NEED ANALYSIS OF NON-ENGLISH STUDY PROGRAM STUDENTS' IN LEARNING ENGLISH AT STAIN MAJENE

A Research Thesis

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ABSTRACT

English for Specific Purposes (ESP) is a course that aims to prepare students in using English in a specific area, it can be academic, professional, or workplace environments. Thus, to provide proper English material, a teacher requires analyzing the students' needs in ESP. This research aims to know students need in learning English at STAIN Majene. This research applied mix-method that combain between qualitative and quantitative method. The subject of this research are the head of Islamic Education study program students at STAIN Majene, four ESP lecturers, and 123 students of second semester students of Islamic Education study program at STAIN Majene. The sampling technique is random sampling. The techniques of collecting data are interview and questionnaire. This research using Google Form to analyze the questionnaire data and the technique of analyze the interview data are data reduction, display, and verifying conclusion by Miles and Hubernan's theory. The result of this research are the material most needed by students is speaking (81.3%), reading (7.3%), listening (3.3%) and writing (8.1%). While the Islamic topics needed by students by elaboration between the students and ESP lecturer are ablution, pillars of faith, pillars of islam, daily greetings, Allah is one, filial piety to parents, good manners, and Prophet Muhammad. Then, there are also additional topics by the ESP lecturer, such as how to make a CV, job applications, lecturer biographies and question words for interviews

Keywords: *Need analysis, English for Specific Purposes*

CHAPTER I

INTRODUCTION

This chapter provides a general explanation of the research. They are research background, research problem, research objective, research significance, and research scope.

A. Background of the Research

English in Indonesia is a foreign language. As a foreign language, the use of English in Indonesia is not mandatory for everyone. But it will be very useful if we can master English. In the field of formal education in Indonesia, it is considered that learning English is crucial. So that some schools in Indonesia make English a compulsory subject with a programmed curriculum and tested in national exams. But some schools also make learning English to be extra-curricular learning. It depends on the policy of each school. As part of non-formal education, English is free to be studied by anyone, be it students or the general public who need to learn English.

At the university levels in Indonesia, learning English is one of the subjects included in the field of Personality Development Course. According to Ministerial Decree of National Education Number: 232/U/2000 in Nur (2018), these courses is included in the institutional curriculum whose content and orientation are determined by each institution by the characteristics of the university concerned. Especially at State Islamic College of Majene (STAIN

Majene), English language learning in non-English study program is given at the first year. Following the policies and curriculum at STAIN Majene, all non-English study program such as Islamic education study program, Islamic communication, broadcasting study program, and sharia economic law study program are required to take this class. The English learning provided is an English for specific purposes (ESP).

ESP is an English course that is intended for certain students, with certain goals as well. The purpose of learning this course is for non-English students to know and be able to use English according to their field of knowledge. For example, with English courses, students in Chemistry, Mathematics, Geography, History, or other study programs will know and be able to use English terms that are directly related and specific to these fields.

Hutchinson and Waters (1987) state that ESP is an English learning approach where the learning topics and methods used in the learning are made based on the need why the learner wants to learn English. This is what underlies the difference between learning General English and learning English for Specific Purposes. Where learning English for general purposes focuses on learning English in general such as for daily communication. while English for specific purposes requires special materials that are tailored to the needs of students according to the majors they take.

The process of learning English at STAIN Majene is still less optimal. One of the factors is because the learning material has not been by the students' need.

It is because there is no material content set by the study program as a reference in teaching students. However, the ESP lecturer is a lecturer whose background is English. Therefore they need cooperation with the department concerned to create material content that will be taught to students. In addition, there are ESP lecturers who take material from internet. So that the material content given to students is still random and does not match what is needed by students at STAIN Majene.

Based on the description above, the researcher intends to conduct a research with the topic "Need Analysis of non-English study program students in learning English at STAIN Majene" as the title of the research. The results are expected to be used as information for educators as reference material for developing RPS in the future.

B. Problem of the Research

Learning ESP at STAIN Majene is still less optimal because there is no patent material that is set by the study program as a reference in teaching ESP. It makes ESP lecturers take material from the internet so that the material taught to students is still random. Based on the problem, the researcher want to know the content material that needed by the non-English study program at STAIN Majene?

C. Research Objectives

This research aims to obtain specific information related to material content is needed by the students of Non-English study program at STAIN Majene.

D. Research Significance

This research is expected to provide benefits for those who need it, both theoretically and practically, including:

1. Theoretical Significance

   This research is expected to add insight and knowledge related to need analysis in education and can be used as a reference to develop knowledge about need analysis in education.

2. Practical Significance

   a. For the next researcher

      This research is made for helping the next researcher on analyze the students needs and as a reference for research development regarding need analysis

   b. For the Lecturer

      The results of this research are expected to be input for ESP lecturer to conceptualize the learning materials needed by students to improve their abilities according to their field of knowledge.

   c. For the students

This research is hoped that students will get content materials that are following the needs in their fields and majors.

E. Research Scope

This research will be focused on finding out what content materials that needed by the second semester of non-English study program students at STAIN Majene.

CHAPTER II

REVIEW RELATED LITERATURE

This chapter presents a review of related literature. It consists of previous related research findings, explains some previous research that has similarities and differences with this research and some pertinent ideas, and explains ESP and need analysis

A. Previous Related Research Findings

Many researchers have conducted research related to this matter, some of them are Prachanant (2013) in his article entitled "Needs Analysis on English Language Use in the Tourism Industry". He states that needs analysis plays an important role in developing English for certain curriculum purposes. The researcher analyzed the needs, functions, and problems of using English by 40 tourism employees. The findings reveal that speaking is the most important, then listening, reading, and writing. The three most relevant functions of using English are providing information, continuing to provide services, and offering assistance. Problems using English include insufficient words and inappropriate expressions, inadequate vocabulary, and lack of knowledge of grammar.

The second is the research conducted by Kholidi and Nurin (2022) entitled Needs Analysis of English Language Use in Tourism Industry in Selangor, Malaysia. This study identifies the needs and problems of using English among

tourism industry employees in Selangor, Malaysia. The researcher used a questionnaire as primary data which focused on speaking, listening, reading, and writing skills. By using a descriptive research design, the researcher used a random sampling technique and selected a sample of 50 people. The results of this study indicate that in general, the respondents' overall English skill needs are rated at a high level. Meanwhile, the problem of employees in using English in the workplace was found to be at a moderate level. The problems faced are less high compared to their English needs.

The third, research conducted by Yulia Hapsari (2014) entitled “Analysis of the Needs of Petrochemical Company Operators Learned at the English Language Training Center, Bontang, East Kalimantan”. The researcher argues that teacher-student needs analysis involves a negotiating role: identifying what students expect and what responsibilities the teacher should assume for their development. It can be very formal, extensive, time-consuming, or informal, narrow-focused, and fast-paced. Then, the researchers say that it is never enough to rely on the beliefs and assumptions of teachers and course designers. In addition, the needs analysis framework has included information that answers the questions by Hutchinson & Waters, why language is needed, how it is used, and when it is used. Therefore, this study aims to determine the need for English for operators of petrochemical companies who are studying English. This case study aims to reveal data on target needs and learning needs data using qualitative

methods whose instruments include questionnaires and interview guidelines for research subjects.

The fourth, the research conducted by Sri Sukarni (2016) entitled Analisis Kebutuhan Bahasa Inggris Mahasiswa Universitas Nusa Tenggara Barat(UNTB). This study aims to analyze students' English needs for UNTB students. This research explains that English materials supplied for each major were different because the topic and technology that was used by particular disciplines for each major were different. Consequently, the researcher must analyze the students" needs to find out English materials following their interests and needs. Because of it, used English for Specific Purposes (ESP) since ESP characteristics were designed to meet specified needs of the learners and related in content that was in its theme and topics to particular disciplines, occupations, and activities. The method of this research was a survey and the instrument of this study was questionnaires.

The last, the research conducted by Yulianti (2016) entitled "Teaching English for Special Purposes at the Secretariat Department of the Pati National Vocational School for Academic Affairs 2015/2016". This research shows that the teacher's difficulties are difficulties in compiling the ESP syllabus, difficulties in this availability of ESP textbooks, difficulties in finding activity books for students, difficulties in the availability of supporting tools, and difficulties in organizing class activities. The teacher uses a demonstration strategy and role-plays in teaching the ESP secretariat department at the Pati National Vocational

School. Therefore, the authors suggest that all vocational schools in Indonesia apply ESP in their compulsory subjects. So the government must regulate the need to teach ESP. In teaching ESP teachers can use specific strategies that are most effective for students so that it will be different from teaching English in general.

Based on previous research above, a needs analysis must be carried out for each course to suit the needs of students. Related to this research, all researchers have the same goal, namely to analyze student needs. This research also has differences. the most significant difference was seen in the research subjects. It can be seen that in this research, researchers will choose students of STAIN Majene as research subjects, while Kholidi and Nurin (2022) and Prachanat (2013) in their research both choose respondents from tourism employess, but the number of respondents differs. Hapsari (2014) chose the students of english for petrochemical company operators, Yulianti (2016) the subject of her research is the Secretariat Department of the Pati National Vocational School, the last is Sukarni (2016) his subject in his research is the student of UNTB.

Besides having different subjects, this study and previous studies also have other differences, namely kholidi and Nurin (2022) they used descriptive research design, used a random sampling, and just used a questionnaire as a research instrument, while this research will use a mix- research method, used

total sampling to determine the sample, and used two itnstruments, namely questionnaires and interviews.

B. Some Pertinent Ideas

1. The Origin of ESP

According to Hutchinson and Waters (1987), The development of human activity converges some trends on why it is important to learn English for specific purposes. There are three common reasons to explain the importance of learning ESP.

a. The Demands of Brave New World

This happened because of the activity of exchanging goods and services after the Second World War in 1945. English is the key to the circulation of technology in international trade. At that time the United States became the largest economic power and they were English speakers. Therefore, knowledge of English is generally considered a prerequisite for good education. The acceptance of English as an international language creates a new generation that knows the specifics of why they are learning the language.

b. A Revolution in Linguistics

At the same time due to the increasing demand for English courses tailored to specific needs. New ideas began to influence the emergence of language learning. Traditionally, the purpose of linguistics

is to describe the rules of using English, namely grammar. In English lessons, there are important differences between trading and engineering English. The English language required by a particular group of learners can be identified by analyzing the specific linguistic characteristics of those working or studying.

Hutchinson and Waters said a simple idea:

"If language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners' course."

c. Focus on the Learners

Students have different needs and interests, which will have an important influence on their motivation to learn a language and its effectiveness so that they learn faster and better. This provides support for course development by prioritizing the needs of students as well as the interests of students.

2. English for Specific Purposes

Paltridge and Starfield (2013) state that ESP courses focus on the language, skills and genres that correspond to the specific activities that learners need to do in English. Helen Basturkmen (2006) states that ESP is understood as preparing students to use English in their academic,

professional, or workplace environments. ESP pays attention to narrower topics to guide students to build the skills needed to communicate effectively in the target area.

3. The Objective of Teaching ESP

Helen Basturkmen (2006) stated that there are five broad objectives in teaching ESP that must be reached. Helen Basturkmen, To reveal subject-specific language use: This objective focuses on how English is used in the target situation and decides what knowledge should be imparted to the learners.

a. To develop target performance competencies: the aim is to develop the learners' skills in language to perform the activities in the target situation. The teaching and learning process has to concern with what the learners should do toward language and what skills are needed to present the language.
b. To teach underlying knowledge: Helen Basturkmen argued that teaching ESP is not only about linguistic proficiency but also the knowledge of the field of work or study. The learners need to understand the disciplinary concept as well as the language skill.
c. To develop strategic competence: According to Helen Basturkmen "Strategic competence is the link between the context of situation and

language knowledge" it also can be defined as the way to communicate efficiently.

d. To foster critical awareness: In the target situation, the learners will face the norms of the target situation. This situation demands them to be aware and understand the target language (in this case, English), behaviors, or knowledge to act properly. In teaching, the teacher has to increase the norms and communication practices in the target situation can be built. Stren's classification in Helen Basturkmen stated that "this objective can be linked to the cultural knowledge and affective objectives."

The objectives of teaching ESP create a dare for teacher and syllabus designer to provide a course to reach the objectives above because to provide a course a teacher and syllabus design have to consider what material must be given, students' conditions including learning style to decide learning strategy, school condition such as facilitation, etc.

4. Need Analysis

According to Songhori (2008) need analysis is one of essential elements being used to prepare and design one particular language program. Need analysis in English for specific purposes serves as main resource of information which contains language points that students need to master. Bleich in Bouchrika (2021) states that needs analysis definition involves the process of identification and evaluation of needs. It is the first step that

should be taken in order to successfully develop an effective training program. Needs analysis is carried out to answer the accuracy and suitability programs with learners, with curricula and situations in which Language English will be used. This is where the problems will be revealed barriers to learning success for learners, characteristics of learners, what situations and how English is spoken.

There are four stages in conducting a needs analysis according to Morison (2012), namely planning, data collection, data analysis and preparing a final report.

a. Planning: what needs to be done; classifying students, who will be involved in the activities and how to collect them.
b. Data collection: it is necessary to consider the size of the sample in its distribution (distribution)
c. Data analysis: after the data is collected then the data is analyzed with considerations: economy, ranking, frequency and needs.
d. Making a final report: in a needs analysis report includes four parts; analysis of objectives, analysis of processes, analysis of results with tables and brief explanations, recommendations related to data.

5. Need Analysis in ESP

ESP is a course that aims to prepare students in using English in a specific area, it can be academic, professional, or workplace environments.

Thus, to provide proper English material, a teacher requires analyzing the students' needs in ESP. Chams (2017) states that The term “need” itself indicates the existence of a certain problem that calls for intervention and resolution. The needs of the students mean some things must be known, understood, and found a solution to create an effective ESP course. Hutchinson and Waters (1987) also argued that the term “need” is a reasonable reason why there is an important thing to con nduct. In short, the students’ needs analysis tries to find the problems, nature, and cause; and decides what prime concern must be created. To understand deeper need analysis.

According to Hutchinson and Waters (1987) in analyzing the learners’ needs, a teacher requires to consider types of needs divided into two types, they are:

a. Target needs

This type analyzes what the learners must conduct with English in the target situation. In other words, what are English linguistic elements that must be learned to communicate in the target area. It can be more understood by looks some components in the target situation that are necessities, lacks and wants. Necessities are what the learners have to know to function English effectively in the target situation. While the lacks are what are the difficulties faced by students in learning

English and the wants are the students' opinions and the students' hope personally in learning English.

b. Learning needs

Hutchinson and Waters defined learning as the way to think about what route can be taken to learn English for their specific purpose.

From the explanation above, it can be concluded that target need and learning are the components that must be existed in the instrument that is used to analyze the students' needs. Although the students' need analysis is the first stage before arranging a course design, it cannot be conducted if the course designer does not consider the target needs and learning needs of the students.

6. The Importance of Implementing Needs Assessment

Because the learner was at the heart of any instructional program, the idea of analyzing the learner's language needs as a basis for course development has become almost synonymous with ESP in recent years, and it has been difficult to think of one without considering the other came to mind. Therefore, information about his/her language needs helps in profiling in order to set and implement coherent goals subsequent decisions about study content. The learner should be able to provide information about the situations in which he would need to use the language, the ideas he would like to express and the communicative functions he would like to perform

that are crucial to him. Needs assessment should be cautious due to the variety and variety of information from different sources Diversity of opinion on the requirements for general English courses. There are three possible sources of recourse for students in need of assistance: the needs and abilities of the students themselves, the needs and abilities of their employers, and the needs and abilities of academic organizations. Needs interpreted by the sponsor may not match with the needs experienced by the student. wanting or feeling can be extreme poles. However, he suggests carefully considering the desires and desires perceived by the students, and in connection with the objective and subjective reality of needs, each learning situation should be considered uniquely and systematically. The need assessment process allows researchers to justify their assumptions about the soundness of potential educational needs, and to design a program that is responsive to those needs. This can help to ensure that the students are as active as possible. Finally, this focus on meeting student needs will help students learn and apply what they have learned.

Cuiccio and Slater(2018) state that the purpose of the needs assessment is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance. analysis is very necessary in ESP courses because learners have specific needs. Therefore, each learner, or a study group will have different needs with another person or group. The

needs of students this year are different from the needs of students from the same major but 3 years ago, as well as 2 years later. Apart from the different needs of learners, the needs of the institutions that shelter them are also different. This makes ESP in universities different so it needs an analysis that really characterizes the teaching materials used by the ESP program. In addition, analyzing needs is one of the tasks of the teacher because it is the teacher who knows the condition and potential of the learner. Needs analysis that can be used later for material development can also have a positive impact on the developer's finances.

7. Syllabus component

According to Education and Training Center Tim (2016) Syllabus is a learning design in a particular subject group or theme which includes competency standards, basic competencies, subject matter/learning, learning activities, competency achievement indicators, assessment, time allocation, and learning resources. The explanation of syllabus components is:

a. Identification

Identity includes; name of unit or institution, name of subject, level/degree/class.

b. Competency Standards

Competency Standards: Standards of knowledge, skills, and attitudes that must be possessed by students to do a task that is in accordance with what is required.

c. Basic Competence

Basic Competencies: competencies consisting of attitudes, knowledge and skills that are sourced from core competencies that must be mastered by students.

d. Main Material

Core material which describes the main competencies that are grouped into affective, cognitive and psychomotor aspects to achieve hard skills and soft skills.

e. Learning Activities

Learning activities contain a series of activities that must be carried out by students sequentially to achieve basic competencies. Learning activities are designed to provide learning experiences that involve mental and physical processes through interactions between students, students and educators, the environment, and other learning resources in order to achieve competence.

f. Indicator

Indicator is an indication or information that is used as an indicator as a benchmark for the development and mastery of students.

g. Assessment (Technique, Type, Form, Instrument)

Assessment is a criterion regarding mechanisms, procedures, and student learning outcomes assessment instrument.

h. Time Allocation

The time allocation listed in the syllabus is an estimate of the average time to master the basic competencies needed by various students.

i. Sources/Materials/Tools

Learning resources are references, objects and/or materials used for learning activities, in the form of print and electronic media, resource persons, as well as the physical, natural, social and cultural environment. Determination of learning resources is based on competency standards and basic competencies as well as subject/learning materials, learning activities, and indicators of competency achievement

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Following the research question, the researcher used mix-method as a research method. The mixed-method is a research method that combines two methods, namely qualitative and quantitative. Creswell (2014) states that the mixed-method involves the collection and "mixing" or integration of both quantitative and qualitative data in a study. This method can be used to find better research results than when using only one method. In this research, the researcher collected qualitative data by conducting interviews and quantitative data by distributing questionnaires.

B. Research Instrument

The research instruments that were used in this research are as follows:

1. Questionnaire

A questionnaire is the number of questions used to acquire the information from students as informants, i.e., a questionnaire is a technique of collecting data conducted by giving questions and statements to informants (Sugiyono, 2017). The set of questions in this questionnaire was designed using the theory of Hutchinson and Waters (1987). In this questionnaire, informants were expected to provide valid answers according to the situation that occurs

to them. These results answer the problem of what is needed by students of Islamic education study programs in learning English at STAIN Majene. The numbers of questionnaire are 15.

2. Interview

An interview is a face-to-face meeting of people, primarily for consultation, (Online Oxford Dictionary, 2022). So the interview is a face-to-face question and answer activity between the interviewer and the interviewee, to obtain data or information about the perceptions, opinions, or attitudes of the interviewees related to the problem under study. Interviews were used as an instrument in data collection. There are 13 questions for informants that explore learning tools, topics, problems, assessments, and hope.

C. Population and Sample

Researcher focused on knowing the students' needs of non-English study program in learning English at STAIN Majene. In this case, the researcher chose Islamic Education study program since this department has the biggest number of students in STAIN Majene. English for Islamic Studies subject is programmed regularly in the second semester. This research involved six classes of the second semester at academic years of 2021-2022.

The total population was 204 students. In order to obtain more valid data, the researcher used random sampling technique. thera were 123 students of Islamic education study program became the sample and fulfilled the questionnaire.

In addition, the numbers of lecturer who teached English for Islamic studies in that period were four. The researcher used total sampling for joining quantitative data, the researcher gained qualitative data for interviewing all lecturers. Moreover, this research also involved the head of Islamic Education to e interviewer in order to enforce the lecturers' perspective toward need analysis of non-English study program students at Islamic Education.

D. The Procedure of Collecting Data

Data collection techniques needed by researchers in qualitative and quantitative research are as follows:

1. Interview

   The researcher began the interview process with the ESP lecturers and the head of the Islamic Education study program. Then, the researcher asked directly about the questions that have been provided. In addition, the interview processes were conducted through two ways: by face-to-face between the researcher and the informants and phone calls following the requests of the informants. To get valid information from informants,

researchers recorded it during the interview process is complete. Eventually, the recorded interviews were transcript.

2. Questionnaire

The students were given the questionnaire using a Google form, and the link of the Google form was shared directly by the researcher to the students chairman via WhatsApp. Next, the student's chairmen were asked to distribute it to the students. after the students finish to answer the questionnaire, the result was stored in the researchers' email in the tabulation.

E. The Technique of Data Analysis

1. Interview

The data collected from the respondents were analyzed by using qualitative from Miles and Huberman (2014) through interviews and questionnaire. There are four stages of this method, are these:

a. Collection

The data were collected by conduct interview to the ESP lecturer and the Head of Islamic Education study program.

b. Reduction

At this step, the audio recording data obtained from interviews with ESP lecturers and the head of the study program were selected and abstracted according to the focus of the questionnaire.

c. Display

The reduced data were displayed in the form of a description or narrative text. The data displayed were more structured and organized data to be concluded at a later step.

d. Verifying conclusion

After analyzed the displayed data, then the researcher verified some conclusion including what materials that should be included in the lesson plan of English for Islamic Studies course.

2. Questionnaire

This research used a semi-open multiple choice questionnaire in which students might choose more than one answer and can add other answers. The questionnaire were distributed to students via Google Form, so that, the results of the questionnaire were analyzed automatically by Google Form. After that, the researcher got the percentage of each answer chosen by the students.

For students who had chosen more than one answer, the data also were analyzed automatically by Google Form as well as students who add other answers. Even the answer was added in the tabulation of the Google form as a new answer option. Thus, each student's answer was accommodated by the researcher and no information was eliminated. The results of the analysis by Google form displayed the percentage tendency of each point of the answer to

each question. The researcher examined if the answer has similarities with the answers that have been provided. So that, the answer might be classified into the answers that have been provided. But if the answer was not included in one of the answers that had been provided then it became a new option.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents about findings and discussion to answer the problem in chapter two which about the content material that needed by the students of Islamic Education Study Program at STAIN Majene in English for Islamic Studies course.

A. Findings

This research used two instruments, namely interviews and questionnaires. First, interviews were conducted with four ESP lecturers and the Head of the Islamic Education Study Program which were carried out in both face to face and via phone starting on Tuesday, August 09, 2022 – Saturday, August 13, 2022. Furthermore, questionnaires were distributed to students of the Islamic Education Study Program with a total of 123 respondents which began to be distributed on Tuesday, 09 August 2022-Saturday, 14 August 2022.

The problem behind this research are that there was no patented material as a reference for ESP lecturers in teaching, so that the material taught to students are not same and unaccordance with student needs. Therefore, researcher conducted this study so that students could get the material according to their needs. To analyze the needs of students, the researcher used the theory of Hutchinson and Waters (1987) which states that in analyzing the learners' needs, a teacher requires to consider types of needs divided into two types, they were

target needs and learning needs. The source of data related to target and learning needs was the elaboration of both instruments: interview and questionnaire.

1. The Result of Interview

The researcher conducted interview with the head of the Islamic Education Study Program on Tuesday, August 9, 2022 and interview with the ESP lecturer on August 10-13 ,2022.

a. Interview with the head of the Islamic Education Study Program

The results of the interview explained that the study program had not prepared lesson plan (RPS) and teaching materials as a reference. However, the head of the study program gave the responsibility to lecturers of the English Education Study Program as ESP lecturers. In interview, she said:

> "..No, the study program did not prepare the RPS, but it was entrusted to the permanent English lecturer who taught English for Islamic Study to prepare the RPS."

The head of the Islamic Education study program hopes that at least students who have studied this subject was able to read and understand references in English, so that when doing their final project or thesis they do not only take references in Indonesian sources but also in English sources.

> "As the head of the study program, the course aims to make students able to at least read references in English…."

The head of the study program also hopes that by learning English, students could enrich their knowledge of learning methods and strategies that will be implemented in teaching when they become teachers.

> "The students are expected to be rich in learning methods or strategies that can be implemented when they become teachers later."

This is in line with the learning achievement which was also conveyed by the head of the study program during the interview. Students need to read references in various languages in order to examine the implications of developing or implementing science and technology that pays attention to and applies humanities values according to their expertise. This knowledge is then very helpful for students when compiling a scientific description of the results of their studies in the form of a thesis or final report.

According to her, the time of the implementation of the ESP course is enough with two SKS as long as the English subject part 1 is carried out well. When students do not complete the first part, namely basic English, they will get difficulties in learning English for Islamic Studies because the material is more difficult.

b. Interview to the ESP lecturers

The first interview was with ESP lecturer 1 which was carried out on Wednesday, August 10, 2022. The lecturers did not prepare RPS as a reference material in teaching. It was because the lecturer adjusted to the

student's abilities. Even so, he agreed that RPS was needed to be a reference material in teaching. The lecturer prepared materials in teaching so that he was directed even though he does not use RPS.

> “,…I didn't prepare the RPS because I adjusted it to the student's needs….”

The lecturer conducted teaching through WA group, whether it was providing material.

> “I usually use WA to post materials…”

He taught students not only general English but also material in the context of Islam, for example, the procedure for ablution, halal and haram food, and others.

> “The material is usually related to religion, Islamic education. For example, the material for ablution procedures, halal food and others.”

The material given to students was sourced from internet, so the lecturer downloaded materials on low level English for Islamic Studies. That was because he adjusts to the students' abilities.

> “…So, I downloaded the material and then I shared it with them…”

The lecturers also stated that the average level of students’ ability in learning language components (vocabulary, grammar and pronunciation) and skills was still very low. Even though the speaking was still low, most of the students still were able to translate. That was because the students used tools such as dictionaries. As a result, the students can follow the lesson well. He said:

> “Actually, their ability is not good. It's not bad, but it's not very good, because if I look at their speaking skills, they may still be low, but when they translate they can because there are many tools to translate. Even when I write, I direct them to write in Indonesian and then translate. But I emphasize the Indonesian language so that the structure of the Indonesian language is good so that the translation results are good.”

In interview, the lecturer said that he did not find any significant problems while teaching because most of the material was about reading and translating activities. Students might use smartphone more. Speaking and listening practices were only conducted occasionally. So, the main problem is only when the network of student's smartphone is interrupted, and even then it happens only occasionally. The lecturer also said that he focused on assessing processes, such as the authenticity of student assignments. For future English courses, he hopes that students' abilities in basic of English will be further improved. If it is not enough to learn English within two semesters, it is better to hold additional activities or programs to increase students' abilities. The lecturer states:

> ”Actually there are no significant problems in learning English so far. The reason is that, because the media I use is only cellphones in teaching in class, because they translate the text using google translate but they don't translate the text directly into paragraphs but I direct them to translate sentences. Because I want them to understand that this vocabulary means this. so the problem is that their HP network is bad or what. Then for their assignment, I asked them to make videos, for example halal food, so I taught about the topic of halal and haram. Then they make videos, for example the halal food they meet, then the material about ablution they record their own voices”.

The second interview is the ESP lecturer 2 who was interviewed on Friday, August 12, 2022 said that he always prepares RPS in ESP courses before teaching in class. The RPS used is a self-made RPS sourced from books and the

internet. The material is then modified as needed by students majoring in Islamic education.

> "I have an RPS that I have made myself, I take from book and internet, i take from the example and I continue to adapt/modify it according to the needs of students in the Islamic education study program".

This is done because according to him, some students have low basic skills that they should have acquired in the first semester, such as vocabulary, grammar or pronunciation. Therefore, it provides light materials to suit students' abilities.

> "The problem is that some students' vocabulary is still lacking and understanding of the basic theory of English is also still lacking, so I provide low-level materials to adjust students' abilities"

The lecturer hopes that in the future, the students can pay more attention to the courses in the first semester. Then, when they move up in the next semester they can be better and students do not have to repeat basic of English learning.

> "My hope is that students will pay attention to their lessons in semester 1 so that when they move up the level they can be better. because if not, when they are in the next semester they will return to learning from the basics"

In the teaching and learning process, the learning method that used by the lecturers are question & answer method and group discussion.

> "The teaching method is still a lecture method, question and answer and sometimes discussion groups to present in front of the class".

While the media, the lecturer usually uses in teaching are power point and zoom.

> "When I teach online about 8x meetings, I only use zoom and powerpoint then when offline I usually show videos that show reactions and give roll play assignments but mostly use powerpoint media".

This lecturer state that the average ability level of students reaches 50% who are able to follow the course learning process well, as seen in the discussion and group percentages.

> "Overall, the vocab is still lacking even though they should have known it because it was obtained when they were in high school, and the same with grammar, pronunciation and reading, only some of them had good understanding. But they can follow the material well as seen during discussions and presentations".

For the form of assessment he said that he judged from his attendance, participation in the learning process and from their exams.

> "I judge him by his attendance, participation in the study process and from his exams".

The third interview is the ESP lecturer 3 who was interviewed on Friday August 12, 2022 said that she had an RPS in teaching English for Islamic Studies course. RPS was obtained from the department to be used as a reference.

> "I have an RPS, but it's an RPS from the department itself to be a reference".

The lecturer states that the RPS is good and in accordance with what is needed by students of the Islamic Education study program. That is because the material provided is related to the department, which is Islamic, not like in the first semester who only studied general and basic material.

> "What I saw was that the RPS was good because it was about reading texts related to Islamic majors, not like the first semester".

Some of the media that she usually uses in teaching are power points, asking students to make CV (Curriculum Vitae) using the canvas application to practice their skills and also giving the task of making question and answer videos with their friends.

> "… I also asked students to make CV using the canvas application, and I also gave them the task of making a question and answer video with their friends".

In the lecturers opinion, some students have a high level of understanding, some are medium and some are even low, but all of them can follow the material well according to him.

> "The level of understanding is high, there is medium and there is low, but all students can follow the lesson well".

In assessing the students' achievement, the lecturer assessed the students' abilities from their reading, speaking and also their assignments, both individually and in groups, the scores for each component were combined to get the final score.

> "I judge students from their reading, speaking and I also value their assignments, both individually and in groups".

He hopes that for future English courses, hopefully there will be more references that are in accordance with their majors so that they can help students achieve the learning goals that have been set.

> "Hopefully there will be many more references that match the department and also the class room".

The last interview is with lecturer who was interviewed on Saturday, August 13 said that she had tried to compile the RPS for the English for

Islamic Studies course. But the RPS is not in accordance with the needs of students because it is only based on the will of the lecturer. According to her, RPS that is made based on the students needs so that learning English can be carried out properly.

> "Yes, the RPS had actually been prepared together before with other lecturers. but not based on student needs…".

In the English for Islamic Studies course, it turns out that not only material about Islam is taught but there are also some general materials, such as how to introduce themselves, how to make a CV, write a biography and how to write an application letter.

> "…So we are looking for materials that are actually related to Islamic studies itself. So, for example, the pillars of faith, the pillars of Islam, but not only material related to Islamic studies but we also include some materials that students need when they finish studying at STAIN, such as how to make a CV, cover letter, and job interviews…".

The Islamic materials that are usually given to students are the pillars of faith and the pillars of Islam. Some of the media she usually uses in teaching are power point, LCD, EdLink, WA group, Google Classroom and Hot Potatoes Exercises.

> "If you ask the media, it's definitely PowerPoint, for example, ma'am didn't get an LCD, so the power point was shared with them via Edlink, WA group, Class room. Because I rarely get an LCD, so students use HP media more. When asked by other media, I usually use hotpotatos as an exercise for them. So for example, if there is reading material that ma'am

gets in the form of books. There was an exercise which I then made in hotpotatos to make it more interactive".

The method used is cooperative learning method where the students work in group.

"If the method usually I use more fair work. So usually I ask students to work in groups on group assignments or I ask them to work in pairs. Fair work is usually used when ma'am gives tasks such as describing friends or whether they are in pairs interviewing each other".

This lecturer argued that the average ability level of students is already 50% who are able to follow the learning process of this course well. However, there are also students whose average scores are still very low. Even the student couldn't count from 1-10.

"As for the assessment, personally, I assess attendance, activities, assignments, and then there are UTS and UAS. In the past, ma'am gave 30-30% for each component. But now I give each 25%".

The form of assessment that she used was the accumulation of the aspects of attendance, activeness, assignments, middle test and final test.

"As for the assessment, personally, I assess attendance, activities, assignments, and then there are UTS and UAS. In the past, ma'am gave 30-30% for each component. But now I give each 25%".

According to her, during the learning process, the problem that encountered was the students were actually not ready to be taught higher material because their basic of English was still very low.

"that they are actually not ready to be taught higher material. Maybe when they study in semester 1, maybe they don't pay much attention or are indifferent to learning English because they think it is only a general course".

In the future, she hopes that the material taught to students is in accordance with students needs and the topic will focus on Islamic Studies

material. Even if there is general material such as making a CV, it is only as sub part of the material taught to students.

> "something is taught related to what ma'am mentioned earlier, for example making a CV, it becomes a sub part of the material that is taught to them. So at the beginning they were still taught about Islamic studies itself, and they continued to insert materials that became their needs but did not become the main material".

2. The Result of Questionnaire

Target and learning needs are also taken from the results of questionnaire data analysis distributed to students of the second semester Islamic Education study program, totaling 123 students. The number of questionnaires is 16 questions. Here are the descriptions:

a. What is your reason for studying English?

There are three answer choices provided by the researcher and there are five additional answers from students. The five additional answers were identified first, one answer was found to be similar to the provided answer, 1 answer was set to be the new answer option, and 3 answers were similar so that they were combined and became the new answer option. So, the researcher concludes that more students choose the answer "to be able to communicate using English" with a percentage of 67.5%. Not much different from the first answer, 65% of students chose the answer "English as an international language". Moreover, 18.7% of students chose the answer "because it is mandatory", 2.4% of students chose the answer

"because they like English" and 0.8% of students chose the answer "to increase knowledge and insight". This is the chart of the following data:

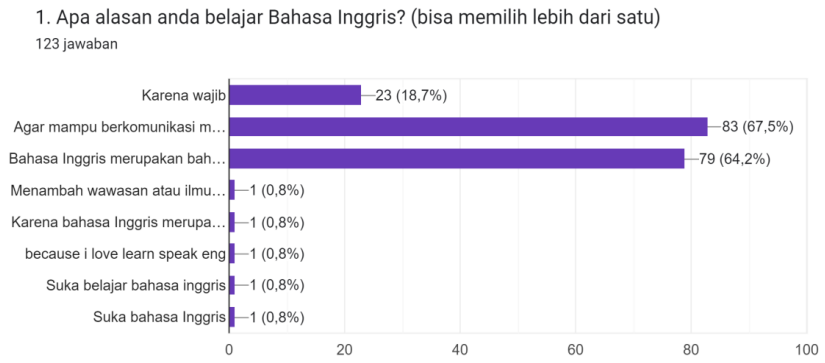

Figure 1. The reason for study English

b. What method do you like most in learning English?

The answer choices provided for this question are 10 choices and students add 1 new answer choice. So the total choice of answers is 11. The answer most chosen by students is "memorizing vocabulary", with a total percentage of 63.4%. In the second position is "explaining with the help of the blackboard" with a total percentage of 61.8%. Furthermore, 41.5% of students chose the answer “explaining with the help of LCD/power point”, 34.1% of students chose the answer “game”, 30.9% of students chose the answer “Question and answer”, 30.1% of students chose the answer “demonstrate in front of the class”, 26.8% of students answered “explain using pictures”, and 25.2% of students chose the answer “outside class activities”. For answers to role playing and self-study, both were chosen by

students with a percentage of 13% each. Finally, as a new option, the answer to “watch anime with English subtitles” is only 0.8%. This can be seen in:

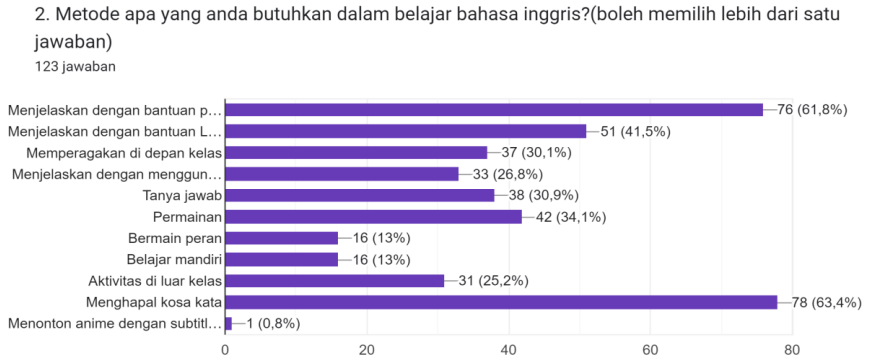

Figure 2. Method

c. Which English skill do you mostly need?

From the students' perspective, most of them chose speaking as the most needed skill with a total percentage of 81.3%. However, 8.1% of them chose writing as the most needed skill. Furthermore, only 7.3% of students chose reading skills and the least chosen skill by students was listening with a total percentage of only 3.3%. This can be seen in:

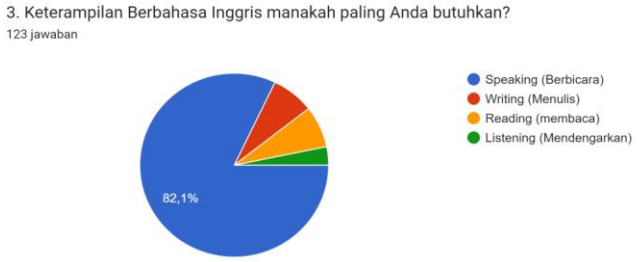

Figure 3. Skills

d. Which form of listening material do you need to learn?

The answer options for this question are 6. The answer dominantly chosen by students is "listening to the conversation" with a percentage of 88.6%. The answer “listening to descriptive text” was chosen by students with a percentage of 32.5%. The other students chose the answer “listening to the news reading” with a percentage of 22%. Additionally, as many as 18.7% of students chose the answer "listening to the procedure text" and 6.5% of students chose the answer "listening to the report text" as the required listening material. This can be proven by looking at this chart:

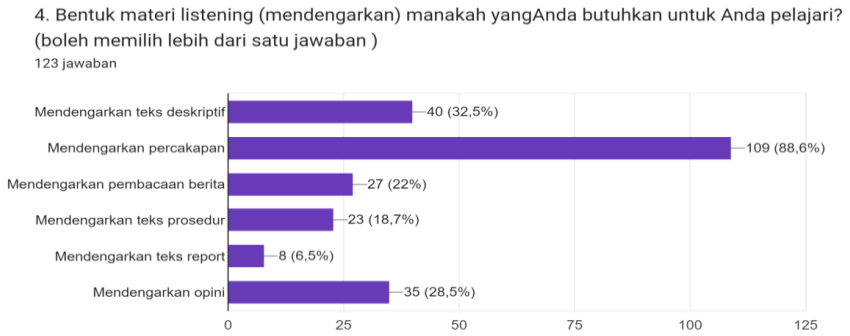

Figure 4. Listening material

e. Which form of speaking material do you need to learn?

The speaking material that was chosen the most by students was describing themselves/others/etc., with a total percentage of 69.9%. A total of 40.7% of students chose the answer "presentation of the results of the discussion". Discussing current issues (problems) on campus is an option that is quite popular with students, with a percentage of 38.2%. Moreover, there are 37.4% of students

who choose the answer "expressing opinion". Last, the answer that was chosen the least by students was explaining how to make something, with a percentage of 36.6%. This is the chart of the following data:

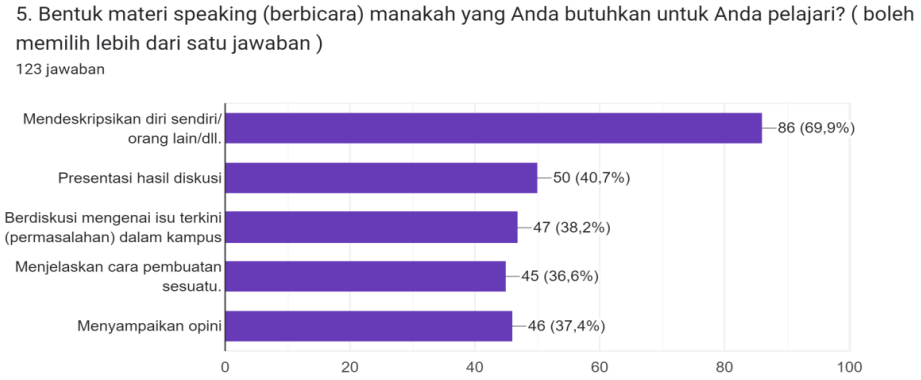

Figure 5. Speaking material

f. Which form of reading material do you need to study?

For reading material, most students choose the answer "reading conversational text" as the material they need. The percentage of students who chose the answer reached 78.9%. While the answer "reading descriptive text" became the second option as the reading material needed by students, with a total percentage of 48%. The third alternative is the answer "reading the news" with a percentage of 41.5%. Next is reading the procedure text with a percentage of 30.9%. For the answer "reading opinions", there are 27.6% of students who choose it as the reading material they need. The last is reading the report text, with a percentage of 14.6%. This is the chart of the following data:

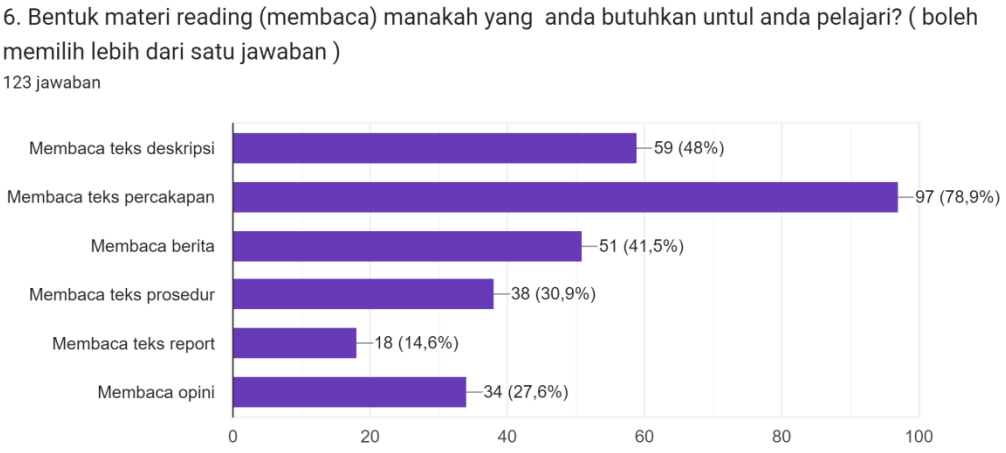

Figure 6. Reading material

g. Which form of writing material do you need to learn?

Writing conversational text is the answer choice that was dominantly chosen by students with a percentage of 67.5%, The second position is writing descriptive text with a percentage of 40.7%. Several students chose to write procedure text as the required writing material with the percentage of which was around 33.3%. While the number of students who chose the answer "write an opinion" was 30.9%. on the other hand, the option of writing a report text was chosen by 19.5% students. The last is a new answer option added by students, “writing comics” with a percentage of 0.8%.

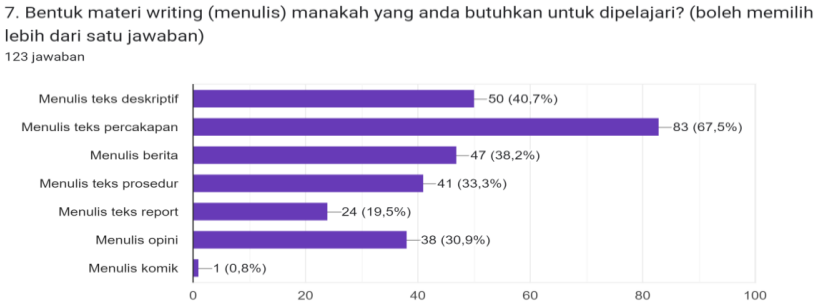

Figure 7. Writing material

h. What kind of teaching aids/media do you need in English subjects?

Based on the answers to this question, the learning media most needed by students are the use of blackboards with a percentage of 74%, LCD screens with a percentage of 55.3%, Pictures with a total percentage of 54.5%, Audio/CD with a percentage of 38, 2%, real media with a percentage of 37.4%, teaching aids with a percentage of 23.6%, card media with a percentage of 8.9%, and the last one is a choice option added by students, handphone (dictionary) with a total percentage 0.8%. This is the chart of the following data:

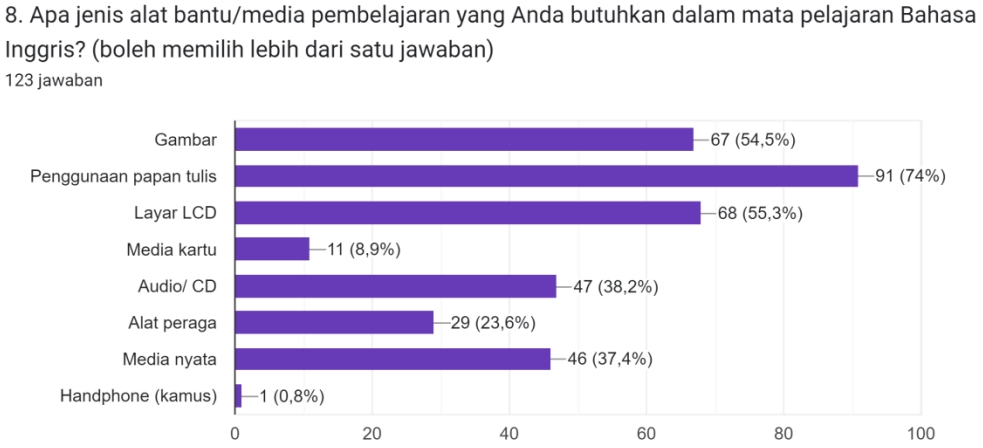

Figure 8. Media in learning English

i. In your opinion, the form of question/assessment that is often given by lecturers is…

The answer to this question is that students prefer to be active in class as a form of question/assessment, with a percentage of 61%, while essays are chosen by students with a percentage of 55.3%, group work with a percentage of 52%, direct questions and answers with a total percentage of 55.3, multiple choice with a total percentage of 31.7%, and portofolio/performance with a total percentage of 17.1%. The last is a quiz which is a new answer option with a percentage of 0.8%. This is the chart of the following data:

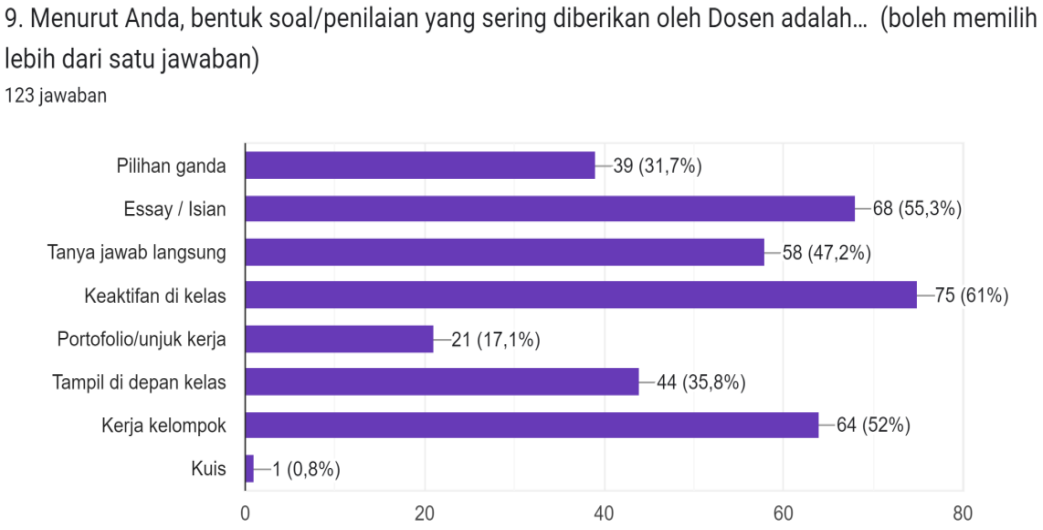

Figure 9. Form of question/assessment by lecturer

j. Which form of question/assessment do you need?

The form of questions/assessments most needed by students is group work with a percentage of 48%, then, class activity is the second choice that is needed

by students with a percentage of 47.2%. Students also choose essays with a percentage of 45.5 %. There are 44.7% of students who choose multiple choice, and around 37.4% of students choose to appear in front of the class. Lastly, 17.1% of students choose portfolio/performance.

Figure 10. Form of question/assessment

k. What kind of activities do you need in learning English?

The answers most chosen by students were vocabulary pronunciation exercises, with a percentage of 68.3%, "interpreting vocabulary" with a percentage of 65%, "making sentences/paragraphs/essays" with a percentage of 45.5%, "games". ” with a total percentage of 43.1%, “answering questions given by the lecturer” with a percentage of 40.7%, “complete the contents of the missing text” with a percentage of 30.9%, “listening to songs” with a total percentage of 28.5 %, "matching questions with the right answer" with a

percentage of 25.2%, "role playing with friends" with a total percentage of 24.4%, "determining a statement is true or false" with a total percentage of 23.6%, " finding vocabulary in a random letter box" with a percentage of 17.9%, and "telling in front of the class" with a total percentage of 17.1%. Eventually, two choices for filling in song lyrics and making works/performances have the same percentage, which is 13%.

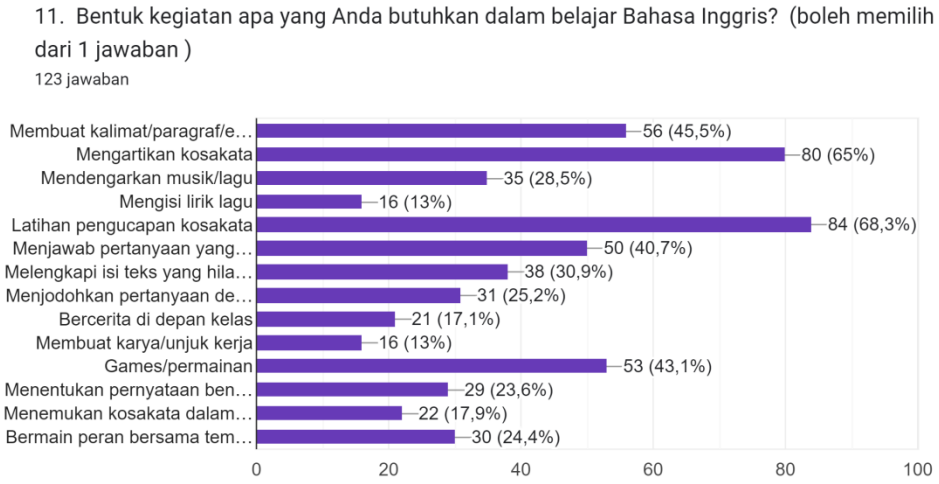

Figure 11. Kind of activities

l. What learning tools do you need in this department?

The answer to this question is that the learning facilities needed and most chosen by students are libraries with a percentage of 57.7%, language labs with a percentage of 49.6%, LCD/laptops with a percentage of 48.8%, language tapes English with a total percentage of 33.3%, pictures with a total percentage of 28.5%. In addition, the last is props with a total of 21.1% of students who choose it. This is the chart of the following data:

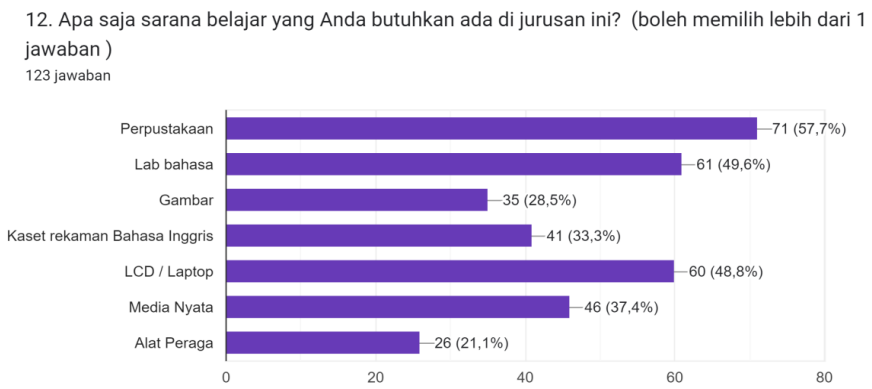

Figure 12. The learning tools in learning English

m. What learning method do you need?

To answer this question, 4 answer choices are provided and there is a new option added by students. So, the total answer is 5. The answer mostly chosen by students is discussion in class with a percentage of 46.3%, then the group method with a percentage of 32.5%..Some students also choose the paired method with a percentage of 10.6%, to individual method, there are only 9.8% of students who choose it. The new answer option is tutoring with a percentage of 0.8%.

Figure 13. The method in learning English

n. What factors are your obstacles in learning English?

The factor that becomes the obstacle for students in learning English is pronunciation with a percentage of 74.8%. Many students are also constrained in mastering vocabulary; it can be seen from the number of students who choose vocabulary up to 63.4%. On the other hand, the least option selected by the students is fluency

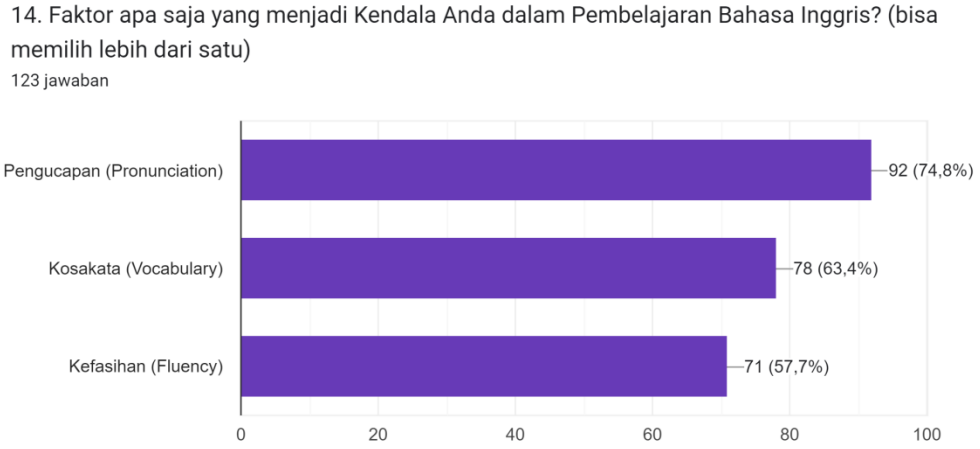

Figure 14. The obstacles in learning English

o. What are your expectations after learning English Learning?

From this answer, 74% of students expect to be able to speak English well, 19.5% of students expect to have a lot of vocabulary after learning English, 5.7% of students expect to be able to write English well and accurately, and 0.8% students hope that learning English will make it easier for them to get jobs that require English. This is the chart of the following data:

Figure 15. the expectation after learning English

p. What topics of material do you need in learning English?

The answer to this question is that 76.4% of students chose "daily greetings", 61.8% of students chose "Allah Almighty", 56.1% of students chose "filial piety to parents", 52.8% of students chose " grammar", 47.2% of students chose "prophet Muhammad SAW", 38.2% of students chose "prayers", as well as "pillars of Islam" with a percentage of 38.2%, the pillars of faith were chosen by students with a total of 35 ,8%. Finally, there are new answer choices added by students, English lectures with a percentage of 0.8%.

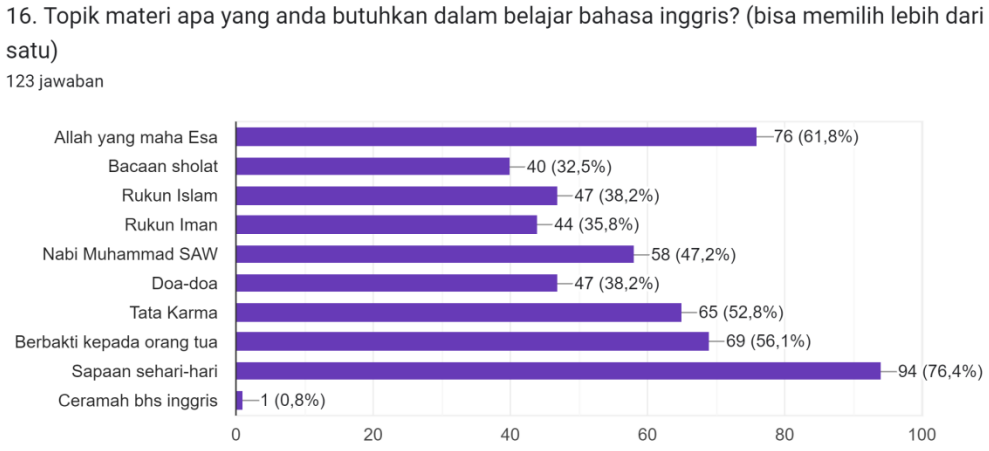

Figure 16. Topic material

3. Target Needs

a. Necessities

From the elaboration of interviews with the Head of the study program and lecturers, here are the necessities for the students:

1) Reading comprehensive of English references
2) Islamic material
3) Self-introduction; writing: CV, biography, job application letter

Meanwhile, from the students' perspective the needs of the students are:

1) Skills: speaking (81.3%), writing (8.1%), reading (7.3%), listening (3.3%)
2) Speaking material: describing something (69.9%), the percentage of discussion results (40.7%), and discussing current issues (38.2%)
3) Writing material: writing conversational text(67,5%), writing descriptive text(40,7%), and writing news(38,2%)
4) Reading materials: reading conversational texts (78.9%), reading descriptive texts (48%), and reading news (41%)
5) Listening material: listening to conversations (88.6%), listening to descriptive texts (32.5%), listening to opinions (28.5%)

b. Lacks

The results of the interview and questionnaires show that students are lack of vocabulary, grammar, pronunciation, and fluency of speaking.

c. Wants

The results of the questionnaires show that students want to be able to speak English fluently, be able to write English sentences, and have vocabulary. In addition, the lecturer also suggested providing an additional program to enrich the ability to master English.

4. Learning needs

a. Reason for studying

1) To be able to communicate using English (67.5%)
2) English is an international language (65%)
3) It is a compulsory subject (18.7%)

b. How to learn

1) Translating, the application of IT in learning: PPT, LCD, EdLink, WA group, classroom, and hot potatos.
2) Memorizing vocabulary (63.4%), explaining with the help of a blackboard (61.8%), explaining using PPT/LCD (41.5%), games (34.1%).
3) Media: whiteboard (74%), LCD (55.3%).
4) Activities: pronounce vocabulary (68.3%), translate vocabulary (65%) and write sentences/paragraphs/essays(45%).

5. Recommendations of Lesson Plan

After analyzing the target needs and learning needs, the researcher will describe the results of the two into students' needs in learning English. It is made based on the syllabus component which includes learning achievements,

learning materials, libraries, learning media, assessments, learning forms, methods, and assignments. Here are the details:

a. Learning achivements

Based on data analysis from students and lecturers, the researcher found that the learning outcomes namely students are able to communicate using English, students are able to read English references, students ate able to implement English knowledge in the field of work, and students are able to learn English vocabularies in the context of Islam.

b. Learning materials

1) English Skills: based on the findings, the skill which is mostly needed by students is speaking skills, but the ones suggested by the lecturers are reading and writing skills.
2) Reading materials: based on the findings, the reading materials most needed by students are reading conversational texts, reading descriptive texts, and reading news.
3) Listening material: the researcher found that the most needed listening materials by students are listening to conversations, listening to descriptive texts, and listening to opinions.
4) Speaking material: after conducting the research, the researcher found that the speaking material that are mostly needed by students are describing something, presenting the results of the discussion, and discussing current issues on campus.

5) Writing materials: based on the results of the research, the writing materials needed by students are writing conversational texts, writing descriptive texts, and writing news stories.

6) Topic material: based on the highest percentage score, the material topics most needed by students are making a CV, job application letter, question word, ablution, pillars of faith, daily greetings, Allah is one, filial piety to parents, good manners, and the Prophet Muhammad.

c. Learning sources

The results of the study found by researchers that the sources of the material are from books and the internet.

d. Media and learning facilities

Based on the results of the study, the researchers found that the learning media needed by students are the use of blackboards, LCD screens, pictures, power points, applications (WA, class rooms, and hot potatoes), libraries, language labs, real media, and English language tapes.

e. Learning Assessment

The results of the study revealed that the indicators for the assessment of students are attendance, activity, assignments (daily assignments, mid-semester exams and final semester exams), and the learning process. Each of these components weighs 25% or 30%, respectively.

f. Learning activities

Based on the results found by the researchers, the forms of learning recommended by students are vocabulary pronunciation exercises, interpreting vocabulary, making sentences/paragraphs/essays, games, and answering questions given by the lecturer.

g. Learning method

After conducting the research, the researcher found that the learning methods needed by the students were discussion, group, pair works, and conventional methods.

h. Assignment

The results of the study revealed that the forms of assignments required by students are group work, essays, multiple choice and direct question and answer.

i. Obstacles

Based on the results of the study, the obstacles encountered by students are pronunciation, vocab, and fluency.

j. Hope

The expectations that students need based on the results of the study are to be able to speak English well, have a lot of vocabulary, and can write English well and precisely.

B. Discusion

The process of analyzing the needs of non-English students is analyzed using the theory of Hutchinson and Waters (1987) which says that in conducting a needs analysis, students need to know their target needs and learning needs first. In this analysis, the first step the researcher took was to conduct interviews with the head of the Islamic education study program and four ESP lecturers and distribute questionnaires to students to determine their target needs and learning needs. In the results obtained from each respondent there are several differences, so the authors combine all the data so that there is a balance between all of them and produce the appropriate elaboration. At the stage of knowing the target needs, the researcher first knows the necessities, lacks and wants. In this finding, the necessities obtained from the results of the elaboration between the head of the study program and four ESP lecturers and 123 students are reading comprehensive of English references, Islamic material, Self-introduction; writing: CV, biography, job application letter, Skills: speaking (81.3%), writing (8.1%), reading (7.3%), listening (3.3%), Speaking material: describing something (69.9%), the percentage of discussion results (40.7%), and discussing current issues (38.2%), Writing material: writing conversational text(67.5%), writing descriptive text(40.7%), and writing news(38.2%), Reading materials : reading conversational texts (78.9%), reading descriptive texts (48%), and reading news (41%), Listening material: listening to conversations (88.6%), listening to

descriptive texts (32.5%), listening to opinions (28.5 %). This finding also shows that students are lack of vocabulary, grammar, pronunciation, and fluency of speaking. Furthermore, this finding also shows that students' desires in learning English are students want to be able to speak English fluently, be able to write English sentences, and have vocabulary. In addition, the lecturer also suggested providing an additional program to enrich the ability to master English.

At the stage of knowing the learning needs, researchers first find out why students learn and how students learn. In this finding, the reason students learn is To be able to communicate using English (67.5%), English is an international language (65%) and It is a compulsory subject (18.7%) while How to learn is Translating, the application of IT in learning: PPT, LCD, EdLink, WA group, classroom, and hot potatos., Memorizing vocabulary (63.4%), explaining with the help of a blackboard (61.8%), explaining using PPT/LCD (41.5%), games (34.1%), using media: whiteboard (74%), LCD (55.3%), Activities: pronounce vocabulary (68.3%), translate vocabulary (65%) and write sentences/paragraphs/essays(45%).

English for specific purposes is understood as preparing students to use English in their academic, professional, or workplace environments (Basturkment, 2006). In this case, the English for Islamic Studies course programmed in the Islamic Education study program should cover the needs of students to use English in their academic and working life. The finding shows

that, in academic life, the students are recommended to read references using English as an effort to enrich their knowledge and support the process of thesis writing. On the other hand, the lecturers suggest providing the teaching material of writing a CV and letter of job application to support the working life in the future.

Among four skills, speaking is chosen dominantly by the students as the target need where there are 81.3% of students chose this skill, while writing (8.1%), reading (7.3%), listening (3.3%) . This finding is in line with the previous study conducted by Prachanant in 2013. The previous findings reveal that speaking is the most important, then listening, reading, and writing. Meanwhile, this research shows that speaking is in the first option, then writing, reading, and listening. In addition, both findings which propose speaking as the main target need support the statement from Zyoud in 2016. He explained that it is one of the productive skills which is the evidence of a student that how much she or he is competent in a language. In the context of this research, the students of Islamic Education study program realize that having a good speaking skill may indicate a person as a language user.

Hutchinson and Waters (1987) classified target needs into three categories. They are necessities, lacks, and wants. Necessities refer to the knowledge of students and teachers related to the functions of English in their target situation. In this case, the Head of the study program, the ESP lecturers, and the students

have different opinions. According to the Head of the study program, reading comprehensive becomes a fundamental need. On the other hand, the lectures stated that writing for working purposes is important, while the students chose speaking dominantly. The next analysis from ESP lectures is needed to cover all needs and interests and present them in RPS.

Furthermore, the data shows that the students have problems namely lack of vocabulary, grammar, pronunciation, and fluency of speaking. Especially for vocabulary, the ESP lecturers and students suggest some contextual terms such as ablution, pillars of faith, Allah is one, filial piety to parents, good manners, and the Prophet Muhammad. It is suitable with the most favorite activities by the students as the result of questionnaires. It shows that 68.3% of students prefer pronouncing vocabularies and 65% of students like to translate vocabularies. This data may become references and evaluation for the ESP lecturer to overcome the students' problem in learning English (Bleich in Bouchrika, 2021).

Lastly, the researcher has arranged a recommendation of lesson plan for English for Islamic Studies subject. Overall, the contents of the lesson plan have fulfilled the students' need, they are learning achievements, learning materials, learning sources, media and learning facilities, learning assessment, learning metdosd, assigments, obstacles, and hope. This way has to be considered in order to build the students motivation to learn English and construct relationship between what they learn and use in their academic and professional life.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research above regarding the need analysis of non-English study programs students in learning English at STAIN Majene, it can be concluded that the learning materials needed by students of the second semester of Islamic education study programs are students who need speaking (81.3%), reading (7.3%). %) and writing (8.1%). While the topics needed by students are ablution, pillars of faith, pillars of islam, halal food fasting, daily greetings, Allah is one, filial piety to parents, good manners, and Prophet Muhammad. In addition to the topic of Islam, the lecturer also provides additional material that will be useful for students in the future, such as how to make a CV, job applications, lecturer biographies and question words for interviews.

B. Suggestion

Based on the results of the research, discussion, and conclusions above, the authors provide suggestions to the head of the Islamic education study program, students, ESP lecturers, and further researchers.

1. For the head of the Islamic education study program

   After the researchers conducted research related to the needs of students in learning English, the researchers hoped that the head of the Islamic

education study program would prepare RPS according to the needs of students so that the learning process was more focused and carried out well.

2. For second semester Islamic education students STAIN Majene

After knowing the students' problems in learning English for Islamic studies at STAIN Majene, the researchers gave advice to students to take part in learning English well in part 1 which was obtained during semester 1. That's because for optimization in learning English for Islamic studies which has a level of difficulty more.

3. For lecturers

For advice to lecturers, the researcher divides it into 2 parts, namely suggestions for basic of English lecturers and ESP lecturers. For lecturers who teach English for Basic, the researcher hopes that the lecturers ensure that students have mastered the basic English material after studying the course. So that students have no difficulty when taking English for Islamic Studies courses. For ESP lecturers, researchers expect ESP lecturers to provide appropriate learning materials to students by following the RPS provided by the department.

4. For the next researcher

The researcher hopes that this research can be a reference for future researchers.

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APPENDIX I: List Question to the ESP lecturers

Pertanyaan untuk wawancara kepada Dosen Pengampu Mata Kuliah English for Islamic Studies di Prodi Pendidikan Agama Islam Jurusan Tarbiyah dan Keguruan STAIN Majene

1. Apakah Bapak/ Ibu menyiapkan RPS untuk mengajar di kelas? Mengapa?
2. Menurut Bapak/ Ibu, apakah RPS yang dibuat berdasarkan kebutuhan mahasiswa itu diperlukan?
3. Apakah Bapak/Ibu menyiapkan bahan ajar/materi dalam mengajar? Mengapa?
4. Topik-topik apa saja yang Bapak/Ibu berikan dalam materi mata pelajaran Bahasa Inggris?
5. Apa saja sumber-sumber materi yang Bapak/Ibu gunakan dalam mengajar Bahasa Inggris?
6. Media apa saja yang Bapak/Ibu gunakan sehingga dapat membantu siswa memahami materi ajar?
7. Metode apa yang biasa Bapak/Ibu gunakan untuk mengajar di kelas?
8. Bagaimanakah tingkat kemampuan rata-rata siswa dalam belajar komponen bahasa (*Vocabulary, grammar, pronunciation*) keterampilan (*reading, listening, writing*, dan *speaking*)? Apakah mereka dapat mengikuti dengan baik?
9. Bentuk penilaian seperti apa saja yang biasa Bapak/Ibu berikan kepada mahasiswa?
10. Apakah masalah yang Bapak/Ibu hadapi dalam mengajar Bahasa Inggris di Prodi Pendidikan Agama Islam?

11. Apa harapan Bapak/Ibu terhadap mata pelajaran Bahasa Inggris kedepannya?

APPENDIX 2: List Question to Head of Islamic Education Study Program

Pertanyaan wawancara kepada Ketua Prodi Pendidikan Agama Islam Jurusan Tarbiyah dan Keguruan STAIN Majene

1. Apakah prodi menyiapkan RPS untuk mata kuliah ESP sebagai acuan bagi dosen dalam mengajar?
2. Apa capaian yang diharapkan ketua Prodi kepada mahasiswa setelah belajar ESP?
3. Apakah jumlah SKS untuk mata kuliah ESP sudah cukup untuk pembelajaran yang optimal?
4. Menurut ibu materi/topik apa yang cocok diajarkan kepada mahasiswa ?

APPENDIX 3: questionnaire to the students

Angket Analisis Kebutuhan Mahasiswa Dalam Mata Kuliah English For Islamic Studies Jurusan Tarbiyah Dan Keguruan Sekolah Tinggi Agama Islam Negeri (Stain) Majene

1. Apa alasan anda belajar Bahasa Inggris? (bisa memilih lebih dari satu)
   a. Karena wajib
   b. Agar mampu berkomunikasi menggunakan Bahasa Inggris
   c. Bahasa Inggris merupakan bahasa Internasional
   d. Lainnya (sebutkan) …

2. Metode apa yang paling Anda sukai dalam belajar bahasa inggris? (boleh memilih lebih dari satu jawaban)
   a. Menjelaskan dengan bantuan papan tulis
   b. Menjelaskan dengan bantuan LCD/power point
   c. Memperagakan di depan kelas
   d. Menjelaskan dengan menggunakan gambar
   e. Tanya jawab
   f. Permainan
   g. Bermain peran
   h. Belajar mandiri
   i. Aktivitas di luar kelas
   j. Menghapal kosa kata
   k. Lainnya (sebutkan) …
3. Keterampilan Berbahasa Inggris manakah paling Anda butuhkan?
   a. *Speaking* (Berbicara)
   b. *Writing* (Menulis)
   c. *Reading* (membaca)

d. *Listening* (Mendengarkan)

4. Bentuk materi *listening* (mendengarkan) manakah yang ingin Anda pelajari? (boleh memilih lebih dari satu jawaban)
   a. Mendengarkan deskriptif teks
   b. Mendengarkan percakapan
   c. Mendengarkan pembacaan berita
   d. Mendengarkan prosedur teks
   e. Mendengarkan report teks
   f. Mendengarkan opini
   g. Lainnya (sebutkan) …
5. Bentuk materi *speaking* (berbicara) manakah yang ingin Anda pelajari? (boleh memilih lebih dari satu jawaban)
   a. Mendeskripsikan diri sendiri/orang lain/dll.
   b. Presentasi hasil diskusi
   c. Membaca berita mengenai permasalahan di kampus
   d. Menjelaskan cara pembuatan sesuatu.
   e. Menyampaikan opini
   f. Lainnya (sebutkan) …
6. Bentuk materi *reading* (membaca) manakah yang ingin Anda pelajari? (boleh memilih lebih dari satu jawaban)
   a. Membaca teks deskripsi
   b. Membaca teks percakapan
   c. Membaca berita
   d. Membaca teks prosedur
   e. Membaca teks report
   f. Membaca opini
   g. Lainnya (sebutkan) …
7. Bentuk materi *writing* (menulis) manakah yang ingin Anda pelajari? (boleh memilih lebih dari satu jawaban)

a. Menulis teks deskriptif
b. Menulis teks percakapan
c. Menulis berita
d. Menulis teks prosedur
e. Menulis teks report
f. Menulis opini
g. Lainnya (sebutkan) …

8. Apa jenis alat bantu/media pembelajaran manakah yang Anda sukai dalam mata pelajaran Bahasa Inggris?
   a. Gambar
   b. Penggunaan papan tulis
   c. Layar LCD
   d. Media kartu
   e. Audio/ CD
   f. Alat peraga
   g. Media nyata

   Lainnya (sebutkan) …
9. Menurut Anda, bentuk soal/penilaian yang sering diberikan oleh Guru adalah…
   a. Pilihan ganda
   b. Essay / Isian
   c. Tanya jawab langsung
   d. Keaktifan di kelas
   e. Portofolio/unjuk kerja
   f. Tampil di depan kelas
   g. Kerja kelompok
   h. Lainnya (sebutkan) ….
10. Bentuk soal/ penilaian manakah yang Anda sukai?
   a. Pilihan Ganda
   b. Essay / Isian

c. Tanya jawab langsung
d. Keaktifan di kelas
e. Portofolio/unjuk kerja
f. Tampil di depan kelas
g. Kerja kelompok
h. Lainnya (sebutkan) ….

11. Bentuk kegiatan apa yang Anda senangi dalam belajar Bahasa Inggris?
(boleh memilih lebih dari 1 jawaban)
a. Membuat kalimat/paragraf/essay
b. Mengartikan kosakata
c. Mendengarkan musik/lagu
d. Mengisi lirik lagu
e. Latihan pengucapan kosakata
f. Menjawab pertanyaan yang diberikan oleh Dosen
g. Melengkapi isi teks yang hilang
h. Menjodohkan pertanyaan dengan jawaban yang tepat
i. Bercerita di depan kelas
j. Membuat karya/unjuk kerja
k. Games/permainan
l. Menentukan pernyataan benar atau salah
m. Menemukan kosakata dalam kotak huruf acak
n. Bermain peran bersama teman-teman
o. Lainnya (sebutkan)

12. Apa saja sarana belajar yang Anda inginkan ada di jurusan ini?
(boleh memilih lebih dari 1 jawaban)
a. Perpustakaan
b. Lab bahasa
c. Gambar
d. Kaset rekaman Bahasa Inggris

e. LCD / Laptop
f. Media Nyata
g. Alat Peraga
h. Lainnya (sebutkan) ….

13. Bagaimanakah cara belajar yang Anda Sukai?
    a. Individu
    b. Berpasangan
    c. Berkelompok
    d. Diskusi Kelas

14. Faktor apa saja yang menjadi Kendala Anda dalam Pembelajaran Bahasa Inggris? (bisa memilih lebih dari satu)
    a. Pengucapan (*Pronunciation*)
    b. Kosakata (*Vocabulary*)
    c. Kelancaran (*Fluency*)
    d. Lainnya (Sebutkan)…
15. Apakah Harapan Anda setelah belajar Pembelajaran Bahasa Inggris?
    a. Dapat berbicara menggunakan Bahasa Inggris dengan baik.
    b. Memiliki banyak Kosakata (Vocabulary) Bahasa Inggris.
    c. Dapat menulis Bahasa Inggris dengan Baik dan tepat.
    d. Lainnya (Sebutkan) …
16. Materi apa yang anda butuhkan dalam belajar bahasa inggris? (bisa memilih lebih dari satu)
    a. Allah yang maha Esa
    b. Allah maha pencipta
    c. Rukun islam
    d. Rukun iman
    e. Nabi Muhammad SAW
    f. Doa-doa

g. Tata karma
h. Berbakti kepada orang tua
i. Sapaan sehari-hari
j. Lainnya (sebutkan) ……

APPENDIX 4: result of Interview to Head of Islamic Education Study Program

Responden		Ketua Prodi Pendidikan Agama Islam	
Tanggal Pelaksanaan		Selasa, 9 Agustus 2022	
NO	**Question**	**Answer**	**Translate**
1	Apakah prodi menyiapkan RPS untuk mata kuliah ESP sebagai acuan bagi dosen dalam mengajar?	Tidak, kalo prodi sendiri tidak ada menyiapkan tapi ituu sebenarnya saya percayakan kepada dosen tetap bahasa inggris yang mengajar English For Islamic Study.	No, the study program did not prepare the RPS, but it was entrusted to the permanent English lecturer who taught English For Islamic Study to prepare the RPS.
2	Apa capaian yang diharapkan ketua Prodi kepada mahasiswa setelah belajar ESP?	Kalo saya sendiri selaku ketua prodi mata kuliah itu ada disini karena supaya mahasiswa yang mengajar itu dia mampu minimal membaca referensi yang berbahasa inggris. Itu juga untuk mendukung capaian pembelajaran lulusan PAI. Khususnya di keterampilan umum nomor 3 yaitu dia mampu mengkaji implikasi	As the head of the study program, the course aims to make students able to at least read references in English. It is also to support the learning outcomes of PAI graduates. Especially in general skill number 3, they are able to examine the implications of developing or

		pengembangan atau implementasi ilmu pengetahuan dan tekhnologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan sulusi, gagasan, desain atau kritik seni, menyusun deskripsi saintefikal hasil kajiannya dalam bentuk skripsi atau laporan akhir dan mengubahnya dilaman perguruan tinggi. Jadi itu yaa untuk mendukung itu supaya dia bisa membaca referensi berbahasa inggris.	implementing science and technology that pays attention to and applies humanities values according to their expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compose descriptions scientific results of the study in the form of a thesis or final report and change it on the college website. So that's to support them so they can read English references.
	Apakah jumlah SKS untuk mata kuliah ESP sudah cukup untuk pembelajaran yang optimal?	Insya Allah cukup kalau. kan ini berjenjang kan, ESP ini istilahnya bahasa inggris 2 setelah bahasa inggris 1 yang dipelajari pada semester 1. Harapannya sih, setelah	God willing, that's enough. This is tiered, right, ESP is English two after English one that they learned in the first semester. I hope that, after learning English one, English two is enough for

		belajar 1, bahasa inggris 2 cukuplah untuk bisa kalau hanya sekedar untuk bisa membaca referensi berbahasa inggris.	them if they can only read English references.
	Menurut ibu materi/topik apa yang cocok diajarkan kepada mahasiswa ?	Sarannya, kan kita di materi PAI ada 4 yang harus diajarkan kepada mahasiswa yaitu SKI (Sejarah Kebudayaan Islam), Aqidah Akhlak, Fiqih, qur’an Hadis. Nah untuk bisa mengajarkan itu mahasiswa diharapkan dia kaya akan metode ataupun strategi pembelajaran untuk bisa diimplementasikan saat menjadi guru nantinya. Nah metode dan strategi pembelajaran itu harapannya dia tidak dapat hanya dari referensi yang berbahasa Indonesia tapi juga berbahasa inggris	My advice, in PAI there are 4 materials that must be taught to students, namely SKI (Islamic Cultural History), Aqidah Akhlak, Fiqh, Qur'an Hadith. so to be able to teach it, students are expected to be rich in learning methods or strategies that can be implemented when they become teachers later. Now, hopefully, the learning methods and strategies will not only come from references in Indonesian but also in English

APPENDIX 5: Interview to ESP Lecturer 1

Respondent		ESP Lacturer 1	
Tanggal Pelaksanaan		Rabu, 10 Agustus 2022	
NO.	**Questionnaire**	**Answer**	**Translate**
1	Apakah Bapak/ Ibu menyiapkan RPS untuk mengajar di kelas? Mengapa?	Tidak, saya tidak menyiapkan RPS karena saya menyesuaikan dengan kemampuan mahasiswa. Biasanya diawal pembelajaran itu langsung dulu saya Tanya-tanya apa yang sudah mereka pelajari, apa yang mereka tahu baru kemudian menyepakati materi apa yang akan di pelajari.	No, I didn't prepare the RPS because I adjusted it to the student's abilities. Usually at the beginning of the lesson, I wonder what they have learned, what they know and then I agree on what material will be studied.
2	Menurut Bapak/ Ibu, apakah RPS yang dibuat berdasarkan kebutuhan mahasiswa itu diperlukan?	Sebenarnya diperlukan	
3	Media apa saja	Saya biasanya menggunakan	I usually use WA to

	yang Bapak/Ibu gunakan sehingga dapat membantu siswa memahami materi ajar?	WA untuk mengirim materi. Jadi, materinya itu saya download kemudian saya bagikan ke mereka. karena kebanyakan saya tugasnya itu membaca, kemudian mendengarkan. Sebenarnya itu untuk meningkatkan kosakata. Jadi langsung bacaan kusuruh terjemahkan tapi mereka terjemahkan perkalimat.	post materials. So, I downloaded the material and then I shared it with them. because most of their work is reading, then listening. Actually it's to increase vocabulary. So I immediately ordered the reading to be translated but they translated the sentences.
4	Apakah Bapak/Ibu menyiapkan bahan ajar/materi dalam mengajar? Mengapa?	Materinya biasanya yang berhubungan dengan agama, PAI. Misalnya kayak materi tata cara berwudhu, makanan halal dan lain-lain.	The material is usually related to religion, Islamic education. For example, the material for ablution procedures, halal food and others.

5	Apa saja sumber-sumber materi yang Bapak/Ibu gunakan dalam mengajar Bahasa Inggris?	Dari google. Saya googling buku atau pembelajaran English for Islamic Studies memang. Tapi yang levelnya masih rendah biasanya karena yah itu tadi, disesuaikan dengan kemampuan siswa. Karena kemampuan dasarnya mahasiswa juga perlu lagi ditingkatkan.tapi kalau menurutku kalo PAI itu mungkin okelah grammar mungkin tidak terlalu perlu, perlu, tpi tidak terlalu perlu.yang pastinya basic perlu untuk diketahui dan yang terpenting sebenarnya adalah bagaimana mereka bisa menguasai vocab, perbanyak vocab. Kemudian mereka tahu bagaimana cara menerjemahkan dengan baik dan benar. Begitu menurut saya.	From google. I googled books or learning English for Islamic Studies indeed. But the material at a low level is usually, because that was it, it was adjusted to the students' abilities. Because students' basic abilities also need to be improved. But in my opinion, PAI might not really need grammar, they need it, but they don't really need it. What is certain is that the basics need to be known and the most important thing is how they can master vocab, multiply vocab. Then they know how to translate properly and correctly. So I think.

8	Apakah masalah yang Bapak/Ibu hadapi dalam mengajar Bahasa Inggris di Prodi Pendidikan Agama Islam?	Masalahnya itu sebenarnya tidak ada ji sejauh ini kalau masalah yang signifikan dalam bahasa inggris. Alasannya karena itu tadi, itu kan medianya paling pasti pake HP ka dalam kelas karena mereka menerjemahkan bacaan menggunakan google translate tapi mereka menerjemahkan itu tdk langsung perparagraf tapi saya arahkan untuk menerjemahkan perkalimat. Karena saya mau mereka paham bahwa kosa kata ini artinya ini. jadi kendalanya itu paling kalau missal jaringannya jelek atau bagaimana. Kemudian penugasannku juga itu kusuruhki bikin video misalnya halal food, saya mengajar tentang masalah halal dan haram temanya. Kemudian mereka membuat video misalnya makanan	Actually there are no significant problems in learning English so far. The reason is that, because the media I use is only cellphones in teaching in class, because they translate the text using google translate but they don't translate the text directly into paragraphs but I direct them to translate sentences. Because I want them to understand that this vocabulary means this. so the problem is that their HP network is bad or what. Then for their assignment, I asked them to make videos, for example halal food, so I taught about the topic of halal and haram. Then they make videos, for example the halal food they meet,

		halal yang mereka temui, kemudian materi tentang berwudhu mereka merekam suaranya sendiri	then the material about ablution they record their own voices.
9	1. Bagaimanakah tingkat kemampuan rata-rata siswa dalam belajar komponen bahasa (*Vocabulary, grammar, pronunciation*) keterampilan (*reading, listening, writing*, dan *speaking*)? Apakah mereka dapat mengikuti dengan baik?	Sebenarnya kalau kemapuannya tidak bagus. Bukan tidak bagus sih, tapi memang tidak terlalu bagus karena kalo saya melihat dari kemampuan speakingnya memang mungkin masih rendah tapi ketika menerjemahkan mereka bisa karena banyak mi alat. Menulispun saya mengarahkan mereka menulis dalam bahasa Indonesia kemudian mentranslate. Tapi bahasa indonesianya saya tekankan supaya agus ki struktur bahasa indonesianya supaya hasl translatenya pun bagus.	Actually if their ability is not good. It's not bad, but it's not very good, because if I look at their speaking skills, they may still be low, but when they translate they can because there are many tools to translate. Even when I write, I direct them to write in Indonesian and then translate. But I emphasize the Indonesian language so that the structure of the Indonesian language is good so that the translation results are good.
10	Topik-topik apa saja yang Bapak/Ibu berikan		

	dalam materi mata pelajaran Bahasa Inggris?		
11	Bentuk penilaian seperti apa saja yang biasa Bapak/Ibu berikan kepada mahasiswa?	Saya langsung prosesnya, bagai mana penilaian proses. Terus tugasnya juga tentu sy nilai, tugas-tugas yang mereka kupulkan. Prosesnya yang saya maksud adalah misalkan saya kasikan tugas, bagaimana prosesnya apakan mereka autentik idenya atau hanya meniru-niru. Contoh sudah ada temannya yang kumpul terus dia hanya mengikuti template temannya. Saya nilai itu semua. Intinya saya nilai dari prosesnya dan juga tugas-tugasnya.	I immediately assess the process, how the assessment process. Then I also value their assignments, the tasks they collect. What I mean by the process is, for example, I give them a task, what is the process, do they authenticate their ideas or just copy them. For example, there are already friends who collect assignments and then they just follow their friend's template. I value it all. In essence, I value the process as well as the tasks.
12	Apa harapan Bapak/Ibu terhadap mata pelajaran Bahasa Inggris	Harapanku sebenarnya, mungkin karena saya mengajar English for Islamic Studies jadi harapan saya	My hope is actually, maybe because I teach English for Islamic Studies, so I really

	kedepannya?	sebenarnya supaya kemampuan siswa di basicnya itu bisa lebih di perkuat lagi. Maksudnnya mungkin kalau tidak cukup pembalajaran bahasa inggris satu di semester satu mungkin baiknya ada kegiatan atau program supaya dibuatkan untuk mahasiswa semester satu itu untuk penambahan kemampuan bahasanya. Begitu kalau saya.	hope that students' abilities in the basics can be strengthened even more. This means that if it is not enough to learn English one semester in the first semester, maybe it is better to have activities or programs for first semester students to increase their language skills. So in my opinion.

APPENDIX 6: Interview to ESP Lecturer 2

Responden		Dosen ESP 2	
Tanggal Pelaksanaan		Kamis, 12 Agustus 2022	
No	**Questionnaire**	**Answer**	**Translate**
1	Apakah Bapak/ Ibu menyiapkan RPS untuk mengajar di kelas? Mengapa?	Saya punya RPS yang sudah saya buat sendiri, saya ambil daricontoh terus saya adapasi/modifikasi sesuai dengan apa yang di butuhkan jurusan pendidikan agama islam.	I have an RPS that I have made myself, I take it from the example and I continue to adapt/modify it according to the needs of students in the Islamic education study program.
2	Menurut Bapak/ Ibu, apakah RPS yang dibuat berdasarkan kebutuhan mahasiswa itu diperlukan?	Sebenarnya diperlukan	
3	Media apa saja yang Bapak/Ibu gunakan sehingga dapat membantu siswa memahami	Pada saat online kemarin sekitar 8x pertemuan itu cuman menggunakan zoom dan powerpoint kemudian pada saat	When I teach online about 8x meetings, I only use zoom and powerpoint then when offline I usually show videos that show

	materi ajar?	offline nya biasanya saya memperlihatkan video yang menujukan reaction dan memberikaantugas roll playtapi lebih banyak menggunakan media powerpoint	reactions and give roll play assignments but mostly use powerpoint media
4	Apakah Bapak/Ibu menyiapkan bahan ajar/materi dalam mengajar? Mengapa?	Iya saya menyiapkan sendiri.	Yes, I prepared it myself.
5	Apakah mahasiswa mendapatkan bahan ajar yang		
6	Apa saja sumber-sumber materi yang Bapak/Ibu gunakan dalam mengajar Bahasa Inggris?	Dari buku ada dari internet juga ada,sumbernya dari 2 itu	From books and from the internet too, the source is from those 2
7	Metode apa yang biasa anda gunakan dalam mengajar ESP?	Metode mengajar masih metode ceramah tanya jawab dan kadang-kadang grup diskusi untuk mempersenasikan	The teaching method is still a lecture method, question and answer and sometimes discussion groups to present in front

		di depan kelas	of the class
8	Apakah masalah yang Bapak/Ibu hadapi dalam mengajar Bahasa Inggris di Prodi Pendidikan Agama Islam?	Masalahnya kosa kata sebagian siswa masih kurang dan pemahaman teori dasar bahasa ingris juga masih kurang,sehingga saya memberikan materi-materi yang ringan untukmenyesuaikan kemampuan siswa	The problem is that some students' vocabulary is still lacking and understanding of the basic theory of English is also still lacking, so I provide low-level materials to adjust students' abilities
9	Bagaimanakah tingkat kemampuan rata-rata siswa dalam belajar komponen bahasa (*Vocabulary, grammar, pronunciation*) keterampilan (*reading, listening, writing*, dan *speaking*)? Apakah mereka dapat mengikuti dengan baik?	Secara kesulurhan vocabnya masih kurang yang seharusnya sudah bisa karena telah didapat pas di SMA, dan sama juga dengan grammar, pronunciation readingnya dan semacamnya, cuman ada beberapa yang sudah bagus pemahamannya. Tapi mereka dapat mengikuti bahan materi dengan baik seperti dilihat saat diskusi dan persentasi	Overall, the vocab is still lacking even though they should have known it because it was obtained when they were in high school, and the same with grammar, pronunciation and reading, only some of them had good understanding. But they can follow the material well as seen during discussions and presentations

10	Topik-topik apa saja yang Bapak/Ibu berikan dalam materi mata pelajaran Bahasa Inggris?	Topiknya saya mengikut, saya selalu mencoba menghubungkan misal karena ini islamic studi kemarinsaya memberikan materi semacam kosa kata tentang bulan puasa	The topic is I follow the situation, I always try to connect, for example, because this is an Islamic study yesterday, I gave material such as vocabulary about the month of fasting.
11	Bentuk penilaian seperti apa saja yang biasa Bapak/Ibu berikan kepada mahasiswa?	Saya menilai dari kehadirannya, partisipasi dalam proses belajar dan dari ujian nya	I judge him by his attendance, participation in the study process and from his exams
12	Apa harapan Bapak/Ibu terhadap mata pelajaran Bahasa Inggris kedepannya?	Harapan saya pada saat semester1 di perhatikan lagi agar saat naik tingkat sudah bisa lebih baik karena kalau tidak pada saat semester selanjutnya kembali lagi belajar dari basic	My hope is that students will pay attention to their lessons in semester 1 so that when they move up the level they can be better. because if not, when they are in the next semester they will return to learning from the basics

APPENDIX 7: Interview to ESP Lecturer 3

Responden		Dosen ESP 3	
Tanggal Pelaksanaan		Kamis, 12 Agustus 2022	
No	**Questionnaire**	**Answer**	**Translate**
1	Apakah Bapak/ Ibu menyiapkan RPS untuk mengajar di kelas? Mengapa?	Kalo RPS nya itu ada, tapiitu rps ya dia dari departemen jurusannya sendiri untuk jadi rujukan	I have an RPS, but it's an RPS from the department itself to be a reference
2	Menurut Bapak/ Ibu, apakah RPS yang dibuat berdasarkan kebutuhan mahasiswa itu diperlukan?	Yang saya liat rps nyasudah bagus karena dia kasih reading teks yang berkaian dengan jurusannya islamic tidak seperti semester awal	What I saw was that the RPS was good because it was about reading texts related to Islamic majors, not like the first semester
3	Media apa saja yang Bapak/Ibu gunakan sehingga dapat membantu siswa memahami materi ajar?	Untuk reading teks saya kasih lembaran biasa terus mereka menjawab bas on your teks, untuk mejelaskan materi saya menggunakan powerpoint, saya juga meminta mahasiswa membuat cv dengan aplikasi canvas, dan saya juga	For reading texts, I gave them a regular sheet and they answered based on your text. To explain the material, I used powerpoint. I also asked students to make CVs using the canvas

		memberikan tugas membuat video tanya jawab bersama dengan temannya	application, and I also gave them the task of making a question and answer video with their friends.
4	Apakah Bapak/Ibu menyiapkan bahan ajar/materi dalam mengajar? Mengapa?	Iya harus di siapkan,kalo biasa gak sempat mengajar saya meminta mahasiswa untuk belajar sendiri	Yes, it must be prepared, if I usually don't have time to teach, I ask students to study on their own
5	Apakah mahasiswa mendapatkan bahan ajar yang		
6	Apa saja sumber-sumber materi yang Bapak/Ibu gunakan dalam mengajar Bahasa Inggris?	Saya beli buku islamic studi untuk materi reading teks,	I bought a book about Islamic studies for reading texts
7	Metode apa yang anda gunakan dalam mengajar ESP?	Tergantung dari materinya,biasa saya menjelaskan materi kalo materi reading teks saya kasih mahasiswa untuk mencari sendiri kosa kata terus jawab sesuai teks nya	it depends on the material, I usually explain the reading text material. I give students the opportunity to find the appropriate vocabulary,

			and then answer according to the text.
8	Apakah masalah yang Bapak/Ibu hadapi dalam mengajar Bahasa Inggris di Prodi Pendidikan Agama Islam?	Kemarin tidak ada msalah tapi sekarang saya mengajar diperpustakaan jadi masalahnya di tempat mengajar sih soalnya di perpustakaan fasilitasnyaterbatas seperti papan tulis dan lcd	Previously there was no problem but now I teach in the library so the problem is the place to teach because in the library the facilities are limited, such as whiteboards and LCDs.
9	Bagaimanakah tingkat kemampuan rata-rata siswa dalam belajar komponen bahasa (*Vocabulary, grammar, pronunciation*) keterampilan (*reading, listening, writing*, dan *speaking*)? Apakah mereka dapat mengikuti dengan baik?	Ingkatan pemahamannya ada yang high ada yang medium dan ada yang low wkwk, tapi semua siswa bisa mengikuti pelajaran dengan baik,	The level of understanding is high, there is medium and there is low, but all students can follow the lesson well,
10	Topik-topik apa	Topiknya saya mengikut,	

	saja yang Bapak/Ibu berikan dalam materi mata pelajaran Bahasa Inggris?	saya selalu mencoba menghubungkan misal karena ini islamic studi kemarinsaya memberikan materi semacam kosa kata tentang bulan puasa	
11	Bentuk penilaian seperti apa saja yang biasa Bapak/Ibu berikan kepada mahasiswa?	Saya menilai dari readingnya speakingnya dan saya juga nilai dari tugasnya baik individu maupun kelompok	I judge students from their reading, speaking and I also value their assignments, both individually and in groups.
12	Apa harapan Bapak/Ibu terhadap mata pelajaran Bahasa Inggris kedepannya?	Semoga banyak lagi referensi yang sesuai jurusannya dan juga ruang kelasnya sih	Hopefully there will be many more references that match the department and also the class room

APPENDIX 8: Interview to ESP Lecturer 4

Responden		Dosen ESP 4	
Tanggal Pelaksanaan		Jumat, 13 Agustus 2022	
No	**Questionnaire**	**Answer**	
1	Apakah Bapak/ Ibu menyiapkan RPS untuk mengajar di kelas? Mengapa?	Ada,RPSnya sebenarnya pernah disusun bersama sebelumnya bersama dosen-dosen yang lain. Cuma lagi-lagi ee tidak berdasarkan kebutuhannya mahasiswa. Jadi kami sebenarnya menyusun berdasarkan beberapa referensi yah, misalnya ada beberapa buku yang venjadi referensi. Jadi kami mencari materi-materi yang memang sebennarnya berhubungan dengan Islamic studies itu sendiri. Jadi contohnya rukun Iman, rukun Islam.tapi bukan hanya terkait Islamic studies tapi kami juga memasukkan beberapa	Yes, the RPS had actually been prepared together before with other lecturers. but not based on student needs. So we actually compiled it based on several references, for example, there were several books that became references. So we are looking for materials that are actually related to Islamic studies itself. So, for example, the pillars of faith, the pillars of Islam, but not only material related to Islamic studies but we also include some materials that students need when they finish

		materi dimana eee dibutuhkan oleh mahasiswa ketika keluar dari STAIN misalnya cara pembuatan CV, Surat lamaran, dan wawancara kerja. meskipun sebenarnya sudah ada formatnya tapi paling tidak punya pengalaman menulis dan membuat hal-hal yang mereka butuhkan saat kerja.tapi RPS ini jelass tidak sesuai dengan kebutuhan mahasiswa karena itu.. sebenarnya ini kalau venurut dosennya itu cocok buat mahasiswa. Jadi lebih sumbernya juga acak karena kita mengambil dari berbagai sumber.	studying at STAIN, such as how to make a CV, cover letter, and job interviews. even though the format already exists, at least they have experience in writing and making things they need at work. But this RPS is clearly not in accordance with the needs of students because of that, in fact, according to the lecturer, it is suitable for students. So the source is also random because we take from various sources.
2	Menurut Bapak/ Ibu, apakah RPS yang dibuat berdasarkan kebutuhan mahasiswa itu	Sebenarnya diperlukan	

	diperlukan?		
3	Media apa saja yang Bapak/Ibu gunakan sehingga dapat membantu siswa memahami materi ajar?	Kalau ditanya media yang pasti powerPoint yah, kalo misalnya ma’am tidak mendapatkan LCD ee pawer pointnya itu ma’am share ke mereka pernah lewat Edlink, WA group, Class room. Karena saya jarang mendapatkan LCD jadinya mahasiswa lebih banyak menggunakan media HP. Kalau ditanya media yang lain biasanya saya juga menggunakan media hotpotatos sebagai latihan kepada mereka. Jadi misalnya jika ada materi bacaan yang ma’am dapatkan berupa buku. Disitu ada latihan yang kemudian saya buat dalam hotpotatos supaya lebih interaktif.	If you ask the media, it's definitely PowerPoint, for example, ma'am didn't get an LCD, so the power point was shared with them via Edlink, WA group, Class room. Because I rarely get an LCD, so students use HP media more. When asked by other media, I usually use hotpotatos as an exercise for them. So for example, if there is reading material that ma'am gets in the form of books. There was an exercise which I then made in hotpotatos to make it more interactive.

4	Apakah Bapak/Ibu menyiapkan bahan ajar/materi dalam mengajar? Mengapa?	Ya ada bahan ajar, karena setiap topiknya itu ada. tapi jadinya tidak semua terkait Islamic studies. misalnya di awal itu, karena di bahasa inggris 1 itu kami mengajarkan lebih banyak ki' grammar ya.. apa itu part of speech, apa itu auxuluary verb dan lain sebagainya. Tenses bahkan diajarkan, jadi pas masuk bahasa inggris 2 atau Islamic Studies kami lebih focusex kepada Islamic itu sendiri. Tapi ada juga beberapa ee materi yang bersifat umum. Justru yang diawal itu tidak masuk di Islamic Studies dulu, tapi dia lebih ke how to introducing, bagaimana caranya mereka introduce, bagaimana caranya vereka thanking/ mengucapkan terima kasih pada orang lin. Jadi, justru tidak focus kepada Islamic Studies itu	Yes, there are teaching materials, because every topic is there. however, not all of them are related to Islamic studies. For example, at the beginning, because in English 1 we teach more grammar, right... what is part of speech, what is auxuluary verb and so on. Tenses are even taught there, so when we enter English 2 or Islamic Studies, we focus more on Islam itself. But there is also some general material. In fact, at the beginning, he was not included in Islamic Studies first, but he was more concerned with how to introduce, how they introduced, how they thanked other people. So, they don't focus on Islamic Studies itself because it's just an

		sendiri karena memang baru perkenalan dimana mungkin bisa jadi ma’am tidak mengajar mereka di semester sebelumnya.	introduction where maybe I didn't teach them in the previous semester.
5	Apakah mahasiswa mendapatkan bahan ajar yang	Ya, mahasiswa mendapatkan.tapi untuk hari itu saja. Jadi ma’am share ke mereka.	Yes, students get teaching materials. But for that day only. So ma'am share with them.
6	Apa saja sumber-sumber materi yang Bapak/Ibu gunakan dalam mengajar Bahasa Inggris?	Yang saya gunakan itu, yang pastinya dari intrnet. Memang rata-rata dari internet buku-bukunya. Jadi ada beberapa buku juga yang saya modifikasi dari mata kuliah lain tapi tetap berhubungan dengan ee apa namanya.. ee meteri ini.. jadi kalau ditanya, hamper keseluruhan itu dari internet.	What I use is definitely from the internet. Indeed, the average book from the internet. So there are also some books that I modified from other courses but still relate to this material... so if you ask, almost all of them are from the internet.
7	Metode apa yang anda gunakan dalav mengajar ESP?	Kalo metode biasanya ma’am lebih banyak menggunakan fair work. Jadi biasanya saya meminta vahasiswa bekerja	If the method usually I use more fair work. So usually I ask students to work in groups on group assignments or I ask

		berkelompok untuk tugas-tugas kelompok atau saya mEmINTA Mereka berpasangan. Fair work biasanya digunakan ketika ma’am memberi tugas seperti mendeskripsikan temannya kah atau mereka berpasangan saling mewawancarai.	them to work in pairs. Fair work is usually used when ma'am gives tasks such as describing friends or whether they are in pairs interviewing each other.
8	Apakah masalah yang Bapak/Ibu hadapi dalam mengajar Bahasa Inggris di Prodi Pendidikan Agama Islam?	Yang masalah sebenarnya adalah, kalo yang ma’am lihat adalah mereka sebenarnya belum siap untuk diajarkan materi yang lebih tinggi. Mungkin pada saat mereka belajar di semester 1, mungkin mereka tidak terlalu memperhatikan atau acuh tak acuh terhadap pembelajaran bahasa inggris karena menganggap ia hanya sebagai mata kuliah umum.	Actually the problem is, what ma'am sees is that they are actually not ready to be taught higher material. Maybe when they study in semester 1, maybe they don't pay much attention or are indifferent to learning English because they think it is only a general course.
9	Bagaimanakah tingkat kemampuan	Untuk komponen bahasa sebenarnya sudah lumayan	As for the language component, it's actually

	rata-rata siswa dalam belajar komponen bahasa (*Vocabulary, grammar, pronunciation*) keterampilan (*reading, listening, writing*, dan *speaking*)? Apakah mereka dapat mengikuti dengan baik?	sih, 50% Mungkin sudah bagus.tapi ada juga mahasiswa yang saya ajar tidak bisa berhitung 1-10. Ada. Kalo skill kan memang kebanyakan leih ke.. ada speaking, ada reading, reading kan ketika saya minta salah satu dari mereka untuk reading berarti yang lain sudah listening. Yang ketika saya minta mereka untuk membaca ulang readingnya itu sudah lumayan. Reading and listeningnya sudah lumayan. Kalo writing saya biasanya kasih format. Tapi yang pasti mereka bisa mengikuti pembelajaran dengan baik. Mungkin yang susah itu adalah speakingnya karna mungkin mereka takut-takut speaking.	pretty good, 50% might be good. But there are also students I teach who can't count from 1-10. There is. Skills are mostly speaking, reading. When I ask one of them to read, it means that the others are already listening. Which when I asked them to reread the reading, it was already good enough. Reading and listening are good enough. For writing material, I usually give the format. But for sure they can follow the lesson well. Maybe what is difficult is speaking because maybe they are afraid to speak.
10	Topik-topik apa saja yang Bapak/Ibu berikan	Rukun Iman, rukun islam, terus ma’am juga membahas yang tadi itu	The Pillars of Faith, the pillars of Islam, continued to discuss the

	dalam materi mata pelajaran Bahasa Inggris?	yaah yang terkait dengan pekerjaan mereka, cara membuat CV, Lamaran kerja, biografi dosen dan question word untuk wawancara.	previous night, those related to their work, how to make a CV, job applications, lecturer biographies and question words for interviews.
11	Bentuk penilaian seperti apa saja yang biasa Bapak/Ibu berikan kepada mahasiswa?	Kalo assesmentnya kan kalo ma'am pribadi adaa kehadiran, keaktivan, tugas, terus ada UTS dan UAS. Kalo dulu itu ma'am kasih 30 30% untuk masing-masing komponen. Tapi sekarang saya kasih masing-masing 25%.	As for the assessment, personally, I assess attendance, activities, assignments, and then there are UTS and UAS. In the past, ma'am gave 30-30% for each component. But now I give each 25%.
12	Apa harapan Bapak/Ibu terhadap mata pelajaran Bahasa Inggris kedepannya?	Sebenarnya harapan ma'am lebih mereka diajarkan sesuai dengan kebutuhan mereka. Jadi.. bisa jadi mungkin ada beberapa eemm metode kah atau apa yang justru tdk berkenaan dengan ee.. kebutuhan mereka. Jadi harapannya ya topiknya itu sudah lebih ke Islamic Studies pada umumnya.	In fact, ma'am hopes that they are taught according to their needs. So.. there could be some eemm method or what is not related to their needs. So hopefully the topic is more Islamic Studies in general. Even if something is taught related to what ma'am mentioned earlier, for

		Kalopun mungkin ada yang diajarkan terkait dengan yang ma'am sebutkan tadi misalnya pembuatan CV, itu menjadi sub bagian dari materi yang diajarkan kepada mereka. Jadi di awal tetap diajarkan terkait Islamic studies itu sendiri ee terus di sisipkan materi-materi yang venjadi kebutuhan mereka tapi jangan menjadi materi utama.	example making a CV, it becomes a sub part of the material that is taught to them. So at the beginning they were still taught about Islamic studies itself, and they continued to insert materials that became their needs but did not become the main material.

APPENDIX 9: Interviews Documentation

CURRICULUM VITAE

Nasrah is the name of the author of this thesis. The author was born in Saragian, Polewali Mandar Regency, Alu District, on January 20, 2000. She is the third child of fifth children, the spouse of Mr. Munding and Mrs. Hasmiah. The author started his study at the State Elementary School 043 Bumbung (graduated in 2012), then the author continued her studies at Madrasah Tsanawiyah YP Tutallu (graduated in 2015), Then continued her studies at State High School of Alu (graduated in 2018)

In 2018 the researcher took part in the selection to enter college though the UM-PTKIN route and was later declared to have passed at STAIN Majene, Departement of Tarbiyah and Teacher Training, English Education Study Program.

With perseverance, high motivation to continue learning and trying, the author has successfully completed the work of this thesis. I hope that this thesis will be able to make a positive contribution to the world of education.

Finally, the author expresses his deepest gratitude for the completion of the thesis entitled "Need Analysis of Non-English Study Program Students in Learning English at STAIN Majene"