Syllabus of Vocational High School Based on ESP Approach

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Abstract:

This study is designed as a case study and concerned on qualitative data, which reflected what actually happened in the area. The principal, the English teachers and students are placed as the key informants. The data is gained from the informants by applying in depth interview, questionnaire, documentation and observation. The data are analyzed by employing two methods, those are: descriptive qualitative and descriptive quantitative. There are two problems in this study that can be seen from two perspectives; syllabus designing and students' needs analysis. From the perspectives of syllabus designing, the problem arises on defining a syllabus typically as the content standard which is commonly and formally provided by the higher authority (i.e. Ministry of National Education). In evidence, the existence of UN (Ujian Nasional/National Examination) makes teachers come into problems. Moreover, from students' needs analysis perspective, teachers define Target Situation Analysis (TSA) mainly as the content of students' subject matters of their majors rather than students' linguistic performance after finishing the course. Further, teachers define Present Situation Analysis (PSA) mainly as students' strengths/weaknesses in following English course.

Keywords: Syllabus, Vocational High School, ESP

A. Introduction

In secondary level, English teaching is applied on two conventions. The first is that English is taught as a foreign language which comprises at four language skills and two language components, known as General English. The second is that English is given to the students with specific ultimate goals to enable them to understand English written texts in their field of study. This is known as English for Specific Purpose. Hutchinson & Waters (1989) state that ESP is categorized into two divisions: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP is subjected to the learners who need English for academic study such as English for Medical Study, English for Economics, English for Agriculture and the like. Whereas, EOP is intended for the learners who need English for work training such as English for Technicians, and English for Secretaries. However, there is no clear-cut distinction between the two divisions since language learners can study simultaneously. It is also possible that language competence owned by the learners will be used later if the students apply for job.

The phenomenon of ESP will be easily found at students' specific area of competence, especially at Vocational Schools or Colleges that educate learners to reach their specific purposes for joining the course at the colleges or schools. SMK (Sekolah Menengah Kejuruan) identically with the vocational high school in Indonesia. Then, since training and education programs at SMK are aimed at enabling students to assess certain competence in order to encourage them to get jobs dealing with national welfare (Schippers & Patriana, 1994), the English teaching at SMK must be directed at reaching the aim. The issue of English teaching, in this case concerns with how to provide English to meet learners needs. ESP, then, becomes an essential approach in English language teaching.

When English is used for special purposes, there should be a particular program for learners in order to learn it effectively. To set up a program for ESP, a teacher has to concern with several points: teaching guideline, syllabus, selecting a good materials selection for ESP program, the objectives and the students. Along with this program, good teachers will set up a program (teaching guidelines) before they begin teaching. These programs are necessary because they can prepare all the teaching and learning activities. When they do this, they can make an evaluation for the teaching materials and they can eliminate a repetition of the same materials that can cause students' boredom.

In terms of designing relevant English materials for SMK, it seems necessary to assess information on whether or not the English materials are designed based upon the English syllabus that mainly consider students' needs. In relation with this, Munby (1981) says that the area of syllabus designed that requires more systematic attention is the communication needs of the learners, especially the derivational relationship of syllabus specification to such needs. As a result, this becomes crucially important in terms of designing courses in ESP.

B. Literature Review

English teaching in Indonesia is considered as a foreign language teaching. According to Nababan (1994), most of learners need to acquire general forms of English, as they will use the language in most, if not all, purposes of the language use. Nevertheless, in the EFL situation, the teaching of English is commonly aimed at mastering 'a restricted variety of English'. For this purpose, English is learnt in a specific area, which becomes linguistically popular with the term *"English for Specific Purposes (ESP)"*. Thus, it seems acceptable and reasonable to apply ESP dealing with students' purposes in learning English at SMK that provides specific area of competence.

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. Blackie (1979) shows the common view that ESP should be provided for students who have mastered "basic English". Based on the view, there was little significance in teaching students at longer stage of any language that was "technical" or "advanced". In addition, Yin (1988) said that the most pressing problem faced by students in ESP class is that poor linguistically students could hinder the progress of their professional subjects. The evidence, therefore, may become useful considerations in managing the teaching of English at SMK that cannot leave students' specific needs in enrolling the courses at SMK. In this relation, ESP may play an important role in successfully promoting English teaching program at SMK and thereby can satisfy students' purposes for entering the program.

The teaching of ESP is, in many ways, similar to the teaching of English in general although there are features that are typically in different specialized subjects. According to Hutchinson & Waters (1989), the approach to ESP should be based on the principles of effective learning and teaching language for general purposes. They further state that in the past, the teaching of ESP was primarily concerned with linguistic aspects of the language. Now, it has shifted towards developing communication skills, and learning is very much directed by specific learner's needs for mastering the language.

Crokers as quoted by Budianto (2003) also recognizes that ESP courses are similar to language instruction in general, which puts more emphasis on language use. The obvious difference is in the focus of interest. While English for general purposes emphasizes on language proficiency, ESP courses emphasize on something outside of the language through the medium of language. This statement views language mastery as necessary prerequisite skills that the learners must have in order to function well in their future workplace. Unlike English courses in general, an ESP courses as a means not an end in itself. In addition, ESP should be simply seen as an approach to teaching, or what Duddley-Evans describes it as an 'attitude of mind' that such a view echoes that of the Hutchinson & Waters (1989) who state, "ESP is an approach to

language teaching in which all decisions as to content and method are based on the learner's reason for learning.

As has been discussed before, Vocational High 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.

Munby (1981) furnishes general description of ESP. He says that ESP course is determination of the syllabus and materials in all essentials by the main analysis of learner's communication needs. Meanwhile, Hutchinson & Waters (1989) restrict the definition of ESP not only by showing what ESP is, but also by describing what ESP is not. According to Hutchinson and Waters, ESP is not: a). a matter of teaching "specialized" varieties of English; b). just a matter of sciences words and grammar for science, hotel words, and grammar for hotel staff, and so on; c). a different in kind from any other form of language teaching.

Practically, to Duddley-Evans (2000), ESP is known as a learner centered approach to teaching English as a foreign or a second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning.

Thus, it is undeniable that the main focus of ESP is learner's needs in learning English. This means that in composing ESP materials, exploring student's needs in learning English cannot be avoided, particularly, when it is related to learner's special characteristics that are different from learners of the "general English". Consequently, a brief analysis of learner's needs should be the fundamental stage in designing ESP courses.

For this idea, Hutchinson & Waters (1989) proposed outline questions in order to explore student's needs that are derived from Kipling's 'honest serving men':

Why does the students need to learn?

Who is going to be involved in the process? This will need to cover not only the students, but also all the people who may have some effect on the process; teachers, sponsors, inspectors, etc

Where is the learning to take place? What potential does the place provide? What limitations does it impose?

When is the learning to take place? How much time is available? How will it be distributed?

What does the students need to learn? What aspects of language will be needed and how will they be described. What level of proficiency must be achieved? What topic areas will need to be covered?

How will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be employed?.

Those basic questions, at least, could guide English teacher in analyzing students' reasons for what he is learning English. Moreover, Hutchinson & Waters (1989) summarize the questions in the links of three main headings; language descriptions, theories of learning, and needs analysis, which become the factors that affect ESP course design.

Figure 1. Factors Affecting ESP Course Design
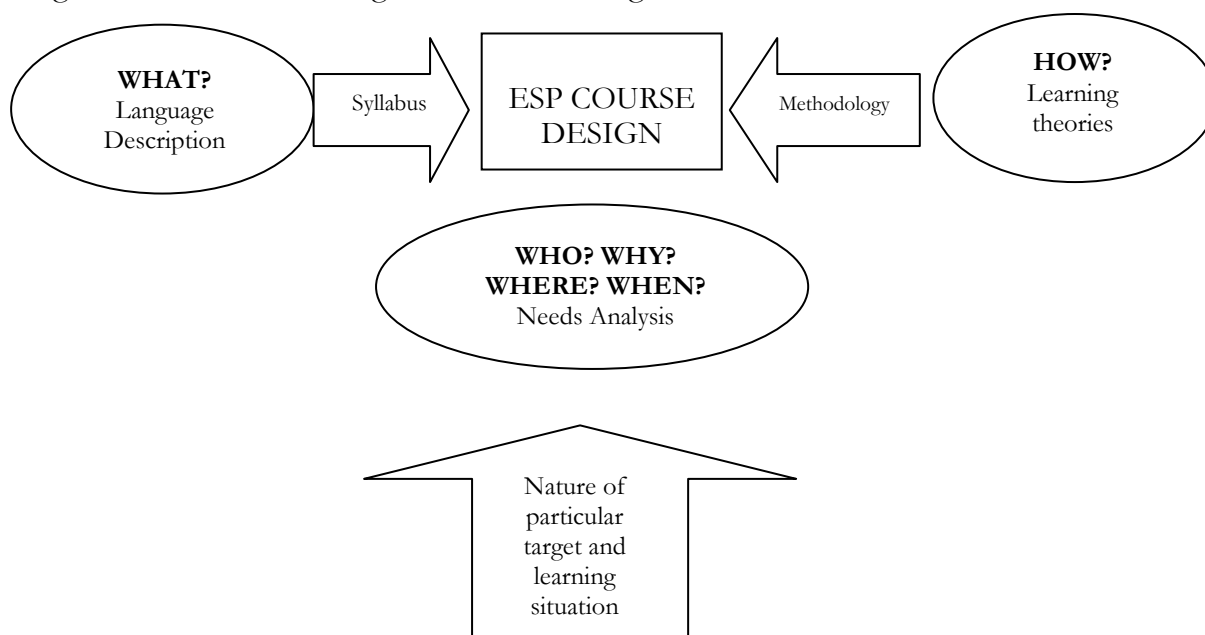
(Taken from Hutchinson & Waters, 1989)

Language description relates to the materials to be taught in an ESP class. Hutchinson & Waters (1989) propose language description as a syllabus that will be carried out in the ESP course. In details, Hutchinson & Waters (1989) identify six main level of development of the various ideas about language that have influenced ESP in some ways, they are: a. classical or traditional grammar; b. structural linguistics; c. transformational generative grammar; d. language variation and register analysis; e. functional/ notional grammar, and f. discourse/ rhetorical analysis.

Further, Hutchinson & Waters (1989) note that; firstly, there is not any single source from which a language can/ should adopt its linguistic input; secondly, describing a language for the purposes of linguistic analysis does not necessarily bring any implications for language learning since the aims of the

linguist and the language teacher are not the same; thirdly, describing a language is not similar to describe what enables someone to use or learn a language.

Moreover, Strevens in Munby (1981), reminds that the difference between two main aspects of ESP (study and occupation) is an important one, especially when it goes to the preparation of ESP teaching materials. All experienced students' need is operational ESP materials, where knowledge, concepts, instruction and training are taken for granted and where it is the ability to function in English, which is to be applied.

Therefore, appropriateness of ESP materials may become the question that is mostly asked by ESP teachers. According to Brennan & Naerssen (1989), the ESP teachers, generally have a good knowledge of language and may have good experience in various academic/ professional fields, but do not excellently master in the students' fields where content lecturers are on their tract. In this case, to make sure ESP is appropriate to students' content area, formal contact can be established between the ESP teachers, the content teachers, and the students. The better coordination among these three parties, the better experience will be developed. In addition, to manage the ESP courses well, Sionis (1998) suggests to involve a technical expert in ESP courses considering that this would facilitate a new dimension for the course, focus on teacher's efforts fully to the language aspect, and motivate students to convey their ideas regardless of possible language mistakes.

Meanwhile, the language learning is not only a matter of teaching linguistic features of the language. More importantly, this also concerns with the way of language teaching process. In designing syllabuses of the language teaching, the most important thing to do is related to how to plan teaching and learning process. Accordingly, this becomes the starting point for all language teaching. Hutchinson & Waters (1989) describe and correlate this to be a "theory of learning".

In this case, theories of learning in figure 1 refers to methodology in running an ESP course. Language learning is focused on learning the way in which the mind observes, organizes and stores information. Thus, the key to successful language learning and teaching sets not only in the analysis of the nature language but also in understanding the structures and processes of the mind (Hutchinson & Waters, 1989).

Consequently, an ESP program cannot merely be conducted regardless of recognizing students' condition in learning English in particular. In relation to this, Hutchinson & Waters (1989) notice some fundamental principles of learning that can be considered in running an ESP class, they are: a. learning is a development; b. learning is a thinking process; c. learning is an active process; d. learning involves making decision; e. learning a language is not just a matter of linguistic knowledge; f. second language learners are already communicatively competent; g. learning is an emotional experience; h. learning is not systematic; i. learning needs should be considered at every stage of learning process.

In addition, the humanistic movement, similarly, as shown by Stevic in Tudor (1993), concerns at the importance of qualities such as understanding, personal assumption of responsibility, and self-realization. From this perspective, language learning is seen as an activity, which involves students as complex human beings, not simply as language learning. Language teaching should, therefore, exploit students' affective and intellectual resources as fully as possible and be linked into their continuing experience of life.

Further, Hutchinson & Waters (1989) notice five main stages of development that are relevant to the modern language teacher, those are: a. behaviorism; b. mentalism; c. cognitive code; d. the affective factor: learners as emotional beings; and e. learning and acquisition.

1. Curriculum and Syllabus

The term curriculum and syllabus are two different but closely related matters. This close relation is the reason why some experts sometimes use those two synonymously. It is proved by Richards (1990), which the product of syllabus design is usually referred to as "syllabus" in British usage and "curriculum" in American usage. However, in Toba as quoted by Budianto (2003) defined syllabus by listing its elements as follows;

> A curriculum usually contains a statement of aims and of specific objective; it indicates some selections and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the content organization requires them. Finally, it includes a program of evaluation of the outcomes.

In the present context, "syllabus" is used to refer to selecting and grading of content, where as curriculum refers more widely to all aspects of planning, carrying out and managing on educational program. In other words, curriculum is larger and complex as variously defined by different people involved in the sheer of education (1988). That characterization is the same with Richards, Platt, and Weber who define curriculum as an educational program.

In addition, Yalden (1987) maintains that a syllabus is seen as an instrument by which teacher with the help of the syllabus designers can achieve a degree of suitability between the needs and aims of the students and the activities that will be done in the classroom. Essentially, the language syllabus discussions still follow the general model of the syllabus which should be consisted of : 1). Needs analysis; 2). Formulation of objectives; 3). Selection of contents; 4). Organization of content; 5). Selection of learning activities; 6). Organization of learning activities; 7). A decision about what needs evaluating and how to evaluate it. He further says that syllabus is as a plan, which the teacher converts in to a reality of classroom in reaction. In this case, he describes that the ideal syllabus should consist of: 1). What the learners are expected to know at the end

of the course; 2). What is to be taught or learned during the course; 3). When it is to be taught; 4). How it is to be taught; and 5). How it is to be evaluated.

Finally, syllabus is the statement of any part of the plan for any part of the curriculum; including the elements of evaluation. As a part of the curriculum it might be interpreted as a kind of blue print of what the teacher's converts into reality in classroom activities. In such case, an ideal syllabus should be a logical plan of an action that consists of some elements, namely the goals, the content or the topic, the source, the strategy and the evaluations, all of these elements are integrated into a unified and coherent whole in order to achieve the intended goal successfully.

2. Designing ESP Syllabus for Vocational High School Students

It is clear that ESP courses are focusing on learner's needs in learning English. For this reason, Nababan (1994) recommends that ESP materials designing should follow a syllabus that is underpinned by the English needs of the students in their present and future studies. The determination of the syllabus content can be underlined by an analysis of student's needs.

These basic considerations seem to be rational since a syllabus functions as teacher's plan of work. Robinson (1991) practically describes that a syllabus functions as a guideline and context for class content. The students can take a value from viewing the syllabus as a 'route map' of the course. They also can see that there is a plan and ho w the individual lessons fit together. In evidence, classroom research shows that students frequently have a different notion about what has been taught.

Further, Hutchinson & Waters (1989) identify reasons for having a syllabus as follows: a. language is complex and cannot be learnt in one go; b. a syllabus can give moral support to teacher and learner that, as an effect, makes the learning task appear manageable; b. a syllabus has cosmetic role that will be useful for sponsors and students who want a guarantee that their money or time will be effective; c. a syllabus can be seen as a 'projected routes' that teacher and learners not only know where they are going, but also how to get there; d. a syllabus is an implicit statement of views on the nature of language and learning that not talks about what is to be learnt, but also why it is to be learnt; e. a syllabus gives criteria of textbooks to be used or produced; f. syllabus provides uniformity that is needed in any institutionalized activities, such as education; g. a syllabus shows criteria stating a learner succeeds or fails.

At last, it can be pointed out that a syllabus concerns much on materials that are to be taught in ESP classroom in which learner's needs are becoming the main considerations. It claims the practicality in teaching the materials for which learners can assess them easily. In this relation, the concentration of content of language syllabus is not on the language learning but on the language use. This means that the composition of what is to be taught in ESP classroom concerns much on how to motivate and encourage students to use the language.

There are proposes three key questions that a syllabus designer will usually incorporate with: a. what linguistic elements should be taught? It relates to linguistic perspective; b. what does the learner want to do with the language? It concerns with learner perspective; c. what activities will stimulate and promote language acquisition? It deals with learning perspective. In addition, Hutchinson & Waters (1989) provide some criteria that can be used in breaking down the mass of knowledge to be learnt into manageable units.

However, there may be confusion in stating which syllabus can be applied in ESP classes. In response, Robinson (1991) suggests: "the decisions as to which syllabus type or types to employ will result from a judicious consideration of what students' needs and the objectives of the course, together with the institutional bias of the teaching instruction". Essentially, indeed, ESP materials are composed based on students' needs. For this reason, Sukmaantara (1997) points out that ESP teachers should firstly explore learners' needs before designing syllabuses and course materials.

Some writers, as quoted by Robinson (1991), have already discussed the definition of needs. First, needs can refer to students' study or job requirements related to what they can do after finishing their language course. This is what is said as a 'goal directed definition' of needs. Second, needs refer to 'what the user institution or society at large needs to learn from program of language instruction'. Third, needs mean a language acquisition that is better known as 'a process-oriented definition' of needs. Fourth, needs mean what students will get from the language course. At last, Robinson (1991) concludes that needs are lacks, that are, what students do not know or cannot do in English.

In addition, Hutchinson & Waters (1989) clearly divide needs into two kinds: target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn).

3. Target Needs

Hutchinson & Waters (1989) say that target needs are something of 'an umbrella term', which in practice hides a number of essential differences between necessities, lacks, and wants. Necessities mean needs which are stated by the demands of the target situation, that is, what the learner has to know to participate effectively in the target situation. Lacks mean the gap between the target proficiency and learner's proficiency. Wants refer to the learner's awareness of both necessities and lacks but he perhaps cannot fulfill them as there maybe conflicts with perception of other interest parties: course designers, sponsors, and teachers. Then, Robinson (1991) adds that target situation analysis is a needs analysis focusing in learner's needs at the end of a language course.

4. Learning Needs

As described by Hutchinson & Waters (1989) learning needs deal with the question: "What knowledge and abilities will the learners require in order to be

able to perform to the required degree of competence in the target situation?". Logically, in all essentials of need analysis, learner's lacks are considered as the starting point, necessities are the destination and wants are the dispute as to what the destination should be.

In addition, Robinson (1991) calls the learning needs analysis as present situation analysis (PSA) that means to establish general description of the students at the beginning of their language course investigate their strength and weaknesses. There are three basic source questions: the students themselves, the language teaching process, and the user-institution, i.e. student's place of work.

It seems clear that before designing ESP syllabuses there must be information of what learners actually need for entering ESP class. It will be complex work that needs deep understanding. Coming to support getting the information, Hutchinson & Waters (1989) offer a number of ways by which information of learner's needs can be obtained. The most frequently used are questionnaires, interviews, observation, data collection e.g. gathering texts, and informal consultation with sponsors, learners and others. Robinson (1991), in addition, offers more ways outside what Hutchinson and Waters suggest, they are; case studies, tests, authentic data collection and participatory needs analysis.

Of all idea, Taba in Richards (1990) conclude that formulation on some stages of designing a syllabus may become a useful input.

In the context of designing ESP syllabus for SMK students, it is clear that analyzing learner's needs is the main basic that an ESP designer/ teacher should firstly concern with. There are, at least, two general activities that are employed in designing ESP syllabuses at SMK.

a. Analyzing Students' Needs

This step will consider two kinds of needs that are related to the period of the use of English. First, target needs analysis that mainly consider on the students' importance of English in the future; and second, learning needs analysis that focuses on the students' necessities to set up the language learning process of the students.

b. Designing the English Syllabus

This activity relates to the content of the English syllabus. Practically, the content of the syllabus is the units that are to be taught to the students. To make it relevant to the students' professional subjects, the syllabus designing is based on the students' need analysis.

Finally, in successfully promoting the English course at SMK, it cannot be denied to work with some other parties excluding the learners, the English teachers, and the Principals; e.g. technical experts/ content lecturers, sponsors, etc. which are proposed to fulfilling student's specific area of competence. At the end, this could result a useful input dealing with practicality in acquiring English for fulfilling students' needs at their professional subject.

C. Research Methodology

This research investigated a small setting about English syllabus designing dealing with English for Specific Purposes (ESP) concept as an approach. Considering that, it was needed a comprehensive explanation on the process of English syllabus designing, this research were designed as a case study and concerned on qualitative data, which reflected what actually happened in the area.

The area of this research was determined by using purposive method. This research was conducted at SMK Negeri 1 Pogalan Trenggalek. The location is taken purposively as the research area because: (a). An observation on the English materials of the school show that they were similarly conveyed to the students of different departments, which were actually different from one another. Besides, interview has been previously conducted with the English teacher of the school also shown that students were lack of understanding special terms in English at their content areas. Further, this school is ex of proposed international based school that become the pilot project school applying 2013 curriculum for vocational high school in Trenggalek; (b). There was no significant constraint in conducting the research since the Principal and the English teachers were willing to cooperate in the research. Thus, technical problems do not seriously hinder the research.

This research involved three parties as the research subjects that considerably become the key informants: the English teachers, the Principal, and the students, who provided information from different point of view. The data gained from the English teachers covered all process of designing English syllabus related to ESP concept. Accordingly, this also covered the Principal's roles in decision-making on syllabus designing of the English subject in particular. In practice, the students were also providing information of English syllabus designing, particularly, concerning with their needs for learning English. Nevertheless, as there were a lot of students (there were 44 classes totally) that were impossible to be interviewed, the information was considerably gathered with questionnaires.

However, this research was open for all possibilities of obtaining data from other informants outside the three parties (the key informants) while the research was already in the field. Miles & Huberman (1992) stated that samples of a qualitative research were possibly flexible. The first chosen informant(s) may show data from other informant(s) and/or sources. For this reason, samples of a qualitative research, particularly, of this research, tend to be more purposively taken rather than those were in random. Thus, this research was not intended to fix data sources but flexibly opened for other sources considering that they would adequately provide the data needed. This research, as an effect, was open for all sources to participate in providing data particularly to three parties of the key informants. Concerning with this, in-depth interview, questionnaire, documentation, and observation were applied for collecting data.

The interviews covered opinion and implementation of English syllabus designing connected to ESP concept. The type of interview which was applied was open-ended and carried out to the key informants as mentioned before; the English teachers, the Principal and the students. In doing so, Yin (1997) suggests that questioning the key informants about facts of a case or phenomena and asking them to express their own opinion about the case could conduct the interview. The questionnaires were handed over to students since there took too many samples of the students by applying quota-random sampling technique.

Meanwhile, the observation was held using direct observation that, as Yin (1997) points out, could be brought out by visiting the area of case study. The observation covered all existing activities or phenomena that have relationship with the purpose of the research. Lastly, the documentation method covered all written statements in relation to the purpose of the study, such as the English syllabus, instructional letter(s), recommendation, etc. that were linked to English syllabus designing.

Further, operational techniques of how the methods were applied (i.e. interview, observation, documentation) were possibly used since this type of research (case-study) collected the data from all sources. It was presumably needed to crosscheck or to confirm any other data in order to provide the accuracy of the data. Yin (1997), accordingly, offers six sources of evidence that were possibly applied in a case study; documentation, filling records, interview, direct observation, and physical aids.

In analyzing data, non-statistical and statistical analysis was employed in this research. The research, in this case, applied a descriptive-qualitative and a descriptive-statistical analysis. The descriptive-qualitative analysis concerned with the data obtained from interview, and documentation. Meanwhile, the descriptive-statistical analysis dealt with the data gained from the questionnaires in which the data were accumulated and presented in percentage (%). Thus, the following formula of percentage was considerably to be applied in the research.

$$P = \frac{f}{N} X 100\%$$

Notes: P = Percentage
      f = Frequency
      N = Total number of individual (Sudijono, 1994)

Moreover, in order to make the analysis strongly contributed to the research findings, it was considerably needed to put some criteria to which the research was considered "credible'. In this case, Mc. Millan (1992) provide four criteria of a credible qualitative research, they were: triangulation, reliability, internal validity, and external validity. The four criteria were considerably involved in this research.

D. Findings and Discussion

The school is SMK 1 Pogalan Trenggalek. It has 7 departments that consist of 44 classes totally. During the research, the data were gathered by interview, questionnaire, and documentation. The interview involved the Principal, four English teachers, and some students.

According to one of the English teacher of SMK Negeri 1 Pogalan Trenggalek, a syllabus is typically defined as a course designing that is available in the curriculum and popular with GBPP (Garis- garis Besar Progran Pengajaran/ Guidelines of Teaching Program) which has been determined from content standard. He stated that:

> *The term of syllabus is infamous in the secondary level. It is usually used by university level. A syllabus can be simply similar to GBPP. Generally, the term "syllabus" is more popular with SAP (Satuan Acara Pelajaran: a unit of Lesson Plan) in SMK. Meanwhile, a teacher can merely adopt GBPP from the available curriculum.*

Moreover, it has been generally acknowledged that a syllabus is a teacher's plan that he, then, transfers into a classroom activity. Teacher 2 stated that:

> *In fact, the term of syllabus is still new in SMK. It's only SAP now. It will be proposed next new semester. Ideally, a syllabus is an outline of establishing a teaching-learning program at a school. Thus, the syllabus is used as an outline of transferring materials to students.*

In the teaching of English, this perspective made the teachers design the materials based upon the content standart that was already composed by the Ministry of National Education. Another English teacher said that:

> *The content standard is useful for a teacher in planning what he is going to teach. Teacher can simply develop what is already provided in the content standard, in the form of SAP. Thus, teacher is able to take the relevant materials that are to be conveyed to students.*

It was clear that the English teacher designed an English syllabus typically by adopting from the content standard. The content standard itself is a subsection of the 2013 SMK curriculum edition in which English belongs to adaptive program. Based on this document, English is taught for at least 24 lesson-hours/semester with 45 minutes for each session.

The document, actually explained about the specification of each unit considering the majors in which students enroll for. It describes the sub competent, work criteria, learning scope, core material and the learning process in which the teacher can convey the materials. Therefore, the topic could be adopted for any students' majors.

Thus, the English teachers typically appeared to follow the document since there were technical problems in designing the materials, particularly in choosing a book. English teacher 3, accordingly said:

In choosing the materials, I consider the relevance of the book to content standard. I do not compose the materials because of the lack of time, fund and energy. Moreover, to those who have been married. They were busy with their family. Thus, instead of being depressed, it is better to take the available materials.

On the contrary, English teacher 4 claimed that the existing materials were not relevant to students' competence. Even, she thought that the 2013 SMK curriculum edition was more specific for students subject area than the previous curriculum. She stated that:

English at SMK should, actually, be taught specifically following students' competence. Nevertheless, I think the existing GBPP is general and less relevant to students' competence. The 2013 curriculum edition was truly more specific for such competence although there were no specifications for each major, yet.

Meanwhile, the chief of Accounting department said differently. He viewed that English that was taught today at SMK was lack of appropriateness to students' majors. He expressed his point of view:

I think for English subject has been good. However, it is less focused and lack of specification on students' majors. Thus, it is limited only on English for Business in general. Not for business surrounding, for example English for Accounting programs or others.

Moreover, another English teacher seemed to support the Accounting teacher's statement:

Actually, there is relevance between the existing materials and the students 'majors. The topic "Introducing" as an example, is appropriate for any majors. The topic "Handling Telephone" is relevant to the Secretary department. The topic "Banking "suits the Accounting department. Thus, in general, the materials are similar. The difference is only on the reading texts. The materials also exist in UN (National Examination) in which the test items are the same in all majors. But I think the reading text has to be differentiated, suitable for each major.

Furthermore, the available content standard seemed to get claims on its compatibility. How could it be? The English teacher 1 tried to describe:

In the teaching of any materials, a syllabus should be designed based on students'
needs. But, a syllabus designed by the central Government so far. As a matter of fact,
the Government does not the real condition.

Moreover, the Principal's assistant of curriculum section explained about the curriculum/ syllabus designing process, particularly the SMK curriculum:

The curriculum was composed by the central government that involved all elements in a
special team. So, it seems there was a special consortium that handled the curriculum/
syllabus designing. The consortium consisted of government, scientists, social figures,
industries, and practitioners.

Moreover, the commission for curriculum issued an outline of teaching materials that was commonly, and formally, known as GBPP, which becomes the subsection of the curriculum. This was what teachers brought out in the teaching and learning process. In the school level, the content standard was discussed by teachers who were organized in the local MGMP (Musyawarah Guru Mata Pelajaran). Local MGMP means that the participants are consisted only the subject teachers in that school.

More practically, MGMP translated the content standard into PP1 and PP2 (PP: Perangkat Pembelajaran. PP1 consisted of profile, vision and mission of the school, school calendar, time allotment, one-year teaching program, one-semester teaching program, subject and life skill integration, daily teaching journal, list of students' score, and note book of students record, etc. While PP2 consisted of syllabus and lesson plan). Accordingly, the Principal said:

MGMP usually designs a unit of lesson plans, in which the materials are composed by
teachers who attend the conference. It is flexible, changeable to any conditions. The
teachers suitably to each school conditions can adapt the lesson plans.

1. Needs Analysis and Syllabus Designing

Studying at a vocational school may identically become a prospective way for a student to meet their needs. It was proved by the result of questionnaires answered by 60 students of SMK Negeri 1 Pogalan Trenggalek. 57 students (95%) planned to seek jobs after graduating their school, and the other 3 students (5%) would like to continue studying at the higher education.

Therefore, in relation to facilitating relevant English materials to students' majors at SMK Negeri 1 Pogalan, it seems reasonable that a students' need analysis is strongly needed as they would like to enter different paradigms after they have finished their courses.

However, in terms of carrying out a learners' needs analysis, it was being a dilemma for teachers. On one hand, they extremely wanted to make an analysis on students' needs dealing with their competence. In addition, the time provided is insufficient since based on the content standard it only 2 lesson-hour per week

for English. On the other hand, they found it hard to run the analysis. English teacher 2 pointed out:

I convey the materials to students based upon a syllabus having relevance to UN (Ujian Nasional:National Examination). This truly becomes problems for teachers, especially for me myself. On one side, the teachers are told to develop students' ability in English communication. On the other side, their ability is measured with UN, so that we have to prepare students for the UN need. Otherwise, they will fail since the UN items are used to be taken from the available content standard.

Perhaps, UN was really a constraint in terms of designing English materials that were focused on students' needs. Even, UN was considered to be one of the weaknesses of Indonesian education system. In relation to this, the chief of Accounting program commented:

This may become one of the weaknesses of our national education system. I mean that we are provided opportunities for developing materials as broadly as possible. Nevertheless, UN extremely refers to the existing curriculum. What subject-teachers broadly develop appears to have no meanings since the indicators of students' success are measured with the score of UN. Meanwhile, UN itself concerns only with the curriculum.

As a matter of fact, so far the English teacher agreed to design an English syllabus that focused on students' needs. Another English teacher argued:

Indeed, a syllabus should be designed based upon students' needs referring to their majors. As an example, English for Accounting department should be different to English for Secretary. It should be referred for each major.

Accounting teacher added:

At the Accounting department, students should understand the English terms of Accounting that have different differences from other majors.

Regardless of the constraints, the teachers seemed to go on trying to provide relevant materials to students' competence. For instance, they established contacts with other teachers of different subjects, though it was only a little contact of consultation on special terms that they did not understand. The English teacher 2 commented:

So far, I establish informal contacts by sharing experiences with other English teachers of SMK. In local MGMP of English, I usually share experiences with another English teachers in this school. I usually consult with subject teachers about special

terms that I do not understand. For example, I discuss about the term "balance-sheet" which is available in Accounting. Clearly, I ask anything I do not know.

Actually, it was clear that the teachers wanted to provide appropriate materials for students. However, the term "appropriate" was sometimes typically referred to establishing the content of students' professional subject and to students' strengths and weaknesses that, therefore the students needs analysis was identically proposed to explore students' strengths/ weaknesses. English teacher 1, in this case noted:

Indeed, I had carried out an analysis on students' needs in learning English that is by giving them pre test at the beginning of academic year in order to identify their ability.

This was understandable since the teachers, perhaps, worried about students' ability in understanding English. Again, English teacher 3 commented:

I still find some problems in teaching, particularly dealing with students' speaking ability and their understanding about English. When I teach students using English, only a few of them can follow me. But it is different with certain classes. The materials should be transferred using English.

Further, more interestingly, 40 students of 60 (66,67%) viewed that English syllabus should not be designed based upon their professional subjects. Similarly with the material, 42 students (70%) did not agree if the materials should be taught differently among different majors. This was because they taught that English was universal and was required at any fields. However, 41 students (68,33%) considered about the importance of English as it was as a means of communication in order to get a better job. They also recognize that syllabus in teaching learning process was important. They were agree if English should have much portion to be taught in a week. In addition, 51 students (85%) said that they should know the syllabus will be used by the teacher; on the contrary, they did not agree if the teacher involved them in designing the syllabus. This was because they thought that designing syllabus was the teachers' duty. About the materials, 42 students (70%) stated that it should be different among different majors as they think that in UN the test items will be the same among different majors.

How did they claim so? One student of Accounting grade1 who agreed to have a learners' needs-based English syllabus, explained:

By matching with the majors, English will be more easily understood. Suppose, at the Accounting department, every new account is certainly expressed in English. For instance, the English term of " Neraca Lajur" is "Worksheet". "Jurnal Penyesuaian"

is "Adjustment". It is just a joke if an Accounting student does not understand what "Adjustment" is.

Meanwhile, another students of this school who did not agree to have a learners' needs-based English syllabus, expressed her opinion:

This is because we will uncertainly, after graduating the college get relevant to our majors job. It can possibly happen that we will get a job that is contrast with our majors. Therefore, English should be taught in general.

Then, it seems very interesting to discuss the phenomena in which English syllabus designing is considered to be an essential process that needs a systematic configuration. However, as some problems raise and hinder the students' progress, a brief anticipation on the problems would be essential to be addressed.

2. Discussions and Interpretation

Based on the findings, it is discussed that: From the perspective of syllabus designing, what should firstly be explored was the definition of a syllabus. Based on the respondent point of view, a syllabus was typically defined similarly to content standard, which was a subsection of the available curriculum. Then, these become an outline and a plan that a teacher brought in to classroom activities. Though it only presented the subject content rather than the students' performance.

However, since the process of designing the content standard is considered to be out of students' needs analysis, it was afterward claimed not relevant to students' majors, particularly in providing English teaching outline. Consequently, considered that the materials outline did not fully satisfy students' needs in enrolling in their majors, on the contrary, it seemed to be an obligation for teachers to follow the syllabus since the students' achievement of English subject was measured with UN (Ujian Nasional/ National Examination). Thus, it was truly a dilemma for teachers as they should ideally concern with students' needs in their majors but have to follow the syllabus. All the teachers did to fulfill a relevant English. Then they inserted the materials outside the targeted curriculum whenever there was a rest of the given time. Alternatively, teachers would like to have a contact of consultation with content teachers, though it was just in the way of asking special terms of students' content area that they did not know.

Meanwhile, from the perspective of learners' needs analysis the teachers' perspectives of the term "needs analysis" was still focused on the target/ present situation analysis in restricted areas. Present Situation Analysis (PSA) was mainly concerned with students' strengths/weaknesses while they firstly came into the courses. This also indicated what teachers worried about students' ability in

following the English courses. In doing so, a pre test was considerably to be applied in assessing students' strength/weaknesses. Meanwhile, Target Situation Analysis (TSA) was mainly focused on the content of students' subject matters. Ideally, however, the TSA should more broadly be proposed to assess linguistic features while the learners have completed their courses. In other words, a linguistic performance of learners should become the main consideration in facilitating them relevant English.

It was understandable that teachers likely think that it would be wasting time to analyze learners' needs since the syllabus was designed by the higher authority. This was because the teachers typically define a syllabus similarly to content standard, which provide teaching materials and become a subsection of the curriculum. Besides, the existence of UN and lacks of facilities (e.g. fund, energy, time) also make an effect on students' needs analysis.

Figure2. The model of students' needs analysis at SMK Negeri 1 Pogalan Trenggalek
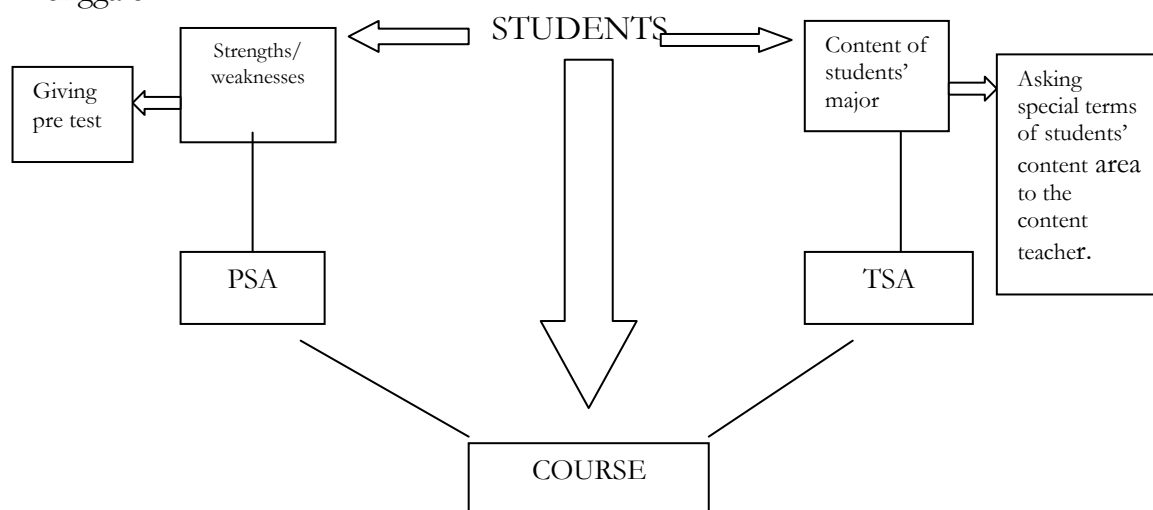
Furthermore, both of the points of view indicate their particular paradigms that may run in furnishing an English course at a vocational school. The point of view of syllabus designing show that there was seemingly an area division of the establishing course materials, particularly the English material. The division typically appears on; (1) 'processes' that involve development, implementation, dissemination, and evaluation, and; (2) content, structure, parts and organization. In other words, the first 'aspect' is concerned with the WHO and HOW; who and how to establish the course, and; the second 'aspect' was concerned with the WHAT; what the course was like or should be like.

Operationally, dealing with the evidence in the field, the WHO and HOW of the course establishment were related to what commonly said as 'curriculum' which involves the running system of an instructional process in which a decision making goes on. In this case, the roles of authority run in smoothly and

appear to be accepted well. Meanwhile, the WHAT of the course establishment was related to what was acknowledged as content standard, which became a subsection of the curriculum. Another writer, Yalden, (1987), additionally, supports the idea.

Meanwhile, the perspective of learners' needs analysis seems to show a contrast in which the English syllabus was not designed based upon learners' needs analysis in joining the course. As the higher authority designed the syllabus, teachers thought that it would be wasting time to analyze learners' needs. This was because a syllabus has been identically similar to the content standard, which provide teaching materials and becomes a subsection of the curriculum. In addition, the existence of UN was likely forced the teachers to propose the teaching for UN. Thus, it was quite reasonable for them not to carry out an analysis on students' needs in enrolling in their courses, although the central authority provides opportunities to establish an adaptation and development on the existing curriculum considering the real situation and condition on their field.

Fortunately, the vocational paradigms may still exist in terms of designing a syllabus that was concerned with learner's needs. The Principal indicates this and teachers' point of view of having a learners' needs based English syllabus. Moreover, the flexibility of the content standard as indicated by the Principal might become a supporting situation in order to provide relevant English to students' needs. Besides, the learning environment widely opened for the purposes since all components (Principal, teachers and students) positively think of the essence of English and of the students' needs based English syllabus. This might be important because most of the students planned to seek jobs after finishing their courses at SMK Negeri 1 Pogalan.

Nevertheless, the interpretation on PSA and TSA may need a special attention. The PSA interpretation, in which it was understood as students' strength/ weaknesses of English ability, indicated what teachers worried about students' ability in following the English course. Indeed, (Yin, 1988) has identified this difficulty. He points out that the most pressing problem faced by students in ESP class is poor linguistic knowledge and that could be a constraint of the progress of their professional subjects. Even, Blackie (1979) shows up the common perspective that ESP should be furnished for students having mastered basic English and that there was little significance in teaching students at lower stage of any language.

In concern with this, what Sukmaantara (1997) exemplifies may become an operational description. A group of learners, he says, who want to be waiters/ waitress will surely provide a brief target situation as follows:

> They need English for working in Restaurant; the emphasize is on speaking; the content could be about welcoming, setting the customers' diners, taking orders, suggesting special cuisine, apologizing, etc; and they

will mostly and quite frequently serve native speakers of English. (Sukmaantara, 1997)

Meanwhile, the TSA implementation was mainly focused on the content of learners' subject matters. Ideally, the TSA should more broadly be proposed to assessing linguistic features while the learners have completed their courses. In other words, a linguistic performance of learners should become the main consideration in facilitating them relevant English.

Conceptually, the linguistic description of furnishing appropriate English for students will remind to the basic slogan formulated by Hutchinson & Waters (1989): "Tell me what you need English for and I will tell you the English that you need". Therefore, this would be acceptable to provide English that was taught for specific professional purposes. Consequently, specification on the content and performance were extremely required, as the learners would like to be readily oriented for certain jobs. In doing so, English teachers should firstly investigate learners' needs before setting up the learning process. Thus, a set of analysis would like to considerably be involved and becomes the fundamental aspect of providing appropriate English for learners.

E. Conclusion

Concerning the findings and analysis of this research, an essential point that considerably needs to be noticed is that the English syllabus, which was taught at SMK Negeri Pogalan Trenggalek in the 2013/2014 academic year, was not based upon students' real needs. The term real, in this case refers to the evidence that English syllabus was concerned with only the surface needs of learners. There are indicatives that show up the evidence.

First, English teachers seem to have less concept of providing relevant English for students who study at specific area of competence. This may make teachers carry out a learners' needs analysis within lack of concerns of performance but within main concerns with the content of the subjects. However, the content itself is merely adopted from a typical syllabus, which is familiarly known with the term content standard. Besides, in furnishing relevant English the teachers establish contact with the content teachers (especially the Accounting teachers) by having consultations for special terms of students' content area that they did not understand.

Second, lack of facilities, energy and fund may also contribute to teachers' reluctance in ideally facilitating students compatible English that is strongly needed while they have finished completing the course. Besides, the existence of such a standardized tests as UN (Ujian Nasional/ National Examination) make teachers come into a dilemma. Actually, they would like to have a relevant English to students' majors but the UN forces the teachers to follow on since the test items identically deal with what have been available in content standard.

Fortunately, the vocational paradigm' may still exist in terms of designing a syllabus that is concerned with learner's needs. This is indicated by the

Principal's and teachers' positive point of view of having learners' needs based English syllabus and of the essence of English. Moreover, the flexibility of the content standard as indicated by the Principal might become a supporting situation in order to provide relevant English to students' needs.

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