

**EFL STUDENTS' NEEDS ANALYSIS FOR DEVELOPING BASIC
GRAMMAR CURRICULUM OF ENGLISH EDUCATION STUDY
PROGRAM OF IAIN PALANGKA RAYA**

THESIS



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LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2017M/1439H**

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GRAMMAR CURRICULUM OF ENGLISH EDUCATION STUDY
PROGRAM OF IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in Partial Fulfillment of the Requirements
for the Degree of *Sarjana* in English Education



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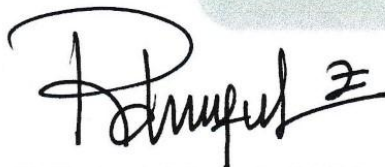
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AssalamualaikumWr. Wb

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Thank you for your attention.

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MOTTO AND DEDICATION

“So which of the favors of your Lord would you deny?”

(Q.S Ar-Rahman: 13)

This Thesis is dedicated to:

My beloved Mother Hj. Hiyal Mar'ah and Father H. Anang Hanafiah for their valuable endless prayer, sacrifice, and support that I could not repay with such a greatest things. My beloved sisters Umi Kalsum and Nor Rahmah. My beloved brothers Muhammad Nor and Rumaidi. My nephews Nabil, Anis, and Rafa. My niece Hasna Sophia. My best friends Nero for the support, suggest and happiness in conducting this research and also all of my friends of English Education Study Program academic year 2013 with their support and help. Thank a million!

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Palangka Raya, October 30th, 2017

Yours Faithfully,



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ABSTRACT

Soraya, Nida. 2017. *EFL Students' Need Analysis for Developing Basic Grammar Curriculum of English Education Study Program of IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Luqman Baehaqi, S.S.M.Pd., (II) Aris Sugianto, M.Pd.

Keywords: need analysis, basic grammar.

This research related to comprehension and ability of the learners about grammar. This research aimed to know the learners' need in study grammar. This research focused on analysis of necessities, lacks, and wants of the learners when learning grammar.

This research was descriptive study with qualitative approach. The data were collected by using multiple choice test, questionnaire, interview, and documentation. The subjects of this research were learners from 3rd semester English Education Study Program focused on B class Intermediate English Grammar. The multiple choice test and the questionnaire divided to twenty seven learners, and the data of interview got from three learners representation as source information.

The conclusions in this research were comprehension and ability of the learners about grammar still low level. Necessities of the learners were improved grammatical comprehension, the learners have motivation for improved skill, and needed a grammar book which learning self-taught. Lacks of the learners were comprehension about grammar still low, difficulties constructing sentences correctly, difficulties comprehending lecturer's explanation when the lecturer's used unfamiliar vocabulary. Wants of the learners were improved writing skill and speaking skill, more confidence when speak, the lecturer should be know the good learning method.

ABSTRAK (Indonesia)

Soraya, Nida. 2017. *Analisis Kebutuhan Mahasiswa Bahasa Inggris sebagai Bahasa Asing untuk Mengembangkan Grammar tingkat Dasar Kurikulum dari Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Luqman Baehaqi, S.S.M.Pd., (II) Aris Sugianto, M.Pd.

Kata Kunci: analisis kebutuhan, grammar tingkat dasar.

Penelitian ini berhubungan dengan pemahaman dan kemampuan mahasiswa tentang grammar. Penelitian ini bertujuan untuk mengetahui kebutuhan mahasiswa dalam belajar grammar. Penelitian ini terfokus pada analisis kebutuhan, kekurangan, dan keinginan mahasiswa dalam mempelajari grammar.

Penelitian ini adalah penelitian yang bersifat studi kasus dengan pendekatan kualitatif. Pengumpulan data melalui teknik tes pilihan ganda, angket, wawancara, dan dokumentasi. Subjek pada penelitian ini mahasiswa dari semester 3 program studi pendidikan bahasa Inggris fokus pada kelas B intermediate english grammar. Tes pilihan ganda dan angket dibagikan kepada 27 mahasiswa, dan data wawancara diperoleh dari 3 perwakilan mahasiswa sebagai sumber informasi..

Kesimpulan penelitian ini mengatakan bahwa mahasiswa harus memperbaiki pemahaman tentang grammar. Dari hasil tes 50 soal pilihan ganda mahasiswa masih kesulitan memahami dan menjawab tes tentang grammar dengan benar. Hanya 6 orang yang bisa menjawab lebih dari 30 soal benar, jadi pemahaman dan kemampuan mahasiswa tentang grammar masih dibawah rata-rata. Mahasiswa memerlukan sebuah buku grammar yang mudah untuk dipahami dengan belajar sendiri tanpa bantuan orang lain. Sehingga mereka bisa mengembangkan kemampuan berbahasa dari motivasi dirinya sendiri dengan mempelajari grammar lebih giat.

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Palangka Raya, October 30th , 2017

The Writer,

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LIST OF ABBREVIATIONS

EFL	: English as Foreign Language
ESL	: English as Second Language
KKNI	: Kerangka Kualifikasi Nasional Indonesia
Perpers RI	: Peraturan Presiden Republik Indonesia
Permendikbud	: Peraturan Menteri Pendidikan dan Kebudayaan

CHAPTER I

INTRODUCTION

In this chapter, the researcher described background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key term.

A. Background of the Study

English as an international language to communication or interaction tool with other people in the world. But in the rest of the world, English is a foreign language, it is taught in schools (Broughton, et al, 1980, p.1). English as foreign language (EFL) students in the universities have problems when learning the English language. One of the problems when learning English language is grammar.

Bao & Sun (2010) said the problem of grammar teaching in China, including the inconsistency between the goal of teaching and real classroom teaching, ignorance of teachers and learners, inappropriate textbooks, and negative learning attitudes. According to BaSaeed (2013), in Saudi Arabia, students difficulties understanding usage and function of the verbs (be, have, and do) and applying the present perfect tense. In Indonesia, Widianingsih & Gulo (2016) declared the major kinds of errors made by the students are related to plural markers, articles, verbs, and tenses. Simbolon (2015) said grammatical errors on speaking activities using simple present and present progressive tenses made by the second year students of English Education Department. Grammar teaching and learning is necessary in foreign language teaching (Bao & Sun, 2010, p.20).

Although teaching grammar is a critical issue, knowing how, when, and what to teach can be complicated. Therefore, the question is not whether grammar should be taught to students, but rather how it should be taught (BaSaeed, 2013, p.20). Indonesian students still faced a lot of difficulties in using tenses and tenses are still a big problem in Indonesian education. According to Tarigan & Tarigan (1990), Indonesian people do not recognize language structure as it is in English and these differences contribute to difficulties for them to master English. However, grammatical is the basic component when learning English language. In IAIN Palangkaraya, students of English education study program have difficulties use correct grammatical when speak and write English language. This is the problem of teaching and learning process because cannot achieve the goal of syllabus and curriculum.

The development and implementation of language teaching programs can be approached in several different ways, each of which has different implications for curriculum design (Richard, 2013, p.5). "Curriculum" seems to be considered greatly as what teachers are going to teach and what learners are going to learn. (Su, 2012, p.153). The teacher needs to feel free to insert the required adjustments and modifications in the designed syllabus and the curriculum with respect to goal, objective, the learners and teacher' variables, and other situational factors (Tabari, 2013, p.869). Curriculum as an important point in education to development and implementation teaching and learning process. Musingafi *et al.* said syllabus is part of the curriculum itself.

Curriculum and syllabus have important influence for achieving the goal of teaching and learning process. It includes such processes as needs analysis, jointly conducted goal and objective, exercises set by teachers and learners, selection of preferred methodology through negotiation, materials and learning activities, and the sharing of evaluation and self-evaluation procedures (Tabari, 2013, p.869). The basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs (Richards, 2001, p.51). Recent interest in needs analysis has increased in the area of English language learning (Al-Hamlan, 2015, p.118).

According to Hutchinson & Waters (1987), learning needs approach is the finest means to pass on learners from the starting point to the target situation. Need analysis can apply for teaching and learning process to find learners' need as a solution to a grammatical problem that becomes the ideal curriculum for teaching and learning grammar. According to Richards (2001), teachers' attention should shift to needs analysis which is a process of collecting and analyzing information about learners in order to set goals and contents of a language curriculum based on the needs of those learners.

The researcher adapted to need analysis as an approach to analyze and investigate the learners need. This research focused on target needs. Target needs are defined as what the learner needs to do in the target situation. They are broken down into three categories: necessities, wants and lacks (Alqunayeer & Zamir, 2016, p.89). This research analyzed and investigated about target needs to find what the learners need when learn grammatically. One of the main purposes of

need analysis is to understand the necessary changes which should be done in order to improve the curriculum by means of content specification in the field of English language learning (Al-Hamlan, 2015, p.118).

B. Research Problem

What are the Target English language needs of EFL students majoring in English Education in basic grammar curriculum?

C. Objective of the Study

The objective of the study was aimed to analyze and investigate EFL students' need analysis theory focused on the target situation (necessities, lacks, and wants) for developing basic grammar curriculum.

D. Scope and Limitation

The scope of this study related to learners' need focused on the target situation about necessities, lacks and wants of students as EFL students' for developing basic grammar curriculum. The limitation of this study belonged to a case study of qualitative research. This study used the multiple choice test, the questionnaire, the interview, and the documentation instrument. It conducted at B class of third semester at English education study program of IAIN Palangkaraya.

E. Significance of the Study

The uses of this study that expected by the researcher as below:

1. Theoretically, this study is significant to give a theoretical description of learners need for developing basic grammar curriculum in teaching and learning process.

2. Practically, this study is expected to give a comprehension and an insight of learners need should be used by government and teacher for developing basic grammar curriculum in teaching and learning process.

F. Definition of Key Term

There are several definitions of the key term in this study. There are English as need analysis, target needs, necessities, lacks, wants, and grammatical.

1. Need Analysis is a theory to collect information about learners need for teaching and learning process.
2. Target needs is what the learner needs to do in the target situation.
3. Necessities is what the learner has to know in order to function effectively in the target situation.
4. Lacks is the gaps between what the learner knows and the necessities.
5. Wants is what the learner think they need.
6. Grammatical is rules of English language how a language can understand and comprehend.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes related studies, English as Foreign Language (EFL), need analysis, necessities, and grammatical.

A. Related Studies

There are several related studies that related with this research, such as:

1. “Needs Analysis of Saudi EFL Female Students: A Case Study of Qassim University”, Alqunayeer & Zamir (2016). The problems discussed were the target needs of learners and the learning needs of the graduate students of EFL female Saudi students in the Bachelors in English Language program. Most of the students need to be fluent in communication, want to develop effective communication, and the lack of them felt hesitation while communicating in English language. The learners consider themselves weaker in oral skills, they demand more practice and focus on oral skills. In contrast, in this research focused on target needs to analyze and investigate the learners’ need when study grammar influencing the goal of learning process.
2. “A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia: A Descriptive Analytical Approach to Students’ Needs”, Al-Hamlan (2015). The problems discussed were the learners’ professional needs, their language skills and tasks, preferred learning styles and teaching methods, difficulties learners face while studying language, and the suggestions for

3. better ESL learning strategies. Overall, a need analysis helps to give teachers a clear view of students' needs, wants, and lacks to find out better idea about the techniques and strategies can adopt to enhance the learners' benefit. In contrast, in this research focused on analyzed and investigated the learners' need to find the need as a solution of the grammatical problem.
4. "Developing an ESL Curriculum Based on Needs and Situation Analyses: A Case Study", Kayi (2008). The problems discussed were how to conduct needs and situation analyses for developing an English as a second language (ESL) curriculum. Overall, considering the difficulties students face, the skills they would like to improve, their reasons for learning English, social needs and interests, a multicultural curriculum, which addresses the students who come from different cultural backgrounds, seems best suited for the diverse student population in this target setting. In contrast, in this research focused on the target needs of learners need to find necessities, wants, and lacks when study grammar.
5. "English Grammatical Problems of Chinese Undergraduate Students", Bao & Sun (2010). The problems discussed were inconsistency between the goal of teaching and real classroom teaching, ignorance of teachers and learners, inappropriate textbooks, and negative learning attitudes. Overall, correctly understanding students' attitudes towards grammar is a key factor in teaching. Grammatical rules help students to understand and use the target language better, the teachers should increase and encourage

students' involvement, and should be pointed out that the more real communicative activities are, the better and more effective the classes will be. In contrast, in this research focused on basic grammar based on syllabus of course Elementary English Grammar of English Education Study Program in IAIN Palangka Raya.

6. "An Approach for Teaching English Language Grammar To Arab Young Learners", BaSaeed (2013). The problems discussed were students difficulties understanding usage and fuction of the verbs (be, have, and do) and applying the present perfect tense. the human body used and applied to identifying the whole family of any verb in one simple figure. In contrast, in this research focused on difficulties understanding and comprehend basic grammar when study grammar.
7. "Grammatical Errors: An Analysis in Speaking Produced by EFL Undergraduate Students", Safrida & Kasim (2016). The students still have a problem of grammatical aspect, especially, omission of noun inflrctions and irregular past tenses, and misformation of auxiliaries. Overall, the students mostly neglected the past forms of regular and irregular verbs. In contrast, in this research focused on difficulty for understanding and comprehending 11 sessions basic grammar when study grammar.

B. Curriculum

The term curriculum used to refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved (Richard,

2013, p.6). A curriculum is the base for learning outcomes and activities through which the teaching and learning process moved in advance plan (Musingafi, et al, 2015, p.56). A curriculum is developed through planning for a larger programme of study and then building syllabi for courses to manifest the curriculum design and plan (Musingafi, et al, 2015, p.56).

According to Miller & Seller (1985), a curriculum is not merely a document or a programme of activities, but it involves "interaction between students and teachers". According to Sowell (2003), it is not only "what is taught to students", it is also what teachers and students derive from the experience. Curriculum is a concept education to achieve specific educational goals and objectives of education for produce the excellent learners suitable with each skill or competence.

The term curriculum stands for the totality of content to be taught and aims to be realized within one school or educational system (Musingafi, et al, 2015, p.55). Curriculum is often one of the main concerns in the educational field. In fact, "curriculum" is also closely related to how well the learners learn or the outcomes (Su, 2012, p.153). Therefore, curriculum as important point in education as plan system which organize content and learning material as guide when teaching and learning process for achieve specific educational goals and objectives.

1. KKNI (Kerangka Kualifikasi Nasional Indonesia)

According to Mendiknas (2010), KKNI is a national recommendation for increase quality and compete power Indonesia nation in SDM sector through performance qualification SDM which resultant by education system, job

training nation system, and assessment equality learning system (Budiharso, T, 2016, p.2). Perpres RI Number 8 Year 2012 :

dijelaskan bahwa KKNI (Kerangka Kualifikasi Nasional Indonesia), merupakan kerangka penjenjangan kualifikasi kompetensi yang dapat menyandingkan, menyetarakan, dan mengintegrasikan antara bidang pendidikan dan bidang pelatihan kerja serta pengalaman kerja dalam rangka pemberian pengakuan kompetensi kerja sesuai dengan struktur pekerjaan di berbagai sektor.

Therefore, KKNI as a guide for achieve the goal and objective of education. Because of law KKNI, mean all curriculum obligate updated adjust KKNI (Soklihah, 2016, p.21). Adjustment of goverment about KKNI such as: (1) Permendikbud Number 73 Year 2013 about applying KKNI The College sector, (2) Permendikbud Number 49 Year 2014 about Standar National Higher Education, (3) Permendikbud Number 50 Year 2014 about System Quality Assurance Higher Education, and (4) Permendikbud Number 87 Year 2014 about Accreditation Study Program and Higher Education (Budiharso, 2016, p.2).

KKNI as a tool of special policy for reformation and education development will be increase ability level, increase worker productivity, and give contribution to economy growth (Soklihah, 2016, p.21). According to Allais (2011), key aspect agenda KKN is connection between institution which give education service and coaching and qualification obtained absolute.

Program scholar based on KKNI are six qualification, and have right and responsibility, follow :

- a. Can publishing result of final test or create/design/art/model can accessed by academic society.
- b. Can responsible with what you do in area competence independently and can give responsibility from accomplishment result of job institution or organization with prioritised safety of job.
- c. Can take appropriate decision when do supervision and evaluation toward job become responsibility.
- d. Can manage learning by self.
- e. Can communicate information and idea through various media to society suitably his/her area competence.
- f. Can develop and take care job network (Solikhah, 2016, p.21).

2. Characteristics of Curriculum

Some curriculum experts, such as Goodlad (1979), contend that an analysis of definitions is a useful starting point for examining the field of curriculum. Other writers argue that there are important concepts or characteristics that need to be considered and which give some insights into how particular value orientations have evolved and why.

Walker (1990) argues that the fundamental concepts of curriculum include:

- content: which may be depicted in terms of concept maps, topics, and themes, all of which are abstractions which people have invested and named;

- purpose: usually categorized as intellectual, social and personal; often divided into superordinate purposes; stated purposes are not always reliable indicators of actions;
- organization: planning is based upon scope and sequence (order of presence over time); can be tightly organized or relatively open-ended (Marsh, 2004, p.7).

C. Syllabus

A syllabus is a document which say what will (or at least what should) be learnt (Hutchinson & Waters, 1987, p.80). According to Allen (1994), the term syllabus refers to the content or subject matter of an individual subject, whereas the term curriculum stands for the totality of content to be taught and aims to be realized within one school or educational system. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested (Richards, 2001, p.2). It means syllabus as a guide for teaching and learning process in classroom suitable with curriculum used.

One of the main purposes of a syllabus is to break down the mass of knowledge to be learnt into manageable units (Hutchinson & Waters, 1987, p.84). A successful formal teaching and learning process requires proper selection and arrangement of the teaching items or material (Musingafi, et al, 2015, p.54). Therefore, syllabus and curriculum is different. Because, syllabus as topics to be teach and learn for specific programme in education.

D. Lesson Plan

The lesson plan is the lowest or most specific level of instructional plans (Musingafi, et al, 2015, p.58). According to Okai (2010), when the unit plan is broken down into smaller topics and sub-topics, we have the lesson topics, which can be used to plan a lesson. A lesson plan as a planned organised amount of subject matter and learning experiences that the teacher will communicate to the learners with details of how instruction will take place within a lesson period (Musingafi, et al, 2015, p.58). Lesson planning is implementing process of syllabus. Taruvinga and Moyo (2000) observe that a lesson plan supplies guidance and feelings of confidence to the teacher in the art of teaching. According to Okai (2010), a lesson plan is useful for the following reasons:

- the teacher follows correct steps and procedures in teaching;
- time is not wasted in the class since the period of one lesson must be used to cover the day's lesson topic;
- meaningful objectives are pursued in the lesson;
- activities are related to the content and objective;
- instructional materials are adequately selected and utilised;
- proper evaluation procedures and tools are used;
- a substitute teacher can use the lesson plan to hold on the class; and
- the most important content is identified for learners.

E. Need Analysis

1. Definition of Need Analysis

According to Bridley (1984), the term *needs* is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivations, lack, constraints, and requirements. According to Nunan (1988), needs analysis as “techniques and procedures for collecting information to be used in syllabus design”. Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do. This suggests that needs have objective reality and are simply there waiting to be identified and analyzed (Richards, 2001, p.54).

According to Richards & Platt (1992), needs analysis is defined as “the process of determining the needs for which a learner or group of learners require a language and arranging the needs according to priorities”. Needs analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know. Needs analysis makes sure that the course will contain relevant and useful things to learn. Good needs analysis involves asking the right questions and finding the answers in the most effective way. Hutchinson and Waters (1987) divide needs into target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn). This research focused on analyze and investigate about target needs.

2. Target Needs

The analysis of target needs are necessities, lack, and wants (Nation & Macalister, 2009, p.24).



Figure 3.1 Three types of needs.

Target needs is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in term of necessities, lack, and wants (Hutchinson & Waters, 1987, p.55). According to Hutchinson & Waters (1997), target needs mean what the learner needs to do in order to learn. Furthermore, according to Widdowson (1981), target needs are seen as goal-oriented, learner needs are more process-oriented when they refer to what the learner has to do to acquire the language. Analysis of target situation needs is concerned with language use. But language use is only part of the story. Analysis of target situation can tell us what people do with language. What we also need to know is how people learn to do what they do with language (Hutchinson & Waters, 1987, p.63).

a. Necessities

Necessities is the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation (Hutchinson & Waters, 1987, p.55). Necessities is the

demands of the target tasks. That is, what will learners have to do when they do study (Nation & Macalister, 2009, p.27). For example, when teaching and learning process, the learners listen to lectures about do an assignment, then the learner know what they have to do. From the learners do an assignment, then can analyze the kind of language need to do an assignment as a way of working out what the learners would need to know (Nation & Macalister, 2009, p.28). Students' necessities focus on what students have to know in order to be able to perform their responsibilities (Al-Hamlan, 2015, p.121). Necessities focused on the learners reasons to study grammar.

b. Lacks

Lacks explain what people do not know “the gaps between what the learner knows and the necessities” (Al-Hamlan, 2015, p.121). According to Richterich & Chancerel (1997), lacks mean the gap between what students are able to do with language at the beginning of the course and what they need to do at the end of the course. You also need to know what the learner knows already, so that you can then decide of the necessities the learner lacks (Hutchinson & Waters, 1987, p.55). An important part of needs analysis involves looking at where learners are at present (Nation & Macalister, 2009, p.28). The ways of investigating lacks which have been described above focus on an assignment task (Nation & Macalister, 2009, p.29). Lacks focused on the learners feel difficult when use English grammar.

c. Wants

Wants are described as “what the learners think they need” (Alqunayeer & Zamir, 2016, p.89). Wants mean what do the learners wish to learn. Learners have their own views about what they think is useful for them (Nation & Macalister, 2009, p.29). According to Hutchinson & Waters (1997), wants is represent the learners’ views regarding what their needs are. What the learners think will improve their assignment of course and what they want to be able to do regarding assignment of course by the end of the English for academic purposes course. Wants focused on developing skill through study grammar.

3. The purposes of needs analysis

Needs analysis in language teaching may be used for a number of different purposes, for example :

- a. 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.
- b. To help determine if an existing course adequately addresses the needs of potential students.
- c. To determine which students from a group are most in need of training in particular language skills.
- d. To identify a gap between what students are able to do and what they need to be able to do.

- e. To collect information about a particular problem learners are experiencing (Richards, 2001, p.52).

4. The Users of Need Analysis

A need analysis may be conducted for a variety of different users. For example, in conducting a need analysis to help revise the secondary school English curriculum in a country, the end users include:

- a. Curriculum officers in the ministry of education, who may wish to use the information to evaluate the adequacy of existing syllabus, curriculum, and materials.
- b. Teachers who will teach from the new curriculum.
- c. Learners, who will be taught from the curriculum.
- d. Writers, who are preparing new textbooks.
- e. Testing personnel, who are involved in developing end-of-school assessments.
- f. Staff of tertiary institutions, who are interested in knowing what the expected level will be of students existing the schools and what problems they face (Richards, 2001, p.55-56).

F. Grammatical

1. Definition of Grammar

The grammar is working hard to express politeness in order to get the person to do what is wanted; a term of respect is used and half of the words spoken deal with politeness and only 'steppingside' represents what is being requested (Knapp & Watkins, 2005, p.20). In particular the work of Chomsky

(1965), linguists have been broadening grammatical terminology to describe both the formal and functional characteristics of language.

Grammatical rules help students to understand and use the target language better, if they are presented and explained implicitly in certain contexts (Sun & Bao, 2010, p.50). Grammar is a metalanguage that we can share so that as teachers and learners of writing we can use grammar to systematically describe and explain how language is being used for particular purposes (Knapp & Watkins, 2005, p.40).

According to Gleason & Rather (2009), grammar is a set of rules that explores the forms and structures of sentences that can be used in language. A need to see grammar as a technology for classifying and describing what people are able to do with language: how and why they do it. Grammar needs to be taught as a potential and generative function within language, and in so doing to help students become conscious of the grammar they already use (Knapp & Watkins, 2005, p.39-40).

2. Basic Grammar

Basic English grammar is a beginning level ESL/EFL developmental skills text in which grammar serves as the springboard for expanding learners' abilities in speaking, writing, listening, and reading (Azar & Hage, 2006, p.1). Basic grammar means discuss the basic when learning grammar. Usually, the beginners learn basic level before intermediate level of grammar. In IAIN Palangka Raya, learn basic grammar for first semester, and name of the subject basic grammar is elementary English grammar. Based on syllabus,

there are 11 topics discussed at third semester of intermediate English grammar focused on B class.

Table 2.1 11 Topic of Basic English Grammar

No.	Topic	Sub topic
1.	Tenses:	Simple present tense, Simple present continuous tense, Simple present perfect tense, Simple present perfect continuous tense. Simple past tense, Simple past continuous tense, Simple past perfect tense, Simple past perfect continuous tense.
2.	Noun:	Proper noun, Collective noun, Common noun, Abstrak noun.
3.	Definite and indefinite article	A, An, the.
4.	Countable and uncountable noun	A, an, some.
5.	Pronoun	Personal pronoun
6.	Adjective	Adjective word
7.	Nominal and verbal sentence	Simple present tense, and Simple past tense.
8.	Auxiliary verb	Could, and Might.
9.	Question word	Simple present tense and Simple past tense.
10.	Comparison	The comparative and The superlative.
11.	Regular and irregular verb	Simple present tense and Simple past tense.

The researcher found the lacks of learners from result test analysis based on basic grammar rules.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher described research design, subject of the study, source of the data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

The design of this research was case study. A case study is one of the qualitative research methods. Education researchers Gall et al. (2003) describe case study research as “the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon” (Duff, 2008, p.22). The purposes of a case study vary, depending on how much is already known about a topic, the amount of previous empirical research conducted on it, the nature of the case itself, and the philosophy of the researcher (Duff, 2008, p.31).

In an instrumental case study is selects the case because it represents some other issue under investigation and believes this particular case can help provide insights or help to understand that issue (Ary & Sorensen, 2010, p.455). The main purpose of this study to analyze and investigate EFL students’ need analysis theory focused on the target situation (necessities, lacks, and wants) for developing basic grammar curriculum.

B. Subject of the Study

Subject of this research were the students at third semester focused on B class that have learned Intermediate English Grammar of English Education Study Program in IAIN Palangka Raya as a sample for case study research. The students followed Intermediate English Grammar class, in the table below:

Table 3.1 Students Name

No.	Name	SRN
1.	Bella Ariska	1601121067
2.	Khairunnisa	1601121069
3.	Muhammad Boy Solihin	1601121073
4.	Yunita Sari	1601121081
5.	Muhammad Faisal Aripin	1601121082
6.	Sarah Anggraini	1601121084
7.	Rahma Paujiah	1601121086
8.	Moh. Rudi Taufana	1601121087
9.	Syahril Rifansyah	1601121088
10.	Istighfarina Inggitha Roeldi	1601121089
11.	Siti Fatimah	1601121096
12.	Mitakhul Rosyidah	1601121099
13.	Novi Pahliansyah. B	1601121113
14.	Muhammad Yuswana	1601121118
15.	Yuliana	1601121130
16.	M. Haris Juswanda Mochtar	1601121139
17.	Astripo	1601121140
18.	Kiki Andiyana	1601121141
19.	Hanif Habiba	1601121142
20.	Fahrizal Rahmadani	1601121143
21.	Norharisha	1601121149
22.	Lydia Anggraini	1501121024
23.	Sugimanur	1501121030
24.	Selvi Maulidzar Nasution	1501121032
25.	Shella Aprilia	1501121058
26.	Intan Permata Sari	1501121062
27.	Wulansari	1501121066

C. Source of the Data

The sources of the data were students at third semester focused on B class Intermediate English Grammar English Education Study Program in IAIN Palangka Raya in 2017/2018 academic year. The technique of took samples of the students to extend the test and the questionnaire were purposive sampling or judgment sampling, where a sample of elements judged to be typical, or representative, are chosen from the population (Ary, et. al, 2010, p. 156).

In this research, the population of the students of the third semester were 74 students from A, B, and C classes. The researcher took the sample of the students from B class by using purposive sampling. The researcher chosen this class because they have learned Intermediate English Grammar, and they were both A class and C class. The students of B class consist of 27 students. The researcher collected the data from test, questionnaire, interview, and documentation.

D. Research Instrument

According to Arikunto (2006), instrument of research was a tool to help the researcher collected the important data for answering the problem of research. Therefore, this research needed instrument for facilitating when collect the important data. The data analyzed by researcher to find the learners' need. There were some instruments to help the researcher collected the data for this research, follows:

1. Test

According to Arikunto (2006), test is some questions or exercise or another tools use to measuring skill, intelligence knowledge, ability or aptitude individual or group. In this research, the target evaluation is intelligence test. Intelligence test is test using for estimate toward someone intellectual level give some assignment to someone will measure his/her intellectual (Arikunto, 2006, p.151).

The test conducted of the third semester students focused on B class Intermediate English Grammar of English Education Study Program. The researcher given intelligence test to analyze and investigate the learners lacks. The learners lacks found based on background knowledge and comprehension about grammar through the result test. The researcher used the multiple choice as the test for learners, the multiple choice test consisted 50 questions. There were 11 topics (Table 2.1) of the multiple choice test based on syllabus of Elementary English Grammar. The multiple choice test adapted from Azar and Hagen (2006) entitled Basic English Grammar Third Edition.

2. Questionnaire

Questionnaire is one of the most common instruments used. Questionnaire is number of written questions used to get information from respondent, it means personal report or something want to know (Arikunto, 2006, p.151). The researcher used questionnaire to know the opinion of learners about grammatical when learn grammar based on statements of questionnaire. The questionnaire adapted from Alqunayeer & Zamir (2016) journal of

Curriculum and Teaching Vol. 5 No. 1 entitled Need Analysis of Saudi EFL Female Students: A Case Study of Qassim University. There were three concepts in the questionnaire, in table below:

Table 3.2 Three concepts of questionnaire

No.	Concept	Statement of The Questionnaire
1.	Necessities: the reasons of learners to study grammar	I have a goal to study abroad in the future.
		Learning English grammar is a challenge that I really enjoy.
		I want to learn English grammar to be more fluent.
		I believe learning English grammar is important to understand reading texts.
		I have great interest in English grammar.
		11 sessions of grammar which aspect important to study (Table 2.1)
2.	Lacks: when I use English language, I feel difficult to	Constructing sentences
		Using correct grammatical sentences
		Understanding English
		Understanding concepts of grammar
		Comprehending lecturer's explanation
		Learning new words (vocabulary)
3.	Wants: skills to develop through this course	Understanding speech
		Understanding written
		Developing speaking
		Developing writing
		Developing translation skills

The questionnaire used Likert scale (Haris, 1969, p.31). In addition Likert scale is the most commonly use question format for assesing participant's opinion of usability (Dornyei, 2010, p.20). The statements on Likert scales

should be characteristic, that is, expressing either a positive/favorable or a negative/unfavorable attitude toward the object of interest (Dornyei & Taguchi, 2010, p.27).

3. Interview

Interviews used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses (Ary & Sorensen, 2010, p.438). The researcher used interview to find, to know and to confirm the opinion of learners based on questionnaire, and concluded the problem of this research. Gay and Diehl (1994), the researcher chose 10% sample from the population. The samples of the interview were three students, consisted two female and one male as informant of this research.

The interview focused on necessities, lacks, and wants of learners. The interview used guided interview, where the researcher brought complete and detail guided interview. The interview adapted from the questionnaire. The necessities in this interview focused on the reasons to study grammar. The wants in this interview focused on developing skills through study grammar. The lacks in this interview focused on feel difficult when learning grammar. The guideline of interview, in table below:

Table 3.3 The guideline of interview

No	Concept	Items
1.	Necessities: the reasons to study grammar	1. Do you have reason to study grammar because you have a goal to study abroad in the future? 2. Do you have reason to study grammar a challenge for yourself? 3. Do you have reason to study grammar because want to learn English grammar to be more fluent? 4. Do you have reason to study grammar because you believe learning English grammar is important to understand reading texts? 5. Do you have reason to study grammar because you have a great interest in English grammar? 6. There are 11 sessions of grammar, which aspects important to study (Table 2.1) ?
2.	Lacks: when I use English language, I feel difficult to	1. Do you feel difficulty when constructing sentences in English language? 2. Do you feel difficulty when use correct grammatical sentences in English language? 3. Do you feel difficulty when understanding English language? 4. Do you feel difficulty when understanding concepts of grammar in English language? 5. Do you feel difficulty when comprehending lecturer's explanation? 6. Do you feel difficulty when learning new vocabulary in English language?
3.	Wants: skills to develop through this course	1. Do you want to develop your skill to understanding speech through study grammar? 2. Do you want to develop your skill to understanding written text through study grammar? 3. Do you want to develop your speaking skill through study grammar? 4. Do you want to develop your writing skill through study grammar?

		5. Do you want to develop your translation skill through study grammar?
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4. Documentation

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term documents here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. A document is written by someone who has had firsthand experience with the phenomenon under study, it is considered a primary source. (Ary & Sorensen, 2010, p.442-443).

The researcher used documentation as real evidence so that it can support the data and admit the data validity. To make a strong data, the researcher used the documentation such as present list, video/photo, recorder, result document of multiple choice test and questionnaire. All of the data from documentation help the researcher to conclude the problem of this research.

E. Data Collection Procedure

Data collection procedure as the main duties in this reserach to answering the problem of the study. To collect the data, there were several steps that should be done, they were as follows:

- a) The first data was a multiple choice test for the students, which the procedures were :
 - Prepared the multiple choice test to the students,
 - Gave the multiple choice test to the students,
 - Asked the students to complete the multiple choice test,

- Analyze the multiple choice test based on the difficulty level.
- b) The second data was a questionnaire for the students, which the procedures were :
- Prepared the questionnaire to the students,
 - Gave the questionnaire to the students,
 - Asked the students to complete the questionnaire.
 - The researcher calculated the percentage of questionnaire.
- c) The third data was an interview for the students, which the procedures were :
- The researcher asked the students to do an interview,
 - The researcher recorded the answer of the interview,
 - The researcher made a transcript of data that has been recorded,
 - The researcher analyzed and concluded the opinion of students.

F. Data Analysis Procedure

According to Bogdan, data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to other (Sugiyono, 2015, p.244). The activities in data analysis are data collection, data reduction, data display, and conclusion drawing/verification.

1. Data Collection

The collection of data in this research are task analysis, questionnaire, interview, and documentation. Data collection help the researcher to get information about this researcher. From data collection, the researcher can investigate and analyze the target needs of learners to find the learners need when learn grammatical.

2. Data Reduction

Data reduction is resuming, choosing on basic things, focus on the important things, and search the theme and pattern. In data reduction, the researcher focus on target needs and organize the important data of learners based on the result of data collection. Therefore, data reduction will provide a clearer picture and ease the researchers to collect the next data.

3. Data Display

In the display of qualitative research, data may present in a brief description, chart, and relations between categories or text narrative. According to Milles & Huberman (1984), looking at displays help us to understand what is happening and to do some thing-further analysis or caution on that understanding (Sugiyono, 2015 p.249). The researcher use data display to facilitate for understand what is happening in the field. The researcher will be find the things influence of target needs when learn grammatical.

4. Conclusion Drawing Verifying

Conclusions and verification are writing the conclusion and answering various problems with formulating strong evidences and supporting in the stage of data collection. Qualitative research is new findings that previously do not exist. The findings in the form of a description or the description of the objects that are previously still dimly so that thoroughly after it becomes clear. The researcher will be find fact what are learner need when learn grammatical. Therefore, the better teaching and learning process if the lecturer or the teacher to give attention to the learners based on the learners need.

G. Data Endorsment

The relevant data are investigate and analyze by the researcher. There are four techniques to get validity of the data, namely credibility, transferability, dependability, and conformability (Sugiono, 2015, p.270).

1. Credibility

The credibility of qualitative research is to test the credibility of the data in the data results of this research. The success exploring a complex issue or benefiting towards the data results of this research. In this research, the researcher tests the credibility of the data the researcher do some testing techniques, among others, with tringulation and member check, follows:

a. Triangulation

It would examine the creability of data by examining of the data to the source of data by task analysis, questionnaires, interview, and documentation.

William Wiersman via Sugiono state that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. (Sugiono, 2015, p.273). Related to this research, after conducting task, questionnaires, the researcher has interview the learners. This attempt is use to recheck their respons during questionnaires.

2. Transferability

Transferability is external validity which indicates the degree of permanence or can apply the research results to the population in which the samples are take. This transfer value relates to the question until the results of the research can be apply or use in any situations. From the explanation above, the researcher will provide a detail, clear, systematic and trusted description about the phenomena that occur in the dorm. The stages of research and research results in order the reader can get a very clear explanation. Then, it can apply the results of this research in other places.

3. Dependability

Dependability is a test with the audit to the overall research process. The researcher often does not the process of research field, but it can provide the data. From the explanation above, the researcher show the evidences of the field activity starting from decisive focus, time of gaining the data, how to specify a data source, how to conduct data analysis, how to test the validity of data, and make the conclusion.

4. Conformability

Conformability is the test of objectivity in research. The research judge is objective when the research results have been agreed by a lot of people. Test conformability means to test research results link to the process.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher describes the data presentation, the research findings, and the discussion.

A. Data Presentation

The researcher took the first data from multiple choice test. The researcher analyzed the data to know the background knowledge of learners and to find the lacks of learners. There were fifty questions of multiple choice test adapted from Azar & Ajen book entitled Basic English Grammar Third Edition. The researcher used the book to know the basic English grammar ability of learners. The topics of multiple choice test (Table 2.1) were tenses (simple present tense and simple past tense), noun, definite and indefinite article, countable and uncountable noun, pronoun, adjective, nominal and verbal sentence, auxiliary verb, question word, comparison, and regular and irregular verb.

For the second data, the researcher took from the learners' questionnaire (Table 3.2). There were three concepts of the questionnaire, the first concept about necessities of the learners focused on the reason to study grammar and eleven sessions of grammar (Table 2.1). The second concept about wants of the learners focused on skills to develop through study grammar. The third concept about lacks of the learners focused on the learners difficulties when used English language.

For the third data, the researcher interviewed three learners. There were two females and one male as an informant of this research. The researcher used the

interview to confirm the data of questionnaire. There were three concepts of the interview such as necessities, wants, and lacks to know the needed of learners (Table 3.3). The questions of interview were the same to the questionnaire, but the interview was more detail than the questionnaire. The researcher needed opinions or suggestions of learners from the interviewed.

B. Research Findings

In this part, the researcher analyzed the findings of the research which consisted of the data of the multiple choice test, the data of the questionnaire, and the data from the interview.

1. Data from the multiple choice test

Twenty seven of the learners have followed the multiple choice test in Intermediate English Grammar class focused on B class. The researcher used the level difficulty analysis to know the ability of learners.

Table 4.1 The Result of Multiple Choice Test

No.	Name	SRN	True	False
1.	Bella Ariska	1601121067	19	31
2.	Khairunnisa	1601121069	29	21
3.	Muhammad Boy Solihin	1601121073	21	29
4.	Yunita Sari	1601121081	31	19
5.	Muhammad Faisal Aripin	1601121082	35	15
6.	Sarah Anggraini	1601121084	19	31
7.	Rahma Paujiah	1601121086	18	32
8.	Moh. Rudi Taufana	1601121087	32	18
9.	Syahril Rifansyah	1601121088	15	35
10.	Istighfarina Inggitha Roeldi	1601121089	18	32
11.	Siti Fatimah	1601121096	31	19
12.	Mitakhul Rosyidah	1601121099	29	21
13.	Novi Pahliansyah. B	1601121113	21	29
14.	Muhammad Yuswana	1601121118	34	16

15.	Yuliana	1601121130	15	35
16.	M. Haris Juswanda Mochtar	1601121139	18	32
17.	Astripto	1601121140	18	32
18.	Kiki Andiyana	1601121141	16	34
19.	Hanif Habiba	1601121142	31	19
20.	Fahrizal Rahmadani	1601121143	25	25
21.	Norharisha	1601121149	25	25
22.	Lydia Anggraini	1501121024	12	38
23.	Sugimanur	1501121030	19	31
24.	Selvi Maulidzar Nasution	1501121032	11	39
25.	Shella Aprilia	1501121058	18	32
26.	Intan Permata Sari	1501121062	22	28
27.	Wulansari	1501121066	18	32

Based on the data in the table above, the researcher found:

Correct Answer	Students' Answer	N	%
1-29	21	27	77,78%
30-50	6	27	22,22%

The researcher found many learners answered the question with the wrong answer. Actually, level of this test was basic of grammar sessions and the researcher made the test sequence based on syllabus Elementary English Grammar for first semester. Based on the data above, the researcher concluded the learners ability as students in English Education Study Program is still low level. Based on the level difficulty analysis, in table below:

Table 4.2 The Level Difficulty Analysis

No.	Topic test	The level difficulty
1.	Tenses	9 questions medium level
		15 questions hard level
2.	Definite and indefinite article	2 questions hard level
3.	Adjective	2 questions hard level
4.	Noun	2 questions medium level
		2 questions hard level
5.	Countable and uncountable noun	1 question medium level
		1 question hard level
6.	Auxiliary verb	1 question medium level
		1 question hard level
7.	Comparison	1 question medium level
		1 question hard level
8.	Regular and irregular verb	1 question medium level
		1 question hard level
9.	Question word	1 question easy level
		2 questions medium level
		1 question hard level
10.	Pronoun	2 questions medium level
11.	Nominal and verbal sentence	1 question easy level
		3 questions medium level

Based on the data in the table above, the researcher found 26 questions hard level, 22 questions medium level, and 2 question easy level. The researcher concluded the learners are still difficult to find the correct answer based on their knowledge about grammar

2. Data from the questionnaire

Table 4.3 Necessities: in terms of reasons to study grammar

Questions	Options of the answer	N	Students' Answer	%
1. I have a goal to study abroad in the future.	Strongly Agree	27	8	29,7%
	Agree	27	13	48%
	Neutral	27	6	22,3%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

Table 4.3 showed the reasons of learners in study grammar. Question number one was to know whether the learners have a goal to study abroad in the future. 48,1% of the learners agree to the statement that the learners wanted to try and to find the opportunity to go abroad for study. While 22,3% of the learners were neutral to the statement that the learners only tried and followed if any the opportunity to go abroad for study.

Questions	Options of the answer	N	Students' Answer	%
2. Learning English grammar is a challenge that I really enjoy.	Strongly Agree	27	4	14,9%
	Agree	27	20	74%
	Neutral	27	3	11,1%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

From question number two was to know whether the learners learned English grammar is a challenge that they were really enjoyed. 74% of the learners agree to the statement that majority of the learners felt learning English grammar as a challenge for trying the ability of the learner and they were enjoyed. While 11,1% of the learners neutral to the statement that the

learners felt learning English grammar as a challenge and they weren't really enjoyed.

Questions	Options of the answer	N	Students' Answer	%
3. I want to learn English grammar to be more fluent.	Strongly Agree	27	11	40,8%
	Agree	27	16	59,2%
	Neutral	27	-	-
	Disagree	27	-	-
	Strongly Disagree	27	-	-

Based on question number three of the data in table discussed the learners wanted to learn English grammar to be more fluent. 56% of the learners agree to the statement that the learners tried to achieve the result which desired to be more fluent. 44% of the learners strongly agree to the statement that the learners wanted to try achieve the result which desired and can speak English anytime and anywhere to be more fluent.

Questions	Options of the answer	N	Students' Answer	%
4. I believe learning English grammar is important to understand reading texts.	Strongly Agree	27	15	55,5%
	Agree	27	11	40,8%
	Neutral	27	1	3,7%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

From question number four was to know whether the learners believe learning English grammar is important to understand reading texts. 55,5% of the learners strongly agree to the statement that the learners tried to understand and comprehend the texts, and if the learners didn't know the meaning of the vocabulary, the learners tried to find the meaning of the

vocabulary. Whereas, only 3,7% of the learner neutral to the statement that the learner tried to understand the texts, only read the text and didn't try to find the meaning of the vocabulary.

Questions	Options of the answer	N	Students' Answer	%
5. I have a great interest in English grammar.	Strongly Agree	27	3	11,1%
	Agree	27	16	59,2%
	Neutral	27	8	29,7%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

From question number five was to know whether the learners have a great interest in English grammar. 59,2% of the learners agree to the statement that the learners have known many kinds of grammar sessions and they wanted to learn it. While 11,1% of the learners strongly agree to the statement that the learners have known many kinds of grammar sessions and they tried to find the material and learn it.

Table 4.4 Necessities: in 11 sessions of grammar which aspect important to study in order

Questions	Options of the answer	N	Students' Answer	%
1. Tenses	Strongly Agree	27	8	29,7%
	Agree	27	17	62,9%
	Neutral	27	2	7,4%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

Table 4.4 showed the opinion of the learners about aspect important in study grammar. From question number one was to know the opinion of the learners about tenses. Majority 62,9% of the learners agree to the statement, and 7,4% of the learners neutral to the statement.

Questions	Options of the answer	N	Students' Answer	%
2. Noun	Strongly Agree	27	4	14,9%
	Agree	27	21	77,7%
	Neutral	27	2	7,4%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

From question number two was to know the opinion of the learners about noun. Majority 77,7% of the learners agree to the statement, and 8% of the learners neutral to the statement.

Questions	Options of the answer	N	Students' Answer	%
3. Definite and indefinite article	Strongly Agree	27	5	18,6%
	Agree	27	20	74%
	Neutral	27	2	7,4%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

From question number three was to know the opinion of the learners about definite and indefinite article. Majority 74% of the learners agree to the statement, and 7,4% of the learners neutral to the statement.

Questions	Options of the answer	N	Students' Answer	%
4. Countable and uncountable noun	Strongly Agree	27	2	7,4%
	Agree	27	22	81,5%
	Neutral	27	2	7,4%
	Disagree	27	1	3,7%
	Strongly Disagree	27	-	-

From question number four was to know the opinion of the learners about countable and uncountable noun. Majority 81,5% of the learners agree to the statement, and 3,7% of the learner disagree to the statement

Questions	Options of the answer	N	Students' Answer	%
5. Pronoun	Strongly Agree	27	5	18,6%
	Agree	27	21	77,7%
	Neutral	27	1	3,7%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

From question number five was to know the opinion of the learners about pronoun. Majority 76% of the learners agree to the statement, and 3,7% of the learner neutral to the statement.

Questions	Options of the answer	N	Students' Answer	%
6. Adjective	Strongly Agree	27	5	18,6%
	Agree	27	21	77,7%
	Neutral	27	1	3,7%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

From question number six was to know the opinion of the learners about adjective. Majority 77,7% of the learners agree to the statement, and 3,7% of the learner neutral to the statement.

Questions	Options of the answer	N	Students' Answer	%
7. Nominal and verbal sentences	Strongly Agree	27	5	18,6%
	Agree	27	20	74%
	Neutral	27	1	3,7%
	Disagree	27	1	3,7%
	Strongly Disagree	27	-	-

From question number seven was to know the opinion of the learners about nominal and verbal sentences. Majority 74% of the learners agree to the statement, and 3,7% of the learner disagree to the statement.

Questions	Options of the answer	N	Students' Answer	%
8. Auxiliary verb	Strongly Agree	27	6	22,3%
	Agree	27	20	74%
	Neutral	27	1	3,7%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

From question number eight was to know the opinion of the learners about auxiliary verb. Majority 7% of the learners agree to the statement, and 3,7% of the learner neutral to the statement.

Questions	Options of the answer	N	Students' Answer	%
9. Question word	Strongly Agree	27	4	14,9%
	Agree	27	20	74%
	Neutral	27	3	11,1%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

From question number nine was to know the opinion of the learners about question word. Majority 74% of the learners agree to the statement, and 11,1% of the learner neutral to the statement.

Questions	Options of the answer	N	Students' Answer	%
10. Comparison	Strongly Agree	27	6	22,3%
	Agree	27	18	66,6%
	Neutral	27	3	11,1%
	Disagree	27	-	-
	Strongly Disagree	27	-	-

From question number ten was to know the opinion of the learners about comparison. Majority 66,6% of the learners agree to the statement, and 11,1% of the learners neutral to the statement.

Questions	Options of the answer	N	Students' Answer	%
11. Regular and irregular verbs	Strongly Agree	27	4	14,9%
	Agree	27	19	70,3%
	Neutral	27	3	11,1%
	Disagree	27	1	3,7%
	Strongly Disagree	27	-	-

From question number eleven was to know the opinion of the learners about regular and irregular verbs. Majority 70,3% of the learners agree to the statement, and 3,7% of the learner disagree to the statement.

Based on the data in table above, 11 sessions of grammar which aspect important to study based on opinion of the learners: countable and uncountable noun, pronoun, adjective, noun, auxiliary verb, definite and

indefinite article, nominal and verbal sentences, question word, regular and irregular verbs, comparison, and tenses.

Table 4.5 Lacks: when I use English language, I feel difficult to

Questions	Options of the answer	N	Students' Answer	%
1. Constructing sentences	Always	27	2	7,4%
	Mostly	27	7	25,9%
	Often	27	6	22,3%
	Sometimes	27	12	44,4%
	Never	27	-	-

Table 4.5 showed the learners feel difficult when use English language. From question number one was to know the learners feel difficult for constructing sentences. 44,4% of the learners sometimes feel difficult for constructing sentences in English language, and only 7,4% of the learners always feel difficult for constructing sentences in English language.

Questions	Options of the answer	N	Students' Answer	%
2. Using correct grammatical sentences	Always	27	4	14,9%
	Mostly	27	7	25,9%
	Often	27	8	29,6%
	Sometimes	27	8	29,6%
	Never	27	-	-

From question number two was to know the learners feel difficult when use correct grammatical sentences. 29,6% of the learners sometimes and often feel difficult for using correct grammatical sentences in English language, and 14,9% of the learners always feel difficult for using correct grammatical sentences in English language.

Questions	Options of the answer	N	Students' Answer	%
3. Understanding English	Always	27	1	3,7%
	Mostly	27	5	18,6%
	Often	27	8	29,6%
	Sometimes	27	12	44,4%
	Never	27	1	3,7%

From question number three was to know the learners feel difficult for understanding English language. 44,4% of the learners sometimes feel difficult for understanding English language, 3,7% of the learner always feel difficult for understanding English language, and 3,7% of the learner never feel difficult for understanding English language.

Questions	Options of the answer	N	Students' Answer	%
4. Understanding concepts of grammar	Always	27	2	7,4%
	Mostly	27	5	18,6%
	Often	27	9	33,3%
	Sometimes	27	11	40,7%
	Never	27	-	-

From question number four was to know the learners feel difficult for understanding concepts of grammar. 40,7% of the learners sometimes feel difficult for understanding concepts of grammar in English language and 7,4% of the learners always feel difficult for understanding concepts of grammar in English language.

Questions	Options of the answer	N	Students' Answer	%
5. Comprehending lecturer's explanation	Always	27	-	-
	Mostly	27	11	40,8%
	Often	27	7	25,9%
	Sometimes	27	8	29,6%
	Never	27	1	3,7%

From question number five was to know the learners feel difficult for comprehending lecturer's explanation. 40,8% of the learners mostly feel difficult for comprehending lecturer's explanation about grammar, and 3,7% of the learner never feel difficult for comprehending lecturer's explanation about grammar.

Questions	Options of the answer	N	Students' Answer	%
6. Learning new words (vocabulary)	Always	27	3	11,1%
	Mostly	27	5	18,6%
	Often	27	7	25,9%
	Sometimes	27	11	40,7%
	Never	27	1	3,7%

From question number six was to know the learners feel difficult for learning new vocabulary. 40,7% of the learners sometimes feel difficult for learning new vocabulary in English language, and 3,7% of the learner never feel difficult for learning new vocabulary in English language.

Table 4.6 Wants: skills to develop through this course

Questions	Options of the answer	N	Students' Answer	%
1. Understanding speech	Strongly Agree	27	4	14,9%
	Agree	27	13	48%
	Neutral	27	9	33,4%
	Disagree	27	-	-
	Strongly Disagree	27	1	3,7%

Table 4.6 showed the skills to develop through study English grammar. From question number one was to know whether the learners wanted to develop their skills through understanding speech. 48% of the learners agree to the statement that the learners analyzed the sentences pattern of speech and comprehension the speech for understanding speech. Whereas, only 3,7% strongly disagree to the statement that the learner wouldn't understanding speech through study grammar.

Questions	Options of the answer	N	Students' Answer	%
2. Understanding written	Strongly Agree	27	6	22,3%
	Agree	27	19	70,3%
	Neutral	27	1	3,7%
	Disagree	27	1	3,7%
	Strongly Disagree	27		

From question number two was to know whether the learners wanted to develop their skills through understanding written text. 70,3% of the learners agree to the statement that the learners tried to translate the text and analyzed the pattern sentences to know the meaning of the written text for understanding written text. While 3,7% of learner disagree to the statement

that the learner wouldn't to develop understanding written skill through study grammar.

Questions	Options of the answer	N	Students' Answer	%
3. Developing speaking	Strongly Agree	27	9	33,4%
	Agree	27	17	62,9%
	Neutral	27	1	33,7%
	Disagree	27		
	Strongly Disagree	27		

From question number three was to know whether the learners wanted to develop speaking skill through study English grammar. 62,9% of the learners agree to the statement that the learners tried for speaking practice to know their memories of vocabulary. And 3,7% of the learner neutral to the statement that the learner wanted to develop speaking skill through study grammar.

Questions	Options of the answer	N	Students' Answer	%
4. Developing writing	Strongly Agree	27	9	33,4%
	Agree	27	17	62,9%
	Neutral	27	1	3,7%
	Disagree	27		
	Strongly Disagree	27		

From question number four was to know whether the learners wanted to develop writing skill through study English grammar. 62,9% of the learners agree to the statement that the learners tried for writing practice to know their memories of vocabulary and comprehension of grammar. And 3,7% of the learner neutral to the statement that the learner wanted to develop writing skill through study grammar.

Questions	Options of the answer	N	Students' Answer	%
5. Developing translation skills	Strongly Agree	27	8	29,7%
	Agree	27	18	66,6%
	Neutral	27	1	3,7%
	Disagree	27		
	Strongly Disagree	27		

From question number five was to know whether the learners wanted to develop translations skill through study English grammar. 66,6% of the learners agree to the statement that the learners tried to analyze the sentences to know the meaning of vocabulary. And 3,7% of the learner neutral to the statement that the learner wanted to develop translation skill through study grammar.

3. Data from the interview

The researcher chose three learners for the interview. The result of interview, in table below:

4.7 The Result of Interview

No	Concept	Items	Students' Answer
1.	Necessities: The reasons to study grammar	1. Do you have reason to study grammar because you have a goal to study abroad in the future?	2 of learners answered "neutral" because they reason to study grammar for improved their skill with more learning grammar in English language. And 1 of them answered "no", because grammar is important for him. Because grammar related to the structure when speaking or writing so that could use grammar correctly. Based on answered the learners, the researcher concluded: their reason study grammar not for pursue the opportunity to study abroad in the future.

		<p>2. Do you have reason to study grammar a challenge for yourself?</p>	<p>Selvi opinions': study grammar is a difficult challenge because many sessions which learning in grammar. Kiky opinions': neutral, because grammar is the obligatory course. Haris opinions': study grammar is a need not a challenge for improved their language skill. Based on answered the learners, the researcher concluded: their reason study grammar not only a challenge but also study grammar is a need, an obligatory, a challenge when they must be able to master every session in grammar for improved their language skill.</p>
		<p>3. Do you have reason to study grammar because want to learn English grammar to be more fluent?</p>	<p>3 learners answered yes, because their language skill still low, so they study grammar for improved and developed their language skill especially for speaking skill.</p>
		<p>4. Do you have reason to study grammar because you believe learning English grammar is important to understand reading texts</p>	<p>3 learners answered yes, because when they already comprehend the grammar, so they easier for comprehend every reading text would read.</p>
		<p>5. Do you have reason to study grammar because you have a great interest in English grammar?</p>	<p>2 of learners answered yes, because when the lecturer taught with good method made learners enjoyed so study grammar became interested and challenge for learners because they must be able to comprehend the material of grammar. And 1 of them answered no, because study grammar is a necessity for improved their language skill. Based on answered the learners, the researcher concluded: their reason study grammar not only have a great interest in English grammar but also study grammar</p>

			as a necessity for them for improving their language skill, especially grammar.
		6. There are 11 sessions of grammar, which aspects important to study?	Tenses, noun, regular&irregular, article, adjective, countable&uncountable, pronoun, nominal&verbal, auxiliary, question word, and comparison.
2.	Lacks	1. Do you feel difficulty when constructing sentences in English language?	3 learners answered yes, because their comprehension about grammar still low. So they felt difficulty when constructing sentences correctly and they need study more diligent for mastering grammar.
		2. Do you feel difficulty when use correct grammatical sentences in English language?	3 learners answered yes, because they still difficulty to determined tenses when constructing sentences. But, they tried and study grammar so that could use their language skill goodly.
		3. Do you feel difficulty when understanding English language?	3 learners answered yes, because when the lecturer used familiar vocabulary, they sometimes felt difficulty for understanding what the lecturers' talking about. So, they still need to remember or memorize vocabularies.
		4. Do you feel difficulty when understanding concepts of grammar in English language?	3 learners answered yes, because they still felt difficulty to understanding concepts of grammar that depended on how the method of the lecturer taught.
		5. Do you feel difficulty when comprehending lecturer's explanation?	3 learners answered yes, because depended to the applying method of the lecturers', where the method must be able to make the learners comfortable and relax, with language or body language, the clear media and support the material.
		6. Do you feel difficulty when learning new vocabulary in English language?	3 learners answered yes, because they could got new vocabulary when teaching and learning process, and depended on the lecturers' method when taught,

			and any methods for added new vocabulary.
3.	Wants	1. Do you want to develop your skill to understanding speech through study grammar?	3 learners answered yes, because from study grammar they could examine their speaking skill and listening skill, and they would more confidence for speaking in front of people.
		2. Do you want to develop your skill to understanding written text through study grammar?	3 learners answered yes, because from study grammar they could develop their skill to understanding written text with the analyzed type of tenses, so that examined their comprehension about grammar.
		3. Do you want to develop your speaking skill through study grammar?	3 learners answered yes, they could develop speaking skill because from study grammar they knew how to make correct grammatical sentences so that they could examine their speaking skill.
		4. Do you want to develop your writing skill through study grammar?	3 learners answered yes, they could develop writing skill because from study grammar they learned, knew, and comprehended what are structures used for write texts so that they could write with correct grammatical and would easier to understand by the reader.
		5. Do you want to develop your translation skill through study grammar?	3 learners answered yes, they could develop translation skill because from study grammar they easier translate and already learned correct grammatical so that they could analyze the meaning of the lecturer or friends talked.

C. Discussion

In this part, the researcher discussed the research findings. The researcher explained the research findings related to the learners' need such as necessities,

wants, and lacks. The data got from the multiple choice test, the questionnaire, and the interview of learners.

Before the researcher done this research, the researcher was to know the lacks of learners. To know the lacks of learners, the researcher gave the multiple choice test to the learners. Based on data in the research findings, the researcher found only 6 people or 22,22% of learners could answer the multiple choice test correctly. And 21 people or 77,78% of learners could not answer the multiple choice test correctly. It means, the lacks of the learners in learning grammar were difficult to understand and comprehend grammar it self.

The data from the questionnaire confirmed to the data from the interview. The first about necessities of the learners focused on the reasons of learners to study grammar. 59,2% of the learners agree to the statement that the learners want to learn English grammar to be more fluent. 55,5% of the learners strongly agree to the statement that the learners believe learning English grammar is important to understand reading texts. 74% of the learners agree to the statement that the learners which learning English grammar is a challenge. 48% of the learners agree to the statement that the learners have a goal to study abroad in the future. 59,2% of the learners agree to the statement that the learners have great interest in English grammar. Most of the learners study grammar because they want to improve their language skill. According to Al-Hamlan (2015), students' necessities focus on what students have to know in order to be able to perform their responsibilities. In this research, the learners realized their responsibilities was improved their language skill through study grammar.

The second was lacks of learners focused on the learners felt difficult when used English language through study grammar. 40,8% of the learners mostly felt difficulties when using English language because comprehending lecturer's explanation. 29,6% of the learners often and 29,6% of the learners sometimes felt difficulties when using correct grammatical sentences. 44,4% of the learners sometimes felt difficulties when constructing sentences. 44,4% of the learners sometimes felt difficulties when understanding English language. 40,7% of the learners sometimes felt difficulties when understanding concepts of grammar. 40,7% of the learners sometimes felt difficulties when learning new vocabulary. According to Hutchinson & Waters (1987), the lacks is the gaps between what the learner knows already so that you can decide of the necessities the learner lacks. Most of the learners felt difficulties when study grammar because their comprehension of grammar still low so they difficulties to constructing sentences used correct grammatical sentences. They also difficulties to understood or comprehended English language when lecturer was explained unfamiliar words and using not effective method. According to Tabari (2013), the teacher needs to feel free to insert the required adjustments and modifications in the designed syllabus and curriculum with respect to goal, objective, the learner and teacher's variable, and other situational factors. It means, the lecturers have to know the ability of learners so that the lecturers' can give the best for teaching and learning process.

The third about wants of the learners focused on developing skill through study grammar. 62,9% of the learners agree to the statement that the learners

wanted to develop writing skill through study grammar. 62,9% of the learners agree to the statement that the learners wanted to develop speaking skill through study grammar. 66,6% of the learners agree to the statement that the learners wanted to develop translation skill through study grammar. 70,3% of the learners agree to the statement that the learners wanted to develop skill for understanding written text through study grammar. 48% of the learners agree to the statement that the learners wanted to develop skill for understanding speech through study grammar. Most of the learners wanted to develop their language skill. Because, through study grammar they know how to make correct grammatical sentences, comprehend what the structure will be use, easier translate to Indonesian language, can analyze the sentences to comprehend written text, and examine their ability and comprehension about grammar. According to Hutchinson & Waters (1987), wants is represent the learners' views regarding what their needs are. It means, the lecturers have to know what the learners want in learning grammar, because from their want the lecturers can adjustment and modification in the design of syllabus and curriculum to set goals and contents of language based on the needs of those learners.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Necessities of the learners to improve their grammatical comprehension, the learners need motivation from themselves to make their enthusiasm in learning grammar, and they need grammar book which is easier to understand by learning independently without helping by other, so the lecturers need to help the students to find the solution.
2. Lacks of the learners in comprehending about grammar is still low. It made learners difficult to construct sentences correctly. Then, the students difficult to comprehend lecturer's explanation when the lecturer was using unfamiliar vocabulary that they have limited vocabulary.
3. Wants of the learners to improve their productive skill (writing skill and speaking skill), more confidence when speak in front of people. The lecturer should know the students ability in learning English, so it will help the lecturer to find the appropriate method in teaching grammar.

B. Suggestion

1. For the learners
As a learner of English Education Study Program, language skill is an important point of you. When you know your lacks, you should improve your skill and your ability to be better than now.

2. For the lecturers

The lecturer can help the learners to improve their language skill. The lecturer should know the learners' need when teaching and learning process. The lecturer can create a comfortable class, give motivation to the learners, facilitate and guide them to become an achievement learner in academic area.

3. For the next researcher

This research tried to find the information about the learners' need when study grammar. So, the researcher suggests to the next researcher to find the learners needs in area writing skill or speaking skill.

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