

Need analysis of English subject for science program in senior high school grade XI

Mila Rodiana, Semi Sukarni*

English Language Education, Master of English Education

Universitas Muhammadiyah Purworejo, Indonesia

e-mail: semisukarni@umpwr.ac.id *

ABSTRAK

The focus of this need analysis is on the students in Senior High School (SMA) Grade XII in Wonosobo specifically in English subject. The main objective is to know how deeply they understand the English material in the class. Students in this level (grade twelve) should have skills both speaking and writing higher than students in junior or elementary. At least they know how to communicate using simple words and understand the main topic in reading or grammar in writing. Hence, this study aims to describe the learners' target need to learn English in science programs at Senior High Schools and to identify English skills needed by students in science programs. There were 22 twelfth graders involved in this study which consisted of students of SMA 1 Wonosobo. To obtain the data, a questionnaire in *Google form* was used. The findings showed that 86,4% of students like English as a subject, while 13,6% of students do not like English as a subject. Further, the interest in English from the students is also important. Students need a deep understanding of the material related to the terms. Another necessity is the English skills for their provision of knowledge to continue their study.

Keyword: General English, learning need, skills, SMA, target need.

INTRODUCTION

There is no country which can develop without education. Each country need to develop education according to its needs. Through education, people may get knowledge, many information which are the best factors to get the better life in the future. That is why many governments are doing the best innovation in education. Currently, the new Curriculum has released by the Minister of Education and Culture of Indonesia, Nadiem Makarim. He forms a new Curriculum called "Kurikulum Merdeka". It is the new Curriculum which the purpose is to face the new global era by combining learning and teaching use technology and media. Since the late 20th Century, acquisition of machines has been the primary focus of high school institutions to promote

technological access. Improvement the number of students to use computer. School management terms always focused ensuring the learners have access to computer and media in all high school. The existence of internet in 21st Century also increasing creativity technique to teach and learn in a classroom. In senior high school, skills in learning English are needed for their provisions of knowledge to continue their study (Aaen & Dalsgaard, 2019).

To achieve good skills, institution must have an appropriate program and plan in teaching. As this study focuses at Senior High school, the school must have English curriculum forming into lesson plan or syllabus. The Senior High school should provide the English material related to the general skills achieved by the students. On the other hands, the interest of English from the students is also important. In which parts they enjoy in learning. It could be on speaking, writing, reading or listening. The purpose of teaching English is to develop students' ability in term of the four skills (listening, speaking, reading, and writing). This Purpose is clearly stated in the learning outcomes of the New English Curriculum (Kurikulum Merdeka). That is the goal of the learning process, students are expected to be able to master it both spoken or written effectively. Therefore, in conversation they can communicate with others in certain context smoothly and fluently. Meanwhile, in writing they are able to send ideas through writing (Jannah, 2023; Rijanto & Rahayuningsih, 2023).

In Senior high school, the English subject which is taught is a general English which is typically refers to the use of the English language in everyday, non-specialized contexts. It encompasses the fundamental aspects of English language skills, such as grammar, vocabulary, reading, writing, and speaking, without focusing on specific technical or specialized topics. General English is often taught to non-native speakers as a foundation for effective communication in various social, academic, and professional settings. It provides a broad understanding of the language and its practical application in daily life (Mahmoudi, 2019).

The objectives of teaching English at senior high schools vary, but they generally include a combination of linguistic, communicative, cultural, and cognitive goals. Here are some common objectives, namely language proficiency: to develop students'

proficiency in the English language, including listening, speaking, reading, and writing skills; communication skills to enable students to communicate effectively in English in various real-life situations; cultural understanding: Introduce students to the cultural aspects of English-speaking countries; critical thinking to enhance students' critical thinking skills through the analysis of English texts, both literary and non-literary; Preparation for further Education or employment; and lifelong learning to instill a love for language learning and encourage students to continue improving their English skills even after leaving formal education (Tanduklangi & Lio, 2019). These objectives collectively aim to prepare students to use English effectively in a variety of contexts, enabling them to participate in an increasingly interconnected and globalized world.

However, the objectives of teaching English in senior high schools in Indonesia are often aligned with broader educational goals and national curriculum standards. The specific objectives can vary, but they generally include the following aspects: (1) Language Proficiency Develop students' proficiency in the English language, covering listening, speaking, reading, and writing skills. The goal is to enable students to communicate effectively in English both verbally and in writing; (2) Communication skills focus on practical communication skills that are relevant to everyday situations. This includes the ability to engage in conversations, express opinions, and comprehend a variety of texts; (3) Cultural Awareness: Introduce students to the cultural aspects of English-speaking countries and foster an appreciation for cultural diversity. This may involve studying literature, customs (Zaim, 2017).

As far as the writers have found, there are quite many studies on English for specific purposes (ESP) such in (Axmedovna et al., 2019; Sukarni, 2020; Pranoto & Suprayogi, 2020; Syakur et al., 2020), however, there is limited study on Need analysis for general English, particularly for Senior High school level. So, the result of this study hopefully can be a reference for English teachers who teach at Senior High school.

ESP should be based in the first instance on principles of effective and efficient learning. Though the content of learning may vary there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner. In other words, no such thing as an ESP methodology, merely

methodologies that have been applied in ESP classrooms, but could just as well have been used in the learning of any kind of English. (Hutchinson and Waters, 1987).

ESP focuses on when, where and why learners need the language either in study or workplace contexts. Decisions about what to teach, and sometimes how to teach are informed by descriptions of how language is used in the particular contexts the learners will work or study in. There is thus a strong focus in ESP on language as 'situated language use' (Basturkmen, 2010).

METHODS

The research belongs to qualitative research supported with quantitative data. Qualitative research investigates the ordinary and/or extraordinary lives of individuals, communities, societies, and organizations through close and/or extended interaction with participants in a naturalistic setting (Miles and Huberman, 2014). The participants are the students of Senior High School as many as 22 students who take an English course and participate in the study willingly.

A questionnaire was used to get the data. The writers modified the language written in google form to be simpler and more understandable using *Bahasa Indonesia* for the students. The writers explored the information about target needs which include *necessities, wants and needs*.

The questionnaire which is be used is in the form of google form to collect the data about need analysis viewed from the students. The google form consisted of closed-ended and open-ended questions. Descriptive qualitative data was used to analyze the questionnaire result from *google form* by using the percentage calculation for the item analysis. The result of the need analysis can be used to know the students interest and ability which meet the learners' need.

RESULT AND DISCUSSION

Learners' target need of learning English

To explain about learners' target need of learning English, there were three questions have answered by the students. The questions were related to the importance of learning English. The findings from the research data were presented below.

(1) The interest need for learning English viewed from the learners.

The interest need for learning English here means the learners' reason whether they are like or dislike English as a subject at school. The finding is presented in the table below.

Table 1. The interest need for learning English viewed from the learners

No.	The interest need for learning English	n	Percentage (%)
1.	Students like English as a subject at school	19	86,4
2.	Students did not like English as a subject at school	3	13,6
Total		22	100

Table 1 shows the comparison of the number of the students interest for learning English. It shows that the numbers of students like English as a subject at school is more than the students do not like English as a subject at school. It can be said that mostly the students tend to have interest in English.

(2) The interest skills need for learning English viewed from the learners.

The second point of the interest is the learners skills in English subject. It could be in speaking aspect, listening aspect, reading aspect or writing aspect. Each individual has their own perspective whether they thought it is good for them in speaking or reading. They can quantify themselves in which aspect they were good at. The finding is presented in the table below.

Table 2. Need of language skills

No.	Language Skill	n	Percentage (%)
1.	Speaking	4	18,2
2.	Listening	7	31,8
3.	Reading	8	36,4
4.	Writing	3	13,6
Total		22	100

Table 2 shows that the most interesting skills needed by learners as it is seen that reading is the highest percentage compare to other skills. It is possible that the learners had an experience by knowing the meanings from the text. It may be one of the method for increasing vocabularies which helped them enrich their speaking skills. Through reading, they can use it to share any thought, arguments and ideas. Therefore, learners

be able to explore broader depending on their interest The target need for learning English viewed from the learners.

The target need for learning English here means the learners reason for learning English whether they used English as a provisions to continue further study in higher institution or may be the did not use it as their necessity. The finding is presented in the table below.

Table 3. The target need for learning English viewed from the learners

No.	Target need for learning English	n	Percentage (%)
1.	Preparing for further study	21	95,5
2.	Does not use it for further study	1	4,5
Total		22	100

Table 3 shows that most learners need English to continue their study. It implies that the content of English material at school needed by students in Senior High School. From the materials which is given by teachers, should be proper and appropriate in order to facilitating the learners looking for University they want to register. *Preparing for further study* got 95,5% twenty-one students agreed that English is their need to support further study. Meanwhile, 4,5% or only one student did not use English as their necessity. Therefore, there is a possibility for every Learners which can be said that English could be important for them or may-be not.

(3) Learner target need on “want” by students of science program

A question in a google form was given to the students by asking how far the understood or mastered the English materials at school. The questions including four aspects (*speaking, listening, reading, writing*). The students had response by either SA for strong agree, A for Agree, D for Disagree and SD for Strongly Disagree. The calculation and percentage were made and presented in a chart below.

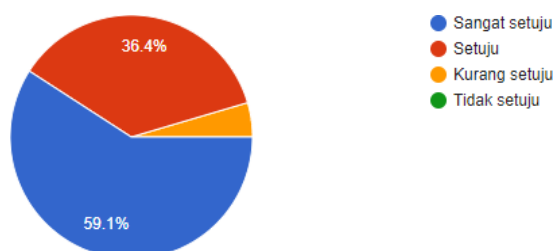


Figure 1. Reading can help students enrich the vocabularies

Figure 1 shows the students' percentage of *want*: the highest response percentage on strongly Agree (SA) = 59,1%, the agree (A) 36,4%. While response Disagree (D) 4,5% and none chooses Strongly disagree (SG). If the response of SA and A is combined = 95,5%. It can be said that 96% students agree with reading as a method to enrich their vocabularies in English subject.

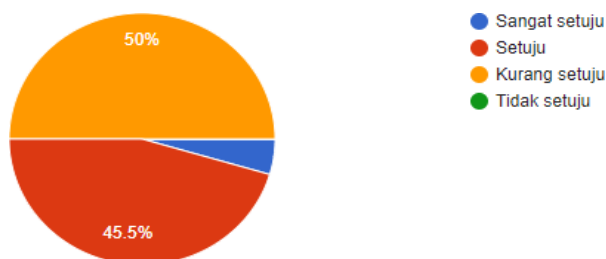


Figure 2. Grammar in grade XII consider easy

Figure 2 shows the students' response. The highest percentage was Agree (A) = 45,5% meanwhile percentage Disagree (D) = 50% and Strongly Agree (SA)= 4,5%. The students response can be said that the students have deep understanding and said that *grammar* in Senior High School is not too difficult or easy for them. It means that so far they are able to follow the school materials.

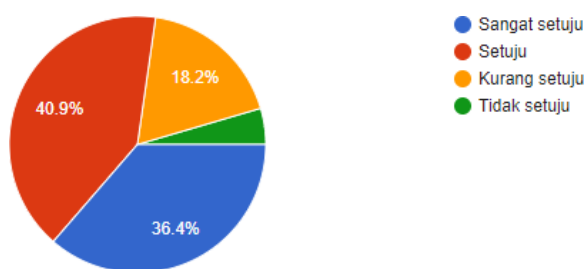


Figure 3. Teamwork helps the students a lot to finish the English material at school

Figure 3 shows the students' response. The highest percentage was Agree (A) = 40,9% followed by Strongly Agree (SA) =36,8% Disagree (D)= 18,2% and Strongly Disagree (SD)=4,5%. If the response of A and SA is combined= 77,7 %students agree with having teamwork as the method of finishing the English school materials.

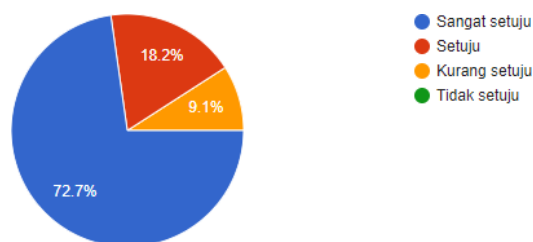


Figure 4. Listening in grade XII is easy

Figure 4 shows the students' response. The highest percentage was Agree (A) = 45,5% while Strongly Agree (SA) =18,2%. Meanwhile 36,4% percentage was from Disagree (D) and nonechooses Strongly Disagree (SD) in this case. For some students in Senior Highschool thought that *listening* is easy, they can follow the materials which are given bythe teachers without any problems. But some students assumed that *listening* couldbe hard for them. Many possibilities could happen in a class which is contain at least 30 or more students. This possibility may come from students' fail getting attention inlistening.

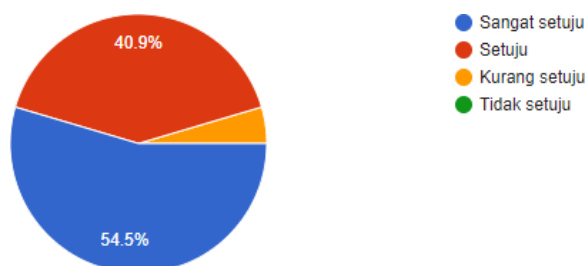


Figure 5. Students can have speaking skills by practicing conversation in the class

Figure 5. shows using media as tools of delivering school material is effective for both side. The teachers can improve their creativity bycreating games or making role play in the class. Students also have new ambience in learning. Not only writing and listening butalso involved directly in the class. 90,9% students response was Agree (A). This percentage taken from combining StronglyAgree and Agree. From the result it can be said that learners need something fun in theclass to reduce their boredom.

Students abilities by mastering English skills by students of science program

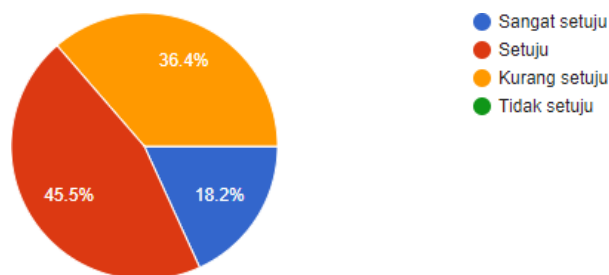


Figure 6. Comparing English subject with game is effective for students learning

Figure 6. shows the response of the learning need related to necessity was about the capability to use the skills in a wider scope. The respondents had to choose *Agree* or *Disagree* on the google form. The number of the respondent was counted and made into the percentage. The response was presented below.

Table 4. Skills and abilities needed by the students of science program

No.	Students abilities by mastering English skills. Students are able to ...	Percentage (%) Agree	Percentage (%) Disagree
1.	Writing job application letter	81,8	18,2
2.	Understanding people talking	90,9	9,1
3.	Understanding people at work	86,4	13,6
4.	Telephoning	90,9	9,1
5.	Taking and giving messages	90,9	9,1
6.	Making story in English	77,3	22,7
7.	Interpret a picture	77,3	22,7
8.	Speech in front of people	86,4	13,6
9.	Podcast in English	81,8	18,2
10.	Memorize 100 words per week	63,6	36,4
11.	Working with the computers	90,0	9,1
12.	Making presentation	95,5	4,5
13.	Using language in meeting	86,4	13,6
14.	Making negotiations	81,8	18,2

Table 4 shows the students' response about the skills and abilities needed by the students of science program. Based on the percentage of the table, the least percentage of Agree is 63,6 % (memorize 100 words per week) and the highest is 95,5% (making presentation). It can be stated that most of the students of science program agree with all the topic offered by the researcher. The students aware that English follow the materials which are given by the teachers without any problems. as being said, 21st century skills comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces by educators,

business leaders, academics, and governmental agencies. This is part of a growing international movement focusing on the skills required for students to master in preparation for success in a rapidly changing, is digital society. The finding of the study is relatively different from Sukarni's study (2020) with SMK students as the respondents. As it was mentioned that 63.8% percent of the respondents wanted to look for jobs after graduate and the skill mostly preferred was speaking.

CONCLUSION

Based on the findings and discussion, there are conclusion that can be drawn as follows. The target need viewed by learners as their interested in English as a subject at school as the major grades Senior High School became a determinant factor for the students continuing their study at university or looking for a job. Mostly the students of science program choose reading as their interest and well understanding aspect in learning English at school. This ability can help the students in many ways. If the students accessing the internet in social media, read a journal, science books, most of them are written in English. They can easily get the topic depending on their want.

The *want* analysis on the target need shows that the students for science program need enrich the vocabularies by reading, the students need teamwork as a method to finish the school English materials. In *listening* skill mostly, the students are able to follow the materials which are given by the teachers without any problems. Because of the interest of the students in listening, may be the teacher also can use many strategies to improve students' skill. This can be achieved by practicing speaking and conversation. From what they hear then memorizing in listening, students of science program practice the skill by doing conversation. As being shown in the chart above the students have high percentage in 95,5 percent chooses speaking and doing conversation in the class.

The students' necessity in mastering English skills are also got high percentage as being shown in the table above. The students for science program have abilities and be able to master these skills. Mostly, the students have well comprehension about the aspects. They used them as a qualify to continue the study.

The implication from the findings of this study is related to the teaching practice at Senior High School. In planning and arranging the lesson, teachers should understand the learners' need: preparing the material by combining activity in the class, doing game or role play. Therefore, the lessons can fill their need. Besides, teacher also should supply ESP materials which is can be found from different sources.

REFERENCES

- Aaen, J., & Dalsgaard, C. (2019). Student Facebook groups as a third space: between social life and schoolwork. *Social Media and Education* (pp. 160–186). Routledge.
- Axmedovna, J. N., Gapporovna, S. M., Rozmatovna, A. O., & Tashkent, U. Z. (2019). The importance of needs analysis in teaching ESP. *European Journal of Research and Reflection in Educational Sciences* Vol, 7(11).
- Jannah, F. Z. (2023). Pengaruh sikap berbahasa dan penggunaan ragam bahasa kolokial terhadap keterampilan menulis teks negosiasi peserta didik kelas X SMA Negeri 1 Wonogiri.
- Mahmoudi, E. (2019). A needs analysis of "General English" course from the perspective of science students. *Journal of Applied Linguistics and Language Research* (Vol. 6, Issue 3). www.jallr.com
- Miles and Huberman. (2014). *Qualitative data analysis: Vol. Third Edition*.
- Pranoto, B. E., & Suprayogi, S. (2020). A need analysis of ESP for Physical Education students in Indonesia. *Premise: Journal of English Education*, 9(1), 94–110.
- Rijanto, A., & Rahayuningsih, S. (2023). Pendampingan sekolah penggerak jenjang Sekolah Dasar di Kabupaten Gresik sebagai upaya peningkatan mutu Kurikulum Operasional Sekolah (KOS). *AMMA: Jurnal Pengabdian Masyarakat*, 1(12), 1676–1681.
- Sukarni, S. (2020). Understanding learners' need of ESP for accountancy program at vocational school. *English Review: Journal of English Education*, 8(2), 273–282.
- Syakur, A., Zainuddin, H. M., & Hasan, M. A. (2020). Needs analysis English for specific purposes (esp) for vocational pharmacy students. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 724–733.
- Tanduklangi, A., & Lio, A. (2019). Classroom action research in teaching English for senior high school students through blended learning in Kendari of Indonesia. *Journal of E-Learning and Knowledge Society*, 15(1).
- Zaim, M. (2017). Implementing scientific approach to teach English at senior high school in Indonesia. *Asian Social Science*, 13(2), 33–40.