NEED ANALYSIS IN CURRICULUM DEVELOPMENT OF ENGLISH SYLLABUS AT BANTEN JAYA UNIVERSITY

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ABSTRACT

The study used to be aimed at describing: (1) the goal needs of the students in learning English of Banten Jaya University, (2) the mastering needs of the students in mastering English of Banten Jaya University, and (3) the improvement at the teaching English syllabus. The topics of this study had been 152 students of the semester 1 of various departments of Banten Jaya University in the educational yr 2019/2020. The study consisted of data collection, data identification, data quantification, data description, and syllabus development. The English syllabus has been developed primarily based on the desires analysis data. The research instruments have been questionnaires and interview guides. The outcomes of the study are as follow. The goal needs of the students of Banten Jaya University in learning English are to enhance their English skills; the students' proficiency is in the beginner level; studying English is useful for their subsequent career; the most popular subject matter; the center is photo illustration; the studying pastime is talking then reading comprehension; the trainer function is as a comments giver; the learners position is as energetic learners; and the setting is group work.

Keyword: needs analysis, learning need, syllabus development, target need

INTRODUCTION

English is one of the subject studies in every major in Banten Jaya University. The motive of the subject is to introduce the English language skills to the students. The students are anticipated to be capable to speak in English actively. It will be capable to help the students in learning English literature and communication.

In purpose of learning English, the teaching learning method ought to contain material that's helpful for the students. In order to hide the helpful material, the teacher ought to style the teaching learning method effectively. It means the program don't overlap with the information and therefore the students' expectation.

In the teaching-learning method, the course of study plays a very important role. They serve an inventory of contents to be thought and assessed. They cowl the objectives and therefore the activities of the training. The needs of the course of study area unit as a contract, as a permanent record, and as learning tool (Parkes & Harris, 2002: 1). A course of study could be a guide to a course that consists of what is going to be learned.

In developing the course of study, a very important part is analyzing the needs of the students. Needs analysis is employed

to gather info concerning learners' desires (Richards, 2001: 51). Learning desires see what the learner has to liquidate order to be told. It's involved with the tactic and activities in a very learning method. to come to a decision the tactic and activities, the teacher ought to perceive the educational goals, the well-liked varieties of learning, and therefore the commitment to be told of the learners.

Hutchinson and Waters (in Nation and Macalister, 2010: 24-25) divide needs into target desires and learning needs. Target desires consult with what the learner has to grasp so as to perform within the target scenario, what they grasp already, and what they have to grasp. Target has to make certain that the course contains relevant and helpful things to find out. It's a lot of helpful to appear at the target scenario in terms of requirements, lacks, and wants. Requirements sit down with what the learner has got to grasp so as to perform effectively within the target scenario. Lacks sit down with the gap between the target proficiency and also the existing proficiency. On the opposite hand, needs to sit down with what the learner needs to find out.

Learners are no longer consulted as to whether a need for such knowledge is needed. Their needs have been decided for them by these worried with their long- time

period welfare. Needs evaluation for this reason consists of the learn about of perceived and current wishes as well as manageable and unrecognized wants (Richards, 2001: 53). It is used to make positive that novices analyze useful things. Richards (2001: 51) proposes the characteristic of wants analysis, as they need to find out what language competencies a learner wishes in order to operate a unique role; assist determine if an existing path thoroughly addresses the need of practicable students; decide which college students from a crew are most in need of coaching in unique language skills; pick out a change of direction that people in a reference crew experience is important; to perceive a hole between what students are capable to do and what they need to be able, and acquire data about precise hassle newbies are experiencing.

The questions of this study were: what are the goal wants of Semester 1 college students of Banten Jaya University in mastering English?; what are the learning desires of Semester 1 college students of Banten Jaya University in getting to know English?; and what is the gorgeous teaching English syllabus for Semester 1 college students in accordance to their needs? The targets of the find out about are describing the target wants of Semester 1 college students of Banten Jaya University in

getting to know English, describing the gaining knowledge of wishes of Semester 1 college students of Banten Jaya University in gaining knowledge of English language, and growing the instructing English syllabus.

The consequence of this lookup and improvement is the English teaching syllabus for Semester 1 students of Banten Jaya University. The syllabus is designed in accordance to the wants analysis data. It is predicted to make the educating studying method do not overlap with the curriculum. Besides, it creates the equal perception and material between one lecture and others.

METHOD

This study is classified as research and development to produce some specific product (Sugiyono, 2011). The steps in this learn about have been data collection, facts identification, statistics quantification, records description, and product development. The development of the syllabus is in accordance to the goal wants and studying wishes of the students of Banten Jaya University. The subjects of this research were 152 Semester 1 college students of countless department of Banten Jaya University in the academic year 2019/2020.

Qualitative data have been gathered from needs analysis questionnaires

and interviews. The data were analyzed the usage of the descriptive analysis. The needs analysis data have been described systematically to expand the perception and to current what has been located to others. The gathered data have been identified, quantified, and described.

Needs analysis was once executed on March 2020. The respondents had been 152 college students of Semester 1 of Banten Jaya University in the academic year 2019/2020. The instruments for data collection the information were the questionnaires and the interview guides.

DISCUSSION

a. Finding and Discussion

Needs analysis was once executed on March 2020. The respondents had been 152 college students of Semester 1 of Banten Jaya University in the academic year 2019/2020. The instruments for data collection the information were the questionnaires and the interview guides.

Target needs refer to what the learners need to understand in order to function in the goal situation, what they already know, and what they need to know. The target needs analysis includes the intention of the English learning, the students' proficiency level, and the use of English for the students' subsequent career. The description of the goal, the students'

proficiency level, and the use of English for the next career is introduced as follows.

The statistics of the students' proficiency level show that 62.6% of the college students claimed that they have been in the degree of beginner. It regarded that the college students had been in a position to find statistics of which means and forms of the discourse. They have been capable to communicate in English passively. Meanwhile, 32% of the college students were in the intermediate level.

Beginner	62.6%
Intermediate	32%
Advanced	5.4%

Table 1 Level of Student's Abilities

According to the needs analysis data, there are 18.1% of the students who are able to learn English independently. However, 47.7% of the students need pair-work in learning. On the other hand, 34.2% of the students prefer learning English in a group.

Individual	18.1%
Pair-work	47.7%
Group	34.2%

Table 2 Student's Learning Method

Learning needs refer to what the learner wanted to do in order to learn. It issues with the approach and things to do in the mastering process. This section presents the data about the topic, skills, input, procedure, trainer role, learner role, and setting. Below are the descriptions of the gaining knowledge of needs.

In preferring the topics in learning Arabic, it was found that the most popular topics chosen by the students were about religion, where 75.3% of the students preferred to choose them. It was followed by culture 18.7% and tourism 6%.

Popular Topic	75.3%
Culture	18.7%
Tourism	6%

Table 3 Preferring Topic in Learning

In learning English, students needed media to help them. From the needs analysis data, it showed that 48% of the students preferred to use picture illustrations to help them in developing their background of knowledge, 36% of the students chose the vocabulary list, and 16% of them liked introduction of the sentence structures.

Sentence Structure	24%
Vocabulary list	36%
Picture Illustrations	40%

Table 4 Material for Vocabulary Mastery

According to the needs analysis data, a complete of 64% of the college students noted that English is beneficial for their next career, 10.7% of them use English to support their study, and 17% of the students use English to help them socialize. On the different hand, there have been 8% of the students who thinking that English is useless for their next career.

Education	10.7%
Career	64%
Socialize	17%
Others	8%

Table 5 In the future, I will use English for?

According to the needs analysis data, language abilities targeted to improve is speaking chosen by 79.3% of the students. The next language abilities targeted to improve are reading chosen by 6% of the students and listening chosen by 8% of the students. The last is writing that is chosen by means of 6.7% of the students.

Speaking	79.3%
Writing	6.7%
Listening	8%
Reading	6%

Table 6 What skills do you need most?

CONCLUSION

This discussion suggests that needs analysis has a vital position in the procedure of designing and carrying out any language direction and regarded as a quintessential factor of systematic curriculum development. However, inexperienced persons as the important sources in needs analysis frequently locate hard to outline what language wishes they have. Therefore, as the instructor or even group must be conscious of their impetus on profitable instructing by using conducting this needs analysis via some procedures. At least there are some benefits would possibly be acquired by using conducting needs analysis, such as:

1. In a learner-centered curriculum, teachers' reconciliation in content choice thru tremendous session with the college students about their studying needs and pastimes is critical. Therefore wishes analysis helps teachers create in-class things to do in which the students can make use of discovered skills and information as tools to meet their real-life wishes in significant ways.

2. Needs analysis can help teachers recognize "local needs" of students or the wishes of a specific team of students and make a practical selections in pedagogy and assessment for improvement, and additionally for the determination of fantastic instructing techniques in a program.

3. In proficiency-oriented instruction/curricula, needs analysis helps instructors recognize the possible distinction in learning expectations between themselves and their students.

4. Obtaining input from the college students about a planned or existing program through a needs analysis is imperative to the design, implementation, contrast and revision of the program.

5. Needs analysis may additionally furnish the groundwork for planning goals and goals for a future program, and also for growing syllabus sketch and educating materials for the course.

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