Need analysis on English Online Learning in Informatics Technology Department, State Polytechnic of Malang

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ABSTRACT
Online learning in Indonesia gets in the position for all tertiary education levels since the established emergency curriculum set by the ministry of education and culture as the response to the global strike of of Covid-19. Online learning also applies to the State Polytechnic of Malang. As the student is familiar with conventional learning, to minimize the gap, the need analysis is taken to explore that the existing teaching and learning activities based on the student perspective. This study aims to discover the student's needs in online learning and collect some responses as the consideration to design appropriate learning activities. The study employed an online survey that taken the English for Job Preparation subject. The online survey consists of sets of questions related to learning sources, activities, and assignments. The result showed that the learning activities and materials for English subjects are required an update to get the precise learning outcomes reflecting on learner's needs as the basis for the course design.

Keywords: Need Analysis, Online Learning, ESP

INTRODUCTION

The internet evolution brings numerous impacts to our pedagogy sphere, particularly to teaching and learning. Internet existence brings an impact to our education at present. When the internet comes to a classroom setting, the learner requires to increase their performance by following some learning styles that support the learning process (Khan, S, B., & Jumani, N, 2012). The internet provides some advantages to support teaching and learning activities. By the Internet, learners can learn based on their interests (Suryadi, 2020). Online learning arises as to the global trend in teaching and learning. In recent times, online learning leads the current trend for teaching in Indonesia. The emergency curriculum launched by the ministry of education and culture has triggered online learning to adopt by all tertiary levels in Indonesia, which also applies in the Information Technology Department, State Polytechnic of Malang. Online learning comes as a policy to authorize the teaching and learning protocol nationally during pandemics (Kemdikbud, 2020).

Information Technology Department held the online learning by considering the local government policy of the large scale social restriction (PSBB) to prevent the spread of COVID-19 in Malang. The learning activities are conducting online to carry out the learning activities by adapting to the present situation. Online learning has been carried

out by utilizing some learning platforms such as Google Classroom, Moodle, Google Meet, Zoom, Quizizz, and many more. The readiness for online learning in the department is a challenge both for lecturers and students. The actual implementation of online learning in some institution is still inconsistent that need to evaluate (Scherer, Howard, Tondeur, & Siddiq, 2021). Online learning requires policy, integrated systems, and experiences to maximize teaching and learning. Therefore is necessary to investigate some factor related to institution readiness, and lecturers adaptation to perform online learning to achieve conducive situation for teaching and learning (Kebritchi, M., Lipschuetz, A., & Santiague, 2017)

The established learning activity in Information Technology Department is mostly in conventional learning (face to face and in a classroom setting). Since the pandemic outbreak, the face-to-face is switch unexpectedly to online. This sudden transformation reveals some obstacles related to suitable activities that support students learning process. The online learning has been completed for one semester and needs some improvement to achieve the learning target and meet the students' needs. To deal with the situation, need analysis considering the students' needs for an online course in English for Job Preparation subject is required. In other words, the ESP teacher demand to frequently update the teaching strategies to maintain the learning outcomes. One way to do this is by carrying need analysis to map the learner's specific needs (Asri, Ulfa, & Suryadi, 2019). In this study, a need analysis was performed to reveal the online learning that applies to the student. Thus, this research is used for conducting needs analysis for improvement of teaching practices in the Information Technology Department.

LITERATURE REVIEW
Online learning

Distance Learning is the root of what we called as online learning today. Distance learning assigns many advantages that were unimaginable in a conventional classroom i.e, access for lecturing without our physical presence on campus (Hassenburg, 2009). Some scholars proposed the benefits of distance learning. (Hawkes, 2001) stated when the student takes their own time for learning it can produce a meaningful and deep reflection on their knowledge rather than pushing them to respond the questions in a limited amount of time. Distance learning believes that more adaptable to the learner since they provide an opportunity to learn at their own pace. (Talebian, S., Mohammadi, H. M., & Rezvanfar, 2014) defined the traditional classroom as passive since bounded by time and place. Online learning is commonsense to eliminate the boundaries of conventional learning. Besides, its dynamic design can develop gradually to adapt to the current situation. Online learning is an inevitability with its ability to demonstrate advance learning through collaboration among scholars and technology (Alsaaty, Carter, Abrahams, & Alshameri, 2016). Online learning is feasible for the present teaching and learning due to the global pandemic of the Covid-19. Conducting online learning is reliable for now (Nasution & Ahmad, 2020). Online learning aims to reduce virus transfer because of the policy for study from home. The following reason comes as the

background for online learning in the Information Technology Department at State Polytechnic of Malang.

Need Analysis

Need analysis is part of ESP that function as a tool to design language program. As a tool, needs analysis can evaluate the program in language teaching and learning (Sulistio, 2016). Need analysis contains information of students related to teaching and learning. Moreover, needs analysis also functions as the database covers some points of language competence to achieve by the learner (Songhori, 2008). The process of designing a language program requires to need analysis to describe the learning target and propose a suitable program for students. In other words, needs analysis can operate to establish the course orientation (Romanowski, 2017). Needs analysis refers to the process for collecting and assessing information that coherent to course design. Needs analysis in the present study performed to collect data and examine data on the current situation, i.e., what learning materials have before the course begins, the teaching strategies that appropriate to student needs, and the target situation at the end of the course. Thus, it also aims to design the exact online learning for ESP courses (English for Job Preparation) in Information Technology Department

English For Specific Purposes

English has become one of the most spoken languages within the long history of its existence. As the impact of global development in many sectors in the mid-1960, English was set as the new lingua franca by the non-English speakers to turn into globalization (Teodorescu, 2010). Also, the expanding economy to a global scale increases the number of students studying English as the entry to worldwide communication (Ulusan, 2017). ESP emerged from the rapid development in technology and the high demand for English use as the need for global communication. In the beginning, (Hutchinson, T., &Waters, 1987) proposed that ESP is the language learning concept that emphasized learner needs. ESP approach in English Language Teaching was detailing for particular targets.

ESP focused on the analysis of the needs of learners since the learners distinguished through their work or specialization (Basturkmen, 2010). English for Specific Purposes came as the movement to teach English for the learner with its particular profession or job (Rahman, 2015). ESP is supposed to provide the learners with specific knowledge, task, and competence in English to achieve the targeted outcomes. Teaching ESP aims to assign students to learn English with particular themes that cover their needs(Indrasari, 2016). Teaching ESP means promoting the students to learn English with specific context with the designed course that coherent with their needs.

English for Job Preparation in Information Technology Department

English for Job Preparation is one of the ESP subjects taught to vocational students in the Information Technology Department for Infomatic Management and Informatic Engineering Study Program. The subject contains three credits per meeting within 3 hours. English for Job Preparation is the intermediate subject after completed the courses beforehand, English for Informatics 1 and English for Informatics 2.

English for Job Preparation covers some topics such as: understanding the job ads, identifying personal strengths and weaknesses, building a career through a job application letter, writing a CV and resume, preparing for an online job interview, and preparation for the TOEIC test. The selected topics for the course designed to meet the student's proficiency qualification before they graduate and get to work. The course was going for 17 meetings per semester include the quizzes, midterms, and final tests. Considering the course is going online, the teaching methods expect to assign to the online setting. Some teaching methods for online courses are Discovery Learning, Problem Based Learning, and Project-Based Learning. The learning materials that have been taken from various resources, most of them are taken from teaching modules designed by the English lecturers in the department. Additional materials were compiled from some learning platforms such as videos from Youtube for visual aids, e-books, and any sources with relevant issues. The modules and learning sources uploaded to LMS and Zoom are used for online meetings. All students have already had the accounts and can access the LMS. So they can join the online learning based on the schedule that given. The learning evaluation conduct in some ways, test, and quiz post to the LMS or Quizziz to get a real-time student response. The department designed an online exam app to ease students in participating in online examinations (Asri et al., 2019).

RESEARCH METHOD

The need analysis is conducted because of the following reasons:

1. The needs analysis is used as a reference for updating teaching materials.
2. As a self-reflection for the online teaching whether the teaching and learning activities refer to the syllabus. The self-reflection is performed to enhance the quality of teaching and learning of English for Job preparation subjects.
3. As a self-reflection for implementing ESP in the department by focusing on some specific skills development.

The research method to conduct data is by distributing an online questionnaire. Data is given online and responded to by 97 students from 5 classes who have taken the English for Job Preparation courses in an even semester of the 2020/2021 school year. The need analysis was arranged by looking at the conditions of online learning, which consist of 20 questions that will collect the student's response regarding the online lecturing in 17 meetings. The questions covered some issues on the learning materials, activities, and tasks during the online learning to know whether the online learning meets the student's need and as the evaluation for the future improvement of the course.

RESULT AND DISCUSSION

The data obtained from the questionnaire are described below. In the first statement, the topic for the online course should following the current issue of the working field that 55 students (56,7%) responded strongly agree, 39 students (40,2%) responded agree. This answer shows that half of the respondents agreed the current issue attached in teaching materials is helpful for the student to understand what they learn.

The second question is about the topic for the online course should provide a clear picture of the problem in the working field, with 61 students (62,9 %) responded strongly agree, 32 students (33 %) responded agree. This response indicates that most respondents require more clear examples about what they have learned to gain a deep understanding of the course.

In the third question, students asked related the interesting and understandable topic to support the online course with result 52 students (53,5 %) agreed, 35 students (36,1 %) responded strongly agree. An interesting and coherent topic is helpful for the student to understand the course. Thus, it might successfully achieve the targeted learning outcomes. Online learning demands some creative activities to attract students' attention and minimize boredom during teaching and learning.

In the fourth question, the statement related to the topic for the online course should provide interactive teaching aid with result 28 students (28.9 %) responded strongly agree and 57 students (58.8 %) responded agreed. The result shows that the suitable material for online learning should be powerful to create meaningful learning with the support of teaching aids in the classroom such as short videos or animation. These teaching aids enhance the student motivation to keep in touch with the activities.

The fifth question about the course should provide updated learning sources with results 45 students (46.4 %) responded strongly agree, 43 students (44.3 %) responded agreed. To boost student motivation in learning, providing them with the updated learning sources could increase their curiosity by stimulating them to discover any topic as they keep involved in the activities.

In the sixth and seventh questions, is asked about the suitable platform for the online course. During the pandemic, the department held online learning on some platforms such as Zoom and LMS. To conduct virtual meetings is using Zoom. Teaching and learning activities cover distributing learning sources, assigning online discussion, collecting student tasks, and announcing some information related to teaching and learning activity is using LMS. Most respondents answered strongly agreeing to link Zoom and LMS to support them engaging in the learning activity.

In the eighth, ninth, and tenth questions, the student asked about the suitable platform for online discussion. Students need to adapt while engaging in online discussions as they were familiar with discussing face to face in a classroom setting. When the student asked to decide on the suitable platform for discussion, half of the respondents prefer to discuss by Zoom, with result 37 students (38,1 %) responded strongly agree, 47 students (48.5 %) responded agree. Compare to using chat rooms in LMS or Whatsapp Group, they prefer to discuss their idea by Zoom since it provides a real-time discussion, similar to the face-to-face sharing session in the classroom.

In the eleventh and twelve questions, the student asked related the time for discussion after class. For in schedule discussion, 21 students (21.6 %) responded strongly agree, 51 students (52.6 %) responded agree. These indicate that students more enjoy discussing in the schedule rather than discuss unconsciously. Some students argued that schedule discussion is a session for peer checking to complete their understanding of the courses.

In thirteen, fourteen, and fifteen questions were about some learning methods for the online course, namely: Discovery Learning, Problem Based Learning, and Project-Based Learning. For discovery learning responded strongly agree by 27 students (27.8 %), 55 students (56.7 %) responded agree. For Problem Based Learning, 38 students (39.2 %) responded strongly agree, 51 students (52.6 %) responded agree. Project-Based Learning 35 students responded strongly agree (36.1 %), 55 students responded agree (56.7 %). Most students respond that all learning methods are suitable for the online course. The blend of the three learning methods is useful for students to understand the course.

In sixteen, seventeen, and eighteen questions were about some tasks that proper for the online. Online assignment with discovery learning 40 students (41.2 %) responded strongly agree, 51 students (52.6 %) responded agree. Online assignment with Problem Based Learning, 55 students (56.7 %) respond strongly agreed, 38 students (39.2 %) responded agree. Project-Based Learning online assignment, 50 students (51.5 %) respond strongly agree, 43 students responded agree (44.3 %). The result shows that students prefer the online task within Problem Based Learning and Project-Based Learning to improve their understanding. Some students argued that both Project-Based Learnings are more challenging that simultaneously improve their motivation to completing the assignment.

In nineteen and twenty, the questions were about the review after completing the online task. The task review took per meeting results with 42 students (43.4 %) responded strongly agree, 45 students (46.4 %) responded agree. The task review took after finishing the whole unit, 41 students (42.3 %) respond strongly agreed, 45 students (46.4 %) respond agreed. The result shows that students prefer for the review per meeting to help them understand the course completely.

Based on the result from the questionnaire, the student can follow the online course properly. Some suggestions that become the focus as the improvement for the course development are related to the scope that should highlight the recent issue of the course with some clear examples of cases that help the student gain better learning outcomes.

For more details, all questions and the student response can be seen in table 1.

Table 1. Student Responses

Question	Answer Frequency				
	SD	D	A	SA	Number of Responses
The topic for online course should following the current issue of the working field	1	2	39	55	97
Percentage (%)	1	2.1	40.2	56.7	

The topic for online course should provide the clear picture of the problem in working field	1	3	32	61	97
Percentage (%)	1	3.1	33	62.9	
The topic for online course should be interesting and understandable.	1	9	52	35	97
Percentage (%)	1	9.3	53.6	36.1	
The topic for online course should provide with an interactive instructional media.	1	11	57	28	97
Percentage (%)	1	11.3	58.8	28.9	
The online course provide with updated learning sources.	3	6	43	45	97
Percentage (%)	3.1	6.2	44.3	46.4	
The online course through Virtual Meeting Room (Zoom) help students in their learning activity.	5	18	43	31	97
Percentage (%)	5.2	18.6	44.3	32	
The online course through Learning Management System (LMS) help students in their learning activity.	4	13	51	29	97
Percentage (%)	4.1	13.4	52.6	29.6	
Discussion room through Zoom help student to discuss their problem during learning activity.	3	10	47	37	97
Percentage (%)	3.1	10.3	48.5	38.1	
Discussion room through LMS help student to discuss their problem during learning activity.	7	29	42	30	97
Percentage (%)	7.2	19.6	42.3	30.9	
Discussion room through chat room (Whatssapp Group) help student to discuss their problem during learning activity.	2	17	45	33	97
Percentage (%)	2.1	17.5	46.4	34	
Discussion after class is on schedule (once a week, every Monday, etc)	6	19	51	21	97
Percentage (%)	6.2	19.6	52.6	21.6	
Discussion after class is spontaneus (When students had problems or questions)	5	19	49	24	97
Percentage (%)	5.2	19.6	50.5	24.7	
Online Learning through Discovery Learning eases students to understand the course	1	14	55	27	97
Percentage (%)	1	14.4	56.7	27.8	
Online Learning through Problem Based Learning eases students to understand the course	0	8	51	38	97
Percentage (%)	0	8.2	52.6	39.2	
Online Learning through Project Based Learning eases students to understand the course	1	6	55	35	97
Percentage (%)	1	6.2	56.7	36.1	
Online task through discovery learning helps students to understand the course.	0	6	51	40	97
Percentage (%)	0	6.2	52.6	41.2	
Online task through problem based learning helps students to understand the course.	1	3	38	55	97
Percentage (%)	1	3.1	39.2	56.7	
Online task through Project based learning helps students to understand the course.	1	3	43	50	97
Percentage (%)	1	3.1	44.3	51.5	
Task reviews is done per meeting	1	9	45	42	97
Percentage (%)	1	9.3	46.4	43.4	
Task reviews is done after completed one topic.	2	9	45	41	97

	2.1	9.3	46.4	42.3
Percentage (%)				

Information:
SD: Strongly Disagree
D: Disagree
A: Agree
SA: Strongly Agree

CONCLUSION

Need analysis is fundamental in ESP. Needs analysis helps the lecturer to see the detailed situation of student perspective to teaching and learning activity which is close to succesful of learning. Needs analysis eases the course designer to map the problem that might exist in the classroom and design the solution to solve the problem.

From the discussion, it can be concluded that the online learning of English for Job Preparation subject is performed well by the student and considered appropriate to the students' needs. Some suggestions related to the teaching activities and sources need to develop as they progress by promoting competence based on the global trend in the working field. As the ESP course set for vocational learning requires equal practical and theoretical study, the updated learning source is crucial to deploy student motivation and courage them to perform well before starting their job. A suitable learning environment is necessary to manage by the lecturers with the collaboration among stakeholders to maximize the student potential through the appropriate teaching and learning based on the learner perspective.

Further research can conduct by the lecturer or course designer, especially on English for Information Technology considering the present study to obtain the updated situation of the target needs.

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