THE STUDENTS' PRIORITY SKILL OF ENGLISH NEEDS BY THE ELEVENTH GRADE STUDENTS AT SMK TORAJA WISATA

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ABSTRACT

The objective of the research is to find out the student's priority skill of English needs by the eleventh grade students of SMK Toraja Wisata. This research employed non-experimental design. The population of this research was the eleventh grade students of SMK Toraja Wisata academic year 2015/2016, there were 20 students as a population and divided into two department are *Perhotelan* and *Kesehatan* department, the sample of the research was the students of *Perhotelan* department, the researcher used random sampling technique with the numbers of sample was 10 students of *Perhotelan* department from the eleventh grade students and the writer used one only instrument, namely questionnaire. The result of data analysis collected through the questionnaire showed that from the15 items questionnaire, there are 12 items which speaking occupy the first priority with average value: for questionnaire 1 until 6 with average values 4.50 was important, 4.70, 4.60, 4.50, 4.80 and 4.75 were very important. In the questionnaire 7 and 8 speaking not occupy the first priority because listening and reading occupy the first priority with the average value of 4.70 was very important, and questionnaire 8 with average value 4.60 was very important. Then questionnaire 9 until 12 with average values 4.55 of 4.80, 4.70 were very important, and 4.10 were important. Next questionnaire 13 speaking also not occupy the first priority because listening is occupy the first priority with average value of 4.70 was very important. And the last questionnaire 14 and 15 speaking occupy the first priority with average values 4.90 and 4.90 were very important classification. Based on the data analysis above, it is inferred that the student's priority skill of English needs by the eleventh grade students at SMK Toraja *Wisata* is speaking.

Key words: *Students' Priority Skill, English Needs*

A. Introduction

English for specific purposes (ESP), was specialized English for teaching English language including business English, technical English, scientific English, English for medical professionals, English for waiters, English for tourism, and English for art purposes. English for tourism to teaching about Improve their overall English communication skills, develop English language skills for working in the tourism; develop their knowledge and understanding of tourism the communication skills needed to work in the tourism industry.

Skill is the combination of ability, knowledge, and experience that enables a person to do something well. In English, there are four major skills such as speaking, listening, writing and reading. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Listening is the process of understanding speech in a first or second language. It means that listening is one of major skill that every English student must have. Practically, there are still many people who have lack of listening skill than other skill, especially it is the common problem the mostly student had. For example when the student could speak English fluently but she could not identify what the native speaker said. It could be influenced by neither the speed of speech that is too fast nor the low responses skill of what they heard. Writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. And reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language.

When students of SMK *Pariwisata* are learning English, they will learn language skills, but usually, teachers do not teach skills suitable to the student's needs, it is because the curriculum sometimes is different to the students needs of learning English or teachers do not know what exactly skills that the students need to learn English. Because the skill is needed in each school or department is different.

Therefore, skill in English is needed by the students and the main priorities especially in English at SMK *Pariwisata.* English teaching in SMK *Pariwisata* teach about specific English for hotel, tour guides, and restaurant, which can help students who have the interest to work in the world of tourism. By considering the explanation above, the researcher wants to know what priority skill that students need to English is. Whether speaking, listening, writing or reading. Therefore, the researcher chose the title "The Students' Priority Skill of English Needs by the eleventh-grade Students at SMK Toraja Wisata".

B. Review of Literature

1. Need Analysis

The term 'need analysis' has featured prominently in the literature of language teaching in last 1920s (example. Hutchinson and waters 1987 at all) most of them have focused on learners' communicative needs but teachers' needs are treated as a part of the situational analysis that is general parameters of a language program.

In the 1970s the formal concept of needs analysis was largely established by council of Europe Modern Language Project Group in the field of ESP. This group aimed to promote language learning in Europe and offered guidance and support to many 'partner for learning' whose cooperation was necessary for creation to the needs of the learners as well as of the society.

There are some opinions and definitions of needs such as " Richards (2001: 54) 'needs' is the term used to refer to "want, desires, demands, expectation, motivation, lacks, constraints, and requirements". It was introduced largely through ESP movement" the demand for specialized language program grew and applied linguistics increasingly began to employ needs analysis procedures in language teaching in the 1960s, then in 1980s, in many parts of the world a" need-based philosophy " emerged in language teaching, particularly in relation to ESP and vocational oriented program design".

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

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

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

Based on the definition above, the writer concludes that the needs are term refer used to refers *wants, desires, demands, expectations, and motivating lack constraints, and requirements.*

2. The Objective of Need Analysis

The term 'need' is not straight forward as it might appear, and hence the term is sometimes used to refer to wants desire, demands, expectation, motivation, lacks, constrains, and requirements (Brindley 1984:28). Need are often described in term of a linguistic deficiency, that is, describing the different between what a learner can presently do in a language and what he or she should be able to do. This suggests that need objective reality and are simply they are waiting to be identified and analyzed. Porccher (1977, in Brinley, 1984:29). Often does different perspective: the need is not a thing that exists and makes the encountered ready-made on the street. It is a thing that constructed the center conceptual network and the product of a number of epistemology call choices (which are not innocent themselves, of course)." Need often described in term of language needs, that is, as a language needed to survive in an English dominant society.

According to Richard (2001:55), the need analysis can do for several of different users. For example, when do need analysis to help revise secondary English curriculum in the country, the last user includes:

1. Curriculum official at service education that possible want uses that information to evaluate syllabus, curriculum, and the material.
2. The teacher who will teach from the new curriculum,
3. the student who will be taught from curriculum,
4. The writer who is preparing the new learning book,
5. Testing personnel, who are involved in developing end-of-school assessments
6. The staff of tertiary institutions, who are interested in knowing what the expected level will be of the students existing the schools and what problem they face.

3. The concept of Language

Languages are generally taught and assessed in terms of the 'four skills': listening, speaking, reading, and writing. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. All language learners will need to develop their skills in each of these areas, and your language classes should incorporate activities related to all these skills. Below are some practical steps you can take to develop these skills outside the classroom – remember you will also want to think about your current language level and priorities for learning in each area". In accordance with Helen (2013) When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read and finally to write. Therefore, language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system.

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

1) Listening

Listening is the language skill which learners usually find the most difficult skill because they feel under unnecessary pressure to understand every word. Listening comprehension is the receptive skill in the oral mode. When people speak of listening what they really mean is listening and understanding what they hear. In the first language, people have all the skills

and background knowledge they need to understand what they hear. Further, he classifies it into two kinds of listening situations:

a) Interactive

b) non-interactive

Interactive listening situations include face-to-face conversations and telephone calls, in which the learners alternately listen and speak, and people have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some non-interactive listening situations are listening to the radio, TV, films, or lectures.

2) Speaking

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

a)   interactive,

b)   partially interactive

c)   non-interactive

Furthermore, He put forward the three speaking situations. Interactive speaking situations include face-to-face conversations and telephone calls, in this case, the speakers alternately exchange messages and they have chances to ask for clarification or repetition. Some speaking situations are partially interactive, such as when giving a speech to a live audience. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Non- interactive speaking is when the speaker giving a speech, not to a live audience, such as the speakers in radio or TV.

3) Reading

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

4) Writing

Writing is the productive skill in the written mode. It is more complicated than it seems at first and often seems to be the hardest of the skills, even for native speakers of a

language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

C. Research Method

In this research, the writer used quantitative research. It aims to find out the description of the students' priority skill of English needs by the eleventh-grade students at SMK Toraja Wisata. The number of the eleventh-grade students at SMK Toraja Wisata academic year 2015/2016 was too large, so the researcher used the random sampling technique to choose the sample. The research chose the *Perhotelan* department in the class eleventh grade students as the respondent of this research. There were 10 students in the department. Research instrument of this study was the questionnaire. Questionnaire aimed to find out the students' priority skill of English needs by the eleventh-grade students at SMK Toraja Wisata.

Data that are obtained from questionnaires then was analyzed qualitatively. In order to find out the answer of research questions, then the writer analyzed the data by classifying it into score level, with the following procedure: The 'Importance Score' of English Skills used in the classroom, the researcher gives a score one to five, with the following level.

Table 3.1: Score level

Score	Important level
1	unimportant
2	less important
3	undecided
4	important
5	very important

In this research the writer used descriptive analysis technique to find out the average score students, by using the following formula:

(Gay 2006:320)

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$$\overline{X} = \text{Mean score}$$

$$\sum x = \text{Total score}$$

$$N = \text{Number of respondent}$$

The average score of the respondents' perception of the student's needs for English then was converted into the following scale:

    0.00 – 1.50   unimportant

    1.51 – 2.50   less important

    2.51- 3.50   undecided

    3.51 – 4.50   important

    4.51- 5.00   very important

D. Discussion

In order to find out the answer to research questions, then the writer analyzed the data by classifying it into score level, with the following description:

Priority Scale

Questionnaire 1:

This item deals with the tourism students *expected* to use English skills in learning English. All of the respondents recognized the importance of *reading, writing, speaking* and *listening* in learning English, as displayed in the following diagram:

Diagram 4.1

**The Average Score of important of English for Tourism Students**

Based on the data above the description of the questionnaire 1, it is obvious that The tourism student expected to use English skills in learning English at SMK Toraja Wisata based on the diagram analysis, The first priority is Speaking with average value 4.50. The second priority is listening with average value 4.10 and the third priority is Reading with average value 3.80 and the last priority is writing with average value 3.60.

Questionnaire 2:

This questionnaire deals with the important to success in course of studying English abilities for Tourism students. Part of respondents recognized that listening and reading is important to success in course of studying English abilities, but writing is undecided. The other respondents recognized that speaking is Very Important to success in course of studying English abilities, as displayed in the following diagram:

Diagram 4.2
The Average score of important to success in study the following skills abilities
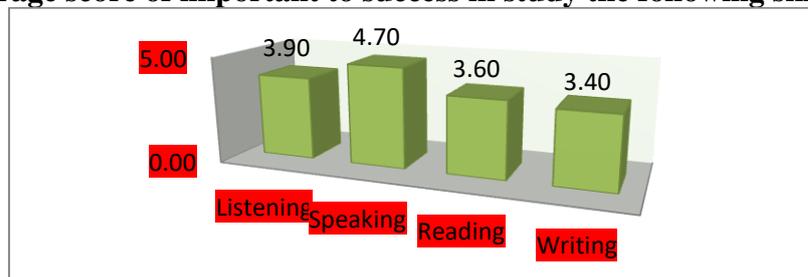
The *important to success* in course of studying English abilities for Tourism students at SMK Toraja Wisata based on the diagram. The first priority is speaking with average value 4.70. The second priority is listening with average value 3.90 and the third priority is reading, with average value 3.60 and the last priority is writing with average value 3.40.

Questionnaire 3:

This item deals with the important use of skills for looking information about tourism industry for Tourism students. Part of respondents recognized that listening is important, reading and writing is undecided to success in course of studying English abilities. The other respondents recognized that speaking is very important to use the following skill for looking a job in the hotel. As displayed in the following diagram:

Diagram 4.3
The Average score of important use the following skills, for looking information about tourism industry

The *important to* use the following skills for looking information about tourism industry for Tourism students at SMK Toraja Wisata based on the table analysis, the first priority is speaking with average value 4.60. The second priority is listening with average value 4.10 and the third priority are reading and writing with average value 3.50

Questionnaire 4:

This item deals with the important use of the following skills for looking a job in the hotel for Tourism students. Part of respondents recognized that speaking, listening, reading and writing is important for looking a job in the hotel. As displayed in the following diagram

Diagram 4.4
The Average score of important use of the following skills, for looking a job in the hotel
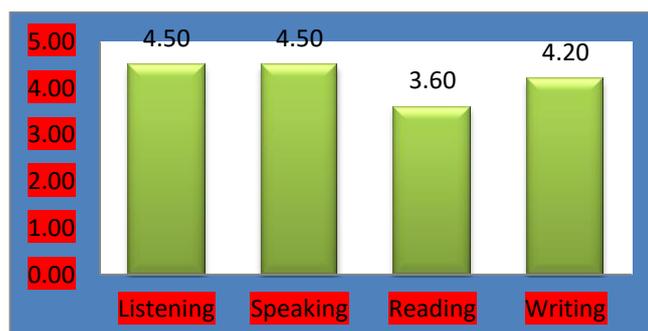
The *important to* use of the following skills for looking a job in the hotel for Tourism students at SMK Toraja Wisata based on the diagram analysis, The first priority is Speaking and listening with average value 4.50. The second priority is writing, with average value 4.20 and the third priority is reading with average value 3.60.

Questionnaire 5:

This item deals with the important use of skills for looking a job in the restaurant for Tourism students. Part of respondents recognized that listening, reading and writing is important for looking a job in the restaurant. The other respondents recognized that speaking and listening is Very Important to use the following skill for looking a job in the restaurant. As displayed in the following diagram:

Diagram 4.5
The Average Score important use the following skills, for looking a job in the restaurant

The *important to* use of skills for looking a job in the restaurant for Tourism students at SMK Toraja Wisata based on the diagram analysis, the first priority is speaking with average value 4.80. The second priority is listening with average value 4.30 and the third priority is writing with average value 4.00 and the last priority is reading with average value 3.90.

Questionnaire 6:

Question number 6 described information about the important use the skills in tourism industry especially guide. Part of respondents recognized that listening, writing and reading is important in tourism industry especially guide. The other respondents recognized that speaking is very important to use the following in tourism industry especially guide, as displayed in the following diagram:

Diagram 4.6
The Average score of important use the following skills, in tourism industry especially guide

The *important to* use the following skills in tourism industry especially guide for Tourism students at SMK Toraja Wisata based on the diagram analysis, the first priority is speaking with average value 4.70. The second priority is listening with average value 4.40 and the third priority is writing with average value 3.80 and the last priority is reading with average value 3.80.

Questionnaire 7:

This question deals with the important use of skills in tourism industry especially travel agency. Part of respondents recognized that reading, writing, and speaking is important in tourism industry especially travel agency. The other respondents recognized that listening is very Important to use the following in tourism industry especially travel agency. As displayed in the following diagram

Diagram 4.7
The Average Score of important use the following skills in tourism industry especially travel agency


Based on the data above the description of item 7, it can be presented as follows: The *important to* use the skills in tourism industry especially guide for Tourism students at SMK Toraja Wisata based on the diagram analysis, the first priority is listening with average

value 4.70. The second priority is speaking with average value 4.40 and the third priority is reading with average value 4.20 and the last priority is writing with average value 4.00. q

Questionnaire 8:

This question deals with the important use of skills as a chef in the restaurant. Part of respondents recognized that listening and speaking is important and writing is undecided as a chef in the restaurant. The other respondents recognized that reading is Very Important as a chef in the restaurant. As displayed in the following chart:

Diagram 4.8
The Average score of important use the following skills as a chef in the restaurant
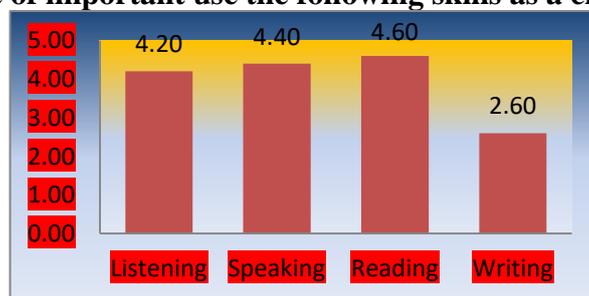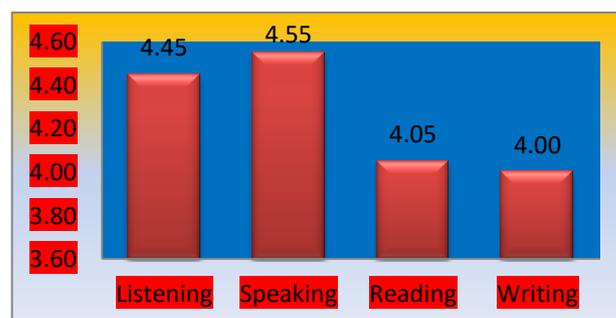

The *important to* use the following as a chef in the restaurant for Tourism students at SMK Toraja Wisata based on the diagram analysis, the first priority is reading with average value 4.60. The second priority is speaking with average value 4.40 and the third priority is listening with average value 4.20 and the last priority is writing with average value 2.60.

Questionnaire 9

Described information deals with the important use the following skills as a waiter in the restaurant. Part of respondents recognized that listening, speaking, reading and writing is important as a waiter in the restaurant. As displayed in the following diagram:

Diagram 4.9
The Average Score of important use the following skills as a waiter in the restaurant
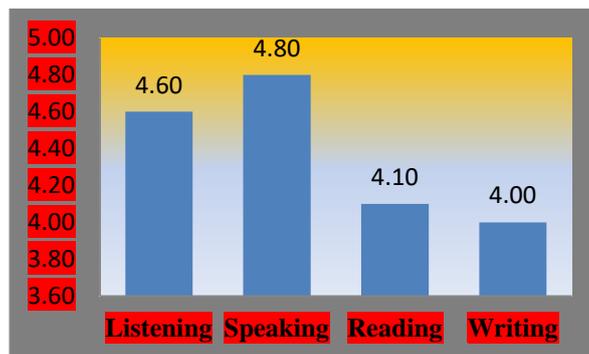
The *important to* use the following as a waiter in the restaurant for Tourism students at SMK Toraja Wisata based on the table analysis, the first priority is speaking with average value 4.50. The second priority is listening with average value 4.40 and the third priority is speaking with average value 4.30 and the last priority is writing with average value 3.60.

Questionnaire 10:

Questionnaire 10 deals with the important use the following skills as a waiter in the hotel. Part of respondents recognized that listening, reading, and writing are important as a waiter in the restaurant. The other respondents recognized that listening and speaking is Very Important as a waiter in the restaurant. As displayed in the following diagram:

Diagram 4.10
The Average score of important use the following skills, as a waiter in
the hotel

The *important to* use the following as a waiter in the hotel for Tourism students at SMK Toraja Wisata based on the diagram analysis, the first priority is speaking with average value 4.80. The second priority is listening with average value 4.60 and the third priority is speaking with average value 4.10 and the last priority is writing with average value 4.00.

Questionnaire 11:

This item deals with the important use the following skills as a receptionist in the restaurant. Part of respondents recognized that listening, reading and writing is important as a receptionist in the restaurant. The other respondents recognized that speaking is Very Important as a receptionist in the restaurant. As displayed in the following diagram:

Diagram 4.11

The Average score of important use the following skills, as a receptionist in the restaurant

The *important to* use the following as a receptionist in the restaurant for Tourism students at SMK Toraja Wisata based on the diagram analysis, the first priority is speaking with average value 4.70. The second priority is writing with average value 4.40 next the third priority is listening with average value 4.30 and the last priority is reading with average value 3.90.

Questionnaire 12:

Described information deals with the important use the following skills as a receptionist in the hotel. Part of respondents recognized that speaking, listening, reading and writing is important as a receptionist in the hotel. As displayed in the following table:

Diagram 4.12
The Average Score of Important use the following skills, as a receptionist in the hotel
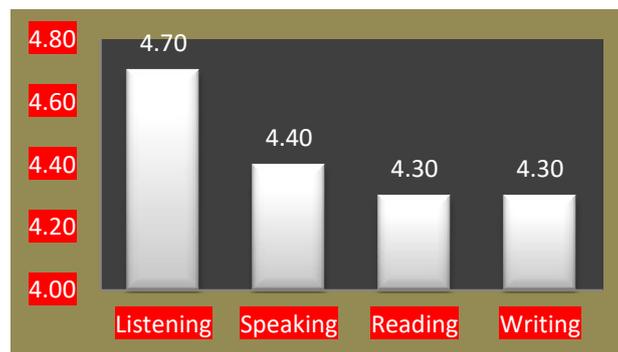

The *important to* use the skills as a receptionist in the hotel for Tourism students at SMK Toraja Wisata based on the diagram analysis, The first priority is speaking with average value 4.10. The second priority is reading with average value 4.00 and the third priority is writing with average value 3.80 and the last priority is listening to average value 3.70.

Questionnaire 13:

Described information deals with the important use the following skills as a manager in the restaurant. Part of respondents recognized that speaking, reading, and writing is important as a receptionist in the restaurant. The other respondents recognized that listening is very important as a manager in the restaurant. As displayed in the following diagram:

Diagram 4.13
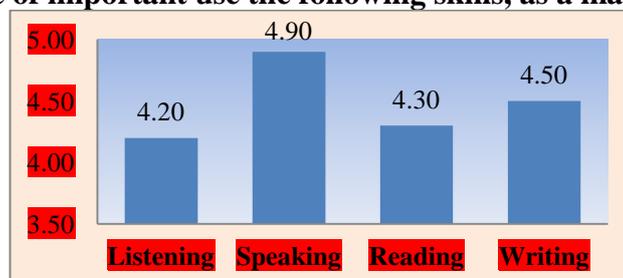**The Average score of important use the following skills, as manager in the restaurant**

The *important to* use the skills as a receptionist in the restaurant for Tourism students at SMK Toraja Wisata based on the table analysis, the first priority is listening with average value 4.70. The second priority is speaking with average value 4.40 and the third priority is reading and writing with average value 4.30.

Questionnaire 14:

This question deals with the important use of skills as a manager in the hotel. Part of respondents recognized that listening, reading, and writing are important as a receptionist in the hotel. The other respondents recognized that speaking, reading, and speaking is very Important as a manager in the hotel. As displayed in the following diagram:

Diagram 4.14
The Average score of important use the following skills, as a manager in the hotel
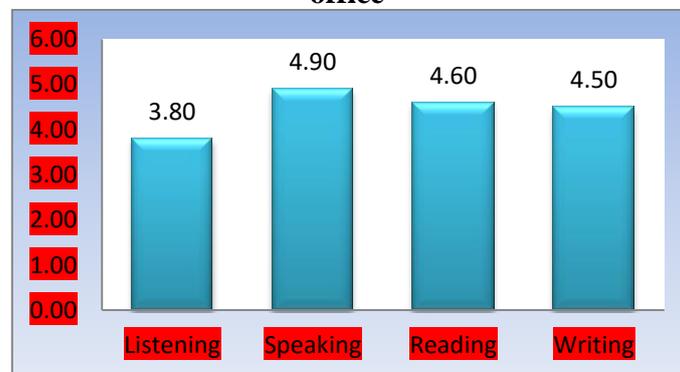

The *important to* use the following as a manager in the hotel for Tourism students at SMK Toraja Wisata based on the table analysis, the first priority is speaking with average value 4.90. The second priority is reading with average value 4.30 and the third

priority is listening with average value 4.20 and the last priority is listening to average value 4.00.

Questionnaire 15:

This item deals with the important use the following skills work in government tourism office. Part of respondents recognized that listening and writing are important as a receptionist in the hotel. The other respondents recognized that speaking and reading are very important as a manager in the hotel. As displayed in the following diagram:

Diagram 4.15
The Average Score of Important use the following skills, work in government tourism office

The *important to* use the following as a manager in the hotel for Tourism students at SMK Toraja Wisata based on the table analysis, the first priority is speaking with average value 4.90. The second priority is reading with average value 4.60 and the third priority is writing with average value 4.50, and the last priority is listening with average value 3.80.

This section deals with the discussion of the result of the data analysis. The analysis aims at describing the student's priority skill of English needs by the eleventh-grade students of SMK Toraja Wisata.

Need are often described in term of a linguistic deficiency, that is, describing the different between what a learner can presently do in a language and what he or she should be able to do. This suggests that need objective reality and are simply they are waiting to be identified and analyzed. Porccher (1977, in Brinley, 1984:29). Often does different perspective: the need is not a thing that exists and makes the encountered ready-made on the street. It is a thing that constructed the center conceptual network and the product of a number of epistemology call choices (which are not innocent themselves, of course)."Need often describes in term of language needs, that is, as a language needed to survive in an English dominant society.

The student's priority skill of English needs by the eleventh-grade students of SMK Toraja Wisata is Speaking. It can be proved from the mean score gathered from the 15 items questionnaire; there are 12 items which speaking occupies priority 1, with average value: for questionnaire 1 until 6 with average values 4.50 was important, 4.70, 4.60, 4.50, 4.80 and 4.75 were very important. In the questionnaire 7 and 8 speaking not occupy the first priority because listening and reading occupy the first priority with the average value of 4.70 was very important, and questionnaire 8 with average value 4.60 was very important. Then questionnaire 9 until 12 with average values 4.55 of 4.80, 4.70 were very important, and 4.10 were important. Next questionnaire 13 speaking also not occupy the first priority because listening is occupied the first priority with the average value of 4.70 was very important. And the last questionnaire 14 and 15 speaking occupy the first priority with average values 4.90 and 4.90 were very important classification.

Therefore, from 15 items questionnaire, speaking occupy the first priority from 12 items questionnaire were: 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 14, and 15. And then listening occupies the first priority from 2 items were item 7 and 13. And the last reading occupies the first priority from 1 item was item 8.

E. Conclusion

Based on the findings and discussions of the previous chapter, the writer concluded that the student's priority skill of English needs by the eleventh-grade students at SMK Toraja Wisata is Speaking.

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