

# CHAPTER I

## INTRODUCTION

This chapter provides the background of the study, identification of problems, research questions, purpose of the study, scope of the study, and also significance of the study

### **1.1. Background of the study**

*Sekolah Menengah Kejuruan (SMK)* or Vocational High School is one of formal schools that prepares the students to be able to be work-ready to enter the world of work and expand their professional attitudes. SMK also intended to produce graduates to serve the needs of Indonesian industry at the skilled worker level. SMK is majored to specialize in particular vocational areas such as economic and business, engineering, tourism, and etc. Because of that, the curriculums of SMK are designed differently from the others common senior high schools since not only to prepare the students to work professionally in certain industry, but also the curriculum is designed based on the needs of its major. The curriculum of SMK divided into three categories subject such as productive subject, normative subject and adaptive subject. The productive subjects are the subjects that prepare students with specific skill suitable with the major. The normative is to develop students' personality in order to become a good social individual by focusing in moral values, attitude, and behavior

implanted to students. Next is adaptive subject which purposes to build a knowledgeable individual.

English subject is put in the group of adaptive subject that intended to apply science and technology, form competence, skills, and independence of work. English in SMK is supposed to be specified and different as well with English in SMA, as explained by Abu-Zahra and Shayed (2011) the materials that needed by the students are supposed to be suitable in target situation. Hence, English in SMK is a type of English for Specific Purpose (ESP) which is as the approach to be used in teaching English. Hutchinson and Waters (1987) stated that ESP is an approach to language teaching to fulfill the need of particular learners. Furthermore, Richard (2001) stated that ESP is commonly conducted for those work in an institution or have been in a professional work situation. So it can be concluded that English in SMK is the type of ESP that has to be relevant among the needs in target situation and materials given.

In ESP, teacher acts as a designer material to be related closely in giving materials and the needs as explained by Dudley Evan and St. John (1998) that one of the roles of the ESP teachers is as a course designer and material provider based on the students' needs. Then, teachers do need analysis in order to able to design specific materials. Dudley Evans and St. John (1998) also explained that need analysis is a very important tool in an ESP course. In other words, need analysis is the action that teachers do to get information related to the needs of the students, to develop the relevance course outline for the students. For SMK teachers, need analysis become a crucial aspect to design the related materials for the students' needs. It is because in

SMK, students are majored in many different major which deal with different needs of English. Furthermore, students have the most materials needed to be learned in the classroom. By knowing the students' needs, the teacher will teach English more efficiently without wasting time, money and energy because they know the target situation and what the students need in learning process.

The following study is interested in analyzing whether the materials found in textbook given by the teacher relevance to the student's needs. The writer chose Accounting of the major that will be observed because there is no specific previous research related with this study at English department in University of Jakarta.

Another reason came from the writer's own experience as a vocational student, majoring Accounting. As a student, the writer realized the importance of English for her future and expected the learning materials given by her teacher would help her to expand her English, both speaking and writing skill. In fact, the most material given was grammar, whereas the conversation activity and vocabulary list were rarely found. Because of that, the writer felt there was a limitation of vocabularies she mastered. The case of what writer had, it also happened to other vocational students who asked informally by the writer before conduct this research.

In order to solve the lack of vocabulary, reading materials are extremely needed in order to increase the vocabulary mastery because when the students read a text, they will find many new vocabularies there. In line with Harmer (1998) stated reading texts provide opportunities to study language; vocabulary, grammar, punctuation, and the way the students construct sentences, paragraphs, and texts. In

other words, the students learn new vocabularies when they read a text. However, a study conducted by Laura Fitzpatrick (2008) found that 36% of Accounting students did not read their whole textbooks because they had difficulties of in reading, such as understanding technical words, getting specific information, understanding sentences structure, and comprehending the text rapidly. Whereas, the students sometimes use English for reading news, stories, instructions, formal letters, and literatures related to the study field and general knowledge in classroom activity or even in their future workplaces. Such types of English use suggest that the students are required to have good reading comprehension skill for personal and academic purposes and reading materials as well.

Therefore, the text of reading materials that given should be relevance of students' needs. As study conducted by Hasnah Siregar (2013) that the result show the existing English reading materials are not relevant to the Accounting students' needs. This case also happened to writer when she learnt reading skill. In learning reading, the writers needed to learn about how to make an application letter, because she thought one day she would need it to apply a job that required an application letter in English. In fact, the teacher did not give her a material that provided about application letter. Furthermore, the material provided in English textbook was not available for all the background presented by the writer in her study program. Hence she had a difficulty to find out the examples of materials she needed. Based on the explanation above, the writer wants to examine how reading materials given by the

teachers relevant with the Accounting students' reading need. To limit the participant of the study, the researcher focused on Accounting students in Bekasi.

## **1.2. Research Questions**

Based on the problems above, the writer identified some research questions:

1. What are the reading materials needed by the Accounting students in Bekasi?
2. What are the reading materials used in textbooks given by the teachers to Accounting students in Bekasi?
3. How relevant are the reading materials needs to the reading materials found in the textbook of Accounting students in Bekasi?

## **1.3. Purposes of the study**

The purpose of this study is to analyze the reading materials needed by the Accounting students in Bekasi, materials used in textbooks given by the teachers to Accounting students in Bekasi and the relevance of the reading materials given by the teachers to the reading needs of the Accounting students at SMK Bekasi.

## **1.4. Scope of the study**

Scope of the study is limited to the students' reading materials needs with the reading materials which given by teacher. The students are eleventh grade students, majoring Accounting in seven *SMKs* Bekasi. The vocational schools are SMK Negeri 1 Bekasi, SMK Negeri 2 Cikarang Barat, SMK Negeri 2 Bekasi, SMK Yadika 13

Tambun, SMK Mandalahayu Bekasi, SMK 1 Karya Bhakti Bekasi and SMK Teratai Putih.

### **1.5. Significance of the study**

This research is expected to be used to give benefits both theoretically and practically. Theoretically, the result of this study can help the readers to get information to support the data for the researcher related to English Specific Purpose (ESP). Practically, the results of this study are expected to be used as beneficial input for the next researchers in same topic and can give a good understanding for the writer about the topic discussed.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter describes the theories of English for specific purposes, English for Accounting, English curriculum, need analysis, reading materials, materials evaluation and conceptual framework,

#### **2.1. English for Accounting**

*Sekolah Menengah Kejuruan* or SMK has the aim to prepare the students to be able to be work-ready and accepted in a certain workplace after graduating from school. However, it is difficult to get a job without a good competence nowadays. Therefore, the subjects of Accounting are designed well to fit the competences required, include English. Accounting is included in English for Business and Management of English for Occupational Purposes. Meanwhile, Accounting studies are included in English for Academic Purposes (EAP).

English for Specific Purposes is divided into two main types which are differentiated according to whether the learner requires English for academic study (EAP) or for work, known as English for Occupational Purposes (EOP). Hutchinson and Waters (1987) note that EAP and EOP are not exactly separated because as they said that people can work and study simultaneously. In many cases the language learned for immediate use in a study environment will be uses later when students

take up, or return to a job. Mastering English is important, not only for students life but also for their prospective career.

English subject is designed specifically to train students with a great deal of English uses, professional skills and job-related language function. As study conducted by Mitsunori Hashimoto (1994) stated that the contents of the syllabus of each specific purposes for English, for example, Financial and Business Management, should meet the actual needs of those taking that particular course. The course topic areas that related to financial include cost and management accounting, bankruptcy, budgetary processes and others financial matters. English for Accounting addresses the demands of accounting knowledge and English communication skill in recruitment and office work.

In addition, Accountants also need to cooperate and communicate with different people from different part of world because nowadays technology and industries are working with foreign companies. English is one of the requirements in entering the industries because it is used widely spoken all around the world including in workplace. In Accounting field, English is often found for example financial reports are written in English and many terms of Accounting use English such as debit, credit, cash, assets, liabilities, capital, supplies, product, cost, goodwill and etc. Rachel Yi-fen Wu (2010) argues that communicating effectively in different situation is one of the job demands for Business professionals. Therefore, English competencies are needed by Accounting students in order to face their work field after graduating from their schools. She continues English course should be modified



based on the needs of students. In this case, designing materials for ESP can be extremely challenging for teacher who has a role in designing materials, since the teacher should find an appropriate material that support the students' needs which is relevant to their preferences

In addition, according Michael Morris (2014) there are language competencies that will be occurred in the workplace, such as applying the accounting standard applied by international accountant, communicating with foreign clients, and making and reporting an English financial report. Those competencies occurred in workplace can be a guidance for teacher in designing the materials related to the students' needs in the workplace, in addition to refer to Basic Competencies mentioned in curriculum. In conclusion, English for Accounting English is being taught to give the students the communicative use of English that needed for their future careers. Furthermore, of vocational school students will be preceded to the professional work field where the students must be able to use English depends on the situation.

## **2.2. English for Specific Purpose**

English for specific purpose (ESP) is one of the branches of English for Language Teaching (ELT). It is defined as the approach instead of the product (Hutchinson and Waters: 1987). Moreover Hutchinson and Waters state that ESP is as an approach of language learning which based on the needs of particular learners. Therefore ESP is not product of particular English language teaching that has

particular methodology, but it is instead an approach that still includes in English language teaching and has got the content and methods which are based on learners' needs.

ESP and needs of the students are something that cannot be separated. ESP approach comes from the need to teach the language and communication skills that specific groups of language learners need or will need to function effectively in their disciplines of study, professions or workplace. As stated by Hutchinson and Waters (1987:19), the foundation of all ESP is the simple question: why does the learner need to learn a foreign language? Tony Dudley-Evans and Maggie Jo St John (1998:3) also states that needs are defined by the reasons for which the student is learning English. Based on this statement, teacher should know the need of the students before they are starting a course or designing a syllabus, since the needs of the students are the basic of the ESP and the need of the students might be different from one to another based on their major. Dudley-Evans (1998) describes the role of ESP teacher, that is, as a teacher, a collaborator, a course designer or materials provider, a researcher and an evaluator.

Richard (2001) stated that ESP is commonly conducted for those work in an institution or have been in a professional work situation which brought an assumption that ESP course conducted for intimidate or advanced students, but it can be used with beginners. The statement Richard wrote could be the logic reason there is another category in ESP based on what is needed, who is the participant and what the course are that well known as English Occupational Purposes (EOP) and English for

Academic Purposes (EAP), which is classified by experience in their own fields. They usually have EOP as a specific course or training in their job. While EAP is designed for students who study in a specific discipline and it is usually as a school subject. Dudley and John (1998:5) stated that students in EOP have already had their own experience

In Indonesia, government provides SMK as one of the formal education after someone graduated from junior high school. SMK has different kinds of majors that the students can choose based on their interest. The students in each major will have different needs of English based on their target situation. English in SMK then can be categorized as one of the implementations where ESP can be conducted.

### **2.3. English Curriculum**

The curriculum of English in SMK divided into three stages: they are English basic communication basic for novice level, English communication basic for elementary level, and English communication basic for intermediate level. Each of levels represents the competencies needed by the students. English itself is categorized into adaptive subject which has the function to create students to be competent by applying their knowledge that were got when they learnt English in SMK. In National standard (*Standar Isi Mata Pelajaran Bahasa Inggris*) states that English subjects aim for learners to master basic knowledge and skills to support the achievement of English language competency skills program and apply the mastery of English skills and the ability to communicate both spoken and written in

intermediate level. Furthermore, there are standards of competency which are the set of competency that students have to master as a result of learning English. Based on *Permendiknas RI Nomor 23 Tahun 2006* about *Standar Kompetensi Lulusan Bahasa Inggris SMK kelas XI*, English subject has its own standards which are divided into four language skills, the standards are:

1. *Mendengarkan*

*Memahami makna dalam wacana lisan interpersonal dan transaksional, secara formal maupun informal, dalam bentuk mendengarkan permintaan dan perintah yang berkaitan dengan pekerjaan.*

2. *Berbicara*

*Mengungkapkan makna dalam wacana lisan interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan permintaan dan perintah yang berkaitan dengan pekerjaan.*

3. *Membaca*

*Memahami makna dalam wacana tulis interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyimak permintaan dan perintah yang berkaitan dengan pekerjaan.*

4. *Menulis*

*Mengungkapkan makna secara tertulis dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan secara tertulis permintaan dan perintah yang berkaitan dengan pekerjaan.*

## 2.4. Need Analysis

Need analysis is an analysis that is done by teacher, as designer materials, in order to find out the students' need. According to Richards (2001) needs analysis is a process of collecting and analyzing information about students in order to set learning objective and contents of language curriculum based on the needs of students'. Furthermore, he states that by finding such information, teachers will be able to conduct a reliable course design to a group of students so either teachers or students can have a same perception towards what goals should be reached. In analyzing the students' needs, the teachers should see how the target situation would be like and how the learning process would be conducted. Hutchinson and Waters (1987) emphasized two needs to be analyzed in needs analyses, which are:

- Target Needs

Target needs deal with what the students need to do with the language in target situation. Hutchinson and Waters (1987) define the target needs as the questions about the knowledge and abilities of the learners to be able to perform in target situation. They also stated that the result of target needs comprise three points; necessities, lacks and wants. Necessity is what the students have to know in order to be able to perform effectively in target situation. While, lacks is the gap between target proficiency in target situation and the existing proficiency that students have.

- Learning Needs

Hutchinson and Waters (1987) define learning needs as what the students need to do in order to learn. In addition, the learning needs refers to the things that motivate students to learn and it involves such things students' reasons of why they learn English and how makes the students are interested in learning English

In order to have successfully need analysis, both target needs and learning needs, there are several ways to collect information about students' needs such as distributing questionnaires, interviews, collecting learner language samples, task analysis, observation, case studies, and analysis of available information (Richards: 2011).

## **2.5. Reading Materials**

In learning, reading has important role to be successful in learning language. Brown (2004) stated that reading is the most essential skill for success in all study contexts. Reading identified by Harmer (2003) as an essential skill for learner to master not only English but also in learning any content class where reading in English is required. Strang (1960) defined reading as activity which involves physical factors, thinking and feeling. She also stated that thinking is used in the following aspect of reading; word recognition, locating information, skimming, organizing information, and comprehending paragraph.

The goal of reading is comprehension, as Grellet (1981) defined reading comprehension as understanding a written text means extracting the required information from it as efficiently. In conclusion, reading comprehension is the process of constructing meaning from text. In reading comprehension, one not only read a text but also has to understand the text. Understanding the text means not only know the meaning of each word from the text but also know the meaning of the whole text about. Meanwhile, reading activity in the English classroom most commonly read for general comprehension (whether for information or for pleasure). The text might be read such as short story, novel, article, or a report of novel of some types to understand the information in the text, to be entertained, and/or to use the information for a particular purpose.

In the context of Accounting students, it is possible for ESP teachers to teach the students by using authentic materials. Nunan (1998) defines authentic materials as any material which has not been specifically produced for the purpose of language teaching. The materials can be form of a textbook, a photocopied handout, newspapers, etc. (Tomlinson, 2011). Moreover, the reading material within the textbook should provide the relevant reading materials with the students' major in order to meet the students' needs. According to Tomlinson (2011) that the materials are designed based on real-world situation so it would be useful in real-world of students. Therefore, teachers should be careful to design and adapt the materials because the materials have to be matched with the situation of the students in that

level, so the materials used by the teachers can be implemented in the classroom effectively and in the future could be used later in students' target situation.

In designing or adapting the reading materials, the teachers should consider what micro and macro skills that will be included. Brown (2004) describes the micro and macro skills of reading. The micro skills are (1) recognizing a core of words, and interpreting word order patterns, and their significant; (2) recognizing grammatical word classes (nouns, verb, etc), system (e.g tenses, agreement, pluralization), patterns, and rules; and (3) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses. While the macro skills are (1) recognizing the communicative functions of written texts, according to form and purposes; (2) inferring context that is not explicit by using background knowledge; (3) inferring links and connection between events, detecting main idea and supporting ideas; and (4) distinguishing literal and implied strategies.

Students accounting are supposed to give the materials for further reading which are relevant to their needs. Because they will face commonly text like business mail, complaint letter, report, etc. Therefore, it can be concluded that the reading given should provide what they need to their reading ability.

## **2.6. Materials Evaluation**

Hutchinson and Waters (1987:96) define evaluation as a master of judging the fitness for a particular purpose. Materials evaluation is identified by Hyland (2006) as the assessment of course materials, to find out the effectiveness in helping to reach



students' needs. The aim of conducting materials evaluation is to take a further step after gathering students' needs that will be applied in designing a course. The teacher, who has a role as course designer, has responsibility to choose the teaching materials need by the students and evaluating materials need to be done since a book might be or might not be suitable for a number of students. Teacher might provide materials by adding or compiling some sources to make suitable materials to students or perhaps by adapting reading materials from another source that are suitable for students' needs and making the materials by their own, as long as it is still suitable to the English basic competences. In the context of this study, the teachers are supposed to do materials evaluation in order to be able to provide appropriate reading materials for those particular students.

There are two kinds of analysis in evaluating materials that proposed by Hutchinson and Waters (1987); subjective analysis and objective analysis. Subjective analysis is used to meet the course's needs. It is the analysis of the course which requires the materials for particular students. While the objective analysis is used to evaluate the materials used in the course. Both subjective and objective analysis should be done together in order to know what should be taught and what should be given. After that, the next step is matching which means evaluating how far the materials match the needs of students. Material that discussed is textbook which usually used as the main resource in teaching learning process. In evaluating the materials used, as explained before, it uses objective analysis. There are five main parts that are underlined in the analysis based on materials evaluation presented by

Hutchinson & Walters (1987). They are audience, aims, content, methodology, and other criteria (price and availability). Audience is focused on the learners, while aims are focused on the purpose of the course. Content is what materials that are given to the students and methodology relates to how the learning is conducted. The last criteria is price and availability which relates to how much the price of the materials or textbook sold and the time of the materials can be obtained and available.

## **2.7. The Relevance**

Being relevant means correct or suitable for a particular purpose (Cambridge Advanced Learner's Dictionary: Third Edition, 2008). In this study, the relevance of reading materials was seen from how match the materials provided at schools to the needs of Accounting students. If all the materials meet the Accounting students' needs, it could be considered relevant.

## **2.8. Conceptual Framework**

Conceptual framework was raised based on the theories above. From the theories, the researcher wants to find out whether the reading materials used in textbook that teachers give is related to the students' need. Designing or selecting materials for ESP can be extremely challenging since the teacher should find an appropriate material that support the students' needs which are relevant to their preferences.

But, in reality many English teacher at vocational schools find difficulties to choose an appropriate textbooks which are suitable for the students' needs. Furthermore, to overcome this problem, needs analysis is necessary to be conducted by teachers before designing the material. Iwal *et al* (1999) describes the term needs analysis itself refers to the activities by collecting information that will be used as the basis for developing a curriculum that needed by particular students.

After gathering all the students' needs, the teachers are able to design an appropriate material. According to Hyland (2006), before designing the material, they should evaluate the materials to find the points of strength and weaknesses in the textbook, so the students' needs can be achieved.

## **CHAPTER III**

### **METHODOLOGY**

This chapter will explain the design of the study, time and place of study, participants of the study, data collection, and data analysis method.

#### **3.1. Design of the Study**

The design of this study was a survey. According to Creswell (2002) survey research is the procedure in research that can describe the attitudes, opinions, behaviors, and characteristics of the population. Clark (2007) also states that the survey is a quick, inexpensive, accurate and an appropriate method of collecting data if we want to know about the opinions and perception of respondents. Based on the explanation above, survey method is suitable to be applied in this study since the writer needs to collect the students and teachers' opinion about students' needs of reading materials and what reading materials are given.

In finding students' needs, as questioned in first question of research questions, the researcher distributed a set of questionnaires and conducted interviews, because as Richard (2001) mentioned that questionnaire and interview can be used in need analysis. Besides for analyzing students' needs, the questionnaires also were used to find out the materials given by the teachers, which questioned in second research question. Evaluating randomly the chosen textbook that used one of the

seven SMKs is also done to find out the relevance of materials in the textbook to the students' needs. The material evaluation used objective analysis because the researcher analyzed the textbook that has been provided in English classroom. The results of analyzing students' needs and materials given were analyzed by researcher to find out the relevance of the both.

### **3.2. Time and Place of Study**

This study was conducted from November 2013 until April 2014. The data were collected at seven vocational schools in Bekasi which provided Accounting major. The schools were SMK Negeri 1 Bekasi, SMK Negeri 2 Cikarang Barat, SMK Negeri 2 Bekasi, SMK Yadika 13 Tambun, SMK Mandalahayu Bekasi, SMK 1 Karya Bhakti Bekasi and SMK Teratai Putih.

### **3.3. Data and Data Sources**

The data used in this study were the answers gathered from Accounting students and English teachers gained through questionnaires and interviews, which are the reading materials needed of the students in Accounting, reading materials found in textbook given by the teachers and others information gained through questionnaires and interviews. Besides that, the results of objective analysis in evaluating the textbook from seven SMKs were also the data of this study. Meanwhile, the data sources in this study were 226 Accounting students grade

eleven, seven English teacher of seven SMKs in Bekasi, and a chosen randomly textbook among various books used at seven SMKs.

### **3.4. Data Collection Procedure**

In collecting the data, there are three instruments used in this study. They are questionnaire, interview, and material evaluation checklist by Hutchinson and Walters (1987). The researcher used questionnaire and interview to analyze the students' needs and materials given by the teachers, while the material evaluation checklist by Hutchinson and Walters was used to analyze the relevance of reading materials given to the students' needs.

#### **3.4.1. Questionnaire**

In order to get the answers of students' reading needs, the researcher conducted needs analysis by using two closed questionnaires for students and the English teachers at seven SMKs in Bekasi. Besides for finding out the students' needs, the questionnaires were also used to find out the reading materials and activities given by the teachers to be compared with the result of needs analysis. To be understood by the students, the questionnaires were made in *Bahasa Indonesia* and used checklist to be easier to administer. It is also suitable for gathering descriptive data.

There are four parts in the questionnaires that have different specification of the questions. In part I, there are three general questions about English learning in

SMK. In part II, there are two general statements about learning reading. In part III, the researcher asked about the reading materials given by the English teachers and the materials needed by Accounting students. In filling the questionnaires, the students had to put a tick on a list of answers that they considered as the representative answers. In part II also provides two columns that students had to put a tick, “*Diberikan*” column is about the materials have ever been taught by the teachers, and “*Dibutuhkan*” is about the materials that students’ needs to be taught. Part IV is about the reading activities conducted in the classroom. The students asked to give a tick in “*Diberikan*” column which learning activities that were given to them.

#### **3.4.2. Interview**

Interviews have been done with seven students and seven teachers from each school. The interviews was conducted to support the answers from questionnaires, thus the researcher should get clearer answer about students’ needs from the respondent. The interviews were recorded and transcribed then it was reported descriptively in supporting the data from students’ answers of the questions properly. The researcher also interviewed the students and teachers casually in order to get more information. All interviews used *Bahasa Indonesia* to be easier to the participants.

### 3.4.1. Materials Evaluation Checklist

The checklist of materials, in this case is textbook, is used to evaluate the appropriateness to the students' needs. Checklist that researcher used is the one that adapted by Tom Hutchinson and Alan Walters in English for Specific Purposes (p.99-104). The all results of the materials evaluation checklist were discussed in Chapter IV. Researcher itself chose to use the objective analysis list since researcher would not find out the requirements of materials but the appropriateness of materials for whole students.

#### A checklist of materials evaluation (Hutchinson & Walters, 1987)

Objective Analysis	
Audience	1. Who is the material intended for?
Aims	2. What are the aims of the materials?
	3. What type(s) of linguistics description is/are used in the materials?
	4. What language points do materials cover?
	5. What is the proportion of works on each skill? Is there skill-integrated work?
	6. What micro-skills are covered in the materials?
	7. What kinds of texts are they in the materials?
	8. What is/are the subject-matter area(s) assumed level of knowledge, and types of topics in the materials? What treatments are the topics given?
	9. How is the content organized throughout the materials?
	10. How is the content organized within the units?
	11. How is the content sequenced throughout the book?
	12. How is the content sequenced within unit?



	<p>13. What theory(ies) of learning are the materials based on?</p> <p>14. What attitudes to/expectations about learning English are the materials based on?</p> <p>15. What kinds of exercises/task are included in the materials?</p> <p>16. What teaching-learning techniques can be used with the materials?</p> <p>17. What aids do the materials require?</p> <p>18. What guidance do the materials provide?</p> <p>19. In what ways are the materials flexible?</p> <p>20. What is the price?</p> <p>21. When and how readily can be materials obtained?</p> <p>etc.</p>
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Source: Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: a Learning Centered Approach*. Great Britain: Cambridge University Press.

### **3.5. Pilot Study**

Before doing the research, the researcher conducted a pilot study in November 2013 in SMKN 1 Bekasi and SMKN 2 Cikarang Barat. The pilot study is conducted by interview some students in XI AK and English teachers of that classes.

### **3.6. Data Analysis Techniques**

The data of the results gained through the questionnaires were processed by using Microsoft Excel 2007. The data processed are then presented in the forms of tables, charts, and narrative discussions. The results of needs analysis were compared with materials given by the teachers, and then it was elaborated and analyzed to find

out the relevance. After that the data gained from the interviews were transcribed and analyzed. It was described in order to empower the data from the questionnaires. Next the researcher also evaluated the English textbook which is chosen randomly from different textbooks used by the seven schools. The researcher used objective analysis of materials evaluation checklist adapted by Tom Hutchinson and Alan Walters (1987) including five main points: audience, aims, content, methodology, and other criteria. The all findings of this study were discussed in Chapter IV of this *skripsi*.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents findings and discussion of the research about the relevance of reading materials to the reading needs for Eleventh Grade Students Majoring in Accounting at SMK Bekasi. The analysis and findings are described based on the data and information gained to answer the research questions

#### 4.1. Data Descriptions

This research was conducted to get the data about the relevance of reading materials to the reading needs for Accounting students. In order to answer the research questions, the data was collected by conducting three kinds of instruments in this research. Firstly, the questionnaire was used to get primary data about the needs of the students and also to find out the relevance of reading materials given to needs of students. The questionnaires were distributed to 226 Accounting students of XI grade and seven English teachers of each class at seven SMKs which chosen randomly in Bekasi. Table below shows the number of students from each school.

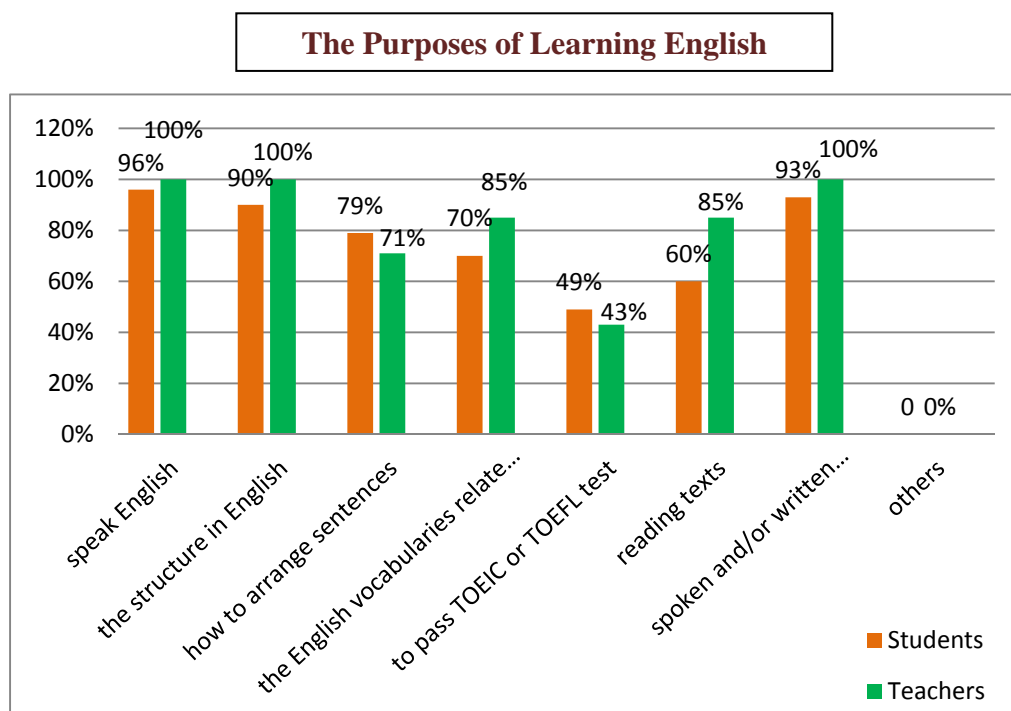
No	Name of schools	Amount of students
1	SMKN 1 Kota Bekasi	30
2	SMKN 2 Cikarang Barat	31
3	SMK Yadika 13 Tambun	30

4	SMKN 2 Bekasi	34
5	SMK Mandalahayu Bekasi	36
6	SMK Karya Bhakti 1 Bekasi	35
7	SMK Teratai Putih Global 3 Bekasi	30
	<b>Total</b>	<b>226</b>

The second instrument is interview. Interview also was asked to seven students and seven teachers in order to get supporting data from the questionnaires. The last, the researcher analyzed the reading materials which is English textbook that chosen randomly of the schools. The book is Module A New Approach to learn English XI Elementary Level, written by TIM MGMP *Bahasa Inggris* which is published by HUP. The textbook was evaluated by using objective analysis from Hutchinson and Waters (1987), and also referring to English basic competences of SMK for elementary level.

#### **4.2. Findings of the study**

The Part I of questionnaires represents three general statements about English teaching learning in the classroom, such as the purpose of learning English, the use of English by the teachers in classroom, and the materials resources. The first statement is about the purpose of learning English according to Accounting students and to the English teachers.



*Chart 1. The Purpose of Learning*

Based on the chart above, it shows the most three answers that was chosen by the students about the purpose in learning English. The first one is 96% of students want to be able to speak English. The second purpose is to understand spoken and written information (93%) and next, the students want to able to understand grammar (90%). In interviews, most interviewee uttered that they want to able to speak English and understand grammar too.

*“Tujuan saya, saya mau bisa berbicara pake Bahasa Inggris, trus saya juga pengen bisa kuasai grammar supaya bahasanya benar. Ya supaya nanti kalo udah kerja, saya bisa... bisa gunain ilmu yang udah saya dapat dari sekolah”*

From the questionnaire, it also found the less purpose that was chosen by students, it is to do TOIEC (49%) and 43% teachers agree it. The researcher asked how about to do TOEIC and the students said that, they have not been prepared to face TOIEC yet, because they would have it later in grade twelve.

*“Ya mau sih kak, tapi gurunya itu, gurunya belum jelasin tentang TOEIC. Kan nanti kelas 12 testnya.”*

From the chart also represents that 100% of teachers agree that the most three answers are able to speak English, to understand spoken and written information and to understand grammar as their aims in teaching English. As teacher said that they are wished to apply of what they get in lessons to the workplace later.

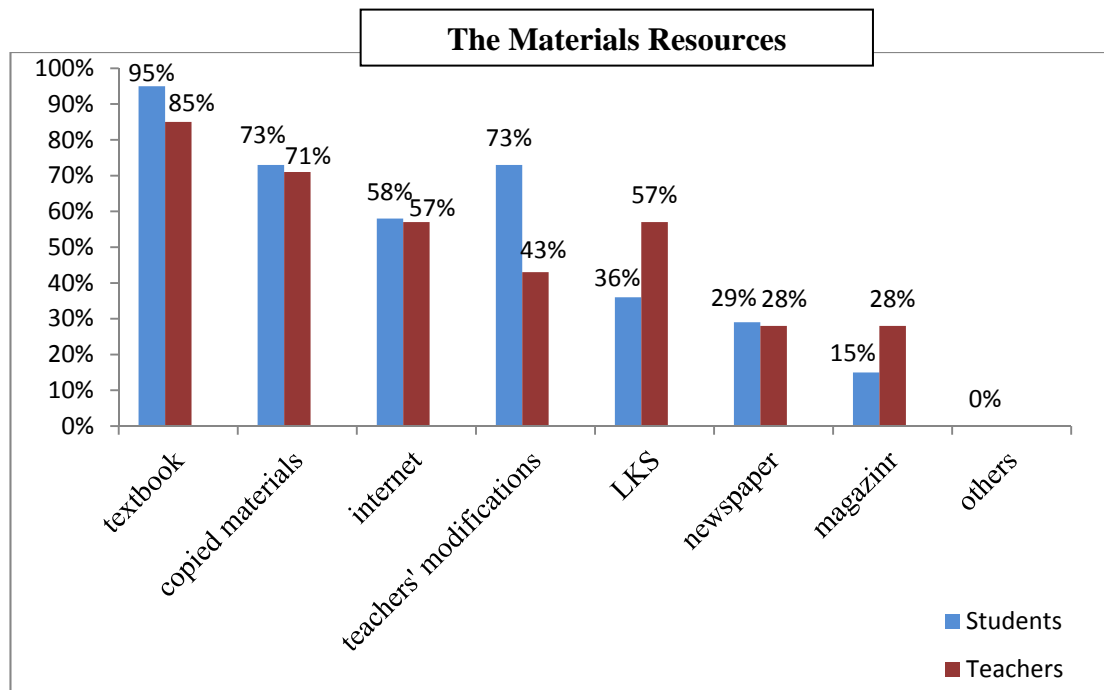
*“Untuk siswa/i SMK, tujuannya supaya mereka bisa mengaplikasikan apa yang mereka peroleh dari pelajaran Bahasa Inggris langsung ke dunia kerja. Misalnya mereka jadi bisa memahami isi surat dan menulis surat itu sendiri dan mereka dapat mengaplikasikan speaking-nya (berbicara) secara langsung kepada lawan bicaranya di dunia usaha.”*

Statement above is supported by other teachers from other schools who similarly stated the same aim. Otherwise, from the questionnaires and interviews researcher conducted for students and teachers, it can be concluded that both students and teachers have same answer towards the aims of teaching and learning English in SMK, is able to speak English.

The second statement in part 1 of the questionnaire is about the skills and knowledge often taught by teachers. The results gained from students' and teachers' questionnaire show that the most skill and knowledge teachers teach in the classroom is grammar and all of teachers agree it. The results from students are nearly contrasted by teachers' results of the questionnaires, as stated in interview that skills they teach the most are speaking and writing. They said in writing also includes grammar and vocabularies.

*“Yang lebih sering... Lebih ke speaking sama writing. Kalo writing berarti termasuk di dalamnya nanti ada grammar dan vocabulary.”*

The next findings, the researcher also wants to find out what resources of the learning materials that are used by the teachers in teaching reading. The next chart represents below is about the resources of the learning materials that are used the most by the teachers in teaching reading materials.



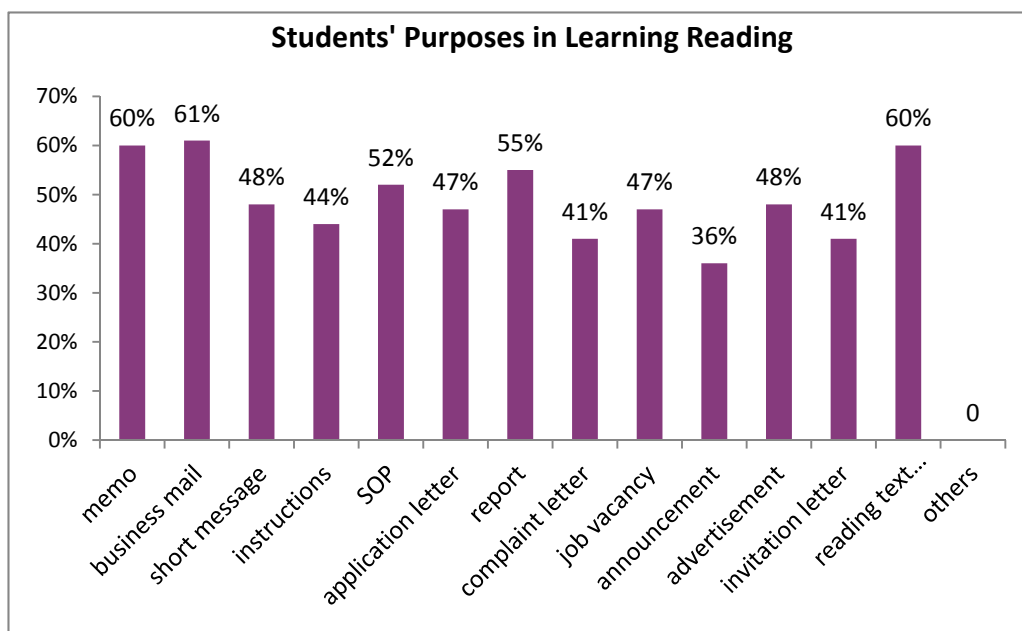
*Chart 2. The Materials Resources*

This chart above represents what media most used by teachers while in classroom activities is text books, stated by 95% students and 85% teachers. According to the result of the questionnaire, 71% for the copied materials given as another material. The other resources as magazine and newspaper are that called as an authentic materials are rarely to get by the students, only 29% and 15%.

That's all the results of the questionnaires in part I about general statement in learning English based on students' answer and the teachers' answer gained from the questionnaires and interviews given.

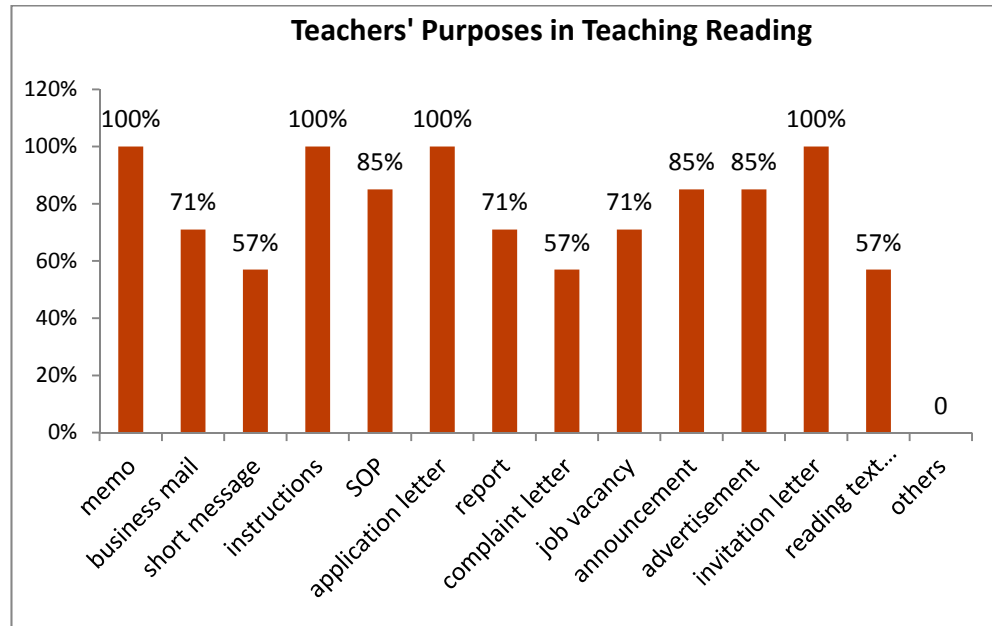


After knowing the general of teaching and learning English, In part II the questionnaire represents two statements about teaching learning of reading; purposes in learning reading and the assessments in learning reading. The first chart below is about the purpose of learning reading.



*Chart 3. Students' Purposes in Learning Reading*

According to the result of purposes in learning reading above, there are three purposes mostly wanted by Accounting students. The first is, the students want to be able to understand business letters (61%). The second, students want to be able to understand memo and reading text related to their major (60%). The percentage shows that there just differs 1%, it means the three materials is the most purposes that students want to be able.

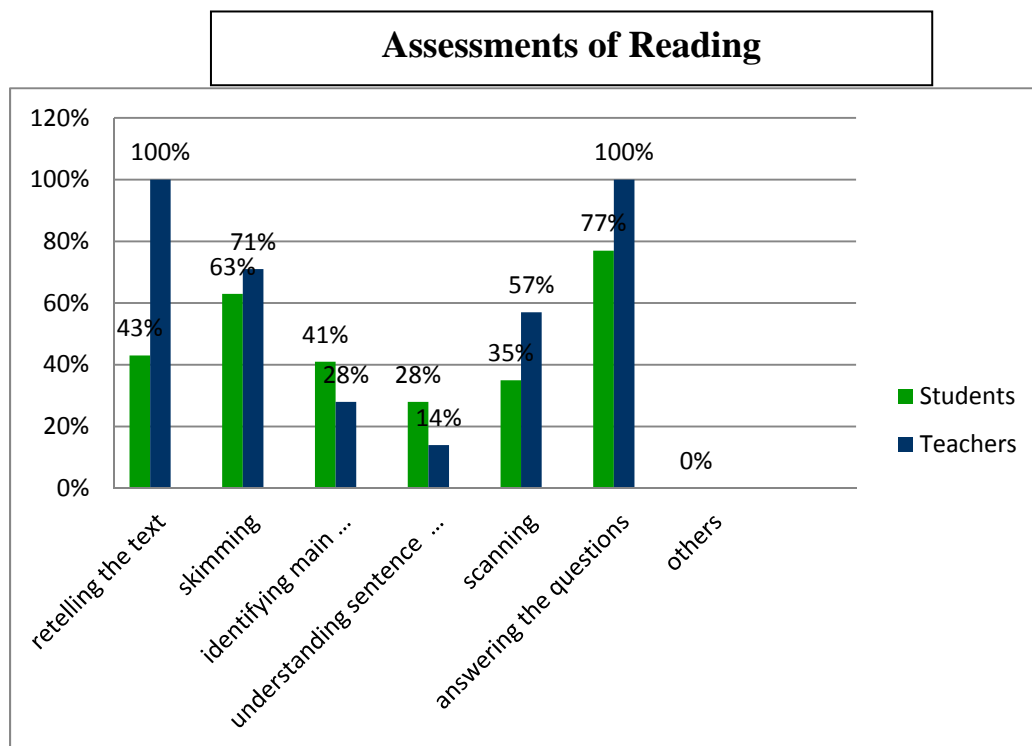


*Chart 4. Teachers' Purposes in Learning*

The chart above represents the most teachers' purposes in teaching to the students is the students be able to understand me, instruction, application letter and invitation letter. The number of the teachers that chose to be able to understand text related to their major that is only 57%, same result given to short message and complaint letter, although it is not relevant to what students want to, but 100% of teachers chose memo. Then the third purpose is report (55%) chosen by students and 71% teachers support it. Next, the results of the students' questionnaires show 52% of the students want to able to understand SOP, followed by 48% short message, 47% job vacancy and application letters. The less purpose is they chose announcement (36%).

In interview, the students said if they have understood about reading, it would help them to understand about the letters and other texts that might they found in the workplace. The teachers also stated that it is important to the students to be able to understand the kinds of the letters or the other texts of the workplace that later they work in.

The next chart represents the assessments that teachers do to assess students' understanding of the reading materials given.



*Chart 5. Assessment of Reading*

Based on the chart above, it shows 77% students and 100% teachers agree that teachers assess the students' reading skill by giving them the questions related to the

text. Then 63% students chose skimming and 71% teachers agreed it. Retelling the text is chosen by 43% of students and 100% of teachers. As students stated in the interview that they are assessed by giving an exam, from that exam, there were some questions that have to be answered. They also asked to retell a text with their own words and sometimes translate a text.

*“Nilainya... kita ulangan kak, jawab soal-soal, atau kita disuruh bikin teks ulang dengan kata-kata sendiri. Sama suka disuruh translate”*

In teachers' interview, they said that to know how far students' understanding of the text, the students are given a text such as a letter then they are asked to answer the questions that related to the text. They also asked to reply that letter. The letters which students create, that is the result of the students' understanding of the reading skill.

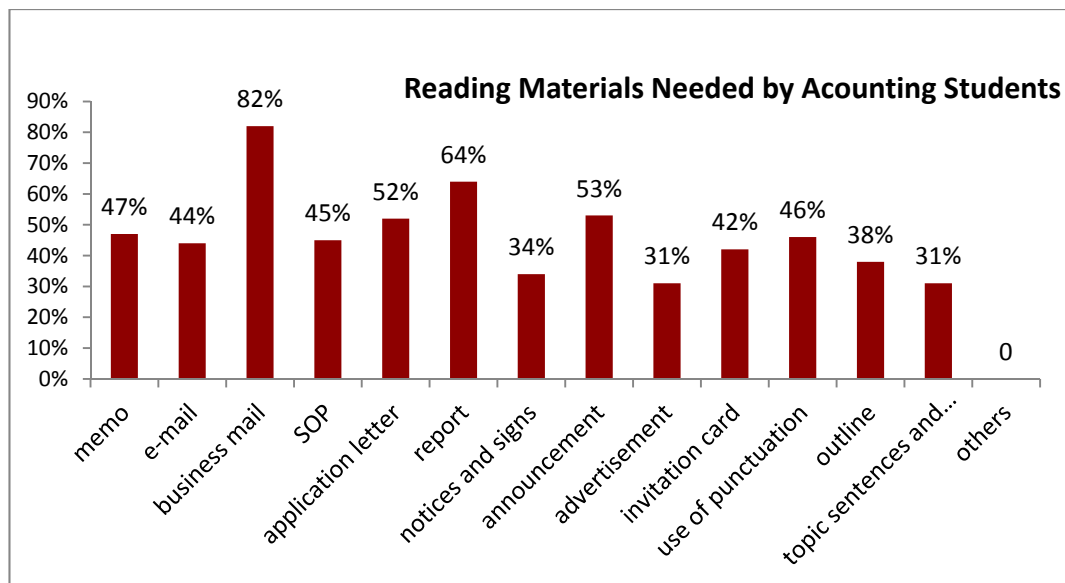
*“Cara menilainya, kita lihat dari setelah proses tanya jawab dari teks yang dibaca itu, mereka nanti kita adakan suatu... kita lihat dari seberapa jauh dia bisa memahami isi teks dan bisa, seandainya teks itu berupa bacaan seperti surat, seberapa jauh mereka bisa membalas atau mengirim balasan dari surat tersebut”*

The next result shows 41% students chose identifying the main idea and supporting details and teachers (28%) agreed it. Scanning was chosen by 35% of students and 57% of teachers. The last assessment in reading skill chosen by students

and teachers was to understand of the relation between sentences and paragraph, there were 28% and 14%.

#### 4.2.1. Needs Analysis

In this part of the findings, the researcher analyzed the reading needs of Accounting students. The students need materials that provide the real language used in their future workplace. As mentioned before, they are supposed to be able to understand and produce the language to survive and fulfill the requirement in the work field. Therefore, the materials that they get in the classroom become the important role of their English knowledge. The chart below of Part III in questionnaire represents the detail of needs analysis result about the materials of reading needed by Accounting students.

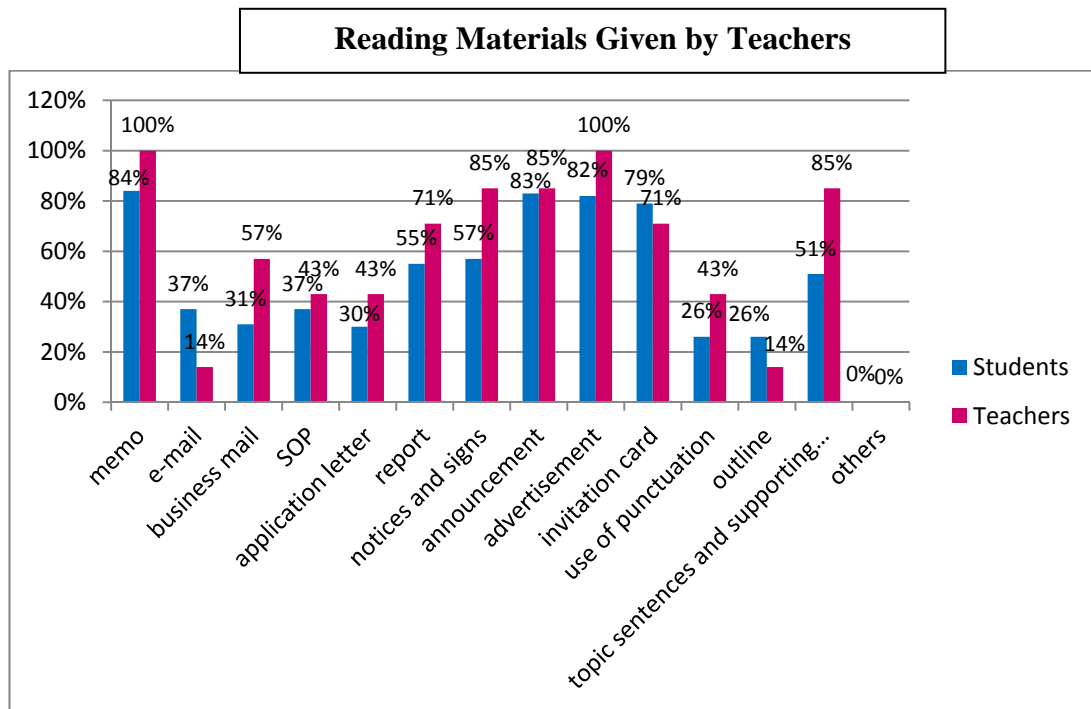


*Chart 6. Reading Materials Needed by Accounting Students*

According to the result that the chart shows, the three reading materials needed the most by the Accounting students are business mail (82%), report (64%) and announcement (53%). Students are considering that later in the workplace they would find kinds of business letters that might be in English. Therefore, they need to learn more about business mail in order to be able not only to understand that letter, but also be able to make and reply the kinds of the business letters. The chart also shows the most of the materials are not that needed by students, such as notices and signs (34%), advertisement (31%) and topic sentences and supporting details (31%). Students think they do not really need these three materials directly in the workplace. Therefore they give less option to that. However, they still have to be taught that three materials, even others materials, in order to prepare the students to face the situation in their future workplace.

#### **4.2.2. Materials Given**

In order to fulfill the students' reading needs, the teachers should provide the relevant materials to the students' reading needs. The chart below represents the results of the questionnaires in part III about the reading materials used in textbook given based on the students' and teachers' perceptions.



*Chart 7. Reading Materials Given by Teachers*

Based on the students' questionnaires result, the material given the most by the teachers is memo (84%). The other materials that are given the most based on the students' questionnaires result are announcement (83%) and advertisement (82%). Whereas, students feel that teachers teach them the use of punctuation (24%) not often. Meanwhile the results of the teachers' questionnaires show also that memo (100%) and advertisement (100%) are the most materials that given by the teachers. From the result shows that notices and signs, announcement, and topic sentence and supporting details chosen by 85% of the teachers.

Furthermore, based on the chart of students' reading needs and teachers' questionnaires result of the materials given, it can be seen that the materials given are

not relevant to the students' needs. As mentioned before, the materials needed the most by the students is business mail, in fact, the most materials given based on teachers' result is memo. While in teachers' questionnaires result also shows 57% teachers give business mail to teach. Then based on the students' reading needs, memo is only chosen by 47% of the students who need memo. Moreover, from the charts of students' reading needs and materials given, it can be concluded that most materials are not needed by the students are topic sentences and supporting details and advertisement (31%), but 51% students stated that they taught this material. So did 55% students state that they are given the materials how to understand a notice and sign but only 34% students feel they really needed this material. It is clear that what students expect to learn reading is not relevant to the materials that given by the teachers.

In interview with a teacher, she said that the most material she gave to the students is a material which is relevant directly to the students' future workplace, like business mail. She stated the materials given should be relevant with the real materials that they will face later and the reading texts should be relate to the their major, that is Accounting. This statement is contrast with the teachers' questionnaire result of materials given.

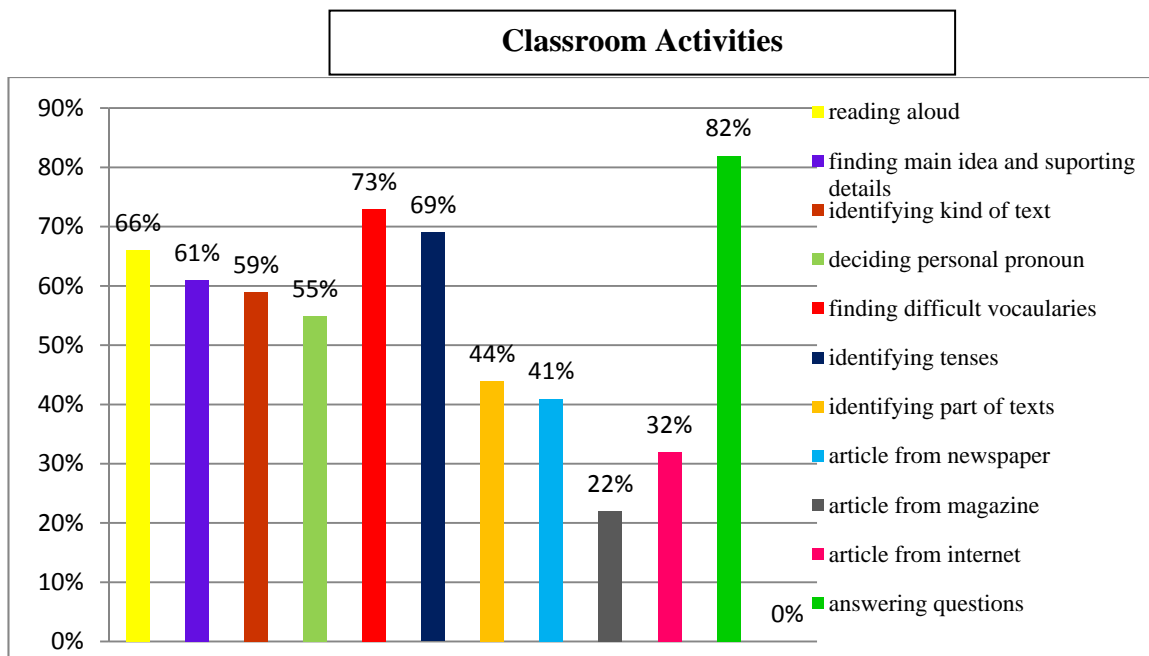
*“Materi readingnya, lebih ke yang langsung ke dunia bisnisnya. Seperti yang tadi saya bilang, ada surat bisnis...”*



Another teacher explained that the most materials she gave referred to English basic competences where the materials were set for students in order to be able to pass the mid test and final test. She added that if she taught specific reading materials, it would not be covered in the students' mid or final tests because the English basic competences were not created only for these particular students. However, in formal interviews that researcher did with the students, most of them said they needed specific reading materials because they might read specific texts in their future workplace. This huge gap of difference perceptions happens because if the teachers taught the specific material, the time was limited to teach specific reading materials because the materials stated in English basic competences had been set for one year study. Therefore, some of the teachers only taught the materials stated in English basic competences.

#### **4.2.2. Classroom Activities**

Activities, how teachers deliver materials for students, have a big role about how the materials success or not reached or understood by students. This part represents activities commonly done by the teachers to deliver materials.

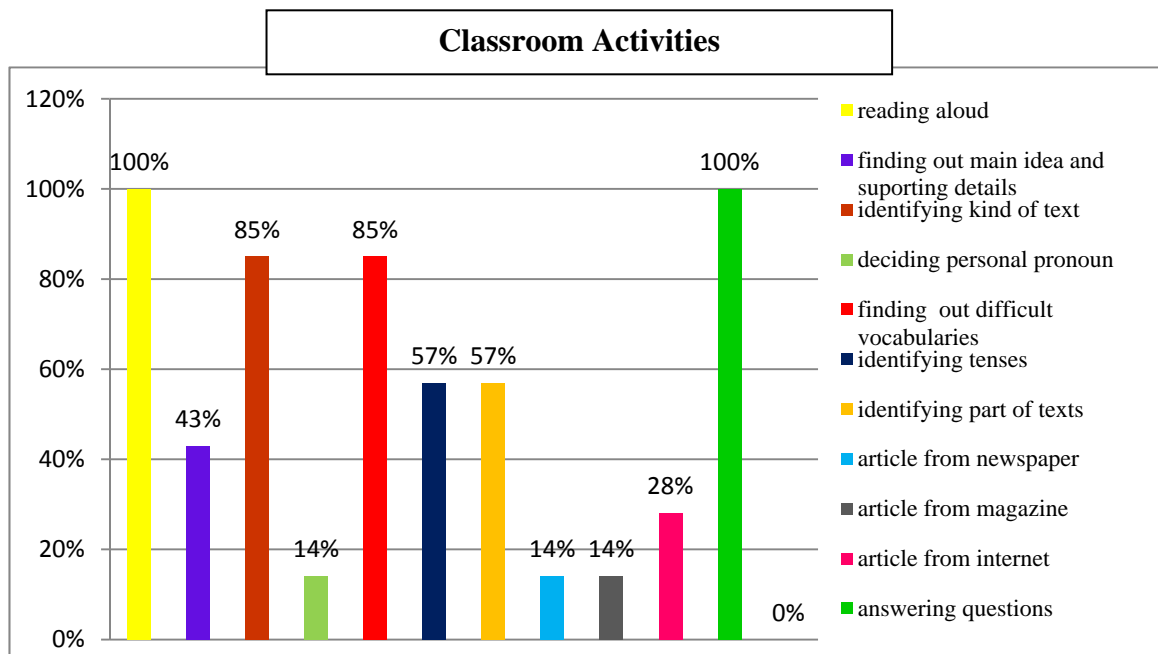


*Chart 8. Students' Result of Classroom Activities*

Chart above represents students' answers along activities conducted by teachers while teaching English in their class. The result shows answering questions based on the text (82%) is common activity they have in classroom, while 73% of them choose finding out difficult vocabularies students don't understand as an activity they have while their teachers gave reading materials. Then identifying tenses is chosen by 69% students, reading text aloud chosen by 66% students, and 61% of students chose finding main idea and supporting details. Other options like which are stated with less than 60% but still more than 30% of all students is identifying kind of text, deciding personal pronoun, identifying part of texts and reading article from newspaper. While reading article from internet and magazine, each of activities

reached 32% and 22% students. In interview, a student explained the activities that usually teacher conducts in the classroom.

*“Kalo di kelas, kita dikasihin sebuah teks, trus disuruh baca. Abis itu, disuruh cari kata-kata yang susah, nanti diterjemahin. Trus gurunya juga jelasin itu tentang teks apa. Abis itu, disuruh jawab soal-soalnya.*



*Chart 8. Students' Result of Classroom Activities*

Chart above represents teachers' answers about activities of reading they are conducted in classroom. By teachers' answers, it can be concluded that most of the teachers commonly done reading aloud and answering questions (100%). The chart

also shows the options which are stated with less than 15% of all teachers are deciding personal pronoun, reading article from magazine and newspaper. In teachers' interviews, a teacher told how she conducts the activities of teaching reading.

*“Kalo keterampilan membaca, berarti di kelas nanti... untuk membacanya.. mencari isi atau tujuan dari teks tersebut. Nanti mereka harus bisa pertama mereka baca dulu teksnya, kemudian mereka pahami isinya apa, nanti disitu ada proses Tanya jawab tentang teks tersebut.”*

### **4.3. Materials Analysis**

Based on the methodology researcher stated in chapter III, another instrument that used is materials evaluation checklist provided in English Specific Purposes by Tom Hutchinson and Alan Walters in page 99-104. The materials that researcher analyzed was book that being used by one of the *SMKs*. The researcher chose randomly the book by referring to English basic competences. The book was from SMKN 2 Cikarang Barat, *Module A New Approach to learn English XI Elementary Level*, written by TIM MGMP *Bahasa Inggris*, published by HUP.

According to materials analysis adapted from Hutchinson and Waters (1987), there are five main points underlined in analyzing the book by using objective analysis. They are; audience, aims, content, methodology, and other criteria (price and availability).

#### **4.3.1. Audience and Aims**

First point based on the checklist is the audience, this part analyze who is the material intended for. As the title of the book, *Module A New Approach to learn English XI Elementary Level*, it is clear that the book is designed for XI grade in vocational school students. Unfortunately, there does not mention the specific major intended for. Hence, it can be concluded that the book can be used not only for Accounting students, but also the other major can use it.

The aims which also stated in preface clearly stated that learning materials in the book are to help students to master English as the writer of the book try to provide materials that will increase their knowledge and competence in their working world and in their future career. The book also aims to prepare students in the eleventh grade to be able to pass the mid or final tests.

#### **4.3.2. Contents**

There are fourteen units, which are called module, in this book with one topic for each. Each module is arranged based on the English basic competences and the topics are set generally for vocational school students. Each unit of this textbook, it exists skill-integrated materials. Because communication skill is the objectives of English learning in *SMK*, four language skills are available in each unit, also grammar and vocabulary. The first module “Talking about Jobs and Daily Activities” which is

about a description of someone's jobs and a daily routine that usually someone does. In part of reading section, the book provides a text about the definition of schedules and timetable, an example of timetable of sequence of lesson and a message that tells about the writer's sequence of lesson in her college. In module two "Describing and Telling Past Events", describes about events that happened in the past. In reading section, the book provides a report of someone's accident report. Third module "Talking about Phone Calls and Plans" which concerns on kinds of conversations that happened in the phone and how to answer a phone. In reading section, there are a text about a development of telephones and a transcription of phone calls that provides the expressions of phone conversations.

Next module is "Talking about Experiences in One's Life", which describes about the experiences of someone. In reading section, the text is about school days. Module five is about "Serving and Handling Guests", which are about handling, welcoming and serving the guests, and about how to respond an offering. This module states clearly that this unit is for handling guests in the hotel, shop, office, and restaurant, as provided in reading section that tells about serving and handling guests in hotel. Sixth module "Describing Somebody's Habits", describes about the habitual of someone. In reading section provides a personal e-mail of the writer for his friends. The next module is "Talking about Hobbies and Interests" which discusses about the hobbies and interests in general. In module 8 "Suggestions and Advices" are about how to give and accept suggestions and advice, and the expressions that used. The

text that provided in this reading section is about how to improve English. Module 9 and module 10 are about the expressions of desirability, duties, possibility and certainty. In reading section of these two modules provide general texts in English, not text that relate to vocational students. The eleventh module “Complements and Persuasions” discusses about the kinds expressions of giving and responding compliments and how to persuade someone. In part of reading section, the book provides a text about the definition of persuasion.

The next module is “Describing Process and Facts”, which are about how to follow instructions and directions well, and about identifying the facts as provided in reading section. Module 13 is “Expressing Various Intentions”, which explains about the kinds of intentions, the expressions of agreement and disagreement and the use of pronouns. In reading section, the book provides a announcement and notice. The last module “Opinions and Conclusions” which is about expressing feeling and thought.

Having all descriptions about the reading materials in textbook used above, it can be seen that the language description in this textbook is functional and structural. The reading materials are designed based on the social purposes. The textbook also contains language points such as vocabulary and grammar. The provided vocabularies are needed by vocational school students in understanding the texts or written information in English, As researcher analyzed the materials and topics provided in the book, there is only three texts in reading sections that relate directly to the students’ reading needs, as in module 2 (p. 11) which is about report,

module 6 (p. 42-43) which provides examples of e-mail, and module 13 (p. 97) which is about notice. Unfortunately, the three modules that relate to the students needs do not relevant enough to their major, especially there is limited provided vocabularies and terminologies for Accounting students.

### **4.3.3. Methodology**

The researcher found a theory that conducted in this book is behaviorism and cognitive technique which lead students to be passive while they got the lesson. The use of behaviorism theory can be seen from the exercises that ask the students to make sentences by using the same patterns and to rewrite the messages in forms or documents. It can be concluded the behavioral techniques is conducted the most to reach the goals of the lesson. Then, the cognitive learning can be seen from the problem solving task provided in activities in each unit. In part of reading, the textbook also contains of cognitive-theory exercises. It provides questions or yes-no questions after the texts have been read. The writers of the textbook intend to make the students involved actively during the discussion, so cognitive theory is implemented in the exercises of this textbook. In this textbook also includes the learning activities or exercises, such as forming of dialog, questioning and answering, describing pictures, filling in the blanks, and writing a reply for some written messages in order to make an interaction and an effective communication. In reading section, the exercise that are used the most are questions and answer, true-false or



yes-no questions, and multiple choices. There also are some of guidance and/or supports for the materials, they are vocabulary workout, language focuses, and examples of conversations that teachers can use to give more explanation for students.

#### **4.3.4. Other Criteria**

Other criteria that also need to be considered are the price and the availability of the textbook. The price of this book is about Rp 25.000, it is quiet affordable for the students. The book was available in the school when the beginning of semester.

#### **4.4. Discussion**

Based on the all findings that represented by the all charts and on what teachers taught in classroom,, researcher found ESP is rarely conducted by teachers as they focus on English basic competences that had been set for one year study, such as memo, instruction, report, announcement, advertisement and invitation card. Therefore the materials are still not relevant to what students really needs. The researcher also found that students want to able to speak English well so they can communicate while they are in working life. Event though some teachers are

considered that they have to help students to conduct materials will help students to be able to speak well, but grammar is the most knowledge taught by the all teachers.

The most media used by teachers while in classroom activities is text book. The text book can be easily found because schools provide it in every beginning of semesters, as stated by a teacher in interview, she added that the text book from the school could not cover all students' needs unfortunately. To cover students' needs, the copied other materials and teachers' modification are needed to give for students. Teachers add other materials from another text book that is not provided by school and a modification, such as power point presentation file. Besides that, teachers also asked the students to find out the example of the materials from internet, magazine or newspaper.

The assessments done to assess students' understanding in reading skill are retelling the text, answering the questions from the text and skimming. Retelling the text is asked to know how far the students catch the message of the text. Meanwhile, teachers gave students some questions that students needed to answer as the criteria that the students had understood the texts. For other assessments like skimming, identifying main idea and supporting detail, understanding the relation between sentences and paragraph and scanning, teachers often mix it.

Based on the students' questionnaire the materials given were not relevant to the students' needs. The teachers mostly gave the materials in form of memo, advertisement, notices and signs, announcement, and invitation card. Those materials actually often found in other majors of vocational school. The most materials needed

that found from the result are business letter and report. As the accounting students will face in their workplace, it can be said that the materials they needs are relevance enough to their job, as an accountant, that usually makes a financial report. Therefore, the teachers should adjust the topic based on their needs. In the textbook, there provides materials needed by the students above which is report in module 2, but all of those materials in textbook are not specific for accounting major because the context are not about accounting but general for every major in vocational schools.

Classroom activities given in learning reading were reading aloud and answering questions. Answering questions based on the text is also occurred in the textbook. Besides that, the textbook also provides true or false activities in reading activities of some module. Those kinds of reading activities were able to help students in understanding the text because the activities were mostly reading comprehension is the goal of reading. As supported by Field (1997) that reading comprehension is a good approach to make the students able to understand the text.

As the result, it was found that the book does not contain specific topic needed by the accounting students, but language focuses or grammar is dominant in this book. Moreover, this book was not specific because it was designed not only for accounting students, but also for other majors in SNK, so that the context of materials provided in this book were general. The terminology of accounting was limited and there were also materials which were not needed by accounting students. In short, the textbook specifically was not relevant to the needs of SMK students majoring in accounting. For that result found, the teachers should provide the appropriate reading

materials to meet the student needs. Answering the questions based on the text also was the assessment that the way teachers did to assess their students' understanding of reading skill.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents the conclusion of the previous chapters. It also provides recommendation concerning the development of English reading materials for SMK students majoring in Accounting.

#### **5.1. Conclusion**

Based on needs analysis, the researcher found Accounting students have certain needs of reading materials which require the teachers to provide relevant materials in order to minimize students' difficulties of understanding the kinds of reading texts that will be faced in their future work situation. This study is aimed to know the reading needs of Accounting students, to find out the reading materials given, and to know how relevance of the reading materials given to the needs of Accounting students. Furthermore, the findings on this research found that students need more specific reading materials that really found in the workplace rather than the reading materials that their teachers provided in the classroom. The topic of the reading materials also should be related to their workplace situation in the future, such as a report which is about financial report.

The activity that mostly given by the teachers are reading aloud and answering questions based on the text. These activities could help the students to

comprehend the text. The textbook that analyzed by the researcher was *Module A New Approach to learn English XI Elementary Level*, written by TIM MGMP Bahasa Inggris, published by HUP. The textbook, which has been analyzed the materials and topics, provided in the book only provides three texts in reading sections, from fourteen reading section provided, that relate directly to the students' reading needs.

### **5.1. Recommendation**

Based on the findings in the materials given in reading skill, the researcher recommends English teachers of Accounting to modify the material given to match the needs of students related their work situation in the future. The teachers also should give more examples of the materials that are not provided in textbook, such as application letters and job vacancy. The materials that relate to the students' needs will make students interesting in learning reading skill, and also they will feel motivated to learn the materials, because later they will find those materials in their future workplace.

The researcher also gives a recommendation for students that they should find out the various examples of reading materials by themselves to increase their knowledge about the kinds of reading materials. By preparing the materials before, the teaching and learning process of reading activity will be efficient.

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# **APPENDICES**

## Questionnaires and Interviews

## Letters of Observation

## English Syllabus of XI Accounting

## English Textbook