Learners Language Need Analysis of English Subject in Junior High School

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Abstract

This research is based on the problem of students who still do not understand English learning and the difficulty in choosing a good method to learn English. Therefore, it is necessary to analyse to find a method learning English based on students' perceptions according to their needs in learning English. This study aims to determine the needs of students in junior high school in learning English and to find learning styles based on the level of students. This research used descriptive qualitative method. The data collection technique in this study used a questionnaire distributed in the form of a Google form through WhatsApp. The respondents were taken from 7th grade consist of 6 students from SMP IT AR-RAHMAN. The results of this study explain that there are several difficulties faced by students when learning English and require a good method to the needs of students, there are related about increasing vocabulary, understanding grammarly and improving speaking skill, all of them applying for different student learning styles

Keywords: learners language needs, need analysis, English subject

Introduction

English subject is one of the compulsory subjects offered in junior high school. According to Sinaga (2010) as cited by Megawati (2016) that shows the importance of language mastery, especially English as one introduction to both one's academic field of success and to promoting a career in the work world. Given the importance of English, the government requires that children in Indonesia learn English from junior high school. According to Permendiknas No. 22/2006 on content standards, it is explained that the purpose of learning English in Indonesia is directed for pupils to 1. have an ability to develop competencies in the form of limited verbal communication to accompany the action in the context of the school; 2. have awareness of nature and the importance of English to increase the nation's competitiveness in a global society, and 3. develop learners understanding of the relevance between language and culture.

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To achieve that goal, learners have many difficulties while studying English. To solve these problems, it needs analysis to find the method that appropriates with learner's needs and difficulties by learners in the English learning process. Mehmet (2015) stated that needs analysis is an important means of researching before designing and evaluating lessons/materials/syllabus and it helps draw a profile of learners/course to determine and prioritize the needs for which learners require English. Need analysis is an essential approach of undertaking studies previous to designing and evaluating lessons/materials/syllabus until the teacher can fill up learners need. Nation and Macalister (2010:29) gave an example of how to know the learners' lacks. The way of investigating the lack of the learners needs analysis to find the basic problems of learning English. Learners can understand what they need, what their difficulties in learning English.

Learners need is the gap between what the learner wants to get out of the learning experience and his or her current state of knowledge, skill, and enthusiasm (Noessel, 2003). Learners need is the gap between what someone knows and what someone needs or wants to know. It means that learners need to represent gaps that exist because of a lack of knowledge, attitude or skill. Learners' needs vary according to the way they learn. Learning is a series of learning activities organized by the teacher as an effort to provide learning to learners about how to get and process knowledge, skills, and attitudes (Dimyati & Mudjiono, 2002; Wiyaka & Prastikawati, 2021). Learning as an effort develop learners' potential into competencies, while learning teachers, as well as professional program developers need to choose and be able to apply appropriate learning theory to be applied in learning. It is need to analysis the learning style to find the effectiveness of teacher's strategy in teaching learning process especially online learning. Brown (2000) defines learning styles as to how individuals perceive and process information in learning situations. Learning style is the way wherein people understand and method records in studying situations. Sutikno (2013) said that there are 3 styles of learners' learning, they are visual learning style, auditory learning style, and kinesthetic learning style. First, the visual learning style is a learning style in that vision has an important role. Second, the auditory learning style is a learning style that relies on learning through the ear. Learners who have an auditory learning style can learn faster through verbal discussions and listening to what the teacher says. Third, the kinesthetic learning style is the learning style through moving, touching, and doing. Learners who have a kinesthetic learning style are encouraged to learn through experience using a variety of learning models/equipment. Visual learning style is related to the sense of sight; learners can understand the teacher through what they see. Auditory learning style relates to the sense of hearing, learners learn and easily understand what they hear. Learners with kinesthetic learning styles can easily understand practical lessons. The three learning styles have different characters and different ways of developing them.

Based on the background of the study above, the research questions are formulated as follows:

1. What are the learners' need in learning English?

2. What difficulties do the learners face in learning English?

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In line with the research questions, the objectives of this research are to describe to explain learners' needs in junior high school on English subjects and to analyze learning style based on the level of the learner.

Method

This study applied the qualitative method in conducting data. According to Creswell (2013), qualitative research is a research method to explore and understand the meaning that some individuals or groups of people think come from social or human problems. Qualitative research is a studies technique to discover and comprehend, which means a few people or companies of human beings suppose to come from social or human problems. It begins in the field which is based on natural environments, not theory. The study employs a descriptive a case study that focuses on explaining learners need in junior high school. As Creswell (2003:15) argues that case studies as: "research that explores in depth a program, an event, an activity, a process, or one or more individuals". Case studies are based on an in-depth investigation of the process of some activities in a single individual or group to explore the causes of underlying principles, especially in this study about analyzing student needs which is a process of teaching and learning that involves groups and individuals.

As a sample, there were 6 learners from 7ᵗʰ grade of SMP IT AR-RAHMAN. The researcher used purposive sampling involving several learners with some characteristics such as low, middle, and high level. The study method was a questionnaire obtained via Google Form through WhatsApp. Sugiyono (2008: 142) explained that a questionnaire is a technique of collecting data that is done by giving some questions or statements to respondents. Thus, a questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from participants. The questionnaire consists of open-ended and close ended questions. According to Shimada 1997:1 the Open-ended approach is a learning approach that presents a problem that has more than one correct method or solution. According to Sugiyono (2012) closed questions are questions that expect short answer or expect the respondent to choose one alternative answers to each question that has been provided. Open-ended questions are questions that allow someone to give a free-form answer or their opinion about the topic in questions. Closed-ended questions can be answered with a limited set of possible answers such as A, B, C, or All of the Above. This research combines both of them. Meanwhile, in analyzing learners' opinions toward English teaching and learning materials and their needs in learning English at Junior High School, the researcher used the result of the questionnaire. The result of the questionnaire was analyzed using percentages from Google Form.
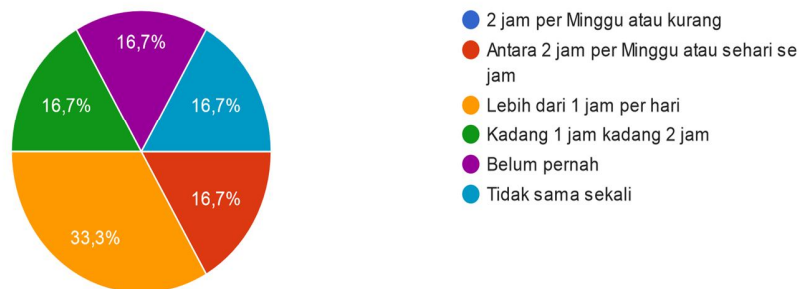
Finding and Discussion

In this section, the researcher provides and discusses the finding that is steered by the research objective to investigate learners need analysis in English subjects. Learners' needs are observed from the needs analysis carried out by teachers who design programs for success in

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learning English in particular. This is supported by Munby (1978), Hutchinson and Waters (1987) and Dudley-Evan and St. John (1998) that needs analysis is the first step that needs to be taken in preparation for an English learning program. It explains a program that includes a learning process that involves preparation of teaching materials as a means to achieve goals learning and practice for student learning outcomes.

The discussion is given by interpreting the results of the closed-ended questionnaire, which are shown in diagrams in the form of a basic percentage, then checked and elaborated, with the results of the open-ended questionnaire. Questionnaires in this research used in this study are mixed questionnaires. The questionnaire has been distributed on May, 31th 2021 and the result of the study was obtained from 6 learners of SMP IT AR-RAHMAN. The following result was obtained:

Diagram 1: Percentage of how much time do you spend studying English outside of class?

Berapa banyak waktu yang kamu habiskan untuk belajar Bahasa Inggris di luar kelas?
6 jawaban

- 2 jam per Minggu atau kurang
- Antara 2 jam per Minggu atau sehari se jam
- Lebih dari 1 jam per hari
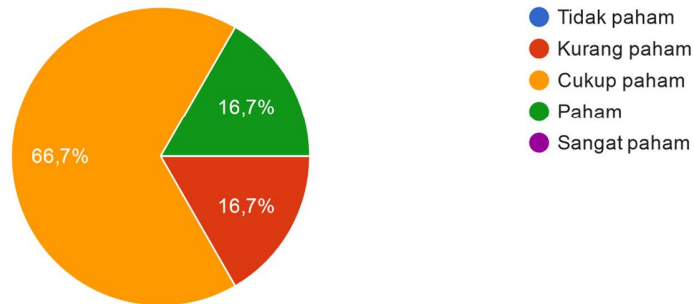- Kadang 1 jam kadang 2 jam
- Belum pernah
- Tidak sama sekali

In diagram 1 from the first question, it indicates that 33,3% of participants spend more than 1-hour learning English outside the classroom, 16,7% of participants spend time learning English sometimes 1 hour or 2 hours, 16,7% of participants never spent time learning English, participants never spent any time learning English at all, and the last 16,7% participants spend time learning English between 2 hours per week or 1 hour a day. Based on these findings, it was concluded that most of the participants spend more than 1-hour learning English outside of class per day.

The second question is; have you did ever take an English course? If so, why do you think English courses are important? The findings from the answers to the questionnaires of all participants indicate that is based on their experiences most of them have never taken an English course.

Diagram 2: Percentage of how is your ability to understand English reading?

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Bagaimana kemampuanmu ketika memahami bacaan berbahasa Inggris?
6 jawaban

In diagram 2 from the third question, it indicates that 66,7% of participants are enough to understand reading comprehension in the English language, 16,7% of participants understand reading comprehension in the English language, and 16,7% of participants' lack understanding of reading comprehension in the English language. Based on these findings, it was concluded the most of the participants were enough to understand reading comprehension in the English language.

Diagram 3. Percentage of do you want to improve your understanding of reading English text

Apakah kamu ingin meningkatkan pemahamanmu dalam membaca teks Bahasa Inggris?
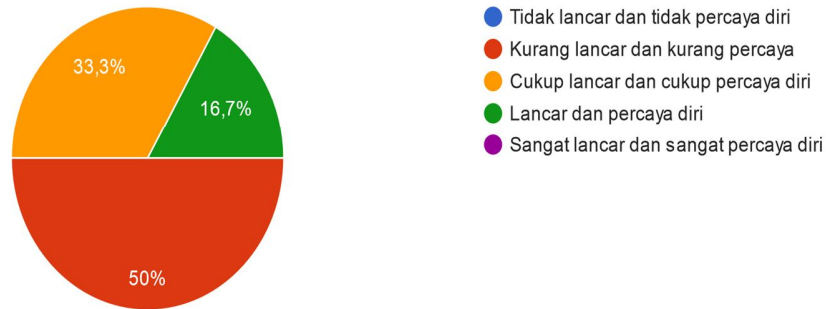6 jawaban
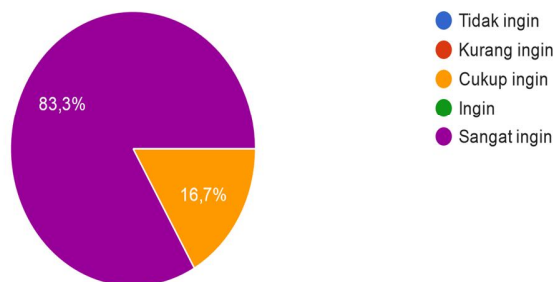
In diagram 3 from the fourth the question indicates that 83, 3% that participants want to improve their understanding of reading English text and 16,7% that participants enough want to improve their understanding of reading English text. Based on these findings, it was concluded the most of the participants want to improve their understanding of reading English text.

Diagram 4: Percentage of how is your fluency and confidence when speaking in English?

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Bagaimana kelancaran dan kepercayaan dirimu ketika berbicara dalam Bahasa Inggris
6 jawaban

- Tidak lancar dan tidak percaya diri
- Kurang lancar dan kurang percaya
- Cukup lancar dan cukup percaya diri
- Lancar dan percaya diri
- Sangat lancar dan sangat percaya diri

In diagram 4 from the fifth question, it indicates that 50% of participants were less fluent and less confident when speaking in English, 33,7% of participants were quite fluent and quite confident when speaking in English and 16,7% of participants were fluent and confidence when speaking in English. Based on these findings, it was concluded the most of the participants were less fluent and less confident when speaking in English.

Diagram 5: Percentage of do you want to improve your fluency and confidence when speaking in English?

Apakah kamu ingin meningkatkan kelancaran dan kepercayaan dirimu ketika berbicara dalam Bahasa Inggris?
6 jawaban

- Tidak ingin
- Kurang ingin
- Cukup ingin
- Ingin
- Sangat ingin
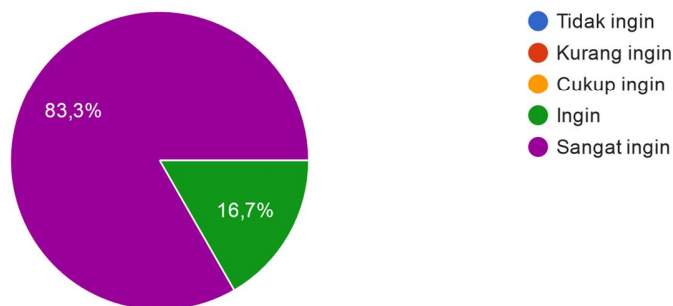
In diagram 5 from the sixth question, it indicates that 88,3% want to improve their fluency and confidence when they speak the English language unconfident to improve their fluency and confidence when they speak the English language. Based on these findings, it was concluded the most of the participants want to improve their fluency and confidence when speaking English.

Diagram 6: Percentage of how to accurate when you pronouncing English words?

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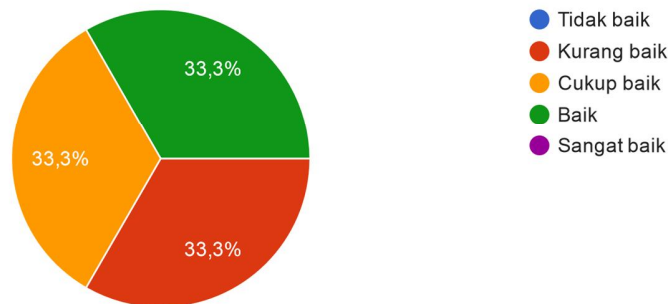**Bagaimana ketepatanmu saat mengucapkan kata-kata berbahasa Inggris?**
6 jawaban

Diagram 6 from the seventh question indicates that 33,3% of participants were quite good at pronouncing an English word, 33,3% of participants were good at pronouncing English words and 33,3% of participants were not good at pronouncing English words. Based on these findings, it was concluded that the results were balanced about the participants' opinions regarding the correctness of pronouncing English words.

Diagram 7: Percentage of do you want to improve your accuracy when pronouncing words in the English language

Apakah kamu ingin meningkatkan ketepatanmu saat mengucapkan kata-kata dalam Bahasa Inggris?
6 jawaban

Diagram 7 from the eighth question indicates that 100% of participants want to improve accuracy when pronouncing words in the English language. Based on these findings, it was concluded that the results all participants want to improve accuracy when pronouncing words in English.

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Diagram 8: Percentage of how about your understanding when listening to other people speak English?

Bagaimana pemahamanmu ketika mendengarkan orang lain berbicara Bahasa Inggris?
6 jawaban

- ● Tidak paham
- ● Kurang paham
- ● Cukup paham
- ● Paham
- ● Sangat paham
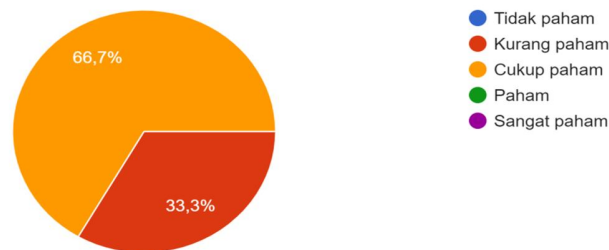
In diagram 8 from the ninth question, it indicates that 66,7% of participants quite understand when they listen to other people speak English, and 33,3 % of participants are less understand when they listen to other people speak English. Based on these findings, it was concluded that the majority of the participants are quite understood when they hear other people speak English.

Diagram 9: Percentage of do you want to improve your ability in listening when other people speak English?

Apakah kamu ingin meningkatkan kemampuanmu mendengarkan orang lain berbicara Bahasa Inggris?
6 jawaban

- ● Tidak ingin
- ● Kurang ingin
- ● Cukup ingin
- ● Ingin
- ● Sangat ingin
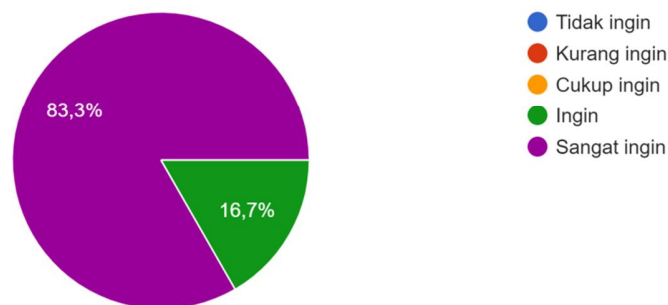
In diagram 9 from the tenth question, it indicates that 83,3% of participants are want to improve their listening ability when listen to other people speak English, and 16,7 % of participants are want to improve their listening ability when listening to other people speak English. Based on these findings, it was concluded that most participants are want to improve their listening ability when listening to other people speak English, so teachers need to hone their listening skills more deeply during the learning process.

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Diagram 10: Percentage of how is your ability to write in English?

Bagaimana kemampuanmu dalam menulis kata berbahasa Inggris?
6 jawaban
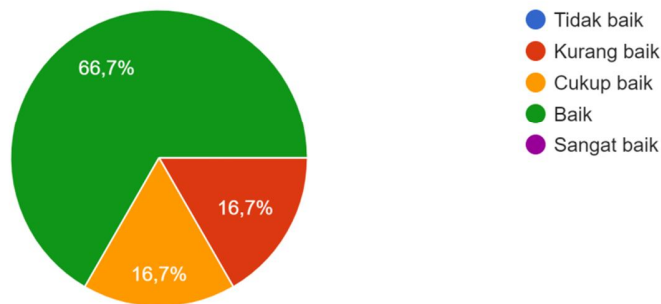
In diagram 10 from the eleventh question, it indicates that 66,7% of participants have good ability in writing English, 16,7% of participants have the deficient ability in writing English and 16,7% of participants are well enough ability in writing English. Based on these findings, it was concluded that most participants many learners have good English writing skills.

Diagram 11: Percentage of do you want to improve your ability in writing English words?
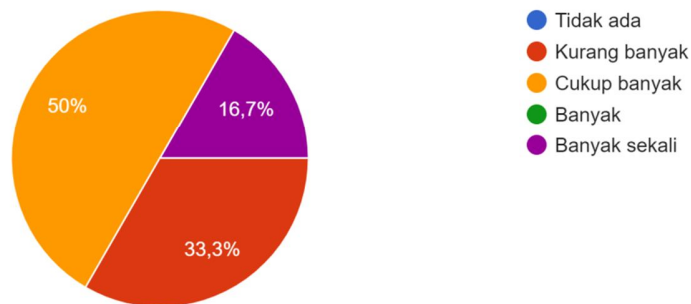
Apakah kamu ingin meningkatkan kemampuanmu dalam menulis kata-kata berbahasa Inggris?
6 jawaban

In diagram 11 from the twelfth question, it indicates that 100% of participants are want to improve their ability in writing English words. Based on these findings, it was concluded that all of the participants need to improve their ability in writing English words, so the teacher needs to select interesting writing materials and suits their needs.

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Diagram 12. Percentage of how much English vocabulary do you know?

Seberapa banyak kosakata dalam Bahasa Inggris yang kamu ketahui
6 jawaban

In diagram 12 from the thirteenth question it indicates that 50% of participants have pretty much English vocabulary, 33,3% of participants have not much vocabulary and 16,7% of participants have plenty of English vocabulary. Based on these findings, it was concluded that most of the participants have pretty much English vocabulary that they knew.

*Diagram 13: Percentage of do you want to improve your knowledge about English vocabulary?*

Apakah kamu ingin meningkatkan pengetahuanmu tentang kosakata dalam Bahasa Inggris?
6 jawaban

In diagram 13 from the fourteenth question, it indicates that 100% of participants are really want to improve their knowledge about English vocabulary. Based on these findings, it was concluded that all of the participants are really want to improve their English vocabulary.

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Diagram 14: Percentage of what are language activity do you prefer?

Ketika belajar Bahasa Inggris, kamu lebih suka kegiatan apa?
6 jawaban

- Menulis
- Membaca
- Berbicara
- Mendengarkan
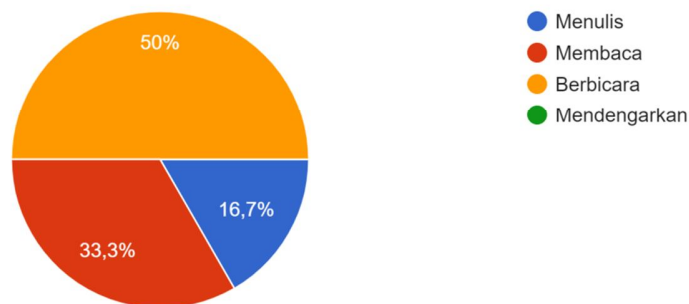
In diagram 14 from the fifteenth question, it indicates that 50% of participants prefer speaking activity in learning English, 33,3% of participants prefer reading activity in learning English and 16,7% of participants prefer writing activity in learning English. Based on these findings, it was concluded that the participants have different language skills and the teacher need to integrate fourth of that in learning English.

The sixteenth question is if you are taking an English course, when do you want to finish your course? The findings from the answers to the questionnaires of all participants indicate that two participants answered that they wanted to finish the course as soon as possible, two participants answered that they wanted to finish the course when they were already proficient in English, one participant stated that she wants to finish the course in eleventh grade, and one participant answered that she has completed the course three years ago. Based on these findings, it was concluded that the participants have different perceptions about how long they want to finish the course.

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Diagram 15: Percentage of how long do you want to learn English?

Berapa lama kamu ingin belajar Bahasa Inggris di kelas?
6 jawaban
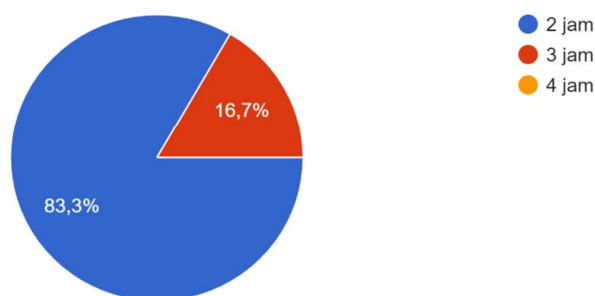
In diagram 15 from the seventeenth question, it indicates that 83,3% of participants need to learn English for 2 hours, and 16,7% of participants need to learn English for 3 hours. Based on these findings, it was concluded that most of them need to learn English for 2 hours.

The eighteenth question is what is your expectation for your English teacher/tutor? The findings from the answers to the questionnaires of all participants indicate that most of the participants expect the method that the teacher used in English learning should be appropriated with their learning style. Based on these findings, it was concluded that the teacher must use interesting methods that can make a fun teaching-learning process and fulfil learners' learning styles.

The nineteenth question is; do you have difficulties when learning English? If so, mention it. The findings from the answers to the questionnaires of all participants indicate that five participants have difficulties when they learn English, such as difficulties in grammar, pronunciation, and vocabulary aspects. The difficulties of grammar can cause the learners not confident when they are speaking. It is supported by Toumas (2015) who claimed that many students are afraid to speak in the English language because they keep thinking of grammar and are anxious about grammatical errors. In pronunciation, the learners faced the problem related to spelling. Therefore, junior high school children are still at the beginner level who need to be taught good pronunciation. It is supported by Higgs et al (1982) who claimed that a beginner learner of English language must be taught pronunciation. Whereas, the lack of vocabulary can cause the lack of understanding of target language. It is supported by Afzal, N. (2019) who claimed that it is crucial to highlight vocabulary-learning problems faced by students, propose vocabulary-learning strategies that can enhance students' understanding of the target vocabulary, and offer them opportunities to acquire new words. Based on these findings, it was concluded that most of them have difficulties when learning English. So, they must study hard to overcome it and the teacher should fulfill learners need with a need analysis.

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Based on the results of the questionnaire, shows that learners have different language needs to be based on their learning style. The best method with the teacher can use in fulfilling their learners need is to be integrated the four learning skills in the teaching-learning process. It is supported by Carols (1990, pp. 73-74) who claimed that the implementation of the integrated the four learning skills in teaching-learning process has five advantages. First, skills integration provides continuity in teaching-learning/program because in this approach tasks are closely related to each other. Second, activities in the integrated skills approach can be designed to provide input before output. Third, it provides realistic learning as skills integration allows for the development of four skills within a realistic communicative framework. Fourth, it provides chances to know and redeploy the language learned by students in different contexts and modes and it can be valuable for motivation because it allows for the recycling and revision of language which has already been taught. Fifth, skills integration increases confidence to a weaker or less confident learner. In addition, the learners should study hard to overcome their problems when learning English. This shows that the opinion of learners from SMP IT AR-RAHMAN about their need analysis in English subject that found some difficulties such as the difficulties in grammar, pronunciation, and vocabulary aspects.

Conclusion

The teachers will be always faced with different learners in their characteristics, level, and also different need. The results in this research were presented that all of the participant's junior high school level at SMP IT AR-RAHMAN are felt interested in learning English but still have some problems with it, most of the learners felt difficulty in grammar, vocabulary and pronunciation. Not only that they also should be tried to improve more about their English skills in understanding English face, conversation, writing text an in increase their confidence in speaking English. Base on the data the learners want to faced their problem activities in English and improve their English skills within enjoy and more fun especially in speaking, reading and writing activity. So, to handle it the teachers should be choose effective and interesting method which is suitable for them then find their needs in learning English base on their learning styles.

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