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**THE NEED ANALYSIS OF ENGLISH COURSE MATERIALS AT UNIVERSITY OF WIDYA DHARMA PONTIANAK**

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**Abstract:** *English is one of the subjects listed in the UWDP curriculum and is required of all students in Management study program to take. Need analysis is used to select teaching materials because it is the process of gathering information about students' needs based on necessities, lacks, and wants. The purpose of this study was to examine the English needs of UWDP students. The need analysis results will be useful in English for English course in order to meet specific needs of learners and are related in content that is in its theme and topics to specific disciplines, occupations, and activities. The research method is a survey, and the research instrument is questionnaires. According to research findings, students' needs 1) Teaching material is integrated with language skills; 2) learning is more focused on language skills; and 3) teaching material is related to students' field of interest and preparation for work or professional lives*

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**INTRODUCTION**

Rapid development and competition necessitate the production of graduates capable of competing in a global world. Universities must produce graduates who can apply their knowledge in community life and the workplace, in addition to producing intelligent graduates. Curriculum innovations and teaching materials that are oriented to the needs of the community and the world of work must be developed in order for graduates to compete in entering the labor force. Aside from that, communication competence is required for university graduates to be able to communicate with the rest of the world, particularly communication in English, both orally and in writing.

The designation of learning English is classified into three types: first, second, and foreign language. As a first language, English is used as a colloquial language. As a second language, English is used as a learning tool in schools and to communicate with the surrounding environment. As a foreign language, English is used for learning in schools.

English is taught as a foreign language in Indonesia from elementary school to university. Since mid-1994, English has been taught in elementary schools. English language teaching is regarded as local content in Elementary Schools, with the goal of students being able to understand spoken and written information, as well as simple expressions. In high school and college, English has been given the status of being the first foreign language to be

taught.

In higher education, English is a General Education Course (GEC) which must be followed by non-English study program students. The goal is that students can communicate, read and understand literature in English. As a General Education Course in non-English study programs, the direction of learning English for non-English study programs is different from English in English study programs.

English is taught with a total load of six credits in semesters one and two of the Management Study Program at Widya Dharma University Pontianak. The following question is whether learning English is intended to benefit students in college or graduates in the workplace. This question relates to the English teaching material being taught; specifically, whether the reading text presented is appropriate for Management study program students. To answer these questions, an analysis is required to determine what type of English is appropriate for students' interests and needs.

Analysis refers to the gathering of information about the students' English competence and the use of existing course book. What is the students' expectation about the English competence and the course books, and what is the purpose of learning English.

Analysis is used to define the facts, concept, and needs of subjects that make up the final instruction. It means that the researcher is intended to find out the fact and needs which are related to this study. In order to find out the study needs, the researcher identifies what the students and teacher need by conducting two instruments of the research study. Those are interview and questionnaire. Through those research instruments, the researcher can surely analyze the materials which can be used to make up the final instruction.

To achieve the learners' needs and interests, someone should do the need analysis. Basturkmen (2010, p. 17) mentions the identification of language and skills are used in determining and refining the content for the ESP course. It can also be used to assess learners and learning at the end of the course. This process is termed 'needs analysis.'

Richards and Rodgers (2001) say that need analysis is a procedure which is used to collect the information about the learners' needs. This procedure, of course, has some steps which must be taken into account while assessing the learners. In addition, Graves (2000) explains much about needs analysis. He says that the process of needs analysis involves a set of decisions, actions, and reflections that are cyclical in nature:

- a. Deciding what information to gather and why.
- b. Deciding the best way to gather it: when, how, and from whom.
- c. Gathering the information.
- d. Interpreting the information.
- e. Acting on the information.
- f. Evaluating the effect and effectiveness of the action.
- g. Deciding on further or new information to gather.

In line, Hutchinson and Waters (1987) differentiate between the target needs and the learning needs. Target needs are what the learner needs to do in the target situation. In the target needs, there are some technical terms which are related to the target needs. Those are necessities, lacks and wants.

Richards and Renandya (2002, p. 52), on his discussion toward needs analysis, say that the first step in conducting a needs analysis is to decide exactly what its purpose or

purposes are. Basically, needs analysis in language teaching may be used for a number of different purposes, such as:

- a. To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student
- b. To help determine if an existing course adequately addresses the needs of potential students
- c. To determine which students from a group are most in need of training in particular language skills
- d. To identify a change of direction that people in a reference group feel is important
- e. To identify a gap between what students are able to do and what they need to be able to do
- f. To collect information about a particular problem learners are experiencing

Based on the foregoing, the main problem in this research is determining what the English language requirements of students at University of Widya Dharma Pontianak.

## **RESEARCH METHODOLOGY**

The research method used is a survey method because the purpose of this study is to find out the English language needs of UWDP students. Stephen & William (1982:128) say that surveys are the most used technique in education, they are means of gathering information to assess needs and set goals. Furthermore, Floyd (1996) stated “the main way of collecting information is by asking people questions; their answers constitute the data to be analyzed. The population in this study were students of the University of Widya Dharma Pontianak, 25 people were the research sample.

Data collection techniques were carried out through the distribution of questionnaires. The reason for choosing a questionnaire as a data collection technique is because the information needed can be controlled through research questions. The material in the questionnaire refers to Hutchinson and Waters (1987) which refers to the target needs and learning needs. Technical analysis of the data used in this study is descriptive analysis in the form of numbers and percentages.

## **FINDINGS AND DISCUSSION**

### **Learners’ attitude towards English**

To measure the attitude of learners towards English, the reseracher measures through questions about the importance of English for learners and punctuality to collect assignments.

Table 1. English course is important

	Amount	Percentage (%)
Strongly Agree	20	80
Agree	5	20
Disagree	0	0
Strongly Disagree	0	0

Table 2. Timeliness of submitting assignments

	Amount	Percentage (%)
Punctual	23	92

Not Punctual	2	4
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### Learner enthusiasm for English skills, instructional materials, and teaching methods

In this section, the author describes the learner's interest in the four language skills, namely listening, speaking, reading, and writing.

Table 3. The frequency in listening to songs, news, and movies in English

	Amount	Percentage (%)
always	18	62
sometimes	5	20
seldom	2	8
never	0	0

Table 4. The Frequency in reading books, newspapers, magazines, and journals in English

	Amount	Percentage (%)
always	0	0
sometimes	15	60
seldom	3	12
never	7	28

Table 5. Interest in speaking English with family at home, friends, lecturers, and tourists

	Amount	Percentage (%)
always	0	0
sometimes	10	40
seldom	5	20
never	10	40

Table 6. Interest in writing simple paragraphs, letters, and stories in English

	Amount	Percentage (%)
always	0	0
sometimes	10	40
seldom	2	8
never	13	52

Table 7. Learning materials integrated with language skills

	Amount	Percentage (%)
Strongly Agree	20	80
Agree	5	20
Disagree	0	0
Strongly Disagree	0	0

Table 8. Lecturers use the lecture method

	Amount	Percentage (%)
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Strongly Agree	3	12
Agree	5	20
Disagree	4	16
Strongly Disagree	13	52

Table 9. Students are more active in learning

	Amount	Percentage (%)
Strongly Agree	19	76
Agree	6	24
Disagree	0	0
Strongly Disagree	0	0

Table 10. Presenting the tasks or assignments

	Amount	Percentage (%)
Strongly Agree	11	44
Agree	6	24
Disagree	3	12
Strongly Disagree	5	20

Table 11. Language skills preference

	Amount	Percentage (%)
Listening	2	8
Speaking	18	72
Reading	2	8
Writing	3	12

Table 12. Topics of learning materials

	Amount	Percentage (%)
Daily activities	0	0
Relate to study program	14	56
Science and technology	0	0
Relate to jobs	11	44

The respondents are second-semester students in the management study program. There are twenty-five students: twelve male and Thirteen female. Students' interest in English can be seen from the students' activities in language skills, interest in teaching materials and learning styles. In listening skills, the frequency of learners listening to songs, stories, news, and films in English showed that always is the most chosen answer by 18 people (62%). The students' preference for speaking English showed that 10 people (40%) responded sometimes and 10 people (40%) chose never. To practice speaking skills with family, friends or tourists, 10 people (40%) reacted sometimes and 10 people (40%) chose never. students' interest in writing simple paragraphs, letters, and stories in English showed that 10 people (40%) answered sometimes and 13 people (52%) responded never. 20

people (80%) of the respondents said that they strongly agree with the integration of learning skills into learning materials. Most of the students 13 people (52%) strongly disagree with the use of the lecture method. 19 students (76%) preferred more active learning. 11 students (44%) answered strongly agree and 6 students (24%) answered agree regarding presenting the tasks or assignments. Regarding skills preference, 2 students (8%) answered listening, 18 students (72%) responded about speaking, 2 students (8%) chose reading, and 3 people (12%) preferred writing. The topics they want for learning materials are materials related to the Study program and jobs.

## CONCLUSION

This research aims to determine the English needs of university students in University of Widya Dharma Pontianak so that they can use English as a scientific discipline learned and applied in the workplace.

According to the research's findings, UWDP students' English language needs are as follows:

1. Material for teaching is integrated with language skills.
2. Language instruction focuses more on language skills.
3. The subject matter of teaching materials is chosen in accordance with the disciplines and societal needs in order to prepare students for entry into the world of work and to support language skills.

## SUGGESTION

The results of the needs analysis research have implications for the development of English teaching materials. As a result, the syllabus and language teaching materials in English that have been used in the past must be revisited.

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