

# A Need Analysis of Evening English Program for Students At Pondok Pesantren Nur Syamzam Kolaka

Kadaruddin, Mirdayanti

<sup>1</sup>Sembilanbelas November University, Indonesia

---

## **Abstract:**

The research was aimed to conduct a need analysis of students who took part in the Evening English program. In addition to knowing the needs of students, this research also was to describe the English syllabus for the future learning in the program that can be based on what students need. This research implemented qualitative design to carry out the research in order to find out the needs of the students before developing a syllabus for the Evening English program. To collect research data, the researcher employed questionnaire to 20 students who joined the Evening English program. In addition, five of them were interviewed to find out more about their needs. After analyzing the students' answers on the questionnaires and the interviews, the researcher developed a syllabus that could cater all of the students' needs. The students stated that they wanted to improve their English skills, namely speaking, listening, writing, and reading. In addition, the researcher also made sure to include materials that the students wanted to learn about, such as vocabularies, grammar, kinds of texts, greetings and leave takings, etc. The researcher also made sure to deliver these materials by incorporating fun activities such as role playing, discussion, reading aloud, story chains, etc. The researcher also developed a syllabus specifically to improve the students' English skills.

**Key Word:** Students' need; Syllabus; Evening English Program

---

Date of Submission: 11-09-2022

Date of Acceptance: 28-09-2022

---

## **I. Introduction**

The presentations from time to time, starting from the development of the economy, technology, and the proliferation of international markets, make English, which is a global language, greatly influences all aspects of life so that it becomes one of the conditions for Indonesian people to be able to compete in the developments of that era. Not only that, language takes part in every ambition that students want to achieve. Mastering global languages is the main requirement at the education level which forces them to master this global language. Therefore, learning English has been taught at the school, *madrasah* and *pesantren* levels.

*Pesantren* itself is an educational and religious institution that seeks to preserve, teach and spread Islamic teachings as well as train students to be ready and able to be independent, and have the basis of the Islamic religious spirit both from education providers and education participants. However, along with the times, many *pesantren* have included 'world' education, namely education that is intended to equip students with life skills so that they are able to survive in this world, including language learning. It includes *Pondok Pesantren Nur Syamzam Kolaka* which makes English language learning a mandatory program for its students.

Learning English in Islamic boarding schools itself is a program that must be mastered by students with the principle of thought, that all Muslims are obliged to spread and convey Islam to all mankind, wherever they are. English is believed to be the language that must be mastered, considering that English is an international language and is used by most of the nations of the world.

The demand for mastery of English for students makes formal learning in the classroom not enough to be a forum for their language development. Therefore, *Pondok Pesantren Nur Syamzam Kolaka* created a special program which focused on developing English language skills. This program was called "Evening English". This program had been running for a couple of months. This program ran only on the instinct of the teacher who teaches English at the program, but it was not in accordance with what the students need. Thus, students only learnt without being able to apply the knowledge they get. Therefore, the researcher tried to re-analyze the program. In this case, it included learning material, so that this program could become an additional forum for students to fulfill all the hopes and demands of the globalization era without overriding what they need. In the end, through this program, the boarding school wanted to produce students who have English skills according to their needs and of course can compete in the current era.

In the process of re-analyzing the Evening English Program, the researcher needed to do a need analysis to find out what kind of English they want to know, in addition to the knowledge they get in formal classroom learning. Through this need analysis, the researcher designed a syllabus that is suitable for students.

Needs analysis was chosen as the best way to find out the importance of the need for materials and learning methods that really suited the needs of students (Ali & Salih, 2013). Furthermore, Haque (2014) also argues that by conducting a needs analysis, we can set learning objectives, guide the selection of teaching content, and modify the syllabus, methodology, and learning approach. In conclusion, needs analysis is the foundation for developing curriculum content, teaching materials, and teaching methods that can increase students' motivation and success (Otilia, 2015).

In another research, Ramani & Pushpanathan (2015) found that it is important to understand how students perceive their English language needs by finding the background of students and the factors that cause changes in their language needs. This is considered important to be used as constructive information in preparing the curriculum. Another research conducted by Boroujeni and Fard (2013) concluded that conducting a needs analysis can help find out whether the program is suitable for the goals and objectives of learners to learn a language and, at the same time, can be used to help improve various components of a more comprehensive program oriented to the needs of the learners.

Based on the research presented above, needs analysis plays an important role in teaching because through needs analysis, students, teachers, teaching materials, teaching procedures; all can be connected harmoniously in order to improve the learning process of students, therefore, researcher is motivated to conduct a need analysis of students who take part in the evening English program. In addition to knowing the needs of students, this can also evaluate existing programs for the future learning in the program can be based on what students need. Based on the results of the need analysis, the researcher would suggest a syllabus that can be used as a teaching guidance in the Evening English Program at *Pondok Pesantren Nur Syamzam Kolaka*

## **II. Material And Methods**

### **Design of the Research**

In this research, the researcher used a qualitative descriptive method. Qualitative descriptive was used in this research because the data obtained by the researcher was in the form of qualitative data which the researcher described descriptively. Descriptive design was suitable for this research because it was able to describe what students need in English and what materials are suitable for them (Arikunto, 2019).

### **Setting of the Research**

This research was conducted at *Pondok Pesantren Nur Syamzam Kolaka* on an academic year 2021/ 2022. The school was located in Jl. Sangia Nibandera in Kolaka regency, Southeast Sulawesi province. The researcher chose this location because *Pondok Pesantren Nur Syamzam Kolaka* was a *pondok pesantren* that has just been open for two years and offers a unique English learning program that has piqued academics' curiosity in observing what kind of English learning student needs.

### **Subjects of the Research**

The subjects of this research were the students at *Pondok Pesantren Nur Syamzam Kolaka*. There were 20 subjects that consisted of 10 high school students and 10 junior high school students. The researcher chose the students because those students took part in the Evening English program at *Pondok Pesantren Nur Syamzam Kolaka*.

### **Instruments of the Research**

Instrument is tools that are required to get information. According to Arikunto (2019), the research instrument is a tool for conducting research that employs research procedures. The validity of the research results is determined by the research instrument. The researcher employed questionnaire and interview sessions in this research in order to find out about the students' needs which were used to design the syllabus for the English Evening program.

Questionnaire is the list of questions or statements that are given to participants (Sugiyono in H Maskhurin, 2014). Furthermore, he explained that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent. The researcher formulated 25 questions to conduct the need analysis. It was divided into two categories, namely target situation analysis and learning needs analysis. To describe the purposes of each question contained in the questionnaire, the researcher made the following questionnaire guidelines.

**Table 1. Questionnaire Guidelines**

Target	Aspect	Purpose	Sub Component	Item No.	Source
	Necessities	To find out the students' necessities in learning English.	Goal	1,2,3,4	
			Material	5	
			Purpose of skill	6,7,8,9	
Learning Needs Analysis	Lacks	To find out the students' problems in learning English	Skill problem	10	Hutchinson Ahmad and Munir (2012)
			Situation and condition issues	11	
	Wants	To find out what and how the students want to learn English.	Grouping preferences	12	
			Teachers' role	13	
			Desired skills	14	
			Desired activities	15,16,17,18	
	Input	To find out how students learn and access materials.	Learning in free time	19	
			Accessing materials	20	
	Students' preferences	To find out the students' preferred activity and learning motivation	Types of activity	21	
			Motivation	22	
Learning place			23		
Preferred setting	To find out students' preferred meetings	Meetings	24		
Teachers' participation	To find out students' preferred teachers' actions	Preferred teachers	25		

An interview is a conversation between an interviewer and an interviewee in which the interviewer asks the interviewee a series of questions that the interviewee must respond to. According to Ary et al. in Maskhurin (2014) in an interview, data are obtained through face-to-face or telephone interaction between the interviewer and the respondent. As a result, in this scenario, the interviewer must combine data collection with direct involvement or dialogue. It can, however, be done in person or via the internet to make the interview process easier and more instant. The interview subjects were five students. The researcher conducted face to face interview with the subjects. The interview was carried out in five days since there were many questions to be asked to each subject. The researcher also recorded and made a transcription for each interview session. The following table depicts the interview that were asked.

**Table 2. Interview Guidelines**

Target Situation	Aspect	Purpose	Sub Component	Item No.	Source
	Necessities	To find out the students' necessities in learning English.	Goal	1,2,3,4	Hutchinson Ahmad and Munir (2012)
			Material	5	
			Purpose of skill	6,7,8,9	
Lacks	To find out the students' problems in learning English	Skill problem	10		
		Situation and condition issues	11		
Wants	To find out what and how the students want to learn English.	Grouping preferences	12		
		Teachers' role	13		
		Desired skills	14		
		Desired activities	15,16,17,18		
Learning Needs Analysis	Input	To find out how students learn and access materials.	Learning in free time	19	
			Accessing materials	20	
Students'	To find out the students' preferred	Types of activity	21		

preferences	activity and learningmotivation	Motivation	22
		Learning place	23
Preferred setting	To find out students' preferred meetings	Meetings	24
Teachers' participation	To find out students' preferred teachers'	Preferredteachers	25
	actions		

### Data Collection Technique

The researcher employs the triangulation technique in this research. Triangulation may be described as the employment of two or more methods of data collecting in the research of some aspect of human behavior (Cohen in H Maskhurin, 2014). It indicates that the researcher collects data using two or more techniques in order to ensure validity. Denzin in H Maskhurin (2014) noted that triangulation has four strategies, namely source triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation are the four methods.

This research utilizes methodological triangulation to determine data validity based on these sorts of triangulation. Furthermore, the researcher collects data using an interview guide that is supplemented with a questionnaire, as well as paperwork that can show if the participants are appropriate.

### Data Analysis Technique

There were two sources of data in this research, namely interview and questionnaire. The interview data was qualitative and the questionnaire data was quantitative. It means that both data had to be analysed differently. This section explains how both data were analyzed.

### Interview Analysis

According to Sugiyono in Maskhurin (2014), the researcher employs descriptive qualitative analysis to analyze the data. In descriptive qualitative research, there were three activities to examine data. The first was data reduction. It was the process of selecting, identifying, classifying, and coding the data that were considered important. The researcher collected a large amount of data while performing research. The researcher must reduce the data before analyzing it to make sure that only useful information was gathered. The data was gathered through an interview and a questionnaire. The researcher next picks, identifies, and focuses on the data using the research problem formulation as a guide.

The second was data display. It means the process to present the data in the form of sentence, narrative, or table. The term "data display" refers to the presentation of data that has been reduced to patterns. It was beneficial in assisting the researcher in comprehending the data. Basically, it means picking the information, and then organizes it into meaningful sentences.

The last was conclusion drawing/verification. Conclusion and verification were the final steps in the process. If the previous data conclusion can be supported by validity and consistency when the researcher returns to the field, the result was believable. The researcher draws conclusions from the data display in this research.

### Questionnaire Analysis

The researcher employed several steps to analyse the questionnaire data which were adapted from Sugiyono (2012). The steps were explained below.

1. The researcher gathered how many students marked the options on each item of the questionnaire.
2. The researcher tabulated the amounts of choices on each option.
3. The researcher calculated the percentage of each item by using the following formula. t

$$P = \frac{F}{N} \times 100 \%$$

Notes :

P = Percentage

F = Frequency of each students' answer N = Total number of respondent

### **Procedure of the Research**

This section discusses the research procedure from beginning to end. These measures were taken from Tayie in Hendra (2020) and modified as needed for use in this research. The steps were as follows.

a. Selection of problems and determination of research questions

The researcher found that there was a reoccurring phenomenon that occurs everywhere related to learning English.

The researcher was interested in knowing what the needs of the target students were.

b. Overview of existing research and theory

The researcher began to collect data on the topic in this step. There were various data obtained from various sources that helped in developing theories as well as to support the opinion of the researcher about what the needs of target students were. These factors were collected, then narrowed down to make the research less extensive. The researcher then divided the target students' needs into three parts; needs, lacks and wants.

c. Determination of the right research methodology and design

After determining the topic and research questions, as well as reviewing previous theories, the researcher decided to use a qualitative descriptive method to answer the research questions. It was chosen because the researcher considered that the method was the most appropriate to describe the phenomenon.

d. Data collection

Data were obtained through questionnaires and interviews with students. The questionnaire consisted of several questions related to the topic. After that, the researcher analyzed the questionnaires and picked five students to be interviewed.

e. Data analysis and interpretation

In this step, the researcher analyzed the data obtained previously. The data was processed and entered into a list based on what students need most. After analyzing the data, the researcher draw conclusions about the topic.

f. Presentation of results

The last step of this research was the presentation of the results as outlined in the form of a complete thesis which includes the background of the research, previous research related to the thesis, research methods and discussion.

### **III. Result**

Through the questionnaires and the interviews, the researcher was able to analyze the students' target situation which consisted of the students' necessities, lacks, and wants. In addition, the researcher also discovered the students' learning needs analysis which consisted of the students' language skills, learning activities, and material preferences in English learning.

#### **Target Situation Analysis**

Target situation is the situation in which the language learners will be using the language they are learning. Therefore, syllabus designers need to know the students' necessities, lacks, and wants before designing syllabus. This is to make sure that the effective of the learning activities in the classrooms.

#### **Necessities**

Necessities refer to what learners need to know in order to be effective in the target situation. Necessities are divided into three categories: goal, material, and purpose of skill. To find out the students' necessities, the researcher included 9 questions on the questionnaire regarding their necessities. The recapitulation of the students' answers regarding the matter can be seen below.

**Table 3. Target Situation: Necessities (Goal)**

Item no.	Question	Options	N	F	(%)
1.	I learn English to ...	Pursue higher education	20	4	20
		Be successful in your future profession	20	15	75
		Chat with strangers	20	1	5
		Talk to friends and family	20	0	0
		Understand films that use English	20	0	0

The students' answers regarding their goal shows that 75% of them learnt English because they thought it could help them to be successful in the future. This is in line with the student's answer on the interview below.

"Mmm. English is an international language. Now, English is used everywhere. It will also be used in

workplaces. I want to learn English from now on because it must be used later.” (Interview/A6)

The student above wanted to learn English because English is used in so many aspects in life, such as education, workplaces, politics, etc. Mastering English means being one step ahead of other people in the future.

**Table 4. Target Situation: Necessities (Goal)**

Itemno.	Question	Options	N	F	(%)
2.	I use English when...	I'm studying in English class	20	18	90
		I'm reading English texts	20	1	5
		I'm at home.	20	0	0
		Someone talks in English to me	20	1	5

According to the result of the questionnaire, 90% of the students used English whenever they had English lessons. The students explained more on the interview which can be seen on the excerpt below.

“Usually at school because there’s nobody to talk to in English at home. Sometimes, there are friends at school who invite me to speak in English, so I just go with the flow.” (Interview/A8)

“Never at home, There’s no friend to speak in English with. So, I only do it at school, but that is also pretty rare because I only speak with the teacher.” (Interview/B8)

The students above explained that they mostly only use English in classes during English lessons because they did not have friends at home to practice English with. They added that some of their friends invited them to have English conversations with at school in which they agreed to do so.

**Table 5. Target Situation: Necessities (Goal)**

Itemno.	Question	Options	N	F	(%)
3.	I am...to learn English.	Very interested	20	17	85
		Interested	20	3	15
		Neutral	20	0	0
		Not interested	20	0	0
		Very not interested	20	0	0

The analysis of item number three showed that 85% of the students were very interested in learning English. The students were asked further about it on the interview. The excerpts can be seen below.

“I am very interested, sis. English is used everywhere, especially in workplaces. I also want to be able to communicate with foreigners. Who knows I’ll be able to go abroad one day.” (Interview/D10)

“Very interested because English is cool, obviously. Other than that, we can also access lots of information on the internet because English is an international language.” (Interview/C10)

The students above answered “very interested” on item number three, therefore they were interviewed for this question. On the interview, they stated that they were very interested because English is used everywhere, especially in workplaces. They added that they can access a lot of information on the internet which are mostly in English due to its status as an international language.

**Table 6. Target Situation: Necessities (Goal)**

Itemno.	Question	Options	N	F	(%)
4.	I... use English when studying.	Often	20	14	70
		Usually	20	4	20
		Seldom	20	2	10
		Never	20	0	0

70% of the students stated that they often use English when studying. The students’ reasons varied. The excerpts of the interview can be seen below.

“I usually use google whenever I don’t know something. Sometimes, I use English for that.” (Interview/E12)

“Usually, there are more information on the internet in English. So, I usually look for articles in English whenever I want to know something” (Interview/C12)

The students stated that they often use Google to obtain more information about a certain topic. From their statements, the researcher also concluded that they were really interested in learning English which was proven by how much they try to incorporate English in their daily life, including in learning on their own.

**Table 7. Target Situation: Necessities (Materials)**

Itemno.	Question	Options	N	F	(%)
5.	I want to learn about...	Greetings and leave taking	20	0	0
		Grammar	20	8	40
		Prepositions of time and place	20	2	10
		Asking and giving opinion	20	0	0
		Vocabulary	20	10	50
		Kinds of texts	20	0	0
		Tenses	20	0	0
		Part of speech	20	0	0

Based on the analysis of the question above, the researcher ranked some of the materials that the students wanted to learn. The first place was taken by "vocabulary" which was chosen by 50%. The second place was taken by "grammar" which was chosen by 40% of the students. Finally, "prepositions of time and place" took the last place with 10% of vote.

"I want to learn more about vocabularies, sis. I don't know much English words, so I want to learn more about it" (Interview/A14)

"Grammar. I want to learn grammar because if I speak English incorrectly, I'll be laughed at." (Interview/D14)

"I'm lacking in vocabulary so I can't communicate in English" (Interview/A14)

The students stated that they wanted to learn more English vocabularies because they were lacking in it which made them unable to communicate in English. They also added that they wanted to learn grammar because bad grammar made them embarrassed to speak in English.

**Table 8. Target Situation: Necessities (Purpose of Skills)**

Itemno.	Question	Options	N	F	(%)
6.	I want to improve my listening skill because it will help me to...	Listen for information	20	18	90
		Analyze information or ideas	20	2	10
		To understand one's ideas	20	0	0
		Understand the meaning of each sentence I hear	20	0	0

We can see that 90% of the students mainly wanted to listen for information, then 10% of them wanted to analyze information or ideas. This fact is also in line with the interview that was conducted.

"Yes. I want to be good at listening so I can get information from the other speaker. Other than that, I also want to be able to understand what they say to avoid misunderstanding." (Interview/B16)

Their answers showed that they understood that improving listening skill is a must because it may help them to listen for information from others, as well as analyzing the information that they obtained.

**Table 9. Target Situation: Necessities (Purpose of Skills)**

Itemno.	Question	Options	N	F	(%)
7.	I want to improve my speaking skill because it will help me to...	Communicate with others orally	20	16	80
		Express my ideas easily	20	4	20
		Exchange information with others	20	0	0
		Build relationships	20	0	0

The result shows that 80% the students wanted to communicate with others orally. Other 20% of them stated that they wanted to express their ideas easily. This can also be seen on the following excerpts.

"Speaking is, obviously, about how we communicate with others well. That's why I want to improve it." (Interview/C18)

"I want to be good at speaking so I can express ideas easily" (Interview/D18)

Obviously, all of the students want to be fluent in speaking English because it was the main point of learning English in the first place. People learn English to be able to communicate in English.

**Table 10. Target Situation: Necessities (Purpose of Skills)**

Itemno.	Question	Options	N	F	(%)
8.	I want to improve my reading skill because it will help me to...	Understand the meaning of the texts	20	17	85
		Read quickly	20	2	10
		Understand writers' points of views	20	0	0
		Obtain more information	20	1	5

Generally, 85% of the students wanted to be able to understand what a reading content means. 10% of them expressed that they wanted to be able to read quicker. 5% of them wanted to obtain information. Their answers regarding this can be seen on the interview excerpts below.

“Of course, reading is to study and to obtain information. So, I believe that it is the most important part of reading. If not, then what’s the point of reading?” (Interview/E20)

“The most important thing is to understand the reading content although slowly. What matters is understanding the text first.” (Interview/A20)

The students stated that they wanted to improve their reading skill because they wanted to be able to understand the meaning of words in English texts which mostly require large amount of vocabulary. This was definitely the biggest goal in improving reading comprehension. One can only understand a text in certain language when the reader has good reading skills. Another student added that the reading speed did not matter to her as long as she could understand what the texts were about.

**Table 11. Target Situation: Necessities (Purpose of Skills)**

Itemno.	Question	Options	N	F	(%)
9.	I want to improve my writing skill because it will help me to....	Express ideas through texts.	20	15	75
		Entertain readers.	20	3	15
		Explain something through texts.	20	2	10
		Persuade others through texts.	20	0	0

75% of the students wanted to be able to express their ideas through texts. 10% of them also wanted to be able to explain something in forms of written texts. These are in line with the students answers during the interview.

“Basically, the point of writing is to share information to others. That’s the only reason I want to improve my writing skill.” (Interview/B22)

“I like to write short stories, sis. I want to write short stories in English so many people can read it” (Interview/C22) “I want to learn to write in English to share information with many people.” (Interview/D22)

The students answers on the questionnaires and the interview sessions showed that they wanted to be able to express their ideas, as well as being able to explain something through texts. This was basically the most important goal in improving writing skills. Learning a language is all about communicating with others orally or written. In addition, some of them also wanted to learn to write in English for entertainment purposes, such as writing short stories.

**Lacks**

Lacks refers to the gap between the students’ current competences to their desired competence. The researcher divided “lacks” into two categories, namely skill problem and situation/condition issues.

The researcher formulated two questions to find out the students’ lacks. The result of the questionnaire analysis can be seen on the table below.

**Table 12. Target Situation: Lacks (Skill Problems)**

Itemno.	Question	Options	N	F	(%)
10.	My problem in learning English is...	Limited vocabulary	20	7	35
		Poor grammar knowledge	20	4	20



	Poor speaking skills	20	4	20
	Poor reading skills	20	3	15
	Poor writing skills	20	2	10
	Poor listening skills	20	2	10

Majority (35%) of the students had limited vocabulary, poor grammar knowledge (20%), poor speaking skills (20%), poor reading skills (20%), poor writing skills (10%), and poor listening skills (10%). These findings were in line with the following interview excerpts.

“My vocabulary comprehension is very low. This is why it’s hard for me to speak English because I don’t know what to say.” (Interview/D24)

“I’m lacking in vocabulary. I can read English texts, but I can’t write or speak in English well. (Interview/ E24) The students were able to assess themselves. They stated that their biggest problem was vocabulary mastery. They explained that the lack of vocabulary caused difficulties in speaking or writing in English. They realized that without good amount of vocabulary, they would not be able to communicate in English because they simply did not what to say. Of course, this was an obvious problem that teachers need to solve.

**Table 13. Target Situation: Lacks (Situation Problems)**

Itemno.	Question	Options	N	F	(%)
11.	My English learning progress is stagnant because...	Not enough study time is given	20	12	60
		There’s no professional teacher	20	0	0
		There’s no space for learning English	20	3	15
		There is no learning program that suits the needs of students	20	5	25

60% of the students agreed that they did not have much time to study. 15% of them also added that they did not have space to learn English. Meanwhile 25% of them stated that there was no learning program that suits the needs of the students. These facts were also told to the researcher during interview sessions. The following excerpts depicts this.

“There’s not enough time to learn, sis. I can also study at home, but sometimes I feel lazy. Hehe.” (Interview/A26) “There are too few meetings in a week, and there’s nobody to practice English with at home, so it’s difficult to be good at English.” (Interview/B26)

The students stated that they wanted to have a space to learn English. They also added that there was no learning program that suited their needs. These factors were obviously needed to be taken into account because the students’ high motivation in learning might become futile if there’s no space for them to learn.

**Want**

Want refers to what the students want to learn about English, as well as how they want to learn it. The researcher divided “want” into several categories, namely classroom activities, teaching methods, teacher roles, desired skill, and skills activity. There were 7 questions in this category. The result of the students’ answers can be seen on the tabulation below.

**Table 14. Target Situation: Wants (Grouping)**

Itemno.	Question	Options	N	F	(%)
12.	I like to learn English by...	Myself	20	14	70
		Working in pairs	20	3	15
		Working in small group	20	2	10
		Working in big group	20	1	5

70% of the students liked to work on the tasks on their own. However, they also liked to work in pairs (15%), small group (10%), as well as big groups (5%). The students elaborated more about this on the interview sessions as follows.

“I prefer working or learning on my own, but if I have to be in pair, it’s also fine as long as we are helping each other because sometimes there are friends who only want to get the benefit out of me.” (Interview/C28)

“Small group because we can exchange opinions. Sometimes, there are things that we don’t know but others know.

That's how we learn from each other.” (Interview/D28)

The researcher revealed that the students preferred to study on their own because they could concentrate more. One of the students particularly said that he prefers studying alone to avoid students who did not want to contribute. However, the students also explained that it would be fine to study in pairs or small groups as well because they could exchange ideas and discuss about those ideas.

**Table 15. Target Situation: Wants (Teachers' role)**

Itemno.	Question	Options	N	F	(%)
13.	I want my English teacher to be...	Facilitator who can guide me	20	2	10
		Controlling to make sure that I pay attention	20	0	0
		Language model who can actually speak English	20	15	75
		Attentive and caring	20	3	15

75% the students agreed that teachers should be a language role model. 15% of them wanted teachers who were attentive and caring, and 10% of them wanted teachers who can guide them. On the interview, they stated that an English teacher must have good English knowledge in every skill. They added that they must always respond to the students' performance in the classroom. The excerpts of the interviews can be seen below.

“I want English teachers to be good at English. I don't like when the English teachers cannot speak in English. How can we be good at it if they're not good at it as well” (Interview/E30)

“I like attentive teachers. For example, I like when the teachers praise me when I answer correctly so I can be more motivated.” (Interview/A30)

The students preferred teachers who could speak English because teachers who cannot do that made them less motivated. This is the epitome of teaching by demonstrating. One must be good at something to teach it to others. They added that they wanted to have teachers who are affectionate to keep them motivated.

**Table 16. Target Situation: Wants (Desired Skills)**

Itemno.	Question	Options	N	F	(%)
14.	I want to improve my ...skill.	Listening	20	4	20
		Speaking	20	12	60
		Reading	20	2	10
		Writing	20	2	10

60% of the students mainly wanted to improve their speaking skills. 20% wanted improve listening skills. 10% wanted to improve reading skills, and another 10% on writing skills. The students' elaboration can be seen on the following excerpts.

“Speaking and listening, sis. Actually, all of them are important, but speaking and listening are the most important.” (Interview/B32)

“The point of learning English is to speak in English. So, speaking is the most important. Oh wait Listening is also important. Reading and writing are also important, but of course we can't communicate through writing only. If we're good at speaking and listening, we must be good at writing and reading as well.” (Interview/C32)

All of the students agreed that each English skill was important for them to improve. Having said that, one of them stated that they wanted to improve their speaking and listening skill because both are the mainly used skills in oral communication. They also agreed that writing and reading were important in terms of written communication.

**Table 17. Target Situation: Wants (Desired activities)**

Itemno.	Question	Options	N	F	(%)
15.	My favourite listening activity is...	Spelling bee	20	1	5
		Listening to dialogue	20	17	85
		Guessing game	20	2	10
		Secret message	20	0	0

85% of the students wanted to have “listening to dialogue“ activities. 10% of them wanted to have guessing game as well. Only 5% of them wanted to have spelling bee. None of the students were interested in having secret “message activity“. This is in line with the students’ answers on the interview sessions which can be seen on the following excerpts.

“I prefer to listen to dialogues to get used to the native speakers speaking English. I think that’s the most effective activity.” (Interview/ D34)

“Listening to dialogue. The more we listen to English dialogues, the more we can get used to the language. But, sometimes I get bored listening to dialogues only, so it might be a good idea to play fun games such as guessing game, spelling messenger, etc.” (Interview/E34).

The students wanted to get used to English dialogues, therefore they wanted more of the activity. They added that the more they listen to native speakers’ dialogues, the faster they can get used to English. However, they also suggested that the activities should be varied to avoid boredom in learning English.

**Table 18. Target Situation: Wants (Desired activities)**

Itemno.	Question	Options	N	F	(%)
16.	My favourite speaking activity is...	Discussion	20	3	15
		Role play	20	2	10
		Information gap	20	0	0
		Brainstorming	20	0	0
		Story telling	20	15	75

75% of the students wanted to have story telling activities. 15% wanted to have discussion. 10% of them also like to have role playing activities. “Information gap” was not chosen at all. The same happened to “brainstorming” which did not get any vote. When asked about their speaking activity preferences on the interview, they also stated the same fact. This can be seen on the following interview extracts.

“Story telling is probably a good idea because it can help me to improve my self confidence. It can also improve pronunciation. Discussion is also good, but sometimes my friends are too shy to speak in English so it’s quite difficult to implement.” (Interview/A36)

“Story telling is good because we can practice our speaking skills in front of our friends.” (Interview/B36)

The students wanted to have more story telling activities because it could help them to improve their fluency, as well as their self-confidence because they could practice speaking in front of their friends. They added that discussion was also good. However, not all of their friends wanted to participate in it.

**Table 19. Target Situation: Wants (Desired activities)**

Itemno.	Question	Options	N	F	(%)
17.	My favourite reading activity is...	Reading aloud	20	14	70
		Finding wrong words	20	3	15
		Re-write the text	20	0	0
		Finding synonyms and antonym	20	3	15

In terms of reading skills activities, 70% of the students voted for reading aloud. Finding wrong words, as well as finding synonyms and antonyms came in the second place where 10% of them voted for both options. The researcher concluded that none of the students liked to rewrite texts since nobody voted for the option. The students also told the researcher about this during the interview session which can be seen on the following extracts.

“I like reading aloud. It can help to improve my reading speed as well as my pronunciation.” (Interview/C38)

“I like finding synonym and antonym because it can help me to get used to reading as well as increasing my vocabulary mastery” (Interview/D38)

One of the students wanted to have reading aloud activity because it was considered to be helpful in improving reading speed as well as pronunciation. Another student preferred to have finding synonyms and antonyms because the activity could improve their vocabularies. This is what teachers need to pay attention to. Teachers must be able to provide different types of activities for each materials and skills.

**Table 20. Target Situation: Wants (Desired activities)**

Itemno.	Question	Options	N	F	(%)
18.	My favourite writing activityis...	Story chains	20	16	80
		Diary entry of a future self	20	4	20
		Comic strip script	20	0	0
		Acrostic Association	20	0	0

Regarding writing skills activities, 80% of the students chose story chains. The second most preferred activity was diary entry of a future self which obtained 20% of frequency. The students also stated similar facts during the interview.

“In my opinion, story chains is the most interesting activity because we do not know how the story will end.” (Interview/E40)

“Story chain activity is good. Sometimes the ending of the story is funny, and sometimes it’s unclear, but it’s still entertaining .” (Interview/A40)

Story chain was chosen the most by the students. The interview sessions also showed the same result. All of the students mentioned that story chain was the most interesting writing activity because the ending of the story could not be predicted, according to them.

### Learning Needs Analysis

Learning needs analysis refers to knowledge and abilities that the learners require in order to be able to perform to therequired degree of competence in the target situation.

**Table 21. Learning Needs: Free time**

Itemno.	Question	Options	N	F	(%)
19.	In my free time, I learn Englishby...	Watching YouTube	20	4	20
		Listening to music	20	5	25
		Role playing with friends	20	3	15
		Reading English books	20	8	40

40% of the students read English books to learn English in their free time, 25% listened to music, 20% of them watched YouTube, and 15% role played with friends. They also told similar facts to the researcher during the interview session.

“Sometimes, I watch YouTube, but I also read books sometimes. Books have many English lessons as well.” (Interview/A42)

“I read English books often.” (Interview/B42)

The students preferred to read English books as a means of learning English. Some of them combined reading books with watching YouTube, listening to music,and role playing with friends.

**Table 22. Learning Needs: Accessing Materials**

Itemno.	Question	Options	N	F	(%)
20.	I access English	Teachers	20	12	60
	materials through...	YouTube	20	3	15
		Internet in general	20	2	10
		Books in libraries	20	3	15

60% the students access English lessons through the teachers, obviously. 15% of them used YouTube to find materials. Another 15% used library to find books. Finally, 10% browsed the internet for that purpose. This is in line with the following extracts of the interview.

“I get the materials from the teachers. If they give us lessons, that’s what we learn.”(Interview/C44)

“Mostly from the teachers, but sometimes I look for the materials by myself on YouTube or the internet.” (Interview/D44)

The source of English materials still mainly came from the teachers, according to the students. However, sometimes, they also looked for additional lesson on YouTube, and internet in general.

**Table 23. Learning Needs: Types of Activities**

Itemno.	Question	Options	N	F	(%)
21.	My favourite type of English learning activity is...	Physical movements	20	2	10
		Audio focused activities	20	0	0
		Visual focused activities	20	0	0
		Audiovisual activities	20	18	90

90% of the students preferred to have audiovisual activities. Another 10% liked to have physical activities. The students were also asked this question on the interview. Their answers were in line with their answers on the questionnaire.

“I like audiovisual activities because they are more interesting because we can hear and see it.” (Interview/E46)

“Actually, it depends. It’d be better to keep the activities varied so it won’t be boring. Physical activities such as ‘Simon

Says’ is good, but it can also be tiring. Maybe it can also be switched to watching movies” (Interview/A46)

The students revealed that they preferred audiovisual because it was the most interesting type of activities to them. Another student added that audiovisual would be good, but the activities could also be made varied to avoid boredom in learning.

**Table 24. Learning Needs: Motivation**

Itemno.	Question	Options	N	F	(%)
22.	I feel motivated to learn English when...	Good teachers	20	10	50
		Interesting materials	20	8	40
		English is prestigious	20	1	10
		Good learning environment	20	1	10

50% of the students stated that good teachers make them motivated. 40% of them stated that interesting materials also made them motivated. The students were told to explain more about this on the interview which can be seen below.

“If the teachers are fun, I feel motivated.” (Interview/B48)

“Teachers who are kind and don’t get angry easily. Teachers who can always motivate the students and always patient although we make many mistakes” (Interview/D48)

The students wanted good teachers to teach them English. They added that teachers need to be fun and patient, as well as always giving motivation to the students.

**Table 25. Learning Needs: Setting Preferences**

Itemno.	Question	Options	N	F	(%)
23.	I prefer to learn in...	a classroom	20	10	50
		an open space	20	2	10
		offices	20	0	0
		multimedia room	20	8	40

50% the student liked to learn in a classroom. 40% of them also wanted to learn in a multimedia room. 10% wanted to be in open space to learn. Their answer on the interview were in line with the following excerpts.

“Learning in classrooms is fine, but it’d be nice to learn outside the classroom once in a while. Maybe under the trees at school or other places would be nice, too.” (Interview/B50)

In terms of learning location, all of the students preferred classroom. However, they added that learning outside of classroom must be fun as well because learning in classroom too often could make them bored.

**Table 26. Learning Needs: Meetings per Week**

Itemno.	Question	Options	N	F	(%)
24.	I want to have English evening program ... a week.	Twice	20	20	100
		Four times	20	0	0
		Six times	20	0	0

All of the students agreed that twice a week was enough to learn English. They stated similar ideas on the interviews which can be seen on the following excerpts.

“Twice a week is enough.” (Interview/ E52)

“Twice a week is enough, but maybe four times a week is also good.(Interview/A52) Most of the students agreed that twice a week were enough for the English evening program. They added that having more than twice would be good as well, but it was not necessary..

**Table 27. Learning Needs: Teachers’ Actions**

Itemno.	Question	Options	N	F	(%)
25.	English teachers should be...	Teaching the students communicatively	20	9	45
		Giving feedbacks occasionally	20	3	15
		Giving chances to students to tell their opinions	20	4	20
		Assessing the students’ progresses	20	2	10
		Making the students the center of the process	20	2	10

45% of the students agreed that teachers should be communicative, giving feedbacks occasionally. 15% of them wanted teachers who can give feedbacks. Meanwhile 20% of them wanted to be given chances to speak up. The students’ explanations are as follows.

“Teachers should be communicative with their students because if they don’t, the students might be afraid of them” (Interview/A54)

“I like communicative teachers. For example, if the students are not active, the teachers ask why and try to motivate the students”(Interview/B54).

The students wanted to have teachers who could be communicative to make the students comfortable in learning.

They also wanted to have teachers who can motivate them during learning situation.

The table below shows the percentage of students who wanted to improve their specific skills.

**Table 28. Students Skill Preference**

Options	F	(%)
Listening	4	20
Speaking	12	60
Reading	2	10
Writing	2	10
<b>Total</b>	<b>20</b>	<b>100%</b>

### Syllabus

Based on the target situation analysis, and the learning situation analysis, the researcher formulated a syllabus that can be used to teach English in the English Evening program. The syllabus consisted of several key components, namely competency standard, schedule and time, skills, activities, and materials. All of these components were deemed important to be taken into account. It was all to maximize the outcome of the Evening English program.

#### 1) Competency Standard

The researcher formulated the competencies based on the result of the questionnaire item number 10, 14, 16, 17, and

18. The researcher formulated eight competencies that the students were expected to be able to:

1. Speak in English fluently based on the topic of the meeting;
2. Understand English utterances based on the topic of the meeting;
3. Understand English text based on the topic of the meeting;
4. Write in English based on the topic of the meeting;
5. Use correct English grammar based on the topic of the meeting;
6. Pronounce English words based on the topic of the meeting;

7. Spell English words based on the topic of the meeting;

8. Use English words based on the topic of the meeting.

#### **Schedule and Time**

The schedule of the English Evening program was Sunday and Monday. The program starts at 8:00 PM and ends at 9:30 PM which means that the duration of each meeting was one and a half hour. The duration of the program was set by the school. The researcher decided not to add nor decrease the duration because it was considered enough.

#### **Skills, Activities, and Materials**

The researcher found out that the students wanted to improve their English skills, namely speaking skill, listening skill, writing skill, and reading skill. Based on this, the researcher made sure to include all of the skills in the syllabus. The researcher also included several English components, such as pronunciation, grammar, spelling, and vocabulary mastery. All of this was done to make sure that the students would be equipped with good English skills, as well as good knowledge of English components.

To make the learning activities more fun and entertaining, the researcher make sure to incorporate some fun and engaging activities depending on the skills of English that they wanted to improve. For example, (a) writing dialogues and then role playing with their peers; (b) spelling bee; (c) finding wrong words, etc. The researcher made sure that all of the students "wants" could be satisfied, their "lacks" could be solved, and their "necessities" could be fulfilled. All of this was to ensure that they can get the best benefit out of the English evening program. The researcher also included materials that the students wanted to learn about. The materials that were included were "vocabulary" which were chosen by 50% of the students. The second place was taken by "grammar" which was chosen by 40% of the students. Finally, "prepositions of time and place" took the last place with 10% of vote.

### **IV. Discussion**

This section covers the discussion of the target situation analysis, and the learning needs analysis. Both aspects are needed before composing a syllabus. The discussion of both aspects are as follows.

#### **Target Situation Analysis**

Target situation analysis consists of three aspects, namely necessities, lacks and wants. Necessities refer to what learners need to know in order to be effective in the target situation. Lacks refers to the gap between the students' current competences to their desired competence. Wants is perceived subjective needs of learners. Hutchinson and Waters in Indrasari (2016) stated that wants also implies that students must be aware of what they want to understand.

To find out the students' necessities, the researcher divided necessities into three aspects, namely their goal of learning English, materials that they wanted to learn, and the purpose of the English skills that they wanted to learn. In terms of goal, most of the students wanted to learn English to be successful in the future. Some of them also stated that they wanted to learn English to help them to pursue higher education in the future. Hutchinson and Waters in Indrasari (2016) stated that syllabus designers need to pay attention to the students goal of learning English.

They need to know what the students want to achieve by the end of the English lessons. Therefore, the students are able to get the maximum outcome of the lessons. In terms of materials, all of them wanted to improve their English vocabularies. They also wanted to learn more about grammar, as well as prepositions of time and place. In terms of skills purpose, they stated that they want to enhance their listening skills to listen for information from other people, and to analyze people's ideas. Hutchinson and Waters in Indrasari (2016) emphasized that syllabus developers need to pay attention to basic goal of English skills as well so the students can utilize the language in real life situations as effective as possible.

The students' lacks were divided into two, namely skill problems, as well as situation issues. In terms of skill problems, the students stated that they had poor speaking, reading, writing, and listening skills. They also had limited vocabularies as well as grammar knowledge. The students stated that they wanted to have a space to learn English. They also added that there was no learning program that suited their needs. These factors were obviously needed to be taken into account because the students' high motivation in learning might become futile if there's no space for them to learn.

Finally, the last aspect of target situation analysis is "wants". The researcher divided wants into four categories, namely grouping preferences, teachers' role, desired skills, and desired activities. Most of the students preferred to study on their own because they could focus more compared to being in big groups. However, some students also liked to study in big groups because they can share different views and opinions on a subject or topic. Regarding the teachers' role, the students wanted a teacher who have good English ability, especially good speaking skills ability in order to motivate them to be good at it as well. The students wanted to have good

listening, speaking, reading, and writing skills. Some of them added that speaking and listening skills were very important, but reading and writing skills also needed to be mastered. In regards to desired activities, they want to have story telling to improve their speaking skills, reading aloud to improve their reading skills, story chains to improve their writing skills, and listening to dialogue to improve their listening skills.

### **Learning Needs Analysis**

Hutchinson and Waters in Indrasari (2016) explained that learning needs analysis refers to knowledge and abilities that the learners require in order to be able to perform to the required degree of competence in the target situation.

The researcher found out that the students mainly learn English through reading English books, while some others watched YouTube and listened to music.

When asked about the types of activities that they preferred, most of them wanted more audiovisual activities. They also added that good teachers could make them more interested in learning English. Regarding the learning places, they did not mind learning inside the classroom. However, they would also like to have variations such as learning outside the classroom. For example, under the trees in their school. The researcher also asked them about the optimal amount of English Evening meetings per week. The students stated that twice a week was fine, but two of them added that four times a week would be nice as well because they could learn more. When asked about what teachers should do, the students answered that teachers should be able to communicate effectively with the students.

The researcher chose a skill-based syllabus combined with content-based syllabus as a component of learning devices that can be used in the teaching and learning process in the Evening English program (see appendix 4 on page 90). Krahnke in Irfani (2014) explained that skill-based syllabus is a syllabus that focuses on enhancing students skills whereas content-based syllabus focuses on the contents that are taught in the lessons. To improve the students' English skills, such as speaking skill, listening skill, reading skill, and writing skill, as well as the students knowledge about English components, namely pronunciation, fluency, spelling, grammar, etc. The researcher developed a syllabus that focused on these skills and components because all of those were considered important to help the students to master English, therefore the students must be good at all of the skills and competencies.

Other than focusing on the skills, the researcher also focused on the contents that the students wanted to learn, such as grammar, vocabulary, prepositions of time and space, etc. To make sure that all of these materials would be delivered effectively, the researcher incorporated fun activities to teach the materials, such as story telling, reading aloud, role playing, discussion, etc.

### **V. Conclusion**

The majority of the students desired to improve their English skills in order to be more successful in the future. In addition, some of them stated that they wanted to learn English in order to be better prepared to pursue higher education in the future. In order to improve their English vocabularies and grammar, they all wanted to improve their tenses, passive voice, and prepositional phrases in particular. The students stated that they lacked communication skills in the areas of speaking, reading, writing, and listening. The same could be said for their vocabularies and understanding of grammar.

The students also stated that they faced a number of difficulties while learning English, including a lack of study time and a lack of a learning program that was tailored to their needs. The majority of students preferred to study on their own because it allowed them to concentrate more effectively than when they were in large groups. Some students, on the other hand, preferred to study in large groups because they were able to exchange differing points of view and opinions on a subject or topic.

The students desired a teacher who possessed strong English abilities, particularly strong speaking abilities, in order to motivate them to achieve similar levels of proficiency in the language. The students wished to have strong listening, speaking, reading, and writing abilities, among other things. Some of them went on to say that speaking and listening skills were extremely important, but that they also needed to be proficient in reading and writing. The activities they would like to participate in include story telling to improve their speaking skills, reading aloud to improve their reading skills, story chains to improve their writing skills, and dialogue to improve their overall listening abilities. A syllabus for the English evening program was developed based on the factors listed above, and it was designed to meet the needs and desires of all students enrolled in the program. The researcher hoped that in the future, the syllabus could be expanded in order to make it as effective as possible for the students.



## References

- [1] Ali & Salih, 2013. Perceived Views of Language Teachers on the Use of Needs Analysis in ESP Materials Writing. *English Language Teaching* Vol 6, No.3.
- [2] Anin, N. 2010. *Inovasi Kurikulum: Telaah terhadap Pengembangan Kurikulum Pesantren*. Yogyakarta: Teras.
- [3] Anthony, L. 2018. *Introducing English for Specific Purposes*. New York: Routledge.
- [4] Arikunto, S. 2019. *Prosedur Penelitian*. Jakarta: Rineka cipta.
- [5] Arikunto. 2010. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- [6] Badruddin, Dahniar. 2016. Developing A Task-Based Syllabus Based on Needs Analysis for Midwifery at UIN Alauddin Makassar. *ETERNAL English, Teaching, Learning and Research Journal*. 1. 112-130. 10.24252/Eternal.V11.2015.A4.
- [7] Basturkmen, H. 2010. *Developing Courses in English for Specific Purposes*. United Kingdom: PalgraveMacmillan UK.
- [8] Boroujeni,S.A., & Fard, F.M. 2013. A Needs Analysis of English for Specific Purposes ESP Course for Adoption of Communicative Language Teaching A case of Iranian first-year students of educational administration. *International Journal of Humanities and Social Science Invention*, 26, 35-44.
- [9] Filback and Crawford. 2021. *TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy*. Southern California: IGIGlobal.
- [10] Haque, Nurul. 2014. *A Brief Study on Need Analysis. Express, an International Journal of Multi Disciplinary Research*. ISSN: 2348 – 2052 , Vol. 1, Issue1, January 2014.
- [11] Hendra. 2020. An Analysis of Students' Need in Learning English at the Marketing Department of SMK Negeri 1 Kolaka. *Journal of English Teaching* vol. 6,no. 01.
- [12] Hossain, J. 2013. ESP Needs Analysis for Engineering Students: A Learner Centered Approach. *Journal of ESP*, Vol 5,No 13.
- [13] Indah Zulfitri Hamid. 2019. *Need Analysis of English Learning Materials for International Class Program ICP of Mathematics Department at StateUniversityofMakassar*. Unpublished thesis. Makassar: Universitas NegeriMakassar.
- [14] Indrasari, N. 2016. English for Specific Purposes: A Need Analysis at The Second Semester of Physics Education Students of IAIN Raden Intan Lampung inThe Academic Year of 2015/2016. *Jurnal Tadris Bahasa Inggris* vol 9 (1).
- [15] Irfani, B. 2014. Syllabus Design for English Courses. *Jurnal Tadris Bahasa Inggris*vol. 6, no 1.
- [16] Otilia, S. M. 2015. *Needs analysis in English for specific purposes*. Annals of the Constantin Brâncuși. University of Târgu Jiu, Economy Series 54-55
- [17] Pratiwi, E. 2019. *Improving Young Learners' Vocabulary Achievement in Using General Memorization Through Realia*. Unpublished thesis. Sumatera Utara: Universitas Muhammadiyah Sumatera Utara.
- [18] Ramani, N., Pushpanathan T. 2015. Importance of Needs Analysis in ELT Curriculum. *International Journal of Advanced Multidisciplinary Research*, Vol. 2, No. 10, p. 98–100.
- [19] Richards, J. C., & Rodgers, T. S. 2014. *Approaches and methods in language teaching*. Cambridge University Press.
- [20] Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&B*. Bandung: Alfabeta.
- [21] Sulaiman, M. I. 2016. *Hubungan Kontrol Diri Dengan Kenakalan Pada Remaja Santri Di Pondok Pesantren Daruttaubah Harapan Jaya Bekasi Utara*. Institutional Repository of UIN Syarif Hidayatullah Jakarta.
- [22] Thomas, L. 2003. *Character Matters: How to Help Our Children Develop Good Judgement, Integrity, and Other Essential Virtues*. New York: Simon & Schuster.
- [23] Umayah, S. 2021. *Kontribusi Pondok Pesantren dalam Membentuk Karakter Santridi Pondok Pesantren Darul Muqomah Sumedang Sari Oku Timur*. Undergraduate thesis, UIN Raden Intan Lampung.
- [24] Widyarini, T.L & Prastanti, A.D. 2019. *Developing a Course Grid of Reading For Professional Context Course*. International Conference on Technology, Education and Science pp. 258-264. Yogyakarta.
- [25] Yassi, A. 2018. *Syllabus Design for English Language Teaching*. Jakarta: PrenadaMedia.
- [26] Yuwin, S. R. 2018. Need Analysis in Learning English for Non English Program at Tarbiyah and Teacher Training Faculty. *Al-Lisan: Jurnal Bahasa E- Journal* vol 6 no 3