

**STUDENTS' NEED ANALYSIS IN LEARNING ENGLISH FOR Eleventh
GRADE Of MA NUHIYAH PAMBUSUANG.**



A THESIS

Submitted in Partial Fullfilment of the Requirement for the Degree Of Sarjana
Pendidikan (S.Pd) in English Education Study Program Tarbiyah and
Teaching Training Department State Islamic Collage of Majene

BY

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TARBIYAH AND TEACHING TRAINING DEPARTMENT
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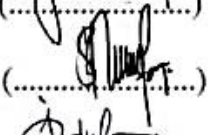
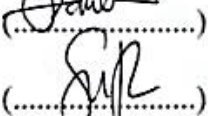


LEMBAR PENGESAHAN

Skripsi yang berjudul “Student's Need Analysis in learning English for Eleventh grade of MA Nuhayah Pambusuang” yang disusun oleh Takbir, NIM. 10256119002, mahasiswa Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Rabu, 22 Januari 2025 M bertepatan dengan 22 Rajab 1446 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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Pembimbing penulisan skripsi saudara TAKBIR NIM: 10256119002, Mahasiswa Program Studi Tadris Bahasa Inggris, pada Jurusan Tarbiyah dan Keguruan, STAIN Majene, setelah meneliti dan mengoreksi secara seksama skripsi berjudul “Student’s Need Analysis In Learning English Subject for XI Grade of MA NUHIYAH Pambusuang” memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan.

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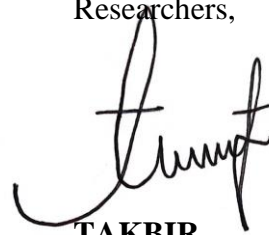
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ABSTRACT

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Title : **STUDENTS' NEED ANALYSIS IN LEARNING ENGLISH FOR Eleventh GRADE Of MA NUHIYAH PAMBUSUANG.**

Learning loss occurs in several schools in Indonesia which is a very serious problem and must be addressed immediately by parties involved in the field of education, both teachers and education agencies related to learning loss that occurs. This study aims to determine the needs of students in learning English at MA NUHIYAH Pambusuang. This research used mixed methods. The subjects of this study were English subject teachers, grade XI students of MA NUHIYAH Pambusuang. The sampling technique was random sampling. The sample in this research was the entire class XI AGAMA MA Nuhayah Pambusuang, with a total sample of 37 respondents. The data collection techniques used were interviews and questionnaires. The data analysis technique used in this research is using google form to analyze questionnaire data and using Miles and Huberman theory to analyze interview data, namely data reduction, data display, and verification of conclusions. The results of this study are the materials most needed by students are speaking (64.9%), reading (21.6%) and listening (10.8%). While the topics needed by students are interpreting vocabulary, games, listening to music, practicing vocabulary pronunciation, role playing with friends. Based on the research result, it shows that this research can be used as a reference for subject teachers in finding and knowing what students need in learning.

Keywords: Learning Loss, Need Analysis, Learning, English

ABSTRAK

Peneliti : TAKBIR
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Judul : **STUDENTS' NEED ANALYSIS IN LEARNING ENGLISH FOR Eleventh GRADE Of MA NUHIYAH PAMBUSUANG.**

Learning loss yang terjadi di beberapa sekolah di Indonesia merupakan permasalahan yang sangat serius dan harus segera diatasi oleh pihak-pihak yang terkait di bidang pendidikan baik guru maupun instansi pendidikan terkait dengan learning loss yang terjadi. Penelitian ini bertujuan untuk mengetahui kebutuhan siswa dalam pembelajaran bahasa Inggris di MA NUHIYAH Pambusuang. Penelitian ini menggunakan metode campuran. Subyek penelitian ini adalah guru mata pelajaran Bahasa Inggris siswa kelas XI MA NUHIYAH Pambusuang. Teknik pengambilan sampelnya adalah random sampling. Sampel dalam penelitian ini adalah seluruh siswa kelas XI AGAMA MA Nuhayah Pambusuang, dengan jumlah sampel sebanyak 37 responden. Teknik pengumpulan data yang digunakan adalah wawancara dan kuesioner. Teknik analisis data yang digunakan dalam penelitian ini adalah menggunakan google form untuk menganalisis data kuesioner dan menggunakan teori Miles dan Huberman untuk menganalisis data wawancara yaitu reduksi data, display data, dan verifikasi kesimpulan. Hasil penelitian ini adalah materi yang paling dibutuhkan siswa adalah berbicara (64,9%), membaca (21,6%) dan mendengarkan (10,8%). Sedangkan topik yang dibutuhkan siswa adalah mengartikan kosakata, permainan, mendengarkan musik, melatih pengucapan kosakata, bermain peran bersama teman. Berdasarkan hasil penelitian menunjukkan bahwa penelitian ini dapat dijadikan acuan bagi guru mata pelajaran dalam mencari dan mengetahui apa yang dibutuhkan siswa dalam pembelajaran.

Kata Kunci : **Learning Loss, Analisis Kebutuhan, Pembelajaran, Bahasa Inggris**

CHAPTER I

INTRODUCTION

A. Research Background

In the world of education, the last 4 years have not been in good condition, due to the impact of the COVID-19 virus which has resulted in almost the entire world experiencing a decline in academic progress or learning loss. The occurrence of *learning loss* has a long-term impact on academic achievement and the development of students' English language skills. Therefore, the government must take part in providing recovery programs and strengthening educational infrastructure in the process of recovering from declining academic progress so that education can quickly stabilize again as before. Not only that, there is an outbreak of the Covid-19 virus in Indonesia which means that all activities must be done from home. So that in the world of education, all teachers must be able to create learning media that students can operate effectively from home (Salamah, t.t.)

Therefore, teachers play a very important role in overcoming the backlog of lessons and how teachers re-determine learning interests and increase student learning interests by using various methods and methods that are in demand by students. The subject that is most often considered boring and difficult is English the main factors causing low interest include less interesting teaching methods, lack of environmental support, and limited opportunities to practice English in everyday life (Hidayat & Devi, 2024). Therefore English teachers are required to work harder in increasing students' interest and love in learning English. English learning in Indonesia has become a topic that is often discussed in the world of education which

is increasing along with the demands of globalization and the need for international communication. English not only functions as a means of communication, but also as a key to accessing global knowledge, technology, and information. Therefore, it is important to analyze and understand the student learning process in the context of English learning to understand what obstacles and challenges are faced in learning English and how they overcome the obstacles and challenges that exist. It should be realized that the learning needs of students are very diverse because everyone tends to have different learning needs. Therefore, the analysis of student learning needs needs to be carried out in groups and individually. The results of this analysis can be used as input in compiling objectives, materials, media and learning evaluations so that the acquisition of student learning experiences is more optimal and in accordance with expectations (Alfiriani dkk., 2017).

In the world of education, analyzing students' learning needs is the right first step to determine and apply an effective curriculum according to students' learning needs. By understanding the characteristics and needs of individual students, teachers can develop more appropriate teaching strategies and methods. This is important considering the diversity of students' backgrounds and learning goals, ranging from academic needs to preparation for the world of work (D.J., t.t.)

English language learners often face challenges, including difficulties in understanding grammar, extensive vocabulary, and different cultural aspects. Research shows that many students feel intimidated by the use of English in real-life situations. Therefore, analyzing students' learning processes can help identify obstacles and find appropriate solutions to improve their language skills. The

teaching methods used also play an important role in the English learning process. Strategies that do not match students' learning styles can reduce their motivation and engagement. Research shows that communication approaches and project-based learning tend to be more effective in improving students' language skills compared to traditional methods (William Littlewood, 2013). Therefore, it is important to analyze the methods used in teaching English in the classroom.

Student involvement in the learning process is also an important factor in learning analysis. Students who are actively involved in learning activities tend to have better understanding and more satisfying results. Research shows that students who are given the opportunity to collaborate and discuss in study groups have higher motivation to learn (Johnson & Johnson, 2014).

Feedback provided by teachers also affects students' learning process. Constructive feedback can help students understand their strengths and weaknesses, and provide direction for improvement. Research shows that students who receive regular and specific feedback tend to show more significant progress in their language skills. The importance of analyzing student learning in English language learning is also related to the need to adapt the curriculum to the latest developments in the world of education. By continuously evaluating and analyzing the learning process, teachers can ensure that the material being taught remains relevant and useful for students. This is especially important given the rapid changes in technology and teaching methods (Richards,eds., t.t.).

Finally, this study aims to provide a comprehensive picture of the students' learning process in English language learning. By understanding the aspects that

influence the learning process, it is expected that solutions can be found to improve the effectiveness of English language teaching at the school level. This study is expected to provide a positive contribution to the development of better teaching methods in the future.

One of the schools whose students will be analyzed by the researcher is Grade XI of MA Nuhayah Pambusuang. Through the application of student learning needs analysis, it is highly expected that students can easily obtain materials that suit their needs and are expected to be a solution for teachers and grade XI students of MA Nuhayah Pambusuang. Thus, students can feel the benefits of learning that is relevant to the suitability of English teaching materials that suit their needs, so that the opportunities for interest and motivation to learn for students will be fulfilled. Thus, graduates of MA Nuhayah Pambusuang have English language skills according to their majors, especially in utilizing international terms and information, and can communicate with outside parties. Based on the facts of this phenomenon, researchers are interested and want to conduct research with the title **“STUDENTS’ NEED ANALYSIS IN LEARNING ENGLISH FOR Eleventh GRADE OF MA NUHIYAH PAMBUSUANG.”**

B. Research Question

Based on the research title mentioned, the identification of related problems is:

1. What are the student’s need in English learning for class XI students of MA Nuhayah Pambusuang?

C. Research objectives

A study requires a focus on a problem which is later expected to obtain a more focused answer to avoid various deviations that occur in this study. The objectives of this research are:

1. To know what are the student's need in the class XI of MA Nuhiyah Pambusuang.

D. Research Significance

Based on the research objectives to be achieved, this research is expected to have benefits in the field of Education. The benefits of this research include knowing and being able to identify students' learning interests through the application of student learning analysis, in addition, over time the world of Education has also experienced many developments in several technology-based learning media and in this case is able to encourage the ability of teachers and students in utilizing increasingly developing technology to facilitate and improve the quality of independent learning for students.

For English Education students of STAIN Majene, this research is expected to be one of the reading materials that can be used as a reference for them in writing a thesis or to improve and add to their knowledge in the English teaching and learning process.

E. Research Scope

The focus of this research is the application of students need analysis in English learning for class XI students of MA Nuhiyah Pambusuang. This research is to analyze of student's need analysis in English learning for class XI students of

MA Nuhiyah Pambusuang. In this research we will see the students need analysis in English learning for students and will then be implemented by several experts. However, it will also be checked and assessed by several English teachers before and after this research.

CHAPTER II

LITERATURE RIEVIEW

A. Previous Related Studies

In supporting the research being conducted, several previous studies became references. The first study is a study entitled “STUDENTS’ NEED ANALYSIS OF ENGLISH READING SKILL FOR ACADEMIC PURPOSES” by Wahyono & Puspitasari (2015) , This study aims to (1) explore the needs of students for English reading skills among English Study students. (2) This study also explores the difficulties in reading skills for academic purposes (English for research) faced by students and the researcher also wants to improve their level of comprehension through EAP courses and enable to improve their writing performance. Target Situation Analysis and Present Situation Analysis. The participants of the study are 13 graduate students of English Language Studies of Post- Graduate Program in the third semester. Questionnaire is an instrument for data collection. Quantitative and qualitative data were analyzed descriptively. The study showed that most of students often have difficulties in reading English texts for academic purposes.

Research that is also relevant to this research is research by Meiristiani & Ekawati (2018) with the title “NEEDS ANALYSIS OF MECHANICAL ENGINEERING STUDENTS IN LEARNING ENGLISH FOR SPECIFIC PURPOSES” This research aims to (1) find out Mechanical Engineering students’ needs and problems in learning English. (2) This research is case study using qualitative approach. The research participants are 40 students of Mechanical Engineering in third semester, in the academic year of 2017/2018 and two English

lecturers who teaching English in Mechanical Engineering Study Program. The instruments to collect the data are questionnaire, interview and documentation (students' achievement). The data are analyzed through triangulation technique i.e. data reduction, data display and conclusion drawing or verification. The research results show that English subject is important in Mechanical Engineering Study Program and the materials of listening, speaking, reading, writing, pronunciation, grammar, vocabularies on mechanical engineering and English application letter are extremely needed. Moreover, students' problems in learning English are students' lack confidence in mastering English both orally and inwritten, difficulties on learning pronunciation, grammar and vocabulary, and they do not get used to reading and writing English texts. Based on the findings, it can be concluded that analyzing students' needs and students' problems especially before designing ESP syllabus are very essential. It would be the basic information to decide the goals and objectives of learning.

Furthermore, other research that is relevant to the research that I will carry out is research conducted by (Indrasari, t.t.) with the title English for Specific Purposes: A Need Analysis at The Second Semester of Physics Education Students of IAIN Raden Intan Lampung in The Academic Year of 2015/2016, The objectives of this study are: (1) to explore the problems faced by physics students in ESP class, and (2) to reveal the needs of physic students in ESP class. The study was conducted in IAIN Raden Intan Lampung from April to June 2016. The participants of the study were 50 students at the second semester of physics education students of IAIN Raden Intan Lampung, and 4 ESP lecturers who taught ESP for physic students in

the academic year of 2015/2016. The data were in the form of qualitative data which are taken from the interview and the questionnaire. The data were about the problems which are usually faced by physics students during learning English and the students' needs and wants towards the ESP course in IAIN Raden Intan Lampung. The findings describe the students' need of ESP for physics students, the lecturers' view points on the practice of ESP instructions, and descriptions of problems commonly faced by ESP students in Physics Education of IAIN Raden Intan Lampung.

In this research, there are several similarities and differences from previous research. The similarities and differences are:

1. Similarities and differences between this research and the research conducted by (Sari dkk., 2019) with the title "NEED ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSES (ESP) TO INFORMATIC STUDENTS"

There are some similarities between my research and (Sari dkk., 2019) research. (1) The aim of the research and my research is to find out the aims of students to learn English, (2) This research employs a descriptive analysis method with a qualitative approach. Then, the difference between this research and my research that will be carried out lies in the teaching material, research location and also the number of students used as research samples.

2. Similarities and differences between this research and the research conducted by (Pranoto & Suprayogi, 2020) with the title "A Need Analysis of ESP for Physical Education Students in Indonesia"

There are some similarities between my research and (Pranoto & Suprayogi, 2020) research. (1) The aim of the research and my research is to find out the aims of students to learn English, and by using the student learning needs analysis approach. (2) This research employs a descriptive analysis method with a qualitative approach. Then, the difference between this research and my research that will be carried out lies in the teaching material, research location and also the number of students used as research samples.

3. Similarities and differences between this research and the research conducted by (Sakkir dkk., 2021) “Need Analysis for Developing Writing Skill Materials Using Facebook for English Undergraduate Students”

There are some similarities between my research and (Sakkir dkk., 2021) research. (1) The aim of the research and my research is to find out the aims of students to learn English, and (2) by using the student learning needs analysis approach. Then, the difference between this research and my research that (1) The analyzed documents in the research were lesson plan, syllabus and the existing textbooks. The data from questionnaire and interview were analyzed in quantitative and qualitative methods. (2) The research uses Facebook as a medium to develop students' writing skills. (3) will be carried out lies in the teaching material, research location and also the number of students used as research samples.

B. Pertinent Ideas

1. Need analysis & Analysis

a. Understanding of Need analysis

Needs analysis is a systematic process that aims to identify and evaluate the needs of users and stakeholders in a system. This process is a crucial initial step in the development of information systems or software (Sommerville, t.t.).

b. The Importance of Needs Analysis

Needs analysis helps prevent mistakes that can arise in the development phase. By understanding the actual needs, the development team can design a more appropriate solution that meets user expectations (Pressman, t.t.)

c. Definition of analysis

Analysis is a systematic process used to break down data, information, or phenomena into smaller parts in order to understand the components and structure of the whole. Analysis is "the process of breaking down data into smaller parts to identify patterns and relationships among the parts." This process allows researchers to gain a deeper understanding of the data being analyzed (Kerlinger & Lee, t.t.)

d. Purpose of Analysis

The main purpose of analysis is to find deeper meaning from the data collected. Analysis aims to "organize data, find patterns, and draw logical conclusions." With this understanding, analysis becomes an important tool

in research that helps researchers interpret the results (Djamba & Neuman, 2002).

e. Types of Analysis

Analysis can be divided into two main categories: qualitative analysis and quantitative analysis. Qualitative analysis focuses on understanding human experience and social context, while quantitative analysis is more oriented towards measuring and statistically analyzing numerical data (Denzin & Lincoln, t.t.).

1) Qualitative Analysis

Qualitative analysis is an approach used to understand social phenomena by exploring the context and meaning of the obtained data. Qualitative analysis seeks to provide an in-depth description of social phenomena. Techniques commonly used in qualitative analysis include in-depth interviews, observation, and document analysis (Creswell, 2008).

2) Quantitative Analysis

On the other hand, quantitative analysis involves the collection and analysis of numerical data. Quantitative analysis focuses on measuring variables and relationships between variables. This method often uses statistical techniques to make generalizations and predictions based on the analyzed data (Babbie, 2021).

3) Inferential Analysis

Besides descriptive analysis, inferential analysis also plays an important role in quantitative research. Field (2018) states that inferential analysis allows researchers to make predictions or generalizations about the population based on the samples taken. This method involves the use of statistical techniques, such as t-tests and regression analysis (Field, t.t.)

4) Content Analysis

In qualitative analysis, content analysis is a common method used to extract meaning from text or documents. Content analysis as "a technique for interpreting the meaning of textual communication." This method helps researchers find themes or patterns in qualitative data (Krippendorff, t.t.)

5) Thematic Analysis

Thematic analysis is another approach to qualitative analysis that focuses on identifying key themes or patterns in the data. Thematic analysis allows researchers to "explore and understand participants' experiences and perspectives." This method is especially useful for understanding the social and cultural context of the data collected (Braun & Clarke, 2006).

f. Challenges in Needs Analysis

Challenges such as ineffective communication and time constraints can hinder the needs analysis process. Identifying and addressing these challenges is critical (Zowghi & Coulin, 2005).

Requirements analysis is a very important initial step in any system development project. Conducting a thorough analysis can increase the chances of project success.

2. Learning English subject

a. Understanding of English language learning

English language learning has been the focus of research and practice by many experts in the fields of linguistics and education. According to Jeremy Harmer, in his book *The Practice of English Language Teaching*, English language learning does not only include mastery of grammar and vocabulary, but also the importance of social context in communication. Harmer emphasizes that the ability to interact effectively in English is highly dependent on understanding the situation and culture in which the language is used (Harmer, t.t.)

Meanwhile, Jack C. Richards in *Curriculum Development in Language Teaching* states that English language learning must be designed by considering the needs of students and their learning goals. Richards emphasizes the importance of a communicative approach that allows students to engage in speaking and listening practices in relevant contexts.

This approach helps students not only understand the language, but also use the language actively (Richards, 2009)

Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing, argue that English language learning must include four main components: grammar, communicative skills, strategies, and cultural awareness. They argue that the combination of all these aspects is essential to achieving holistic language competence (Canale & Swain, t.t.)

English language learning consists of various types and approaches designed to meet the different needs of students. According to Jack C. Richards in his book Curriculum Development in Language Teaching, there are several types of subjects in English language learning, including teaching English for non-native speakers (EFL), English for academic purposes (EAP), and English for general purposes (GE). Each of these subjects has a different focus and methodology according to the context and learning objectives (Richards, 2009).

One type that is often discussed is English for Specific Purposes (ESP), which is explained by Helen Basturkmen in Developing Courses in English for Specific Purposes. ESP is designed to meet the needs of specific professionals and industries, such as English for medicine, engineering, or business. This approach emphasizes the development of language skills relevant to a particular field, so that students can communicate effectively in their professional context (Basturkmen, 2015).

b. types of subjects in English learning

1) English as a Foreign Language (EFL)

EFL refers to teaching English to speakers of other languages in countries where English is not the primary language. This approach is often used in the context of schools and language courses (Richards, 2009)

2) English for Specific Purposes (ESP)

ESP is designed to meet the English language needs of specific professional contexts, such as business, medicine, or engineering. The focus is on language skills relevant to a specific field (Basturkmen, 2015).

3) English for Academic Purposes (EAP)

EAP is intended for students preparing for study at an English-speaking institution. It covers the reading, writing and speaking skills required in an academic context (Leung & Street, 2014).

4) General English (GE)

This subject covers the teaching of English for everyday use, with a focus on improving basic communication skills (Ur, 2011).

c. the advantages and disadvantages of English language learning subjects

Advantages of English Subject

1) Global Communication

English is an international language that facilitates communication across countries and cultures. Mastery of English opens up opportunities for global interaction (Crystal, 2012).

2) Career Opportunities

English language skills are often a requirement in many jobs, especially in multinational companies. This increases competitiveness in the job market (Nickerson & Planken, 2016).

3) Access to Educational Resources

Many leading academic and research materials are written in English, so mastery of this language allows better access to information and knowledge (Leung & Street, 2014).

4) Cognitive Skills Development

English language learning can improve critical and analytical thinking skills through text analysis and language use in different contexts (Nunan, 1991).

Disadvantages of English Subject

a) Learning Challenges

English has many grammar and spelling rules that can be confusing for students, especially those from very different language backgrounds (Nunan, 1991).

b) Dependence on Native Language

Students may tend to translate directly from their native language into English, which can hinder their ability to think in English (Cook, 2016)

c) Influence of Dialects and Accents

Variations in English dialects and accents can make comprehension difficult, especially for learners who are not used to them.

d) Availability of Diverse Resources

Not all students have equal access to quality learning resources, which can affect the effectiveness of learning (Richards, 2009).

3. Syllabus component

According to Education and Training Center Tim (2016) Syllabus is a learning design in a particular subject group or theme which includes competency standards, basic competencies, subject matter/learning, learning activities, competency achievement indicators, assessment, time allocation, and learning resources. The explanation of syllabus components is:

a. Identification

Identity includes; name of unit or institution, name of subject, level/degree/class.

b. Competency Standards

Competency Standards: Standards of knowledge, skills, and attitudes that must be possessed by students to do a task that is in accordance with what is required.

c. Basic Competence

Basic Competencies: competencies consisting of attitudes, knowledge and skills that are sourced from core competencies that must be mastered by students.

d. Main Material

Core material which describes the main competencies that are grouped into affective, cognitive and psychomotor aspects to achieve hard skills and soft skills.

e. Learning Activities

Learning activities contain a series of activities that must be carried out by students sequentially to achieve basic competencies. Learning activities are designed to provide learning experiences that involve mental and physical processes through interactions between students, students and educators, the environment, and other learning resources in order to achieve competence.

f. Indicator

Indicator is an indication or information that is used as an indicator as a benchmark for the development and mastery of students.

g. Assessment (Technique, Type, Form, Instrument)

Assessment is a criterion regarding mechanisms, procedures, and student learning outcomes assessment instrument.

h. Time Allocation

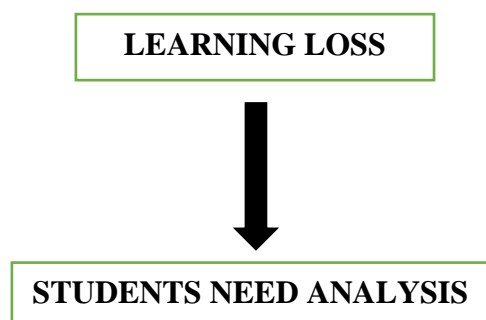
The time allocation listed in the syllabus is an estimate of the average time to master the basic competencies needed by various students.

i. Sources/Materials/Tools

Learning resources are references, objects and/or materials used for learning activities, in the form of print and electronic media, resource persons, as well as the physical, natural, social and cultural environment. Determination of learning resources is based on competency standards and basic competencies as well as subject/learning materials, learning activities, and indicators of competency achievement.

C. Theoretical Framework

This study has a concept to find out the impact of the application of student learning analysis in student learning, how effective is the application of student learning analysis on academic achievement or student learning outcomes. Here is a diagram of the research framework:



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Following the research question, the researcher used mix-method as a research method. The mixed-method is a research method that combines two methods, namely qualitative and quantitative. Creswell (2008) states that the mixed-method involves the collection and "mixing" or integration of both quantitative and qualitative data in a study. This method can be used to find better research results than when using only one method. In this research, the researcher collected qualitative data by conducting interviews and quantitative data by distributing questionnaires.

B. Research Instrument

The research instruments that were used in this research are as follows:

1. Questionnaire

A questionnaire is the number of questions used to acquire the information from students as informants, i.e., a questionnaire is a technique of collecting data conducted by giving questions and statements to informants Sugiyono (2022). The set of questions in this questionnaire was designed using the theory of Hutchinson & Waters (1987). In this questionnaire, informants were expected to provide valid answers according to the situation that occurs to them. These results answer the problem of what is needed by students of XI grade of MA Nuhiyah Pambusuang. The numbers of questionnaire are 15.

2. Interview

An interview is a face-to-face meeting of people, primarily for consultation (Online Oxford Dictionary. (2022). Oxford University Press., 2022). So the interview is a face-to face question and answer activity between the interviewer and the interviewee, to obtain data or information about the perceptions, opinions, or attitudes of the interviewees related to the problem under study. Interviews were used as an instrument in data collection. There are 13 questions for informants that explore learning tools, topics, problems, assessments, and hope.

C. Population and Sample

Researcher focused on knowing the students' needs of English study program in learning English at MA Nuhiyah Pambusuang.

1. Population

Population is a generalization area consisting of subjects who have certain qualities and characteristics that have been determined by researchers (Agung & Zarah, 2016). The population in this study was all class XI MA Nuhiyah Pambusuang, Majene Regency, West Sulawesi Province.

2. Sample

The sample is part of the number and characteristics of the population (Sugiyono, 2015). The sample in this research was the entire class XI AGAMA MA Nuhiyah Pambusuang, with a total sample of 37 respondents.

D. The Procedure of Collecting Data

Data collection techniques needed by researchers in quantitative and qualitative research are as follows:

1. Questionnaire

The students were given the questionnaire using a Google form, and the link of the Google form was shared directly by the researcher to the students chairman via WhatsApp. Next, the student's chairmen were asked to distribute it to the students. after the students finish to answer the questionnaire, the result was stored in the researchers' email in the tabulation.

2. Interview

The researcher began the interview process with the english teacher. Then, the researcher asked directly about the questions that have been provided. In addition, the interview processes were conducted through two ways: by face-to-face between the researcher and the informants and phone calls following the requests of the informants. To get valid information from informants, researchers recorded it during the interview process is complete. Eventually, the recorded interviews were transcript.

E. The Technique of Data Analysis

1. Questionnaire

This research used a semi-open multiple choice questionnaire in which students might choose more than one answer and can add other answers. The questionnaire were distributed to students via Google Form, so that, the results of the questionnaire were analyzed automatically by Google Form. After that, the researcher got the percentage of each answer chosen by the students. For students who had chosen more than one answer, the data also were analyzed automatically by Google Form as well as students who add other answers. Even the answer was

added in the tabulation of the Google form as a new answer option. Thus, each student's answer was accommodated by the researcher and no information was eliminated. The results of the analysis by Google form displayed the percentage tendency of each point of the answer to each question. The researcher examined if the answer has similarities with the answers that have been provided. So that, the answer might be classified into the answers that have been provided. But if the answer was not included in one of the answers that had been provided then it became a new option.

2. Interview

The data collected from the respondents were analyzed by using qualitative from Miles dkk (2014) through questionnaires and interviews. There are four stages of this method, are these:

a. Collection

The data were collected by conduct interview to the english teacher at MA Nuhayah pambusuang. At this step, the audio recording data obtained from interviews english teacher at MA Nuhayah pambusuang were selected and abstracted according to the focus of the questionnaire.

b. Display

The reduced data were displayed in the form of a description or narrative text. The data displayed were more structured and organized data to be concluded at a later step.

c. Verifying conclusion

After analyzed the displayed data, then the researcher verified some conclusion including what materials that should be included in the lesson plan of English for Islamic Studies course.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents about findings and discussion to answer the problem in chapter two which about the content material that needed by the students of Islamic Education Study Program at STAIN Majene in English for Islamic Studies course.

A. Findings

This research used two instruments, namely questionnaires and interviews. First, questionnaires were distributed to students of the XI Grade Nuhiyah Pambusuang with a total of 37 respondents which began to be distributed on Wednesday, 13 November 2024-Saturday, 16 November 2024. Furthermore, interviews were conducted with English teacher of XI Grade Nuhiyah Pambusuang which were carried out in both face to face in MA Nuhiyah Pambusuang on Thursday, 05 Desember 2024.

The problem behind this research is the researcher's desire that students' needs and desires in learning English can be met. Therefore, researchers hope that after knowing students' learning needs in learning English, teachers can apply the results of students' learning needs so that they can be more active and interested in learning English than before. To analyze students' learning needs, researchers used the theory of (Hutchinson & Waters, 1987) which states that in analyzing students' learning needs, teachers need to consider the types of students in learning. Needs are divided into two parts, namely target needs and learning needs.

The source of data related to target and learning needs was the elaboration of both instruments: interview and questionnaire.

1. The Result of Interview

The researcher conducted interview with the English Teacher of XI Grade MA Nuhyah Pambusuang on Thursday, Desember 5, 2024.

The results of the interview explained that the teacher had prepared a learning implementation plan (RPP) which was used as a medium or guide for English subject teachers in teaching so that learning was more focused.

"...When asked about preparing a lesson plan, we automatically have to prepare a lesson plan because that is one of the most important parts when we want to carry out learning in the room, why! Because the function of the RPP itself is as a guideline in carrying out learning activities so that we are more focused on providing material to these children..."

The teacher said that every RPP or similar is always based on students' needs because in making RPPs the teacher sees directly the characteristics of the students and their learning needs.

"...if we talk about students' needs, automatically now our RPP must be based on the students' own needs. Because why, in making the RPP itself we have to look at the characteristics of the children..."

From the results of teacher interviews and giving questionnaires to students, researchers can see that the learning methods that teachers often use in learning are direct (oral) questions and answers, games, and teachers explaining via the whiteboard. However, what the researchers found was that the percentage of

students' needs or desires for learning English in learning using the games method was greater than with verbal questions and answers or when the teacher explained on the blackboard.

"...methods that have feedback, methods like lectures, questions and answers are allowed, there can also be written methods, there are verbal methods, there are things like games..."

Then, as a result of teacher interviews and giving questionnaires to students, researchers found that forms of assessment such as group work and multiple choice had a higher percentage than oral tests.

"In terms of assessment, there is written assessment, again there is oral assessment, there is what is called summative assessment, there is formative assessment and these are all interrelated when learning takes place."

Class XI English teacher MA Nuhiyah Pambusuang hopes that students will be more motivated in learning English so that when they finish, they have basic knowledge of English even though it is only basic.

"From the past until now, my hope was that there was only one thing, that the children would be more motivated to learn English so that when they finished, there might not be too many problems or problems they would face outside when they finished. Because why, in the future there will be more images described in English..."

2. The Result of Questionnaires

Learning targets and needs were also taken from the results of data analysis distributed to class XI MA Nuhiyah Pampusuang students, totaling 37 students. The total number of questionnaires is 18 questions. Here are the description :

a. What is your reason for studying English

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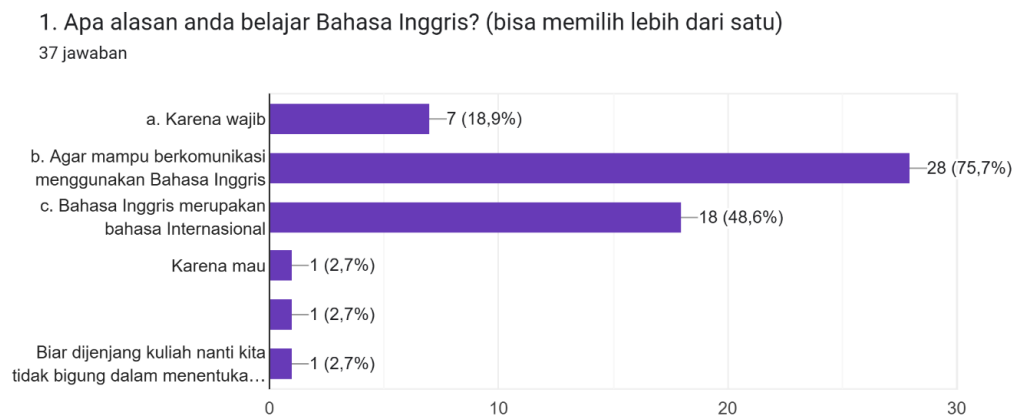


Figure 1. The reason for study English

There were three answer choices given by the researcher and there were three additional answers from students. 3 additional answers are identified first, one answer is found to be blank with the answer given, 1 answer is determined to be the same as the new answer choice so that it is combined and becomes a new answer choice. So, the researcher further concluded that students chose answer (b) "to be able to communicate using English" with a percentage of 75.7%. then 48.6% of students chose answer (c) "English as an international language". And 18.9% of students chose answer (a) "because it is mandatory". Then 3 additional answers, the first with a percentage of 2.7% of students chose the answer because they wanted

to then the second answer was blank with a percentage of 2.7%, then the last additional answer was "so that at college level we won't be confused in determining majors" with a percentage of 2.7%.

b. What method do you like most in learning English?

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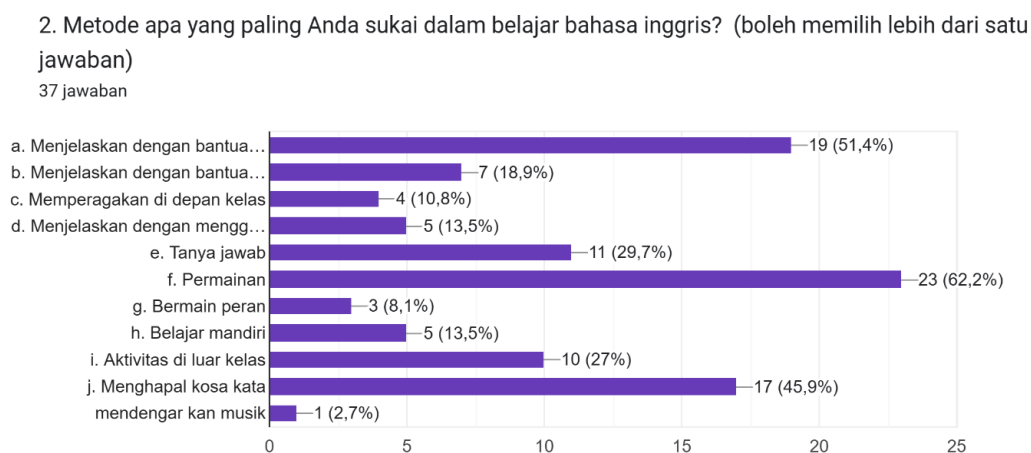


Figure 2. The Method of Learning English

There are 10 answer choices provided for this question for students add 1 new answer choice. So the total answer choices are 11. Most answers The student's choice was "game", with a total percentage of 62.2%. In second place is "explaining with the help of a whiteboard" in total percentage 51.4%. Furthermore, 45.9% of students chose the answer "memorizing vocabulary", 29.7% of students chose answered "questions and answers", 27% of students chose the answer "activities outside of class", "explain using pictures" and "independent learning" have the same percentage, is 13.5%, then 10.8% of students choose the answer "demonstrate in front of the class", then "role play" has a percentage of 8.1% and as an additional answer namely "listening to music" has percentage 2.7%.

c. Which English skill do you mostly need?

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3. Keterampilan Berbahasa Inggris manakah paling Anda butuhkan?
37 jawaban

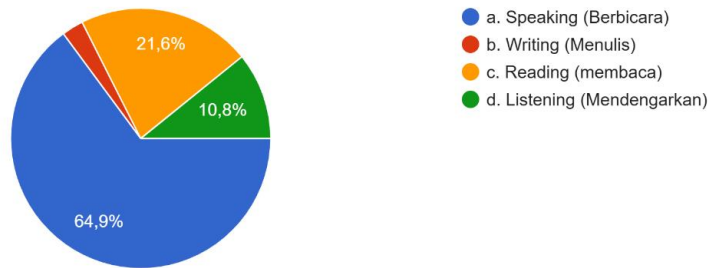


Figure 3. The Skill of Learning English

From the students' point of view, most of them chose "speaking" as the most required skill with a total percentage of 64.9%. However, 21.6% of them chose "reading" as the most needed skill. In addition, only 10.8% of students chose the skill "listening" and the skill that the least number of students chose was the skill "writing" with a total percentage of only 2.7%.

d. In the "offers and suggestions" material, which topic do you like?

4. Dalam materi "offers and suggestion" topik manakah yang Anda sukai? (boleh memilih lebih dari satu jawaban).
37 jawaban

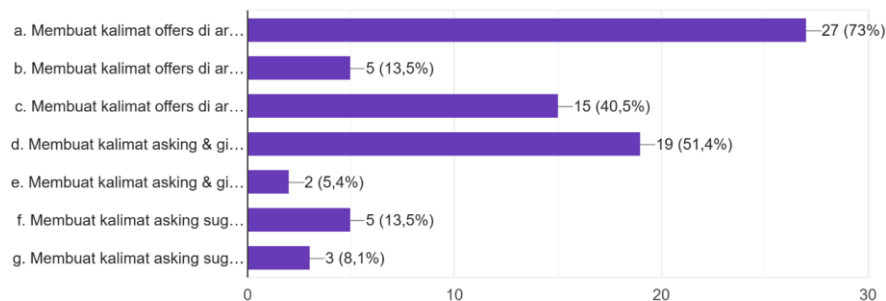


Figure 4. The Topic Do You Like

The answer choice for this question is 7. The answer chosen predominantly by students is "make offers sentence in the school area" with a percentage of 73%. Then the second dominant answer was "making sentences asking and giving suggestions to classmates" which was chosen by students with a percentage of 51.4%. Other students chose the answer "make offer sentences in the home area" with a percentage of 40.5%. Apart from that, as many as 13.5% of students chose 2 different answers but had the same percentage, namely "make an offer sentence in the canteen area" and "make a sentence asking suggestion to the teacher" then with a percentage of 8.1% of students answered "make a sentence asking suggestions to parents", and the last one with the smallest percentage value of 5.4%, namely "making sentences asking and giving suggestions to younger siblings or older siblings".

e. In the "opinion and thought" material, which topic do you like?

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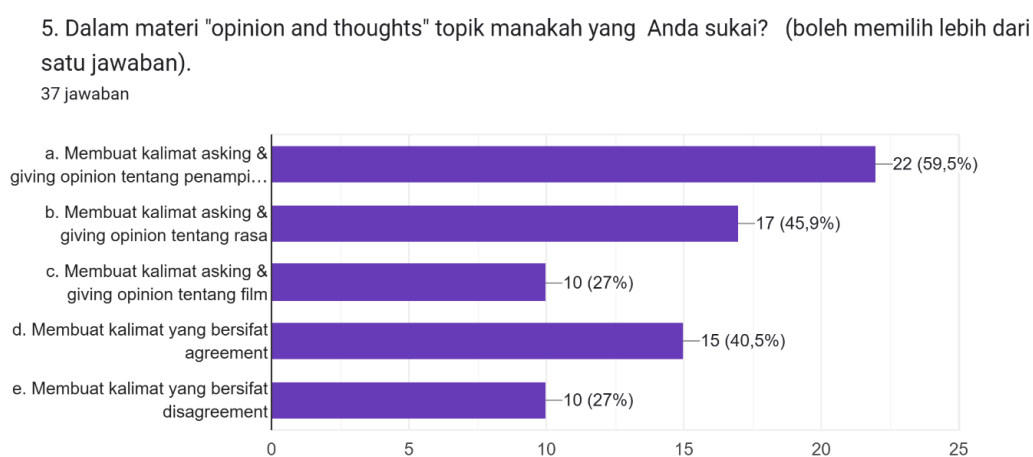


Figure 5. The Topic Do You Like

The answer choice for this question is 5. The answer chosen predominantly by students is "making sentences asking and giving opinions about appearance" with a percentage of 59.5%. Then the second dominant answer was "making sentences asking and giving opinions about taste" which was chosen by students with a percentage of 45.9%. Other students chose the answer "make sentences that are in the nature of agreement" with a percentage of 40.5%. Apart from that, students chose two different answers "making sentences asking and giving opinions about films" and "making sentences about disagreement".

f. In the "invitation" material, which topic do you like?

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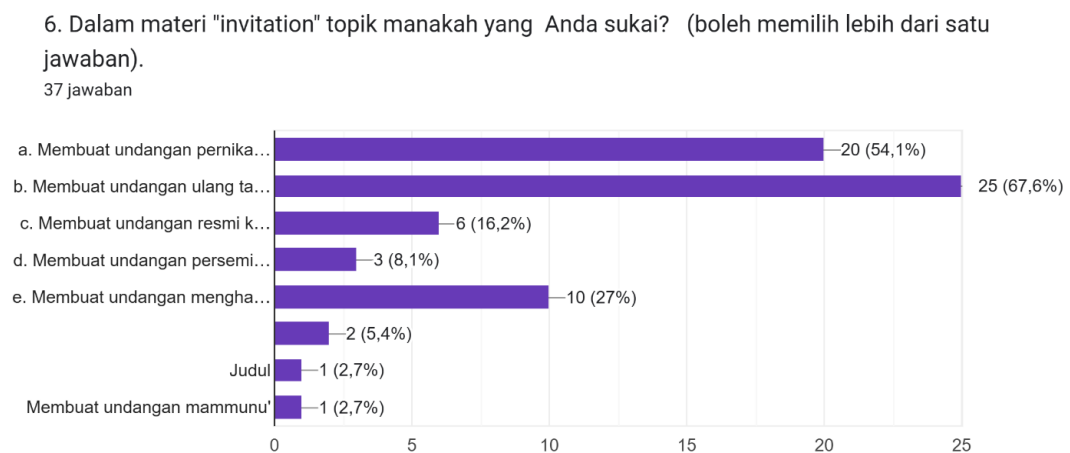


Figure 6. The Topic Do You Like

The answer choices for this question are 5 and 3 answers by students. The answer chosen predominantly by students was "making birthday invitations" with a percentage of 67.6%. Then the second dominant answer was "making wedding invitations" which was chosen by students with a percentage of 54.1%. Other students chose the answer "make an invitation to attend an exhibition" with a

percentage of 27%. Next, students chose "making official invitations to government officials" with a percentage of 16.2%, then the lowest percentage was "making invitations to the inauguration of a new company" with a percentage of 8.1%. Apart from that, students chose 3 answers themselves, the first answer was "blank" with a percentage of 5.4%, "title" 2.7% and "making a mamunu invitation" with a percentage of 2.7%.

g. In the " Natural Disasters-An Exposition" material, which topic do you like?

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7. Dalam materi "Natural Disasters-An Exposition" topik manakah yang Anda sukai? (boleh memilih lebih dari satu jawaban).

37 jawaban

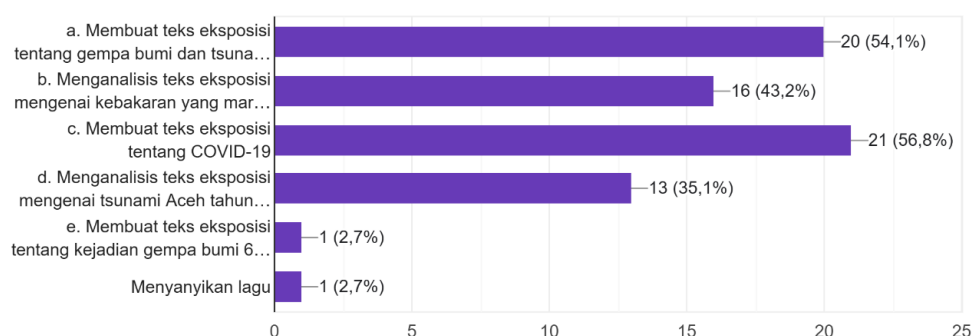


Figure 7. The Topic Do You Like

The answer choices for this question are 5 and 1 answer by the student. The answer most often chosen by students was "make an exposition text about COVID 19" with a percentage of 56.8%. Then the second dominant answer was "make an exposition text about the 2018 earthquake and tsunami in Palu, Central Sulawesi" which was chosen by students with a percentage of 54.1%. Other students chose the answer "analyzing exposition texts about fires that have occurred recently" with a

percentage of 43.2%. Next, the students chose "analyze an exposition text about the 2004 Aceh tsunami" with a percentage of 35.1%, then the lowest percentage was "make an exposition text about the 2021 6.2 M earthquake using analytical exposition and hortatory exposition" with a total percentage 2.7%. Apart from that, students chose 1 answer themselves with the answer "singing a song" with a percentage of 2.7%.

h. In the "Writing letter" material, which topic do you like?

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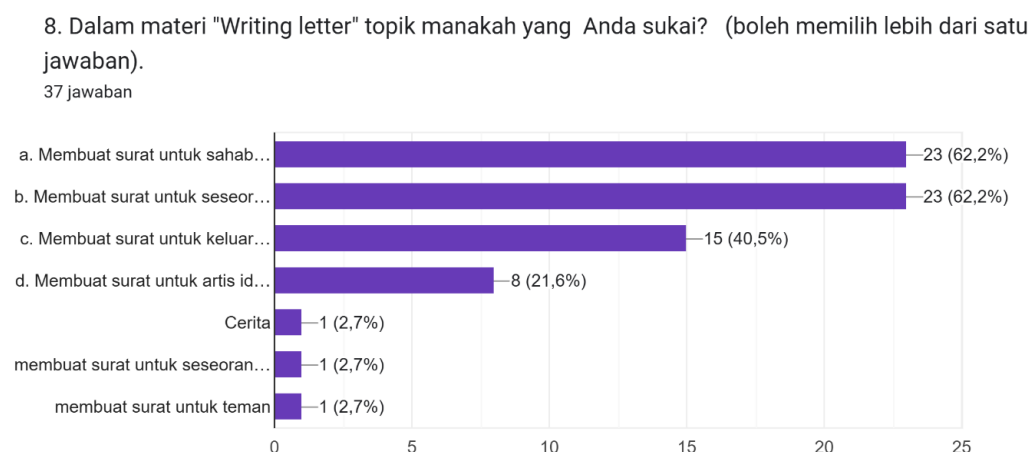


Figure 8. The Topic Do You Like

The answer choices for this question are 4 and 3 answers by students. There were 2 answers most frequently chosen by students with the same percentage, namely 62.2%, namely "writing a letter to a friend or close friend" and writing a letter for someone special. Then the next dominant answer was "writing a letter to a distant family" which was chosen by students with a percentage of 40.5%. Other students chose the answer "make a letter to an idol artist" with a percentage of 21.6%. Apart from that, students chose 3 answers themselves with the same

percentage of the three, namely 2.7%, the first answer was "story", the second answer was "writing a letter to someone they admire" and the last was "writing a letter to a friend".

i. In the "Trough Music" material, which topic do you like?

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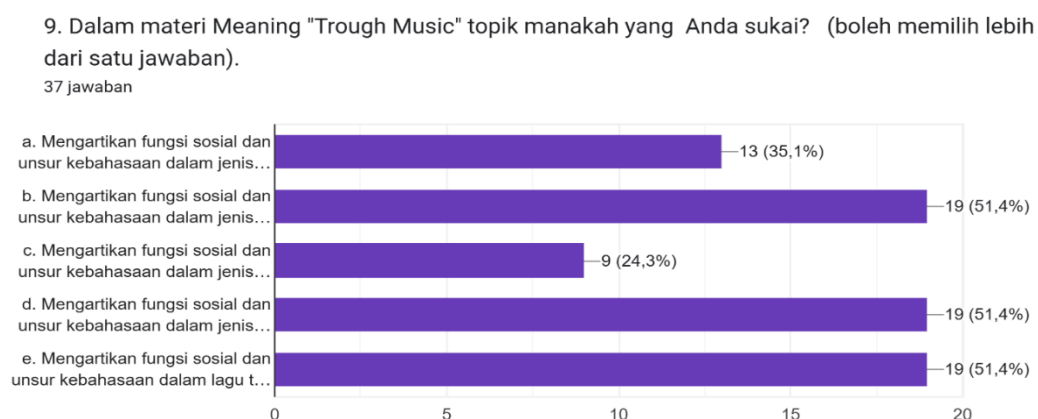


Figure 9. The Topic Do You Like

The answer choices for this question are 5 and the top 3 answers, all three of which have the same percentage and have been answered by students with a total percentage of 51.4%, the first answer "means the social function and linguistic elements in the type of sad song", the second "means social function and linguistic elements in types of songs about dreams and hopes" and the third "denotes social functions and linguistic elements in types of songs about memories and nostalgia". Furthermore, the answer most frequently chosen by students with a percentage of 35.1% was "interpreting the social function and linguistic elements in types of romantic songs" and with the lowest percentage of 24.3%, namely "interpreting the social function and linguistic elements in types of songs about romance".

j. In the "Explain This" material, which topic do you like?

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10. Dalam materi "Explain This" topik manakah yang Anda sukai? (boleh memilih lebih dari satu jawaban).
37 jawaban

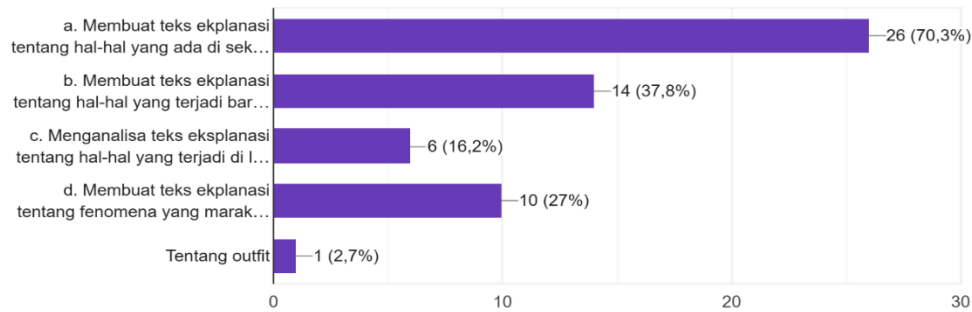


Figure 10. The Topic Do You Like

The answer choices for this question are 4 and 1 additional answer by the student. The answer with the highest percentage is "making explanatory texts about things around us" with a percentage of 70.3%, then "making explanatory texts about things that have happened recently in Indonesia" with a percentage of 37, 8%, in third place "make explanatory texts about phenomena that are happening in the world today" with a percentage of 27% and with the lowest percentage, namely 16.2% with the answer "analyze explanatory texts about things that happen outside Indonesia". And 1 additional answer from students "about outfits" with a percentage of 2.7%.

k. What type of learning aids/media do you prefer in English subjects?

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11. Apa jenis alat bantu/media pembelajaran manakah yang Anda sukai dalam mata pelajaran Bahasa Inggris?

37 jawaban

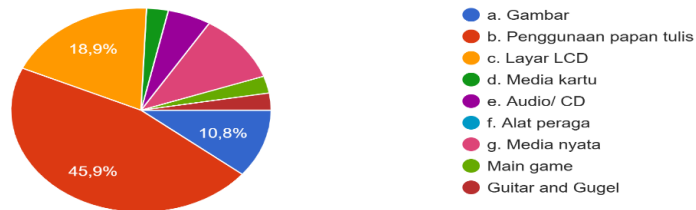


Figure 11. The Media of learning Do You Like

Based on the answers to this question, the learning media most needed by students is "use of blackboards" with a percentage of 45.9%, use of "LCD screens" with a percentage of 18.9%, use of "pictures" and "real media" with the same percentages. which equals a total percentage of 10.8%, use of Audio/CD with a percentage of 5.4%, use of "card media", "playing games" and "guitar and google" all three have the same percentage, namely 2.7%.

l. In your opinion, the form of questions/assessments that teachers often give is...

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12. Menurut Anda, bentuk soal/penilaian yang sering diberikan oleh Guru adalah...

37 jawaban

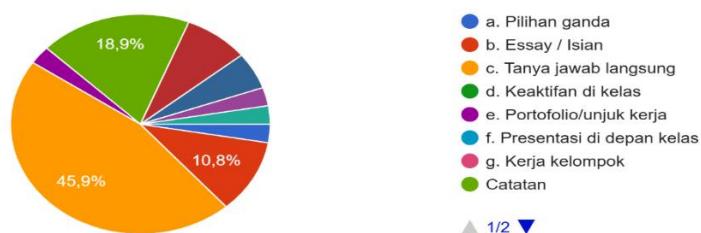


Figure 12. The Assessments That Teachers Often Give

Based on the answers to these questions, the form of questions that teachers often give according to students is "direct question and answer" with a percentage of 45.9%. Giving "notes" is also often added to the answers by students in the additional answer column with a percentage of 18.9%. , giving "essays or essays" has a percentage of 10.8%, giving "notes" 8.1%, "taking notes" 5.4%, "notes and assignment work" 2.7%. And finally "multiple choice" with a percentage of 2.7%.

m. What form of questions/assessment do you prefer?

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13. Bentuk soal/ penilaian manakah yang Anda sukai?
37 jawaban

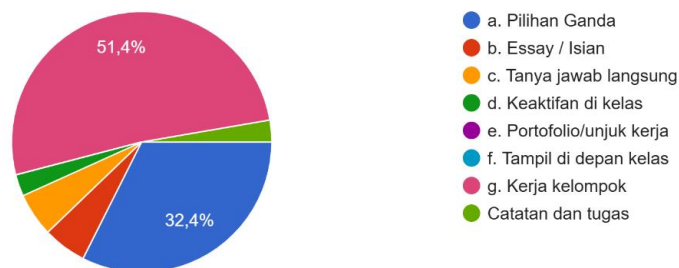


Figure 13. The Assessments That Students prefer

Based on the answers to this question, the form of assessment most preferred by students is "group work" with a percentage of 51.4, then the form of assessment is "multiple choice" with a percentage of 32.4%, then "Essay/complete" and "question and answer directly" has the same percentage value, namely 5.4%, and finally "class activity" and "notes and assignments" also has the same percentage value, namely 2.7%.

n. What form of activity do you enjoy in learning English?

This is a graph of the following data



Figure 14. The Assessments That Students prefer

Based on the 14 answers to these questions, the form of activity most liked by students in learning English is "interpreting vocabulary" and "games" with the same percentage, namely 54.1%, next are "listening to music/songs" and "practicing vocabulary pronunciation " also has the same percentage, namely 45.9%, then "playing roles with friends" with a percentage of 32.4%, then "matching questions with the right answers" with a percentage value 29.7%, "determine whether a statement is true or false" with a percentage of 21.6%, "find vocabulary in a box of random letters with a percentage of 18.9%, then "fill in the song lyrics" and "complete the missing text" have a percentage value that the same, namely 13.5%, "answering questions given by the teacher" and "telling stories in front of the class" also have the same percentage value, namely 8.1%, "making sentences/paragraphs/essays" with a percentage 5.4% and finally "creating work/performance" with a percentage of 2.7%.

o. What learning facility do you want?

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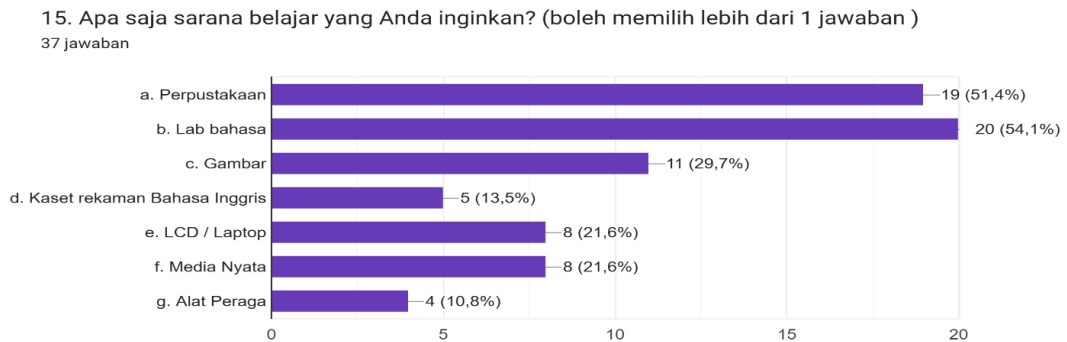


Figure 15. The Learning facility That Students prefer

Based on the 7 answers to these questions, the learning facility most desired by students in learning English is "language lab" which has a percentage of 54.1%, next is "library" with a percentage of 51.4%, then "pictures" which has total percentage value is 29.7%, "LCD/laptop" and "real media" have the same percentage value, namely 21.6%, "English language tapes" with a percentage value of 13.5% and lastly "props" with a percentage of 10.8%.

p. What is your preferred way of learning?

This is a graph of the following data



Figure 16. The preferred way of learning

Based on the 4 answers to these questions, the learning method most preferred by students in learning English is "class discussion" which has a percentage of 45.9%, then "groups" with a percentage of 40.5%, then "individuals" which have the total percentage is 8.1%, and the last one is "paired" with a total percentage of 5.4%.

q. What factors are your obstacles in learning English?

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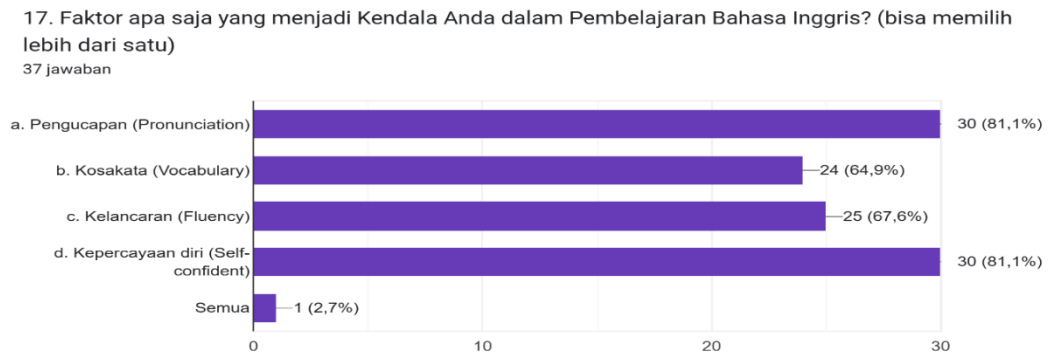


Figure 17. The obstacles in learning English

Based on the 4 answers to these questions, the factors that become obstacles for students in learning English are "Pronunciation" and "Self-confidence" which have the same percentage, namely 81.1%, then "Fluency" with a percentage of 67.6%, then "Vocabulary" which has a percentage of 64.9%, and finally additional answers from students "All" with a percentage of 2.7%.

r. What are your hopes after studying English Language Learning?

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18. Apakah Harapan Anda setelah belajar Pembelajaran Bahasa Inggris?

37 jawaban

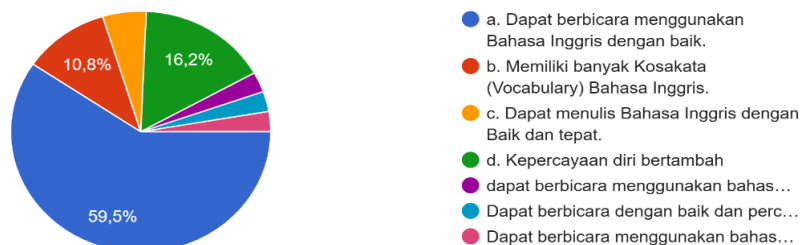


Figure 18. The hopes after studying English Language Learning

Based on the 4 answers to these questions, the hope desired by students in learning English is "to be able to speak English well" which has a total percentage of 59.5%, then "self-confidence increases" with a total percentage of 16.2% , then "has a lot of vocabulary" which has a total percentage of 10.8%, next "can write English well and precisely" with a percentage of 5.4% and finally 3 additional answers from students whose answers are all similar with answer A, the percentage is 2.7%.

3. Target Needs

a. Necessities

From the elaboration of interviews with English teacher of class XI MA Nuhayah pambusuang. Here are the necessities for the students:

- 1) increase vocabulary
- 2) interesting learning
- 3) student self-confidence as a result of an unsupportive environment

Meanwhile, from the student's perspective, the student's needs is:

- 1) Skills: speaking (64.9%), reading (21.6%), listening (10.8%), and writing (2.7%)

- 2) In offers and suggestions material: making offer sentences in the school area (73%), making asking sentences and giving suggestions to classmates (51.4%), making offer sentences in the home area (40.5%).
- 3) In opinion and thought material: making sentences and giving opinions about appearance (59.5%), making asking sentences and giving opinions about taste (45.9%), make sentences that are in the nature of agreement (40.5%).
- 4) In invitation material: making birthday invitations (67.6%), making wedding invitations (54.1%), making an invitation to attend an exhibition (27%).
- 5) In the Natural Disasters-An Exposition material: make an exposition text about COVID 19 (56.8%), make an exposition text about the 2018 earthquake and tsunami in Palu, Central Sulawesi (54.1%), analyzing exposition texts about fires that have occurred recently (43.2%).
- 6) In the writing letter material: writing a letter to a friend or close friend" and writing a letter for someone special (62.2%), writing a letter to a distant family (40.5%), making a letter to an idol artist (21.6 %).
- 7) In trough music material: three of them have the same percentage, "means the social function and linguistic elements in the type of sad song, the second "means social function and linguistic elements in types of songs about dreams and hopes" and the third "denotes social functions and linguistic elements in types of songs about memories

and nostalgia" (51.4%), interpreting the social function and linguistic elements in types of romantic songs (35.1%), interpreting the social function and linguistic elements in types of songs about romance (24.3%).

8) In the explain this material: making explanatory texts about things around us (70.3%), making explanatory texts about things that have happened recently in Indonesia (37.8%), making explanatory texts about phenomena that are happening in the world today (27%).

b. Lacks

The results of the interview and questionnaires show that students are lack of vocabulary, grammar, pronunciation, and fluency of speaking.

c. Wants

The results of the questionnaires show that students want to be able to speak English fluently, be able to write English sentences, and have vocabulary. In addition, the teacher also suggested providing an additional program to enrich the ability to master English. The results of the interview and questionnaires show that students are lack of vocabulary, grammar, pronunciation, and fluency of speaking.

4. Learning needs

a. Reason for studying

1) Able to communicate using English (75.5%)

2) English is an international language (48.6%)

3) Is a compulsory subject (18.9%)

b. How to learn

- 1) Learning methods: games (62.2%), explaining using a whiteboard (51.9%), memorizing vocabulary (45.9%)
- 2) learning aids/media: use of blackboards (45.9%), LCD screens (18.9%), use of "pictures" and "real media" (10.8%).
- 3) Activities: interpreting vocabulary (54.1%), games (54.1%), listening to music/songs (45.9%), practicing vocabulary pronunciation (45.9%), then playing roles with friends (32.4%).

5. Recommendations of Lesson Plan

After analyzing the target needs and learning needs, the researcher will describe the results of the two into students' needs in learning English. It is made based on the syllabus component which includes learning achievements, learning materials, libraries, learning media, assessments, learning forms, methods, and assignments. Here are the details:

a. Learning achievements

Based on data analysis from students and teacher, the researcher found that the learning outcomes namely students are able to communicate using English, students are able to read English references, students are able to speak in public, and are able to increase students' vocabulary.

b. Learning materials

- 1) English Language Skills: based on the findings, the skills most needed by students are speaking skills, as suggested by the teacher is speaking and reading skills.

- 2) Reading materials: based on the findings, reading materials are most needed what students do is read conversational texts, read descriptive texts, and read the news.
- 3) Listening material: researchers find the material most needed for listening the material presented by students is listening to conversations, descriptive listening text, and listen to opinions.
- 4) Talking material: after conducting research, the researcher discovered this the speaking material most needed by students is description something, present the results of the discussion, and discuss problems that have occurred recently.
- 5) Writing materials: based on research results, writing materials what students need is to write conversational texts, write descriptive texts, and write news.

c. Learning sources

The results of the study found by researchers that the sources of the material are from books and the internet.

d. Media and learning facilities

Based on the results of the study, the researchers found that the learning media needed by students are the use of blackboards, LCD screens, pictures, real media, Audio/CD, card media, playing games, guitar and google. The learning facility most desired by students in learning English is language lab, library, pictures, LCD/laptop, real media, English language tapes, props.

e. Learning Assessment

The results of the study revealed that the indicators for the assessment of students are attendance, activity, assignments (daily assignments, mid-semester exams and final semester exams), and the learning process. Each of these components weighs 25% or 30%, respectively.

f. Learning activities

Based on the results found by the researchers, the forms of learning recommended by students are vocabulary pronunciation exercises, interpreting vocabulary, making sentences/paragraphs/essays, games, and answering questions given by the teacher.

g. Learning method

After conducting the research, the researcher found that the learning methods needed by the students were discussion, group, pair works, and conventional methods.

h. Assignment

The results of the study revealed that the forms of assignments required by students are group work, essays, multiple choice and direct question and answer.

i. Obstacles

Based on the results of the study, the obstacles encountered by students are pronunciation, self confident, vocab, and fluency.

j. Hope

The expectations that students need based on the results of the study are to be able to speak English well, have a lot of vocabulary, and can write English well and precisely

B. Discussion

As stated by Larsen-Freeman (2010), English is not only important for academic purposes but also to prepare students to face the challenges of an increasingly globalized world of work. Students need to master English to be able to communicate with people from different cultures and backgrounds, both in professional, business, and social contexts.

English language learning also plays a role in improving students' cognitive and social abilities. Vygotskij dkk (1997) in his sociocultural theory emphasizes the importance of social interaction in language learning. Using English in meaningful contexts can improve students' understanding of social and cultural concepts, as well as their critical thinking skills.

It is also important to develop cultural awareness through English language learning, as Byram (2021) suggests. English language learning should involve learning about the cultures of English-speaking countries, which will help students understand and appreciate cultural differences and prepare them to interact in an international context.

The purpose of learning English at the high school level, according to experts, is not only to improve language skills, but also to prepare students to face global challenges in academic and professional fields. Students are trained to be

able to communicate effectively, access scientific knowledge, develop critical thinking skills, and understand international cultures.

Among four skills, speaking is chosen dominantly by the students as the target need where there are 64.9% of students chose this skill. This finding is in line with the previous study conducted by (Prachanant, 2012). The previous findings reveal that speaking is the most important, then listening, reading, and writing. Meanwhile, this research shows that speaking is in the first option, then writing, reading, and listening. In addition, both findings which propose speaking as the main target need support the statement from Zyoud in 2016. He explained that it is one of the productive skills which is the evidence of a student that how much she or he is competent in a language. In the context of this research, the students of Class XI MA Nuhayah Pambusuang realize that having a good speaking skill may indicate a

person as a language user.

Furthermore, the data shows that students have problems, namely lack of vocabulary, grammar, pronunciation, and fluency. Especially to build students' self-confidence and interest in learning English more deeply. Therefore, researchers see the weaknesses and obstacles of students in learning English that have been found in the results of the questionnaires that have been distributed, this shows that the factors that become obstacles for students in learning English are "Pronunciation" and "Self-confidence" which have the same percentage, namely 81.1%. According to (Celce-Murcia dkk., 1996) Pronunciation errors can significantly affect intelligibility. Even advanced learners may face problems when they are not

understood by native speakers due to incorrect pronunciation. The lack of self-confidence in speaking can create a psychological barrier that prevents learners from practicing the language, resulting in stagnation in their language development (Krashen, 1985). then "Fluency" with a percentage of 67.6. %, then "Vocabulary" which has a percentage of 64.9%, Fluency is a key indicator of language proficiency. Students who lack fluency tend to pause frequently while speaking and may rely on their native language for communication, which can disrupt the flow of conversation (Nation, 2001). And According to (Schmitt, 2000) Vocabulary knowledge is a fundamental aspect of language learning. A limited vocabulary range often leads to communication breakdowns and affects learners' ability to express their ideas clearly.

Lastly, the researcher has arranged a recommendation of lesson plan for English Studies subject. Overall, the contents of the lesson plan have fulfilled the students' need and interest. This way has to be considered in order to build the students motivation to learn English and construct relationship between what they learn and use in their academic and professional life. According to (Richards & Rodgers, 2014) In order to improve the quality of language learning, the provision of appropriate learning materials and tools is crucial. Without these essential elements, students may face difficulties in understanding and mastering the language.

All aspects of student needs have been found by researchers who explain that there are still many facilities, tools, materials, materials and others to be used to complement students' learning needs and interests in learning English, then

researchers have submitted all of them to schools and related parties to the findings of researchers while conducting research at MA NUHIYAH Pambusuang which can be taken into consideration as an evaluation for schools and teachers in the future. Students' interests and needs should guide the selection of materials and methods in language teaching. Materials that are relevant to students' lives will not only motivate them but also facilitate better language acquisition.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the study above regarding the analysis of the needs of class XI students of MA Nuhiyah Pambusuang, it can be concluded that the English language skills needed by class XI students of MA Nuhiyah Pambusuang are speaking (64.9%), reading (21.6%), listening (10.8%), and writing (2.7%). While the English learning methods needed by students are games (62.2%), explaining using a whiteboard (51.9%), memorizing vocabulary (45.9%). Then the activities in English learning that are most needed by students are interpreting vocabulary (54.1%), games (54.1%), listening to music/songs (45.9%), practicing vocabulary pronunciation (45.9%), then playing roles with friends (32.4%).

1. English Language Skills Needed by Students

In this study, the skill that students consider most important in learning English is speaking, which accounts for 64.9%. This shows that students focus more on speaking in English, perhaps because they feel this skill is indispensable to communicate directly and actively in the language.

- a. Speaking (64.9%): Most students consider that speaking skills are the most important. This could be related to their need to communicate daily in English or taking speaking exams (e.g. oral exams).
- b. Reading (21.6%): Reading skills came in second place, which shows that despite its importance, students focus less on reading than speaking.

- c. Listening (10.8%): Listening skills were the third priority, which shows that students feel listening skills are also important although not as much as speaking or reading.
- d. Writing (2.7%): Writing was considered the least needed skill, which may be due to the lack of interest or lack of need for writing in students' daily activities.

2. English Learning Methods Needed by Students

In terms of learning methods, students prefer a more active and fun approach, such as the use of games which got the highest percentage (62.2%). This shows that students are more interested in interactive and entertaining methods, which can make them more interested and motivated to learn.

- a. Games (62.2%): This method is highly preferred because it is considered fun and can make learning more interesting and reduce boredom.
- b. Explaining using the blackboard (51.9%): This conventional method is still important, although not as much as the use of games. This may be because whiteboard explanation is considered helpful in understanding the material more clearly.
- c. Memorizing vocabulary (45.9%): Vocabulary memorization is also considered important by students, although not as much as the previous two methods. This shows that students realize the importance of vocabulary mastery in improving their ability to speak and understand English.

3. Activities in English Learning Needed by Students

The activities most needed by students in the English learning process are those that involve fun and practical activities, such as deciphering vocabulary and games.

- a. Interpreting vocabulary (54.1%): This activity is very important because students realize that vocabulary understanding is the foundation of all language skills. By understanding the meaning of words, students can improve their speaking, listening and reading skills.
- b. Games (54.1%): In line with the learning method, games are an activity that students are very interested in, because besides being fun, games can make them more involved in language learning.
- c. Listening to music/songs (45.9%): Listening to music or songs is also popular among students, which can be a fun way to practice listening skills in English.
- d. Practicing vocabulary pronunciation (45.9%): Given that speaking is the most needed skill, practicing pronunciation is very important so that students can speak more clearly and fluently.
- e. Role-playing with friends (32.4%): Although this is not the most important activity, role-playing with friends is still considered useful for practicing speaking skills practically and in more natural situations.

B. Suggestion

Based on the results of the research, discussion, and conclusions above, the author provides suggestions to English subject teachers of class XI MA NUHIYAH

Pampusuang, students of class XI MA Nuhiyah Pampusuang, and further researchers.

1. For English subject teachers of class XI MA NUHIYAH Pampusuang

After the researcher conducted research related to students' needs in learning English, the researcher hopes that English subject teachers of class XI MA NUHIYAH Pampusuang will prepare lesson plans according to students' needs so that the learning process is more focused and carried out well.

2. For students of class XI MA Nuhiyah Pampusuang

After knowing the problems of students in learning English for class XI MA Nuhiyah Pampusuang, the researcher provides suggestions to students to follow English learning properly and not to miss the discussion given by the subject teacher because the reviews of each have their own relationship.

3. For Further Researchers

The researcher hopes as a development of teaching materials and can be used as material in the preparation of further lesson plans, the researcher hopes that the results of this study will become material and reference to be used as guidelines and references for further learning in order to provide student needs.

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APPENDIX I: List Question to the English Teacher of Class XI MA

NUHIYAH Pampusuang

Pertanyaan untuk wawancara kepada Guru mata Pelajaran Bahasa Inggris di MA NUHIYAH Pampusuang.

1. Apakah Bapak/ Ibu menyiapkan RPP untuk mengajar di kelas? Mengapa?
2. Menurut Bapak/ Ibu, apakah RPP yang dibuat berdasarkan kebutuhan mahasiswa itu diperlukan?
3. Apakah Bapak/Ibu menyiapkan bahan ajar/materi dalam mengajar? Mengapa?
4. Topik-topik apa saja yang Bapak/Ibu berikan dalam materi mata pelajaran Bahasa Inggris?
5. Apa saja sumber-sumber materi yang Bapak/Ibu gunakan dalam mengajar Bahasa Inggris?
6. Media apa saja yang Bapak/Ibu gunakan sehingga dapat membantu siswa memahami materi ajar?
7. Metode apa yang biasa Bapak/Ibu gunakan untuk mengajar di kelas?
8. Bagaimanakah tingkat kemampuan rata-rata siswa dalam belajar komponen bahasa (*Vocabulary, grammar, pronunciation*) keterampilan (*reading, listening,*
9. *writing, dan speaking*)? Apakah mereka dapat mengikuti dengan baik?
10. Bentuk penilaian seperti apa saja yang biasa Bapak/Ibu berikan kepada mahasiswa?

11. Apakah masalah yang Bapak/Ibu hadapi dalam mengajar Bahasa Inggris di kelas XI MA NUHIYAH Pambusuang?
12. Apa harapan Bapak/Ibu terhadap mata pelajaran Bahasa Inggris kedepannya?

APPENDIX 2: questionnaire to the students

Angket Analisis Kebutuhan Siswa kelas XI Dalam Mata Pelajaran Bahasa Inggris di MA NUHIYAH Pambusuang.

1. Apa alasan anda belajar Bahasa Inggris? (bisa memilih lebih dari satu)

- a. Karena wajib
- b. Agar mampu berkomunikasi menggunakan Bahasa Inggris
- c. Bahasa Inggris merupakan bahasa Internasional

Lainnya (sebutkan) ...

2. Metode apa yang paling Anda sukai dalam belajar bahasa Inggris? (boleh memilih lebih dari satu jawaban)

- a. Menjelaskan dengan bantuan papan tulis
- b. Menjelaskan dengan bantuan LCD/power point
- c. Memperagakan di depan kelas
- d. Menjelaskan dengan menggunakan gambar
- e. Tanya jawab
- f. Permainan
- g. Bermain peran
- h. Belajar mandiri
- i. Aktivitas di luar kelas
- j. Menghapal kosa kata

Lainnya (sebutkan) ...

3. Keterampilan Berbahasa Inggris manakah paling Anda butuhkan?

- a. *Speaking* (Berbicara)
- b. *Writing* (Menulis)
- c. *Reading* (membaca)
- d. *Listening* (Mendengarkan)

4. Dalam materi "offers and suggestion" topik manakah yang Anda sukai? (boleh memilih lebih dari satu jawaban).

- a. Membuat kalimat offers di area sekolah
 - b. Membuat kalimat offers di area kantin
 - c. Membuat kalimat offers di area rumah
 - d. Membuat kalimat asking & giving suggestion kepada teman kelas
 - e. Membuat kalimat asking & giving suggestion kepada adik atau kakak
 - f. Membuat kalimat asking suggestion kepada guru
 - g. Membuat kalimat asking suggestion kepada orangtua
- Lainnya.....

5. Dalam materi "opinion and thoughts" topik manakah yang Anda sukai? (boleh memilih lebih dari satu jawaban).

- a. Membuat kalimat asking & giving opinion tentang penampilan/gaya berpakaian
- b. Membuat kalimat asking & giving opinion tentang rasa
- c. Membuat kalimat asking & giving opinion tentang film
- d. Membuat kalimat yang bersifat agreement

- e. Membuat kalimat yang bersifat disagreeemen

Lainnya.....

6. Dalam materi "invitation" topik manakah yang Anda sukai? (boleh memilih lebih dari satu jawaban).

- a. Membuat undangan pernikahan
- b. Membuat undangan ulang tahun
- c. Membuat undangan resmi kepada para pejabat pemerintahan
- d. Membuat undangan persemian perusahaan baru
- e. Membuat undangan menghadiri pameran

Lainnya.....

7. Dalam materi "Natural Disasters-An Exposition" topik manakah yang Anda sukai? (boleh memilih lebih dari satu jawaban).

- a. Membuat teks eksposisi tentang gempa bumi dan tsunami 2018 di Palu Sulteng
- b. Menganalisis teks eksposisi mengenai kebakaran yang marak terjadi belakangan ini
- c. Membuat teks eksposisi tentang COVID-19
- d. Menganalisis teks eksposisi mengenai tsunami Aceh tahun 2004
- e. Membuat teks eksposisi tentang kejadian gempa bumi 6,2 M 2021 menggunakan analytical eksposisi dan hortatory eksposisi

Lainnya.....

8. Dalam materi "Writing letter" topik manakah yang Anda sukai? (boleh memilih lebih dari satu jawaban).

- a. Membuat surat untuk sahabat atau teman karib
- b. Membuat surat untuk seseorang yang special
- c. Membuat surat untuk keluarga yang jauh
- d. Membuat surat untuk artis idola

Lainnya.....

9. Dalam materi Meaning "Trough Music" topik manakah yang Anda sukai? (boleh memilih lebih dari satu jawaban).

- a. Mengartikan fungsi sosial dan unsur kebahasaan dalam jenis lagu romantic
- b. Mengartikan fungsi sosial dan unsur kebahasaan dalam jenis lagu sedih
- c. Mengartikan fungsi sosial dan unsur kebahasaan dalam jenis lagu tentang percintaan
- d. Mengartikan fungsi sosial dan unsur kebahasaan dalam jenis lagu tentang impian dan harapan
- e. Mengartikan fungsi sosial dan unsur kebahasaan dalam lagu tentang kenangan dan nostalgia

Lainnya.....

10. Dalam materi "Explain This" topik manakah yang Anda sukai? (boleh memilih lebih dari satu jawaban).

- a. Membuat teks ekplanasi tentang hal-hal yang ada di sekitar kita
- b. Membuat teks ekplanasi tentang hal-hal yang terjadi baru-baru ini di Indonesia

- c. Menganalisa teks eksplanasi tentang hal-hal yang terjadi di luar Indonesia
 - d. Membuat teks ekplanasi tentang fenomena yang marak terjadi di dunia saat ini
- Lainnya.....

11. Apa jenis alat bantu/media pembelajaran manakah yang Anda sukai dalam mata pelajaran Bahasa Inggris?

- a. Gambar
- b. Penggunaan papan tulis
- c. Layar LCD
- d. Media kartu
- e. Audio/ CD
- f. Alat peraga
- g. Media nyata

Lainnya (sebutkan) ...

12. Menurut Anda, bentuk soal/penilaian yang sering diberikan oleh Guru adalah...

- a. Pilihan ganda
- b. Essay / Isian
- c. Tanya jawab langsung
- d. Keaktifan di kelas
- e. Portofolio/unjuk kerja
- f. Tampil di depan kelas
- g. Kerja kelompok

Lainnya (sebutkan)

13. Bentuk soal/ penilaian manakah yang Anda sukai?

- a. Pilihan Ganda
- b. Essay / Isian
- c. Tanya jawab langsung
- d. Keaktifan di kelas
- e. Portofolio/unjuk kerja
- f. Tampil di depan kelas
- g. Kerja kelompok

Lainnya (sebutkan)

14. Bentuk kegiatan apa yang Anda senangi dalam belajar Bahasa Inggris? (boleh memilih lebih dari 1 jawaban)

- a. Membuat kalimat/paragraf/essay
- b. Mengartikan kosakata
- c. Mendengarkan musik/lagu
- d. Mengisi lirik lagu
- e. Latihan pengucapan kosakata
- f. Menjawab pertanyaan yang diberikan oleh guru
- g. Melengkapi isi teks yang hilang
- h. Menjodohkan pertanyaan dengan jawaban yang tepat
- i. Bercerita di depan kelas
- j. Membuat karya/unjuk kerja
- k. Games/permainan

- l. Menentukan pernyataan benar atau salah
- m. Menemukan kosakata dalam kotak huruf acak
- n. Bermain peran bersama teman-teman

Lainnya (sebutkan)

15. Apa saja sarana belajar yang Anda inginkan ada di sekolah kalian? (boleh memilih lebih dari 1 jawaban)

- a. Perpustakaan
- b. Lab bahasa
- c. Gambar
- d. Kaset rekaman Bahasa Inggris
- e. LCD / Laptop
- f. Media Nyata
- g. Alat Peraga

Lainnya (sebutkan)

16. Bagaimanakah cara belajar yang Anda Sukai?

- a. Individu
- b. Berpasangan
- c. Berkelompok
- d. Diskusi Kelas

17. Faktor apa saja yang menjadi Kendala Anda dalam Pembelajaran Bahasa Inggris? (bisa memilih lebih dari satu)

- a. Pengucapan (*Pronunciation*)
- b. Kosakata (*Vocabulary*)

- c. Kelancaran (*Fluency*)
- d. Kepercayaan diri (Self-confident)

Lainnya (Sebutkan)...

18. Apakah Harapan Anda setelah belajar Pembelajaran Bahasa Inggris?

- a. Dapat berbicara menggunakan Bahasa Inggris dengan baik.
- b. Memiliki banyak Kosakata (Vocabulary) Bahasa Inggris.
- c. Dapat menulis Bahasa Inggris dengan Baik dan tepat.
- d. Kepercayaan diri bertambah

Lainnya (Sebutkan) ...

APPENDIX 3 : Interview to the teacher of Class XI MA NUHIYAH

Pambusuang

Responden		MAAM SALMIAH S.Pd	
Tanggal Pelaksanaan		Kamis, 05 Desember 2024	
NO	QUESTIONER	ANSWER	TRANSLATE
1	Apakah Bapak/ Ibu menyiapkan RPS untuk mengajar di kelas? Mengapa?	Kalau ditanya soal menyiapkan RPP, otomatis kita harus menyiapkan RPP karena itu adalah salah satu bagian yang terpenting. Ketika mau melaksanakan pembelajaran diruangan, kenapa! Karena fungsi RPP itu sendiri sebagai pedoman dalam menjalankan kegiatan pembelajaran supaya kita lebih terarah untuk memberikan materi	If asked about preparing RPP, we automatically have to prepare RPP because it is one of the most important parts when we want to carry out learning in the room, why! Because the function of RPP itself is as a guideline in carrying out learning activities so that we are more focused on providing material to the children. I think so.

		kepada anak-anak tersebut. Saya kira begitu.	
2	Menurut Bapak/ Ibu, apakah RPP yang dibuat berdasarkan kebutuhan mahasiswa itu diperlukan?	Oke, kalau sekarang kalau berbicara tentang kebutuhan siswa otomatis sekarang itu, eh RPP memang kita harus berpatokan kepada kebutuhan siswa itu sendiri, karena kenapa? Eeh dalam membuat RPP itu sendiri kita harus melihat karakteristik anak-anak tersebut apa kebutuhannya, terus eeh bagian yang mereka butuhkan seperti apa, eeh bagaimana mempersiapkannya ketertarikan dan kebutuhan lainnya. Saya kira seperti itu harus memang di siapkan.	Okay, if now if we talk about students' needs automatically now, eh RPP we must refer to the needs of the students themselves, because why? Eeh in making the RPP itself we must see the characteristics of the children, what are their needs, then eh what parts do they need, eh how to prepare their interests and other needs. I think that must be prepared.

3	<p>Apakah Bapak/Ibu menyiapkan bahan ajar/materi dalam mengajar? Mengapa?</p>	<p>kalau materi otomatis kita harus mempersiapkan sebelumnya sebelum masuk dalam ruangan atau melakukan pembelajaran terhadap siswa tersebut. Alasannya kenapa? Supaya lebih terorganisir apa yang harus diberikan kepada siswa tersebut. Kita tidak serta merta atau memberikan materinya itu kayak dadakan tapi ada memang tujuan sebagai pedoman bagi guru dan siswa dalam proses belajar mengajar, terus digunakan juga sebagai alat evaluasi sehingga kita tahu kemampuan siswa seperti</p>	<p>if the material is automatic we have to prepare it beforehand before entering the room or conducting learning for the students. The reason why? So that it is more organized what should be given to the students. We do not just give the material or give it like a sudden but there is indeed a purpose as a guideline for teachers and students in the teaching and learning process, and it is also used as an evaluation tool so that we know what the students'</p>
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		apa dan bagaimana. Mungkin seperti itu.	abilities are like and how. Maybe like that.
4	Apa saja sumber-sumber materi yang Bapak/Ibu gunakan dalam mengajar Bahasa Inggris?	Kalau sumber materi otomatis yang pertama itu kita pakai buku paket karena kita memang merujuk ke buku paket Adapun tambahannya seperti kalau memang di dalam buku paket tersebut dibutuhkan koneksinya ke hal seperti grammar kah, ataukah vocabulary, ataukah semacam keterampilan listening, writing dan yang lain. Jadi saya kira memang ehh saling berkaitan antara buku pegangan yang harus digunakan sebagai guru dan begitupun buku paket untuk siswa itu sendiri.	If the first automatic source of material is that we use textbooks because we do refer to textbooks. As for the additions, such as if the textbook requires a connection to things like grammar, or vocabulary, or listening skills, writing and others. So I think there is indeed an interconnection between the reference books that must be used as teachers and the textbooks for the students themselves. So, there is indeed a

		Jadi, ada memang koneksi antara yang satu dan yang lainnya.	connection between one and the other.
5	Media apa saja yang Bapak/Ibu gunakan sehingga dapat membantu siswa memahami materi ajar?	Media, kalau bicara soal media berarti sama dengan alat yang biasa digunakan. Yah biasanya selain buku paket itu sendiri biasa kita pakai kayak proyektor sebagai alat untuk visual terus kadang juga kita pakai sebagai alat audio, audio itu berarti kayak tape atau recording untuk melatih listeningnya siswa, biasa juga audio visual artinya diputarakan proyektor sekalian diputarakan juga yang kayak tape nya itu untuk recordnya. Kalau media ya bisa juga kayak kita ambil di aplikasi lah	Media, when talking about media means the same as the tools that are commonly used. Well, usually besides the textbook itself, we usually use something like a projector as a visual tool and sometimes we also use it as an audio tool, audio means something like a tape or recording to train students' listening, usually audio visual means that the projector is played while also playing something

		<p>untuk mereka penambahan pembelajaran pada siswa itu sendiri sehingga bisa menambah juga mereka pengetahuan, wawasan mereka tentang penggunaan aplikasi ini untuk pembelajaran seperti canva, atau apa kan bisa digunakan untuk pembelajaran. Biasanya kita gunakan canva atau kayak google formnya.</p>	<p>like the tape for the record. If it's media, we can also take it in the application for them to add to the learning for the students themselves so that they can also increase their knowledge, their insight about using this application for learning like Canva, or whatever can be used for learning. Usually we use Canva or something like Google Form.</p>
6	<p>Metode apa yang biasa Bapak/Ibu gunakan untuk mengajar di kelas?</p>	<p>.....” Metode yang kayak ada feedbaknya metode kayak ceramah, tanya jawab boleh, bisa juga kayak metode ehh</p>	<p>.....” Methods that have feedback, methods like lectures, Q&A are allowed, can also be like</p>

		<p>secara tertulis, ada metode secara lisan, ada yang kayak membuat kayak games, itu termasuk supaya anak anak lebih tertarik dalam mengikuti pembelajaran tersebut. Kalau yang saya paling sering gunakan itu,yang lewat lisan atau secara langsung toh, ada juga yang kayak games, terus ada juga yang kayak ehheh semacam dikasi kayak media terus mereka yang merancang sendiri bagaimana caranya untuk mereka memahami dari media itu eh dia langsung bisa menjelaskan apa maksud dari sebuah pembelajaran yang dikasih.</p>	<p>written methods, there are oral methods, some are like making games, that is included so that children are more interested in following the learning. The one I use most often is the one that is verbal or direct, there are also games, then there are also those like ehheh like given like media then they design themselves how to understand from the media eh he can immediately explain what the meaning of a learning that is given is.</p>
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7	<p>Bagaimanakah tingkat kemampuan rata-rata siswa dalam belajar komponen bahasa (<i>Vocabulary, grammar, pronunciation</i>) keterampilan (<i>reading, listening, writing, dan speaking</i>)? Apakah mereka dapat mengikuti dengan baik?</p>	<p>Kalau dilihat rata-ratanya, kalau kita rata-ratakan secara keseluruhan itu yang tadi pertanyaannya, kita tidak mengambil standar yang eh 72-77 lah keatas, itu kalau standar rata-ratanya. Karena masing-masing anak punya kemampuan tersendiri di dalam memahami Pelajaran, ada yang masih standar sekali ada yang memang high diatasnya dari itu. Jadi kita tidak bisa bilang semisalnya sebegini persen dalam ruangan ini anak-anak semisalnya 72% lah atau sampai 75% begitu kalau rata-ratanya</p>	<p>If we look at the average, if we average it as a whole, that's what the question was earlier, we don't take the standard that is eh 72-77 and above, that's the average standard. Because each child has their own ability in understanding the lesson, some are still very standard, some are indeed high above that. So we can't say for example this percentage in this room of children for example 72% or up to 75% like that if the average is in</p>
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		dalam memahami Bahasa Inggris itu sendiri.	understanding English itself.
8	Bentuk penilaian seperti apa saja yang biasa Bapak/Ibu berikan kepada mahasiswa?	Kalau penilaian, ada penilaian kayak tertulis, ada penilaian lisan, ada yang dibidang penilaian sumatif, aformatif. Itu semua memang saling berkaitan Ketika berlangsung pembelajaran dalam ruangan.	If the assessment, there is a written assessment, in the oral assessment, there is something called summative, aformative assessment. All of them are indeed interrelated when learning takes place in the classroom.
9	Apakah masalah yang Bapak/Ibu hadapi dalam mengajar Bahasa Inggris di kelas XI MA NUHIYAH Pambusuang?	Kalau kendala sih banyak, tapi kalau kita mau ambil sampelnya semisal kendalaanya mungkin siswa itu sendiri kurang dari vocabulary nya, terus caranya artinya siswa itu sendiri susah melafalkan atau	There are many obstacles, but if we want to take a sample, for example, the obstacle may be that the students themselves lack vocabulary, then the method means that

		<p>mengucapkan, terus mungkin juga kurang daya dukung untuk di kelas itu sendiri, terus mungkin juga anak-anak kurang percaya dirinya. Tapi inimi yang paling mendasar sekali kalau kurang percaya diri karena akan merembet ke hal-hal yang lain sehingga anak-anak malu untuk mengucapkan vocab dan hafalan dan yang lain. Mungkin itu.</p>	<p>the students themselves have difficulty pronouncing or saying it, then maybe there is also a lack of support in the class itself, and maybe the children lack self-confidence. But this is the most basic thing if there is a lack of self-confidence because it will spread to other things so that children are embarrassed to pronounce vocabulary and memorization and others. Maybe that's it.</p>
10	<p>Apa harapan Bapak/Ibu terhadap mata pelajaran</p>	<p>Kalau saya sih dari dulu sampai sekarang harapannya Cuma satu</p>	<p>For me, from the past until now, I only hope that the children can</p>

	<p>Bahasa Inggris kedepannya?</p>	<p>anak-anak itu bisa lebih termotivasi untuk belajar Bahasa Inggris, paling tidak dia tahu dasarnya sehingga Ketika selesai mungkin tidak terlalu banyak masalah atau problem yang mereka hadapi diluar Ketika selesai. Karena kenapa! Kedepan itu akan lebih banyak dihadapkan sama yang namanya Bahasa Inggris jadi memang dibutuhkan disini motivasi untuk mereka supaya lebih dan lebih untuk perlu mengetahui dan belajar Bahasa Inggris itu sendiri, meskipun Cuma dasarnya yang dia tahu, itu sih harapannya.</p>	<p>be more motivated to learn English, at least they know the basics so that when they finish, they may not face too many problems or issues outside when they finish. Because why! In the future, they will be faced with more of what is called English, so motivation is needed here for them to need to know and learn English itself, even though they only know the basics, that's the hope.</p>
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APENDIX 4 : INTERVIEW AND GIVING QUESTIONNAIRE DOCUMENTATION



CURRICULUM VITAE



Takbir is the name of the author of this thesis. The author was born in Pambusuang village, Balanipa District, Polewali Mandar Regency, on December 27, 2000. He is the first child of 3 siblings, a couple of Mr. Suherman and Mrs. Nurlela. The author's education began at MI NUHIYAH Pambusuang (graduated in 2013), then the author continued his education at Madrasah Tsanawiyah NUHIYAH Pambusuang (graduated in 2016), then continued his education at MA NUHIYAH Pambusuang (graduated in 2019). In 2019, the researcher took part in the university entrance selection through the UM PTKIN route and was then declared to have passed at STAIN Majene, Department of Tarbiyah and Teacher Training, English Language Education Study Program. With perseverance, high motivation to continue learning and trying, the author managed to complete this thesis. Hopefully this thesis can make a positive contribution to the world of education. Finally, the author would like to express his deepest gratitude for the completion of the thesis entitled "STUDENT'S NEED ANALYSIS IN LEARNING ENGLISH FOR Eleventh GRADE OF MA NUHIYAH PAMBUSUANG."