

## STUDENTS' NEEDS ANALYSIS IN LEARNING ENGLISH AT SMK TI ANNAJIYAH BAHRUL 'ULUM

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### ABSTRACT

Need analysis has an important role in designing English course at tertiary education level. This study aims to determine vocational high school students' needs at SMK TI ANNAJIYAH Bahrul 'Ulum in learning English, including target needs, learning needs, and the most dominant needs. Descriptive qualitative method used in this study by share the questionnaire to 36 twelve grade students and interviewing the English teacher. The finding of this study show that 18 students (50%) learn English to support their future career. Speaking skill is seen as the most needed skill to master by 22 students (61%). This result corroborated by teacher's statement which emphasize speaking skill as the most important English skill for students. 15 students (41,7%) stated that the most motivating learning activity is the question and answer method about relevant topics and issues. From this result, concluded that speaking skill need to be prioritized through learning activity in the form of discussing topics or issues related to the skills of Vocational High School students namely Software Engineering (RPL) and multimedia in English learning for twelve grade students at SMK TI ANNAJIYAH Bahrul 'Ulum.

**Keywords:** Needs analysis, English Course, Vocational High School

### ABSTRAK

Analisa kebutuhan memiliki peran yang penting dalam merancang perkuliahan Bahasa Inggris di jenjang pendidikan tersier. Penelitian ini secara garis besar bertujuan untuk menentukan kebutuhan siswa Sekolah Menengah Kejuruan di SMK TI ANNAJIYAH Bahrul 'Ulum dalam pembelajaran Bahasa Inggris, termasuk kebutuhan target, kebutuhan pembelajaran, dan kebutuhan yang paling dominan. Metode deskriptif kualitatif digunakan dalam penelitian ini dengan menyebarkan kuesioner kepada 36 siswa kelas XII dan mewawancarai guru Bahasa Inggris. Hasil penelitian menunjukkan bahwa 18 siswa (50%) belajar Bahasa Inggris untuk mendukung karir masa depan. Kemampuan berbicara dipandang sebagai kemampuan yang paling dibutuhkan untuk dikuasai oleh 22 siswa (61%). Hasil ini dikuatkan oleh pernyataan guru yang menekankan kemampuan berbicara sebagai kemampuan Bahasa Inggris yang paling penting untuk mahasiswa. 15 mahasiswa (41,7%) menyatakan bahwa kegiatan pembelajaran yang paling memotivasi ialah metode tanya jawab mengenai topik atau isu yang relevan. Dari hasil ini, maka bisa disimpulkan bahwa kemampuan berbicara perlu untuk lebih diutamakan melalui aktivitas pembelajaran berupa mendiskusikan topik atau isu yang berkaitan dengan keahlian siswa

Sekolah Menengah Kejuruan yaitu Rekayasa Perangkat Lunak (RPL) dan Multimedia dalam pembelajaran Bahasa Inggris untuk siswa kelas XII di SMK TI ANNAJIYAH Bahrul 'Ulum.

**Kata-Kata Kunci:** Analisa Kebutuhan; Kursus Bahasa Inggris; Sekolah Menengah Kejuruan

## INTRODUCTION

A wise decision based on a complete understanding of how much our lives would be impacted by our career is to become a true teacher. "A natural teacher didn't pick the teaching profession by chance, nor by, for example, coming across a walk-in-interview notice in front of a school or an educational intuition, going in and taking the interview, and ultimately getting the job right away," states Kolo (200:1). A teacher's influence on students' life outside of the classroom extends to their job as people who impart knowledge or teaching. In all educational environments, educating pupils and inspiring them to learn are also important parts of the teacher's job. One of the primary roles of a teacher is to motivate students to develop their abilities and aspirations to learn.

English instruction in secondary schools and vocational schools (SMK) are two very separate things. This vocational high school, known as the Berufsoberschule (SMK), attempts to prepare pupils to enter the world of business and industry. This is regulated in Law No. 22 of 2003, which describes the national learning system. Previously, Article 29 (3) of the Decree of 1990 Governing Secondary Education stated that vocational learning fosters the development of student's talents to acquire unique skills. As a result, English language instruction in vocational high schools is categorized as English for Specific Purposes because its primary goal is to prepare students for their specialties (ESP). Additionally, a critical challenge nowadays is how to teach English at vocational high schools where students are expected to comprehend English-related coursework to support their future employment. As a result, teaching English for Specific Purposes (ESP) can aid students in becoming proficient in the language. In other words, because English instruction is crafted to meet the demands of students who prioritize communication in their field research generally, it makes them happier and more engaged in the educational process.

English for Specific Purposes, according to Tomlinson (2003), is a general tuning that reads English dialect proverbs before the center, mimicking a specific event or argument used in the analysis. Additionally, the proverb "English for Special Needs" is stressed more before the center that wants idiosyncratic intelligence. This proverb refers to the section of the English dialect tutorial that comes before the center seeks idiosyncratic intelligence. Because English dialect proverbs are at the head of idiosyncratic analysis seeking a way and healthy seeking a way to work in front of that dialect, that poison is therefore advantageous and less centered. The increased focus of the English dialect's goal to idiosyncratic occurrences or analysis looking for ways is maintained when teaching English to Special Needs.

Central intentions are found through a needs analysis. known throughout the world and said to be used in many colleges, including those in Turkey (Akyel & Ozek, 2010), the United States (Long, 2005), and other skies (Mahbub, 2018). Because it examines the argument over intentions, lecturers/teachers, students, teaching looks, and proverb provisions, intention analysis also plays a crucial function in a proverb technique. All of these factors can be suitably related to bolstering the centered imitation technique (Wats and Wats, 2009, Robles, 2012, Shahroom and Hussin, 2018). Therefore, it is necessary to enhance the focal English dialect's nature and attach it to a calendar and teaching methodology. Additionally, inner wanderers in various sections like the syllabus, mastery mimicking techniques, and others meet the high school's overly focused aims.

Based on the outcomes of the researcher's preliminary fieldwork observations, which included interviews with English teachers at SMK TI ANNAJIYAH Bahrul 'Ulum. Numerous items are discovered as the problem's root causes during this approach. Lack of learning resources, low student motivation, and a number of other external circumstances, such as the absence of additional English class hours, are some issues that arise during teaching and learning activities. In the Islamic boarding school protected by the Bahrul 'Ulum Tambakberas Jombang Foundation is SMK TI ANNAJIYAH. One of the most difficult challenges to fostering the santri spirit in learning foreign languages is English, which is located beneath the shelter of this boarding school. Additionally, students' enthusiasm in studying English is seriously hampered by the effect of online learning caused by the Covid-19 virus. Pupils only have a fundamental understanding of how to learn English, and even then, their proficiency levels are comparable to those of junior high school students (Utari, 2022).

Material used to teach English at vocational high schools is more likely to be identical to that used in high school (SMA). Particularly, there are no differences in the course materials between high school and vocational high schools. This is evident in the course materials for learning English. In addition to the course outline, the electronic student book (BSE) does not conform to the environment of vocational students, necessitating that the teacher distributes the lesson module independently to students while they are studying. Learning English that is not specific to a lot of problems, like how hard it is to connect the material with the real conditions of each student's skills, especially its skills. Students' willingness to learn and participation in English learning is diminished when it is difficult to blend learning material with learning competence. Programs relevant to current degrees, such as software engineering majors (RPL) and multimedia skills, also contain some information that is challenging to explain. In addition, students struggle to comprehend vocabulary and grammar. Most of the material that is already out there is general, like material for high school students.

## LITERATURE REVIEW

Hutchinson and Waters (1987) divide assessment of needs into two groups. They focused on the needs and wants of learners. The student's need in the goal situation is the goal requirement. Goal needs can be broken down into three parts: needs, gaps, and wants. Needs

are different kinds of target needs based on what the target situation needs. Weak spots in figuring out what a student needs to learn. In this situation, the purpose of needs and deficiencies is to figure out what students need based on their majors and the skills needed in their field of work, as well as what skills they want to learn.

In language education, needs analysis has been around for about 20 years. In any course on ESP, needs analysis is a very important part. In fact, it is a requirement for any course design (Richterich and Chancerel, 1987). "This is also seen as one of the most important steps in ESP, along with making a syllabus, choosing and making materials, teaching and learning, and evaluating. (Dudley-Evans and St. It is thought that analysis is needed in order to give Johns (1991) a design activity as the first step in the design and relevance of curriculum validity to all future parts of the curriculum. For the needs analysis to work, it refers to the people who are involved in the activities that lead to the information that is used to develop curriculum and study the needs of a certain group of students.

Hutchinson and Waters (1987) introduced the learning-centered needs analysis model. Learning and target environment demands are analyzed in the model. "Necessities," "lacks," and "wants" are included. A "necessity" depends on the intended situation. The learner needs them to succeed in the target environment. "Lack" is the difference between "necessities" and the learner's current skill level. Students' "wants" differ from teachers' and course designers' objective needs. Language acquisition depends on learners' needs. Learning needs include learners' language motivation, chosen learning technique, resources, course time and location, and personal information. Hutchinson and Waters say Business English is a journey. "Lacks" start the journey, while "Necessities" end it. Transportation is how students get around. The "destination" may change because sponsors' "necessities" may differ from students'.

## METHOD

This study's objective is to describe the English-learning needs of students at vocational high schools. It "does describe an actual condition: it determines and reports the way things are," as Gay (1997: 142) puts it. In this study, qualitative research is used. According to Parse (2001:57), a qualitative descriptive research is an in-depth examination of a phenomenon to uncover patterns and themes related to social sciences, educational disciplines, and life experiences. In other words, the researcher will focus on the needs of students in learning English, which will be described based on the needs of students at SMK TI ANNAJIYAH Bahrul 'Ulum. Qualitative research is used to evaluate and describe the needs of students in learning English, from the most fundamental needs to the most dominating needs required by vocational high school students in English class.

As part of a qualitative study, direct observation, questionnaires, and interviews were collected. Additionally, data analysis adheres to the Miles & Huberman Model's four elements (2014). Collecting data, reducing data, presenting data, and then drawing a conclusion are the steps of a data analysis process. Learning to teach is of special relevance in this study. As little as possible will be done to manipulate occurrences as the researcher observes and explains

them. In order to comprehend human behavior with its complicated, overall picture, social and cultural views in their actions, qualitative study is a survey technique. She used thorough accounts of the subjects of her research to interpret words as numbers. Of course, questions are intended to be asked in a certain manner or in a planned laboratory, clinical, or experimental setting.

### **Subject and Instruments of the Research**

The topics picked for this study were those associated with teaching English as a second language. The subjects are students of SMK TI ANNAJIYAH Bahrul 'Ulum because the researcher will explore the English-learning requirements of students. This study interviewed the school's directors and one English teacher in addition to 46 students from class XII SMK. Hightower et al. (2011: 5) state that qualified teachers conduct thorough classroom preparation, monitor student progress, and evaluate their instructional strategies. Knowledge of issues and learning processes through excellent communication, diagnostic skills, understanding of different learning styles and how they affect culture, knowledge of child development, and the ability to use other skills abroad to meet student needs.

This study employed questionnaires, interviews, and documentation to assess vocational high school students' English learning needs. The researcher uses observations to create the questionnaire. The questionnaire covered English instruction and their needs. The questionnaire is a closed question with numerous statements to examine. This study proposes a six-topic questionnaire. a) The objective of studying English, b) Reasons to learn English, c) How to learn English, d) Skills needed to learn English, and e) Difficulties experienced in learning English.

### **Data Collection Technique**

This study will interview three class XII students, the English teacher, and provide a series of questions. April 16–June 16, 2022, researchers collected data.

#### **1. Questionnaire**

The researcher gave 36 vocational high school English class XII students questionnaires to validate the results. This research questionnaire had sixteen close-ended questions. Questions here check data correctness. Creswell (2007) defines qualitative research verification as assessing outcomes accuracy. This questionnaire also examines English class pupils to verify data accuracy.

#### **2. Interview**

Interviews and question-and-answer sessions are the greatest approaches to learn about the subject in this study. Interviews try to describe the subject's relationship. Schostak (2006) explains that the interview is a protracted conversation to gather depth of information about a topic or subject, and through phenomena that can occur and assess the meaning provided by the interview. The researcher will interview an English instructor from SMK TI ANNAJIYAH Bahrul 'Ulum for data gathering.

This study used structured interviews with SMK TI ANNAJIYAH Bahrul 'Ulum English teachers. SMK hosted face-to-face interviews. To determine vocational high school English students' approach and tool needs, interviews were performed. This study uses interviews to check and validate data. The researcher set nine open questions before the interview to collect detailed data.

### 3. Documentation

Research documents have several uses. Document search analyzes scenario-related documents. Monitors, classifies, and analyzes physical sources, notably written documents, in social and digital public spaces. The document format is based on modules, handbooks, etc.

### Data Analysis Technique

This data analysis begins by distributing questionnaires to vocational high school students, then the responses from the questionnaire are clarified and analyzed to find out the actual needs factually. The data analysis technique in this study is descriptive analysis based on the results of the percentage of overall student responses to the researcher's questionnaire. By using this technique, the researcher collects, compiles and presents qualitative data. Method is a type of research without using calculation or statistical procedures. So with this, the overall data that has been analyzed will be used to determine the needs of vocational high school students in learning English.

## RESULTS

### Target Needs of the Students in Learning English

To define the target needs of the students, including necessities, lacks, and wants, the students were given questions about their English mastery levels, their reasons and expectations in learning English, the English skills which are the most necessary and the most difficult, and in what occasion they use English the most.

**Table 1. The Most Necessary English Skill to be Mastered**

English Skills	Frequency of Students	Percentage
Listening	6	16.7%
Reading	4	11.1%
Writing	4	11.1%
Speaking	22	61%
Total	36	100%

According to the data on table 1 about the most necessary English skill to be mastered, it was found out that out of 36 respondents, 22 respondents (61%) stated that they chose speaking skill, 4 respondents (11.1%) stated that they chose reading skill, 4 respondents (11.1%) stated that they chose writing skill, and 6 respondents (16.7%) stated that they chose

listening skill. Thus, it can be interpreted that the most of the students considered speaking skill as the most necessary English Skill to be mastered.

**Table 2. The Students' Reasons in Choosing the Skill to be Mastered**

Students' Reasons	Frequency of Students	Percentage
The skill is useful in multimedia and software engineering field	22	61%
Demands of the course	8	22.2%
I like the skill	4	11.1%
Following the most needed skill according to the latest trend	3	8.3%
Total	36	100%

When the students were asked regarding their reasons in choosing the most necessary English skill to be mastered on the previous question, 22 respondents (61%) considered that the chosen English skill is useful in multimedia and software engineering field. The other 8 respondents (22.2%) chose skill is the demand of the course, 4 respondents (11.1%) that chosen the skill because they like it, and only 3 respondents (8.3%) followed the most needed skill according to the latest trend. It can be summarized from the displayed data on table 4.9 that the chosen English skill on the previous question is considered as the most necessary skill to be mastered because it is useful in multimedia and software engineering field.

**Table 3. The Students' English Mastery Levels**

English Mastery Levels	Frequency of Students	Percentage
Basic	20	55.6%
Poor	7	19.4%
Intermediate	6	16.7%
Advance	3	8.3%
Total	36	100%

From the obtained data, the students' proficiency levels were varied from basic to advance. 20 respondents (55.6%) stated that their English proficiency was basic, 7 respondents (19.4%) stated that his English was poor, 6 respondents (16.7%) stated that their English proficiency was intermediate, and 3 respondents (8.3%) stated that their English proficiency was advance. It can conclude that English proficiency of XII class in SMK TI ANNAJIYAH is Basic (55.6%).

**Table 4. The Students' Difficulty Levels in Learning English**

Difficulty Levels	Frequency of Students	Percentage
Very easy	4	11.1%
Quite easy	10	27.8%
Difficult	16	44.4%
Very difficult	6	16.7%
Total	36	100%

Table 4 above represents the students' responses related to their difficulty levels in learning English. The difficulty levels were categorized into four levels; very easy, quite easy, difficult and very difficult. Based on the data, 16 respondents (44.4%) stated that English is difficult to be learned, 10 respondents (27.8%) stated that English is quite easy, 6 respondents (16.7%) stated that English is very difficult, and the rest of 4 other respondents (11.1%) thought that English is very easy. It can be implied that the majority of the students considered English is difficult to be learned.

**Table 5. The Most Difficult English Skill to be Mastered**

English Skills	Frequency of Students	Percentage
Listening	9	25%
Reading	6	16.7%
Writing	4	11.1%
Speaking	17	47.2%
Total	36	100%

According to table 5, majority of the students who were represented by 17 respondents (47.2%) considered speaking skill as the most difficult English skill to be mastered. The second most difficult English skill is listening skill which was chosen by 9 respondents (25%), followed by reading skill and writing skill which were chosen by 6 respondents (16.7%) and 4 respondents (11.1%). It can be interpreted that speaking skill is the most difficult skill to be mastered by the students.

**Table 6. The Students' Difficulties in Mastering the English Skill**

Students' Difficulties	Frequency of Students	Percentage
The lesson material is less attractive	8	22.2%
Not confident because of the unfamiliarity with English	18	50%
The limitation of learning reference	6	16.7%
Less opportunity to practice directly	4	11.1%
Total	36	100%

The difficulty which the students faced in mastering the chosen English skill previously is defined on table 6. Most of the students who were represented by 18 respondents (50%) were not confident because their unfamiliarity with English. Followed by the second obstacle which 8 respondents (22.2%) faced in improving their English skills was the lesson material was less attractive. The limitation of learning reference were chosen by 6 respondents (16.7%) and The less opportunity to practice directly were chosen by 4 respondents (11.1%) for each option. In conclusion, the difficulty which was faced by most of the students is less confident feeling as the result of their unfamiliarity with English.



**Table 7. The Students' Expectation of The Work Field**

The Work Field	Frequency of Students	Percentage
Business	24	66.7%
Governmental Institutions	4	11.1%
Educational Institutions	2	5.6%
Another Profession	6	16.7%
Total	36	100%

In the next part, according to the results of the data analysis on the students' expectation of their work field show that out of 36 respondents, 24 respondents (66.7%) choose business, 4 respondents (11.1%) choose governmental institutions, 2 respondents (5.6%) choose educational institutions, and 6 respondents (16.7%) choose another profession. It can be interpreted that bussines is the students' expectation in their future work.

**Table 8. The Most Purpose of Learning English**

Purpose of Learning English	Frequency of Students	Percentage
To developing future career	18	50%
To doing the test	8	22.2%
To finishing the study	6	16.7%
Combination of the three	4	11.1%
Total	36	100%

The study found that 18 respondents (50%) stated that they needed English for developing future career, 8 respondents (22,2%) stated that English was used for doing their test, 6 respondents (16,7%) admitted that English was useful for finishing their study, and 4 respondents (11,1%) stated that English was used for the combination of the three. It can be conclude that developing the future career is the most relevant purpose of the learner's need to learn English.

**Table 9. The Students' Expectations in Learning English**

Students' Expectations	Frequency of Students	Percentage
Communicating actively and effectively using English	6	16.7%
Understanding text and speech in English	3	8.3%
Mastering basic rules of English	7	19.4%
Combination of the three options	20	55.6%
Total	36	100%

From the displayed data on table 9 regarding the students' expectations in learning English, 20 respondents (55.6%) stated that the combination of all three options, 7 respondents (19.4%) stated that mastering basic rules of English, 6 respondents (16,7%) stated that communicating actively and effectively using English as their expectations in learning English, and the rest 3 respondents (8.3%) stated that understanding speech and text in English. It can

be conclude that the students expected combination of all three mentioned skill in learn English.

### Learning Needs of the Students in Learning English

**Table 10. Activities that Motivate Students in English Learning**

Learning Activities	Frequency of Students	Percentage
Opened discussion regarding topic or issue which is relevant with multimedia and engineering field	7	19.4%
Playing a game which involves all students	20	55.6%
Group assignment with particular mission from the teacher	6	16.7%
Exploring material from varies references to be presented in front of the class	3	8.3%
Total	36	100%

When the students were asked regarding the learning activity which motivates them the most in learning English, there were 20 respondents (55.6%) who chose playing a game which involves all students, 7 respondents (19.4%) who chose opened discussion regarding topic or issue which is relevant with multimedia and software engineering field, 6 respondents (16.7%) who chose directly practicing the skill to be given feedback by the teacher, and 3 respondents (8.3%) who chose exploring material from varies references to be presented in front of the class. From the data above, it can be concluded that playing a game which involves all students is kind of learning activity which motivate majority of the students the most in English course.

**Table 11. The Most Relevant Topic for the Students' ESP Course**

Material Topics	Frequency of Students	Percentage
General English	5	13.9%
The application of English in multimedia and software engineering field	22	61%
English for TOEFL/IELTS test preparation	3	8.3%
English for multimedia and software engineering course	6	16.7%
Total	36	100%

In order to complement the data regarding the most motivating learning activity, the students were also questioned about the learning topic which is most relevant for their English course. Most of the students who were represented by 22 respondents (61%) chose the application of English in multimedia and software engineering field, which is slightly different from the English for multimedia and software engineering course that was chosen by 6 respondents (16.7%). 5 respondents (13.9%) chose General English (GE). The rest 3 respondents (8.3%) chose English for TOEFL/IELTS test preparation. From the explanation

above, it can be interpreted that the combination of the application of English in multimedia and software engineering field and from the English for multimedia and software engineering course is the most relevant learning topic for the students' ESP course.

### **The Most Dominant Needs of The Students in Learning English**

Based on data analysis of the most dominant demands of the students connected to the target needs, 18 respondents (50%) of the students answered that building the future job is the most relevant purpose of learning English. 18 students (50%) were unmotivated to learn English. 20 students (55.6%) reported basic English competence. 16 students (44.4%) found learning English tough. 20 respondents (55.6%) said they expected to learn English through mastering basic rules, communicating actively and successfully, and understanding voice and text. Data analysis shows that 24 students (66.7%) expect to work in business. 16 respondents (44.4%) rated the current English course as less effective, ideal, and relevant. 22 respondents (61%) said speaking was the most important English skill. 22 students (61%) identified the most important English skill because it is useful in multimedia and software engineering. 17 respondents (47.2%) said speaking is the hardest English skill. 18 students (50%) were not confident because of their English inexperience. They also proposed teaching English via games and question-and-answer. 19 respondents (52.8%) said they only got portion of the English materials. 23 pupils (63.9%) totally supported English programs. Playing a game with all pupils motivated 20 respondents (55.6%) to learn English. The English course's most significant learning topic. 22 students (61%) selected English in multimedia and software engineering.

## **DISCUSSION**

The researcher will address the questionnaires and interviews from earlier chapters on students' English learning needs at SMK TI ANNAJIYAH Bahrul 'Ulum. The target need, vocational school, need English program. Students recognize that English program is vital to their studies and future careers because English is used in every field. Most business majors said the materials are already relevant. They think speaking is the most significant medium for their future job because speaking is the first English ability pupils must acquire to learn the others.

The statistics indicate that most respondents need study materials related to their major study. The study showed that students still struggle with their studies and believe the English program would assist. Students who choose speaking as their main English skill need to acquire it quickly and practice every day so they can understand English without neglecting other skills. Students learn English to advance their careers. Since vocational students must take English, their aim demands show that they are learning English to build a career. Business is their expected career. They also said speech will be their main channel in the workplace. Most students need an English language program to study. Studying need relevant material.

To help them understand, try question-and-answer. The text also matched their interests. They found reading easier than speaking and listening.

## CONCLUSION

According to the finding, the results of this study will surely help to shape the development of materials, teaching strategies, and skill needed in the vocational school. Based on the result of data analysis of the most dominant needs of the students, it seems that the vocational students of SMK TI ANNAJIYAH Bahrul 'Ulum needed the materials relevant to their study. Therefore, needs should be seen as an indispensable aspects of syllabus designed in order to link the present students' academic needs with their needs in their prospective career. In addition, needs involves not only the students but also all parties in the educational system and relevant users institutions that ultimately employ students.

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