

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **5.1 Findings of the Study**

The Findings of this study are presented as the results of questionnaire and results of document review.

##### **4.1.1 Results of the questionnaire**

This part presents the results of the questionnaire which was distributed on July 11<sup>th</sup> 2022 to the 6<sup>th</sup> semester students of Information System study program Sriwijaya University. The questionnaire consists of five sections including the students' profiles and four sections of analysis: Target Situation analysis (TSA), Present Situation analysis (PSA), Deficiency Analysis (DA), and Learning Situation Analysis (LSA). Those four analyses were used in this questionnaire in order to analyze students' needs (target needs and learning needs) at Faculty of Computer Science Sriwijaya University especially for the 6<sup>th</sup> semester students of Information System study program. The description of the needs analysis is explained below.

##### **4.1.1.1 Students' Profiles**

This part consists the data of the students' name, student number, age, gender, university, and major. There were 79 students consisting of 34 male students and 45 female students who participated to fill the questionnaire in this study.

**Table 1. 6th Semester Student of Information System Study Program of Faculty of Computer Science Sriwijaya University**

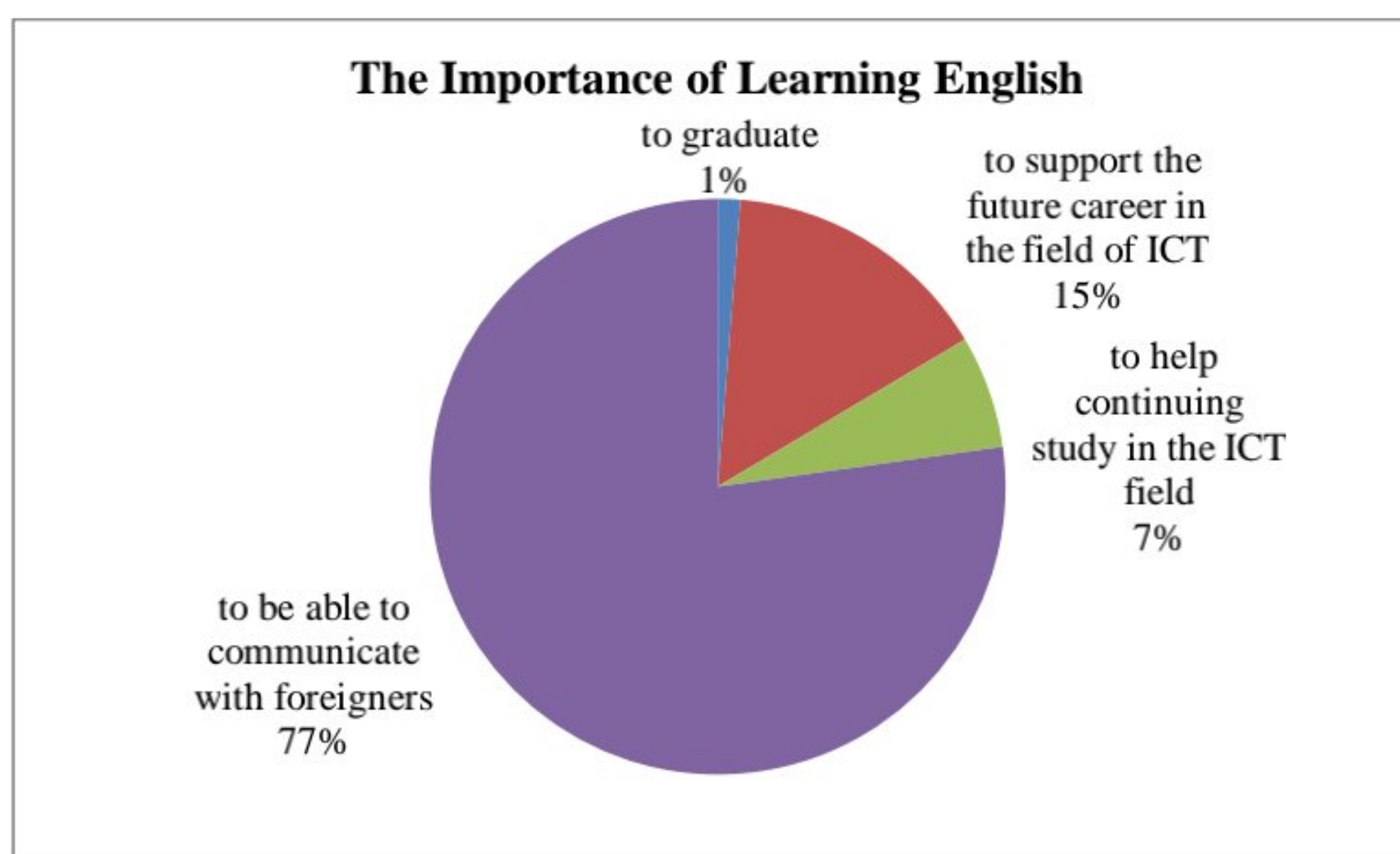
Study Program/ Semester	Gender		Total Number of the Students
	Male		
Information		34	79



System / 6	Female	45	
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#### 4.1.1.2 Target Situation Analysis (TSA)

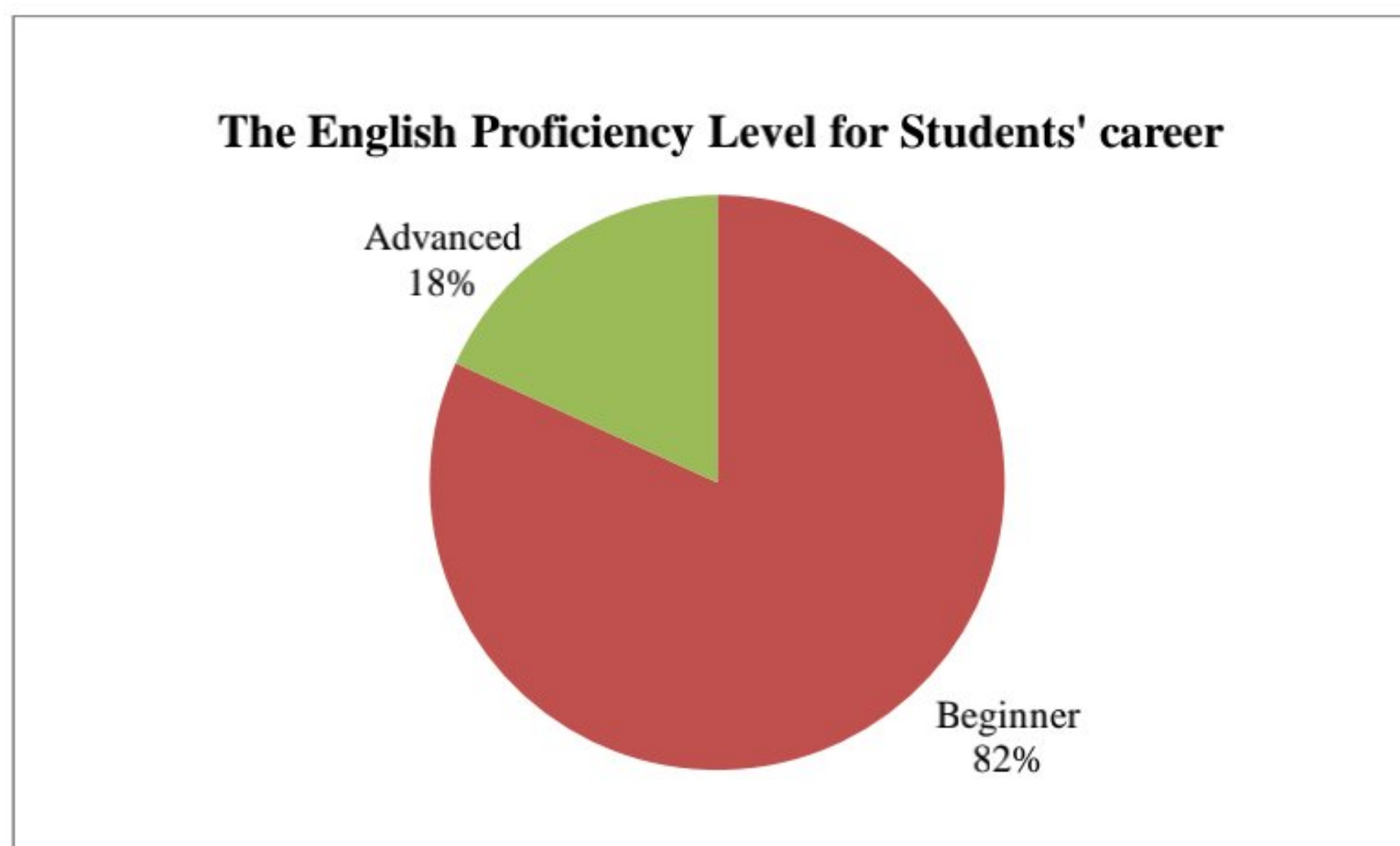
This section presents the general motivation of students in learning English, Their target of English ability level, and the use of English in their future career. There are 4 questions in total in this section as described below.



**Figure 1. The Importance of Learning English**

The results showed that most of the students had a purpose to study English to make them able to communicate with foreigners, as can be seen in Figure 1 there are 61 students who agree (77%). The 12 students (15%) agreed that learning English is important for them to support their future career in the field of ICT and information system, and 5 students (7%) had a purpose to study English to continue their study. In conclusion, most of the students believed that the major reason of learning English was to engage and communicate with foreigners.

The second data from question number 2 concerned students' perceptions of the English proficiency that must be required to support their career.

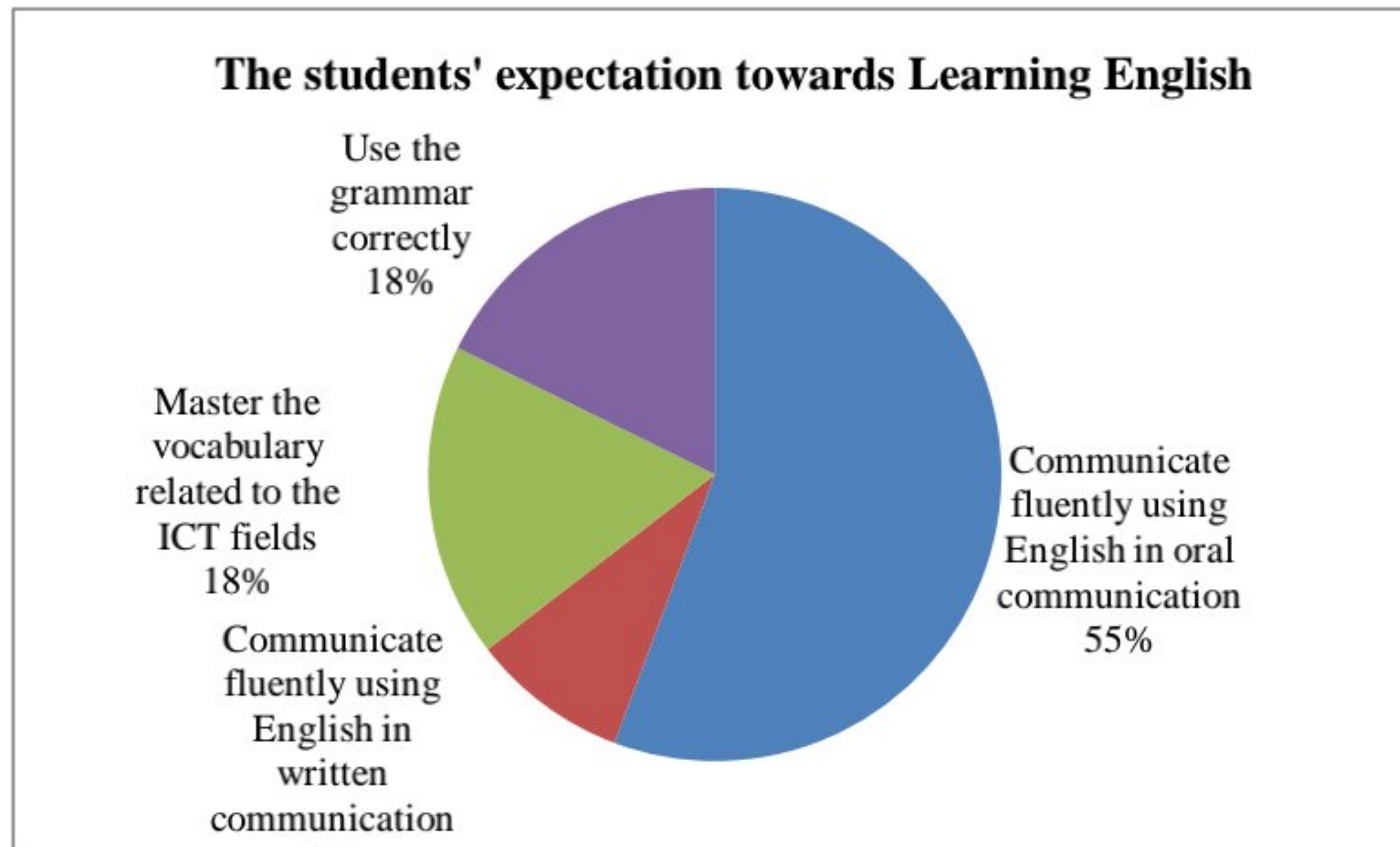


**Figure 2. The English Proficiency Level for Students' career**

As can be seen in Figure 2, 82% which is 71 students declared that they must reach the advance level of English proficiency to help them in their future work. It means that they should be able to use English in a various purposes. Meanwhile 8 students (18%) agreed that they only need at least the intermediate level of English skill level for their career. In conclusion, the students aware of the importance of their English in the future career and they expected that they would develop their English skills into the advance level.

The third data gathered from the questionnaire about the students' expectations towards learning English. The following Figure 3 showed the results.



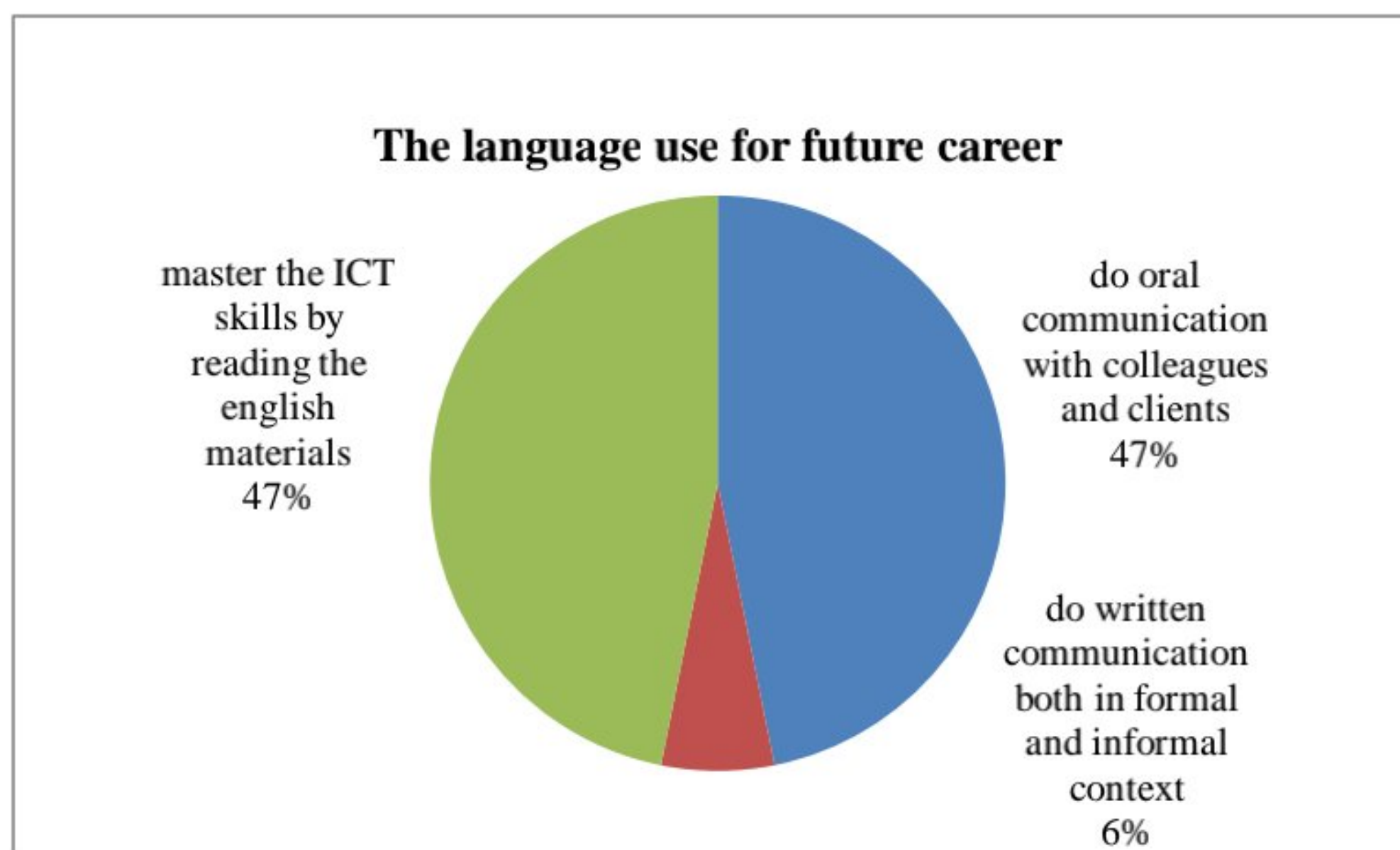


**Figure 3. The students' expectation towards Learning English**

Based on the results of the third question in the questionnaire, 44 students (55%) had a purpose to be able to communicate well in English through oral communication. Meanwhile, 14 students (18%) wanted to expert the vocabulary related to their education fields and the other 18% (14 students) choose to be able to use the grammar correctly in applying English. Then, 7 students (9%) intended to communicate in written English fluently. In summary, the students were motivated to improve their English skills especially mastering vocabulary and grammar to help them in communication skills.

The last data gathered from the fourth question in the TSA section about the language use for students' career. The results is in the following Figure 4.





**Figure 4. The language use for future career**

Figure 4 above showed the result that 37 students (47%) were interested to interact with their colleagues and clients with oral communication. The same number of students chooses to master the English skills based on their expertise program by reading the English materials, as can be seen in the figure there were 47% (37 students) agreed with that. The last 6% which is 5 students preferred to do written communication both in formal and informal context.

From the questionnaire's result about TSA above, it can be concluded that the students' needs for their future were to communicate well with foreigners, colleagues, and clients both for communicate in oral and in writing form, in formal and informal situations. Also, it would be beneficial for students' needs in their future career if they often use the English terms about ICT and Information system, and use grammar correctly.

#### **4.1.1.3 Present Situation Analysis (PSA)**

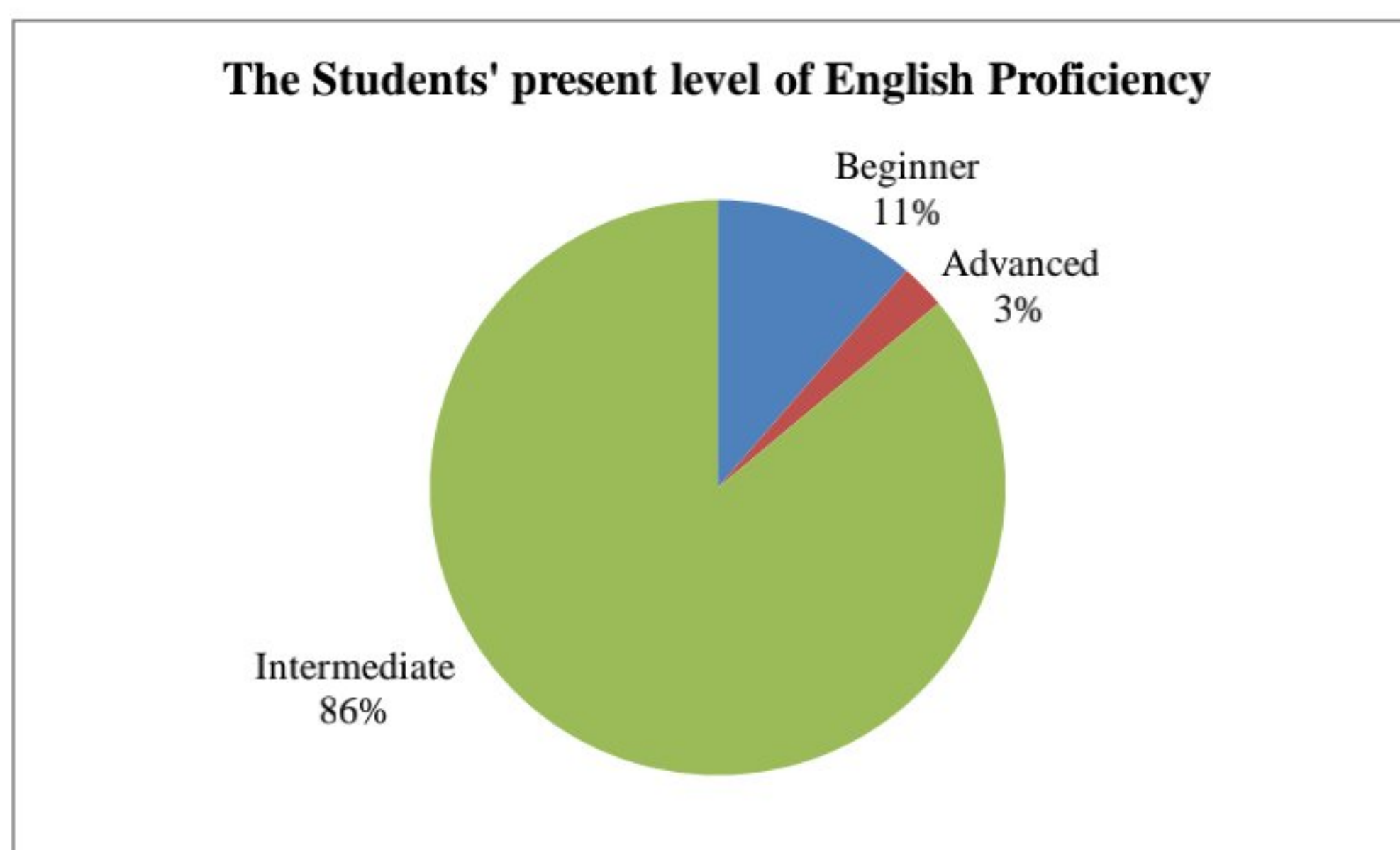
There are 20 data provided in this section gained from Presents Situation Analysis (PSA). The data consisted the students' present English skill level, expected input for listening, the listening topic, the length of listening text, expected input for speaking, the speaking topic, the length of speaking text,



expected input for reading, the reading topic, the length of reading text, expected input for writing, the writing topic, and the length of writing topic. Furthermore, the information collected included information about students' preferred learning activities for listening, reading, speaking, writing, grammar, vocabulary, and pronunciation.

#### **a. Students' English Proficiency Level**

The first question in PSA was about the students' present level of English proficiency. The result is in the following Figure 5.

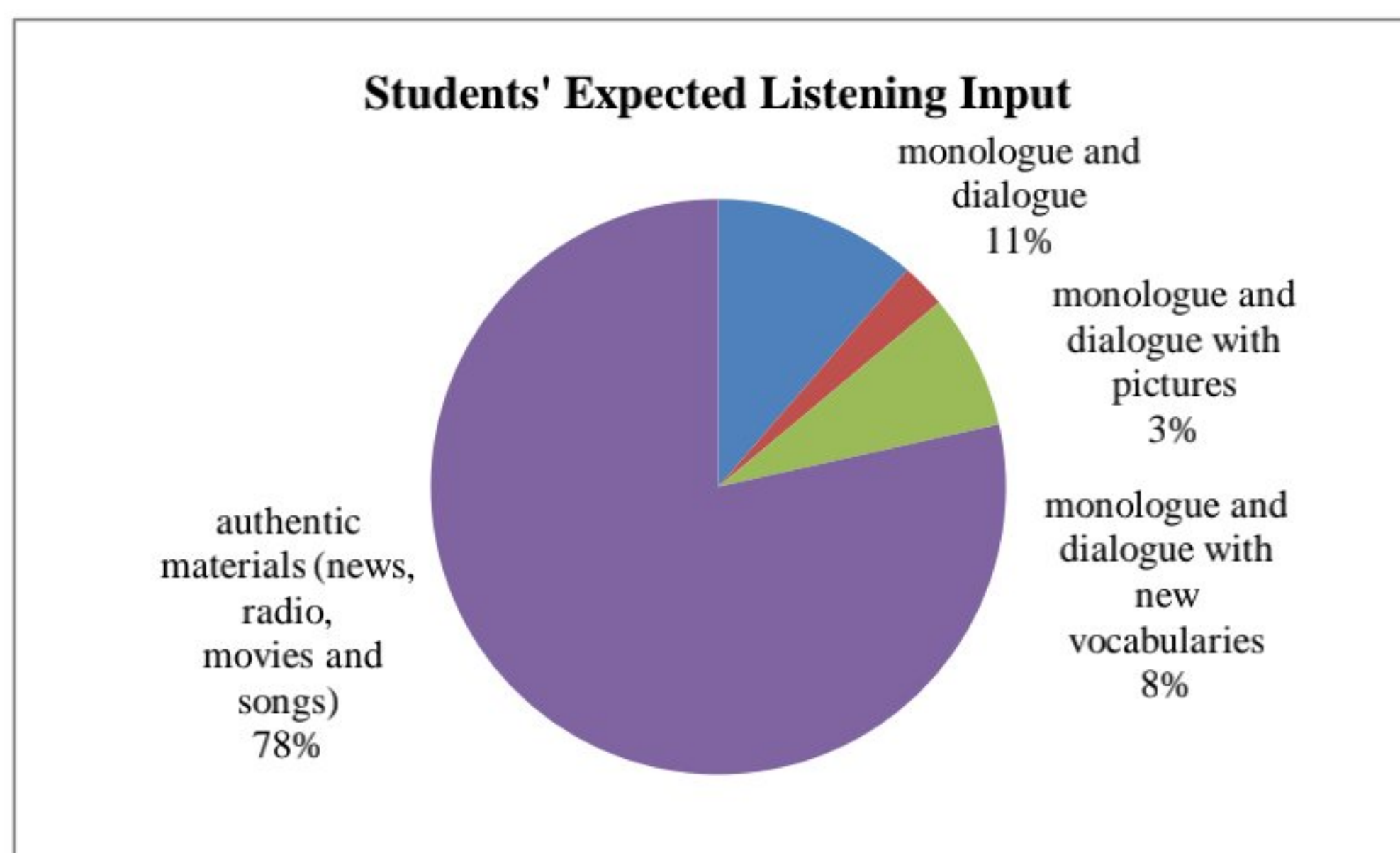


**Figure 5. The Students' present level of English Proficiency**

Based on the data shown above, the students' choices were distinct where 86% of them, 68 students in total were declared that their present level of English proficiency was in the intermediate level. 9 other students (11%) were classified as beginner students, and the rest 3% of them were classified as advanced students (2 students).

## b. Students' Learning Input

- **Listening**



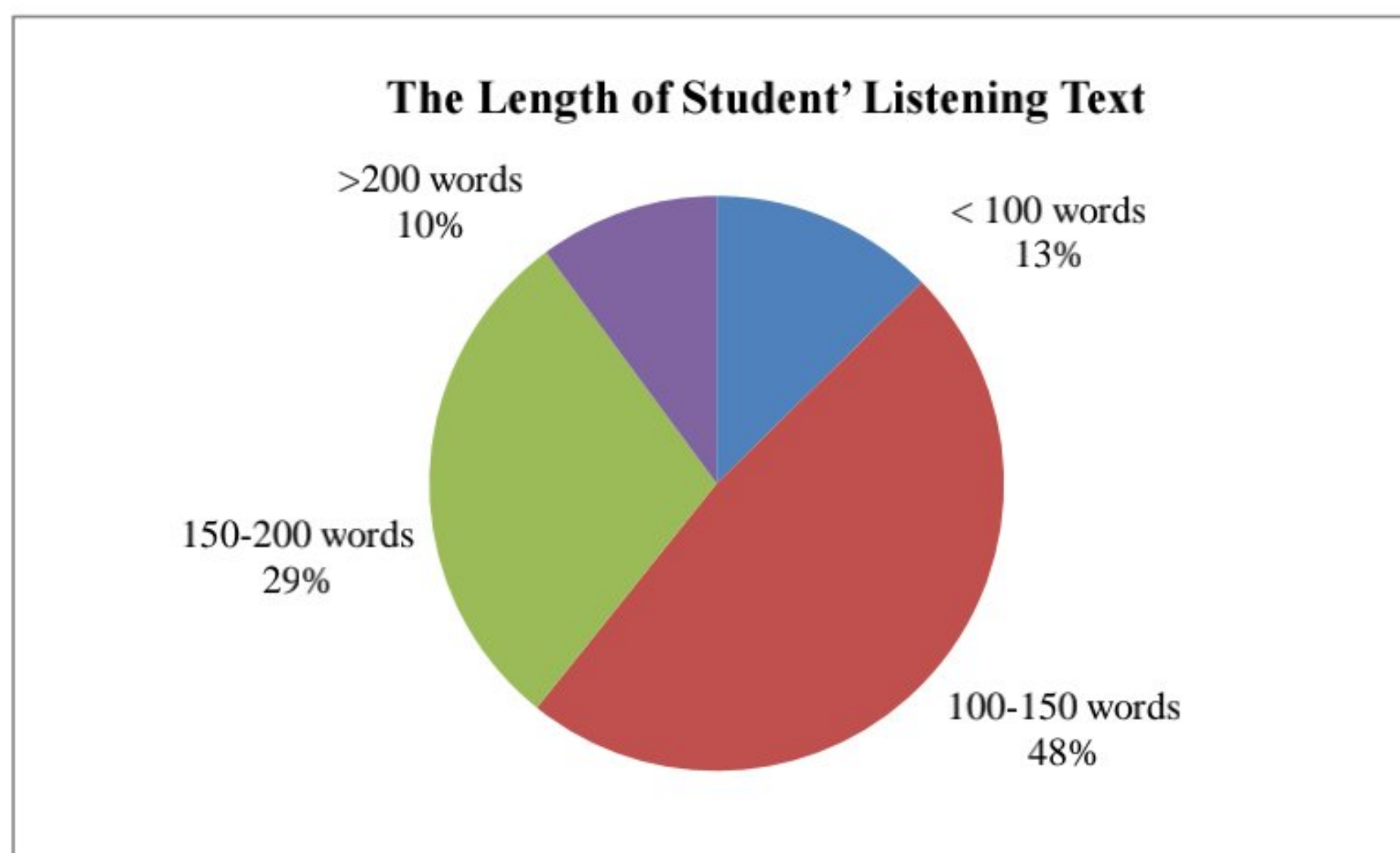
**Figure 6. Students' Expected Listening Input**

As can be seen from Figure 6 above, there were 62 students who expected the authentic materials such as news, radio, movies and songs to be the input for English listening. The second most choice was monologue and dialogue for their listening input (9 students). For the monologue and dialogue with new vocabularies chosen by 6 students. Last, the 2 last students chose monologue and dialogue with pictures as their expected input in learning English listening.

The second data in the PSA section explained the students' listening text length preference. There were 38 students (48%) who chose the 100-150 words for the length of listening text in learning English listening. The second most chosen was the 150-200 words for the length of the listening they wanted (29%). Then, the <100 words were chosen by 10 students (13%) and the last 8 students (10%) were preferred quite long text because they chose

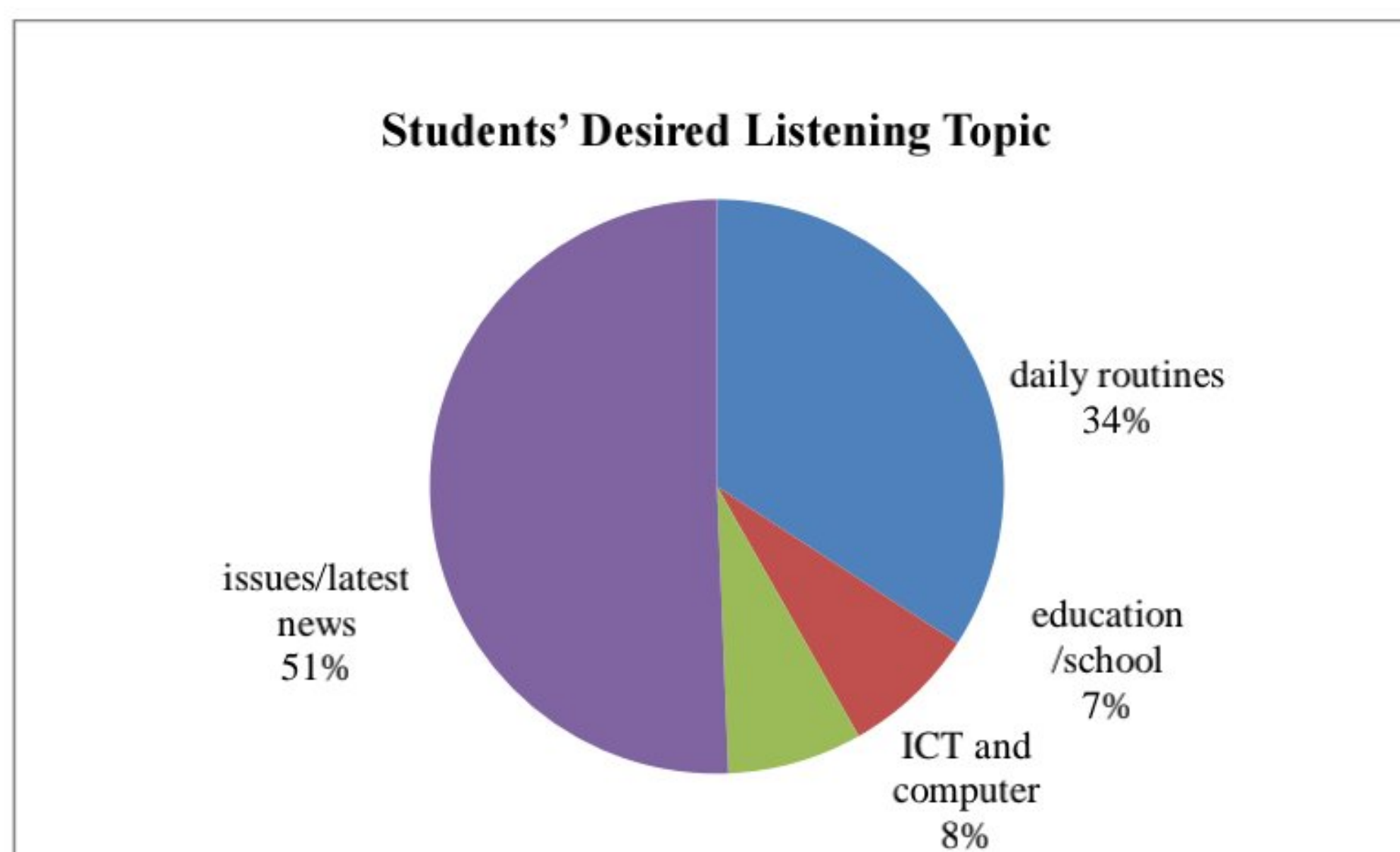


>200 words for the length of the listening text they will learn. The data can be seen in the following Figure 7.



**Figure 7. The Length of Student' Listening Text**

The next data gained from the question number 7 concerned the topic for listening. The following Figure 8 provides the results.

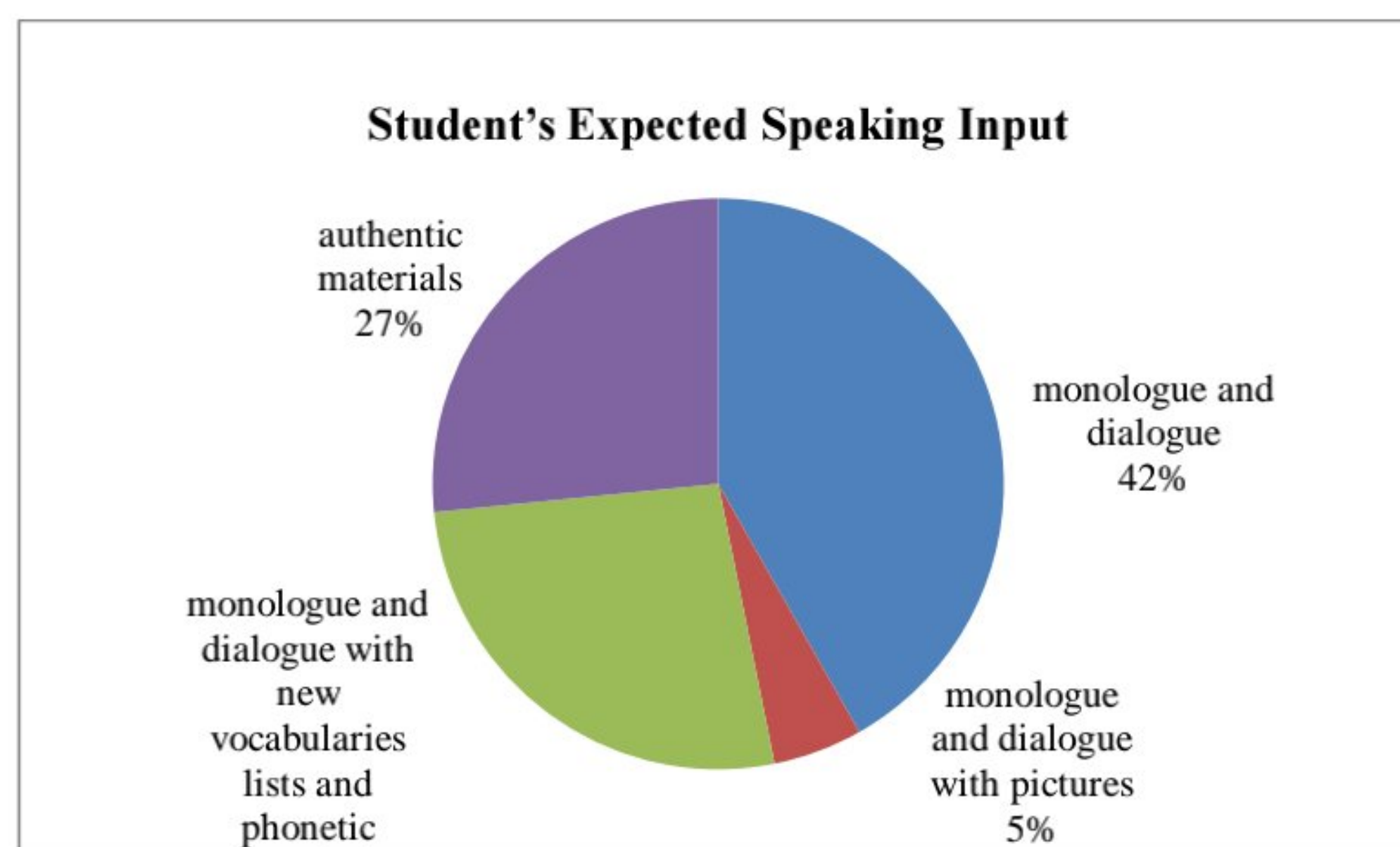


**Figure 8. Students' Desired Listening Topic**



Figure 8 above provides the results of the students preference for listening topic. 51% of the students (40 students) preferred the issues or latest news as the topics for listening skills. The second most chosen topic which is 34% was about the daily routine (27 students). For the last two options, education/school topic and ICT/Computer topic were chosen by the last 12 students, 6 students (7%) chose education/school and 6 others (8%) chose ICT/Computer topic.

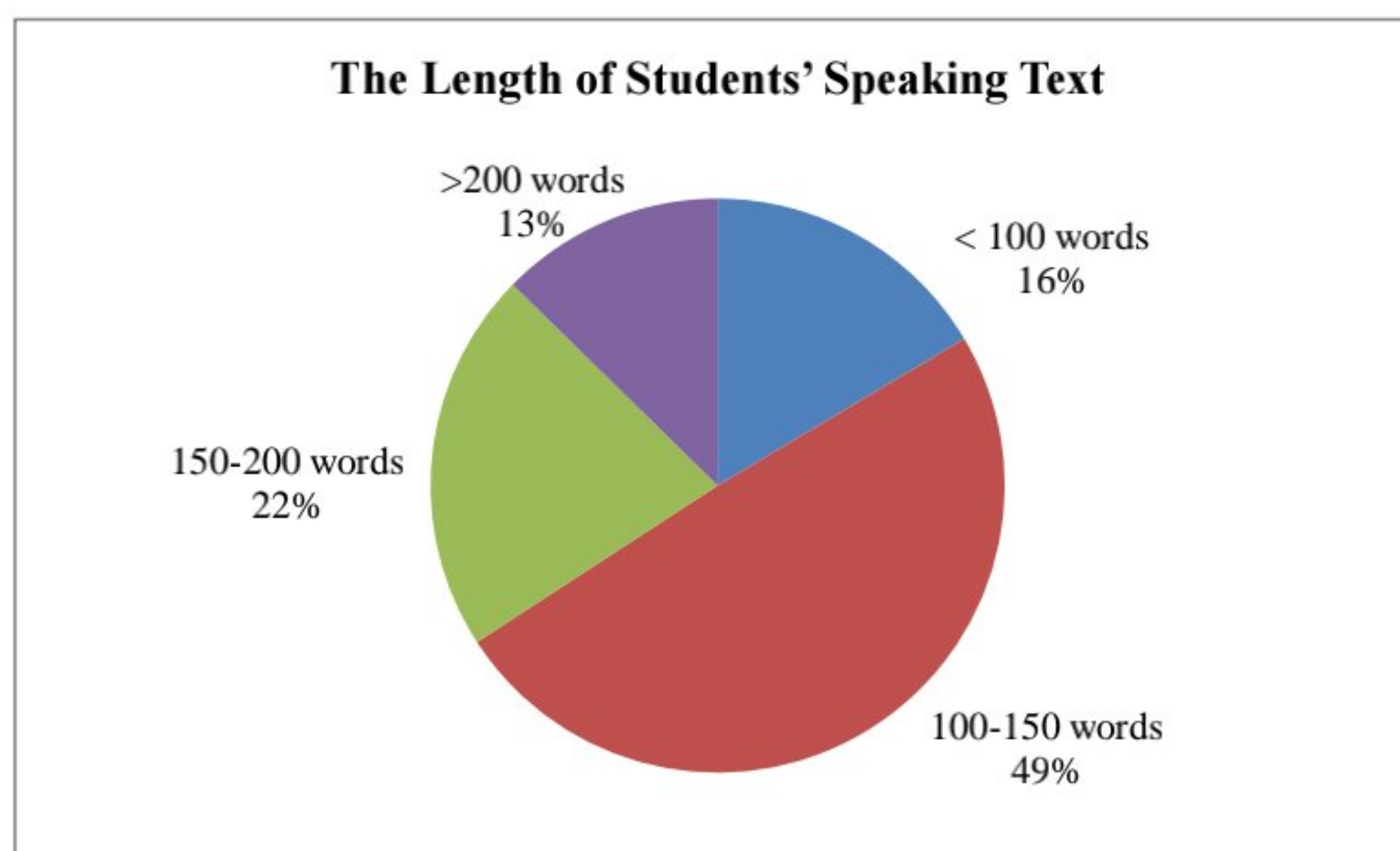
- **Speaking**



**Figure 9. Student's Expected Speaking Input**

Figure 9 above describes students' expected speaking input for learning English. 33 students (42%) expected to have monologue and dialogue for their speaking input. Next, 21 students (26%) wanted to have not only monologue and dialogue, but also with the addition of new vocabularies lists and phonetic transcription for the input of their English speaking learning. Then, the 27% or 21 students chose authentic materials for their speaking input. The rest 5% of the students (4 students) chose monologue and dialogue with pictures.

The second data in the PSA session provides the length of the speaking text students preferred, which showed in the following Figure 10.

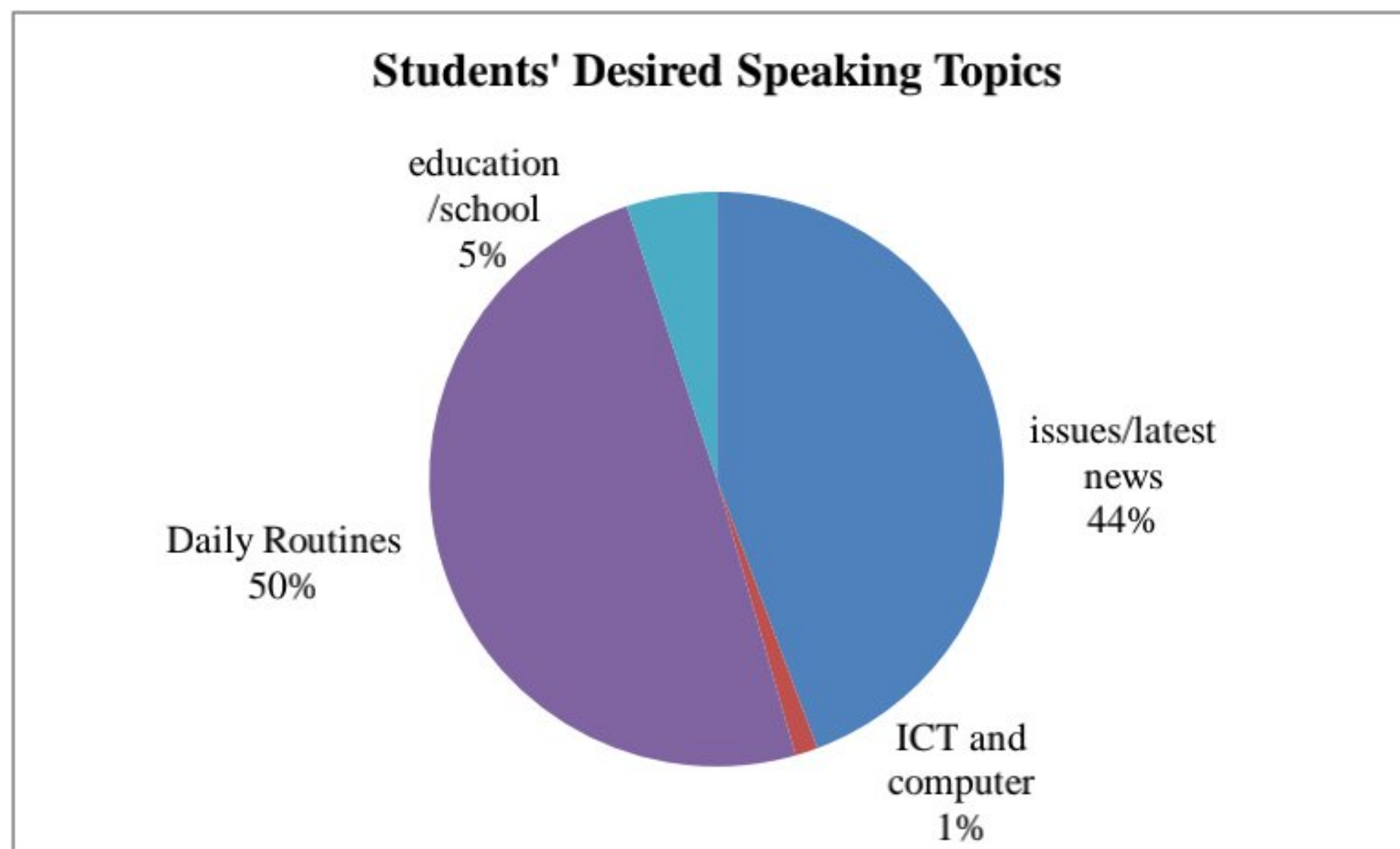


**Figure 10. The Length of Students' Speaking Text**

39 students (49%) chose 100-150 words for the length of speaking text. The length 150-200 words option was also chosen by 17 students (22%). Then, 13 students (16%) preferred to get the less than 100 words for the length of the speaking text and the rest 13% of them chose the longest option for the length of speaking text which was >200 word (10 students).

The next data is about the students' desired topic in English speaking. The results were showed in the following Figure 11.



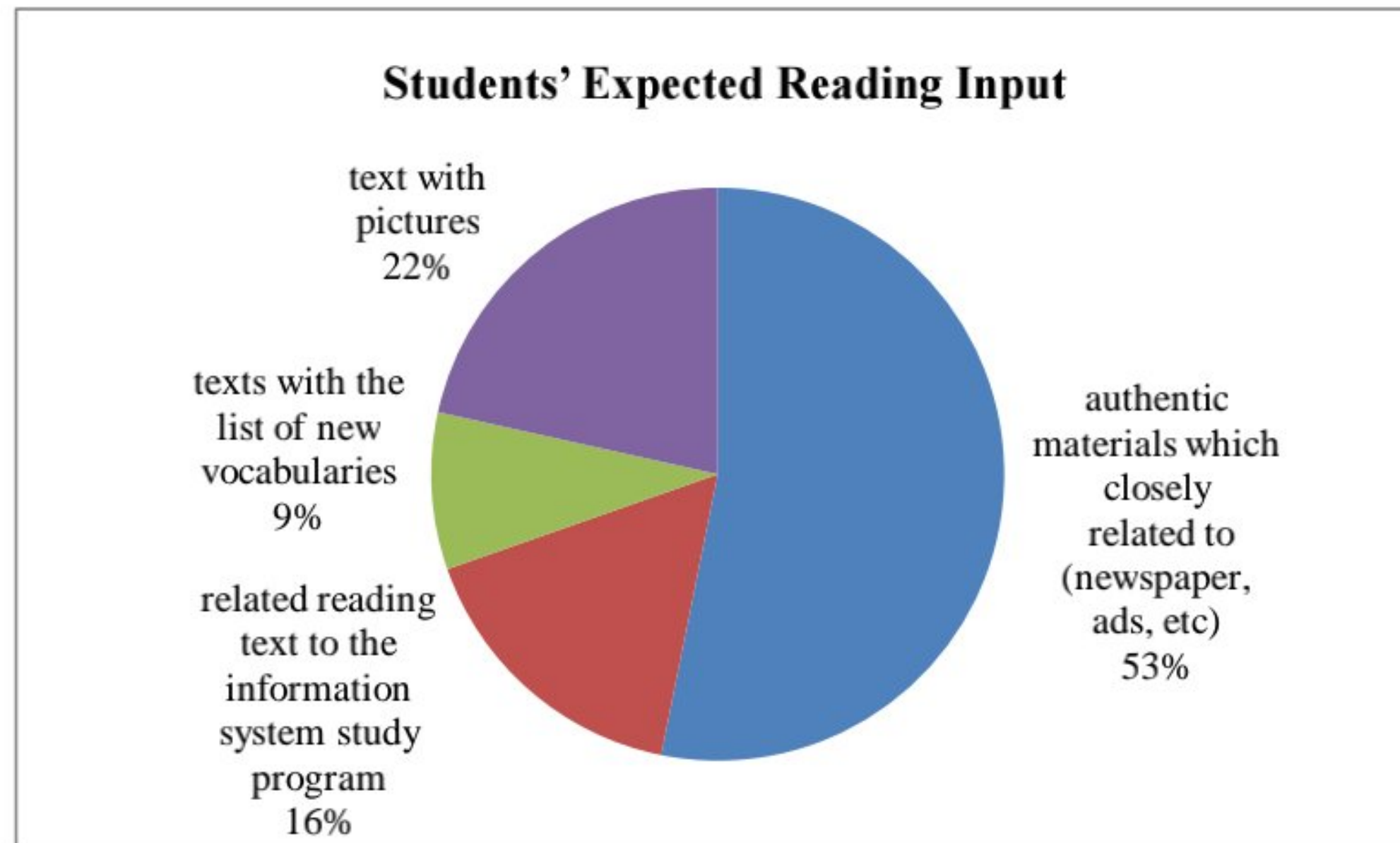


**Figure 11. Students' Desired Speaking Topics**

The most chosen topic for Speaking in learning English for the students was about the daily routines which is 50% or half of the total students (39 students). Next, 35 students (44%) preferred to talk about issues or latest news as the speaking topics. 4 students (5%) were chose education/school for speaking topic, and the last 1% student chose the ICT and Computer topics in learning English Speaking.

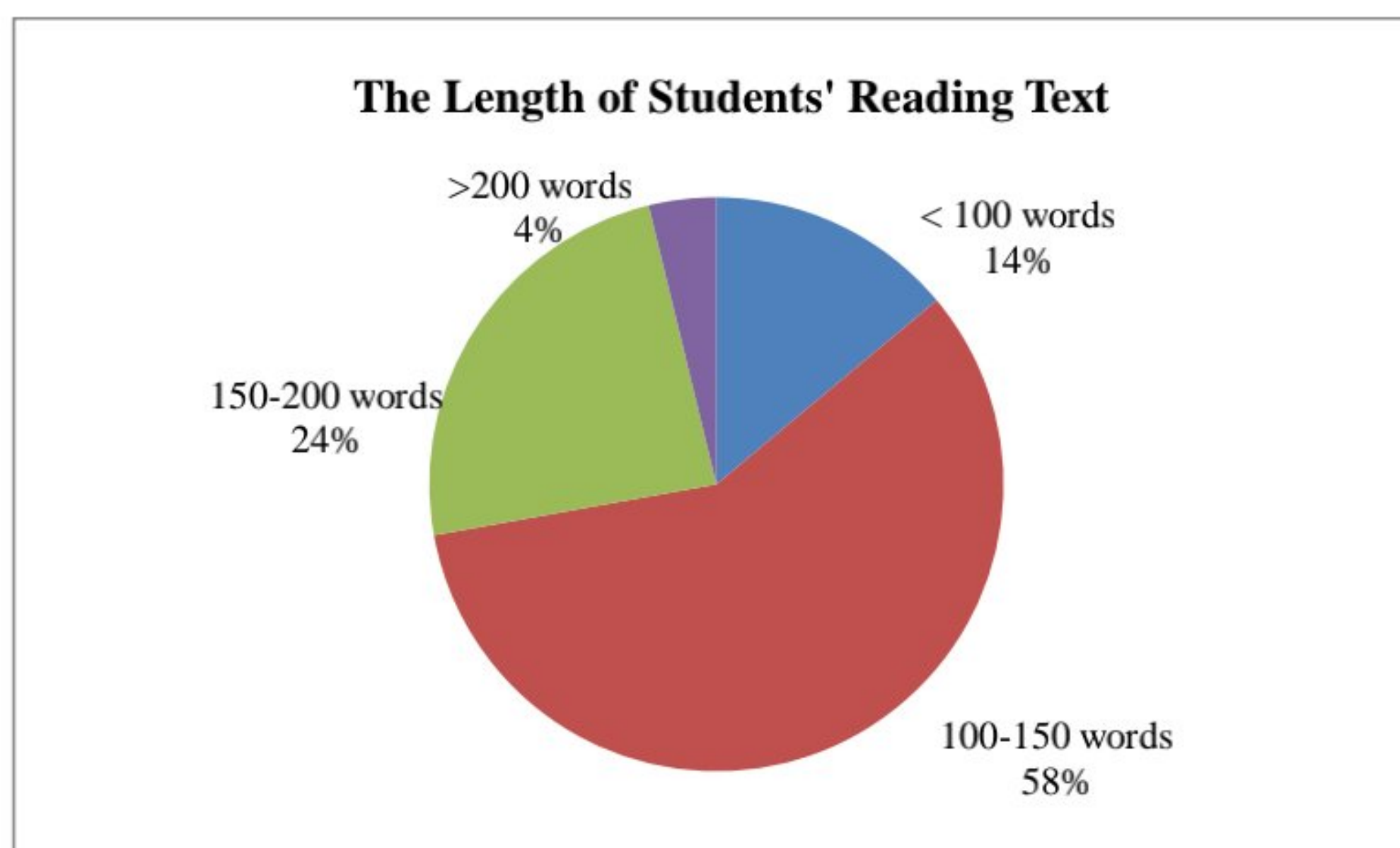
- **Reading**

Figure 12 below presents students' expected input in learning English reading. Most of the student (53%) chose the authentic material which closely related to daily life as the reading input (42 students). Text with pictures was also chosen by many students, as can be seen from the figure there were 17 students (22%) chose it as their reading input. Then, 13 students (16%) preferred the related reading text about the information system study program as their reading input. However, the rest 9% of students chose the text with the list of new vocabularies (7 students).



**Figure 12. Students' Expected Reading Input**

The next data was collected from question number 13 about the length of students' reading text. The results can be seen in Figure 13 below.



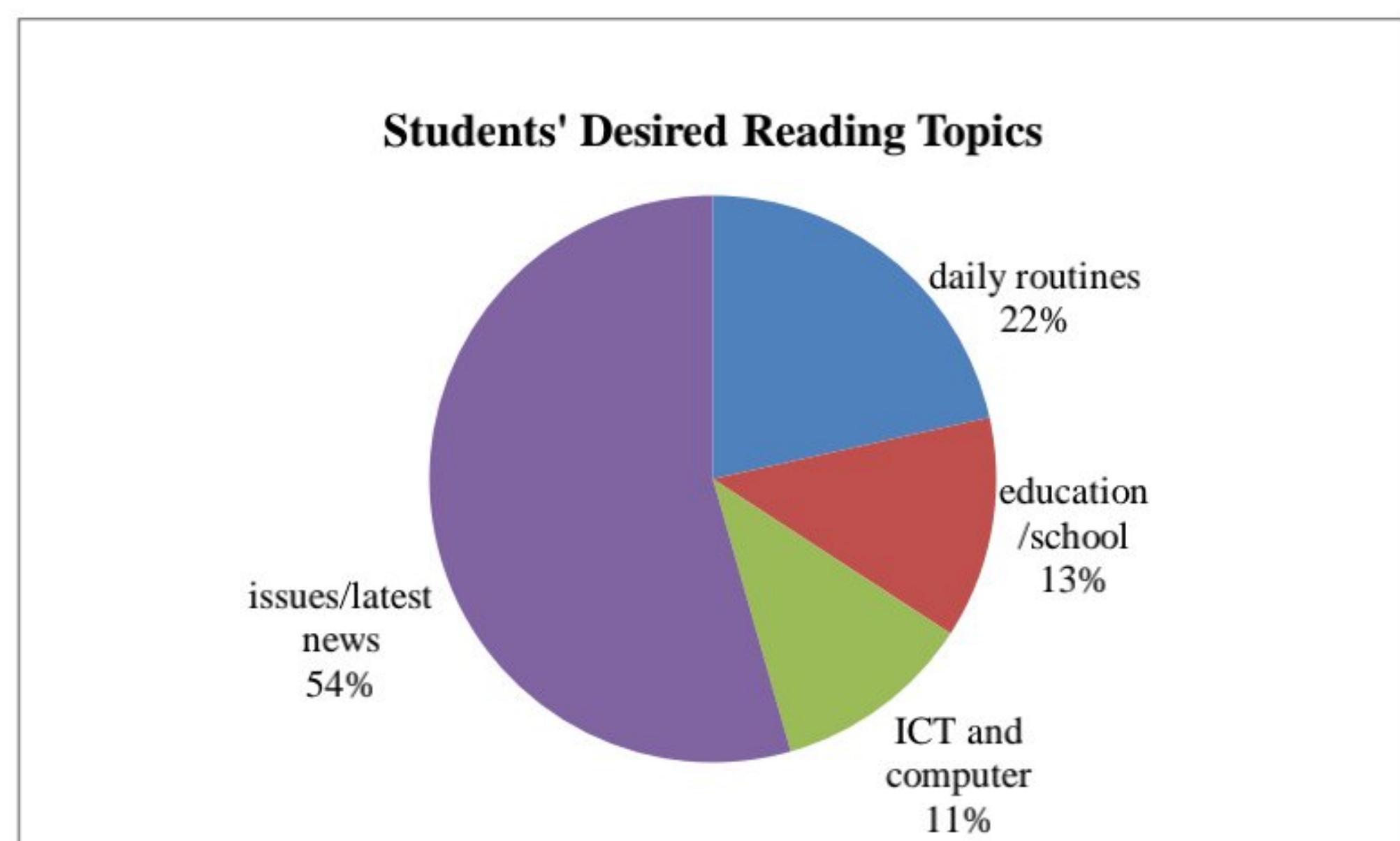
**Figure 13. The Length of Students' Reading Text**

As presented in the figure above, 46 students or 58% chose the reading text which contains 100-150 words in learning English Reading. There were 19 students (24%) desired to have the reading text with the length of 150-200 words, meanwhile 11 other students (14%) preferred to have less than 100



words of passage for the English reading text. However, 4% of the students enjoyed the reading text which contains more than 200 words (3 students).

The next data is about the students' desired reading topics. 43 students (54%) preferred to have issues or latest news as the topics in learning English reading. The most basic topics about daily routines was chosen by 17 students (22%), while 10 students (13%) desired to have reading text about education or school and the rest 11% of them chose ICT and Computer as the topics (9 students). Figure 14 below shows the specific results.



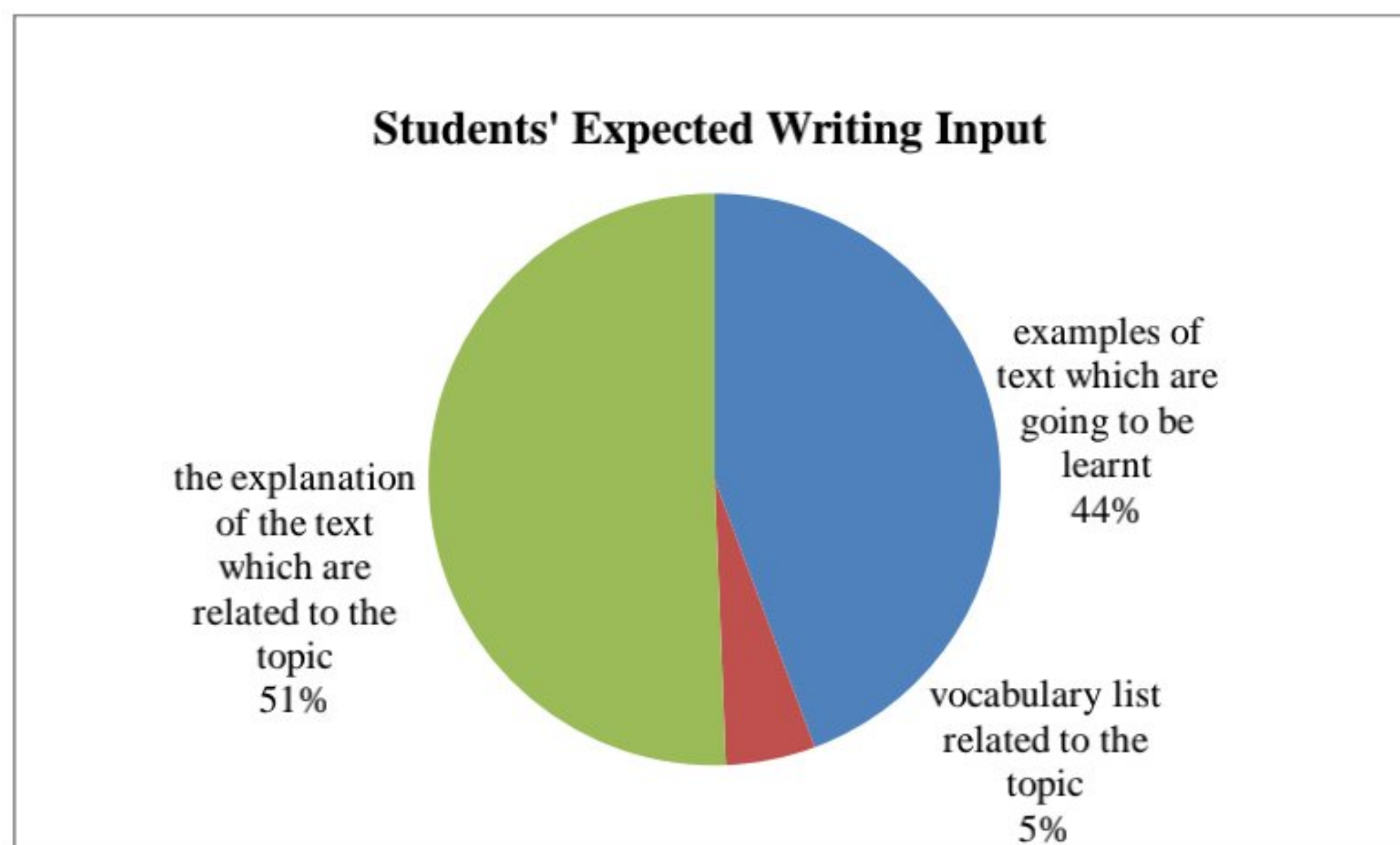
**Figure 14. Students' Desired Reading Topics**

- **Writing**

The next concerned part in PSA is writing skills. The data collected presents the students' expected writing input, the length of students' writing text, and students' desired writing topic.

The first data of the writing section in PSA is about the students' expected writing input. Figure 15 below shows that 51% of the students expected to get the explanation of the text which were related to the topic (40 students). A half other which is 44% of the students (35 students) was agreed to get examples of the text which are going to be learnt as their input in

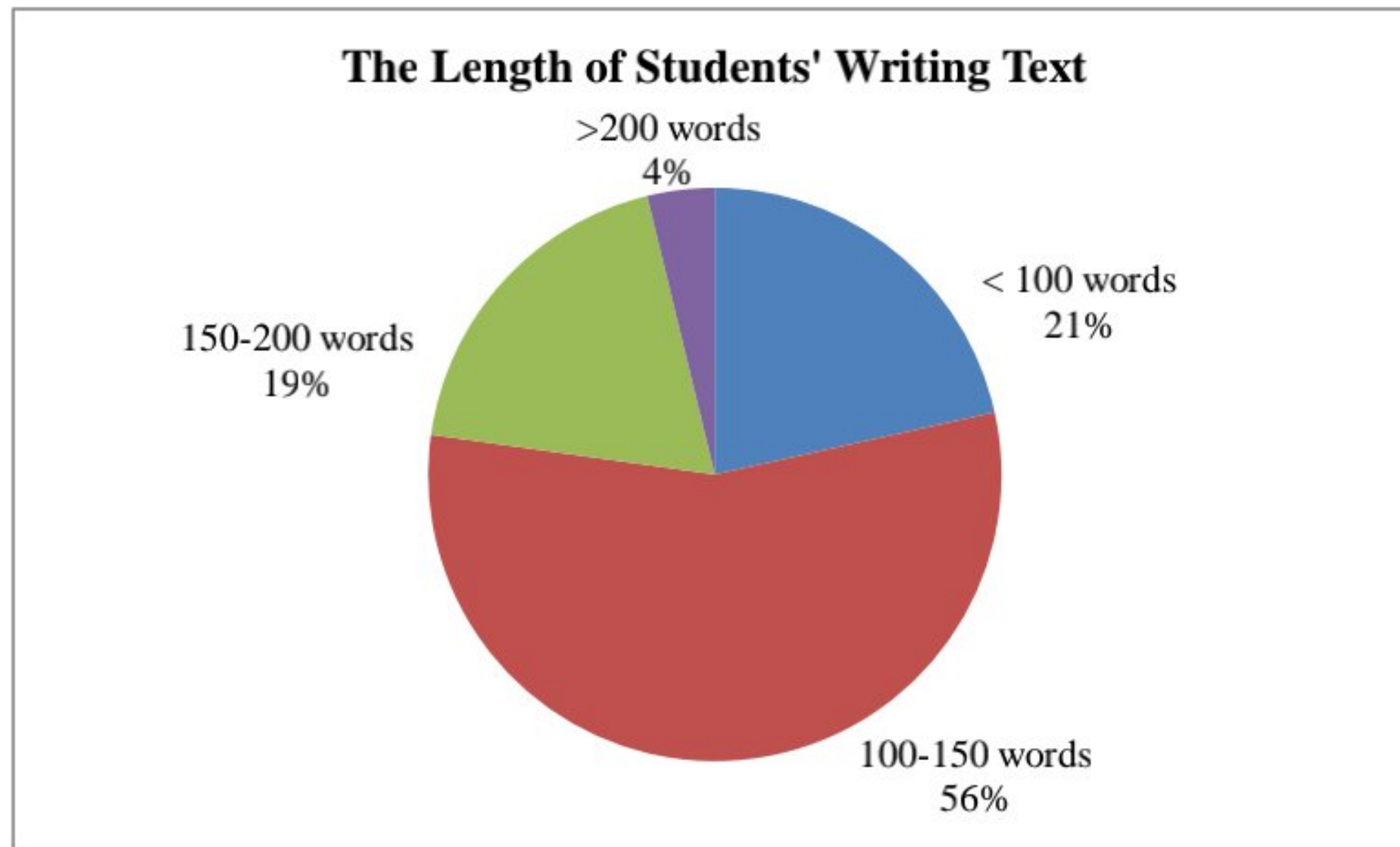
learning English writing. Last, 4 students (5%) chose to get some vocabulary list related to the topic when they learn English writing.



**Figure 15. Students' Expected Writing Input**

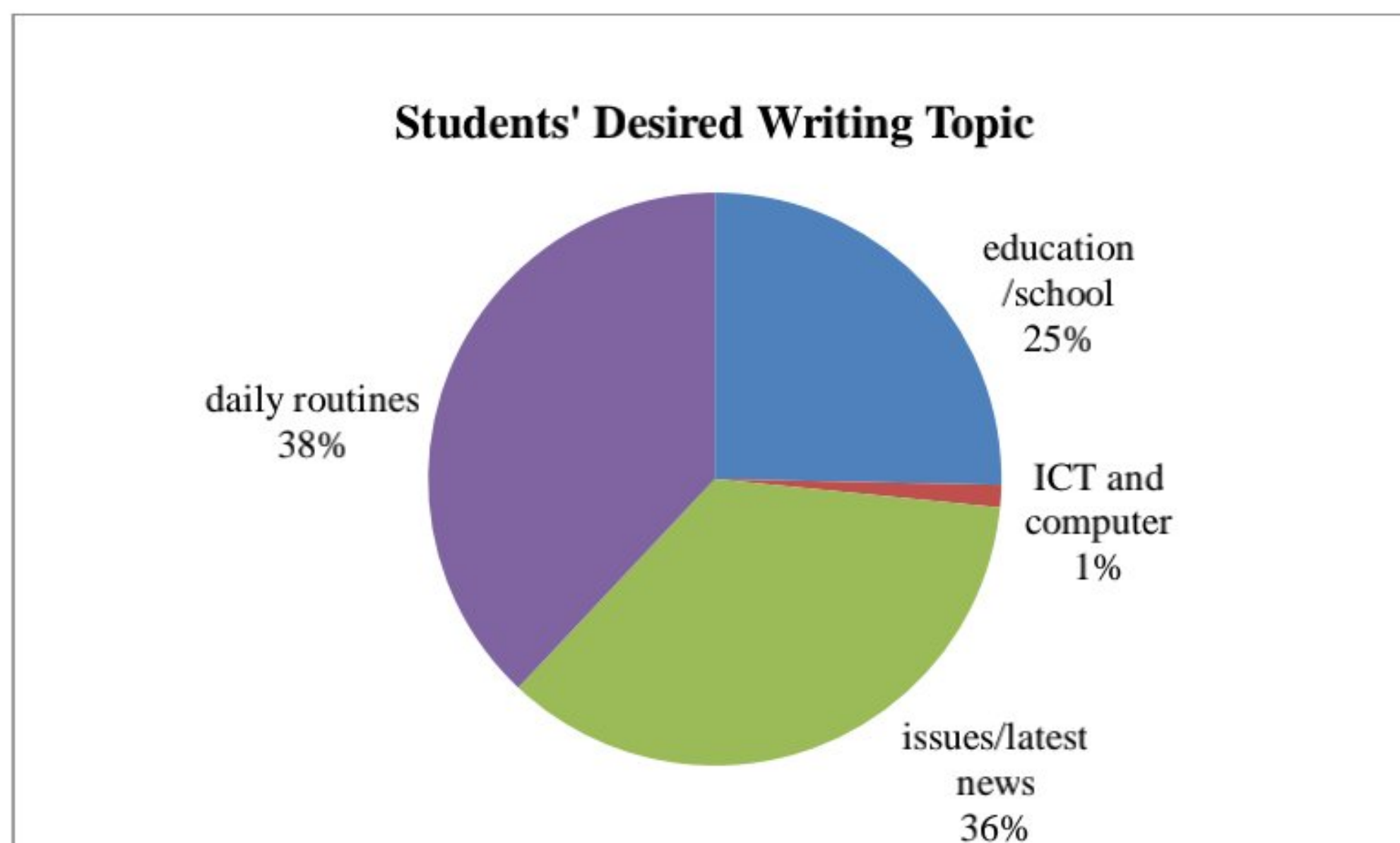
The next data gained from question number 15 concerned the length of students' writing text. 44 students (56%) chose the length 100-150 in learning writing English. The second most chosen option (chosen by 21%) was the less than 100 words length (17 students). However, 15 students (19%) preferred the 150-200 words length of writing text and 3 students (4%) even chose to have more than 200 words for the length of their writing text. The specific results are shown in the following Figure 16.





**Figure 16. The Length of Students' Writing Text**

The following figure shows the last data results of PSA section specifically.



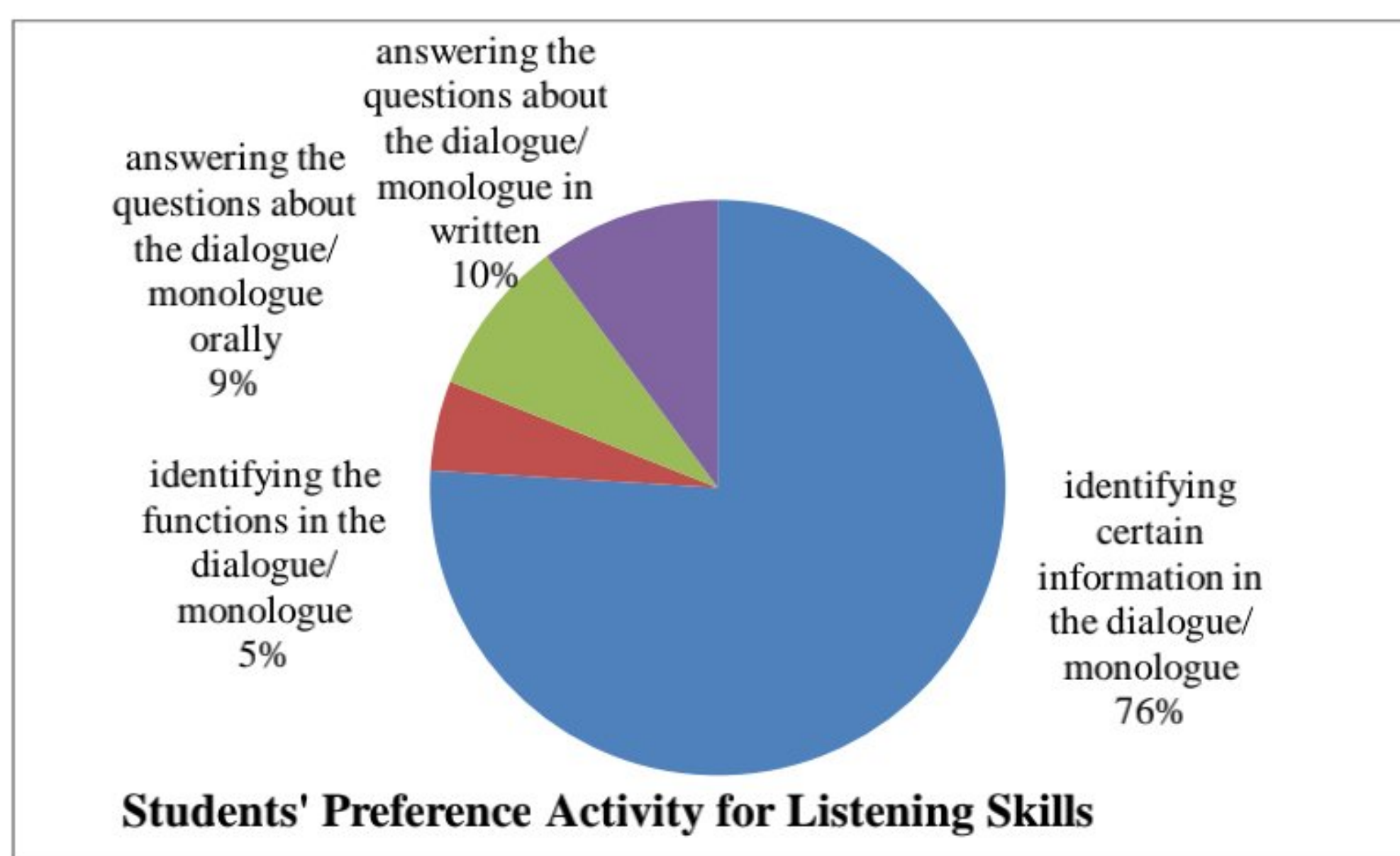
**Figure 17. Students' Desired Writing Topic**

The last data in the PSA section was about the students' desired writing topic. The most chosen topic in writing was about daily routine, as can be seen in the figure above, it was chosen by 30 students (38%). The second most chosen option (36%) was about issues or latest news (28

students). 20 students (25%) preferred to have some kind of education and school topic, and 1% student chose ICT/computer topic. The following Figure 18 shows the data results specifically.

### c. Students' Learning Activities

The third part of Present Situation Analysis based on the questionnaire is about the input needed by students. There were four language skills and three language aspects will be described from this data results.



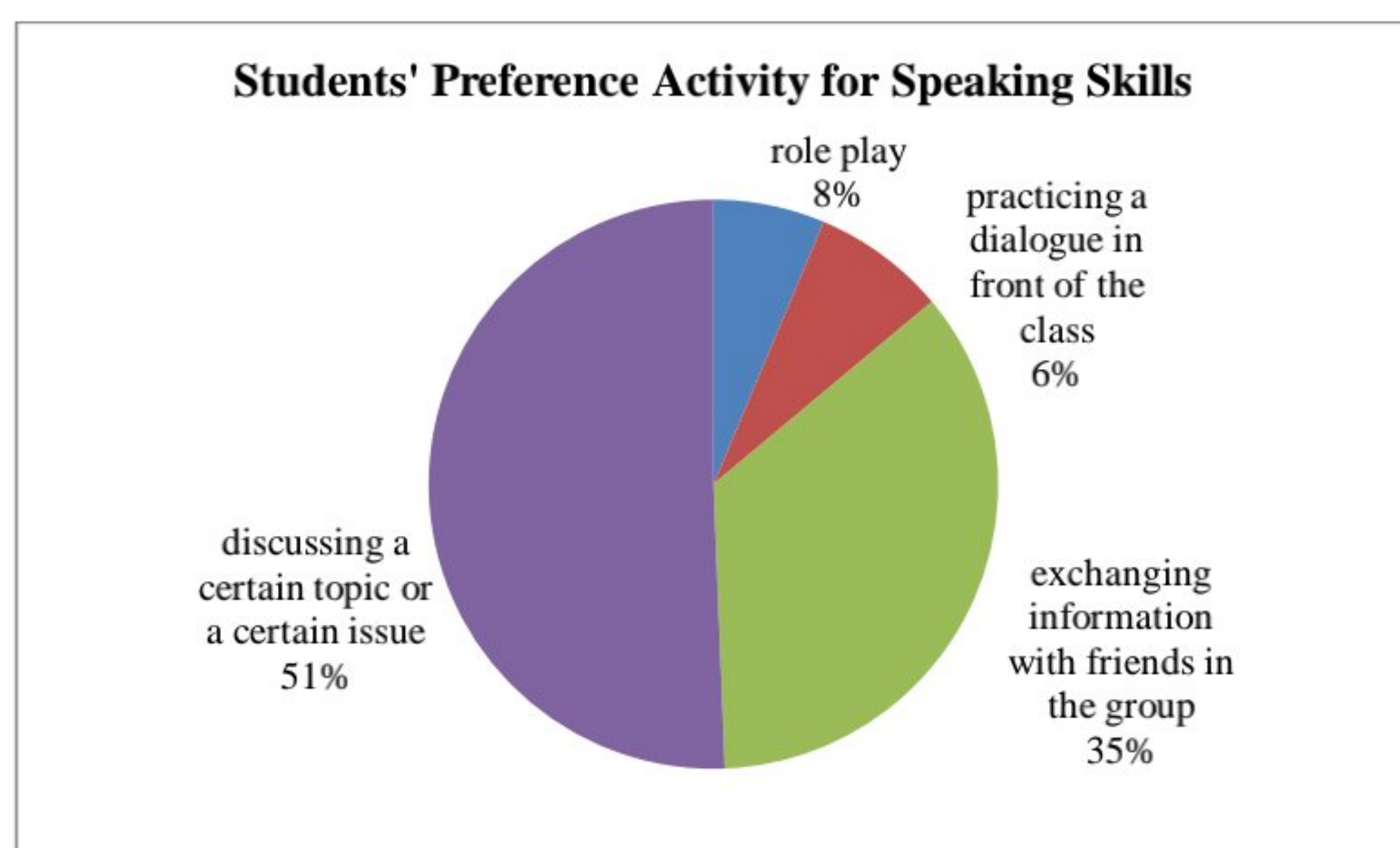
**Figure 18. Students' Preference Activity for Listening Skills**

Figure 18 above shows the results of the students' preference activity for listening skills. The results concluded that 76% of the students preferred to identify certain information in the dialogue or monologue they listened in the learning activities (60 students). 8 students (10%) desired answering the questions about the dialogue or monologue in written when learning English listening, while 7 students (9%) chose to answer the questions in the dialogue or monologue orally. Lastly, 4 students (5%) chose to identify the functions in the dialogue or monologue in learning English listening.

The next result is about the students' preference activity for speaking skills. As can be seen in the following figure, 51% of students declared that

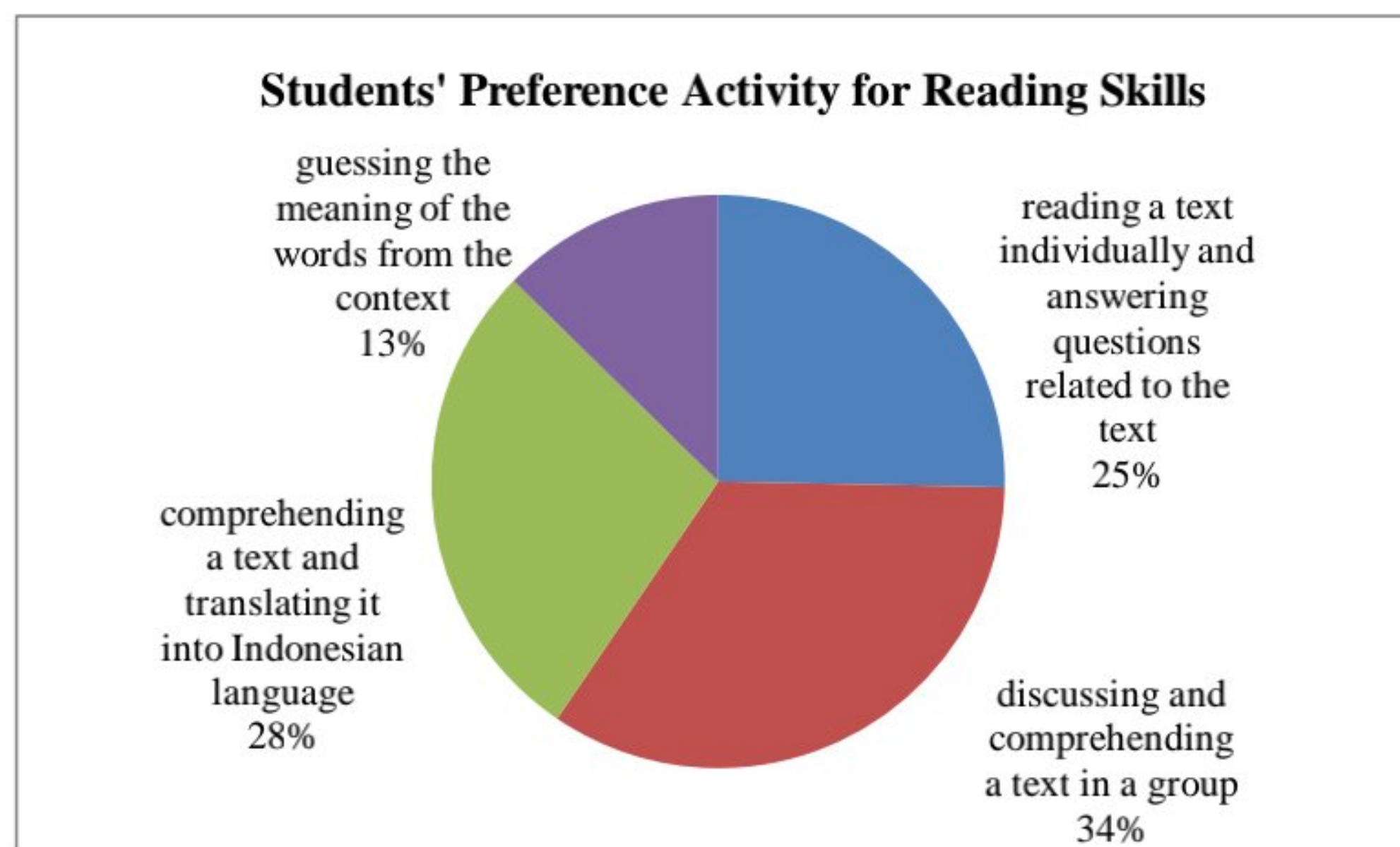


they need to discuss a certain topic or a certain issue for speaking skills (40 students). Next, 28 students (35%) wanted to exchange information with friends in a group to practice their speaking skills. Next, 6 people (8%) wanted to do some more fun so they believed that playing role play really helped them in speaking skills. However, the rest 6% of them (5 students) chose to practice dialogues in front of class as the activity in learning speaking skills. Figure 19 below presents the results of the data specifically.



**Figure 19. Students' Preference Activity for Speaking Skills**

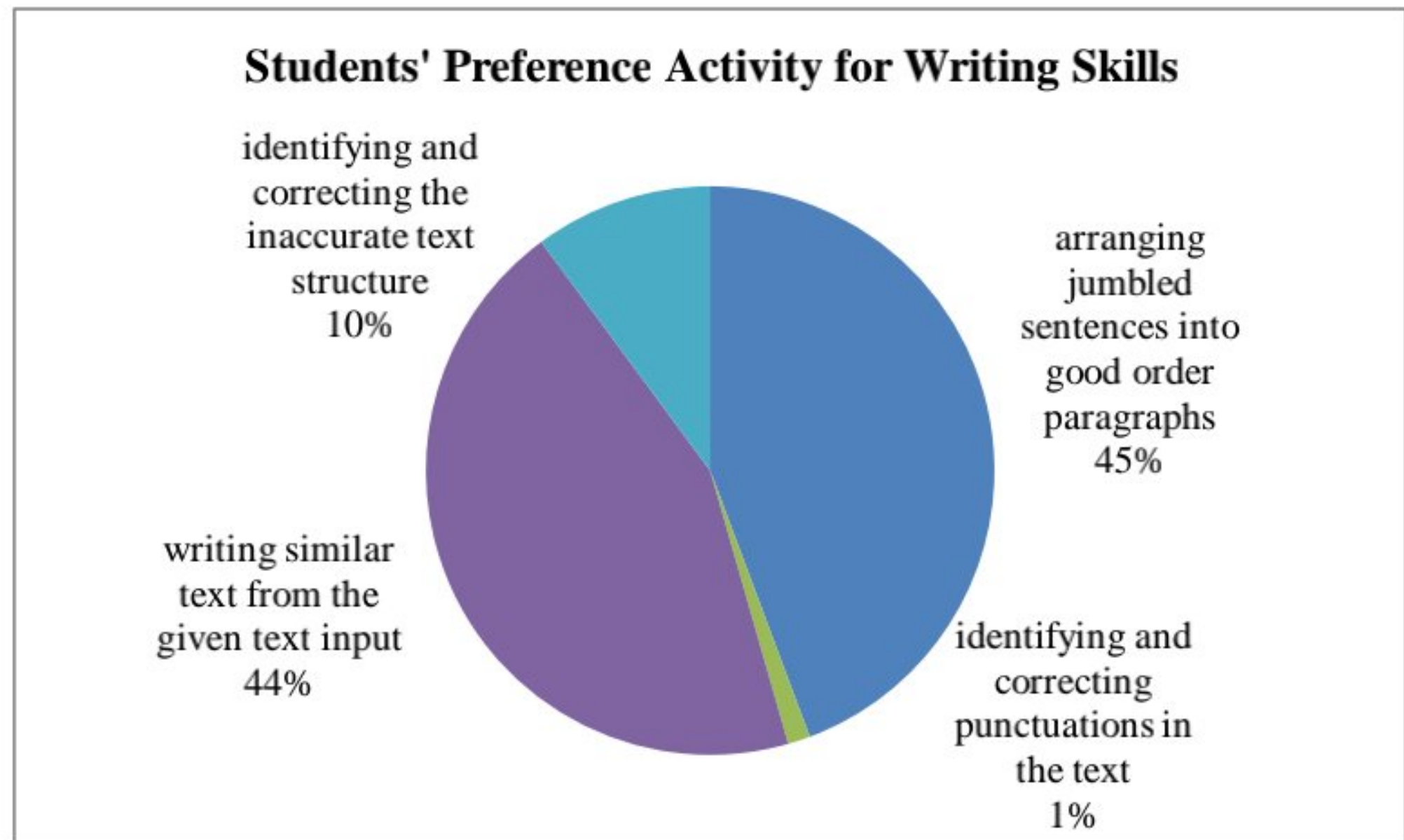
The next data results concerned preference activity of the students in reading skills. As shown in Figure 20 below, 27 students (34%) preferred to discuss and comprehend a text with group so they did not really expect to do a individual activity, meanwhile 20 students (25%) expected to read a text individually and answering all the questions related to the text. Next, 22 students (28%) chose comprehending a text and translating it into Indonesian language to make it easier in learning English reading skills. Then the last option, guessing the meaning of the words from the context was chosen by 10 students (13%).



**Figure 20. Students' Preference Activity for Reading Skills**

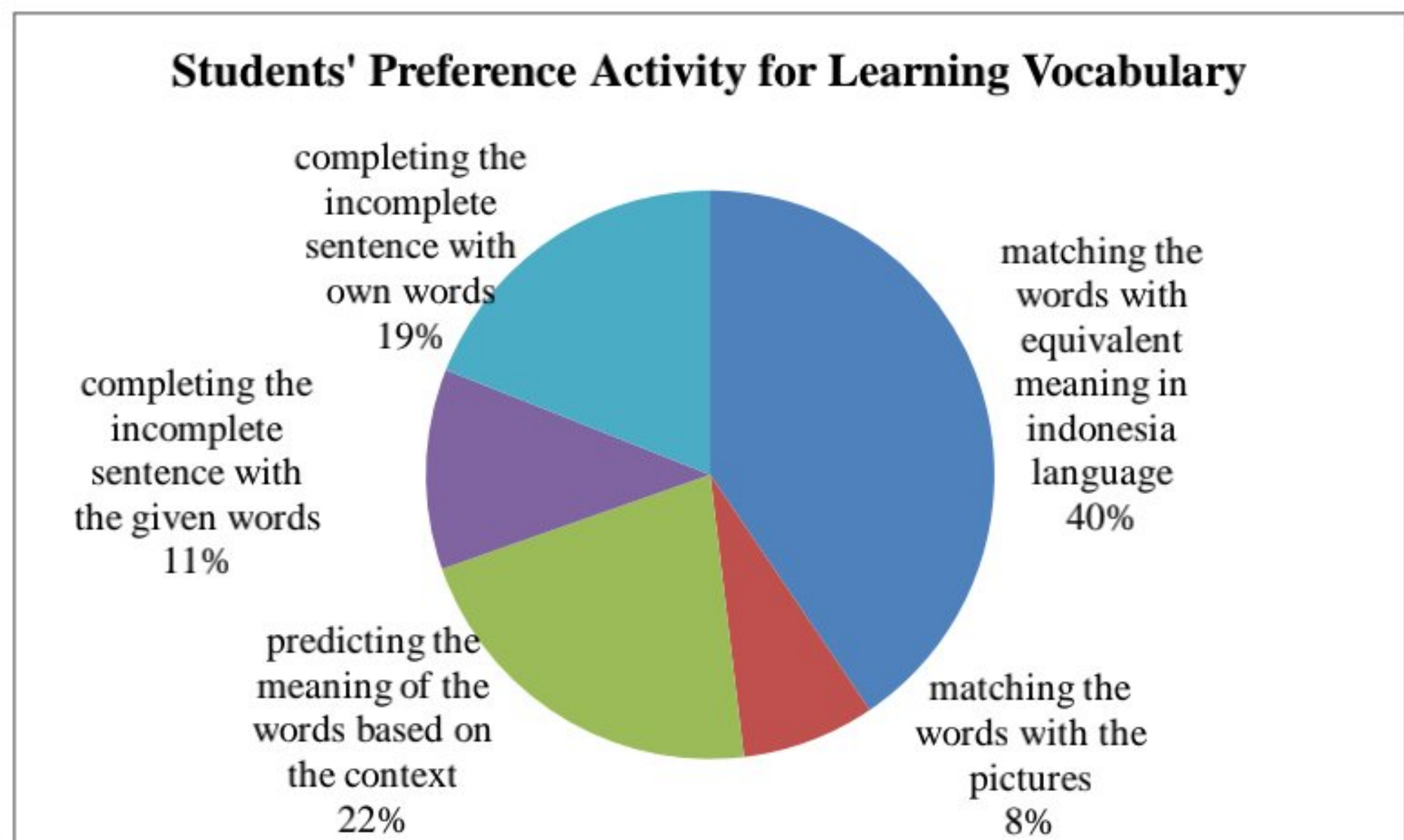
Next, Figure 21 below presents the data of students' preference activity for writing skills. The first option, arranging jumbled sentences into good-order paragraphs was chosen by 35 students (45%).the (44%) other chose writing similar text from the given text input (35 students). 8 students (10%) chose to identify and correct the inaccurate text structure. Finally, 1% student chose to identify and correct punctuations in the text in learning English writing skills. For more specific data, it can be seen in the following Figure 21.





**Figure 21. Students' Preference Activity for Writing Skills**

The next data is about the students' preference activity for learning vocabulary. The results are shown in the following Figure 22.



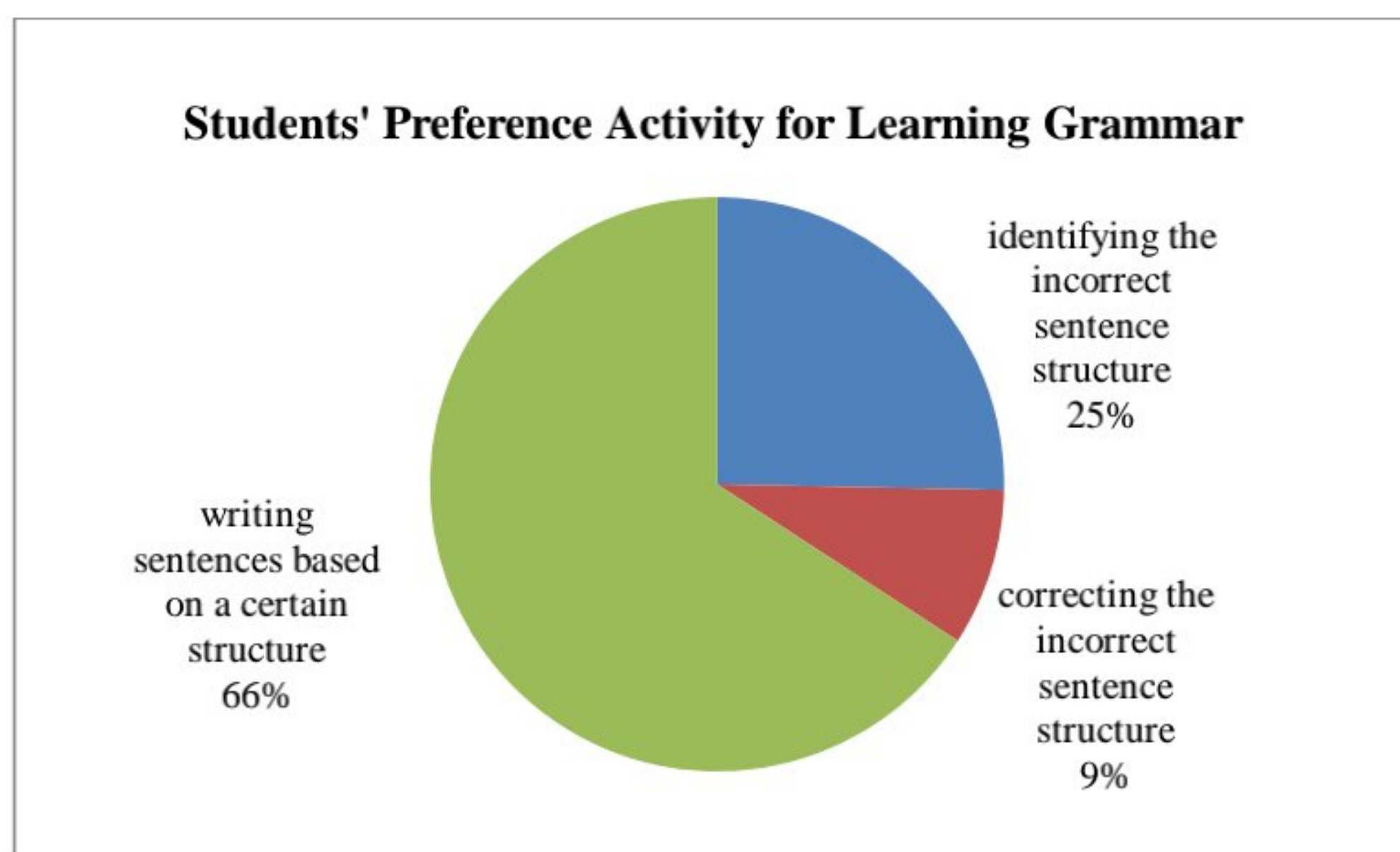
**Figure 22. Students' Preference Activity for Learning Vocabulary**

32 students (40%) preferred to match the words in English with equivalent meaning in Indonesian language in vocabulary learning. Meanwhile, 17 students (22%) chose to predict the meaning of the words based on the context and 15 students (19%) believed to complete the



incomplete sentence with their own words to help them in vocabulary learning. Next, 9 students (11%) chose to complete the incomplete sentence with the given words to make it easier. Finally, the last 6 students (8%) chose to match the words with the pictures.

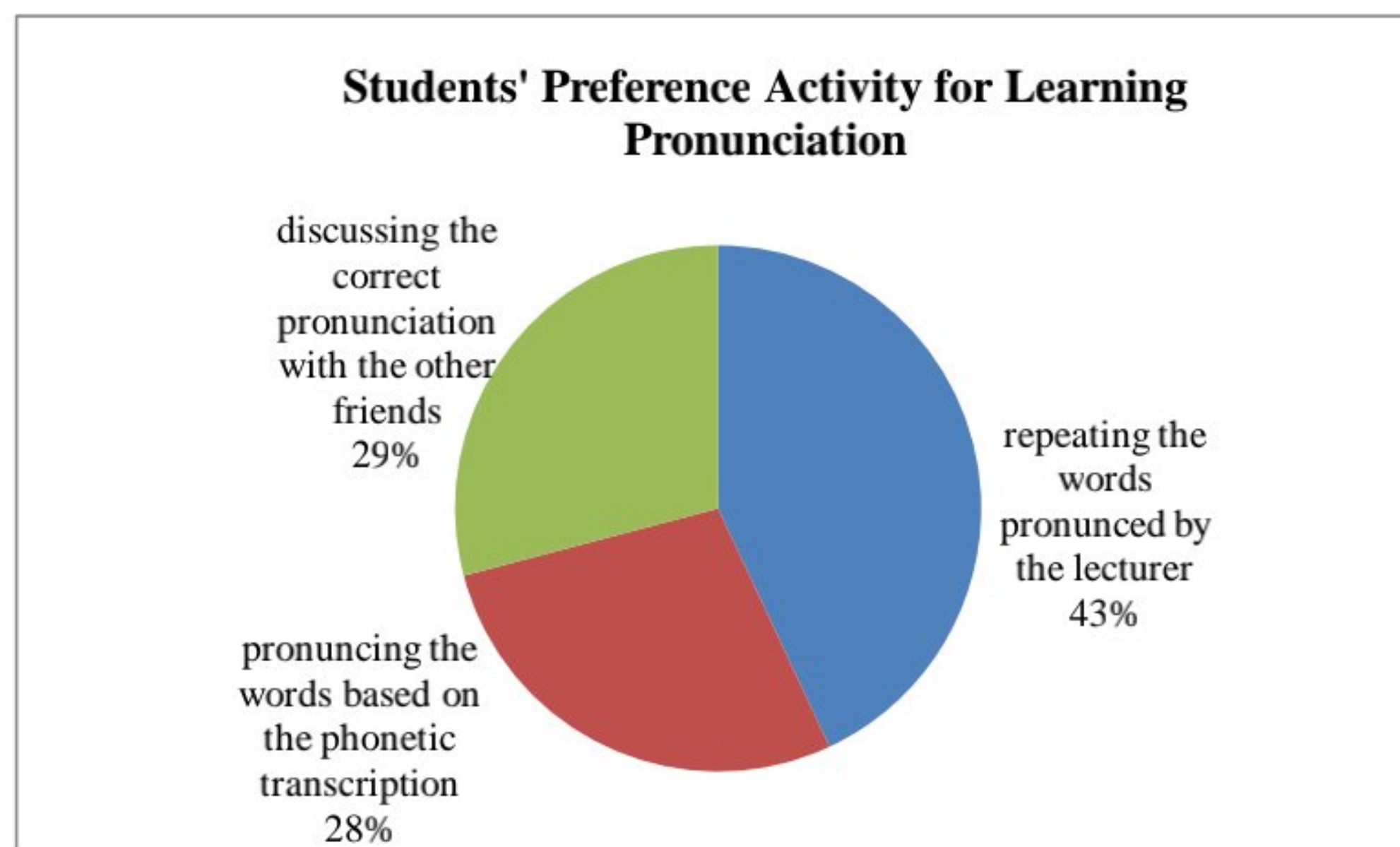
The next data derived from question number 23 about the students' preference activity for learning grammar. The results shows that 52 students (66%) preferred to write sentences based on a certain structure, which they had learned before. Next, 20 students (25%) chose to identify the incorrect sentence structure in learning grammar. Lastly, the activity of correcting the incorrect sentence structure was chosen by 7 students (9%). The specific results can be seen in Figure 23 below.



**Figure 23. Students' Preference Activity for Learning Grammar**

The last data in student learning activity section is about the students' preference activity for learning pronunciation. The following Figure 24 shows the results specifically.





**Figure 24. Students' Preference Activity for Learning Pronunciation**

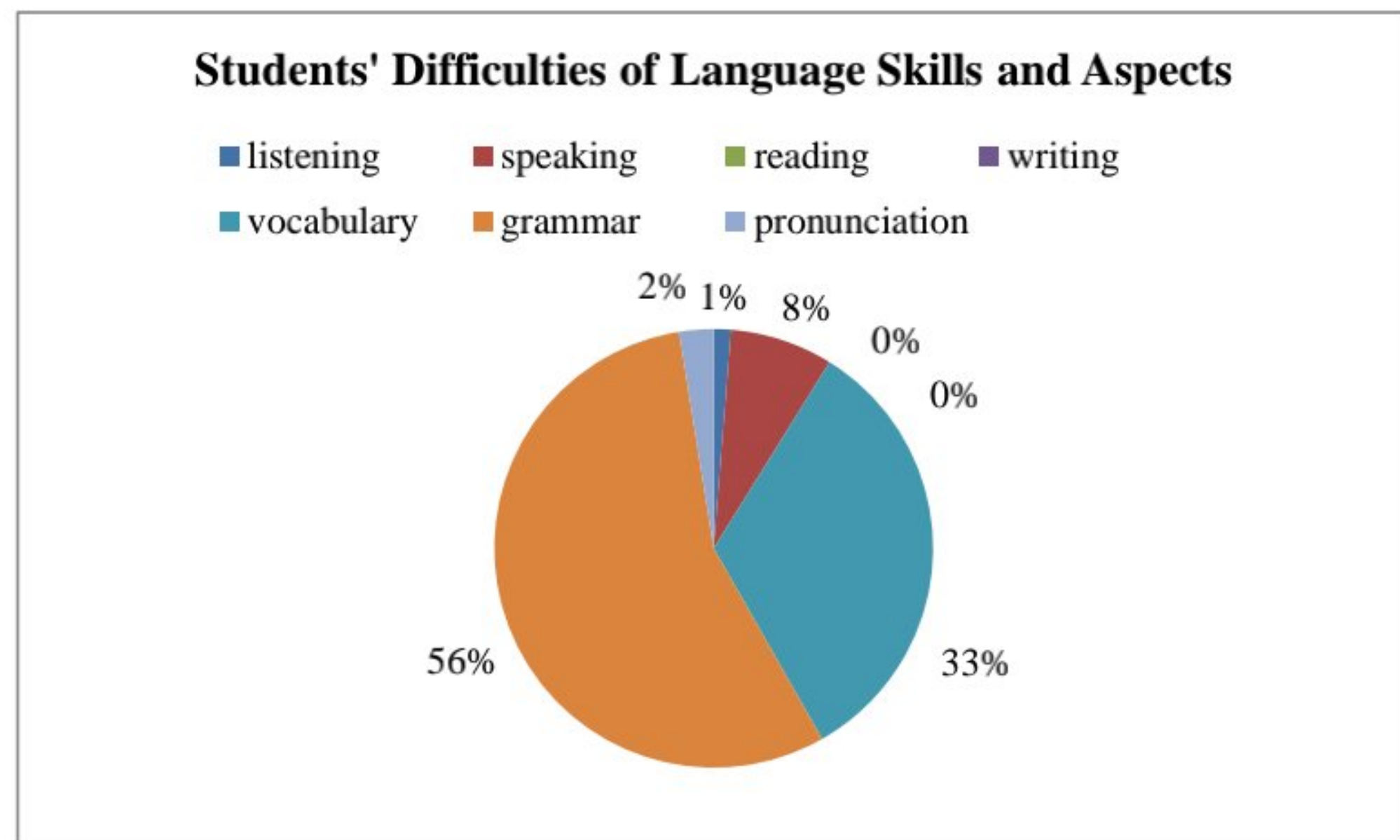
As can be seen, 43% of the students chose to repeat the words pronounced by the lecturer when learning pronunciation (34 students). Then, 23 students (29%) preferred the group activity such as discussing the correct pronunciation with the other friends. However, 22 others (28%) chose to learn pronunciation by the words by looking at the phonetic transcription.

In conclusion, the Present situation Analysis (PSA) section results show that most of the students of Information System were currently at the intermediate level of English proficiency. The most chosen topic of all skills was issues or late news with the length about 100-150 words. In learning the three English aspects (vocabulary, grammar and pronunciation), the students chose various activities.

#### **4.1.1.4 Deficiency Analysis (DA)**

In the Deficiency Analysis (DA) section, there was one question delivered to the students, concerning the students' difficulties of language skills and aspects. There were seven options from three language aspects and four language skills. The results is in the following Figure 25.





**Figure 25. Students' Difficulties of Language Skills and Aspects**

As can be seen, the students' choices were quite prevalent. More than half students in the class (56%) agreed that the most difficult language aspect was grammar (44 students). 26 students (33%) chose vocabulary as the most difficult language skills or aspects in learning English. Not only that, 6 students (8%) had difficulties in learning English speaking, 2 students (2%) in pronunciation, and one student in listening. However, reading and writing skills was not chosen by the students as the most difficult English skills.

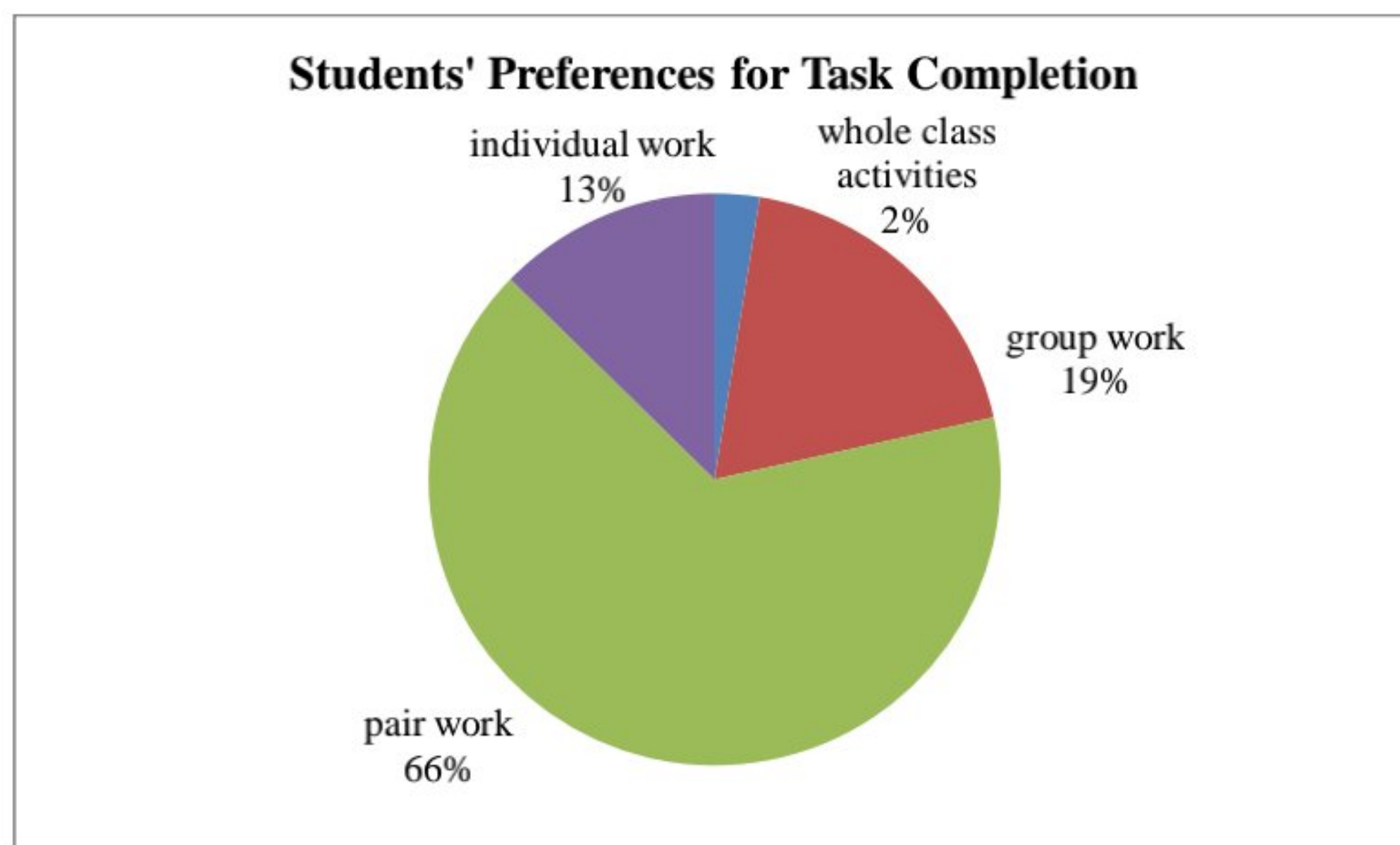
In conclusion, Students found difficulties in learning grammar, vocabulary and speaking since those skills and aspects considered as the active action in learning English. The lecturer should develop more interesting learning styles for students in the classroom especially in those three skills and aspects, to ease the learning activities.

#### **4.1.1.5 Learning Situation Analysis (LSA)**

The last section in the questionnaire was about the Learning Situation Analysis (LSA) which concerned the students' preference in doing the tasks and classroom activities, and their perceptions in students' role and lecturers'



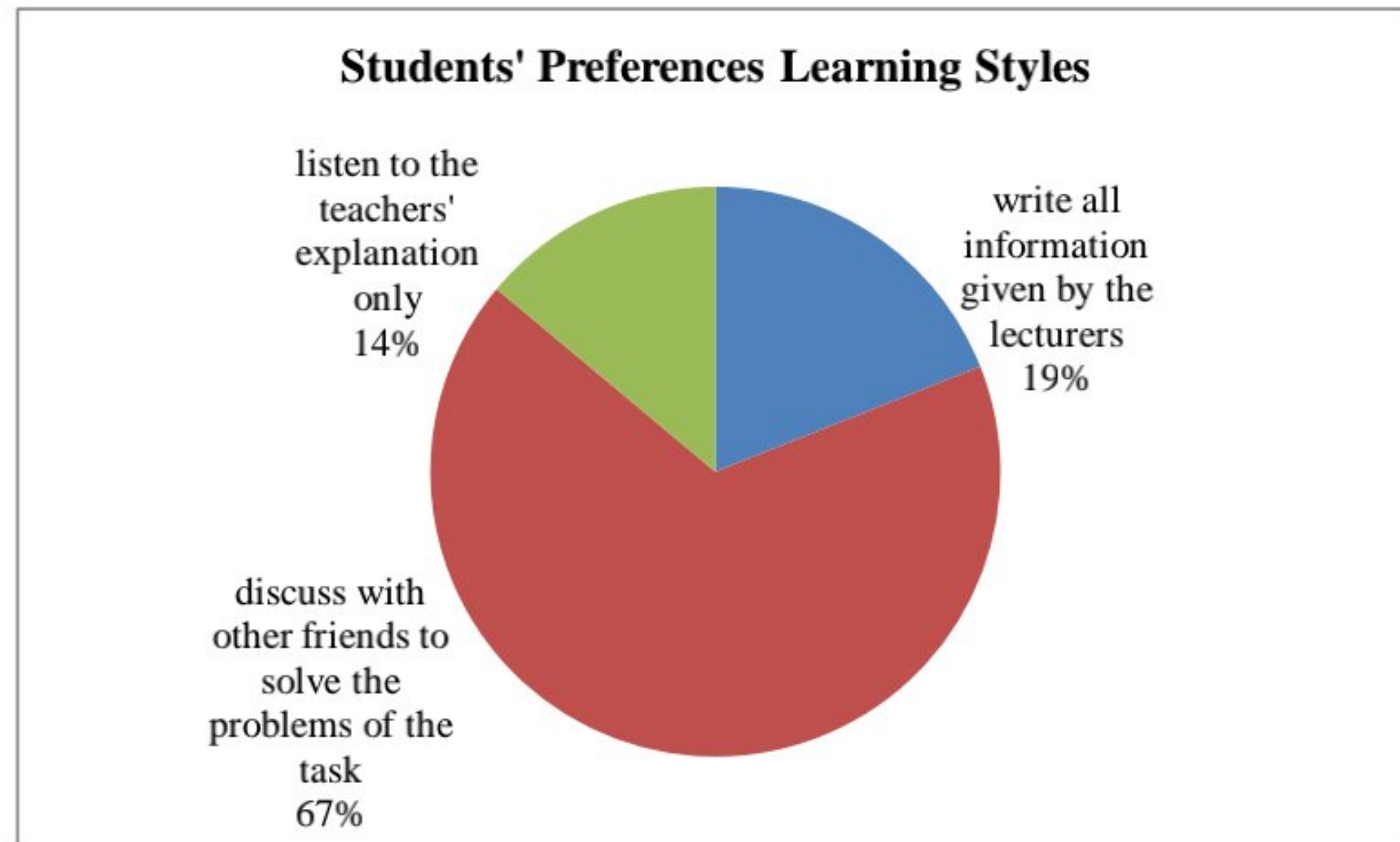
role in the class. In this section, there were 3 questions delivered to the students.



**Figure 26. Students' Preferences for Task Completion**

Figure 26 above presents the results of the first question in LSA section concerned the students' preferences for task completion. From the four options, the students showed the specific results where 52 students (66%) agreed to do the task with a friend in pair. 15 students (19%) preferred the group work such as doing the tasks and assignments with friends in group. On the other hand, 10 students (13%) chose to do the tasks individually and the last 2% students chose to get the whole class activity.

The next question in the LSA concerned the students' preference in learning styles. The results can be seen in the following Figure 27.

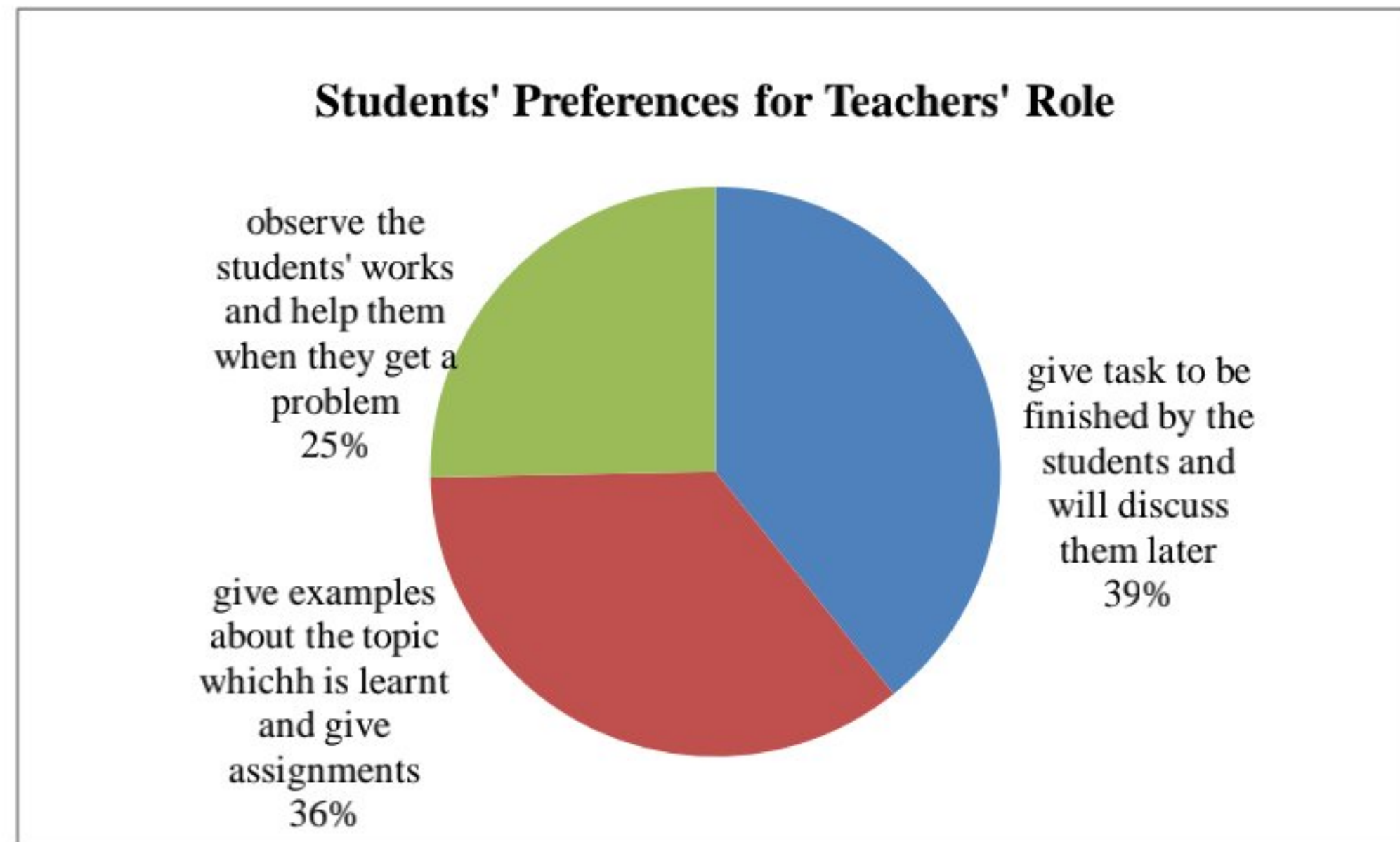


**Figure 27. Students' Preferences Learning Styles**

It shows that 67% of them (53 students) agreed that discussing the problems of the task with other friends was the best learning process. Next, 15 students (19%) preferred to write all information given by the lecturers to help them understand about the materials. However, 11 students (14%) chose only listen to the teachers' explanation in learning process in the classroom.

The last information gathered for the LSA concerned the role of the lecturer in teaching learning process in the classroom. 31 students (39%) expected the lecturer to give assignments to be finished by the students, then will be reviewed and discussed together. 28 students (36%) assumed the lecturer to give examples about the topic learnt before giving the assignments. Then, 20 students (25%) wanted the teacher to observe the students' works in the classroom and help them if they got problems or did not understand something. Figure 28 below specifically shows the results.





**Figure 28. Students' Preferences for Teachers' Role**

Finally, the results collected from those questions showed the students' preference in teaching and learning activity in the classroom, including the classroom management, task management, learning styles, and perceptions of the role of the lecturers. In conclusion, the lecturers must take notes about this and then make a more pleasant, a better classroom situation depending on the students' preferences.

#### **4.1.2 Results of Document Review**

There were two documents reviewed in this study namely lesson plan and guide book of faculty of Computer and Science.

##### **4.1.2.1 Lesson Plan of English Course for Faculty of Computer Science Students**

First of all, the English course lesson plan provides the information about the course description. As stated, The English course develops English language skills in the context of knowledge, both conceptual and procedural through various forms of expression and skills: listening, speaking, reading and writing. According to the official website of information system study program



(si.ilkom.ac.id), The English Course teaches the basic concepts of English, which include tenses, active and passive to understanding passage.

Next, the information about the learning outcomes also contained in the lesson plan. It stated that the expected learning outcomes of English course for students of Information System study program are:

- a. Students master English language skills both conceptual and procedural,
- b. Students are expected to be able to apply public communication,
- c. Students are responsible for doing their job.

Furthermore, the lesson plan also provided the learning materials or study materials. As can be seen, 8 meetings out of 16 meetings were learned about grammar, 3 meetings for writing, listening and speaking skills, 1 meeting for vocabulary lesson, and the rest of the meetings were learned about other skills and aspects. In Conclusion. the learning materials delivered to the students were mostly about grammar. However, the materials written were not specifically explained about the ICT or information systems.

#### **4.1.2.2 The Guide Book of Faculty of Computer Science Students**

The guide book of faculty of Computer Science contains the explanation about vision and mission of the Information Systems Study Program. As stated, the vision of the Information System study program is in 2025, it will become an Information Systems Study Program that excels in the field of Information and Communication Technology and has human resources capable of systems and business analysts, information systems development and information systems project managers, with integrity and has a technopreneurship spirit.

Meanwhile, the missions of this program study is organizing education and teaching in the field of Information Systems in an effort to produce graduates who have the capabilities of Systems and Business Analysts, Information Systems Developers and Information Systems Project Managers. Not only that,



they also expected that it will conducting innovative and competitive research related to systems and business analysis, information systems development, Management of information systems projects, organizing innovative and competitive community service related to system and business analysis, development of information systems, management of information systems projects, organizing coaching and development of talents, interests, reasoning in the field of Information Systems and encouraging student welfare, and last but not least, implement cooperation (MOA) with other institutions, both national and international.

In conclusions, the Information System study program want a development of their department to have a better quality and be equivalent to the international level. In other words, the use of English is indeed needed by the students in order to reach the vision and mission that has been expected by the study program, the faculty, and even the university.

## **5.2 Discussion**

### **4.2.1 Target Needs and Learning Needs**

The needs is the specific and necessity things the target expected to obtain (Cunningham, 2015). According to Hutchinson& Waters (1987), Needs is the capacity to understand the linguistic characteristics of target situation. The target needs were formulated from necessities, lacks, and wants, meanwhile the learning needs were depended on the method, learning activities, learning style, media, students' role and teachers' role. The author examined two sources of the data, questionnaire and documents review to identify and describe the target needs and learning needs of the Information System Students in Faculty of Computer Science Sriwijaya University.

From the data that has been obtained from the questionnaire, the needs of students in English consist of language skills and language aspects. For the language skills, the students' preference in learning English is speaking. The specific topics they expected in learning speaking was about the daily activities



and issues/ latest news and their goals in learning speaking skill is to be able to communicate well in English through oral communication. The results also showed that grammar along with vocabulary were the most needed language aspect for them. Their preferred activity of learning those two aspects were by writing sentences based on a certain structure they learned and explained by the lecturers before, and translating words from English to Indonesian language or vice versa to enrich their vocabularies.

The data also showed that the difficulties and weaknesses of the students, or categorized as the students' lacks were grammar and vocabulary. In accordance with the students' lacks, the students' wants also revealed in the result of the questionnaire which stated that the students' wants in learning English is to be able to communicate with foreigners, and their future clients and colleagues. However, to fulfill their wants, the students need to prioritize speaking skills.

The information about the students' learning needs was also revealed from the data results. The parts of learning needs are method, learning activities, media, teachers' role and students' role. The methods of learning they preferred were written and orally. The learning activities they liked were group work such as discussing a certain topic or issue and exchanging information with friends in a group. The students like the use of practice-based learning and group or pair-work learning as the methods in learning English. Next, it showed that the students wanted the lecturer to take role as a guide, learning planner, and facilitator of the teaching and learning process in the classroom.