



Need Analysis in English Learning Media for Buddhist Students of Kusalamitra Homeschooling

Arina Afiyati Shadikah

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri

arina.jurnal@gmail.com

Abstract

This study aimed to analyze the need of Buddhist students in learning English. The need analysis was used to determine the most suitable English learning media for the students. A recent study was done at Kusalamitra homeschooling at the level of Senior High School students. This study belonged to qualitative research with a descriptive approach. There were 30 students involved in this study. Questionnaires and interviews were used to collect the data in this research. The data is gathered then analyzed qualitatively with three steps, namely data collection, data reduction and data verification which can be called drawing conclusion. Based on the data analyzed, there was a research finding. The students need a handy supplementary material that could be used and carried easily. Thus the researcher needed to develop an Information and Communication Technology that contained supplementary material for learning English.

Keywords: need analysis, Learning Media, Buddhist students, English learning

Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan siswa Buddha dalam belajar Bahasa Inggris. Analisis kebutuhan yang dilakukan dalam penelitian ini bertujuan untuk menentukan media pembelajaran Bahasa Inggris yang paling tepat untuk mereka. Penelitian ini dilakukan pada siswa SMA di Homeschooling Kusalamitra yang berjumlah 30 orang. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus. Angket dan wawancara digunakan untuk mengumpulkan data pada penelitian ini. Data yang telah dikumpulkan kemudian dianalisis secara kualitatif dengan tiga tahapan yaitu pengumpulan data,

pengurangan data, dan verifikasi data atau penarikan kesimpulan. Berdasarkan analisis data, dapat diperoleh hasil penelitian bahwa siswa Buddhis membutuhkan sebuah media pembelajaran yang mudah digunakan dan mudah dibawa kemana-mana. Dengan demikian, peneliti perlu mengembangkan sebuah media berbasis TIK yang berisi tentang materi tambahan untuk belajar Bahasa Inggris bagi siswa.

Kata kunci: Analisis kebutuhan, Media pembelajaran, siswa Buddha, pembelajaran Bahasa Inggris

A. Introduction

English has become a universal language used by people. Most countries in the world have included English as one of the subjects that students need. So as in Indonesia, English is taught from elementary level students to higher education. It means that English is learned during all of their study times. There are even some kindergartens also introduce English to the students. This makes English more popular among Indonesian people, especially students. The recent condition may increase the number of students who can speak and use English for their daily activities or daily performance in English classes.

However, although students learn English from a very young age, some students still have problems in performing English. It is due to their motivation in learning English or their intensity in learning English. Maulida and Aminah identified that there was an effect of learning motivation on the English learning outcomes¹. Nasution (2006) believed that children need English to be learned since they learn the basics of English such as numbers, letters, fruits, colors, and daily simple conversation so that they will be familiar with and have provisions to get advanced materials on the next educational levels². It is because in senior high or even junior high level, the students are required to master some general vocabulary but they just get the material. It is difficult for them to follow the teaching and learning process, especially the English subject. It happens because there are some students get English only from junior high. One institution which has the same problem is Kusalamitra homeschooling. Based on the preliminary research, the teacher stated that her students only get English since Junior High. It effects to their ability in performing English.

Kusalamitra homeschooling is a Buddhist institution that is running an educational activity, especially Senior High level. There are three levels, namely tenth grade, eleventh grade, and twelfth-grade level. All of them get English as an International language they should learn. There is an English teacher who teaches all of them. During the covid-19 pandemic, she collaborates with Philippine's teacher to teach the students. However, it does not run well

¹Ida Maulida and Mimin Aminah, "Pengaruh Motivasi Belajar Pada Model Pembelajaran Discovery Learning Terhadap Prestasi Belajar Bahasa Inggris Dalam Kurikulum 2013," *Biormatika: Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan* 6, no. 1 (2020): 59–63.

²Sarah Nasution, "Pentingnya Pendidikan Bahasa Inggris Pada Anak Usia Dini," *Jurnal Warta* 50, no. 1 (2016): 15–19.

because the students cannot acknowledge the materials easily. It is proved from what the researcher observed that the students always ask their teachers to find out what the Philippine teacher said. Thus, this condition requires analyzing students' needs. Need analysis or known as need assessment involves identifying needs, placing priority orders, and choosing the most important and ignoring the unimportant³. Qamariyah and Nurhadi (2021) believe that need analysis is based on societies' needs⁴. In this research, the societies are the students of Kusalamitra Homeschooling. It becomes an initial foundation before creating a product on target based on the objectives that want to be achieved and as basic consideration in selecting the product will be developed so that it will have high use⁵. In this recent study, the need analysis is also used to determine the students' needs in learning English so that the researcher can create the most suitable product for them.

There are four phases in analyzing needs. Those are identifying and prioritizing goals want to achieve by answering question about what should be; determining conditions and the goals related; identifying the needs is about discrepancy between hope will be achieved and the real condition; and doing priority to the most urgent needs which are feasible and worth to do⁶. It was also stated that designing learning that begins with need analysis may cause good results that can be used optimally by the students.

Based on the issues above, it needs to analyze what the students need in learning English. The result of this research will be used to provide ICT-based supplementary materials for the students so that they can learn English better and easier. It is in line with what Komariah (2016) found in her study. She found out that the use of ICT-based media could help students in absorbing, understanding, interpreting, and studying every material so that it could be internalized in their real life⁷. As Nasrulloh and Ismail (2017) stated that ICT has been applied from the elementary level education to the University level⁸. The ICT-based media has advantages for every level of study such as for elementary school students⁹, junior high

³Nurcholis Sunuyeko, Ahmad Lani, and Lilik Wahyuni, "Analisis Kebutuhan Guru Dalam Pengimplementasian Kurikulum 2013 Di Sekolah Dasar," *Sekolah Dasar* 25, no. 1 (2016): 18–26.

⁴Nurul Qamariyah and Ali Nurhadi, "Pentingnya Analisis Kebutuhan Dalam Program Pendidikan Dan Pelatihan Berbasis IT Bagi Guru PAI Di Tengah Pandemi Covid'19," *Indonesian Journal of Islamic Educational Management* 4, no. 1 (April 30, 2021): 7–15, <https://doi.org/10.24014/IJEM.V4I1.11647>.

⁵Ira Mahartika, Neti Afrianis, and Nofri Yuhelman, "Analisis Kebutuhan Chemistry Games (CGs) Pada Pembelajaran Kimia Di SMA/MA Kota Pekanbaru," *Journal of Natural Science and Integration* 3, no. 1 (April 30, 2020): 35–44, <https://doi.org/10.24014/JNSI.V3I1.9347>.

⁶Iman Nasrulloh and Ali Ismail, "Analisis Kebutuhan Pembelajaran Berbasis ICT," *Jurnal PETIK* 3, no. 1 (2017): 28–32.

⁷Nur Komariah, "Pemanfaatan Blog Sebagai Media Pembelajaran Berbasis ICT," *Al-Afkar : Jurnal Keislaman & Peradaban* 5, no. 1 (December 27, 2016): 79–105, <https://doi.org/10.28944/AFKAR.V5I1.111>.

⁸Nasrulloh and Ismail, "Analisis Kebutuhan Pembelajaran Berbasis ICT."

⁹Endang Widi Winarni, Daimun Hambali, and Endina Putri Purwandari, "Analysis of Language and Scientific Literacy Skills for 4th Grade Elementary School Students through Discovery Learning and ICT Media" 13, no. 2 (2020): 213–22.

students¹⁰, senior high school students¹¹, and university students¹². Hence, the researcher believes that this ICT-based media is also appropriate for the Kusalamitra Homeschooling students since they are Senior High students.

B. Method

The methodology applied in this study was a qualitative method with a case study approach. Qualitative research was a research that aims to explore a series of complex factors including concepts or phenomenon and also to reveal various perspectives and meaning from the intended participants or concepts¹³. A descriptive qualitative was applied to describe and interpret meaning of data collected so that general and comprehensive overview of the real situation can be obtained¹⁴. In this case, the researcher used a descriptive qualitative study to reveal the students' needs in learning English so that the researcher can create the most suitable product for them. Participants of this research were all of students at Kusalamitra Homeschooling which totaled 30 students. All of them were active as students in this school and joined English class. In collecting the data, the researcher used questionnaires and interviews. Questionnaires were distributed to all of the students. The interview was conducted with the English teacher and students. All the data collected were then analyzed qualitatively using three steps namely data collection (collecting data through the interview, questionnaires and documentation), data reduction (reducing unimportant or unnecessary data), and data verification (concluding and verifying the data based on the data analysis).

C. Findings and Discussion

1. Finding

The first step to analyze the need was to distribute questionnaires and conducting interviews with the English teacher and also her students. The interview was done on 29th July 2022 in the classroom with the English teacher and out of the classroom with the students. The interview was done when the students were having teaching and learning activities with a Philippines teacher through the google meet application. The interview was done to find out and analyze facts and problems faced by the teacher and the students in teaching and learning

¹⁰ I. Made Utama et al., "ICT Utilization in Indonesian Language Learning at the Junior High School Level in Buleleng Regency, Bali, Indonesia," *International Journal of Information and Education Technology* 12, no. 9 (2022): 947–55, <https://doi.org/10.18178/ijiet.2022.12.9.1705>.

¹¹ Hardika Dwi Hermawan, Danis Nurul Yunita, and Nurhamsi Deswila, "Implementation of ICT in Education in Indonesia during 2004-2017," in *Proceedings - 2018 International Symposium on Educational Technology, ISET 2018*, vol. 2004 (IEEE, 2018), 108–12, <https://doi.org/10.1109/ISET.2018.00032>.

¹² Muhammad Basri and Muhammad Azwar Paramma, "EFL Students' Perspective on the Usefulness of ICT Based Learning in Indonesian Higher Education," *ELT Worldwide: Journal of English Language Teaching* 6, no. 2 (2019): 105, <https://doi.org/10.26858/eltww.v6i2.10515>.

¹³ Agustinus Supratiknya, *Metodologi Penelitian Kuantitatif & Kualitatif Dalam Psikologi* (Yogyakarta: Universitas Sanata Dharma, 2015), <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>.

¹⁴ Rachmat Kriyantono, *Teknik Praktis Riset Komunikasi* (Jakarta: Kencana, 2007).

English. The result of the interview had been the basics in developing ICT-based supplementary materials to learn English.

There were ten questions asked by the researcher to find the information. The first question was about how long the teacher had been teaching English at Kusalamitra homeschooling. She said that she has been teaching there since 2019. It meant that she had been teaching for about three years. The next question was about the level of students she taught. She stated that she taught all level of students from the tenth to the twelfth level. The method applied in teaching English was also asked in this interview. The English teacher stated that she applied lecture, discussion, and question-and-answer methods in teaching English. She also added that those methods were not sufficient to make the students understand quicker about the materials given.

The next inquiry was about the teacher's preparation before teaching. Based on the interview process, she prepared lesson plans, teaching materials, and teaching aids. The lesson plan was used to make her on track and be able to manage time in teaching. The materials were based on ebooks in the form of modules from The Ministry of Education and Culture. Besides, the teacher also prepared the teaching aids needed. The next question was about the media used by the teacher in teaching English. Based on the interview, she had not used certain media in teaching. She only used books as the aid to deliver the materials. However, in the beginning of the semester in 2022, she used online conference videos in teaching. It was done since there was a practitioner from the Philippines who collaborated with the English teacher to run the teaching and learning activity. Before collaborating with her, the teacher had never used teaching media before.

The interview section also gathered information about the difficulty the students have in learning English. They stated that they have problems in mastering vocabulary. There were many students who had not known certain vocabularies, so they find it difficult to understand the materials delivered by the teacher because they were not familiar with the words. Besides, some of them also had problems in speaking English. Based on the interview, they stated that most of them had not taken English lessons at the elementary school. They found English when they were at the junior high level. However, the materials delivered were for the beginner and they had not mastered many vocabularies yet. As a result, when they reached senior high level, their vocabulary mastery was not enough to deal with the materials they got. This case also affected their performance in English skills, especially speaking and reading. Some of them were also struggling in reading English so it also impacted other skills.

The next facts collected were about the use of certain media such as smartphones and computers in teaching. The teacher stated that she ever used a laptop in teaching only for several times. It was used to give assignments to the students. Although she also wanted to use PowerPoint in teaching, but she had no idea how to create an interesting PowerPoint design. For this problem, the researcher suggested her to download free PowerPoint templates from the internet so that she would find many fascinating PowerPoint design which could support

her materials. The last data collected were about the need of gadget in teaching and learning. The teacher believed it was extremely important to be used in learning English. The existence of this gadget might make the students more enthusiastic in learning English so that they would focus and understood the materials very well.

The results of the interview above were in line with the result of the questionnaires distributed to the students. There were 30 students who filled out the questionnaires. The table below showed the result:

Table 1. Questionnaires' Result

No	Statement	SA	A	AP	D	SD	DP	Total Respondent
1	I like English	5	11	53,33%	13	1	46,67%	30
2	English is quite difficult	21	3	80,00%	0	6	20,00%	30
3	Teacher always uses lecture method	17	2	63,33%	5	6	36,67%	30
4	It's difficult to acknowledge with lecture method	4	17	70,00%	9	0	30,00%	30
5	I'm bored with lecture method	1	17	60,00%	12	0	40,00%	30
6	Teacher never uses teaching media	8	19	90,00%	2	1	10,00%	30
7	I'm happy if the teacher use different teaching media	7	13	66,67%	8	2	33,33%	30
8	Monotony in using media	16	10	86,67%	1	3	13,33%	30
9	Media can create fun learning atmosphere	8	13	70,00%	9	0	30,00%	30
10	English learning is supported by adequate facilities	6	1	23,33%	7	16	76,67%	30

- A : Agree
- SA : Strongly Agree
- AP : Agree Percentage
- D : Disagree
- SD : Strongly Disagree
- DP : Disagree Percentage

Based on the table above, there were ten statements that the students filled out and they had filled all of the questionnaires. The agreed choice was combined with the strongly agreed

choice since those belonged to concur. So do the disagree choice and strongly disagree choices were also gathered into one classification since they were similar to differ. The explanation for each statement is presented in Figure 1 below:

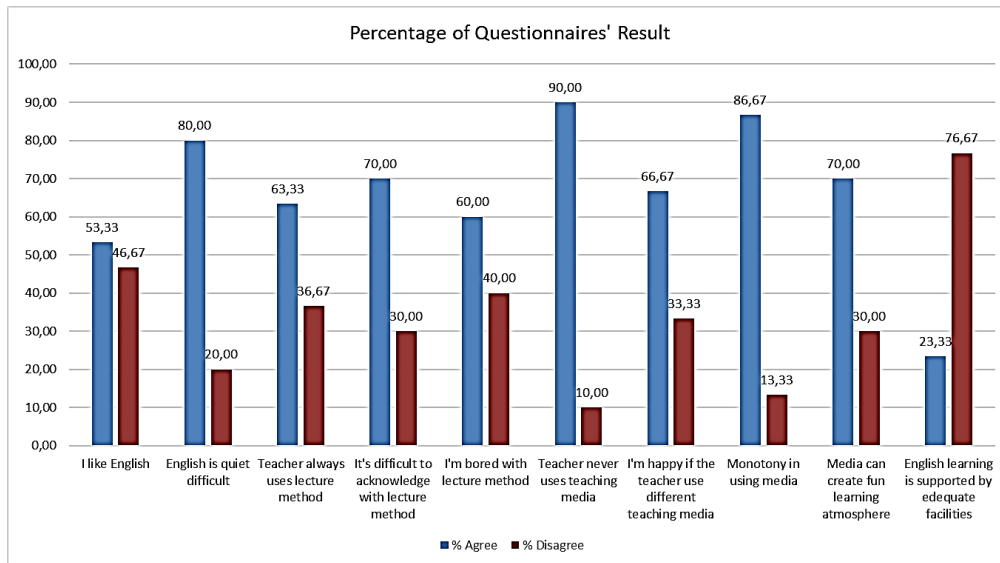


Figure 1. Percentage of Questionnaires' Result

The results of the questionnaires showed that 53,33% of students liked English and 46,67 students did not like English. The next was about their opinion of English. 80% of students believed that English is difficult and 20% of students thought that English is easy. The third statement was about the lecturing method used by the teacher. 63,3% of students selected that teacher always used the lecture method in teaching and only 36,67% of students disagreed about this statement. The fourth statement was about students' acknowledgment when the teacher used the lecture method. 70% of students agreed that it was difficult to acknowledge materials when the teacher applied lecture in teaching and only 30% of students disagreed about this. 60% of students also believed that they were bored with the lecturing method and the rest 40% of students did not agree with this statement. The next questionnaire was about the media used by the teacher. 90% of students assumed that teachers never used teaching media and only 10% of students had opposite opinion about this. The next statement was still about teaching media. 66,67% of students agreed that they were happy when their teacher used different teaching media and only 33,33% of students disagreed about this statement. 86,67% of students also believed that there was teacher monotony in using media and 13,33% of students disbelieved about this. The next statement of the questionnaire was about the advantage of learning media. 70% of students believed that media can create a fun learning atmosphere and 30% of students did not believe this statement. The last questionnaire was about adequate facilities supporting English learning. 23,33% of students agreed that English learning was supported by adequate facilities and the rest 76,67% of students believed that English learning was not supported by those facilities.

2. Discussion

Based on the interview and questionnaire result above, the students had difficulty in learning English. They could not perform each English skill well because they lacked vocabulary. This problem caused the teacher to have difficulty in delivering the materials because, with each material given, there were always students who did not acknowledge it well. This finding was also in the same line with Fatah (2018)¹⁵, Santosa¹⁶, and Kuncoro (2017)¹⁷ who stated that vocabulary mastery had a significant effect on their English abilities such as speaking, reading, and writing.

Besides, the teaching media used by the teacher was also not interesting because she only used books in teaching. As Harsono et al (2009) found out in their research that learning with animation media gave better learning outcomes rather than only with the conventional lecture¹⁸. It means that lectures can be used to teach the students but if the teachers also use media in teaching, it will give better results. Although recently Kusalamitra's students used online conferencing media in learning, they still had difficulty about how to respond to what the instructor said. It was due to the lack of vocabulary they mastered. This was also supported by the result of the questionnaires that most of the students believed that English was a difficult lesson. Furthermore, the simple learning media could be used by the teacher such as PowerPoint but she also had limitations in creating a good and interesting material in PowerPoint. The questionnaires also showed that most of the students believed that teachers never used teaching media in delivering English materials. The teacher needs to use the media at least for some time in teaching English so that the students will be able to learn better.

Based on the explanation above, the teacher and the students needed a teaching and learning media to make them get easier for both delivering and learning the English materials. Based on the questionnaires' result the students believed that media could make fun learning atmosphere. This might can motivate the students in learning individually or in the classroom. The case elaborated aroused the researcher to develop an information and communication technology-based for English learning media. This media will make the students get easier in learning English. This was relevant to Zainiyati (2017) who stated in her book. It was believed that media was not only to make the teachers easy in delivering materials but also to make the students got easily to acknowledge what the teachers said¹⁹. Besides, the students also can increase their vocabulary mastery using this media because they can learn every time and everywhere since the learning media would be installed in their gadget (laptop or smartphone).

¹⁵Abdul Fatah, Pengaruh Penguasaan Tata Bahasa Dan Kosakata Terhadap Kemampuan Menulis Teks Naratif Bahasa Inggris (Survei Pada SMK Swasta Di Kota Tangerang)," *INFERENCE: Journal of English Language Teaching* 1, no. 1 (April 30, 2018): 1–13, <https://doi.org/10.30998/INFERENCE.V111.3811>.

¹⁶Santosa (2017)

¹⁷Kuncoro (2017)

¹⁸Beni Harsono, Soesanto, and Samsudi, "Perbedaan Hasil Belajar Antara Metode Ceramah Konvensional Dengan Ceramah Berbantuan Media Animasi Pada Pembelajaran Kompetensi Perakitan Dan Pemasangan Sistem REM," *Jurnal Pendidikan Teknik Mesin* 9, no. 2 (April 26, 2011), <https://doi.org/10.15294/jptm.v9i2.202>.

¹⁹Husniyatus Salamah Zainiyati, *Pengembangan Media Pembelajaran Berbasis ICT* (Jakarta: Kencana, 2017).

D. Conclusion

Based on the research finding, the researcher found that the students need an English learning media based on the need analysis. They need an English learning media which can make them easier and more motivated in learning. In this case, the researcher gets clear suggestion to develop an information and communication technology learning media for the students so that they can learn English easier than before. In the future, English learning media can be installed on their gadgets whether on computers or laptops and smartphones. It also can be useful for the teacher because she can add some materials and also assignments so that they can update them based on the student's need. This media also can help the students in developing their English skills such as speaking, reading, listening, and writing because it will provide some drills for those skills. The most important one is that they can improve their vocabulary mastery since they can learn English every time they want.

References

- Basri, Muhammad, and Muhammad Azwar Paramma. "EFL Students' Perspective on the Usefulness of ICT Based Learning in Indonesian Higher Education." *ELT Worldwide: Journal of English Language Teaching* 6, no. 2 (2019): 105. <https://doi.org/10.26858/eltww.v6i2.10515>.
- Fatah, Abdul. Pengaruh Penguasaan Tata Bahasa Dan Kosakata Terhadap Kemampuan Menulis Teks Naratif Bahasa Inggris (Survei Pada SMK Swasta Di Kota Tangerang)." *INFERENCE: Journal of English Language Teaching* 1, no. 1 (April 30, 2018): 1–13. <https://doi.org/10.30998/INFERENCE.V1I1.3811>.
- Harsono, Beni, Soesanto, and Samsudi. "Perbedaan Hasil Belajar Antara Metode Ceramah Konvensional Dengan Ceramah Berbantuan Media Animasi Pada Pembelajaran Kompetensi Perakitan Dan Pemasangan Sistem REM." *Jurnal Pendidikan Teknik Mesin* 9, no. 2 (April 26, 2011). <https://doi.org/10.15294/jptm.v9i2.202>.
- Hermawan, Hardika Dwi, Danis Nurul Yunita, and Nurhamsi Deswila. "Implementation of ICT in Education in Indonesia during 2004-2017." In *Proceedings - 2018 International Symposium on Educational Technology, ISET 2018*, 2004:108–12. IEEE, 2018. <https://doi.org/10.1109/ISET.2018.00032>.
- Komariah, Nur. "Pemanfaatan Blog Sebagai Media Pembelajaran Berbasis ICT." *Al-Afkar : Jurnal Keislaman & Peradaban* 5, no. 1 (December 27, 2016): 79–105. <https://doi.org/10.28944/AFKAR.V5I1.111>.
- Kriyantono, Rachmat. *Teknik Praktis Riset Komunikasi*. Jakarta: Kencana, 2007.
- Kuncoro, Adhityo. "Korelasi Penguasaan Kosakata Dengan Keterampilan Berbicara Siswa

- Dalam Bahasa Inggris.” *SAP (Susunan Artikel Pendidikan)* 1, no. 3 (April 4, 2017): 302–11. <https://doi.org/10.30998/SAP.V1I3.1547>.
- Mahartika, Ira, Neti Afrianis, and Nofri Yuhelman. “Analisis Kebutuhan Chemistry Games (CGs) Pada Pembelajaran Kimia Di SMA/MA Kota Pekanbaru.” *Journal of Natural Science and Integration* 3, no. 1 (April 30, 2020): 35–44. <https://doi.org/10.24014/JNSI.V3I1.9347>.
- Maulida, Ida, and Mimin Aminah. “Pengaruh Motivasi Belajar Pada Model Pembelajaran Discovery Learning Terhadap Prestasi Belajar Bahasa Inggris Dalam Kurikulum 2013.” *Biomatika: Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan* 6, no. 1 (2020): 59–63.
- Nasrulloh, Iman, and Ali Ismail. “Analisis Kebutuhan Pembelajaran Berbasis ICT.” *Jurnal PETIK* 3, no. 1 (2017): 28–32.
- Nasution, Sarah. “Pentingnya Pendidikan Bahasa Inggris Pada Anak Usia Dini.” *Jurnal Warta* 50, no. 1 (2016): 15–19.
- Qamariyah, Nurul, and Ali Nurhadi. “Pentingnya Analisis Kebutuhan Dalam Program Pendidikan Dan Pelatihan Berbasis IT Bagi Guru PAI Di Tengah Pandemi Covid’19.” *Indonesian Journal of Islamic Educational Management* 4, no. 1 (April 30, 2021): 7–15. <https://doi.org/10.24014/IJIEM.V4I1.11647>.
- Santosa, Prima Pantau Putri. “Pengaruh Penguasaan Kosakata Terhadap Kemampuan Membaca Teks Persuasif Bahasa Inggris Siswa Kelas X SMK Negeri 2 Depok.” *Deiksis* 9, no. 02 (August 29, 2017): 170–81. <https://doi.org/10.30998/DEIKSIS.V9I02.1823>.
- Sunuyeko, Nurcholis, Ahmad Lani, and Lilik Wahyuni. “Analisis Kebutuhan Guru Dalam Pengimplementasian Kurikulum 2013 Di Sekolah Dasar.” *Sekolah Dasar* 25, no. 1 (2016): 18–26.
- Supratiknya, Agustinus. *Metodologi Penelitian Kuantitatif & Kualitatif Dalam Psikologi*. Yogyakarta: Universitas Sanata Dharma, 2015. <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>.
- Sutama, I. Made, I. Nyoman Yasa, I. Putu Mas Dewantara, and Kundharu Saddhono. “ICT Utilization in Indonesian Language Learning at the Junior High School Level in Buleleng Regency, Bali, Indonesia.” *International Journal of Information and Education Technology* 12, no. 9 (2022): 947–55. <https://doi.org/10.18178/ijiet.2022.12.9.1705>.
- Winarni, Endang Widi, Daimun Hambali, and Endina Putri Purwandari. “Analysis of Language and Scientific Literacy Skills for 4th Grade Elementary School Students through Discovery Learning and ICT Media” 13, no. 2 (2020): 213–22.
- Zainiyati, Husniyatus Salamah. *Pengembangan Media Pembelajaran Berbasis ICT*. Jakarta: Kencana, 2017.