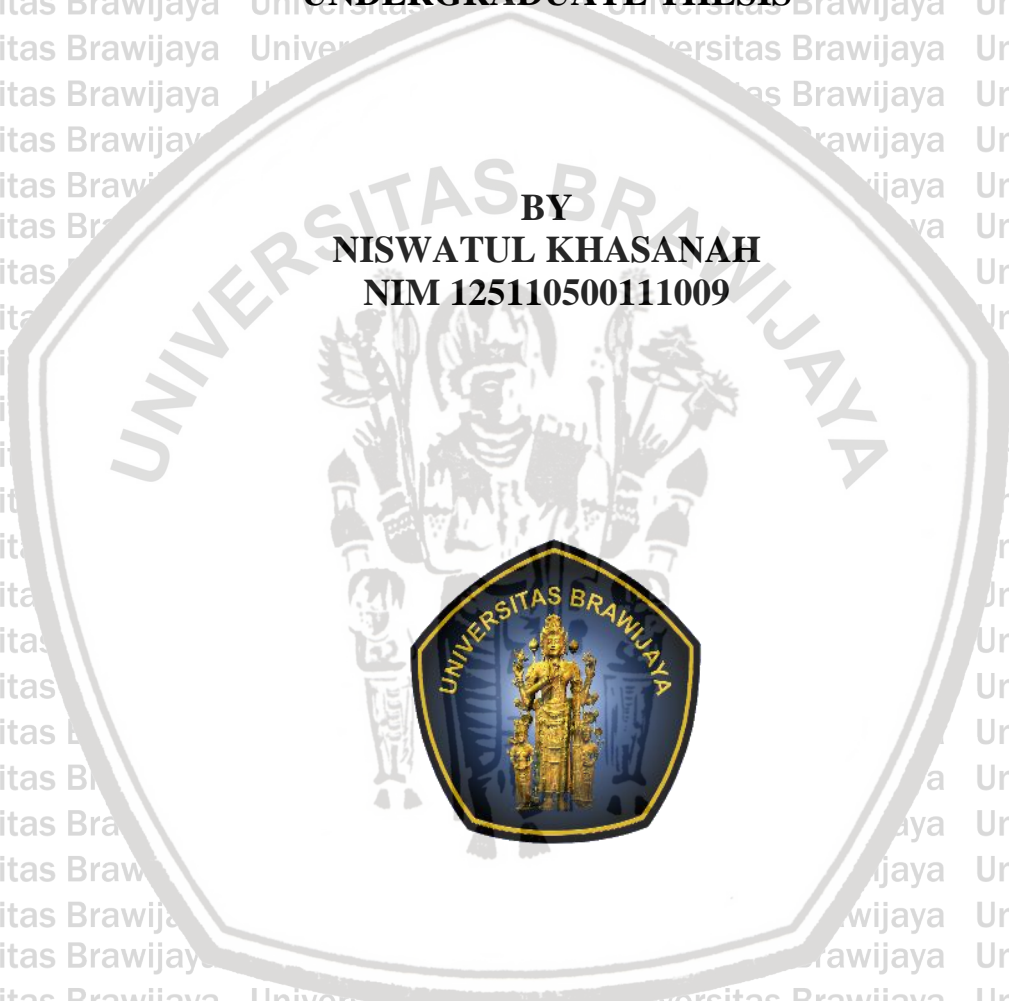


**STUDENTS' NEED ON ENGLISH LANGUAGE CLUB
AT SMA NEGERI 1 TUMPANG**

UNDERGRADUATE THESIS

**BY
NISWATUL KHASANAH
NIM 125110500111009**



**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2016

**STUDENTS' NEED ON ENGLISH LANGUAGE CLUB
AT SMA NEGERI 1 TUMPANG**

UNDERGRADUATE THESIS

Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*



BY
NISWATUL KHASANAH
NIM 125110500111009

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2016**

DECLARATION OF AUTHORSHIP

Herewith I,
Name : Niswatul Khasanah
NIM : 125110500111009
Address : Jl. Argomulyo 1 RT/RW 02/01 Desa Gunungronggo Kec. Tajinan
Kab. Malang

declare that:

1. This undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. If at a later time it is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

Malang, July 29th 2016

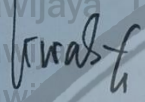


(Niswatul Khasanah)

This is to certify that this undergraduate thesis of **Niswatul Khasanah** has been approved by the supervisor

Malang, July 29th 2016

Supervisor

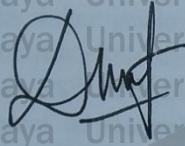


(Iswahyuni, M.Pd)

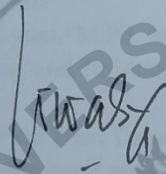
NIK. 2012017312122001



This is to certify that the undergraduate thesis of **Niswatul Khasanah** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Pendidikan*



Dr. Putu Dian Danayanti Degeng, S.S.,M.Pd., Chair
NIK. 2012018405032001

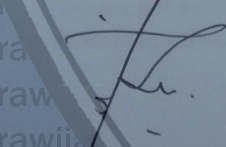


Iswahyuni, M.Pd., Member
NIK. 2012017312122001

Acknowledged by,

Head of English Language
Education Program

Vice Dean for Academic Affairs



Dr. Esti Junining, M.Pd.
NIP. 197206042002122001



ACKNOWLEDGMENTS

Praise and great gratitude to Almighty God, Allah SWT who always gives the writer gracious mercy and tremendous blessing that has helped the writer finishing this undergraduate thesis entitled: Students' Need on English Language Club at SMA Negeri 1 Tumpang. This undergraduate thesis is as a requirement in accomplishing the S-1 Degree at Faculty of Cultural Studies Universitas Brawijaya Malang.

The writer would like to thank to all of those who have given the contribution so that this script can be finished. The writer would like to deliver this thank to:

1. Iswahyuni, M.Pd. as the supervisor who guided and assisted the writer in writing and finishing the script. Thanks for your good advice and valuable input.
2. Dr. Putu Dian Danayanti Degeng, S.S,M.Pd. as the examiner who gave the valuable input and advice for the improvement of this script.
3. Agus Gozali, S.Pd as the academic counselors who contributed in finishing this script. Thanks for your advice, time, and accompaniment during the last four years.
4. All lecturers in English Language Education Program that the writer cannot mention all the names. Thanks for your time, knowledge, advice, and motivation that you gave to the writer.
5. Edy Parlindungan, M.Pd. as the headmaster of SMA Negeri 1 Tumpang who has allowed and helped the writer conducted this research at SMA Negeri 1 Tumpang.
6. All the English teachers of SMA Negeri 1 Tumpang who have helped and accompanied the writer in doing the research.
7. Parents, best friends, and big family of English Language Education Program who cannot mentioned one by one. Thanks for the motivation and for being a great companion.

The writer

ABSTRACT

Khasanah, Niswatul. 2016. **Students' Need on English Language Club at SMA Negeri 1 Tumpang**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Iswahyuni, M.Pd.

Keywords: Needs Analysis, English Language Club, Language Skill

This research focused on describing the students' need in learning English skills on English Language Club at SMA Negeri 1 Tumpang. The objectives of this study were to find out the students' difficulties in learning English skills, and to find out the skill that students need to improve. Needs analysis were conducted to fulfill the objectives of the study.

The research design used in this study was qualitative research design. Questionnaire and interview guide were used to collect the data. The questionnaire used in this research was open-ended questionnaire. The participants were 240 students who join English Language Club. The interview was conducted face-to-face with 20 students. The data analyzed based on the theory of Ary et al. (2010).

The result showed that the students in English Language Club found difficulties in all English skills. Based on the result of the questionnaire and interview, listening was the most difficult skill followed with speaking, reading, and writing. Students' difficulty in listening was related to the speed of the speaker. Meanwhile, the students' difficulties in speaking were related to expressing ideas, pronouncing English words, being afraid of making mistakes, shyness, and having low of confidence. In reading skill, the students' difficulties were understanding the meaning of new words and being accustomed to English text. For writing skill, the students' difficulties were related to the limitation of vocabulary, understanding grammar and translating into Indonesian. The students wanted to improve all of their English skills, but speaking is the most wanted skill that the students need to improve. The researcher suggests the teachers of English Language Club to give more practice in speaking and listening, and give more vocabulary and grammar in the activity.

ABSTRAK

Khasanah, Niswatul. 2016. **Students' Need on English Language Club at SMA Negeri 1 Tumpang**. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Iswahyuni, M.Pd.

Kata kunci: Needs analysis, English Language Club, Skill

Penelitian ini bertujuan untuk mendeskripsikan kebutuhan siswa yang mengikuti *English Language Club* (LC Bahasa Inggris) di SMA Negeri 1 Tumpang. Tujuan dari penelitian ini adalah menemukan kesulitan siswa dalam mempelajari keterampilan Bahasa Inggris dan keterampilan yang ingin ditingkatkan oleh siswa. *Needs analysis* digunakan untuk memenuhi tujuan dari penelitian.

Desain penelitian yang digunakan adalah kualitatif. Kuesioner dan interview digunakan sebagai alat untuk pengumpulan data. Bentuk kuesioner yang digunakan yaitu kuesioner terbuka. Peserta penelitian ini adalah 240 siswa yang mengikuti LC Bahasa Inggris. Interview dilakukan dengan tatap muka bersama 20 siswa. Data yang diperoleh dianalisis berdasarkan teori Ary et al. (2010).

Hasil dari penelitian ini menunjukkan bahwa para siswa di LC Bahasa Inggris menemukan kesulitan dalam mempelajari semua keterampilan Bahasa Inggris. Berdasarkan hasil dari kuesioner dan interview, mendengarkan (*listening*) adalah kemampuan yang sangat sulit untuk dipelajari siswa. Kemudian, diikuti oleh berbicara (*speaking*), membaca (*reading*), dan menulis (*writing*). Kesulitan siswa dalam mempelajari *listening* berhubungan dengan kecepatan penutur Bahasa Inggris dalam berbicara. Sementara kesulitan siswa dalam mempelajari *speaking* berhubungan dengan mengungkapkan ide, pengucapan kata, takut membuat kesalahan, malu, dan kurangnya kepercayaan diri. Untuk *reading*, kesulitan siswa adalah memahami arti kata baru dan terbiasa dengan teks Bahasa Inggris. Untuk *writing*, kesulitan siswa berhubungan dengan kurangnya kosakata (*vocabulary*), memahami *grammar*, dan menerjemahkan kedalam Bahasa Indonesia. Para siswa ingin meningkatkan kemampuan mereka di semua keterampilan Bahasa Inggris, namun *speaking* adalah keterampilan yang paling siswa inginkan untuk ditingkatkan. Penelitian menyarankan para guru di LC Bahasa Inggris untuk memberikan lebih banyak praktik *speaking* dan *listening*, serta memberikan lebih banyak *vocabulary* dan *grammar* didalam kegiatan belajar.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISOR'S APPROVAL	iii
EXAMINERS' APPROVAL	iv
ACKNOWLEDGMENT	v
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS	viii
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problems of study	5
1.3 Objectives of study	5
1.4 Significance of the Study	6
1.5 Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 Needs Analysis	8
2.2 English Language Club at SMA Negeri 1 Tumpang	10
2.3 English Skills	11
2.3.1 Listening Skill	12
2.3.2 Speaking Skill	14
2.3.3 Reading Skill	16
2.3.4 Writing Skill	19
2.4 Previous Study	20
CHAPTER III RESEARCH METHODOLOGY	24
3.1 Research Design	24
3.2 Data Source	25
3.3 Data Collection	25
3.3.1 Questionnaire	26
3.3.2 Interview Guide	26
3.4 Data Analysis	27
CHAPTER IV FINDING AND DISCUSSION	28
4.1 Finding	28
4.1.1 Listening Skill	28
4.1.2 Speaking Skill	29
4.1.3 Reading Skill	30
4.1.4 Writing Skill	31

4.2 Discussion	32
4.2.1 Listening Skill	32
4.2.2 Speaking Skill	34
4.2.3 Reading Skill	35
4.2.4 Writing Skill	36
CHAPTER V CONCLUSION AND SUGGESTION	38
5.1 Conclusion	38
5.2 Suggestion	39
REFERENCES	41
APPENDICES	43



LIST OF APPENDICES

Appendix 1 Questionnaire..... 44
Appendix 2 Interview Guide 47
Appendix 3 Result of Data Analysis 49
Appendix 4 Result of the Questionnaire 58
Appendix 5 Result of the Interview 68
Appendix 6 Observation of Approval Letter 76
Appendix 7 Berita Acara Bimbingan Skripsi..... 78



CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research questions, objectives of the study, significance of the study, and definition of the key terms.

1.1 Background of the Study

English is an important language to learn because it is an international language. English is used to communicate with other people in different country.

English is often used in television, radio, magazine, and many other media. People around the world start to learn English because with English people can get information that happened in the world. The fact shows that half of the literature in the world written in English (Broughton et al., 1980). Thus, in Indonesia,

English becomes the first foreign language taught to secondary level of students.

Secondary level of students is the students which study in junior high school and senior high school (Brown, 2000).

Students in high school have to learn four skills of English. Those four skills are speaking, listening, reading, and writing. Listening and reading are called as receptive skills, while speaking and writing are called as productive skills (Broughton et al., 1980). English taught twice a week in regular classroom in high school (*Kementerian Pendidikan dan Kebudayaan*, 2013). Unfortunately,

this learning period is not enough for students to master English. According to Broughton et al. (1980), language learner should get constant practice in learning English. Furthermore, attending additional course is important to do by students.

There are two kinds of additional course that is the additional course inside and outside of school. The example of additional course outside of school is private course and language course in an institution. Besides, additional course also exist inside of school. It is well known as English Conversation Class (ECC) or English Club. SMKN 1 Malang, SMPN 4 Malang, and SMPN 10 Malang were the examples of school which have English Conversation Class (ECC). SMKN 10 Malang and SMAN 1 Lawang Kabupaten Malang are the examples of school which have English Club.

When the students are attending additional course, they can have a chance to practice their English knowledge that had been got in the classroom. Here, students were able to explore their English ability as well. Recalling that English will not use in daily conversation, so additional course is a good thing to help students increasing their English skills and also increasing their self-esteem in speaking English. When teachers deciding a course, they have to make objectives. One of the ways in deciding objectives is through needs analysis.

Needs Analysis is a procedure used to collect information about learner's needs (Richards, 2001). Generally, Needs Analysis was used to develop the curriculum in English course, especially on English for Specific Purpose (ESP).

Needs analysis also could be done in EFL students. According to Richards (1990), needs analysis could be fundamental in designing general language course. It was used as the information in considering the context of the course, the learners, the teachers, and the administration that involved in the course (Richards, 1990).

In SMA Negeri 1 Tumpang, there was also English Language Club program which in form of extracurricular. The purpose of the program was to help students in mastery English skills. The target of English Language Club was to make students speak fluently in English inside and outside the classroom, and to help students to speak English with foreigners bravely. By joining this program, students will get preparation when they want to enter university, they also would get additional value for students who wants to get a job after graduated from high school. In English Language Club, teachers gave students more practice than theory. Although the teachers gave material about the other skills, this program focuses more on speaking.

Generally, teachers did not know what the students' needs when students decided to join English Language Club. Teachers tend to give students the material that did not suit with what students want. The students might want to learn listening and speaking skills only or they want to learn reading and writing skills only. Those needs depending on the students' expectation after they finished studying at English Language Club. Furthermore, teachers should know what the students' needs and expectations before the teachers create the materials. In this case, the researcher interested in doing needs analysis in English Language Club.

A lot of researchers have conducted Needs Analysis to EFL students. Al-Hamlan and Baniabdelrahman (2015) conducted a Needs Analysis to second grade of EFL students in Secondary Education in Saudi Arabia. The finding is that students need to learn English in order to speak fluently, communicate with other, and to get a job. The study also find out that students need some methods in

learning English such as get a chance to select the exercises, performs activities in pairs, for a teacher to translate unknown words for them, and learn grammar through examples. The result of needs analysis is that students feel frustrated because they cannot work with their classmate.

Another study of Needs Analysis was carried out by Al-Thiyabi (2014).

The study conducted at English Language Institute (ELI) at King Abdul-Aziz University (KAU). Al-Thiyabi (2014) focused on the needs analysis in listening skill. The aimed of the study is to identify the students' problems and students' needs in learning listening skill. The result of Al-Thiyabi's research found that there was a gap between the students' needs and the material that have been taught at ELI.

A study of needs analysis in Indonesia was conducted by Pratelaning Sihmirmo (2015). The study was conducted needs analysis to young learners of fourth and fifth grade students at SDN Utan Kayu Utara 01, 03, 05 Pagi Jakarta. It focused on investigating students' needs on learning material and ways of learning. The result showed the learning material that students' needs are music & songs, animals, arts & literatures, jobs, and family. While the students' needs on the way of learning are writing diaries/stories/ teacher's explanation/ summaries/ sentences/ names of fruits/ names of animals, studying textbooks & exercise books, reading books/ comics/ magazines/ English conversation, listening to music/ teachers/ conversation, making presentation, looking meaning up in a dictionary, working in groups, playing games, using English words in real conversation, and making dialogues.

In this current research, the researcher will conduct Needs Analysis to EFL students. This study focuses on describing the students' needs on English skills. The aim of this study is to investigate the needs of the students who join English Language Club at SMA Negeri 1 Tumpang. The researcher chooses the school as the location to conduct the reasearch because there is an English Language Club. The school has applied the program for almost fifteen years. Among those years, could be seen that the students have a good interest with this program.

1.2 Problems of the Study

This study was guided with the following questions:

1. What are students' difficulties in learning English skills in English Language Club?
2. What are the skills that students need to improve when join English Language Club?

1.3 Objectives of the Study

The following statements were the objectives of this study

1. This research is aimed to find out the difficulties face by students on English Language Club in learning English skills.
2. This research also aims to find out what skills that students need to improve

1.4 Significance of The Study

1. For Teachers

It will be beneficial to the teachers to improve the method to be better.

By understanding the needs of the students, the teachers will be more aware in teaching English in English Language Club.

2. For School

This research will be beneficial for the school as the first step in developing curriculum of English Language Club program.

3. For Researcher

This study will also serve as a future reference for researcher on the subject of material development.

4. For English Language Club

This research will be beneficial for the club as the reference in the improvement of better English club.

1.5 Definition of Key Terms

The definition of the key terms is aimed to avoid the misunderstanding of the key terms' meaning.

1. Needs Analysis

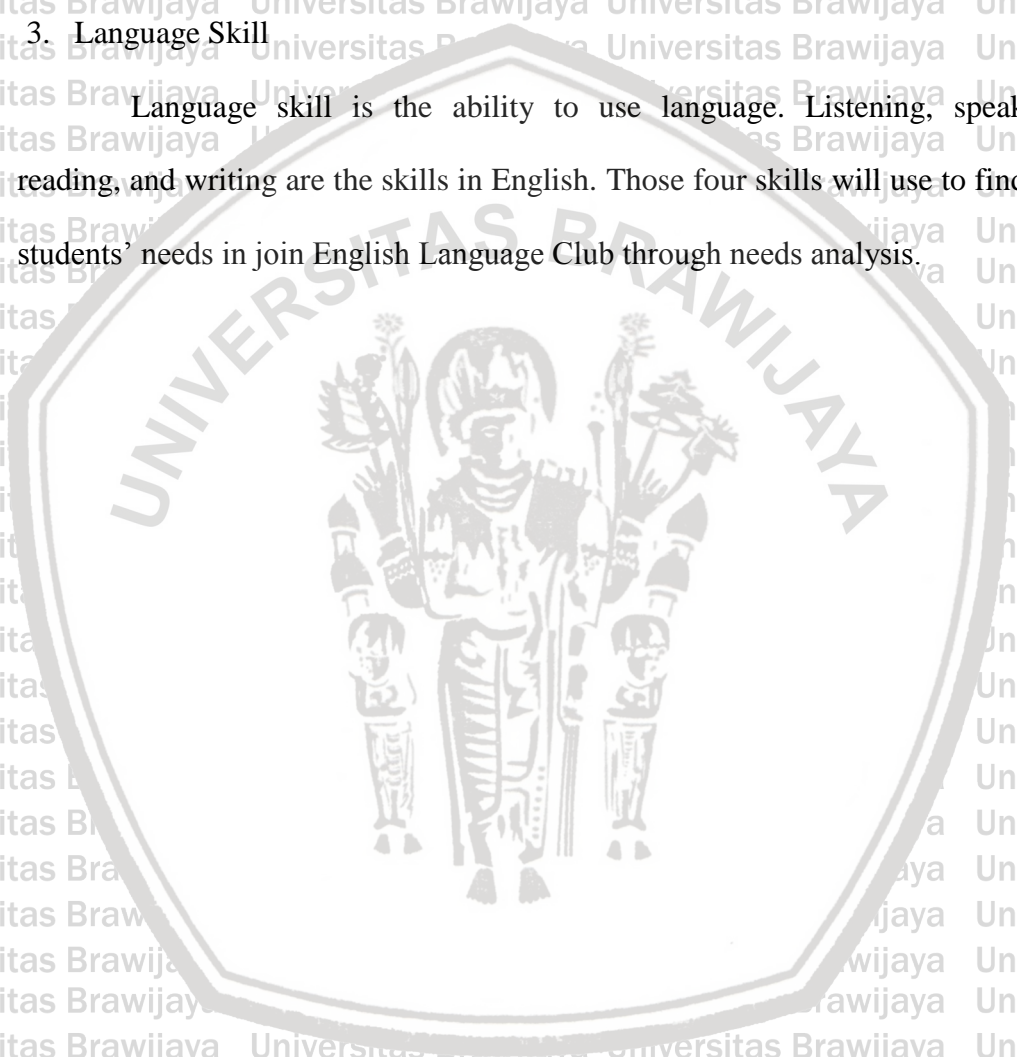
Needs Analysis is a procedures used to collect information about learners' needs (Richards 2001). Needs analysis in this research is conducted to know the needs of students in English language Club.

2. English Language Club in SMA Negeri 1 Tumpang

English Language Club is an additional course applied in SMA Negeri 1 Tumpang, Kabupaten Malang. This program is aimed to help students in mastery English skills.

3. Language Skill

Language skill is the ability to use language. Listening, speaking, reading, and writing are the skills in English. Those four skills will use to find out students' needs in join English Language Club through needs analysis.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about the literature review related to this study.

There are four aspects that will be discussed. The first aspect explains about needs analysis. The second aspect explains about English Language Club. The third aspect deals with the English skills consist of main skills and the microskills. The fourth aspect explains about the previous studies in the scope of needs analysis.

2.1 Needs Analysis

Needs analysis is a part of curriculum development. It is the important step before developing English curriculum because needs analysis is used to understand the learner's needs in learning English. Richards (2001) assumed "one of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs". It means that developing curriculum cannot be done successfully if it does not meet with the learners' needs in learning English.

The definition of needs analysis has been demonstrated by some experts, such as Richards (2001) and Brown (1995). According to Richards (2001) needs analysis is a procedure or method to gather information about the needs of the learners. While Brown (1995) stated that needs analysis "refers to the activities involved to gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students".

Richards (2001) and Brown (1995) have the same idea that needs analysis is

conducted to gather information. From the information that has been collected, it can be seen what skills that the learners need to improve. Brown (1995) added that needs analysis is to find out what knowledge or skills that the learners know and what they need to know. The history of needs analysis emerged through the teaching of English as Specific Purposes (ESP).

Richards (2001) stated that needs analysis has been applied to language teaching since 1960s. It was applied in English as Specific Purposes (ESP) at the first time. It grew fast in language teaching program. At that time, teachers conducted informally when they want to know what language skills that the learners need to improve (Brown, 1995). According to Brown (1995), professional teachers in ESP program conducted needs analysis which used various form of needs analysis. Nowadays, needs analysis is not only used in ESP program, some teachers conducted needs analysis in EFL program with the different purposes.

The purpose of needs analysis in ESP and ESL or EFL program has demonstrated by Richards (2001). Richards (2001) presented some purposes of needs analysis in ESP, such as “to find out what language skills a learner needs in order to perform a particular role, and to help determine which if an existing course adequately addresses the needs of potential students”. Since this current needs analysis is applied to the EFL learners, the purpose is “to collect information about a particular problems learners are experiencing and to identify a gap between what students are able to do and what they need to be able to do” (Richards, 2001).

Needs analysis in ESL or EFL is used as the fundamental to create a program (Richards, 1990). When conducting needs analysis for planning a program, it obtains data information about the program. The data involves “information about the context of language program, the learners, the teachers, and the administrative factors that affect the program” (Richards, 1990).

2.2 English Language Club at SMA Negeri 1 Tumpang

According to *Kerangka Dasar dan Struktur Kurikulum 2013* (Kementerian Pendidikan dan Kebudayaan, 2013), there are compulsory subject, elective subject, and extracurricular in Senior High School. Compulsory subject is the lesson that has to be taught at Senior High School, such as science, English, Indonesian, and etc. Elective subject is the lesson that does not include in compulsory subject. Elective subject is provided for students who have interest in a major. Extracurricular is almost the same with elective subject, but extracurricular does not include in school hour. English Language Club is an extracurricular that include in school hour. It is served for students who have interest more in learning English.

SMA Negeri 1 Tumpang applied Language Club program since 2002.

There are four languages that include in Language Club. Those languages are English, German, Japanese, and Mandarin. English is the language that has many interests from the students. English Language Club is aimed to help students in mastering English skills. The target is to make students speak fluently in English and to help students to speak English with foreigner bravely. Teachers expect that

after the students finish their study in English Language Club, they will get preparation when they want to enter university. Teachers also expect that the students who want to get a job will get additional value. So they will apply their ability in English skills without hesitation after graduation.

2.3 English Skills

There are four skills in English. Those skills are listening, speaking, reading, and writing. Listening and reading are called as receptive skills.

Receptive skills are involved in understanding the message (Broughton et al., 1980). Speaking and writing are called as productive skills (Broughton et al., 1980). Productive skills involve producing spoken and written work (Broughton et al., 1980).

2.3.1 Listening skill

There is an assumption that learning listening is to understanding spoken discourse (Richards, 2001). Listening is the first step when someone acquires a language (Broughton et al., 1980). Someone has to listen to the language before they can produce a sound in the target language. Students also need the same step when they learning English. According to Broughton et al. (1980),

“It is impossible to expect a student to produce a sound which does not exist in his mother tongue or a natural sentence using the stress, rhythms and intonation of a native speaker of the foreign language without first of all providing him with a model of the form he is to produce”.

Students have to learn how to listen carefully, noticing the pattern in producing a sound in English first before they learn the other skills. This is involved the process of listening.

The process of listening comprehension involves the message and the tools, such as ears and brain. Basic process of listening is that listener will hear a message from the speaker through ears and then send the message to the brain (Brown, 2000). In listening comprehension, there are eight processes adapted by Brown (2000) from Clark & Clark (1977) and Richards (1983). At the first time the listener receives the message and keeps it in short-term memory. Then the listener differentiates the types of speech. After that the listener thinks about the objective of the message whether it is to persuade or giving information. Then listener will seek for his background information. Furthermore, the listener notices the literal meaning and the intended meaning. Then the listener will choose whether the message will be kept in short-term or long-term memory. In the last process the listener will erase the part of the message from the original one. This process seems a long process, but in fact it is the process that people do in daily life. Students have difficulties when they do this process in learning English.

There are eight reasons why learning listening skill in English is difficult. Those reasons are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction (Brown, 2000). Redundancy means that the speaker give more information than it should be. Reduced forms means making two words into one pronunciation. Performance variables mean that there is hesitation when the speaker gives the information. Colloquial language means that the speaker often uses idioms or slang which is not the standard English. Rate of delivery means that the speaker speaks faster so the listener cannot gets the information. Stress,

rhythm, and intonation mean that those three features of spoken language are important to apply because it makes the listener easier to see the meaning of the information. Interaction means that there is an interaction in conversation, not only listen but also respond to what the speaker has said. Those eight difficulties are often done by native English. Teachers should help students in listening comprehension by understanding those difficulties.

Microskills of Listening

Microskills of listening comprehension will help teachers to know the specific skills that the students need to learn listening skill. From the microskills of listening, teachers can decide what the technique should cover the material. It also can be used as the assessment to measure students' listening comprehension. Brown (2000) provides seventeen microskills adapted from Richards (1983).

1. Retain chunks of language of different lengths in short-term memory
2. Discriminate among the distinctive sounds of English
3. Recognize English patterns
4. Recognize reduced form of words
5. Distinguish word boundaries
6. Process speech at different rate of delivery
7. Process speech containing performance variables
8. Recognize grammatical rules
9. Detect sentence constituents and distinguish between major and minor constituent

10. Recognize that a particular meaning may be expressed in different grammatical forms
11. Recognize cohesive devices in spoken discourse
12. Recognize the communicative functions of utterances
13. Infer situations using real world knowledge
14. Describe and detect relation of events as main idea
15. Distinguish between literal and implied meanings
16. Use non-verbal clues to decipher meanings
17. Develop and use a battery of listening strategies.

The seventeen microskills of listening involve basic part of listening skill. Those microskills will help the students in listening comprehension.

2.3.2 Speaking skill

There is an assumption that speaking is the measurement of learners' success in learning language (Richards, 2005). It is because how good a learner's English proficiency can be seen at how much a learner has improved the speaking skill. Furthermore, speaking is a priority when students learn language. According to Richards (2005), "the mastery of speaking skill in English is a priority for many second-language and foreign-language learners". Although it is a priority, there are some difficulties in learning speaking.

The reasons why speaking difficult to learn have been demonstrated by Brown (2000). Brown (2000) assumed that there are eight factors that make speaking difficult. Those factors are the same as the factors that make listening difficult. The factors are clustering, redundancy, reduced forms, performance

variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction (Brown, 2000). All of the factors have been explained in previous section.

Microskills of Speaking

In the microskills of speaking, it is important to focus on language form and language function (Brown, 2000). Brown (2000) provided sixteen microskills of speaking.

1. Produce chunks of language of different lengths
2. Orally produce differences among the English phonemes and allophonic variants
3. Produce English pattern, such as stress, rhythm, and intonation
4. Produce reduce forms of words and phrases
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes
6. Produce fluent speech at different rates of delivery
7. Monitor your own oral production and use various strategies to enhance the clarity of the message
8. Use grammatical rules
9. Produce speech in natural constituents
10. Express a particular meaning in different grammatical forms
11. Use cohesive devices in spoken discourse
12. Accomplish appropriately communicative functions according to situations
13. Use sociolinguistic features in face-to-face conversations

14. Convey links and connections between events

15. Use non-verbal cues along with verbal language to convey meanings

16. Develop and use a battery of speaking strategies.

The sixteen microskills of speaking are almost the same as microskills of listening. Those microskills also help students in learning speaking skills.

2.3.3 Reading skill

Reading skill has existed since 1970s (Brown, 2000). At that time, researchers were curious with the problem why children could not read. Research on reading did not exist before 1970s, and then Kenneth Goodman's (1970) found out the answer of those questions (Brown, 2000). The finding is helpful in knowing the process of reading. Those findings were significant process in reading comprehension.

The significant process in reading is bottom-up and top-down (Brown, 2000). Bottom-up is a process which the reader has to know the linguistic signals and use it as the mechanism to determine the order (Brown, 2000). On the other words, reader must know the language signals before reading a text. While top-down is a process which the reader uses intelligence and experience in understanding a text (Brown, 2000). Both bottom-up and top-down process are important because it can make teaching reading successful.

Another important process in understanding the meaning of a text is schema theory and background knowledge. In schema theory, reader "brings information, knowledge, emotion, experience, and culture to the printed word" (Brown, 2000). When reader uses schema theory, the reader directly recalls the

background knowledge to understand the meaning of a text. After the process of reading, there are characteristics of written language.

The characteristics differentiate the written language with spoken language. Those characteristics are permanence, processing time, distance, orthography, complexity, vocabulary, and formality (Brown, 2000). Permanence means that written language is permanent and reader can read it over and over again. Processing time means that in reading the written word, reader needs more time because the reader reads in their own rate, whether slow or fast. Distance means that reader interprets the meaning of a text on their own, reader cannot ask to the author because there is a distance between them. Orthography means that reader must interpret the meaning of the text by reading it between the lines. Complexity means that written language is more complex than spoken language because it has longer clause. Vocabulary means that written language has more vocabulary because it allows the author to have more time to think. Formality means that the vocabulary in written language is more formal than spoken language. Those characteristics of written language will help students diagnosing the difficulties in reading, finding the technique, and reminding the students of the advantages of written language (Brown, 2000).

Microskills of Reading

Microskills in reading are a breakdown of the main skills aimed to make the learner become good reader (Brown, 2000). There are fourteen microskills adapted by Brown (2000) from the listening and speaking microskills.

1. Discriminate among distinctive graphemes and orthographic patterns of English
2. Retain chunks of language of different lengths in short-term memory
3. Process writing at an efficient rate of speed to suit the purpose
4. Recognize a core of the words and interpret word order patterns
5. Recognize grammatical rules
6. Recognize that a particular meaning may be expressed in different grammatical forms
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses
8. Recognize the rhetorical forms of written discourse and their significance for interpretation
9. Recognize the communicative functions of written texts
10. Infer context that is not explicit by using background knowledge
11. Infer links and connections between events
12. Distinguish between literal and implied meaning
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
14. Develop and use a battery reading strategies.

The microskills of reading will help students in reading comprehension.

2.3.4 Writing skill

Writing involves the process of writing and the product itself. The process of writing emphasizes on how the process of writing leads to the final writing (Brown, 2000). It allows the author to make revision in order to make the writing better. Brown (2000) stated that writing product is “the result of thinking, drafting, and revising procedures that require specialized skill”. Specialized skill means that the author has understood about how to state ideas, how to organize the ideas, how to revise, how to edit the grammar, and etc. The product approach emphasize on the product of writing without doing the revising.

The characteristics of written language in the previous section are taken from the reader’s perspective. In this section, the characteristics will be explained based on the writer’s perspective (Brown, 2000). Those characteristics are permanence, production time, distance, orthography, complexity, vocabulary, and formality (Brown, 2000). Permanence means that the writer has no power to emend, to clarify, and to withdraw. Production time means that the writer needs more time to achieve the final product. Distance means that the writer often thinks about the reader when composing the writing. Orthography means that the writer has to provide a good explanation using the letters and written symbols.

Complexity means that the writer has to understand how to avoid redundancy, how to combine sentences, and etc. Vocabulary means that the writer must be rich of vocabulary. Formality means that the writer should write in formal language.

Microskills in Writing

There are microskills in writing as well as in reading. Brown (2000) provides twelve microskills of writing that are helpful in teaching writing.

1. Produce graphemes and orthographic patterns of English
2. Produce writing at an efficient rate of speed to suit the purpose
3. Produce an acceptable core of words and use appropriate word order patterns
4. Use acceptable grammatical rules
5. Express a particular meaning in different grammatical forms
6. Use cohesive devices in writing discourse
7. Use the rhetorical forms and conventions of written discourse
8. Appropriately accomplish the communicative functions of written texts according to form and purposes
9. Convey links and connections between events
10. Distinguish between literal and implied meaning when writing
11. Correctly convey culturally specific references in the context of the written text
12. Develop and use a battery of writing strategies.

Those twelve microskills will help students in processing and producing the written work.

2.4 Previous Studies

The first previous study was conducted by Al-Hamlan and Baniabdelrahman (2015). The study is entitled "A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in

Saudi Arabia: A Descriptive Analytical Approach to Students' Needs". The research focused on the learners' professional needs, their language skills and tasks, preferred learning styles and teaching methods, and the difficulties that learners face. It took place at Riyadh city, Saudi Arabia. The participants of the study were 400 male and female students at the second grade in Saudi secondary schools. The research design used in the study was mix method with questionnaire and interview guide as the instruments. The finding is that students need to learn English in order to speak fluently, communicate with other, and to get a job. The study also found out that students need some methods in learning English such as getting a chance to select the exercises, performing activities in pairs, having a teacher to translate unknown words for them, and learning grammar through examples. The result of needs analysis is that the students feel frustrated because they cannot work with their classmate. There are similarity and difference among this study and the current research. The similarity is that both researches focus on conducting needs analysis for all English skills. The difference is that this research uses mix method as the research design while the current research uses qualitative research design.

The second previous study was conducted by Al-Thiyabi (2014). The study was entitled "Need Analysis for EFL Listening Skills at the ELI". It focused on the needs analysis in listening skill. The aim of the study was to identify the students' problems and students' needs in learning listening skill. The study was conducted in English Language Institute (ELI) at King Abdul-Azis University, Jeddah, Saudi Arabia. The participants were 104 students at the foundation year at

ELI (English Language Institute). The research design in this study was mixed method research design. Questionnaire was used as the instrument. The findings showed that most of the students usually find difficulty in understanding English lectures. They also encounter problems understanding their classmates and teachers because of many reasons. The result showed that there was a gap between the students' needs and the material that have been taught at ELI. The similarity with the current research is that both researches apply needs analysis to EFL students. The difference is that this research only focuses on needs analysis of listening skill, while the current research focuses on needs analysis of all English skills.

The third previous study was conducted by Pratelaning Sihmirmo (2015). The study was entitled "The Needs Analysis of English Learning for Fourth Graders and Fifth graders". It aimed at investigating the needs of learning English for Fourth and Fifth Graders. The study was located at SDN Utan Kayu Utara 01, 03, and 05 Pagi, Matraman, Jakarta Timur. The focus of the study was the students' needs in learning material and the ways of learning. The research design in Sihmirmo's research is qualitative research. The participants were 185 students in fourth and fifth grade of SDN Utan Kayu Utara 01, 03, and 05 Pagi. The result showed that the learning materials needed by students are music & songs, animals, arts & literatures, jobs, and family. While the students' needs on the way of learning are writing diaries/ stories/ teacher's explanation/ summaries/ sentences/ names of fruits/ names of animals, studying textbooks & exercise books, reading books /comics/ magazines/ English conversation, listening to music/ teachers/

conversation, making presentation, looking meaning up in a dictionary, working in groups, playing games, using English words in real conversation, and making dialogues. The similarity of this study and the current research is the research design. Both researches use qualitative as the research design. The difference with the current research is the subject. The subject of this study is young learners, while the current research is Intermediate learners.



CHAPTER III

RESEARCH METHODOLOGY

This chapter will explain about the methodology to do the research. This chapter consists of four sections. The first section explains about the research design. The second section describes about the data sources. The third section explains about the data collections. And the fourth section explains about the data analysis.

3.1 Research Design

This research used qualitative as the main research design. Qualitative is aimed to understand and interpret the behavior of the participants in particular context (Ary et al., 2010). In line with it, Creswell (2014) states “Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. Qualitative represented the natural context of human behavior. The analysis result of qualitative design was to discuss the phenomenon through nominal rather than numerical sorts of data.

Qualitative had some characteristics that differentiate it with other research design. Ary et al. (2010) provided six characteristics of qualitative. First, qualitative concerns about particular context and meaning. Second, it occurs in natural field such as classroom and so forth. Third, it uses human as the instrument because qualitative studies the human experienced. Fourth, the data is in form words rather than number. Fifth, qualitative has emergent design which is means that “qualitative inquirers broadly specify aspects of a design before

beginning a study, the design continues to emerge as the study unfolds,” (Ary et al., 2010). The sixth characteristic is that qualitative uses inductive data analysis which means that it seeks the data first and then interprets and describes the data.

In this research, qualitative research design is used because this research is aimed to understand students' behavior regarding their difficulties in learning English skills, and which skills that they need to improve. It is related to the characteristics of qualitative as explained before. This research will interpret and explain the data collection in form of words in order to get deep understanding about the problems.

3.2 Data Source

This study took place at SMAN 1 Tumpang, Kabupaten Malang. The participants were from X grade and XI grade students who joined the English Language Club. Approximately, there were 60 students of X-MIA (*Matematika dan Ilmu Alam* or Mathematics and Science) classes, 60 students of X-IS (*Ilmu Sosial* or Social science) classes, 60 students of XI-MIA classes, and 60 students of XI-IS classes. The research was conducted on April 24th – 28th 2016.

3.3 Data Collection

This study used questionnaire as the main instrument, and interview guide as the secondary instrument. The questionnaire is aimed to get the data regarding to students' difficulties in learning English skills, and what skills that they need to improve. Interview guide aimed to get deep understanding about the problems.

3.3.1 Questionnaire

Questionnaire was the main instrument that used in this research. It aimed to obtain information about the difficulties in learning English skills faced by students and what skills that they need to improve. The questionnaire was adapted from Al-Hamlan and Baniabdelrahman (2015). The questionnaires were delivered to the students with the help of the teachers. 240 students were filled the questionnaire.

Type of questionnaire used in this research was open-ended questionnaire. Open-ended questionnaire was appropriate to use in qualitative because it was word-based questionnaire. Cohen et al. (2007) states open-ended questionnaire brings the quantitative paradigm into qualitative paradigm.

3.3.2 Interview Guide

In this study, Interview guide was aimed to support the data from questionnaire. The interview items was taken and adopted from Al-Hamlan and Baniabdelrahman (2015). It was applied to students of the second grade in the Saudi secondary schools in Riyadh city. The items consist of ten questions which aim to gather information about students' difficulties in learning English skills, and what skills that they need to improve. The data result from this interview guide will help the researcher to get deep understanding about the problems.

Twenty students were participating in the interview. The interview sessions were conducted face-to-face after the class is over.

3.4 Data Analysis

The data collected from questionnaire and interview guide analyzed based on Ary et al. (2010). There were three steps in analyzing qualitative data.

Those steps were familiarizing and organizing, grouping and reducing, and interpreting and presenting.

1. Familiarizing and organizing

In the first step of data analysis, the researcher organized the data. Familiarizing and organizing means that the researcher read the data until the researcher understand the data and then organize it. The data from interview guide would be transcript into words.

2. Grouping and reducing

Grouping is sorting the data into some group of meanings. Each of the groups of data was labeled in order to recognize the differences and the similarities of the data from questionnaire and interview. Ary et al. (2010) suggested that the label should be understandable. After all the data are grouped, the researcher reduced the data.

3. Interpreting and presenting

In this step, the researcher were interpreted the data that have been grouped and reduced. Ary et al. (2010) stated that "interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations". Then the last step was presenting the data. The data would be presented into tables, figures, or frameworks.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion from the questionnaire which has delivered to the participants and from the informant of the interview.

The finding and discussion consist of reading skill, writing skill, listening skill, and speaking skill.

4.1 Finding

The data finding was collected through questionnaire and interview guide. The questionnaires were distributed on April, 25 to 28 2016. It was disseminated to the students while they were in the class with the help of the teachers. The interview was conducted on April, 25 to 28 2016. It conducted face to face after the class is over.

The findings were explained based on the English skills. It started with Reading skill, then followed by writing skill, listening skill, and speaking skill.

The finding was the result from instruments, questionnaire and interview guide. In the questionnaire, the questions regarding to English skills started from number one until sixteen. While in the interview guide, the questions regarding to the English skills started from number one until number eight.

4.1.1 Listening Skill

The questions regarding to listening skill is question nine, question ten, and question fifteen. Question number nine and ten were for the difficulties that

faced by the students in learning listening. Then question number fifteen was for the students' need in learning listening.

The result showed that the total number of students who have difficulties in learning listening were 229 out of 240. The students' difficulties in learning listening were the speaker talk too fast and the sound did not clear and did not understand what the speaker talking about. The students said that the speaker talk too fast and the sound did not clear because they did not accustom in listening English. So the students need repetition in understanding the speaker. The students did not understand what the speaker talking about because they did not know the meaning of the words and the students confused when there were words with the same pronunciation.

Almost all of the students need to improve their listening skill. 238 out of 240 students said yes when they asked whether they wanted to improve their listening skill or not. The students said that they need to improve their listening skill in order to comprehend the English speaker. The students wanted to be able to understand the meaning of what the speaker have said, to be able to understand lecturers, to be able to understand English dialogue, to be able to understand the information in English, to be able to understand the presentations.

4.1.2 Speaking Skill

There are three questions in the questionnaire regarding to speaking skill. Question number eleven and twelve were to know the students' difficulties in learning speaking skill, while question number sixteen was to know the students' need in speaking.

The result showed that 211 out of 240 students find difficulties in learning speaking. The students' difficulties were hard to express their ideas in English, hard to pronounce English words, and afraid of mistakes, shy, and low of confidence. The students reported that they hard to express their ideas because lack of vocabularies. They also hard to pronounce English words because the spelling was not the same with Indonesian and they did not accustom to speak English. Afraid of mistakes, shy, and low of confidence were happened because the students less practice in speaking English.

From the result of the questionnaire, all of the students said that they need to improve their speaking skill. The students reported that they need to be able to speak fluently and accurately. It was because they want to talk to foreign people when visit other country, to be able to answer questions in English, to interact using English, to express their ideas in English, and to be able to sing English songs.

4.1.3 Reading Skill

There are three questions regarding to reading skill in the questionnaire. Those questions were question number five, six, and thirteen. Two of the questions were for the students' difficulties in learning reading, while one of them for the students' need in learning reading.

The result showed that 207 out of 240 students have difficulties in learning reading. The students difficulties in learning reading were have trouble in pronounce English words, do not know the meaning of new words, and do not accustomed to read English text. The students reported that they have trouble in

pronounce English words because there were similar words but different pronunciation, such as “shoot” and “flood”, and also English pronunciation was not the same with Indonesian pronunciation. The students often did not know the meaning of new words which made them hard to comprehend the English text. Students also said that they did not accustom to read English text because the passage or the text is too long.

From the questionnaire, most of the students need to improve reading skill. The students wanted to improve reading skill in order to master vocabularies and to comprehend the English text. Few of the students did not want to improve reading skill. They said that reading is easy, and they could comprehend the English text. From the interview, only two students wanted to improve reading skill.

4.1.4 Writing Skill

There are also three questions in the questionnaire regarding to the writing skill. Question number seven and eight were for the difficulties that faced by the students in learning writing. Then question number fourteen was for the students' need in learning writing.

The numbers of students who have difficulties in learning writing were 198 out of 240 students. The result showed that students' difficulties in learning writing are they did not know the words that they are going to write, did not understand English grammar, and could not translate into Indonesian. The students did not know the words that they are going to write because the words form in English was not the same with the word pronunciation and sometimes

could not write long words with double consonant or double vocal. Unfortunately, the students did not provide the example of long words with double consonant and double vocal. The students reported that they did not understand English grammar because it was confusing. The students also reported that they could not translate English into Indonesian because the students did not know the meaning of the words.

In terms of the students' need, most of the students need to improve their writing skill, especially English grammar. But the number of students who wanted to improve writing skill was less than the number of students who wanted to improve reading skill. Those students need to improve writing skill in order to be able to write creatively, to be able to do writing task, to be able to write in social media using correct grammar, and to be able to do English text. From the interview, two students reported that they need to improve grammar and to be able to translate.

4.2 Discussion

4.2.1 Listening Skill

From the result of questionnaire and the interview, listening is the most difficult skill which learns by the students. It is based on the number of the students who said that they have difficulties in listening. The students said they faced the difficulties because the speaker talked too fast and the sound does not clear. This is one of the reasons why the students cannot understand what the speaker talking about. It is in line with Brown (2000) theory in the difficulties of listening. Brown (2000) stated that rate of delivery of the speaker makes the

listener cannot get the information because the speaker talked too fast. This finding is also supported by the previous study conducted by Al-Thiyabi (2014).

Al-Thiyabi said that one of the reasons hindering students listening comprehension is speaking fast, speaking quietly, different accents and pronunciation, and a group of people talking at the same time.

Another reason is that the students do not know the meaning of new vocabulary that the speaker had said. Brown (2000) said that it happens because the speaker uses slang or idioms which are not Standard English. It makes the listener cannot determine the meaning. When the speaker uses unknown words, the students will not get the meaning of what speaker said. Al-Thiyabi confirmed that when the students found the new words, they will stop listen because they think about the unknown vocabulary. It makes the students miss the next speech of the speaker.

In terms of students' need, the findings shows that the students need to improve their listening skill because they need to comprehend the English speaker. For instance, to be able to understand the meaning of what the speaker have said, to be able to understand lecturers, to be able to understand English dialogue, to be able to understand the information in English, to be able to understand the presentations. From what the students have reported, they need listening to understand spoken discourse, such as lecturers, dialogue, or presentation. As Richards (2008) assumes "view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse". This finding is supported by Al-

Thiyabi (2014) that the students need to recognize spoken information. If the students could not grasp the information, learning language will be hindered.

4.2.2 Speaking Skill

Speaking is the most difficult skill number two after listening skill based on the questionnaire and the interview. Students were hard to pronounce English words. It is because the students do not acquainted the English word well enough.

As Brown (2000) suggests that students should acquainted well with the words, phrases, and idioms of colloquial language in learning speaking.

Students are also hard to express their ideas using English. It is because the students do not know how to use hesitation or pause while speaking. Students tend to use full stop when they do not know what to say. According to Brown (2000), hesitation and pause are ways of thinking time. Native English always used hesitation like “um, well, you know, I mean, and etc.” while they are thinking of ideas. The teachers should teach the students how to applying hesitation and pause when they are speaking. Another reason why the students hard to express their ideas is because they are lack of vocabulary. Al-Hamlan and Baniabdelrahman (2015) assume that students’ satisfaction in learning English is in the richness of vocabulary. It is being a trend in EFL context.

The next difficulty in learning speaking is that the students are afraid of mistakes, shy, and low of confidence. It is identified because the students less practice in speaking. Al-Hamlan and Baniabdelrahman (2015) suggest more interactive and practical task should be offered to learners in language classes.

From the result of questionnaire and interview, almost all of the students agree that speaking is the skill that they really need to improve. It is well known that speak fluently and accurately is the achievement in learning English.

According to Richards (2001), there is an assumption that speaking is the measurement of learners' success in learning language. The learners' priority in learning English is to be able to mastering speaking skill (Richards, 2001).

4.2.3 Reading Skill

The reason why reading is difficult for students in English Language Club was having problem in pronounce English words. They cannot discriminate the English vowel pronunciation, and confused when there is same words pattern but different pronunciation such as "shoot" and "flood". In the microskills of reading, Brown (2000) suggests that the teachers should help the students to discriminate among the distinctive grapheme and orthographic patterns of English. The next difficulty is that the students do not know the meaning of new words. It makes the students hard to comprehend the text. Brown (2000) suggest when students do not know the meaning of a word, they could infer the meaning through the context and by using students' background knowledge. This can help the student when they are confused in understanding the meaning of a sentence.

The students also reported that they do not accustom to read English text. This is happened when the passage or the text is too long and the students' environment never uses written English. This difficulty is linked with the previous difficulties, that the students do not know the words meaning when reading English. When

students do not accustom to read English text, they could not add their vocabulary storage.

In terms of students' need in reading, the students need to improve their reading skill in order to master vocabulary and to comprehend English text.

Brown (2000) suggests several microskills if the students wanted to improve their reading skill. Those microskills such as retain chunks of language of different lengths in short-term memory, recognize a core of the words and interpret word order patterns, recognize that a particular meaning may be expressed in different grammatical forms, and etc. The microskills that presented by Brown (2000) could help the students in recognizing the meaning of a text.

4.2.4 Writing Skill

Writing is the easiest skill according to the questionnaire and the interview. The students are able to write even they did some mistakes. The most difficult thing in writing skill is English grammar. Most of the students always confused when they were asked to write because of the grammar. According to Brown (2000), the teachers should help the students to use acceptable grammatical system in teaching writing. Another difficulty that faced by students is that the students did not know the words that they are going to write because the words form in English was not the same with the word pronunciation and sometimes could not write long words with double consonant or double vocal.

The students also find difficulties because they could not translate English into Indonesian. This difficulty related to the previous difficulty the students did not know the meaning of the words. The students tend to have difficulty in vocabulary

mastery. Al-Hamlan and Baniabdelrahman (2015) confirmed that EFL learners tend to be focus more on grammar and vocabulary rather than on pronunciation and communicative competence. It is a weakness of EFL learners according to Al-Hamlan and Baniabdelrahman (2015).

In term of students' need on writing skill, the students need to improve their writing skill and their grammar. The students wanted to be able to write creatively, to be able to do writing task, to be able to write in social media using correct grammar, to be able to do English text, and to be able to translate. It has been suggested by Brown (2000) in microskills of writing. The students could follow Brown's microskills (2000) on writing if they need to improve their writing and grammar. Those microskills such as use the rhetorical forms and conventions of written discourse, appropriately accomplish the communicative functions of written texts according to form and purposes, convey links and connections between events, and etc. (Brown, 2000).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explained about the conclusion from the findings and discussion, and also suggestion for the teachers in English Language Club and for further researcher.

5.1 Conclusion

In this research, needs analysis was conducted by the researcher to know the students difficulties in learning English skills, and the skill that the students need to improve. The answer for the first question is that the students have difficulties in all English skills. The students find difficulties in listening skill because the speaker talk too fast and the sound did not clear, and the students did not understand what the speaker talking about. For the speaking skill, the students find difficulties because they hard to express their ideas in English, hard to pronounce English words, and afraid of mistakes, shy, and low of confidence. For the reading skill, the students find difficulties because they have trouble in pronounce English words, do not know the meaning of new words, and do not accustomed to read English text. For the writing skill, the students find difficulties because they did not know the words that they are going to write, did not understand English grammar, and could not translate into Indonesian.

The answer of the second question regarding to the skill that the students need to improve, the students need to improve all of the English skills. For the listening skill, the students wanted to improve their listening skill because they

need to comprehend the English speaker, such as understanding the meaning of what the speaker have said, understanding lecturers, understanding English dialogue, understanding the information in English, and understanding the presentations. For the speaking skill, the students wanted to improve their speaking skill in order to speak fluently and accurately. It is because they want to talk to foreign people when visit other country, to answer questions in English, to interact using English, to express their ideas in English, and to sing English songs.

For the reading skill, the students wanted to improve reading skill in order to master vocabularies and to comprehend the English text. For the writing skill, the students wanted to improve writing skill and grammar to write creatively, to do writing task, to write in social media using correct grammar, and to do English text.

5.2 Suggestion

1. The teachers

The teachers can use the result of this research as the consideration in teaching and learning process in English Language Club. The teachers should give more practice in speaking and listening, because those skills is the most difficult skills based on the students. The researcher also suggests the teachers to give more grammar and more vocabulary in teaching reading and writing.

2. Further Researcher

The researcher suggested the further researcher to develop this needs analysis into material development or syllabus development. This needs analysis is the first stage in developing material or syllabus.



REFERENCES

- Al-Hamlan, Suad Abdulazis & Baniabdelrahman, Abdallah Ahmad. (2015). *A needs analysis approach to EFL syllabus development for second grade students in secondary education in Saudi Arabia: a descriptive analytical approach to students' needs*. American International Journal of Contemporary Research, Volume 5 No. 1.
- Al-Thiyabi, Maha Sayer. (2014). *Needs analysis for EFL listening skills at ELI*. English for Specific Purposes World, Issue 43 Volume 15.
- Ary, Donald et al. (2010). *Introduction to research in education eight edition*. Canada: Wadsworth.
- Broughton, Geoffrey et al. (1980). *Teaching English as foreign language*. United Kingdom: Routledge Taylor and Francis e-Library.
- Brown, H. Douglas. (2000). *Teaching by principles an interactive approach to language pedagogy second edition*. California.
- Brown, H. Douglas. (2007). *Principles of language learning and teaching*. United States of America: Pearson Education, Inc.
- Brown, James Dean. (1995). *The elements of language curriculum: a systemic approach to program development*. United States of America: Heinle & Heinle Publisher.
- Creswell, John W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches 4th edition*. United states of America: SAGE Publication, Inc.
- Cohen, Louis et al. (2007). *Research method in education*. United Kingdom: Routledge Taylor and Francis e-Library.
- Hutchinson, Tom & Waters, Alan. (1987). *English for Specific Purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Kementerian Pendidikan dan Kebudayaan. (2013). *Kerangka Dasar dan Struktur Kurikulum 2013*.
- Krashen, Stephen D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press Inc.
- Larsen-Freeman, Diane. (2000). *Techniques and principles in language Teaching Second Edition*. United Kingdom: Oxford University Press.

Richards, Jack C. (1990). *The language teaching matrix*. United States of America: Cambridge University Press.

Richards, Jack C. (2001). *Curriculum development in language teaching*. United States of America: Cambridge University Press.

Richards, Jack C. (2008). *Teaching listening and speaking from theory to practice*. United States of America: Cambridge University Press.

Sihmirno, Pratelaning. (2015). *The needs analysis of learning English for fourth and fifth graders*. Eduscience, Volume 1 No. 1.





APPENDICES

Appendix 1 Questionnaire

(Adapted from Al-Hamlan and Baniabdelrahman, 2015)

Nama: _____

Kelas: _____

Jawablah pertanyaan berikut ini dengan sejujur-jujurnya sesuai dengan pengalaman adik!

1. Berapa lama Anda belajar Bahasa Inggris?

2. Apa tujuan Anda mengikuti LC Bahasa Inggris?

3. Apakah yang Anda harapkan saat memutuskan untuk mengikuti LC Bahasa Inggris?

4. Hal apakah yang ingin Anda capai setelah mengikuti LC Bahasa Inggris?

5. Apakah Anda mengalami kesulitan dalam mempelajari membaca (reading)?

6. Jelaskan alasan Anda.

7. Apakah Anda mengalami kesulitan dalam mempelajari menulis (writing)?

8. Jelaskan alasan Anda.

9. Apakah Anda mengalami kesulitan dalam mempelajari mendengar (listening)?

10. Jelaskan alasan Anda.

11. Apakah Anda mengalami kesulitan dalam mempelajari berbicara (speaking)?

12. Jelaskan alasan Anda.

13. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan membaca (reading)? beri alasannya!

14. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan menulis (writing)? beri alasannya!

15. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan mendengar (listening)? beri alasannya!

16. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan berbicara (speaking)? beri alasannya!

17. Menurut anda, gaya pembelajaran Bahasa Inggris seperti apa yang anda inginkan di LC bahasa inggris?

18. Menurut anda metode apa saja yang seharusnya diterapkan oleh guru LC bahasa inggris?

19. Apakah yang seharusnya dilakukan guru LC Bahasa Inggris untuk mempermudah siswanya dalam mempelajari bahasa inggris?



Appendix 2 Interview Guide

The interview guide is adopted from Al-Hamlan and Baniabdelrahman (2015) in their research entitled "A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia: A Descriptive Analytical Approach to Students' Needs".

1. Do you speak English well?
2. Can you express your ideas clearly in English?
3. Can you read and write well in English?
4. Can you understand what you listen in English?
5. Can you form long sentences?
6. Can you answer the questions in English?
7. What are the key problems you faced in English?
8. What are the key things to improve your English language?
9. Which way do you prefer to learn English?
10. Which way do you want the teacher to apply in teaching English?

Translation into Indonesian

1. Apakah anda lancar berbicara bahasa inggris?
2. Apakah anda dapat mengungkapkan ide anda dengan jelas?
3. Apakah anda dapat membaca dan menulis dalam bahasa inggris dengan benar?
4. Apakah anda mengerti dengan apa yang anda dengar dalam bahasa inggris?
5. Apakah anda dapat membuat kalimat yang panjang dalam bahasa inggris?

6. Apakah anda dapat menjawab pertanyaan dalam bahasa inggris?
7. Kesulitan apa yang anda hadapi dalam mempelajari bahasa inggris?
8. Kemampuan apa yang ingin anda tingkatkan dalam berbahsa inggris?
9. Cara seperti apa yang anda inginkan untuk belajar bahasa inggris?
10. Cara mana yang anda inginkan agar diterapkan oleh guru?



Appendix 3 Result of Data Analysis

1. Question 1

No.	Statement Answer	Amount
1	Since kindergarten (11 years)	107
2	Since elementary (12 years)	95
3	Since before entering kindergarten (13-15 years)	38

2. Question 2

No	Statement Answer	Amount
1	To interact with other people in different country because English is international language	27
2	To help them to speak English fluently and accurately, to get deep understanding about English	169
3	To fulfill the requirements of the school	6
4	To help them in cluthed their dream job because nowadays English is important in all job	8
5	English is more familiar rather than other languages	10
6	To get different experience beside regular English class	7
7	To be able to do English test such as English examination, TOEFL, TOEIC, and IELTS	6

3. Question 3

No	Statement Answer	Amount
1	will be able to speak English fluently	123
2	will get guidance in learning English	7
3	will improve their skills in English lesson	21
4	will be able to master English vocabulary	17
5	will be able to utilizing English in their dream job	7
6	will get more practice than theory	22
7	will get better score in English	11
8	will get more understanding about English grammar	19

9	will learn more speaking and listening	6
10	will get English certificate	7

4. Question 4

No.	Statement Answer	Amount
1	understanding English without assistance of dictionary	29
2	speaking English fluently and accurately	88
3	using English in their daily life such as when they meet foreign tourist and go abroad	49
4	mastering English vocabulary and understanding English texts	24
5	employing English in their dream jobs	15
6	increasing their English score	27
7	being able to teach English	1
8	mastering English literature	1
9	improving English skills	2
10	improving speaking and listening skills	1
11	being able to argue and converse using English	3

5. Question 5& 6

No	YES		NO	
	Statement Answer	Amount	Statement Answer	Amount
1	there are similar words but different pronunciation such as "shoot" and "flood"	36	accustomed to read English text	11
2	have trouble in pronounce English words	59	understand a bit with what they read	4
3	do not know the meaning of new words	56	can guess the meaning of new words based on the context	6
4	do not accustomed to read English text	18	only reading is easy	3
5	the passage or the text is too long	13	accustomed to read English text in online games	1

6	English pronunciation is not the same with Indonesian pronunciation	25	can understand the text well	8
TOTAL		207		33

6. Question 7 & 8

No.	YES		NO	
	Statement Answer	Amount	Statement Answer	Amount
1	do not know the words that they are going to write	34	accustomed to write English text	18
2	the words form is not the same with the words pronunciation	50	if there is an example	3
3	write long words with double consonant and vocal	13	can differentiate English words	7
4	do not accustomed to write English words	11	writing is easy when students have understand the sentences	5
5	do not understand English grammar	61	writing is easy	4
6	writing English is confusing	7	accustomed to chat using English with foreign people	1
7	cannot translate into Indonesian	7	like writing English songs	1
8	do not know the meaning of a word	6	writing is a hobby	1
9	cannot write the words of teacher's diction	9	have master English vocabulary	2
TOTAL		198		42

7. Question 9 & 10

No.	Statement Answer	Amount	NO	
			Statement Answer	Amount
1	the speaker talk too fast and do not clear	72	accustomed to listen English songs	3
2	there are same words pronunciation but different meaning	36	can understand teacher explanation	6
3	do not accustomed in listening English	9	only listen is not hard	2
4	do not know the meaning	37		
5	cannot understand what the speaker is talking about	38		
6	cannot understand if it is British English or American English	14		
7	the vocal pronunciation is not the same with Indonesian	8		
8	cannot concentrate	8		
9	need repetition in understanding the speaker	7		
		229		11

8. Question 11 & 12

No.	YES		NO	
	Statement Answer	Amount	Statement Answer	Amount
1	hard to express their ideas in English	26	there are same words pronunciation	4
2	hard to pronounce English words because the spelling is not the same as Indonesian	93	able to speak English a bit	5
3	do not accustomed to	17	with the guidance of	4

	teacher		
4	lack of vocabulary	22	can speak fluently
5	afraid of mistakes, shy, hesitant, and low of confidence	35	more easy to speak rather than to listen
6	speaking with java accent	8	often sing along with English songs
7	less practice	9	have master English vocabulary
8	cannot spelled "R" alphabet	1	
TOTAL		211	29

9. Question 13

No.	YES		NO	
	Statement answer	Amount	Statement Answer	Amount
1	to improve English pronunciation in reading text	77	reading is easy	7
2	to understand sentences order	16	want to improve speaking more than reading	7
3	to just improve reading skill	31	reading can be improved by practice by themselves	5
4	to master vocabulary	39	able to comprehend English text	5
5	to help students in doing storytelling	12		
6	to comprehend English text and information in internet	30		
7	to add learning hou	11		
TOTAL		216		24

10. Question 14

YES			NO		
No.	Statement Answer	Amount	No.	Statement Answer	Amount
1	to understand the English grammar	105	1	understand basic pattern of writing	2
2	to be able to do creative writing	24	2	writing is not hard	4
3	to be able to do writing task	18	3	able to write in English	2
4	to improve writing skill	23	4	want to learn speaking skill more	3
5	to master vocabulary	16	5	writing is a hobby	2
6	just wanted to learn writing	11	6	writing can be improved in regular classroom	2
7	to write in social media using English	16			
8	to be able to do English test	12			
		225			15

11. Question 15

YES			NO		
No.	Statement Answer	Amount	No.	Statement Answer	Amount
1	to comprehend English speaker	56	1	speaking is more important than listening	1
2	to understand the meaning of what speaker said	43	2	listening can be improved by listening to English songs and watching movies	1
3	useful	12			
4	to understand lecturers	19			
5	to understand English dialogue	30			
6	to improve listening skill	25			

7	to know how to pronounce English words	16			
8	to understand the information in English	11			
9	to be able to do listening test	14			
10	to understand presentations	12			
		238			2

12. Question 16

YES			NO		
No.	Statement Answer	Amount	No.	Statement Answer	Amount
1	to speak fluently and accurately	86			
2	to talk to foreign people when visit other country	15			
3	achievement in learning English	10			
4	the teachers asked them to speak English	15			
5	to speak in front of people bravely and confidently	27			
6	to improve speaking skill	19			
7	to be able to answer questions in English	15			
8	Teachers teach them how to do presentation and dialogue	14			
9	to interact using English	17			
10	to express ideas in English	12			
11	to be able to sing English songs	10			
		240			

13. Question 17

No.	Statement Answer	Amount
1	learning through games	46
2	learning in outdoor	4
3	presentation in front of the class less often	37
4	create fun and relax atmosphere	12
5	learning through role play	6
6	using media to support the material	4
7	included all the skills in the material	5
8	Explain and give examples in every materials	7
9	As teacher's learning style	9
10	listening to English songs, watching movies and videos	14
11	recitation of new vocabularies	10
12	Performing conversation, dialog	19
13	discussion and debates	37
14	Presentations	22
15	using English to talk with friends in the class	8

14. Question 18

No.	Statement Answer	Amount
1	let the students explore their ability	7
2	teacher create fun atmosphere	16
3	teacher use bilingual while teaching	24
4	playing games	48
5	explaining material and more grammar, give examples and tasks	21
6	learning in outdoor	5
7	teacher give quizzes, question and answer	14
8	teacher teach the material by using powerpoint, watching moves and videos, and listening to songs	26
9	agreed with the teaching method that have applied	10
10	teacher give more speaking and listening	4
11	teacher applied performing, discussion, conversation, presentation, and debate in teaching	31
12	practice with native speaker	5
13	teacher give more story and English literature	5
14	teacher gove more speaking and reading	12

15	teacher make a drama	5
16	Recitation	7

15. Question 19

No.	Statement Answer	Amount
1	learning English in outdoor	6
2	translate the unknown words	8
3	speak English in the classroom while the lesson is ongoing	35
4	not make the students bored, always smile to students with hospitality, not too demanding and knowing the students' needs while teaching	40
5	playing games	38
6	explained the material slowly, do not keep on giving the homework, and giving feedback	46
7	giving new vocabularies	10
8	using multimedia and various stories	15
9	more practice in speaking	8
10	presentation, conversation, and discussion	11
11	recitation the vocabularies	7
12	always provide the new thing in teaching	7
13	make the students to manufacture their own work, not studying someone else's work	4
14	questions and answer game	5

Appendix 4 Result of Questionnaire

Nama: ADIA REYHAN PUTRA.P.

Kelas: XIIS 3

Jawablah pertanyaan berikut ini dengan sejujur-jujurnya sesuai dengan pengalaman anda.

1. Berapa lama Anda belajar Bahasa Inggris?
Mulai dari TK (.) Selama 13 Tahun
2. Apa tujuan Anda mengikuti LC bahasa Inggris?
Supaya Lancar dalam Bahasa Inggris
3. Apakah yang Anda harapkan saat memutuskan untuk mengikuti LC bahasa Inggris?
Berbicara Bahasa Inggris dg lancar dan mengerti
istilah dalam Bahasa Inggris.
4. Hal apakah yang ingin Anda capai setelah mengikuti LC bahasa Inggris?
Berkomunikasi Bahasa Inggris.
5. Apakah Anda mengalami kesulitan dalam mempelajari reading?
Kadang - kadang
6. Jelaskan alasan Anda.
Karena pada saat membaca agak sulit memahami arti dari
kata - kata
7. Apakah Anda mengalami kesulitan dalam mempelajari writing?
Kadang - kadang
8. Jelaskan alasan Anda.
Karena pada saat menulis agak sulit dalam menyusun kata
9. Apakah Anda mengalami kesulitan dalam mempelajari listening?
Kadang?
10. Jelaskan alasan Anda.
Karena pada saat listening agak susah memahami
artinya
11. Apakah Anda mengalami kesulitan dalam mempelajari speaking?
Kadang?
12. Jelaskan alasan Anda
Karena agak Tidak Lancar? dalam berbicara
13. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan reading? beri alasannya!
Karena karena saat membaca agak sulit dalam mengerti

14. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan writing? beri alasannya!

Iya, karena saat menulis agak sulit dalam menyusun kata

15. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan listening? beri alasannya!

Iya, karena saat mendengarkan bahasa kurang mengerti

16. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan speaking? beri alasannya!

Iya karena saat berbicara kurang mengerti tata bahasa

17. Menurut adik, model pembelajaran bahasa Inggris seperti apa yang adik inginkan di LC bahasa Inggris?

Di kasih dengan permainan

18. Menurut adik, metode apa saja yang seharusnya diterapkan oleh guru LC bahasa Inggris?

Metode percakapan dan game.

19. Apakah yang seharusnya dilakukan guru LC Bahasa Inggris untuk mempermudah siswanya dalam mempelajari bahasa Inggris?

Mengajar dengan sabar dan mudah di pahami

☺ THANK YOU FOR YOUR ASSISTANCE ☺

Nama: Nuzula Arianing

Kelas: XIA 3 / 21

Jawablah pertanyaan berikut ini dengan sejujur-jujurnya sesuai dengan pengalaman anda.

1. Berapa lama Anda belajar Bahasa Inggris?

13 tahun

2. Apa tujuan Anda mengikuti LC bahasa Inggris?

Menjadi penguasaan yang berbeda dari pelajaran reguler

3. Apakah yang Anda harapkan saat memutuskan untuk mengikuti LC bahasa Inggris?

Sering prakteknya dan pada akhirnya.

4. Hal apakah yang ingin Anda capai setelah mengikuti LC bahasa Inggris?

Tidak lagi malu dan sanggup mengabdikan diri ke dalam yg nyata.

5. Apakah Anda mengalami kesulitan dalam mempelajari reading?

Tidak

6. Jelaskan alasan Anda.

Saya menyukai dan ingin menantang diri sehingga harus lebih disiplin atau jujur.

7. Apakah Anda mengalami kesulitan dalam mempelajari writing?

Tidak

8. Jelaskan alasan Anda.

Saya sudah memiliki hobby writing

9. Apakah Anda mengalami kesulitan dalam mempelajari listening?

Tidak

10. Jelaskan alasan Anda.

Saya penguasaan sastra Inggris sehingga semua yg berhubungan dgn kebahasaan rata-rata berbahasa Inggris termasuk listening

11. Apakah Anda mengalami kesulitan dalam mempelajari speaking?

Tidak, tetapi lebih sering malu

12. Jelaskan alasan Anda

Serantosa mengalah dan menyangkal, tidak pernah merasa puas atau cukup.

13. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan reading? beri alasannya!

Tidak, karena reading bisa di lakukan sendiri melalui kamus

4. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan writing? beri alasannya!

Tidak, karena writing lebih kelupasa di lakukan di rumah sebagai hobby.

15. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan listening? beri alasannya!

Tidak, karena listening dapat di improve melalui film, musik, radio, dsb.

16. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan speaking? beri alasannya!

Ya, karena hal tersebut melatih kepercayaan diri serta praktik yg nyata.

17. Menurut adik, model pembelajaran bahasa inggris seperti apa yang adik inginkan di LC bahasa inggris?

Segala bentuk model dapat diterapkan selama mengajar dengan banyak kegiatan di praktik bukan teori.

18. Menurut adik, metode apa saja yang seharusnya diterapkan oleh guru LC bahasa inggris?

Murid lebih aktif dari gurunya.

19. Apakah yang seharusnya dilakukan guru LC Bahasa Inggris untuk mempermudah siswanya dalam mempelajari bahasa inggris?

Mengarah atau melatih siswa untuk bertanya bukan mempelajari sebuah koreksi.

© THANK YOU FOR YOUR ASSISTANCE ©

Nama: David Alfaridzi

Kelas: XI MIA 3

Jawablah pertanyaan berikut ini dengan sejujur-jujurnya sesuai dengan pengalaman anda.

1. Berapa lama Anda belajar Bahasa Inggris?
Sejak masih SD sampai sekarang
2. Apa tujuan Anda mengikuti LC bahasa Inggris?
untuk lebih memperdalam bahasa Inggris khususnya kemampuan dalam writing, speaking, listening
3. Apakah yang Anda harapkan saat memutuskan untuk mengikuti LC bahasa Inggris?
dapat menulis dan berbicara bahasa Inggris dengan benar
4. Hal apakah yang ingin Anda capai setelah mengikuti LC bahasa Inggris?
bisa menulis dan berbicara bahasa Inggris dengan baik dan benar, memperbanyak kosa kata bahasa Inggris
5. Apakah Anda mengalami kesulitan dalam mempelajari reading?
terkadang, sering
6. Jelaskan alasan Anda.
karena ada beberapa kata yang sulit dimengerti dan tidak tahu artinya
7. Apakah Anda mengalami kesulitan dalam mempelajari writing?
terkadang ya
8. Jelaskan alasan Anda.
karena ada beberapa grammar yang belum bisa dimengerti
9. Apakah Anda mengalami kesulitan dalam mempelajari listening?
Ya
10. Jelaskan alasan Anda.
karena masih belum jelas saat bahasa Inggris dibicarakan
11. Apakah Anda mengalami kesulitan dalam mempelajari speaking?
Sering
12. Jelaskan alasan Anda
karena masih bingung dengan cara membacanya
13. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan reading? beri alasannya!
Ya, agar dapat memperluas kosa kata bahasa Inggris

14. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan writing? beri alasannya!

Ya agar dapat mengetahui grammar** serta fungsinya

15. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan listening? beri alasannya!

Ya, agar mengerti saat ada orang berbicara bahasa Inggris

16. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan speaking? beri alasannya!

Ya, agar bisa berbicara bahasa Inggris dengan benar

17. Menurut adik, model pembelajaran bahasa Inggris seperti apa yang adik inginkan di LC bahasa Inggris?

Yang suasananya menyenangkan

18. Menurut adik, metode apa saja yang seharusnya diterapkan oleh guru LC bahasa Inggris?

sekali-kali diberi refreshing agar tidak jenuh

19. Apakah yang seharusnya dilakukan guru LC Bahasa Inggris untuk mempermudah siswanya dalam mempelajari bahasa Inggris?

Pembelajaran secara intensif tapi mudah dimengerti

☺ THANK YOU FOR YOUR ASSISTANCE ☺

Nama: Furson Ayatulloh

Kelas: XI-MIA 3

Jawablah pertanyaan berikut ini dengan sejujur-jujurnya sesuai dengan pengalaman anda.

1. Berapa lama Anda belajar Bahasa Inggris?
10 tahun
2. Apa tujuan Anda mengikuti LC bahasa Inggris?
Agar bisa berbahasa Inggris dengan baik dan benar
3. Apakah yang Anda harapkan saat memutuskan untuk mengikuti LC bahasa Inggris?
Bisa meningkatkan kemampuan berbahasa Inggris saya
4. Hal apakah yang ingin Anda capai setelah mengikuti LC bahasa Inggris?
Berbicara bahasa Inggris secara lancar
5. Apakah Anda mengalami kesulitan dalam mempelajari reading?
Iya karena
6. Jelaskan alasan Anda.
karena kurangnya kosakata yang saya ingat
7. Apakah Anda mengalami kesulitan dalam mempelajari writing?
Iya
8. Jelaskan alasan Anda.
karena saya teliti dalam penulisan kata dan
9. Apakah Anda mengalami kesulitan dalam mempelajari listening?
Iya
10. Jelaskan alasan Anda.
kenapa apa yang dikatakan oleh guru LC saya, sulit untuk saya pahami
11. Apakah Anda mengalami kesulitan dalam mempelajari speaking?
Iya
12. Jelaskan alasan Anda
karena sering salah dalam pengucapan kosakata dalam Bahasa Inggris
13. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan reading? beri alasannya!
Iya karena dengan adanya LC ini belajar bahasa Inggris saya bertambah



14. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan writing? beri alasannya!

Iya, karena setiap tugas bahasa Inggris pasti selalu menulis.

15. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan listening? beri alasannya!

Iya, karena guru LC selalu mengucapkan kosa kata yang baru setiap pertemuan.

16. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan speaking? beri alasannya!

Iya, karena pada jam LC saya selalu memaksakan diri untuk berbahasa Inggris.

17. Menurut adik, model pembelajaran bahasa Inggris seperti apa yang adik inginkan di LC bahasa Inggris?

Lebih banyak berbicara menggunakan bahasa Inggris dalam model drama atau berdialog di dalam kelas.

18. Menurut adik, metode apa saja yang seharusnya diterapkan oleh guru LC bahasa Inggris?

Metode yang harus digunakan adalah metode Speaking dan berdialog antar siswa maupun kepala guru.

19. Apakah yang seharusnya dilakukan guru LC Bahasa Inggris untuk mempermudah siswanya dalam mempelajari bahasa Inggris?

Memberi tugas pada murid untuk menghafal cerita atau lagu bahasa Inggris.

© THANK YOU FOR YOUR ASSISTANCE ©

Nama: Faula Arina

Kelas: XI IIS 4

Jawablah pertanyaan berikut ini dengan sejujur-jujurnya sesuai dengan pengalaman anda.

1. Berapa lama Anda belajar Bahasa Inggris?
Mulai SD
2. Apa tujuan Anda mengikuti LC bahasa Inggris?
Untuk lebih bisa berbahasa Inggris dengan pengucapan yg tepat
3. Apakah yang Anda harapkan saat memutuskan untuk mengikuti LC bahasa Inggris?
Agar kelak bisa berbahasa Inggris dg baik, karena bahasa Inggris adalah bahasa Internasional
4. Hal apakah yang ingin Anda capai setelah mengikuti LC bahasa Inggris?
Bisa menggunakan bahasa Inggris dg benar
5. Apakah Anda mengalami kesulitan dalam mempelajari reading?
tidak terlalu
6. Jelaskan alasan Anda.
Karena jkl dalam reading kita bisa membaca tulisannya, biasanya ada pengucapannya.
7. Apakah Anda mengalami kesulitan dalam mempelajari writing?
tidak terlalu
8. Jelaskan alasan Anda.
Yang bisa saya tulis ya saya tulis, tapi biasanya kebolak-balik penulisannya.
9. Apakah Anda mengalami kesulitan dalam mempelajari listening?
Iya.
10. Jelaskan alasan Anda.
Karena dlm listening pengucapannya ada yg tidak terlalu jelas, jadi saya tidak mengerti
11. Apakah Anda mengalami kesulitan dalam mempelajari speaking?
Iya, sedikit kesulitan
12. Jelaskan alasan Anda
Biasanya terdapat salah pengucapan.
13. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan reading? beri alasannya!
Karena dalam membaca kita bisa lebih lancar dalam pengucapan

14. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan writing? beri alasannya!

Iya, karena saya ingin lebih bisa dalam menulis bahasa Inggris.
Karena bahasa Inggris lebih sulit dari bahasa Indonesia.

15. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan listening? beri alasannya!

Iya, karena saya ingin lebih paham dg ketika orang lain mengucapkan bhs Inggris.

16. Apakah tujuan Anda mengikuti LC Bahasa Inggris untuk meningkatkan kemampuan speaking? beri alasannya!

Iya, karena saya ingin bisa mengucap bahasa Inggris dg baik & benar.

17. Menurut adik, model pembelajaran bahasa Inggris seperti apa yang adik inginkan di LC bahasa Inggris?

Seperti banyak diadakan tanya jawab

18. Menurut adik, metode apa saja yang seharusnya diterapkan oleh guru LC bahasa Inggris? di perbanyak dalam speaking, tidak hanya menulis saja.

19. Apakah yang seharusnya dilakukan guru LC Bahasa Inggris untuk mempermudah siswanya dalam mempelajari bahasa Inggris?

Dalam mengajar tidak hanya menggunakan bhs Inggris saja, tapi di selai dg bahasa Indonesia.

☺ THANK YOU FOR YOUR ASSISTANCE ☺

Appendix 5 Result of Interview

Students 1

1. Apakah anda lancar berbicara bahasa inggris?

Ya, lumayan.

2. Apakah anda dapat mengungkapkan ide anda dengan jelas?

Soalnya kadang kayak to be-nya yang bikin sulit

3. Apakah anda dapat membaca dan menulis dalam bahasa inggris dengan benar?

Ya lumayan bu, kadang soalnya saya biasanya baca laut itu lho “sea” sama “see” melihat. Rada bingung saya bu.

4. Apakah anda mengerti dengan apa yang anda dengar dalam bahasa inggris?

Enggak begitu. Pengucapannya kalau udah bahasa inggris yang benar kayak susah, kan kadang kita tidak dengar kayak terlalu cepat.

5. Apakah anda dapat membuat kalimat yang panjang dalam bahasa inggris?

Belum bisa. Kadang kalau buat kalimat di LC itu misalnya I have gitu kan kalau bentuk ketiga has.

6. Apakah anda dapat menjawab pertanyaan dalam bahasa inggris?

Lumayan bisa bu.

7. Kesulitan apa yang anda hadapi dalam mempelajari bahasa inggris?

Yang paling sulit itu reading

8. Kemampuan apa yang ingin anda tingkatkan dalam berbahasa inggris?

Pingin lebih bisa reading, kayak listening juga

9. Cara seperti apa yang anda inginkan untuk belajar bahasa inggris?

Saya lebih suka belajar melalui video

10. Cara mana yang anda inginkan agar diterapkan oleh guru?

Lebih memperbanyak penjelasan daripada tugas-tugas.



Students 2

1. Apakah anda lancar berbicara bahasa inggris?
Kadang-kadang, pronounciation-nya kurang.
2. Apakah anda dapat mengungkapkan ide anda dengan jelas?
Iya.
3. Apakah anda dapat membaca dan menulis dalam bahasa inggris dengan benar?
Kadang-kadang, kalau menulisnya kadang-kadang salah hurufnya.
4. Apakah anda mengerti dengan apa yang anda dengar dalam bahasa inggris?
Iya.
5. Apakah anda dapat membuat kalimat yang panjang dalam bahasa inggris?
Iya.
6. Apakah anda dapat menjawab pertanyaan dalam bahasa inggris?
Bisa kalau ngerti artinya.
7. Kesulitan apa yang anda hadapi dalam mempelajari bahasa inggris?
Kosakata, terus biasanya kalau disuruh speaking itu salah pengucapannya sama medok.
8. Kemampuan apa yang ingin anda tingkatkan dalam berbahsa inggris?
Speaking.
9. Cara seperti apa yang anda inginkan untuk belajar bahasa inggris?
Mendengarkan lagu bahasa inggris, kalau bisa itu diterapkan atau enggak gitu bikin status-status bahasa inggris.

10. Cara mana yang anda inginkan agar diterapkan oleh guru?

Film mungkin bisa mencari tahu kata-katanya, kalau enggak gitu disuruh mendengarkan lag uterus ditulis liriknya.



Students 3

1. Apakah anda lancar berbicara bahasa inggris?
Agak sedikit lancar.
2. Apakah anda dapat mengungkapkan ide anda dengan jelas?
Terkadang.
3. Apakah anda dapat membaca dan menulis dalam bahasa inggris dengan benar?

Alhamdulillah saya dapat membaca dan menulis dengan benar.

4. Apakah anda mengerti dengan apa yang anda dengar dalam bahasa inggris?
Mengerti.
5. Apakah anda dapat membuat kalimat yang panjang dalam bahasa inggris?
Bisa dan mengerti artinya.

6. Apakah anda dapat menjawab pertanyaan dalam bahasa inggris?
Bisa.

7. Kesulitan apa yang anda hadapi dalam mempelajari bahasa inggris?
Soal listening saat ujian karena suaranya tidak begitu jelas.

8. Kemampuan apa yang ingin anda tingkatkan dalam berbahsa inggris?
Berbicara yang benar dan menggunakan kata kerja yang tepat.

9. Cara seperti apa yang anda inginkan untuk belajar bahasa inggris?
Berbicara dan mempraktekkannya.

10. Cara mana yang anda inginkan agar diterapkan oleh guru?

Setiap satu bulan sekali diadakan games yang berbasis bahasa Inggris biar siswa tidak jenuh.

Students 4

1. Apakah anda lancar berbicara bahasa inggris?

Sedikit-sedikit lah kak, kalau kata-katanya masih asing ya kadang sulit mau ngeucapinnya.

2. Apakah anda dapat mengungkapkan ide anda dengan jelas?

Masih sulit. Kadang itu sulit buat merangkai kata-katanya kak, kadang bingung mau ngomong apa.

3. Apakah anda dapat membaca dan menulis dalam bahasa inggris dengan benar?

Bisa kak. Ya itu tadi kalau kata-katanya jarang didengar masih sulit.

4. Apakah anda mengerti dengan apa yang anda dengar dalam bahasa inggris?

Iya saya dapat paham dengan cara mencari kata kuncinya kak.

5. Apakah anda dapat membuat kalimat yang panjang dalam bahasa inggris?

Masih belum mampu.

6. Apakah anda dapat menjawab pertanyaan dalam bahasa inggris?

Bisa kak.

7. Kesulitan apa yang anda hadapi dalam mempelajari bahasa inggris?

Kalau disuruh menghafal cerita Bahasa Inggris.

8. Kemampuan apa yang ingin anda tingkatkan dalam berbahsa inggris?

Dalam hal berbicara Bahasa Inggris.

9. Cara seperti apa yang anda inginkan untuk belajar bahasa inggris?

Listening.

10. Cara mana yang anda inginkan agar diterapkan oleh guru?

Mungkin dengan belajar kelompok, game, listening music.



Students 5

1. Apakah anda lancar berbicara bahasa inggris?
Lumayan.
2. Apakah anda dapat mengungkapkan ide anda dengan jelas?
Iya.
3. Apakah anda dapat membaca dan menulis dalam bahasa inggris dengan benar?
Iya.
4. Apakah anda mengerti dengan apa yang anda dengar dalam bahasa inggris?
Iya.
5. Apakah anda dapat membuat kalimat yang panjang dalam bahasa inggris?
Iya.
6. Apakah anda dapat menjawab pertanyaan dalam bahasa inggris?
Iya.
7. Kesulitan apa yang anda hadapi dalam mempelajari bahasa inggris?
Saat listening kadang kita mendengarkan pengucapannya hampir sama.
Kesulitan pada kosakata
8. Kemampuan apa yang ingin anda tingkatkan dalam berbahsa inggris?
Speaking.
9. Cara seperti apa yang anda inginkan untuk belajar bahasa inggris?
Yang menyenangkan tidak mudah bosa, diselingi permainan, nonton film.
10. Cara mana yang anda inginkan agar diterapkan oleh guru?
Diselingi permainan agar tidak mudah bosan.

Appendix 6 Observation of Approval Letter



PEMERINTAH KABUPATEN MALANG
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS DINAS (UPTD)
SMA NEGERI 1 TUMPANG
TERAKREDITASI-A



Jl. Kamboja 10 Malanguko Tumpang ☎ (0341) 787273 /Email:admin.smaneta@gmail.com
KABUPATEN MALANG 65156

SURAT KETERANGAN

NO : 420 /593 /35.07.101.1011.01 / 2016

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Tumpang Kabupaten Malang Provinsi Jawa Timur,

Nama : EDY PARLINDUNGAN, M. Pd.
NIP : 19630326 1989031007
Pangkat/Golongan : Pembina TK.1 IV /b
Jabatan : Kepala Sekolah

Menerangkan :

Nama : Niswatul Khasanah
NIM : 125110500111009
Program Studi : S1 Pendidikan Bahasa Inggris
Waktu : April 2016
Judul : The Needs Analysis Mapping of Student on English Language Club at SMA Negeri 1 Tumpang.

Bahwa Mahasiswa Tersebut diatas telah melakukan Penelitian/ Observasi di SMA Negeri 1 Tumpang.

Demikian Surat Keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.





KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341-575875, Fax. +62341-575822
E-mail : fib_ub@ub.ac.id - <http://www.fib.ub.ac.id>

Malang, 22 April 2016

Nomor : 0998 /UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth. Kepala SMAN 1 Tumpang
Jalan Kamboja nomor 10 Malangsuko
Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Niswatul Khasanah
NIM : 125110500111009
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"THE NEEDS ANALYSIS MAPPING OF STUDENTS ON ENGLISH LANGUAGE CLUB AT SMA NEGERI 1 TUMPANG KABUPATEN MALANG"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,











Prof. Dr. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Appendix 7 Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Niswatul Khasanah
2. NIM : 125110500111009
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Kualitatif
5. Judul Skripsi : Students' Need on English
Language Club at SMA Negeri 1 Tumpang
6. Tanggal Mengajukan : 23 Juni 2015
7. Tanggal Selesai Revisi : 9 Agustus 2016
8. Nama Pembimbing : Iswahyuni, M.Pd.
9. Keterangan Konsultasi :

No	Tanggal	Materi	Pembimbing	Paraf
1	21 Desember 2015	Konsultasi Judul	Iswahyuni, M.Pd.	
2	28 Desember 2015	Konsultasi BAB I	Iswahyuni, M.Pd.	
3	21 Januari 2016	Konsultasi BAB I	Iswahyuni, M.Pd.	
4	25 Januari 2016	Konsultasi BAB I	Iswahyuni, M.Pd.	
5	3 Februari 2016	Konsultasi BAB I	Iswahyuni, M.Pd.	
6	8 Februari 2016	Konsultasi BAB III	Iswahyuni, M.Pd.	
7	17 Februari 2016	Konsultasi BAB III	Iswahyuni, M.Pd.	
8	14 Maret 2016	Konsultasi BAB II & III	Iswahyuni, M.Pd.	

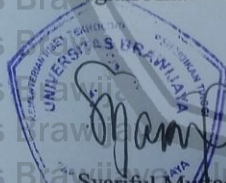
9	25 Maret 2016	Konsultasi BAB II & III	Iswahyuni, M.Pd.	
10	18 April 2016	Acc Seminar Proposal	Iswahyuni, M.Pd.	
11	22 April 2016	Pelaksanaan Seminar Proposal	Iswahyuni, M.Pd.	
12	14 Juli 2016	Konsultasi revisi BAB I,II, & III	Iswahyuni, M.Pd.	
13	18 Juli 2016	Acc Seminar Hasil	Iswahyuni, M.Pd.	
14	21 Juli 2016	Pelaksanaan Seminar Hasil	Iswahyuni, M.Pd.	
15	22 Juli 2016	Konsultasi revisi BAB I, II,II, IV, & V	Iswahyuni, M.Pd.	
16	25 Juli 2016	Acc Ujian Skripsi	Iswahyuni, M.Pd.	
17	29 Juli 2016	Pelaksanaan Ujian Skripsi	Iswahyuni, M.Pd.	
18	9 Agustus 2016	Acc Jilid	Iswahyuni, M.Pd.	

10. Telah dievaluasi dan diuji dengan nilai :

B

Malang, 9 Agustus 2016
Dosen Pembimbing

Mengetahui Pembantu Dekan I
Bagian Akademik



Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001

Iswahyuni, M.Pd.
NIK. 2012017312122001