

## AN ANALYSIS OF STUDENTS' NEED IN READING COMPREHENSION OF EIGHT GRADER OF SMP IT FATHONA BATURAJA

Henny Yulia<sup>1</sup>, Neti Lastri<sup>2</sup>

<sup>1</sup>[hennyulia78@gmail.com](mailto:hennyulia78@gmail.com), <sup>2</sup>[Netilastri123@gmail.com](mailto:Netilastri123@gmail.com)

<sup>1,2</sup>Universitas Baturaja

**Abstract:** The Problems of the study concerned with whether or not the students' need English for specific purposes in reading. In addition, the study was done to find out the student's need in reading comprehension. Total sampling method was used to take the sample. The sample was 11 students from the eighth grade in academic year 2019/2020. A Descriptive method was used in this study. The writer used questionnaires and documentation in collecting the data. The result of study from view of Target needs (necessities) showed that 72.8% claimed that they hope that learning English could support their future works. The result of target needs showed that 45.5% were in beginner level. 81.8% want to be able to master both general vocabulary and Islamic world terms. Moreover, the result of learning needs, input in reading comprehension 72.7% claimed that reading can add English vocabulary. From procedure in reading, 54.5% said that they were agree with arranging random paragraphs or sentences into a correct or logical paragraph sequence of sentence. Next, 90.9% students wanted to do the study outside the classroom, 45.5% claimed that they were strongly agree with activity in discussing and being active in investigation. The last, 54.5% students were strongly agreed that teachers must create an active atmosphere to solve problems and doing assignment.

**Keywords:** *ESP, need analysis, reading comprehension*

**Abstrak:** Masalah penelitian ini difokuskan pada butuh atau tidak nya siswa pada Bahasa Inggris untuk Tujuan Khusus (ESP). Penelitian ini juga bertujuan untuk menemukan apa saja kebutuhan siswa dalam pembelajaran membaca. Metode total sampling dipakai untuk menarik sampel dari populasi. Sampel penelitian ini adalah 11 orang siswa kelas VIII tahun akademik 2019/ 2020. Metode penelitian ini adalah metode penelitian descriptive. Penulis menggunakan kuisisioner dan dokumentasi untuk memperoleh data. Hasil studi menunjukkan bahwa 72.8% siswa menyatakan bahwa mereka membutuhkan bahasa inggris untuk mendukung karir masa depan mereka. Hasil analisa kuisisioner dari sudut pandang analisa kebutuhan menunjukkan bahwa 45,5% siswa masih berada pada posisi pembelajar pemula. 81.8% belajar bahasa Inggris untuk menguasai kosakata yang bersifat umum dan keagamaan (islam). Selain itu, hasil analisa kebutuhan terhadap input dalam membaca menunjukkan bahwa 72.7% menyatakan bahwa membaca dapat menambah kosakata bahasa Inggris mereka. Dari prosedur membaca, 54.5% menyatakan bahwa mereka setuju untuk menyusun paragraph atau kalimat menjadi urutan yang benar. Kemudian, 90.9% siswa ingin belajar diluar kelas, 45.5% menyatakan bahwa mereka sangat setuju dengan diskusi dan aktif di dalam kelas. Terakhir, 54,5% siswa sangat setuju jika guru berupaya untuk menciptakan pembelajaran aktif untuk memecahkan permasalahan pembelajaran dan mengerjakan tugas.

**Kata kunci:** *ESP, analisa kebutuhan, pemahaman membaca*

## **I. INTRODUCTION**

English for specific purpose is very needed to develop learning materials. Need analysis determine to design a language course. Ham-Lyns (2001) and Finney (2002) argued that a need analysis is very important in designing and carrying out courses and subjects. It can be both in the form of an English for specific purpose and English for general course.

Syrojev (2000) said that for many teachers' selection of teaching material is based on their availability. Taking material as from available sources is not continually suggested because it has so many barriers. According to Rahman (2015), need analysis is crucial element in designing a set of Educational frameworks for English for specific purposes program. In other word, need analysis can be defined as the process of collecting the evidence and information. Most of need analysis is done from ESP (English For Specific Purpose). Need analysis includes approaches, methods, and strategies. Moreover, it also covers the design of materials, themes, and features of language.

In need analysis, it also found the term of data analysis. Sugiyono (2014, P. 428) stated that, data analysis is the process of systematically searching and compiling data

gotten from results of interviews, field notes, and documentation, by organizing data into categories, breaking down into units, doing synthesis, arranging into patterns, choosing what is important and what to be studied, and making conclusions so that they are easily understood by themselves or other people. In the other hand, analysis of data in qualitative research can cover statistical procedures, many times analysis becomes an ongoing iterative process where data is continuously collected and analyzed almost simultaneously.

Analysis formed is determined by some approaches which are done, for examples field study, analysis of ethnography content, oral history, biography, unobtrusive research and the form of the data such as field notes, documents, audiotape, and video tape. An important component of ensuring data integrity is the accuracy and appropriateness analysis of research findings.

English for specific purpose experts Hutchinson and Waters (1987) agreed that the term needs is the learners'' requirements which aim to communicate effectively in the target situation. Hence, it can be concluded that need analysis can be viewed in different taxonomy. However two types, namely 'Target Needs' and 'Learning Needs', are

the main important concepts used by the experts in ESP literature and practices. Below are the explanation of the need analysis:

### **a. Target Needs**

The target needs can be analyzed into three categories. They are the analysis of the target needs in the form of necessities, wants, and lacks. According to Nation and Macalister (2010, p. 25) , necessities fit into knowledge which are needed, lacks has a relation to knowledge in present, and wants fit into subjective needs. Hutchinson and Waters clarified further subdivisions of target needs namely; necessities, lacks and wants. Explanations about several of target needs are as follows:

#### **1. Necessities**

The necessities are determined by the target situation demand; that is, “what the learner has to know in order to function effectively in the target situation” (Hutchinson & Waters, 1990, p. 55). As an illustration, Islamic students need to learn glossary of vocabulary which are closely related to Islamic context so that they can communicate effectivel and efficiently in their daily speaking. In this case, necessities means what the learners ought to know in

order to function effectively in communication in the target situation.

#### **2. Lacks**

In order to get information about what the learner lack, it is useful to know about students’ level of knowledge. By doing so, the teachers can decide to the necessities of learners’ lacks. According to Notion and Macalister (2010, p. 29) who gave an example how to know the students lacks. the way of investigating the lacks of the students are to look the part and pay attention to the process of reading or focus on an assignment task

#### **3. Wants**

Wants is Everything which are wanted to be learned by learners and it can not be avoided. In order to attract students motivation for their study, the subjects must be suitable with the learners want

#### **b. Learning Needs**

A suitable and relevant needs analysis of situation goal can be defined as ‘what the learners learn’ in order to learn, is of central importance point to decide the materials and course content. Hutchinson and Waters (1987, p.54) defined learning needs as what learner needs to do in acquiring the language”. In this case, learning needs are the information which are related to the

learning situation and condition such as type of learners, cultural background and awareness, level of English proficiency, supporting materials, existing sources and all the information that can help the teacher to support and provide learners with suitable knowledge and skills.

In sum and regardless of the various approaches recommended to identify students' needs, almost all the experts such as (Hutchison and Waters) have the same opinion on the collection of the same type of information during the needs analysis stage. The information concerns three terms below:

### **1) The Target Situation**

The role of ESP expert is to take into consideration the needs of the target situation through the enquiry of the variety, the language forms and the necessary level of performance required in the target language.

### **2) Learners**

In this case, the writer analyzing and trying to gain the information about learners' language lacks, trying to know their wants, and attitudes concerning language subject, taking into consideration their ability of current language.

### **3) The Learning Situation**

The learning situation can be defined as significant information related to the learning atmosphere and specifically the teaching situation, the setting of learning or the place where the learning happens, the available materials and the schedule time.

In order to get information about students' learning needs, teachers' materials and curriculum developer, it should be identified the learning situation of the learners. In this case, teachers have to get data about language items and skills, students' activities in the class, situation of learning or setting, techniques, strategies and approaches used by the teachers in process of teaching and learning. In short, both components about learning needs should be in accordance with teachers' need and learners' need.

To get the data about learning needs, several ways or procedures below can be applied. The procedures can be done through interview, observation, documentary study, meetings, task analysis, collecting learner language samples, case study, and questionnaire. The interview is done to teachers who are experienced in

teaching. On going observation is needed to decide the learner needs, It is done to identify learners characters.

The curriculum In SMP Islam Terpadu Fathona Baturaja has been able to integrate religious education with general education, SMP Islam Terpadu Fathona Baturaja also provide students with skills in accordance with their respective talents. Islamic curriculum or in other word is Curriculum of the Integrated Islamic School Network (JSIT) that integrates with the national local content curriculum based on Islamic education, which includes the national curriculum and Curriculum of the Integrated Islamic School Network (JSIT). In SMP Islam Terpadu Baturaja they have Islamic Character Building (ICT) It means that this character should be build for the students and suitable with the 2013 curriculum. Hence, teaching and learning process implement the Islamic values (Islamic Character Building) use the verses of the Al-Qur'an related to the material in every subject that teacher teaching in the class. That's why the objectives of this study are to find out whether students need ESP in reading comprehension and to find out students' needs in reading comprehension of eighth grader of SMP Islam Terpadu Fathona Baturaja

### **III. METHODOLOGY**

- 1) the writer used descriptive case study to analysis the student's needs in reading comprehension of the eighth grader of SMP Islam Terpadu Fathona Baturaja. The procedure were as follow: The researcher did pre-observation, got preliminary data of the eighth grader of SMP Islam Terpadu Fathona Baturaja;
- 2) The questionnaire were distributed and collected to all students by using online media through hand phone
- 3) All data of the questionnaire student's needs in reading comprehension would be transcribed for analysis;
- 4) The writer calculated the frequency of scales in the questionnaire items then convert into percentage.

#### **Sample and Source of Data**

- 1) Sample

The sample of this study was the eighth grader of SMP Islam Terpadu Fathona Baturaja. Source of the data The sources of the data of this research was the syllabus and the curriculum in SMP Islam Terpadu Fathona Baturaja.

**Technique for Collecting Data**

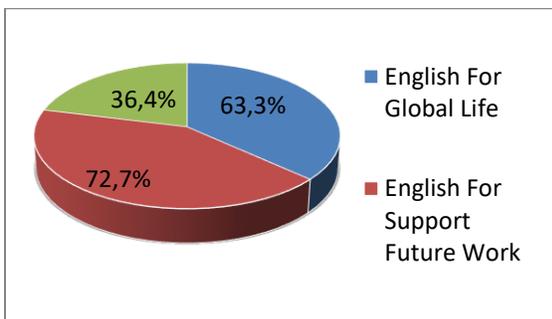
In collecting the data in this study, the writer used questionnaire asking about the students need in reading comprehension

**IV.RESULTS AND DISCUSSIONS**

**RESULT OF THE QUESTIONNAIRE**

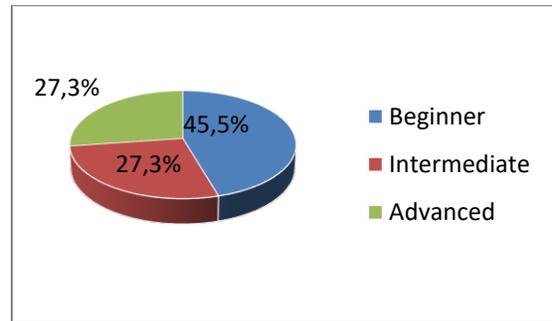
The charts below explain the result of questionnaire

Chart 1. The Students Goal of English Proficiency



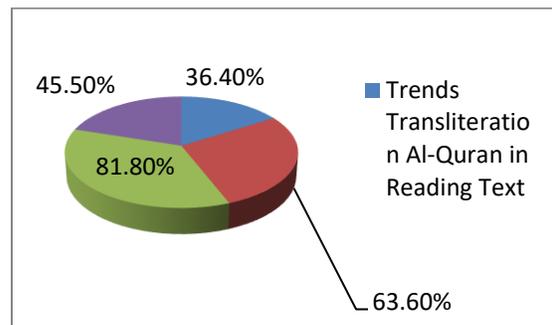
The result of questionnaire showed that 72,8% students claimed to get a variety of vocabulary according to their level that can support their future work. In the item of questionnaire, 63,3% students said that their main goal of studying English was to improve their ability to in English both in written and spoken language in accordance too this global life. Next, 36,4% stated that the goal of English proficiency was to pass National Examination.

Chart 2.The Students Level of English Proficiency



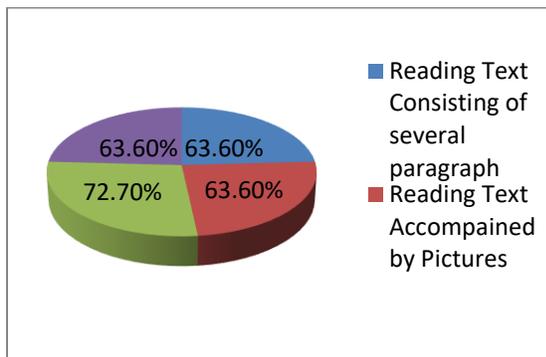
Based on chart 2, the students level in English proficiency in beginner level was shown of 45,5% It meant that students were able to comprehend simple sentences and utterances to be used in their daily life. The other percentages displayed 27,3% students' level were intermediate it meant that they were able to comprehend the main point of the text and give opinion. 27,3% students' level were advanced it meant that they were able to comprehend types of the text and the explicit meaning of reading text.

Chart 3. The Most students wants in Reading Comprehension



Based on chart 3, most students wanted to master general vocabulary as well as Islamic terms were 81,8%. The other percentages displayed, 63,6% students wanted to understand and used sentences and phrase in English. Then 45,5% students' wanted to master in Grammar. The last, student wanted trends transliteration Al-Quran in the reading text were shown 36,4%.

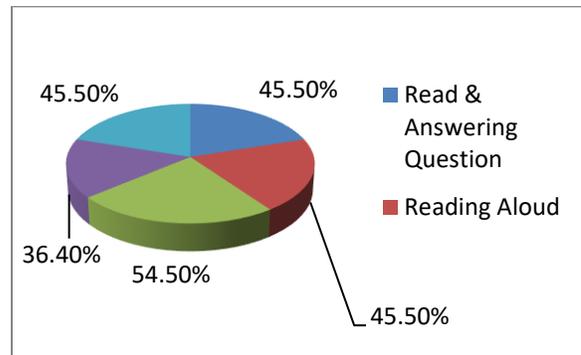
Chart 4. Input in Reading Comprehension



Based on chart 4, Students more needed reading which can add the English vocabulary were displayed in 72,7%. 63,6% students needed reading text accompanied by pictures. Then, Students needed reading text contains Islamic values were displayed in 63,6%. The other input of reading comprehension was displayed in 63,6% it meant reading text consisting of several paragraphs. beside that for input in reading comprehension students needed to understand English, and reading text

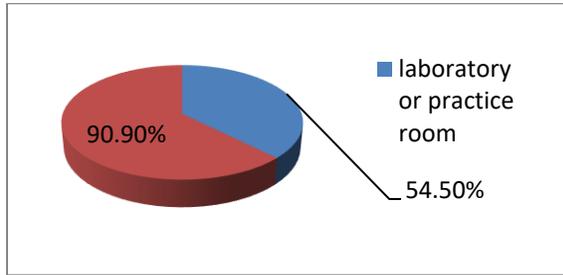
accompanied by a list of vocabulary, and needed a medium length reading input which was >150-200 words.

Chart 5. Procedure in Reading Comprehension



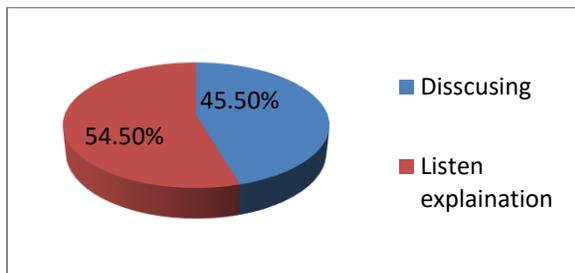
Based on chart 5, which asked about the students procedure in reading comprehension, the data displayed that 54,5% students needed arranging random paragraphs or sentences into a correct or logical paragraph sequence of sentences. Next, 45,5% students needed reading aloud the text with the correct intonation pronunciation and 45,5% students needed discussing content or meaning of certain expressions contained in these readings expressions based on context. Then 45,5% students needed to read the reading text and then answering questions which related to the reading content and the last, 36,4% students wanted to summarizing the reading text.

Chart 6. Settings in English Teaching and Learning Process



Based on chart 6, asking about the settings in English Teaching and Learning Process, 90,9% students said that they wanted to learn English outside of the class and the other percentages was 54,5% students said that that wanted the English teaching and learning process happen in laboratory or practice room.

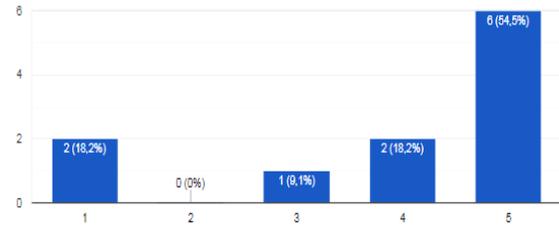
Chart. 7 Students' Roles in English Teaching and Learning Process



Based on chart 7, about the students' roles in English teaching and learning process displayed that 54,5% students wanted to listen explanation from the teacher and the other percentages or 45,5% students needed the activity of discussing

and being active in investigations to solve problems and do assignments.

Chart. 8 Teachers' Roles in English Teaching and Learning Process



Based on chart 8, about the teachers' roles in English teaching and Learning Process the highest percentages was displayed 54,5%. It means that students wanted the teacher to create an active atmosphere in the class in the process of teaching and learning and in the process of giving assignment.

## DISCUSSIONS

On the basis of the findings in this study, the result of students' needs in reading comprehension can be seen from two points of view. They were "Target Needs" and "Learning Needs". The goal of studying English proficiency of eighth grader of SMP Islam Terpadu Fathona Baturaja was to get a variety vocabulary according to their level that can support the students future work. In this case, students level was still in beginner level. In this

level, the students could comprehend the simple sentences which contain the daily life. Then most students wanted to transliteration of Al-Qur'an become one of the topic in the reading text.

In the learning needs, the eighth grader of SMP Islam Terpadu Fathona Baturaja needed a reading text accompanied by picture and students wanted reading text which contained Islamic values. In the procedure of reading skill students wanted to arrange random paragraphs or sentences into a correct or logical paragraph sequence or sentences. Besides that, students needed the atmosphere to learn outside of the classroom, because when students were out classroom, it can make students not only to be eager to learn but also support students' enthusiasm for participating in process of teaching and learning. To complete the students needs, the teacher should be active to support activities such as discussing, solving problems and doing assignments.

In the other words, English for specific purposes is needed in the process of teaching and learning especially in reading comprehension. By doing needs analysis, both teacher and student could know what the students' needs and wants to support teaching and learning process. By doing so,

it can help teacher to make students enjoy and active to follow class.

## **V CONCLUSIONS**

The writer concluded that the eighth grader of SMP Islam Terpadu Fathona Baturaja needed English for specific purpose in reading comprehension. In short, teachers have to know about the goal of learning English, what students want and to measure the students level of proficiency.

On the basis of the data taken from questionnaire of the eighth grader of SMP Islam Terpadu Fathona Baturaja it can be concluded that most students needed English to support their future job by mastering general vocabulary as well as the terms of Islamic in English, so that the students needed the reading text which contained the Islamic values. Students needed to be more active and students needed teacher who could create the good atmosphere in class so that it can help students to solve problems and do assignment. Besides that, students needed learning atmosphere outside of the classroom, because when students were out of classroom, it can make students to be eager and support students' enthusiasm for participating in the process happen in and out of the class. Then, the students needed discussion and other activities in

investigation both in solving problems and doing assignments. To sum up, the teacher must create an active and interesting atmosphere in the class.

## REFERENCES

- Basturkmen, H.(2006). *Ideas and options in English for specific purposes*. New Jersey: L. Erbaum Associates.
- Basturkmen, H.(2010). *Teaching by principles: An interactive approach to language pedagogy (2nd ed.)*. London and New Jersey ESL: Applied Linguistics Professional Series.
- Ham-lyons, L. (2001). *English for academic purposes: The Cambridge guide to teaching English to speakers to other language*. Cambridge: Cambridge University Press.
- Hutchinson, T., & Waters, A.(1987). *English for specific purposes; a learning-centered approach*. England: Cambridge University Press.
- Hutchinson, T., & Waters, A.(1990). *English for specific purposes; a learning-centered approach*. England: Cambridge University Press.
- Nation, I.S.P.,& Macalister,J.(2010). *Language curriculum design*.New York:Routledge
- Rahman, M. (2015). English for specific purposes (ESP): A Holistic Review. *Journal of Educational Research*, 3 (1), 24-31.
- Sysoyev,P.V. (2000). *Developing an English for specific purposes course using a learner centered approach*. TESL Journal. 3(6). Retrieved from: <http://iteslj.org/>
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.