

THE NEEDS ANALYSIS OF EFL STUDENTS AT ARRAHMANIYAH DEPOK

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Abstract: Needs analysis is as absolutely necessary part of the curriculum development. It also plays and reviews an important part in the process of creating or designing English language courses not only for General English (GE) but also English Special Purpose (ESP) courses. This research analyzed the target needs of EFL students eleventh grade of senior high school MA Arrahmaniyah Depok by adapting Hutchinson and Waters's need analysis. The sample was 46 students. The recent research covered the target needs by consisting of necessities, wants and lacks and the learning needs. This recent research aimed to recommend learning materials in curriculum on the basis of needs analysis. The research used a mixed-method approach. Quantitative data was gained from an online questionnaire and the qualitative data was obtained from interviews. The data analysis used simple statistical data which was started from spreading the questionnaire online, downloading the questionnaire, identifying the result of the questionnaire in including frequency and percentages for all questionnaire items and interviewing some of students to get more understanding of the result. The results showed that the data of learners showed their weakness consist of (1) lack of opportunities to develop students' oral communication skills due to teaching and learning practices which are only emphasized in teaching English grammar and reading exercises, (2) lack of quality textbooks, (3) small amounts of English learning material contain vocabulary, and (4) lack of self-awareness of students towards learning English because their perception of English is influenced by their environment.

Keywords: Needs Analysis, Needs Target, Learning Needs.

INTRODUCTION

Need Analysis (NA) in English Language Teaching (ELT) becomes needful steps of curriculum development, selection the materials, and evaluation in teaching activities, especially in language teaching. In this case, NA is usually used to get information about what and how language skills should be taught. It is also one of the ways to obtain the estimated potential problems that will occur in the current ELT process. Parnawati and Ulinuha (2019) argued that NA in ELT has been mostly carried out since students' needs should be more explored in order to know what language skills are needed. That is to say, students should be provided with learning materials that truly fit their language skills need today. However, Poedjiastutie and Oliver (2017) pointed out that students' English competency is still considered unsatisfying to face rivalry in the global world. It needs to be adjusted to provide a more meaningful way ELT. Hence, it is reasonable to know the current needs of students in order to provide the effective way to teach English.

Moreover, Need Analysis in ELT gain high attentions among ELT practitioners. Jinzu (2018) stated that the result of NA was very necessary to adapt English education system. Consequently, Several studies have been made to a study of need analysis in many different

countries as in), China (Jinzhu, 2018), Turkey (Ulum, 2015), and Indonesia (Mahbub, 2018). Need Analysis studies have been focused on different aspect of ELT. For intance, A research by Aykel and Ozek (2010) focused on improving the English Language Teaching curriculum in preparatory schools of an English secondary university. While, Turmudi and Baihaqi (2019) reported student's needs analysis on English Essay Materials. Therefore, the aim of both studies were to get preliminary data and get needs analysis result of research and development process.

Different from those previous studies, this current study would focus on obtaining the target needs by consisting of necessities, wants and lacks, and the learning needs. The role of this analysis is important as a main reference for facilitators who will manage ELT classroom. However, teaching materials have been ready for use. It was a K13 textbook which generally cannot accommodate the needs of learners and generally not match the characteristics, conditions, and needs of students. Moreover, the learning objective of ELT based on students' need is the mastery of English language skills that require students to be able to master 4 skills in English. The preparation of syllabus and teaching material in ELT should be suitable with students' need in which study program taught. English teachers should add other teaching materials since the K13 textbooks are not providing enough the materials to actualize the learning objective.

Therefore, the writer intended to research through the needs analysis in order to get an English syllabus for students of class XI in MA Arrahmaniyah Depok that was relevant to their needs, which was a foothold in developing appropriate teaching materials. Additionally, Polly (2009) and Arimurti (2007) find out that designing resources will help students achieve the goal of learning English. Materials are important because they can help students' needs. Based on this problem, they were considered necessary to conduct an analysis of the need to use English in class XI in MA Arrahmaniyah Depok. Therefore, the analysis's result will become a reference for making or designing of the syllabus of English subjects which contained topics of teaching topics according to students' needs. The design of the syllabus was based on the results of analysis of student learning needs and the curriculum analysis's result in the Department of Natural Sciences XI senior high school in MA Arrahmaniyah Depok.

METHOD

This multi-method approach, which included both quantitative and qualitative research methods, aimed to recommend learning materials in curriculum on the basis of needs analysis. It was conducted at MA Arrahmaniyah Depok, West Java. An English teacher and 46 students (16 males and 30 females) aged between 15 and 17 participated in this study. They were purposively selected as they were deemed representative to present in-depth data the writer sought to study. Hence, the findings of this study could not be generalized for other classes within the same site of the study. In addition, the data were gathered from research participants via questionnaire and interview, as Basturkmen (2010), Hutchinson & Waters (1987), Long (2005), and Orr (2001) have suggested. The questionnaire distributed to the students were designed by consulting experts in the concerned fields. It was comprised of two parts which were intentionally designed anonymous to release the participants' anxiety when they were answering the questionnaire so that their answers were much closer to the real situation. Part A of questionnaire with items aimed at exploring the participants' target needs: necessities (item 1), lacks (item 2-3), and wants (item 4). Part B of questionnaire consisted of 21 items was designed to explore their perceptions on learning needs: 4 basic skills learning inputs (item 5,7,8,10,11,13,14 and 16), English teaching-learning procedures (item 6,9,12,15,17,18,19,20, and 21), learners' and teacher's role (item 23,24 and 25), and setting (item 22). Meanwhile, semi structured interviews with both the English teacher and the students were conducted in their native language as suggested by Ghany & Latif (2012). Each student/teacher was interviewed individually form 15-30 minutes on average. All of the interviews were audio-recorded, transcribed and evaluated in the context of the study's research question. In addition, data obtained from questionnaires were evaluated using detailed statistical methods, including frequency and percentages for all questionnaire items. Meanwhile, the verbal data resulted from interviews was analyzed qualitatively. Then, the findings were analyzed, interpreted, linked up with the previous studies, and conclusions were finally drawn.

FINDINGS

The findings exemplify the target needs and learning needs as the study focuses on:

Target Needs

Necessities

First of all, before identifying the needs of students, the questionnaire was designed to identify students' goals in learning English. Item (1) was given and designed to identify students' goals. The findings of the distributed questionnaire revealed that there were 25 (54.3%) students needed to learn English to communicate easily in English in written and oral form. However, there was only 1 (2.1%) student who chose the goal of learning English to pass the National Examination. On the other hand, there were 10 (21.7%) students who claimed that they needed to learn English because they wanted to be able to speak English both oral and written for looking for a future job.

Want

The results obtained from item (4) questionnaire about the needs of students who wanted to be studied in English included the contents of learning materials and topics that students need. According to the analysis of student responses to item (4) the majority of students wanted to learn English with the ability to master vocabulary well, both general and specific vocabulary in eleven grade of senior high school with a percentage of (twenty-four or 52.2%) out of a total of 46 students. Whereas some of students (eleven or 23,9%) stated that students wanted that students could master grammar well and also there were only (eleven students or 23,9%) wanted their English learning materials that they could understand and use every word, sentence and expression in English. However, (no student or 0%) chose distinguish formal and non-formal expressions in a particular text. In addition, when asked students' opinions about their desires about the material, the findings revealed that material that supports their future work that contained expressions and responses to communicate in English fluently was the most important thing they wanted. Material that is able to improve their grammar knowledge becomes second place and some of them choose not to answer because of their reluctance to give opinions.

Lack

The analysis of item (2) revealed that a significant percentage (78,3%) or 36 students expressed that their English proficiency was classes as beginner, 8 students or 17,4% expressed that their English proficiency was classes as Intermediate, and 2 students or 4,3% expressed that their English proficiency was classes as advanced. Furthermore, Item (3) in the questionnaire was a skill which according to students was lacking in learning English. Most students choose the speaking skill that they want to improve with a percentage of 67% or 31 students out of a total of 46 students.

Learning Needs

The questionnaire item 5 through 21 were designed to describe about the students' learning needs dealing with the learning inputs, procedures, teacher's and learner's role, and setting.

Learning Inputs

In terms of writing inputs, item (5), the students preferred to have writing input in the form of Examples of vocabulary that will be used in the text and accompanied by giving explanation. Most students wanted the form of it with a percentage of 50% or 23 students, while the others preferred to have it in the form of text models that will be studied or used in writing exercises with a percentage of 34,8% or 16 students. Concerning with the length of the writing input (item 7), there are twenty-nine (63%) students reporting that the length of the text must be short (150-200 words). Although, Teaching English in Senior High Schools: An Analysis of Needs must be moderate (250 - 300 words). For listening, the students' preferences for listening materials (item 8) told that most of them also wanted to have listening materials in the form of Authentic material such as news programs, radio broadcasts, films and songs (34,8% or 16 students), for monolog and dialog (23,9% or 11 students). Furthermore, the students preferred the length of the listening input (item 10), there were fifty (50%) students reporting that the length of the text must be short (150-200 words). Although, Teaching English in Senior High Schools: An Analysis of Needs must be moderate (250 - 300 words).

Moreover, in terms of reading inputs, item (11) the students preferred to have reading input in the form of reading text with vocabulary list with a percentage of (39,1% or 18 students), Although, there were (28,3%) or 13 students preferred to have reading input in the form of Authentic material that could easily be found in everyday life (for example: magazines, newspapers, recipes, announcements, etc.). On the other hand, in item (12) the students preferred the length of the reading input item (13), there are there were thirty-seven (80,4%) students reporting that the length of the text must be short (150-200 words). Although, Teaching English in Senior High Schools: An Analysis of Needs must be moderate (250 - 300 words). Speaking input also was examined through the questionnaire item (14) 32,6% or 15 students preferred in form of speaking materials monolog and dialog. Some of them 30,4% or 14 students preferred in the form of Authentic material that could easily be found in everyday life (for example: magazines, newspapers, recipes, announcements, etc.). Concerning with the speaking material input (item 16), there are twenty-six (56,5%) students reporting that the length of the speaking material input must be short (150-200 words) in medium category.

English Instructional Procedures

The next component of learning needs to be analyzed was procedure that basically refers to the activity the students need to do in accordance with the input. In so doing, the questionnaire was designed to record the four basic skills teaching-learning activities the students' preferred. The findings could be briefly illustrated as follows: (1) Most students wanted the type of writing learning activities "write the same text with the example of the text model given in accordance with the grammar and structure of the preparation of the correct paragraphs with a percentage of 58.7% or 27 students", (2) Most students wanted to listening activities "Make a note the important points in listening with a percentage of 45.7% or 21 students", (3) Most students wanted to type of learning activities in reading "Discuss the content or meaning of certain expressions contained in the reading and the use of the contents or meaning of these expressions based on context with a percentage of 41.3% or 19 students", and (4) Most students want this type of learning activity speaking in the form of practicing a dialogue/monologue model available in books or material with a percentage of 41.3% or 19 students. Furthermore, the item (17) regarding to method that students liked, they (16 students or 34,8%) preferred watching video in teaching and learning. Meanwhile, (13 students or 15.62%) students preferred giving Picture and the item (18) regarding to what situations in the dialogue that students would rather study, they (24 students or 52,2%) preferred doing conversation in school.

In addition to the four basic skills teaching-learning activities, the questionnaire was also designed for eliciting information related to the students' preferences on the teaching of vocabulary, grammar and pronunciation. The item number (19) regarding to vocabulary teaching, a majority of students (21 students or 45,7%) declared that they preferred to find new vocabulary in a text and look for the meaning or translation in the dictionary. Moreover, regarding to the grammar activities in item (20), they (14 students or 30,4%) preferred making its own sentences based on the pattern taught. Again, the item number (22) regarding to pronunciation, a majority of students (21 students or 45,7%) declared that they preferred to listen and imitate the pronunciation of the teacher.

Teacher's and Learners' Role

The teacher's and learners' role was the next component to be analyzed. In terms of teacher's role, in item (25) a significant percentage (13 students or 28,3%) preferred their teacher to create an atmosphere for students to be active in solving problems and doing assignments and with the same a significant percentage (13 students or 28,3%) also preferred to give suggestions, corrections, and comments on each student work, (12 students or 26,1%) preferred to give motivates when doing each practice question. As to the learners' role item (23) regarding to the place which is English learning

process implemented. Most students wanted the process to feel more comfortable if the learning process of English was carried out in classrooms with a percentage of 54.3% or 25 students. Furthermore, most students when the learning process was running, they preferred to discuss and be active in investigations to solve problems and do assignments with a percentage of 30.4% or 14 students.

Setting

Setting that involves the kinds of grouping the students will do the tasks and where they will do the tasks was the last component of learning needs in this questionnaire. The results of item (22) indicated that a significant percentage (27 students or 58,7%) preferred doing English assignments/activities in small groups of 3-4 people while (10 students or 21,7%) preferred to pair work, 6 students or 13% preferred to Individual, and 5 students or 6,5% preferred to make into a large group project.

DISCUSSION

In this study, the data paid attention to the needs of the target students collected from analysis questions number 1. For aspect of the short-term goal that students learn English to be able to use grammar accurately and speak fluently. The findings mentioned were supported by previous research (Alhamlan & Baniabdelrahman, 2015). Furthermore, students learn English for the long term most of students choose to continue their studies to a higher level of education and to get a future job. These findings were similarly to the previous studies conducted by (Nimasari, 2018, Poedjiastutie & Oliver, 2017). For item 2, regarding to the weakness showed that 36 students expressed that their English proficiency was classes as beginner with 78,3% percentage from 46 students. Furthermore, Item (3) in the questionnaire was a skill which according to students was lacking in learning English. Majority students choose the speaking skill that they want to improve with a percentage of 67% from all students.

However, from what have been analyzed in learning inputs, a majority of students wanted to have writing, listening, reading and speaking related a topic which was about daily life instead of English learning materials. Similarity, a research by Kim's (2013) reported that a most of students wanted to be given topic about daily life instead of English learning materials.

Regarding to the students' procedure in process of learning. For writing activities, majority of students wanted writing learning activities type by giving model in accordance with the grammar and structure of the preparation of the correct paragraphs with a percentage of 58.7%. Next, in listening activities "Make a note the important points in listening with a percentage of 45.7% and majority students wanted to type of learning activities in reading "Discuss the content or meaning of certain expressions contained in the reading and the use of the contents or meaning of these expressions based on context

with a percentage of 41.3% and in speaking activities, majority students wanted this type of learning activity speaking in the form of practicing a dialogue/monologue model available in books or material with a percentage of 41.3%. Furthermore, regarding to vocabulary teaching, a majority of students 45,7% declared that they preferred to find new vocabulary in a text and look for the meaning or translation in the dictionary, in grammar activities 30,4% preferred making its own sentences based on the pattern taught and in pronunciation, a majority of students 45,7% declared that they preferred to listen and imitate the pronunciation of the teacher.

Concerning the teacher's role in item (25), it was found that a significant percentage preferred their teacher to be active in solving problems and doing assignments and with the same a significant percentage 28,3%. Furthermore, the learners' role item (23) regarding to the place which is English learning process implemented. Majority students wanted the process to feel more comfortable if the learning process of English was carried out in classrooms with a percentage of 54.3%, Majority students when the learning process was running, they preferred to discuss and be active in investigations to solve problems and do assignments with a percentage of 30.4%.

Reflected to the level of English proficiency of students, teachers believe that a student's level of English is basic. The students also claimed that they felt their English finesse is basic. This finding was similar with Bedoya, Valencia, & Montoya (2015) which confirms that the participants have very low level in English. The findings from the interview questions also showed that students face several problems related to the use of grammar. This finding contradicts the findings reported by Al-Hamlan & Baniabdelrahman (2015) detailing the difficulties faced by students in more detail caused by (1) teachers not considering differences between students and their knowledge, (2) students feel frustrated because of their inability to match with classmates, and (3) that the teacher does not facilitate the learning process.

With regard to students' perceptions of the material they wanted, they mostly mentioned material that supported their future work that contains expressions and responses to communicate in English fluently as the most important thing they wanted to have. This was consistent with research findings by Alastal (2012) reporting that the majority of participants expected language course material to be relevant to their field of study so that this material could support them to be more competitive in the employment market. The results of interviews on aspects of whether the material in the textbook was relevant to the needs of students at MA Arrahmaniyah Depok. The finding implied that there should be further revision and development for the suitability of the material in their textbooks as needed.

CONCLUSION

Consistent with the research findings, there are some short comings in the practice of teaching and learning English in this institution. These deficiencies include: (1) lack of opportunities to develop students' oral communication skills due to teaching and learning practices which are only emphasized in teaching English grammar and reading exercises, (2) lack of quality textbooks, (3) small amounts of English learning material contain vocabulary, and (4) lack of self-awareness of students towards learning English because their perception of English is influenced by their environment. Thus, it can be interpreted that the practice of teaching English does not seem to work effectively because they fail to meet students' expectations regarding their target needs and learning needs. Not surprisingly, this condition will hinder or prevent the development of student competencies as they should. Due to the inadequacy of English taught to the students at this Senior high school, great attention must be paid to the practice of teaching English in this school to help students improve their English skills. One way is to place great emphasis on practicing skills that are very much needed for their future careers such as serving students with English learning materials that contain specific topic programs. Also the syllabus, material selection, and English instruction that will be applied in class must be redesigned to accommodate all the needs of students so that they will experience a good academic atmosphere. This will be a valuable learning experience that will direct them to become professionals in their future work. Considering the results of the needs analysis in the above section, it was important to underline here that the findings of this study are expected to provide insights for teachers and increase awareness of the importance of analyzing students' needs as a tool to increase their tendencies. This is a tool that can give teachers a clear view of the students' target needs (needs, lacks, and wants) and their learning needs (learning inputs, procedures, roles, teacher & student arrangements, arrangements). In this case, according to the results of the needs analysis, they will be able to determine better ideas about techniques and teaching and learning strategies that they can adopt in their classrooms. Overall, by recognizing the needs of students, teachers or curriculum designers can fully realize the needs, lacks and wants of their students so that they can bridge the gap between existing abilities and target abilities.

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