CHAPTER V

DISCUSSION

This chapter presented the discussion on the result of the research. The discussion was derived from the finding of the research that covers the teacher perception on pastry student target need, learning need, and its impact of those perception toward the teaching strategies in SMKN 2 Trenggalek.

In this research, it have clearly explained that English in vocational school were different with English at high school in common. The difference was stated on the material, because the material in vocational school were affected by theory of English for Spesific Purpose and in high school affected by General English. General English (GE) was not discusse in the existence of a need rather than the awareness of the need. Moreover, in the English for Specific Purpose (ESP), it would be discussed the material along with language learning need (Hutchinson 1987:53). The researcher has presented the pastry student need in the previous chapter. The discussion has presented by the researchers according to the formulation of researchers problems. The discussions were explained in the following term:

A. Teacher perception on the student target need

Student need was deal with target need and learning need. The target need was covered by three kinds of need, they are necessities, lacks, and wants. While learning need it was the knowledge, abilities, the opportunities that required by the student to perform the degree of competence in the target

situation. Target need tended to focus on the used of language in the target situation, while learning need was focused on the consideration that needed to learn the target need. Target need was considered the target situation to determine the target need. While learning need was considered in all efforts to determine the material. In this research, researcher was discussed the target need only.

In this research, researcher has found the target need according to the teacher point of view. Before decided the target need, it was important to know the target situation of student. The target situation of pastry student were hotel, restaurant, and bread factory. It was in a line with the the utterence term of language-centered approach, that the target situation would be deal with the ability to comprehend and/or produce the lingustic feature (Hutchinson, 1987:54). In this case, target situation has an important role to determine the target need of student. The finding of target need of the research in term of necessities, lacks, and wants will be discussed in the following explanation:

a. Necessities

In this research, necessities deal with the language used that needed by pastry students to support their performance in the real field. Thus, the language use that needed by the students was related to the target situation, that were produced and served the cakes, cookies, and beverages. In term of cakes, cookies, and beverages production, the should be able to communicates in this situation. For example, asked the step of making cake, mentioning the tool, explaining the process, etc. While in

term of food serving, they should be able to communicate well to the customer, for example greeting, asking, and offering the product to the customer. As stated in Hutchinson (1987:54) that the learner has to know the necessities in order to function effectively in the target situation. Thus, the necessities was affected by the target situation.

b. Lacks

In this research, lacks deal with the language used that needed by pastry student in the target situation but it have not been studied before. To know the pastry students lacks, the researcher should be compared the necessities and the student prior knowledge. According to the teacher explanation, she did not know the pastry student prior knowledge at all. But actually, the information were truly needed to find the lacks. Whereas, the information of prior knowledge should be used to compare with the necessities in order to find out the gap of those two terms. Hutchinson, Waters and Breen (1979) stated that the gap between the necessity and prior knowledge can be refered as the learner's lacks (Hutchinson, 1987:56).

But in other context, the teacher were explained about the pastry students speaking ability. The researcher assumed that it was the implemented of the necessities. The student were enjoyed in discussion, but they were afraid to speak when the teacher required them to use fully English. The teacher said that it caused by their limitation of vocabulary and the lack of self-confidence.

From the explanation above, it can be conclude that the lacks were the student limitation of vocabulary and the lack of self-confidence. The importance of determine the students lacks was aimed to know whether the material that need to explain more.

c. Wants

In this research, student wants deal with the student awareness of pastry student to learn the language (English). In this case, the course designer were considered the necessities and the wants according to the learner idea.

According to the teacher explanation, students were considered the *prakerin* program and to pass the exam rather than the need of English itself in the real field as a form of communication. Thus, researcher assumed that the students wants was be able to communicate well while they have been selected student to conduct *prakerin* in foreign company.

Even it did not represent the target situation well, it usually be related to student motivation in learning. Therefore, Mead's (1980) stated that considering the learner wants in the research cannot be ignored (in Hutchinson, 1987:57).

Ideally, the target need was not conduct in the process of perception only. But, it should be done in the process of analysis. The common methods that usually used to collect the information related to the target need were questionnaires, interviews, observation, data collections, consultations, etc. But in this case, the teacher did not know the concept of target need at all. But

from the data it could be seen that the teacher already know the cases of target need. The researcher was assumed that teacher did not know it theoretically, but conceptually she was understood the need of a pastry student in SMKN 2 Trenggalek.

B. Teacher perception on the student learning need

Learning need was deal with target need and learning need. The target need have been discussed in the previous term. While learning would be discussed in this term. Learning need deal with the knowledge and abilities that required by the student to perform the degree of competence in the target situation. Learning need were focused on the language that should be learnt according to the target need. As stated in the previous discussion, target need was considered the target situation to determine the target need, while learning need was considered in all efforts to determine the material.

Sometimes the materials related to the target need were not appropriate to the student interest in which caused by the lack of motivation to learn. Thus, learning need were important to used as a way to formulate the material according to the target need and the student need as a learner. It supported by Hutchinson and Waters (1983), that in teaching and learning process, it was better to look for the material that are more interesting in order to generate the motivation needed to learn English (Hutchinson, 1987:61).

The way to find out the learning need was called the analysis of learning need. The analysis of learning was important to conduct in order to find the right material for the ESP students. It supported by Smith (1984) said

that, "what the analysis cannot do, however, is show how the expert communicator learn the language item, skill and strategies that he or she uses".

The first term should be known to find the learning was the student background of study. In the finding of the research, there were stated that the background of pastry student to take pastry as their department due to their final score in junior high school rather than their interest. Actually, the student achievement were influenced by the interest. It in a line with Syah (2010:152), that stated due to the convergent of thinking allowed the student to learn a subject more. After joined pastry department, the student were expected to get a job directly after graduated by learn the skill hardly.

Actually, the students were decided to study in vocational school due to their economic background. In vocational school, the student allowed to learn not only the material but also the skill that might be helped them to faced their economic problems.

The further information was the pastry student attituded toward their selected department. In this case, the teacher said that the students have attended the program of pastry department. Although pastry were not the student interest at all, but they has good attitude and show their seriousness in learning. It was in a line with Vaugan and Houg' idea (1955:359) that, attitude is a possitive or negative sense of a one about somebody, an object, or certain case. The pastry classes were dominated by female student. It was assumed that pastry depatment prone to learned by female student. This tendency might

be affected by some reason. The process of made a cakes, cookies and beverages were closer with female's activity. Thus, it have been a reason to join pastry department. Thus, pastry depertment were dominated by female student.

The student of pastry department have a various level of proficiency. Generally, the student have standard English proficiency. The students' prior knowledge also could not be clearly initiate by the researcher because the teacher did not know well about it. Basically, they were had good effort in learning English since they have been student of SMKN 2 Trenggalek. They were be able to improve their English proficiency.

In term of teaching and learning English, student have showed a good enthusiasm. The student of pastry department were had a good attitude in the teaching and learning process. Some of them sometimes did not care on the teachers' explanation. But according to the teacher, it was something normally in a classroom teaching and learning process.

The next term was the student motivation toward learning English. In this case, the teacher said that pastry student were had a low motivation on it. Whereas, the motivation were affected to formulate the student interest, attitude, and all of the thing that have an affect on the student English achievement. It supported by Grey (in Winardi, 2002), defined the motivation as a set of internal and external individual process which affect to the enthusiasm and persistence in doing something.

C. The impact of this perception on the student need in learning English toward the teaching strategies

In this research, researcher found the strategy in teaching used by the teacher in teaching and learning process. In this case, teaching strategy were deal with the material, teaching method, teaching media, and evaluation. The content would be described in the following explanation.

1. Material

From the interview, the teacher did not have adequate information related to the material. But it has been clear while researcher analyzed the the teacher lesson plan. From the interview, teacher said that the material depend on the syllabus. She cannot mention the types of those materials are. While look at the lesson plan, the materials were presented in a various form, such as a list of expression, a group of grammatical patterns and passages.

In addition, for the sources, she said that the materials were adapted from internet and textbook according to the syllabus. While according to the lesson plan, the material were derived from the textbook only.

In used the material from textbook, the teacher said that it was more easy than compiled the material by herself. It was in a line with the advantages in the used of commercial materials proposed by Iftanti (2013) that in used commercial materials were save time, can be used as a guide, provided suggestion and taechnique for the teacher.

Moreover, the teacher also used authentic material in her teaching and learning process. She said that it useful to attrack the student interest and it was provided the opportunity for the student to improve their critical thinking. It was supported by Richard (1983) that when the teacher asked to the student to listen the news report and required them to identify the main point, it train the student to analyzed certain cases.

2. Teaching method

In this research, teaching method deal with the way of teacher to explain the material to their students. In this research, researcher has be found some method of teaching that used by the teacher in teaching and learning process. The method would be derived in the following term:

a. Discussion

According to her explanation, she was preferred to use discussion as her method. She said that this method was provided the opportunity for student to thinking about the material that have been discussed. Therefore, they were more active during the process of discussion. It was in a line with Killen (1998), that proposed the main purpose of discussion method that was to solve a problem, answer the questions, enrich students' knowledge, and for making a decision (in Sanjaya, 2007:145).

Look at the purposed of discussion method, the communication purpose was standed out. The student required to reveal their idea, compare to another idea and colaborate their idea to solve a problem.

Thus, this method also train the student to improve their critical thinking and to expresse their idea in English.

b. Lecture

Beside the discussion method, the teacher was frequently used lecture method in her teaching and learning process. She said that, this method were effective to explain a wide material in a limited time. It was supported by the advantages of lecture methodproposed in Sanjaya (2007) that lecture was allowed the teacher to present the wide material, because the teacher might be summarized a lot of material to find out the main points and then explain it to the students (in Sanjaya, 2007:146).

Look at the advantages of lecture method, it could be seen that the student were quited passive during the teaching and learning process. Even the student did not have lot of opportunity to improve their idea, but this method allowed the student to have a good understanding while the teacher has be presented the material clearly.

c. Demonstration

The other method that the teacher preferred to use was demonstration method. Even she did not mention demonstration as her method, the teacher was assumed that she used this kinds of method too. She said that she often used laptop and LCD projector as her media in teaching. She used those two media to show the material, to show some picture that related to the material, and many kinds of tool

to enrich the the student understanding. It supported by Sagala (2007), demonstration methods was the instruction on the process of an event until the appearance demonstration of behavior that could be known and understood by learners in a real (in Majid, 2013:197). Thus the researcher was decided that the teacher used demonstration method as her method in teaching.

d. Three phase technique

In the lesson plan, researcher has found phase technique as her method in the four lesson plan. Actually, the teacher did not gave the information about the used of this method in the classroom. She said that she was rarely used the method that stated in the lesson plan. Actually, the lesson plan itself were formulated by her husband and her which both of them were English teacher of two different vocational schools.

e. Suggestopedia

In the lesson plan, there was stated suggestopedia as her method. She did not have the information on the used of it. The reason was similar to the previous method that she was rarely used the method that stated in the lesson plan.

3. Teaching media

In teaching and learning process, the teacher was frequently used the media to help her deliver the material to the students in order to reach the learning objective. It was in a line with Gagne (1988) that the selection

of system that used to deliver material, to show a general preferenced for emphasize certain instruments in the purpose of achieved the learning objectives. Moreover, according to Rossi and Breidle (in Sanjaya, 2007:161), teaching media were the tools and materials that used to achieve the learning objective. She said that the student was easy to understand the material if she used the media in presented the material.

Actually, she has used a various type of media. According to the interview and the data from lesson plan, she preferred to use laptop, LCD projector, tape recorder and sometimes white board. Those media could be devided into three types of media. The first one was audio media that consist of tape recorder and speaker active. As stated in Sanjaya (2007:170), audio media was the media that has sound elements only. The second type of media was visual media that included of picture, and white board. As stated in Sanjaya (2007:170), visual media was a medium that only be seen alone, and did not contain of sound elements. The last type of media was audiovisual media that included laptop to present the audio file, such as video, and film. As stated in Sanjaya (2007:170), Audio-visual was a medium that consisted of two elements that are sound and images, which could be seen and heard.

4. Evaluation

In this research, researcher presented the information in the finding that English teacher of SMKN 2 Trenggalek in teaching pastry department was preferred to used a test or tradional evaluation as her form of

evaluation to assess the understanding of pastry student on the material that has been taught by her.

She claimed that this method have already measured and should be measured the student achievement and were able to reflected the student's language achievement accurately. It supported by Brown (2006:401) that seen a test as an instrument or procedure designed to elicit performance from the learner with the purpose of measuring their attaintment of spesified criteria. Djiwandono (2006:401) also stated that a test was a tool or procedure that used to measure the students' language proficiency.

Thus, she was presented the material to students and arranged the test based on the material that student learning about. The objective test was in form of multiple-choice test and fill in the blank test. The subjective test was in form of explanation test or writes a passage.

According to the data from lesson plan, the teacher were used both objective and subjective test not only to assess the student language proficiency in the end of basic competence but also for every meeting she was assessed the student understanding. The test that commonly used here in form of objective test (multiple-choice test), and the subjective test (fill in the blank test, explaining test, and write a passage).

And for the examination, the test were consisted of:

a. Five items of fill in the blank test. The test is to assess the student skill in listening.

b. Two items of explanation test. It is aimed to assess the reading skill.

c. Five items of true false test. It is aimed to assess structure (writing skill).

d. Five items of feel in the blank test. It is aimed to assess expression (speaking skill).

e. Two items required the student to make some short dialogue (speaking skill).

f. One item required the student to write a passage about their opinion in certain case (writing and speaking skill).

Even though she did not take English for Specific Purpose (ESP) while study in university, she has considered the need of student in learning English. In perceiving the student need she was in a line with the theory of ESP as stated in English for Specific Purposed writen by Tom Hutchinson (1987). The teacher activity that was considered the student learning need and implement it in teaching strategy were run subconsiously. Because before the interview conducted, the teacher did not know at all what is ESP and in term of learning need, but in fact she have considered on it.

In this research, she was be able to explain the student necessity, lacks, and wants. Through this research, it could be seen that the pastry student necessity according to the teacher explanation were be able to communicates in the target situation, that are cakes, cookies, and beverages production. The lacks limitation of vocabulary and the lack of self-confidence. The student wants were be able to communicate well while they have been selected student to conduct *prakerin* in foreign company.

The researcher has assumed that those three kinds of target need were affected to the teaching strategies. Researcher claimed that the method in lesson plan just for form's sake. It due to the information given by the teacher related on it. But in term of material may really given to the student. But the most real method were stated in the interview. She was tended to use lecture, discussion and demonstration as her method on her teaching and learning process. She has claimed that discussion frequently used than lecture. In the teaching and learning process she was preferred to use media in various type.

From the method that have been used, it could be seen that communication purpose were dominated in her strategy. While look at the lesson plan, it could be seen that it was covered the four skills, but in term of material there were still related to communication purposes, especially speaking. The researcher assumed that it was happen due to the target need that have been found before.

Through the data, it could be concluded that the strategy that teacher frequently used in teaching and learning process is:

1. Direct instruction strategy

   The researcher assumed that in applied lecture method, it oriented by teacher-centered approach. In presented the material, she was preffered to used media to show the material and provided the demonstration to help her student understand the concept.

2. Cooperative learning strategy

The researcher assumed that in applied discussion method, it oriented by student-centered approach. To decide the material start from found the material until formulated the conclussion, the authority were stated in student. Teacher just give the theme and ask the student to looking for the material. In the classroom activity teacher guide them to formulated the result.