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What Teachers Teach Vs What Students Learn

Fajar Wirawan¹, Widi Syaftinentian¹, Puji Astuti¹

¹ English Education Study Program, STKIP Airmolek, Indonesia

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Abstract

The understanding of the actual students' needs in the teaching and learning process is going to help the teachers, the curriculum designers, and the governments to develop an appropriate curriculum. In reality, there is mismatch between what students need and what the teachers teach in vocational high school. Need analysis (NA) is a way to find what is needed by students. From several types of need analysis, the appropriate type for analyzing students' needs at vocational high school is Target Situational Analysis (TSA). The aim of TSA is to establish what the students' needs are during the teaching and English learning process and to connect the students with the targets of the future job at the workplace. The article discusses about the curriculum apply in Indonesia, the vocational high school students' needs by applying NA and the implementation of TSA in Indonesia and Asian countries. In this case, Indonesia can reflect from the other Asian countries that had implemented TSA, so, Indonesia can develop a curriculum that is in accordance with what is needed by vocational high school students and the targets of educational will be achieved.

Introduction

English has very critical roles for vocational high school students. Therefore, ideally vocational high school students are prepared to learn English to support their future career jobs. There are two types of English: English for work (EOP) and English for General (EGP). In reality, the English teaching materials at vocational school in Indonesia do not prepare students for labor market/ jobs. English in vocational high school is focusing on EGP. According to Zein (2016) English teachers especially in vocational schools are expected to adopt the role as material developers. They are also demanded to design appropriate material for teaching-learning process.

The research examining the students' needs at vocational high schools in Padang. The finding showed that the needs of students mismatched with the English materials given by the teachers. The secretary students did not get the materials that suitable with their concern. The teacher still had lacking in giving relevant materials for their students. Moreover, Yuana (2013)

¹ Corresponding author: Fajar Wirawan, Email: fajawirawan34@gmail.com, Corresponding Address: Indragiri Hulu Regency, Riau, Indonesia

²Widi Syaftinentian, Email: widisynz@gmail.com

³Puji Astuti, Email: pujiastuti2695@gmail.com

conducted the research related to the students' need at vocational high school at Surabaya. The finding showed that there is no relevance between the need of the students and the English material in accounting major. The students' need to be able communicate using English well in the subject area of accounting, but in fact, the teachers still provided with general English learning materials (Aeni et al., 2018). The research about the students' need in vocational high school level in Bandung. The finding showed that the need for vocational students majoring in Computer Network is to meet the academic professions and the skills of the language and some of the language components that correlate with their major, but unfortunately, English material that was teachers provided especially English textbook still focused on English general language competences.

A lot of mismatch occurred because teachers may have lack of Needs Analysis (NA) skills. The NA skills are not the point of consideration that should be possessed by the teachers because it has been long time the development of a language curriculum at secondary levels in Indonesia is using a top-down approach. As this has been mentioned in the Legislation of Indonesia said that the blueprint of the curriculum for lower and upper secondary levels is given by National Government. According to Činčera et al (2019) the top-down curriculum is not easily implemented due to greater diversity e.g. geographical diversity and the school type diversity in Indonesia. According to Mazon et al. (2020) one of the school levels and types which are be affected by the implementation of a top-down curriculum is vocational schools. According to Khasanova et al. (2019) a vocational curriculum teaching and learning activities should be directed to meet the needs of job-places. As the development of top-down approach will likely cause the mismatch, several EFL countries are looking at the other direction of curriculum development that is Bottom-up approach (Rahimi & Alavi, 2017).

Top-Down Vs Bottom-Up Curriculum

Curriculum development is a complex process where all stakeholders' perspectives interact. The main concern for any kinds of a curriculum is merging stakeholders' needs (Mascarenhas, et al., 2015). By paying close attention on all of the stakeholders' voices, the curriculum used in the vocational high schools will be more suitable for not only the students' needs, but also the needs of labor markets. Thus, to solve this problem, some countries apply a bottom-up approach in their curriculum design at vocational high schools and involve the stakeholders in it as the solution. According to Setiawan (2020) making reflection from countries that have implemented the bottom-up approach in the completion of the curriculum and also involving stakeholders in its development can be the right steps for Indonesia to design the curriculum. According to Galloway & Numajiri (2020) some countries that have started implementing a bottom-up approach in their curriculum designing are Taiwan and Japan. The curriculum has been reformed in Taiwan in the last 20 years and the reformation of the vocational curriculum has involved a wide range of stakeholders' voices in the process of decision making, planning, and implementation, involving central and local governments, scholars and experts from universities, teachers, interest groups, and parents.

A bottom-up rather than a top-down strategy has been used in Japan's educational system. While the Ministry of Education, Culture, Sports, and Technology (MEXT) is responsible for determining the criteria for the national curriculum, local education authorities and schools have a great deal of discretion in determining what is most beneficial for the students in their care. According to Weinstein et al (2018) the laws that govern the establishment and operation of regional educational administration include specifics for the curriculum that must be covered at each of the three levels of education: elementary, secondary, and postsecondary. According

Pak & Desimone (2019) state and regional boards of education are responsible for passing laws controlling curriculum standards and for prescribing curriculum standards for their particular areas. This is done to guarantee that all children get an education that is in line with the national standard.

A method known as bottom-up curriculum development is one in which some or all of the members of a school community design, implement, and/or evaluate the components of the curriculum for the school. As a result, bottom-up curriculum development is connected to the aforementioned activities. According to Bonney et al., (2016) this might include returning to an earlier version of the curriculum, inventing a totally new one, or adopting and changing an already existing one. It is important to note that this is a collaborative endeavor, and not to be confused with the work of solitary teachers or administrators who are not operating within an established framework. According to Ten Cate et al (2015) implementing a curriculum that is built from the ground up requires some effort. Before beginning to use the bottom-up technique, there are a few preparation steps that need to be carefully considered and planned out.

There are several major steps in the bottom-up curriculum development process such as needs analysis (NA), the purposes of teaching and learning activities, methodology, materials, objectives, testing and evaluation. In the steps of implementing a bottom up approach, needs analysis is one of the most important steps that rank first. Need analysis is an instrument used to analyze the needs of students and focusing on the students as the center of education process. Gözüyeşil (2014) believes that NA is the foremost step which leads to a learner-centered curriculum. It is essential to take into account the students' preferences and wants. The importance of NA has been acknowledged by several scholars and experts. For example, Masuhara (1998) describes five phases of curriculum development processes as illustrated in the diagram as follows.

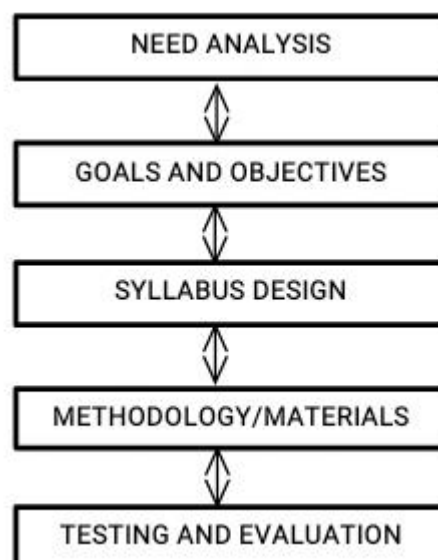


Figure 1. Masuhara's Model of Course Design Procedures Figure 1. Masuhara's Model of Course Design Procedures

Masuhara emphasizes the importance of needs analysis that must be considered in advance in designing the curriculum. Moreover, to design the curriculum well, NA can also be used as a tool for the purpose and needs of students in learning English.

The Roles of NA in the Curriculum Design

NA is a tool to collect the data of stakeholders' needs for the process of curriculum development. Besides, the result of NA will guide the teachers to choose the suitable tasks and materials for the students. NA means the activities of submitting information that can be used as the basic information for the curriculum development that meets the needs of a certain group of learners (Lebenicnik et al., 2015). According to Bakker & Van Eerde (2015) NA was designed to identify different types of students' needs. Needs analysis can also be addressed as need assessment which plays an important role in the process of devising and implementing a program of any language, whether it is English for Specific Purposes (ESP) or General English course (Widodo, 2016). Therefore, NA is the crucial step in constructing curriculum contents, teaching materials and methods.

The three primary types of NA are known as TSA, PSA, and PNA, which stand for Target Situation Analysis, Present Situation Analysis, and Prospective Situation Analysis, respectively (Pedagogic Needs Analysis). The fundamental objective of the TSA is to determine which linguistic particulars are taught to students of a particular language (Sing, 2017). Included in this discussion are the reasons why students choose to learn a foreign language as well as the resources that the students have found to be the most helpful in their studies.

In the meanwhile, the purpose of the Present Situation Analysis (PSA) is to determine the gap that exists between the environment in which the learner is now immersed and the one in which they would thrive best. This kind of NA is quite helpful in identifying the obstacles to learning that occur outside of the traditional classroom setting. According to Godley et al. (2015) pre-service instructors use PSA to determine whether or not their students are prepared for English class. In addition to this, it is used as a diagnostic instrument to determine the academic standing of each individual student. PSA is able to collect extra data that may have an influence on the education given in the classroom as well as the growth of the students (Santelli et al., 2018). Involved as well are the fundamental considerations that would have been made either prior to or concurrently with the TSA.

The second sort of NA is known as the Pedagogical Needs Assessment (PNA). This indicates that it places an emphasis on the real environment that the learner is in when they are studying. There is a difference in the way a person processes information depending on whether English is their first language, second language, or a foreign language. According to Poedjiastutie & Oliver (2017), the environment in which English is being learnt could include not just the location of the learner (rural or urban), but also the degree of education that the learner has (secondary or above). PNA becomes the data that informs the process of defining those students' English-language learning needs when it is used to conduct an analysis of the situations in which students are learning English (Pan, 2015).

Among the three types of NA, the Target Situational Analysis is the most beneficial tool for identifying whether or not a student's interests and ambitions correspond with the requirements of the majors that are offered at a vocational high school (TSA). According to Lin et al (2018) the Transportation Security Administration is focusing its efforts on projecting the demand for graduates who have the necessary professional experience and who are fluent in English. According to Flores et al. (2015) at the core of this scenario analysis are the students' potential future roles, as well as the linguistic and topical expertise they'll need to acquire in order to present themselves as knowledgeable in their respective fields. In addition, he underlined that

"Every vocational-oriented course must be focussed on the major problem is what learners must do with English." He said this many times during his speech." According to Widdowson, who is quoted by Paltridge and Starfield, "the aim requirement is thought to be goal centered, the needs of learners are more process oriented when they relate to what children must do to obtain language". It should come as no surprise that the target scenario is tied to the goals or competencies that students desire to acquire and the procedures that they need to follow in order to accomplish this goal.

Target Situation Analysis (TSA)

There are several approaches to NA, but in this article Target Situation Analysis (TSA) is discussed in more comprehensive manner since vocational schools' curricula are supposed to refer to students' target needs at the workplaces. According to Chamber (1980), TSA aims to determine what the students' needs are during the English learning processes and to connect them with the target of the work situation. In this perspective, TSA can be very helpful for the curriculum development in Indonesia and it should be put into consideration by the curriculum developers, especially those who develop the vocational curriculum (Dewi, 2015). TSA focuses on necessity, lacks and wants. Necessity means what the students have to know in order to be able to use the language effectively in the target situation. Lack is a kind of slit between the existing proficiency and the target language (Widodo, 2016). Chambers (1980) defines TSA as "communication in the target situation"; it means that TSA procedures are designed to assign the optimum English which will be used.

Martinez & Sanz (2008) mentioned the characteristics of TSA. First, TSA identifies the goals of the language program and it will help to formulate a strategic decision in the first step of designing curriculum (Remache & Ibrahim, 2018). Second, TSA is product-oriented needs. It means TSA focuses on the needs of the students after they graduate. Last, it provides information in developing curriculum to meet the needs of a particular of students (Mehrdad, 2011).

The TSA approach in EFL Context

In its curriculum development, China uses TSA approach to analyze the needs of the students in the workplace. in China, TSA is a crucial task at planning the steps of designing a curriculum in the educational context, because it can provide some basic goals in the curriculum design (Tan et al., 2016). The goals are managed based on the language outcomes which are prescribed by the teachers (Gore et al., 2017). It is supported by another study which was conducted by Xiao et al. (2014) who also used TSA to identify students' needs. Questionnaires and interviews were employed to obtain the data of the students' needs. The result indicated that the students needed reading and writing skills to fulfill the needs in factory.

In Japan, Ilma et al (2020) conducted a study to survey 1316 secondary high school students and revealed that all four skills were crucial. In this study, TSA was employed to identify the language needs of the students, consisting of information both from individuals and a group of students. The study also revealed that the students were able to achieve the targets and they also need to be informed of the strategy to achieve. In the beginning of the school year, the syllabus should explain the learning objectives and provide students a glimpse of information about what they expect to achieve by the end of their studies. Students should also try to express the purposes and objectives of their own, so that they have the informed goals set by themselves. Perche (2002) states that TSA approach discloses the fact that the language

prioritized skills to master during their study at vocational schools in Japan are listening and speaking.

Jordan vocational schools employed TSA to discover the needs of the students. The researcher used the questionnaire to collect the data from 146 secondary vocational schools majoring in Tourism Industry in the second semester 2012/2013. The findings of the study showed that there were some real special English language needs and interests for the students in the hotel stream. From the result of this study, it was found that all language skills were needed. For example, the students needed to practice listening to conversation, orders and instruction. In speaking, they needed to be able to converse with other people. In reading, they needed to understand how to read advertisements, instructions, and brochures. Therefore, the students in the hotel stream in Jordan needed English language that covered most workplace needs.

Implementation of TSA between Indonesia and Other Asian Countries

TSA has been utilized by many academics in Indonesia to determine the standards that children attending vocational high schools need to meet. Fauziyah et al (2021) carried out research in Tasikmalaya and discovered that the perceived English needs identified by participants included being a hotel employee with English communication competency and being a good communicator with a service attitude. This finding indicates that the ultimate purposes in teaching English program are appropriate already based on the target situation of the hospitality industry. Students enrolled in hospitality and lodging programs are expected to have a strong command of the English language and an understanding of other cultures. This requirement takes into account the special requirements of the hospitality business. The most recent TSA implementation study that Mahbub (2018) has conducted was in Jember. According to the findings, students majoring in computer engineering and networks placed the most priority on having access to resources that would assist them in their future professions, namely ones that would assist them in speaking English more effectively. They want to improve their education by studying English so that they may go on to higher levels of coursework and obtain jobs once they finish their studies.

Moreover, the other country such as Thailand also implementing TSA for getting information about their students need. Kloptsova (2017) conducted a research examining target situation analysis at technical vocational school in Thailand. The finding showed that every students want mastery of English skills to prepare future job in factory. In particular, the teacher did not teach all English skill to improve students' skills. Thus, the result of the situation analysis did not provide concrete starting points for the improvement of teaching English skills. Then, in Pakistan, there is a research examining situational analysis to engineering students at Vocational Education. The finding showed that the needs of students were mismatched with the teaching materials given by the teachers. Students' need did not achieve to get new knowledge; they only need specific material related to their department to work in garage. But, in the school the teacher teach general English to all students.

The results of TSA implementation in Indonesia and other Asian countries showed that TSA is a very useful tool in knowing what vocational high school students need. It also can direct what must be done by stakeholders in developing a curriculum that is suitable for their students. Thus, Indonesia and other Asian countries must pay attention to the needs of their students when they study at school and it is connected with the needs after they graduate from vocational high school.

Conclusion

Merging a variety of perspectives on the needs of stakeholders into one in order to produce the right curriculum design for vocational students in teaching and learning English processes is not an easy task. However, in this case, it does not mean impossible for Indonesia to do this in designing its curriculum. Indonesia should apply NA using the appropriate approach called Target Situation Analysis (TSA) to develop the curriculum. It will have a good impact on the development of the education system, especially in the vocational high schools. The TSA approach has an important role in the process of developing the curriculum because it will help the educators to know the English language needs of the students at schools and the results of the course are suitable with the needs in the workplace. By implementing TSA in designing the curriculum, it will be easier to design the appropriate contents of the curriculum with the students' need. Indonesia will be able to prepare carefully what must be done when implementing TSA in discovering the needs of the vocational high school students. Indonesia needs to involve the stakeholders in each school to carry out TSA, so it will minimize the time and save the costs. Thus, TSA implementation can be conducted more comprehensively in Indonesia compared to that in other countries which also apply the TSA. If TSA can be implemented more easily in Indonesia, the educational targets suitable for the needs of the students can be achieved. Moreover, it also can reduce the lacks of English teaching at the vocational high school levels. Therefore, the term "what the teacher teaches is not what students learn" will no longer exist.

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