
**STUDENTS' NEEDS ANALYSIS IN TEACHING AND LEARNING PROCESS OF
ENGLISH SUBJECT FOR ELEVENTH GRADE STUDENTS AT SMA PATRA**

DHARMA TARAKAN

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ABSTRACT

Need analysis is an important stage carried out at the beginning fo the learning process. This study aimed to analyze the learning needs of English for the eleventh grade students of SMA Patra Dharma Tarakan. The design of this research was quantitative descriptive. The information needed in this study was obtained from observations, questionnaires, and interviews. Respondents in answering the questionnaire were 70 students. The eleventh grade English teachers and six students were interviwed. The phases in the needs analysis were observation of the learning process and the teacher's teaching in the classroom, asking the students to fill up the questionnaires, conducting interviews with the English teacher and six the students. There were eight indicators of learning needs analyzed in this study: 1) needs; 2) shortcoming; 3)wishes; 4) English language skills; 5) time allocation; 6) learning media; 7) evaluation of learning; 8) student scores. These eight indicator were included in the research instrument. The results of this study was in the form of a report of the English learning needs of eleventh grade students at SMA Patra Dharma Tarakan. The results of this study are expected to be a reference for teachers and schools as a consideration for carrying out teaching and learning process based on students needs.

Keyword: *Students' Needs Analysis*

INTRODUCTION

Education is the process of expelling a person and giving new things to obtain useful information for himself, as well as in a social environment in education we also need a teacher. According to Richard (1990) states that teaching is usually regarded as something that the teacher does to bring about changes in learning. The teaching process has three steps. First, teaching preparation is a step where the teacher should prepare the material or tools like syllabus and lesson plan before going to the class. Second, the teaching process is the step where the teacher goes to the class and teach. Third, teaching evaluation is the last step where the teacher evaluates the students by giving tasks or exercises to see if the goal of teaching is accomplished or not.

Teaching and learning process is needed to the learning and teaching process to carry out a habit in gaining knowledge, theoretically and practice, starting from preparing learning and teaching materials, to the evaluation phase which is useful as a consideration for the level of understanding of teaching and learning activities. According to Brown (2000), teaching is a guiding and facilitating the learner to learner getting the condition for learning. Teaching also is one of the efforts of a teacher in guiding the students learning and also facilitating everything which has related to the material.

According to Rustaman (2001), The learning process is a process in which there activities between teacher students' interaction and reciprocal communication that took place in the educational situation to achieve the learning objective. The teaching process is a learning process that takes place in the English classroom teaching and the learning process that should be conducted by the syllabus and lesson plan has been prepared by the teacher in teaching preparation and the learning process.

METHODS

In this research, the researcher used descriptive quantitative design. Based on Fraenkel (2012) defined that quantitative research seeks to establish relationships between variables

and look for and sometimes explain the causes of such relations. Based on Arikunto (2016) reveals that descriptive research is research that is intended to gather information about the status or existing symptoms, which according to what their symptoms at the time of the research. In this research, the researcher described the students' need in eleventh grade at SMA Patra Dharma Tarakan.

RESULTS

The results of the research are presented in the following order: 1) the result of observation; 2) the result of questionnaire; 3) the result of interview.

The researcher observed the teaching and learning process, to collect data on the observation checklist. There were 3 (three) indicators in observation checklist that were analyzed and classified into: opening, main and closing activities. The researcher also had 10 (ten) sub-indicators there are, apercption and motivation, competences and planning, the comprehension of learning material, the implementation of learning strategy, the implementation of scientific approach, the use of learning sources, the use of authentic assessment, the involvement of students in learning, the use of language correctly in the learning, and closing in learning process. 48 (fourty eight) items were also included on observation checklist. The researcher did the observation on November 11st, 2019. The researcher as observer and another teacher Mrs. S as vice-principal became main observer despite of the researcher become co-observer. There were 2 (two) meetings in both of the classes, the observers conducted only 2 (two) meetings because the researcher got monotonous data.

Meanwhile, the researcher distributed students needs questionnaire on November 13rd-14th, 2019. There were 2 (two) meetings in both of the classes. It had 8 (eight) indicators that represent the analysis of student needs namely: necessities, lacks, wants, English skills, time allocation, learning media, learning evaluation, and students score. It also consist of 25 (twenty five) questions.

In additional, the researcher used an interview guide as supporting data from the questionnaire. The researcher asked the eleventh grade English teacher at SMA Patra Dharma Tarakan. The respondent name is Mrs. SJ. It was conducted on November 19th, 2019. The interview was intended to obtain additional information about students' needs in the teaching

and learning process of English subjects. The researcher asked 4 (four) sub-indicator there are: 1) Introduction, 2) Teaching Preparation, 3) Teaching Process, 4) Teaching Evaluation contains 22 (twenty-two) items question. Meanwhile the interview with students was conducted on November 21th, 2019. The researcher took 6 (six) respondents because of students scores with classification who got high, medium, and low level. The interview has been given to 2 (two) students of low level, 2 (two) students of medium level, and 2 (two) students of high level. The the researcher asked 2 (two) sub-indicator there are 1) Necessities, 2) Wants certain 10 (ten) items question.

The Result of Observation

In this research, the researcher did observation with the English teacher who taught at eleventh grade students of SMA Patra Dharma Tarakan. The main observer had filled out the observation checklist as follow:

Table 3.3 Observation Checklist in MIA Class

No	Aspects	Total Score	Classification
Opening Activity			
1	Aperception and motivation	96	Very Good
2	Competences and planning	90	Very Good
Main Activity			
3	The comprehension of learning material	95	Very Good
4	The implementation of learning strategy	95	Very Good
5	The implementation of scientific approach	92	Very Good
6	The use of learning sources	92	Very Good
7	The use of authentic assessment	100	Very Good
8	The involvement of students in learning	96	Very Good
9	The use of language correctly in the learning	100	Very Good
Closing Activity			
10	Closing in learning process	96	Very Good

Based on the results of the table above, the first observation used as supporting data, the researcher conducted an analysis in MIA class to be observed. The observer gave 96 or (very good) of aperception and motivation and 90 or (very good) of competences and planning. It was indicated that the teacher did opening activity very well.

Furthermore, in the main activity the teacher got 95 or (very good) for two activity there are the comprehension of learning material and the implementation of learning strategy, the observer gave 92 or (very good) of two aspects there were the implementation of scientific

approach and the use of learning sources, and for the use of authentic assessments and the use of language correctly in the learning the teacher got 100 or (very good), then in the involvement of students in learning the observer gave 96 or (very good), it was indicated that the teacher did main activity very well. Meanwhile, in the closing activity the researcher found the teacher got 96 or (Very Good) of closing in learning process.

Table 3.4 Observation Checklist in IIS Class

No	Aspects	Total Score	Classification
Opening Activity			
1	Aperception and motivation	100	Very Good
2	Competences and planning	90	Very Good
Main Activity			
3	The comprehension of learning material	95	Very Good
4	The implementation of learning strategy	97	Very Good
5	The implementation of scientific approach	96	Very Good
6	The use of learning sources	100	Very Good
7	The use of authentic assessment	96	Very Good
8	The involvement of students in learning	96	Very Good
9	The use of language correctly in the learning	100	Very Good
Closing Activity			
10	Closing in learning process	100	Very Good

Based on the result of the table above, the second observation used as supporting data, the researcher conducted an analysis in IIS class to be observed. The observer gave 100 or (very good) of aperception and motivation and 90 or (very good) of competences and planning. It was indicated that the teacher did opening activity very well.

Furthermore, in the main activity the teacher got 95 or (very good) of the comprehension of learning material and the implementation of learning strategy the teacher got 97 or (very good), and also three activities there were the use of authentic assessment, the involvement of students in the learning and the implementation of scientific approach the teacher got 96 or (very good), and 100 or (very good) of the use of learning sources and the use of language correctly in the learning, it was indicated that the teacher did main activity very well. Meanwhile, in the closing activity the researcher found the teacher got 100 or (Very Good) of closing in learning process.

The observation result of the teacher teach is used as supporting data for the researcher based on the data obtained during the observation in both classes, there is MIA / IIS class.

Based on the assessment of the implementation of learning in the teaching and learning process of eleventh grade students at SMA Patra Dharma Tarakan. So that it can be used as material considerations for teachers and schools in carrying out teaching in accordance with standard processes that have been set based on the curriculum 2013 so as to develop teacher skills in teaching.

The Result of Questionnaire

In this research, the questionnaire analysis where the researcher collects the data from respondents on eleventh grade students at SMA Patra Dharma Tarakan.

Sub indicator	Highest	Moderate	Lowest
Students' interest in learning English	Like (79%)	Very like (11%)	Less like (10%)
Expected in learning English	As active participants who responded to the teacher's explanations of questions (39%)	As a listener, then do what the teacher asks (27%) As a listen, while the teacher explained it to the class (23%)	As active participants, not only responding to teacher's explanations and questions. But it also provides advice, criticism, and input to the teacher (11%)
Expected from the teacher	Provide opportunities for students to discuss, and openly ask questions and answers (40%)	As facilitators and motivators who help students learn in class (29%)	As the center of teaching and learning activities in class (16%) To give suggestions, criticisms, and input to students (16%)
Expected when the teacher teaches	Group work (17%)	Discussion (16%) To explain with the help of the blackboard (15%)	Question and answer (10%) Activities outside the classroom (7%) Games (8%) Explained with the help of LCD / powerpoint (6%) Group presentations (6%) To use teaching aids in front of the class (4%) Explain using pictures (4%) Role Playing (3%) Self-study (2%) Sing together (1%)
Favorite activity	Vocabulary exercises (19%)	To interpret vocabulary (16%) To make sentences (14%) To match the questions and Answers correctly (12%) The game (11%)	To fill in the contents of the missing text (9%) To answer the questions given by the teacher (5%)

Obstacles or difficulties	To understand the meaning of sentences in English (21%)	To arrange sentences in English (20%) To master the word structure (grammar) in English (16%) To memorize vocabulary in English (16%) To read/pronounce the words or sentences in English (16%)	To express sentences in English (9%)
Difficulties in listening	The speaker too quickly (41%)	The contents of the material difficult to understand (26%)	Recording of voices not heard (17%) Vocabulary too difficult (16%)
Difficulties in speaking	The word pronunciation incorrectly (37%)	The fear of being wrong and nervous (31%)	Not to be able to arrange words in English (17%) Vocabulary that is known only a little is known (14%)
Difficulties in writing	Difficulty understanding the rules of writing in English (37%)	Not to be able to arrange sentences correctly (36%) The limited known vocabulary (23%)	Lack of understanding of the teacher's explanation (4%)
Difficulties in reading	Did not know the meaning of vocabulary in reading (46%)	Did not understand the content of reading (26%)	Did not like to read (14%) Did not recognize the type of reading text (14%)
Students learning English	To be able to communicate both verbally and written in English (69%)	To find information that is useful for students (14%) To pass the final national examination (UAN) with a satisfactory score (14%)	Because they are required at school (3%)
Expected after learning English	To want to be able to communicate used English well (67%)	To succeed in my future work (20%)	To be able to pass the National Examination (6%) To get a satisfying value (7%)
The effective ways to learning English	Learning in groups (34%)	To learn with assisted by the teacher/instructor (30%) To learning with the required	To learn individually (6%)

Based on the explanation above, the researcher gained the students responses with the highest, modest, and the lowest percentage in students need analysis. To get more information, the researcher also gained information an interview with the English teacher and eleventh grade students at SMA Patra Dharma Tarakan.

1. The Result of Interview

Based on the results of the interview, for the first interview. The researcher conducted an interview with the English teacher in eleventh grade students at SMA Patra Dharma Tarakan.

Teacher

The results of the English teacher' interview are used as supporting data for the researcher based on data obtained during interviews with English teacher.

Students

Based on the results of interview, for the second interview. The researcher conducted interviews with the eleventh grade students' of SMA Patra Dharma Tarakan. Both of classes there is MIA/IIS class.

DISCUSSION

Needs analysis is the process of gathering information about needs in the learning process. In this research, the researcher focus on students' needs analysis in teaching and learning process of English subject. It means that the researcher collects information about what is needed and the highest percentage of students in teaching and learning process of English subject.

Based on Minister of Education and Culture Regulation (Permendikbud) RI No 22 Tahun 2016 about Standard Process, the result of this research, the use of observation checklist as a supporting data. In teaching and learning process by the teacher for the eleventh grade students SMA Patra Dharma Tarakan was good. It was shown through the observation in the class directly by the researcher and another observer. From the observation both of classes, found that the result of observation from two meeting was good, the teacher could control the class well, and the process of teacher's activities in the class was very good.

Based on Hutchinson and Waters (1987) make a useful division of learners' needs into necessities (what the learner has to know to function effectively), lacks (what the learner knows and does not know already) and wants (what the learners think they need). These are discovered by a variety of means, based on the result of needs analysis questionnaire in 8 (eight) indicator and to answered what the students' needs and the highest percentage from the needs analysis. From the results of the research, The first indicator concerning about students like English subject, students chose like english subject with the highest percentage (79%). The second indicator talks about difficulties of students in reading, students chose did not know the meaning of vocabulary in reading with the highest percentage (46%). The third indicator concerned about the reason to students learning English, students' chose want to be able to communicated both of verbally and written in English with the highest percentage (69%). The fourth indicator talks about the level of students mastery in English, students chose beginner level (mastering a few practical expressions and vocabulary, mastering a little grammar, pronunciation is still influenced by mother tongue) with the highest percentage (41%). The fifth indicator concern about time allocation, students chose 1 times a week with the highest percentage (100%). The sixth indicator talks about the types of tools / media used in learning English, students chose whiteboards with the highest percentage (32%). The

seventh indicator concerned about the environment conditions when the teacher teaches, students chose comfortable with the highest percentage (71%). The last indicator the researcher found that the standard score given by the teacher to students on English subjects, students chose 70 with the highest percentage (100%). The result from students questionnaire there were 8 (eight) students need and the highest percentage.

The results from interview guide, the teacher already prepares the teaching material, teaching preparation, teaching process, and teaching vealuation for every meeting and always analyzed the students' need in the first semester. Meanwhile, the students wants in English subject they needs: playing games, making sentences, interpreting vocabulary, completing missing texts, singing together, pictures, writing, LCD, card media, etc. The data from the interview used as supporting data to analyze students need based on data obtained from interviews the teacher and the students eleventh-grade students at SMA Patra Dharma Tarakan.

CONCLUSION

After the researcher conducted the research and analyzed the result of the research, then the researcher got the conclusions about what the students' needs and the highs percentage of students' needs analysis in the teaching and learning process of English subject in eleventh grade students at SMA Patra Dharma Tarakan.

The results from observation checklist used as supporting data for the researcher based on the data obtained during the teaching and learning process in both classes, from the learning process carried out during 2 (two) meetings, the teacher carries out the learning process very well. The observation checklist in the teaching and learning process of eleventh grade students at SMA Patra Dharma Tarakan, the researcher got monotonous data.

The results from students' questionnaire can be a reference for teachers when implementing the learning process, so teachers can prepare learning materials, learning media, and different methods, and also the teacher is able to master the class when students learn so that students understand what is conveyed by the teacher. So that the teaching and learning process at SMA Patra Dharma Tarakan can implementing well based on the needs of students in English subject.

The results from interview guide, the teacher and students had variety needs in different learning processes so there is a need for attention from the school in facilitating all forms of learning processes and facilities that support learning so that the learning process runs well. The data from the interview used as supporting data to analyze students need based on data obtained from interviews the teacher and the students eleventh-grade students at SMA Patra Dharma Tarakan, so that the data obtained become a reference and evaluation for schools and the teacher to achieve learning objectives by students' need.

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