Need Analysis of English Learning Modules at SMA Negeri 4 ubuklinggau

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Article Info	Abstract
	This study aims to analyze the needs in the development of a Predict, Observe, Explain (POE)-based teaching module, to improve conceptual understanding and learning interest in English subjects for students of SMA Negeri 4 Lubuklinggau, so a preliminary study is needed consisting of literature studies and field studies. The type of research conducted is qualitative descriptive research. The data collection instruments for this study are in the form of teacher needs analysis interview sheets and student needs analysis questionnaires. The learning media to be developed are in the form of POE-based English LKPD. Needs analysis was carried out to determine the teaching materials used by teachers, obstacles during learning and teaching materials needed by students. The results of the needs analysis of 32 students of SMA Negeri 4 Lubuklinggau obtained 100% have a handbook for learning English, however, 78.1% of students found the Procedure Text material in the Handbook difficult to understand. So according to students, the Handbook used is not sufficient as a learning resource and 84.4% of students need other teaching materials to support learning activities and 93.7% of students need other teaching materials that can improve high-level thinking skills. These results indicate the need to develop teaching materials in the form of POE-based LKPD for Procedure Text material.

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1. INTRODUCTION

So far, one of the problems often faced in schools is the weak learning process. In the learning process, students are less encouraged to develop learning styles. The learning process in the classroom is directed at children's ability to memorize information. In general, even though students get high scores in a number of subjects, they appear less able to apply their gains, whether in the form of knowledge, skills or creativity shown by students. The success of the learning process is shown by changes in attitudes and behavior as well as an increase in knowledge status from not knowing to knowing, this is in line with the opinion of [1]vd that a quality learning process is characterized by meaningful changes in behavior and knowledge, not just the acquisition of grades.

Furthermore, the success of learning objectives is determined by many factors, including the teacher factor in carrying out the teaching and learning process, because teachers can directly influence, develop and improve students' intelligence and skills. Ideal learning should be able to foster interest in learning, encourage students to discover their own knowledge, and provide space for them to develop learning styles that suit their individual characteristics [2] To overcome the problems faced by students, the role of the teacher is very important and it is hoped that the teacher has a good teaching method/model and is able to choose the right learning model that is in accordance with the subject

concepts being presented. Teachers act as facilitators and main motivators in learning, because the success of the teaching and learning process is largely determined by the teacher's ability to choose and apply appropriate learning models [3].

Students in taking English lessons lack an active role, making it difficult for students to grasp the lesson material. In many schools, including in English learning, students tend to be passive because the methods used have not been able to arouse their curiosity in depth [4]. In addition, students have the opportunity to construct their understanding of the material taught through learning inquiry and can have a learning style so that in the end it will improve student learning outcomes. So that it will give rise to attitudes and actions that involve all students' abilities in searching and investigating systematically, critically, logically, analytically, so that they can formulate their own findings with full confidence.

However, in its development, learning media must also follow developments in science and technology. This is in line with what is delivered by [5] that the learning process, especially at the high school level, currently does not make maximum use of learning media by teachers such as the use of laboratory language that is not yet optimal. Apart from that, teachers in elementary schools sometimes still use monotonous learning media in the form of textbooks. In fact, the characteristics of students are also different so it is necessary to have an approach that suits their needs. This causes students to be less enthusiastic, less active, learning is not conducive so that students' interest in learning is very low and causes minimal mastery of understanding concepts, especially in English subjects.

Learning modules are an important tool in the teaching and learning process that supports the achievement of learning objectives independently and in a structured manner. In the context of English learning, modules that suit students' needs greatly determine the effectiveness of learning, especially in improving their communicative competence (Pratama, 2021). Modules prepared based on an analysis of students' needs tend to be more relevant and interesting, because they are tailored to their abilities, interests and social context (Herlina, 2020). Apart from that, a good English module must contain a communicative approach, integrative language skills training, and clear mapping of learning outcomes (Suryani & Maulida, 2022).

At SMA Negeri 4 Lubuklinggau, the unavailability of contextual modules that suit students' needs is often an obstacle in learning English (Wahyuni, 2023). Therefore, module needs analysis is very necessary as a basis for designing teaching materials that are not only in accordance with the curriculum, but are also able to encourage student learning motivation (Rahmadani, 2021). Student Worksheets (LKPD) are one of the learning tools that play an important role in students' thinking processes. Because in accordance with the contents of Permendiknas No. 65 of 2013, the learning process in each educational unit must be interactive, fun, motivating students to play an active role and provide space for students to participate in honing their creativity and independence according to their talents and interests. So, to create interactive learning and active thinking, teachers should make their own learning tools, one of which is a LKPD which of course contains components to measure students' higher order thinking skills.

This is of course in line with the results of research conducted by [6], Koto and Winarni (2022)) stating that LKPD based on high-level thinking skills can increase students' learning motivation. However, based on the researcher's interview with English teachers at SMA Negeri 4 Lubuklinggau, teachers have not implemented the principles required by Permendiknas No. 65 of 2013. Because teachers often use direct learning method that does not use LKPD. Even if they use LKPD, teachers use worksheets made

by certain agencies so that they do not bring out students' higher level thinking skills.

LKPD is a worksheet designed for students to be able to complete assignments in a lesson (Sahida, 2018). One of the advantages of using this worksheet is that it can increase effectiveness in the teaching and learning process in class, by students carrying out individual or group work activities to solve a problem listed on the LKPD. Another advantage of LKPD is that it can be a guide for increasing students' knowledge regarding the concept of material presented by education, obtaining new things by carrying out experiments or solving a given problem, and by making these worksheets it is easier for students to express opinions and make it easier to draw conclusions from the results of their own work (Sulistiyorini & Harmanti, 2018). Student worksheets can be developed with several innovations. One of the innovations that can be implemented is combining student worksheets with the POE model (*Prediction, Observation, Explanation*). According to Bajar, Avila & Camachi, (2015) POE itself consists of three activities, namely predicting (*predict*), observe or observe (*observe*), and explain again (*explain*).

The POE learning model can be applied in English learning because it is considered to have advantages including being able to improve students' ability to predict, explain and carry out observations or experimental activities because POE activities support students to develop predictions and explanations. [7]v. Then, in the POE learning model stage, there are explaining activities (*Explain*) which are done after predicting and after observation, then the explanation really helps students improve his belief in a particular concept. Students need to explain their predictions to create confidence in making predictions which is very important (Bajar, Avila & Camacho, 2015).

The research that will be carried out is developing learning media in the form of POE-based student worksheets. Therefore, preliminary research or needs analysis is needed which consists of literature studies and field studies. Literature studies aim to collect information and determine what is done in learning activities, while field studies aim to determine learning conditions in schools. This is in line with research conducted by Fadi, Suharno & Musadad (2018) which states that field studies are carried out by collecting various information such as analyzing teacher and student needs for teaching materials or learning media to determine field conditions. The aim of this research is to find out the learning resources used by teachers, the obstacles when learning takes place and the learning resources needed by teachers, the obstacles when learning takes place and the learning resources needed by students.

2. RESEARCH METHOD

The method used in this research is quantitative descriptive which is based on or displays phenomena that occur in a real, actual, realistic, systematic, factual manner, with accuracy of facts and characteristics related to the phenomena being observed [8]. The data obtained in this research is qualitative data and quantitative data. Qualitative data from interviews with English teachers, interviews conducted regarding how the English learning process has been carried out, teaching materials used, obstacles experienced by teachers and also related to Student Worksheets (LKPD) as POE-based teaching materials in the material. *procedure text.* Then, data *quantitative* obtained from the results of a distributed student needs analysis questionnaire. The subjects in this research were 32 English teachers and class XII students. Instruments used in This research are an interview guide and student needs analysis questionnaire. Data analysis was carried out in the form of qualitative data analysis and quantitative data analysis from the questionnaire results. Written questionnaire shaped Likert scale with instrument shaped *checklist*. Equations used include;

$$\text{Yield Percentage} = \frac{Number\ of\ students\ who\ answered}{The\ total\ number\ of\ students} \text{ x } 100 \%$$

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

The following is data from an analysis of the needs of teachers and students of class XII SMA Negeri 4 Lubuklinggau. The results of the analysis of teacher needs regarding learning process activities carried out by interviews using interview guidelines can be seen in table 1 below:

Table 1. Teacher Interview at SMA Negeri 4 Lubuklinggau

No	Interview Guidelines	Question Analysis
1	Father/Mrs often use any method during the learning process	Talk and Q&A
2	What sources do you use to compile learning tools?	The sources I use in compiling learning tools come from guides that have been prepared in implementing the independent curriculum.
3	Do you always prepare learning tools, syllabus, lesson plans, media and teaching materials for every lesson?	Yes, of course I made teaching modules to carry out learning, but I haven't done the media and supporting teaching materials optimally.
4	What teaching materials do you use in implementing learning using the independent curriculum?	So far, I have taught only referring to books that have been prepared by the school
5	Do you use LKPD as a companion or addition to learning activities?	Of course, not because the process of making a LKPD requires quite a long preparation in designing it.
6	Do you often use a language laboratory when learning English?	Usually, I use the classroom as a place to practice speaking for students, because the laboratory where I work has just been built and is not yet operational.
7	In your opinion, is it necessary to develop POE-based LKPD based on the material or not? *Procedure Text*?	Of course it is necessary, because it is a reference for me in making LKPD on other subject matter, so it is useful in improving the quality of learning in class.

Analysis of student needs was carried out by distributing questionnaires to class

Table 2. Results of the student needs analysis questionnaire

No	Statement	Frequency		Percentage	
		Of	No	Of	No
1	Students and teachers have books to learn English	32	0	100%	0%
2	Students feel happy when learning English using LKPD	30	2	93,7%	6,3%
3	The student handbook currently used is not sufficient as a learning resource	7	5	84,4%	15,6%
4	Material *Procedure Text* contained in the student handbook is difficult to understand	25	7	78,1%	29%

5	Students need learning media to support learning activities	32	0	100%	0%
6	Students need other learning media that can improve high-level thinking skills	30	2	93,7%	6,3%
7	Students have never used LKPD in learning English	28	4	87,5%	12,5%
8	Students are curious and try to learn using POE-based LKPD	30	2	93,7%	6,3%

Table 3. Analysis of student needs questionnaires

No	Statement Analysis
1	100% Students and teachers have books to learn English
2	93.7% of students feel happy when learning English using LKPD
3	84.4% The student handbook currently used is not sufficient as a learning resource
4	78.1% Material *Procedure Text* contained in the student handbook is difficult to understand
5	100% of students need learning media to support learning activities
6	93.7% of students need other learning media that can improve higher order thinking skills
7	87.5% of students have never used LKPD
8	93.7% of students want to know and try to learn using POE-based LKPD

From the results of the analysis of the student needs questionnaire in table 3 above, it can be seen that students have a handbook for learning English, but the material *Procedure Text* contained in the student handbook is difficult to understand so the handbook used is not sufficient as a learning resource. Therefore, students need other learning resources to support learning activities, and need learning resources that can be understood independently. According to [9]v, teaching materials are systematically arranged that can be understood independently in the form of POE-based English LKPD, experimental and evaluation activities that can be carried out by students, so that students are required to learn to solve problems using their own method or in groups.

3.2. Discussion

To overcome this problem, a solution that can be implemented is also to use a learning model that is appropriate to the conditions to improve students' thinking abilities. Meanwhile, according to Bajar, et al (2015), POE itself consists of three activities including predicting (*predict*), observe or observe (*observe*) and explain Return (*explain*). Learning English using POE-based LKPD can encourage students to develop thinking skills at school, especially in learning English. POE learning positions students to solve problems posed by the teacher through several stages, namely predicting (*predict*), conducting experiments or direct observations (*observe*) and explain Return (*explain*). Teachers applying this learning model in the English learning process can generate ideas for students so that students are able to work by carrying out experimental activities and students' ability to think at a high level.

According to Fathiara, et al (2019), higher level thinking is needed in an effort to prepare students' future in solving problems, including in making decisions in the world of work that students will face in their daily lives. This skill needs to be trained by

teachers with students in classroom learning activities. Learning English with the right method is expected to be a means of developing students' thinking abilities, so that the learning process takes place optimally. Apart from that, according to Kusumaningsih, et al (2020), the POE learning model is a learning model designed to guide students on how to research problems and questions based on facts. Student involvement in experimental activities is an effective way to help students develop higher order thinking and critical thinking skills.

Based on the needs analysis carried out, the problems in learning English at SMA Negeri 4 Lubuklinggau show how important it is to develop teaching materials in the form of LKPD which can be used to support learning activities. Because, through the development of POE-based LKPD, it is hoped that students will be more independent and understand English lessons, especially the material *Procedure Text.* The aim of this POE-based LKPD is so that students learn independently or in groups by carrying out experimental activities so that the teacher only acts as a facilitator in learning activities, at least with this POE-based LKPD it can contain the basic components of the teaching materials mentioned previously. Apart from that, based on this needs analysis, teaching materials are needed that can be used for students to learn in the form of POE-based LKPD on the material. *Procedure Text.*

4. CONCLUSION

Based on research conducted by researchers, it can be concluded that students really need a learning resource to strengthen students' understanding of the material *Procedure Text* along with requiring learning resources that can be understood independently. So that teaching materials that are suitable for use in supporting English language learning activities in schools are POE-based LKPD which can contain material and experimental activities that will be carried out by students. For further research, it can be seen based on the needs analysis that has been carried out that learning media is needed in the form of teaching materials for students in order to improve their high-level thinking skills. These teaching materials are POE-based LKPD.

5. ACKNOWLEDGEMENT

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