

A THESIS
THE ANALYSIS OF STUDENTS' NEEDS OF ENGLISH MATERIAL
AT SMAN 8 SIDRAP



2022



**THE ANALYSIS OF STUDENTS' NEEDS OF ENGLISH MATERIAL
AT SMAN 8 SIDRAP**

A THESIS

**As Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

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**ENGLISH EDUCATION PROGRAM
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PAREPARE**

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The writer realizes that this thesis is still far from perfection. Therefore, the writer expects constructive criticism and suggestions for the perfection of this thesis. The author also hopes that this thesis is worth worship and can be useful for anyone who needs it.

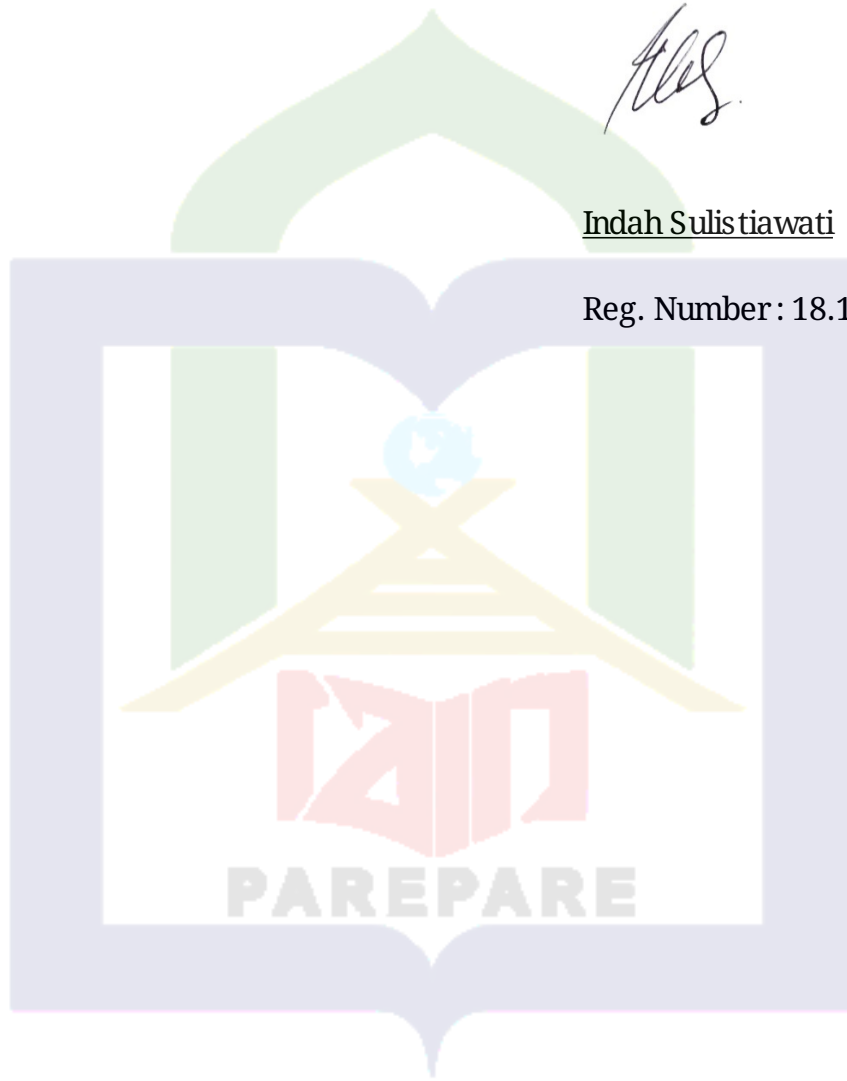
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Stated this skripsi her own writing, and if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Indah Sulistiawati. The Analysis of Students' Needs of English Material at SMAN 8 Sidrap (Supervised by Ismail Latief and Magdahalena Tjalla)

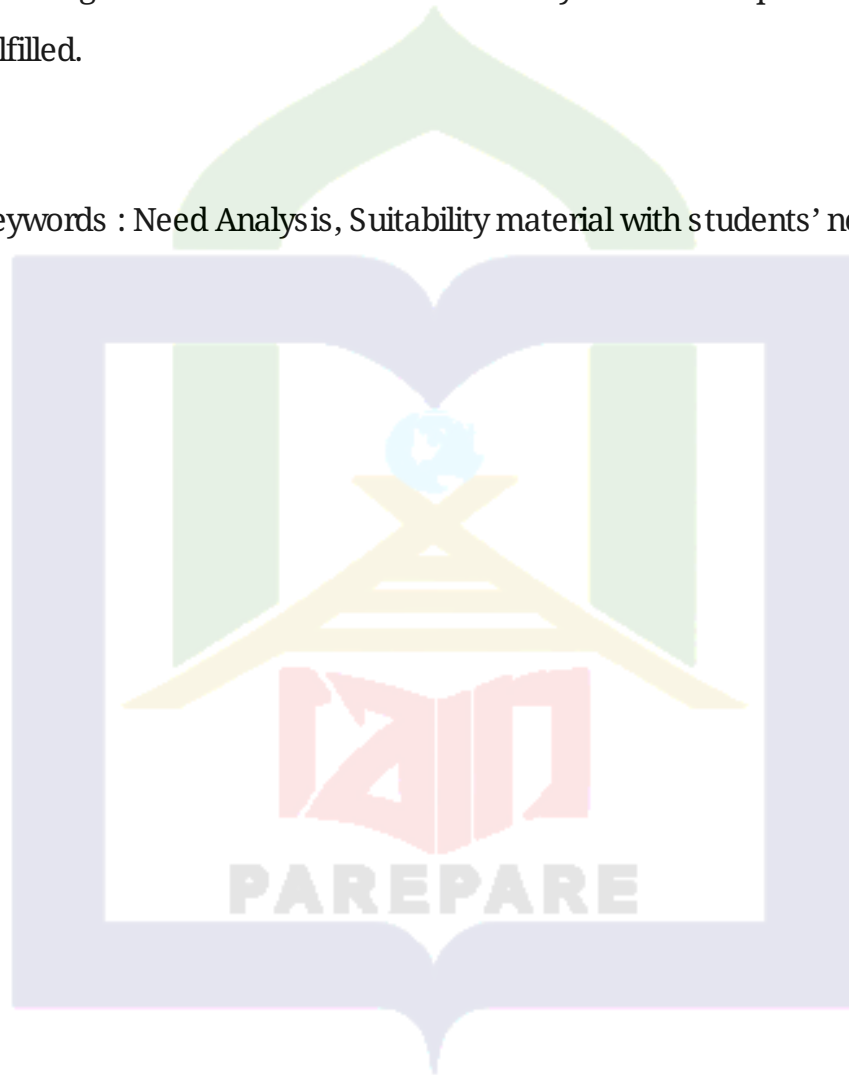
This study aims to know the students' needs of English material at SMAN 8 Sidrap. The analysis was carried out to obtain information related to students' need of English material which will be data to analyze the suitable between materials that has been given with students' need.

This study use descriptive qualitative method. This subject research is the students of second grade SMAN 8 Sidrap. To obtain data, the researchers conducting observations and interviews.

The results of this study indicate that the students' need are divided to two point, the first is target need students: able to communicate using English well & for preparation in the world of work, want to master speaking skills. The second is learning needs: requires learning activities in games & group learning as learning preferences, need to develop speaking skills, and overcome students' lack of vocabulary and how to pronounce well. The material that has been given to students are 80% suitable with the students' need, it based on the five analyzed points obtained from the target need and learning need, the first is an effort to achieve learning objectives, namely to be able to communicate well and to prepare for the world of work. fulfilled. Second, to get students to master speaking skills, it is fulfilled. Third, learning activities through

games and group learning are considered important for students as their learning preferences are not met. Fourth, student learning resources from textbooks, social media, and games are fulfilled. Fifth, Students' lack of speaking because their lack of vocabulary and how to pronounce well, is fulfilled.

Keywords : Need Analysis, Suitability material with students' needs.



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CHAPTER I

INTRODUCTION

A. Background

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, that learning is a process of interaction between educators and students and learning resources that take place in a learning environment.¹ Nationally, learning is seen as an interaction process that involves the main components, namely students, educators, and learning resources that take place in the learning environment.

The learning process is a series of activities that involve various components that interact with each other, where the teacher must utilize these components in the activity process to achieve the planned goals. The description of the components in learning, namely teachers and students, learning objectives, learning materials, learning methods, learning tools, and evaluation.²

One of the components that support the achievement of learning objectives is learning material, learning material is the substance that will be delivered in the teaching and learning process. Suharsimi Arikunto views that learning material is a core element in teaching and learning

¹ Republic of Indonesia, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System

²Aprida Pane, Muhammad Darwis Dasopang, "Belajardan Pembelajaran", FITRAH Jurnal Kajian Ilmu-ilmu keislaman, Vol.03 Number 2 (December 2017)

activities, because that is what students are trying to master. So, a teacher or curriculum developer should not forget to think about the extent to which the materials listed on the topic relate to the needs of students at a certain age and in a certain environment. Thus, learning material is a



component that cannot be ignored in learning, because the material is the core of the teaching and learning process that is delivered to students.³

In general, student activity will be reduced if the subject matter provided by the teacher does not attract his attention, learning material also needs to be selected properly in order to help students achieve competency standards and basic competencies. Harjanto explains that one of the things that must be considered in the selection of learning materials is the relevance of the material to the needs of students, the main needs of students is that they want to develop based on their potential. Because every learning material that will be presented should be in accordance with the effort to develop the student's personality in a round and complete manner.⁴ In this effort, the learning materials presented should be in accordance with the learning objectives, systematic and elaboration, containing ethical aspects, and in accordance with the conditions of the community. This of course needs to be given more attention in efforts to improve the quality of learning materials.

It is known that the quality in learning depends on the quality of learning materials which are the core elements in teaching and learning activities. The quality of learning materials needs to be improved to achieve better target competencies. Dr. Rusydi Ananda in his book "Perencanaan Pembelajaran" states that in learning, learning materials should be adapted to the interests and needs of students. Learning needs to pay attention to

³ *Ibid.*, p.343

⁴ Rusydi Ananda, *Perencanaan Pembelajaran* (Medan: LPPPI, 2019), p.91

the interests and needs of students, because both will be the cause of attention. Something that interests and is needed by students will



certainly attract their attention, thus they will be serious in learning.⁵ One of the efforts that can be taken is to develop learning materials according to the needs of students so it can function effectively.⁶

Mulyani in her research related to the development of innovative teaching materials said that the development of teaching materials carried out by teachers was still very limited, even teachers rarely made efforts to develop teaching materials adequately and innovatively.⁷ The same thing was also stated by Aswandi in a similar research topic, he stated that in a preliminary survey he conducted he found the fact that there was no development of teaching materials carried out by teachers in accordance with the circumstances of the scope and conditions of students' interest in learning.⁸

Based on the review above, it can be concluded that the english material that suitable to the students' needs can function effectively to achive the goals and whhereas efforts to develop teaching materials towards teaching materials needed by students are still minimally carried out by teachers, The same thing was also found at SMAN 8 Sidrap,

⁵Ibid., p.13

⁶ SonnyIrawan Putra,
“PengembanganMateriMembacadalamBahasaInggrisMenggunakan HOTs untukKelas XI SMK MuhammadiyahTuriSleman”, Open J ournal System (OJ S), Vol.1 Number 1 (2020)

⁷Mulyani, “PengembanganBahan Ajar InovatifBahasaInggris Program Lintas MinatKelas X SMA denganPendekatanPragmatik”,
J umalDimensiPendidikandanPembelajaranUniversitas MuhammadiyahPonorogo, Special Issue, SEMNASDIKJ ER (2019)

⁸Aswandi, et al.
“PengembanganMateriPembelajaranMenggambarBentukPadaSiswaKelas XI SMA Negeri 4 Wajo”, (Thesis : Art Architecture and Design Faculty, 2017)

especially in English subjects, so the researchers intended to conduct research on students' English material needs and the suitability of the material provided with students' needs.

B. Research Question

Based on the background of the study above, the research question is

1. What the students' needs of English material at SMAN 8 Sidrap?
2. Are the material that are given is suitable with the needs of students?

C. The Objective of the Research

This study aims to find out :

1. Students' needs of English material at SMAN 8 Sidrap
2. Suitability material that given with students' needs

D. Significances of Research

The significance of the research is theoretically and practically

1. Theoretical

This research is expected to contribute to the development of learning English, and can be a source of reading for educators and researchers in the field of research & development of further education.

2. Practical

The practical benefits of this research are as follow:

a. Students

In the process of this research can help students to identify what are their goals in learning English, as well as what are their needs to achieve the competencies they want

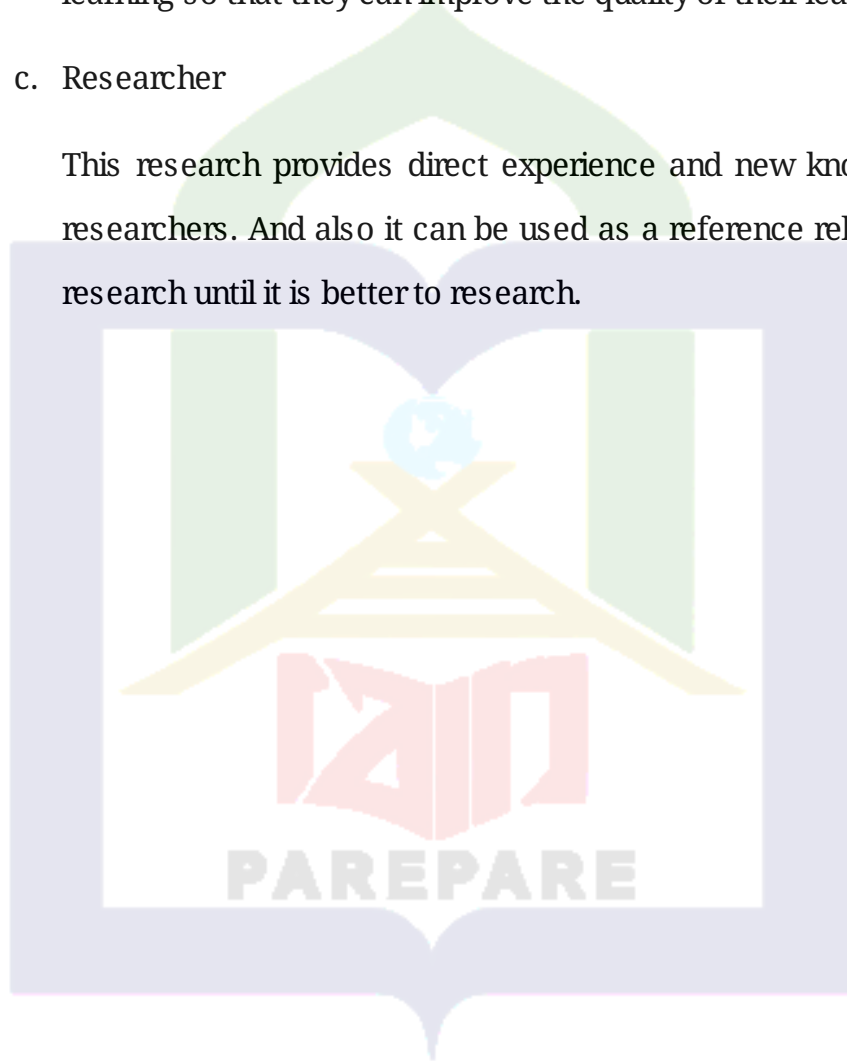


b. Teachers

The results of this study can assist teachers in obtaining information related to the goals, needs, difficulties of students in learning so that they can improve the quality of their learning

c. Researcher

This research provides direct experience and new knowledge for researchers. And also it can be used as a reference related to this research until it is better to research.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Miftahul Khair in her research “Developing English Learning Materials for Young Learners based on Need Analysis at MTSN Model Makassar” The objective of this research was to develop English speaking materials especially speaking as additional learning sources. The result of the research showed that the students want English Materials especially speaking materials based on their needs.⁹ The relationship between the research conducted by Miftahul Khaera and this research is the same as researching the needs of students. As for the difference, the research conducted by Miftahul Khaera focuses on one skill i.e speaking skill, while this study covers all skills and processes in learning.

Dedi Sumarsono, et al “Students Need to Develop English Writing Materials” This research explored sophomore students’ needs in learning English writing. To achieve this purpose, classroom observation, questionnaire, and documentation were conducted to collect data. This research found that the students need in learning writing in English.¹⁰ The

⁹Miftahul Khair, “Developing English Learning Materials for Young Learners Based On Needs Analysis at MTSN Model Makassar”, English, Teaching, Learning, and Research Journal (ETTERNAL), Vol 1, No.2 (2015)

¹⁰Dedi Sumarsono, et al. “Students’ Needs to Develop English Writing Materials”, Lingua Cultura, Vol.11, No.2 (2017)

relationship between the research conducted by Dedi Sumarsono and this research is the same as researching the needs



of students. As for the difference, the research conducted by Dedi Sumarsono focuses more on one skill, namely the needs of students in learning to write English, while this study covers all skills and processes in learning.

Magdahalene Tjalla, et al. "The Analysis of EFL Students' Needs for Writing Materials Development" this research discusses the needs and interests of the students of English Education Department of STAIN Parepare. Data on students' needs and interests were found through needs analysis, which used observation and questionnaire as data gathering instruments. The result of this research found things that became the interests and needs of students for writing materials development.¹¹ The relationship between the research conducted by Magdahalene Tjalla and this research is the same as researching the needs of students. As for the difference, the research conducted by Magdahaeena Tjalla focuses more on one skill i.e collage students in writing materials, while this study covers all skills and processes in learning english of seenior high school students.

Muhammad Faishal Nurul Huda in his research with a topic "The Need Analysis of Senior High School at Arrahmaniyah Depok" This research conducted data used questionnaires and interview. Researcher obtained research results data from students' needs in the form of the first is target needs centered on the learner's necessities, wants, and lacks. The

¹¹Magdahalene Tjalla, et al. "The Analysis of EFL Students' Need for Writing Materials Development", Intetmational J ournal of Science and Research (IJ SR), (2017)

second is learning needs include learning input, teaching learning procedure, the role of teachers and learners, as well as teaching learning environments .¹²

Muthmainnah, et al. "The Students Needs in Developing EFL Materials ICT Based" This study explores the students' needs, wants, and lacks in learning English by developing suitable materials with the ICT-based. The mixed approach was used in this study. The researchers distributed the survey to students, they were assigned to fill the google form about their needs in learning English. The result showed that the students need materials that fulfill their needs.¹³

¹²Muhammad Faishal Nurul Huda, "The Needs Analysis of Senior High School at Arrahmaniyah Depok", Journal of English Educational Study (2020)

¹³Muthmainnah, "The Students' Need in Developing EFL Materials ICT Based", OKARA : Jurnal Bahasa dan Sastra, Vol.15, No.2 (2021)

B. Some Pertinent Ideas

1. Learning Materials

a) Materials

According to Tomlinson, Materials are “anything which can be used to facilitate the learning of a language, including coursebook, videos, graded readers, flash cards, games, websites, and mobile phone interactions”.¹⁴

Learning materials are things that must be prepared by the teacher before implementing learning. The teacher is expected to be able to design learning in order to achieve the stated educational goals.

Trianto, 2011; Olayinka, 2016 (in Meryance, 2019) Learning materials are materials that are needed and used in managing the teaching and learning process or a very important tool for teachers to conduct learning efficiently and to improve students' learning achievement.

Learning materials are knowledge, skills, and attitudes that must be mastered by students in order to meet the specified competency standards.

According to Tomlinson, criteria of the good learning materials are¹⁵ :

¹⁴Tomlinson, B. “Materials Development for Language Learning and Teaching”, Language Teaching (2012)

¹⁵Tomlinson, B. “Materials Development in Language Teaching”, Cambridge University Press (1998)

1) Materials should achieve impact

Impact is achieved when the material has a visible effect on students, i.e when students' curiosity, interest, and attention are attracted. If this is achieved, there is a better chance that some of the language in the material will be picked up for processing. Further, it is said that material can achieve impact when the content is updated, varied, and interesting.

2) Materials should help learners feel at ease

Materials can help learners to feel at ease in many ways, for example, texts and illustrations rather than just texts, texts that the learners can relate with their own culture than those that are culturally bound, materials that includes examples rather than without, and many others.

3) Materials should help learners to develop confidence

Quoting Dulay, Burt, and Krashen, Tomlins on said that Relaxed and self-confident learners learn faster. Many learners feel relaxed and self-confident if they think that the materials they learn are not too difficult but just one step further or more difficult than they master

4) What is being taught should be perceived by learners as relevant and useful

Teachers of English can easily select materials that are relevant to the specific choice of topics and tasks that the learners are also learning in their field of study, therefore, the materials they learn must be relevant and useful.

- 5) Materials should require and facilitate learners' self-investment

Materials that enable the learners to be interested in them, that can draw their attention, and that can attract them to learn the materials will facilitate them to learn the materials by themselves.

- 6) Learners must be ready to acquire the point to be taught

To acquire the points being taught, the materials learned should be $i+1$ in which

i represents what has already been learned and 1 represents what is available for learning.

According to Krashen, each learner will only learn from the new input what he or she is ready to learn

- 7) Materials should expose the learners to language in authentic use

A lot of teaching/learning materials can provide exposure to authentic input through the instructions, advice they give for the activities and the spoken and

the written texts included in the materials.

- 8) The learners attention should be drawn to linguistic feature of the input

These linguistic features should not become the main focus in the materials but the learners should be made aware that linguistic features are needed to locate and to make a generalization about the function of

the linguistic features in the main materials.

- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purpose

After learning the materials, learners should be given opportunities to practice the language they have learned for communication in real life situations not just practicing it in the classroom controlled by the teacher.

- 10) Materials should take into account that the positive effects of instruction are usually delayed.

As it can be observed in our daily teaching, learners learning a language is not an instantaneous process but a gradual one. In order to facilitate the gradual process of learning or acquiring a language, it is important to give frequent and ample exposure to the instructed language features in communicative use

- 11) Materials should take into account that learners have different learning styles

Not all learners have the same learning styles. Language learning styles include visual, auditory, kinaesthetic (e.g. the learner prefers to do something physical, such as following

instructions), study (e.g. the learner likes to pay conscious attention to the linguistic features of the language and wants to be correct), experiential, analytic, global, dependent and independent.

- 12) Materials should take into account that learners differ in affective attitude

Learners attitudes vary in types and times. Ideal learners will need strong and consistent motivation, positive feelings towards the target language, their teachers, their fellow learners, and the materials they are learning. Realizing this fact, materials should provide choices of different types of texts and types of activities.

- 13) Materials should permit a silent period at the beginning of instruction

The silent period is used to facilitate the development of an effective internalized grammar and other language elements which can help learners to achieve proficiency.

- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement both right and left brain activities

- 15) Materials should not rely too much on controlled practice

This principle is intended to state that it is still controversial to say that controlled practice activities are valued. The statements which state that most spontaneous performance is attained by dint of practice (Sharwood-Smith, 1981) and automaticity is achieved through practice (Bialystok, 1988) has no evidence. However, many researchers agree with Ellis saying that controlled practice appears to have little long term effect on the accuracy with which new structures are performed

(Ellis,1990:192) and has little effect on fluency (Ellis and Rathbone,1987).Yet, controlled grammar practice activities still feature significantly in popular coursebooks and are considered useful by many teachers and by many learners

16) Materials should provide opportunities for outcome feedback

Feedback which is focused on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source of input. In relation to this, materials developer has to be sure that language production activities have intended outcomes other than just practicing language.

According to Hutchinson and Waters, criteria of the good learning materials are:¹⁶

- 1) Encourage learners to learn
- 2) Provide a clear and coherent unit structure which will guide the teacher and learner through various activities to maximize chance of learning
- 3) Made with good design and illustration
- 4) Clear and systematic
- 5) Try to create a balanced outlook
- 6) Could introduce teachers to new teaching techniques

¹⁶Waters and Hutchinson, "English for Specific Purposes: a Learning-centered Approach", Cambridge University Press (1987)

Order of Learning Material:

The order of presentation is for determining the sequence of the learning process. Without the right sequence, if several learning materials have prerequisite relationships, it will be difficult for students to learn them.

Learning materials that have determined the scope and depth can be described through two main approaches:¹⁷

a. Procedural Approach

The sequence of learning materials procedurally describes the steps in sequence according to the steps in carrying out a task.

b. Hierarchical Approach

The hierarchical order of learning materials describes a tiered sequence from bottom to top or from top to bottom. The previous material must be studied first as a prerequisite for studying the next material.

2. Learners' Need

a) Needs

The term 'need' refers to the gap between 'what is' and 'what should be', or the gap between 'real' and 'ideal' (Reviere et al.). In other words, needs are concerned with the future, or what should happen,

¹⁷RusydiAnanda, Perencanaan Pembelajaran (Medan:LPPPI,2019), p.96

rather than what used to happen or what is happening at present (Titcomb).

b) Learners' Need

One of the most important things in developing teaching materials is the analysis of students' needs toward their learning materials. Need analysis is a process of collecting and analyzing information about learners in order to set goals and contents of a language curriculum, based on their needs. It examines what learners already know and what they need to know

Many scholars indicate that knowing about learners' need such as their learning objectives, language attitudes, and expectations from the course are necessary in order to design an efficient curriculum (Kayl). By gathering such information, the need analysis can guarantee that the course will contain relevant and useful things for the students to learn.

Hutchinson & Waters assume that needs analysis is a complex process and should take into account i.e target needs and learning needs. Hutchinson and Waters stated that there is a specific difference between target needs (what students do to achieve certain goals) and learning needs (what students do to learn).¹⁸ Under the umbrella of needs analysis, other approaches have been incorporated. These include necessities, lack,

¹⁸ Tom Hutchinson and Alan Waters, 'English for Specific Purposes: A learning-centered Approach', (Cambridge: Cambridge University Press, 2010).

and wants.¹⁹

1. Target needs are a general term, which in practice hides a number of important differences. It is more useful to look at the target situation in terms of needs, deficiencies, and wants.
2. Learning needs refer to the process of how learners learn, which includes learners' motivation, knowledge, skills, and strategies in learning a language. Learning needs are things that students need to do to learn.²⁰

Nation & Macalister divide needs into three types: Necessities (what is necessary in the learners' use of the target language), lacks (what learners lack from previous training or education), and wants (what learners wish to learn).

The process that is follow to identify learner needs is often referred to as 'needs analysis'. Other terms used are 'needs assesment' and 'situation analysis'. These terms are often used interchangeably. When gathering information about learners' needs, we should distiguish between what learners 'want' and what they actually 'need'. It is the needs that should be given priority for instruction to have impact on learning. In some situation,

¹⁹ R.R. Jourdan, *A Guide and Resource Book for teachers*, Cambridge: (Cambridge Universitas Press, 2012).

²⁰ Wiranda Gusti Pratina, "learner's need analysis of English for specific purpose marketing students of SMK 1 Kota Bengkulu" skripsi Sarjana: English Education department: Bengkulu, (2021)

learners may not be aware of what will make the best impact.²¹

3. Need Analysis

The purposes of Needs Analysis :

According to Richards, needs analysis in language teaching may be used for several different purposes²², for example:

1. To find out what language skills a learner needs to perform a particular role, such as sales manager, tour guide, or university student.
2. To help determine if an existing course adequately addresses the needs of potential students.
3. To determine which students from a group are most in need of training in particular language skills.
4. To identify a gap between what students can do and what they need to be able to do.
5. To collect information about particular problems learners are experiencing.

In many cases, learners' language needs may be relatively easy to determine, particularly if learners need to learn a language for very specific purposes, for example, employment in fields such as tourism, nursing, or the

²¹ Saleh Al-Busuidi, *Learners' Needs in Materials Development* (Belanda : Brill Publisher, 2018)

²² Richards. *Curriculum Development in Language Teaching*. (New York: Cambridge University Press, 2017).

industry. In this case, the tasks employees typically carry out in English can be observed and the language needs of those tasks determined. The information obtained can then serve as a basis for planning a training program. In some cases, “needs” also include students’ rights²³

The procedure of Needs Analysis :

A variety of procedures can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected. A triangular approach (i.e., collecting information from two or more sources) is advisable. Many different sources of information should be sought. Needs analysis of the problems encountered by the students, information could be obtained from many sources²⁴, such as:

1. A sample of the student assignment
2. Test data on student performance
3. Reports by teachers on typical problems students face
4. Opinions of experts
5. Information from students via interviews and questionnaires

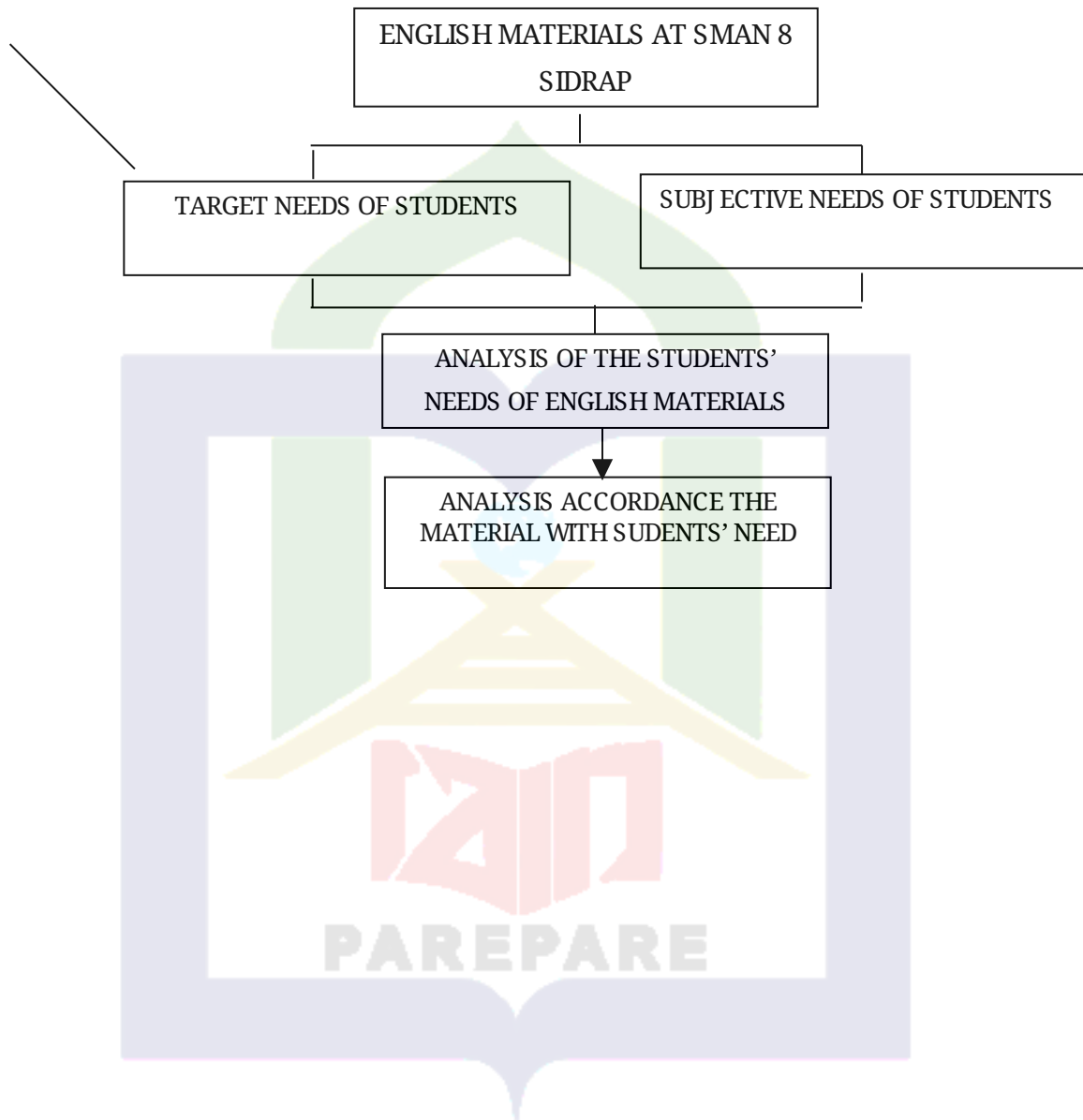
²³ *Ibid.*,

²⁴ Richards. *Curriculum Development in Language Teaching*. (New York: Cambridge University Press, 2017).

6. Analysis of textbooks teaching
7. Survey of the related literature
8. An example of programs for other institutions
9. An example of the assignment given to first-year university students.



C. Conceptual Framework





CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

In this research, the research method used is descriptive qualitative. According to Denzin & Lincoln, qualitative research is research that uses a natural background with the intention of interpreting phenomena that occur and is carried out by involving various existing methods.²⁵

Lexy J. Moleong stated that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions etc., holistically, and by means of descriptions in the form of words and language, at a time. Special contexts that are natural and by utilizing various methods.²⁶

The researcher uses a qualitative descriptive methodology because this method is a method used to collect information based on real conditions. Researchers use this method by analysis the students' need of English material at SMAN 8 Sidrap. And the researcher will analysis the accordance between the materials and students' needs.

From the explanation above, the writer concludes that the

²⁵ Albi Anggito and Johan Setiawan, *Research Qualitative Methodology* (Sukabumi: CV J ejak, 2018).

²⁶ Mamik, *Methodology Qualitative*. (Sidarjo: Zifatama publisher, 2015).

qualitative research method is the growth of social events.



B. Location and Time

This research conducted at SMAN 8 Sidrap, this research includes interviews, questanniories, and analysis, which are estimated to take approximately one months.

C. Subject of The Research

The subject of this research is the second grade of SMAN 8 Sidrap. The total of the second grade can be shows in the table below

| No. | Class | Male | Female |
|-------|-----------|--------------|--------|
| 1. | XI MIPA 1 | 15 | 12 |
| 2. | XI MIPA 2 | 11 | 12 |
| 3. | XI IPS 1 | 11 | 15 |
| 4. | XI IPS 2 | 10 | 16 |
| Total | | 109 Students | |

In this research used purposive sampling technique. This study uses purposive sampling with the aim of obtaining a sample that fits the researchinclusion criteria.The researcher chose the students of class XI MIPA 2 with a total of 23 students, because they are consider to meet the research inclusioncriteria : (1) The second grade of SMAN 8 Sidrap, (2) Currently following process of English learning with relatively minimal materials development, (3) Students who have a high interest and concern to Engllish learning, (4) Have a succiffient understanding of

English.



D. Instrument

Research is looking for accurate/accurate data. For this reason, researcher need to use research instruments.²⁷ The instruments used in this research phase are:

1. Questionnaire guide

Questionnaires are a number of written questions that are used to obtain information from respondents in terms of their personal reports, or things that are known by respondent This questionnaire consist of 11 questions, and used to find information about students' needs of English material at SMAN 8 Sidrap before they interview by the research also to collect data.

2. Interview guide

Students interview were carried out consist of seven questions concerning students' needs i.e target needs and learning needs. Teacher Interview were carried out consist of six questions concerning what materials that given to students.

3. Document

Document in this study is in the form of textbook which is the main source of material presented by the teacher

²⁷ Sugiyono, Metode Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2017. p.31

E. Technique of Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing the data into categories, breaking them down into units, synthesizing them, arranging them into important patterns, choosing what is important and what is important. that will be studied, and draw conclusions so that they are easily understood by themselves and others.²⁸

The data analysis technique used in this research is adjusted to the research design to be carried out, because this research use the discourse analysis method so in this study the researcher chose qualitative descriptive data analysis techniques

Activities in qualitative descriptive data analysis is:²⁹

a. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns. Thus the reduced data will provide a clearer picture.

b. Data Display

By displaying data, it be easier to understand what is happening, plan further work based on what has been understood. In qualitative methods, data presentation can be done in the form of brief

²⁸ *Ibid.* p.244

²⁹ *Ibid.* p.246

descriptions, charts, relationships between categories, flowcharts, and the like. In this study, the researcher displays the data obtained in the form of a description.

c. Conclusion

The last step in the analysis of qualitative data according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still tentative, and will change if there is no strong evidence to support the next stage of data collection. However, if the conclusions raised at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.. Conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of a description or picture of an object that was previously dim or dark so that after research it becomes clear, it can be in the form of casual or interactive relationships, hypotheses or theories.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The results of this study were obtained from the questionnaire and interviews data that consist of the students' needs, and analysis of the suitability of material with students' needs

1. Data collected from Questionnaire

In the first question, researchers asked questions to students about the purpose of students in learning English. And each question consists of 4 kinds of multiple choice that represent the purpose of the students.

The score of the Student's purpose in Learning English

| Questionnaire Item | (Target) Frequency (student) | | | | percentage (%) | | | |
|-----------------------|------------------------------------|----|---|---|-------------------|-------|-----|------|
| | A | B | C | D | A | B | C | d |
| 1 | 9 | 14 | 0 | 0 | 39,1% | 60,8% | 0% | 0% |
| 2 | 13 | 10 | 0 | 0 | 56,5% | 43,4% | 0% | 0% |
| 3 | 13 | 3 | 6 | 1 | 56,5% | 13% | 26% | 4,3% |

The results show that as many as 60.8% of students need English, and 39.1% of students admit that they really need English.

The second question shows the students' goals in learning English, 56.5% of students study English with the aim of being able to communicate well, then as many as 43.4% of students study English with the aim of preparing for the world of work.

The third question is about the students' reasons to improve their English skills. 56.5% of students claim to want to improve their English skills because they want to get good grades in academic and non-academic, as many as 26% of students want to improve their English skills on the grounds that English is very important in daily activities, 13% of students with reasons because English is his favorite skill, and 4.3% with the reason that this skill is very easy to master.

**English skills that the students want to improve
(Wants)**

| Questionnaire s em | Frequency (student) | | | | percentage (%) | | | |
|--------------------------|------------------------|----|---|---|-------------------|------|------|------|
| | A | B | C | D | A | B | C | D |
| 4 | 23 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| 5 | 17 | 3 | 3 | 0 | 74% | 13% | 13% | 0% |
| 6 | 2 | 10 | 7 | 4 | 8,6% | 43,4 | 30,4 | 13,3 |
| | | | | | | % | % | % |

The next question aims to identify the English skills that students want to develop. The fourth question shows that all students or in a percentage of 100% of students want to develop their speaking skills.

The fifth question shows that 74% of students want to improve their speaking skills in English, then 13% of students want to improve their listening skills, and the remaining 13% want to improve their reading skills..

The next question presents what students will do to improve their English skills. As many as 43.4% of students want to take courses to improve their English skills, 30.4% of students choose to study independently through social media, 13.3% of students choose to join the language community, and 8.6% of students choose to only study English in school.

The students' activity to improve English skills
(Wants)

| Questionnaire s | Frequency (student) | | | | Percentage (%) | | | |
|--------------------|------------------------|---|---|----|-------------------|-----------|-----------|-----------|
| | A | B | C | D | A | B | C | D |
| 7 | 3 | 6 | 9 | 5 | 13% | 26% | 39,1 % | 4,3% |
| 8 | 5 | 4 | 1 | 13 | 21,7 % | 17,3 % | 4,3% | 56,5 % |

The next question shows what students want to do to develop their English skills. The seventh question showed that 39.1% of students admitted that learning through games was an important activity as their learning preference, 26% of students chose to study in groups, 13% of students

chose to study independently, and 4.3% chose to learn through reading while taking notes.

The eighth question is about activities that help students learn English. A total of 56.5% of students chose listening activities to help them learn English, 21.7% chose conversational activities, 17.3% of students chose reading activities, and 4.3% chose writing activities.



**The students' difficulties in Learning English
(Lacks)**

| Questionnaire s Item | Frequency (student) | | | | Percentage (%) | | | |
|----------------------------|------------------------|----|----|---|-------------------|-----------|-----------|-----------|
| | A | B | C | D | A | B | C | D |
| 9 | 9 | 1 | 12 | 1 | 39,1 % | 4,3% | 52,1 % | 4,3% |
| 10 | 9 | 5 | 2 | 7 | 39,2 % | 21,7 % | 8,6% | 30,4 % |
| 11 | 4 | 18 | 0 | 1 | 13,3 % | 78,2 % | 0% | 4,3% |

The next question shows the lack of students in learning English. The ninth question shows that 39.2% of students admit that they always find it difficult to learn English, 21.7% of students admit that they rarely find it difficult, 8.6% of students admit that they sometimes find it difficult, and another 30.4% admit that they never find it difficult.

The tenth question shows that 39.2% of students admitted that speaking skill was the most difficult skill to learn, 30.4% chose reading skill, 21.7% chose listening skill, and 8.6% of students chose writing skill as a difficult skill. studied.

The last question is what makes it difficult for students to understand English lessons. 78.2% of students choose grammar that makes them difficult, 13.3% choose vocabulary, and 4.3% of students choose how to pronounce it.

2. Data from interview with English teacher

Based on the interviews that have been conducted with Ms. Imawanti, S.Pd.I as English Teacher of Grade XI SMAN 8 Sidrap. Researcher have received information about :

The first question is about the curriculum used by the teacher in the English learning process.

Researcher : What curriculum do you use in learning English?

Teacher : *Kurikulum 2013*

The second question is about English material that given to students.

Researcher : What material do you convey in the lesson?

Teacher : *Untuk kelas XI ada beberapa materi yang diberikan, yaitu offers & suggestion, opinion, undangan resmi, exposition text, surat, cause & effect, meaning through music, dan text explanation. Materi tersebut sesuai dengan apa yang tercantum dalam syllabus dan RPP yang ada. Namun, selain dari materi pokok itu saya juga biasa menyisipkan materi materi dasar sebagai penunjang untuk mengembangkan keterampilan bahasa inggris siswa. Seperti penambahan kosa kata, pengenalan tenses, atau sekedar menonton video berbahasa inggris. Karena jika tidak ada materi penunjang seperti itu siswa sulit untuk memahami materi.*

The third question about material source.

Researcher : From which sources the material is given?

Teacher : *Sumber utamanya tetap dari buku paket. Tapi jika hanya berpaku pada buku paket biasanya siswa cepat bosan. Jadi biasa saya cari cari video atau materi di internet yang relate dengan materi yang ada. Contohnya kemarin ketika mengajar teks eksposisi, saya sediakan video yang membahas tentang covid-19 yang saya tampilkan ke siswa.*

The fourth question is about skills that needed by students to achieve learning competences.

Researcher : What skills that needed by students to achieve learning competences?

Teacher : *Sebenarnya keempat empat skills dalam bahasa inggris itu sangat diperlukan oleh siswa untuk pencapaian yang maksimal, tapi jika merujuk pada kompetensi pembelajaran yang ingin dicapai ada dua skills pokok yang dimana siswa harus fokus ke skills tersebut, yaitu speaking dan writing. Karena jika dilihat dari materi di kelas XI ini memang ada beberapa materi yang mengharuskan siswa untuk mengembangkan keterampilan speaking dan writingnya, seperti materi opinion mereka harus bisa untuk menyampaikan pendapatnya secara lisan dan dalam materi surat, tentunya mereka harus bisa menulis surat dalam bahasa inggris.*

The fifth question about aktivitas yang dilakukan guru dalam proses pembelajaran.

Researcher : What activities/learning styles do you use in the learning process?

Teacher : *Kalau untuk aktifitas pembelajaran, biasanya pada awal pembelajaran saya memberi kesempatan terlebih dahulu kepada siswa untuk explore materi pembelajarannya, maksudnya di awal pembelajaran saya beri mereka dialog lalu dipraktikkan bersama temannya atau menonton video, pernah juga mendengarkan musik, karena kan ada materi meaning through music. Lalu setelah itu saya menjelaskan materi intinya. Jadi aktivitas pembelajaran biasanya seperti itu.*

The question about students' lack in English .

Researcher : According to you, what obstacle or lacks of students that you found during the English learning process?

Teacher : *Selama mengajar bahasa Inggris kesulitan siswa yang saya dapati kebanyakan siswa sulit dalam mengerti artinya baik dari bacaan ataupun dari apa yang dikatakan, mungkin karena faktor kosa kata mereka yang masih minim atau biasanya juga mereka salah mengartikan karena lain pengucapan yang mereka dengar lain juga artinya.*

I What the students' needs of English material at SMAN 8 Sidrap?

There are two point of students' needs i.e :

1. Target needs

There are several questions asked related to target needs, and the answers to these questions i.e

The first question, What is your goal in learning English?

According to them, they study English with the aim of being able to communicate using English well and also as preparation for them in the world of work. Likes what Hikma Amami said as respondent :

“Jadi sebenarnya kak saya bercita-cita ingin jadi pramugari, kan kalau jadi pramugari harus bisa lancar berkomunikasi pakai bahasa inggris. Jadi itu yang menjadi tujuan utama saya untuk belajar bahasa inggris.”

The second question, of 4 English skills which one do you want to master?

Students hope to master the four skills in English, but they admit that for now they are focusing on mastering speaking skills first. As Aidil Ramdhan said :

“Kalau saya kak ingin menguasai semuanya, semoga kedepannya bisa keempat empatnya. Tapi kalau untuk saat ini mungkin saya fokus dulu untuk belajar speaking, karena kalau sudah bisa bicara bahasa inggris itu sudah lumayan untuk bekal kedepannya.”

The third question, What English skills would you like to improve?

From the results of interviews, students want to improve their speaking skills. As stated by Cindy as respondent :

“Saya ingin memperbaiki skill berbicara saya terlebih dahulu, dimulai dari yang mudah untuk dipelajari. Sebenarnya saya kurang dalam semua skill, tapi saya ingin fokus dulu untuk memperbaiki skill speaking.”

2. Learning needs

There were several questions asked regarding the learning needs of students. The first question is what learning activities can help you in the process of learning English?

From the results of interviews, students admitted that they were enthusiastic in learning English if they learned while playing and also when they studied in groups. As said by Muhammad Fauzil as respondent :

“Saya kak paling semangat kalau dalam proses pembelajaran ada gamesnya, supaya tidak terlalu tegang tapi tetap dapat dipahami. Atau setidaknya kalau tidak ada games minimal belajar kelompok lah supaya bisa saling membantu.”

The second question is about student learning resources. What is your main learning resource?

Students admit that their main learning source is from textbooks at school, but it is supported by social media and games. As Adelia as

respondent said:

“Sumber belajar utama saya dari buku paket yang dibagikan. Kalau diluar sekolah selain dari buku paket, saya juga banyak belajar dari sosial media.”

As said by Adrian as respondent :

“Sumber belajar bahasa inggris saya dari buku dan mobile legend kak. Kalau pusing baca buku, main games lagi. Apalagi di mobile legend bahasa inggris semua jadi membantu dalam belajar bahasa inggris.”

The third question, what skill is the most difficult for you to learn?

Based on the results of interviews that have been conducted, students find it difficult in speaking skills. As Iam said as respondent :

“Skill yang paling susah untuk saya itu skill berbicara”

The fourth question, What makes it difficult for you to understand English?

Students admit that in learning English they are constrained by the lack of vocabulary they know. As said by Asira as respondent :

“Saya paling sulit untuk bicara pakai bahasa inggris karena kekurangan kosa kata dan tidak tahu cara penyebutannya.”

II Are the material is in accordance with the needs of students?

The materials is accordance with the needs of students. It is known based on the analysis of the questionnaires, teacher and students' interviews result as follows:

Target needs:

In achieving learning objectives, students learn English with the aim of being able to communicate well and to prepare for the world of work. The material provided by the teacher is in accordance with the material listed in the existing syllabus with the main source of the material coming from the textbook.

Regarding the skills that students want to master and want to improve, students want to master speaking skills. Based on the results of the questionnaire, it shows that 100% of students want to master speaking skills. In the learning process speaking activities are carried out at the beginning of learning, and there are also other activities that can support speaking skills.

Learning needs:

From the results of the questionnaires and interviews, the important learning activities as students' learning preferences are learning through games and group learning. The activities carried out by the teacher in the learning process are pre-activity with conversation

activities, watching videos, listening, then delivering the core material. During the learning process, there were no learning activities through games or group learning.

Furthermore, student learning resources are sourced from textbooks, social media, and games. In learning English at SMAN 8 Sidrap, textbooks that contain complete material that are in accordance with the syllabus have been provided, then supported by the provision of additional material from other sources.

In learning English, students find it difficult to learn speaking skills because students lack of how to pronounce and vocabulary. In learning, the teacher admits that he often provides additional material such as adding vocabulary and watching a video.

Of the five points analyzed by the data, there are 4 points that are met, and there is 1 point that is not fulfilled, namely the absence of learning activities through games or group study.

B. Discussion

In this section, research discuss about the results of the research from the analysis of students' needs for the English language material and whether the material is in accordance with the students' needs.

In this study, students' needs are divided into two points, namely target needs and learning needs. As explained by Hutchinson and Waters that target needs is what students do to achieve certain goals

and learning needs is what students do to learn.

Furthermore, information related to student needs is used to analyze whether the material provided is in accordance with student needs or not. The material referred to here is everything that can support the learning process, as Tomlinson said that materials are anything which can be used to facilitate the learning of a language, including coursebook, videos, graded readers, flash cards, games, websites, and mobile phone interactions.³⁰

1. Students' Needs

Target needs :

From the results of research conducted, there are several target students in learning English. The purpose of students learning English is to be able to communicate using English fluently and to prepare for entering the world of work. The skill that students want to master is speaking skill.

All the targets of student learning are in line, because in the current era of globalization it requires humans to be able to speak English to compete in the world of work so that students need learning that can support their achievement. As Ofah Munadzdzofah said that many foreign companies have invested in Indonesia, this situation

³⁰ Tomlinson, B. "Materials Deveopment for Language Learning and Teaching", Language Teaching (2012)

creates an urgency in mastering foreign languages.³¹

Learning needs :

Learning needs of students, namely students need learning activities through games and group learning. These activities are recognized by students as being able to increase their enthusiasm for learning so that they can improve their learning outcomes. In line with the results of research conducted by Dewa Nyoman Suprpta that the make a match learning model can improve student learning outcomes as evidenced by an increase in student scores in the research process.³²

Then in learning English, students need material that can help them in developing speaking skills and can help them to learn how to pronounce well and increase their vocabulary.

2. Are the materials accordance with students' needs?

The materials is accordance with the needs of students. It is known based on the analysis of the questionnaires, teacher and students' interviews resul.

There are five points that are analyzed in the analysis of the suitability of the material with the needs of students from the target

³¹ Ofah Munadzdzofah, "Pentingnya Bahasa Inggris, China, dan Jepang sebagai Bahasa Komunikasi Bisnis di Era Globalisasi, (Surabaya : Vocatio, jurnal ilmiah ilmu administrasi dan skretari, 2017)

³² Dewa Nyoman Suprpta, "Penggunaan Model Pembelajaran Make a Match Sebagai Upaya Peningkatan Hasil belajar Siswa", (J umal of Education Action Research, 2020)

needs and learning needs, the first is the achievement of learning objectives, namely to be able to communicate well and to prepare for the world of work. This is fulfilled because the material provided by the teacher is in accordance with the material listed in the existing syllabus with the main source of the material coming from a textbook that requires students

Both students want to master speaking skills, the teacher's efforts to help students in mastering speaking skills are done by the teacher giving students the opportunity to carry out dialogue and other activities at the beginning of learning that can support students' speaking skills.

Third, learning activities through games and group learning are considered important for students as their learning preferences, but this is not applied in the learning process.

Fourth, student learning resources come from textbooks, social media, and games. Textbooks which are the main source of student learning have been provided in schools with content that is in accordance with the existing syllabus. For learning resources, social media and games can be obtained by students outside the school environment, but at school the teacher provides videos or materials from the internet as additional learning resources for students.

Fifth, Students' lack of speaking because they lack of vocabulary and how to pronounce well. In the learning process the teacher provides additional material related to this as an effort to overcome students'

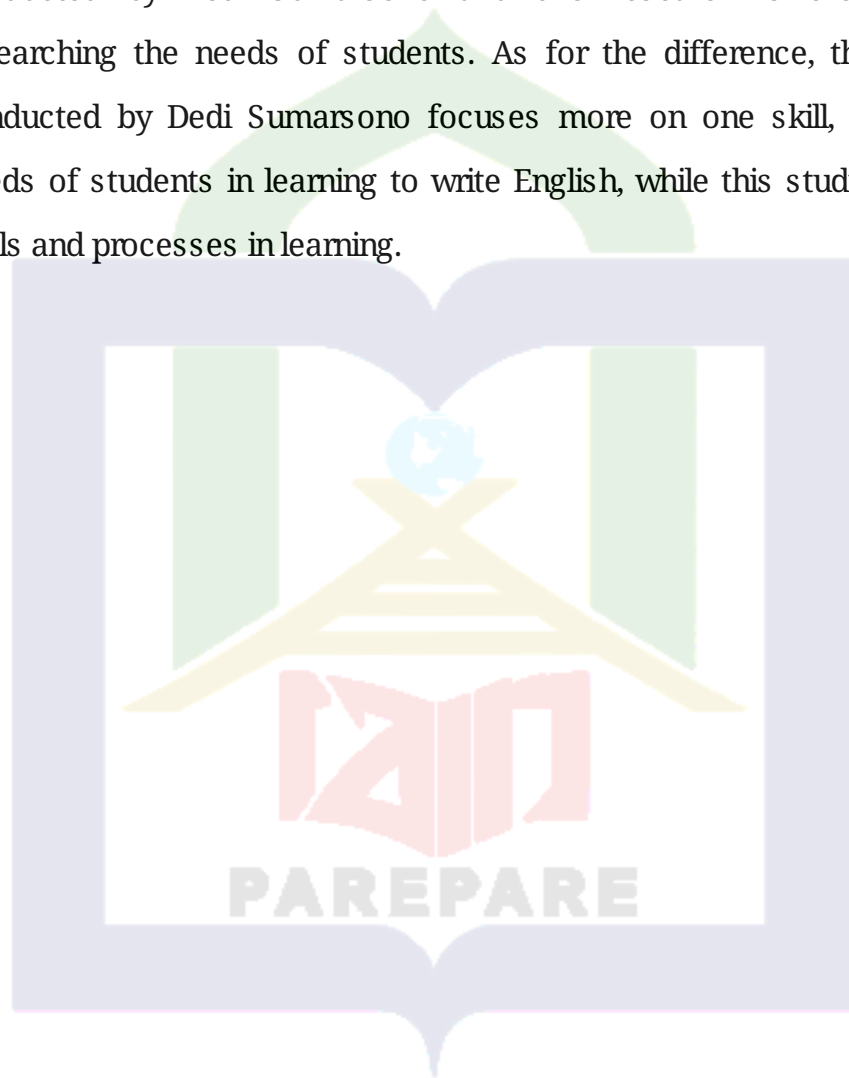
lacks.

Comparing with previous research that focused on students' needs in only one object, it is the needs in learning materials. As for this research, it examines students' English Materials which includes all things in learning, based on that stated by Tomlinson that materials are "anything which can be used to facilitate the learning of a language and then Hutchinson & Waters assume that needs analysis is a complex process and should take into account i.e target needs (what students do to achieve certain goals) and learning needs (what students do to learn). Miftahul Khair in her research "Developing English Learning Materials for Young Learners based on Need Analysis at MTSN Model Makassar" The objective of this research was to develop English speaking materials especially speaking as additional learning sources. The result of the research showed that the students want English Materials especially speaking materials based on their needs.³³ The relationship between the research conducted by Miftahul Khaera and this research is the same as researching the needs of students. As for the difference, the research conducted by Miftahul Khaera focuses on one skill i.e speaking skill, while this study covers all skills and processes in learning.

In the other previous research by Dedi Sumarsono, et al "Students Need to Develop English Writing Materials" This research explored sophomore students' needs in learning English writing. To achieve this

³³Miftahul Khair, "Developing English Learning Materials for Young Learners Based On Needs Analysis at MTSN Model Makassar", English, Teaching, Learning, and Research Journal (ETTERNAL), Vol 1, No.2 (2015)

purpose, classroom observation, questionnaire, and documentation were conducted to collect data. This research found that the students need in learning writing in English.³⁴ The relationship between the research conducted by Dedi Sumarsono and this research is the same as researching the needs of students. As for the difference, the research conducted by Dedi Sumarsono focuses more on one skill, namely the needs of students in learning to write English, while this study covers all skills and processes in learning.



³⁴Dedi Sumarsono, et al. "Stdents' Needs to Develop English Writing Materials", *Lingua Cultura*, Vol.11,No.2 (2017)



CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

The conclusions obtained from this research i.e :

1. Target need students: able to communicate using English well & for preparation in the world of work, want to master speaking skills.

Learning needs: requires learning activities in games & group learning as learning preferences, need to develop speaking skills, and overcome students' lack of vocabulary and how to pronounce well.

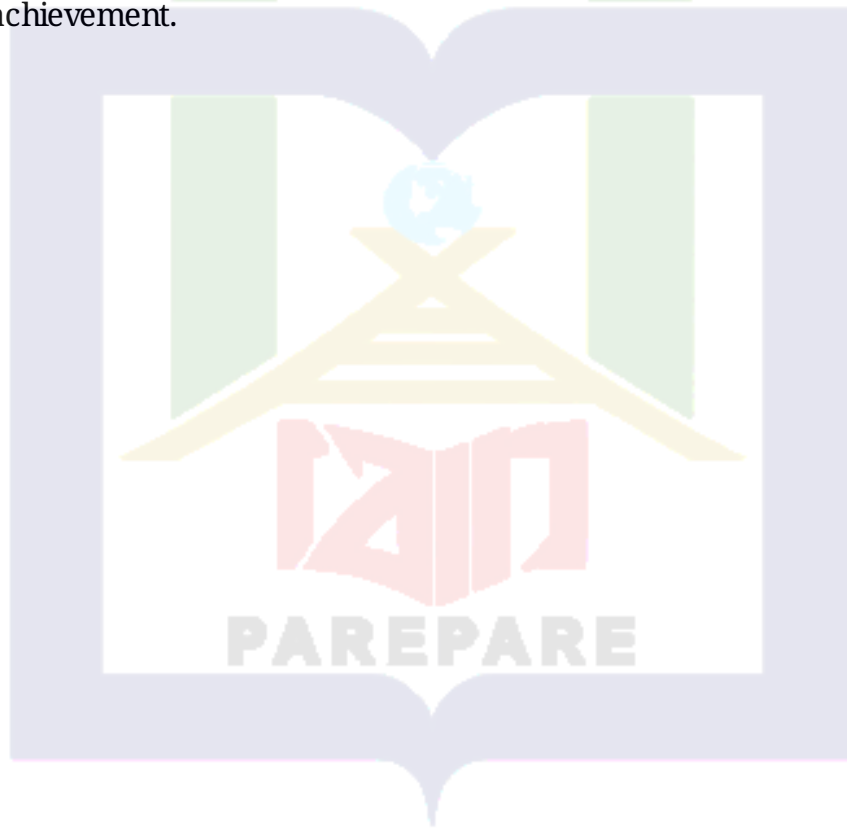
2. The materials is accordance with the needs of students. It is known based on the five analyzed points obtained from the target need and learning need, the first is an effort to achieve learning objectives, namely to be able to communicate well and to prepare for the world of work. fulfilled. Second, to get students to master speaking skills, it is fulfilled. Third, learning activities through games and group learning are considered important for students as their learning preferences are not met. Fourth, student learning resources from textbooks, social media, and games are fulfilled. Fifth, Students' lack of speaking because their lack of vocabulary and how to pronounce well, is fulfilled. In the percentage of

conformity 80%



B. Suggestion

In implementing the learning process, educators are expected to be able to identify what students need in learning. Students' need is very influential both in the smooth learning process and the level of achievement of student competencies. Educators are expected not only to rely on existing course books and then forget about aspects of student needs so that it has an impact on students' goals or achievement.



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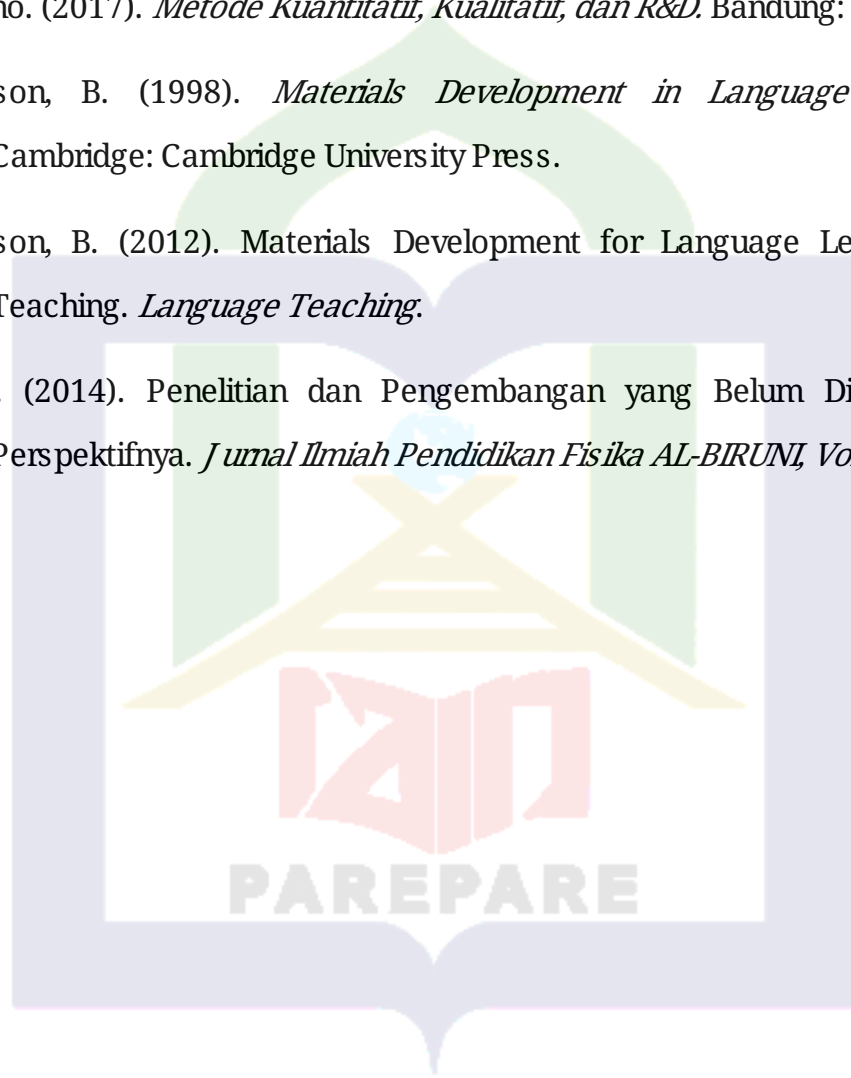
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APPENDICES



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Fax. (0421) 24404

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Appendix 1 : Interview Guide

In this research, the instrument that used to collect and analyze

NAMA MAHASISWA :

NIM : 18.1300.083

FAKULTAS/PRODI : TARBIYAH/PBI

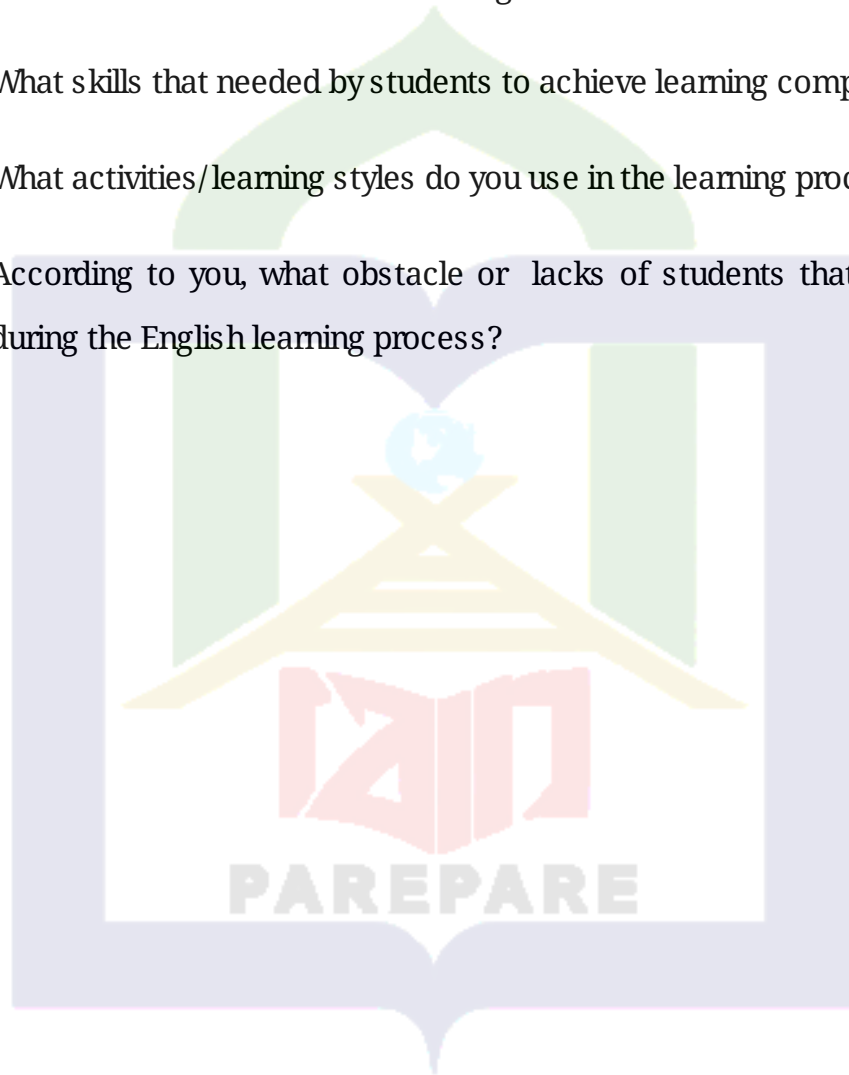
JUDUL : THE ANALYSIS OF STUDENTS' NEEDS OF ENGLISH
MATERIAL AT SMAN 8 SIDRAP

Interview Guide for Students

1. What is your goal in learning English?
2. From 4 English skills, which one do you want to master?
3. What English skills would you like to improve?
4. What learning activities can help you in the process of learning English?
5. What is your main learning resource?
6. What skill is the most difficult for you to learn?
7. What makes it difficult for you to understand English?

Interview Guide for Teacher

1. What curriculum do you use in learning English?
2. What material do you convey in the lesson?
3. From which sources the material is given?
4. What skills that needed by students to achieve learning competences?
5. What activities/learning styles do you use in the learning process?
6. According to you, what obstacle or lacks of students that you found during the English learning process?



**The Questionnaire of Analysis of Students' Needs of English Material
at SMAN 8 Sidrap**

Appendix. 2

Name :

Faculty :

Day/Date :

Place :

1. Menurut anda, seberapa dibbutuhkannya bahasa inggris?
 - a. Sangat dibutuhkan
 - b. Dibutuhkan
 - c. Tidak terlalu dibutuhkan
 - d. Kurang dibutuhkan
2. Apa tujuanmu untuk belajar bahasa inggris?
 - a. Saya ingin berkomunikasi dengan baik
 - b. Saya ingin mendapatkan beasiswa
 - c. Untuk persiapan dalam dunia kerja.
 - d. Tujuan lainnya
3. Alasan saya untuk memperbaiki keterampilan bahasa inggris karena
 - a. saya ingin mendapat nilai bagus di akademik maupun non akademik
 - b. keterampilan ini merupakan keterampilan favoritku
 - c. sangat penting dalam kehidupan sehari-hari
 - d. keterampilan ini sangat mudah untuk dikuasai
4. Dari 4 keterampilan bahasa inggris, yang manakah anda perlu lebih kuasai untuk mencapai kompetensi pembelajaran?
 - a. Speaking
 - b. Listening

- c. Reading
 - d. writing
5. Keterampilan bahasa Inggris yang ingin kamu perbaiki?
- a. Speaking
 - b. Listening
 - c. Reading
 - d. writing
6. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa Inggrismu?
- a. Saya hanya belajar bahasa Inggris di kampus
 - b. Saya mengambil kursus
 - c. Saya belajar mandiri melalui media sosial
 - d. Saya mengikuti komunitas/club bahasa
7. Metode pengajaran/kegiatan belajar apa yang penting sebagai learning preference anda?
- a. Belajar mandiri
 - b. Belajar berkelompok
 - c. Belajar melalui permainan
 - d. Belajar melalui becaan sambil mencatat
8. Aktivitas/gaya belajar yang seperti apa yang lebih membantu anda dalam belajar bahasa Inggris?
- a. Percakapan/conversation
 - b. Membaca/reading
 - c. Menulis/writing
 - d. Mendengarkan/listening
9. Apakah kamu masih merasa kesulitan dalam belajar bahasa Inggris?
- a. selalu
 - b. jarang

c. Kadang-kadang.

d. Tidak pernah

10. Yang manakah Skill yang paling sulit untuk dipelajari?

a. Speaking

b. Listening

c. Writing

d. Reading

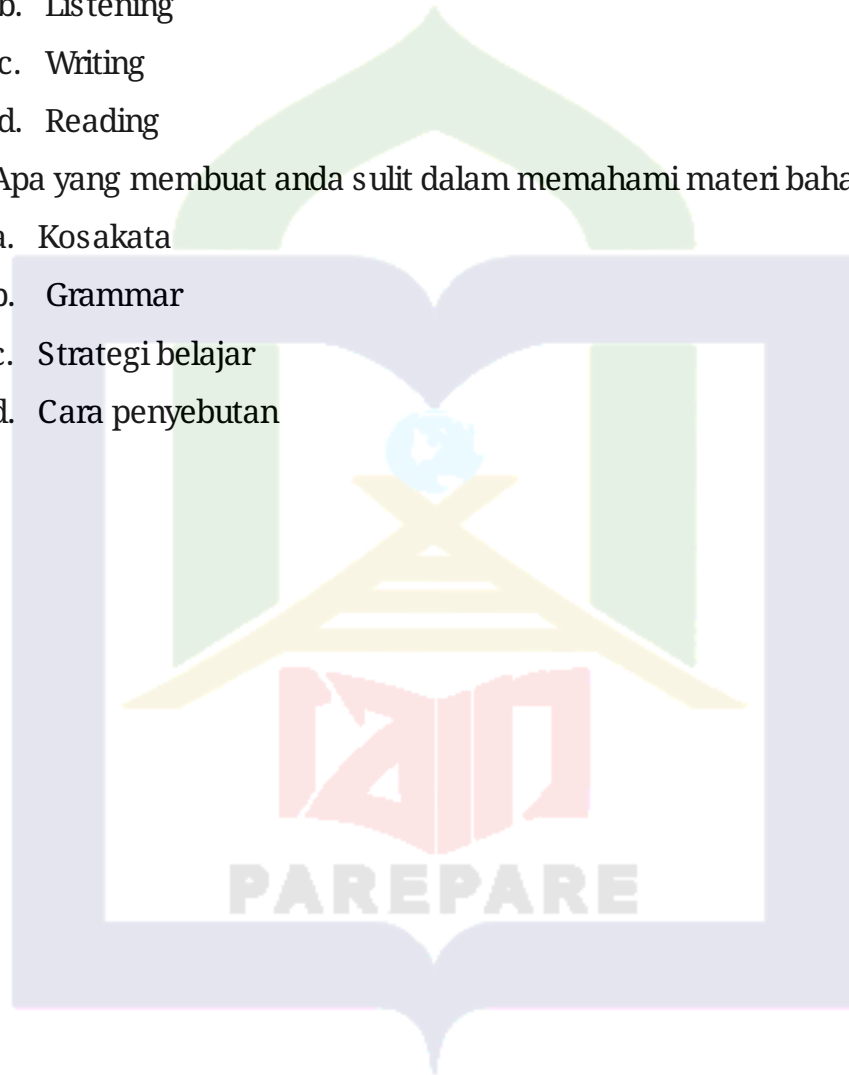
11. Apa yang membuat anda sulit dalam memahami materi bahasa inggris

a. Kosakata

b. Grammar

c. Strategi belajar

d. Cara penyebutan





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INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Appendix. 3 The Result of The interview of Teacher

RESULT OF INTERVIEW:

Teacher : Imawanti, S. Pd

Researcher : Indah Sulistiawati

Hasil wawancara dengan guru bahasa Inggris

1. What curriculum do you use in learning English?

Answer : *Kurikulum 2013*

2. What material do you give to students?

Answer : *Untuk kelas XI ada beberapa materi yang diberikan, yaitu offers & suggestion, opinion, undangan resmi, exposition text, surat, cause & effect, meaning through music, dan text explanation. Materi tersebut sesuai dengan apa yang tercantum dalam syllabus dan RPP yang ada. Namun, selain dari materi pokok itu saya juga biasa menyisipkan materi materi dasar sebagai penunjang untuk mengembangkan keterampilan bahasa Inggris siswa. Seperti penambahan kosa kata, pengenalan tenses, atau sekedar menonton video berbahasa Inggris. Karena jika tidak ada materi penunjang seperti itu siswa sulit untuk memahami materi.*

3. From which sources the material is given?

Answer : *Sumber utamanya tetap dari buku paket. Tapi jika hanya berpaku pada buku paket biasanya siswa cepat bosan. Jadi biasa saya cari cari video atau materi di internet yang relate dengan materi yang ada. Contohnya kemarin ketika mengajar teks eksposisi, saya sediakan video yang membahas tentang covid-19 yang saya tampilkan ke siswa.*

4. What skills that needed by students to achieve learning competences?

Answer : *Sebenarnya keempat empat skills dalam bahasa inggris itu sangat diperlukan oleh siswa untuk pencapaian yang maksimal, tapi jika merujuk pada kompetensi pembelajaran yang ingin dicapai ada dua skills pokok yang dimana siswa harus fokus ke skills tersebut, yaitu speaking dan writing. Karena jika dilihat dari materi di kelas XI ini memang ada beberapa materi yang mengharuskan siswa untuk mengembangkan keterampilan speaking dan writingnya, seperti materi opinion mereka harus bisa untuk menyampaikan pendapatnya secara lisan dan dalam materi surat, tentunya mereka harus bisa menulis surat dalam bahasa inggris.*

5. What activities/learning styles do you use in the learning process?

Answer : *Kalau untuk aktifitas pembelajaran, biasanya pada awal pembelajaran saya memberi kesempatan terlebih dahulu kepada siswa untuk explore materi pembelajarannya, maksudnya di awal pembelajaran saya beri mereka dialog lalu dipraktikkan bersama*

temannya atau menonton video, pernah juga mendengarkan musik, karena kan ada materi meaning through music. Lalu setelah itu saya menjelaskan materi intinya. Jadi aktivitas pembelajaran biasanya seperti itu.

6. According to you, what obstacle or lacks of students that you found during the English learning process?

Answer : Selama mengajar bahasa inggris kesulitan siswa yang saya dapati kebanyakan siswa sulit dalam mengerti artinya baik dari bacaan ataupun dari apa yang dikatakan, mungkin karena faktor kosa kata mereka yang masih minim atau biasanya juga mereka salah mengartikan karena lain pengucapan yang mereka dengar lain juga artiya.

Interview Guide 1

Name : Adelia

Day/Date : Monday/July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Tujuan saya belajar bahasa inggris karena jika ingin ke luar negeri mudah untuk berkomunikasi dengan orang-orang*

2. From 4 English skills, which one do you want to master?

Answer : *keempat empatnya kak, tapi fookus dulu ke skill speaking*

3. What English skills would you like to improve?

Answer : Speaking

4. What learning activities can help you in the process of learning English?

Answer : *Belajar kelompok, saya paling suka jika ada aktivitas percakapannya*

5. What is your main learning resource?

Answer : *Sumber belajar utama saya dari buku paket yang dibagikan. Kalau diluar sekolah selain dari buku paket, saya juga banyak belajar dari sosial media.*

6. What skill is the most difficult for you to learn?

Answer : menurut saya kak speaking

7. What makes it difficult for you to understand English?

Kesulitan dalam kos a kata, grammar,dan berbicara



Interview Guide 2

Name : Asira Binti Saharuddin

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Untuk bisa berbicara menggunakan bahasa inggris,karena bahasa inggris itu diperluka jika suatu saat nanti kita bertemu dengan orang yang tidak mengerti bahasa indonesia jadi kita berkomunikasi pakai bahasa inggris*

2. From 4 English skills, which one do you want to master?

Answer : *Skill berbicara*

3. What English skills would you like to improve?

Answer : *Saya ingin mengembangkan keterampilan listening, karena kadang saya bisa menangkap maknanya tapi kadang juga tidak*

4. What learning activities can help you in the process of learning English?

Answer : *Kalau saya aktifitas guru menjelaskan materi saja sudah cukup membantu saya dalam belajar*

5. What is your main learning resource?

Answer : *Dari HP, sosial media*

6. What skill is the most difficult for you to learn?

Answer : Keterampilan dalam menulis

7. What makes it difficult for you to understand English?

Answer : Saya paling sulit untuk bicara pakai bahasa inggris karena kekurangan kosa kata dan tidak tahu cara penyebutannya



Interview Guide 3

Name : Cindy

Day/ Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Tujuan saya belajar bahasa inggris untuk persiapan pekerjaan dan ke luar negeri*

2. From 4 English skills, which one do you want to master?

Answer : *Keterampilan berbicara, karena ini merupakan keterampilan utama menurut saya*

3. What English skills would you like to improve?

Answer : *Saya ingin memperbaiki skill berbicara saya terlebih dahulu, dimulai dari yang mudah untuk dipelajari. Sebenarnya saya kurang dalam semua skill, tapi saya ingin fokus dulu untuk memperbaiki skill speaking.*

4. What learning activities can help you in the process of learning English?

Answer : *yang paling membantu saya ketika aktivitas belajar berkelompok, karena bisa saling membantu dan bertukar pikiran*

5. What is your main learning resource?

Answer : Dari guru, buku pelajaran, dan kursus

6. What skill is the most difficult for you to learn?

Answer : Keterampilan berbicara

7. What makes it difficult for you to understand English?

Answer : Yang paling jadi kendala saya dalam belajar bahasa inggris karena kurang sekali kosa kata yang saya tau



Interview Guide 4

Name : Dahliya

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Untuk bisa bicara menggunakan bahasa inggris karena bahasa inggris merupakan bahasa internasional*

2. From 4 English skills, which one do you want to master?

Answer : *saya mau menguasai keterampilan berbicara*

3. What English skills would you like to improve?

Answer : *kayaknya listening, karena saya sangat kurang di listening*

4. What learning activities can help you in the process of learning English?

Answer : *Belajar sambil bermain, tidak tegang dan biasanya cepat dipahami*

5. What is your main learning resource?

Answer : *kebanyakan dari media sosial*

6. What skill is the most difficult for you to learn?

Answer : *Keterampilan listening*

7. What makes it difficult for you to understand English?

Answer : *kurang kosa kata*



Interview Guide 5

Name : Diva Alivia

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Untuk bekal kedepannya, untuk melanjutkan sekolah atau kerja*

2. From 4 English skills, which one do you want to master?

Answer : *Keterampilan berbicara dalam bahasa Inggris*

3. What English skills would you like to improve?

Answer : *Keterampilan yang mau saya perbaiki keterampilan mendengarkan*

4. What learning activities can help you in the process of learning English?

Answer : *Pembelajaran yang ada gamesnya, atau praktek*

5. What is your main learning resource?

Answer : *Buku dan internet*

6. What skill is the most difficult for you to learn?

Answer : *Keterampilan mendengarkan*

7. What makes it difficult for you to understand English?

Answer : *Hanya tau sedikit kosa kata*



Interview Guide 6

Name : Hikma Amarni

Day/Date : Monday/July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Jadi sebenarnya kak saya bercita-cita ingin jadi pramugari, kan kalau jadi pramugari harus bisa lancar berkomunikasi pakai bahasa inggris. Jadi itu yang menjadi tujuan utama saya untuk belajar bahasa inggris*

2. From 4 English skills, which one do you want to master?

Answer : *Saya sangat ingin menguasai keterampilan berbicara dalam bahasa inggris, karena keterampilan itu keterampilan utama dan paling penting menurut saya*

3. What English skills would you like to improve?

Answer : *kalau keterampilan yang ingin saya perbaiki sepertinya keterampilan menulis kak*

4. What learning activities can help you in the process of learning English?

Answer : *Aktivitas pada saat guru menjelaskan materi lalu saya mencatat sesuai menggunakan bahasa sendiri yang lebih mudah dipahami*

5. What is your main learning resource?

Answer : *Dari buku pelajaran dan internet*

6. What skill is the most difficult for you to learn?

Answer : *Yang paling susah itu kak mendengarkan, sudah tidak tau kata apa yang disebut, tidak tau juga artinya*

7. What makes it difficult for you to understand English?

Answer : *Minim vocabulary*



Interview Guide 7

Name : Mimawati

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Suatu saat nanti saya ingin ke Jakarta dan bicara dengan bule*

2. From 4 English skills, which one do you want to master?

Answer : *Tentunya keterampilan berbicara*

3. What English skills would you like to improve?

Answer : *Yang ingin saya perbaiki itu keterampilan berbicara, karena sudah ada sedikit dasar jadi mau diperbaiki*

4. What learning activities can help you in the process of learning English?

Answer : *Aktivitas belajar berkelompok*

5. What is your main learning resource?

Answer : *Sumber pembelajaran bahasa Inggris saya dari buku dan kursus*

6. What skill is the most difficult for you to learn?

Answer : *Mendengarkan karena sulit dipahami*

7. What makes it difficult for you to understand English?

Answer : *cara penyebutan, biasa salah mengartikan karena tidak tau
cara penyebutannya*



Interview Guide 8

Name : Niar

Day/Date : Monday/July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : Supaya bisa berkomunikasi dan lancar ketika berpergian atau dimanapun

2. From 4 English skills, which one do you want to master?

Answer : Speaking

3. What English skills would you like to improve?

Answer : Keterampilan berbicara

4. What learning activities can help you in the process of learning English?

Answer : Belajar sambil bermain

5. What is your main learning resource?

Answer : Sumber dari buku dan media sosial

6. What skill is the most difficult for you to learn?

Answer : Yang paling sulit dari keempat skill itu sepertinya skill menulis

7. What makes it difficult for you to understand English?

Answer : Kurangnya kosakata yang tidak saya pahami



Interview Guide 9

Name : Nurdiana

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Karena saya menyukai bahasa inggris dan ingin ke luar negeri*

2. From 4 English skills, which one do you want to master?

Answer : *Kemampuan berbicara, agar dapat berani brbicara di depan banyak orang*

3. What English skills would you like to improve?

Answer : *Keterampilan berbicara*

4. What learning activities can help you in the process of learning English?

Answer : *Aktivitas mencatat materi yang dijelaskan oleh guru*

5. What is your main learning resource?

Answer : *Dari buku dan sosial media*

6. What skill is the most difficult for you to learn?

Answer : *Yang paling susah keterampilan mendengarkan*

7. What makes it difficult for you to understand English?

Answer : Kesulitan karena kurang kosa kata



Interview Guide 10

Name : Siska Arafah

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : Tujuan saya belajar bahasa inggris untuk bisa lancar berbicara bahasa inggris karena jika pergi ke luar negeri dan tidak bisa bahasa inggris kita tidak bisa bicara apa-apa

2. From 4 English skills, which one do you want to master?

Answer : Keterampilan berbicara

3. What English skills would you like to improve?

Answer : Keterampilan membaca

4. What learning activities can help you in the process of learning English?

Answer : belajar bersama teman

5. What is your main learning resource?

Answer : medsos dan buku bahasa inggris

6. What skill is the most difficult for you to learn?

Answer : Keterampilan mendengarkan paling susah

7. What makes it difficult for you to understand English?

Answer : Tidak tau artinya dan tidak tau apa cara penyebutannya



Interview Guide 11

Name : Adryan

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : Supaya nantinya mudah daftar kerja

2. From 4 English skills, which one do you want to master?

Answer : kemampuan untuk berbicara

3. What English skills would you like to improve?

Answer : Keterampilan berbicara

4. What learning activities can help you in the process of learning English?

Answer : Aktivitas pembelajaran yang tidak terlalu tegang dan serius, santai saja

5. What is your main learning resource?

Answer : *Sumber belajar bahasa inggris saya dari buku dan mobile legend kak. Kalau pusing baca buku, main games lagi. Apalagi di mobile legend bahasa inggris semua jadi membantu dalam belajar bahasa inggris.*

6. What skill is the most difficult for you to learn?

Answer : Sepertinya kemampuan membaca, karena tidak tau cara

penyebutannya

7. What makes it difficult for you to understand English?

Answer : Sulit membaca dan berbicara



Interview Guide 12

Name : Alfian Maulana

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *saya bertujuan ke luar negeri jadi saya belajar bahasa inggris*

2. From 4 English skills, which one do you want to master?

Answer : *skill berbicara*

3. What English skills would you like to improve?

Answer : *skill membaca bahasa inggris*

4. What learning activities can help you in the process of learning English?

Answer : *belajar sambil bermain supaya seru dan tidak bosan*

5. What is your main learning resource?

Answer : *dari guru, buku, dan media sosial*

6. What skill is the most difficult for you to learn?

Answer : *skill membaca*

7. What makes it difficult for you to understand English?

Answer : *sangat sulit dalam penyebutan*

Interview Guide 13

Name : Aswar Ramadhan

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Tujuan saya belajar bahasa inggris agar pintar bahasa inggris*

2. From 4 English skills, which one do you want to master?

Answer : *Kemampuan berbicara*

3. What English skills would you like to improve?

Answer : *Keterampilan mendengarkan*

4. What learning activities can help you in the process of learning English?

Answer : *Saat guru menjelaskan secara singkat, padat, jelas*

5. What is your main learning resource?

Answer : *Dari sosmed*

6. What skill is the most difficult for you to learn?

Answer : *Kemampuan membaca*

7. What makes it difficult for you to understand English?

Answer : *Kesulitan membaca karena tidak tau cara penyebutannya*

Interview Guide 14

Name : Gilang

Day/Date : Monday/July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Tujuan saya belajar bahasa inggris agar pintar bahasa inggris*

2. From 4 English skills, which one do you want to master?

Answer : *Berbicara*

3. What English skills would you like to improve?

Answer : *Ingin memperbaiki keterampilan berbicara, karena sangat dibutuhkan jika ingin pergi ke luar negeri*

4. What learning activities can help you in the process of learning English?

Answer : *Pembelajaran yang banyak prakteknya*

5. What is your main learning resource?

Answer : *Dari guru dan media sosial*

6. What skill is the most difficult for you to learn?

Answer : *berbicara bahasa inggris*

7. What makes it difficult for you to understand English?

Answer : *karena kesulitan dalam kosa kata*



Students Interview Result 15

Name : Iam

Day/Date : Monday/July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Agar bisa berkomunikasi dengan orang yang mahir bahasa inggris*

2. From 4 English skills, which one do you want to master?

Answer : *Berbicara*

3. What English skills would you like to improve?

Answer : *Keterampilan berbicara*

4. What learning activities can help you in the process of learning English?

Answer : *Belajar sambil bermain*

5. What is your main learning resource?

Answer : *Dari buku dan di sekolah*

6. What skill is the most difficult for you to learn?

Answer : *Skill yang paling susah untuk saya itu skill berbicara*

7. What makes it difficult for you to understand English?

Answer : *Kurang mengerti artinya*



Students Interview Result 16

Name : Ilham

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Untuk persiapan masa depan, kerja atau bicara dengan orang luar*

2. From 4 English skills, which one do you want to master?

Answer : *Kemampuan bicara dulu*

3. What English skills would you like to improve?

Answer : *keterampilan bicara bahasa inggris*

4. What learning activities can help you in the process of learning English?

Answer : *Pembelajaran yang banyak menyanyi*

5. What is your main learning resource?

Answer : *Media sosial*

6. What skill is the most difficult for you to learn?

Answer : *membaca*

7. What makes it difficult for you to understand English?

Answer : *Kesulitan membaca dan berbicara karena tidak tau cara*

penyebutannya



Students Interview Result 17

Name : Ismail Iskandar

Day/Date : Monday/July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Tujuan saya belajar bahasa inggris karena saya ingin memperkuat kemampuan saya, dan juga dibutuhkan untuk pekerjaan kedepannya*

2. From 4 English skills, which one do you want to master?

Answer : *Keterampilan berbicara*

3. What English skills would you like to improve?

Answer : *Bicara menggunakan bahasa inggris*

4. What learning activities can help you in the process of learning English?

Answer : *belajar kelompok dan ada prakteknya*

5. What is your main learning resource?

Answer : *Buku dan games*

6. What skill is the most difficult for you to learn?

Answer : *Berbicara*

7. What makes it difficult for you to understand English?

Answer : *tidak mengerti kosa kata yang biasa dijelaskan*



Students Interview Result 18

Name : M. Syaiful. S

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *agar bisa bicara bahasa inggris dengan baik*

2. From 4 English skills, which one do you want to master?

Answer : *skill bicara menggunakan bahasa inggris*

3. What English skills would you like to improve?

Answer : *keterampilan berbicara*

4. What learning activities can help you in the process of learning English?

Answer : *saya lebih suka ketika belajar sendiri*

5. What is your main learning resource?

Answer : *Dari buku pelajaran*

6. What skill is the most difficult for you to learn?

Answer : *Kemampuan membaca teks bahasa inggris*

7. What makes it difficult for you to understand English?

Answer : *Tidak tau bagaimana cara penyebutannya*



Students Interview Result 19

Name : Muh. Aidil Ramadhan M

Day/Date : Monday/July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *karena saya kak ingin mencapai tujuan untuk mendapatkan beasiswa, jika tidak untuk persiapan mendaftar di sekolah kedinasan, abdi negara, dll*

2. From 4 English skills, which one do you want to master?

Answer : *Kalau saya kak ingin menguasai semuanya, semoga kedepannya bisa keempat empatnya. Tapi kalau untuk saat ini mungkin saya fokus dulu untuk belajar speaking, karena kalau sudah bisa bicara bahasa inggris itu sudah lumayan untuk bekal kedepannya.*

3. What English skills would you like to improve?

Answer : *Keterampilan berbicara, seperti yang sudah saya jelaskan tadi kak*

4. What learning activities can help you in the process of learning English?

Answer : *Ketika guru menjelaskan, saya catat materinya, karena sambil mendengarkan, dicatat dan dipahami materuinya*

5. What is your main learning resource?

Answer : Banyak, kalau di sekolah dari buku pelajaran, guru. Kalau diluar kursus dan internet

6. What skill is the most difficult for you to learn?

Answer : Sepertinya berbicara dalam bahasa inggris juga

7. What makes it difficult for you to understand English?

Answer : masih minim sekali kosa kata yang saya ketahui



Students Interview Result 20

Name : Muhammad Fauzil

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Agar bisa berkomunikasi dengan baik ketika ingin melamar pekerjaan atau ingin menetap di negeri orang*

2. From 4 English skills, which one do you want to master?

Answer : *Keterampilan bicara menggunakan bahasa inggris*

3. What English skills would you like to improve?

Answer : *kemampuan berbicara kak*

4. What learning activities can help you in the process of learning English?

Answer : *Saya kak paling semangat kalau dalam proses pembelajaran ada gamesnya, supaya tidak terlalu tegang tapi tetap dapat dipahami. Atau setidaknya kalau tidak ada games minimal belajar kelompok lah supaya bisa saling membantu.*

5. What is your main learning resource?

Answer : *dari sekolah dan game mobile legend*

6. What skill is the most difficult for you to learn?

Answer : *Bicara menggunakan bahasa inggris*

7. What makes it difficult for you to understand English?

Answer : *Ya semua hal dalam bahasa inggris membuat saya kesulitan*

Students Interview Result 21

Name : Rifki Rifaldi

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Ingin bisa mengerti dan bicara baahasa inggris*

2. From 4 English skills, which one do you want to master?

Answer : *Ingin bisa bicara bahasa inggris*

3. What English skills would you like to improve?

Answer : *kemampun berbicara*

4. What learning activities can help you in the process of learning English?

Answer : *ketika guru menjelaskan dan ada prakteknya*

5. What is your main learning resource?

Answer : *Dari sekolah, dari guru dan buku pelajaran*

6. What skill is the most difficult for you to learn?

Answer : *Paling susah skill berbicara*

7. What makes it difficult for you to understand English?

Answer : *Kurang mengerti kosa kata, apalagi grammar*



Students Interview Result 22

Name : Salwa Nawawi Azzahra

Day/Date : Monday/ July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *Untuk bisa berkomunikasi dengan baik karena bahasa inggris merupakan bahasa internasional dan bahasa ini sangat penting dalam dunia pekerjaan nantinya*

2. From 4 English skills, which one do you want to master?

Answer : *skill speaking, untuk saya skill ini wajib dikuasai karena sangat sulit penyebutannya, salah sedikit artinya berbeda*

3. What English skills would you like to improve?

Answer : *skill speaking juga*

4. What learning activities can help you in the process of learning English?

Answer : *Ketika saya membaca kembali catatan yang telah saya tulis ketika guru menjelaskan*

5. What is your main learning resource?

Answer : *Buku dan website*

6. What skill is the most difficult for you to learn?

Answer : *skill membaca*

7. What makes it difficult for you to understand English?

Answer : *cara penyebutannya sangat sulit*



Students Interview Result 23

Name : Muh. Farhan Mursida

Day/Date : Monday/July 18th

Researcher : Indah Sulistiawati

1. What is your goal in learning English?

Answer : *supaya mudah mendapatkan pekerjaan*

2. From 4 English skills, which one do you want to master?

Answer : *skill bicara*

3. What English skills would you like to improve?

Answer : *ingin memperbaiki kemampuan bicara*

4. What learning activities can help you in the process of learning English?

Answer : *ketika belajar santai tapi penjelasannya jelas*

5. What is your main learning resource?

Answer : *Dari buku dan HP*

6. What skill is the most difficult for you to learn?

Answer : *skill bicara*

7. What makes it difficult for you to understand English?

Answer : *tidak mengerti artinya*



Appendix 4 : Documentation



Appendix 5 : Recommendation letter from IAIN Parepare

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Arafat Indah No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax 24804
PO Box 909 Parepare 91109, website: www.iaiparepare.ac.id, email: mail@iaiparepare.ac.id

Nomor : B.2155 /In.39.5.1/PP.00.9/06/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Propinsi Sulawesi Selatan
di,
Kota Parepare

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare

| | |
|--------------------------|--|
| Nama | : Indah Sulistiawati |
| Tempat/Tgl. Lahir | : Wanio, 09 April 2001 |
| NIM | : 18.1300.083 |
| Fakultas / Program Studi | : Tarbiyah / Pendidikan Bahasa Inggris |
| Semester | : VIII (Delapan) |
| Alamat | : Jl. Poros Wette, Dusun Labempa, Desa Wanio Timoreng, Kec. Panca Lautang, Kab. Sidenreng Rappang |

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul **"The Analysis of Students' Needs of English Material At SMAN 8 Sidrap"**. Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 23 Juni 2022
Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 6 : Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : 4675/S.01/PTSP/2022
Lampiran : -
Perihal : Izin penelitian

Kepada Yth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.2155 /In.39.5.1/PP.00.9/06/2022 tanggal 23 Juni 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **INDAH SULISTIAWATI**
Nomor Pokok : 18.1300.083
Program Studi : Tadris Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Amal Bakti No. 8 Soreang, Kota Parepare
PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE ANALYSIS OF STUDENTS' NEEDS OF ENGLISH MATERIAL AT SMAN 8 SIDRAP "

Yang akan dilaksanakan dari : Tgl. **06 Jyuli s/d 06 Agustus 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 05 Juli 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

 **Ir. H. SULKAF S LATIEF, M.M.**
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Peringgal*.

Appendix 7 : Letter of Research Completing


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 8 SIDRAP
Alamat : Jalan Poros Soppeng Desa Corawali Kec.Panca Lautang 91672

SURAT KETERANGAN
NO : 423 / 196 / SMA / 2022

Yang bertanda tangan di bawah ini, Kepala UPT SMA NEGERI 8 SIDRAP, menyatakan bahwa :

| | |
|-------------------|---|
| Nama | : INDAH SULISTIAWATI |
| Nomor Pokok | : 18.1300.083 |
| Program Studi | : Tadris Bahasa Inggris |
| Pekerjaan/Lembaga | : Mahasiswa (S1) |
| Alamat | : Jl. Amal Bakti No. 8 Soreang, Kota Parepare |

Benar Telah Melaksanakan Penelitian Di UPT SMA NEGERI 8 SIDRAP, Dengan Judul "THE ANALYSIS OF STUDENTS' NEEDS OF ENGLISH MATERIAL AT SMAN 8 SIDRAP". Yang di laksanakan dari tanggal 06 Juli s/d Agustus 2022.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Corawali, 06 Agustus 2022
Kepala Sekolah,

H. WAHJU, S.Pd., M.Si
NIP.19700107 199412 1 004



CURRICULUM VITAE



The writer name Indah Sulistiawati, she born on April 9th 2001 in Wanio Sidrap, South Sulawesi. She is the 5th child of couple M.J ufri and Masdah. She is a student of English Education Program in Tarbiyah Faculty State Islamic Institute of Parepare. Her education background, she began her study at SDN 3 Wanio and graduated on 2012, at the same year she continued the study in SMPN 2 Panca Lautang and then continued the study in SMAN 8 Sidrap and graduated on 2018. During collage, she was active in seeveral organization i.e PMII, LIBAM, MASSIDDI, SEMA, DEMA, and HMPS. The last, she completed her final with the tittle of thesis “The Analysis of Studentts’ Needs of English Material at SMAN 8 Sidrap” on 2022.