

## Application of Dudley-Evans & St. John Model in Malay Language: The Needs Analysis Phase

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### ABSTRACT

Researchers need to look at the current needs to ensure the relevance and validity of a study. The present study applies a model proposed by [Dudley-Evans and St. John \(1998\)](#) to investigate the current needs in the field of Malay language education; aspects of reading skills, particularly, reading comprehension. In addition, the researchers also intend to examine the suitability of this model in working with information in the current situation so that the research to be conducted is rich in information. This study uses a qualitative approach that involves semi-structured interviews and document analysis. Semi-structured interviews involved seven field experts and 321 documents of non-native Malay speakers. The results of the thematic analysis using ATLAS.ti 22 software found that this model is very suitable for working on the current needs to be used as a guideline by any researcher in obtaining information related to the research. Application of the [Dudley-Evans and St. John \(1998\)](#) can assist researchers in planning and developing models or modules, products, instruments, and so on to suit current issues or needs in the world of education.

**Contribution/Originality:** This study contributes to the existing literature related to needs analysis. In the context of Malaysia, especially the field of Malay language, this study displays the use of accurate models in working with information about the needs of a study conducted.

## 1. Introduction

Today's education requires educators to take on more challenging tasks and requires educators to teach based on higher-order thinking skills (HOTS). Various aspects are emphasized to this group of educators so that they can teach students according to global trends that emphasize 21st Century Teaching and Learning (PAK21). Educators need to produce or translate teaching results by producing students who have a high level of understanding and intelligence about the knowledge imparted to keep pace with current global developments today. Stimulus materials such as text can be considered as the

main medium in looking at students' ability to think and understand the text. Comprehension of the text is one of the important aspects in improving the proficiency in reading skills of a student to facilitate learning and teaching sessions in school. [Fitzgerald et al. \(2015\)](#) studied the difficulty of written texts for primary school children and concluded that several linguistic dimensions; word structure, word meaning, sentences and discourse-level characteristics, as well as relationships all, contribute to the difficulty of a text.

Appropriate text readability for readers is needed to gain reflection and positive involvement in teaching and learning ([Kamarulzaman, Ahmad Sabri, & Nik Mohd, 2017](#)) as well as be able to enhance student comprehension ([Aisyah Sjahrony, Maimun Aqasha & Nik, 2017](#)). In helping students to derive meaning from the text, teachers need to help students by relating students' existing knowledge and experience and students need diverse strategies to improve reading comprehension ([Zahoor et al., 2019](#)). Difficulty in comprehending the text being read can inhibit a student's intellectual development and will certainly affect the student's reading comprehension. The content of a text read by a student can affect their reading. Text content that has a vocabulary that is understood or often spoken by the reader, interest in the text, interpretation or expectation of the text and desire to read affect the reader's reading comprehension ([Augustine, 2014](#)). This is because reading comprehension involves a powerful process of constructing meaning from a text and comprehending it effusive and comprehensive ([Muhammad Javed, Lin, & Abdul Rashid, 2015](#)). Moreover, reading comprehension also refers to the actions of readers who understand text content and use existing knowledge in acquiring meaning ([Kodan & Akyol, 2018](#)) and use vocabulary to understand a text or written information ([Barzegar & Fazilatfar, 2019](#)). A study by [Ooi and Vijayaletchumy \(2017\)](#) stated that non-native speakers will not learn Malay well if they do not interact with the community. Training factors, environment, interests, and attitudes are among the factors that influence Malay language learning in schools. The study also stated that non-native speakers face problems in learning Malay in school. [Roe and Smith \(2012\)](#) argue that reading comprehension is a general and specific behaviour in communication that involves high literal comprehension, and the ability to comprehend ideas in the text directly ([Ghaith & El-Sanyoura, 2019](#)). This suggests that reading comprehension involves high literal comprehension and the reader is also able to grasp ideas from the text being read. Teachers also need to play a role in cultivating an interest in reading as well as correcting students' reading errors, encouraging students in group discussions and question and answer sessions as well as emphasizing that Malay language proficiency should start from primary school.

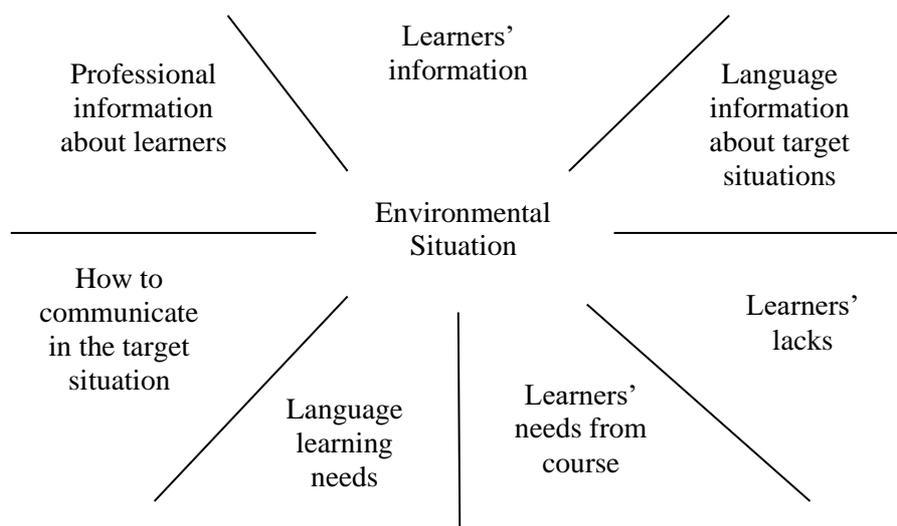
To see the current situation related to reading comprehension, researchers conducted a study to see the current needs based on the [Dudley-Evans and St. John \(1998\)](#). Based on previous studies, previous researchers are using the [Mckillip \(1987\)](#) model ([Mohd Paris, 2016; Ramlan, 2017](#)) as a backup to needs analysis. Some studies do not explicitly state the backup model used for the needs analysis phase ([Alijah, 2016; Shariza, 2017; Zainuddin, 2017; Zanariah, 2017](#)) but rely on research methods that have been conducted by previous researchers. In this study, the researchers used different main models and methods in obtaining information. If we look at the study of [Alijah \(2016\), Mohd Paris \(2016\), Ramlan \(2017\), Shariza \(2017\), Zainuddin \(2017\) and Zanariah \(2017\)](#) most of them use questionnaires as the main instrument or tool in obtaining information for the analysis phase needs. Thus, this study uses interviews as the main instrument and uses [Dudley-Evans and St. John \(1998\)](#) as a backup to look at the need in conducting the study. A study conducted by [Nhut \(2021\)](#) found that most needs analysis

does not touch on the correlation between target situation elements and the current situation in obtaining study needs for which these two elements can be obtained from the [Dudley-Evans and St. John \(1998\)](#) in exploring current needs. Through this model, researchers can understand how cooperation can be seen from various levels in the education system such as top management, teachers, and administrators in setting clear goals and roles for current and future cooperation to produce better quality education ([Tiongson, 2018](#)). Therefore, researchers want to see the current need to help teachers teach so that students who are not native speakers of Malay can understand Malay reading materials and help teachers to plan appropriate lessons. Therefore, this study was implemented to see the need in developing reading skills teaching modules, especially aspects of reading comprehension by using the [Dudley-Evans and St. John \(1998\)](#). In addition, researchers also want to see the suitability of this model in obtaining information based on current needs.

### 1.1. Dudley-Evans and St. John (1998) Model

In this study, the researchers wanted to identify the required level of knowledge, skills, and interest in reading skills before designing a module prototype. This study is very important for researchers to know the needs and views before designing a module for teaching reading skills through the approach of Malay as a foreign language. In needs analysis, several models are often used in language field needs analysis; Communication Needs Processor (CNP) Model ([Douglas, 2017](#)), Target Situational Analysis Model (TSA) ([Hutchinson & Waters, 1981](#)), Meaning Analysis Model (MA) ([West, 1994](#)), Present Situational Analysis Model (PSA) ([Jordan, 1997](#)) and the [Dudley-Evans and St. John \(1998\)](#). To analyze the needs of this module, the researchers used [Dudley-Evans and St. John \(1998\)](#). This model is illustrated in [Figure 1](#) below:

Figure 1: [Dudley-Evans & St. John \(1998\)](#)



This model was selected as the model in the needs analysis phase following the suitability of this model with the study conducted. In addition, this modern and comprehensive conceptual model ([Mehdi, 2008](#)) covers all aspects of needs analysis, which aims to obtain needs in a relevant and effective manner ([Mehdi, 2008](#); [Momtazur, 2015](#)). This model focuses on:

- i. Student professional information: student assignments or activities based on objective needs.
- ii. Personal information of the student related to the general profile of the student, and past language experience of the student.
- iii. Students' language information: students' existing language skills and students' language use-present situation analysis (PSA); allows researchers to assess (lack of students). PSA identifies the strengths and weaknesses of language skills.
- iv. Lack of students: the gap between (student language information) and (student professional information).
- v. Language learning information: effective means of learning skills and learning needs (lack of students); learning situation analysis (LSA).
- vi. Knowledge of how to use Language and Language skills in target situations, linguistic analysis, discourse analysis and genre analysis.
- vii. Student needs in the subject: what are the needs of the subject?
- viii. Environmental situation: information about the environment using the subject; meaning analysis

This model is considered appropriate because it is on finding language needs pragmatically and practically that covers all aspects through a combination of several components of the previous analytical model; Target Situation Analysis (TSA) - what students need to do in the target situation, Present Target Situational Analysis (PSA) refers to students' current language skills, Learning Situational Analysis (LSA) and Meaning Analysis (MA) to make an assessment of needs in learning as well as situations or atmosphere in the classroom.

## 2. Methodology

This study is qualitative using the design and development research (DDR) approach presented by [Richey and Klein \(2007\)](#). In the needs analysis phase, researchers use qualitative methods, semi-structured interviews, and document analysis. Researchers are key instruments in qualitative research ([Creswell, 2012](#)). This is further explained by [Creswell \(2012\)](#) that a researcher in a qualitative study is an individual who collects documents themselves, observes or interviews study participants as well as all data sources and interprets them. Interview protocols were constructed and conducted with field experts from implementing groups, stakeholders, and external parties. While document analysis was chosen because the document is a good source of data in the form of text; contains words because it has advantages in terms of language, the use of sentences or words that can be given attention by the researcher without the need for a transcript ([Creswell, 2012](#)). Guided by the [Dudley-Evans and St. John \(1998\)](#), the following [Table 1](#) is the method of data collection according to the elements in the [Dudley-Evans and St. John \(1998\)](#):

Table 1: Segregation of Elements in [Dudley-Evans & St. John \(1998\)](#) Model according to Data Collection Method

Interview	Document Analysis
Environmental situation	Professional information about learners
Learners' information	Learners' language information
Learners' language information	Learners' lacks
Language learning needs	Learners' needs from course

The interview method aims to obtain information related to the environmental situation, personal information, and students' language as well as their language learning needs. While document analysis is to obtain professional information, language and lack of students and their needs in subjects, especially Malay language. The elements found in this model serve as a backup to see the need in conducting research, especially in the field of Malay language.

## 2.1. Study Participants

A specialist must be an individual with at least 10 years of experience in his or her involvement in the field (Cross, 2004). The selection of experts was chosen because the comments or opinions from the experts were richer than the self-assessments made by the researchers (Iriste & Katane, 2018). Experts were selected from each group to obtain triangulation so that the information obtained was relevant and met the needs of all levels.

Figure 2 displays the triangulation of data in the interviews. In the needs analysis, researchers used three different data sources. This is different from previous studies that mostly used interviews as side data by involving three users.

Figure 2: Interview Data Triangulation

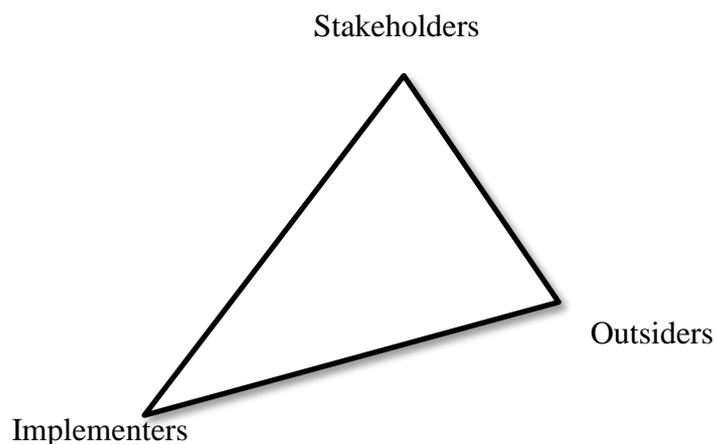


Table 2 shows the study participants comprising of various levels in the education system. Apart from involving participants within the system of the Ministry of Education Malaysia, the researchers also obtained views from outside parties who are senior lecturers from one of the local universities in the country. The selected outsiders, although outside the MOE system, still have experience and involvement in the education system, especially the Malay language.

Table 2: Participants Demographics

Expert	Group	Position	Institution
P1	Stakeholder	KPPK Bahasa	State Education Department (JPN)
P2	Stakeholder	SISC+ Bahasa Munysi Dewan	District Education Department (PPD)
P3	Stakeholder	SISC+ Bahasa	District Education Department (PPD)

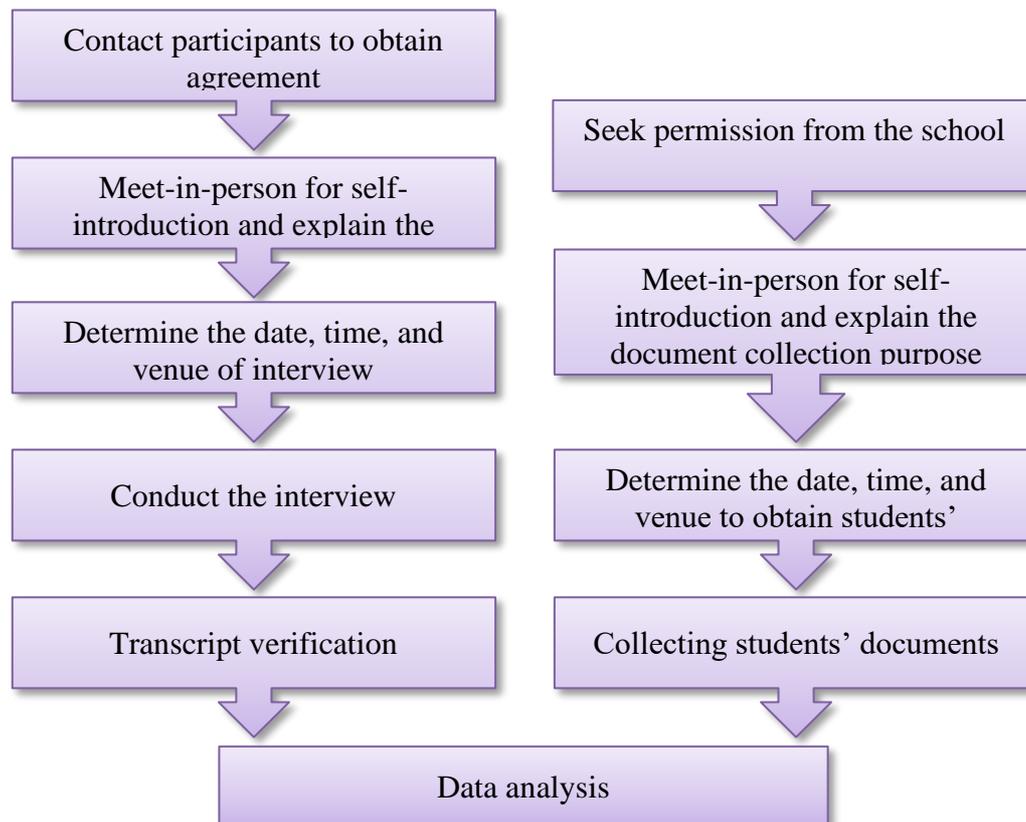
P4	Executive	Head of Panel	Natioanl Chinese-type Primary School (SJKC)
P5	Executive	Head of Panel	National Tamil-type Primary School (SJKT)
P6	Stakeholder	Assitant Director of Language	Ministry of Education (KPM)
P7	Outsider	Senior Lecturer	Public University (UA)

## 2.2. Data Collection Procedures

In collecting data, researchers used two methods: document analysis and interviews. Interviews are the main method in data collection and analysis of documents supports the interviews conducted.

Based on [Figure 3](#), this procedure was used in collecting data for both methods starting from contacting study participants and requesting permission up to data analysis. The data obtained were transferred into the *ATLAS.ti 22* software for data analysis.

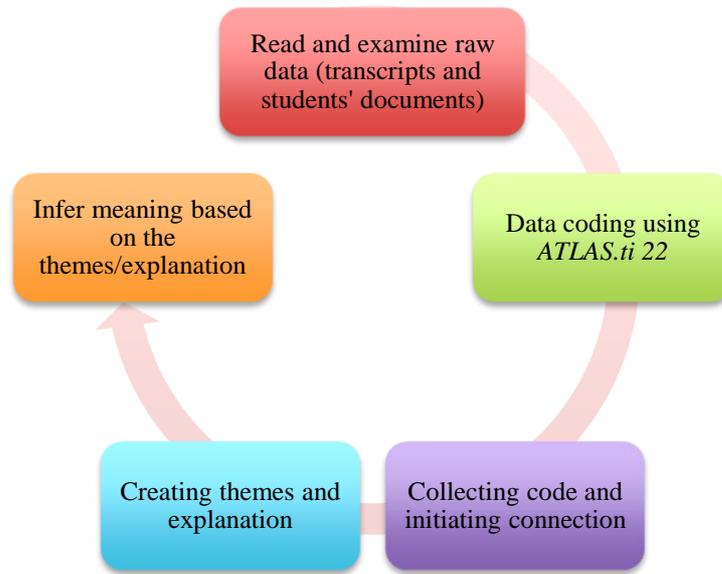
Figure 3: Data Collection Procedure



## 2.3. Data analysis

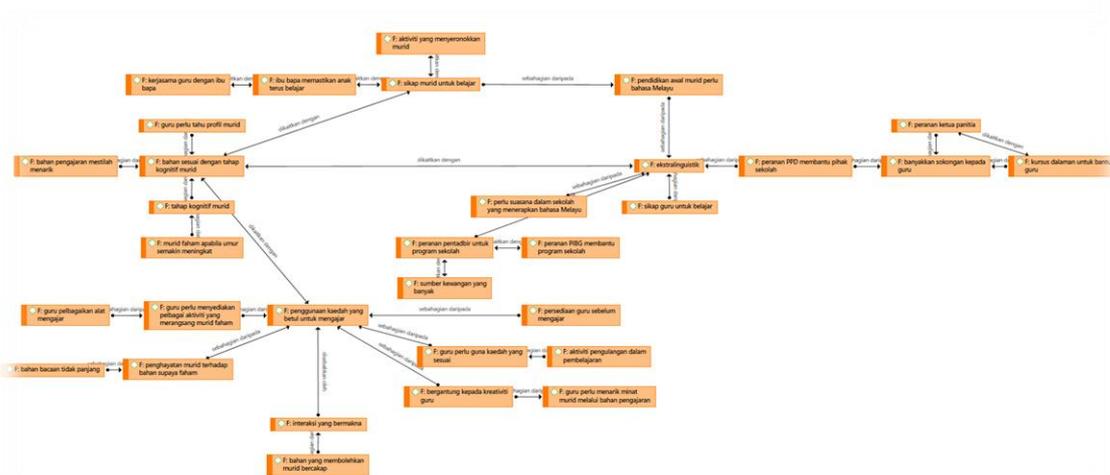
Interview data and student documents obtained were analyzed using *ATLAS.ti 22* software to obtain information on the needs of the implementing group, stakeholders, external parties, and students, especially students who are not native speakers of Malay. In looking at the current needs based on the data that has been obtained, the following [Figure 4](#) are the processes of analyzing the data:

Figure 4: Data Analysis Process



Source of raw data obtained; transcripts and student documents were examined to see if any duplication of documents did not occur. Then data coding for each transcript and student document for code collection. The codes that have been generated will go through a network process (link) to see the relationship with each other as follows Figure 5:

Figure 5: Code Networking Process

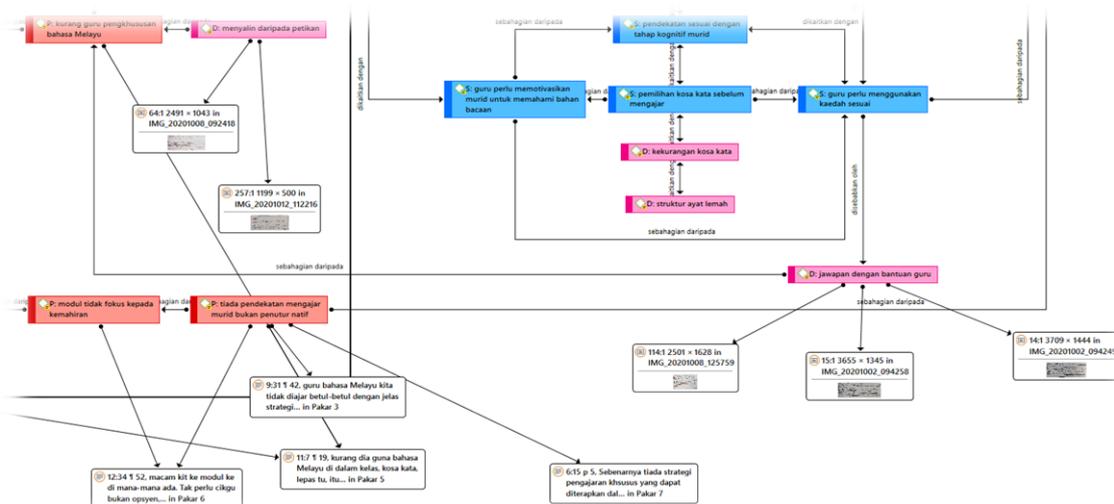


The code networking process aims to look at the relationships between codes for theme production. Once the code is categorized, the production of the theme is explained and the relationship between the transcript and the student document is constructed so that the process of analysis and description is easy to implement.

Based on Figure 6, each of the resulting themes include evidence from transcripts and photographs of student documents. Once this process is complete, the resulting theme will be matched to the elements found in the Dudley-Evans and St. John (1998) to look at the current needs, especially the aspect of reading comprehension in Malay reading skills. This study involves seven field experts and 302 documents of non-native Malay

speakers. This study not only involves users or implementers but involves the views of groups involved in policy-making such as the District Education Office, State Education Department, Ministry of Education Malaysia, and public universities without excluding students as recipients of a policy or system in education.

Figure 6: Network Connection between Transcripts and Students' Documents



### 3. Result

The results of the study cannot only look at the needs but also can see the factors, strategies and activities that influence the understanding of non-native Malay speakers of Malay language reading materials. Based on the method used, the following Table 3 are the results of the study based on the elements found in the Dudley-Evans and St. John (1998):

Table 3: Findings Based on Dudley-Evans and St. John (1998)

Elements	Method	Findings
Learners' information		Learners' environment has no native speakers
Language learning needs	Interview	Learners' Lack of Malay language teachers Suitable teaching methods Meaningful interaction Extralinguistics
How to communicate in the target situation		Materials that stimulate learners to understand Motivate learners to understand the reading materials
Environmental situation		Cooperative and collaborative activities Reexplanation on reading materials
Learners' professional information		Copy information from text
Learners' language information	Document Analysis	Answers with teachers' aid Lack of vocabulary
Learners' lacks		Weak sentence structure Do not understand text
Learners' needs from course		No appropriate teaching approaches for the non-native Malay learners

### 3.1. Student Personal Information

Six out of seven experts stated that students' environment or background was the cause of their difficulty in understanding reading material. Here are some statements from experts:

*"... we can say that in our own house no one speaks or around the house the community has no one who speaks that language" (P3).*

The lack of native speakers among students is seen as the cause of their weakness in not mastering reading comprehension. It is indeed clear that a language is acquired through its usage (Tomasello, 2008; Ellis, O'Donnell, & Romer, 2015). In addition, experts among outsiders do not consider the environment as a cause of students' weakness to understand reading material. The views of the experts are in line with the views of Chew Fong Peng and Zul Hazmi (2018) who stated that students should be able to master the ability to read and understand the use of written language with the thought process because reading skills and thought processes are interrelated. Experts believe that students' cognitive level plays a role in understanding reading material:

*"There are students with low cognitive levels who can read, but their ability to understand the material read is limited even if the reading material is simple and concise" (P7).*

The different cognitive levels of the students affect the motivational aspects of the students. Such situations if prolonged and not curbed can cause students to not attend school and have problems until high school. In addition, according to the executive group, non-Malay language option teachers are one of the reasons why students find it difficult to understand reading material because the method of translation directly into their mother tongue and teaching Malay in their mother tongue is not suitable for non-native speakers:

*"If you join my school, I'm the only one who majors in BM, everyone is another major. If this teacher is not of Malay language option, it is quite difficult" (P4).*

The lack of Malay language specialization teachers is seen as one of the reasons for the weakness of students not understanding the reading material. Statement P4 shows that there are schools that have only one Malay language teacher in their school.

### 3.2. Language Learning Needs

The main factor that motivates students to understand the reading material is the role of teachers in teaching and learning that uses various teaching methods or techniques according to the creativity and situation of students. Here are some expert views:

*"Boys who read but do not understand, in other words, boys who are not native speakers of Malay, this teacher's teaching technique is important. If the teacher's technique uses a technique that is common with national schools, it cannot ... "(P6).*

Experts are of the view that teaching methods that are appropriate to the ability of students can encourage students to understand the reading material. Hassan, R. (2017) suggested that the style and strategies used by students in learning the language are seen to be related to student achievement. If the methods or techniques used are not appropriate or unable to engage students, the desired learning outcomes may be difficult for teachers to achieve. In addition, experts from outside parties explained that meaningful interactions can encourage students to understand the reading material. Interactions in the classroom between teacher and student or student and student can also diversify student vocabulary such as statements from experts:

*"Students can understand the reading material read by them due to the existence of meaningful interaction between teachers and students or students with students through various activities such as question and answer, role play, simulation, discussion and so on" (P7).*

These expert opinions coincide with the statement of Ooi and Vijayaletchumy (2017) who stated that a conducive environment, student-teacher interaction, and more interesting and interactive content delivery facilitates students' mastery of Malay language skills. Researchers have also found that extralinguistic factors are factors that are often mentioned by experts from outside parties and stakeholders. The following is a statement from an expert:

*"Extralinguistic refers to situations or elements that exist outside the linguistic realm but are still in the context of the language teaching and learning process, this factor influences students to understand the reading material they read" (P7).*

If seen from statement P4, indicates the need for the role of parties outside the linguistic sphere. Here is the expert statement:

*"If we want to enable the student to be good in one language, we have to create an atmosphere" (P4).*

*"NGO cooperation is very important, parents, PTA. It is very important to know" (P6).*

Researchers see the relevance in the context of the teaching and learning process consisting of administrators, committee heads, parents, and teachers' associations (PIBG) and non-governmental organizations (NGOs) can help in terms of finance, programs, and cooperation in doing an activity in school. However, researchers see this as a form of support to teachers and not as an important factor that drives students' comprehension to comprehend the reading material. If observed the views of these experts, researchers see teaching strategies and teaching activities along with teacher's teaching materials play a major role in helping students to understand the reading material.

### **3.3. Knowledge of How to Use Language**

The selection of materials is necessary so that students can understand the reading material. The materials used are intended to facilitate the teacher's teaching process so that students understand the reading material. The teaching materials meant by the

experts can be in existing form, pictures including the use of the latest technology also get the attention of experts as the following statement:

*"If you don't understand that, you must do so. There must be pictures, existing materials or visual pictures that can be shown to learners" (P2).*

Apart from materials that stimulate students to understand, experts are of the view that motivating students to read and understand Malay language reading materials is necessary. [Farihan and Wei Hui Suan \(2015\)](#) explained aspects of motivation in reading such as selection of reading materials, students' proficiency level and interest should not be neglected in learning reading skills. Here is a statement from an expert:

*"It's simple, we help him, it doesn't matter much. One paragraph is enough for us to teach, teach to read. That's enough. That is all we focus on" (P5).*

*"For students who are less able to understand the reading material, teachers need to motivate them, whether extrinsic or intrinsic" (P7).*

Experts not only think about reading material in the classroom but outside the classroom. Teachers need to motivate and encourage students to choose Malay reading materials compared to other languages so that they can understand Malay reading materials.

### 3.4. Environmental Situation

Among the activities highlighted are collaborative or cooperative guided activities. This is based on the statement of [Manjet Kaur \(2015\)](#) who suggested that teaching and learning should have collaboration between instructors and students on the content of the text. The activities that are often emphasized by experts are related to verbal communication, group activities that stimulate students to speak and forms of support for weaker students. Among the expert statements:

*"In the group, learners will divide their tasks and so on. He thinks he is playing a role" (P1).*

*"When we always talk to him in Malay, he will understand for a long time. That communication is necessary. When we speak Malay, do we want them to communicate with us, from there he understands" (P4).*

Apart from activities that involve oral communication, reexplanation of the reading material is also necessary to understand the reading material. However, this description must be in Malay and not in the student's mother tongue. Here is the expert statement:

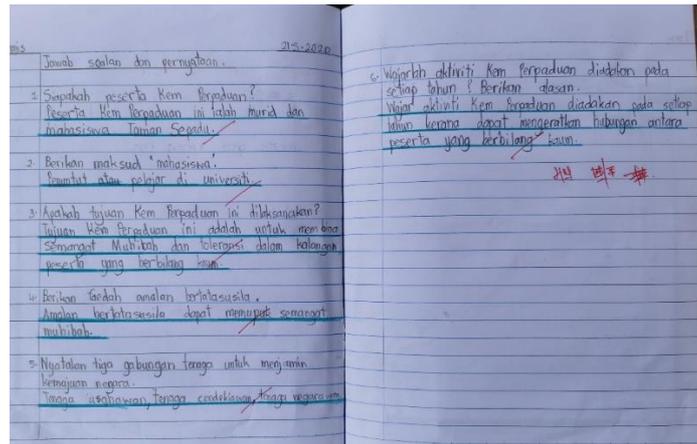
*"... we should never translate in other languages, otherwise they will hope we will translate again next time" (P5).*

Based on the statement P5 shows that the process of translation into the student's mother tongue can cause the student to always depend on the teacher. Students' dependence can cause them to be less independent in understanding reading material.

### 3.5. Student Professional Information

Teachers who provided exercise books to researchers for document analysis also explained that most students answered comprehension questions by copying the answers from class discussions with teachers. Some students corrected their answers after the discussion. As a result, most of the student documents looked good in terms of answering questions and it was quite difficult for researchers to see weaknesses in the documents especially the aspect of reading comprehension. The following is an example of a document that has been retrieved:

Figure 7: Answer with Teacher's Support



Based on the Figure 7 above, students copy the answers from the discussion with the teacher in the classroom. This situation was not agreed upon by experts and received attention from experts as the following statement:

*"If we teach today, just open the book, copy, and read. He's the same thing, tired of him (student) over and over again. The teaching method did not change" (P1).*

*"Don't sit in there, if you sit in there, he (student) copies it, he will not succeed until forever" (P2).*

*"He can't answer, he doesn't understand. Then the teacher starts teaching answering techniques. Copy this one, look up the word fish, look up in paragraphs, copy all. Right? The technique lasted until he reached Form 5" (P3).*

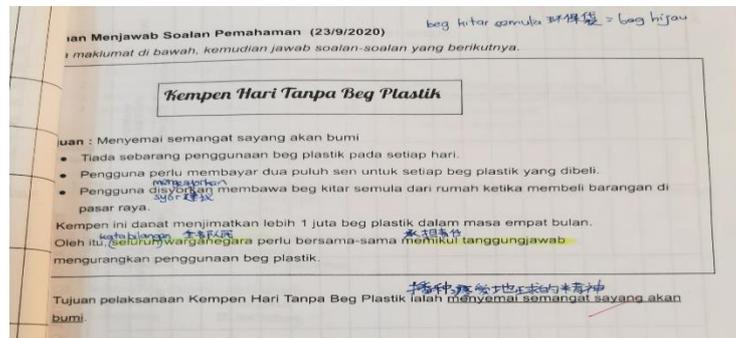
Nevertheless, discussion with students is not a hindrance to the expert, but the technique of copying information without involving skills is not demanded by the expert. Therefore, discussion methods that lead to the improvement of students' skills are highly encouraged

### 3.6. Student Language Information

If seen in the current situation, some students do not understand the words or lack mastery of vocabulary. Based on student documents, in addition to sentence construction

exercises, some students translate words directly into their mother tongue. This can be seen from the examples taken:

Figure 8: Direct Translation from Learner’s Mother-tongue

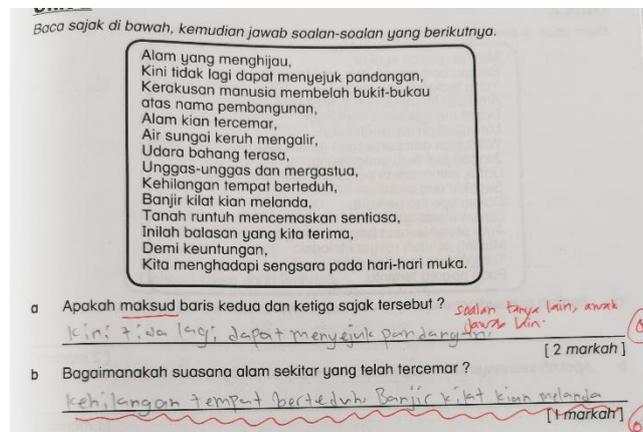


Based on Figure 8, some students translate words directly into their mother tongue. However, the state of direct translation is not agreed upon by experts as per the following statement:

*“But in our Malay language, it is not possible to translate one word for another. That verse (needs to be understood) in its entirety” (P6).*

In addition, some students are not able to answer comprehension questions well. The following is an example of a retrieved document:

Figure 9: Sample of Learner’s Answer



Students' misunderstanding of the question can be seen in Figure 9 which contains the teacher's comment "ask one question, you answer another". This shows that there are students who are not native speakers of Malay who find it difficult to understand the requirements of the question. This situation also received views from experts as follows:

*“He can read but he does not understand, so he cannot answer questions and so on” (P1).*

*“... not necessarily can read, can answer questions, because the instructions for questions are also different” (P2).*

### 3.7. Lack of Students

As a result of the interviews conducted, all experts in the field agreed that there are still students who can read but do not understand the Malay language reading material. Here are some statements from experts:

*"They cannot understand what they are reading. Those are the problems we see in these students. Most of them can read but do not understand what they read" (P1).*

*"If the students are not native speakers, of course, many can read but do not know what to read. I don't understand what I read "(P3).*

*"Based on my experience and observations, there are students who can read but do not understand the material they read" (P7).*

In addition, non-native Malay speakers are also weak in sentence construction and comprehension of passages. To address this problem, most teachers do construction exercises to sharpen students' understanding and develop vocabulary.

Experts are of the view that students who are not native speakers of Malay can construct sentences but need the teacher's touch so that the sentences constructed are more grammatical and have more vocabulary. The following are some of the expert statements from the interviews:

*"... maybe we make up appropriate sentences and they are easy to understand, and we show the picture (meaning of the word) ..." (P2).*

*"It's just that they ... don't understand the tense, when there is a tense in the sentence, they will feel confused ..." (P5).*

*"... we show other examples, other words, other sentences for him. So, he will bring a response "oh, that's what it means" (P6).*

This shows that indeed non-native speaker students need help in sentence construction and word comprehension. Help can be given by teachers or friends so that they remain motivated and the desire to learn Malay does not fade.

### 3.8. Student Needs in Subjects

Based on the statements made by the experts, the experts also agreed that there is a new approach that can help teachers and students teach aspects of reading comprehension. Researchers are interested in the following views:

*"There is no specific teaching strategy that can be applied in teaching so that students better understand the reading material. This is said so because teaching strategies depend on the knowledge and skills of teacher pedagogy, teacher creativity, cognitive level of students and so on "(P7).*

If we look at the comparison of teaching between Malay and English, Malay is still lacking in terms of teaching approaches such as expert statements:

*"Because they have a student approach, which is to teach English as a second language. So, this approach is different. It's more like I told you before. Our Malay language teachers are not taught correctly and the strategy of teaching the first language with the initiative of teaching the second language is different. When we (teachers) have entered the battlefield (class) we learn on our own. When we fight with boys, we only know, you can't teach like this. But English teachers have been taught, trained in college, trained in English as a second language" (P3).*

The expert's statement shows that the Malay language needs to make changes to compete with other languages in the world. This statement also indicates the possibility of space for the Malay language to create an approach for non-native speakers so that the Malay language always remains relevant and competitive.

#### **4. Discussion**

Overall, the findings obtained for the needs analysis phase found; (1) teachers should use teaching methods appropriate to the abilities of students; (2) using teaching materials appropriate to the student's cognitive level involving (3) meaningful interaction with (4) existing extralinguistic support from the teacher. In addition, aspect (5) motivating students to understand the reading material through various (6) collaborative or cooperative guided activities were selected so that students understand the reading material read was also emphasized by the researchers. The findings of this study also answer research questions related to the analysis of student documents; there are still pupils (1) who do not understand the passage. Pupils 'misunderstanding' of the passage is due to (2) lack of vocabulary and can also be seen from pupils' documents which display (3) poor sentence structure in answering questions. There were also students writing (4) answers with the help of the teacher due to weaknesses in the knowledge of appropriate strategies and methods to be applied in teacher teaching. Strategies or techniques of answering many questions are applied to students who show students 'answers only (5) copying information from passages and setting aside skills that should be the target in the teacher's teaching.

Judging from the expert statements and student documents displayed, the weaknesses that occur need to be addressed so that students can receive appropriate education in primary schools especially in understanding the passages. Teachers who are not native speakers and do not specialize in Malay need the appropriate form of teaching assistance so that teaching can be carried out well and meet the objectives of teaching. In looking at the current needs, there are still students who do not understand the passage. Students' misunderstanding of the passage is due to a lack of vocabulary and can also be seen from student documents that display poor sentence structure in answering questions. There were also students writing answers with the help of the teacher due to the lack of knowledge of appropriate strategies and methods to be applied in the teacher's teaching. Strategies or techniques of answering many questions are applied to students who show that students answer simply copy information from passages and set aside skills that should be the target in the teacher's teaching.

Thus, teachers need to use teaching methods that are appropriate to the abilities of students; using teaching materials appropriate to the student's cognitive level that involves meaningful interaction with existing extralinguistic support from the teacher. In addition, the aspect of motivating students to understand the reading material through various collaborative or cooperative guided activities was selected so that students understand the reading material read was also emphasized by the researchers. Researchers believe that reading strategies involving planning and implementation influence text reading comprehension (Mohd Hazli & Maimun, 2018). However, effective techniques do not only depend on the teacher, but also the students (Abdul Rasid & Nurfatim, 2018). Therefore, there is a need for teachers and students for reading comprehension that requires an approach or method of teaching and learning that can help students who are not native speakers of Malay to understand Malay reading material.

Returning to the meaning of needs analysis which is a process to think of ways to close the learning or performance gap (Ni Nyoman Padmadewi et al., 2022) and serves as an investigation that has a rigorous method of the needs of target groups in education (Park, 2021). In identifying gaps as well as conducting a thorough investigation, it is necessary to have a backup model so that the research is not only disciplined but obtains the information that the researcher needs. As noted earlier, this needs analysis study involves three main data sources from various levels in the education system: implementers, stakeholders and external parties as well as supporting data from students. Such a method involving multiple data sources was also performed in the study of Trujeque-Moreno et al. (2021) which compared different needs and expectations among students, faculty members and administrators on their previous desires, experiences and expectations on the issues raised. Trujeque-Moreno et al. (2021) also argue that the increasing diversity of wants or needs in this century leads to different and reliable measurement methods for identifying needs and context during a study. In inherently student-related areas of education, it is relevant to explore student needs before developing and implementing interventions to contribute to responses that are appropriate to the needs that have been identified (Amat, S., et al., 2021).

In this study, there were two data collection methods used: interviews and document analysis according to the breakdown in the Dudley-Evans and St. John (1998) as shown in Table 2. Interviews involved three groups in the education system; implementers, stakeholders, and external parties while document analysis involves student documents in the teaching and learning of the Malay language. The analysis conducted not only involved the implementing group, stakeholders, and external parties, but also involved students. The results obtained based on this model are found to be comprehensive, especially in the field of language. This model is considered practical and pragmatic, especially in language requirements covering current situations, target situations, learning situations and meaningful analysis (Momtazur, 2015). The results presented in the findings section of the study indicate that this model can prepare researchers by providing a lot of input or information concerning the current needs of the targeted research. Nevertheless, the data obtained depend on the selection of study participants or respondents in the data collection. Appropriate selection and according to the context of the study is very important to obtain information-rich data.

For the use of Dudley-Evans and St. John (1998) as a backup to obtain information in the needs analysis phase, this model is very appropriate and effective as well as channelling information in a relevant and comprehensive manner. This model also has a modern and

comprehensive concept (Mehdi, 2008) that covers all aspects of needs analysis, which aims to obtain needs in a relevant and effective way (Mehdi, 2008; Momtazur, 2015), especially in the field of Malay language. The application of an appropriate model is important because needs analysis is to review learning and development needs designed to support individual, team and organizational development (Hamidah et al., 2017). This model is considered appropriate because it is founded on finding language needs pragmatically and practically that covers all aspects through a combination of several components of the previous analytical model; target situation analysis (TSA) what students need to do in the target situation, current Target Situational Analysis (PSA) refers to students' current language skills, current learning analysis (LSA) and meaning analysis (MA) to make an assessment of needs in learning as well as situations or atmosphere in the classroom

## 5. Conclusion

This study is a study that looks at the current needs, especially in the field of Malay language education. This study is one of the phases found in design and development research (DDR). The specialization of this study is related to reading skills, especially the aspect of reading comprehension. Based on the discussion and findings obtained, aspects of reading comprehension, especially among primary school students need to be given attention. This is because the ability to understand the reading material not only depends on the teacher's teaching but also on the student's interest or motivation to learn. Implications from this study can channel current information to researchers, managers, and educators about the current situation that occurs in the world of Malay language education. The findings obtained can be improved and developed so that students can understand the reading material in various ways or methods. Management or stakeholders can develop an approach that includes strategies, reading materials and activities that can help teachers teach reading comprehension to non-native Malay speakers. Not only that, but teachers can also take information for teaching preparation, especially for non-native Malay speakers so that the learning outcomes meet the objectives of teaching and learning.

While the needs analysis is conducted to obtain current information before a study is implemented that involves the design and development of teaching materials. Certainly, in designing teaching and learning materials, the voice of the teacher must also be heard for successful language teaching and learning (Park, 2021), involving various levels in the education system (Trujeque-Moreno et al., 2021) and not forgetting also to students who are the group that is affected by teaching and learning (Amat, S., et al., 2021). To see the current needs, Dudley-Evans and St. John (1998) is very suitable to be used as a backup in collecting data. The use of this model in the needs analysis phase for design and development research (DDR) is seen to be rich in information to develop a model or module, instrument and so on. Involvement of various parties; implementers, stakeholders, external parties, and student documents are also seen to provide a clear picture at all levels so that research in the form of development is relevant to current needs. In the future, researchers suggest that different data collection methods from different fields can be applied so that research in the field of education in Malaysia remains relevant and meets current needs.

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## Conflict of Interests

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

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