Needs Analysis of Oral and Written Communication in English for Nautical Students At Grade XII in SMKN 4 Bengkulu City

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ABSTRACT

The design of this research is quantitative-qualitative descriptive research. The purpose of this research are first to analyze the needs of oral and written communication in English of nautical students in SMKN 4 Bengkulu and second to analyze the implementation of the students' need. The subjects of this research are students of SMKN 4 Bengkulu 12th grade, English teachers in SMKN 4 Bengkulu, graduates of Nautical Study Program, and the stakeholders in the field of maritime. In this study, researcher used the needs analysis to find what are the need of oral and written of English for nautical students grade XII in SMKN 4 Bengkulu. The instruments that used in this study are questionnaires and interview. The result of the needs of oral and written of English for nautical students grade XII in SMKN 4 Bengkulu is the materials, topics, and activities that support their activities especially speaking and writing to work in the maritime field with simplified material that is suitable for beginner level and the needs can be implemented in lesson plan through the activity like monologue, watching film about cruise ship, and singing, but it will not appropriate with the curriculum set by the government.

Keywords: English for Specific Purposes, Needs Analysis, Vocational School

ABSTRAK

Desain penelitian ini adalah penelitian deskriptif kuantitatif-kualitatif. Tujuan dari penelitian ini adalah pertama untuk menganalisis kebutuhan komunikasi lisan dan tulisan dalam bahasa Inggris siswa kelautan di SMKN 4 Bengkulu dan kedua untuk menganalisis implementasi kebutuhan siswa. Subjek penelitian ini adalah siswa kelas 12 SMKN 4 Bengkulu, guru Bahasa Inggris di SMKN 4 Bengkulu, lulusan Program Studi Ilmu Kelautan, dan pemangku kepentingan di bidang kelautan. Dalam penelitian ini, peneliti menggunakan analisis kebutuhan untuk menemukan apa saja kebutuhan bahasa Inggris lisan dan tulisan untuk siswa kelas XII bahari di SMKN 4 Bengkulu. Instrumen yang digunakan dalam penelitian ini adalah angket dan wawancara. Hasil dari kebutuhan bahasa Inggris lisan dan tulisan siswa kelas XII kelautan di SMKN 4 Bengkulu adalah materi, topik, dan kegiatan yang mendukung kegiatan mereka terutama berbicara dan menulis untuk bekerja di bidang maritim dengan materi yang disederhanakan yang sesuai untuk tingkat pemula dan kebutuhannya dapat diimplementasikan dalam RPP melalui kegiatan seperti monolog, menonton film tentang kapal pesiar, dan bernyanyi, namun tidak sesuai dengan kurikulum yang ditetapkan pemerintah.

Kata Kunci: Bahasa Inggris untuk Tujuan Khusus, Analisis Kebutuhan, Sekolah Kejuruan

INTRODUCTION

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. Some people described ESP as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. The other, however, were more precise, described ESP as simply being the teaching of English for any purpose that could be specified.

Learners' needs analysis is often described as the first step that the curriculum or course planners should do to determine the learners' skills, competences, knowledge, needs, and purposes in learning. This step helps the curriculum planners or learning provider know whether the content of the courses is relevant with the learners' needs or not. Furthermore, according to Richards (2001:33), learners' needs in English for Specific Purposes (ESP) are described in terms of performance, that is, in terms of what the learner will be able to do with the language at the end of a course of study. In many cases, learners' needs may be relatively easy to determine, particularly if learners need to learn a language for very specific purposes, for example, employment in fields such as tourism, nursing, engineering, maritime or the hotel industry (Richards, 2001:53-54).

Vocational High School or SMK *(Sekolah Menengah Kejuruan)* is an educational institution which focuses on developing specific skills. Generally, SMK provides several study programs for the students. SMK has a purpose to educate the students to be competent person due to their study programs. During the study, the students are required to improve knowledge and apply their soft and hard skills into practice by following an internship program or PKL *(Praktek Kerja Lapangan).* Later, it is expected that the students will be skillful and competitive person to enter fields of endeavor after they finish their education.

Based on the Indonesian government rule No 17 year 2010 article 80, the study program in SMK is categorized into nine: Teknologi dan Rekayasa, Teknologi Informasi dan Komunikasi, Kesehatan, Agribisnis dan Agroteknologi, Perikanan dan Kelautan, Bisnis dan Manajemen, Perkapalan/kelautan, Seni Rupa dan Kriya, and Seni Pertunjukan. In terms of English teaching, the Minister of Education and Culture Regulation No. 60, 2014 about the basic competences of English states that English teaching in SMK is focused on developing communicative competence. The objective is to enable the students to communicate in the target language orally and in writing accurately and appropriately in the four language skills to support their competence in a certain program. To reach the objective, there are some factors which have to be considered such as teachers, media, and materials.

In SMKN 4 Bengkulu there is a maritime study program, which has 2 departments, namely, *Nautika Kapal Penangkap Ikan* (NKPI) and *Teknika Kapal Panangkap Ikan* (TKPI). In each department, students are prepared to sail both domestically and abroad. In the last three years, Indonesian government officially declared that the maritime world and industry became the national strategic policy. By this policy, the government made maritime axis or maritime toll road across the nation in order to increase an economic growth nationally (Kompas, 2014; Tempo, 2014). From the short survey that had been done by the researcher, some of the nautical graduates from SMKN 4 Bengkulu have sailed abroad, such as Japan, China and other countries.

This proves that communication at sea is essential for the efficient and safe running of a ship. They take place within the ship herself –known as on board communication, and between the ship and other ships, between the ship and shore stations and sometimes between the ship and aircraft – known as external communication. Yakusheckina (2002:1) states International Maritime Organization (IMO) requires every mariner to have adequate knowledge of English. The requirement emphasizes the importance of the English language proficiency in relation to safety at seal.

In addition, to be competent seafarers, International Maritime Organization (IMO) in Standard Training Certification and Watchkeeping for Seafarer 1995 (STCW 1995) and now amended to be STCW 2010 (STCW 2010 Amandements), the graduates of maritime students are required to have good standard of English Competence.

Then the STCW 2010 also requires the students to have knowledge of written and spoken English that is adequate to understands chart, nautical publication, meteorological information, message concerning the ships's safety and operation, and adequate skill to communicate with other ship and coast station, etc (IMO, 1995).

Since seafaring deals with international world and regulation, the use of English becomes much more crucial. People who involve in this field – in this case the seafarers—will need English for oral and/or for written communication. They use English for sending or receiving message when they are on voyage. Subandi (1998) states that people who work in maritime companies will be dealing with people from many countries all over the world and sometimes none of the mariners is a native speaker of English. Consequently, all the mariners must be able to communicate in English fluently. Furthermore, English skill is necessary as they also have to read and understand books, journals, publications about navigation which are commonly published in English Language.

Besides, according to English textbook used by nautical students, the material is about General English. The Nautical Students grade XII at SMKN 4 Bengkulu is using textboook from Kementerian dan Kebudayaan Republik Indonesia 2015 and all the material is about General English, not English for Special Purposes specifically English for Maritime Students. The concept of ESP is different from the concept of General English (GE) where ESP itself focuses in providing students with a more learning- centered kind of approach where it serves to acknowledge and take into consideration the learners' needs in a specific industry.

In order to achieve the purposes above, the researcher thinks that there should be an analysis of learners' need of English on oral and written communication for nautical students at SMKN 4 Kota Bengkulu and find out how the communication needs implemented. There are three studies that have done almost similar with this topic. First, Ever Nicolas and Endah Fauziningrum (2018) have done a research entitled Need Analysis Of Teaching And Learning Maritime English In Nautical Class Of Stimart "Amni" Semarang. The purpose of this research is to find out the problems faced by nautical cadets of STIMART "AMNI" Semarang in Maritime English class and to investigates the needs of the Nautical cadets in order to develop good syllabus and appropriate to their need.

The second research is Restu Arini (2010) has done a research entitled Improving Nautical Students' English Mastery Through Need Analysis-Based Materials Development. This study aimed at developing English instructional materials for Nautical Department of Akademi Maritim Yogyakarta based on need analysis. The third research is Dirgeyasa (2018) has done a research entitled The Need Analysis of Maritime English Learning Materials for Nautical Students of Maritime Academy in Indonesia Based on STCW'2010 Curriculum. The aim of this study is to investigate the Maritime English learning materials needed by the students of nautical department of Maritime Academy in Indonesia based in STCW'2010 curriculum. The participants of the research were the seafarers, the port authorities, the shipping business employees, the English lecturers, and the cadets of Maritime Academy. They were totally about 48 participants. They were selected by using purposive random sampling technique. There were three types of instruments for collecting data those were questionaire, documentary sheet, and interview. The results of the study shows that 1) there were three basic leaning materials categories of Maritime English namely a) the nautical contents, b) language skills, and c) languistic features and 2) the level of needs of those materials were different from categories to another categories and within categories.

As a conclusion, the first research focuses on analyzing the needs of the Nautical cadets in order to develop good syllabus and appropriate to their need. On the other hand, the second research focuses on developing English instructional materials for Nautical Department of Akademi Maritim Yogyakarta based on need analysis, and the third research focuses on finding what are the need, lacks, and want of tourism students in learning English and finding out the implementation of students' need.

So, according to the Minister of Education and Culture Regulation No. 60, 2014 about the basic competences of English states that English teaching in SMK is focused on developing communicative competence and International Maritime Organization (IMO) in Standard Training Certification and Watchkeeping for Seafarer (STCW 2010) states that the students to have knowledge of written and spoken English, this study is a kind of research which focused on the needs of English for Specific Purposes specifically on written and oral communication and the researcher also finding out how the communication needs implemented by doing some interviews with teachers.

Different from those three mentioned researches, this research is analyzing the student needs of English on oral and written communication for nautical students in SMKN 4 Bengkulu and finding out how is the communication needs implemented. It is expected to give some input to the curriculum developer and syllabus designer to formulate a syllabus and develop teaching material. Based on the explanation above, the researcher conducted a study entitled "Needs Analysis of Oral and Written Communication in English for Nautical Students at Grade XII in SMKN 4 Kota Bengkulu"

METHODOLOGY

This research is using mixed methods. In this research, the researcher gave the survey to the students, teachers, the graduates and stakeholders in order to know the students' need of oral and written communication in English for Maritime for Nautical Students at grade XII and finding how the communication needs implemented to the nautical students. The population in this research were the nautical students grade XII SMKN 4 Bengkulu City, the English teachers, the graduates, and the stakeholders. This research used random sampling. The total sample were 34 people. In this research, the researcher used 2 instruments, they are questionnaire and interview. According to Hutchinson and Waters (1987) target needs include necessities, lacks, and wants.

The researcher used 2 different questionnaires to finding first, the necessities and second to finding the lacks and wants of the students. The necessities are what student should know in order to work effectively and efficiently in the target situation, so the researcher gave the questionnaire to teachers, stakeholders, and graduates in order to gather data about the necessities of the students. While the lacks; the gap between necessities and what the student already knows, that is the existing proficiency of the students and wants; what the students view about what they think is useful for them, so the researcher gave different questionnaire and did some interview for the students to know about their lacks and wants. The researcher also did some interview to the teachers to find out how the communication needs implemented to the nautical students.

The data of this research was analyzed through utilizing a quantitative and qualitative technique of analysis. The data collected from the questionnaire were analysed using frequency and percentage. The highest frequency and percentage from the options of the questionnaire determine the students' necessities, lacks, and wants in English for nautical students grade XII. The data were calculated using the following formula:

$P (\%) : f / N(100)$

Where:

P: percentage

N: total respondents f: frequency

Due to the questionnaires give 4 alternatives of the answers, the interval of each category was counted by the formula :

$P = 100/n$

P   : length of interval

n   : number of alternative

100 : constant number

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Score	Interpretation
75%-100%	Very important
50%-74,99%	Important
25%-49,99%	Unimportant
0%-24,99%	Very unimportant

The data then convert into descriptive quantitative. It aims to summarize a given data set which cannot be represented entirely. After knowing the needs of students, the researcher did the interview to the teachers in order to how the communication needs implemented. After collecting the data from the interview, the researcher analyzed the data by a) Writing the conversation transcript, the researcher wrote the conversation by repeating the recording more than one time and reading important notes that the researcher did while interviewing, b) Classification the data, after rewrote the information from the recorded conversation, the researcher classified the information into the categories of information needed, c) calculating the result, d) he researcher calculated the result of all the data collected from respondents to each question submitted and d) describing the result, according to the objective of the research, the researcher described the answer gained from the interview.

FINDINGS AND DISCUSSION

Findings

Needs of oral and written communication in English for nautical students at grade XII in SMKN 4 Bengkulu City

In this research, the data that represent necessities were gathered through the questionnaire that had been distributed to the five English teachers in SMKN 4, six stakeholders, and five graduates of SMKN 4 Bengkulu City. The questionnaire is focus on what capabilities that nautical students must master. In this part, results questionnaire gained from data collection instrument are presented. Firstly, teachers' agreement, secondly stakeholders' agreement and the last graduated agreement are presented.

Teacher

From the result that gathered through the questionnaire, there were nine important capabilities that have to be mastered by the students according to the teachers. The first fifty percents (75%) teachers agreed that the students have to listen to Captain's instructions. The students need to master the words or the expressions that related to the maritime terms to be able to listen to communicate to Captain in English. Then, second was seventy-five percents (75%) teachers agreed the skill which should be mastered by Nautical students is students need to be able to listen to the directions and destination.

The third option that had chosen by the teachers was the students need to be able to listen about the weather conditions. (75%) agreed. After that, the fourth seventy-five percents (75%) teachers agreed the skill which should be mastered by Nautical students is students need to be able to communicate with the port or other crew members about the condition of the ship.

The fifth was seventy-five percents (75%) teachers agreed that the students need to be able to Explaining about the weather conditions. The sixth skill should be mastered by students according to teachers is student need to be able to explaining the directions. (75%) agreed. The seventh was seventy five percents (75%) teachers agreed that the students need to be able to Describing how main engine work.

The eighth skill should be mastered by students according to teachers is student need to be able to understanding the Standard Operating Procedure (SOP). (75%) agreed. The seventy five percents (75%) teachers agreed that the students have to Writing the port and Captain's instruction.

Stakeholders

From the result that gathered through the questionnaire, there were eleven important capabilities that have to be mastered by the students according to the stakeholders. The first was a hundred percents (100%) stakeholders agreed that the students have to listen to Captain's instructions. The students need to master the words or the expressions that related to the maritime terms to be able to listen to communicate to Captain in English.
The second was a hundred percents (100%) stakeholders agreed the skill which should be mastered by Nautical students is students need to be able to listen to the directions and destination. The third option that had chosen by the stakeholders was the students need to be able to listen about the weather conditions. (83%) agreed.

The forth was eighty three percents (83%) stakeholder agreed the skill which should be mastered by Nautical students is students need to be able to communicate with the port or other crew members about the condition of the ship. The fifth was eighty three percents (83%) stakeholders agreed that the students need to be able to explaining about the weather conditions. The sixth skill should be mastered by students according to stakeholders is student need to be able to explaining the directions. (83%) agreed.

The seventh skill should be mastered by students according to stakeholders is student need to be able to understanding the Standard Operating Procedure (SOP). (100%) agreed. The eighth skill should be mastered by students according to stakeholders is student need to be able to naming types of vessels and their parts. (83%) agreed. The ninth skill should be mastered by students according to stakeholders is student need to be able to writing a job application letter to a (83%) agreed.

The tenth eighty three percents (83%) stakeholders agreed that the students have to writing a job report. The last eighty three percents (83%) stakeholders agreed that the students have to writing the port and Captain's instruction.

Graduates

From the result that gathered through the questionnaire, there were twelve important capabilities that have to be mastered by the students according to five graduates of SMKN 4 Bengkulu. The first was eigthty percents (80%) stakeholders strongly agreed that the students have to listen to Captain's instructions. The students need to master the words or the expressions that related to the maritime terms to be able to listen to communicate to Captain in English. The second was eighty percents (80%) stakeholders strongly agreed the skill which should be mastered by Nautical students is students need to be able to listen to the directions and destination. The third option that had chosen by the stakeholders was the students need to be able to listen about the weather conditions. (80%) agreed. The forth was eighty percents (80%) stakeholder agreed the skill which should be mastered by Nautical students is students need to be able to communicate with the port or other crew members about the condition of the ship. The fifth was eighty percents (80%) stakeholders agreed that the students need to be able to Explaining about the weather conditions. The sixth skill should be mastered by students according to stakeholders is student need to be able to explaining the directions. (80%) agreed. The seventh was eighty percents (80%) stakeholders agreed that the students need to be able to describing crew and routines.

The eighth skill should be mastered by students according to stakeholders is student need to be able to understanding the Standard Operating Procedure (SOP). (80%) agreed. The ninth skill should be mastered by students according to stakeholders is student need to be able to naming types of vessels and their parts. (80%) agreed. The tenth skill should be mastered by students according to stakeholders is student need to be able to writing a job application letter to a maritime company. (80%) agreed.

The eleventh eighty percents (80%) stakeholders agreed that the students have to writing a job report. The last eighty percents (80%) stakeholders agreed that the students have to writing the port and Captain's instruction. So, from the result of questionnaire, the necessities of nautical students based on the highest score, as follow:

Table 3.1 Necessities of nautical students grade XII of SMKN 4 Bengkulu

No	The Necessities of Nautical Students Grade XII of SMKN 4 Bengkulu
1	Listen to Captain's instructions
2	Listen to the directions and destination.
3	Listen about the weather conditions.
4	Communicate with the port or other crew members about the condition of the
5	Explaining about the weather conditions.
6	Explaining the directions
7	Understanding the Standard Operating Procedure (SOP)
8	Writing the port and Captain's instruction

From the table above, there are 8 necessities of nautical students grade XII of SMKN 4 Bengkulu. The result based on the highest score and the same needs from all the group of respondents.

Students' Lacks

After the necessities, the next aspect is lacks. It is required to know what the learners know already, so it can be decided then which of the necessities that the learners need to improve. One target situation necessity might be to read texts in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. In order to gather the data about lackness, the researcher gave the questionnaire and interview to 19 nautical students SMNKN 4 Bengkulu City. From the questionnaire, it was found out that most of the students have known English for quite long time that was since in Elementary and Junior School and most of students have English proficiency at beginner level. As the consequence, they are supposed to have adequate English background before they enter the higher level of education.

Further, 5.3% and 26.3% students assumed that grammar and the vocabulary were the most difficult problem they faced during their study. 42.1 % found great difficulty when they have to face an oral conversation in which they must catch what the English speaker say to them. 26.3 % students had problems with confidence. They felt anxious and afraid of being laughed by their classmates when they speak in front of the class.

Almost all of students (94.7%) have problems with their English score. They have gotten score below the standard more than 3 times. Almost all students considered English as the important subject to their future career life. All of students using English when they study. From the data that were gathered through the interviews, it can be seen that eighty five percents (85%) of students stated that they do not know about any expressions or words that are used in maritime term like nautical direction, ship system and stability, cargo handling and storage and

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many more. The other fifty five percents (55%) of the students said that they found that it is hard to master the four skills in English. The hardest skills to be master according to the respondents are listening and speaking skills. The last result was eighty percents (80%) of the respondents did not know the useage of the words or expressions that are used in maritime term, for instance they cannot find the words to say about what they want to say.

Wants

According to Richterich (1980) the existence of need is associated with the perceptions and desires of a person. Needs do not exist in reality, it is rather an image of personal feelings that the learners express on the basis of data pertinent to their environment. So, wants are, in fact, the reflection of learners" own perceptions. Moreover, most students expected to master the speaking skills and its application in maritime field. According to them, marine is dealing with foreign people who mostly speak in English, so that they demanded to have the ability of speaking English in such conversation. 89.5% students said they learn English in order to getting a job, as we know, English is important in world of work. Especially in the maritime industries. For the teaching method, 78.9% students want practice as the method that used by teacher. By practiced, the students would easier to learning English. For the teaching aids and media, 57.9% students chose games as the best media to learn English. They added that they could improve their language skills especially listening and speaking which they considered as the most needed skills in the maritime industries.

From the data of questionnaire, 57,9% percents of students preferred their teacher to motivating them in learning process. In order to make an atmosphere where the students can feel fun and interested, the teacher needs to be more active and communicative to the students. In the questionnaire the respondents were asked about what kind of activities for each skill (speaking, listening, writing, and reading) that they wanted in the learning process. From the result, eighty four percents (84%) of the respondents preferred the activity like completing the text based on the dialogue or monologue that is given in learning activity. This kind of activity considered as the easiest activity which can be understood by all the students. The dialogue or monologue that is given to the students must relate to their vocational program.

The next is speaking. For this skill, seventy four percents (74%) of the respondents preferred to have a discussion or share their idea in pair or group about some topics for their learning activity. Students choose this kind of activity because they find that it is hard to learn by them. They want an interesting way that can involve them to be active in learning process to make them easier in understanding the material that is given. The teacher can choose some topics that are related to the maritime that are being discussed by most of people to stimulate the student's speaking skill.

For reading activity, forty seven percents (47%) of the respondents preferred to answering question based on a text. This kind of activity is considered as one of activity that can help the students in their reading skill. By to answering question based on a text, the students will be more active to read the text and it can help the students to gain their focus.

For writing activity, forty seven percents (47%) of respondents wanted to write a text consisting of 100-200 words or more, for the beginning to the end. Most of the nautical students in grade XII are lack in practicecing the four English skills. Therefore, it will be hard if they are given a task without a correct example before. Therefore, many students preferred to write a text in the same form with the example given but in their own words and sentences.

So, according the necessities, lacks, and wants of the nautical students above, the researcher can conclude that the needs of oral and written of nautical students grade XII in SMKN 4 Bengkulu is the materials, topics, and activities that support their activities to work in the maritime field with simplified material that is suitable for beginner level.

Communication Needs Implementation

From the data that were gathered through the interviews, a hundred percents (100%) of teachers stated that they agree that they can implement the students' need to the lesson plan. From the interviews, 80% of the teachers stated that the English language that is suitable to be applied in SMKN 4 is English for academic purposes, where the academic purpose of English is to prepare students' abilities to face school exams, which is based on the curriculum set by the government.

Based on interviews that have been conducted, 80% of teachers agree that the best approach to be applied in SMKN 4 is a student-centered approach, which encourages students to do something as a practical experience and build meaning from the experience they get. The learning center is handed over directly to students with supervision from the teacher.

According to 100% of teachers, the books used by NKPI students are suitable for students studying English to face school exams, but the books are not suitable if used as a reference for learning English specifically for the NKPI department.

Discussion

The research questions in this study aim to search the needs of oral and written communication in English for nautical students at grade XII in SMKN 4 Bengkulu City. The research findings are discussed based on the research objective. The discussion can be seen below:

The Need of Nautical Students at SMKN 4 Bengkulu City

Brown (1995) stated that the outcome of a needs analysis should be a list of goals and objective for the parties involved, which should serve as the basis for developing tests, materials, teaching activities, and evaluation strategies, as well as for reevaluating the precision accuracy of the original needs assessment. These needs refer to "what the learner needs to do in the target situation" (Hutchinson and Water, 1987). They further subdivided target needs into necessities, lacks, and wants.

So, based on the result of the research, the necessities of the students are listen to Captain's instructions, listen to the directions and destination, listen about the weather conditions, communicate with the port or other crew members about the condition of the ship, explaining about the weather conditions, explaining the directions, understanding the Standard Operating Procedure (SOP), writing the port and Captain's instruction. The result based on the highest score and the same needs from all the group of respondents. this finding is line with the research findings of Dirgeyasa (2018) who found the need analysis has provided many, various, and different topics needed by the students of Maritime Academy such as vessel traffic service, ship handling, emergency on board, standard helm order, types of rope, parts of vessel, reading, writing, limited and particular grammatical patterns, applied terminologies, etc. In teaching and learning process, providing the appropriate topic is important. It aims at achieving the goals of the teaching and learning process of the English subject itself. In learning, topics that will be learned by students in the teaching and learning process are called materials of learning (Yunita, Emzir, & Mayuni (2018)). Those topics as materials of learning should match with students' needs in which aims at supporting the students in mastering English either English for general language or English for specific purposes (Veranita, Syahrial, & Koto, 2017). In this case, the English teachers should prepare the materials that are related to nautical students.

In addition, the finding of this study also revealed that the English teachers often emphasized student in translation skills when teaching English to nautical students. It indicates that the students did not get the aims of the learning English for their study program so that their

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English skill is still far from expected. As results, the students can not use English well (written and spoken) when working in ship. This case contrasts with the theory of instructional materials; for example, Amadioha (2009) stated that instructional material in the teaching and learning process will give students primary experiences, and those experiences will enrich the learning process from them. In other words, the learning materials will give the students knowledge and skills to be practiced in real life. Providing appropriate topics for nautical students will help them in their profession when communicating (oral and written) in the future.

The lacks of students are most of the students have known English for quite long time that was since in Elementary and Junior School and most of students have English proficiency at beginner level. As the consequence, they are supposed to have adequate English background before they enter the higher level of education. The researcher also found great difficulty when they have to face an oral conversation in which they must catch what the English speaker say to them. Students assumed that speaking and listening skill were the most difficult problem they faced during their study. The students also had great difficulty when they have to face an oral conversation in which they must cacth what the English speaker say to them and most of students had problems with confidence. They felt anxious and afraid of being laughed by their classmates when they speak in front of the class. Almost all of students have problems with their English score. They have gotten score below the standard more than 3 times. Almost all students considered English as the important subject to their future career life. All of students using English when they study.

Also from the interview students said that eighty five percents (85%) of students stated that they do not know about any expressions or words that are used in maritime term like nautical direction, ship system and stability, cargo handling and storage and many more. The other fifty five percents (55%) of the students said that they found that it is hard to master the four skills in English. The hardest skills to be master according to the respondents are listening and speaking skills. Students are expected to be fluent in explaining about the weather and direction and also to be able to communicate to captain and the other crew. If students' listening and speaking skill level are still in the beginner level or even lower than the beginner, it means that the students do not fulfill the classification to be working in the ship abroad. The last result was eighty percents (80%) of the respondents did not know the useage of the words or expressions that are used in maritime term, for instance they cannot find the words to say about what they want to say. This finding is contrary with the necessities of students they have to be able to listen to captain's instruction, listen to the directions and destination, listen about the weather conditions, communicate with the port or other crew members about the condition of the ship, explain about the weather conditions, explaining the directions, understanding the standard operation procedure (SOP), writing the port and captain's instruction. So the researcher can conclude that the lacks in this case is the gap between the students already know and necessities of students are the students do not know about the words which are used in maritime term, the students are hard to master the four skills in English, especially listening and speaking skills, and the students do not know about the usage of the words that are used in maritime terms, while the necessities of students they have to know and understand about the words which are used in maritime term, master the four language skill, and know about the usage of the words that are used in maritime terms. This finding is in line with Fauizinirum E. And Nicolas E (2018) who found that the problems encountered by the cadets in learning Maritime English are low motivation, anxiety to make a mistake in speaking.

In aspects of students' want, the researcher found that nautical students' want in English is a communicative and interesting learning process that is supported by appropriate materials and activities. The materials and activities should be related to their study program. The students want practice as the method that used by teacher. By practiced, the students would easier to learning English. The students chose games as the best media to learn English. They added that they could improve their language skills especially listening and speaking which they considered

as the most needed skills in the maritime industries. So they can practice their English with their friend in an enjoyable way.

Students also preferred their teacher to motivating them in learning process. In order to make an atmosphere where the students can feel fun and interested, the teacher needs to be more active and communicative to the students. Moreover, most students expected to master the speaking skills and its application in maritime field. According to them, maritime is dealing with foreign people who mostly speak in English, so that they demanded to have the ability of speaking English in such conversation. It is line with Fauziah E and Nicolas E (2018) in their research who found that the skills that nautical cadets most needed is speaking since most of the cadets thought that communicating orally to the other person in English is the most difficult element to be achieved.

From this condition, the researcher concluded that the students need the material that explains more about the basic words and expressions in maritime terms and the activity that can improve students' skills in English. The findings are unequivocal signals for language educators to adapt new approaches to teaching English for specific purposes that suitable for the students. In line with Kasim and Ali's study (2010), the pedagogical implication of the findings indicate that module design and development should take into consideration the incorporation of workplace scenarios as the basis of activities. It is therefore, recommended that the teachers, particularly those who teach Maritime English should enhance the students' speaking competence through having a lot of practices in speaking such as, role play technique, doing presentation or classroom discussion about ships' condition or other issues. Based from this research, the teachers could design a better lesson plan according to the students' need.

So, according the necessities, lacks, and wants of the nautical students above, the researcher can conclude that the needs of oral and written of nautical students grade XII in SMKN 4 Bengkulu is the materials, topics, and activities that support their activities especially speaking and writing to work in the maritime field with simplified material that is suitable for beginner level.

The Implementation of Students' Need

Needs analysis serves various purposes, among which, the most widely mentioned is supplying content to a given course. Richards (2009) has identified the following additional purposes of needs analysis; a) It provides data as to what language is required in the target situation, and thus, helps in specifying and sequencing contents, b) It provides parameter for collecting data from various groups of people, hence, enlarging the input in to content, design and implementation of language program, and c) It identifies language needs and directs the development of goals, objectives, and contents

From the data that were gathered through the interviews, the teachers stated that they agree that they can implement the students' need to the lesson plan through activity, like monologue, watching film about cruise ship, even can be singing, but it will not appropriate with the curriculum, and the teachers stated that the English language that is suitable to be applied in SMKN 4 is English for academic purposes, where the academic purpose of English is to prepare students' abilities to face school exams, which is based on the curriculum set by the government.

According to the teachers, the best approach to be applied in SMKN 4 is a student-centered approach, which encourages students to do something as a practical experience and build meaning from the experience they get. The learning center is handed over directly to students with supervision from the teacher. And the books used by NKPI students are suitable for students studying English to face school exams, but the books are not suitable if used as a reference for learning English specifically for the NKPI department.

CONCLUSION AND SUGGESTION

This research is aimed to describe Nautical students' needs in English and to find how the research finding can be used to fulfil the needs. From the finding and discussion of the research, can be concluding as follows, a) The needs of oral and written of nautical students grade XII in SMKN 4 Bengkulu is the materials, topics, and activities that support their activities especially speaking and writing to work in the maritime field with simplified material that is suitable for beginner level, b) The needs can be implemented in lesson plan through the activity like monologue, watching film about cruise ship, even singing, but it will not appropriate with the curriculum set by the government.

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