AN ANALYSIS OF STUDENT WANTS IN LEARNING ENGLISH AT SMA 5 MAROS

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Abstract

Begin this study investigates student's preferences regarding effective methods in learning English, focusing on learners at SMA Negeri 5 Maros. Using a quantitative research approach, data were collected through questionnaires distributed to 59 students. The findings reveal a strong student preference for interactive and communicative learning strategies particularly in speaking, which was identified as the most important skill. Students favored methods such as increased speaking practice, repeated listening, digital reading materials, and analyzing good writing examples. Additionally, students highlighted the importance of enjoyable learning activities, including games, simulations, and culturally relevant materials. Digital media was preferred as the primary medium due to its accessibility and effectiveness in supporting all four language skills. Teacher, support, especially in the form of motivation, was also seen as crucial. The study aligns with the principles of English for specific purposes (ESP) emphasizing learner-centered approaches and real-world relevance. Overall, the results underline the need for modern, engaging, and technology-integrated English language teaching methods to enhance student engagement and learning outcomes.

Keywords: *Students wants, English learning, speaking skills, digital media, interactive methods, ESP*

INTRODUCTION

English, a vast and significant language in the global context has captivated the attention of many language experts throughout history. Prominent scholar in this field includes Noam Chomsky, a renowned linguist who developed theories on universal language structure and William Labov, known for his contributions to sociolinguistics. They and many others have enriched our understanding of how this language evolves and is learned in various cultural contexts. With is crucial role in global communication and cross-cultural interaction, the study of English continues to evolve and remain relevant in the modern era. English language proficiency has become an essential skill in today's globalised world, opening doors to numerous educational and professional opportunities.

In Indonesia itself, learning English is required off all students. There are four language skills that students learn in English language education: Listening, speaking, reading and writing. Each skills presents students with wants to learn one or more aspects within that fields. This research aims to analysis what methods students expect

in learning English speaking is most favoured method among students, although according to Nunan (1999), a language teaching expert, speaking English often the most challenging skills for second language learners because it requires mastery of grammar, vocabulary and the courage to speak spontaneously.

Based on the research findings, digital is the most preferred medium among students because, as we know digital media is highly useful for accessing materials for all four language skills. We can use digital media wherever media we are. According, to students, enjoyable learning is the most favored type of learning because repetitive methods can be boring. As educators, it is essential to choose teaching methods and media that follow the trends of the globalization era. So, this research is conducted following ESP (English for Specific Purposes), which as we know, focuses on what students want and makes it straightforward. Therefore, the data from this research aims to focus on students' wants in achieving necessary English language learning.

English for Specific Purposes (ESP) is a branch of English language teaching that focuses on the specific needs of learners in particular professional, academic, or vocational contexts. ESP courses are designed to meet the particular needs of learners, emphasizing practical language skills pertinent to their specific fields. According to Hutchinson and Waters (1987), ESP in an approach to language teaching that is directed by specific and apparent reasons for learning. This aspect makes ESP distinct from general English courses, which aim to improve general language proficiency without focusing on specific professional or academic requirements.

Then, what make ESP stand out? As we know, ESP emphasizes the reasons why learners study English. The learning content and teaching methods are determined based on learners' specific goals and interests. The aim is to provide learners with language skills and knowledge relevant to the real world so they can perform well in academic studies, work, or specific professions. In essence, ESP focuses on teaching English tailored to learners' specific needs and context, whether academic, professional, or vocational. ESP aims to equip learners with the language skills and knowledge they need to communicate effectively and succeed in their specific environment.

Therefore, this research is conducted to understand students' preferences regarding the methods expected in English language learning, particularly in relation to teachers, the learning environment, and the media used. This study specifically focuses on the students of SMA Negeri 5 Maros, aiming to gather insights into how various factors influence their engagement and effectiveness in acquiring the English language.

METHOD

In this study, quantitative research method in used. According to Sugiyono (2013), quantitative research is a research method based on positivist philosophy, as a scientific method because it meets concrete or empirical scientific norms, objective, measurable, rational, and to test predetermined hypotheses that will be used to investigate specific populations and samples, collect data using research instruments, and analyse quantitative data. The participants in this study amounted to 59 individuals, divided into

3 classes at SMAN 5 Maros high school. The questionnaire was administered to students via Google Form, consisting of 10 multiple-choice questions about what wants students have to facilitate learning the four English language skills: speaking, listening, reading and writing.

RESULTS AND DISCUSSION

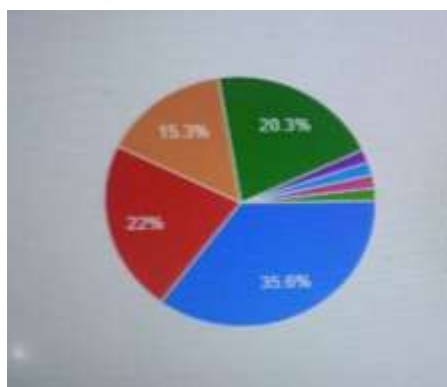So, the result of the responses from the 10 questionnaires at SMAN 5 Maros school are as follows:

Figure 1. The most important topics in English

From the data obtained, 35.6% (21) students chose "how to introduce oneself" 22% (13) students chose "how to inquire about conditions" 20.3% (12) students chose "how to inquire about situations" 15.3% (9) students chose "how to greet" 1.7% (1) student chose "all answers are correct".
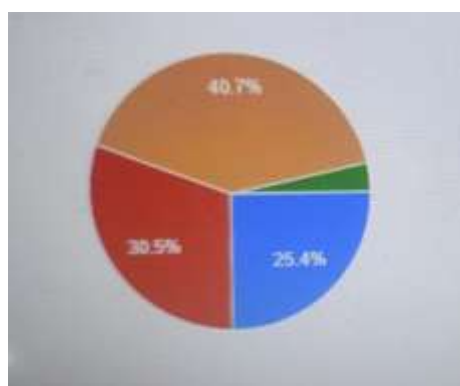

Figure 2. How important are tenses

From the data obtained, 40.7% (24) students chose "quite important" 30.5% (18) students chose "important" 25.4% (15) students chose "very important" 3.4% (2) students chose "not important".
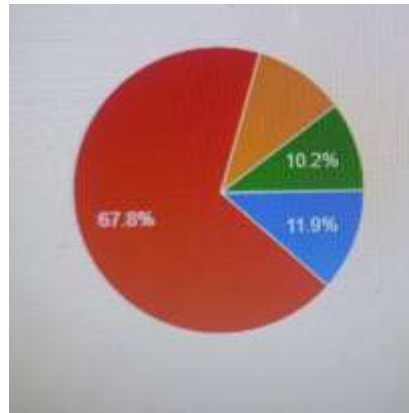
Figure 3. The most important skills

Based on the data obtained, 67.8% (40) students chose "speaking" 11.9% (7) students chose "listening" 10.2% (6) students chose "reading" 10.2% (6) students chose "writing".
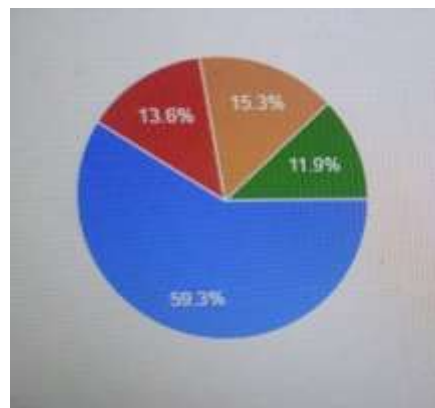

Figure 4. The desired method wants in speaking

From the data obtained, 59.3% (35) students chose "more speaking practice" 15.3% (9) students chose "discussing with friends" 13.6% (8) students chose "communicating directly with native speakers" 11.9% (7) students chose "singing English songs together".
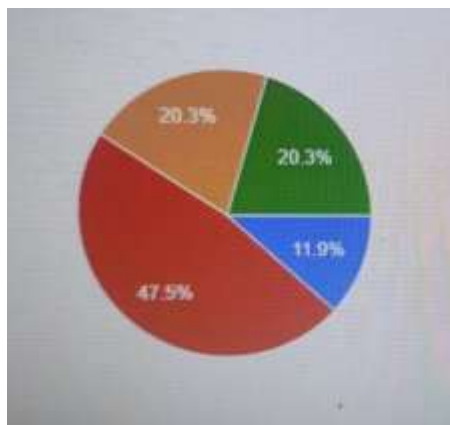
Figure 5. The desired method wants in listening

From the data obtained, 47.5% (28) students chose "repeated practice, listening to materials repeatedly" "Watching movies without subtitles" and "short stories or fairy tales read by the teacher" each received the same data, 20.3% (12) additionally, 11.9% (7) students chose "audio-based materials".
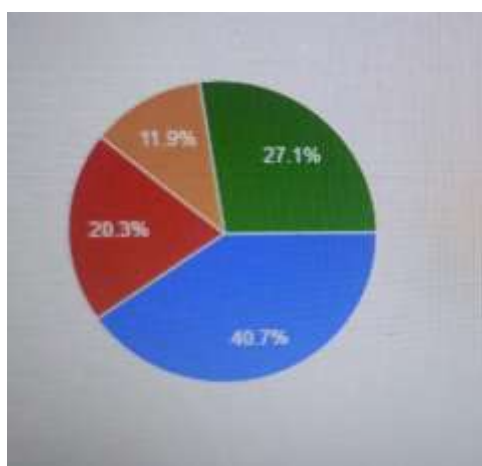

Figure 6. The desired method wants in reading

From the data obtained, 40.7% (24) students chose "digital media with reading materials" 27.1% (16) students chose "regular reading" 20.3% (12) students chose "using contextual vocabulary" 11.9% (7) students chose "conducting surveys beforehand".
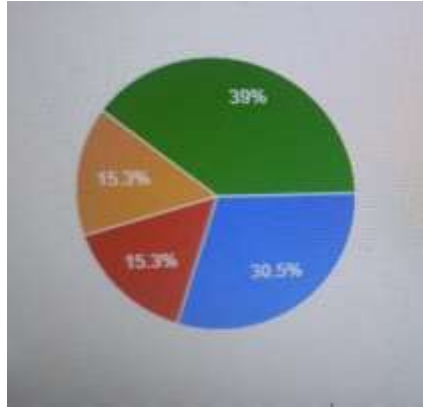
Figure 7. The desired method wants in writing

From the data obtained, 39% (23) students chose "analysing and studying examples of good texts" 30.5% (18) students chose "joining a writing group or course" "Writing expressively" and "receiving feedback from readers" each received 15.3% (9) of the responses.
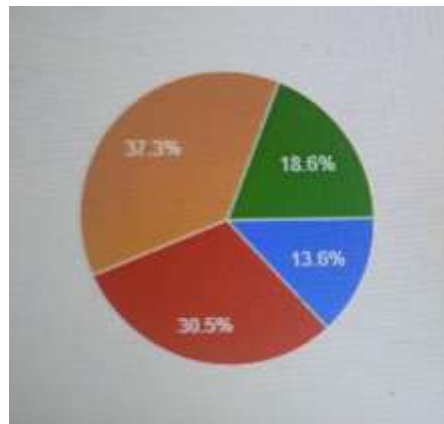

Figure 8. The expected learning resources wants at school

From the data obtained, 37.3% (22) students chose "practicing outside class or going on study tours" 30.5% (18) students chose "accessing technology/lab or applications" 18.6% (11) students chose "accessing online materials" 13.6% (8) students chose "providing more books in the library".
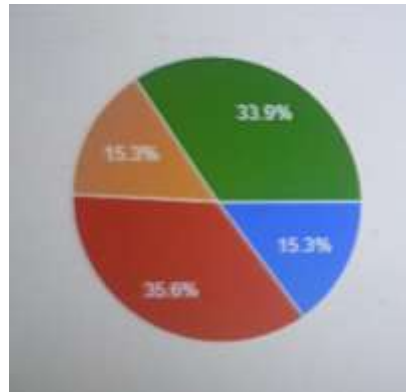
Figure 9. How teacher support is expected wants

From the data obtained, 35.6% (21) students chose "providing encouragement to boost self-confidence" 33.9% (20) students chose "all answers" "Being a motivator" "providing feedback" each received 15.3% (9) of the responses.

Figure 10. What methods are expected to make learning enjoyable wants

From the data obtained, "all of the above" and "using interactive learning methods such as games, simulations, and role-playing" each received 33.9% (20) of the responses 24.4% (15) students chose "integrating music, films, and culturally based English-language activities" 6.8% (4) students chose "adjusting to individual interests and needs".

CONCLUSION

Based on the data gathered from 10 questionnaires, students expressed a clear preference for interactive and communicative language learning strategies in English education. According to the findings, introducing oneself emerged as the most crucial aspect of language learning, underscoring the importance students place on practical communication skills. While tenses were deemed important, the emphasis was moderate, suggesting a balanced view on grammar acquisition. The ability to speak fluently was identified as the most desired skill, with students indicating that more speaking practice is essential for improvement. Moreover, repeated exposure through listening to the same audio and utilizing digital materials for reading were seen as effective methods to

enhance listening and reading skills, respectively. For writing skills, students highlighted the significance of analyzing and studying exemplary texts. Additionally, there was a notable expectation for interactive and engaging learning methods such as games, simulations, and role-playing, reflecting a desire for enjoyable learning experiences. students expressed interest in school initiatives like study tours related to English and emphasized the importance of teacher support in the form of motivation. Overall, the data underscores a modern approach to language education that integrates technology, prioritizes practical communication, and values interactive learning experiences to foster comprehensive language skills.

According to Suryosubroto in Al-Tabany's book (2017), "discussion is a scientific conversation among several people who are grouped together, to exchange opinions about an issue or together find solutions, obtain answers, and truths in a problem."

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