



## A Learner Centered Approach: ESP Need Analysis in Pandemic Learning Activities for Non Formal Students in High School Equivalency, Coastal Area of Bone Bolango

Haris Danial

Nonny Basalama

Elsje L. Sambouw

Riman Kasim

Universitas Negeri Gorontalo

Pos-el: [harisdanial@ung.ac.id](mailto:harisdanial@ung.ac.id)

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### Abstract

Learning activities in the world of equality education need attention from every tutor who teaches in the classroom. Especially in learning English, there are still many students who are constrained in understanding English well. This is because the backgrounds of students are varied, resulting in their lack of motivation in learning. The method used in this research is the method of developing teaching materials in equivalence education, especially the Package C equivalence program in the coastal area. This research leads to R&D development research which emphasizes that research and development is a research method used to produce certain products and test the effectiveness of products. The results of this study found that the application of storytelling activities using animation that was done well and repeatedly would be able to improve English language skills. It is evident from the results of the research conducted, which then increased the results of the independent sample t-test calculation, it is known that the average increase in the experimental group I was 35, group II was 43.85, and group III was 30.45. Thus, it is known that the increase in the score of learning outcomes in the Analysis of English Learning Needs for School Dropouts in the Experimental Coastal Equality School, the most prominent is in group II of 43.85.

### Keywords

EFL Need Analysis, High School Equivalency, Non Formal Students

### Abstrak

Kegiatan pembelajaran di dunia pendidikan kesetaraan perlu mendapat perhatian dari setiap tutor yang turut mengajar di dalam kelas. Khususnya dalam pembelajaran bahasa Inggris, masih banyak peserta didik terkendala dalam memahami bahasa Inggris dengan baik. Hal ini dikarenakan latar belakang peserta didik yang bervariasi sehingga mengakibatkan kurangnya motivasi mereka dalam belajar. Metode yang digunakan dalam penelitian ini adalah metode pengembangan bahan ajar di pendidikan kesetaraan, khususnya program kesetaraan Paket C yang berada wilayah pesisir. Penelitian ini mengarah pada penelitian pengembangan R&D yang menekankan bahwa penelitian dan pengembangan merupakan metode penelitian yang digunakan untuk menghasilkan produk tertentu dan menguji keefektifan produk. Hasil penelitian ini menemukan bahwa Penerapan kegiatan bercerita menggunakan animasi yang dilakukan dengan baik dan berulang-ulang akan dapat meningkatkan kemampuan berbahasa Inggris. Terbukti dari hasil penelitian yang dilakukan, kemudian mengalami peningkatan hasil perhitungan independent sampel t-test diketahui rata-rata kenaikan kelompok eksperimen I sebesar 35, kelompok II sebesar 43.85, dan kelompok III sebesar 30.45. Dengan demikian, diketahui kenaikan skor hasil belajar Analisis Kebutuhan Pembelajaran Bahasa Inggris bagi Anak Putus Sekolah di Sekolah Kesetaraan Wilayah Pesisir eksperimen yang paling menonjol terdapat pada kelompok II sebesar 43.85.

### Kata kunci:

Analisis Kebutuhan EFL, Pendidikan Kesetaraan, Siswa Non Formal

## Introduction

The non-formal educational institution for equality packages A, B, and C is one of the educational institutions provided for dropouts who want to continue their education, which aims to criticize education which is equivalent to formal education. This portrait of non-formal education has a different concept from formal education in general. This can be seen from several aspects, including: 1) the allocation of learning time provided in the world of formal education is different from equivalence non-formal education, 2) the age of students in non-formal education is not homogeneous and is not limited to a certain age, and 3) the type of work becomes one of the factors to determine the level of activity and attendance in the classroom. In this case, work affects the way students learn in the classroom.

The above forms of non-formal learning are usually found in Community Learning Activity Centers (PKBM), which generally lead to equality learning. Therefore, the strategies and methods of learning in the classroom must be carefully prepared, including preparing media that can motivate citizens to learn. This must be in line with the ability of students grasping power to understand the material being taught. Whats more, age and occupation are two particular factors that tutors need to consider in teaching in the classroom.

PKBM Nurain is one of the educational institutions in the Bone Bolango area that organizes the equivalence education program packages A, B, and C. In this PKBM, Package C equivalence dominates at school age with a vulnerable age of 17-50 years. The activities carried out include face-to-face, tutorial, and independent learning activities. In relation, the form of learning carried out in non-formal educational institutions is the same as learning activities in formal education in general.

Related to learning English at PKBM Nurain, the materials and evaluation of mastery of competencies are the same as English in middle schools in general. However, one of the factors that are considered in the learning process is age, social, and environmental factors. Judging from the age factor, students are heterogeneous whose capacity for grasping material is not balanced. Meanwhile, in terms of social factors, the influence of age is not balanced so that the impact on social relations among students is limited. The culture of mutual respect for each other is reflected in the characteristic values of students who are reluctant to joke with each other. This also has an impact on environmental factors that require students to be humble in learning without trying to fight together. This can be seen in older students who often feel inferior by stating that young people are able to answer questions properly and appropriately.

This phenomenon eventually became a strong reason for the research team to explore the needs of students in learning English as the first step in compiling the material to be taught to students as a support later in the learning process. Similar to the English for Specific Purpsoses (ESP) courses, English subjects at the equivalence education level should be adjusted to their needs in learning. This is reinforced by the views of Bernard and Dorothy in Tomlinson (2007: 306) that the needs of students are considered in the learning process so that learning objectives can be achieved properly. Talib, et al (2018), Kamaruddin, et. al (2021), Ulfah, et al (2021), Xuwei Li & Huijun Fu (2021), and Hajar & Triastuti (2021) emphasize that in the process of learning English the concept of needs analysis can connect the learning process with academic and professional students. However, in reality, with the orientation of Package C English books in general, the average concept of the material prepared is adjusted to the concept of English material at the level of formal education in general. As a result, many students feel confused with the material presented by the tutor. Even from the observations, it can be seen that there are students who spontaneously complain that dont burden us with assignments because we have a lot of household work to do. Therefore, as tutors it is important for them to address this as a consideration in the learning process.

The advantages of this research designed using a constructivist approach are (1) to provide convenience in the process of learning English for students in an equality education environment, especially in coastal areas; (2) motivating students to learn English by involving students experiences in learning construction; (3) become a development model for other research.

## Methods

The research method used in this research program is research and development based on Research and Development (R&D). The concept view of Sugiyono (2012:407) emphasizes that research and development is a research method used to produce certain products and test the effectiveness of these products. Thus, this form of research leads to development research which is expected to produce certain products.



As stated above, this form of research is a type of development research that leads to the development of a model of English teaching materials at PKBM Nurain, Bone Bolango. This research development form is a modification of the model development developed by Borg and Gall (1983) which includes 1) research and information collecting, 2) planning, 3) developing preliminary form of the product. product), 4) preliminary field testing, 5) product revision (main product revision), 6) main field testing, 7) operational product revision, 8) field test operational product (operational product field testing), 9) final product revision, and 10) dissemination/implementation. Modification of the development of this model is part of the simplification of the development stage by not including the dissemination stage. This considers the form of research that leads to the development of teaching materials that explicitly refer to the PKBM institution as the object of research. The methods of this research are also oriented to the basic concept of research development that stated in Perdirjen PAUD and Dikmas No. 02, 2016 about Technical Guidelines of Research Development of Childhood Education and Society Education that involving some steps as follows: 1) introduction; 2) Model Drafting; 3) Conceptual and Operational Testing; 4) Dissemination.

### Findings and Discussion

#### *Exploratory Conditions of Learning English in Coastal High School Equivalency*

An exploratory study in the development of early childhood education models has been carried out in 10 PKBM institutions spread across 6 districts / cities of Gorontalo, including: 2 PKBM institutions in North Gorontalo Regency, namely PKBM Man Jaya and PKBM Helumo in Gorontalo Regency, namely PKBM Hutuo Lestari and PKBM Mr. Husnan Course; 2 PKBM institutions in Boalemo Regency, namely: PKBM Polohungo and PKBM Handayani; 2 PKBM institutions in Pohuwato Regency, namely PKBM Vita Star and PKBM Salfa Group, 1 PKBM institution in Gorontalo City, namely PKBM Taman Pendidikan; and 1 PKBM institution in Bone Bolango Regency, namely PKBM Nurain.

In general, the ten PKBM institutions that have been visited by the development team have been accredited B. However, there is one PKBM institution that has not been accredited, and will only be accredited in 2020. On average, all the institutions mentioned above have been accredited by tire team

In some of the information found in the field identification results, there is some additional information that describes the initial conditions of the schools that have been visited. As is the case, PKBM Taman Pendidikan is one of the PKBM institutions located in Gorontalo City, established since 2015 and is still weak in school infrastructure. It was found in the field that there are still many children who still do not understand the material that has been taught by the teacher. This is evidenced by the weakness of the learning strategies applied by the teacher in the classroom. Not to mention, there are days when children dont go to school because of market day, so almost all students come with their parents to the market. They consider that school is only limited to fulfilling life but earning a living is a top priority. The impact of this is that the children also go with their parents to the market, which in fact the work of the parents is mostly traders.

#### *Target Needs of Learning English in High School Equivalency*

Overall, the recapitulation of the results of the analysis of learning needs from home for PKBM teachers in Gorontalo can be seen in the following table:

**Table 1**  
 Recapitulation of the Dominance of Respondents Targeted Needs

Target Needs	Indicators	F	Percentages
Skills that are difficult to apply	Speaking	20	60%
The importance of learning skills	Strongly Agree	13	52%
Skills learning objectives	Improve attitudes and competencies	17	72%
Expectations of learning skills	Familiarize learning attitudes	20	80%
Understanding of Learning from Home	Know	127	96.2%
Implementation of Home Learning Policy	Yes	132	100%
Study start time	March 2020		
Understanding the Danger of Covid-19	Know	132	100%
Socialization of the Danger of Covid-19	Yes	132	100%
Parents Pay School Fees	Not pay	100	75.75%
PKBM Unit received BOP	Received	126	95.45%
Amount of Salary/Intensive during Study	Salary/Full Intensive	89	67.42%

Based on the results of the recapitulation of the dominance of the respondents target needs on the child's learning process while at home, it was detected that this was important for the PKBM unit in Gorontalo. Speaking skills are skills that are still difficult to apply to children. In fact, the goal of teaching skills is more dominated by improving the attitudes and competencies of students, and the hope is that they can get used to attitudes in learning. Most of the respondents already understand the learning from home policy that has been set by the government. (96.2%) and this has been implemented by PKBM teachers as an effort to make learning activities effective in PKBM (100%). Study time at home has also been carried out by PKBM teachers since March 2020, especially on March 13, 2020. There are several of them implementing learning activities from home in early April 2020 by considering the form of learning activities that will be carried out by the PKBM unit for students. However, understanding and socialization of the dangers of Covid-19 have been carried out well (100%). In a sense, most PKBM teachers have fully understood the dangers of Covid-19 to students and the community. For this reason, most PKBM units have omitted payment of fees. schools for parents to heed the regulations set by the government (75.75%). The government also continues to provide BOP funds to PKBM units as a form of appreciation for the effectiveness of PKBM learning while at home (95.45%), and most PKBM teachers still receive full/intensive salaries (67.42%) although there are still some who complain that they do not receive a salary/intensive during the learning process at home. Thus, the learning process at home is important to make the learning process effective in the PKBM curriculum.

### Learning Needs

The recapitulation of learning needs of ESP in High School Equivalency could be formulated as follows:

**Table 2**  
Recapitulation of Learning Needs

Learning Needs	Indicators	F	Percentages
English learning at home	< 1 jam	91	68.93%
The technique of learning process in EFL	Visiting and Learning Process	182	45.92%
Planning of learning process	Yes	121	91.67%
Learning process from home	Task Based and Project	97	24.49%
Parenting	Yes	127	96.21%
Parent Activeness	Active	105	79.54%
Obstacles	Heterogenous Ages, motivation	69	17.42%
Documentation	Documentary	127	32.07%

From the results of the recapitulation of the dominance of learning needs above, the length of the learning process from home is at most < 1 hour (68.93%). This is due to the limitations of an unstable internet network (17.42%) resulting in an ineffective learning process. Taking this into account, the teacher described that the technique of implementing learning from home activities was more effective by direct visits to homes (45.92%). This is a consideration for teachers because the effectiveness of the learning process is much better seen when the teacher deals directly with children. For this reason, it is necessary to have a learning plan that has been formulated by the teacher (91.67%) before carrying out learning activities for children at home. Most of the children in learning activities at home are only at the level of drawing or coloring (24.49%) so that there is competence. Therefore, the role of parents is important to encourage children to carry out learning activities from home (96.21%) so that children can understand the intent and purpose of the teacher giving them assignments. This level of parental activity is mostly evidenced by photos of children's activities with their parents during the learning process (32.07%). This is to support the evidence that children have been doing learning from home.

### Hypothesis Testing

The t-test of the increase in the score of the experimental and control groups aims to determine whether there is a difference in the increase in the score of the teachers' understanding of the experimental class and the control class on the learning needs of English for dropout children in the Coastal Equality School. The conclusion of the study was declared significant if  $t_{count} > t_{table}$  at a significant level of 5% and  $p \text{ value} < 0.05$ . The summary of the results of the increase in the scores can be shown in the following table:



**Table 3**

Summary of t-test results for the increase in the score of Experiment and Control Group

Group	Averages	T <sub>count</sub>	t <sub>table</sub>	P
Experiment	59.3	16.64	1.734	0.000
Control	42.22			

Based on the results of the independent sample t-test calculation, it is known that the average increase in the experimental group is 59.3 while the increase in the control group is 42.22, so it is known that the increase in learning outcomes in the Analysis of English Learning Needs for School Dropouts in Coastal Equality Schools is 17.08 greater than the control group. . It was also found that  $t_{count} > t_{table}$  at a significance level of 5% ( $16.64 > 1.734$ ) and had a p value of  $< 0.05$ , which means that it can be concluded that there was a significant increase in the score between the results of the experimental group and the control group.

T test increases score scores for experimental groups I, II, and III aimed to determine whether there is a difference in the increase in the learning outcome of students in the third experimental class. The conclusion of the study was declared significant if  $t_{count} > t_{table}$  at a significant level of 5% and the value of  $P < 0.05$ . The second summary of the results of the increase in scores can be shown in the following table:

**Table 4**

Summary of Test Results t Increase in the score score scores

Groups	Average	t <sub>count</sub>	T <sub>table</sub>	P
Group I	35	26.40	1.734	0.000
Group II	43.85			
Group III	30.45			

Based on the results of the Independent T-test sample calculation, it is known that the average increase in experimental group I was 35, group II by 43.85, and group III of 30.45. Thus, it is known that the increase in the score of learning outcomes is found in group II of 43.85. Also obtained  $t_{count} > t_{table}$  at a significance level of 5% ( $26.40 > 1.734$ ) and has a p value  $< 0.05$  which means it can be concluded there is a significant increase in the three experimental groups.

### Conclusion

The application of storytelling activities using animation that is done well and repeatedly will be able to improve English language skills. It is evident from the results of the research conducted, which then increased the results of the independent sample t-test calculation, it is known that the average increase in the experimental group I was 35, group II was 43.85, and group III was 30.45. Thus, it is known that the increase in the score of learning outcomes in the Analysis of English Learning Needs for High School Equivalency in the Experimental Coastal Area was most prominent in group II of 43.85. It was also found that  $t_{count} > t_{table}$  at a significance level of 5% ( $26.40 > 1.734$ ) and had a p value of  $< 0.05$ , which means that it can be concluded that there was a significant increase in the scores for the three experimental groups.

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