

NEED ANALYSIS IN DESIGNING ENGLISH MATERIALS FOR *SENDRATASIK* STUDENTS

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Abstract

In the process of English teaching and learning at *Sendratasik* Education Study Program of Lambung Mangkurat University, general English was given and the available English material so far did not include local content of arts related to the students' needs and interest in their own major. This article aims to present the results of need analysis of English language teaching materials for *Sendratasik* Education major students at Lambung Mangkurat University based on English for Specific Purposes (ESP) by Hutchinson & Waters (1991). They were expected to be used for developing English materials for students majoring in *Sendratasik* to cater for their needs in learning English in accordance with their specific major. The data were collected through a questionnaire uploaded in Google Form to be responded by *Sendratasik* Education major students of Lambung Mangkurat University, Banjarmasin, South Kalimantan. The data obtained were calculated in percentage and the result was analyzed qualitatively. The results might be significantly useful for designers of ESP for they reflected the real needs of *Sendratasik* Education major students.

Keywords: English for Specific Purposes, need analysis

INTRODUCTION

Education is a process of developing the potential of students to be able to face challenges in the future. Education is a means of forming quality and educated resources. The quality of education can be improved from several aspects including the learning activities carried out. One aspect related to supporting the learning process is learning resources capable of competing against these challenges. This method can be used through the field of education. Education is very important, especially in the context of the future because through the world of education, humans are faced with a life or changes in the times that are going through with intense competition so that humans are required to have readiness.

A question arises whether the English material given is always the same as general English, even though students are learning English 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, as stated by Hutchinson & Waters (1991, in Agustina, 2014) and Hutchinson (2004, in Agustina, 2014) refers to as English for Specific Purposes or ESP.

There are some factors to consider to reach the objective in teaching English in Seni, Drama, Tari & Musik (*Sendratasik*) Education Study Program at Lambung Mangkurat University, they are lecturers, media, and materials. As one of the factors to consider, materials play an essential part in the process of teaching and learning. Moreover, Aflah & Rahmani (2018) also suggested to prepare the materials to give students input to develop the students' knowledge and improve their skills. Tasks provided within the material also help students practice and at the same time provide them with exposure to English. It aims to fulfill the students' needs so that they can maximize their skills.

One of the subjects offered in the curriculum of that Study 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 February 2021 in *Sendratasik* Education Study Program, the teaching and learning English was not implemented well. Some problems occurred dealing with materials used by the teacher to teach *Sendratasik* major students because there was little training for the English lecturers dealing with explaining and implementing English material related to *Sendratasik* Education Study Program students. The available English materials were designed by the lecturers without student need analysis. Additional materials were just taken from the internet and other sources without considering the student needs and interests.

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 or major, whereas the needs were different. Students of *Sendratasik* Education Study Program might be more interested when the English courses are adjusted to art themes such as dance history, classical drama, or English songs that they might more easily understand the English lessons.

Second, the English material provided for *Sendratasik* major students so far did not include local content like the various cultures of 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). Meanwhile, Tilaar (in Wibowo & Gunawan, 2015: 12) also emphasized "..... so that education should not be uncultured; knowledge should not be separated from culture". This means 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 teaching

materials for students majoring in *Sendratasik* Education Study Program.

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. The research above provides the fact that the developed 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) that giving English learning materials that are in accordance with the student's major will be very useful to prepare students to face job competition in the future.

Related to the statements stated above, the researcher realizes that providing need analysis for English teaching materials for students of *Sendratasik* Education Study Program is essential. Based on the background, the problem of the present research was formulated as follows: "What are the students' needs related to English material to be

developed for *Sendratasik* major students? The research was limited to the analysis of the needs of *Sendratasik* major students batch 2020 at *Sendratasik* Education Study Program at Lambung Mangkurat University, Banjarmasin. Meanwhile, the focus of student need analysis was limited to selecting the necessary English materials for *Sendratasik* major students.

MATERIALS AND METHOD

Need Analysis

Hutchinson and Waters (1991) emphasized 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.

Moreover, they also divided the needs into target needs and learning needs. Target need is what the learner needs to do in the target situation, and learning need is what the learner needs to do to learn. Furthermore, they also divided the target needs into necessities, lacks, and wants. Necessities concern with 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 analysing the constituent parts of them. Lacks relate to what the learner knows already in the target situation. It would be useful to decide which of the necessities that the learner lacks. Wants relate to 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) who 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.

English for Specific Purposes (ESP)

English for *Sendratasik* Education Study Program students can be categorized under 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, teaching English aims to equip students with language skills and components by their fields of study or major. This is supported 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 who are devoted to becoming art experts or artists. Besides getting knowledge about arts, *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.

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 (2005), 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 questionnaire sent via Google Form to the 58 students of *Sendratasik* major as the respondents of the research. The questionnaire consisted of 8 questions which asked about their target needs, i.e. in terms of “necessities”, “lacks”, and “wants”, and learning needs i.e. in terms of learning input, speaking activity, teacher’s role, learner’s role, and setting. In this research English speaking skill was chosen since many of the activities in *Sendratasik* Education Study Program were practicing drama and music orally. All of them were based on the theory of English for Specific Purposes by Hutchinson & Waters (2010) and the results were pictured in percentage.

RESULT AND DISCUSSIONS

1. Descriptions of the Target Needs

The term “necessities” identifies what the learner has to know in order to function effectively in the target situation; “lacks” represents the learner’s current language proficiency; and the term “wants” represents the learner’s subjective needs.

The results of questionnaire about the “necessities”, “lacks”, and “wants” are presented in the tables and followed with the discussions.

Table 1. “Necessities” in the Target Needs

Question No.	“Necessity” in the target needs	N	f	%	
1	a.	Able to pronounce words, phrases, and sentences correctly	58	15	25.9
	b.	Able to master the use of grammar correctly	58	13	22.4
	c.	Able to master the use of specific terms in <i>Sendratasik</i>	58	2	2.4
	d.	Able to express and respond to English expressions orally	58	28	48.3

The above result shows that the students’ need to be able to pronounce correctly (15 students or 25.9%), able to master the use of grammar (13 students or 22.4%), able to use specific terms in *Sendratasik*, and able to express and respond in English orally (28 students or 48.3%). It can be restated that the majority of students of *Sendratasik* major needed the ability to express and respond in English orally as the main option, followed by the ability to use correct pronunciation in the second place, and the ability to use correct grammar in the third place. This means that as also stated by Carter (2003), these information collected through the needs analysis process should be considered in the learning objectives in the syllabus to serve as a basis for developing learning plans, materials, tests, assignments, and other learning activities.

Table 2. “Lack” of the Target Needs

Question No.	“Lack” of the target needs related to English proficiency	N	f	%	
2	a.	Level of preparation (don't know anything)	58	5	8.6
	b.	Basic level (master a little basic vocabulary)	58	39	67.2
	c.	Intermediate level (able to follow and respond to English conversation)	58	14	24.1
	d.	Advanced (fluent in English)	58	0	0

Table 2 above shows the English proficiency of the students: 39 students (67.2%) were considered to be in the basic level, while 14 students (24.1%) admitted that they were in intermediate level. This means that in order to improve the students' English proficiency, the materials to be developed should give students inputs to develop their knowledge and skills in English. This is in line with Hutchinson (2004) that practices and exercises might be provided to fulfill the learning objective to improve the students' needs so that they can maximize their skills in English.

Table 3. "Wants" in the Target Needs

Question No.	"Wants" in the Target Needs related to grammar	N	f	%
3	a. Able to master English vocabulary well, especially those related to local arts	58	16	27.6
	b. Able to master good sentence structure	58	2	3.4
	c. Able to understand the meaning and use of words, sentences, and expressions in English	58	16	27.6
	d. Able to communicate fluently (oral and written)	58	24	41.4

Table 3 above shows that in terms of "wants", most of the students (41.4%) wanted to have English learning materials which could help them be fluent in English communication. There were 27.6% of the students who wanted English learning materials which help them understand meanings and use words, sentences and expressions appropriately and master technical terms, especially in local arts. As also stated by Tilaar (in Wibowo & Gunawan, 2015), knowledge should not be separated from culture, which means the curriculum of Sendratasik Education Study Program must bridge and even recommend students to interact and cooperate with the surrounding environment, such as local arts.

2. Description of the Learning Needs

Learning needs deal with the components of learning input, speaking activity, learner's role, teacher's role, and setting. The learning input refers to data in the forms of oral and written texts, as well as visual and audio forms to set the tasks out. The learning input was made for speaking skill embedded in the topics of the materials preferred by the students, as shown in Table 4 below.

Table 4. Learning Input in the Students' Learning Needs

Question No.	Types of Learning Input in the Students' Learning Needs	N	f	%
4	a. Pictures, tables, charts and graphs	58	6	10.3
	b. Materials with the themes of Sendratasik (arts, drama, dance, and music) of local arts	58	32	55.2
	c. Specific topics to be discussed with classmates	58	10	17.2
	d. Information to be shared with classmates orally	58	10	17.2

In terms of learning input, most of the students (55.2%) preferred to have input in form of texts which contains local art themes in drama, theatre, dance, and music. This in line with the research results of Purnamasari (2015) which stated that input texts and vocabulary related to their expertise were more relevant to the students' learning needs.

Some of them (17.2%) preferred the learning inputs in the forms of specific topics and information that can be shared orally and discussed with their classmates. Meanwhile, although only 10.3% students preferred to have pictures, charts, tables, etc. in the input for their English learning, their preference might be related to *Sendratasik* Education Study Program students who also have to understand education related to planning, evaluation, education curriculum, and so on. Those pictures, charts etc. might be useful for

them in their planning, teaching, evaluation of the teaching and learning process.

Table 5. Speaking Activity in the Students' Learning Needs

Question No.	Speaking Activity in the Students' Learning Needs	N	f	%
5	a. Role play or practice dialogues and monologues related to arts	58	25	43.1
	b. Exchange opinions related to arts with friends	58	14	24.1
	c. Presenting certain topics related to current events in local arts	58	7	12.1
	d. Describing pictures related to local arts orally	58	12	20.7

Regarding speaking activity, more students (43.1%) preferred doing role play and practicing dialogues or monologues related to arts. Other alternative variations were to discuss with friends (24.1%), to present topics related to current events in arts (12.1%), or to describe pictures related to local arts orally (20.7%). These all mean that the topics to be given to students to learn English should be related to arts, as they are learning English in *Sendratasik* Education Study Program it means that they must be interested in arts. This is in line with Nurrahmi (2017) and Wibowo & Gunawan 2012) that through education, arts and culture characteristics should better be implemented in the teaching and learning process. This means the curriculum must bridge and even recommend students to interact and cooperate with the surrounding existing arts.

Table 6. Lecturer's Role

Question No.	Lecturer's Role	N	f	%
6	a. As observer	58	14	24.1
	b. As a facilitator	58	2	3.4
	c. As a motivator	58	27	46.6
	d. As a communicative lecturer	58	15	25.9

Based on the information in the table above, most of the students (46.6%) preferred a lecturer who has role as a motivator. Meanwhile, 25.9% students chose a lecturer should teach communicatively, 24.1% preferred to have a lecturer as observer, and only 3.4% of them liked to have a lecturer as facilitator.

The next component is learner's role. This component specifies the student's role when the teaching and learning process is going on. The information about learner's role in detail is shown in the table 7 below.

Table 7. Learner's Role

Question No.	Learner's Role	N	f	%
7	a. Passive participant	58	4	6.9
	b. Responsive participants (able to negotiate with friends/ lecturer about the topic being learned)	58	16	27.6
	c. Performers of arts in the classroom when asked	58	24	41.4
	d. Active participants directly involved in activities in the classroom	58	141	24.1

The table above shows the information that the students liked to perform arts in the classroom, as shown by 41.4% students responded the question. They were also responsive (27.6%) and active participants (24.1%). Only 6.9% students were passive participants. This is reasonable since they are majoring in *Sendratasik* that performing arts are their desire. Those passive participants should be pushed to take part actively in the classroom activities.

The last component is setting. This component deals with the classroom arrangements as implied or specified in the tasks. Setting of tasks involved the kinds of grouping the students to do the tasks and where they would do the tasks. The students' learning needs in terms of setting is shown in the table below.

Table 8. Setting of Tasks

Question No.	Setting of Tasks	N	f	%	
8	a.	Individual task	58	16	27.6
	b.	Work with a friend	58	4	5.9
	c.	Group task	58	38	65.5

In terms of setting, most of the students (65.5%) preferred to do the learning tasks in group, 27.6% preferred doing the tasks individually, and only 5.9% students liked to do the task with a friend. Based on the results, it is suggested to develop the English learning material which set the students to work in group, such as performing certain dance, drama, or conducting music orchestra.

CONCLUSION

Based on the research data, it can be concluded that the English material in *Sendratasik* Education Study Program at Lambung Mangkurat University needs to be developed based on the student needs. The analysis of student needs and learning needs shows that the students need to speak fluently and communicatively to prepare themselves to fulfill their professional demands in the future job. The English material for *Sendratasik* major students should also facilitate them to learn local arts (including drama, dance, music).

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