

## **CURRENT LEARNING CONDITIONS TO SUPPORT THE NEED ANALYSIS OF ENGLISH MATERIALS AT VOCATIONAL SCHOOL**

### **KONDISI PEMBELAJARAN SAAT INI UNTUK MENDUKUNG ANALISIS KEBUTUHAN BAHAN AJAR BAHASA INGGRIS**

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#### **ABSTRACT**

This research investigated the current learning condition to support the need analysis of English materials for Islamic banking majors at vocational schools. Fifty students of Islamic banking majors and one English teacher were the participants in this study. This study used a mixed-method research design. Researchers collected data from interviews and questionnaires. The researcher created a questionnaire based on the strengths and weaknesses of current situations reviewed from the English materials learning at Islamic banking major. This study found that the current learning condition in learning English at Islamic banking majors at SMKN 4 Lubuklinggau already used English textbooks following the 2013 curriculum, and more than half of the students are also enthusiastic about participating in English learning process. However, it does not meet the students' and teachers' needs in the area of learning materials. The English textbooks or materials used are not appropriate for the Islamic banking major.

**Keywords:** Need Analysis; English Materials; Vocational School

#### **ABSTRAK**

*Penelitian ini mengkaji tentang kondisi pembelajaran saat ini untuk mendukung analisis kebutuhan materi ajar bahasa Inggris untuk jurusan perbankan syariah di SMKN 4 Lubuklinggau. Lima puluh orang siswa jurusan perbankan syariah dan satu orang guru bahasa Inggris menjadi partisipan dalam penelitian ini. Penelitian ini menggunakan desain penelitian metode campuran. Peneliti mengumpulkan data dari wawancara dan kuesioner. Peneliti membuat angket berdasarkan kekuatan dan kelemahan situasi saat ini ditinjau dari materi pembelajaran bahasa Inggris di SMKN 4 Lubuklinggau jurusan perbankan syariah. Hasil penelitian ini menunjukkan bahwa kondisi pembelajaran bahasa Inggris saat ini pada jurusan perbankan syariah di SMKN 4 Lubuklinggau sudah menggunakan buku teks atau materi bahasa Inggris sesuai kurikulum 2013 dan lebih dari separuh siswa tertarik/antusias mengikuti proses pembelajaran bahasa Inggris. Namun materi ajar yang digunakan belum memenuhi kebutuhan siswa dan guru. Buku teks bahasa Inggris atau materi ajar yang digunakan belum sesuai untuk jurusan perbankan syariah.*

**Kata Kunci:** Analisis kebutuhan; Materi ajar Bahasa Inggris; Sekolah Kejuruan

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## INTRODUCTION

A needs analysis is a critical step in the developing material process, which identifies specific topics that must be researched, first, the teacher must comprehend the condition of students to inform special needs in English, such as skills, competencies, and knowledge that students must achieve. Hutchinson and Waters (1988) reinforce this by stating that the analysis of student needs is frequently described as the first stage before determining course design. In other words, student needs analysis refers to an effort to identify some of the factors that students consider when deciding what material to study. Similarly, Darici (2016) states that one of the most important aspects of English language teaching (ELT) and English second language (ESL) need analysis, teacher will never be able to produce the right material that has the desired impact on language learners if we do not first gather the needs of students. Despite recent improvements, it is believed that there is still a significant gap between the current material and the partners' actual needs.

Needs analysis also known as needs assessment refers to the activities involved in gathering information that will serve as the foundation for developing materials that will meet the learning needs of specific groups of students. According to Hutchinson and Waters (1988), it is necessary to analyze students' educational requirements so that teachers can better comprehend students' interests and begin the learning design process with information obtained from students, allowing students' needs to be better met. Moreover, Nation and Macalister

(2010) divide students' needs into three categories: necessities (what they need to know to function effectively), lacks (what they already know and don't know), and wants (what students think they need). It has a very clear goal: to help students learn English effectively based on their needs. Based on this statement, it can be concluded that in developing teaching materials, teachers need to analyze student needs to create effective English teaching materials.

Nation and Macalister (2010) define needs as necessities, lacks, and wants. Hutchinson and Waters (1988) also argue that the term 'need' is a plausible reason for doing something important. They also categorize needs analysis as wants, necessities, and deficiencies. In short, needs analysis is a method of identifying problems, properties, and causes that necessitate deciding what primary concern should be created. Furthermore, it is critical to ask questions about what and why students need to learn certain skills.

Teaching English for a specific purpose (ESP), according to Hutchinson and Waters (1998), can be referred to as an English course for a specific purpose. Teaching English for a specific purpose provides students with English language materials that allow them to communicate in English for their specific area. ESP, according to Basturkmen (2010), are subject that covers a more limited range of English topics that students are required to study. It is possible to conclude that the ESP course believes that students must master qualifications in their subject area. As a result, ESP courses allow students to participate in real-world activities related to their field of study.

The Indonesian government provides educational institutions, namely vocational schools, to prepare professional human resources in (Indonesia, 2003). In Indonesia, there are approximately 14,464 public and private SMK, vocational schools that attempt to provide study programs that correspond to the needs of employment opportunities. Furthermore, at vocational school, students are prepared to enter the workforce. In this case, English for Specific Purposes (ESP) plays an important role in assisting students in becoming professional human resources by enabling them to communicate effectively in their target areas.

SMKN 4 Lubuklinggau is a vocational school that offers students three program majors: automotive, electricity, and Islamic banking. This school is dedicated to developing professional human resources in all areas of study. Each student is required to select one of the available fields and concentrate on that field. In this regard, designing ESP materials for students is critical to ensuring that they learn how to use English effectively in target situations. Furthermore, ESP materials provide students with more opportunities to learn English and apply it in their field. Therefore, the researcher will attempt to investigate the students' needs for English material in one of the majors at SMKN 4 Lubuklinggau, namely the Islamic banking department, where the Islamic banking major is a new one among the other two majors.

English instruction at SMK must be goal-oriented. In this case, the issue of teaching English is how to provide English to meet the needs of students. ESP, as a result, became an important

approach in English teaching. When English is used for a specific purpose, students must effectively study English material related to the major in which they are interested. When developing ESP-based teaching materials, a teacher should consider several factors, including teaching guidelines, syllabus, material selection for the ESP program, objectives, and students. And of course, the teaching materials must be developed according to the needs of students. This is required so that the types of materials chosen and procedures used in teaching and learning activities have functional value to achieve the goals (Hapsari, Rochsantiningasih & Elyono, 2019).

According to Syahrial (2018), materials should be chosen with students and teachers in mind. The classroom interaction will be influenced by the teaching material and the right material will help students easily achieve their academic goals. In addition, Maley (2016) points out 10 criteria for effective materials. The criteria are (1) the material should be interesting to learn; (2) the activities should engage the learners; (3) the material should have a depth of cognitive and affective processing; (4) the material should be adaptable, extendable, and re-orderable. (5) The activities should introduce students to other aspects of the topic and related activities (6) there is not too much material in the course book; (7) the material should be relevant to the learner's personal experience and the language learning involved; (8) there should be a wide variety of text and activities; (9) materials and activities should be creative; (10) the materials should be economy. Thus, the effective

materials should have some criteria, so that the materials could be more effective to learn.

Banking is a field that is very close to daily life, so students must know various banking vocabulary, particularly vocational students in the banking field. Furthermore, if banking students want to deal with payments or daily activities in the world of banking or finance, students need to understand banking material or vocabulary in English to improve their English skills banking students in vocational schools, because we need the appropriate vocabulary to compose sentences, of course. To improve understanding of this banking vocabulary, many terms must be learned, including explaining personal banking habits, discussing economics, understanding how investment banks work, discussing credit, explaining different Islamic banking products, comparing Islamic and non-Islamic banking, and formulating modification strategies. loans, etc. (Rosenberg, 2012). In addition, Zulfah and Mujahidah (2018) claimed that the terms of banking and accounting are not only related to bank activities, such as payments, funds, taxes, financing money, and loans, but also related to insurance and professions, such as tellers, customer service, and managers.

In line, Yunita (2021) said that several topics can be used by students related to Islamic banking, such as: addressing customers, working with the number, Islamic finance, and current issue in Islamic banking. The students can try to engage in a conversation with their classmates about the banking field. As an example, consider the following Banking Terms in English: Account,

apply for a credit card, apply for a loan, apply for a reimbursement, ATM, ATM card, bank card, balance, and bill.

Researchers have conducted various types of research on the analysis of the need for English material in Islamic banking. First, Fransiska (2020) researched 'Analysis the Implementation of English for Specific Purposes (ESP) Class in Islamic Banking Study Program of IAIN Bengkulu'; the second Pertiwi (2021) conducted about 'Need Analysis of English for Specific Purpose in Islamic Banking Department'; the third, 'English for Specific Purposes: A Need Analysis on English Course in Islamic Banking Department' Madkur (2018); the last one, 'Need Analysis of English Materials for Islamic Economics Students of Muhammadiyah University of Bengkulu' Solehan (2018).

Based on some related previous above, it can be seen that four are no researches about the need analysis of English materials for Islamic banking majors at vocational schools. Therefore, this study conducted current learning conditions research to Support needs analysis on English materials for Islamic banking majors at vocational schools. Through this research, the researcher is interested to conduct research under the title Current Learning Conditions to Support Need Analysis of English Materials for Islamic Banking Major at Vocational School. The primary research questions addressed in this study are: what are the current learning conditions in teaching English for Islamic Banking to the tenth-grade students at SMKN 4 Lubuklinggau?

## METHOD

This research employs a mixed-methods approach, combining quantitative and qualitative data in a single study. The goal of mixed methods research is to capitalize on the synergies and strengths that exist between quantitative and qualitative research methods to gain a more complete understanding of a phenomenon than would be possible using only quantitative or qualitative methods (Gay, Millis & Airasian, 2012). In addition, Creswell (2014) stated that quantitative and qualitative data can be combined in a mixed-methods approach to answer questions that cannot be answered in other ways. This research was conducted at SMKN 4 Lubuklinggau in the Islamic banking major. The subjects of this research were 50 students from two classes of grade X of the Islamic Banking major for the academic year 2022/2023 and one English teacher of the SMKN 4 Lubuklinggau. Furthermore, the researcher chose the grade X of Islamic banking students at SMKN 4 Lubuklinggau, because it was the first grade that learned English at vocational school.

The instruments used in this research were a questionnaire and an interview. The researcher created a questionnaire based on the theories of Dudley-Evans (1998) for the current situation. The current situation was reviewed from the material learning English at SMKN 4 Lubuklinggau's Islamic banking majors. The interviews were used to support the data from the questionnaire. Semi-structured interviews were used to collect data from the researchers. Galleta (2013) stated that semi-structured interviews

progressed from open-ended questions to more concrete ones to generate data based on interviewee experiences.

The collected data was analyzed quantitatively and qualitatively. The questionnaire was quantitatively analyzed, while interviews were qualitatively analyzed. The researcher employed descriptive analysis to examine the questionnaire data collected. The goal of descriptive research is to factually and accurately describe the facts and characteristics of a specific population or area (Creswell, 2015). The researcher started by describing and analyzing the data collected. Following the collection of data, it was analyzed using a simple statistical formula. Then, for each questionnaire item, a percentage was calculated to determine the dominant response. Following that, the data results were statistically described. The following formula was used to analyze quantitative data:

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

Note:

NP :The percentage of student responses

R :The number of student responses

SM :Total number of students

The percentage was used to analyse the data from the questionnaire, All questionnaire data were quantitatively analyzed, and a percentage was calculated to determine the dominant response.

The qualitative flow was used to analyze qualitative data. According to Miles, Huberman & Saldana, (2014), data analysis consists of three steps: data reduction, data presentation, and conclusion. The process of selecting data

that has been obtained is referred to as data reduction. The presentation of data in the form of diagrams or text is referred to as data presentation. The term conclusion refers to the process of analyzing data and determining its implications. The data from the interview was transcribed, analyzed, and concluded in this research.

## RESULTS AND DISCUSSIONS

### Results

Current learning condition analysis investigated the current learning situation in teaching for Islamic Banking Major at SMKN 4 Lubuklinggau. It described the students' interest in learning English, the students' opinion toward English materials used by the teacher, the student's understanding of English lessons and the strengths and weaknesses of teaching English. The data were collected using interviews and a questionnaire was distributed to 50 tenth-grade Islamic Banking Major students of SMKN 4 Lubuklinggau. The questionnaire used multiple choice with 4 options of answer (A, B, C and D). In the second part of the questionnaire, the students were given 10 questions related to their current learning condition. Then for an interview one English teacher was involved in this study research. The following was the current learning condition analysis of teaching English for Islamic Banking Major at SMKN 4 Lubuklinggau.

### The Students' Interest in Learning English

This question is used to determine whether or not students are interested in learning English. Statistical analysis of students' answer in the questionnaire in part of students'

interest in learning English are as follow:

**Table 1. The Students' Interest in Learning English**

Items	Total of Answers				Percentage (%)			
	A	B	C	D	A	B	C	D
Q1	5	31	10	4	10%	62%	20%	8%

Based on the table above, 62% of students are interested in learning English, it can be seen that more than half of the students appear to be enthusiastic about learning English. Followed by (20%) of students who were sometimes interested in English, then (10%) of students who were very interested and a few of the students (8%) were disinterested.

From the result above, it can be seen that the students had positive answers about their interest in learning English. In other words, it can be said that the English subject made students enthusiastic and interested in learning.

An interview with an English teacher in the Islamic Banking Majors backs up this claim. IM said that:

*"Secara umum lebih dari separuh kelas siswa selalu tertarik belajar Bahasa Inggris, hal ini terlihat dari saat mereka mengerjakan tugas selalu tepat waktu, selalu bertanya untuk hal-hal yang mereka tidak tahu namun ada juga dari mereka yang kadang-kadang tertarik mungkin penyebabnya adalah tergantung dari topik yang dipelajari".*

(In general, more than half of the students are always interested in learning English, it can be seen when they do their assignments they are always on time, always asking questions about things they don't know, but there are also those who are sometimes interested in

learning English, maybe the cause is depending on the topic of studied). IM (int.01)

***The Students' Opinion toward English Materials Used by Teacher***

The second and third questions of the questionnaire asked about the students main learning resources. Next, question number 4 and 5 asked about the students' perception of the appropriate English materials for Islamic Banking Major students. Table 2 below shows the students main learning resources and students' perception of the appropriate English materials for Islamic Banking Major students.

**Table 2. The Students' Opinion toward English Materials Used by Teacher**

Items	Total of Answers				Percentage (%)			
	A	B	C	D	A	B	C	D
Q2	15	18	10	7	30%	36%	20%	14%
Q3	31	9	3	7	62%	18%	6%	14%
Q4	38	3	0	9	76%	6%	0	18%
Q5	8	4	24	14	16%	8%	48%	28%

The results showed that for question number 2 of the questionnaire, the majority of students (36%) rate their main learning resource was a teacher, followed by (30%) of students stating English textbooks, (20%) of whom stated the internet, and a small percentage (14%) who answered the environment as their main source in learning English.

From the result of table 2, it can be concluded that the teacher and books were the main sources of students in learning. In other words, it can be said that the teachers and books had a big role as the main source of students in learning.

It is also backed up by an interview with an English teacher from the Islamic Banking Major. IM said that:

*“Saat ini sumber utama yang digunakan adalah buku yang disediakan oleh sekolah yaitu buku dari Kementrian Pendidikan dan Kebudayaan dan buku lain milik saya pribadi sebagai sumber tambahan, kadang-kadang siswa juga menggunakan internet untuk mencari hal-hal yang mereka belum paham dalam mendukung proses belajar”.* (Currently the main sources used are textbooks provided by the school, those textbooks from the Ministry of Education and Culture and other books that are mine as additional sources, sometimes students also use the internet to look for things they do not understand to support the learning process). IM (int.01)

Question number 3, from the table, showed that the highest percentage 62% of students stated that the current English textbooks used had slightly appropriate for the Islamic Banking Major. Followed 18% of students stated that it was inappropriate at all, (14%) of students stated it was appropriate, and last (6%) of students stated it was very inappropriate to their major.

From the result of table 2, it can be concluded that current English textbooks used by students only had slightly appropriate to their major. In other words, it can be said that the English textbooks were inappropriate for Islamic Banking Major students.

According to question 4 in table 5, the majority of students (76%) stated

that there was little compatibility between the current English teaching material and the Islamic banking major, followed by (18%) of students who stated it was appropriate, then (6%) students who stated it was not appropriate, and the remaining (0) students who stated it was not very appropriate.

Question number 5 in the table showed that (48%) of students stated that English materials were slightly related to their major, followed by (28%) of students who stated that it was unrelated, (16%) of students stated that it was extremely related, and the last (8%) stated that it was related.

From the result of table 5, it can be concluded that the current English materials studied only had slightly appropriate to their major. In other words, it can be said that the English materials were inappropriate for Islamic Banking Major students.

***The Students' Understanding of English Lessons***

This component consists of 3 questions, they are number 6 asked about how far the students understand the English materials delivered by the teacher, question number 7 asked about English skills which are easy to be mastered, and the last question number 8 asked about English skills which are difficult to be mastered by the Islamic Banking Major students. Table 3 below showed the students' understanding of English materials.

**Table 3. The Students' Understanding of English Lessons**

Items	Total of Answers				Percentage (%)			
	A	B	C	D	A	B	C	D
Q6	2	5	34	9	4%	10%	68%	18%

Q7	5	6	20	19	10%	12%	40%	38%
Q8	21	24	3	2	42%	48%	6%	4%

The table showed that question number 6 asked about the students' understanding of English material delivered by the teacher. The most of students (68%) stated that it slightly can be mastered, followed by (18%) of students who stated that it was can't be mastered, (10%) of students stated that it was can be mastered, and the rest (4%) stated that it was very easy to be mastered.

From the result of table 3, it can be concluded that English materials delivered by the teacher were still difficult for students to understand. In other words, it can be said that English materials were slight can be mastered by Islamic Banking Major students.

It is also supported by an interview with the English teacher of Islamic Banking Major. IM said that:

*"Sejajurnya Sebagian dari siswa sulit memahami materi ajar yang saya berikan, mereka tidak bisa dengan mudah langsung memahami apa yang saya sampaikan saat mengajar, butuh waktu dan proses untuk mereka bisa mencapai tujuan pembelajaran yang saya harapkan. Hal ini disebabkan karena kurang nya buku ajar dan juga fasilitas yang tidak mendukung karena hanya bersumber dari satu buku yang disediakan oleh pemerintah, bukunya juga tidak bisa didistribusikan satu per satu ke siswa, selain itu kurangnya jumlah kosakata yang dikuasai oleh siswa juga merupakan hambatan saya dalam menyampaikan materi ajar".* ("To be honest, some students struggle to understand the teaching materials that I provide; they struggle to understand what I say when I teach; and it takes a long



time and process for them to achieve the learning objectives that I expect. This is due to a lack of textbooks and facilities that do not support them because they only come from one book provided by the government, and these books cannot be distributed one by one to students. Additionally, the lack of vocabulary mastered by students is an impediment for me in delivering teaching materials). IM (int.01)

Question number 7 in the table showed that the majority of students (40%) stated that writing skill is easy to be understood, followed by (38%) of students who chose listening skill, then (12%) of students chose speaking skill, and the last (10%) students chose reading as a skill which easy to be understood.

Question number 8 in the table showed that most of the students (48%) stated that speaking is the most difficult skill in learning English, (42%) of students chose reading, (6%) students chose writing, and the last one (4%) student chose listening.

From the result of table 3, it can be concluded that the easiest skill to be understood was writing, and the hardest one was speaking. In other words, it can be said that writing was an easy skill and speaking was a difficult skill for Islamic Banking Major students.

It is also backed up by an interview with an English teacher from the Islamic Banking Major. IM said that:

*“Dari pengamatan saya selama ini adalah keterampilan yang agak mudah dikuasai siswa dari keempat skills adalah sepertinya menulis karena mereka bisa menggunakan bantuan*

*kamus atau google translate untuk menulis, namun untuk membaca, mendengarkan dan berbicara mereka akan kesulitan bila dipraktekkan langsung, butuh waktu bagi mereka untuk mahir dalam keterampilan tersebut”.* (So far, based on my observations. From the four skills, writing skills is easy one because they can use the help of a dictionary or google translate to write, but for reading, listening and speaking they will find it difficult to practice directly, it takes time for them to become proficient in these skills). IM (int.01)

### *The Strengths and Weaknesses of Current English Materials*

Questions number 9 and 10 asked about the students' perception of the strengths and weaknesses of English materials that had been taught to the Islamic Banking Major students. Table 4 below showed the strengths and weaknesses of current English materials.

**Table 4. The Strengths and Weaknesses of Current English Materials**

Items	Total of Answers				Percentage (%)			
	A	B	C	D	A	B	C	D
Q9	21	5	10	14	42%	10%	20%	28%
Q10	7	23	10	10	14%	46%	20%	20%

Question number 8 in the table showed that the majority of students (42%) stated that the strength of the English material being studied at this time followed the curriculum, followed by (28%) of students stating that it covers various areas of expertise, followed by (20%) students stating that it was easy to understand, and finally (10%) students stated that they were in

accordance with the Department of Islamic Banking.

Question 9 in the table revealed that the majority of students (46%) stated that the weaknesses of the English materials being studied at this time were inappropriate with their major, followed by (20%) of students who stated that it was difficult to understand and too broad in scope, and the remaining (14% of students) stated that it was inappropriate with the curriculum.

From the result of table 4, it can be concluded that the strengths of the current English materials were following the curriculum 2013, and the weaknesses were inappropriate with Islamic Banking Major. In other words, it can be said that the current English materials were following the curriculum but are still inappropriate for Islamic Banking Major students.

It is also backed up by an interview with an English teacher from the Islamic Banking Major. IM said that:

*“Iya, materi bahasa Inggris yang diberikan saat ini sudah sesuai dengan silabus dan kurikulum yang berlaku saat ini, kurikulum 2013”.* (Yes, the English material delivered currently in accordance with the current syllabus and curriculum, the 2013 curriculum). IM (int.01)

IM also said that:

*“Lalu untuk kelemahan dan keunggulan bahan ajar tersebut adalah: 1) Keunggulannya: materi yang diberikan dan tujuan pembelajaran sudah sesuai dengan silabus dan kurikulum dari pemerintah, buku sumber yang digunakan juga*

*merupakan buku yang disediakan oleh pemerintah. 2)kelemahannya mungkin hanya sumber belajarnya hanya dari satu buku dan materi ajar yang diberikan juga tidak sesuai dengan jurusan perbankan syariah. Materi ajar yang diberikan saat ini adalah materi umum”.* (Then the weaknesses and strengths of these teaching materials are: 1) The strengths: the material provided and the learning objectives are in accordance with the syllabus and curriculum from the government, the source book used is also a book provided by the government. 2) The weakness: the learning source is only from one book and the teaching materials provided are also not in accordance with the Islamic banking department, the teaching material given today is general materials). IM (int.01).

## **Discussion**

All the participants in the research were given some questions regarding the current condition of learning English focused on the material area of teaching components such as the student's interest in learning English, the student's main learning resources and appropriate English materials for Islamic banking majors, the student's understanding of English materials, and the strengths and weaknesses of current English materials. The result showed that the English textbooks or English materials used today are following the applicable curriculum, and students are also enthusiastic about participating in English lessons. However, it doesn't meet the students' and teachers' needs in the area of learning materials, and the books or materials used are not

appropriate for the Islamic banking major.

In the area of the student's interest in learning English, the students and teachers had positive answers about the student's interest in learning English. The result of the questionnaire showed that the majority of students were interested in learning English. However, there is a small number of students disinterested in the question. It is in line with the 10 criteria of effective materials from Maley (2016) who pointed out that the materials (texts and tasks) should be interesting, engage the students, and have a great variety of texts and activities. In addition, the students get engaged and motivated in studying English when their teachers use the proper teaching materials and have a positive attitude (Saswandi, 2014). Thus, it can be concluded that the English subject has made students enthusiastic and interested in learning.

Moreover, there were four questions to find the students' main resources in learning English and appropriate English materials for Islamic banking majors. First, regarding the main resources for learning English, the majority of students said that teachers and textbooks as their main resources in learning, it is in line with Rahmawati (2015) who claimed that textbooks play an important role as one of the sources of learning because they can foster motivation and stimulate student activity, allowing students to be more active and improve their quality based on their understanding of the materials in the textbook. In addition, Manizar (2015) stated that teachers, as learning resources, play a critical role in providing students with teaching materials or motivation so that learning

objectives are met and the learning process runs effectively. Second, as for the question of whether the current textbooks used to appropriate for the Islamic banking major, the majority answered that there was only little compatibility between the current English textbooks used with the Islamic banking major. Contrary to this, according to Vicic (2011), the specific materials, when carefully chosen, will provide the students with the essential skills. As a result, ESP students frequently have a stronger preference for materials related to their field of study. The use of proper textbooks also makes it understandable because each student is an individual with different needs, preferences and interests. Thus, it can be concluded that the teachers and textbooks had a big role as the main source of students in learning. However, the current English materials were used inappropriately for the Islamic Banking Major students.

Next, three questions were used to answer the students' understanding of the current English materials given. Based on the student's perception of their understanding of the material delivered by the teacher, the majority of students answered that the material presented was a little difficult to be understood, as in speaking skills the majority of students answered that speaking was the most difficult skill for them. This is consistent with Pratiwi and Prihatini (2021), who state that students face difficulties mastering English subjects, particularly speaking skills, because their ability to convey ideas in English is still limited, and thus they cannot speak English well. Students, on the other hand, believe that their writing skills are easier to

understand than others because they write in the source language first and then translate it into the target language using a dictionary or Google translate. In line with Jaganathan and Ling (2015) claimed that using Google Translate is beneficial for language learning. The majority of students agree that Google Translate is extremely useful when writing essays, although it can't aid with sentence construction, it can work with words alone. In addition, Chandra and Yuyun (2018) stated that students use google translate as a writing tool to double-check their work, so the existence of google translate can assist students in finding the right words for their writing. Thus, it can be concluded that English materials were slight can be mastered by Islamic Banking Major students. While in language skills, writing was an easy skill and speaking was a difficult skill for the Islamic Banking Major students to master.

Finally, the current conditions of learning English for Islamic banking majors. The students answered two questions to find the strengths and weaknesses of the English materials given. Regarding the strengths of the materials, the majority of students said that the current materials were following the 2013 curriculum, but the weaknesses were that the contents of the materials were inappropriate for the Islamic banking majors. In line Madkur (2018) stated that the banking industry, like many others, frequently requires English language skills when hiring candidates, there is a need to be able to speak English specifically related to banking terms both among bank employees, customers and banking equipment/machines. For this reason, English materials must not only contain

linguistic aspects but also authentic materials that may be used to support their future work. Thus, it can be concluded that the current English materials were following the curriculum but are still inappropriate for Islamic Banking Major students.

The current learning condition in learning English at Islamic banking majors at SMKN 4 Lubuklinggau found that: the current English textbooks or English materials used are already following the applicable curriculum, and students are also enthusiastic about participating in English class. However, it doesn't meet the students' and teachers' needs in the area of material learning, the current English textbooks or materials used are inappropriate for the Islamic banking major. As a result, students have trouble understanding the current English materials, such as speaking skills. Thus, the material provided should be more contextual, it will make students easy to understand and also can be used in contextual life.

## CONCLUSIONS

The current learning condition in learning English at Islamic banking majors at SMKN 4 Lubuklinggau already used English textbooks or English materials following the 2013 curriculum, and more than half of the students were also enthusiastic about participating in the English learning process. However, it doesn't meet the students' and teachers' needs in the area of learning materials, the English textbooks or materials used are not appropriate for the Islamic banking major. So, the English material is a little difficult for students to understand, such as speaking skills. Thus, the material provided should be more

contextual, it will make students easier to understand and also can be used in contextual life.

It is suggested that curriculum developers and syllabus designers prepare the appropriate materials based on the needs of students and teachers is important. It makes the curriculum developer and syllabus designer know the most important material to achieve the learning goals. Therefore, doing a need analysis is important for selecting materials for Islamic banking Majors at SMKN 4 Lubuklinggau. And for English

teachers, students require English teachers to prepare English material related to the student's field. In addition, the students need materials which contextually live, so that the materials given can be more meaningful and easier to understand. Furthermore, English teachers are required to be more innovative and reform learning in the way of teaching. The innovation and reform of learning are important parts of improving English teachers' competencies.

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