

A NEEDS ANALYSIS OF EYL TEACHER CANDIDATES FOR EFFECTIVE LEARNING AT UNIVERSITAS PGRI SILAMPARI

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ABSTRACT

This research aimed to find out EYL Teacher Candidates for effective learning at Universitas PGRI Silampari. The significances of this research are as a knowledge for researcher in forming learning methods according to the needs of teachers candidates, to conduct effective EYL class based on teachers candidates' need and condition, and as a reference and information for the next research. This research used qualitative descriptive method, meanwhile the technique for collecting the data was questionnaire. Techniques for analyzing data were data reduction, data display, and conclusion. Based on the research, the researcher found out that the students' wants of lecturer: help the students' micro teaching, designing the syllabus, material development, pronunciation, be wise, discipline, healthy, patient, comfortable, enjoyable, and motivated lecturer. Nonetheless, the students' wants of using skills in English were understanding exam or homework question or task, making a plan, finding documents using library and internet, evaluating the quality of documents, presenting orally, managing time, dealing with disagreement and conflict in group work, motivating self, using computers and internet, preparing for and taking test or exams, and reducing learning stress. The students' necessities of the skills are studied in semester 1, 3, and 4. In conclusion, the students' lacks were difficulty in completing final project, less vocabulary, less confidence, less partner in speaking, and stress of too much assignment.

Keywords: EYL, Need Analysis, Teachers Candidates.

INTRODUCTION

Learning English for young learner takes place in many settings, but educational institutions foster both breadth and depth of learning ((Nunan, D.,

2016). Different types of teaching make very different assumptions about what learning is. Many scholars agree that the ultimate goal of learning and associated teaching in different subjects is to acquire adaptive expertise, such as the ability to apply meaningfully-learned knowledge and skills flexibly and creatively in different situations (Kostiainen, E., & Pöysä-Tarhonen, J., 2022). It goes beyond acquiring mastery or routine expertise in a discipline. Especially in teaching for young learner, learning involves the willingness and ability to change core competencies and continually expand and broaden than depth of one's expertise (Aprillita, S. F., Oktaviani, A., & Syafitri, D., 2022). There are different broad pedagogical approaches that can help to develop adaptive expertise: guided learning (the teachers take the main relevant decisions about the goals of learning, learning strategies, and how to measure outcomes, while taking care of feedback, judgements and rewards), action learning (the learners play much more active role in determining the objectives of the learning than in guided learning), and experiential learning (the learning is not controlled by context, learners' motivations, the others with whom they come in contact, discover (Ade, M. A. R., & Oktaviani, A., 2026).

According to Dumont et al (2010), there are 7 principles of learning. 1) learning at the center (the learning environment recognizes the learners as its core participants, encourages their active engagement and develops in the learner's understanding of their own activity as learners), 2) the social nature of learning (the learning environment is founded on the social nature of learning and actively encourages well organized co-operative learning, 3) emotions are integral to learning (the learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievement), 4) recognizing individual differences (the learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge), 5) stretching all students (the learning environment devises programmes that demand hard work and challenge from all but without excessive overload, 6) Assessment for learning (the learning environment operates with clarity of expectations: there is a strong emphasis on formative feedback to support learning), 7) building horizontal connections (the learning environment strongly promotes "horizontal connectedness" across areas of knowledge and subjects as well as to the community and the wider world).

In improving and supporting the students' understanding and comprehension, the educators should know the students' need. Students' need relate to necessity, lack, and want. In order to know the students' need, the education should do a need analysis (Gurler, I., 2023). Need analysis will reveal the target need (what the learner needs to do in the target situation) and learning need (what the learner needs to do in order to learn), (Indrasari, 2015).

On February 12th 2026 researcher observed the EYL teacher candidates at Universitas PGRI Silampari. This University is one of many private university in lubuklinggau (Oktaviani, A., & Rizki, R. S. D., 2023) The researcher invite four student to participate in interview. However, from the four student who were invited, one of them refuse by reason speaking ability. Then, for the three student that have done interview, the researcher found out differences ability in speaking, such as pronunciation and fluency. In short, learning English in higher education especially for EYL teacher candidates should master speaking and also vocabulary (Ramasari, M., & Ardayati, A., 2025). By observe the process of interview, the researcher found the basic problem some of the good and some others are not good in designing syllabus, material development, classroom management and etc. In the other opinian, teacher candidates among 4th semester Universitas PGRI Silampari should master four basics skill, classroom management, understanding update curriculum and also mastery EYL Strategy (Zein, S., 2017). Therefore, the researcher interested to conduct the research that focus on analyzing the student needs entitled“ What are the EYL Teacher candidates’ Needs in English Learning at the Fourth semester of PGRI Silampari University”

RESEARCH METHOD

In this research, the researcher wanted to get information relate to the Students’ need for effective English learning. In conducting the research, researcher used qualitative research. Shark(2002),defines qualitative researchas a form of systematic empirical inquiry into meaning. Systematic means “planned, ordered, and public”. Empirical means inquiry is grounded in the world of experience. Researcher tries to understand how others make sense of their experience. Denzin and Lincoln (2000) explain that qualitative research involve an interpretive and naturalistic approach. The researcher used two types of data sources; primary and secondary data. Primary data was the data that taken from the field which is taken from fourth semester student from English study program with number of subject is 25 students. The researcher used questionnaire. The data collection steps are in accordance with the type of research being carried out. Based on Kabir (2018), a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Therefore, the researcher used 11 close ended questions adapt from Missoum (2014).

FINDINGS

It examines what the learners know already and what they need to know. Needs analysis makes sure that the course will contain relevant and useful things to learn. The various focuses of needs analysis ,as : necessities, lacks, and want.

Necessities: is the demands of the target tasks. Lacks: it involves looking at where learners are at the present. The source of lacks could come from the university lecturer who marks such assignment, or the learners themselves are also a very useful source of information about lacks. Wants: learners have their own views about what they think is useful for them. Based on the instruments, the researcher discovered the students' needs for effective English learning at the fourth semester students of UNPARI Lubuklinggau. The results of the questionnaire are as followed:

1. Open-ended questions

This questionnaire consist of 10 questions. Questions number 1, 2, 3, 4, 7, 8, 9,10 are used to analyze need analysis. However, question number 5, 6 to know the students' ability and intensity of English. The open-ended questions' results are as followed:

a). Based on the question number 1, the researcher discovered the students'reason of learning English for Young Learner. *The students want to study English for young learner because it is interesting, challenging important, international language ,and used in technology. They like it. They want to understand, master it ,and improve their English fluency. They want to be English for young learner teacher, get job, go abroad, get foreign friends, and speakwith them.* The students' answers of question 1, explain us that the student want to study English because they have reasons. Life goal, life skill, life adventure, and life happiness are the reasons.

b).Based on the question number2, the researcher discovered students' knowledge of benefits in learning English for young learner. *The students see benefit so learning English for young learner, such as: a)Understanding EYL Character; b)Improving brain ability; c)good carrier and better life; d)Easier using and understanding technology and foreign culture ; e) Understanding music, film,and talking English; f) Can communicate with foreign people; f)Improve memory; g) Know more writing and grammar; h) Goodopportunityinfuture; i) Improve vocabulary; j)Looksarter.* Thestudents' answers of question 2, explain us that the students see and know the benefits of learning English for young learner.

c) Based on the question number 3, researcher discovered the students' time allocation to practice English. *The students allocate their time about 2 hours per week in practicing English outside of class.* The students' answer of question 3, explain us that the students tend to practice English outside the class. The intensity of the practice is difference.The average result explains that the students practices English 2 hours per week or less. Therefore, it can be known that the students have progress of English.

d) Based on the question number 4, the researcher knew whether or not

English for young learner is useful and enjoyable for the students. *Useful and enjoy in learning EYL, english for EYL is basic and feel fun ,improve confidence, practice English, and support future goals.* Based on the question 4, it explains that the students have useful and enjoyable. The students have good experience moment of English.

e)Based on question number 5 and 6 the researcher discovered the students' ability and intensity of English. explains that the students' ability of English is enough, moreover their expectation is excellent in English for the future. Meanwhile, the students' answer of question 6, explain that the students' expectation of using skill in English is rarely.

f) Based on the question number 7, the researcher got information about study duration.

The students want to finish the college about 2 years later. Based on the students' answer of question 7, it can be known that all the students want to finish their college on time.

g) Based on question number 8, the researcher knew that: *The students want the English for young learner class for 2 hours per class.* It explains us that the students want the class as a common meeting of the learning English for young learner, thus it can be concluded that most of them are enjoy in learning.

h) Based on question number 9, the researcher discovered the students' expectation of the lecturers. *The students' expectation of the lecturers are as followed: The lecturers help the students' pronunciation, be wise and discipline, be healthy and patient, make the students to be comfort and enjoy, and motivate the students.* The students wanted the class to be interactive and engaging.

i) Based on question number 10, the researcher discovered the students' difficulty in learning English for young learner. *The students' difficulty in micro teaching for EYL, Producing media for EYL, Understanding many characters of EYL, completing final project, less vocabulary, lack in writing, less confidence, less partner in speaking and easy to get stress with too much assignment.* Based on the students' answer of question 10, the students want the lecturer know their lack of English and overcome the problem.

DISCUSSIONS

This research is concerned with the students' need limited on English learning for speaking skill. In doing the research, the researcher used needs analysis theory, using theory of Hedgcock and Ferris (Hedgcock, J. S., & Ferris, D. R., 2009), and Nation and Macalister (Nation, I. S. P., & Macalister, J., 2010). Necessities are related on needs, wants, and lacks.

1. Wants

Based on the question number 1, the researcher discovered the students'

reason of learning English for young learner. *The students want to study English for young learner because it is interesting ,challenging ,important, international language, and used in technology. They like it. They want to understand, master it, and improve their English fluency. They want to be English for young learner teacher, get job, go abroad, get foreign friends, and speak with them.* In open ended questionnaire, the question that The students' answers of question1, explain us that the student want to study English because they have reasons. Life goal, life skill, life adventure, and life happiness are the reasons. Based on the question number 3, researcher discovered the students' time allocation to practice English. *The student allocate their time about 2 hours per week in practicing English outside of class.*

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2. Necessities

From the close questionnaire, is asking the student in which semester several skill that related speaking English is needed. The result of research found that;

- a. Understanding exam or homework questions/ task 15 students state, the skill is very urgent to be studied in semester1. 10 students state, it is urgent to be studied in semester 2, 4students states, it is quite urgent and it is good to be studied in semester3, meanwhile 5 students state, it is better to be studied in semester 4.
- b. Making a plan to organize individual and team study work 16 students state ,the skill is very urgent to be studied in semester1. 11 student state, it is urgent to be studied in semester2, 4 students states, it is quite urgent and it is good to be studied in semester3, meanwhile 3student state, it is better to be studied in semester 4.
- c. Finding document using libraries and the Internet 16 students state, the skill is very urgent to be studied in semester 1. 7 students state, it is urgent to be studied in semester2,10 students states, it is quite urgent and it is good to be studied in semester 3, meanwhile 1 student states, it is better to be studied in semester4.
- d. Evaluating the quality of documents 5 students state, the skill is very urgent to be studied in semester1. 8 students state, it is urgent to be studied in semester2, 16 students states, it is quite urgent and it is good to be studied in semester 3, meanwhile students state, it is better to be

- studied in semester 4.
- e. Presenting or all a research paper 5 students state, the skill is very urgent to be studied in semester 1. 2 students state, it is urgent to be studied in semester 2, 13 students states, it is quite urgent and it is good to be studied in semester 3, meanwhile 14 students state, it is better to be studied in semester 4.
 - f. Managing your time to complete homework in time 14 students state, the skill is very urgent to be studied in semester 1. 7 students state, it is urgent to be studied in semester 2, 5 students states, it is quite urgent and it is good to be studied in semester 3, meanwhile 8 students state, it is better to be studied in semester 4.
 - g. Dealing with disagreement and conflicting groupwork 16 students state, the skill is very urgent to be studied in semester 1. 7 students state, it is urgent to be studied in semester 2, 5 students states, it is quite urgent and it is good to be studied in semester 3, meanwhile 6 students state, it is better to be studied in semester 4.
 - h. Motivating yourself 23 students state, the skill is very urgent to be studied in semester 1. 2 students state, it is urgent to be studied in semester 2, 2 students states, it is quite urgent and it is good to be studied in semester 3, meanwhile 7 students state, it is better to be studied in semester 4.
 - i. Using computers and the Internet 17 students state, the skill is very urgent to be studied in semester 1. 3 students state, it is urgent to be studied in semester 2, 6 students states, it is quite urgent and it is good to be studied in semester 3, meanwhile 8 students state, it is better to be studied in semester 4.
 - j. Preparing for and taking tests/exams 17 students state, the skill is very urgent to be studied in semester 1. 6 students state, it is urgent to be studied in semester 2, 4 students states, it is quite urgent and it is good to be studied in semester 3, meanwhile 7 students state, it is better to be studied in semester 4.
 - k. Reducing your learning stress 15 students state, the skill is very urgent to be studied in semester 1. 4 students state, it is urgent to be studied in semester 2, 6 students states, it is quite urgent and it is good to be studied in semester 3, nonetheless 9 students state, it is better to be studied in semester 4.

The needs of the teacher candidates among 4th semester based on the skills are different. Most of the teacher candidates need to study the skills of learning English for young learner in the first semester. Based on the findings of this research, the teacher candidates need to study 9 of 11

skill in the first semester. It supported by Nation and Macalister (2010, p. 27-28) that the first thing to look at in necessities is the demands of the target tasks. That is, what will learners have to do when they do university study? It means that the skills are very urgent and accessible for the students.

3. Lacks

The students' answer of question 5, explains that the students' ability of English is enough, moreover their expectation is excellent in English for the future. Meanwhile, the students' answer of question 6, explain that the students' expectation of using skill in English is rarely. Based on question number 10, the researcher discovered the students' difficulty in learning English. *The students' difficulty in micro teaching for EYL, Producing media for EYL, Understanding many characters of EYL difficulty in completing final project, less vocabulary, lack in writing, less confidence, less partner in speaking and easy to get stress with too much assignment.*

CONCLUSION

Based on the data analysis explains, the students' 4th semester expectation of English for young Learner capability is excellent in the future. Same as, their expectation of being EYL Teacher is good choice. The conclusion of data analysis, as followed: Students' needs improving speaking skill are based on want, necessities, and lack. This research focused on teacher candidates' needs for effective EYL learning in Universitas PGRI Silampari.

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