UTILIZING NEEDS ANALYSIS IN EVALUATING CROSS-INTEREST ENGLISH PROGRAM OF GRADE XI AT SMA N 3 BUKITTINGGI

THESIS

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ABSTRAK

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Program Lintas Minat Bahasa Inggris adalah salah satu mata pelajaran pilihan di SMA N 3 Bukittinggi. Berdasarkan penelitian awal terhadap pelaksanaan program ini, ditemukan bahwa materi dalam program tersebut dianggap tidak sesuai dengan kebutuhan siswa. Hal ini merupakan akibat tidak ada atau kurangnya analisa kebutuhan. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengevaluasi program tersebut berdasarkan hasil analisa kebutuhan. Untuk mencapai tujuan tersebut, angket dan wawancara digunakan untuk mengumpulkan data. Tipe evaluasi digunakan dalam penelitian ini dimana siswa kelas IX dan guru di sekolah tersebut, beserta dosen bahasa Inggris di kampus terkait dijadikan responden. Hasil penelitian ini menyatakan bahwa pertama, kebutuhan target siswa adalah bahasa Inggris yang berhubungan dengan pendidikan dan pekerjaan di masa depan. Siswa memiliki kesulitan dalam beberapa keahlian berbicara yang mereka butuhkan di masa depan. Kedua, siswa membutuhkan strategi belajar yang lebih beragam dari guru. Ketiga, kompetensi dasar dalam silabus tidak secara langsung mendukung tujuan program tersebut. Kebutuhan siswa akan bahasa Inggris yang berhubungan dengan pendidikan dan pekerjaan hanya sedikit terpenuhi oleh silabus.

ABSTRACT

Putri, Nurhidayati. 2019. Utilizing Needs Analysis in Evaluating Cross-Interest English Program of Grade XI at SMAN 3 Bukittinggi. Thesis. Graduate Program. The State University of Padang.

Cross-Interest English Program is one of the available optional cross-interest programs in SMAN 3 Bukittinggi. Based on a preliminary study towards the program's application, the materials given in the program were considered not suitable with the students' needs. This problem was assumed as the effect of inexistence or lacks of needs analysis. Thus, the aim of this research was to evaluate the program based on the students' needs. To fulfill such an aim, questionnaire and interview guide were used to collect the data. Evaluative research was applied as the research method where the grade XI students and the teachers of SMAN 3 Bukittinggi and two English lecturers were chosen as respondents of the research. Then, the result showed that first, the students' target needs were mainly related to their academic and occupational English in the future. The students had been proved to lack in some micro-skills of speaking which would be needed in the target situations. Second, it has been revealed that the students needed more various learning strategies from the teachers. Third, the basic competencies in the syllabus did not explicitly and directly support the goal of the program. The students' needs for the occupational and educational materials were only addressed to a small extent by the syllabus.

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Saya yang Menyatakan

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Finally, the researcher realizes that this thesis may have several weaknesses. Hence, suggestions, significant and useful contribution for improvement of this research are really appreciated.

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CHAPTER I

INTRODUCTION

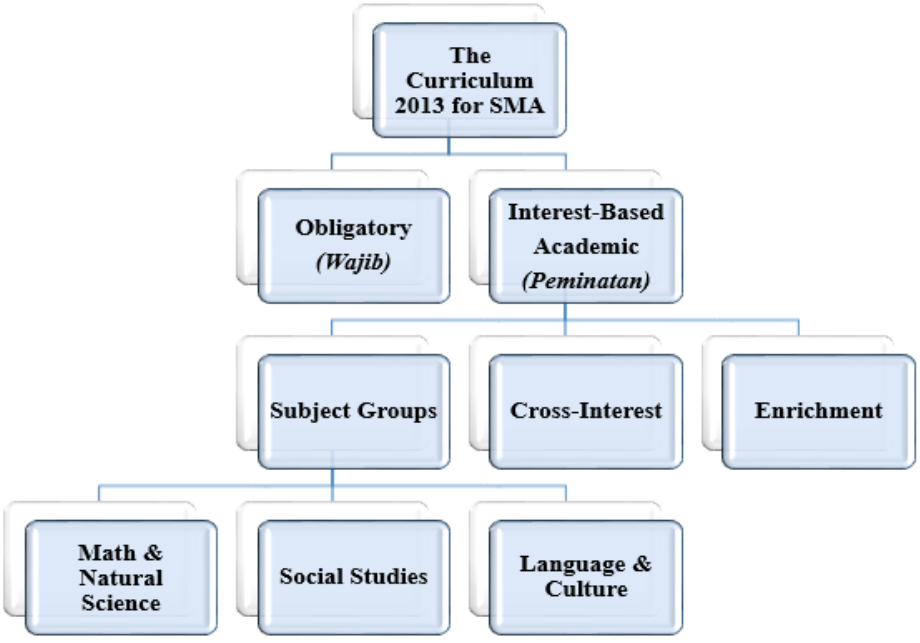
A. Background of the Problem

Education is a basic human right for everyone in the world. It can truly change a person's life since it transfers knowledge and skill and helps to shape characters and behaviors. It occurs in three different forms; formal, informal, and non-formal. Formal education is commonly held in school starting from primary to middle, and higher education, while informal and non-formal education can be obtained from anywhere starting from the family to community, and environments. One of the important factors in achieving the goal of formal education is the curriculum. It typically refers to all the knowledge and skills that students are expected to learn which includes the lessons, the assignments, and evaluations. In other words, it is used as the guide for the teacher in creating effective teaching and learning.

The latest form of curriculum in Indonesia is the Curriculum 2013. The goal is to give chances for the students to develop their skills, talents, and interests in a broader and more open way in accordance with the principle of individual differences. In the Senior High School, the structure of Curriculum 2013 provides *obligatory* and *interest-based academic* subject matters. Obligatory subject matters are the ones that all students must enroll during the study. It consists of subjects such as Religion, Bahasa Indonesia, and Civics. Interest-based academic subjects, on the other hand, consist of *subject groups,*

cross-interest, and *enrichment.* Subject groups must be chosen by the students according to their interest. The classifications are Mathematics and Natural Sciences, Social Studies, and Languages and Culture. Then, cross-interest is a curricular program that is prepared to expand the students' choice of interest, talent, and/or academic skill aside from the interest-based program (Education Ministry Regulation No.64/2014). For example, a student who has chosen Mathematics & Natural Sciences as their subject groups can take one of the subjects from Social Studies or Languages & Culture. Finally, enrichment subjects can be taken by student with outstanding accomplishment in certain subjects. The classifications above can be seen in the following figure:

Figure 1: Structure of Curriculum 2013 for Senior High School



In fact, SMA N 3 Bukittinggi is one of the schools that apply Curriculum 2013 since it was first launched in 2013. Therefore, the school has also been applying the cross-interest program since the beginning. One of the

available cross-interest program there is English. The importance of English in this era is probably the main reason why the students prefer it. English has become the *lingua franca* of the world and is really needed especially to survive in the upcoming AEC (ASEAN Economic Community), where 10 ASEAN countries are united to form a global market with minimum boundaries. Therefore, being able to master English especially to be able to speak fluent English is necessary. In addition, the detraction of English portion from four hours to only two hours cannot satisfy the students who really like to study English.

Based on the researcher's preliminary interview and observation to some students and teachers at the end of previous academic year, it can be inferred that the application of the English Cross-Interest in SMAN 3 Bukitinggi had been good. However, there were some problems found in the field. *First*, the teachers had very limited books to be used as the source of teaching. In fact, they said that the Education Ministry does not distribute national book yet for the program just like for other subject matters. The closest book to the syllabus that they could find was the thin students' worksheet with very limited contents. Besides, they also used the books from some other publishers and picked the chapters that were suitable to the syllabus. In general, the teachers were unsatisfied with the limited variations of books that they could use.

Second, according to the teachers, the time allocation given for the program was not enough. In fact, cross-interest English program only has 3

periods of time which means 3 times 45 minutes. The complex and rather sophisticated materials that the students must study could not be fully covered during the allocated time. At the end, both the teachers and the students were not satisfied by the result of the study. The students rarely got good marks in their achievements tests.

Third, according to the teachers, the expected competences that the students must achieve by the end of this program were too difficult. As a comparison, some materials for XI English regular class must be studied by the X class in cross-interest English program. The reading texts contained longer paragraphs with a lot of terms and difficult words than the ones in the regular English materials. Some students complained about the length of the texts that often bore and complicate them. Therefore, the teachers questioned whether the materials were suitable for the students in the particular grade or not.

Fourth, according to the students, the lessons that they had studied during the cross-interest English program did not support their future needs; future studies or career. Some students thought that they needed to get more exposure to listening and speaking because these skills would be most useful to communicate actively in English. They needed more opportunities to practice speaking English in the classroom because there was very limited chance of practicing it outside the classroom. On the other hand, they said that the materials gave too much focus on reading and writing, which they thought they could get from the regular English class. In addition, they also thought that the

topics of the reading material did not relate to their future studies or career. So, maybe they needed more occupational English on the list of the material.

Due to the problems mentioned above, it is believed that an evaluation needs to be conducted on the program. One of the ways to evaluate an ongoing program is by utilizing needs analysis. In fact, there have been many researches on the evaluation of language programs. Yildiz (2004) investigated the Turkish Language Teaching Program for Foreigners at Minsk State Language University (MSLU) in Belarus. The purpose of the study was to identify the discrepancies between the current status and the desired outcomes of the Turkish program at MSLU. The study also tried to find out the aspects of the Turkish program that should be maintained, strengthened, added or deleted. The results of the study indicated that the language program at MSLU partially met the needs and demands of the learners since the Turkish language proficiency among the current students, graduates and the university authorities was higher than expected.

Then, Mede (2014) in his research which purposed to evaluate whether the Language Preparatory Program designed for English Language and Literature and Translation departments has met the students' language and learning needs. The gathered results showed that more importance should be given to extensive reading in the program. The students suggested that the students should be asked to read more books, and they should be provided with the option to choose one or two of their favorite readers. Therefore, the number

of readers should be increased by adding some novels and giving students the responsibility to choose their favorite books for the next year.

In another research, Yacizi (2018) had also evaluated an English preparatory programs at Cukurova University, Turkey. The study aimed to evaluate the effectiveness of the existing English preparatory programs based on the first year students' opinions at Cukurova University. The results of the study show that generally the preparatory program at YADYO was effective in terms of the three-program evaluation dimension. However, the students suggested making some changes to the existing program to make it more effective and better adjusted to the students' needs and expectations.

Based on the reviews above, it can be concluded that evaluation is crucial in order to develop a language program. Input from the students and the stakeholders involved in the program are beneficial to improve any aspects of the programs that are usually not realized lacking by the program developer. In the Cross-Interest English program of Grade XI at SMA N 3 Bukittinggi, the problems found were mostly related to the choice of material, which is assumed as the effect of inexistence or lacks of needs analysis. Therefore, conducting this research is necessary to provide the teachers with information of what the students really need. After finding out their needs, the discrepancy between what the needs and what they are expected to perform as seen in the syllabus can be obtained. Then, it can be used for evaluation of the program.

In addition, to the best of the researcher's knowledge, there have been no research regarding evaluation of Cross-Interest English program of Curriculum 2013 yet. Hopefully, it will give useful contribution to the improvement of the program, not only specifically in SMAN 3 Bukittinggi but also in other schools that apply Curriculum 2013.

B. Identification of the Problem

Based on the background of the problem above, it was confirmed that there were some problems of Cross-Interest English Program of Grade XI at SMA N 3 Bukittinggi that needed to be evaluated.

The first problem was related to the sources of materials for the teaching. There was no official book issued by the Ministry for this program, so the teachers had to compile from several sources. In addition, the teachers also used a thin worksheet from a local publisher. Hence, it still made the teachers wondered whether the materials they were using were suitable to the syllabus or not.

Secondly, according to the teachers, the expected competences that the students must achieve by the end of this program were too difficult for the students. Some students complained about the length of the texts that often bored and complicated them. Therefore, the teachers questioned whether the materials were suitable for the students in the particular grade or not.

The third problem was related to the syllabus of the program. Some students thought that the contents of the syllabus that they had to study did not support their future studies or career. They argued that they needed to get more exposure to listening and speaking because these skills would be most useful to communicate actively in English. Therefore, the skills proportion in the content of the material needed to be re-considered.

C. Focus of the Research

Based on the identification of the problem above, this research would be focused on finding the needs of the students in the Cross-Interest English Program of Grade XI at SMA N 3 Bukittinggi by conducting a need analysis and then evaluate by comparing it to the syllabus. These needs included the identification of the target needs and learning needs as suggested by Hutchinson and Waters (1978). By doing so, hopefully the teachers would not be in doubt anymore about the materials that they had been using in the classroom and the students would not complain any longer about the materials that they learned in the program.

D. Formulation of the Problem

The problems of this research were formulated in the following question: "What is the discrepancy between the students' needs and the syllabus of the Cross-Interest English program of Grade XI at SMA N 3 Bukittinggi?"

E. Research Questions

In order to make the formulation of the problem more specific, the question above was developed into the following questions:

1. What are the target needs of the students of Cross-Interest English Program of Grade XI at SMAN 3 Bukittinggi?
2. What are the learning needs of the students of Cross-Interest English Program of Grade XI at SMAN 3 Bukittinggi?
3. To what extent are the students' needs addressed by the syllabus?

F. The Purposes of the Research

The purposes of the research were to find out:

1. The target needs of the students of Cross-Interest English Program of Grade XI at SMAN 3 Bukittinggi
2. The learning needs of the students of Cross-Interest English Program of Grade XI at SMAN 3 Bukittinggi
3. The extent to which the students' needs addressed by the syllabus.

G. Significance of the Research

This research is expected to give both theoretical and practical significance. First, theoretically this research was expected to give contribution in sharing ideas about the process of evaluating a language program based on the analysis of students' needs in certain subject matters, especially in learning

English as a foreign language in Indonesia. Through this research, the theory of needs and evaluation can give benefit to the improvement of language education.

Secondly, this research is also expected to give practical contributions to the teachers and the other researchers. The teachers would get ideas and be more aware of their students' needs in the program, so that they can evaluate and make improvements needed. Then, this research is hoped to give useful assistance to other researchers who will conduct research on the same topic.

H. Definitions of Key Terms

1. Needs Analysis

   Needs Analysis is a procedure for identifying general and specific language needs of students to find appropriate goals, objectives, methods and contents.

2. Cross-Interest

   Cross-interest is a curricular program that is prepared to expand the students' choice of interest, talent, and/or academic skill aside from the interest-based program.

3. Program Evaluation

   Program evaluation is an attempt to judge the value of educational objects based on relevant and systematic information gathered in order to make decisions about the achievements of the program.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, & SUGGESTIONS

A. Conclusions

Cross-Interest English Program is a curricular English program to accommodate the expansion of students' interest, talent, or skill with purpose to master certain subject exclude from the subject groups they have chosen. Needs analysis is a process of analyzing and collecting all significant information that serves as the basis for planning, evaluating, and improving various components of the program and making these more concerned on the learners' needs. Thus, the result of the needs analysis was used to evaluate the program by using Provus' discrepancy model.

Based on the investigation that has been done to students and teachers of SMA N 3 Bukittinggi who have learned and taught Cross-Interest English Program, it was found that ***first***, the students' target needs were mainly related to their academic and occupational English in the future. The students had been proved to lack in some micro-skills of speaking which would be needed in the target situations. But, speaking was not practiced much during their study in the program. Reading, on the other hand, was also considered as one of the main skills needed but luckily, they had sufficient reading skills in the program.

Second, some conclusions about the learning needs have also been derived from the investigation. It has been revealed that the students needed

more various learning strategies from the teachers. Eventhough some of them said that they liked it if the teachers explain the materials in the old way, it was not considered as it seemed. The reason behind that was because they more easily understood the lesson through explanation, but they did not experience the process of discovering it.

Third, the basic compentencies in the syllabus did not explicitly and directly support the goal of the program. The students' needs for the occupational and educational materials were only addressed to a small extent by the syllabus. Most of the materials were only general English that can be also found in the regular English program.

B. Implications

Based on the conclusions stated above, there are some implications that can be drawn. ***Firstly***, it is implied that there are still many skills needed by the students for their future which are not taught in the program. ***Secondly***, the students have not experienced various learning strategies in the classroom. As the result, they do not know which strategy that is actually the most suitable and effective for them. ***Thirdly,*** it is implied that the materials and basic competencies in the syllabus are not yet designed to be well-suited to the students' needs.

C. Suggestions

The followings are the suggestions proposed by the researcher for the increase of the students' learning of English in the future:

1. The teachers should give more focus on the speaking skill since this is the skill that the students would need in the future, both in educational and occupational contexts. The teachers should also enrich the students with reading techniques that can be used across disciplines.
2. The teachers need to vary their teaching strategies to improve the students' learning. The students are also suggested to find more sources in learning, so they do not only rely on the teachers.
3. The teachers should become the material designers for this program. The headmaster should facilitate them by providing textbooks, equipments, and extra-time needed for the improvement of the program.

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