

## **NEED ANALYSIS ON THE DEVELOPMENT OF POLYTECHNIC ENGLISH TEXTBOOK**

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### **ABSTRACT**

This study aims to identify and analyze students' needs for English textbooks that suit their needs. This research method uses a descriptive quantitative method. The results of this study indicate that: (a) all students agree that English is important for them to learn; (b) the existing English textbooks are less attractive for students to learn English; (c) the instructions in the book are not clear and difficult to understand; (d) students need TOEFL material to be studied in class; (e) there are not enough textbooks on campus for students to master the TOEFL; (f) exploration activities are required for students to master the four English skills (listening, speaking, reading, and writing); (g) students need a TOEFL equivalent textbook in the mastery of English both spoken and written. In conclusion, students of the TRPL Polman Negeri Babel Study Program need textbooks that suit their needs. The need for English textbooks with TOEFL equivalence comes from the achievement of study objectives (CPL), TRPL, graduation requirements, and the world of work.

Keywords: Needs Analysis, English Textbook, TOEFL

### **INTRODUCTION**

The education reform competition needs to address three main issues: updating the curriculum, improving the teaching quality, and the effectiveness of teaching methods (Rohaenah et al., 2020). The learning process is a process of interaction between students/students as students and teachers/lecturers as educators and teachers (Hasanah & Syamsi, 2020). The learning process is carried out using pedagogy, including teaching methods. Several language education programs have entered the world, and new technologies play an important role in language education (Mezirow, 2018). Language programs continue to grow and develop using a thoughtful approach to educational planning. This often includes

the so-called systematic development of language programs (Solikhah & Budiharso, 2019).

Based on the researcher's observation as new lectures in Bangka Belitung State Manufacturing Polytechnic (Polman Negeri Babel), learning English at the polytechnic level, especially Polman Negeri Babel, did not go as expected. Learning activities are detailed, monotonous, and boring because lecturers naturally tend to use theoretical teaching methods. Efforts to improve student learning abilities are influenced by many things. Among them, students need a creative lecturer who will make learning more interesting, and students will like it. The classroom atmosphere must be planned and built using appropriate models and teaching materials. This allows students to interact with each other and achieve optimal learning outcomes.

The researcher also found gaps experienced by the students of Polman Negeri Babel in learning English. At the end of the lecture period, students of Bangka Belitung State Manufacturing Polytechnic are required to get a TOEFL certificate with a predetermined value standard as a graduation requirement. While the English they learned during their lectures did not discuss the TOEFL material specifically. This causes many students to take extra courses or hours off-campus to study TOEFL. Then, the authors conclude that it is deemed necessary to present learning methods to improve students' understanding of learning and accommodate the final goals of their lectures. To accommodate this, Polman Negeri Babel has revised the curriculum. Where the latest curriculum is made based on the needs of the output and to support the new curriculum, it is very necessary to compile textbooks based on students' needs.

Program development for curriculum and development of learning programs is a dynamic key factor system. This systematic approach involves the stages of planning, developing, implementing, and evaluating education taken in various fields within the educational environment. Therefore, this study discusses educational issues at the student education level that must be addressed to assess needs from a curriculum development perspective, including the development and implementation of textbooks and curriculum development programs and programs for specific and logical activities.

Suharto et al., (2020) researched the need analysis of English textbooks for Senior High Vocational schools. They found that the teacher and students need an English textbook that suits their major. Momang (2021) also did similar research about need analysis for developing English digital books; he found the book suits the teacher and students' needs. However, on this occasion, this research study is only limited to the basic stage of research or development of English textbooks at the Bangka Belitung State Manufacturing Polytechnic. In other words, the research carried out is only limited to analyzing the data needs of students. So, it

is hoped that an appropriate English textbook can be compiled and developed from this initial data.

## **LITERATUR REVIEW**

Many educational practitioners have carried out various studies on needs analysis (*needs assessment*) in the manufacture of textbooks. Moreover, this proves how important it is to analyze the needs to be done before preparing or developing teaching material. The main component of the teaching profession is the collection and analysis of large amounts of information to carry out effective and efficient research (Manzura, 2021). In addition, Manzura also explained that if the results of the needs analysis assessment obtained are accurate, this is evidence that the teacher is responsive to the needs of his students.

Students find it easy to understand lecture material that is related to their language learning needs. In other words, materials or teaching materials under the needs of students will make them more likely to acquire language skills (Aflah & Rahmani, 2018). By analyzing needs, teachers/lecturers can determine learning objectives, choose topics, and even change curriculum, procedures, and teaching methods (Siregar et al., 2018). Needs analysis leads to the development of teaching materials, curricula, and teaching methods that increase student motivation and success (Sulistiyo et al., 2021). If students are motivated, it will automatically increase their literacy. In the current era, students feel challenged to access, select, and use the information and track the information required by the accuracy and quality of the intervention information (Mubaroh et al., 2021).

Furthermore, teachers/lecturers are no longer the first source of teaching and learning activities but mainly facilitators (Mubaroh et al., 2020). For this reason, they must continuously improve their competence in various fields. There is no success in the teaching and learning process only depends on the teacher and students, but the material taught through specific approaches, methods, and strategies can help improve student learning outcomes (Hasanah & Syamsi, 2020). Textbooks written using a certain approach can improve the ability of these students. Textbooks or learning materials prepared based on curriculum design play an essential role in creating a positive learning environment (Ilma & Wijarini, 2017). To master English, it is not enough to determine the teaching method, but also the provision of textbooks that meet the needs of students, which significantly supports this success (Suharto et al., 2020).

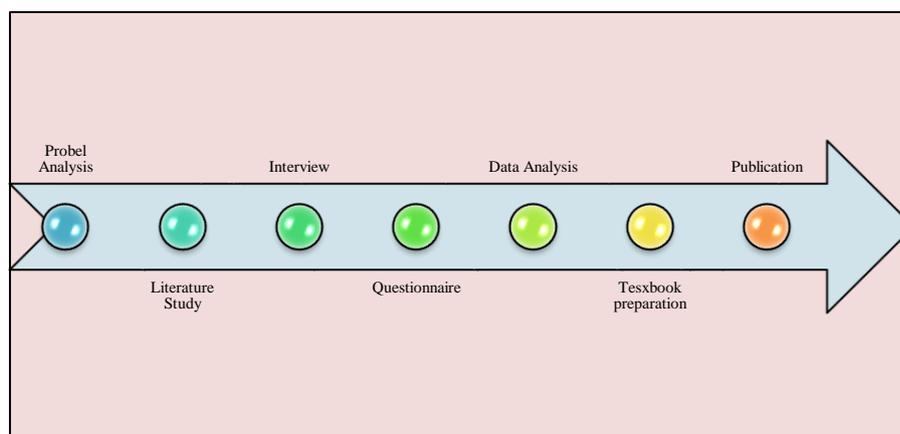
Several researchers who have applied needs analysis in the manufacture of textbooks, including Cahyati & Rizkiani (2017), researched analyzing the needs in English textbook material at the SMK level. Diana & Mansur (2018) conducted a need analysis on ICT students for English teaching materials. Their research is because lecturers do not have a permanent syllabus and textbooks that are not

under the needs of students. Moreover, Aflah & Rahmani (2018) researched analyzing the needs for vocational English courses. Then, Masykar (2019) researched the Need Analysis for vocational education in English. In his conclusion, he stated that based on the need analysis, the target of using English was very different from the existing material.

## RESEARCH METHOD

The type of research used is quantitative research. This method is used to describe student responses to assess the needs of the written material in various statements. Some students' answers were converted into good data and then converted into more information for presentation.

In this study, the sample is students of English courses in the teaching and learning process in the Study Program of Software Engineering Technology (TRPL) at Bangka Belitung State Manufacturing Polytechnic (Polman Negeri Babel). A sample of 29 students is from level 1 of Software Engineering Technology study program. Data collection process used is interview and assessment. The data analysis process is well documented and descriptive. Therefore, the researcher will focus on collecting complete information in this case. After the data is collected, it is analyzed and then described. Because the limitation of this article is data analysis of student needs, the elaboration of the stages carried out only reaches the fifth stage, namely data analysis. For more details, the research flow diagram is shown in Picture 1 below:



**Picture 1.** Research Flowchart

## **FINDING**

### **Problem Analysis**

The curriculum device is a media used as a guide in the teaching and learning process. The purpose of the curriculum itself is to ensure the success of teachers/lecturers in their learning. Many materials, tools, media, guides, and instructions are used to perform the desired activity. Given the renewal of the curriculum adopted by the campus, it is deemed essential to rearrange all learning devices according to the output needs.

Currently, the curriculum tools are not yet complete, especially in the second English course. This can be seen from the absence of textbooks that are owned. Moreover, from the results of interviews with several students, they want to learn English 2 with TOEFL material to get a good TOEFL score. This is because TOEFL is one of the administrative requirements that Polman Negeri Babel students must fulfill before graduation.

Based on the factors above, this impact the curriculum devices that English teaching lecturers must prepare. This is also an interesting thing to study how lecturers can arrange their learning tools, in this case, textbooks, based on the needs analysis of their students. This research is expected to be input for the lecturers of the Polman Negeri Babel institution to develop their learning tools other than based on a *Need Analysis*; this can be related to the needs of *stakeholders* who use graduates and the needs of the students themselves.

### **Literature Study**

Knowing the needs of the students, the first step the researcher took was to do a literature study such as how to apply TOEFL material in English learning tools in Study Programs. Software Engineering Technology and what materials are possible to be adopted in the Polytechnic English curriculum. Various reading sources such as journals, books, and articles become references for the preparation of content, be it the content of questionnaires, interviews, or content from textbooks that are compiled. Of course, the content is analyzed first to get the suitability of the content.

### **Interview and Questionnaire**

The researcher compiled several structured questions to ask students of the Level 1 TRPL Study Program. Next, the researchers conducted interviews and distributed questionnaires to 29 students of the Software Engineering Technology Study Program Level 1 (one) Academic Year 2020/2021. There are 4 (four) questions in the interview and 15 (fifteen) questions in the form of a questionnaire.

## Data Analysis

Based on the interview data and questionnaires distributed, then the data was analyzed. The following is the data from the questionnaire distribution, which is shown in table 1 below:

**Table 1.** Questionnaire Results

	Statement	Answer Results	
		Yes	No
1.	English is very important to support students' abilities according to the chosen study program (Prodi TRPL)	100%	0%
2.	Likes to read English books outside of class (at home)	65%	35%
3.	English books used on campus attract students to master English	42%	58%
4.	Students need to study TOEFL	100%	0%
5.	The existing English textbooks are sufficient for students to master the TOEFL	28%	72%
6.	English textbooks make students active in digging for information	70%	30%
7.	English books used on campus must use language that is easy to understand	92%	8%
8.	Instructions in textbooks used on campus must be clear and easy to understand	100%	0%
9.	Exploration activities are necessary to improve student's English skills	88%	12%
10.	The need to master English with real application in the field	83%	17%
11.	Students are interested in learning 4 skills in English (Listening, Speaking, Reading, Writing)	100%	0%
12.	The English books on campus are currently relevant to the TRPL Study Program	28%	72%
13.	English books on campus help students master English both spoken and written	52%	48%
14.	The textbooks used to provide real examples and are under the material	88%	12%
15.	Students need a textbook equivalent to TOEFL	100%	0%

The results of Table 1 show that all students agree that English is very important to support students' abilities according to the chosen study program. Therefore, students need to study the TOEFL. Instructions in the textbooks used on campus must be clear and easy to understand to increase students' interest in learning the 4 English skills (Listening, Speaking, Reading, Writing). Students also agreed that they needed a textbook equivalent to the TOEFL.

## DISCUSSION

Based on the questionnaire results given to the 29 students, the following results were obtained: (a) all students agreed that English was important for them to learn. This is in line with the opinion of Mubaroh et al., (2022), which states that currently, the use of foreign language skills, especially English, can improve

the quality of labor or human resources; (b) the existing English textbooks in Polman Negeri Babel are less attractive for students to study English. An attractive and eye-catching book is able to catch students' attention more, as proved by Afrida(2021), who did her research about developing English textbooks in elementary school; (c) the instructions in the book are not clear and difficult to understand. Of course, students need an explicit instruction. There are not many students who can understand the instruction well by themselves. Afrida (2021) also said that a textbook for learning needs a clear instruction so that the students can understand and do self-taught learning; (d) students need TOEFL material to be studied in class. Polman Negeri Babel students need a certificate of TOEFL to graduate from the campus, so they need to learn TOEFL in the class; (e) the existing textbooks on campus are not sufficient for students to master the TOEFL. It is because the existing textbooks do not talk about TOEFL; (f) exploration activities are needed by students to master the four English skills (*listening, speaking, reading, and writing*). It relates to TOEFL material which contains part I Listening comprehension, part II Structure and Written Expression, and part III Reading comprehension (Mubaroh et al., 2022); (g) Students need a TOEFL equivalent textbook in the mastery of English, both oral and written.

Meanwhile, from the interview, four questions were given in a structured manner to students. (a) Why do you need to study English on campus; (b) Do you need to study TOEFL? Why; (c) What kind of English do you want to learn in Software Engineering Technology Study Program; (d) Do you need a textbook that fits your needs? Why? Based on the results of interviews conducted with the four questions, students feel the need to study in English to meet current global needs. Today's world of work, business, and all fields require graduates who are competent in English, and that too is part of the achievement goals of Study Program graduates TRPL. Besides, there is an obligation to pass the TOEFL test those students must take as a condition for graduating students at the Polytechnic level. Study Program students TRPL wants to learn English that can improve their English language skills in all skills and help them gain proficiency with international assessment standards. For all of this, students need an English curriculum that can support all their needs, including textbooks.

## **CONCLUSION**

Students need textbooks that suit their needs. The findings indicate that: (a) the existing English textbooks in the TRPL study program have not met the needs; (b) students have their own needs for English textbooks at polytechnics, especially in study programs TRPL; (c) the need is based on the achievement goals of study program graduates, graduation requirements, as well as the needs of

the world of work; (d) and the need that is currently felt necessary is an English textbook with TOEFL equivalence.

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