

NEED ANALYSIS: A LEAP TO DESIGN ENGLISH COURSE CURRICULUM AT POLITEKNIK PERTANIAN NEGERI PAYAKUMBUH

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ABSTRACT

This research aims to analyse the needs of English course curriculum implemented in Politeknik Pertanian Negeri Payakumbuh (henceforth: Politani) as a step to design the new English Course curriculum. Curriculum for vocational study is emphasizing on the mastering of skills rather than mastering the theory of field of studies. Needs analysis regarded as the key point to a successful designing and implementation of certain subject. This study applies two kinds of instruments. The first one is questionnaire distributed to the newly enrolled students as the respondents to discover their wants. Also, TOEFL Prediction Test was conducted to some new students to check their English competence known as their lacks. There were 237 respondents given the questionnaire sheets as the representative of new students in Politani in 2019. The result of needs analysis showed that respondents wanted to focus the material of English course more on reading and speaking skill as they were aware of both skills were important for their study. In addition, TOEFL Prediction Test result showed that respondents gained the lowest score on reading comprehension section. Meanwhile they achieved higher scores on the listening section. It means that what respondents wants met their lacks in English competence. Researchers then would be able to design the effective and efficient English course curriculum for vocational students in Politani.

Key words: lacks, wants, needs analysis, curriculum, vocational

INTRODUCTION

The implementation of vocational education in Indonesia recently undergoes a highly increasing improvement. This phenomenon was fully supported by the government. It also seriously under the government's concern. The commitment made by the government could be seen from the encouragement to provide vocational education for all levels. Start from Diploma 1, diploma 2 and diploma 3. The government also encourages institutions to provide applied bachelor's degree level education, magister and doctoral. The proof could be seen by the effort made by the government to strengthen vocational education which legalized in the letter of Director General of Higher Education, The Ministry of Education and Culture No. 1061/E/T/2012 dated August 9, 2012. The letter was about the moratorium of establishment of reformation of higher education and the establishment of new study programs.

The system of vocational study differs from the one implemented by the university. It put emphasize more on the mastery of skill rather than mastery of theory or knowledge.

The proof is students from vocational school or college are given certificate of competency upon finishing study. It can be used as a ticket to get a job in industrial and working area. Meanwhile, during the process of education, vocational education tends to be more practical rather than theoretical. In other words, more practical is conducted than learning the theory. This characteristic of education needs special curriculum to make students more skillful in every subject, including English.

Need analysis has been regarded as the key point of designing and implementing the foreign language learning program, especially English learning.

As one of the aspects in teaching and learning of ESP (English for Specific Purposes), need analysis is the key factor to determine the successful of learning program for language teaching, in terms of academic context or professional context. Various definitions of need analysis have been presented by the language experts. Iwai et al (1999) defined need analysis as an activity of information collecting which can be used as basis for curriculum designing according to stakeholder and students' needs. Furthermore, in a more detail definition, Hyland explains that need analysis is a process which happens continuously. By conducting need analysis, it is hoped teacher could gather information about the objectives and students' educational background, students' language skill, the reasons to learn the language, and in what situation they are expected to be able to communicate in English. In other words, Hyland summarizes that need is what students recently know, what they don't have in knowledge, and what they wish to learn in the future time.

LITERATURE REVIEW

a. English Language Teaching (ELT) in Indonesia

English has been used, grown and supported in various context in Indonesia even though English is not the official language in this country. According to Lauder (2008), the role of English is limited by the decision maker to merely a tool to fulfil the needs of human development. (2008, p.13). Therefore, the government in language policy seems to be trapped in a dilemma between the want to use English to increase the national development and the fear of unwanted cultural effects may found toward the language and culture of Indonesia.

Nowadays, English course is the main foreign language used in Indonesia and English teaching and learning is the compulsory subject for middle and higher education. However, the practice of teaching and learning English at school is always facing problems. Lie (2009) draws a connection of the failure of teaching and learning English in Indonesia to some obstacles such

as: number of students and their background differences, lack of budget which is always a classic problem, teaching and learning milieu which is not sufficiently provide English learning input, and the political policy and curriculum through the shifting paradigm of centralization to decentralization.

Many criticisms are heading toward the teaching and learning of English in Indonesia. According to Imperiani (2012), the issue of teaching and learning English in Indonesia is merely about inconsistency of curriculum policy and its implementation in the classroom.

Regarding the decentralization paradigm practiced in Indonesia previously, Madya (2010) emphasizes on the importance of developing the standard of teaching and learning English in Indonesia. The practice should emphasize more on the active participation of teachers in the class. The awareness on this issue in some points are closely related to the increasing needs to apply students centred learning in teaching and learning English.

b. Needs Analysis in ELT

The role of need analysis (NA) for teaching and learning English is undeniable. Songhari (2008) in his article review put a insightful concern that in a journey, related literature always emphasize that need analysis has important role in the development of English teaching curriculum. No matter what approach is applied, English for Specific Purposes (ESP), English for Academic Purposes (EAP), or English as Additional Language (EAL) and etc. However, at the ESP approach, the need analysis become the important part (see Abrar ul Hassan, 2012).

There are so many related literatures available discussing about the importance of need analysis in the learning and teaching of English. In an article written by Vena P. (2016) summarizes the objectives of need analysis in each English learning and teaching program. The results are as follow: need analysis refers to; a) to identify the skill needed by the students due to be able to play certain role in their job, b) to analyse the existing curriculum, either it has met the need of future students, c) to identify the need of certain group of students so that teachers may provide them with the specific skills, d) to disclosure the distance between need and lack, e) the collect data about the specific issues met by the students, f) to collect data about the students, especially about their motivation and objectives to join a learning program, g) to make judgment on the effectiveness of learning program, h) to gain information about the preference of learning style, learning needs, the role of certain skill, the role of teacher student relationship, the preference of teaching and learning, and etc.

According to its types and categories, Songhari (2008) summarizes related literatures and make some distinctions of need analysis as follow:

a. Target Situation Analysis

Target Situation analysis focuses on the determination of target needs and level of performance based on investigation process toward ideal situation. In other words, need analysis is making analysis on ideal situation which is hopefully should be reached by the students at the end of learning program.

b. Present Situation Analysis

When the Target Situation Analysis tries to formulate target or ideal situation must be achieved by the students at the end of the learning program, present situation analysis on the other side is focusing on the early or starting point of skill students bring upon starting the process of learning program.

a. Pedagogic Needs Analysis

This approach covers several things as follow: deficiency analysis, strategy analysis and learning needs analysis and means analysis.

In another literature (Kaewpet, 2009), need analysis approach could be categorized into: a) sociolinguistic approach: b) systemic approach: c) learning based approach: d) students-based approach: and e) task-based approach. In this research, combination of those approaches are going to be conducted by the researchers. Two main point of views in form of target and present situation analysis will be adopted. Furthermore, the combination of students-based approach and task-based approach will be adopted.

METHOD

1. Respondents

This research adopts quantitative approach to discover the answers on the questions of what are the needs and wants of future students of Politani toward English course. The reason to choose the approach applied in this research because there is an urgency to depict users' needs and wants toward the content of English course match to vocational education needs.

Technique of data collection was conducted by distributing questionnaires to future students of Politani. The questionnaire is designed in such a way referring to Likert Scale in which every statement is designed in form of close-ended statements. Respondents need to make decision among five options given resulted in the tendency toward certain trends. Likerts Scale is applied to measure attitude, behaviour and perception made by someone or group of people about social phenomenon.

In the research, this social phenomenon is set specifically by the researchers, henceforth is called as research variable. (Sugiyono, 2015:93). In this case, the phenomenon to be measured is need analysis on the content put in the English course for vocational education just like practiced in Politani. The given statements are made to lead the future students to decide content options for their English course according to their expectation and also in line with the demand of curriculum of English course used in Politani.

According to Sugiyono (2015:80), populations is generalization of area which consist of: object/subject which possess certain qualities and characteristics set by the researchers and then studied to derive conclusion from it. In this case, the population of the research is future new students who enrol in Politani during June – July 2019. Meanwhile, sample is part of number and characteristics of the aforementioned population (Sugiyono, 2015:81). Purposive Sampling Technique will be applied to determine the targeted respondents – future students of Politani who expects the things they are going to learn in the English course upon being students of Politani.

2. Technique of Data Analysis

The collected quantitative data from this research is the data of lacks taken from need analysis. The data gained by using inferential statistic to discover the average score of ability possessed by the future students as their background knowledge. From the data analysis collected could be concluded the ability level of the future students, whether they are in the beginner level, intermediate level or advanced level. Thus, researchers would be able to determine the materials to be included into the curriculum of English course.

Besides, the average score will be discussed descriptively by using graphic and diagram to explore the phenomenon happens in the society. The analysis of descriptive data plays important role in quantitative research, especially when the researchers may not discover the significant result on the statistic test. Then, the data collected from the investigation of necessity and wants will also be discussed descriptively to depict the gap might be found among the three elements. The existing gap will become the base to determine the materials to be included into the English course curriculum.

The researchers expect curriculum for English course resulted from this research could be implemented in Politani. The curriculum is hopefully meeting the needs, wants dan learning objectives set in Politani. Therefore, students from Politani finishing their study with effective

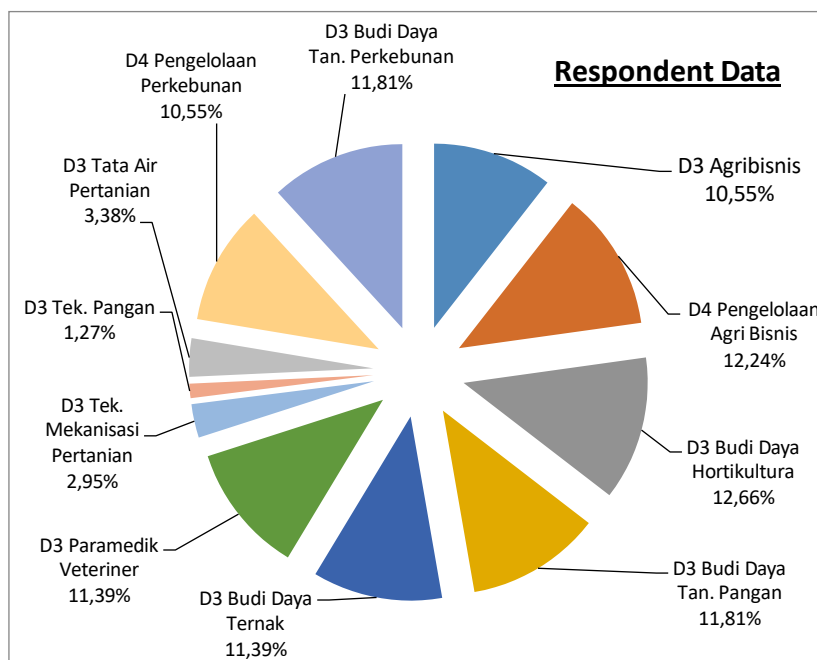
and efficient English skill to make them successful competitors in job fields. Besides, English skill they possess would be fully advantage for stakeholders.

RESULT AND DISCUSSION

1. Respondents' Distribution Percentage

Researchers agreed to gain data from new students enrolled to Politani. They were 12 (twelve) invited students and 12 (twelve) who pass the national polytechnic entrance examination taken from each study program. Therefore, there were 24 respondents for each study program. However, the result was different. The number of new students from the aforementioned study programs willing to fill in the questionnaire did not reach the target. Total respondents were 237 students. 55 respondents were students enrolled after passing the local examination, 44 students were from the research chairman's class, 65 respondents were from first member's class and the rest was 73 respondents were from second member's class.

Data analysis result of the questionnaires filled in by the respondents can be seen in the following diagram. The data were divided based on the study program of the respondents. It was conducted to describe the percentage of respondents' distribution. There was a study program having small number of respondents. It happens because the respondents merely gained from those who enrolled after passing local entrance examination. There were three study programs with low percentage of respondents.



2. Data Wants

The result gained from the questionnaire filled by the respondents could be seen in the following table. Among the twenty-five questions provided in the questionnaire, researchers put top ten the most chosen options by the respondents.

The list of questions or statements belongs to top ten rank are as follow:

No	Statement	Score
2	Mahasiswa membutuhkan kemampuan Bahasa Inggris untuk kepentingan studi, misalnya agar mampu memahami artikel ilmiah dibidang pertanian, peternakan dan perkebunan	791
23	Bahasa Inggris diajarkan dengan cara diskusi yang melibatkan dosen dan seluruh mahasiswa dalam kelas	786
16	Mahasiswa diberikan topik tentang pembukaan lahan untuk pertanian dan perkebunan	782
18	Mahasiswa diberikan topik tentang pemeliharaan tanaman pertanian dan perkebunan, dan komoditas peternakan	781
7	Mahasiswa membutuhkan kemampuan membaca (<i>reading</i>) teks berbahasa Inggris untuk pemahaman	778
19	Mahasiswa diberikan topik tentang pengolahan hasil tanaman pertanian dan perkebunan, dan pengolahan hasil peternakan	777
20	Mahasiswa diberikan topik tentang pemasaran hasil tanaman pertanian dan perkebunan, dan hasil peternakan	774
22	Mata kuliah Bahasa Inggris diberikan pada mahasiswa bertujuan untuk membekali mahasiswa agar mampu menyerap pengetahuan bidang pertanian, peternakan dan perkebunan lewat bacaan berbahasa Inggris	765
17	Mahasiswa diberikan topik tentang penanaman tanaman komoditas pertanian dan perkebunan	763
24	Pengajaran Bahasa Inggris dilakukan dengan cara praktik langsung	749

From each score above, the researchers summarize that the skill needed by the students was reading. This skill was chosen by the respondents since they feel they need it due to be able to comprehend reading text about agriculture, estate crop and animal husbandry. The reason was in order to widen their knowledge on agriculture, estate crop and animal husbandry, therefore they need to find more sources in English, not only in Bahasa Indonesia.

Meanwhile the teaching technique chosen mostly by the respondents was discussion technique and practice the language directly by the students. It means that the respondents already have the sufficient awareness that teaching the language will be merely effective if it is conducted through practice technique. It could also be the indicator that respondents did not have sufficient experience in the learning of English during their high school. They did not experience the good experience between students and teacher and opportunity to practice the language. Other respondents say they want to speak English fluently.

Topics respondents expect to learn in the English course are any topic related to agriculture, estate crop and animal husbandry. Including topics about planting activity of agriculture and estate crop commodities, processing steps of agricultural, estate crop and animal husbandry commodities, and the marketing strategy of the commodities.

1. Data Lacks

Respondents' lack data were gained by the researchers by implementing TOEFL Prediction test. The result could be measured and it was standardized. Test result gained was able to describe the respondents' skill. The TOEFL Prediction test was given only to certain number of students, not to all respondents, because new students were having some more activities at the same time. Therefore, only 26 respondents can join the test. The number of respondents join the test was assumed can represent the ability of the whole population of the research.

TOEFL Prediction test result shows that the average of converted score in section 1 (listening part) was higher than the average score for section 2 (grammar) and section 3 (reading part). It indicates that listening skill of the respondents is sufficient for basic level. Meanwhile the average score for section 3, reading part, is lower than the other parts. In relation to the needs data of the students summarized from the questionnaire, this condition was related to lacks data. Reading skill which is the skill respondents wanted the most to improve by joining English course, is proven by the test as the lowest skill they possess. Reading skill of the respondents reached the lowest average score of the test.

Besides, open-ended questions attached to the questionnaire also shows that respondents want the materials of English course should be more focused on the ability to comprehend the language. One of them is reading skill.

Respondents suggested topics for the course should be those which closely related to agriculture, animal husbandry and estate crop especially topic about field work usually conducted. Also, it should be about the marketing strategy for agricultural commodities which

is beneficial for the students. In addition, technique and teaching strategy students wish to have are wider opportunity to practice the language by having discussion and interaction with the lecturer.

It could be assumed that lacks and wants data from the result of the need analysis is coherently related to each other. Thus, researchers will be able to draw the materials, topics and teaching strategy should be implemented for the English course provided for the students in Politani.

CONCLUSIONS

Researchers finally can draw four conclusions in relation with the need analysis had conducted. First, respondents want English course material should be more focused on the reading skill. It closely related to their needs to enrich their knowledge by reading lots of articles about agriculture written in English. Respondents want topics for English course are about agricultural items such as estate crop and animal husbandry. The topics range from fieldwork to processing and marketing work of agricultural products.

Discussion, practice and two-way interaction between students and lecturer are the technique and teaching strategy chosen by the respondents to be applied in the English course. Next, TOEFL Prediction test showed that respondents' want was in correlation with their English ability need to be focused on improving reading skill. The average score on reading comprehension section showed that the average score of reading skill reached the lowest score among other section. The percentage between number of correct answer and number of test item also showed that respondents' reading skill is quite good. The lowest percentage of the section test was grammar and written expression section. However, teaching grammar can be implemented along with the teaching of other skills. Researchers do not need to discuss about this in detail.

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