

NEEDS ANALYSIS FOR ENGLISH GRAMMAR LEARNING MODEL FROM STUDENTS' PERSPECTIVES

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Abstract: Need analysis is required to take place before developing a model for learning so that results meet the needs of the students who will use the model. This descriptive study aims at finding out the needs in learning English grammar from students' perspectives at the EESP of the University of Bengkulu. The data was taken through a questionnaire with 65 questions given to 44 students who took Structure I Course in the 2016-2017 academic year and analyzed quantitatively. The results of this study reveal that the students need a clear goals of learning English grammar, learning approaches that uses the story-based, the deductive, and the inductive approach, a friendly and meaningful learning atmosphere, a learning model that incorporates the uses of stories and current technology for the teaching and learning process and has a complete support system especially the learning materials, and has an attitude, a final assignment and an individual learning process result assessments.

Keywords: *Needs analysis, model, grammar learning.*

INTRODUCTION

Needs analysis is an initial step conducted before developing a learning model and it aims at finding out the current condition of learning in a particular learning context. Richards (2001) describe needs analysis as a process taken to seek for the real demands of the learners in a learning process. Similarly, Nation and Macalister (2010) argue that needs analysis is a process to examine the current condition of learning from learners' point of view. The process should be done by using instruments that hit straight to the needed information.

As the initial step required in developing, take for example an instructional model for learning grammar, the information related to the students' present knowledge (lacks), the required knowledge (necessities) and their

subjective needs (wants) as proposed by Nation and Macalister (2010) should be known. This information can be gotten from the needs analysis which is required in developing an instructional model. Dick, Carey, and Carey (2009) put this needs analysis at the second and third place, after identifying the instructional goal, in developing an instructional model for learning.

Several studies have been conducted by practitioners in English language teaching on needs analysis. However, those studies are mostly related to developing learning material for general English (Cunningham, 2015; Moiin vaziri, 2014; Nooria, & Mazdayas nab, 2014), English for Specific Purpose (Yundayani, Emzir, & Rafli, 2017; Bartnikait & Bijeikien, 2017; Boroujeni & Fard, 2013;

Chovancova, 2014), language skills (Andi & Arafah, 2017; Tjalla, *et al.*, 2015; Ulum, 2015) and syllabus (Al Hamlan, 2015). There is a study conducted in the area of grammar by Fitrawati (2016), but it is not a needs analysis study for developing grammar learning model but for grammar learning material. The current study was a need analysis which was done in the area of grammar learning in order to develop a complete learning model that has the syllabus and lesson plans which are in line with the current curriculum in Indonesia, and the learning material that matches the current condition of learning English grammar for Indonesian university context.

In Indonesian context, English grammar tends to not getting as much attention in language learning as the language skills such as speaking or reading. In fact, grammar knowledge is important and needed in language learning and support the language skills. Savignon (2001) named it grammatical competence and it is one of four communicative competence that the language users need in communication. This grammatical competence is needed more by students who take the English education study program as their major and will become future teachers of English.

In further, the English grammar learning is still considered by students as a boring course (Yunita, 2013) and the teaching process is mostly done in a conventional way by using the deductive approach. This approach, even though it is one basic approach to learning grammar, it is more teacher-centered and does not make the students arrived at acquiring procedural knowledge of grammar and be able to communicate well. It tends to make students to reproduce the same pattern of language and does not provide the place for more creative uses of language. Meanwhile, Nunan (2015) mentions that the teaching of English grammar should have four key principles so that it will be ended at a meaningful English language learning. The four principles for the teaching of grammar are: incorporating the integration of deductive and inductive approach, using tasks that make clear between grammatical

forms and communicative function of language, focusing more on the procedural knowledge of using language rather than the descriptive one, and encouraging students to use language creatively rather than reproductively. These key principles in line with the grammar instruction that focus on form proposed by Ellis (1997) that is a learning instruction that takes forms and meaning or fluency and accuracy into account.

English grammar teaching and learning ideally should also be started from its basic knowledge. This basic knowledge covers the parts of speech or word classes (Harmer, 2003) that consisted of nouns, verb, adjective, adverb, article and preposition, conjunction and interjection (Parrot, 2004; Dykes, 2007; De Capua, 2008). Once a learners master these parts of speech, they will have enough knowledge to communicate well in written and spoken. This is true to the fact that all texts in English mostly consist of those word class.

To develop a learning model, there should be a theory that needs to be used as the guidance in the process of developing it. Kilbane and Milman (2014, p. 18) define models of learning as "specialized methods for facilitating learning". In addition, Joyce, Weil, and Calhoun (2009) suggest that a model of learning should have four components - a syntax, a social system, principles of reaction, and a support system. The syntax is a general description of a model or how the structure of a model of learning. Next, the social system is the condition or the atmosphere of a classroom learning that related to the roles of the teacher and the learners. Then, the principles of reaction are responses shown by the teacher in responding the learners' actions and learners in responding their teacher in a classroom learning process. Last, the support system is materials or tools used by teachers in the teaching and learning process which can be in the form of a syllabus, lesson plans, and learning materials.

In further, a learning model should also be developed in accordance with the steps of developing it. For the instructional model, Dick, Carey, and Carey (2009) suggest these

ten steps to be followed so that the model can be used widely. These ten steps are used as the guidance in developing a grammar learning model and they are: 1) identifying instructional goals, 2) conducting instructional analysis, 3) analyzing learners and context, 4) writing performance analysis, 5) developing assessment instrument, 6) developing instructional strategy, 7) developing and selecting instructional materials, 8) designing and conducting formative evaluation, 9) revising instruction, 10) designing and conducting summative evaluation.

Based on the reasons related to the practice of grammar learning above, the theories of learning grammar, and to our knowledge, there is no research that has been carried out on needs analysis for developing grammar learning model, therefore, a study on needs analysis for grammar learning should be carried out especially from the students' perspectives. Needs analysis study designed scientifically to address the gap and develop a model that meets the learners' needs for grammar learning in a foreign language context such as Indonesia.

METHOD

The current study aimed to reveal the needs for a grammar learning model from students' perspectives. This descriptive study involved 44 students of the 2nd semester at the EESP, the University of Bengkulu. The data was taken through a questionnaire consisted of 65 questions with four options (the most needed, needed, not yet needed, not needed) covering the goal of grammar learning, the syntax, social system, the material, the approach, the support system and evaluation of a model. The data from the questionnaire was analyzed quantitatively by using percentage formula.

RESULTS AND DISCUSSION

The needs analysis results will be described based on the goal of grammar learning, the syntax, the social system, the material, the approach, the support system and the assessment uses in the model. The results of the numerical calculation from the students' responses to the questionnaire indicate that the students need clear goals of learning English grammar, learning approaches that use the deductive, inductive and story-based approach, and a friendly and meaningful learning atmosphere. A learning model that also incorporates the uses of stories particularly Indonesian stories or folktales, uses current technology for teaching and learning process, has a complete support system (the syllabus, lesson plans, and the learning material), and has the assessment that covering attitude assessment and clear final assignment assessment for the learning. A clear description of the needs analysis results will be explained in detail based on each part of the learning model attributes in the following sections.

The goal of grammar learning

The goal of learning is determined at the initial steps of developing a model. This is in line to Dick, Carey, and Carey (2009) who proposed 10 steps of developing a systematic design of instruction model and determining the goals of learning is the initial step that needs to be taken. In terms of the goals of learning English grammar, the students point out that they need the knowledge on the goals of learning English grammar, the definition, position, function, and forms of the word classes, the tenses and the ability to use the word class and the tenses in English sentences. Those results of the students' needs in numerical are shown in table 1 below.

Table 1. *The results of needs analysis on the goals of learning English grammar*

No.	Statement	Percentage of Needs	Category
	<i>In your opinion, how important is each of these indicators in learning English grammar?</i>		
1.	the understanding of the goals of learning English grammar.	97.73%	Needed
2.	the understanding of the definition of a word class (e.g. noun, verb, etc.) in English grammar.	100%	Needed

3.	the understanding of the types of a word class in English sentences.	100%	Needed
4.	the understanding of the position of a word in English sentences.	100%	Needed
5.	the understanding of the function of a word in English sentences.	100%	Needed
6.	the understanding of the changing function form of a word (e.g. the changing form of a word from a noun to an adjective) in English grammar.	97.73%	Needed
7.	the understanding of the changing form of a regular or irregular verb into a noun in English grammar.	97.73%	Needed
8.	the understanding of the tenses on English grammar.	97.73%	Needed
9.	The ability to use various types of words in English sentences.	97.73%	Needed
10.	The ability to use various tenses in English sentences.	100%	Needed

This finding somehow implies that the students do aware of the need to learn English from its basic knowledge - the parts of speech or word classes and the English tenses. Both of them can be said as the foundation of materials of English grammar that need to be mastered before the other rules in English grammar. This is due to the fact that in a sentence, in a paragraph, in a text or even in a book, the parts of speech will be the most frequent words to be found. They exist in every sentence.

The syntax (the steps of learning)

The syntax of a model is the structure or the steps of learning in an instructional model.

The students' responses results show that they prefer to be taught by using the steps of learning in the story-based approach with its four steps. Then, followed by the deductive approach -an explicit instruction that requires students to practice using the rules after the teacher taught them the rules, and inductive approach- an explicit instruction which requires students to establish their own comprehension of the grammar rules from given examples (Ellis in Jean & Simard, 2013). The results of those students' responses on the syntax of the model are described in detail in the following table.

Table 2. *The results of needs analysis on the model syntax (the steps of learning)*

No.	Statement	Percentage of Needs	Category
<i>In your opinion, are the following steps of activities in an approach important in the process of earning English grammar?</i>			
1.	Deductive approach with the following learning activity steps: a. Presentation: students listen to the teacher's explanation of English grammar rules. b. Practice: students do the English grammar exercises in a book or a learning module. c. Production: students write an example of their own English sentences and present it to other students in the class.	93.18%	Needed
2.	Inductive Approach with the following learning activity steps: a. Presentation: students are introduced to English grammar rules through examples of the language use in sentences. b. Practice: students find out the grammar rules and try to understand the rules by themselves. c. Production: students write new English sentences by using the rules they have learned.	93.18%	Needed
3.	Story-based Approach with the following learning activity steps: a. Presentation: students listen to a text (short story, legend, anecdote, or conversation) that have the grammar rules, for instance, the parts of speech rules. b. Attention: students find out and try to understand the parts of speech individually or in a group and highlight the rules. c. Co-Construction: students construct explanations on the rules they have learned from the text and get help from the lecturer if it is	97.73%	Needed

needed.

- d. **Extension:** students use the rules they have learned in activities that are integrated (e.g. writing a conversation, a drama or a short story) so that the activities can ignite students' creativity and independence.

This result which puts the story-based approach in the first position among the choices, taught grammar rules through four phases namely presentation, attention, co-construction and extension (Adair-Hauck & Donato, 2010) and uses texts (e.g. short story, legend, anecdote, or conversation) as the materials for learning the language rules. The students' preferences to be taught by using the stories could probably because they have accustomed to being taught by using stories in their high schools through a genre-based approach which is currently applied in Indonesian curriculum in high school level.

The next two approaches they are in favor of are the deductive approach and inductive approach. In deductive approach, the students are usually fed by the teacher with explanations on the grammar rules and inductive approach in which the students should find out the grammar rules from examples given to them (Nunan, 2005; Nestic & Hamidovic, 2015). The deductive approach is somehow time-saving for the teacher in teaching process but it limits students' participation and creativity in the learning process and given no opportunity for critical thinking as well as (Nestic & Hamidovic, 2015). Meanwhile, the inductive approach makes the lesson being learned more memorable for the

students but it is time-consuming (Hinkle & Fotos in Nestic & Hamidovic, 2015) and may bring frustration for the students who commonly preferred to be told the rules (Nunan, 2005).

The social system

The social system is the interaction activities taking places between the teacher and the students (T-S interaction, S-T interaction) and among the students (S-S interaction) in the learning process, for instance, getting chances to ask for the teacher helps if the students encounter problems in understanding the grammar rules, getting motivation and clear instruction and feedback on their learning from the teacher, and getting the chances to use the learned grammar rules through conversation with other students. In the interaction during the learning process, the teacher and the students' play their own roles. The teacher can be the motivator, the facilitator, and evaluator of the learning, meanwhile, the students' roles are mostly as the learners in the learning process in which they, for instance, will do discussion, conversation and ask a question to their teacher or other students in the classroom. The students' responses related to T-S, S-T and S-S interaction are shown in the table 3 below.

Table 3. *The results of needs analysis on the social system of the model*

No.	Statement	Percentage of Needs	Category
<i>In your opinion, do the following roles of the teacher and the student important in the process of teaching and learning English grammar?</i>			
1.	the lecturer gives explanations on the learning goals.	90.90%	Needed
2.	the lecturer motivates students in their learning (<i>motivator</i>).	97.73%	Needed
3.	the lecturer facilitates the learning so that the learning goal can be achieved (<i>facilitator</i>).	100%	Needed
4.	the lecturer evaluates the students' learning and provides feedback on their learning results (<i>evaluator</i>).	100%	Needed
5.	the students do a discussion with their peers to understand the learning materials.	88.64%	Needed
6.	the students with their peers work together in doing the grammar exercises.	77.27%	Needed
7.	Students do conversation with their peers by using the grammar rules they have learned.	100%	Needed

8.	The students ask the lecturer if they encounter problems in understanding the learning materials.	100%	Needed
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The table above shows that the highest percentage of responses from the students are; 1) for teachers, as the facilitator and evaluator of the learning process; and 2) for the students, as the ones who do discussion and ask questions whenever encountering problems in the learning process. This results could be predicted to come out because somehow, commonly the teachers do have those roles in a classroom and the students do too. These roles of the teachers and the students are in line with Richards (2005) who states that in this era of communicative language teaching the roles of a teacher are more as the facilitator and monitor of a learning process while the students are the doer who actively participates in the learning and responsible for their own success of learning the new language.

The learning approach

In a new language teaching and learning process, a teacher will definitely use an approach or a method for the learning. In this needs analysis study, the approaches or methods that are included to be the options in the questionnaire are the deductive and inductive approaches (Chalipa, 2013), the story-based approach (Adair Hauck and Donato, 2010), product-based approaches - the text-based learning and the competency-based learning, and process-based approach -the content-based learning and the task-based learning (Richards, 2005), project-based learning (Bender, 2012 cited in Amaros and dos Santos, 2018), and problem -based learning (Ng Chin Leong, 2009). The results of the students' responses on the needs analysis of the approaches for the learning model are presented in table 4 below.

Table 4. *The results of needs analysis on the approach for the learning model*

No.	Statement	Percentage of Needs	Demand
<i>In your opinion, do the following approaches needed in learning English grammar?</i>			
1.	Deductive approach - the lecturer gives explanations on grammar rules and then ask students to do grammar exercises in a book or module.	90.90%	Needed
2.	Inductive Approach - the lecturer gives examples of the language uses and students work by themselves to understand the grammar rules.	90.906%	Needed
3.	Story-based Approach - the lecturer reads a story for the students and ask them to catch, for example, <i>nouns</i> from the story. Next, the students highlight the nouns in the story, try to understand the grammar rules in a group and prepare an explanation of the rules they found, then use the rules they have learned through writing a conversation or a short story.	97.73%	Needed
4.	Text-based Learning - the lecturer introduces a text, students find out the text structure, create a new text and connect the text which has a similar structure.	79.54%	Needed
5.	Competency-based learning - learning English for a specific competence and result of learning-oriented.	86.36%	Needed
6.	Project-based learning -an English learning which demands students to do a project, for example making a video of conversation in English.	79.54%	Needed
7.	Content-based learning - learning English which focuses on specific topics or information. The grammar, vocabulary, and language skills are designed related to the topic.	84.09%	Needed
8.	Task-based learning - learning English which focuses on tasks (pedagogical tasks and real-world tasks).	72.72%	Needed
9.	Problem-based learning - learning English by giving students a problem to be solved collaboratively, monitored by the lecturer and the students are assessed based on their performance in solving the problem.	86.36%	Needed

Based on the table, it can be summed up that the highest percentage of option from the students' responses was the story-based approach, meanwhile, the lowest one is the task-based learning. This result shows that the students are in favor of being taught by using stories. This might be caused by their familiarity with stories which is in line with the implementation of genre-based approach in the high school curriculum in Indonesia. In further, the lowest responses from students were the task-based learning, which could probably be less preferred because the students are afraid of being given a lot of tasks during the learning process. In fact, Richards (2005, p.

33) states that "advocates of TBI argue that grammar and other dimensions of communicative competence can be developed as a byproduct of engaging learners in interactive tasks".

The support system

The support system of a model is the material or the data the teacher utilizes in a learning process (Joyce, Weil & Calhoun, 2009) which can be in the form of a syllabus, lesson plans, and the learning materials. The students' responses related to the support system of the model are illustrated in the following table.

Table 5. *The results of needs analysis on the model support system*

No.	Statement	Percentage of Needs	Category
<i>In your opinion, do the use of these sources, media, and tools for learning needed in the process of learning English grammar in Structure I Course?</i>			
1.	The syllabus and lesson plans	97.73%	Needed
2.	LCD projector	100%	Needed
3.	Laptop/netbook	100%	Needed
4.	Tape recorder	81.82%	Needed
5.	Video player	77.27%	Needed
6.	Speaker laptop	95.45%	Needed
7.	Internet connection	95.45%	Needed
8.	Social media 'Facebook'	52.27%	Needed
9.	Teacher's book	93.18%	Needed
10.	Learning materials for students that are designed by the lecturer himself.	95.45%	Needed
11.	Commercial learning material for students	88.64%	Needed
12.	Learning materials that have English grammar exercises	97.73%	Needed
13.	Learning materials from grammar learning websites on internet.	72.73%	Needed
14.	Learning materials of English grammar that are compiled from many sourcebooks	95.45%	Needed
15.	Supplementary material/handouts	84.09%	Needed

The table above shows that the students need the learning media or technology that usually used in a teaching and learning process in a classroom for instances the LCD projector, laptop and laptop speaker that got the highest percentage of responses from the students. It implies that the students need the process of learning a new language that does not only use chalks/board markers and black or whiteboards, but they also need the current technology for the learning process. This technology could enhance the learning experiences, provide more experiences and access to the language being learned

(Larsen-Freeman & Anderson, 2011). Related to the material for learning, the students point out that they need the learning materials that have grammar exercises and are compiled from many sourcebooks. This finding implies that the students possibly aware of the broad scope of grammar knowledge so that they need to learn it from the exercises and many sourcebooks.

The materials for learning

The materials for learning are topics to learn in the teaching and learning process. For English grammar learning materials, especially

the basic knowledge of English grammar, the common ones usually refer to English tenses. However, learning the tenses can be included in the learning of parts of speech or word

classes (Harmer, 2003; Dykes, 2007). The following table 6 will illustrate the results of needs analysis on the materials for learning English grammar that the students need.

Table 6. *The results of needs analysis on the learning materials*

No.	Statement	Percentage of Needs	Category
<i>In your opinion, how important are the following materials in the process of learning English grammar in Structure I course?</i>			
1.	Nouns (e.g. abstract, concrete, singular, and plural nouns).	97.73 %	Needed
2.	Verbs (e.g. infinitive, present participles, past and past participles).	100%	Needed
3.	Adjectives (e.g. common, possessive, comparative and superlative adjective, etc.).	100%	Needed
4.	Adverbs (e.g. adverb of time, manner, frequency, places, etc.)	97.73%	Needed
5.	Articles (e.g. definite 'the' and indefinite 'a', 'an')	93.18%	Needed
6.	Prepositions (e.g. prepositions of movement 'from, into, across, etc.)	95.45%	Needed
7.	Pronouns (subjective - 'she', objective - 'me', possessive pronoun- mine, etc.).	93.18%	Needed
8.	Conjunctions (e.g. <i>and, but, or, for, so, either..or, not only...but also..., if, until, etc.</i>)	93.18%	Needed
9.	English tenses (e.g. <i>past, present, continuous and future</i>).	97.73%	Needed

From those students' responses above, it can be seen that the highest needs from the students' point of view are the verbs and the adjectives then followed by nouns, adverbs, and English tenses. This finding could be understood because the parts of speech that have many rules to be understood are the verbs, the adjectives, the nouns and the adverbs. In addition, the English sentences, grammatically at least have to have a subject- mostly nouns, and a predicate in the form of verbs or auxiliary verbs (Chew & Choy, 2009). Meanwhile, the English tenses are parts of the language that are usually considered difficult for English language learners particularly in

the context of English as a foreign language. This tenses actually can be included in the process of learning the verbs.

The assessment of learning

Assessment refers to any actions taken to gain information on the result of the students learning performance. Brindley (2001) highlights that it can be in the form of tests or any ways of activities or tasks given to students in assessing learning in a course. The result of the students' responses to the types of assessments and tests they need in grammar learning are displayed in table 7 below.

Table 7. *The results of needs analysis on the assessment of learning*

No.	Statement	Percentage of Needs	Demand
<i>In your opinion, are the following assessment/test needed in the process of teaching and learning English grammar in Structure I course?</i>			
1.	Assessment of attitude (honesty, obedience, responsibility, self-confidence, etc.).	100%	Needed
2.	Assessment of learning participation during the learning process.	95.45%	Needed
3.	Informal assessment by observing the students' grammatical mistakes during the learning process.	90.90%	Needed
4.	Assessment of the individual learning process result (e.g. doing the exercises)	97.72%	Needed
5.	Group work result assessment	90.90%	Needed
6.	Weekly assignment assessment	88.63%	Needed
7.	Final assignment assessment	100%	Needed
8.	<i>Discrete point test</i> (partial assessment of the English grammar by	86.36%	Needed

	using multiple-choice items)		
9.	Oral and written elicitation test on a partial part of English grammar.	79.54%	Needed
10.	Error analysis test.	93.18%	Needed
11.	<i>Closed-ended</i> test (multiple choice, information gaps activities, transformation, matching sentences, rewriting sentences and revising sentences)	90.90%	Needed
12.	<i>Open-ended test</i> (completing sentences and writing sentences in English).	86.36%	Needed
13.	<i>Translation test.</i>	88.64%	Needed

Table 7 above illustrates that in terms of learning assessment, the highest percentage of responses are given by the students to the attitude assessment and a final assignment assessment. Meanwhile, for the test, they prefer to have an error analysis test. Their fewer preferences are the tests in the form of oral and written elicitation tests. This finding shows that the students' awareness of the importance of attitude in learning is still highly appreciated. Hence, it can be inferred that the students are still aware of the important roles of attitude in the teaching and learning process in Indonesian educational context. This attitude component exists in the current curriculum being employed in all Indonesian educational context. In addition, they also regard final assignment as one important part of the whole process of learning. This is probably due to fact that they think the roles of final assignment will give greater contribution to their final scores of the course they took.

CONCLUSION

This present study set out to determine the students' needs in learning English grammar at the EESP of the University of Bengkulu. It has shown that the students need clear goal of learning English grammar, learning approaches that uses the story-based, the deductive, and the inductive approach, a friendly and meaningful learning atmosphere, a learning model that incorporates the uses of stories and current technology for a learning process in a classroom and has a complete support system especially the learning materials, and has an attitude, a final assignment and an individual learning process result assessments. Further research regarding the need analysis on grammar learning in a wider context involving more students from

more universities would be a great help for the improvement of English grammar teaching and learning in an EFL context such as Indonesia.

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