



Need Analysis on English Teaching at Mts Nurul Qolbi: Activities and Assessment

Erniyanti Nur Fatahhela Dewi¹, Mentari Pratami², Nindya Hasanah³

¹Pendidikan Bahasa Inggris, Universitas Bina Sarana Informatika, Solo, Indonesia

E-mail: Erniyanti.enh@bsi.ac.id

²Pendidikan Bahasa Inggris, Universitas Bina Sarana Informatika, Solo, Indonesia

E-mail: mentari.mpm@bsi.ac.id

³Pendidikan Bahasa Inggris, Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

E-mail: nindyahasanah01@gmail.com

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Abstract

The research aims to find out English Classroom activities and assessment based on students' need analysis and teacher's perception. The quantitative and qualitative method were conducted in this research to describe the students' needs. In collecting the data, the researchers applied interview for teacher and questionnaire for the students as the instrument of the research. There were one teacher and 30 students as participants in this research by conducting purposive sampling. The findings showed that researchers can use the topic that they provide to develop materials in needs analysis for the student in language teaching. In addition, assessment activity on the topic of invitation, give instructions and ask permission was suggested to use feedback from friends. While, making a greeting card topic was suggested to use feedback from the teacher. Hence, showing the existence of a person or thing topic was suggested to use role play.

Keywords: Need Analysis, English Teaching, Students Interest



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INTRODUCTION

Need Analysis (NA) is very important for developing classroom activities. Since it forms a rational basis for all other components of a systematic language curriculum (Tursunovich, 2022; Jubhari et al., 2022; Nurjannah et al., 2022). This is supported by Pranoto and Suprayogi (2020) who state that Needs analysis stands out as the first step to develop a curriculum. In addition, he also said that needs analysis is the systematic collection and evaluation of all subjective and objective notes that are important to describe and validate the objectives of a curriculum that can be maintained that meet the needs of students' language mastery in the context of a particular establishment that has an impact on learning and teaching state affairs.

The scope of need analysis was syllabus specification derived from target-situation needs, but the scope has since been broadened to include areas specifically excluded by Munby-practicalities and constraints, teaching methods and learning strategies, and recently material selection. Much of the later work needs analysis is either not widely known (SÖNMEZ, 2020). It is still assumed that curriculum development in language teaching should concentrate on language syllabus to the exclusion of broader aspects such as needs analysis, methodology and evaluation. Therefore, it seems appropriate to survey the field of needs analysis in broad context. Hence, need analysis is very important in teaching-learning English activities as a foreign language. In the current study, the researchers are interested in exploring the need for analysis in learning activities, especially researchers will examine in terms of activities and assessments.

Moreover, Letzel, et al (2020) assumed NA is not only about the material is needed by students in learning English as a foreign language, but also it find out from how the need analysis through learning and teaching activities during class. Then, what kind of activities students need. Nevertheless, through assessment, teachers must know what aspects of assessment are needed therefore students' needs in learning are met and in accordance with the objectives of learning and teaching activities.

In addition, assessment for learning is best described as a process by which assessment information is used by teachers to adjust their teaching strategies. It is also by students to adjust their learning strategies. The measurement of student learning through assessment is important because it provides useful feedback to both instructors and students about the extent to which students are successfully meeting course learning objectives. Grant Wiggins and Jay McTighe offer a framework for classroom instruction what they call "Backward Design" that emphasizes the critical role of assessment. For Wiggins and McTighe, assessment enables instructors to determine the metrics of measurement for student understanding of and proficiency in course learning objectives. They argue that assessment provides the evidence needed to document and validate that meaningful learning has occurred in the classroom (McTighe and Ferrara, 2021).

Moreover, assessment is an essential part in teachers' pedagogical design (Martin, F., Ritzhaupt, A., Kumar, S., & Budhrani, 2019). The approach encourages teachers and curriculum planners to first 'think like an assessor' before designing specific units and lessons. Thus to consider up front how teacher will determine if students have attained the desired understandings. Student assessment also buttresses critical reflective teaching. Stephen Brookfield, in *Becoming a Critically Reflective Teacher*, contends that critical reflection on one's teaching is an essential part of developing as an educator and enhancing the learning experience of students. Critical reflection on one's teaching has a multitude of benefits for instructors, including the development of rationale for teaching practices. According to Brookfield, "A critically reflective teacher is much better placed to communicate to colleagues and students (as well as to herself) the rationale behind her practice. She works from a position of informed commitment." (Rudolph, J. (2019). Brookfield,

(2017)). Then, Student assessment is not only enables teachers to measure the effectiveness of their teaching, but is also useful in developing the rationale for pedagogical choices in the classroom.

Nevertheless, teaching English as a foreign language also needs students' activities. The work you have done in mapping your curriculum, writing your outcomes and planning for what you will teach your students (Amir et al., 2022), and what they will need to master in your course, all comes to life in the classroom - in lectures, tutorials and students' own engagement with you, and with each other and with the knowledge (Ibrahim et al., 2023). Designing engaging, relevant and stimulating teaching and learning activities that excite and motivate lecturers, students and tutors is thus a crucial part of a successful aligned and constructive curriculum. A seminal paper by John Biggs argues that good teaching focuses on what students are doing (Biggs, J., Harris, C. W., & Rudolph, J., 2019). The focus should not be on what the lecturer or tutor is saying or doing, or how much they know; it should not even be on what students are hearing. Rather, the focus of good teaching must be on what students are actually doing with the knowledge, skills and competencies they are acquiring, since learning does not occur through just listening; action is also required.

Some previous studies conducted need analysis to find out the students need in learning English. Pranoto and Suprayogi (2020) showed the importance of ESP for Physical Education's students. Further research shall be conducted to test the effectiveness of the English topics constructed based on the research. Topics needed in ESP for Physical Education students are Teaching Instruction, English for Sport Journalism, How to communicate as Professional Athlete, How to communicate as Professional Referee, How to communicate as Professional Coach, The Human Body and Physiology, Body Movement and Exercise, and Categorization of Sports. Next is Araminta and Halimi (2015) conducted need analysis to analyze the English needs of undergraduate engineering students at University in Indonesia and the result showed that the needs of students' English language were not significant. The result of their research recommended the institution should collaborate with the companies to collect information related to language use in the field of work.

In light of classroom activities and assessment based on need analysis, they will help teachers to be easier to develop their materials in conducting teaching English as foreign language. Furthermore, the present study is aimed to address exploring the Eight Grader students' need analysis in learning English especially classroom activities and assessment. In this reagr, collecting data will be gathered through observing, questionnaire, and interview and measured by quantitative and qualitative method.

Literature Review

Need Analysis

One of basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs. Procedures used to collect information about learners' needs are known as need analysis. Need analysis as a distinct and necessary phase in planning educational programs

emerged in the 1960s as part of the system approach to curriculum development and was part of the prevalent philosophy of educational accountability (Aprianto, 2020). The need for convincing precision in educational need assessment was also reinforced during this period by the “behavioral adjectives” movement in educational planning. The emphasis on precision and accountability clearly influenced the appearance of needs assessment as a form of educational technology and its diversification into a collection of educational research methodologies. Needs analysis can be referred to a method to find and to evaluate what students want to learn and the results of this process will be drawn into a set of curriculum framework including syllabus, teaching materials, classroom methodology and assessment (Boakye & Mbong, 2016; Guiyu & Yang, 2016; Rahman, 2015).

Moreover, the purpose of needs analysis in language teaching may be used for a number of different purposes, such as (Richards, 2012): (1) To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student. (2) To help determine if an existing course adequately addresses the needs of potential students. (3) To determine which students from a group are most in need of training in particular language skills. (4) To identify a gap between what students are able to do and what they need to be able to do. (5) To collect information about a particular problem learner are experiencing.

The first step in conducting needs analysis is therefore to decide exactly what its purpose of purpose are. In many cases, learners' language needs may be relatively easy to determine, particularly if learners need to learn a language for very specific purposes. In this case, the tasks employees typically carry out in English can be observed and the language needs of those tasks determined. The information obtained can then serve as a basis for planning a training program. In some cases, “needs” also includes students' rights.

Based on those various concepts of needs analysis, it seems to be concluded that needs analysis is applied to bridge the gaps among learners' background, learners' lacks, target of the program, and environmental situation of learning process. Therefore, the results of each component can be correlated into a specific teaching methodology that is appropriate with the learners' want and their necessity. Different context may have different results of needs analysis. Each program can select which components of needs analysis is appropriate depended on its particular purpose or situation. It is highly important to conduct needs analysis for specific fields so that the expected goals will be achieved.

Teaching English in Indonesia

English language teaching has shown significant shifts from the 1994 curriculum to the 2004 and 2006 versions. In the 1994 curriculum, the common approach was the communicative approach adopted from the earlier 1984 curriculum (Abrejo, Sartaj & Memon, 2019). The term of communicative competence had been used; but, it was hardly implemented at all. This might have happened because English is a foreign language not commonly used in daily Indonesian life.

Students at school seem to use the vernaculars more or local languages together with the low variety of Bahasa Indonesia.

Moreover, the term communicative approach or communicative language teaching, Richards and Rogers had first been proposed with the word 'communicative' identified as developing a communicative syllabus aimed at understanding and expressing the language rather than focusing on grammar and vocabulary. They further outlined the Notional Syllabus or the Notional-Functional Approach or Functional Approach. This was a significant shift from the previous approach which emphasized grammar (form), whereas communicative language teaching emphasizes meaning.

Communicative language teaching becomes problematic in the context of teaching English as a foreign language. Lukas and Yunus (2021) contend that the problems generated by implementing the communicative approach have varied, including the students' level of proficiency, the class size and the time allocated. In addition, problems such as a lack of quality materials, no need to speak English outside the classroom, and parents not being involved in the students' learning create more complexity. Furthermore, Damayanti and Listyanti (2021) mentions in particular problems happening in the classroom such as limited time to use the language and lack of student confidence to speak in English such as self-esteem, language anxiety and lack of opportunities. Added to this, Yulia (2013) noted that students' perceptions of their poor competence in English as well as teachers' attitude towards learners' performance become critically important.

Regarding English language teaching (Dewi et al., 2022), the Government Regulation No. 19 Year 2005 stipulates that language education should develop language competence with special emphasis on reading and writing according to the literacy level set for every level of education. In the content standard, it is mentioned that the ultimate goal of learning English is to participate in discourse or to communicate ideas, feelings, etc. in spoken and written English accurately, fluently and in an acceptable manner

Nowadays, merdeka curriculum began to be implemented in schools. English Learning Achievements in the Merdeka curriculum are determined by Decree of the Head of BSKAP No. 8 of 2022 Learning Achievements in PAUD, Primary Education and Secondary Education in the Merdeka Curriculum. The target is learning English provides opportunities for students to open up insights relating to themselves, social relations, culture and job opportunities available globally. Students' understanding of socio-cultural and intercultural knowledge can improve critical thinking skills. Therefore, English learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing and presenting in an integrated manner, in various types of texts.

Use of activity and assessment in classrooms

Classroom activity is key to motivate students for English language learning. Many teachers create supplementary materials and activities based on textbooks to encourage their students to use various language skills in class. However, different textbooks use different topics such as places, travel, technologies, and history;

each textbook has its own set of topics. In addition, each textbook introduces different types of activities, and the practice activities differ by publishers and their beliefs on language education. Students can be unfocused in class even if the teacher introduces various tasks and activities. Takeuchi and Nakatsuka (2019) mentions the need to focus the content and tasks used in class to students' interests, needs, and aims by using activation Techniques. One of the techniques, extending and adapting, is a way to use realia and bring in authentic materials for classroom activities. By modifying real life situations and drawing materials from unlimited sources that are a part of students' lives, the students will be more interested and engaged in the classroom activities. Thus, topics used in classrooms should be aligned to the student needs and interests.

Moreover, Like all other educational assessments, language testing is a complex social phenomenon (Fulcher, 2013). Though, it is a significant aspect in education which affects people's lives in the society such as—promotion, employment, citizenship, immigration or asylum depends upon passing a language test. Another consequential factor of language testing in education is that it dictates what is to be taught (Rahman, 2020). Therefore, the discussion so far indicates that the language tests play an important role in many people's lives. However, many have highlighted the validity and reliability of language testing—for example, every book and article relating to language testing addresses the test validity to some extent which is the core concept of testing and assessment. Thus, a multiple concepts are seen to be involved in language testing and assessment, and it is a good area of research in education. Furthermore, it seems to be valuable to know what students' interest regarding the using of assessment in the classroom.

METHOD

The researchers used both quantitative and qualitative methods in this study to investigate what topics are commonly used in English classes, what activities and assessment used in language learning that students are interested in, what activities and assessment that the English teacher think her students are interested in, toward their English classes.

There are three methods used in this research; observing, student questionnaire, and teacher interview. As for the observing, researchers observe how the process of teaching English in the MTs Nurul Qolbi. The student questionnaire was composed of four parts. First, in what situation that students's need to use English, the researchers created a list of topics used in the textbooks and asked a multiple-choice question for which topics the students are interested in doing for their English classes. The second part are what teacher should facilitate in teaching English. The third part are what assessment process that students interested in, the students were asked to select assessment activities they enjoy or like to do in their English classes. And the last part are students' language skill, a multiple-choice question about the level of difficulties and important on English language skills.

Moreover, the researchers conducted the teacher interview, the teachers were asked to take part in an interview where the researchers asked questions related to their responses in the questionnaire about topics, activities, and

assessment. All interviews were recorded by voice recordings and handwritten notes kept by the researchers. The dominant language of participants in teacher interviews varied. Therefore, the interview was conducted in either Bahasa or English depending on the teacher's dominant language.

In the study, the participants are one English teacher named Dewi (a pseudonym) and 25 students of MTs Nurul Qolbi. In this regard, the researchers used purposive sampling in term of getting the participants. Since, the school only has two English teachers and two study group of the Eight grade. The principal of Madrasah recommend the researchers to discuss the research subject with Dewi. Hence, the researchers decided Dewi and 30 Eight grader students as the participants of the study.

The researchers used various methods to analyze data acquired from both quantitative and qualitative data collection. As the student questionnaires about topics, activities and assessment, the researchers classified topics from the most common topics and the least common topic and compared how the textbooks, students' and teachers' preferences are different. The voice recorded teacher interviews were transcribed into written form post interview.

RESULT AND DISCUSSION

This research employed quantitative and qualitative method. The observation was described descriptive qualitative. While the questionnaire was analyzed quantitatively and interview result was analyzed qualitatively. There were 30 students enrolled in the Eight grader in 2019-2020 academic year. The questionnaire is given to the thirty students and semi-structured interview is conducted to one English teacher of this institution. Descriptive and frequencies analyses were run in order to process the collected information. Qualitative analysis was conducted to analyze the responses from the interviews.

1. MTs Nurul Qolbi: Culture and Students' Condition

The distinctive culture of it is the sense of kinship among people in it. People know and are close each other. This can be seen by, for example, people in this madrasah eat from the same plate as shown for many times. Older and younger generations do not feel awkward when they have to share food from the same plate. This is perhaps because some teachers are still family or relatives from the head of YPI Nurul Qolbi, while some are from neighborhood Nurul Qolbi, and the rest are from outer circle of it (such as teachers sent by government). By knowing each other from the beginning, it seems to her that people in this Madrasah Tsanawiyah are emotionally close each other. This also makes new comers feel welcomed and in relatively short time become a new member of the family of this school. The condition makes Madrasah Tsanawiyah as a warm and peaceful place to work.

The conditions of the students of Madrasah Tsanawiyah, Researcher described here was only from informal observation in her teaching career in a Madrasah Tsanawiyah. The students of Madrasah Tsanawiyah can be seen from the family's economical background, the parents' educational background, and the students'

intelligence. These three backgrounds can be classified into three levels; high, middle, and low level. Each level brings certain impacts to the students learning.

Based on economical background, there are three kinds of students of Madrasah Tsanawiyah. The first is from high social class. The second is from middle class. The third is from low level class. These economical backgrounds influence the situation of the students. The high social class (economical background) is very minor, that possibly only one student in one class. The students from this social class are normally intelligent, as they are supported with equipment in learning. Their parents normally have middle or high educational background. Here, the students receive lots of attention for their learning process. These parents support their children's learning.

The middle economical background students are half in this Madrasah Tsanawiyah. They come from worker parents, such as labors at factories or employee at companies. The students come from this level normally have good intelligences; many of them have good achievement in their learning. They have enough support in learning and the parents at this level want their children have a better life compared to what they have. The parents at this level are normally have sufficient educational background. And the other half, come from the lower economical background level.

The lower economical background level students, where the economical condition of the family is low, are common in this school. The students from this level are equipped with insufficient supports for learning. The parents mostly have low educational background; perhaps just graduated from primary school or junior high school. The students from this level have low intelligence, for many reasons. A case that we spotted about some months ago was quite unique. Dewi asked students to memorize ten English vocabularies and they had to report their memorization in the next coming week. Some students did not manage to report their memorization. A student came up with a surprising answer to my question on why they did not memorize the vocabularies. He responded that he had to babysit his younger brother and sister and also helped his parent to sell local snacks. He was too busy with those businesses.

These three kinds of students exist in Madrasah Tsanawiyah Nurul Qolbi. These student variations form a diverse community and make it a unique environment of school. All elements, if they can, elaborate and work hand in hand to support the school. What I found were a high loyalty of the alumni to the school. For many events, alumni take their greatest role.

2. Students Questionnaire Result

a. In what situation that students's need to use English

In this question, we have three topics of the question that should be answered with the range of the answer are not useful, somewhat useful, useful and very useful. The first sub question (topic) is 'invite someone to do something', second topic is 'To give instruction', the last theme of question is 'ask for permission'. The result of the analysis of first topic in the sub question was presented in Diagram 1. Most (33,3% or above) students chose that asking friends to do homework together were useful and

very useful in learning English. In question asking someone to watch movie was presented in Diagram 2 with percentage 33,3% means that the students chose somewhat useful. And the result of the third question showed in diagram 3 that 43,3% students choose asking someone to have a dinner is somewhat useful. Moreover, the result of the analysis of the second topic of the question 'asking for help to your family' was presented in the diagram 4 that most students choose 33,3% of somewhat useful and useful. In question 'asking for help to your friends in the school' give the result that 43,3% students chose useful.

Hence, the third topic in the question 'ask for permission to go to bathroom to your teacher in the school' give the result 36,7% of very useful. Next, in question 'congratulate someone in their graduation' that most students chose useful with percentage 50%. In question 'congratulate someone for some achievements' give the result 53,3% students were choosing useful. The last question about 'congratulate each other in each big day religion' has the biggest result of useful with percentage 46,7%.

Furthermore, the last topic in question 'when you go to school' show us the result that most students are choose somewhat useful with percentage 36,7%. The next question that has percentage of the result 46,7% is 'when you go shopping'. The last question of the last topic is 'when you go vacation' give us the result that most students choose 46,7% of somewhat useful. Based on the result above, finally the researchers conclude that most students choose useful in each topic that we give to them. Means that we can use the theme that we provide to develop materials in needs analysis for the student in language teaching.

b. What Teacher Should Facilitate In Teaching English

In this part, the researchers have 3 part of topic should be develop; (1) inviting, instructing, and asking for permission. (2) make a greeting card. And (3) describe the existence of thing or someone. Those three skills have the range of the answer, such as strongly agree, agree, somewhat agree, disagree, and strongly disagree. Besides, the first topic gives us the result by the percentage shown by the researchers. In 'dialogue' section give the result 43,3% agree, in 'watch video about greeting and invitation' most students choose 63,3% agree. And 'watch video about giving instruction and asking permission' have the same result that 73,3% students choose agree. Second, in the topic of make a greeting card, we have 53,3% students choose agree for 'making and coloring the greeting card in the special day'. And 63,3% students were chose agree for 'making dialogue about congratulating'. Last, in topic describe the existence of someone or thing in 'Describe the characteristics of a person, place, object, and animal based on the flashcard provided by the teacher' have the result that 73,3% students are agree, and 70% students agree for 'Describe the picture verbally after discussion with group members (Think-Pair-Share)', last we have 70% students that chose agree for 'Listen to audio conversations related to ongoing activities'

In light of the explanation above, we can see that most students have a bigger number of agree in the topic of 'describe the existence of someone or thing', so we can conclude that the last topic is the most interesting topic for the students.

c. What Assessment Process That Students Interested In

In this part, students were asked about which one the students prefer to do the task: Individual task or Group Task. From 30 respondents, 23 students agreed that group task is better than individual task within various reasons. Students stated that they can share to the member of groups. Some students also added that doing tasks together has many impacts. They can solve the problem together, do task together, and the task will be faster to be done. However, some students who more agree to the individual task, they stated that they can do it by themselves and determine their own capability without any helps from friends. For the result of evaluation of English lessons in class, on the topic of invitation, give instructions and ask permission that most students choose feedback from friends with somewhat interesting with the range of the answer are not interesting, somewhat interesting, interesting and very interesting. And in the topic of making a greeting card that most students choose feedback from the teacher with interesting. Hence, in the topic shows the existence of a person or thing, most students are choose role play with the result somewhat agree.

d. Students' Need For Learning English Language Skill

In this part, students got a multiple-choice not important, somewhat important, important and very important related to the level of English language skills. Regarding the students' need in English language skills, first Reading. 16 students chose that reading is very important, followed by ten students chose that reading is important. There were four students who chose reading is somewhat important. Second, writing. Half of them (50%) chose that writing is important, followed by 11 students chose that writing is somewhat important, and one student chose that reading is unimportant. Third, listening. 14 students chose that listening is very important, followed by ten students agree that listening is important, five students agree that listening is somewhat important, and one student who chose listening is not important. Finally, regarding to students' need, it seems to indicate that reading is the most important language skill. Furthermore, reading activities should be more existed in the classroom activities than other skills.

In the second part, students got a multiple-choice very difficult, difficult, not difficult related to the level of English language skills. Regarding to the students' answered, first, reading. 14 students assumed that reading is not difficult, followed by nine students who chose reading is difficult and seven students agreed reading is very difficult. Second, writing. 18 students or 60% students agreed that writing is not difficult, followed by nine students chose that writing is very difficult and three students said that writing is difficult. Third, listening. Half of them chose that writing is not difficult, followed by ten students chose that writing is difficult and four students chose that writing is very difficult. The last one is speaking. 14 students agreed that speaking is not difficult, followed by 11 students chose that speaking is difficult and five students chose that speaking is very important.

3. Teacher' perception about English learning process in MTs Nurul Qolbi

There are two English teacher in MTs Nurul Qolbi. Researchers asked one English teacher named Dewi as respondents of this research. Dewi was graduated from

English Education Department. Dewi taught English in this institution for more than two years. Based on the interview, the researcher found that most of the materials were not tailored for the English learning needs of the students in this institution. During the interview session with Dewi, she stated that students need to achieve their vocabulary mastery to aid the improvement of their language skill especially speaking and writing. Speaking is used to communicate with their friends and writing skill is used to do their paper assignment. Both of skills are very useful for them to face final exam. The teacher highlighted the fact that there was no permanent syllabus from the institution. The lecturer designs the teaching materials based on their own beliefs and ideas and did not based on students need.

Dewi stated that she faced many difficulties. Those difficulties are in two aspects. the first aspect is student discipline and student ability. the second aspect is material development. for the first aspect she was always trying to discipline students and improve their abilities. although sometimes this becomes the laziest thing since, every meeting she enter the class, she has to shout beforehand so that all students enter the class. there was even a time, she just went into the class without caring about those who were still playing outside the classroom. In addition she said that they do not have security guards here to take full care so that children remain at ease. for the second aspect, material development. She stated sometimes the material used in textbooks and student worksheets is really not authentic material. even some topics are not in accordance with what is experienced by students directly. She said that they were still included here in the suburbs. Sometimes she just teach directly what is provided in textbooks and student worksheets without modifying it. She invited her students to fantasize as if we did it all.

CONCLUSION AND RECOMMENDATION

Need analysis as a distinct and necessary phase in planning educational programs emerged in the 1960s as part of the system approach to curriculum development and was part of the prevalent philosophy of educational. Need Analysis (NA) is very important for developing classroom activities because "it forms a rational basis for all other components of a systematic language curriculum. In addition, Assessment for learning is best described as a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. In the research, the researchers used both quantitative and qualitative methods in this study to investigate what topics are commonly used in English classes, what activities and assessment used in language learning that students are interested in, what activities and assessment that the English teacher think her students are interested in, toward their English classes. There are three methods used in this research; observing, student questionnaire, and teacher interview. As for the observing, researchers observe how the process of teaching English in the MTs Nurul Qolbi.

For the result, Researchers can use the topic that they provide to develop materials in needs analysis for the student in language teaching. In addition,

assessment activity on the topic of invitation, give instructions and ask permission was suggested to use feedback from friends. While, making a greeting card topic was suggested to use feedback from the teacher. Hence, showing the existence of a person or thing topic was suggested to use role play.

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