

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Education is not restricted to the time spent in school. It begins at birth and continues all the life. There are three kinds of education in our country: formal, informal and non-formal education. Due to many Indonesian learners don't have the opportunity to continue their study in formal education, the government try to help those learners to get the education through non-formal education.

Non-formal education (NFE) has been defined by Kleis (1973) as any intentional and systematic educational enterprise (usually outside of traditional schooling) in which content is adapted to the unique need of the learners (or unique situations) in order to maximize learning and minimize other elements which often occupy formal school teachers (i.e. taking roll, enforcing discipline, writing reports, supervising study hall, etc). However, establishing non-formal education is not easy. The projects and programs implemented under the label of 'non-formal education' are very diverse in scope. What they usually have in common is an organized, systematic, educational activity, carried on outside the framework of the formal education system, to provide different types of learning to particular groups in the population, both adults and children. One of the non-formal education

programs is *Pendidikan Kesetaraan* that includes *Paket A Program*, *Paket B Program* and *Paket C Program*. *Paket C* program should be designed seriously because it gives opportunities to the unfortunate learners to get the certificate for continuing their study or searching a better job.

In running *paket C* Program, that is designed for people, most of whom are not formal school (SMA) graduated because of some factors such as economy, geography and time, the government should know the needs of the learner since they have different background, facilities and ability with Senior High school learners (formal education). According to *Peraturan Pemerintah No.14 tahun 2007* as cited in *BSNP*, one of the instructional purposes is that the learners are expected to develop their communicative competence in both spoken and written forms to the informational literacy level which means that learners are able to retrieve the knowledge by using language ability, for example: giving response to short functional written forms (invitation and advertisement). It challenges the tutor to find topics, activities and material that keep learners interested and avoid boredom (Ur, 2001). Regrettably, it is often found that tutor still give conventional teaching activities that are less motivating to the learners (*Pengembangan Pendidikan dan Tenaga Kependidikan-Pendidikan Non Formal*, 2008).

Paket C program is more teacher-centered than most formal education. Learners can leave anytime they are not motivated. Oxford (1990) defines; there are two reasons that strategies are important. First, strategies are tools

for active and self involvement for developing communicative competence. Second, the learners who have developed appropriate learning strategies have greater self confidence and learn more effectively. This means that language learning strategies influence language learning since it supports and helps learners to learn, get, and use the target language. So, the tutor has to find the way to make learning activity more enjoy but still achieve the goal of the program. As stated by Kitao (1997) that curriculum, materials, teaching methods, and evaluation should all be designed for learners and their needs. Thus the tutor and the government should know the learner needs for deciding the best way and material that used in *paket C* program to gain the goal better than in the past. As stated before, the information about learners needs is crucial for the tutors to select teaching activities and materials that are chosen by the learners to use English in particular profession, and required by the curriculum to pass the final examination.

Ideally, in learning English should includes 4 skills, listening, speaking, reading, and writing. But, based on the observation at PKBM 33 Malaka, the tutor only teach reading and writing skill because they do not have any module, whereas the four skills as mentioned above is stated in English of *paket C* program curriculum. That's why the writer as a part of State University of Jakarta, one of university whose departments mostly in education program, is motivated to conduct a study about the needs and wants of learners so that they can pass their final examination and use English in the

particular profession. Moreover it can help the tutor to know the learners needs and wants. In fact, there was a study about *paket C* learners in investigating the needs of learners of *paket C* program Heni Puspitarini “*The Needs Analysis of Kejar Paket C Learners in Learning English*” – A Survey, but it only discuss until learners preference and conducted in many places, so, the writer was inspired to investigate this case more detailed, only in one place and compare between the needs of the learners and curriculum demands.

1.2 Statement of the research problem

The research problem is divided into two kinds, that are main and sub-problems.

Main problem:

To what extent are learners’ needs accommodated by the *paket C* curriculum?

Sub-problems:

1. Are the learners’ needs to learn reading accommodated by the *paket C* curriculum?
2. Are the learners’ needs to learn writing accommodated by the *paket C* curriculum?
3. Are the learners’ needs to learn listening accommodated by the *paket C* curriculum?

4. Are the learners' needs to learn speaking accommodated by the *paket C* curriculum?

1.3 Scope of the Study

Based on the research problems mentioned in point 1.2, this study focuses on the needs of four basic skills; the needs to learn reading, to learn writing, to learn listening, and to learn speaking based on learners' perspectives and English curriculum demands of *Paket C* program.

1.4 Purpose of the Study

Because of the problems stated above are divided into main and sub-problems, so here the writer also divided the purpose into two, main purpose and specific purposes.

Main purpose:

The purpose of this study is to get the empirical data about how the English of *paket C* program curriculum accommodates the needs of *paket C* learners in learning English in order to pass the examination and to use English in a particular profession.

Specific purpose:

1. to identify whether the learners' needs to learn reading accommodated by the *paket C* curriculum

2. to identify whether the learners' needs to learn writing accommodated by the *paket C* curriculum
3. to identify whether the learners' needs to learn listening accommodated by the *paket C* curriculum
4. to identify whether the learners' needs to learn speaking accommodated by the *paket C* curriculum

1.5 Significance of the Study

It is expected that the result of the study can be used by the tutors because we cooperate during conducting this study, as the input to select appropriate teaching materials and activities, so that the teaching learning process in the class can be more fun and effective. Besides, it can also be a source for curriculum makers in designing module that suitable for *Paket C* learners.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the description of *paket C* program, *paket C* curriculum, and the needs in learning English.

2.1 The Needs of English

2.1.1 Curriculum Demands

2.1.1.1 Definition of Curriculum

The definitions of curriculum are mostly implicit. As stated by Richards (2002: 139) that curriculum is “the total program of formal studies offered by school or institution”. Curriculum defines as planned and guided learning activities created by the school, whether it is carried on in groups or individually, inside or outside the school (Kerr in Kelly 1983: 10; see also, Kelly 1999). As a supporting definition by wikipedia <<http://en.wikipedia.org/wiki/Curriculum>> defines curriculum:

- (i) the range of courses from which learners choose what subject matters to study, and
- (ii) a specific learning program. In the latter case, the curriculum collectively describes the teaching, learning, and assessment materials available for a given course of study.

2.1.1.2 Components of Curriculum

Curriculum as a whole planned learning activities created to reach the objectives of an institution has components which according to Longman Dictionary of Language Teaching and Applied Linguistics (Richards, 2002: 139), consists of:

1. the aims/goals of the program;
2. syllabus (the content of the program and the sequence of the content);
3. teaching and learning procedures and activities;
4. assessment and testing used to assess learners learning;
5. evaluation to assess the program's goals achievement.

2.1.1.3 Basic English Skill

Because of four basic skills; listening, speaking, reading and writing, discussed in this book, here are the definitions of them.

- Reading

Nunan (2003:68) stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build a meaning and the goal of reading is comprehension. There are some reading activities based on Ur;

1. Pre-question (stimulate the learners to find the general/piece of information)
2. Do-it-yourself questions

3. Provide a title (learner's suggestion)
4. Summarize (conclude the content, perhaps by using their mother tongue)
5. Continue (tell what might be happen next)
6. Preface (tell what happen before)
7. Gapped text (such as filling the blank in a jumbled paragraph)
8. Mistakes in the text.
9. Comparing two text or more.
10. Responding or writing the answer
11. Representing the content of the text by using diagram, table, etc.

The problem in reading activity arise if the language is too difficult for the reader, the reader does not have sufficient vocabulary, check every vocabularies out in the dictionary, even it can be skipped, does not have/use his/her background knowledge, does not interested, does not know appropriate strategy, Ur (2003:148)

- Writing

Writing can be defined as a contrast. It is both a physical and mental act. Writing is a physical act of committing words or ideas to some medium such as e-mail message typed into a computer. In other hand, it is also a mental work of inventing ideas, thinking about how to express or write them and organizing them into statements and paragraphs that will be clear to reader (Nunan, 2003:88). It means that in writing, the learner should think how to transfer their ideas into good paragraphs. According to Ur, (2003:164) some tasks that stimulate writing, are book report, book review, instruction sheet, narrative, personal story, describe a view, describe someone, describe people, answer a letter, job application, propose change, news report, ideal school, describe process, and film music.

- Listening

As stated by Richards (1983:105) that the objective of listening comprehension practice in the classroom is learners should learn to success the real-life listening situations. Ur (2003:113) added some activities classified based on the taxonomy in listening are:

1. No overt response, consists of listening to the stories (e.g. tell a joke or real life anecdote, well-known story, read a story from a book, or play recording of a story). Song (e.g. sing a song, or play recording of one (it can be practiced by only enjoying the music without understanding the word). Entertainment such as film, theatre and video can stimulate learners' motivation. Without any task, they try to understand it.
2. Short responses consist of obeying instructions, ticking of items what the learners have heard, ticking true false statements, detecting mistakes, cloze, guessing definition, skimming and scanning.
3. Longer responses consist of answering question, note-taking, paraphrasing and translating, summarizing, long gap-filling
4. Extended responses that consist of problem solving and interpretation.

In the other hand, the learners also faced some problems in listening, such as trouble with the sound, have to understand every word or they will be stressed if missed even only one word, can not understand as fast as native speaker, needs to hear more than once, find difficulties to keep up the information, and get tired.

- Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1993). Because of the *paket C* learners included as adult learner, Speaking is the

main goal (Cabrera, 2002). Ur (2003:120) stated that characteristics of a successful speaking activity are learners talk as much as possible, all learners get a chance to speak, learners are eager to speak (high motivation), and learners speak in an acceptable level.

Speaking is like listening, it also has some problem in practice. They are inhibition, nothing to say, low or uneven participation and mother tongue-use as stated in Cambridge University Press 1996 cited in Ur (2003:121).

2.1.2 Learner's Needs

A practitioners needs to know exactly what they are trying to find out and what they will do with the answer before they start (Berwick, 1989:62) as cited in (Evans, 1998:123). It means that the practitioners (teachers) should know the learners needs before they transfer the knowledge. Needs are described as objective and subjective (Brindley, 1989:65) as cited in Evans, perceived and felt (Berwick, 1989:55) as cited in Evans, target situation/goal-oriented and learning process-oriented and product-oriented (Brindley, 1989:63) as cited in Evans; in addition, there are necessities, wants and lacks (Hutchinson & Waters, 1987:55) as cited in Evans. It can be concluded that objective and perceived needs are derived by outsiders from facts. Subjective and felt needs are derived from insider and correspond to cognitive and affective factors. It means "to be

able to follow instruction accurately” is objective/perceived needs and “to feel confident” is subjective/felt needs. Similarly, product oriented needs derived from learning situation. It can be described such as the following table.

Objective needs as cited in Brown (2007:152) are those that can be relatively easily measured, quantified, or specified with agreement by administrators (and possibly teachers) on what constitutes defined needs. The instruments that can be used to collect the objectives needs are test data (including learner language samples), questionnaire, results teacher reports, observation, and interviews of teachers and learners. The information can be gotten are:

- Demographic data on learners, including language ability, interest, etc.
- needs expressed in terms of proficiency levels
- language skills to be addressed
- what learners needs to *do* in English,

and subjective needs or called learner needs here, as cited in Brown (2007:153) are focus on needs of themselves. Sometimes learners’ perceived needs do not match their actual needs. For example, learners often feel that they should spend lots of time studying grammar in a class, when in reality they needs more time in communicative activities. The information may emerge are:

- learners’ attitudes toward the target language and culture
- expectation that learners have of themselves and of the course
- purpose that learners perceive for studying English
- specific language skills that learners wish to focus on
- preferences (style, strategies) that learners have about their learning,

for getting those information, the instruments can be used are questionnaires, teachers' perception, observations and the opinion of "expert".

Moreover, Murray Loom, a teacher at the Giralang primary school in Canberra, Australia showed a chart of the original seven intelligences:

TYPE	LIKES TO	IS GOOD AT	LEARNS BEST BY
Linguistic Learner 'The World Player'	read, write, tell story	memorizing names, places, dates and trivia	saying, hearing and seeing words
Logical / Mathematical Learner 'The questionnaire'	do experiments, figure things out, work things out, work with numbers, ask questions, explore patterns and relationships	maths, reasoning, logic and problem solving	categorizing, classifying working with abstract patterns/relationships
Spatial Learner 'The visualiser'	draw, build, design and create things, daydream, look at pictures, watch movies, play with machines	imagining things, sensing changes, mazes/puzzles, reading maps, charts	visualizing, dreaming, using the mind's eye, working with colors and pictures
Musical Learner 'The music lover'	sing hum tunes, listen to music, play an instruments, respond to music	picking up sounds, remembering melodies, noticing pitches/rhythms, keeping time	rhythm, melody, music
Bodily / Kinaesthetic Learner	move around, touch and talk, use body language	physical activities, (sport/dancing/acting)	touching, moving, interacting with space, processing knowledge

			through bodily sensations
Interpersonal Learner 'The Socialiser'	have lots of friends, talk to people, join groups	understanding people, leading others, organizing, communicating, manipulating, mediating conflicts	sharing, comparing, relating, cooperating, interviewing
Intrapersonal Learner	work alone, pursue own interest	understanding self, focusing inward on feelings/dreams following instincts, pursuing interests/goals, being original	working alone, individualized, projects, self-paced, instruction, having own space

2.2 Paket C Program

2.2.1 Learners of Paket C Program

As mentioned in *Acuan Pelaksanaan Pendidikan Kesetaraan Program PAKET A, PAKET B, Dan PAKET C: Direktorat Pendidikan Kesetaraan Direktorat Jenderal Pendidikan Luar Sekolah Departemen Pendidikan Nasional*, (2008:25) *paket C* level equals SMA level and the criteria of *Paket C* learners are those who;

- have graduated from *Kejar Paket B* Program or *SMP/ MTS*,
- are not able to continue or finish their study at *SMA/ M.A/ SMK*
- do not want to study in formal education because of their own choice

- can not get education in school because of several factors (potencies, has time limitation, economic, social and law, and belief).

2.2.2 Tutors of *Paket C* Program

As stated in *Peraturan Menteri Pendidikan Nasional Republik Indonesia no. 3 Tahun 2008* that the institution *Pusat Kegiatan Belajar Masyarakat (PKBM)* should serves the teacher (tutor) for *warga belajar* based on their subject as a requirement in applying learning process.

Based on the problem that found in *Pelatihan Pengembangan Model Pembelajaran Bahasa Inggris* for tutor of *Paket B* dan *Paket C* program which was held in BP-PLSP Regional II Jayagiri, Bandung, in 2007, there were some problems of *Paket B* and *Paket C* program in teaching-learning process, one of them is about the background of the tutors that many of them are not appropriate with their concern.

2.2.3 Curriculum of *Paket C* Program

Pusat Kegiatan Belajar Masyarakat 33 Malaka has taken the Standard of Competence and Basic Competence for *Paket C* based on *Peraturan Menteri Pendidikan Nasional Nomor 14 Tahun 2007 on April 18th 2007 about Standar Isi* for *Paket A*, *Paket B*, and *Paket C* program and has been using it as the curriculum.

2.3 Conceptual Framework

Based on the literature review above, it can be concluded that in order to meet the objectives of learning activity, tutors should play their role as the main supplier and organizer of English. They have to know the learners' needs before selecting materials. The teaching materials also must reflect the cultural values of the learners which close to their daily life. Besides that, in selecting teaching materials, the main focus of the consideration is the learners. By knowing their needs and condition, the tutor will be easier to decide what materials are suitable to them, what activities should be done which are appropriate to the learners' needs. Some aspects that the writer analyzes were based on Brown (2007:153) that classified the learners' needs / subjective needs based on:

1. learners' attitudes toward the target language and culture
2. expectation that learners have of themselves and of the course
3. purpose that learners perceive for studying English
4. specific language skills that learners wish to focus on
5. preferences (style, strategies) that learners have about their learning.

CHAPTER III

METHODOLOGY

3.1 Research Design

A case study conducted in designing this study. The data collection was qualitative data, which were collected by using document review, a set of questionnaires and a set of interview. A case study is a study of one particular case. A case study researcher focuses attention “on a single entity, usually as it exists in its naturally occurring environment (Johnson, 1992:75). A single entity here means something that exists separately from other things and has its own identity. Naturally occurring environment means environment which exists as the way it is. There is no special treatment for the environment.

3.2 Population and Sample

The population in this study was 40 *paket C* learners whose grade X, XI, and XII at PKBM 33 Malaka who had different background and job. Their ages were between 16 – 51 years old. There were 27 learners chosen randomly for samples with the range of age between 16 – 21 years old, consist of 7 *Terampil* grade learners (equivalence to 1st and 2nd grade SMA) and 20 *Mahir* grade learners (equivalence to the 3rd grade SMA) .

3.3 Time and Place of the study

This study was conducted from September 2009 up to January 2010 at PKBM 33 Malaka, which is located on Jl. Teratai 2, Perumnas Klender Jakarta Timur. It has one office (Administration room), one classroom, one computer room, two bathrooms, one sewing room (in the 2nd floor), storage room, parking lot and canteen. It is surrounded by the Perumnas Klender traditional market so it's not conducive for teaching learning process.

3.4 Research Instrument

There were three kinds of instruments were employed in data collection of the study. They were documents review, learners' questionnaires, and interview.

3.4.1 Documents Review

In order to get the information of learners' needs, the writer used some documents as instrument. The documents were used here were curriculum of *paket C* program and the data about the learners. According to Freeman (1998: 03), document collection was "sets of document relevant to the research context, e.g., course overviews, learners writing, classroom materials/texts, assessment tasks/texts, learners' profiles, and learners' record." And, the data about the learners was curriculum vitae.

3.4.2 Learners' questionnaire

The questionnaires were distributed to 7 *Terampil* learners and 20 *Mahir* learners. Those were aimed to see learners' needs includes necessities, lacks, and wants to learn listening, writing, reading, and speaking according to their-self. The questionnaire here were modified using Penny Ur's theory and Helen Basturkmen in her needs analysis case to meet the writer's needs in finding out English language skill materials, activities, assessments, suggestions and the actual practices English.

3.4.4 Interview

In order to support the information from the learners' questionnaire and also to know learners' profile, needs and wants, and suggestion to learn English, the writer interviewed nine learners (3 *Terampil* learners and 6 *Mahir* learners) to get reliable data. A definition of interviews is given by freeman (1998:93) an interview is

“face-to-face verbal sessions conducted by the researcher as unplanned, planned or structured interactions. The researcher can use previously planned questions, structured interview schedules or allow the interview to unfold spontaneously”;

Semi-structural interview and snowball sampling was conducted in this study.

3.5 Data and Data Sources

The data in this study were divided into two. They are: 1) Curriculum vitae, 2) Curriculum of *Paket C* learners. The data sources of the first data were *Paket C* learners at PKBM 33 Malaka. The data source of the second

data was *Peraturan Menteri Pendidikan Nasional Nomor 14 Tahun 2007 on April 18th 2007 about Standar Isi* for *Paket A*, *Paket B*, and *Paket C* program.

3.6 Data Collection Procedures

The data collection in this research was done based on the following procedures:

1. Preliminary Study

The participants of this study were *paket C* learners who have been chosen randomly. In order to get the accurate information, the researcher did pre-observation by visiting the PKBM and observing the curriculum, materials used in teaching-learning process and the methodology used by the teacher. The writer also asked the tutors about the materials and checked the data about learners' achievement. Later on, the writer collected the participants' profile by distributing the pilot study to the learners to know the learners' necessities, lacks and wants.

2. Conducting the research

The data from documents review has been collected by:

1. collecting the *Paket C* curriculum
2. classified the components of curriculum

The data from the questionnaire and interview has been collected through these steps:

1. designing the learners questionnaire and interview list;
2. arranging the learners questionnaire and interview list questions;

3. trying-out the learners questionnaire and interview list;
4. collecting the curriculum vitae
5. grouping the curriculum vitae

3.7 Data Analysis Techniques

The data from documents review has been analyzed by using these steps:

- 1 analyzing the components of *Paket C* curriculum
- 2 presenting the result from documents into analysis table
- 3 describing the gap of the result from the learners' questionnaires and curriculum demands.

The data from the questionnaire and interview has been analyzed through these steps:

1. grouping the curriculum vitae based on their job
2. presenting the result from the learners questionnaire and interview into the analysis table
3. describing the result from the learners questionnaire and interview.

CHAPTER IV

FINDINGS AND DISCUSSION

The data analysis and the result of the study will be discussed in this chapter. The problem that would be discussed in this chapter was how far learners' needs were accommodated by the *paket C* curriculum and it was directly answered the sub-problems whether the learners' needs to learn listening, speaking, reading and writing were accommodated by the *paket C* curriculum.

4.1 Data Description

4.1.1 *Paket C* Curriculum

Paket C curriculum has been introduced in chapter 2 which taken from *Peraturan Menteri Pendidikan Nasional Nomor 14 Tahun 2007 on April 18th 2007 about Standar Isi* for *Paket A*, *Paket B*, and *Paket C* program consisting of Standard Competence and Basic Competence. There was no syllabus from PKBM 33 Malaka, so the writer can not analyze even it was as a part of curriculum. Actually, the curriculum here is as same as the curriculum for formal education, but in practice, non formal education here was more flexible because of time limitation, learners' condition, and other factors such as no time limitation of learners' registered, it made new learners can join anytime not only in the beginning of period. It also made the learning activity can not run as well as in the formal school. Besides, the tutor did not have a syllabus

because she told that even she make a syllabus, it can not be used because no opportunity for applying.

The curriculum for paket C learners is as same as formal school. But, in the other hand, the SKL (*Standar Kompetensi Lulusan*) for *paket C* is not as same as SKL for formal learners. The difference between the two is SKL for formal school has two skills; listening and reading, whether in non formal only has one skill that is reading. Here are the points of curriculum demands.

1. Mendengarkan

Memahami makna dalam wacana lisan interpersonal dan transaksional, secara formal maupun informal, dalam bentuk *recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion*, dan *review*, dalam konteks kehidupan sehari-hari

2. Berbicara

Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk *recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion*, dan *review*, dalam konteks kehidupan sehari-hari

3. Membaca

Memahami makna dalam wacana tertulis interpersonal dan transaksional, secara formal maupun informal, dalam bentuk *recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion*, dan *review*, dalam konteks kehidupan sehari-hari.

4. Menulis

Mengungkapkan makna secara tertulis dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk *recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion*, dan *review*, dalam konteks kehidupan sehari-hari.

4.1.2 Curriculum Vitae

The curriculum vitae here means the data of the learners include name, sex, age, graduate, job, the reason of choosing *paket C*, and planning after graduating. It is not like common curriculum vitae, because the writer only needs some data mentioned above for making the interview list.

4.1.3 Questionnaires

4.1.3.1 Personal Identity

There are some personal identities which had mentioned before in point 4.1.2. The writer needs the name and sex in order to compare her/his answer in the questionnaire and interview. The age is to know what exactly needs by the learners. The last education is to know whether they have joined in the formal school or not, then to know why they choose non formal education rather than formal one.

4.1.3.2 Language Skill

The four basic skills will be measured in the questionnaire here to know which one is the most important for *paket C* learners; reading, writing, listening, or speaking. It helps the writer in arranging the interview list.

4.1.3.3 Problem in Using Language Skill

The learners asked to choose what problems mostly faced in learning English Skill. The reason why they have problems, proved by the interview.

4.1.3.4 Learning Material

Learning materials will be measured here are: song, short story, any kind of text from hand book, pictures, kinds of formal letter, kinds

of invitation, advertisements both from newspaper or magazine, kinds of article from internet, news or report text (news), kinds of brochure, leaflet, catalogue, and poster, film or video, example of both daily and formal conversation, any vocabularies related to the computer and news both from radio and television.

4.1.3.5 Learning Activity

The items about learning activities listed in the questionnaire have been taken from the curriculum and have been modified in order to make the learners easily understood. They are classified by the skills which has same topics each of them that are the writer called by the curriculum demands. Here is the table describing the item in the questionnaire related to curriculum demands.

Curriculum Demands	Questionnaire
a. <i>recount</i> ,	Item number 23, 24, 44, 28, 30, 31,
b. <i>narrative</i> ,	Item number 10, 25, 28, 30,
c. <i>procedure</i> ,	Item number 11, 16, 19, 25, 27, 30, 31,
d. <i>descriptive</i> ,	Item number 12, 19, 23, 25, 29, 30, 31
e. <i>news item</i> ,	Item number 23, 25, 44, 30,
f. <i>report</i> ,	Item number 23, 25, 30, 44
g. <i>analytical exposition</i> ,	Item number 19, 25, 26, 30,
h. <i>hortatory exposition</i> ,	Item number 25, 26, 30,
i. <i>spoof</i> ,	Item number 49, 25, 30,
j. <i>explanation</i> ,	Item number 25, 30,
k. <i>discussion</i> , and	Item number 9, 25, 26
l. <i>review</i> .	Item number 25, 26,

4.1.3.6 Appropriateness of Assessment

Kind of assessment will be measured here are which preferred by the learners, they are also commonly used in teaching learning

activity, both formative and summative test; essay, multiple choice, oral test, presentation, role play, and discussion.

4.1.3.7 Time in Learning

Time in learning means how many meetings in a week that the learners need to complete their goal. Usually, English lesson in formal education is twice a week, but, here in PKBM 33 Malaka is only once a week, so the writer gave two choices, once a week and twice a week.

4.1.3.8 Learners' Suggestion

Learners' suggestion can be written in the questionnaires. It can be any factors, such as materials, learning activity, etc. It is purposed to get more data about the learners' needs that is not stated in the items.

4.1.4 Interview

The interview was conducted to support the result of questionnaires. In the interview, the writer discussed about the reason why they choose non formal education rather than formal, their profession, their needs related to their future, their opinion about learning materials, activities and evaluation in learning English, and also their expectation in learning English.

4.2 Data Analysis

4.2.1 *Paket C Curriculum*

Document Checklist

No.	Component	Note
1	Aims/goals of the program	✓
2	Content of the program	x
3	Sequence of the program	x
4	Teaching and Learning procedures and activities	x
5	Assessment and testing used to assess learners learning	x
6	Evaluation to assess the program's goal achievement	x

Note: ✓ means that available in PKBM 33 Malaka

x means unavailable in PKBM 33 Malaka

It can be concluded that PKBM 33 Malaka did not have complete documents. Besides, it is a model for other PKBM in Kota Madya Jakarta Timur. So, the writer can not investigate the documents deeper. The tutor did not make a syllabus (Content of the program) because it is not a must to make a syllabus. They have the sequence of the program, but it is as same as the general annual program, not the specific one. Teaching and learning procedure and activities or lesson plan also was not had by the tutor. Based on the interview with the tutor, it can be conclude that she never make syllabus a lesson plan it because first, not a must, second, the goal never can be reached even it

is planned. The assessments that usually used to measure the students' skills are multiple choice test, essay, or vocabulary building. So, she only taught about what the learners' needs to pass the examination for example by discussing last final examination.

4.2.2 Curriculum vitae

Learners' Age

ADOLESCENT (between 12-18-year old)	20
ADULT (Age more than 18-year old)	7
TOTAL	27 learners

Firstly, the writer would like to classify the learners' needs based on their age. But, after collecting the data, all the learners' age did not influence the learners' needs, so the writer classified the learners' needs based on their grade.

Last Education

SMP/SLTP graduate	18
PAKET B graduate	5
SMA/any levels	4
Total	27 learners

From the interview, some learners who graduated of *paket B* and SLTP, they continued to *paket C* because they did not have sufficient time, money, and ability to join the formal education. In other case, some of came from high school, chosen *paket C* program because they did not like to join the formal school not because of

economy factor. It influenced their needs in learning. The learners came from low-middle economy have less needs than the learners came from high school (middle-up).

Learners' profession

Learners	17
Shop keeper	5
Cleaning service	1
Laborer	3
Merchant	1
Total	27 learners

The real learners and working learners also have actually had the same needs. But, something make them difference in the attendance in the class. Working learners have more absent than the real learners. They only came when there will be a test, try out, and final test.

Learners' plan

Looking for job	19
Studying in University	6
Taking a course	2
Total	27 learners

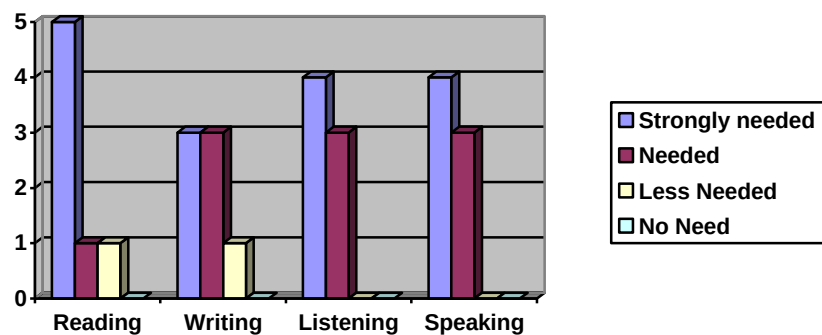
Learners' plan here had no influence the learners' needs, all of them has same purpose that is to pass the examination. They did not expect out of curriculum demands because kinds of job vacancy they expect is not high, such as salesman, labor, or teacher. Based on their

opinion, is not a must to mastery all the English skill, the most important in to get the certificate.

4.2.3 Questionnaire

- Item no. 1-4

The Importance of Language Skill (Grade: *Terampil*)



The data shown that most of learners choose listening and speaking as the most important skill in learning English, 57.14% of learners chose that listening and speaking are highly needed, moreover no one choose that listening and speaking are both less needed or no needs. It is also proved by the learner's statement during the interview.

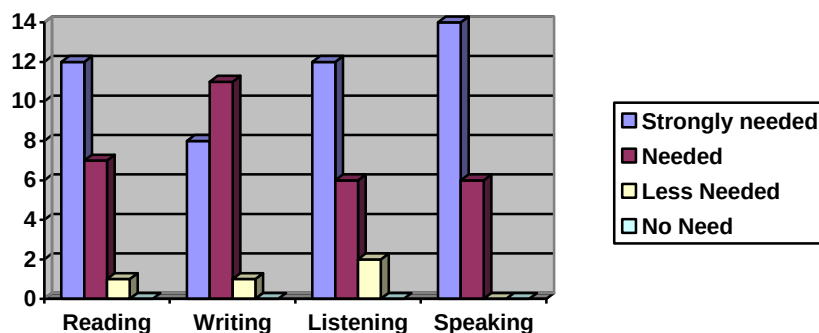
I: Menurut kamu, dari 4 skill yang paling penting apa?

L: Speaking dan Listening

I: Kenapa?

L: Karena yang dipake di kehidupan sehari-hari. Kalo kita ngobrol, ga mungkin pake writing kan...

The Importance of Language Skill (Grade: *Mahir*)



The data shown that most of learners choose speaking as the most important skill in learning English, 70% of learners chose that speaking are highly needed and 30% chose needed, in additional, no one choose that listening and speaking are both less needed or no needs.

But in the other hand, the tutor seldom taught about speaking. It can be proved by the record of interview:

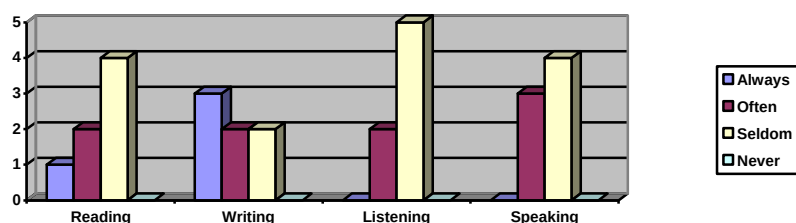
- I: Terus yang paling mudah apa?
 L: Ngomong.
 I: Oh, jadi speaking itu mudah ya?
 L: Ya...nggak juga sih.
 I: Memangnya pernah disuruh speaking apa?
 L: Ada dialog terus suruh baca, diperagain didepan kelas.
 I: Oh,, itu speakingnya ya?
 L: Iya...

It shown that in speaking activity here, actually the learners was not speaking, but reading aloud, as stated in Chapter II that Ur (2003:120) characteristics of a successful speaking activity are learners talk a lot as much as possible, all learners get a chance to

speak, learners are eager to speak (high motivation), and learners speak in an acceptable level.

- Item no. 5-8

Problem in Using Language Skill (Grade: *Terampil*)



From the data above, 42.86% of the learners chose always, 28.57% of them chose often face problems to learn writing. It can be concluded that writing is the most difficult skill for *Terampil* learners. It was also stated in the interview:

Learner A

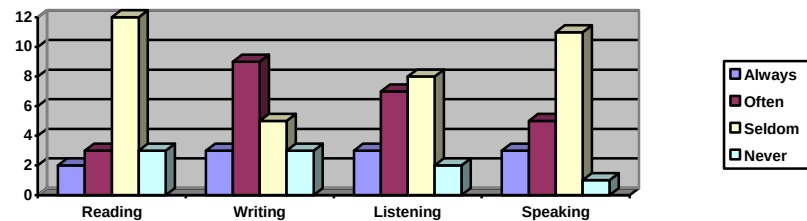
- I: Oh...diantara 4 skill, reading, writing, listening dan speaking, yang paling susah mana?
 L: Berbicara sama nulis.
 I: Mmmm...kenapa? yang bikin susah apanya?
 L: Kosa katanya. Saya gak terlalu apal gitu bahasa Inggris dari A sampai Z. Jadi misalnya, house gitu, saya bisa ngomongnya tapi ga tau nulisnya.
 I: Oh, jadi tau bacanya, tapi gak tau nulisnya, gitu?
 L: Iya, jadi belum terlalu hapal lah.

Learner D

- I: Kamu merasa kesulitan gak dalam 4 kemampuan tersebut?
 L: Iya, nulis tuh yang susah.
 I: Apa yang buat kamu susah?
 L: Misalnya kan, suruh nulis 'why', tapi saya nulisnya 'w-e-e'.

Those can prove that learners often have difficulties in writing.

Problem in Using Language Skill (Grade: *Mahir*)



The data above, it can be counted that 15% of the learners chose always and 45% of them chose often face problems to learn writing. It can be concluded that writing is the most difficult skill for *Terampil* learners. The second one was listening, 15% of the learners chose always and 35% of them chose often face problems to learn it. It was also proved in the interview:

Learner B

I: Kalo menurut kamu yang paling susah itu apa dari 4 skill? Apa menulis,, membaca,,?

L: Kalo menulis itu yang susah, kalo vocabnya kurang udah susah itu, makannya kalo udah suruh setoran vocab saya paling suka itu.

Learner E

I: Kalo yang paling ga suka apa?

L: Listening. Abis paling susah. Suka kecepatan kasetnya

Learner F

I: Paling susah?

L: Mendengarkan. Kasetnya suka kecepatan. Pengucapan dan penulisannya beda hehe...

Learner G

I: Terus kalo yang paling susah?

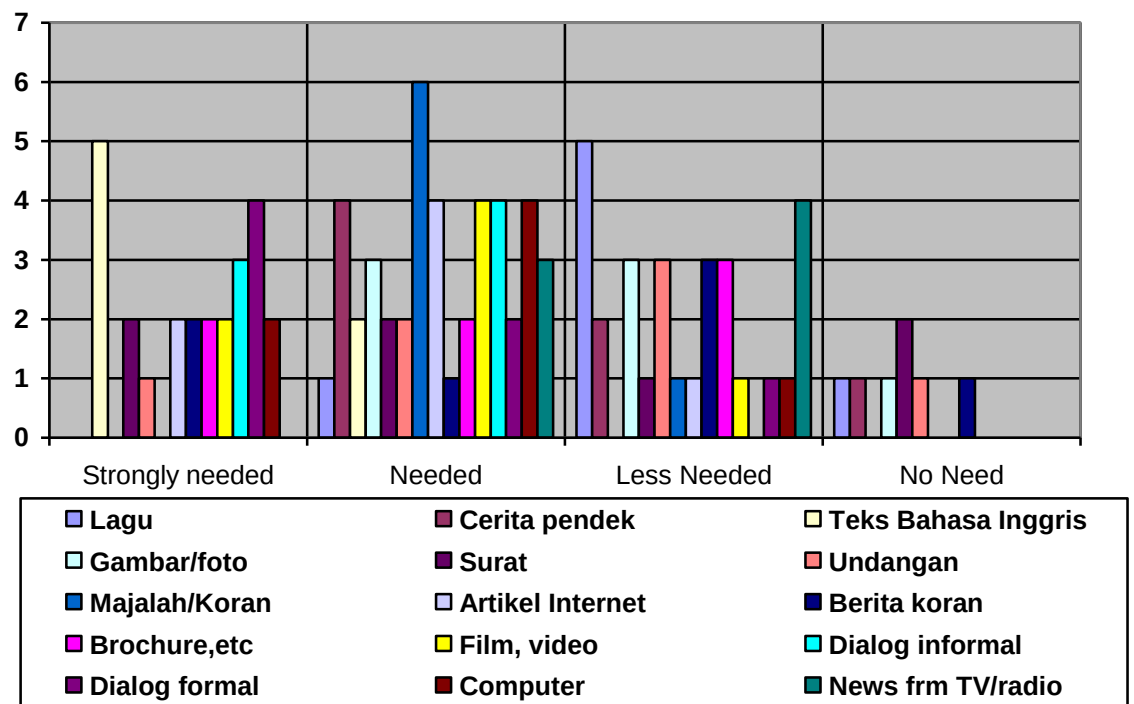
L: Listening

I: Kenapa?

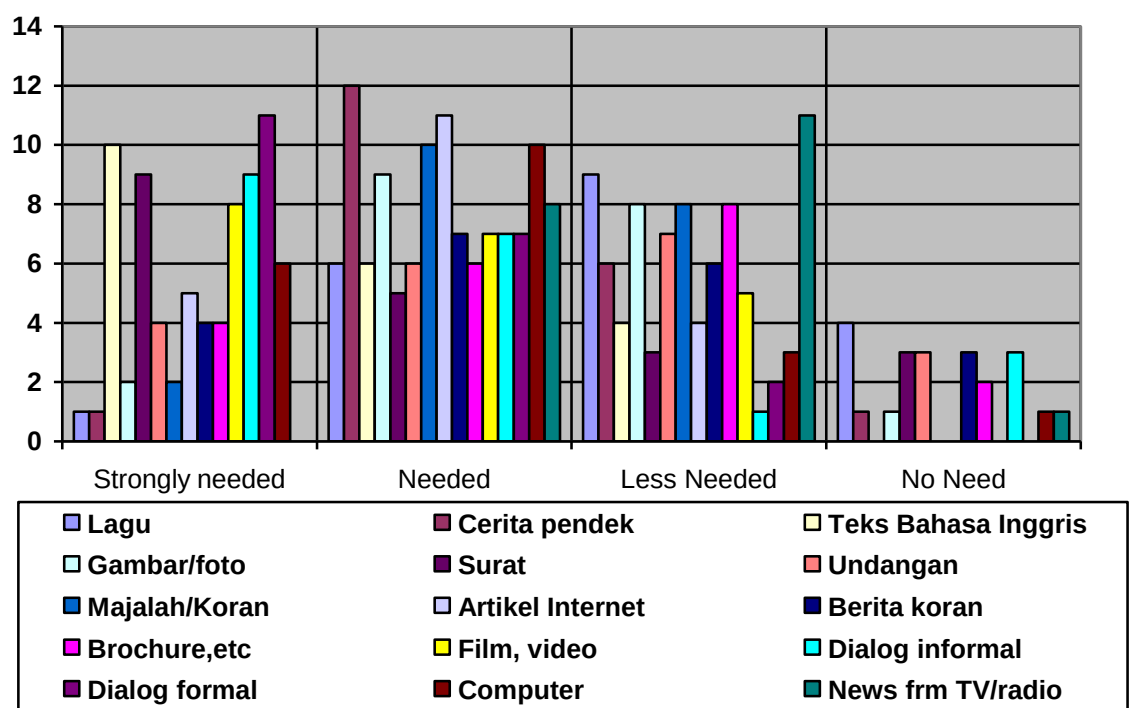
L: Kalo listening ngomongnya pelan saya masih bisa nangkep, kalo cepet kaya blablabla... saya cuma bisa nangkep garis besarnya aja

- Item no. 9-23

Learning Material (Grade: *Terampil*)



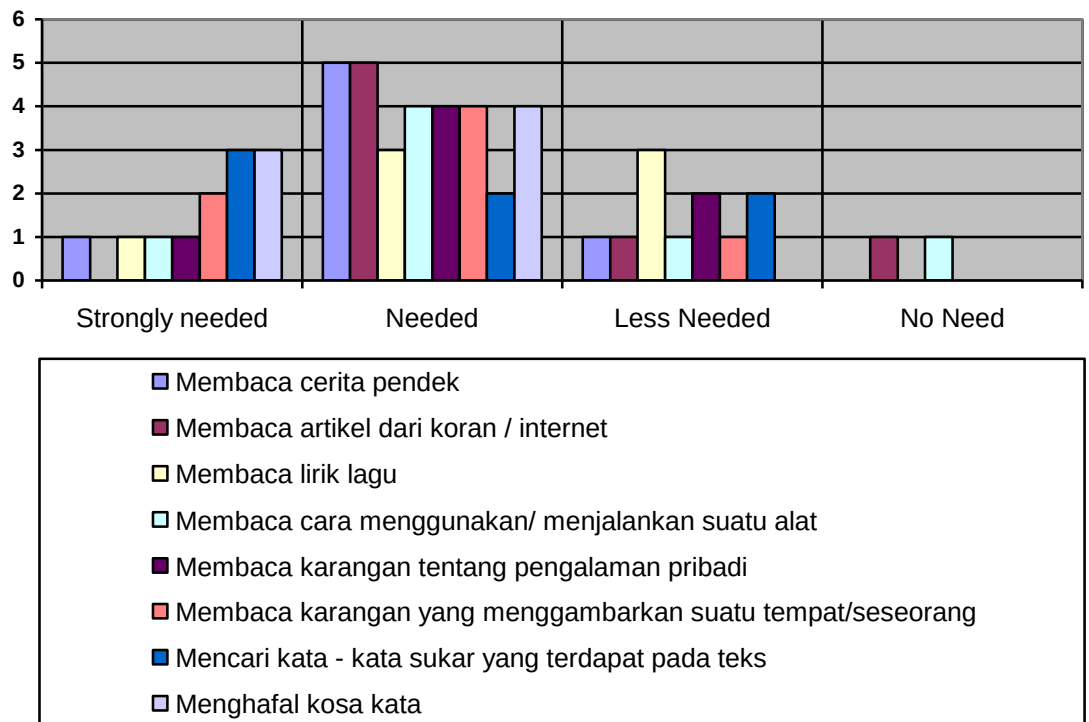
Learning Material (Grade: *Mahir*)



From data above, both Terampil and Mahir, shown that short story, any kind of text from hand book, pictures, kinds of letter, kinds of invitation letter, kinds of formal letter, advertisements both from newspaper or magazine, kinds of article from internet, news from newspaper, film or video, example of both daily and formal conversation, any vocabularies related to the computer are needed to learn English, whether song, kinds of brochure, leaflet, catalogue, poster, and news both from radio and television were less needed.

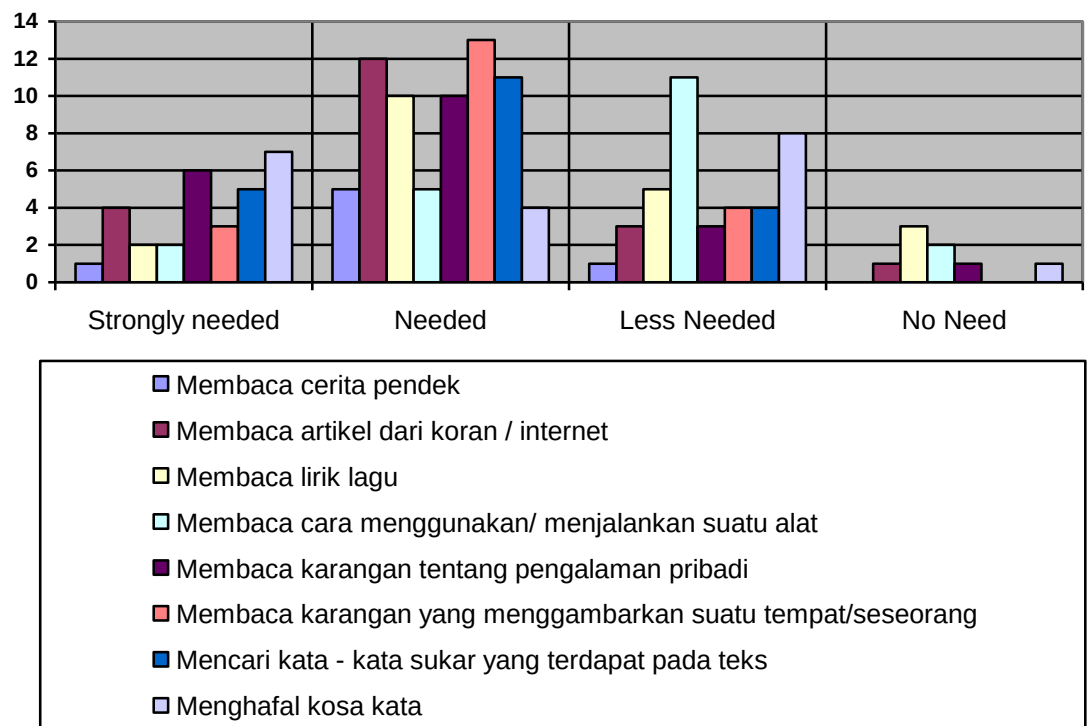
- Item no. 24 – 31

Reading activity (Grade: *Terampil*)



From the result, most of the learners needed all the activity; reading story, article, procedure, recount, narrative, report text, and vocabulary buildings were important for them.

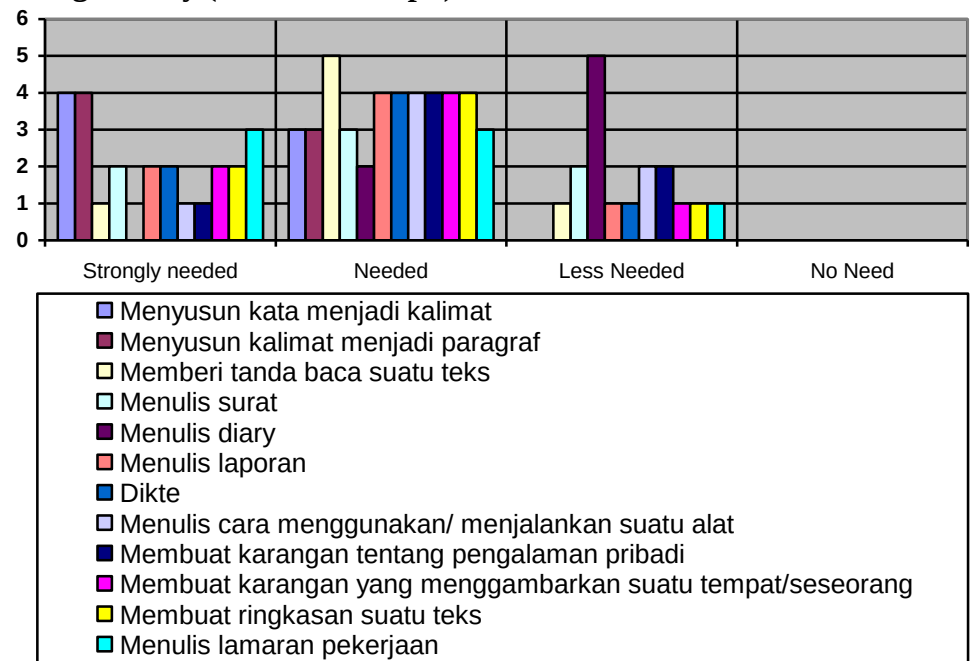
Reading activity (Grade: *Mahir*)



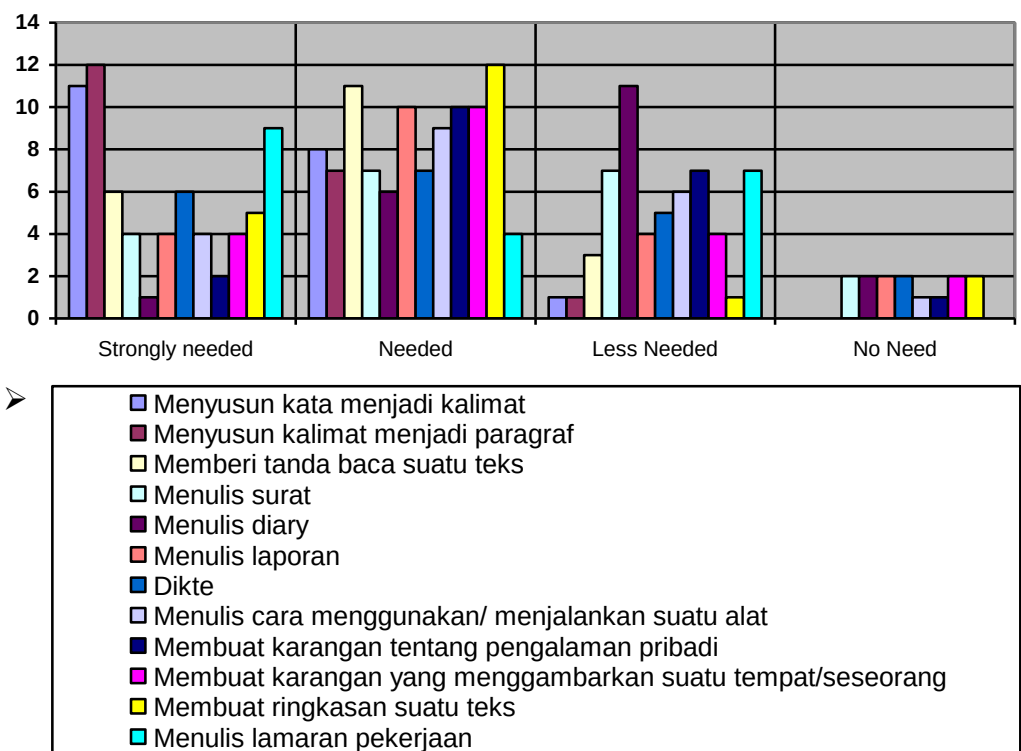
From the data above, the activity the learners needed reading story, article, analyzing song lyrics, recount, narrative, report text, is important for them. Different with *Terampil* learners, *Mahir* learners less needed in reading procedure text and vocabulary buildings.

- Item no. 31 – 43

Writing activity (Grade: *Terampil*)



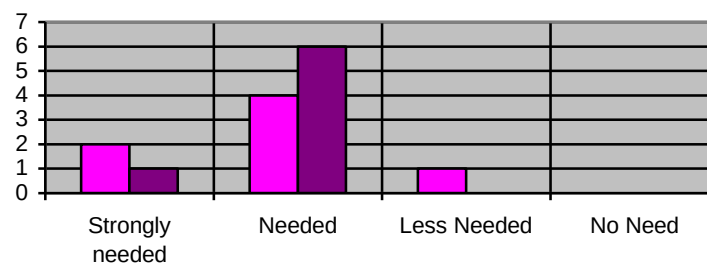
Writing activity (Grade: *Mahir*)



Make a good sentence and paragraph, giving appropriate punctuation, writing letter, make a report text, dictation, make a procedure text, recount descriptive text, review, application letter, are important for mostly learners both at *Terampil* and *Mahir* class to learn writing. But, writing diary (write a recount text) was less needed for them.

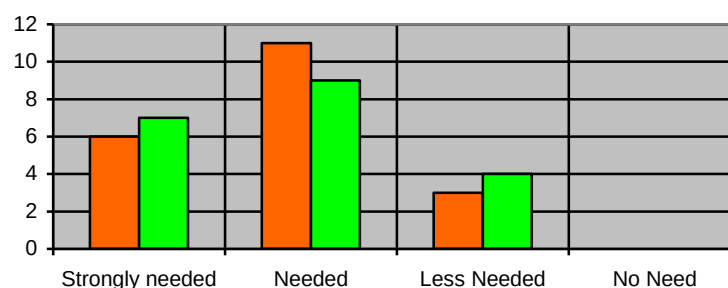
- Item no. 44 – 45

Listening activity (Grade: *Terampil*)



■ Menyimak berita dari tv atau radio ■ Menyimak lagu untuk melatih Listening

Listening activity (Grade: *Mahir*)



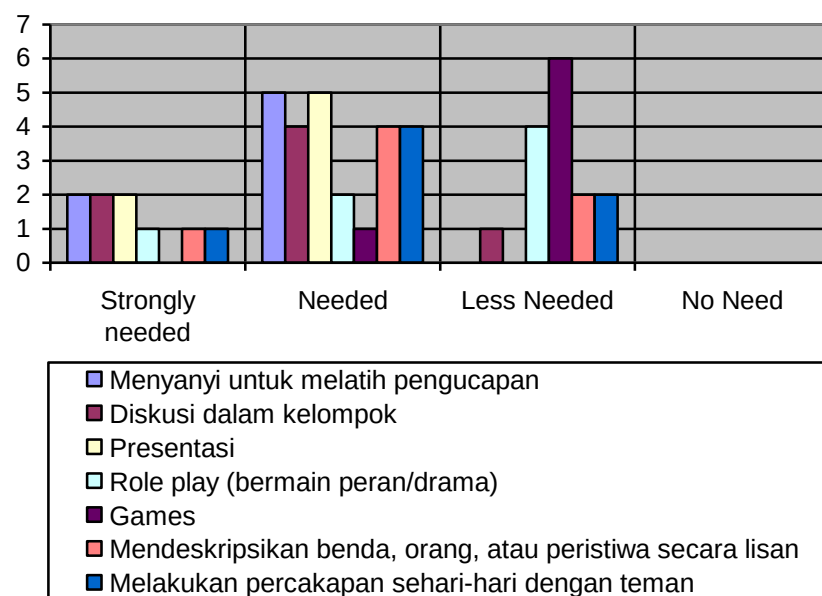
■ Menyimak berita dari tv atau radio ■ Menyimak lagu untuk melatih Listening

Listen to news from radio or watching from television and listen song to practice learners' pronunciations were needed for

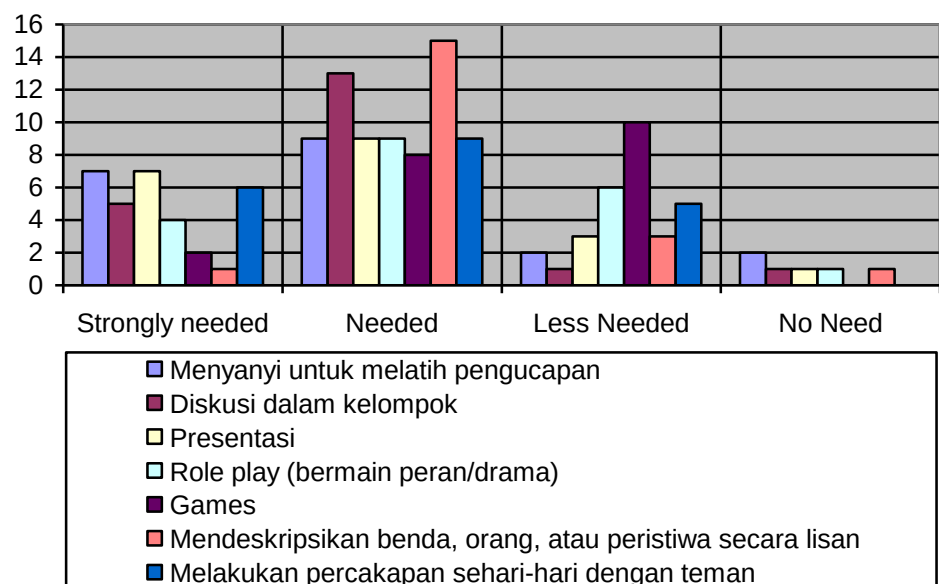
both *Terampil* and *Mahir* grade. They did not expect more to learn listening.

- Item no. 46 – 52

Speaking activity (Grade: *Terampil*)



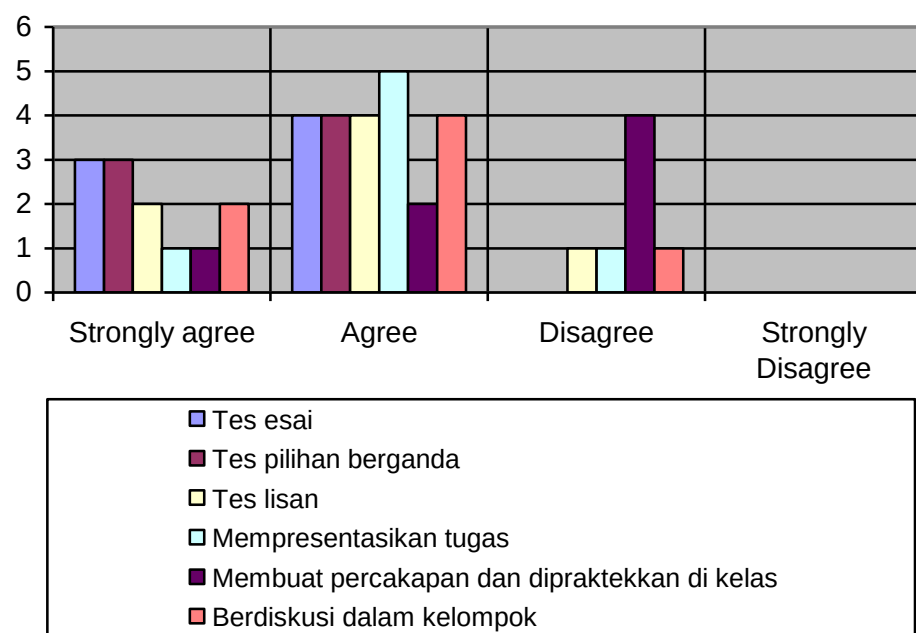
Speaking activity (Grade: *Mahir*)



Singing, discussing, presenting, role-playing, reporting an events and making a daily conversation was needed among *Terampil* and *Mahir* learners; where communicative games was less needed for them.

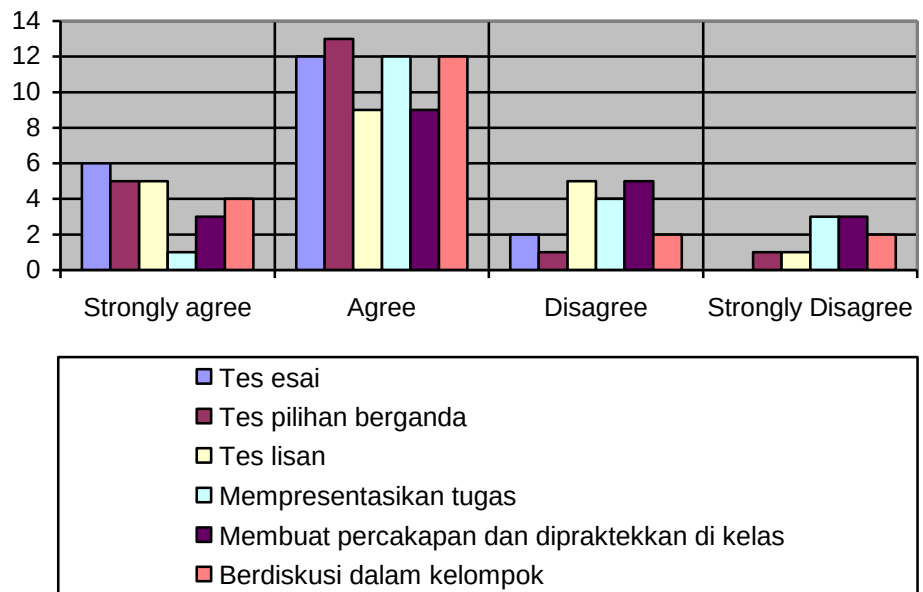
- Item no. 53 – 58

The Appropriateness of Assessment for *Terampil* Learners



Essay, multiple choice, oral test, presentation are preferred by *Terampil* learners and discussion is the most preferred. But, most of them disagreed to do role-playing (make a conversation) as an assessment.

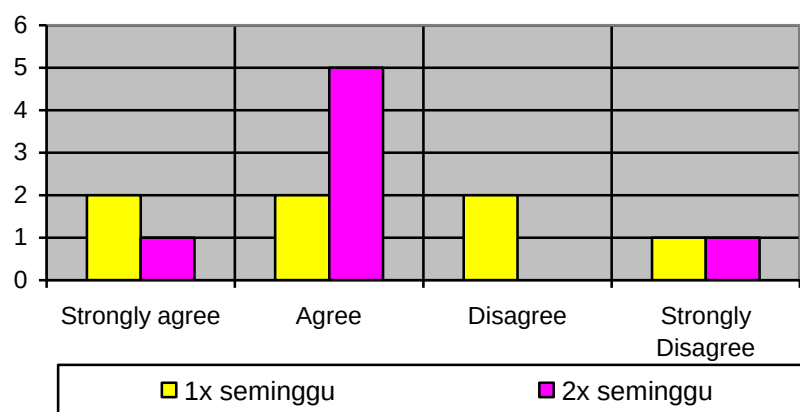
The Appropriateness of Assessment for *Mahir* Learners



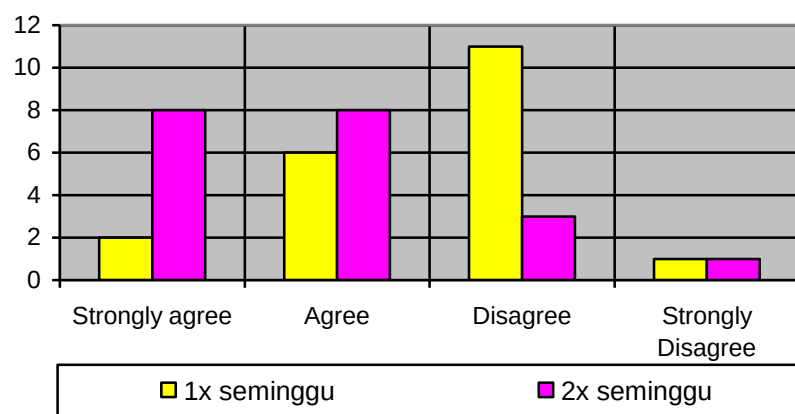
If most of *Terampil* learners disagreed to use role-play (make a conversation) as an assessment, most of *Mahir* learners agreed to use essay, multiple choice, oral test, presentation and discussion to assess their skills, include role-playing.

- Item no. 59 – 60

Time in Learning (Grade: *Terampil*)



Time in Learning (Grade: *Mahir*)



Time in learning which is now only one a week was insufficient for both grades to improve their skill in learning English. Most of them preferred the meeting of English class will be twice a week, they said that if the meeting only once a week, it makes they forget all the previous study in the next meeting. It can be proved from the interview.

Learner C

- I: Oh....sekarang saran kamu apa sih biar bahasa Inggris itu gak susah seperti apa yang kamu rasain sekarang?
 L: Hehe....apa ya? Bingung. Jam belajarnya kali ya, ditambah soalnya udah lupa lagi kalo seminggu cuma sekali.

• Learners' Suggestion

From the interview, learners expect to:

1. More practice in all skill especially in speaking

Learner B (19 year-old)

- L: Jangan terlalu banyak nulis, jangan terlalu banyak menerangkan gitu. Yah seimbang aja. Jadi lengkap gitu ada praktek ngomong.... kalo ini, ini kan, kalo sekolah gitu, teori, nulis, teori, nulis, jadi kan bikin jenuh gitu. Kita juga kalo misalnya belajar, gitu, tanpa ada praktek lagi gak ngerti juga...

2. Give TOEFL test

Learner B (19 year-old)

I: Terus kamu kan mau kuliah ya, jadi bahasa Inggris kaya gimana yang kamu butuhin?

L: Grammar TOEFL paling. Yang penting itu, setau saya yang penting itu.

3. Give more meeting time.

It was concluded from the result of questionnaire item number 59 – 60. It was also proved by the interview,

Learner D (18 year-old)

I: Kalau waktunya gimana? Cukup gak seminggu 1x?

L: Kurang sih sebenarnya, tapi yah balik lagi kita harusnya bisa belajar dimana aja, sambil nongkrong juga bisa....cakap-cakap bahasa Inggris gitu deh, biar gaya.

4. Using technology in teaching, such as computer.

Learner E (16 year-old)

I: Ada nggak harapan untuk PKBM ini?

L: Laptop... Belajarnya pake laptop

4.3 Data Interpretation

Based on the data analyzed above, how far the learners' needs accommodated by the curriculum demands to learn reading, writing, listening and speaking was answered that all the learners' needs both *Terampil* and *Mahir* grades were accommodated by the curriculum demands. The sub-problems here will be answered by conclude all result from both interview and questionnaires consisted of problems, the importance of the skills, the materials, the activities, assessments preference, include learners' suggestions.

The first sub-problem about the learners' needs to learn reading were divided into two grades, *Terampil* and *Mahir*, for *Terampil Learners*, the learners' purpose to perceive English, they needs to understand the meaning

both interpersonal and transactional written text, both in formal and informal situation, in form of procedure, recount, narrative, report text, analytical exposition, and vocabulary buildings in daily context. They preferred to use essay, multiple choice to assess their ability. Different with *Terampil* learners, ***Mahir Learners***, from the data analyses above, the activity the learners needs to learn reading are understanding the meaning both interpersonal and transactional written text, both in formal and informal situation, in form story (narrative), article (descriptive), analyzing song lyrics (analytical exposition), recount, report text, is important for them. *Mahir* learners less needed in reading procedure text and vocabulary buildings. They also preferred to use essay, multiple choice to assess their ability and needed any kind of text from hand book, pictures, kinds of letter, kinds of invitation letter, kinds of formal letter, advertisements both from newspaper or magazine, kinds of article from internet, news from newspaper as the materials.

Secondly, among *Terampil* and *Mahir* learners' needs to learn writing also were accommodated by the curriculum demands, they only needs to make written respond from the meaning both interpersonal and transactional text, both formal and informal, in form of making a good sentence and paragraph (*narrative, procedure, descriptive, and report text*), giving appropriate punctuation, writing letter, make a review, application letter in daily context. But, because most of them have problems in writing, they expected more to practice in writing.

Thirdly, all ***Terampil*** and ***Mahir*** learners' needs in learning listening were accommodated by the curriculum demands. The learners needs to understand the meaning both interpersonal and transactional spoken text, both in formal and informal situation, in form of *procedure*, *descriptive*, *hortatory exposition*, *discussion*, and public speaking in daily context. They needed to use film or video to practice their listening ability, in order to help them in solve their problems and attract their interest in listening activity.

The last, what learners' needs in learning speaking were accommodated by the curriculum demands. Among ***Terampil*** and ***Mahir*** learners needs to respond orally the meaning both interpersonal and transactional text, both in formal and informal situation, in form of *procedure*, *descriptive*, *hortatory exposition (singing)*, *discussion*, and public speaking in daily context. But, ***Terampil*** learners no needs to use role-play to assess their speaking ability because lack of confidence.

In fact, there was no learners' expectation more than the curriculum demands; moreover the curriculum has over demands that actually could not be practiced for *paket C* learners because of the time limitation, learners' effort to gain the goal, and limitation of learning media that could not support the teaching-learning process.

CHAPTER V

CONCLUSSION AND RECOMMENDATION

5.1 CONCLUSION

From the findings in the previous chapter, it can be concluded that the learners' needs to learn reading were accommodated by the curriculum demands, they were divided into two, for *Terampil* grade, the learners needed to understand the meaning of written text, in form of procedure, recount, narrative, report text, analytical exposition, and vocabulary buildings in daily context. They preferred to use essay, multiple choice to assess their ability. And for *Mahir* Learners, needed to understand the written text, in form of story (narrative), article (descriptive), analyzing song lyrics (analytical exposition), recount, report text, is important for them. *Mahir* learners less needed in reading procedure text and vocabulary buildings. They preferred to use essay, multiple choice to assess their ability and needed any kind of text from hand book, pictures, kinds of letter, kinds of invitation letter, kinds of formal letter, advertisements both from newspaper or magazine, kinds of article from internet, news from newspaper as the materials.

Secondly, among *Terampil* and *Mahir* learners' needs to learn writing also were accommodated by the curriculum demands, they only needs to make written respond in form of making a good sentence and paragraph (*narrative, procedure, descriptive, and report text*), giving appropriate punctuation,

writing letter, make a review, application letter in daily context. But, they expected more to practice in writing.

Thirdly, all *Terampil* and *Mahir* learners' needs to learn listening were accommodated by the curriculum demands. The learners needs to understand the meaning of spoken text, in form of *procedure*, *descriptive*, *hortatory exposition*, *discussion*, and public speaking in daily context. They needed to use film or video to practice their listening ability, in order to help them to solve their problems and attract their interest in listening activity.

The last, what learners' needs to learn speaking were accommodated by the curriculum demands. Among *Terampil* and *Mahir* learners needs to respond orally the meaning in form of *procedure*, *descriptive*, *hortatory exposition (singing)*, *discussion*, and public speaking in daily context. But, *Terampil* learners no needs to use role-play to assess their speaking ability because lack of confidence.

It can be concluded that the learners' needs both *Terampil* and *Mahir* grades of English at PKBM 33 Malaka have been accommodated by the curriculum demands because the learners did not have a big expectation to use English in a particular profession like the writer said in the purpose of the study. In this case, because of some factors such as time limitation ($\pm$ 75 minutes in a week), learners' effort to reach the goal, and limitation of

learning media that could not support the teaching-learning process such as no module, some of the learners' needs can not applied by the tutor. So, the tutor only taught based on the model of some last final test. The biggest problem for PKBM 33 Malaka in applying all the materials was the regulation that allowed new learners can join anytime they needs even a week before the schedule of final examination.

5.2 RECOMMENDATION

Based on the result of the interview, *Terampil* and *Mahir* learners suggested that the tutor should make vary activities more than only reading activities and more activities in listening and speaking activities. So, they ability in listening and speaking could improve. They also expected the media such as learner's module; or computer, as teaching aids, can be available to support teaching-learning process. For addition, the writer expected that the next researcher can analyze both the objective needs (the curriculum demands) and task needs (learners' module). Hopefully, it can complete a thesis about needs analysis of *paket C* learners.

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