

AGRICULTURE STUDY PROGRAM STUDENTS' NEEDS IN LEARNING ENGLISH AT SINTUWU MAROSO UNIVERSITY

Sherliane Trisye Poai

Abstract: The objective of this research is to find out the students' needs in Learning English for Agriculture Study Program at Sintuwu Maroso. The data collected by questionnaire. The data is analyzed by percentage formula. The finding of the research obtain that the students need in learning English for agriculture is to support their study. The most important skill is reading and speaking. The students need to learn English without working in small group because often have difficulty working in a small group during the class and the students need to understanding the lecture speaking because have trouble in understanding lecturers words. The students need to say something in English but always worry about saying something in case make a mistake in English. Students' needs in improving their communication effectively with peers. It means that the students need in learning English for agriculture is to mastery in speaking.

Keywords: *Students Need, Learning English*

At the Faculty of Agriculture English is a compulsory subject. It is teachin two hours a week for seven semesters. In each semester the students are introduce to grammatical components such as subject verb agreement relate to their profession. The lectures teach the students how to use the tense with correct form. They are also learn about the use of sentence in conversation. Reading is sometimes taught with the topic about agriculture. Pronunciation is also introduce to them.

The students are taught English profession in the sixth and seventh semester. Here, the students are expected to be able to comprehend the reading materials and understand the meaning of the text. The lecturers teach specific purpose English to their students in semester 6 and 7. Teaching English profession is to prepare the students understand the meaning of the reading material about agriculture, how to read and to arrange the words according their profession.

There are 2 lectures who teach English language at the Faculty of Agriculture. The English lectures of the faculty comes from the Faculty of Teacher Training and education of Sintuwu Maroso University. At agriculture faculty, the lectures are expected to teach English in order to increase thestudents ability in English language. The faculty of agriculture give the lecturers choice to uses their teaching methodology.

The two lecturer of English language are in Faculty of Agriculture design their own syllabuses for the English language course, to make it certain that the syllabus will be applicable for the students, lectures use previous teaching experience as their guide in designing the syllabus. Lectures use materials

they design themselves. The students use these materials in their lessons. The teaching of English language at the Faculty of Agriculture still uses Grammar TranslationMethod. Most of students still very poor in the English language. The lectures, therefore, start from the beginning and teach the students the basis of English language which include, sentence structure, tense, and vocabulary.

The students are taught how sentences are arranged. They are expected to memorize many words they can. Then, they are instructed to make sentences by using the words they have learnt, students are instructed to read and translate the reading texts given by the lectures. Lecturer's assume that students have not achieved the basics of English language from the previous semester. The students of the faculty fell they have low English language proficiency. It know in a discussion with the researcher, when talked to students as members of the faculty, who had learn English before.

Needs Analysis

The concept of needs analysis has been difficult to understand because of the various interpretations of the term 'needs' Chambers (1980), explains that one of the main sources of confusion in the area of 'needs analysis' is the term need itself. According to him "the term 'need' is both ambiguous and imprecise". Thus, it would be necessary first to see the various interpretations of the term need. Hutchinson and Water (1987) classified needs into two broad categories: target needs and learning needs.

1. Target Needs

These needs refer to "what the learner needs to do in the target situation" (Hutchinson

and Water, 1987:54). They further subdivided target needs into necessities, lacks and wants.

a) Necessities

These refer to what the target situation requires from the students. Hutchinson and Water (1987) defined necessities as “what the learner has to know in order to function effectively in the target situation”. Widdows on the other hand referred this definition of need as a goal-oriented definition (as quoted in Hutchinson and Water, 1987). Necessities are also considered to be objective.

b) Lacks

Lacks refer to the difference between what the learner already knows and what he/she is required to know in order to function in the target situation. According to Jordan (1997) lack is “the gap between the target proficiency and what the learner knows already”. Lacks like necessities are objective.

c) Wants

Unlike the above two types of needs, wants are subjective. They refer to what the students feel they need. An important point to consider here is that what the students think they need and what other concerned bodies say the students need may not be the same. Thus, such differences should be recognized and addressed appropriately (Hutchinson and Waters, 1987).

2) Learning Needs

Hutchinson and Waters defined learning needs as “what the learner needs to do in order to learn.” (1987). They suggested that “the needs, potential and constraints of the... learning situation must also be taken into account” for the successful analysis of learner. This definition of need as learning needs is a “process-oriented definition of needs and relates to transitional behavior, the means of learning” (Robinson, 1991).

In addition to the classification of needs into target versus learning needs and goal-oriented versus process oriented needs, some scholars also classified needs into objective versus subjective needs.

Objective needs refer to the needs drawn from factual information about learners, whereas subjective needs refer to the needs felt by the students themselves. Brindley (1989) defined objective and subjective needs as follows:

Objective needs refer to needs which are derivable from different kinds of factual information about learners, their use of language in real life communication situations as well as their current language proficiency and language difficulties. Subjective needs refer to the cognitive and affective needs of the

learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies.

Brindley's definition of objective needs and subjective needs also works to what Berwick (1989) referred as felt needs and perceived needs. Felt needs are those which learners feel they have. They are often called “expressed needs, wants or desires”. Perceived needs on the other hand are “... judgments of certified experts about the educational gaps in other people's experience.” (Berwick, 1989).

The Purposes of Needs Analysis

Needs analysis serves various purposes, among which, the most widely mentioned is supplying content to a given course. Richards (2001) has identified the following additional purposes of needs analysis.

- 1) It provides data as to what language is required in the target situation, and thus, helps in specifying and sequencing contents.
- 2) It provides parameter for collecting data from various groups of people, hence, enlarging the input in to content, design and implementation of a language program.
- 3) It identifies language needs and directs the development of goals, objectives, and contents.
- 4) It helps in grouping students by supplying information about who is at what level, who needs extra training, who shares the same need with the others etc.
- 5) It identifies the gap between the learners' current performance and the required target performance.
- 6) It helps to identify the difficulties students are facing
- 7) Provides data for evaluating an existing program (as to how far it addresses the needs of the target learners).

METHOD

The the design of this research is descriptive quantitative research. Descriptive research is also called as survey research that collected numerical data to answer question about the correct status of the subject of the research. The location of this research is in Faculty of Agriculture Sintuwu Maroso University. The subject of the research is Semester V students of Agriculture study Program. The researcher used a set of questionnaire to collect the data. The

questionnaire was used in assessing the students' need in learning English at faculty of agriculture, the questionnaire distributed to the respondent and the students' result to be the information to identify the students' need in learning English at the faculty of agriculture. The data is analyzed by using the following formula (Sudijono: 2004)

$$P = F/N \times 100\%$$

Where:

p = Percentage

F = Frequency

N = Total Respondents

Findings and Discussion

The students' response to the questionnaire The students aim in learn English was found in questioner answer for no 1. The statement is *How important do you learn English?*. The response of the students is present on the table below:

Table 1. Students Response

Description	Options				
	Strongly Important	Important	Undecided	Less important	Unimportant
For study	71,4%	28,6%	-	-	-
For carrier	50,8%	38,1%	11,1%	-	-
For information	49,2%	39,7%	6,3%	3,2%	-
For scholarship	15,9%	30,2%	34,9%	15,9%	1,8%
For individual needs	31,7%	34,9%	19,4%	12,9%	
For looking for the job	36,5%	38,1%	14,3%	9,5%	
For going abroad	50%	24,2%	16,1%	4,8%	4,8%

Based on the table 1 above it can be found that students learn English because for those reasons. The percentage of each reasons are for study most of student option is strongly important or 71,4% students. 50,8% students feels strongly important learn English for carrier.. 49,2% students feels strongly important learn English for information. 34,9% students feels undecided to learn English for scholarship. 34,9% students feels important to learn English for individual needs. 38,1%

students feels important to learn English for looking the job and 50% students feels strongly important to learn English for going abroad. It means that the most of students feels strongly important to learn English for study only.

The students' response for questioner no 2 "in your English study, how often are you expected to use the following skills" will present on the table 2 below

Table 2 Students response for item no 2

Description	Options				
	always	Often	Rarely	seldom	Nearly never
Reading	41,3%	28,8%	19,0%	11,1%	-
Writing	31,7%	30,2%	23,8%	11,6%	3,2%
Speaking	42,9%	17,5%	34,9%	4,8%	-
Listening	15,9%	47,8%	28,6%	6,3%	1,6%

The data present on the table 2 give the information about the students expected to use the following skills. From the four skills namely reading, writing, speaking and listening, most of students or 42,9% is expected that speaking always use in their future. 47% students response that the skill of

listening often uses in their life, 31,7% students response always in using Writing.

Based on the data tabulation, the researcher present the response of students for the questions no 3, the question is How often you difficulty with each of these skills?. The result show on the table 4.3 below:

Table 3 Students response for no 3

Description	Options				
	Strongly difficulty	difficulty	undecided	Less difficulty	Not difficulty
Reading	11,1%	28,6%	31,7%	9,5%	19,0%
Writing	11,1%	27,0%	31,7%	17,5%	12,7%
Speaking	17,5%	17,0%	30,5%	23,8%	4,8%
Listening	22,2%	33,3%	19,0%	19,0%	6,3%

From the table 4.3 can be seen that the skills that strongly difficult for students is Listening because there are 22,2% response strongly difficulty. The data also show there 33,3% students response difficulty for listening.

The table 4.4 will be present the students response for question no 4. There are four options and 4 skills. The questions is how important to success in your course of study are the following abilities. The complete data is shown on the table below:

Table 4 Students response for no 4

Description	Options				
	Strongly important	important	Undecided	Less important	Unimportant
Reading	33,3%	30,7%	19,0%	7,9%	
Writing	31,7%	27,0%	30,2%	7,0%	2,3%
Speaking	47,0%	19,0%	20,5%	7,9%	4,8%
Listening	31,7%	39,7%	14,3%	12,7%	

Based on the table above it can be seen that most of students or 33,3% students response strongly agree for the reading skill, most of students or 31,7% response strongly agree for the writing skill. 47,0% students response strongly important for the speaking skill and 31,7% of students response strongly important

for listening skill. It means that speaking skill is the most strongly important in their course of study.

The answer of the students for the questioner especially for no 5 is present on the table below. The question is How do the English proficiencies suit to your English?.

Table 5 Students response for no 5

Description	Options				
	Strongly Suitable	Suitable	Undecided	Less Suitable	Not suitable
Grammar	9,8%	13,1%	60,7%	14,8%	1,6%
Vocabulary	6,5%	37,1%	35,5%	17,7%	3,2%
Pronunciation	8,1%	37,1%	36,6%	16,1%	3,2%
Speaking	9,8%	49,2%			
Listening	11,3%	27,4%	51,6%	9,7%	
Reading	17,7%	21,0%	41,9%	16,1%	3,2%
Writing	14,8%	19,7%	40,2%	4,9%	11,5%

Based on the table above it can be seen that the students response for the question no 5 is 60,7% students are undecided in grammar, 37,1% of students response Suitable in vocabulary, 37,1 % response Suitable in pronunciation, 49,2% of students response suitable in speaking, 51,6% of students is undecided in listening, 41,9% of students response undecided in reading and 40,2% of students is undecided in writing. The English proficient that strongly suitable to their English

is Reading and suitable to their English is Speaking. It means that reading and speaking suit to their English.

The table below present the data of the students answer of the questioner especially for no 6 to no 11. The question I How often do the following happen to you? The question specific for the Listening and speaking skill. The response of the students in each question explains partly below.

Table 6 Students response for no 6 - 11

Description	Options				
	always	often	rarely	seldom	Nearly never
No. 6	8,1%	35,5%	29,0%	19,4%	8,1%
No. 7	6,1%	14,5%	38,7%	25,8%	4,6%
No. 8	6,5%	24,2%	50,0%	16,1%	3,2%
No. 9	19,0%	27,8%	22,2%	22,2%	12,7%
No. 10	15,9%	19,0%	22,2%	30,2%	12,7%
No. 11	22,2%	22,2%	31,7%	12,7%	11,1%

Based on the table above the questions no 6 (have difficulty working in a small group during the class?. it can be seen that 35,5% of students response often. It means that they often have difficulty working in a small group during the class. most the students response for no 7 is rarely or 35,5%, it means that the students rarely have difficulty working with other students on out on the class project. Most of the students or 50% of students response for no 8 is rarely, it means that the students rarely have trouble loading class discussion. There are 27,8% of students response often for no 9 or the students often have difficulty

participating in large group discussion or in debate. Most of the students or 30,2% of students response seldom for question no 10, it means they seldom have difficulty interacting with students demonstrators, in lab, and tutorial. The question no 11 most of the students or 31,7% response rarely. It means they rarely struggle with one of class assignment which require interaction with native speaker of English.

The question no 12 to no 16 is talking about how often do the following happen to the students especially in listening skill. The data present on the table below:

Table 7 Students response for no 12 - 16

Description	Options				
	always	often	rarely	seldom	Nearly never
No. 12	9,1%	27,0%	46,0%	14,3%	3,2%
No. 13	9,8%	23,0%	34,4%	21,3%	11,5%
No. 14	14,5%	24,2%	33,0%	24,2%	3,2%
No. 15	11,3%	24,2%	33,0%	17,7%	12,9%
No. 16	11,3%	17,7%	40,3%	29,0%	1,6%

Based on the table above it can be seen that most of the student or 46% response rarely for the questions no 12 it means that most the students rarely have trouble understanding lecturers. Most of the students or 34,4% response rarely for no 13, 33,0% response rarely for no 14,15 and also 40,3% for no 16. It mean that the students rarely have trouble effective notes, understanding length

description in English, understanding informal language and rarely have trouble in understanding subject matter of a talk. (what is being talking about).

The response of students for no 17 – 23 is about how often do the following happen to them especially in speaking skill. The data is present on the table below.

Table 8 Students response for no 17 – 23

Description	Options				
	always	often	Rarely	seldom	Nearly never
No. 17	21,0%	32,3%	24,2%	21,0%	1,6%
No. 18	19,4%	29,0%	24,2%	24,2%	3,2%
No. 19	19,0%	38,1%	33,0%	6,3%	1,6%
No. 20	17,5%	25,4%	30,2%	22,2%	4,8%
No. 21	14,3%	25,4%	44,2%	11,1%	4,8%
No. 22	11,1%	15,9%	48,0%	19,0%	7,9%
No. 23	19,4%	37,1%	24,2%	11,3%	8,1%

Based on the table above in can be seen that most of the students response rarely for no 17

to no 23. It means that the students (24,2%) rarely have difficulty in giving oral

presentation, the students (24,2%) have trouble in wording what they want to say quickly enough. Most of the students (33,0%) rarely worry about saying something in case they make a mistake in their English. most of the students (30,2%) rarely do not know how to say something in English. most of the students (44,2%) rarely do not know the best way say something in English. most of the students

(48,0%) rarely have difficulty with their pronunciation of words. Most of the students (37,1%) often find difficulty to enter discussion.

The students response for no 24 to no 27 is about the skills suit to improve communication ability. The data present on the table below.

Table 4.9 Students response for no 24 - 27

Description	Options				
	Strongly Suitable	Suitable	Undecided	Less Suitable	Not suitable
No. 24	14,3%	38,1%	28,8%	15,9%	3,2%
No. 25	17,7%	38,7%	25,8%	17,7%	
No. 26	19,0%	30,0%	22,2%	28,6%	
No. 27	22,2%	22,2%	34,0%	9,5%	11,1%

Based on the data on the table above it can be seen that most of the students (38,1%) response suitable for question no 24. It mean that most of the students feels suitable if the listening to pronunciation, intonation, stress pattern. Most of the students (38,7%) response suitable when the lecture note taking. Most of the students (30,,0%) response suitable for no 26. It means that the students feel suitable in participating effectively in discussion. Most of the students (34,0%) response undecided for question no 27. It means that the students feel undecided in communicating effectively with peers in small group discussions, collaborate project, or out of class study group.

In questionnaire there are question in no 28 "what topics are agriculture students important to know?". Based on the their answer sheet there are 216 topics. From many of the topics that answer by the students the researcher concluded that most of topics that students important to know are: *Budi daya tanaman, Pengendalian Hama dan Penyakit, Pengolahanlahan yang benar, Peyuluhan pertanian, alat-alat pertanian, Pengolahan Benih, Pemeliharaan tanaman, Teknik penanaman, Jenis-jenis tanaman and Teknik pemanenan.*

The all topics is most important according to them when they know the material in English, when they know the English of the topics they can reach many information about the topic both in Indonesia and in English. The students also easy to understand the material in English.

The objective of this research is to find out the students' needs in learning English for Agriculture. Hutchinson and Water (1987) defined learning needs as what the learner

needs to do in order to learn. objective of needs refer to the needs drawn from factual information about learners. Their use of language in real life communication situation as well as their current language proficiency and language difficulties. To find out the information is the researcher give the questionnaire to the students. The questionnaire based on the Hutchinson and Watters. Based on the result of the questionnaire the information is got. The students learn English for many purposes; for study, for carrier, for information, for scholarship, for individual needs, for looking job and for going abroad. The reasons is important for the students in learning English according the questionnaire, for study is main reason of the students in agriculture in learning English. according to the researcher it because the subject is due to learn by the students from first semester to seventh semester.

In their study the four skills in English is useful for students but the students expected that Reading and Speaking always use in their life. As the students' of agriculture mastery in reading will help them to gain the information they need. Speaking is the way of students making interaction with the others that use English.

As the foreign language the skills is difficult for student. Reading, writing, speaking and listening are skills that difficult for them to mastery but according to the finding most of the students' response that listening is strongly difficulty and most of the students' response that reading skill is not difficulty. It means that students has lack in listening skill. According to the researcher it because the students never have material that lead them to increase in listening skill. The lecturer has to find method

in increasing students' mastery in listening skill.

The skills is important to success in their course of study but the most important skill that was expected by the students is speaking is strongly important to success in the students course of study.

The English proficiencies suits with their English are grammar, vocabulary, speaking, listening, reading and writing but according to most of the students the strongly suitable is Reading. The fact is the students has to proficient in all.

The students rarely have difficulty working in a small group during the class, have difficulty working with other students on out on the class project, the students have trouble in loading class discussion, have difficulty in participating in large group discussion or in debate, have difficulty in interacting with students demonstrator and often struggle with one of class assignment which require interaction with native speaker of English. it means the students need do not work in small group during the class, do not work with other students on out on the class project. The students also need to do not use discussion and debate method and do not ask them to interact with native speaker.

The students rarely have trouble understanding lectures, effective notes, understanding lengthy and informal description and have trouble understanding subject matter of a talk is being talking about. The students need to increase their listening mastery to help them understand the lectures and effective notes. They also need to method that help them to understand the length and informal description.

The students often have difficulty giving oral presentation, often have trouble wording what they want to say quickly enough, worry about saying something in case they make a mistake in their English. the students

also did not know how to say something in English and the best way say something in English. they difficulty with their pronunciation of words and find it difficult to enter discussion. It means they has many lacks in speaking skill and they need to improve their speaking skill to help them giving oral presentation. They need to say quickly enough in English. Even though they have learnt for more than 1 year in learn English they also need to bravery in saying something with best way. They ability in pronounce the words is still not good even though there are students who response nearly never to those difficulties.

The student has write more than 4 topics that they want to know. From all the students who write the topic there are ten topics that most of students write. The topics need to input in their material that relate with agriculture contents because it will support them in increase their ability in learning English for Agriculture.

According to the result of the interview the lectures also recommended that students has to know many vocabulary relate with their topics in Agriculture, learn about grammar and improve their pronunciation. The leader of study program also support them that learning English will help them in their study and their job in the future

Conclusion

The students need in learning English in Agriculture Study Program is to support their study. The most important skill is reading and speaking. The students often have difficulty working in a small group during the class and have trouble understanding lecturers. The students always worry about saying something in case make a mistake in English. The students' needs in improving their communication effectively with peers. It means that the students need in learning English for agriculture is to mastery in speaking.

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About the Author

Sherliane Trisye Poi is a lecturer at English Education Department of Sintuwu Maroso University, Poso. She graduated from Tadulako University and her interests are in speaking, reading literacy, and English for specific purposes. She can be contacted at she.poi@gmail.com