

## **IDENTIFICATION OF BUGINESE STUDENTS' LEARNING NEEDS FOR A PRIVATE ENGLISH CRASH COURSE**

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### **ABSTRACT**

*This study aims to identify the needs of Buginese learners in mastering English in the crash course program at Neroa School, a non-formal English course institution in Soppeng Regency, South Sulawesi, Indonesia. This research method was a descriptive research. The instrument used by the researcher to collect data was a questionnaire that was previously validated by an expert. In processing data of the questionnaire, the researcher implemented an approach including stages of presentation of descriptive statistics. This approach refers to Gay (2012), Johnson & Christensen (2014), and each analysis phase adopts Nur (2015). There were five basic components represented in the questionnaire including general information, skills background of English, difficulties in learning English, learning material expectation, and learning process Expectation. The results of the study narrowed to a conclusion that respondents were generally teenagers aged 15-18 years who had difficulties in speaking and pronunciation, and lacked environmental support but had great motivation to achieve English language independence in a short time without disturbing their activities in formal education. Therefore, respondents in general were more likely to follow the crash course program which was divided into small groups of at least 1 to 3 months.*

**Keywords:** *Need Analysis, Buginese Learners, Crash Course, Non-formal Education*

### **INTRODUCTION**

A non-formal course institution is an institution that has the function of complementing, supporting, and providing educational services outside of formal education in schools. Neroa School is one of the English language course institutions in Soppeng Regency, South Sulawesi, Indonesia that provides English language learning services as a foreign language. As an initial step to modernize the curriculum in teaching English, the researcher prepared needs analysis so that the English language course program at Neroa School provides synchronization between the needs of students and treatments in teaching English. Furthermore, instructional materials are developed by taking into account the relevance to student learning objectives in order to increase motivation and proficiency in learning English (Yundayani, 2017).

Researcher must clearly identify all the components needed by students, who are generally Buginese learners. This form of caution required researcher to

prepare needs analysis steps. Needs analysis is the process of collecting, processing and analyzing information about students so that it is in line with the objectives and content of the language curriculum that supports their needs (Kayi, 2008). It identifies what learners already know and what they need to know (Nation & Macalister, 2010). Therefore, need analysis is a major process in development research, especially in teaching English in non-formal settings as a foreign language.

Buginese learners have unique characteristics in learning English as a foreign language, so they need special treatment to help them learn English effective and efficient. The influence of the first and second language presents errors and speech stiffness when pronouncing English words. The first language, known as the mother tongue, has a big share for an EFL English learner because the ideas to be conveyed in the second language depend on the types of expressions obtained from the first language (Olana T., 2016). This situation then became the main reason for the need for comprehensive and complete information before preparing an English course teaching program in any non-formal institution, including at Neroa School. This process led to the suitability of the crash course program which was equipped with appropriate learning strategies and materials at Neroa School with the learning objectives of students.

Sulistiyo (2015) suggested re-designing the curriculum of EFL training program and providing more practicum for beginner teachers, train teacher advisors, update facilities for teachers in Indonesia. Specifically, there has been no previous scientific study that has focused on finding the best strategy on how to teach English as a foreign language to Buginese learners with a fast duration but capable of producing significant changes in language acquisition, especially in adolescent learners. This phenomenon then led researcher to focus on exploring the results of pre-observations on students and then comparing them with studies related to teaching English as a foreign language in the region or in other countries.

The results of observations made by researcher on Buginese learners at junior and senior high school age who registered as new course participants at Neroa School in the 2017/2018 academic year showed that they already had vocabulary in their memory as a normal process of learning English in formal schools. Unfortunately, their ability to use English has not yet reached the intermediate level,

so there needed to be a special treatment that directs them to use the English vocabulary in the form of daily conversations or expressions.

The researcher then formulated an initial breakthrough by conducting a needs analysis for Buginese learners before joining the crash course program at Neroa School so that every process carried out was truly precise and directed. The objective of this research, therefore, is to identify the needs of the Buginese learners in learning English at the Crash course program at a private English course in Soppeng regency. The research applied a descriptive method or survey method in conducting the study. The subject of the study was the learners of crash course program at Neroa School, a non-formal English course institution in Soppeng Regency. The results are expected to give contribution in designing a model for learning at English private course institution and the materials that should be taught at that course.

## **MATERIALS AND METHODS**

The research method was quantitative research with a descriptive analytical approach. A descriptive research method is a method that provide of seeking information and describing the characteristics of the subject being studied through data collection. Cresswell (2008) and Gay et al (2012) referred this design as survey research. Cresswell (2008) asserts that survey research or descriptive research is a quantitative research procedure in which researchers conduct a survey to the sample or the entire population of people to describe their attitudes, opinions, behaviors, or characteristics. Gay et al (2012) support this opinion by stating that survey research involves gathering data to test hypothesis or to answer questions about people opinions on some topics or issue.

The researcher prepared a data collection instrument in the form of a needs analysis questionnaire which before being implemented to 16 respondents, the new Neroa School students for the 2017/2018 academic year. The instruments were validated by experts so that each component in the questionnaire was truly appropriate and in line with the research objectives. In this case, the researcher also prepared a validation instrument in the form of a questionnaire.

## RESULTS

The results of this study present five parts of items needed to identify in the needs analysis questionnaire, including 1) general information, 2) English skills background, 3) difficulties in learning English, 4) learning material expectation, and 5) learning process Expectation.

### General Infomation

This section provides some description of data based on the students answers on the questionnaire. It describes about the students' sex, age, grades, language mastery, and reasons to engage the English course in Neroa School. Table 1 and table 2 show those general informations.

Table 1. Sex, Age, Grade, and Language Mastery

RNo.	Sex:		Age (...years old)	Class (Grade)	Language Mastery
	Boy (B)	or Girl (G)			
R1		G	15	10 <sup>th</sup>	Buginese
R2		G	15	10 <sup>th</sup>	Buginese
R3		G	15	10 <sup>th</sup>	Buginese, Bahasa
R4		G	16	12 <sup>th</sup>	Bahasa
R5		B	17	12 <sup>th</sup>	Buginese, Bahasa
R6		G	16	12 <sup>th</sup>	Buginese, Bahasa
R7		G	17	12 <sup>th</sup>	Buginese, Bahasa, English, Korea
R8		G	18	12 <sup>th</sup>	Buginese, Bahasa
R9		G	18	12 <sup>th</sup>	Bahasa
R10		G	17	12 <sup>th</sup>	Buginese, Bahasa
R11		B	17	12 <sup>th</sup>	Buginese, Bahasa, English
R12		G	15	10 <sup>th</sup>	Buginese, Bahasa
R13		G	15	10 <sup>th</sup>	Buginese, Bahasa
R14		G	15	10 <sup>th</sup>	Buginese, Bahasa
R15		G	15	10 <sup>th</sup>	Buginese, Bahasa
R16		G	15	10 <sup>th</sup>	Buginese, Bahasa

Table 1 shows that all 16 respondents are teenagers with age range, 15 to 18 years old. Most of them are girls, as many as 14 students. All of them are also at senior high school level, which consists of 8 students in grade 10 and the others has been in grade 12. Then, 10 students are good at both Buginese and Bahasa, 2 students can use English, one student can understand Korean language, and 2

students claim to be able using Buginese. In brief, they can be classed as young Buginese learners who need to get the best attention and treatment to maximize their potential in learning English.

Because the young Buginese learners in this research are also staying in Soppeng, a native Buginese regent, they are potentially affected by Buginese language including the accent and the pronunciation. Therefore, all the respondents are ideal to represent young Buginese learners expected in this research.

Table 2. Reason to Join English Course in Neroa School

No	Reason to join English Course in Neroa School	Number of Respondents	
		Frequency	Percentage (%)
1	Interested in English as a hobby	12	75
2	To prepare for university admission test	12	75
3	To comprehend reading texts	11	69
4	To be able to make own sentence or text in English	11	69
5	In order to pass the exam at school	11	69
6	To understand English songs	10	63
7	To prepare for English class at school	9	56
8	To understand English videos/movies	9	56
9	To prepare for studying abroad	8	50
10	Because of the desire and demand of parents	8	50
11	Inspired by friends	7	44
12	To become proficient in english as soon as possible	7	44
13	To prepare before joining a speech contest	6	38
14	To prepare before joining debate contest	5	31
15	Not knowing reason why learning English	-	0
16	Others		

Table 2 points that most of respondents (75%) both have a great personal interest in English and have been preparing for university admission tests. It indicates that not only the 12<sup>th</sup> grade students but also four students who are still in the 10<sup>th</sup> grade have been preparing for their future education. Then, the second most reasons to learn English chosen by 11 students are to comprehend reading text, to be able make own sentence of text, as well as to pass the exam at school. Also, 9-10 students are eager to use English for leisure goals, ie understanding song and movies. Only a few of them (5-6 students) have enthusiasm to join English speech and debate competitions. In general, most of the students' learning motivation is still related to academic passion and future goals.

In other words, all the respondents can be identified as the young Buginese learners who really want to study English not because one reason only. They have comprehensive motivations needed to be connected and compared in detail.

### **English Skills Background**

This part contains about the background information of English skills possessed by the respondents. Table 3 provides information whether the respondents ever joined any English course before or not.

Table 3 signifies that there are two respondents who had learned basic English for 3 years. However, most of them (5 respondents) had ever joined an English course for 3 months. Only one of them had never entered any non-formal education at all. To sum up, almost all respondents have basic skills in English.

Table 3. Skills Background of English

<i>R</i>	<i>Joined English Course</i>	<i>Duration</i>	<i>Level</i>
<i>R1</i>	Ever	3 months	Basic
<i>R2</i>	Ever	1 month	Basic
<i>R3</i>	Ever	3 months	Basic
<i>R4</i>	Ever	1 month	Basic
<i>R5</i>	Ever	6 months	Basic
<i>R6</i>	Ever	3 years	Basic
<i>R7</i>	Ever	3 years	Basic
<i>R8</i>	Ever	1 year	Basic
<i>R9</i>	Ever	1 month	Basic
<i>R10</i>	Ever	1 month	Basic
<i>R11</i>	Ever	1 year	Basic
<i>R12</i>	Never	-	-
<i>R13</i>	Ever	3 months	Basic
<i>R14</i>	Ever	2 months	Basic
<i>R15</i>	Ever	3 months	Basic
<i>R16</i>	Ever	3 months	Basic

By considering the respondents' skills, both materials and methods on the English crash course program of this research were formulated in pre-intermediate or intermediate form. In this case, the research didn't emphasize on Basic English materials including Alphabet, and the most common vocabularies.

## Difficulties in English

### English Skills Difficulties

This part contains seven English skills namely listening, speaking, reading, writing, vocabulary, grammar, and pronunciation. The respondents marked the list of skills they found difficult.

Table 4 shows that the two most difficult skills in English are listening and pronunciation (marked by 13 or 81% respondents). Meanwhile, the second hardest English language skills are grammar and speaking (marked by 12 or 75% respondents). Nevertheless, between 10 and 11 respondents still find it difficult in reading, writing and vocabulary. Thus, it can be concluded that most of the respondents still face difficulties in most English skills.

Table 4. English Skills Difficulties

<i>English Skills</i>	<i>Total</i>	<i>Percentage (%)</i>
<i>Listening</i>	13	81
<i>Speaking</i>	12	75
<i>Reading</i>	10	63
<i>Writing</i>	11	69
<i>Vocabulary</i>	11	69
<i>Grammar</i>	12	75
<i>Pronunciation</i>	13	81

In other words, although most the respondents had ever joined any English courses before, they still felt weak in English. Therefore, they might have continuous problems in studying English.

### Learning Difficulties at School

Table 5 shows that 13 respondents (81%) still complained about the methods used by their teachers in English learning at school. Meanwhile, 10 respondents (63%) were also constrained to master English due to lack of learning time. Then, there were 4 respondents who considered that the English subject in their school is difficult to understand and 3 respondents supposed that their class too crowded. Finally, only one respondent complained about teacher's pronunciation.

The biggest obstacle faced by respondents in learning English at school is the less interesting method applied by their teachers. In addition, they also complain

about English learning duration. For that, the learning methods in Nerao School should attract and motivate them to study harder and more consistently.

Based on the overall data, it was identified that most young Buginese learners faced crucial problems in their school learning process. Therefore, this research needs to provide complex solution in a brief form.

Table 5. Learning Difficulties at School

<i>I was constrained to study</i>		<i>Number of Respondents</i>	
		Frequency	Percentage (%)
1	at school because... The materials are not easy to understand	3	19
2	Teacher methods are less attractive	13	81
3	Learning time is deficient	10	63
4	The class is too crowded	4	25
5	Others... (teacher pronunciation is difficult to understand)	1	6

## Learning Material Expectation

### Dialect/ English Accent

Table 6 shows that most respondents (75%) desire to learn English by using American Accent. Only 5 respondents are interested to use British Accent in learning process. None of respondents expect to learn by using Australian Accent.

Table 6 Dialect/ English Accent

<i>I desire to learn English by using...</i>		<i>Number of Respondents</i>	
		Frequency	Percentage
1	American Accent	12	75
2	Australian Accent	0	0
3	British Accent	5	31

Respondents generally want materials and instructional using American Accent. Only a few of them want the British Accent. Thus, the researcher should use the American Accent much in learning process by adding a little introduction about the British Accent. The overall data means this research should focus on the characteristics of American English in simple form.

### Materials

Table 7 shows that most respondents (94%) desire to be able to arrange and speak by using their own sentence (marked by 15 respondents). Meanwhile, there



are 14 respondents (88%) who also want to be able to both write by using their own sentences and use expression of daily conversation. Furthermore, there are 13 respondents (81%) who want to be able to do the school tasks independently as well as can deliver story telling. However, in fact, more than 10 respondents generally want the best change after taking an English course.

Table 7. English Materials

	<i>I desire to learn material of how to</i>	<i>Number of Respondents</i>	
		Frequency	Percentage (%)
1	to arrange and speak by using own sentence	15	94
2	write own sentence or text	14	88
3	use daily expression	14	88
4	do assignments	13	81
5	deliver story telling	13	81
6	comprehend reading materials	12	75
7	read fluently using better pronunciation	12	75
8	deliver speech	11	69
9	participate in discussion and interview	10	63
10	understanding songs/movies and listening materials	12	75

In brief, all the respondents want to be good English speakers while having enough competence to grow and to improve their English independently. In this case, they should be transformed into situation in which they can live with English without any pressure from others.

### Topics

Table 8 shows that most respondents (81%) prefer to learn about musics (marked by 13 respondents). Meanwhile, 10 respondents (63%) prefer to learn by focusing on hobbies and relationships/friends/family. Further, 9 respondents attract to learn about drama/movies and religion. Then, 8 respondents want to learn about culture, education, and idols. Also, the least desirable topic chosen by the respondents are geography (only marked by 1 respondent), politics and sports (marked by 2 respondent).

The most popular topic chosen by respondents are musics. Others also enjoy about ambitions, relationships, religion, movies, education, idols, and culture. Thus, the researcher should incorporate the mix of the topic in the learning material. Based

on the overall data, it can be found that the most interested topics are related to modern young life influenced by technology and life style for leisure goals.

Table 8 Topics

	<i>The topic I like to learn</i>	<i>Number of Respondents</i>	
		Frequency	Percentage (%)
1	Musics	13	81
2	Hobbies	10	63
3	Relationships/ Friends/Family	10	63
4	Drama/Movies	9	56
5	Religion	9	56
6	Culture	8	50
7	Education/School	8	50
8	Idols	8	50
9	Politics	2	50
10	Nature	7	44
11	Jobs/Ambitions	7	44
12	Health	6	38
13	Science	5	31
14	Technology	4	25
15	Literature	3	19
16	Sports	2	13
17	Internet	2	13
18	Geography	1	6
19	Trending News	5	6

## Learning Process Expectation

### Class

Table 9 shows that most respondents (69%) want to study in small classes filled with 2 to 5 participants only. Meanwhile, there are 5 respondents who prefer to study in private class. And there are only 2 respondents who prefer to study in a large class consisting of 10 to 20 participants.

Table 9. Class

	<i>Type of Class</i>	<i>Number of Respondents</i>	
		Frequency	Percentage
1	Private Class (one student)	5	31
2	Small Class (2 until 5 students)	11	69
3	Large Class (10 until 20 students)	2	13
	Others...		

In brief, all the respondents prefer to study in small classes in which they can have enough attention from mentors. Almost all respondents enthusiastically choose to learn in small study groups, consisting of 2 to 5 participants only. Although, there are also one-third of those who prefer to study in private class. Thus, the learning process in Neroa School generally takes the form of a small class or private class.

### Activity

Table 10 shows that most respondents (69%) want discussion lessons (marked by 11 respondents). Meanwhile, 10 respondents are interested in more listening activities in the classroom and 9 respondents want to watch videos during the lesson. Furthermore, there are 8 respondents who like dialogue and translating activities. Then, 7 respondents desire to learn writing sentences while playing games. Finally, only one respondent wants to read a loud much in the classroom. The activities generally preferred by the respondents in the lesson are discussions. In addition, they are also interested in learning listening, watching videos, translating, dialogue, writing sentences, and playing games. Therefore, the researcher should make sure the activities mentioned above are realized in English learning.

Table 10. Activity

	<i>Class Activities</i>	<i>Number of Respondents</i>	
		Frequency	Percentage
1	Discussion	11	69
2	Listening	10	63
3	Watching video	9	56
4	Dialog or interview	8	50
5	Translating	8	50
6	Writing sentence/text/story	7	44
7	Playing game	7	44
8	Memorizing	6	38
9	Delivering stories	4	25
10	Reading a loud	1	6

In conclusion, all the respondents need active and interactive learning process in which they can receive materials while exploring their ideas and critical thinking.

## Media

Table 11 shows that most respondents prefer to learn by using mobile phone (marked by 11 respondents). Furthermore, there are 9 respondents who want to learn by using laptop. In addition, 6 respondents desire to learn by using cards as a medium of learning.

Table 11. Media

	<i>The topic I like to learn</i>	<i>Number of Respondents</i>	
		Frequency	Percentage (%)
1	Mobile Phone	11	69
2	Laptop	10	63
3	Cards	6	38
	Others...		

Respondents are generally delighted to learn by using mobile phone and laptop media. Only one third of them want to learn by using cards. Thus, the combination of technology and audio visual media is important to include in English learning. In brief, most of the respondents need to learn by using gadgets that are either easy to access or fun to engage.

## Program Duration

Table 12 shows that most respondents (38%) choose to learn for 3 months/program (marked by 6 respondents). However, 5 respondents prefer to learn for 1 week/program or 1 month/program. In addition, only 1 respondent likes to have English training for 2 weeks/program or 6 months/program. In brief, all the respondents need to study in an English intensive program, not more than 3 months in duration.

Table 12. Program Duration

	<i>I am available to join...</i>	<i>Number of Respondents</i>	
		Frequency	Percentage (%)
1	3 months/program	6	38
2	1 week/program	5	31
3	1 month/program	5	31
4	2 weeks/program	1	6
5	6 months/program	1	6
6	Others...		

Respondents are generally available to join the English class in Neroa School for 1 to 3 months. Although, some also want a less duration of learning, that is 1 week only. Thus, the materials to be given should be intensive, solid, and entertaining.

#### Number of Meetings

Table 13 shows that most respondents (56%) are available to join the English course for 10 meetings (marked by 6 respondents). In addition, 6 respondents are also available to learn for 20 meetings. The last, only one respondent wants to learn shortly, for 5 meetings. In brief, most of the respondents are available to study less than 10 meetings only.

Table 13. Number of Meetings

	<i>Meetings</i>	<i>Number of Respondents</i>	
		Frequency	Percentage (%)
1	10 meetings	9	56
2	20 meetings	6	38
3	5 meetings	1	6
4	Others...	0	0

Respondents are generally available to study for 10 meetings only. Although a third of them want to study for 20 meetings.

#### Schedule

Table 14 shows that most respondents (94%) are available to join English course in the afternoon. In addition, 3 respondents are available to learn in the morning and evening. In brief, most of the respondents prefer to study after finishing their academic activities at school.

Table 14. Preferred Schedule

	<i>I am available to learn in the...</i>	<i>Number of Respondents</i>	
		Frequency	Percentage (%)
1	Afternoon	15	94
2	Morning	3	19
3	Evening	3	19

Most of them are only available in the afternoon. Therefore, the schedule of each meeting should not be set regularly like a school schedule. In this case, respondents can arrange their schedules and confirm whenever they are available.

## **DISCUSSION**

This research provides cognition into the importance of maximizing preparation before the English learning process. In this case, a teacher or an organizer of a language training program is highly recommended to design a needs analysis of learners before holding training. Through this process, a teacher can explore more precisely the teaching strategies needed by students including teaching materials and learning methods.

The researcher explored the need analysis recommended by a number of researchers and experts including Nur (2015), Gursoy (2004), Zeynali (2012), and Prastyo (2015). They explained at the same time practicing the importance of need analysis in preparing learning English as English as Foreign Language.

The needs analysis applied by the researcher used a questionnaire as a research instrument. The instrument adopted Nur (2015) with improvisation that adjusted to this study. The instrument was distributed to 16 Buginese learners who were registered as Neroa School students. The purpose of this instrument was to obtain accurate data about the needs of learners in attending English language training while staying active and regularly participating in their learning activities at school. Through this technique, the researcher could find information about the strengths and weaknesses of the learners and what they need as part of the millennial century generation.

In processing data of the questionnaire, the researcher implemented an approach including stages of presentation of descriptive statistics. This approach refers to Creswell (2008) Gay et al (2012), Johnson & Christensen (2014), and each analysis phase adopts Nur (2015).

The results of the questionnaire indicate that students' learning motivation is very high. However, their potential is still hampered by a number of factors, such as the lack of learning time in school, the lack of interest in the methods and teaching materials they obtain, and the rare momentum to use English in everyday life. That is why, the researcher tried to maximize the motivation of the students, as stated by Nugroho and Mayda (2015) that the motivation affects the attitude of students in learning English.

In identifying the Buginese young learners' needs, the researcher considered the results of collecting data from the results of questionnaires and interviews. In

connection with this process, Nation and Macalister (2010) propose to identify the target situation in terms of necessities, lack, and wants.

All respondents are high school students with age ranges between 15 to 18 years. They are Buginese and all can use Bugis language. Thus, the researcher assumed that in using English, the respondents were strongly influenced by the dialect and Bugis language pronunciation. Therefore, English instruction should emphasize to familiarize their tongue with English words (Rivers, 2018; Latifa, 2021) by combining listening exercises so that their listening mastery is also well trained (Nur, 2018).

All respondents who come to study to Neroa School have varied motivation and reasons. However, in general, they are enthusiastic to learn because they are interested in English as a hobby as well as want to prepare to take the entrance exam of the university. Therefore, the teacher or the instructor should manage a lesson that can accommodate their motivation in learning English (Kyriacou, 2018). Therefore, they want to learn how to comprehend reading texts and to compose their own sentences in order to pass the exams at school. Based on these data, English instructional materials should integrate the concepts contained in the school curriculum, namely the curriculum 2013 and university entrance examination materials, including structure, listening, and reading comprehension. This argument has been suggested by some experts like Sadeghi, E., & Tahririan, M. H. (2014).

Almost all respondents have a basic mastery of English because they have attended the course and have experience learning at the junior high school level. The level of the material should match the students' level of English mastery (Millorood, 2015). Thus, the level of instructional materials should be pre-intermediate or intermediate.

All respondents have difficulty in learning English. The most difficult skills for them are listening and pronunciation. In addition, they are also less skilled in speaking and grammar. And apparently, they are weak in reading, writing, and vocabulary. Thus, instructional materials should integrate all of these items in ideal and balanced quantities.

The biggest obstacle faced by students in learning English at school is the less interesting method applied by their teachers. In addition, they also complain about English learning duration. For that, the learning methods in Neroa School

should attract and motivate them to study harder and more consistently. This argument is in line with Grissom et al (2021) stating that attracting students' attention leads to students' achievement improvement.

Respondents of this research commonly want materials and instructional using American Accent. Only a few of them want the British Accent. Thus, the researcher should use the American Accent much in learning process by adding a little introduction about the British Accent. The overall data means this research should focus on the characteristics of American English in simple form. This decision decent from what Zoghbor (2018) arguing that 'comfortable intelligibility' should be the main purpose rather than native-like production.

The material most wanted by the respondents is the material related to translation and speaking skills using their own ideas. Furthermore, they also hope to be able to skillfully use daily conversation expression, do school work, and deliver story telling. Based on these results, instructional materials should integrate all these components.

The most popular topic chosen by respondents are musics. Others also enjoy about ambitions, relationships, religion, movies, education, idols, and culture. Thus, the researcher should incorporate the mix of the topic in the learning material. Based on the overall data, it can be found that the most interested topics are related to modern young life influenced by technology and life style for leisure goals.

## **CONCLUSION**

As a conclusion, the Buginese learners want to be able to continue to study English in school well and at the same time to become more independently in developing their English. In other words, they want to have English language skills at least to the medium level even though there is no English-speaking community in their environment, both at school and at home. They want to have these competencies in a short time so that they can take up other school lessons or take other skills lessons in non-formal courses. However, the facts show that they do not have the basics of skills to speak and understand questions in adequate English. The following table shows the outline of findings for the needs of prospective participants in the English crash course at Neroa School:

goals (necessities)      independence in developing English skills



weakness (lacks)      difficult in answering and making English questions  
 pleasantness (wants)      available for small classes and fast results

This research, of course, has unique needs characteristics. Therefore, it is highly recommended to prepare materials and teaching methods that can truly answer these needs. This research is the initial process and continues as a development research that adopts the ADDIE Model.

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