



## Students Need Analysis in Learning English Grammar: ESP Context

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### Abstract

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*This study investigates students' needs for grammar learning in English class in English for Specific Purposes (ESP) context. This study uses a quantitative research methodology with a survey design. Data were collected from ESP students at an English language institution, specifically taking classes for police registration. The findings show that students already have reasonable goals in learning grammar, and almost all students also agree with the necessity of learning grammar. Even so, students still have difficulties in learning grammar and implementing it. Thus, a better method is needed in teaching grammar according to the needs and interests of students. Therefore, students can understand grammar learning in all English skills. It is recommended that future researchers dig deeper into the strategies that can be used so that grammar learning becomes more effective according to students' needs.*

**Keywords:** *English class, Grammar Learning, Students' Needs*

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### INTRODUCTION

Today, understanding English grammar is crucial to language learning and helps with linguistic proficiency. Grammatical competence is one of the four communicative competencies that language users need in order to communicate (Almuhammadi, 2020). The teaching procedure is done conventionally using a deductive approach, and students still view learning English grammar as boring (Briewin et al., 2013). Although this method is one of the fundamental ones for teaching grammar, it is more teacher-centered and does not help pupils acquire the rules of grammar or improve their communication skills. This prevents children from using language more inventively and forces them to repeat the same linguistic patterns. According to Nunan (2003), in order to facilitate effective English learning, teaching English grammar must follow some essential principles. These include incorporating both deductive and inductive methods, assigning tasks that clearly demonstrate grammatical structures and their communicative purposes, prioritizing procedural language use over descriptive language use, and encouraging students to express their creativity rather than solely reproducing information. The grammar instruction aligns with these core concepts that Ellis (1995) suggested, which is a learning strategy that considers forms, meaning, fluency, and correctness.

For learning to be carried out effectively, before implementing English learning, especially in grammar, teachers need to know the needs of their own students. The first step before creating a learning model is to conduct a needs analysis, which tries to ascertain the existing learning condition in a specific learning setting. According to Yunita et al. (2018), requirements analysis is a



method used to identify the actual needs of students during the learning process. Marlini et al. (2022) contend that conducting a needs analysis is a technique for assessing learning from the student's perspective. Instruments that directly lead to the required information must be used in the procedure. Information regarding the language itself, the backgrounds of students and teachers, and restrictions and program resources must also be considered in addition to the demands of the students because these elements may impact the course or program (Yunita et al., 2020). Nugroho et al. (2022) state that having teaching abilities that prioritize cognitive is not enough to make students happy and motivated to learn; teachers also need to have a character who knows students' needs by applying effective teaching methods.

In other words, a thorough needs analysis can bridge the knowledge gap between what teachers teach in educational institutions and what is needed by students. Additionally, the results of a thorough needs analysis can be utilized as a foundation for choosing or creating the ideal textbooks or materials as resources to meet learning objectives (Sari et al., 2020). As suggested by Azarnoosh et al. (2016), information about students' present knowledge (lacks), necessary knowledge (necessities), and subjective needs (wants) should be understood. The needs analysis required for creating learning models can provide this knowledge. After determining learning objectives, Dick, Carey, and Carey (2009) rank the students' needs analysis in creating learning models for learning. Therefore, with analysing the grammatical needs of learners, teachers will know a skill that the students currently possess, and the gaps from their students have in these areas include their knowledge, abilities, and attitudes towards language use and grammar. The students' role is crucial while the teachers carry out the needs assessment since they will consider their current skills based on their unique learning requirements. The teachers will first determine the students' priority in the classroom regarding their grammatical interest, which has to be satisfied through the learning activities, before comprehensively, carefully, and succinctly planning their learning needs (Ampa & Quraisy, 2018).

The technique of determining the students' needs considers their growth and improvement rather than only their limitations. In other words, the students can demonstrate and apply their classroom skills (Yunita et al., 2020). Without a thorough assessment of the students' needs, the entire classroom lesson could have an impact on the pupils. In this situation, needs assessment is an ongoing process that may have an impact on teaching methods, curriculum design, and student growth. The relevance of needs assessment in the curriculum-development process is to identify the course's intended learning outcomes, where the program's goals are met, and, if necessary, for curriculum improvement. Furthermore, Yunita et al. (2018) claimed that conducting a needs analysis is the first action taken before a teacher decides how to educate his or her students using a learning model. By displaying the current state of how students are learning in the classroom, this learning model must be clear. A rigorous strategy that targets the learners' requests concerning their learning process in the English grammar lesson also identifies needs (Nurhayati, 2020). But needs analysis also serves to ascertain how learners develop considering their perspective. To enable the student to attain and acquire

his essential learning through a proper grammatical needs assessment, the method must be done utilizing the most relevant learning resources.

Previous research on needs analysis has been done by those who teach English. However, most of these studies focus on the creation of learning materials for general English (Cunningham, 2015; Moivaziri, 2014; Noori & Mazdayasna, 2014), English for Special Purposes (Yundayani et al., 2017; Boroujeni & Fard, 2013; Chovancová, 2014) language skills (Andi & Arafah, 2017). However, there has not been much research done on English resources for learning grammar for applications. The current study is a needs analysis that focuses on teaching grammar for English for Specific Purposes (ESP) to students who will register with the police recruitment to help them do better on tests. The researcher is interested in conducting this research with the aim of exploring the needs of students in learning grammar which is focused on the police recruitment test, by formulating the research questions as follows: What are the students' needs in learning English grammar?

## **METHODS**

This research is quantitative because it helps in collecting statistical data from a larger sample population in the study (Creswell, 2018). This research was conducted at an English course institution, especially for students who want to enroll in police recruitment. The participants were five people from different high schools in Indonesia.

In collecting data, the questionnaire was developed after reviewing the literature relevant to the research topic. The questionnaire consists of five main parts: 1) Students' Goal in learning English grammar 2) The necessities in learning English grammar 3) Students' lack in English grammar 4) students want in English grammar 5) Students' preferences: learning approach and topics. The analysis was carried out using a Likert scale and the results and conclusions are shown in a descriptive table that shows the percentage for each item in the questionnaire. All items in the questionnaire were measured on a four-point Likert scale, where 4 strongly agree, 3 agree, 2 disagree, and 1 strongly disagree.

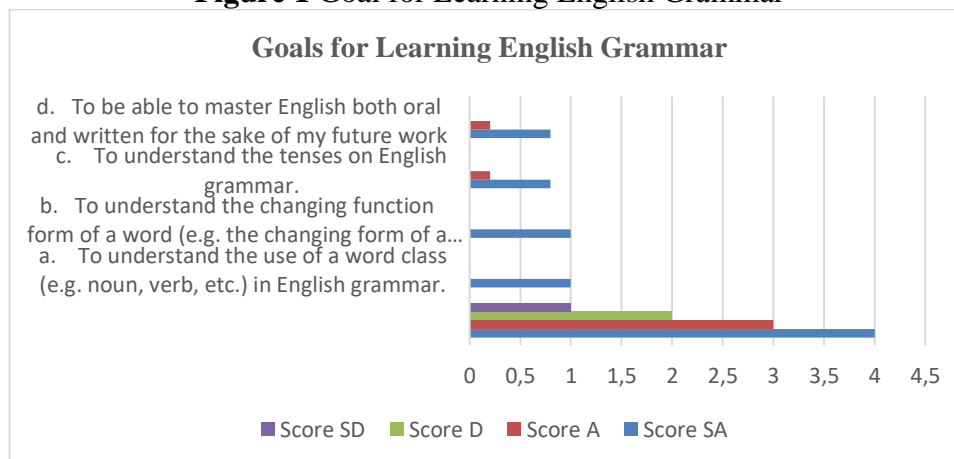
## **RESULTS & DISCUSSION**

This section details the quantitative results obtained from the questionnaire. The findings are split into two parts. The first one discusses the purpose of mastering English grammar, while the second one presents the information about the students' requirements for English grammar learning.

### **Goals for Learning English Grammar**

At the outset of model development, the goal of learning is decided. This is in keeping with Dick & Carey (2005) concept of 10 phases for creating a systematic design of the teaching model, the first of which is identifying the learning objectives. The students emphasize that in order to achieve the aims of learning English grammar, they must be aware of the meaning, location, purpose, and forms of the word classes and tenses as well as be able to employ these concepts in English sentences. Figure 1 below displays the numerical findings of the student's needs.

**Figure 1** Goal for Learning English Grammar



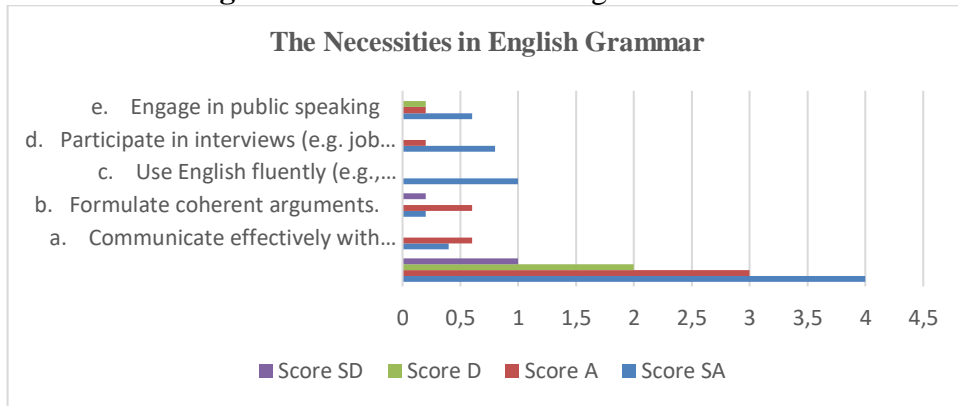
As described in the figure above, all students chose to agree with the goal of learning grammar in English, which means that they have good goals in learning grammar and they agree that grammar has an important position in improving English language skills. Based on this conclusion, it appears that the students understand the importance of learning English starting from the fundamental concepts, such as word classes, tenses, and parts of speech. These are considered the building blocks of English grammar that must be mastered before moving on to other rules. This is because parts of speech are commonly used in sentences, paragraphs, texts, and books, making them essential to understanding the language. Essentially, every phrase contains at least one part of speech.

When it comes to the significance of a learner's learning process, it's essential to identify their needs in the target situation, which refers to what they must accomplish (Noori & Mazdayasna, 2014). The concepts of needs, lacks, and wants are important to consider. Necessities refer to the knowledge that the learner must possess to perform well in each situation. Lacks, on the other hand, refer to the difference between what the learner currently knows and what they need to know. Lastly, wants are the learner's individual perception of their needs.

### **The Necessities in English Grammar**

In the necessity of learning English grammar, the researcher connects students' needs with learning grammar which can be used in developing several language skills. The results of students' responses to the analysis based on needs are presented in the figure below.

**Figure 2** The Necessities in English Grammar

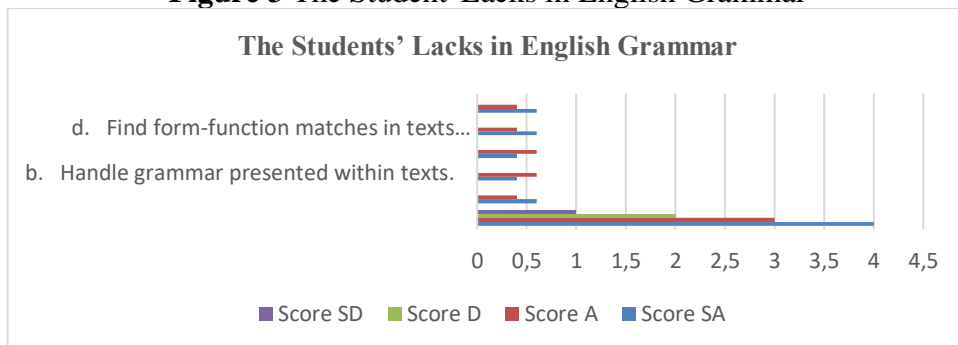


As explained in the figure above, almost all students agree that they need grammar in learning English, although there are two students who still have difficulty memorizing and identifying formulas in grammar rules. This will be a good consideration for teachers in developing learning grammar materials by knowing the needs of students in learning grammar.

**The Students' Lacks in English Grammar**

In the case of lacks in learning English grammar, it is very necessary in this analysis because researchers must know the difficulties faced by students at this time, so that it will assist teachers in developing appropriate materials, which should be discussed more thoroughly in grammar according to the needs of students (Cunningham, 2015). The results of students' responses to the analysis based on needs are presented in the figure below.

**Figure 3** The Student' Lacks in English Grammar

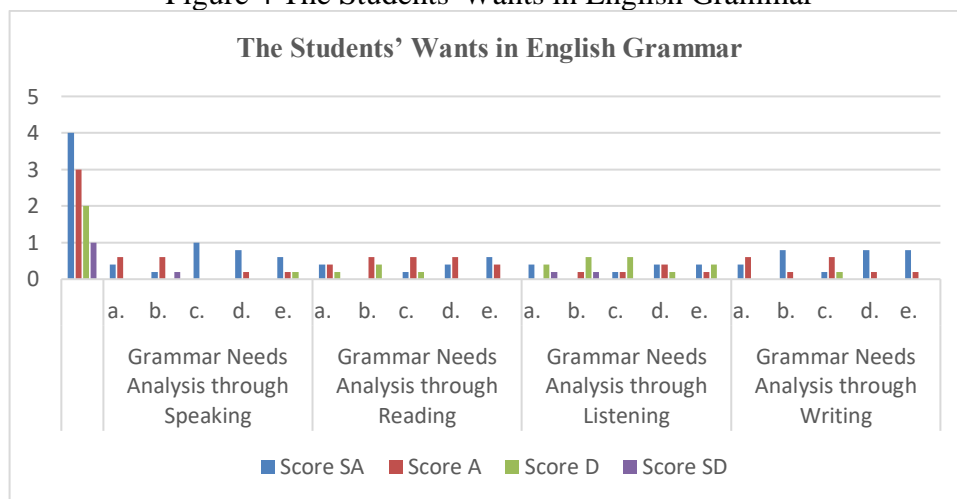


As explained in the figure above, all students find it difficult to use or apply grammar in English. This means, there needs to be special attention given by the course teacher in guiding his students to have an understanding in learning grammar which is devoted to achieving a good proficiency score for registration for the police test.

### The Students' Wants in English Grammar

In students' wants to learn English grammar, students must realize the relevance and benefits of the content of teaching materials. If the teaching materials' content is relevant to their interests and aspirations for academic success, students will be motivated to learn. If the teaching materials' content is relevant to their interests and aspirations for academic success, students will be motivated to learn. Teachers must pay attention to the impact of the teaching materials provided, especially language content related to grammar. Establishing language instruction materials that foster students' interest, curiosity, and focus on learning (Yundayani et al., 2017). So that in the end the competence of students will increase. The results of student responses to the analysis based on wants are presented in the figure below.

Figure 4 The Students' Wants in English Grammar



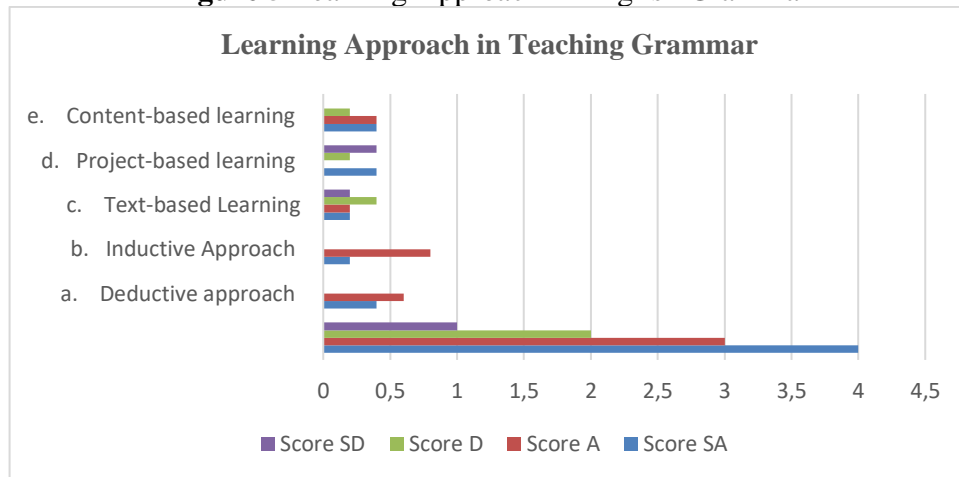
As explained in the figure above, the researcher describes the need for grammar analysis through four skills, namely speaking, listening, reading, and writing. Based on the results of the questionnaire, in speaking, 30 students feel the need for grammar in speaking, but there are 20 students who feel do not need grammar in coherent argument and public speaking. In using grammar in listening, students' answers are also quite varied. There are 30 students who disagree regarding listening to teachers and understanding long oral descriptions. In using grammar in reading, students' answers are quite varied. However, most of students agree about the use of grammar in reading, although there are some who do not agree. And through writing, most students agree, but only one disagrees regarding expressing and developing ideas properly.

### Learning Approach in Teaching Grammar

When learning a foreign language, a teacher may use a specific approach or method to facilitate the process. The deductive and inductive approaches are among the options included in the questionnaire for this needs analysis study (Chalipa, 2013), text-based learning (Richards, 2005), project-based learning (dos Santos et al., 2018), and content-based learning (Ng Chin Leong, 2009). Below is a figure

presenting the results of the student's responses to the needs analysis of the learning model approaches.

**Figure 5** Learning Approach in English Grammar



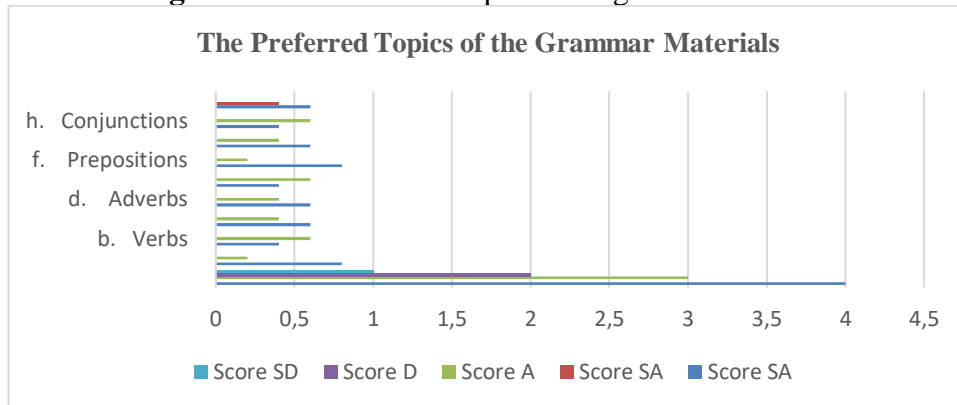
Based on the figure, it can be concluded that inductive-based method yields the largest percentage of options from student responses, whereas text- and project-based approaches yield the lowest percentage. These findings suggest that pupils prefer inductive methods of instruction. explicit training that mandates students develop their own comprehension of grammatical rules based on the provided instances (Jean & Simard, 2013). In this approach, the teacher gives students concrete examples of language use while they independently investigate grammatical concepts. After teaching, explicit education encourages them to practice applying them. This is followed by a logical method. Following an explanation of the grammatical rules, the teacher assigns the pupils to complete the book's or module's grammar exercises. Additionally, text-based, and project-based learning received the least amount of support from students, which suggests that some of them were wary of being overloaded with assignments and projects during the learning process. In this approach, the teacher gives students concrete examples of language use while they independently investigate grammatical concepts. After teaching, explicit education encourages them to practice applying them. This is followed by a logical method. Following an explanation of the grammatical rules, the teacher assigns the pupils to complete the book's or module's grammar exercises. Additionally, text-based, and project-based learning received the least amount of support from students, which suggests that some of them were wary of being overloaded with assignments and projects during the learning process. In fact, Richards (2005) suggests that engaging students in interactive tasks can help them enhance their grammar and other communicative competence skills.

### **The Preferred Topics of the Grammar Materials**

The topics to be learned in the teaching and learning process are the learning materials. English tenses are frequently mentioned in learning materials for English grammar, particularly those that focus on the fundamentals of the language. However, studying the tenses can be integrated with learning word classes or the components of speech (Harmer, 2001). The following figure will illustrate the

results of the needs analysis on the preferred topics of Grammar materials for learning English.

**Figure 6** The Preferred Topics of English Grammar Materials



From those students' responses above, the highest needs from the students' point of view with the percentage of 80% are the nouns, prepositions, then followed by the percentage of 60 % adjectives, adverbs, pronouns, and tenses. It is understandable why this discovery was made, as the parts of speech that require a thorough understanding of rules are verbs, adjectives, nouns, and adverbs. As explained in the figure above, all students agree with the topics to be studied in grammar. That all grammar materials have an important position and must be studied, especially in achieving high test scores, students agree to study various grammar materials in English.

## CONCLUSION

This study has demonstrated that the traditional approach paradigm of grammar teaching appears to still be the current practice in English grammar instruction. Clear learning objectives, which are typically listed in the course syllabus distributed to students at the first meeting of the course, have not yet been established by the professors for their pupils. The logical approach was used in practice, but the learning materials are still dependent primarily on for-profit textbooks and are not yet tailored to the needs of the pupils. It is still not common practice to employ literary elements like narrative, dialogue, and source cultural content (legends). This contrasts with the current tendencies in Indonesian language education, which use a text- or genre-based approach and have not yet considered the significance of intercultural competency in language learning. Future research on creating a grammar learning model that integrates grammar instruction focused on helping students develop their communicative and intercultural competence is encouraged, particularly research that is based on needs analysis and in line with the most recent developments in language learning, and specifically grammar learning.

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