THE ANALYSIS OF STUDENTS' NEEDS OF ENGLISH MATERIAL AT SMAN 8 SIDRAP

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Abstract

This study analyzed the students' needs for English teaching materials which boost the development of their needs of English speaking competence. The research respondents were students of Senior High School 8 in Sidrap Regency. The data were collected by questionnaires distributed to students and interview leaded to English teachers. The data were analyzed descriptively by showing the percentage of students in each item in question. The research results were divided into two options: students' needs and teaching materials. The findings indicated that 1) students' needs were having skill to communicate in English and good preparation of English speaking skill to join the compatition of job seeking (target needs), the needs for English teaching materials in games and group work (learning needs). 2) Related to the teaching materials expected to meet students' needs of learning English, some points were found fulfilled: 1) ability to communicate in English and to prepare students to compate in job seeking, 2) assist students to improve English speaking skill, 3) teaching materials from textbooks, social media, and games, and 4) contribution of teaching materials to students' lack of speaking ability dues to the lack of vocabulary and good pronunciation. Only one point was not fulfilled, namely the teaching materials in games to motivate students learning activity. Based on the research findings, it is recommended to have good understanding of what students need in their learning that boost their English learning motivation.

Keywords: English Teachiung Material, Students need, Learning Material need.

BACKGROUND

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, that learning is a process of interaction between educators and students and learning resources that take place in a learning environment.[1] Nationally, learning is seen as an interaction process that involves the main components, namely students, educators, and learning resources that take place in the learning environment.

The learning process is a series of activities that involve various components that interact with each other, where the teacher must utilize these components in the activity process to achieve the planned goals. The description of the components in

learning, namely teachers and students, learning objectives, learning materials, learning methods, learning tools, and evaluation.[2]

One of the components that support the achievement of learning objectives is learning material, learning material is the substance that will be delivered in the teaching and learning process. Suharsimi Arikunto views that learning material is a core element in teaching and learning activities, because that is what students are trying to master. So, a teacher or curriculum developer should not forget to think about the extent to which the materials listed on the topic relate to the needs of students at a certain age and in a certain environment. Thus, learning material is a component that cannot be ignored in learning, because the

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[1] Republic of Indonesia, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System

[2]Aprida Pane, Muhammad DarwisDasopang, "BelajardanPembelajaran", FITRAH Jurnal Kajian Ilmu-ilmu keislaman, Vol.03 Number 2 (December 2017)

material is the core of the teaching and learning process that is delivered to students.[3]

In general, student activity will be reduced if the subject matter provided by the teacher does not attract his attention, learning material also needs to be selected properly in order to help students achieve competency standards and basic competencies. Harjanto explains that one of the things that must be considered in the selection of learning materials is the relevance of the material to the needs of students, the main needs of students is that they want to develop based on their potential. Because every learning material that will be presented should be in accordance with the effort to develop the student's personality in a round and complete manner.[4] In this effort, the learning materials presented should be in accordance with the learning objectives, systematic and elaboration, containing ethical aspects, and in accordance with the conditions of the community. This of course needs to be given more attention in efforts to improve the quality of learning materials.

It is known that the quality in learning depends on the quality of learning materials which are the core elements in teaching and learning activities. The quality of learning materials needs to be improved to achieve better target competencies. Dr. Rusydi Ananda in his book "Perencanaan Pembelajaran" states that in learning, learning materials should be adapted to the interests and needs of students. Learning needs to pay attention to the interests and needs of students,

because both will be the cause of attention. Something that interests and is needed by students will certainly attract their attention, thus they will be serious in learning.[5] One of the efforts that can be taken is to develop learning materials according to the needs of students so it can function effectively.[6]

Mulyani in her research related to the development of innovative teaching materials said that the development of teaching materials carried out by teachers was still very limited, even teachers rarely made efforts to develop teaching materials adequately and innovatively.[7] The same thing was also stated by Aswandi in a similar research topic, he stated that in a preliminary survey he conducted he found the fact that there was no development of teaching materials carried out by teachers in accordance with the circumstances of the scope and conditions of students' interest in learning.[8]

Based on the review above, it can be concluded that the english material that suitable to the students' needs can function effectively to achive the goals and whhereas efforts to develop teaching materials towards teaching materials needed by students are still minimally carried out by teachers, The same thing was also found at SMAN 8 Sidrap, especially in English subjects, so the researchers intended to conduct research on students' English material needs and the suitability of the material provided with students' needs.

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[3]*Ibid.,* p.343
[4]Rusydi Ananda, PerencanaanPembelajaran (Medan:LPPPI,2019), p.91
[5]Ibid., p.13
[6] SonnyIrawan Putra, "Pengembangan Materi Membaca dalam Bahasa Inggris Menggunakan HOTs untuk Kelas XI SMK Muhammadiyah Turi Sleman", Open Journal System (OJS), Vol.1 Number 1 (2020)

[7]Mulyani, "Pengembangan Bahan Ajar Inovatif Bahasa Inggris Program Lintas Minat Kelas X SMA dengan Pendekatan Pragmatik", Jurnal Dimensi Pendidikan dan Pembelajaran Universitas Muhammadiyah Ponorogo, Special Issue, SEMNASDIKJER (2019)
[8]Aswandi, et al. "Pengembangan Materi Pembelajaran Menggambar Bentuk Pada Siswa Kelas XI SMA Negeri 4 Wajo", (Thesis : Art Architecture and Design Faculty, 2017)

METHODOLOGY OF THE RESEARCH

The researcher used a qualitative descriptive method because this method is used to collected information based on real conditions. Researcher used this method by analysis the students' need of English material at SMAN 8 Sidrap. And the researcher analysed the accordance between the materials and students' needs

FINDING AND DISCUSSION
Finding

The results of this study were obtained from the questionnaire and interviews data that is consist of the students' needs, and analysis of the suitability of material with students' needs

1. Data collected from Questionaire

In the first question, researchers asked questions to students about the purpose of students in learning English. And each question consists of 4 kinds of multiple choice that represent the purpose of the students.

The score of the Student's purpose in Learning English (Target)

Questionnaire Item	Frequency (student)				percentage (%)			
	A	B	C	D	A	B	C	d
1	9	14	0	0	39,1%	60,8%	0%	0%
2	13	10	0	0	56,5%	43,4%	0%	0%
3	13	3	6	1	56,5%	13%	26%	4,3%

The results show that as many as 60.8% of students need English, and 39.1% of students admit that they really need English.

The second question shows the students' goals in learning English, 56.5% of students study English with the aim of being able to communicate well, then as many as 43.4% of students study English with the aim of preparing for the world of work.

The third question is about the students' reasons to improve their English skills. 56.5% of students claim to want to improve their English skills because they want to get good grades in academic and non-academic, as many as 26% of students want to improve their English skills on the grounds that English is very important in daily activities, 13% of students with reasons because English is his favorite skill, and 4.3% with the reason that this skill is very easy to master.

English skills that the students want to improve (Wants)

Questionnairs Item	Frequency (student)				Percentage (%)			
	A	B	C	D	A	B	C	D
4	23	0	0	0	100%	0%	0%	0%
5	17	3	3	0	74%	13%	13%	0%
6	2	10	7	4	8,6%	43,4%	30,4%	13,3%

The next question aims to identify the English skills that students want to develop. The fourth question shows that all students or in a percentage of 100% of students want to develop their speaking skills.

The fifth question shows that 74% of students want to improve their speaking skills in English, then 13% of students want to improve their listening skills, and the remaining 13% want to improve their reading skills..

The next question presents what students will do to improve their English skills. As many as 43.4% of students want to take courses to improve their English skills, 30.4% of students choose to study independently through social media, 13.3% of students choose to join the language community, and 8.6% of students choose to only study English in school.

The students' activity to improve English skills (Wants)

Questionnaires	Frequency (student)				Percentage (%)			
	A	B	C	D	A	B	C	D
7	3	6	9	5	13%	26%	39,1%	4,3%
8	5	4	1	13	21,7%	17,3%	4,3%	56,5%

The next question shows what students want to do to develop their English skills. The seventh question showed that 39.1% of students admitted that learning through games was an important activity as their learning preference, 26% of students chose to study in groups, 13% of students chose to study independently, and 4.3% chose to learn through reading while taking notes.

The eighth question is about activities that help students learn English. A total of 56.5% of students chose listening activities to help them learn English, 21.7% chose conversational activities, 17.3% of students chose reading activities, and 4.3% chose writing activities.

The score of the Student's purpose in Learning English (Target)

Questionnaire Item	Frequency (student)				percentage (%)			
	A	B	C	D	A	B	C	d
1	9	14	0	0	39,1%	60,8%	0%	0%
2	13	10	0	0	56,5%	43,4%	0%	0%
3	13	3	6	1	56,5%	13%	26%	4,3%

The next question shows the lack of students in learning English. The ninth question shows that 39.2% of students admit that they always find it difficult to learn English, 21.7% of students admit that they rarely find it difficult, 8.6% of students admit that they sometimes find it difficult, and another 30.4% admit that they never find it difficult.

The tenth question shows that 39.2% of students admitted that speaking skill was the most difficult skill to learn, 30.4% chose reading skill, 21.7% chose listening skill, and 8.6% of students chose writing skill as a difficult skill. studied.

The last question is what makes it difficult for students to understand English lessons. 78.2% of students choose grammar that makes them difficult, 13.3% choose vocabulary, and 4.3% of students choose how to pronounce it.

1. Data from interview with English teacher

Based on the interviews that have been conducted with Ms. Irmawanti, S.Pd.I as English Teacher of Grade XI SMAN 8 Sidrap. Researcher have received information about :

The first question is about the curriculum used by the teacher in the English learning process.

Researcher : What curriculum do you use in learning English?

Teacher : *Kurikulum 2013*

The second question is about English material that given to students.

Researcher : What material do you convey in the lesson?

Teacher : *Untuk kelas XI ada beberapa materi yang diberikan, yaitu offers & suggestion, opinion, undangan resmi, exposition text, surat, cause & effect, meaning through music, dan text explanation. Materi tersebut sesuai dengan apa yang tercantum dalam syllabus dan RPP yang ada. Namun, selain dari materi pomok itu saya juga biasa menyisipkan materi materi dasar sebagai penunjang untuk mengembangkan keterampilan bahasa inggris siswa. Seperti penambahan kosa kata, pengenalan tenses, atau sekedar menonton video berbahasa inggris. Karena jika tidak ada materi penunjang seperti itu siswa sulit untuk memahami materi.*

The third question about material source.
Researcher : From which sources the material is given?
Teacher : *Sumber utamanya tetap dari buku paket. Tapi jika hanya berpaku pada buku paket biasanya siswa cepat bosan. Jadi biasa saya cari cari video atau materi di internet yang relate dengan materi yang ada. Contohnya kemarin ketika mengajar teks eksposisi, saya sediakan video yang membahas tentang covid-19 yang saya tampilkan ke siswa.*

The fourth question is about skills that needed by students to achieve learning competences.

Researcher : What skills that needed by students to achieve learning competences?

Teacher : *Sebenarnya keempat empat skills dalam bahasa inggris itu sangat diperlukan oleh siswa utuk pencapaian yang maksimal, tapi jika merujuk pada kompetensi pembelajaran yang ingin dicapai ada dua skills pokok yang dimana siswa harus fokus ke skills tersebut, yaitu speaking dan writing. Karena jika dilihat dari materi di kelas XI ini memang ada beberapa materi yang mengharuskan siswa untuk mengembangkan keterampilan speaking dan writingnya, seperti materi opinion mereka harus bisa untuk meyampaikan pendapatnya secara lisan dan dalam materi surat, tentunya mereka harus bisa menulis surat dalam bahasa inggris.*

The fifth question about aktivitas yang dilakukan guru dalam proses pembelajaran.

Researher : What activities/learning styles do you use in the learning process?

Teacher : *Kalau untuk aktifitas pembelajaran, biasanya pada awal pembelajaran saya memberi kesempatan terlebih dahulu kepada siswa untuk explore materi pembelajarannya, maksudnya di awal pembelajaran saya beri mereka dialog lalu dipraktekan bersama temannya atau menonton video, pernah juga mendengarkan musik, karena kan ada materi meaning through music. Lalu setelah itu saya menjelaskan materi intinya. Jadi aktivitas pembelajaran biasanya seperti itu.*

The question about students' lack in English .

Reasercher : According to you, what obstacle or lacks of students that you found during the English learning process?

Teacher : *Selama mengajar bahasa inggris kesulitan siswa yang saya dapati kebanyakan siswa sulit dalam mengerti artinya baik dari bacaan ataupun dari apa yang dikatakan, mungkin karena faktor kosa kata mereka yang masih minim atau biasanya juga mereka salah mengartikan karena lain pengucapan yang mereka dengar lain juga artiya.*

I. What the students' needs of English material at SMAN 8 Sidrap?

There are two point of students' needs i.e :
1. Target needs

There are several questions asked related to target needs, and the answers to these questions i.e

The first question, What is your goal in learning English?

According to them, they study English with the aim of being able to communicate using English well and also as preparation for them in the world of work. Likes what Hikma Amarni said as respondent :

"Jadi sebenarnya kak saya bercita-cita ingin jadi pramugari, kan kalau jadi pragumari harus bisa lancar berkomunikasi pakai bahasa inggris. Jadi itu yang menjadi tujuan utama saya untuk belajar bahasa inggris."

The second question, of 4 English skills which one do you want to master?

Students hope to master the four skills in English, but they admit that for now they are focusing on mastering speaking skills first. As Aidil Ramdhan said :

"Kalau saya kak ingin menguasai semuanya, semoga kedepannya bisa keempat empatnya. Tapi kalau untuk saat ini mungkin saya fokus dulu untuk belajar speaking, karena kalau sudah bisa bicara bahasa inggris itu sudah lumayan untuk bekal kedepannya."

The third question, What English skills would you like to improve?

From the results of interviews, students want to improve their speaking skills. As stated by Cindy as respondent :

"Saya ingin memperbaiki skill berbicara saya terleih dahulu, dimulai dari yang mudah untuk dipelajari. Sebenarnya saya kurang dalam semua skill, tapi saya ingin fokus dulu untuk memperbaiki skill speaking."

2. Learning needs

There were several questions asked regarding the learning needs of students. The first question is what learning activities can help you in the process of learning English?

From the results of interviews, students admitted that they were enthusiastic in learning English if they learned while playing and also when they studied in groups. As said by Muhammad Fauzil as respondent :

"Saya kak paling semangat kalau dalam proses pembelajaran ada gamesnya, supaya tidak terlalu tegang tapi tetap dapat dipahami. Atau setidaknya kalau tidak ada games minimal belajar kelompok lah supaya bisa saling membantu."

The second question is about student learning resources. What is your main learning resource?

Students admit that their main learning source is from textbooks at school, but it is supported by social media and games. As Adelia as respondent said:

"Sumber belajar utama saya dari buku paket yang dibagikan. Kalau diluar sekolah selain dari buku paket, saya juga banyak belajar dari sosial media."

As said by Adrian as respondent :

"Sumber belajar bahasa inggris saya dari buku dan mobile legend kak. Kalau pusing baca buku, main games lagi. Apalagi di mobile legend bahasa inggris semua jadi membantu dalam belajar bahasa inggris."

The third queston, what skill is the most difficult for you to learn?

Based on the results of interviews that have been conducted, students find it difficult in speaking skills. As Iam said as respondent :

"Skill yang paling susah untuk saya itu skill berbicara"

The fourth question, What makes it difficult for you to understand English?

Students admit that in learning English they are constrained by the lack of vocabulary they know. As said by Asira as respondent :

"Saya paling sulit untuk bicara pakai bahasa inggris karena kekurangan kosa kata dan tidak tahu cara penyebutannya."

II. Are the material is in accordance with the needs of students?

The materials is accordance with the needs of students. It is known based on the analysis of the questionnaires, teacher and students' interviews result as follows:

Target needs:

In achieving learning objectives, students learn English with the aim of being able to communicate well and to prepare for the world of work. The material provided by the teacher is in accordance with the material listed in the existing syllabus with the main source of the material coming from the textbook.

Regarding the skills that students want to master and want to improve, students want to master speaking skills. Based on the results of the questionnaire, it shows that 100% of students want to master speaking skills. In the learning process speaking activities are carried out at the beginning of learning, and there are also other activities that can support speaking skills.

Learning needs:

From the results of the questionnaires and interviews, the important learning activities as students' learning preferences are learning through games and group learning. The activities carried out by the teacher in the learning process are pre-activity with conversation activities, watching videos, listening, then delivering

the core material. During the learning process, there were no learning activities through games or group learning.

Furthermore, student learning resources are sourced from textbooks, social media, and games. In learning English at SMAN 8 Sidrap, textbooks that contain complete material that are in accordance with the syllabus have been provided, then supported by the provision of additional material from other sources.

In learning English, students find it difficult to learn speaking skills because students lack of how to pronounce and vocabulary. In learning, the teacher admits that he often provides additional material such as adding vocabulary and watching a video.

Of the five points analyzed by the data, there are 4 points that are met, and there is 1 point that is not fulfilled, namely the absence of learning activities through games or group study.

Discussion

In this section, research discuss about the results of the research from the analysis of students' needs for the English language material and whether the material is in accordance with the students' needs.

In this study, students' needs are divided into two points, namely target needs and learning needs. As explained by Hutchinson and Waters that target needs is what students do to achieve certain goals and learning needs is what students do to learn.

Furthermore, information related to student needs is used to analyze whether the material provided is in accordance with student needs or not. The material referred to here is everything that can support the learning process, as Tomlinson said that materials are anything which can be used to facilitate the learning of a language, including coursebook, videos, graded readers, flash cards, games, websites, and mobile phone interactions.[9]

1. Students' Needs

Target needs :

From the results of research conducted, there are several target students in learning English. The purpose of students learning English is to be able to communicate using English fluently and to prepare for entering the world of work. The skill that students want to master is speaking skill.

All the targets of student learning are in line, because in the current era of globalization it requires humans to be able to speak English to compete in the world of work so that students need learning that can support their achievement. As Ofah Munadzdzofah said that many foreign companies have invested in Indonesia, this situation creates an urgency in mastering foreign languages.[10]

Learning needs :

Learnig needs of students, namely students need learning activities through games and group learning. These activities are recognized by students as being able to increase their enthusiasm for learning so that they can improve their learning outcomes. In line with the results of research conducted by Dewa Nyoman Suprapta that the make a match learning model can improve student learning outcomes as evidenced by an increase in student scores in the research process.[11]

Then in learning English, students need material that can help them in developing speaking skills and can help

[9] Tomlinson, B. "Materials Deveopment for Language Learning and Teaching", Language Teaching (2012)

[10] Ofah Munadzdzofah, "Pentingnya Bahasa Inggris, China, dan Jepang sebagai Bahasa Komunikasi Bisnis di Era Globalisasi, (Surabaya : Vocatio, jurnal ilmiah ilmu administrasi dan skretari, 2017)

[11] Dewa Nyoman Suprapta, "Penggunaan Model Pemelajaran Make a Match Sebagai Upaya Peningkatan Hasil belajar Siswa", (Jurnal of Education Action Research, 2020)

them to learn how to pronounce well and increase their vocabulary.

2. Are the materials accordance with students' needs?

The materials is accordance with the needs of students. It is known based on the analysis of the questionnaires, teacher and students' interviews resul.

There are five points that are analyzed in the analysis of the suitability of the material with the needs of students from the target needs and learning needs, the first is the achievement of learning objectives, namely to be able to communicate well and to prepare for the world of work. This is fulfilled because the material provided by the teacher is in accordance with the material listed in the existing syllabus with the main source of the material coming from a textbook that requires students

Both students want to master speaking skills, the teacher's efforts to help students in mastering speaking skills are done by the teacher giving students the opportunity to carry out dialogue and other activities at the beginning of learning that can support students' speaking skills.

Third, learning activities through games and group learning are considered important for students as their learning preferences, but this is not applied in the learning process.

Fourth, student learning resources come from textbooks, social media, and games. Textbooks which are the main source of student learning have been provided in schools with content that is in accordance with the existing syllabus. For learning resources, social media and games can be obtained by students outside the school environment, but at school the teacher provides videos or materials from the internet as additional learning resources for students.

Fifth, Students' lack of speaking because they lack of vocabulary and how to pronounce well. In the learning process the teacher provides additional material related to this as an effort to overcome students' lacks.

Comparing with previous research that focused on students' needs in only one object, it is thee needs in learning materials. As for this research, it examines students' English Materials which includes all things in learning, based on that stated by Tomlinson that materials are "anything which can be used to facilitate the learning of a language.and then Hutchinson & Waters assume that needs analysis is a complex process and should take into account i.e target needs (what students do to achieve certain goals) and learning needs (what students do to learn). Miftahul Khaira in her research "Developing English Learning Materials for Young Learners based on Need Analysis at MTSN Model Makassar" The objective of this research was to develop English speaking materials especially speaking as additional learning sources. The result of the research showed that the students want English Materials especially speaking materials based on their needs.[12] The relationship between the research conducted by Miftahul Khaera and this research is the same as researching the needs of students. As for the difference, the research conducted by Miftahul Khaeera focuses on one skill i.e speaking skill, while this study covers all skills and processes in learning.

In thee other previous research by Dedi Sumarsono, et al "Students Need to Develop English Writing Materials" This research explored sophomore students' needs in learning English writing. To achieve this purpose, classroom observation, questionnaire, and documentation were conducted to collect

[12]Miftahul Khair, "Developing English Learning Materials for Young Learners Based On Needs Analysis at MTSN Model Makassar", English,

Teaching, Learning, and Research Journal (ETTERNAL), Vol 1, No.2 (2015)

data. This research found that the students need in learning writing in English.[13] The relationship between the research conducted by Dedi Sumarsono and this research is the same as researching the needs of students. As for the difference, the research conducted by Dedi Sumarsono focuses more on one skill, namely the needs of students in learning to write English, while this study covers all skills and processes in learning.

CONCLUSIONS

The conclusions obtained from this research i.e :

1. Target need students: able to communicate using English well & for preparation in the world of work, want to master speaking skills.
   Learning needs: requires learning activities in games & group learning as learning preferences, need to develop speaking skills, and overcome students' lack of vocabulary and how to pronounce well.

2. The materials is accordance with the needs of students. It is known based on the five analyzed points obtained from the target need and learning need, the first is an effort to achieve learning objectives, namely to be able to communicate well and to prepare for the world of work. fulfilled. Second, to get students to master speaking skills, it is fulfilled. Third, learning activities through games and group learning are considered important for students as their learning preferences are not met. Fourth, student learning resources from textbooks, social media, and games are fulfilled. Fifth, Students' lack of speaking because their lack of vocabulary and how to pronounce well, is fulfilled. In the percentage of conformity 80%.

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[13]Dedi Sumarsono, et al. "Stdents' Needs to Develop English Writing Materials", Lingua Cultura, Vol.11,No.2 (2017)

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