

## E-LEARNING FOR LEARNERS' COMPREHENSION IN LINGUISTICS: A NEED ANALYSIS

**Frimadhona Syafri**

*English Language and Literature Department, Universitas Negeri Semarang, Indonesia*

E-mail: [frimadhona\\_lt15s3@mahasiswa.unj.ac.id](mailto:frimadhona_lt15s3@mahasiswa.unj.ac.id)

**Zainal Rafli**

*Applied Linguistics, Postgraduate of Universitas Negeri Jakarta, Indonesia*

E-mail: [zainal.rafli@unj.ac.id](mailto:zainal.rafli@unj.ac.id)

**Emzir**

*Applied Linguistics, Postgraduate of Universitas Negeri Jakarta, Indonesia*

E-mail: [emzir.unj@.ac.id](mailto:emzir.unj@.ac.id)

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**Abstract:** The study focuses a need analysis towards the use of ELENA basis on CALLA Approach as a media in enhancing learners' comprehension in Introduction to Linguistics course. Universitas Negeri Semarang has website for e-learning that is named ELENA (electronic learning aids). Using e-learning by web to provide information of the course will be real time and interactive. The subjects of the study were learners in fifth semester in academic year of 2016-2017 in English Department in Universitas Negeri Semarang. The semi-structured interview, observation, and descriptive survey were done to gather the data. The data were transcribed, identified, classified, analyzed, and interpreted to gain the answer of the research problem. The problem posed in the research is to analyze a need analysis towards the use of online learning: ELENA basis on CALLA Approach as a media enhance learners' comprehension in Introduction to Linguistics course. Based on the overall data analysis and interpretation, a need analysis towards the implementation of ELENA basis on CALLA Approach as a media can provide learners' comprehension in learning Linguistics concepts. The result showed that; 1) Learners need to gain knowledge at a glance about the scope of Linguistics; 2) Learners need to be stimulated to observe and analyze the development of the language around it; 3) Learners need media and means of communication forums and discussions both offline and online; 4) Learners need to be facilitated with adequate bandwidth and infrastructure for internet use; and 5) Learners are strengthened by e-learning and there are assessments in the use of e-learning. It can be concluded that need analysis is necessary in designing the instructional model, due to it is a process to determine the learners' needs based on their wants, lacks, and necessities.

**Keywords:** *a need analysis, e-learning, Introduction to Linguistics*

### INTRODUCTION

This study aims to analyze a need analysis towards using e-learning for Introductory Linguistics Course in English Language and Literature Department, Universitas Negeri Semarang. A need analysis is a process to assess students' communicative needs in order to achieve specific learning objective. Hutchinson *et al.* (1987, p. 19) declare that an approach to language teaching in which all

decisions as to content and methods are based on the learner's reason for learning. As Brown (1995, p. 25) states that in terms of goals and objectives which, in turn, can serve as the bases for developing tests, materials, teaching activities and evaluation strategies. It is assumed that needs analysis (also known as needs assessment) has a vital role in the

process of designing and carrying out any language course.

One of the basic assumptions of curriculum development is that sound education programs should be based on the needs analysis of learners. The basic procedure used to gather information about the needs of the student is known as needs analysis. According to Seels and Glasgow in Sanjaya (2010, p. 93), needs analysis is a plan to gather information about gaps and use that information to determine priorities for existing gaps to find a solution. Information is important to know the language skills that have been mastered by learners, and language skills that must be taught to them to achieve the target. Meanwhile, Hutchinson and Waters in the Nation and Macallister (2010, p. 24) divide the need into the needs of the goal (i.e. what the learners need to do in the target situation) and the learning needs (what the learners need to do in order to learn). Therefore, the needs of learners are divided into three namely lacks, wants, and necessities.

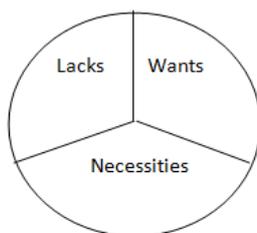


Figure 1. *Three types of needs*

- 1) Necessities: what does the learner need in language usage?
- 2) Disadvantages (Lacks): what are the learner deficiencies?
- 3) Wants: what do learners want to learn?

Needs analysis should be in accordance with the characteristics of learners. In general, students who follow the course Introduction to Linguistics in the Department of English Language and Literature Universitas Negeri Semarang are 20 years and over. This means that learners are adults who learn self-awareness. Essentially, adult learning is a non-authoritarian, more informal, lesson-based learning that essentially aims at finding understanding and/or thought-seeking in order to formulate a standardized attitude (Lee &

Owen, 2004). Therefore, adult learning is how to make the learning program in harmony with real life. There are some components of adults that must be observed in the planning of learning, that is the relationship between the information obtained with the real world, involvement in tasks, and the needs to be achieved.

The process of learning at the university is a series of process activities by teachers and learners on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. Interaction or mutual relationship between teachers and learners is a major requirement for the ongoing learning process. Therefore, one of the ways pursued by Universitas Negeri Semarang in intensifying the online learning process. Therefore, a review of the characteristics of each course offered in each department, so that the management and learning process can be presented appropriately and achieve the learning objectives. English Language and Literature Department as part of Universitas Negeri Semarang look at the characteristics of each course given to the students. One of the subjects that need to be examined is Introduction to Linguistics because this subject is a prerequisite subject for subsequent linguistic courses, such as Morphology, Syntax, and Semantics.

Understanding of Linguistic concepts becomes the main foundation for learners to study Linguistic-oriented courses for higher levels. In line with the report of Seminar on Evaluation of Linguistic Teaching in Higher Education compiled by Kridalaksana (1978), that Introductory Linguistics Course aims to learners have basic knowledge about the nature of language, its function, and its relation with other sciences. This course, in addition to providing a basis for further study in Linguistics, also provides sufficient insight into the field of Linguistics for those interested in other disciplines

This study explores learners' perceptions and examines their point of views in studying Linguistics and how to comprehend basics of Linguistics. This analysis will be concerning in developing model of learning in

Introduction to Linguistics course. Besides, it will inform to lecturer about what strategies, design instructional, and media that are appropriate to encourage the learners' knowledge in study Introduction to Linguistics course.

## **METHOD**

Referring to this research, the right method of research is descriptive method. In carrying out this research, in general, it has taken several steps to obtain data related to the descriptive analysis that includes, (a) analysis of online learning model needs for Introductory Linguistics Course and (b) learning conditions Introduction to Linguistics. Descriptive method is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather, it addresses the "what" question (what are the characteristics of Minnesota state population or situation being studied?) The characteristics used to describe the situation or population are usually some kind of categorical scheme also known as descriptive categories. Thus, descriptive research cannot be used as the basis of a causal relationship where one variable affects another. Dulock (1993) stated that descriptive research to describe systematically and accurately the facts and the characteristics of a given population or area of interest.

## **RESULTS AND DISCUSSION**

The need of learning model of Introduction to Linguistics by using online is done by capturing input from participants of PBI program even semester 2016/2017 who have followed the course of Introduction to Linguistics by using questionnaire. The results of the questionnaire analysis consisted of several aspects, namely (1) the identity of the participants of the PBI program in the even semester of 2016/2017 that followed the course of Introduction to Linguistics; (2) Content Requirement/Course Subject Introduction to Linguistics; (3) Learning Needs Introduction Linguistics using the principles of CALLA approach; and (4) The Need of Electronic Learning Aid (ELENA)

Learning Model to Support Learning Process of Introduction to Linguistics, and (5) Open Question to the Need of Online Learning Implementation Using Electronic Learning Aid (ELENA) based on CALLA Approach in Introduction to Linguistics Course.

### **The identity of the participants of the PBI program in the even semester of 2016/2017 that followed the course of Introduction to Linguistics**

The survey was conducted by distributing questionnaires to students of English Education Study Program (PBI) even semester of 2016/2017 Department of Language and English Literature Universitas Negeri Semarang. The results of the questionnaire show the identity of learners viewed from the age and sex, as shown below.

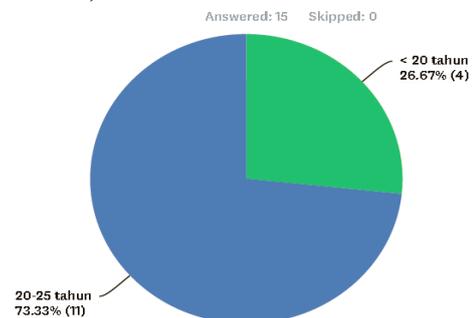


Figure 2. Age description

Students aged less than 20 years consists of 26.67% and learners aged between 20 to 25 years consisting of 73.33%. Based on the age of learners then the learning used is adult learning (andagogy).

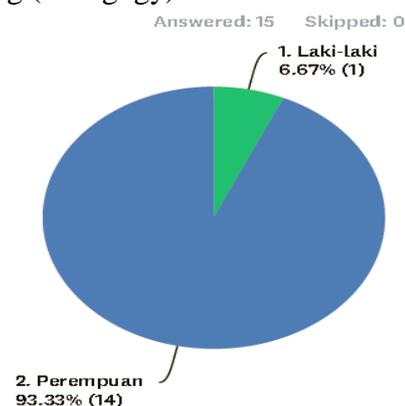


Figure 3. Sex description

Meanwhile, the sex of the men who collected the survey consisted of 6.67% and the female sex collecting survey consisted of 93.33%.

These data suggest that female learners are more involved in the study.

### Content requirement/subject material introduction linguistics course

In analyzing the needs of the content /subject matter of linguistic introduction, the researcher uses twelve aspects contained in the questionnaire. As a reference, these aspects refer to the subject matter contained in the RPS (semester learning plan) of Introduction to Linguistics. These aspects consist of (1) a statement that refers to the extent to which the learners need for the statement, (2) Learners understand the subject of the structure of Human Language, (3) Learners understand the

subject of Phonetics, (4) Learners understand the subject of Phonology, (5) Learners understand the subject of Morphology, (6) Learners understand the subject of Syntax, (7) Learners understand the subject of Semantics, (8) Learners understand the subject of Pragmatic, (9) Learners understand the subject Language Change, (10) Learners understand the subject of the Nature of Human Language, (11) Learners understand the subject Language Variation, and (12) Learners understand the subject of Language Acquisition. The twelve aspects are chosen by learners based on options that are not required, less needed, needed and much needed. For clarity can be seen in the figure below.



\*green = no needed \*dark blue = less needed \*yellow=needed \*light blue=required is needed  
Figure 4. Needs analysis of the subject matter of linguistic introduction

The first statement, that learners understand the Linguistic Scope. The data in the graph above shows that 57.14% of the respondents are urgently needed, 35.71% of the respondents are needed, and 7.14% of those who answered are less needed. This illustrates that over eighty percent of learners consider this material as very important and indispensable to be developed and reviewed in more detail.

The second statement, namely learners understand the subject of the structure of Human Language. The graph above explains the percentage of choices to the statement of learners to understand the subject of the

structure of Human Language. The data indicate that 21.43% choose is needed, 71.43% stated required, and 7.14% stated less needed. This illustrates that most of the learners consider this material as important and necessary to be developed and reviewed in more detail.

The third statement, learners understand the subject of Phonetic. Based on the graph above, there are 35.71% who choose the option is much needed, 57.14% choose required, and 7.14% of learners choose less needed. It illustrates that most of the learners consider this material very important and very

necessary to be developed and reviewed in more detail.

Fourth statement, learners understand the subject of Phonology. The graph above shows that 35.71% of learners say it is urgently needed, 64.29% of them claim that the material is needed and none of them says it is unnecessary and unnecessary. This condition illustrates that all learners think this material is very important and very necessary to be developed and reviewed in more detail.

Fifth statement, learners understand the subject of Morphology. The above figure explains that 57.14% of learners choose the option very much in need, 42.86% of them stated that the material is needed and none of them stated less needed even not needed. This condition illustrates that all learners think this material is very important and very necessary to be developed and reviewed in more detail.

Sixth statement, learners understand the subject of Syntax. The graph above illustrates that 50% of learners choose the option is much needed and the other 50% choose the required option. None of them stated less and not needed. This condition illustrates that all learners consider this material as very important and indispensable to be developed and reviewed in more detail.

The seventh statement, learners understand the subject of Semantics. The graph above illustrates that in the statement there were 42.86% of learners opting for the much needed option, 57.14% of them stated the option was needed and none of them stated less needed and unneeded. This condition illustrates that all learners think this material is very important and very necessary to be developed and reviewed in more detail.

Eighth statement, learners understand the subject of Pragmatics. The graph above explains that this statement was chosen for 42.86% of the students for the needy option, 57.14% with options required and none of them stated less needed and unnecessary. This condition illustrates that all learners think this material is very important and very necessary to be developed and reviewed in more detail.

The ninth statement, learners understand the subject of The Language Change. For this

statement, the graph above illustrates that 35.71% of learners who choose the option are urgently needed, 50% of them stated that the material is needed, and the remaining 14.29% stated that the material is less needed. This illustrates that most of the learners consider this material as important and necessary to be developed and reviewed in more detail.

The tenth statement of the learner understands the subject of the Nature of Human Language. The above graph clarifies that 21.43% of learners choose the much-needed option for this statement, 57.14% of them stated voting is required, and 21.43% of them stated that the statement is less needed. This illustrates that most of the learners consider this material as important and necessary to be developed and reviewed in more detail.

The eleventh statement of the learner understands the subject of Language Variation. The graph above explains that there is a 21.43% option badly needed for this statement, 78.57% say that the statement is needed, and none of them says it is unnecessary and unnecessary. It illustrates that all learners consider this material important and necessary to be developed and reviewed in more detail.

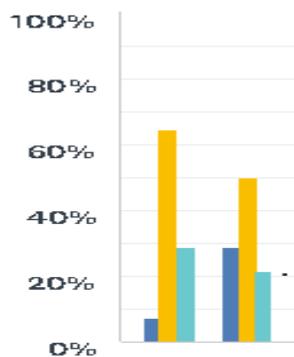
Twelfth statement, learners understand the subject of Language Acquisition. The graph above shows that 35.71% of learners choose the much needed option for this statement, 57.14% of them stated required, and 7.14% of them stated less needed. It illustrates that most of the learners consider the content /subject matter of this subject important and necessary to be developed and reviewed in more detail.

From the twelve aspects of the above statement it can be seen that six aspects explain that all learners desperately need the subject to be developed and reviewed in more detail. Six subjects are Phonology, Morphology, Syntax, Semantics, Pragmatics, and Language Variation. Five of the six subjects are major branches of Linguistics. Therefore, the subject matter of this subject becomes the starting point as an introduction to Advanced Linguistics courses such as Morphology, Syntax, Semantics, Pragmatics, and Sociolinguistics.

**Learning needs introduction to linguistics using the principles of CALLA approach**

To analyze needs of the introduction of learning Introduction to Linguistics using the principles of the CALLA approach, there are nineteen statements that largely adopt CALLA principles. To facilitate the elaboration of these nineteen aspects are grouped into three elements, namely Learning Objectives, Learning Process, and Evaluation.

1) Learning Objectives is reflected in the following graph.



\*green = no needed \*dark blue = less needed  
 \*yellow=needed \*light blue=required is needed

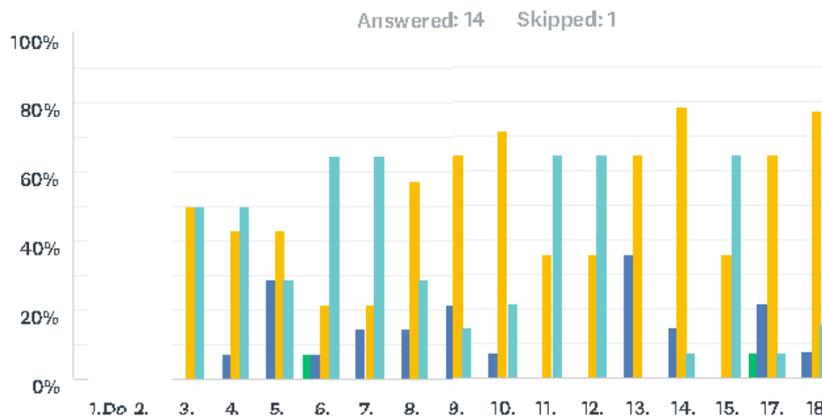
Figure 4. Analysis of learning implementation needs (learning objectives)

The first statement, the course lecturer provides the linguistic introductory lecture

contract at the beginning of the lecture. Based on the data on the charts, 28.57% of learners choose the much-needed option of availability of lecture contracts at the start of the lecture, 64.29% of learners choose the required option, and 7.14% of learners choose the less-needed option. It proves that most learners assume the availability of lecture contracts at the beginning of the meeting is essential to know the purpose and coverage of the Introductory Linguistics course.

The second statement, the lecturer of the course lecturer provides the Linguistic Introduction Lecture Unit (SAP) at the beginning of the lecture. The data in the graph shows that 21.43% of learners choose the most needed option for the statement, 50.00% of learners choose required, and 28.57% of learners choose less needed. This explains that most learners consider SAP as important to know what topics and subtitles of Linguistic Introduction material will be learned at each meeting.

2) Learning Process is described in the following figure.



\*green = no needed \*dark blue = less needed \*yellow=needed \*light blue=required is needed

Figure 5. Analysis of learning implementation needs (learning process)

The third statement, the course lecturer provides subject matter in the form of a PPT and a summary of material topics Introduction to Linguistics at each meeting. The data on the graph shows that 50% of learners choose the option is very necessary, 50% of learners choose the required option, and none of the learners who answered less need and did not

need this aspect. It proves that all learners argue that the availability of subject matter in the form of PPT and the essence of Introduction to Linguistics at every meeting is very urgent.

Fourth statement, the presentation of lecture material at each meeting must be in order of course with linguistic introductory

lecture at the beginning of the lecture. The data on the graph shows that 50% of learners choose the much needed option for this statement, 42.86% of learners choose the required option for this statement, and 7.14% of learners choose the less needed option. It proves that most learners assume the suitability of lecture materials with lecture contracts at the beginning of the meeting is important to understand the relevance of one subject to another.

The fifth statement, the lecturer in the course gives a greeting at every meeting. The data on the graph shows that 28.57% of learners choose the much needed option for this statement, 42.86% of learners choose the required option for this statement, and 28.57% of learners declare the option less necessary. It proves that most learners assume the greeting at the beginning of every meeting is very important to provide stimulus and readiness of participants in receiving learning.

The sixth statement, the lecturer develops the metacognitive awareness of the learner by giving the introduction of learning objectivity and introducing new vocabulary as well as the function of academic language according to the subject matter /subject which will be studied. The data in the graph illustrate that for that statement, there are 64.29% of learners choosing the option is urgently needed, 21.43% of learners choose the required option, and there are 7.14% of learners choosing less needed and 7.14% unnecessary. It proves that three quarters of learners assume that this aspect is essential to understanding Linguistic concepts.

The seventh statement, the lecturer explains new information, new skills, and learning strategies. The data on the graph shows that 64.29% of learners choose the much needed option for this statement, 21.29% of learners choose the required option, and 14.29% of learners choose the less needed option. This explains that most learners assume that the teaching professor explains new information, new skills, and learning strategies in varying ways is essential to accommodate different learners' learning styles.

Eighth statement, active learners practice new concepts, skills and learning strategies such as cooperative learning activities. The data in the graph shows that 28.57% of learners choose the much needed option for this statement, 57.14% of learners choose the required option, and 14.29% of learners choose the less needed option. This explains that most learners argue that cooperation and discussion with peers is important for exchanging opinions and checking understanding of the material learned.

The ninth statement, the course lecturer provides structured and timely assignments. The data in the graph shows that 14.29% of learners choose the much needed option for this statement, 64.29% of learners choose the required option, and 21.43% of learners choose the less needed option. It explains that most learners assume that this aspect is important to train organized learners in performing tasks and sequences in understanding Linguistic concepts.

The tenth statement, the task given in accordance with the competence of skills to be achieved. The data in the graph illustrates that 21.43% of learners voted indispensably for this statement, 71.4% of learners voted required, and 7.14% of learners chose less needed. This explains that most learners assume that understanding of the material needs to be done with the exercises and tasks assigned so that they can self-assess the mastery of the material learned.

Eleventh statement, lecture material presented communicatively. The data in the graph explains that 64.29% of learners choose the much-needed option for this statement, 35.71% of learners choose the required option. It shows that all learners need presentation of lecture material presented communicatively.

Twelfth statement, how to present interesting and communicative material by using video/Ppt/Link to other sources. The data in the graph illustrates that 64.29% of learners choose the much-needed option of this statement, 35.71% of learners choose the required option, and no learner who chooses is less needed and does not require. It explains

that all learners desperately need an interesting and communicative learning media.

The thirteenth statement, the lecturer on the subject, poses high-level questions that encourage students to do. The data in the graph shows that 64.29% of learners choose the required option for this statement, 35.71% of learners choose less needed. It explains that three-quarters of learners need the lecturers' lectures to provide high-level questions that encourage students to do. However, there are one-third of learners expressed less need for such statements.

Fourteenth statement, learners are actively involved in the discussion forum provided by the teaching lecturer either group or classical. The data in the graph shows that 7.14% of learners choose the option is much needed for this statement, 78.57% choose the required option, and 14.29% choose less needed. This explains that most learners desperately need their active involvement in discussion forums both group and classical.

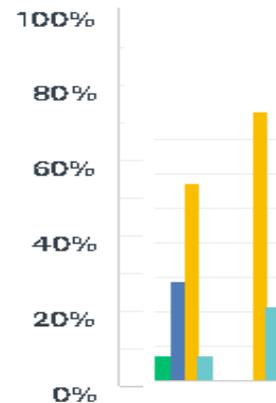
The fifteenth statement, the lecturer of the course lecturer gives feedback or comments in the class discussion. The data in the graph shows that 64.29% choosing the option is urgently needed and 35.71% selecting the required options against this statement. It explains that all learners desperately need the actions of lecturers to give feedback in class discussion.

The seventeenth statement, the lecturer of the course learner provides the learning that produces the work of the learner. The data in the graph shows that 7.14% of learners voted indispensable for this statement, 64.29% of learners chose the required option, 21.43% chose the less needed option, and 7.14% chose the unnecessary option. It explains that the various opinions of learners on this aspect. However, most of them require that lecturers provide subjects that produce the work of learners.

Eighteenth statement, the topic on discussion forums allows learners to construct their own ideas or knowledge. The data on the graph shows that 15.38% of learners choose the much needed option for this statement, 76.92% of learners choose the required option, and 7.69% of learners choose less needed.

This explains that most learners desperately need topics in discussion forums allow learners to construct their own ideas or knowledge.

3) Evaluation of learning is illustrated in the following graph.



\*green = no needed \*dark blue = less needed  
\*yellow = needed \*light blue = required is needed

Figure 6. Analysis of learning implementation needs (evaluation of learning)

Nineteenth statement, learners conduct self-evaluation by filling out evaluation blogs and conducting discussions with groups to review their understanding of the material being mastered. The data in the graph shows that 7.14% of learners voted indispensable for this statement, 57.14% of learners chose the required option, 28.57% of learners chose the less needed option, and 7.14% chose unnecessary option. It explains that learners are different opinions in this regard, but the option requires still more than in part requiring this aspect.

Twentieth statement, learners integrate what is learned in the learning including the knowledge framework, edit the previous knowledge needed, apply the knowledge, study the situation in the real context. The data in the graph shows that 21.43% of learners choose the much needed option for this statement and 78.57% of learners choose the required option. Nobody chooses less and unneeded options. It explains that all learners desperately need the skills to integrate what is learned in the learning including the knowledge framework, edit the prior knowledge needed, apply the knowledge, learn the situation in the real context

Broadly speaking, it can be seen that learners need the learning principles contained in CALLA, starting from the preparation stage up to the evaluation stage. These CALLA principles provide skills in the learning process of learners in developing metacognitive, cognitive and social capabilities. If the principles of CALLA are implemented properly and appropriately, then learners will be able to construct the knowledge they learn.

**The need of online learning facilities by using electronic learning aid (ELENA) for introduction to linguistics course**

The following needs analysis is an Electronic Learning Aid (ELENA) learning analysis found in Universitas Negeri Semarang to support the Introduction to Linguistic learning process. The data used to conduct the survey consists of twelve statements namely, (1) ELENA facilitate learners with the desired speed level so that learners can learn with the Intelegent Quotes (IQ) owned, (2) ELENA facilitate learners to learn on difficult subjects

as often as the learners wish, (3) ELENA facilitates learners without time limitations. Whenever students learn and how long they want to study, there are no problems and no limitations (when compared to regular regular classes), (4) ELENA facilitates learners to increase knowledge outside of class time, (5) ELENA facilitates repeat learners, (6) ELENA facilitates learners to assist in improving supervision of the use of learning materials, (7) ELENA facilitates learners to monitor, (8) ELENA facilitates students to conduct online discussions in order to provide feedback to learners, (9) systems contained in the ELENA helps lecturers to monitor the progress of learners by assessing the understanding of learners who participate in the discussion online, (10) assignment through ELENA makes my material sense, and (11) participation and liveliness of learners at question and answer sessions in online discussions help students understand better the material being studied. These conditions can be seen in the following graph.

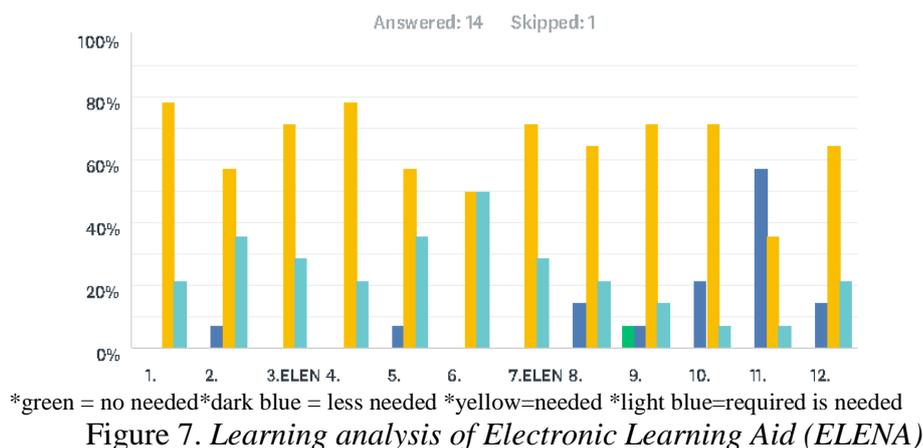


Figure 7. Learning analysis of Electronic Learning Aid (ELENA)

The first statement is the ELENA facilitates learners with the appropriate level of pace that is desired so that learners can learn with Intelegent Quotes (IQ) owned. The data contained in the graph shows that 21.43% of learners choose the option is much needed and 78.57% of learners choose the need, even no learners who choose the less option and do not need this aspect. The data explains that all learners assume ELENA facilitates learners with the desired speed level so that learners

can learn with their own intelegent quotes (IQ). The second statement is that ELENA facilitates learners to learn on difficult subjects as often as the learners want. The data contained in the graph shows that 35.71% of learners choose the option is much needed, 57.14% of learners choose the required option, and 7.14% of learners choose the less needed option. The data explains that most learners desperately need ELENA as a facility to learn on difficult subjects as often as students want.

The third statement is that ELENA facilitates learners without time constraints. Whenever students learn and how long they want to study, there are no problems and no limitations (when compared to regular regular classes). The graph data above explains that 28.57% of learners choose the option is much needed and 71.43% of learners choose the required option. The data explains that all learners desperately need ELENA as a facility for learning without time constraints. Whenever students learn and how long they want to study, there are no problems and no limitations (when compared to regular regular classes).

The fourth statement is that ELENA facilitates learners to increase their knowledge beyond class time. Based on the data on the charts it is clear that 21.43% of learners choose the option is much needed and 78.57% of learners choose required. The data explains that all learners desperately need an ELENA that facilitates learners to gain knowledge outside of college hours.

The fifth statement is that ELENA facilitates learners to repeat the newly learned knowledge. Based on the data on the charts, it is clear that 58.71% of learners choose the option is much needed, 57.14% of learners choose needed, and 7.14% choose less needed option. The data explains that most learners desperately need ELENA as a facility for learners in repeating newly learned knowledge.

The sixth statement is that ELENA is a learning tool available whenever it is accessible and everywhere. Based on the data on the graph explains that 50% of learners choose is needed and 50% of learners need it. The data explains that all learners desperately need ELENA for available learning tools whenever accessible and anywhere.

The seventh statement is that ELENA facilitates learners to assist in improving the supervision of the use of the subject matter. Based on the data on the graph explained that 28.57% of learners choose the option is much needed and 71.43% of learners choose the required option. No learner chooses less needed and unneeded options. The data explains that all learners desperately need

ELENA to facilitate learners in order to assist in improving the supervision of the use of the subject matter.

The eighth statement is that ELENA facilitates learners to assist in improving the supervision of the use of the subject matter. The graph data explains that 21.43% of learners choose the option is much needed and 64.29% of learners choose the required option. Furthermore, 14.29% of learners who choose less options are needed. The data explains that most learners desperately need ELENA to facilitate learners in order to assist in improving the supervision of the use of the subject matter.

The ninth aspect of ELENA facilitates learners to conduct online discussions in order to provide feedback to learners. Based on the data in the graph above, it is clear that 14.29% of learners choose the option is much needed, 71.43% of learners choose the required option, 7.14% of students choose the option is less needed and 7.14% is not needed. The data varies options, but most learners need ELENA as a facility for online discussion in order to provide feedback to learners.

The tenth statement, the ELENA system helps lecturers monitor the progress of learners by assessing the understanding of learners who participate in online discussions. Based on the data in the graph above it is explained that 7.14% of learners choose the option is much needed, 71.43% of learners choose the required option, 21.43% of learners who choose the option less needed. The data illustrates that most learners need a system in ELENA to help lecturers monitor the progress of learners by assessing the understanding of learners who participate in online discussions.

The eleventh statement is the assignment through ELENA makes the understanding of the lecture material more effective. Based on the data on the charts it is clear that 7.14% of learners choosing the option is urgently needed, 35.71% of learners choose the required option, 57.14% of learners who choose the option are less needed. The data explains that only some of the learners need the assignment through ELENA to make the understanding of the lecture material more effective.

The twelfth statement is the participation and participation of learners at a question and answer session in online discussion to help students understand better for the material being studied. Based on the data in the above chart 21.43 it is shown that learners choose the option is much needed, 64.29% of learners choose needed, 14.29% of learners who choose the option less needed. The data explains that most learners need the participation and participation of learners in a question and answer session in online discussions that help students understand better for the material being studied.

The above data summary can be stated that use and availability of ELENA can facilitate learners to learn on difficult subjects as often as the learners wish. ELENA facilitates learners to repeat newly learned knowledge. ELENA is a learning tool that is available anytime can be accessed and anywhere.

#### **Open question to the need of online learning implementation using electronic learning aid (ELENA) based on CALLA approach in introductory linguistics course**

For an open question, there are four questions asked, namely (1) What do you think needs to be improved from the material? (2) What do you think needs improvement from the Introduction to Linguistics? (3) What do you think needs to be improved from the media used in the current Introduction to Linguistics? (4) What resources/tools should you use in your Introduction to Linguistics? The four open questions were responded by respondents with various opinions and suggestions related to Introduction to Linguistics.

The response of respondents to four open questions indicates that learners need the presentation of simplified material to be easily understood. In addition, the media used are expected to be more varied. That is, not only using PPT, but the sampling can be a video or image related to the topic. Meanwhile, there are also learners who want online discussions, blogs, or other sources in the form of links. It shows the sincerity of learners in achieving a maximum understanding of the concepts and scope of Linguistics.

Besides questionnaire and observation, taking interviews with lecturers and learners, there are some obstacles to material tackling. The lecturer tries to complete the twelve subjects of agreed upon in sixteen meetings. However, lecturers find it difficult to explain each subject in one or two meetings. As an alternative, the lecturer gives the task to check the understanding of learners. The same thing is also subject to completion of discussions on the matter. They also complained about the narrow time constraints. The tasks given by the lecturer can not do well because the material understanding Introduction to Linguistics Course has not been properly understood. Learners want a solution, one of them with Linguistics.

For more details, the following table describes WANT (what they want learners), LACK (the weaknesses in learners), and NECESSITY (things or items that learners need) as illustrated by Nation (2010). In this diagram below, as the result of need analysis of the PBI study program of the semester four 2016/2017 which has been in Introduction to Linguistics courses by using interviews, questionnaire, and observation.

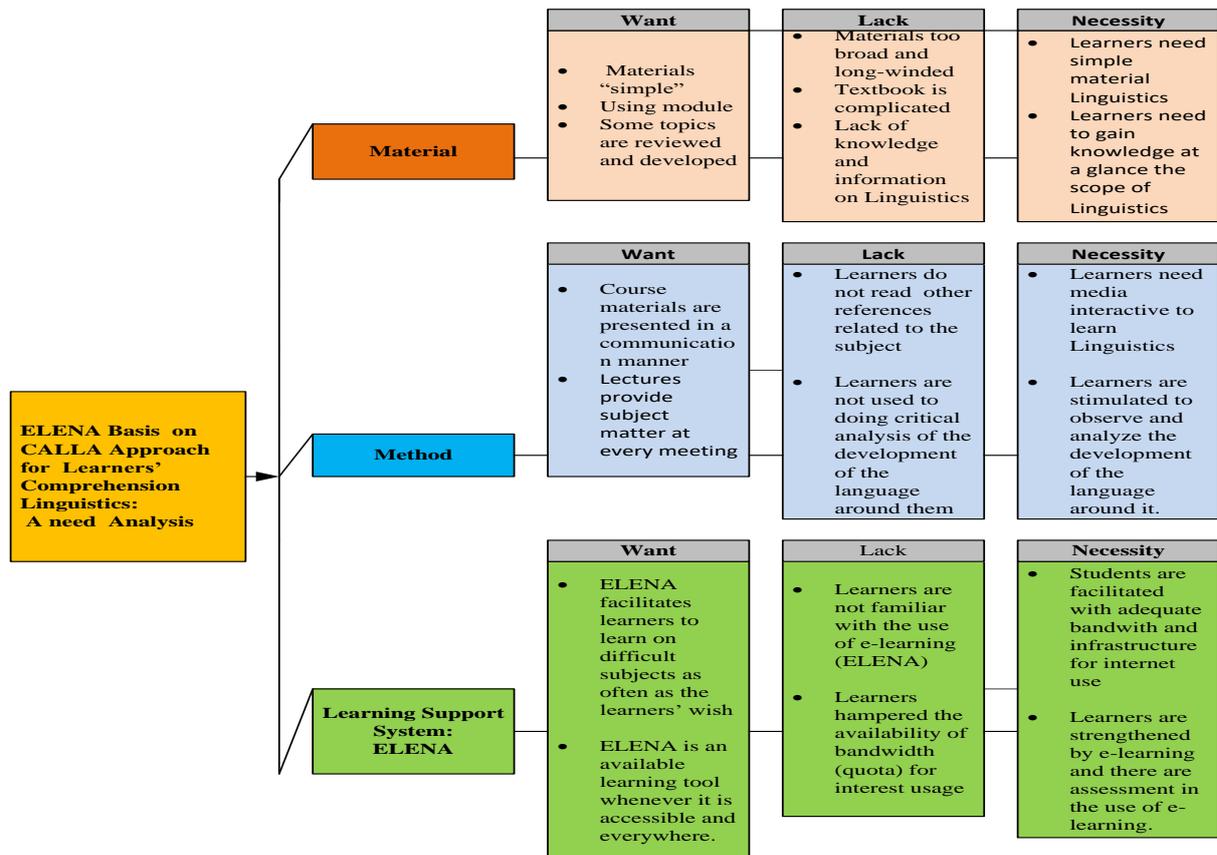


Figure 7. The result of need analysis towards the the participants of the PBI study program of the semester four 2016/2017

Based on the chart, there are three aspects that were analyzed to fulfill the need analysis of the learners in taking Introduction to Linguistics course; (1) material, (2) method, and (3) Learning support system: ELENA. The result of the respondents' responses indicate some considerations. First, learners lack learning time in the classroom to explore concepts and examples in order to better understand the basic concepts of linguistics presented. Second, most learners do not read the material before the teaching and learning process so they are not ready to accept many new terms. Third, the majority of learners tend to depend on the lecturer's explanation because it is difficult to understand the linguistic concepts of the reference book that learners need a simplified presentation of the material for easy understanding. Fourth, the media used are expected to be more varied. That is, not only using PPT, but the sampling can be a video or image related to the topic. Meanwhile, there are also learners who want

online discussions, blogs, or other sources in the form of links. It shows the sincerity of learners in achieving a maximum understanding of the concepts and scope of Linguistics. Internet facilities provided by the university have not been used optimally by lecturers and learners for the process of teaching and learning activities.

### CONCLUSION

To sum up, the results of the needs analysis are necessary for lecturer to identify the learners' professional needs, the learners' needs in terms of language skills and the learners' deficiencies in the area of language skills. After analyzing the students' needs and determining the objectives of the language course, continue to select a material that meets the needs of the learners. Thus, needs analysis is the foundation in developing curriculum content, teaching materials and methods that can lead to increasing the learners' motivation and success. In implementation of ELENA

basis on CALLA approach for learners' comprehension in Linguistics is a need of learners to enhance their knowledge about Linguistics by using media online (ELENA) as blended learning.

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**Frimadhona Syafri, Zainal Rafli, & Emzir**

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