

English Learning Needs Analysis of Accounting Department Students

Ika Paramitha Lantu¹, Fira Anwar S. Pampu²

¹Universitas Sintuwu Maroso, Poso, Indonesia

² Universitas Sintuwu Maroso, Poso, Indonesia

ikaparamithalantu@gmail.com

Corresponding Author

ikaparamithalantu@gmail.com

Abstract: The purpose of this research was to find out the English learning needs of students majoring in accounting at SMK Negeri 1 Ampana Kota, including target needs and learning needs. This research used a qualitative descriptive method, by distributing questionnaires to 32 students of class XI Accounting 1, interviewing the teacher and two students. This research uses the theory of Macalister and Nation, (2010). The findings from this research are, for the necessities of students is students need general English materials. For the lacks, students have difficulty finding friends who can be invited to communicate in English. Furthermore, for the wants of students is the student wants to master speaking skills in English. Then, supported by the teacher's role in fulfilling students' learning needs is to search material from books and from internet for additional material if the books provided by the school are not completed. Furthermore, the student's role in improving English skills, especially speaking skill is that students do not rely only on the material that has been given at school, but students can also study outside school hours by utilizing technology in the form of mobile phones or laptops, with learning concepts that are interest to each student.

Keywords : *Needs Analysis; Learning English*

1. INTRODUCTION

Learning is the process of acquiring knowledge and skills, leading to behavioral changes and positive values. Need analysis, which identifies specific learning needs, is crucial for tailoring the learning process to meet these requirements effectively. By conducting a learning needs analysis, teachers can align materials, media, methods, and other components with students' needs.

At SMK Negeri 1 Ampana Kota, there are six departments: Accounting, Computer and Network Engineering, Multimedia, Tourism, Banking, and Governance Automation Office. Each has distinct learning needs. This research focuses on the Accounting major, assessing whether the English instruction provided aligns with the students' professional requirements. Accounting students need English material relevant to their field, such as financial management terms, to be better prepared for their careers. Understanding these needs can enhance students' motivation and engagement, making learning more relevant.

The primary objective of this research is to identify the English learning needs of Accounting class XI students at SMK Negeri 1 Ampana Kota. This research is significant for students, as it helps them understand their specific English language needs; for teachers, as it provides insights into appropriate English materials tailored to students' needs; and for future researchers, as it serves as a reference and contributes to further research development.

This study is limited to identifying the necessities, lacks, and wants of learning English for Accounting class XI students at SMK Negeri 1 Ampana Kota, based on Macalister and Nation's (2010) need analysis theory. Learning needs analysis refers to identifying specific learning needs, while Accounting class students are those in the Accounting major at SMK Negeri 1 Ampana Kota, focusing on financial management.

2. METHOD

This qualitative research uses needs analysis to understand the English learning requirements of Accounting students at SMK Negeri 1 Ampana Kota. The research design includes observations, questionnaires for students, and interviews with English teachers to gather and analyze data.

As a fully observing researcher, I collected and interpreted data to uncover insights into students' needs. The research was conducted at SMK Negeri 1 Ampana Kota, located at Jalan Tanjung Api No. 26,

Labuan Village, Ratolindo District, Tojo Una-Una District, as it is the only school offering an Accounting major in the region.

Data were sourced from an English teacher and 32 Accounting students, with 2 students selected for detailed analysis based on the teacher's recommendations. Data collection involved questionnaires, interviews, and documentation. The questionnaires, comprising 16 closed questions adapted from Diana (2022), were distributed to students after English classes. The interview questions, adopted from Rahmadani (2019), included 13 questions for teachers and 11 for students, focusing on target needs, learning needs, and roles in the learning process. Documentation included images, books, archives, and other supportive materials.

Data analysis followed Creswell's (2009) six-step process: collecting, reading, grouping, coding, presenting findings, and drawing conclusions. No additional validation was performed as the research instruments were adopted from previous studies. This methodological approach ensured a comprehensive understanding of the English learning needs of Accounting students at SMK Negeri 1 Ampara Kota.

3. RESULTS AND DISCUSSION

This chapter presents the findings on the English language learning needs of class XI Accounting students at SMK Negeri 1 Ampara Kota, gathered through questionnaires, interviews, and documentation.

The research focused on 32 students from class XI Accounting 1 and one English teacher. Questionnaires were completed over one week, followed by teacher interviews in the second week, and student interviews with two highly motivated students recommended by the teacher in the third week.

In the Accounting field, proficiency in English is essential due to the presence of English terminology in financial reporting applications. Mastering English helps students complete assignments and enhances their technological skills. Moreover, effective English communication is critical for future job prospects, especially in banking, where interactions with foreign clients may arise.

Overall, the findings emphasize the importance of English language skills for Accounting students, aiding their academic and professional development.

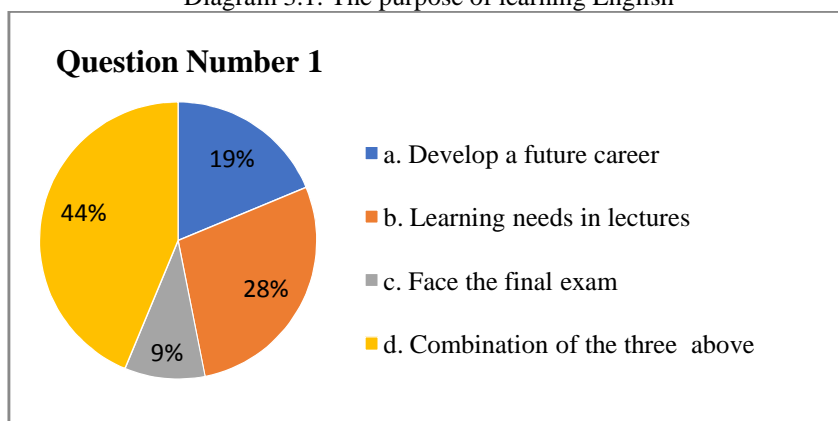
3.1. Questionnaire Result

The following discussion of the results of the research questionnaire is an explanation based on the blueprint of the questionnaire.

3.1.1 Target Needs

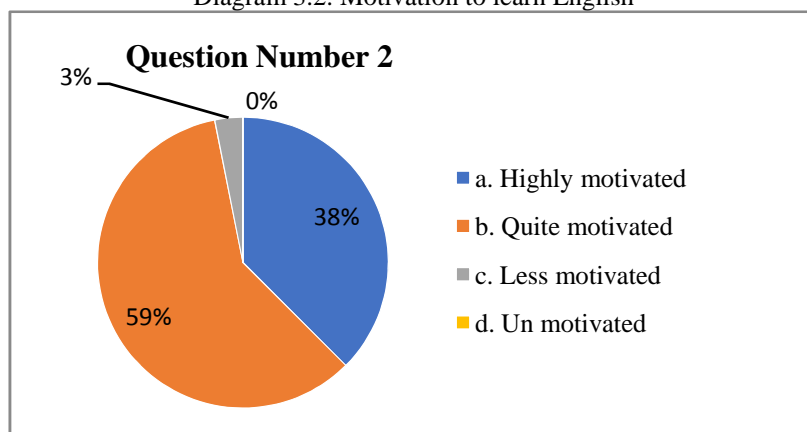
3.1.1.1 Necessities

Diagram 3.1. The purpose of learning English



In class XI Accounting 1 at SMK Negeri 1 Ampara Kota, 34 students are enrolled, with 32 completing the questionnaire. Of these, 19% (6 students) aim to learn English for career development, 28% (9 students) for academic needs, and 9% (3 students) to prepare for exams. Notably, 44% (14 students) have a combination of these goals, highlighting diverse motivations for learning English among the students.

Diagram 3.2. Motivation to learn English



According to Diagram 3.2, 38% of the 32 students (12 students) are highly motivated to learn English, while 59% (19 students) show sufficient motivation. Only 3% (1 student) fall into the low motivation category, and notably, 0% of students reported having no motivation to learn English at all.

Diagram 3.3. English proficiency level

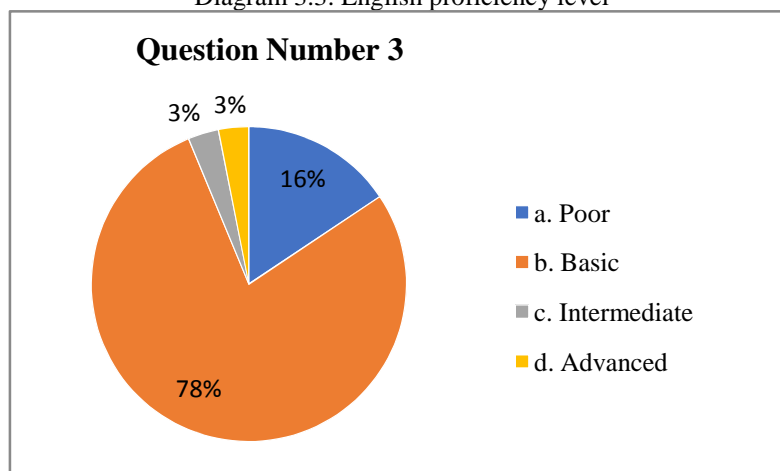
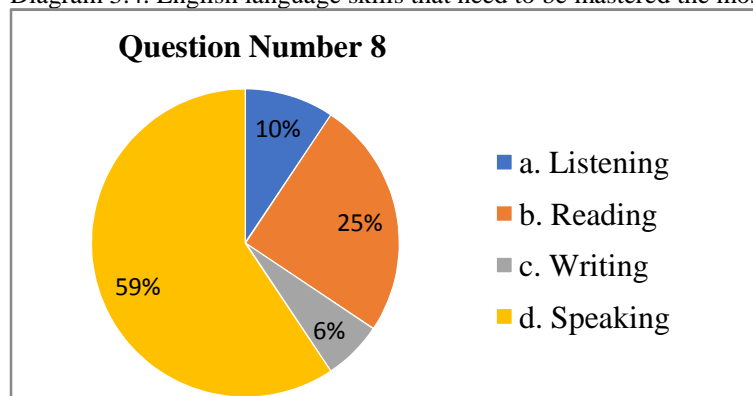


Diagram 3.3 shows that 23% of the 32 students (5 students) cannot speak or understand English vocabulary at all. In contrast, 71% (25 students) know a few words and can answer general questions. Additionally, 3% (1 student) can speak quite fluently, and another 3% (1 student) can converse fluently on most topics, with minor difficulties in pronunciation, grammar, and vocabulary.

Diagram 3.4. English language skills that need to be mastered the most



According to Diagram 3.4, a significant 59% of the 32 students (19 students) identified speaking skills as a priority. Additionally, 25% (8 students) chose reading skills, 10% (3 students) selected listening skills, and 6% (2 students) indicated a need for writing skills.

Diagram 3.5. Reasons for choosing indispensable English skills

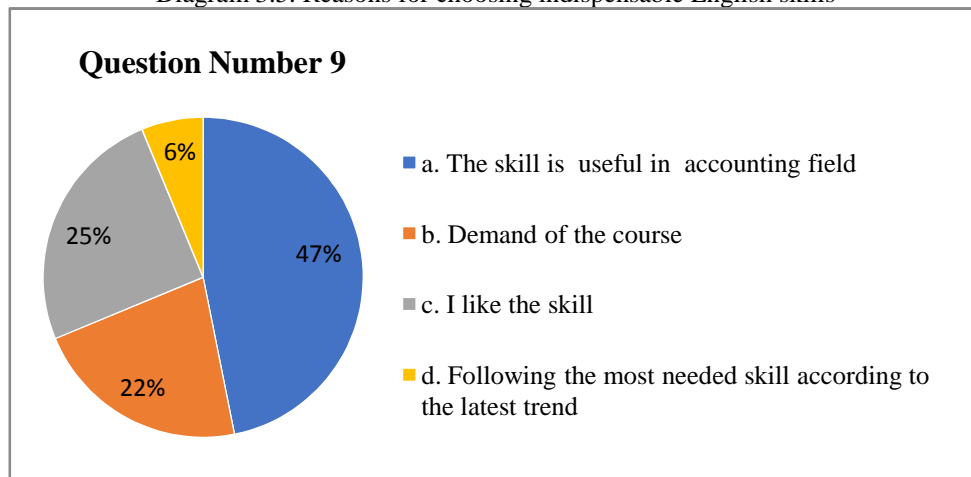
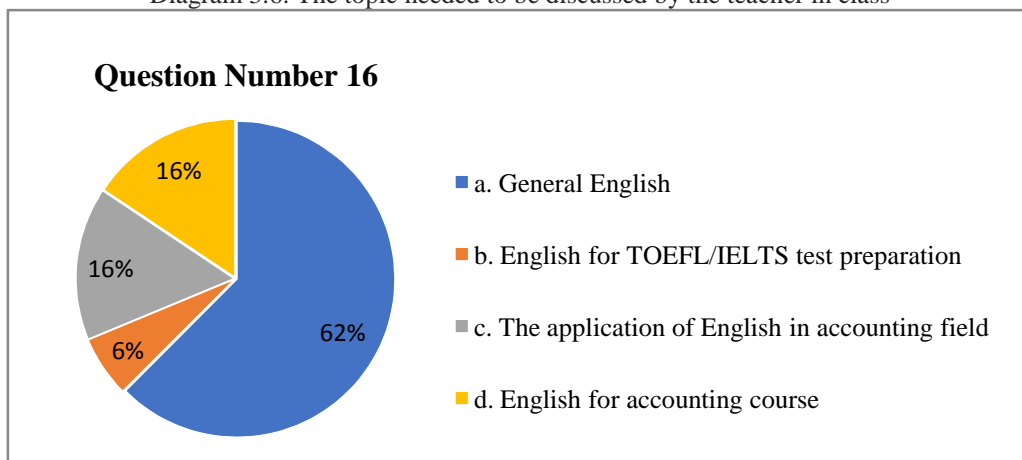


Diagram 3.5 shows that 47% of the 32 students (15 students) chose English skills because they are useful in accounting. Meanwhile, 25% (8 students) selected skills they liked, 22% (7 students) chose based on their relevance to future studies, and 6% (2 students) picked skills according to trends.

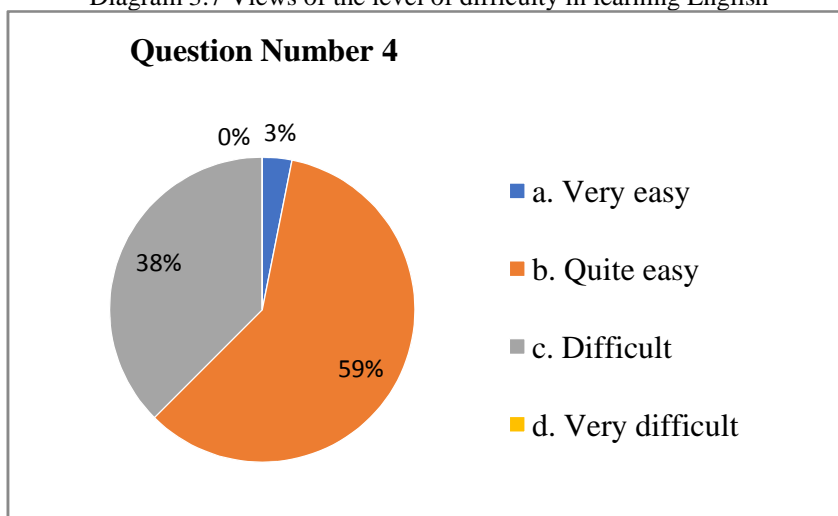
Diagram 3.6. The topic needed to be discussed by the teacher in class



Based on diagram 3.6, 62% of the 32 students (20 students) needed general English material discussed in class, 16% (5 students) wanted English for accounting work, 16% (5 students) for accounting lectures, and 6% (2 students) for TOEFL/IELTS preparation. The results show that class XI accounting students prioritize mastering speaking skills, considering them essential for their major and future careers. This aligns with Rahmadani's (2019) findings that students learn English primarily for future career needs.

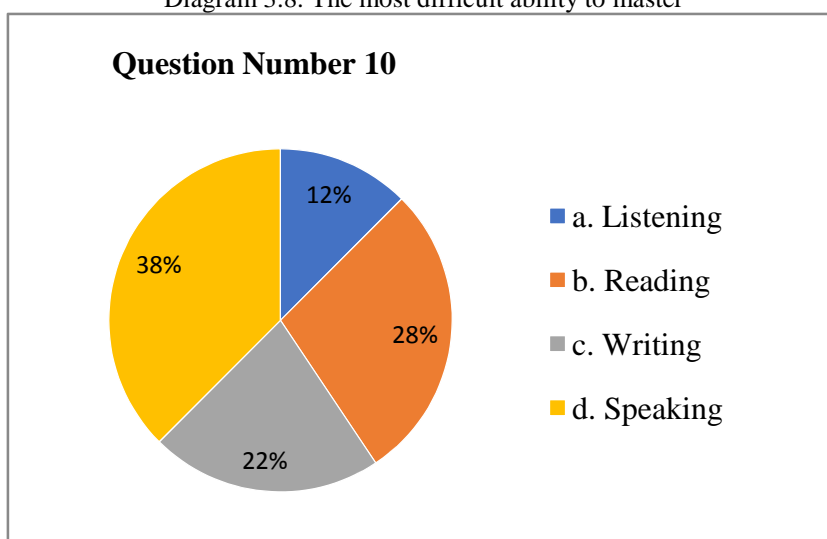
1.1.1.1 Lacks

Diagram 3.7 Views of the level of difficulty in learning English



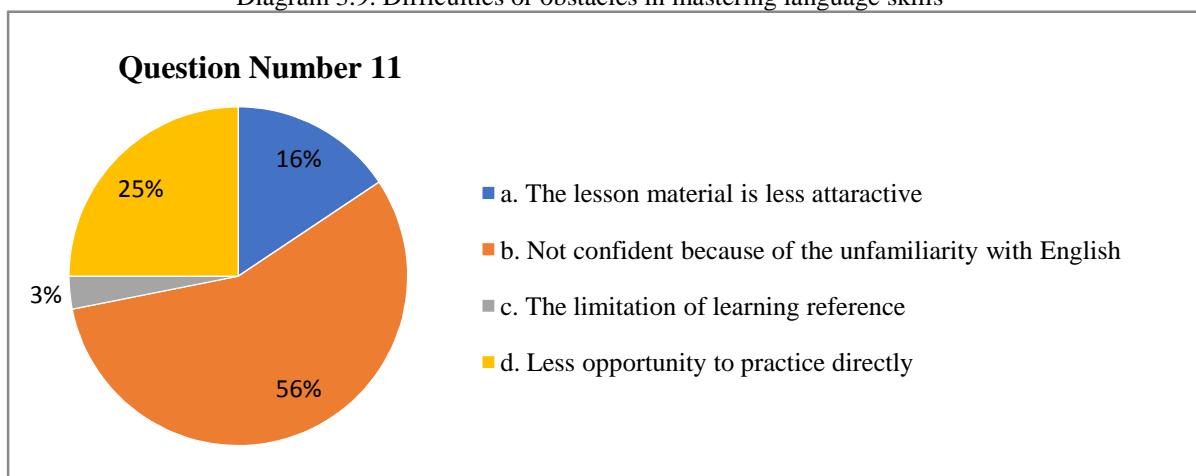
From the diagram, 59% of 32 students (19 students) found English quite easy to learn, 38% (12 students) found it difficult, and 3% (1 student) felt it was easy. No students found English very difficult to learn.

Diagram 3.8. The most difficult ability to master



Based on diagram 3.8, 38% of 32 students (12 students) find speaking skills the most difficult to master. Reading skills are difficult for 28% (9 students), writing for 22% (7 students), and listening for 12% (4 students).

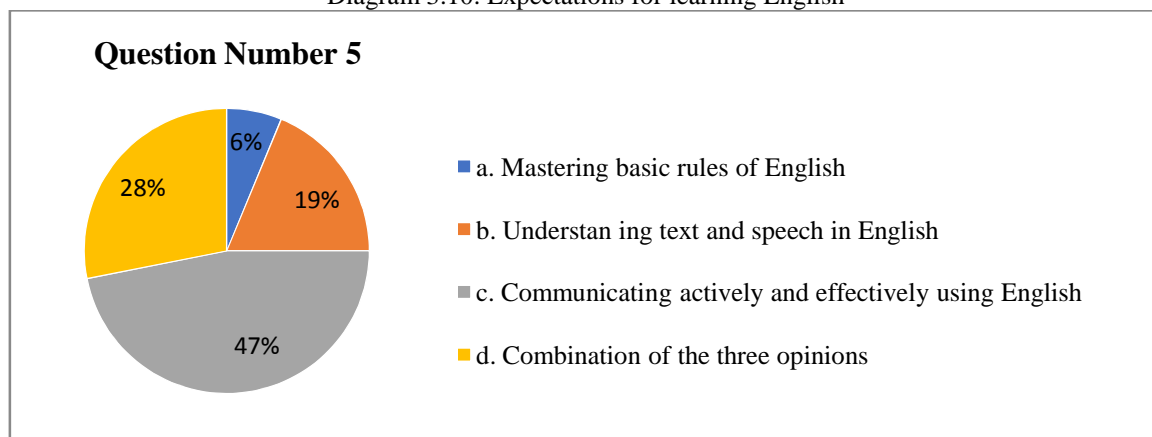
Diagram 3.9. Difficulties or obstacles in mastering language skills



Based on diagram 3.9, 56% of 32 students (18 students) felt their biggest obstacle in mastering English was a lack of confidence and familiarity with the language. Another 25% (8 students) cited limited practice opportunities, 16% (5 students) pointed to uninteresting teaching materials, and 3% (1 student) mentioned limited learning resources. In conclusion, students find English both easy and difficult to learn, with speaking skills being the most challenging due to lack of confidence, practice opportunities, engaging materials, and resources. The primary hindrances are lack of self-confidence and unfamiliarity with English, aligning with Kamaruddin, Fitria, and Patmasari's (2021) findings on vocabulary, pronunciation, and confidence issues.

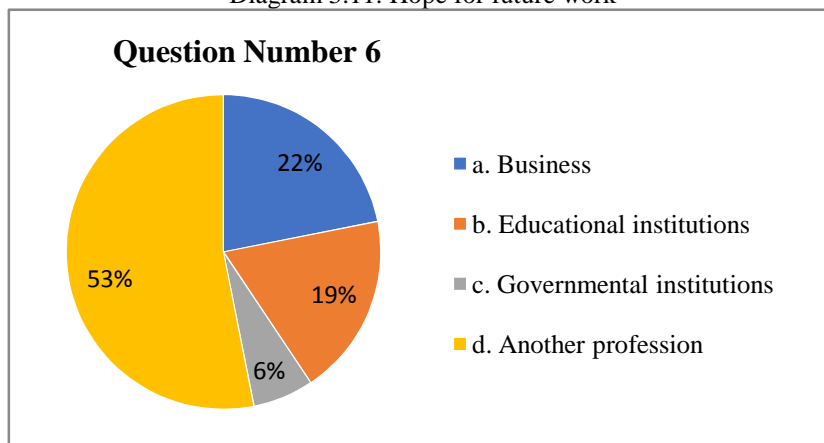
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Diagram 3.10. Expectations for learning English



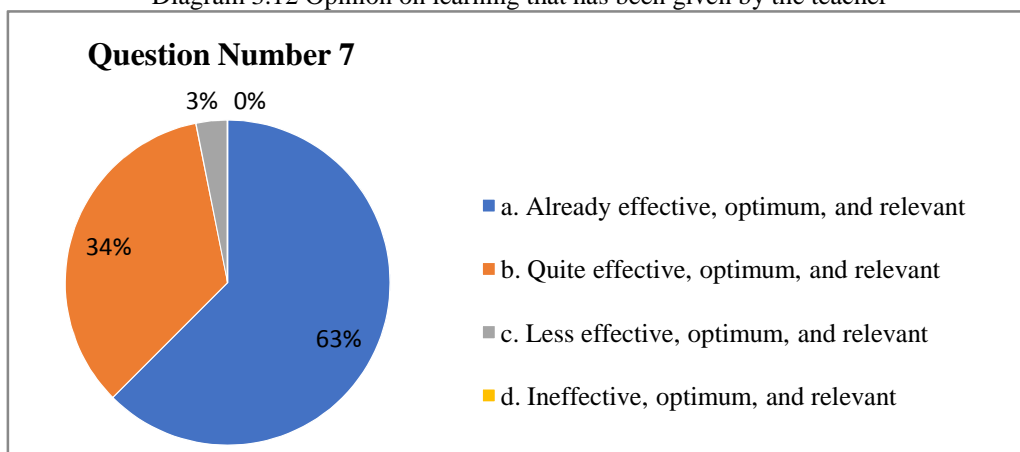
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Diagram 3.11. Hope for future work



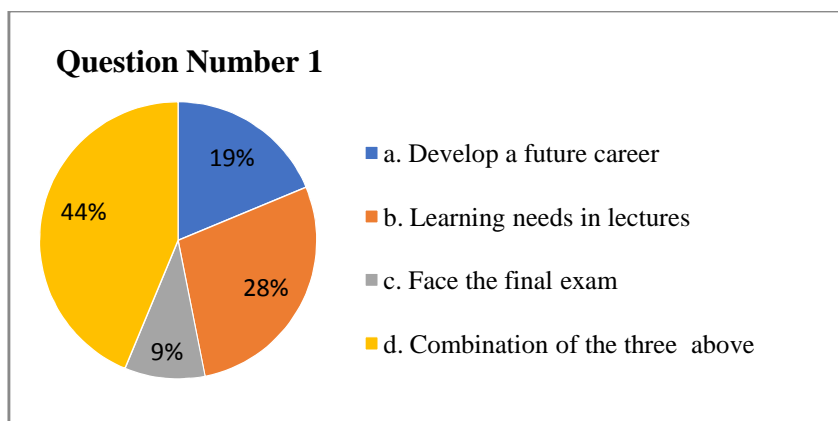
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Diagram 3.12 Opinion on learning that has been given by the teacher



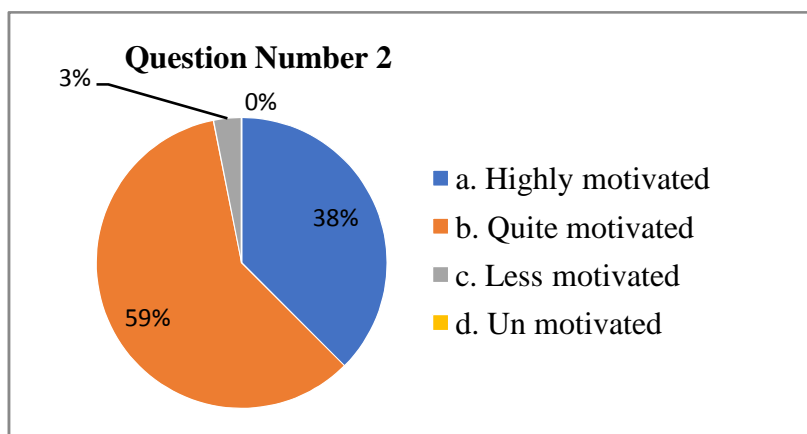
Based on diagram 3.12, 63% of 32 students (20 students) found the English language instruction very effective, optimal, and relevant. Another 34% (11 students) thought it was quite effective, optimal, and relevant, while 3% (1 student) found it less effective. No students (0%) thought it was not effective at all. In conclusion, the majority of students view the English lessons provided by the teacher as highly effective and relevant. They aspire to communicate in English actively and effectively to enhance their future job prospects. This aligns with previous research by Diana, I. N. (2022), which highlighted the importance of English, particularly speaking skills, in the workplace.

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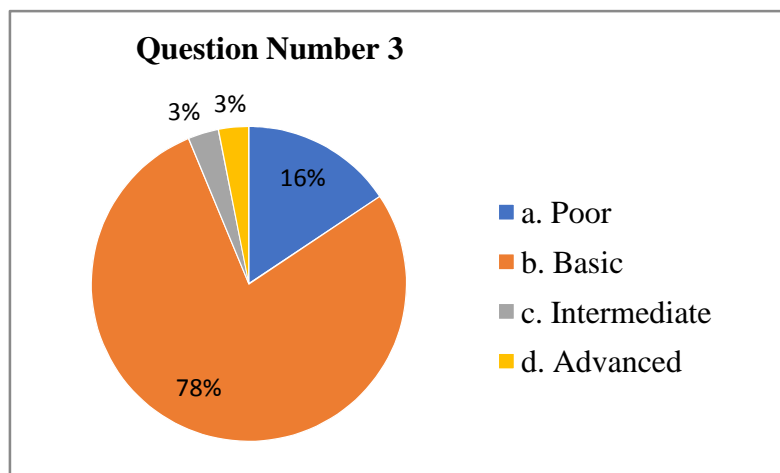
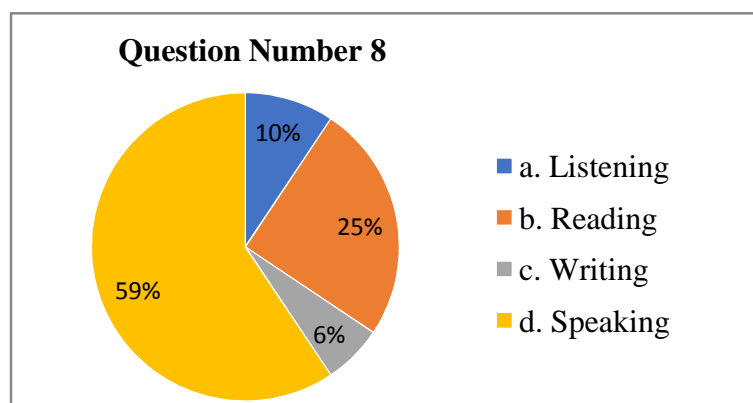


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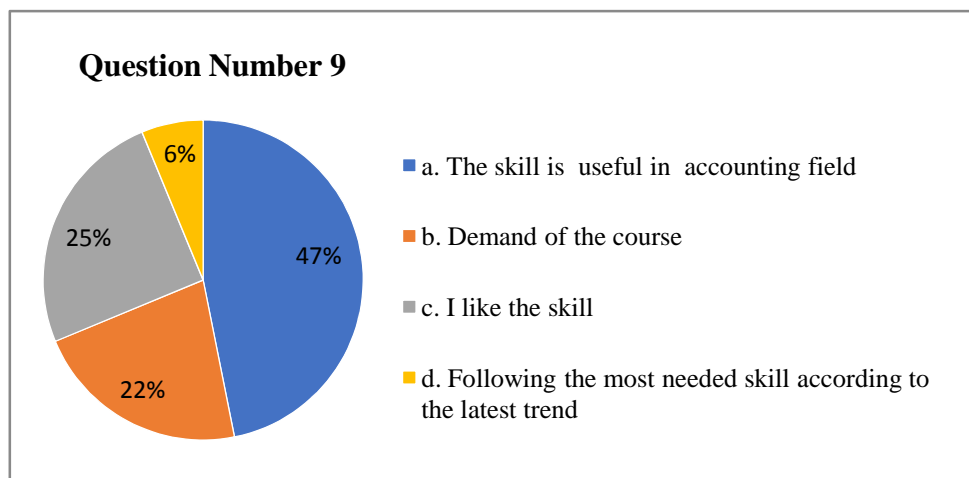
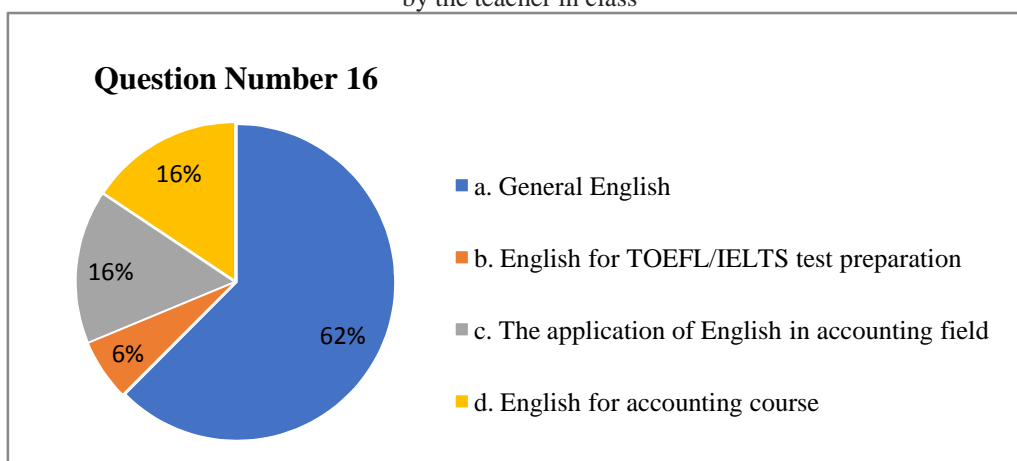


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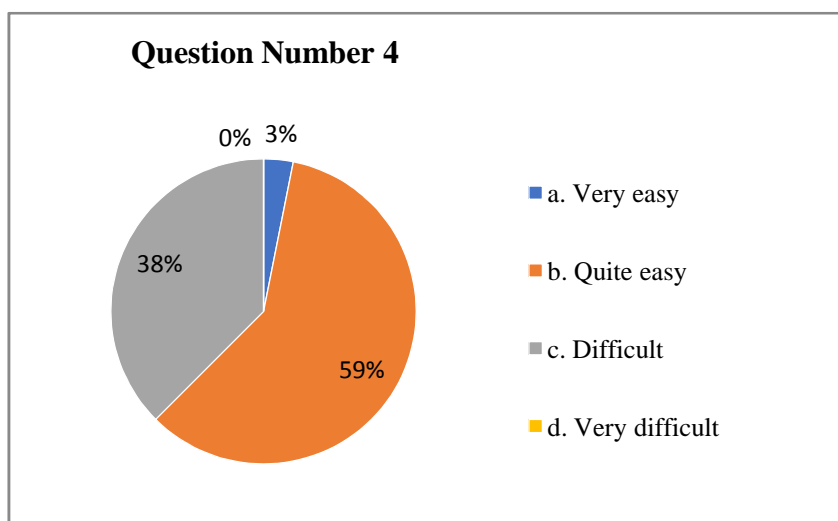
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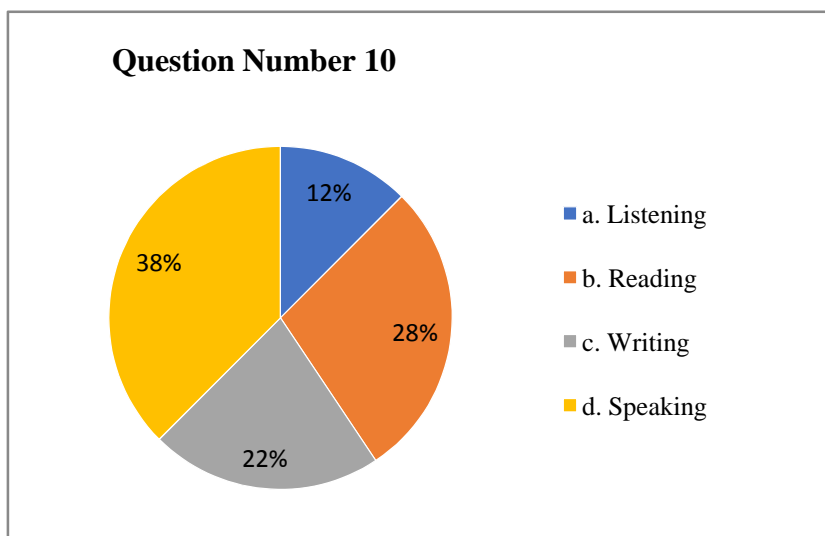
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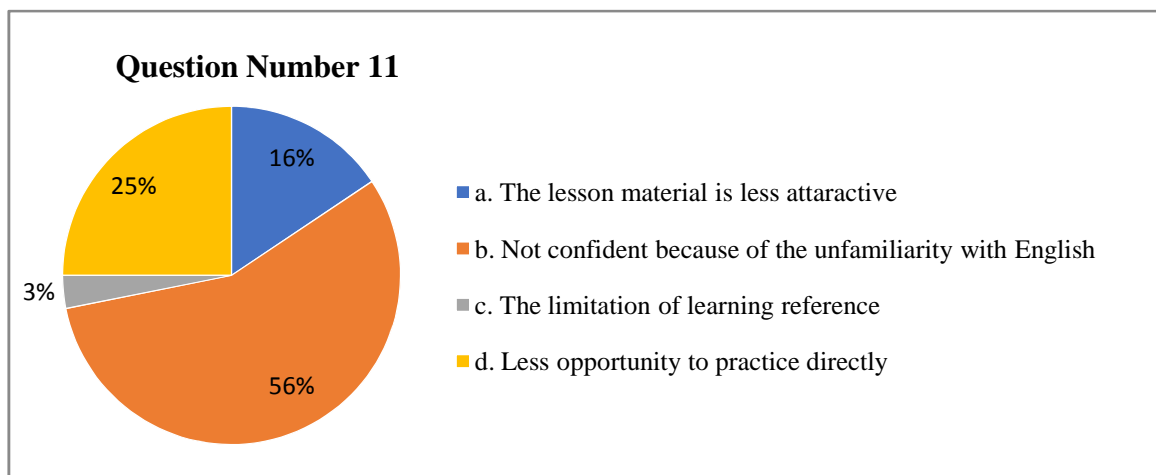
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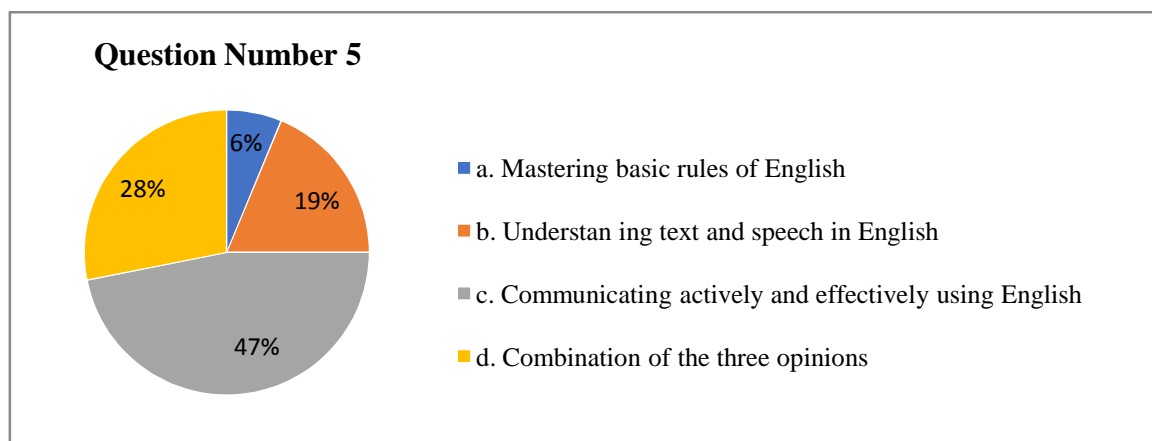
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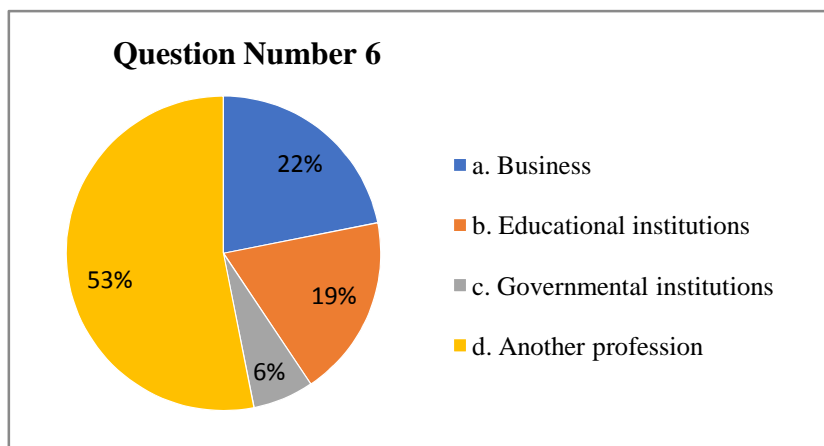
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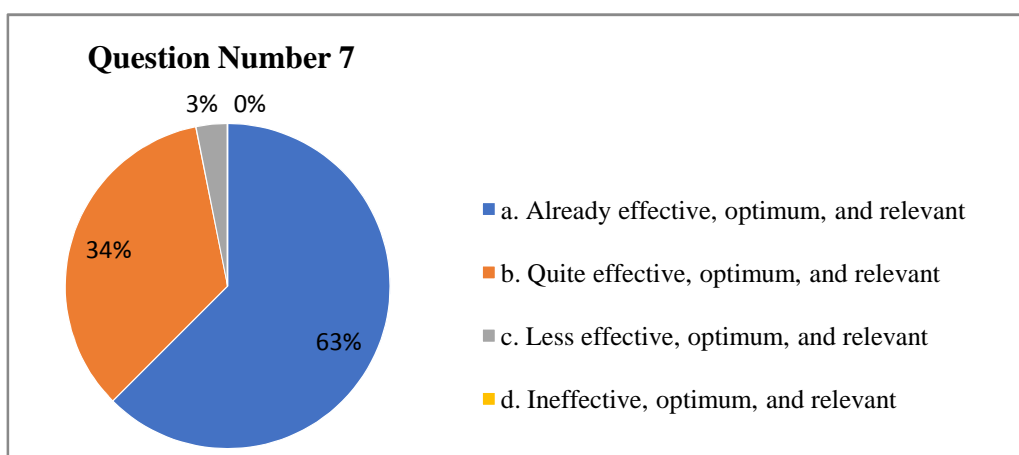
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4. CONCLUSION

Based on the research and discussion, accounting students' English learning needs can be categorized into three areas: necessities, lacks, and wants. Students require general English materials but face challenges, particularly with speaking skills, and express a desire to master them. To meet these needs, teachers often supplement school resources with additional materials from books and the internet, while students leverage technology such as cell phones and laptops to enhance their English skills, especially in speaking. To improve their speaking abilities, students should practice frequently, utilizing technology to find conversation partners or engaging with resources like music and movies for better pronunciation. Teachers

are encouraged to adopt engaging and motivating teaching techniques that promote active speaking and to incorporate technology into lessons to make learning more dynamic. For future researchers, there is a need to focus on effective teaching methods and student learning strategies that can improve English skills, as students continue to face difficulties despite having access to adequate materials, highlighting the importance of exploring better learning approaches.

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ABOUT THE AUTHORS

Ika Paramitha Lantu is a lecturer at English Education Department of Universitas Sintuwu Maroso Poso. Her interest is in Applied Linguistics in Teaching English and Literacy.

Fira Anwar S. Pampu earned her bachelor degree in English Language Teaching from Universitas Sintuwu Maroso Poso.