

Need Analysis of English Material for Students of Sendratasik At Lambung Mangkurat University

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Abstract

Based on the previous data analysis of the process of English teaching and learning at Sendratasik of Lambung Mangkurat University, it was shown that first is the English teaching material was not suitable for the students because it was about general English, second the teaching material was not provided for the students, and third the available English material so far did not include local content related to their own need and interest. This article aims to present the results of need analysis of English language teaching materials for Sendratasik students at Lambung Mangkurat University based on English for Specific Purposes by Hutchinson & Waters (1991). The data were collected through observation, documentation, and interviews for the English lecturer and Sendratasik students at Lambung Mangkurat University, Banjarmasin, South Kalimantan. The data were analyzed using qualitative descriptive method. The results show that the students of Sendratasik at Lambung Mangkurat University need specific English material by their own needs and interest.

Keywords: English for specific purposes; materials; need analysis

INTRODUCTION

The education system in Indonesia regulates that English is as a General Subject (MKU) that is compulsory for students to take so that whatever major they take, all of them have to take English subject. A question arises whether the English material given is always the same general English even though students are learning in different majors. For example, do students majoring in Economics learn the same English material as Informatics, Literature, and others do? Of course, the answer is no, because the material and terms used in the fields of Economics and Information Engineering are much different. Such material is known as ESP or English for Specific Purposes.

There are some factors to consider to reach the objective in teaching English in this Sendratasik Study Program, such as lecturers, media, and materials. Materials play an essential part in the process of teaching and learning. The materials give students input to develop their knowledge and improve their skills. Tasks provided within the material also help students to practice and provide them with exposure to English. It aims to fulfil the students' needs so they can maximize their skills. One of the subjects offered in the

curriculum of that program is Bahasa Inggris or English Course. The students must take this subject in their second semester for two (2) credit hours a week.

Based on the interview and observation conducted in June 2020 in Sendratasik Education Study Program, teaching and learning English was not implemented well. Some problems dealing with materials used by the teacher to teach art students because there was little training for English lecturers dealing with explaining and implementing English material related to Sendratasik Education Study Program students. The materials were designed by the lecturers without student need analysis. Additional materials were also taken from the internet and other sources.

It was found that first, the English material for teaching English for all students of any major was still too general. It means there was not any differentiation for each study program, whereas the needs were different. Students might be interested when the English courses were adjusted to art themes such as dance history, classical drama, or English songs. When students are interested in their favorite articles, they might more easily understand the English lessons.

Second, students did not have a learning module that should be given by the lecturer. They only got the material and just wrote it in the notebook. Students did not have handbooks to study at home. Even worse, some students did not take notes at all, that the lesson just passed. Another reason which was also a factor was the low mean scores of the students. Those are the reasons why the author wanted to create English learning materials that can be used in the future to make them interested in learning English and improve their scores hoped that their scores would increase.

Third, the English material provided for Sendratasik so far did not include local content—the various cultures owned by the Indonesia spreading from Sabang to Merauke, as culture is closely related to Sendratasik education. Through education, culture can be developed and inherited as culture's characteristics and implementation determine culture (Nurrahmi, 2017). Tilaar (in Wibowo & Gunawan, 2015: 12) emphasized "..... so that education should not be uncultured; knowledge should not be separated from culture. So, the curriculum must bridge and even recommend students to interact and cooperate with the surrounding environment. That is the reason that the research was held to develop English material in English teaching materials for students of Sendratasik.

Based on the previous research by Maulidiyah (2015) with the title "Developing English Material for Library Science Students of Tarbiyah and Lecturers Training Faculty of IAIN Antasari Banjarmasin," it was said that the expected material should emphasize more speaking and reading. However, it did not mean that the other skills, listening, and writing were not included. Besides the skills, the vocabulary component, related to librarianship, was also essentially included. The researcher came up with these topics based on the students' questionnaire and the lecturers' interview. The research above

provides the fact that the development material gives progress in the students' abilities in English.

Another research was conducted by Purnamasari (2015) with the title "Developing English Learning Materials for Grade X Students of Beauty Study Program". The research results were expected to be beneficial for the English teacher in Vocational High Schools and other material developers. The first suggestion of the research was related to the input of the materials. Based on the needs analysis results, the students of the Beauty Study Program wanted to have input texts related to their expertise. It was suggested to provide texts containing current beauty trends (make-up and hairstyles) and relevant vocabulary. Purnamasari's research results offer an example of preparing specific books for specific majors and also provide some steps for developing English material. They are beneficial as the basis of the present research.

This is in line with the opinion of Lee (2016) on giving English learning materials that are in accordance with the student's main field of study will be very useful to prepare students to face job competition in the future.

Regarding the statements stated above, the researcher realizes that providing need analysis for English teaching materials for students of the Sendratasik Education Study Program is essential. Based on the background, the problems of the present research was formulated as follows: "What are the students' needs related to English material to be developed for Sendratasik? The research was limited to the Analysis of the Needs of Sendratasik students' batch 2020 Sendratasik Banjarmasin, Lambung Mangkurat University. Meanwhile, the focus of student needs analysis was limited to selecting the necessary English materials of English for Sendratasik.

Literature Review

Need Analysis

Hutchinson and Waters (1991) emphasize that the differences between English for Specific Purposes (ESP) and English for General Purpose (EGP) is not about the existence of a learner's need but rather the existence of awareness of learners' needs. All parties involved in learning the language, among learners, lecturers, stakeholders, and prospective users, know the fact of needs analysis and the importance of this process.

Hutchinson and Waters (1991) divide the needs into; target needs and learning needs. "Target needs" is what the learner needs to do in the target situation, and "learning needs" is what the learner needs to do to learn. Furthermore, Hutchinson and waters (1991) divide the target needs into; "necessities", "lacks", and "wants." "Necessities" is what the learner has to know to function effectively in the target situation. It is a matter of observing what conditions the learner will need to work in and then analyzing the constituent parts of them. "Lacks" is what the learner knows already in the target situation.

It would be useful to decide which of the necessities that the learner lacks. "Wants" is what the learner wants to learn.

After implementing the needs analysis and getting the results, these results can determine the learning program's objectives. These goals can then be stated in the form of specific instructional purposes or specific learning objectives, making it the basis for creating learning plans or lesson plans, teaching materials, examinations, assignments, and activities. That is consistent with what Carter 2003 said that information collected through the needs analysis process could define learning objectives. This objective can be in the form of specific learning objectives, which can then serve as a basis for developing learning plans, materials, tests, assignments, and other learning activities.

The reasons for conducting needs analysis before designing a course are listed by Richards (2001: 53) as follows:

- To determine the current levels of language learners
- To determine how many learners who need language training.
- To identify learner's perceptions of language difficulties being faced.
- To ascertain the types of transactions will be performed in English.
- To determine the language characteristics of those transactions
- To assess the extent to which learner's needs are met by currently available textbooks and other sources.

English for Specific Purposes (ESP)

English for Sendratasik Education Study Program students can be categorized as English for specific purposes because what they need is English for the art field, not general English. This part presents the definition of ESP, need analysis, and syllabus design.

For specific purposes, English is teaching English that aims to equip students with language skills and components by their fields of study. That is support by the opinion of Mohammed (2012: 249), which defines ESP as "a learning language for achieving a specific purpose of a learner, say, for being able to communicate with others (business purposes), to read and write in biology (Biological drives)."

Besides, Heredia (in Mohammed, 2012: 250) also stated the same thing, that "ESP is a branch of teaching English as a second language according to the needs of the learner and similar to this is the syllabus which must address the specific needs of the learner."

Therefore, ESP is English language teaching, which is designed to meet the learners' specified needs. It means that before teaching or developing material in ESP, the target learners should be informed what is needed. The process of getting information about learner's needs is called needs analysis.

Sendratasik Education Study Program

As the name implies, the Sendratasik Education Study Program prepares students to become educators or instructors in the field of art which are not only about art, drama, dance, and music (*Sendratasik = seni, drama, tari, and musik*).—who are devoted to becoming art experts or artists. Besides getting knowledge about art, Sendratasik Education Study Program students have also to understand education related to planning, evaluation, education curriculum, and so on. The science of drama, dance, and music obtained in this study program is not just practice, but also theories of dance such as the history of theatre, dance, and music, dance anthropology, and others.

This study program is the right choice for those who like art while having teaching souls. Furthermore, art is a cultural heritage of the country that must be preserved by the younger generation. Therefore, Indonesia needs lecturers or art lecturers who can transfer cultural values in the art itself to children through education.

Kurikulum Kampus Merdeka-Merdeka Belajar (KMMB)

The end of the research need analysis for Student Sendratasik is the making of English teaching materials. In making English material, apart from need analysis, it is also necessary in accordance with the applicable curriculum. so that later you can make a syllabus that suits the learning objectives of the sendratasik major program.

The implementation of the Independent Campus - Merdeka Study - at Lambung Mangkurat University is based on the following principles: Outcome-oriented graduate profile. Lecture packages given to Study Programs in Lambung Mangkurat University and others in form of lectures, internships, project work, village development, and others are carried out to realize the achievement of the graduate profile that has been formulated by each Study Program.

METHOD

The need analysis in this study concerned with the problems and needs of the students of Sendratasik Study Program at Lambung Mangkurat University in learning English. This type of research was a qualitative case study. According to Merriam (in Cohen, 2005: 185), there are three types of case studies, namely descriptive, interpretative, and evaluative. The researcher used an illustrative case study method, which described students' problems and needs in learning English for Sendratasik Study Program.

The research data were obtained using structured interviews with lecturers and students about the learning needs. The results of the research were reported in the explanation of the interview. The study was conducted in February 2020 at Sendratasik Study Program, Lambung Mangkurat University, Banjarmasin, South Borneo.

Respondents in this study were 30 Sendratasik students for the 2020 academic year and an English lecturer. The interview contains questions about target needs and learning needs according to the theory of English for Specific Purposes by Hutchinson & Waters (1991).

Hutchinson and Waters (1991) emphasize that the differences between English for Specific Purposes (ESP) from English for General Purpose (EGP) is not about the existence of a learner's need but rather the existence of awareness of learners' needs.

Hutchinson and Waters (1991) divide the needs into; target needs and learning needs. "Target needs" is what the learner needs to do in the target situation, and "learning needs" is what the learner needs to do to learn. Furthermore, Hutchinson and waters (1991) divide the target needs into; "Necessities," "lacks," and "wants."

The questions given are the same for students and lecturers. The questions discuss the target needs and learning needs during the English teaching and learning process.

FINDINGS AND DISCUSSION

The English course for students of the Banjarmasin Sendratasik Department is a compulsory subject taught for every student in the second semester at Lambung Mangkurat University. Like English lectures in other majors, English lectures at the Sendratasik Study Program of Lambung Mangkurat University are held weekly with about 30 students. The following presents the findings of the research concerning need analysis as the basis for developing English materials for Sendratasik Study Program above.

1. Target Needs

The first question in the questionnaire was about the target needs in English teaching and learning proses. Target needs consisted of three-dimensions; those are "necessities", "lacks," and "wants". They are discussed as follows:

1.1.Necessities

Based on students and lecturers' interview results, it was revealed that the English skills mostly needed to become an art teacher were speaking and reading skills, seconded by writing and listening skills. Speaking was considered as the most important aspect because when the students want to practice classical drama or sing English songs, they need oral/speaking skills. Furthermore, they need reading to be able to read much artistic literature in the world.

1.2.Lacks

Based on the results of Sendratasik students' interviews about their English skills, it was revealed that most of them were at the beginner level. Only a small proportion was at the intermediate level. In teaching or learning English for Sendratasik students, lecturers and students often found many difficulties; for example, in the listening activity, difficulties were found in understanding the meaning because what they were listening was too fast, the students felt so challenging to get the messages from the listening text.

This was also expressed by the English lecturer that in learning reading, limited vocabulary was still the main obstacle that students and lecturers often found. Besides limited vocabulary, the students also did not know the meaning of a vocabulary in a text, so the lecturers and students often found difficulty in understanding a statement. They lacked vocabulary about art due to the fact that they were not familiar with literature from abroad to open to their horizons. The limited vocabulary also became the main problem in speaking by most students, especially when they were given a big number of English expressions that must be understood before being used.

In addition, problems faced in learning speaking can be divided into 2, those are: linguistic problems and non-linguistic problems. Issues of difficulties in linguistic problems came from the lack of vocabulary, lack of grammar, and lack of pronunciation. All of these problems ultimately caused the lack of confidence in practicing speaking.

In learning writing, limited vocabulary was still considered a significant problem for students. Besides that, grammar was also often faced by students. In addition, many students highlighted the difficulty in choosing dictions, and only a few students stated their problem of using expressions in writing. Most students admitted that they were afraid to write English because they were afraid of writing wrong sentences in correct grammar. This fear of making mistakes is what makes them lazy to practice English.

1.3.Wants

Based on the interview results with the students and the English lecturer, many students wanted an English book specific for the Sendratasik major. According to them, if learning English is about what they like, they will find it more comfortable and interested to learn English. They stated that they want material topics related to drama, dance, and music, such as the classical plays of Shakespeare's, the history of traditional dance in other countries, or English songs. Based on those interviews, it can be concluded that the students of Sendratasik Study Program wanted to have a material about art tasks.

2. Learning Needs

The learning needs dimension are divided into five parts: inputs, procedures, settings, lecturers' roles, and students' roles. They are discussed as follows:

2.1.Inputs

The researcher concluded that the students' needs were about drama/theatre and culture as the essential themes based on the results of interview. By having that themes, it is expected that they can explore the development of drama in ancient times. In the era of Shakespeare and play it. So that if they learn speaking in the Shakespeare script of the role play, they will be excited to learn. It is expected that the students are willing to create a theme of South Kalimantan culture in the teaching and learning process.

English lecturer also said that in the listening and speaking inputs, dialogues in drama scripts and songs were the most highlighted items by students. Yunita (2015) found that placed dialogue/monologue with images as the most desirable input by students. Meanwhile, in the reading activity, texts with pictures related to drama, dance, and music got the most attention. In writing inputs, writing conversational dialogue was the most wanted inputs by the students.

2.2.Procedure

Based on the results of interview, role play was considered as the favourite activity in learning speaking. The students love acting, so through role-playing they will to learn speaking. In learning speaking, they also stated that they like being asked to sing English songs. It can conclude that answering fill in the blanks song was a favourite procedure in listening. They also liked to read interesting things about art in Indonesia for reading activities, then answering comprehension questions.

The vocabulary was essential to support the four English skills. In this case, guessing the meaning is considered as the most chosen procedure by students. Memorizing also got the attention of the students, and guessing the meaning also got an intense highlight from students. Many students also wanted to understand collocations as one of the procedures in the vocabulary learning process.

Based on the interview, the students also said that the methods in the teaching-learning process they needed and liked most were Discussion and Problem-solving. Only a few of the students enjoyed lecturing.

2.3.Setting

Based on the results of interview regarding the setting of learning, they said that they liked learning outdoors, such as in the cultural park of South Kalimantan which is near the site of Lambung Mangkurat University. They loved being there because there are lots of green spaces and stages. They also revealed that it was less fun to learn in the language laboratory.

2.4. Lecturer and Student Role

Based on the results of interview, in English for Sendratasik Study Program most students wanted them to play a role as an explorer. Some of them also wanted to enable the students to play a role as a problem solver, collaborator, and participant. About the lecturer roles, many students wanted the lecturer role as a facilitator role. Besides that, the students liked to have the lecturer play a position as a resource person.

Based on observations and documentation several things can be concluded. First, based on their statements, students did not have an English handbook for learning. So far, they only got a material from English lecturers. They also rarely recorded the material provided. English lecturers also said that they did not have special English material for Sendratasik, so that the lecturers also had difficulties when teaching. Second, judging from the documentation obtained, the material provided for English for Sendratasik Study Program was different from *Kurikulum Kampus Merdeka-Merdeka Belajar (KMMB)*. The Independent Campus implementation - *Merdeka Study* - at Lambung Mangkurat University needs an English book.

CONCLUSION

Based on the research results obtained, the analysis of student targets and needs shows that students need to speak fluently and communicatively to prepare themselves to fulfil their professional demands in the future. Thus, in the future, learning English for students of the Sendratasik department must consider students' needs (necessities) to archive the fulfilment of student competencies. Through appropriate teaching methods and media that integrate into the classroom, lecturers can provide a suitable learning atmosphere for ESP students. Based on the research results obtained, the student need analysis shows that students of Sendratasik Study Program need a specific English material that contains topics related to their major to help them in the English learning and teaching process.

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Author's Brief CV

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