Needs Analysis on Ijen Geopark Module for Geopark Ambassadors at SMPN 3 Banyuwangi

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ABSTRACT

The aims of this study was: To find out whether there is or not a gap between the ideal condition and real condition of Geopark module used by geopark ambassadors at SMPN 3. This study used descriptive qualitative method. Total respondents of this reserach were 20 students consisting of 10 female and 10 male. The procedure of this study was that researchers give questionnaires consist of idel condition and real condition to the geopark ambassadors by using google form. The results of this study showed that: in ideal condition,students expected that the module must be interesting,easy to understand and based on their desires. In real condition, 17 students or about 85% of students answered "no" this proved that the ijen geopark module needs development of the content. Based on the result above, , It can be concluded that there is a gap in the geopark ijen module.

Keyword: *Need Analysis, Ijen Geopark Module*

A. Introduction

Geopark (geological park; taman bumi) is one of the mainstay concepts in regional economic development through tourism. It is a geographical area with a geological site which must be managed by carrying out the principles of conservation, education, and community empowerment. Geopark combines geological diversity (geological diversity), biological diversity (biological diversity), and cultural diversity (cultural diversity) to be utilized as well as possible to improve the welfare of the people who live in it (Geopark-ijen.jatimprov, 2018). Geoparks are managed for the purposes of conservation, education, and sustainable community economic development with the active involvement of the local community and government. Therefore, it can be used to foster public understanding and concern for the earth and the surrounding environment. Along with the development of Geoparks, supporting industries such as hotels and restaurants also continue to grow, which means they also open a lot of new jobs opportunities for the surrounding community.

Geopark is an area that has outstanding geological elements, including ancient, biological and cultural values (Puspasari Setyaningrum, 2022). It makes the local communities to participate in protecting and enhancing the function of natural heritage. On the other hands, students are hoped can apply geopark objectives in education to the some pillars, including Observation, Geotrail, Excursion, Study & Fieldwork, interactive learning, exchange of Geopark information & application of Geoscience, conferences, and general education and special publications, museums, Exhibitions & Geoparks Center. SMPN 3 Banyuwangi has been one of the inclusive piloting schools since 2015 that provides the same service to all students, both regular and special needs students. Until now, the school is still trying to facilitate the provision of life skills (life skills) for all students. In order to support local government policies, the principal through a teacher council meeting decided to establish a geopark ambassador. It is formed through selection tests. The selected students are students who have high potential for nature. Based on the results of observations made by researcher, it can be seen that there are 20 students who are members of geopark ambassadors, these students consist of eighth and ninth grades. The geopark ambassadors themselves have been facilitated by a guide book on Ijen Geopark by the Banyuwangi district education office but based on the results of interviews carried out by researcher to teacher and students found that some geopark ambassadors are still confused in understanding the Ijen Geopark module especially in English. Furthermore, the vocabulary in the module of Ijen Geopark is too difficult to understand. So, they are confident when explaining geopark ijen in English. It shows that they have difficulties in understanding the English contents of Ijen Geopark module. The Ijen Geopark module is the first version module that has never been analyzed so there has not been improvementing in the module. Therefore, it is necessary to carry out a needs analysis to determine the needs and expectations of geopark ambassadors for the geopark ijen module.

Based on the background, the researcher conducted a research entitled "Needs Analysis On Ijen Geopark Module For Geopark Ambassadors at SMPN 3 Banyuwangi".

B. Research Method

This research used descriptive qualitative approach. Qualitative research is a means to explore and understand the meaning of individuals or groups that are ascribed to human social problems (Creswell, 2009). This research focused on describing the needs and expectation of geopark ambassadors on Ijen geopark module. The data was gained by using questionnaire and documentation. SMPN 3 Banyuwangi was chosen since it has been one of the inclusive pilot schools which has ijen geopark ambassadors. The respondents are 20 students consisting of 10 Male and 10 female ambassadors of Ijen Geopark. Then, the data was analyzed based on Miles and Huberman data analysis method namely data reduction, data display, and conclusion drawing/verification (1984 cited in Sugiyono, 2020).

C. Research Finding and Discussion

The finding covers the results of the questionnaire and documentation. The result of questionnaire is about the ideal and real condition description while the result of documentation is about reading material,topic selection,task,and visualization information used in the previous module. The results of needs analysis were presented in the form of descriptions or information related to students' needs and expectation of ijen geopark module. The results of needs analysis are explained in the following section.

The Results of Target Situation Analysis

The description of the ideal conditions for reading materials needed by students include the selection of reading materials, topic selection, visualization, and task types used. In the reading material questionnaire, it was found that most of the students strongly agreed that the text in the module should be interesting and supported by the glossary. The grammar in the module should be easy to understand. And students should be able to guess the content of the text and determine the purpose of reading the text discussed. Further, in the topic selection item, it was found that most of the students strongly agreed that the ijen geopark module should explain about 3 sites of geopark. They are cultural diversity, biodiversity and geosite. For example, they expect that

cultural diversity discusses about white tiger site, petik kopi dance, rowo bayu site. Biodiversity discusses about sadengan savana, pang pang bay, Bondowoso coffee. And geosite discusses about ijen crater, gentong waterfall, green bay. They also agreed that the topics in ijen geopark module should be interesting, actual, clear and systematic.

In the visualization questionnaire item, it was found that most of the students strongly agreed that the texts used in ijen geopark module should be equipped by various images. They also agreed that the picture size in the ijen geopark module should be large. Besides, the pictures in the module should be interesting to be seen and have attractive colors like the original color of the pictures. The last, in the task questionnaire item, it was found that most of the students strongly agreed that the exercise of ijen geopark module should vary, such as in the forms of multiple choices, true and false, matching word, and essay. They also agreed that ijen geopark module should be presented at the end of each discussion topic.

The Result of Present Situation Analysis (Real condition)

The reading material got 85% results. The students explained that there was no glossary in the Ijen Geopark module. The text on the Geopark module was less interesting and difficult to understand. In addition, students never determined the purpose of reading and guessing the contents of the text in the Ijen Geopark module.

In topic selection, it got 85% results. The students answered that there were no cultural sites in the module such as the white tiger, Petik kopi dance, Rowo Bayu. Not only that, their responses also described that there were no biological sites and geological sites such as sadengan savana, pang pang bay, bondowoso coffee, ijen crater, gentong waterfall, green bay. Moreover, they also thought that the topics in Geopark Ijen module were not clear, systematic, interesting and actual.

In visualization, it got 85% results. The students told that the text in the Geopark Ijen module was not equipped by various images and the image size was not large and attractive. They also thought that the images in the module had unattractive colors, and couldn't help the students to understand the text form the picture. It was the same with the task. It got 85% results. The students stated that the tasks in Ijen Geopark were not

varied and monotonous. They also showed that in Ijen Geopark module, the tasks were not presented at the end of each discussion topic.

The Result of Documentation

The results of documentations cover the description of the reading material and topic selection. The results of the documentation on the ijen geopark modulle indicate that reading material in the module was unattractive for students. The vocabulary in the Ijen Geopark module was very difficult for students to understand. And, the glossary on the Geopark Ijen module was very limited to help the students understand the module. Also, the reading material in Ijen Geopark module was too monotonous for students, so it makes the students uninterested to read. Next is the topic selection. The topic selection used in Ijen geopark module was incomplete. The topics discussed in the module were only about several topics of Geosite such as Ijen, savana Sadegan, Watudodol, Gerajagan beach, etc. Thus, it made geopark ambassadors know only some site of ijen geopark in Banyuwangi and Bondowoso.

The next result of documentation is visualization, and the tasks used in the previous module. The visualization in the module needs improvements. It needs various images. The color of the images in the module was unattractive. Also, the picture in Ijen geopark module was uninteresting. This made the students unable to understand the content of the text well and make them demotivated to read Ijen geopark module. In term of task, it indicated that the tasks in Ijen Geopark module were less varied. All the tasks in the module were in the form of essays. This can make students less enthusiastic to answer the existing task whereas; the task aims to find out their understanding of the contents of the text.

Discussion

Based on the findings, the researchers analyzed the gap between ideal conditions and real conditions (Muller-Bloch & Kranz,2015). They are reading material, topic selection, visualization, and task.

In reading material, students expected Ijen geopark module must be interesting and equipped with a glossary and grammar which is easy to understand. So that,

geopark ambassadors can guesses the content of the text and the purpose of reading before reading the module. Therefore, reading materials in the module become important thing in reading session, so that it can help the students to develop their reading skill (Asmara, 2019). Materials should be designed to lead towards a communication task in which learners use the content and language knowledge they have built up through the unit. But, in fact the ijen geopark module was less attractive and had a grammar that was difficult for students to understand. It made students had not a target in reading.

In a topic selection, students expected Ijen geopark module to be interesting, clear, current and systematic. Furthermore, they hope that the module will also discuss cultural sites such as the white tiger, the petik kopi dance, and the rowo bayu site. In addition, the module should cover geographical and biological sites such as ijen crater, gentongan waterfall, green bay, and sadengan savana, pang pang bay, bondowoso coffee. This step will determine the reader's interest in reading the book the author has made (Bonyadi, 2019). So, it is important to make sure that students get a strong and interesting topic. But in fact the existing geopark ijen module has less interesting topics that discuss a little of the site's geography, biology and culture.

In visualization, the students expected that Ijen geopark module should be equipped by various images. They also agreed that the pictures size in Ijen Geopark module should be large. Besides, the pictures in the module should be interesting to be seen and have attractive colors like the original color of the pictures. Visualization is strategy in which the readers visualize what they read into a lively pictures, diagrams and images (Addinna et al., 2019). Therefore, this is very important in the module because visualization can help students to understand the reading text. However, the real condition of ijen geopark module has limited pictures which is complemented by an unattractive color.

In task section, the students expected that the tasks in the ijen geopark module was more varied, such as multiple choice, essays, open ended questions, matching words. and they also expect that the practice questions in the module are located at the end of each discussion topic. Task is a classroom work that students focused on mobilizing their grammatical knowledge to express meaning rather than to manipulate

form, it involves students in comprehending, manipulating, interacting, or producing in the target language (Putri & Ratmanida, 2021). It means that the task used for students is to understand, create, produce or interact with other students by using their grammatical knowledge.

According to the need analysis results obtained from ideal and real condition questionnaires, the researcher concluded that there was a gap between ideal conditions and real conditions. So, it made learning English with modules had not been optimum. The learning materials in the module was still monotone. This showed that the learning material was not balanced with the students' needs. The results of this research are in line with Siregar's theory. It was stated in his paper that the material developed by the teacher should refer to the curriculum or contained in the syllabus whose delivery adapted to the needs and environment of students (Siregar, 2018).

D. Conclusion

From the results of questionnaires and documentation about the real conditions and ideal conditions distributed to geoparak ambassadors, it can be concluded that there is a gap between the real conditions and the expected conditions.

From the results of the real condition questionnaire, 17 students or about 85% of students answered "no". This proved that the ijen geopark module still requires the development of the module content. In ideal conditions, they hoped that Ijen geopark module is equipped with a glossary, interesting and varied images. In addition, they also hope that Ijen geopark module has interesting pictures and choices of topics so that it can help them understand the content of the text well. They also hope that the comprehension tasks in this module will be more varied so that they can better understand the text in the module.

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