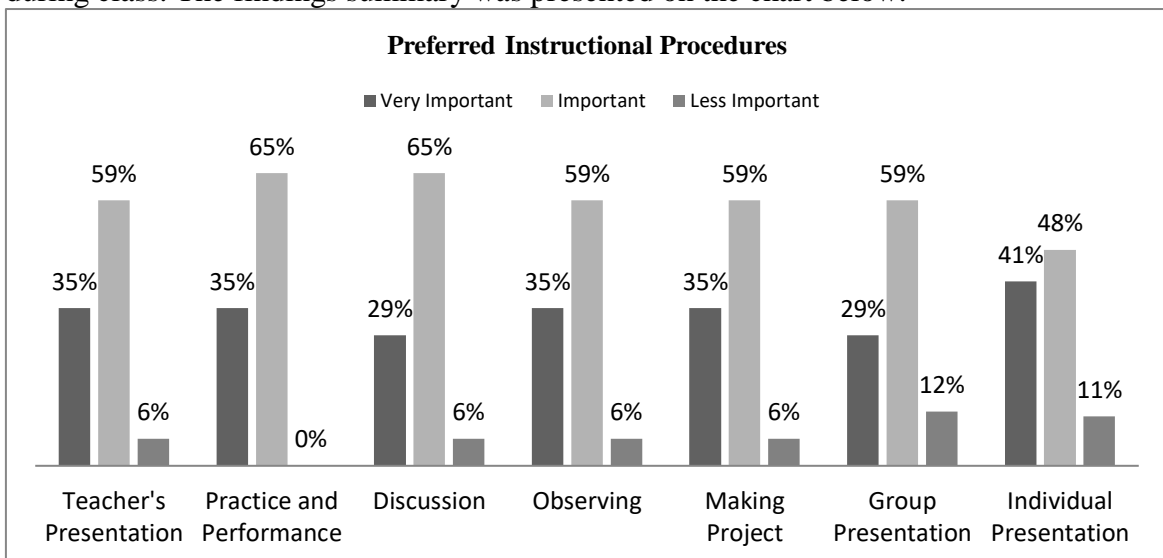


Figure 6. The Students' Preferred Instructional Procedures

7. Preferred Assessment Procedures

Most of students preferred making project as assessment procedures. It got support 53% students. Second, 41% students preferred presentation. Third, 35% students preferred practice and performance, written test, speaking test and interview. Fourth, 29% students preferred listening test and last, 18% students preferred reading test. The findings summary was presented on the chart below.

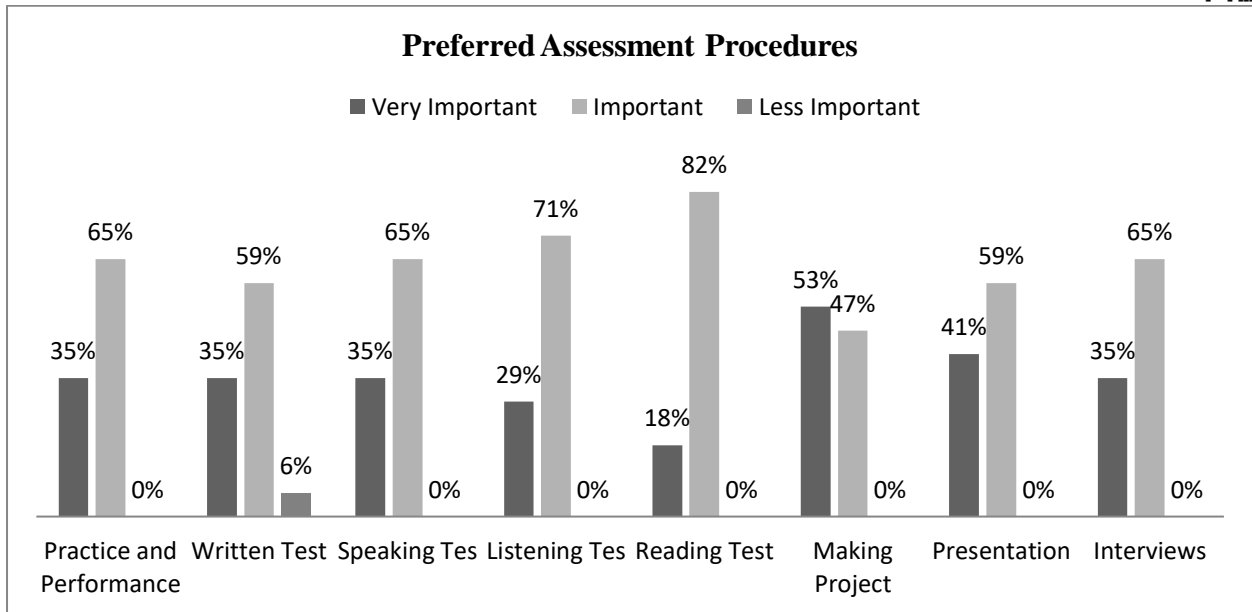


Figure 7. The Students’ Preferred Assessment Procedures

**CONCLUSION**

The vocational high school should to know what their target situation analysis in each specific subject. Target situation analysis is an umbrella term to conduct need analysis in English for Specific Purposes. That was a process to collecting the information about necessity, lacks and wants. Therefore, researcher interested to did investigate about this part. To explain that issue, the researcher conducted a study about target situation analysis that is focused on learners’ wants of target situation analysis for Electronics Industries at Vocational High School. Then, this research was qualitative research that was done at Semen Padang Vocational High School.

To collect the data, the researcher used questionnaire and interview as an instrument. The researcher distributed the questionnaire to all students twelve grade at first semester academic year 2022/2023. The researcher did open-ended interview to get additional information that cannot obtain in questionnaire. The result of questionnaire and interview gave explanation about what learners’ wants of target situation analysis for electronics industries.

The researcher concluded this research was all of students believed that important to learn English exactly for their future job in their industrial workplace. They wanted learn English to be good in communication by used English. All students believed that everywhere they would work, communication by used English is important exactly in their future industrial workplace. Most students preferred to develop their speaking skill. Because speaking skill supported students for their communication. Next, presentation was the best way in instructional procedure and assessment procedure. Student also wanted to use full English during class. Because, the students could develop their speaking skills. Furthermore, it was appropriated with their goals in learning English.

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