



An Analysis of English Learning Needs for Students at Makassar State University

Analisis Kebutuhan Pembelajaran Bahasa Inggris Untuk Mahasiswa di Universitas Negeri Makassar

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ABSTRAK

Penelitian ini bertujuan untuk mengungkap kebutuhan mahasiswa terhadap Bahasa Inggris pada Program Studi Pendidikan Ekonomi Universitas Negeri Makassar. Penelitian ini dilakukan untuk menemukan kebutuhan belajar bahasa Inggris dalam situasi akademik dan menargetkan kebutuhan siswa pada Keterampilan Bahasa Inggris. Hasil analisis kebutuhan ini adalah rangkaian kebutuhan siswa pada aspek bahasa. Penelitian ini menggunakan metode kuantitatif-kualitatif untuk memperoleh data dan sumber datanya adalah 52 responden. Instrumen yang digunakan dalam penelitian ini adalah angket dan wawancara. Hasil penelitian ini menunjukkan bahwa mahasiswa Pendidikan Ekonomi membutuhkan kursus bahasa Inggris khusus yang berkaitan dengan bidang Ekonomi. Belajar bahasa Inggris sangat penting bagi mahasiswa ekonomi untuk mencapai tujuan mereka mengembangkan kemampuan bahasa Inggris mereka. Perlunya kemampuan bahasa Inggris yang dianggap berguna untuk mengakomodir mahasiswa ekonomi baik akademik maupun target situasi. Hasil kebutuhan belajar menunjukkan bahwa Grammar dan Pengenalan Diri dibutuhkan oleh siswa dan metode pembelajaran yang dibutuhkan adalah pembelajaran dengan video dan pembelajaran dengan gambar. Untuk kebutuhan sasaran, terungkap bahwa bahasa Inggris memegang peranan penting dalam dunia kerja.

Kata Kunci: Analisis kebutuhan, Kebutuhan belajar, kebutuhan pelajar.

ABSTRACT

The present paper was aimed to reveal students' need on English in Economic Education Study Program at Universitas Negeri Makassar. The research was conducted to discover learning needs of English in academics situation and target needs of the student on English Skills. The result of this need analysis are the series of students need in language aspect. This research applied the quantitative-qualitative method to gain the data and the source of data were 52 respondents. The instrument used in this research were questionnaire and interview. The result of this research showed that the Economic Education students need a specific English course related to the area of Economic. Learning English is very important for economic students to reach their objectives to develop their English skill. The need of English skills that are considered useful to accommodate the economic student both academic and target situation. The result of learning needs shows that Grammar and Self-Introduction are needed by the students and the learning method needed are learning with video and learning with picture. For the target needs, it is revealed that English play an important role in the working fields.

Keywords: Need analysis, Learning needs, Target needs

1. INTRODUCTION

Learning English in university is very important to make sure the student is ready to face the real working field after graduating, especially in economic education study program. Economic education study program is select because the student of economic will be face the millennial generation who will learn not only in one language but also the English subject become the student ability.

Because students are not well-motivated, encouraged, or provided adequate learning methodologies, students do not practice speaking English with native English speakers, and materials are not appropriate, the English language is difficult to learn. When a student applies for a job in Indonesia or an overseas company that requires a professional worker, the English language plays an important part in ensuring that the student is competent. However, most students in the economic education study program at Universitas Negeri Makassar struggle to meet their English needs, owing to the disparity between the information they acquire in college and the needs of students learning English.

Writer expand and demand for English to suit need and requirement for increase English for Specific Purposes (ESP) courses. This need then acts as a guide to design ESP course materials. The ESP courses were design to meet individuals' needs consider to motivate learners to learn, and to provide appropriate learning (Hutchinson and Waters, 1987)

This research focus on discovering the need analysis of economic education study program often find terms related to economic that use English language. The researcher analyzed the students' need at economic education study program Universitas Negeri Makassar where English Specific Purposes lesson.

2. LITERATURE REVIEW

2.1. English Specific Purposes

The teaching and acquisition of English as a second or foreign language with the goal of learners using English in a specific domain is known as English for specified purposes (ESP) (Fitria, 2019). According to Hans and Hans (2015), English for Specific Purposes

(ESP) focuses more on language in context than grammar and linguistic structures. It includes topics such as accounting and computer science, as well as tourism and business management.

According to Robinson (2012), ESP is goal-directed, meaning that learners are studying the English language because they need or will need to use it in their professional or academic activities. EAP students are either current higher education students or personnel, or they want to continue their study after completing their EAP course. To thrive in their academic pursuits, they must learn English.

A crucial aspect to remember in ESP is that English is not taught as a distinct subject from the students' everyday lives, but rather as part of a subject matter area that is meaningful to them. There is a needs analysis that indicates which language abilities are most needed by the students/learners, and the syllabus is prepared suitably for the students/learners in English for Specific Purposes (ESP).

2.2. Need Analysis

The need analysis is summarized as a consistent and measurable set of design criteria at the end of the procedure. The goal of requirement analysis is to expand the solution space as much as possible, thus the designer must avoid designing a solution while establishing the boundaries.

The two primary parts of the design that need to be considered are functions and limitations. During the need identification stage, the purpose, or principal function, of the product to be designed was already identified. This function, on the other hand, needs to be investigated further, developed, quantified, and possibly split down into sub-functions.

Designers identify essential difficulties and acquire crucial insights into the design task through need analysis, which is a discovery process. Need analysis is organized into five main categories to help with the finding process: performance, value, size, safety, and special. These categories allow the designer to concentrate on a few concerns at a time while learning more about the work.

3. RESEARCH METHODOLOGY

3.1. Research Design

For this study, the researcher used a mixed-method approach, which combines qualitative and quantitative research techniques, methods, approaches, and concepts into a single study to ensure that all instruments are administered accurately and consistently according to the instructions. This form of design, according to Gay, et al (2012), is concerned with the collecting, analysis, and interpretation of complete, narrative, and visual data to acquire insight into a specific topic of interest.

3.2. Research Instrument

In obtaining the data of the research, the researcher used questionnaire and interview as the instrument. In the questionnaire, the researcher used open and close questionnaire to determine the content of materials each topic. The questionnaire administered to Economic Education students in need analysis. The researcher used interview to get significant data form the questionnaire. In these stages, the interview addressed to the students. The researcher used interview guideline as an instrument and adopted structural interview.

3.3. Data Analysis

The data from the questionnaire of need analysis analyze by using the frequency of the average score. Some data described in the frequency and percentage only. The data obtain the questionnaire analyze quantitative using the following procedures. The data interview with the respondent transcribed then group it based on the research question. The data analyze to know the situation of the learning materials and which answer is belong to certain English need. The result of the analysis interpreted.

4. FINDINGS AND DISCUSSION

4.1. Findings

The researcher was conducted need analysis to know target needs of students by identified *necessities*, *lack*, and *wants*. To collect the data, the researcher gave questionnaire and interview to the students.

Table 1. Student Necessities

Target Need			Percent
Necessities	Purposes	Self-quality development	71.1%

Target Need			Percent
		Continue the study level	7.5%
		Future career	17%
		Visit other countries	2.4%
		Complete studies	2%
	Language Component	Speaking Skill	58.5%
		Writing Skill	49.1%
		Reading Skill	47.2%
	Listening Skill	46%	

Table 2. Students Lack

No	Problems	Percentages
1.	Did not understand the listening materials based on any context	56.6%
2.	Did not speak English with a correct grammatical	54.7%
3.	Did not understand all the kind of reading	53.1%
4.	Did not write based on the grammar structure	37.7%
5.	Did not speak fluently based on the context	30.2%
6.	Did not understand kind short and simple reading	28.6%
7.	Did not write a cohesive and coherence paragraph	28.3%
8.	Did not understand the easily listening materials	28.3%

Table 3. Students Want

No	Topic	Percent	Categories
1	Grammar	88.7%	Very Worthy
2	Self-Introduction	75.5%	Worthy
3	Asking and giving answer	75.5%	Worthy
4	Active and passive voice	67.9%	Worthy
5	How to Make a CV	60.4%	Worthy enough
6	Daily activity	56.6%	Worthy enough
7	Giving suggestion	56.6%	Worthy enough

4.2. Discussion

Necessity is a need that depends on the demands of the situation for the success of students in achieving the target. Based on the existing findings, the data from table 1 showed that in looking for 'necessities' the priority of students learning English was to improve their quality.

Besides looking for necessity, lack is important to identify to find out what student weaknesses. Based on the result in 'lack' there were four questions given to respondents. From the first question, it was to find out the student weaknesses in listening. In table 9 show the students weaknesses on listening, mostly the students choose did not know the listening materials based on any context. It is identified that the students need English reading materials that addressing should explain about the purposes of the listening.

Wants is desires that student want to learn and master. Knowing what students want to learn is different from desires based on the demands of "necessities" situations. In finding out the 'wants' of Economic Education Study Program, there was a question based on the English and economic topic given to the respondents.

In learning process, it is not uncommon for students to encounter difficulties in it. The finding showed students often had difficulties listening materials such as did not understand the listening materials based on any context. Beside of that, translating become one of the student difficulties in learning English. The student said, when reading or listening a text, the student did not get the point because do not know the meaning.

It is very important to know the way the student learn to success in the target. Each student's learning style is different because the student has their own method of absorbing, processing, and comprehending information. Regarding the learning method chosen by students, they preferred to learn through videos/films.

5. CONCLUSION

This need analysis thesis is attempt to describe the needs of Economic Education Study Program students towards the English language needs in economic fields. This study attempted to address the study

research question related to the current and target situation recommended by Hutchinson and Waters by triangulating both qualitative and quantitative findings to answer the study research question connected to the present and target situation.

First, Target situational analysis of this research divided into three categories, such as necessities, lack, wants. First, in the economic community, English is seen as a vital communication tool. It is also worth noting that the significance of this terminology fluctuated depending on the occasion. In term of lack and want, most of the students lack in every skill such as listening to any context, have not a lot of vocabulary in speaking, and grammar limitation.

Second, Present situation analysis of this research demonstrate learning needs of the students, from the student's level of English Proficiency to materials and learning methods preferred in learning English. The students of Economic Education Study program, have a similarity and differences in attitudes and belief towards English language learning which then concluded into one entity of needs. Students believe that learning English is a challenging topic. Students have the modesty level of English proficiency equipped with prior knowledge of English to help the students reach their aims to improve English skill. The participants students want learn specific economic terms and topics embedded in their English learning activities and term of learning activities.

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