IDENTIFYING STUDENTS' NEEDS IN LEARNING EFL BY SECOND SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF FKIP UKI TORAJA

Novianty Para'pean*[1], Judith Ratu Tandi Arrang*[2] & Normalia Sirande*[3]
*parapeannovianty24@gmail.com; judithratu@ukitoraja.ac.id; normalia@ukitoraja.ac.id
[1,2,3]*FKIP, Christian University of Indonesia Toraja, Indonesia*

Abstract: This study aims to determine the needs of students in learning EFL by the 2nd semester students of English Education Study Program. This study used quantitative methods and used purposive sampling to select participants. There were 15 students as sample. The data was taken by questionnaire. The data obtained were analyzed in three main stages, namely assessment, tabulation and calculation. The results of data analysis show that the average percentage of student needs is the first for social needs, including needs for positive stimulation, a percentage of 95.55%, needs for social support, a percentage of 100%, needs for attention, a percentage of 86.66%, and the second intellectual needs, including conceptual speed, a percentage of 86.66%, verbal meaning, a percentage of 88.88%, and memory, a percentage of 88.88%. From the discussion of the findings, it can be concluded that the second semester students of UKI Toraja in English education need the first social needs which include needs for positive stimulation, needs for social support and needs for attention. And secondly, students need intellectual needs which include conceptual speed, verbal meaning and memory.
Keywords: Students' needs, Learning, English Foreign Language.

INTRODUCTION

English is an international language that plays a crucial part in facilitating effective communications between various nations. With the advancement of science and technology, as well as the needs of a more modern and advanced age, it is necessary to be fluent in foreign languages, especially English because it is a common language used for international communication. In this period of globalization, it is envisioned that as Indonesian citizens, we will be able to compete on a global scale and interact with other free market participants.

Students of English as a foreign language (EFL) have clear goals different for learning English. However, they generally want to be proficient in language skills such as listening, speaking, reading, and writing. Of all the skills, speaking is considered the most needed by EFL students. This is because, most language learners study English because they want to develop speaking skills (J.C.Richard, 2002). However, to have good speaking skills, EFL learners not only must have the ability to speak but they too require more complex skills and knowledge. Harmer shows that the ability to speak

fluently is not only requires knowledge of language features, but also requires skilled competence to process information and language on the spot (Derakhshan et al., 2016).

In learning English as a foreign language, students should learn the language skill (listening, speaking, writing, and reading) particularly in order to guide them to be able to use English communicatively. Students of EFL (English Foreign Language) tend to be learning so that they can use English when travelling or to communicate with other people, from whatever country, who also speak English (Harmer, 2010). Communicative in the language learning does not only mean that language can be used as the way to communicate by using spoken language, but also the use of written language as the way to create communication. Nevertheless, reading becomes very important to be taught since most of the materials of teaching and learning are in written form. It means that students need to improve their reading skills in order to understand the materials.

Teaching English as a Foreign Language (TEFL) is offered in the first semester to help the post-graduate students acquire necessary skills in order to be professional English teachers/lecturers. This subject also aims to provide the teachers to be or lecturers able to conduct learner centered classes and use Information Technology (IT) in teaching and learning process, and it also helps the teachers to build a repertoire of classroom techniques that are firmly embedded in well-established principles of EFL acquisition.

In learning English is expected to meet the needs of students in the learning process. Based on curriculum of PBI UKI Toraja there are several courses that are studied by second semester students, namely language skills (reading, writing, speaking, and listening) and teaching English (microteaching, curriculum development, lesson planning & strategies). Based on observations at UKI Toraja researchers, although some lecturers know the needs of students, the opportunity to choose activities in English learning that are suitable for students is not sufficient. Not all lecturers are able to apply variations in the students' teaching and learning process. These problems make it difficult for students to develop competence and communication skills. Based on the explanation above, the researcher is interested in examining the needs of students in learning EFL. Therefore, the researcher conducted research with the title: Students' Needs in Learning English foreign language.

A. English Foreign Language
1. English Foreign Language (EFL)

Foreign language learned by someone only as a medium of communication, if the language is sufficient clear and quite often implemented in its function. Thus can it is said that a foreign language is a language that is not a mother tongue certain countries, but where the learners make the foreign language their second choice language in school subjects.

Hardjono argues that learning a foreign language theoretical knowledge is first taught in formal education and serves as a foundation for linguistic practice. How to study other languages People often need to acquire a foreign language in informal settings, as while they are really in the nation. Since humans learn to think in a language by using it

without first studying any theories, there is only one stage to this non-formal education. The purpose of teaching foreign languages nowadays, it is continued is to help students develop their skills in those languages at the level and level specified by the appropriate curriculum (Fitria, 2013).

Reading can be interpreted as the meaning of a set of symbols that have been written thanks to the process of learning a foreign language. When we read, our eyes pick up written symbols (letters, punctuation, and spaces), and then our brains translate those symbols into words, phrases, and paragraphs that contain information. One of the four language abilities that everyone needs to learn and perfect is reading. The other three are listening, writing, and speaking. A person can learn about his feelings and thoughts, gather facts, and broaden his understanding of science by reading.

Piaget argues that reading is a language development is something that is progressive and occurs at every stage development. Reading has an important role in life, because in learning cannot be separated from reading activities from each field of study to obtain information and knowledge (Isana,2014).

From the explanation above, the researcher can conclude that reading can be interpreted as the meaning of a set of symbols that have been written thanks to the process of learning a foreign language. A person can learn about his feelings and thoughts, gather facts, and broaden his understanding of learning a foreign language by reading a lot.

B.   Learning English Foreign Language (Efl)
1.   Learning English Foreign Language (Efl)
Learning is described as an individual's growth or change as evidenced by new behavior as a result of experience and practice. He adds that the sample of behavior are: changing from unknowing to knowing, appearing some new understanding, changing in attitude, skill, emotional and etc (Ii et al., 2003). While, (Sukewi, n.d.) States that learning is a change in behavior because of acquirement as the result of practice and experience with environment. (Taringan, 2019) Learning is an activity where there are a process from not knowing to knowing, not understanding to understanding, cannot be to achieve optimal results.(Taringan, 2019) Learning is a change in behavior thanks to experience and practice. It means a change in behavior, both related to knowledge, skills and attitudes, even covering all aspects of organism or person. Cronbach as additional stated learning as behavior change or performance by the series of activities for example by reading, investigating, listening, and imitating   (Sardiman 2006 : 20).

From the above explanation researchers can learn an active process of learning activity. Examples: reading, listening, talking etc. It happened with a long-standing conscious practice and experience as a result of individual interactions with Examine the object sensuously.

A.   Students Needs In Learning Efl
Foreign language is as learning of a nonnative language outside of the environment where it is commonly spoken. Reading is an important language skill for EFL students in higher education to find research references and supplements. One of the most important foreign language English (EFL) skills that students need to acquire is the ability to understand academic texts. In other words, reading is one of the

important language skills required by EFL learners to get their hopes for worries (Dreyer & Nel, 2003). Reading is considered as the most important skill to gain their own knowledge discipline for college students' current education. Reading is a way to get knowledge as input in interpreting phenomenon or situation. When students read more academic texts, they allow to express ideas into well-written or structured text talk related to the main discussion. In other words, reading is an activity that will ways to meet student expectations for academic needs (Safdariah, 2013).

Some researchers have defined the types of student needs in two categories: objective needs, which are related to content and involve factual information about students and their language skills, and subjective needs, which are related to the learning process and describe the cognitive and affective profile of students (Nunan, 1988). Target needs, learning needs, inferred needs, and expressed needs have been identified by researchers (Hutchinson & Waters, 1987). While conducting a Needs Analysis may appear to be a necessary procedure, this is not usually the case in most teaching and learning contexts. Needs Analysis is not a common practice in General English classes because it is mistakenly believed that the needs of General English learners cannot be determined. Teachers, on the other hand, usually follow a predetermined curriculum and syllabus with the assumption that they are not entitled to carry out a Needs Analysis as this has been done by official stakeholders. In addition it is often the case that students' expressed needs are seen as temporary and neglected desires, thus ignoring their talents, inclinations, and personal learning satisfaction (Noddings, 2005).

1.   Types Of Student Needs

Teachers must be able to recognize what needs are needed and must be owned by each student so that there are no failures in teaching and learning activities so that later students can become someone who has the ability according to their interests. By providing activity material that is as accurate as possible, meeting student demands often results in more enjoyable subject matter, so that it can help in the teaching and learning process (Sardiman, 2011). For this research, the writer will look for the needs for reading for professional context courses, which includes social needs and intellectual needs.

a.   Social Needs

Social needs are the fulfillment of the desire to get along with fellow students, educators and other people. In this case, the school must be seen as an institution where students learn, adapt, hang out with friends of different gender, ethnicity, religion, social status and skills. According Clelland the need for attribution to receive social support, the desire to form relationships with other people is closely related to one's social life, namely the desire to be stimulated positively. The desire to want and the desire to receive attention. Motivated by the desire to (get praise from others) and social comparison, desire to acquire knowledge and reduce uncertainty (Hill,1987). While Mc Clelland defines the need for belonging as the desire to remain warm and kind to others (Mc Clelland, 2010). Another opinion according to Murray is the need for affiliation get closer, cooperate or respond to other people's invitations, fellowship (other people like or like the subject), be happy from what you like, seek

affection, respect, and be loyal to your friends   (Martaniah,1984)**.**

Hill states that the need for affiliation is formed through three aspects (Tiska, 2012)

   a)   The need for positive stimulation

A person's demand for affiliation is their desire to participate in both a social group and on their own. In other words, students use socializing as a way to satisfy their need for affiliation at school. This desire to form friendships, interact with others, and be liked by friends is reflected in student involvement and social group participation. Students also desire to form study groups with friends. The satisfaction of needs that have an impact on student accomplishment is the link between achievement and the need for affiliation. This is thus because one of the factors that motivates accomplishment is the desire for affiliation.

   b) The need for social support

Individuals need feelings of sympathy from others, feelings mutual trust. Social support is verbal or non-verbal information, tangible assistance or behavior provided by people who are familiar with the subject in their social environment or in the form of presence and things that can provide emotional benefits or affect the behavior of the recipient. In this case, people who receive social support emotionally feel happy because they are cared for, get suggestions or a pleasant impression on them.

   c) The need for attention

The need for attention is more likely to encourage some individuals to behave pleasantly to get the attention of others and capture the interests of students in stimulating curiosity students to learn.

b. Intellectual Needs

Intellectual is the ability to receive a variety of information, think abstractly, reason, and act efficiently and effectively. In addition, intellectual abilities have been passed down to individuals since they were born. These intellectuals thrive when the environment allows and opportunities are available to move and adapt to new situations. According Sterm intellectual is the ability to adapt to new needs by way of thinking in accordance with the goals   (Sunarto, 1994). Another view, according to Wechler is that intellectual is a collection or set of abilities to act with specific goals, think reasonably effectively, and respond appropriately to the environment (Azwar, 1996).

Language cannot be separated from human life. Language used by humans to communicate with other humans. Language has intellectual, social, and emotional functioning. In addition, language lessons will enable a person to use analytical and imaginative abilities his. This intellectual intelligence is usually measured by a test known as IQ test. Based on the results of the IQ test, a child will be labeled as a smart child or not. And usually, there is a value of some certain subjects believed to be significantly correlated with the intelligence of the child (Devita, 2007).

Intellectual needs are a specific form of intrinsic motivation; it is a desire to learn something. This is important in effective education and learning. Intellectual needs arise when a person asks questions of himself or others, either out of curiosity or to solve a particular problem.

The characteristics of intellectual intelligence (Louis, 1983) states intelligence consists of:

a)   conceptual speed

b)   verbal meaning

c)   memory

METHOD

The method was used in this research, namely the quantitative method. It's to find out the students' needs in learning EFL. In this research, the population in this study were second semester students at the Christian University of Indonesia Toraja. The researcher used purposive sampling to take a sample of second semester students of the UKI Toraja English education study program for this research. According Fakhri purposive sampling is a sampling technique with consideration of specified. Reasons for using purposive technique this sampling because it is suitable for use for quantitative research, or studies that do not generalize Sugiyono (2016: 85). The research instrument is the questionnaire. The questionnaire is a well-structured questionnaire that is used as a data collection tool through surveys. Dr. Vladimir suggests that the questionnaire is data collection techniques are carried out by providing a set of data questions or written statements to respondents to be answered.

RESULT

The result of this study showed the students' need in learning English foreign language (EFL) the second semester students' English education study program of UKI Toraja:

A.   Social Needs

1.   Needs for positive stimulation

The item 1, 2 and 3 about study group. It was found that students' need to be taught by study group. From the result of this study, this finding states that students' need to be taught by study group about 95.55%. These finding are supported by Hill (2012) theory of the needs for positive stimulation. Based on the description above this research is relevant to previous research by Girik Allo et al (2019). Both discuss about study groups.

2.   Needs for social support

The item 4 and 5 about sympathy from others, it was found that students need sympathy from others, in this case the lecturer in foreign language. From the results of this study obtained the needs of students with a percentage of 100%. These finding are supported by Hill (2012) theory of the needs for social support.

3.   Needs for attention

The items 6 and 7 regarding attention from others, it was found that students need to be considered in the process of learning English foreign language, from the results of this study the results of student needs with a percentage of 90% and the items 8 to 10 about students' interests, it was found that students need to be taught to find out their interests in stimulating curiosity in learning. From the results of this study, the

results of student needs with a percentage of 86.66%. These finding supported by Hill (2012) theory of the needs for attention.

From the explanation of the three points above for social needs above, it can be concluded that the second semester students of UKI Toraja English education which includes: needs for positive stimulation, needs for social support and needs for attention.

B. Intellectual Needs

1. Conceptual Speed

The items 11 and 12 about finding the main idea, it was found that students need to be taught to find the main idea in a paragraph. From the results of this study, the results of student needs with a percentage of 86.66%. And the items 13 and 14 about being able to conclude readings, it was found that students need to be taught to be able to conclude readings. From the results of this study, it was found that the students' needs with a percentage of 86.66%. These finding are supported by Louis (1983) theory of the conceptual speed.

2. Verbal Meaning

The items 15, 16 and 17 about being able to understand the content of the reading, it was found that students need to be taught to understand the content of the reading. From the results of this study, the results of student needs with a percentage of 88.88%. These finding are supported by Louis (1983) theory of the verbal meaning.

3. Memory

The items 18, 19 and 20 about being able to explain the content of the reading, it was found that students need to be taught by explaining the content of the reading. From the results of this study, the results of student needs with a percentage of 88.88%. These finding are supported by Louis (1983) theory of the memory.

From the explanation of the three points above for intellectual needs, it can be concluded that the second semester students of UKI Toraja they need include conceptual speed, verbal meaning and memory.

CONCLUSION

Based on the discussion of the findings, it can be concluded that the second semester students of UKI Toraja in English education need the first social needs which include needs for positive stimulation, needs for social support and needs for attention. And secondly, students need intellectual needs which include conceptual speed, verbal meaning and memory.

REFERENCES

Azwar, S. (1996). *mendefinisikan intelektual sebagai kumpulan atau totalitas kemampuan*.

Berikut Ini 4 Pengertian Metode Kuantitatif Menurut Para Ahli. (n.d.).

Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies*, *6*(2), 177. https://doi.org/10.5539/ells.v6n2p177

Devita. (2007). *Hubungan antara prestasi belajar bahasa inggris*.

Dingle, Mary P., et al. (2011). *"Developing effective special education reading teachers: The influence of professional development, context, and individual qualities." Learning Disability Quarterly.*

Dr. Vladimir, V. F. (1967). 済無No Title No Title No Title. *Gastronomía Ecuatoriana y Turismo Local.*, *1*(69), 5–24.

Dreyer & Nel. (2003). *Reading is an important language skill for EFL students in higher education.*

Fakhri, R. (2021). Metode Penelitian. *2021*, 32–41.

Fitria. (2013). Hakikat Bahasa Asing. *Journal of Chemical Information and Modeling*, *53*(9), 1689–1699.

Fredrika, W. and. (2002). *CHAPTER i.*

Girik Allo, M. D., Taula'bi', N., & Trika Sudarsih, E. (2019). The learners' needs on local cultural contents of reading professional context textbook at English program study. *International Journal of Humanities and Innovation (IJHI)*, *2*(2), 31–35. https://doi.org/10.33750/ijhi.v2i2.39

Harmer. (2010). *students' of efl (english foreign language).* https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Harmer+%282010%3A12%29+students+of+EFL+%28English+Foreign+Language%29+tend+to+be+learning+so+that+they+can+use+English+when+travelling+or+to+communicate+with+other+people%2C+from+whatever+country%2C+

Hill (dalam Tiska). (2012). *aspek kebutuhan afiliasi.*

Hutchinson, W. and. (1987). *English for specific purposes cambridge.*

Ii, B. A. B., Teoretik, A. D., Pembelajaran, H., & Asing, B. (2003). *'pembelajaran' dan.* *3*, 9–47.

J.C.Richard. (2002). *developing classroom speaking activies from theory.*

Louis, T. (1983). *The characteristic of intellectual intelligence.*

Mc Clelland (dalam Hill 1987). (1987). *kebutuhan berafiliasi.*

McClelland. (2010). *mendefinikan kebutuhan berafiliasi sebagai keinginan untuk membangun dan memelihara.*

Mr.sanjaja, mr. jue. dalam buku. (2005). *pengertian membaca para ahli beserta manfaat dan jenisnya.*

Murray (Martaniah 1984). (1984). *kebutuhan afiliasi.*

Nasrollahi, M. A., Krish, P., & Noor, N. (2018). Identifying the Critical Reading Strategies Employed by Iranian EFL Learners. *SSRN Electronic Journal*, *5*(2), 360–373. https://doi.org/10.2139/ssrn.2491033

Noddings. (2005). *Identifying and responding to needs in education.*

Nunan. (1988). *The learner centred curriculum.*

P, N. (2014). Bab ii kajian teori. *Bab Ii Kajian Teori*, *1*, 9–34.

patel & praveen. (2008). *chapter 1.*

Pratama, R. B. (2019). Metodologi Penelitian. *Angewandte Chemie International Edition, 6(11), 951–952.*, 28–55.

Rahmad, M. and J. in. (2008). *chapter i.*

Safdariah. (2013). *Reading is one of the skills requirement.*

Sardiman. (2011). *interaksi dan motivasi belajar mengajar*.

Simpson, et al. (2004). *Reading and Learning Strategies: Recommendations for the 21st Century.*

Sterm, William (dalam Sunarto, 1994). (1994). *Kebutuhan intelektual*.

Sukewi. (n.d.). *bab*.

Taringan, R. M. R. B. (2019). Pengaruh Sarana Dan Prasarana Sekolah Terhadap Prestasi Belajar Siswa Kelas V Sd Negeri Kec. Tiga Binanga Tahun Ajaran 2018/2019. *Universitas Quality*, *4*(80), 4.

Wahyono, E., & Puspitasari, D. (2016). Students ' Need Analysis of English Reading Skills for Academic Purposes. *Prosiding Ictte*, *1*(1), 1007–1014.