

BASIC STRUCTURE MODULE BASED ON HYBRID LEARNING : NEED ANALYSIS FROM THE STUDENT'S PERSPECTIVEIndrawati Pusparini¹⁾, Endang Setyo Astuti²⁾^{1) 2)} IKIP Budi Utomo Malangpuspandra71@gmail.com**Abstract**

The research aims to find out the basic structure module based on hybrid learning needed by the students of Ikip Budi Utomo Malang in learning structure, especially basic structure. The current study was a need analysis which was done in the area of developing making basic structure module based on hybrid learning. The quantitative method were conducted in this research to describe the students' needs. In collecting the data, the researcher applied questionnaire for the students as the instrument of the research. The data was taken through a questionnaire with given to 45 students who took basic structure course in the 2018-2019 academic year and analyzed quantitatively. The results of this study reveal that the students need a clear goals of basic structure modul based on hybrid learning, the materials in line with the course outline, the assignment and current technology for the teaching and learning process.

Keywords: Needs analysis, basic structure module, hybrid learning.

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INTRODUCTION

In the milenium era, the educational system integrated into technology is needed most at school. As an innovative teacher nowadays, we need to addapt the techology into educational system. Teachers in the context of education have a big role so that the teacher requires strategies and creativity in the teaching and learning process. The demands of the curriculum are students and teachers must be more active. Students must be active in learning activities while teachers must be active in preparing learning tools and motivating students to learn more actively so that learning is more effective (Nugroho, 2012: 1). Even the world-wide trend of teaching nowadays involves the use of technology in the classroom or outside classroom. Innovative teachers engaging with the technology are required.

In the effort of enhancing the use of technology in teaching, the term hybrid learning arises. This is hybrid learning, defined as a model that

mixture of classroom and online instruction that has an abundance of academics proclaiming its benefits. Hybrid learning blend face-to-face interaction with online learning and customarily involve the delivery of curricular materials, access to resources, submission of assignments, project based learning, activities that support higher order thinking, and online discussions that may be a synchronous or synchronous in nature. In order for a class to be considered hybrid some actual student learning and learning assessment must occur online and a percentage of in-class time is forfeited to make up for the weight put on the online learning activities (Journal of Information Technology Education, volume 5,2006). The idea appears since the students need an additional time to understand the materials as well as do some assignments. The technology integrated in basic structure module based on hybrid learning is the correct answer to face the problem.

The current study was a need analysis which was done in the area of developing making module based on hybrid learning. The syllabus and lesson plans which are in line with the current curriculum in Indonesia, and the learning material that matches the current condition of learning basic structure. In Indonesian context, learning English grammar, including basic structure tends to not getting as much attention in language learning as the language skills such as speaking or reading. In fact, grammar knowledge is important and needed in language learning and support the language skills. Savignon (2001) named it grammatical competence and it is one of four communicative competence that the language users need in communication. This grammatical competence is needed more by students who take the English education study program as their major and will become future teachers of English. In further, the English grammar learning is still considered by students as a boring course (Yunita, 2013) and the teaching process is mostly done in a conventional way by using the deductive approach.

Need analysis has four models which recognize by some scholar; (1) Target Situation Analysis; (2) Present Situation Analysis; (3) Hutchinson and Waters Model; (4) Dudley-Evans and St John's Model of Need Analysis. Target Situation Analysis (TSA) focused on students' needs at the end of the language course (Robinson, 1991). Present Situation Analysis (PSA) showed the gap between the present and the target. PSA explores "to find out the language proficiency of the students when the language course begins and their strengths and weakness (Robinson: 1991). Hutchinson and Waters' model (1987) showed the need analysis model which divided into two parts: Target situation needs and learning needs. Target situation needs related to the

learner 'necessities', 'lacks' and 'wants'. 'Necessities' are decided at the demand of the target situation. 'Lacks' are the gap between 'necessities' and the learner prior knowledge. 'Wants' are the learner needs which has no relationship between course which perceived by the teacher. Moreover, Dudley-Evans and St John's Model of need analysis provide personal information about the learners, language information about the target situation. Professional information about learners, learners' lack, Learners' needs from course, language learning needs, and the last how to communicate in the target needs.

Some previous research conducted need analysis to find out the students need in learning English, such as ;(Kaur et al., 2010) showed the research result that oral presentation, specialized vocabulary activities and topics relevant to the students' area of specialization was needed by students; Kim (2013) used need analysis to develop ESP course for engineering students in Korea; Li (2014) stated that the result of need analysis is helpful to set the teaching goals, selecting textbook and teaching methods and as guidance to the course designer into designing English materials. Araminta and Halimi (2015) conducted need analysis to analyze the English needs of undergraduate engineering students at University in Indonesia and the result showed that the needs of students' English language were not significant. The result of their research recommended the institution should collaborate with the companies to collect information related to language use in the field of work.

While in this research, the information of the result this result will be guidance for the lecturers to design module based on hybrid learning for students of Ikip Budi Utomo Malang

As consequences of this situation, the main aim of the present study was to conduct a need analyses to know the students need in learning basic structure module based on hybrid learning.

On pre observation, it showed that in teaching basic structure the lecturers do not have permanent syllabus from the institution and the lecturer teaching basic structure is not based on students need. The basic structure teaching materials were designed by lecturers based on their perception. It becomes crucial to give attention to the stakeholder in this institution. By this research, the researcher tried to find out the basic structure module needed by the studentd of Ikip Budi Utomo Malang . To collect information related to the materials which meet with the learning needs of learners, the design of the materials need to apply Need Analysis (Li, 2014). It can also be used as the basis for designing tests, compiling materials, designing teaching activities and evaluating strategies.

Based on the reasons above, the researcher try to carry out on needs analysis for developing basic structure module, therefore, a study on needs analysis for basic structure module should be carried out especially from the students' perspectives. Needs analysis study designed scientifically to address the gap and develop a module that meets the learners' needs for basic structure learning in a foreign language context such as Indonesia.

METHOD .

The current study aimed to reveal the needs for a basic structure module based on hybrid learning from students' perspectives. This research employed quantitative method. The questionnaire was analyzed quantitatively . There were 45 students enrolled in first semester of Ikip Budi Utomo Malang. The data was

taken through a questionnaire consisted of 5 questions with four options (the most needed, needed, not yet needed, not needed) covering the goal basic structure module based on hybrid learning . Qualitative analysis was conducted to analyze the responses from the interviews. The questionnaire had three main parts, students' need for the objective course, students' need for the material. Students' need for basic structure based on hybrid learning, students's need for current technology in the teaching and learning process, students' need for evaluation process.

RESULTS AND DISCUSSION

1. Students' need for the objective course

The research participants were selected from 45 first-semester students. Students were asked about their objective in learning basic structure course. Regarding the students' need for the objective course, most of them 23 students (51%) chose that objective of the course is most needed, followed by twenty students (44%) agreed that they have needed the objective course. There were five students (11%) chose that they have not need yet for the objective course in basic structure course , and the rest 2 of the students (4 %) said that they do not need to learn the objective course in basic structure.

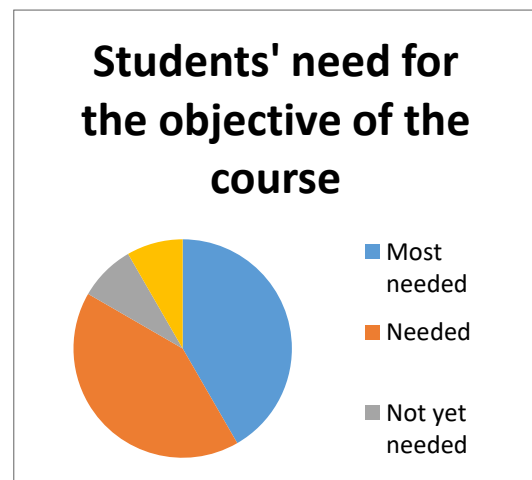


Figure 1. Students’ need for the objective course

2. Students’ need for the material in line with the course outline

The research participants were selected from 45 first-semester students. Students were asked about their’ need for the material in learning basic structure course . Regarding the students’ need for the material, most of the them 20 students (44%) chose that materials those are in line with the course objective is needed, followed by seventeen students (38%) agreed that they needed the materials in line with objective course. There were five students (11%) chose that they have not needed yet for the material in line with the course in basic structure course, while the rest of the student , 3 students (7%) said that they do not need material in line with the course of basic structure based on hybrid learning.

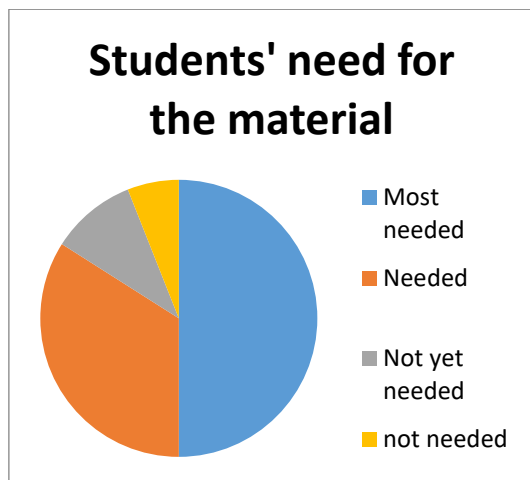


Figure 2. Students’ need for the material in line with the course outline

3. Students’ need for basic stucture module based on hybrid learning

The research participants were selected from 45 first-semester students. Students were asked about their’ need for basic stucture module based on hybrid learning. Regarding the students’ need for the objective course, most of them 20 students (44%) chose that

objective of the course is most needed, followed by seventeen students (38%) agreed that they needed on the basic structure module based on hybrid learning . There were five students (11%) chose that they have not needed for the basic stucture module based on hybrid learning yet . and the rest of the student , three students said that they do not need basic stucture module based on hybrid learning.

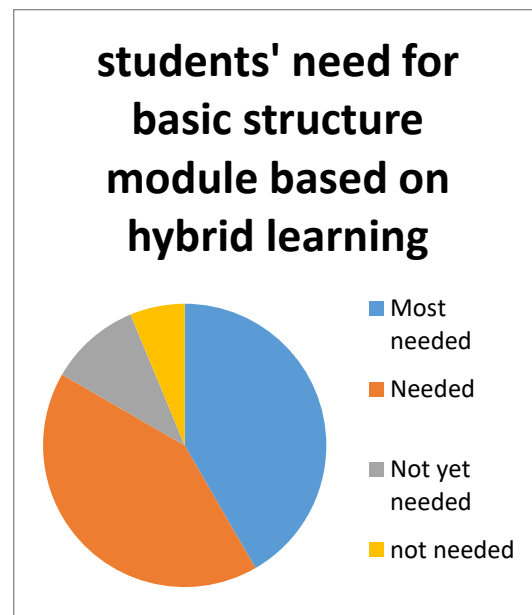


Figure 3. Students’ need for basic stucture module based on hybrid learning

4. Students’ need for current technology in the teaching and learning process

The research participants were selected from 45 first-semester students. Students were asked about current technology in teaching and learning process , especially in basic structure course. Regarding the students’ need for current technology in the teaching and learning process , most of them 23 students (51%) chose that current technology in the teaching and learning process is the most needed, followed by fifteen students (33%) agreed that they needed the current technology in the teaching and learning process. There

were five students (11%) chose that they have not needed for current technology in the teaching and learning process . And the rest of them 2 students (4%) said that they do not need the current technology in the teaching and learning process .

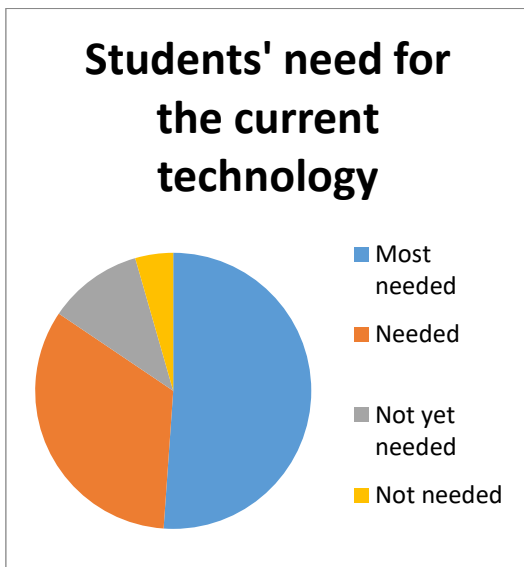


Figure 4. Students' need for current technology in the teaching and learning process

5. Students' need for evaluation process

The research participants were selected from 45 first-semester students. Students were asked about their need for the evaluation process , especially in basic structure course. Regarding the students' need for evaluation process , most of them 20 students (44%) chose that evaluation process of the course is most needed, followed by fifteen students (33%) agreed that they needed the evaluation process . There were five students (11%) chose that they do not need for evaluation process . The rest of the them , five students agreed that they are five do not need evaluation process in basic structure course.

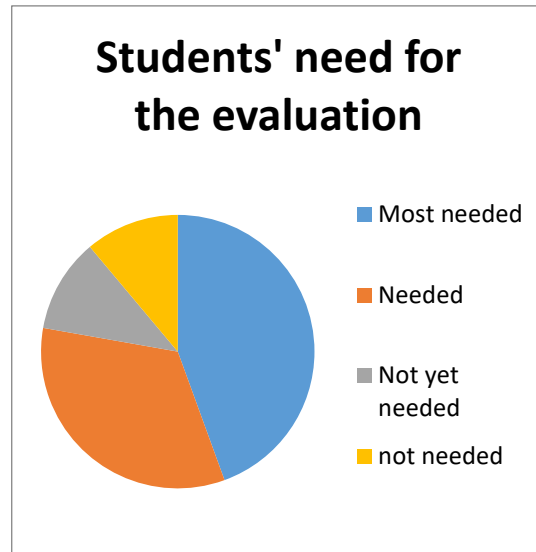


Figure 5. Students' need for evaluation process

CONCLUSION

The result of this study indicates that new module, basic structure module based on hybrid learning should be developed at this institution, Ikip Budi Utomo Malang. The analysis results have stated that the students of Ikip Budi Utomo Malang for basic structure class perceive module based on hybrid learning as one of supporting fundamental for their formal study. Moreover, from the students' perspective, they agreed that the institution need curriculum designer and course designer to design the objective course of basic structure. Having similar response, they also agreed that the material that they will learn in line with the objective course or syllabus . This results are supported also in Students' need for current technology in the teaching and learning process. They absolutely agreed that basic structure module based on hybrid learning support their's English learning. They believe that by hybrid learning system, basic structure module can facilitate their's meeting in the class face to face and also online. Based on

their choice, the students prefer to have their's evaluation process in learning, students are given chance to evaluate whether their competence improves or not. Most of them agreed that the evaluation process is most needed.

Addressing the needs of basic structure module based on hybrid learning, the resercher believe that the basic structure module based on hybrid learning will develop soon in this institution .The students desire an engaged material that delivers face to face and online learning. Different field and situation may have different analysis results. It is suggested that further studies of needs analysis for various fields This would be a recommendation to the institution, curriculum designer and course designer to consider the result of this research. The new syllabus and module should be recommended.

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