



## **Students' Learning Needs Analysis in Learning English at SMAN 1 Campalagian Polewali Mandar**

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### **Abstract**

*In SMAN 1 Campalagian, many students are not receiving an education that meets their diverse learning needs, as many teachers continue to use a "one size fits all" approach that fails to accommodate individual needs. This "one size fits all" approach can negatively impact academic achievement. The aim of this research is to identify senior high school students' learning needs, specifically learning interest. The method of the research was a mix-method, integrating quantitative and qualitative data. The instruments of the research were questionnaires, which consisted of closed-ended questions such as voting surveys for getting the quantitative data and open-ended questions for getting the qualitative data. The sample for this research were the students in the eleventh grade of SMAN 1 Campalagian. In analyzing the data, the researcher applied two kinds of techniques, including quantitative analysis and qualitative analysis. Based on the data analysis, the most preferred topics among the students were legends, fairy tales, and fables. For the interest areas, the most preferred areas were music, fine art, and historical sciences. Additionally, regarding the mode of expression, the most preferred expressions are written, oral, and design. The reasons they chose these preferences were various. The findings indicate that the students have a variety of learning interests with their own reasons. They showed interest in various topics areas and modes of expression.*

**Keywords:** *Analysis, EFL, Learning, Need*

### **1. Introduction**

As we all know that currently, the Indonesian government has implemented an independent learning curriculum policy. One of the characteristics of the independent learning curriculum is the freedom for students to develop their potential in accordance with their learning needs and interests. This is in line with the philosophy of the founder of our national education, Ki Hajar Dewantara that the purpose of education is to guide the children based on their respective natures in order to achieve the highest safety and happiness.

Actually, the success of the teaching and learning process in the classroom is significantly influenced by the students. Therefore, before creating the materials or teaching, teachers must be aware of the needs of their students because the students can optimize their participation in the learning process when the teaching satisfies their needs (Nur, et al,2015).

To accommodate the students' learning needs, of course, as a teacher, we need to conduct a need analysis. This need analysis is one of the most efficient ways of dealing with problems such as the students are not interested in the teaching and learning activities in the classroom. According to Grapes, a need analysis is the teachers' need that

is considered something that they can see and do as part of teaching (Hedgcook and Ferris, 2009; Haryanti, 2021). The learning need analysis in this research focuses on the aspect of learning interest as it includes in Thomlinson's learning theory (1999) consisting of learning readiness, interest, and profile. The concept of readiness focuses on a student's foundational knowledge, comprehension, and skill. Students' interest, on the other hand, is their affinity for and involvement in a subject, a learning profile is the optimum way for students to learn or the procedures they should use (Tomlinson and McTighe, 2006). In addition, need analysis is considered crucial in second language or foreign language learning classes because it can create positive relationships between teachers, students, teaching materials, and instructional procedures and finally can improve student learning (Destiani, et al, 2017 ; Haryanti, et al, 2021).

Regarding the aforementioned ideal concept of learning needs, many students in Polewali Mandar, are not receiving an education that meets their diverse learning needs, as many teachers continue to use a "one size fits all" approach that fails to accommodate individual needs. For instance, the teachers just use one teaching method, like lecturing to all the students, even though they know that not all students are interested in the lecturing method. This "one size fits all" approach can negatively impact academic achievement.

To overcome the problem. The teacher needs to do learning need analysis in order to develop appropriate teaching strategy in the classroom so that the students' achievement can be better. Then, the aim of this research is to identify the students' learning needs of senior high school in Polewali Mandar especially about their learning interest. To achieve the aim, the researcher tries to answer the research question, what are the students' learning needs of the senior high school's students in Polewali Mandar especially the students' learning interest?

## **2. Method**

The method of the research was mix-method that integrating the quantitative data and qualitative data. The instruments of the research were questionnaires, which consisted of closed-ended questions such as voting survey for getting the quantitative data and open-ended questions for getting the qualitative data. Voting surveys are an example of a pre-assessment strategy that has the greatest potential for informing instruction when students have to explain their thinking (Hockett, 2018). The sample of this research were 30 students of eleventh grade of SMAN 1 Campalagian.

To collect the data, the researcher used Google Forms that consisted of closed-ended and open-ended questions and it was distributed to the students' WhatsApp group. Meanwhile, to analyze the data, the researcher applied two kinds of techniques, including quantitative analysis and qualitative analysis. The chosen techniques of analysis were based on the statements of Richards' (1990) and Hutchinson & Waters' (1987), mainly by focusing on the involvement of quantitative and qualitative analysis in finding out the needs. The quantitative analysis was used to analyze the open-ended questions, while the qualitative analysis was used to analyze the open-ended questions (Vitale et al., 2008).

Additionally, the quantitative analysis used in this research was a frequency analysis. In this case, the researcher analyzed the students' responses on the closed-ended to calculate the frequency of the most commonly selected or dominant options. Meanwhile, thematic analysis proposed by Braun & Clarke in (Maguire & Delahunt, 2017) was utilized to identify the common themes and patterns. The procedures were familiarization with the data, generating initial codes, looking for themes, reviewing themes, defining and naming themes, and produce the report.

### 3. Results

Based on the results of learning need, the findings are follows:

#### 3.1. Findings

The results of students' learning interest are divided into three, that is topic interest, areas of interest, and also the interest's mode of expressions.

##### 1) The result of the students' topic of interest

The quantitative data gathered on students' topic of interests revealed several important findings.

Table 1. The Topic of Interest

No	Topic of Interest	N	%
1	Fable	6	20
2	Legend	15	50
3	Fairy Tales	14	46,7
4	Myth	5	16,7

The most preferred topic among the students was legends, with half of the students (50%) expressing their interest in this topic. Legends appeared to captivate participants' attention significantly.

The second most popular topic was fairy tales, with 46.7% of the students selecting it as their preferred choice. The enduring charm of fairy tales likely contributed to its widespread appeal among the students. Additionally, these narratives often involve magical elements and moral lessons, making them a perennial favourite among people of all ages.

Next, fables were chosen as the third most preferred topic by 20% of the students. Fables, known for their brief and concise narratives that have moral lessons, continue to be recognized for their educational values. The choice of fables in the students' topic of interests suggests a recognition of the moral and ethical dimensions of storytelling as well as an appreciation for concise narratives that convey universal truths.

Lastly, myths were selected as the topic of interest by 16.7% of the students. Myths, with their rich cultural and religious significance, offer students an opportunity to explore ancient legends and delve into the origins of societies and civilizations. The inclusion of myths in the students' topic interests indicates a curiosity about the cultural heritage and mythological traditions prevalent in Mandar culture.

To corroborate the findings of the quantitative data obtained, the researcher also provided open-ended questions to students. It revealed the various reasons and preferences of individuals regarding their interest in certain types of narrative text. The students shared their personal motivations for enjoying specific genres, such as fairy tales, legends, and fables. Some students mentioned their fondness for the imaginative world and captivating illustrations found in fairy tales. Others expressed a fascination with legends and myths, appreciating their historical and authentic elements. The appeal of folktales was attributed to the positive meanings they conveyed and the moral lessons they offered. The students' interest in fables stemmed from their captivating animations and the joy derived from fantasy worlds. Additionally, the students acknowledged the educational value of these stories, as they provided insights into past events, stimulated curiosity, and expanded knowledge about cultural traditions.

All of these findings provided teachers with an overview of the students' topic preferences, showcasing their variety of interests in narrative genres. The results also emphasized the significance of offering a wide range of narrative options to cater to

individual preferences and to engage students in meaningful learning experiences. Particularly, understanding students' topic interests can inform teacher to prepare the teaching design, material, and media that align with their preferences.

## 2) The Result of Students' Interest Areas

The quantitative data were gathered through the questionnaire regarding the interest areas of students showed that they had a wide variety of preferences, as shown in Table 2.

Table 2. The Interest Areas

No	Interest Areas	N	(%)
1	Fine Arts	10	33,3
2	Literature	0	0
3	Technology	1	3,3
4	History and Social Sciences	1	26,7
5	Journalism	0	0
6	Politics	5	16,7
7	Business	3	10
8	Music	15	50
9	Theatre/Film/Tv	2	6,7
10	Crafts	4	13,3

From Table 4.3, it is shown that approximately 50% of the students had an interest in music, and it emerged as the most popular option among the many options offered and came in the first position. This demonstrates a strong enthusiasm for musical inquiry and engagement and underlines the value of music for students as an expressive and creative medium.

The other interest of the students in the second position was art. Approximately 33.3% of the students chose art, making it the next most popular area of study. A majority of students were drawn to the visual arts, which included varied forms like drawing, designing, and so on. This thing demonstrates a strong interest in artistic expression and aesthetics.

The history and social sciences were in the third position, and they gathered the interest of 26.7% of the students, making them a notable choice among the students. This indicated a big curiosity and appreciation for the study of historical events, civilizations, and social phenomena. The integration of this field reflected a desire to understand the past, analyse societal structures, and gain insights into the complexities of human interactions.

In the fourth position, there was politics. Politics were selected as the preferred area of study by 16.7% of the students. This choice suggested an interest in governance, policy-making, and the dynamics of power. The integration of politics as a field of study highlighted an awareness of and engagement with socio-political issues, showing a desire to actively participate in and contribute to the democratic process.

The next position, according to the findings' data, 13,3 % of the students showed a preference for crafts, while 10% of the students displayed an interest in business. These results showed that a small percentage of students prefer creative craftsmanship and entrepreneurial endeavours. The integration of business and craft as areas of interest emphasized the value of encouraging innovation, creativity, and the development of practical skills within the educational framework.

The last, 6,7% of the students chose theatre, film, and television as their areas of interest, demonstrating their interest in the performing arts and the field of visual storytelling. This decision implied an interest in engaging with dramatic stories, learning about acting and production, and exploring the worlds of theatre, film, and television.

The researcher also collected qualitative data to find out students' reasons behind their choices by distributing open-ended questions through a google form. For the areas of interest, the first prominent interest was music, which was mentioned by 50 % of students. Many of them expressed a love for listening to music because they found it enjoyable and entertaining. Some students specifically mentioned their fondness for singing, while others appreciated music for its ability to uplift their mood and provided a means of recreation. Overall, music was described as a source of pleasure and a form of personal expression.

Another prevalent interest was history. Several students expressed their fascination with the past and the stories. They believed that studying history was able to broaden their knowledge and perspective. Moreover, history was also found intriguing for them. The motivation to learn about the actions and knowledge of ancestors was mentioned, as it allowed students to understand and appreciate the events that occurred before their time. In addition, the students preferred art and crafts. Some students expressed a passion for art because, it is a field where they can explore and develop their talents. The aesthetic appeal and beauty of crafts were also mentioned as the reasons for their interest in this area. Furthermore, there was an interest in the social and political sciences. Some students mentioned a curiosity about social organization, political discussions, and the broader implications of political systems. They found these subjects intellectually stimulating and believed that understanding them was important for gaining insights into societal structures and decision-making processes.

The results from quantitative and qualitative data demonstrated the wide diversity of the students' choices and offered valuable information about the students' interests and areas of study. The findings highlighted the value of encouraging varied areas of study that took into account each student's unique interest.

### 3) The result of the interest mode of expression

Other statement in the questionnaire on learning needs focused on the way students did the tasks whether it was oral, written, or others. Table 3 displays the interest mode of expression students used in learning.

Table 3. The Interest Mode of Expression

No	Mode of Expression	N	(%)
1	Oral	5	16,7
2	Written	25	25
3	Design	5	16,7
4	Artistic	1	3,3
5	Abstract	0	0
6	Service in Community	1	3,3

For the interest mode of expressions, the findings showed that majority of students, 83.3%, preferred writing as their medium of expression. This put it in first position. It also implied a significant preference for writing as a means of communication and for expressing ideas and thoughts. Furthermore, in the second position, there was oral expression. Approximately 16.7% of students expressed an interest in it, demonstrating a preference for spoken language and verbal communication. The results also showed that

only 16.7% of students reported an interest in design, placing it in the third position, demonstrating their propensity for graphical and visual forms of expression. Additionally, a small percentage of students, (3.3%), indicated that their favourite forms of expression were artistic creation and volunteer work (service in the community), and the final position, no one was interested in abstract mode of expression. It is a way of conveying ideas or concepts through non-representational or non-literal means.

Next, the researcher also collected the qualitative data through open-ended questions via a google form. It revealed a preference and reason for both written or oral forms of communication from the students. Some students expressed a preference for written communication because it was easier to help them better understand the material and allow them to express their thoughts and ideas more effectively. They appreciated the ability to convey their thoughts through writing and found it a valuable means of self-expression. On the other hand, some students leaned towards oral communication, as they felt more confident in speaking and believed that it enabled them to express themselves more freely and effectively. They emphasized the importance of public speaking skills and the ability to communicate verbally.

To sum up, the findings highlighted the varying communication preferences among the students, with a preference for either written or oral communication based on personal comfort and perceived effectiveness.

### **3.2. Discussion**

This research provides insight for the teacher that before developing teaching design, first of all, we need to find out the learning needs of the students through a need analysis as stated by Wulanjani (2018) that finding out the students' needs are essential to execute the early stage in developing teaching. In addition to that, need analysis is also crucial in second language or foreign language learning classes because it creates positive relationships between teachers, students, teaching materials, and instructional procedures that improve student learning (Destiani, et al, 2017; Haryanti, et al,2021)

By conducting need analysis, teachers can design teaching which tailor to the students' needs as stated by Akhadalievich, et al (2022) that need analysis considers the students' learning requirements. Needs analysis had been suggested by some researchers and experts (Richard,1983; Wong,1996; Chand,2007; Nation,2010; Wong, et al, 2011; Nur, 2015).

The success of the teaching and learning process in the classroom is significantly influenced by the students. Therefore, before creating the materials or designing teaching they will use in the classroom, teachers must be aware of the needs of their students. Students can optimize their participation in the learning process by discovering that the teaching satisfies their needs (Nur, et al,2014).

The learning need analysis in this research is focused to analyse the students' learning interest. According to Tomlinson and McTighe (2006), interest is crucial since it explains a student's engagement with a subject. Learning is likely to be more rewarding when a student's interests are piqued, and the student may develop independent learning skills. The level of learning engagement and productivity are both increased. The student is more likely to put in hard effort over an extended period of time. According to Logan (2011), teachers who give their students time to talk about their feelings, share ideas, and pursue their interests help preserve student motivation. Allowing students to select their own questions and study topics helps pave the way for creative success. Long-term and short-term benefits for learning can both happen if students are interested in what they study.

The findings of this research underscore the crucial role of learning needs in the development of effective teaching design as stated by Poedjiastutie & Oliver (2017) that needs analysis is a valuable tool for program development and a mechanism that can be used to link the students' present academic learning with their future needs. By understanding and addressing the specific needs of students, teachers can tailor their instructional approaches and strategies to optimize the students' learning experiences, which are beneficial for their future. This discussion explores the significance of taking students' learning needs into account and how it contributes to the design and implementation of impactful teaching practices.

One key finding highlights the variety of students' learning needs. The data reveals that students possess varied interest which significantly impact their engagement and comprehension. It is in line with the statements of Tomlinson (1999) that students vary in readiness, interest, and learning profile. Yavuz (2020) also stated that recognizing the students' differences and designing teaching approaches that cater to individual needs can foster a more inclusive and supportive learning environment.

Moreover, the research demonstrates that knowing the students learning interest and aligning teaching design with them promotes student motivation and engagement as conveyed by the respondents during the interview. When students feel that their unique requirements are acknowledged and catered to, they are more likely to be actively involved in the learning process (Damsa, C., et al, 2019).

In this case, this research emphasizes the critical importance of considering learning needs before teaching. By recognizing and addressing the diverse needs of students, teachers can create inclusive, engaging, and effective learning experiences. By placing learning needs at the forefront, teachers can empower students to reach their full potential and foster a positive and impactful educational environment. This is consistent with the idea of Ki Hajar Dewantara that teachers cannot see students as machines. The teacher must develop the students based on their nature because every student has their own potential. For example, if the farmer plants rice seeds, those seeds would thrive and produce rice, not corn. The process of education and teaching must really focus on students, and the teacher must adapt to the students' nature (Pakaya & Damopolii,2022).

#### **4. Conclusion**

Regarding students' learning needs, the findings indicate that the students have a variety of learning interest. They showed interest in topics such as legends, fairy tales, and fables. Their diverse interests encompassed music, art, history, social sciences, politics, business, theater/film/TV, and crafts and their mode of expressions such as written, oral, and design. Next, the other aspects such as the readiness to learn and the students' learning profiles are potentially explored for further investigation, so that it provides a new perspective associated with the students' learning needs.

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