

Needs Analysis of English for Fine Arts Study Program Students as a Basis to Design English Teaching Materials

Sri Sukarni^{a,1,*}, Imansyah^{b,2}

^{a,b} *Mandalika University of Education, Jalan Pemuda 59 A, Matarm 83125, Indonesia*

¹ *srisukarni@undikma.ac.id*; ² *imansyah@undikma.ac.id*;

* *srisukarni@undikma.ac.id*

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ABSTRACT

This research aimed to find out English teaching materials need of Fine Art study program students in learning English. The quantitative method was conducted in this research. In collecting the data, the researchers applied questionnaires for the students as the instrument of the research. There were 16 students of Fine Arts study program in the 2021-2022 academic year as the participants in this research. The results of this research revealed that in learning English students of Fine Arts study program need all language skills and the mostly needed language skill is speaking. They need speaking because will support their future career as artisan art working in English. Regarding language components, mainly required by the students is vocabulary. In addition, teaching materials related to fine arts are needed by the students, as well the teaching materials are taken from internet. Furthermore, pertaining to the objective of learning English that is to be able to communicate in English, the students need discussion before beginning to learn English course. This method can support students' need in speaking skill. These students' needs can be used as the basis to design English teaching materials.

I. Introduction

Since Universitas Nusa Tenggara Barat merged with IKIP Mataram became Universitas Pendidikan Mandalika in 2019, Fine Arts Faculty became Fine Arts Study Program and under Faculty of Culture, Management, and Business. These changes resulted in changes in the curriculum. The changes of curriculum inflict teaching aims, teaching management and teaching material because teaching and learning process relates to graduate learning achievement.

In Fine Arts Study program curriculum, English language becomes compulsory subject and establishes in two semesters. First at the second semester and second at the third semester with amount of credit is two in every semester. It indicates that the study program has a good concern to improve students' achievement on English as tool of communication in the global community. Besides, English teaching aims to give benefit for students in academic as well as work filed. A newly designed ESP course would enable the Art and Design students to learn relevant workplace-specific language context that would serve to prepare them well for their future workplace in their areas of specializations. (Kaur & Khan, 2010).

Based on pre observation, it is showed that the amounts of credits for English language teaching was still far from the aims of English language teaching in Fine Arts study program. Besides, in teaching English the lecture did not have handbook for teaching and learning process thus English taught was not based on students' need. Based on pre observation, this research wants to answer the following research question: what are the needs of the students of Fine Arts study program in learning English? The result of the research about students' needs can be used to design English teaching material for students of fine arts study program.

There are some factors to consider to reach the objectives in teaching English, one of them is teaching material. Teaching material plays an essential part in the process of teaching and learning. The teaching material can develop students' knowledge and improve their language skills. Material of teaching is a key component in most language program. As Richards and Renandya (2002) argue that whether the teacher uses textbook, institutionally prepared materials or make use of his own instructional materials serve as the basis for much of the language input learner receive and the language practice that occur in classroom (Richards & Renandya, 2002). In other words, English course must be in accordance with the students' need.

In developing teaching material there are six materials principles that should be known by the teacher to develop materials. Those are (1) materials must be based on the curriculum that has been provided; (2) material must be valid in both text and assignment; (3) material must encourage student to communicate, (4) material must give students a focus in language learning; (5) materials must be encourage students to develop their language skills; and (6) materials must be encourage students to develop their learning skills outside the classroom. (Tomlinson, 2013)

The need of English language course can be obtained by using the need analysis method. Need analysis is the first stage to prepare teaching materials. It consists of questions concerning the information needed to design a syllabus that fits the needs of students, questions about what areas of English proficiency that they are mastering as well as questions about what they need in learning. The need analysis itself will be related to the target need and learning need. There are particular differences between target needs (what students do to achieve certain goals) and learning needs (what students do to learn) (Hutchinson & Waters, 1987).

Target needs is a term which in its activities hides many differences. Target needs divided into three parts, such as necessities, lack, and wants. Necessities means what must be known by students so that the goal to be achieved run effectively. Lacks which are comparisons between students' knowledge or abilities with abilities that should be mastered by students. Wants are the needs desired by the students. (Saientisna, 2019).

Some previous researches conducted need analysis to find out the students' need in learning English such as need analysis is a powerful tool that helps clarify and validate true needs (Akyel & Ozek, 2010). Their investigation indicated that the need for encouragement of the students to use effective learning strategies in an English education program by different strategies and skills during the learning process. Li (2014) stated that the result of need analysis is helpful to set the teaching goals, selecting textbook and teaching methods and as guidance to the course designer into designing English materials. Destianingsih & Satria (2017) suggested that analyzing students' need first before designing syllabus is extremely important. In their research, Diana & Mansur (2018) recommended that the result of need analysis can be used as guidance to design English syllabus. Students' difficulties in learning English can be known through need analysis (Saientisna, 2019). To design a set of material, have to consider several aspect: the context including the target learners, cultures, purposes and allocated time (Lestari, 2020). The need analysis can be accounted for as a crucial feature of English language learning and should receive sufficient attention in providing teaching material, learning activities, test, and assessment program (Barghamadi, 2020). Motivation, learning styles and learners' preferences are include in need analysis to get a clear picture of students' needs (Eshtehardi, 2017). In short, needs analysis want to find out what is language ability that should be learn by the students and to help them to determine their needs in the course.

II. Method

This research was held at Fine Arts Study Program of Faculty of Culture, Management and Business Mandalika University of Education. There were 16 students taken as samples of this research. This research employed quantitative method. Questionnaire as the instrument of this research comprised two aspects, namely goal in learning English and students needs in learning English. The questionnaire consisted of 32 items were distributed to the students to be answered. The students' answers as data in this research were analyzed in percentage.

III. Results and Discussion

1. The objective of learning English

In the objective of learning English, it referred that the dominant alternative answer 50% chose to be able to communicate in English, followed by 37.5% chose learning English as requirement because it was included in curriculum and 12.5% chose the objective of learning English for working preparation. The students learn English to improve their ability to communicate in English by practicing on speaking and writing 75% and by reading English books 25%.



Figure 1. Objective of Learning English

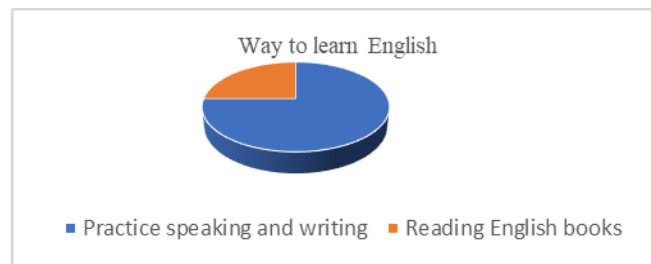


Figure 2. Way to learn English

2. Students' needs in learning English

Speaking is the most needed language skill by the students, 43.75% of the number of students chose speaking skill, 31.25% chose writing skill, 12.5% chose reading and 12.5% chose listening skill. Students need speaking ability because in learning English, they are asked to present their art working.

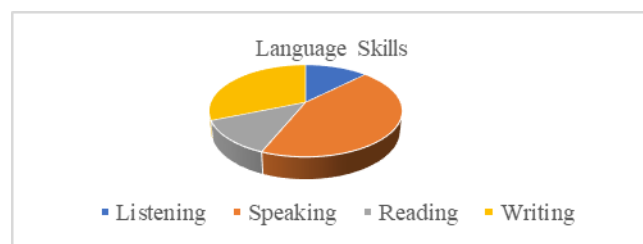


Figure 3. Students' need on Language Skills

The questionnaires result of their goal in learning speaking showed that speaking for future career 62.5%, speaking for daily communication 25%, speaking for pleasure 12.5%.

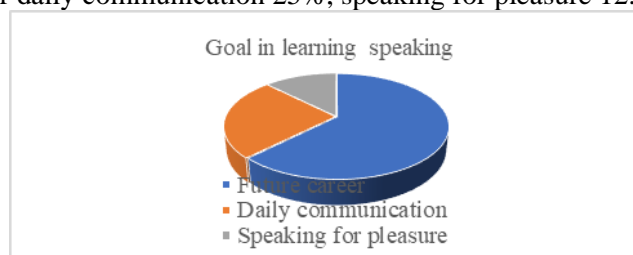


Figure 4. Goal in learning speaking skill

Learning about English vocabulary is needed by fine art students. Mastery on vocabulary can improve students speaking skill. It can be seen from aspect of language component needed by students that 50% need vocabulary. Then it followed by pronunciation 31.25% and grammar 18.75%.

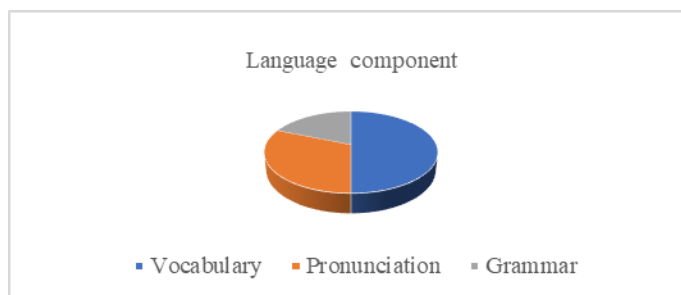


Figure 5. Language component

Based on learning material aspect, the were 56.25% of students need material related to fine art. There were 31.25% need general material as learning English material then topic about daily activities 12.5%.

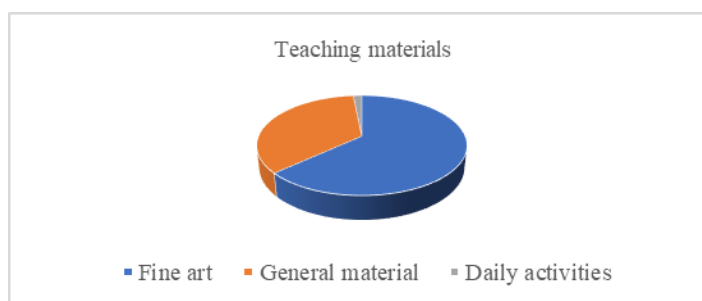


Figure 6. Teaching material

The main source of learning material is taken from internet 75%, whereas 25% need the main material is taken from teacher

In teaching and learning process, 43.75% of students need discussion before English course begin, then doing task or homework 37.5%, directly to main topic of the course 18.75%.

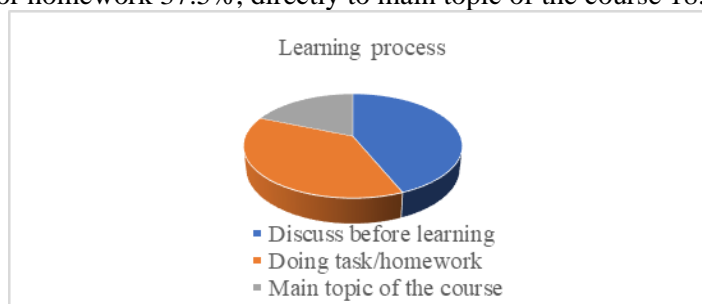


Figure 7. Learning process

IV. Conclusion

Based on the findings of this study, indicated that the objective of students to learn English because they wanted to be able to communicate in English. In supporting the objective, students needed to learn all four language skills but the dominant skill was speaking. They needed to learn speaking because it is used for their future career.

Regarding language components, mainly required by the students was vocabulary. In addition, teaching materials related to fine arts were needed by the students, as well the teaching materials were taken from the internet.

Furthermore, pertaining the objective of learning English is to be able to communicate in English, the students need discussion before beginning to English course. This method can support students' need for speaking skills.

Based on the result of this study, all students' needs in this research findings can be used as the bases for designing English teaching materials.

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