

Need Analysis Of English Course Materials For The First Grade Of Food Crops And Horticulture Students Of SMKN 4 Sidrap

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Abstract

The main objectives of this research are to find out the student's needs in learning English as a general course and also the target language needs for materials and to design an appropriate syllabus on the basis of agricultural student's needs especially in food crops and horticulture. In order to achieve these objectives, a need analysis of the students was carried out in advance. The research method employed descriptive research. The research was carried out by distributing questionnaires to collect the relevant data. The data collected were tabulated and analyzed using both descriptive and quantitatif methods. The population of this reserach was all the first grade of food crops and horticulture students consisted 25 students and one English Instructor and one Vocational Teacher.

The result of the research indicated that learning needs questionnaires given on speaking and listening activities. Based on the questionnaires showed that learning needs of perceptions of sudents skills regarding the importance of item referring to speaking skill were 94,4% ,the subskills highest importance is listening 93,6%, and other were writing 92,8% and reading 90,4%. Target language needs as perception of students regarding the importance of students reffering to speaking skils were 95,2%, and listening as the next skill with 94,4%. Reading and writing skills have the same range of 93,6% according to perception of respondents. Based in this fact, a syllabus that meets the students expectation specially related to teaching material, teaching method and leraning strategies is to be designed that using in curriculum 2013.

1. INTRODUCTION

The implementation of English as a compulsory subject at SMKN 4 SIDRAP is required for all students at study at, Food crops and Horticulture class, Veteriner Class in KTSP (school base curricular) English subject designed by students needs, culture potention, educational base diversification. But 2013 curricular the current issues are the content in English course is the senior high school same with for both school vocational high school for both without consisting with student's need in vocational school , like in Agriculture High School. Material developed in KTSP (school base curricular) which have developed by English teachers are no longer uses. The English material at vocational school is describe the same as the one for SMA. These make difficulties for accomodating the students need. The time allocation for English subject encouncted to two hours (2 x 45 minutes) a week, only half time compared was KTSP.

Concerning teaching method, the 2013 curricular requiring a. Anderson taxonomy to cognitive, Dyers to psychomotor and Krathwohl to affective b. The learning method are scientific approach, inquiry and discovery, project based learning and cooperative learning. The general aims of teaching this subject are to familiarize the students with technical terminologies in their field of studies, to enable students to understand references in their field of specialization, and to enable students to write their material in English, the ability of the students what they have known.

At SMKN 4 SIDRAP the English material were not design based in the goals describe above. In other words the current course material was designed based on need analysis the finding whether suggested in the 2013 curricular are not yet applied. As we know that Needs analysis is a Systematic process to acquire an accurate, thorough picture of the weaknesses and strengths of a school group that can be used in response to the academic and course needs of all students for improving student achievement and meeting challenging academic and course standards. Process that collects and examines

information about achievement issues and then utilizes that data to determine priority goals, to develop a plan, and to allocate funds and resources (Eva M Kubinski, M.S. Comprehensive Regional Assistance Center – Region VI South Dakota Title I Schoolwide Conference September 27, 1999).

Students need analysis is very important to do because they are often seen as the best judges of their own needs and wants. They know what they can and cannot do with the target language and what language aspects most essential for them. To ensure some success for the students in learning, teachers need to determine what each learner needs and wants to learn. This can be done through need analysis, before the course, during the course, or after course has ended. The teacher is a resource that helps students identify their language learning problems and find solutions to them, find out the skills they need to focus on, and take responsibility for making choices which determine what and how to learn. Many needs analysis studies have been conducted to design and evaluate English language teaching and learning programs.

2. LITERATURE REVIEW

The term 'analysis of needs' first appeared in India in the 1920s when Michael West (West, 1994) introduced the concept to cover two separate and potentially conflicting concepts of need contributing to the 'surrender value' of learning. What learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training. The formal concept of need analysis was largely established during the 1970's by the Council of Europe Modern Language Projects group in field of ESP (Richterich, 1980).

Language needs deal with the question what knowledge and abilities the learners will require being able to perform to the required degree of competence in the target situation. The target situation needs can be further elucidated: These needs are determined by the demands of the target situation. It means what the learner has to know in order to function effectively in the target situation. For instance, a businessperson

might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues. He or she will also need to know the linguistics features – discoursal, functional, structural, lexical, and most commonly used in the situations identified. It is required to know what the learner knows already, so that it can be decided then which of the necessities the learners lack. One target situation necessity might be to read texts in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency needs to be matched against the existing proficiency of the learners' lack (Hutchinson & Waters, 1984).

The learners too have a view as to what their needs are. According to Richterich (1980) the existence of need is associated with the perceptions and desires of a person. Needs do not exist in reality, it is rather an image of personal feelings that the learners express on the basis of data pertinent to their environment. So, *wants* are, in fact, the reflection of learners' own perceptions.

Learning needs are linked with the route to the destination set by target situation. It is naïve to base the course design and the whole ESP program merely on target needs. The methodological, administrative and psychological needs must occupy the same space in needs analysis as the target needs do. ESP learning is not a mechanical project to be imposed mechanically on the learners. The whole ESP program is an enjoyable, pleasing, manageable, generative, creative and productive activity. It is only possible when it is based on the full potential and constraints of both target needs and the learning situation.

The purpose of this study to reveal the importance attached to the four main skills (speaking, listening, reading, writing) by students and curriculum coordinators with respect to language needs and learning needs. The relationship between students' attitude toward English language (enjoyment, anxiety, interest, motivation, confidence, aspiration, importance) and their perceived learning and language needs were revealed. Below the list of students reason for learning English, Students Regarding the Importance of Items Referring to Speaking Skill as Learning Needs, Students Regarding the Importance of

Items Referring to Listening Skill as Learning Needs, Students Regarding the Importance of Items Referring to Reading Skill as Learning Needs, and Students Regarding the Importance of Items Referring to Writing Skill as Learning Needs.

Participants

The research designed descriptive qualitative method. It aims to assess the target language needs, learning needs for student of first grade of Food crops and horticulture at SMKN 4 SIDRAP through the questionnaires for students, English instructor and vocational teacher.

The first group consisted of 25 (twenty five) of the first grade of Food crops and horticulture students at SMKN 4 SIDRAP. Their ages ranged from 15 up 16 years old. The second group consisted of 1 English instructor who teaching English for Agriculture at least one year. The third group consisted of the vocational teacher of the vocational material. He is teaching authentic material based on students programme like vocational competency standards, types of horticultural plants, The breeding plants, nurseries, agricultural machinery and equipment, fertilizing, irrigating, soiling etc.

There were three data collection instruments in this study: An ESP Program Identification Form has given to English language instructor, a questionnaire to vocational teacher and needs assessment questionnaires also were administered to students.

Design

The data collecting through to questionnaires is analyzing attitude scale learning needs and target language needs parts which involved a five point likert scale aimed at finding out the regarding the importance of the four main skills and subskills. The scale consisted of the following descriptors : 1: Unimportant, 2: Of little important, 3: Moderately, 4: Important and 5 : Very Important.

The analysis of the questionnaires in percentage were carried out by using formula

:

$$P = \frac{F / M}{N} \times 100$$

In which :

P = Percentage

M = Mean

F = The frequency of item

N = Total sample

(Hatch and Farhady, 1982 : 92).

Frequencies and percentages for each item reflecting the learning needs and target needs were calculated in order to have the opportunity to compare their perceptions with the students' perceptions. The most detailed tool was the students' needs assessment questionnaires, English instructor and Vocational teacher. Percentages for importance scales were calculated and descriptive analysis was conducted. In order to examine the discrepancy between the importance of each need and the self perception of the learning and target needs, paired samples quantitative was conducted.

3. FINDINGS AND DISCUSSION

a. Perceptions of Students Regarding the Importance of Items Referring to Listening Skill as Learning Needs

In the listening skill adapted from Identification Form by R. Mackay, 1978, there were 13 items of sub skills and 6 items used in this research and other were eliminated because the eliminated sub skills not yet used in vocational senior high school.

Perceptions of students regarding the importance of the subskills of listening referring to learning needs are presented. Table 4. shows the percentages of students attaching importance to each item in listening skill as learning needs.

Importance of Subskills of Listening Regarded as Learning Needs by Students

(in Percentages and Means)

Description	Degree of Importance										Mean	%/25
	1 F	2 %	3 F	4 %	5 F	6 %	7 F	8 %	9 F	10 %		
13 Recognising language structure-	0	0	0	0	1	4	8	32	16	64	4.68	93.6
14 Obtaining specific information -	0	0	0	0	1	4	6	24	18	72	4.26	92
15 Obtaining gist	0	0	1	4	0	0	8	32	16	64	4.56	91.2
16 Listening for translating	0	0	0	0	0	0	8	32	17	68	4.68	93.6
17 Understanding complex sentences	0	0	1	4	4	16	10	40	10	40	4.16	85.6
18 Listening for summarising	0	0	2	8	5	20	12	48	6	24	4.36	87.2

adapted and modify from the Identification Form by R. Mackay, 1978

1: Unimportant, 2: Of little importance, 3: Moderately important, 4: Important, 5: Very important

The range of means of items in table are **4.68 - 4.28**. The subskills with the highest importance were recognising language structure and listening for translating (93,6 %), obtaining specific information (92%), obtaining gist (91,2 %), The subskills with the lowest importance were listening for summarising (87,2) and understanding complex sentence (85,6%)

b. Perceptions of Students Regarding the Importance of Items Referring to Reading Skill as Learning Needs.

In reading skill adapted from Identification Form by R. Mackay, 1978, there were 17 items of sub skill and 9 items of sub skills used in this research that sub skill remains 8 items not used in the questionnaire which eliminated they were : Guessing the meaning of unknown words from context, Analyzing, Synthesizing, taking inferences, reading for note-taking. Because the eliminate subskills not yet used in vocational senior high school.

Perceptions of students regarding the importance of subskills of reading referring to learning needs are presented. Table 5. shows the percentages of students

attaching importance to each item in reading skill as learning needs. The range of means of items in table are **4.52-4**. The subskills with the highest importance were identifying main ideas (90,4%), speed reading (88%), Finding supporting ideas and predicting (84%), reading intensively (83,2%), Skimming (82,4%), summarising (81,6%). The subskills with the lowest importance were Scanning (80,8%) and Referencing (focusing on pronouns numbers,etc.) are (80%).

Importance of Subskills of Reading Regarded as Learning Needs

by Students (in Percentages and Means)

	Description	Degree of Importance										Mean	%/25
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
19	Reading intensively	0	0	0	0	3	12	15	60	7	28	4.16	83.2
20	Summarising	0	0	3	12	3	12	8	32	11	44	4.08	81.6
21	Speed reading	0	0	1	4	0	0	12	48	12	48	4.4	88
22	Identifying main ideas	0	0	0	0	3	12	6	24	16	64	4.52	90.4
23	Finding supporting ideas-	0	0	1	4	5	20	7	28	12	48	4.2	84
24	Skimming	1	4	0	0	3	12	12	48	9	36	4.12	82.4
25	Predicting	0	0	1	4	5	20	7	28	12	48	4.2	84
26	Referencing (focusing on numbers,etc.)	0	0	0	0	8	32	9	36	8	32	4	80
27	Scanning	0	0	4	16	2	8	8	32	11	44	4.04	80.8

adapted and modified from the Identification Form by R. Mackay, 1978

1: Unimportant, 2: Of little importance, 3: Moderately important, 4 : Important, 5 : Very important

Discussion

Considering the data collected from four groups of participants, it can be concluded that four are both similarities and differences among the perceived learning and target needs of students, English instructors and vocational teacher at the first grade of food crops and horticulture class in SMKN 4 SIDRAP.

One of the similarities among those four groups was with respect to the reasons for those students to learn English. Working in agriculture area came up to be the most

important reason in all groups. Thus, it can be a result of students' desire to work in their field of study after graduation. All the other reasons stated were similar but having to work with English speaking colleagues was stated only by the group of students. Speaking, listening as two basic skills and specialist vocabulary as a fundamental area of knowledge were stated to be the most important ones by the three groups..ESP is usually stated to be goal-directed. Students study English for study or work purposes. "This has implications for the kind of activities and topics on the course" (Robinson, 1991, p.2). The starting point, however, are the skills to be emphasized. This study revealed a result based on communicative aspect of language, by especially considering speaking and listening as the most important skills. Students and English instructors' views were in line with each other regarding the practice put into for each skill. Those two groups' views are similar both in terms of the most important skills and the skills ignored during the ESP program these students underwent. Although they view speaking, listening, and specialist vocabulary as the most important ones, a great number of students stated that in their ESP program those three were ignored.

According to Reviere (1996) "needs of target populations will almost always change over time-some slowly, others quite rapidly- needs assessment should ideally be an ongoing process rather than a one-time endeavor. Needs are not fixed but are relative to context" (p.215).

4. CONCLUSION

The learning needs section consisted of 35 questions related to the general English course adopted and modified by Mackay, R., Mountford, A.J. (1978). *English for specific purposes*. The result of the learning needs questionnaires given on speaking and listening activities. Based on the questionnaires showed that learning needs of perceptions of

students skills regarding the importance of ite referring to speaking skill were 94,4% the subskills highest importance is listening 93,6%, and other were writing 92,8% and reading 90,4% according to the perception of respondents

In general, the students were not satisfied with the condition of teaching and learning general English course because due to many reasons the teaching methods, inappropriate materials and the wide gap between student expectation and the real condition.

The target language needs section consisted of 28 questions related the English Specific Purpose as appropriate goals of teaching vocational material. Created by the writer based on students material needs. The result of the Target Language Needs Questionnaires given on to Speaking and Listening activities. From the questionnaires result showed that target language needs as perception of students regarding the importance of students reffering to speaking skilss were 95,2%, and listening as the next skill with 94,4%. Reading and writing skills have the same range of 93,6% according to perception of respondents.