NECESSITIES, LACKS, AND WANTS OF STUDENTS LEARNING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

This research explores the needs, lacks, and wants of students, teachers, and parents regarding English courses at tutoring institutions. This research contributes to finding influencing factors in the need for analysis of English course institutions. The researcher studied what happens in tutoring institutions on their teaching-learning and English course management. This research uses a qualitative design using interviews and observations with a few course tutors. It is hoped to provide understanding to teachers, students, parents, or certain parties that contribute to teaching and learning activities in English courses at tutoring institutions. The findings reveal that courses aim to achieve students' success in mastering English beyond their level. Parents want their children to be fluent in English at a young age to help at school and in exams in the future. The course faces challenges due to inconsistencies in supervision, lack of staff, and the worksheet system, which disturbs the program worksheet to individual student needs. Some students struggle with the independent learning approach. This course seeks to build stronger relationships and expand its franchise network. It aims to foster independent and creative learning among students. Students' primary goals include English fluency, well communication skill, and preparation for competition and future education.

Kata kunci : *English, Education, Management, Course, Tutor, Institution.*

INTRODUCTION

Nowadays, studying is not only obtained in regular schools. But now there are many tutoring institutions that are able to help improve student learning achievement at school. One of them is the tutoring that we studied, where most of the students are elementary school children. This tutoring institution is a franchise that has been established since the 90s and there is no need to doubt its quality. According to the institution's guidebook, the institutional EFL tutoring program, focuses on developing strong reading-listening-writing skills and making students able to learn beyond their grade level independently, it is hoped that with these 3 basic English components, speaking skills will follow. Elementary school age children are in the concrete operational stage. In the elementary school age range, children begin to show the following learning behavior: (1) Begin to view the world objectively, shift from one aspect of a situation to another reflectively and view elements simultaneously, (2) Begin to think operationally, (3) Using operational thinking to classify objects.

According to Wijayanti (2020), apart from choosing the best school for their children, parents also choose the best tutoring institution for their learning development. Parents are enthusiastic in choosing and registering their children with a tutoring institution because they hope that following the tutoring can motivate their children to improve their learning. In selecting and choosing a tutoring institution, of course parents do not simply enrol their children in a tutoring institution, but there are several factors such as service quality, cost, location, and others. Bearing this in mind, various companies in the field of tutoring services are trying to improve the quality of their services so that parents can be interested in enrolling their children in their tutoring. In tutoring, there will definitely be several problems that arise during the learning process, both internal and external. Broadly speaking, the factors that cause learning difficulties consist of two types (Muhibbin, 2011), internal student factors which exist within the students themselves such as the student's emotions and intelligence, and external student factors which come from outside the student such as the influence of the environment and society. , and school. As for other factors that cause learning difficulties, Jannah (2017), states that there are factors such as lack of ability, talent, and emotional uncertainty. poor study habits, difficulty socialising, poor health, bad experiences in the world of education, and low motivation to learn. Meanwhile, institutions and teachers are also factors that cause children's learning difficulties, such as the teacher's personality is not good, the school atmosphere is less pleasant, and the facilities are lacking. There are family factors such as lack of equipment for studying at home, family economic conditions, poor family health, and children are often depressed.

Apart from that, there are also regulations that account for learning, especially in the Indonesian curriculum, which initiated the policy of using English, which began to be used in Indonesia in the 1968 curriculum. English has become a foreign language used in Indonesian schools (Wijarwadi, 2023). Until now in the Merdeka curriculum, English is still used for local content subjects as quoted by Lie (2023) stating that the use of English is in the current curriculum which is taught for 70 minutes of lessons. Seeing the policy that English is used as a language of study also in schools in Indonesia, this policy explains our research which examines students' success when studying English on a course to prepare their abilities while at school.

Moreover, the process of conducting research needs to begin with identifying and studying the field to be researched and developing previous research, therefore researchers need to know the research gaps that exist in research to help expand knowledge about that field (Ajemba & Arene, 2022). In accordance with research from Cahyarani et al. (2023) in their research revealed a research gap with previous research searches that had the same topic regarding the learning strategies most used by students for speaking, but there was a gap in the form of data obtained by the two previous researchers showing that the learning strategies

most often used were cognitive strategies. . Meanwhile, researchers found that in the research they are currently conducting, the results show that the learning strategies that are widely used are not only cognitive strategies but also social strategies.

The current curriculum places more emphasis on student activities. The change from teacher-centered to student-centered is starting to be implemented in higher education and that is why many researchers are conducting more research that focuses on English language courses that focus on student achievement achieved by how professional the tutorial program provided is. by tutors and how it affects student achievement (Roodt, 2013). Most of the research conducted at English language course institutions was to determine the success of tutoring through student achievement results. This is related to research conducted in English Village as a place for English courses by Fatmawati et al. (2022) conducted research that analyzed the interaction between teachers and students who exchanged ideas and found that learning went well and was conducive because there was interaction between teachers and students where teachers could find out students' needs and students could easily get good results in an English course.

METHOD

This research aims to explore the need for analysis of students, teachers, and parents in English courses in Semarang regarding qualitative studies. In this research, we use qualitative design by trying to understand and interpret the topic of research (Helaluddin & Wijaya, 2019). The design uses qualitative design to seek someone's attitude, perceptions in experience, and perceptions in depth (Creswell, 2007) In this qualitative research we will try to find a deep understanding of the topic we choose with the participants' points of view (Maxwell, 2024).

This research was conducted at one of the tutoring institutions in Semarang that has an English course in it. On the other hand, beside doing observation first of the class condition and teaching-learning situation, we also conducted an online meeting for interviewing the tutors. In this research, there are 3 tutors from the English course tutoring institution who were participants in we did an interview for them which were determined using the purposive sampling technique. this is because the tutors actually having point of views from parents and students since they also managing to have consultation with parents and students after class. The selection of sampling technique are based on characteristics that ensure the participants by using specific consideration that are relevant to the research objective (Etikan et al, 2016) Some considerations uses in this research are : (1) Tutor in English Course, (2) status as Assistant tutor, and (3) the tutors already have a experience and approve from owner.

RESULT AND DISCUSSION

In this chapter, the researcher presents the findings of students' and tutors' perceptions of the implementation of English courses in Semarang based on the data collection and data analysis that has been done. There are two main sections in this chapter. They are the results and discussion of the research. The research shows the data analysis based on the results of the interview, observation, and document analysis with two tutors in the English course Semarang. Based on the data, we conducted an interview with a tutor in an English Course in Semarang that focused on necessities, lack, and wants as an answer to need analysis which is needed in analyzing what students need, what students want, and what students' weaknesses are.

Need Analysis	The evidence of need analysis	Course side	Parents' side	Students' side
Necessities	"...but so far what I have experienced is that most parents enroll their children in English courses, especially in English, because they want their children to be able to speak English…"		✓	
Necessities	"... Parents want their children to be like that and they also want their children to be able to understand English without having to translate it."		✓	
Necessities	"So the goal of a student wanting to take an English course is like this... there are many goals, sometimes the child wants to go to their favorite PTN. They want to master mathematics at a certain level so that later UTBK mathematics can be covered, English is the same, other subjects are also the same...*"*			✓
Necessities	"Actually, if you want to explain from elementary to junior high school level, it's not fixed, because the first is that children's abilities are very different if we look at children's abilities, sometimes there are children whose grade 5 elementary school abilities are still at level 1 in the first stage, sometimes there are also those who are in grade 4, eh, their level is at the high school level, so it's different, if you want to improve it because the first thing is to go back to the placement test, how many levels do they fall in, so that's it, so I explain it in an unfixed way..."	✓		
Lacks	"OK, in our case,... there are around five staffs... one for the front, the others are actually preceptors and also correctors, right? That's it, so... there are nine people."	✓		
Lacks	"Maybe the difficulty is from the first stage, right? In the first stage, most of the pre-school children... that's because they are still focused on pre-school. The first thing is the difficulty in focusing, their focus is very, very short... their abilities are the same.			✓

	The vocals are the way they say it when listening to the audio, the child automatically has to want to say it like that."			
Lacks	"Because their speech, way of speaking, doesn't match ours... and he entered stage 2, which is for writing, when he writes, his hand still has difficulty, so in the second stage, for example, he is in 3A, for example, in TKB class, he still has difficulty. When writing, you have to be very guided…"			✓
Wants	"...Until a year or two ago there were 2 subjects, English & mathematics. And starting a year ago until now from October there is a new subject, namely Indonesian…"	✓		
Wants	"...The main aim of this English course is for us to guide you independently. So we don't provide one-on-one or private guidance, so there is a mentor for each child. But we guide independently, so the child is followed by seeing with an example, so we direct the child to see by example, then apply together. So we don't teach but we guide independently."	✓		
Wants	"OK, if that's very true, it actually depends on the child, right, but if the target in this English course itself is back again, the first target is three plus one so that they understand speaking, reading and listening, that's the target and secondly they understand reading high level…"	✓		

1. Necessities

In this English course, parents who will enrol their children have several expectations, which are none other than mastering English because English is needed at school as a language subject besides Indonesian and in the student's environment for communication.

"...but so far what I have experienced is that most parents enrol their children in English courses, especially in English, because they want their children to be able to speak English…" - Anjani.

The expectation of parents who want their children to be able to speak English fluently, they also expect that students can speak fluently without a translator so that it helps students communicate with English without gaps and be professional in speaking.

"... Parents want their children to be like that and they also want their children to be able to understand English without having to translate it, " - Anjani.

Meanwhile, the purpose of students entering this English course is to make it easy for them to do English exams or tests, whether from competitions, Olympics, and UTBK or New Student Admission Test. Parents also hope that if they enrol their children in the English course, their children will be able to communicate and apply their English skills to various things. With the hope that if they enrol their children in the English course, their abilities will be above those of their peers and can be used for social and especially academic purposes.

"So the goal of a student wanting to take an English course is like this... there are many goals, sometimes the child wants to go to their favourite PTN. They want to master mathematics at a certain level so that later UTBK mathematics can be covered, English is the same, other subjects are also the same..." - Anjani.

On the other hand, the main obligation of the course is to make students able to equalise their abilities in their English course classes and at school. This English course strengthens the roots of base levels according to each students' ability, which will make it easier for children to understand the English better, so they will be able to do assignments at school, even though the level still under the school materials.

"Actually, if you want to explain from elementary to junior high school level, it's not fixed, because the first is that children's abilities are very different if we look at children's abilities, sometimes there are children whose grade 5 elementary school abilities are still at level 1 in the first stage, sometimes there are also those who are in grade 4, eh, their level is at the high school level, so it's different, if you want to improve it because the first thing is to go back to the placement test, how many levels do they fall in, so that's it, so I explain it in an unfixed way..." - Anjani.

2. Lacks

This English course has several shortcomings, especially the small number of tutors but carries a lot of assignments as stated by Anjani " OK, in our case,... there are around five staffs... one for the front, the others are actually preceptors and also correctors, right? That's it, so... There are nine people." Because the small number of tutors means that the tutor's job does not only focus on one task but the tutor is required to simultaneously carry out other tasks. Seeing that the tutor's job also includes many tasks indicates that the course requires an additional number of tutors so that the comprehensive assignments are even and the tutor can focus on one task.

Another difficulty in this course is also found among the students, where there are still many children who are still pre-school, TKA, TKB, grade 1 whose ability to focus is very low and find it difficult to pronounce vocab in English because they are still at the stage of having difficulty pronouncing words such as which was stated by Anjani "Maybe the difficulty is from the first stage, right? In the first stage, most of the pre-school children... that's because they are still focused on pre-school. The first thing is the difficulty in focusing, their focus is very, very short... their abilities are the same. The vocals are the way they say it when listening to the audio, the child automatically has to want to say it like that."

Another difficulty is that they still have difficulty speaking because they are still at a stage where they cannot speak fluently and have difficulty writing, so tutors need a lot of attention to these children by guiding them extra, this is as quoted from the statement, "Because their speech, way of speaking, doesn't match ours... and he entered stage 2, which is for writing, when he writes, his hand still has difficulty, so in the second stage, for example, he is in 3A, for example, in TKB class, he still has difficulty. When writing, you have to be very guided…" With the small number of tutors and the need for more attention to children whose age is still not quite at that stage, this course has many shortcomings.

3. Wants

This English course has 3 subjects (Math-EFL-Indonesian Language). So, each student can choose how many subjects to take while studying in the course, and can take only one,

two, or all three.

"...Until a year or two ago there were 2 subjects, English & mathematics. And starting a year ago until now from October there is a new subject, namely Indonesian…" - Anjani.

This English course wants to provide a platform for students to be able to develop independent and creative learning and be consistent in doing the English course worksheets. Students will work on the worksheet independently, but if there are difficulties, they can ask the mentor, who will only be given directions with minimal interaction, only through the worksheet instructions, or underlining the wrong answers.

"...The main aim of this English course is for us to guide you independently. So we don't provide one-on-one or private guidance, so there is a mentor for each child. But we guide independently, so the child is followed by seeing with an example, so we direct the child to see by example, then apply together. So we don't teach but we guide independently." – Anjani.

The target that students want to achieve in taking English courses at this institution is to understand speaking, reading, listening, and also understand high-level reading. With the 3 main skills that are focused on, namely listening-reading-writing, the hope is that by working on worksheets prioritizing these 3 skills, at the end of the lesson students will read aloud, so that speaking will also be covered.

"OK, if that's very true, it actually depends on the child, right, but if the target in this English course itself is back again, the first target is three plus one so that they understand speaking, reading and listening, that's the target and secondly they understand reading at a high level…" -Anjani

From the statement quoted from Anjani, it has been explained that this course has several objectives, the first of which is to be able to understand speaking, reading, and listening, and the second is to be able to understand high-level reading.While acknowledging that children learn at their own pace, she emphasizes the importance of building a strong foundation in core skills such as speaking, reading and listening. Then, high reading mastery is also needed to strengthen students' English skills.

CONCLUSION

Based on the results of the analysis and findings, the author obtained conclusions that can be drawn from research regarding the Needs Analysis English course at an institution in Semarang in April 2024. First, the research findings demonstrate that both parties (the English course and the students-parents) have different reasons for entrusting their children to study English at the tutoring facility. However, the customer's history as a member of an English-speaking household is significant.

Next, several elements impact student enrollment and withdrawal from the course. This includes when students have mastered it to the highest level or when the student has met the aim of passing a test, such as a school or university admission exam. So, With this need, many students in elementary to middle school age take English subjects. On the other hand, Students face several challenges when taking English classes. These include a lack of comprehension, a lack of supervisor focus in leading one-on-ones, and regular homework tasks that students find difficult to consistently do homework and take a long time to achieve learning targets to upgrade the level, or even have difficulty understanding the material.

However, we found a few shortcomings in the management and operations of the institution. This institution is a franchise institution that has the most consumers but lacks teaching staff. As a result, there are gaps and challenges in direction and management, therefore operations are rated as less successful, even though the service provided is superior to comparable institutional franchisees. There are also many students who decide to leave the English subject, but still continue with other subjects due to school activities or lack of

motivation on the part of customers. So, the needed analysis in the following research was completed. However, the Lacks part should be corrected and optimised so that the present English course may be improved even further.

Suggestion

There are several shortcomings that can be used to improve the Need Analysis English course at an institution in Semarang. In the other qualitative studies, such as interviews with customers, questionnaires, lesson plan documentation, syllabus, and lesson plan, will be used to improve study findings. Also, the author anticipates that continued study will be conducted with students at all levels of the English course. Students enrolled in the English course range in age from toddlers to teens, so as a study of young learners' English language skills, we have variations in output from various ages of young learners. Last but not least, the author thinks that in the future, the larger community will be more aware and educated about how an English course is taught in an institution beside school. In order to encourage more customers (students and parents) to study English, because English is crucial in this day's necessities, both for education and social purposes, from various age groups.

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