

CONFLICTS AMONG ASPECTS OF NEEDS IN DESIGNING THE TEACHING OF ENGLISH USING AN ESP APPROACH AT HIGHER EDUCATION IN INDONESIA

I Made Sujana, Eka Fitriana, &
Edy Syahrial

A. INTRODUCTION

As an international lingua franca, English plays more and more roles in education, commerce, technology, industry, cultures and social interactions. Due to its importance as an international medium of communication, more and more people in the world learn to speak English. Caine (2008) comments that English is spoken worldwide as the first, second, foreign language or other language. Even, the number of non-native speaking English outnumbers that of the native speakers. Graddol (1997) in his “*The Future of English?*” proclaims that English will become an international lingua franca for at least the next fifty years and no single language will occupy the monopolistic position in the 21st century. Seeing this fact, the acquisition of English will become the contributing factor of one’s success in his/her academic and jobs. Therefore, improving students’ English competency at higher education in Indonesia is a must if they want to compete in international scales.

Teaching English at non-English Department (henceforth TENED) at higher education in Indonesia needs to be taken into account more seriously on both the design and its implementation. TENED is considered to fail to achieve the learning objectives established on the curricula at almost all study programs at higher education in Indonesia. Almost all of them place the improvement of English competencies to be able either to read textbooks written in English in their own field or to prepare them for seeking jobs. After long input from junior high school (some from primary schools), students are still incapable of functioning their English to communicate (spoken or written). With current situations of ELT in higher education, it will be difficult to bring students to be able to use English to cope with their study and to compete in job markets.

Reflecting from the previous research and observation, it can be concluded that the teaching of English in Indonesia failed to bring students to achieve target needs either to read textbooks written in English or to prepare students as job seekers. Studies conducted by Sujana, *et al.* (2000), Sujana, *et al.*, 2001a), Sujana, *et al.*, (2001b) conclude that the failure to TENED in Indonesia is caused by the conflicts among

the needs – high curriculum expectation (necessities), students' low level of English (lacks/gaps), limited time allotment (2 – 6 credits), big number students in a class, etc. With these situations, the teaching of English at most faculties eventually falls into what is achievable and manageable with the time available. It is made worse by traditional and conventional ways of teaching, especially in teaching Reading, consisting of Reading a text → answering questions → discussing the answer. Such kinds of activities lead to “Reading for Testing”, but ignoring “Reading for Information”. The main target of learning such receptive skills as Reading and Listening is to be able to retell the content of the passage he/she reads. This cannot be achieved just by practicing answering discrete questions. Students should be trained on how to do more academic reading --- summarizing, note taking, retelling, outlining, etc. (Sujana, 2006).

All problems mentioned above contribute to the failure of the teaching English at the University of Mataram (henceforth UNRAM), Indonesia. Therefore, it is urgent to review the current practice of ELT at the University by analyzing all aspects of learning comprehensively. The present study was conducted in order to redesign the Teaching of English at the University of Mataram using an ESP approach. An ESP approach is an approach of ELT based on designing courses to meet learners' needs (Hutchinson & Waters, 1993; Strevens, 1988; Dudley-Evans & St. Jones, 1998). This definition implies that whatever teachers do in the design and the implementation of ESP courses --- establishment of the objectives, material selection, method, media, assessment etc. --- must be based on learners' reasons for taking English. The advantage of an ESP courses, as Strevens (1988), claims, is that since ESP is designed to fulfill learners' needs, (a) it wastes no time; (b) it is perceived as relevant by the learners; (c) it is successful in imparting learning; and (d) it is more cost-effective than General English.

Considering the important roles of English nowadays and in the future for both academic and job, it is a must to equip students at higher education in Indonesia with adequate English ability either to prepare themselves as students or to prepare themselves as job seeker after finishing their study. To prepare the course design, it seems that the ESP approach is the most suitable approach to apply. The present study is then directed to redesign the teaching of English at non-English Department, at the University of Mataram Indonesia using an ESP approach. The research is initiated by finding out various data of needs (necessities, lacks/level of English, wants) from various sources of information (students, English lecturers, subject specialists, and policy makers). Therefore, the current research is intended to investigate the following questions:

1. What are the levels of English of the students of University of Mataram, Indonesia?
2. What are the needs of English perceived by students of the University of Mataram?

3. What are the students' needs of English perceived by English lecturer, subject specialists, and institutions?
4. Based on the findings from needs analysis, what recommendations can be made for teaching English at non-English Department at the University of Mataram, Indonesia?

The findings on Research Questions 1, 2, 3 should become the bases for considerations in the design of teaching English for each target group of learners at the University of Mataram.

B. LITERATURE REVIEW

1. An ESP Approach in English Language Teaching

Nowadays, the teaching and research on ELT has moved from "how to teach" (method) to "what to teach" (content/materials) (Crook, 1991). One of the factors prompting this movement is the demand of the learners to master the language in efficient and effective ways. Besides, Strevens (1988) criticizes the current practices of ELT as waste time, big gap of knowledge, teachers' negative attitude to subject matters. According to Hutchinson and Waters (1993), the phenomena that motivate the emergence of ESP in the world contexts are (a) the Demand of a New Brave World; (b) The Revolution in Linguistics; and (c) The Development of Educational Psychology. The expansion on commerce and industry post War World II needs an international language to communicate with other people. The choice of an international language falls into English since it is spoken in a number of countries in the world, it is a language of powerful countries in commerce, technology and science. In relation to the Revolution in Linguistics, there is a shift attention of the meaning of learning language from learning formal features such as the elements of the language to learning communication --- how to use the language in real communication. People learn English in order to be able to function the language for communication, not to know about language. It is important, then, to consider the effective and efficient ways to learn English as a means of communication. The third phenomenon of the emergence of ESP is the development of educational psychology, considering learners as individuals with their own needs and interests. The fulfillment of learners' needs and interest will build positive attitude on learning and the positive attitude will make students works hard and get involved totally. As the result, they will be successful in learning.

The movement and criticisms have led to the reassessment of ELT. It is necessary to design programs capable of improving learners' language ability in short period of time. This movement then led to the application of ELT using an ESP approach. According to Hutchinson and Waters

(1993; see also Strevens, 1988), Dudley-Evans & St. Jones, 1998), ESP is an approach on ELT based on designing courses to meet learners' needs. The purpose of this approach is to improve and develop learners' English competencies in a relatively short time to prepare themselves for academic (English for Academic Purposes/EAP) or to prepare themselves for job market (English for Occupational Purposes/EOP). This purpose implies that (1) teaching an ESP approach tries to consider time carefully to make learning efficient and effective; (2) language aspects and skills are taught based on learners' needs; (3) learning in ESP contexts is practical and operational. To achieve that purpose, the teaching and learning must be designed systematically by considering all aspects determining the success of teaching and learning process (see Hutchinson & Waters, 1993; Robinson, 1991; Dudley-Evans & St. Jones, 1998). This systematic procedure is called Needs Analysis (NA).

According to Nunan (1999), Needs Analysis is a set of procedures for specifying the parameters of a course. The parameters include the criteria and rationale for grouping learners and the selection and sequencing course materials/content, methodology, course length, intensity and duration. It is therefore necessary to conduct learners' English needs analysis since the demand of English nowadays keeps increasing due to a number of factors mentioned in the previous section. It is reminded by Tar (2006) that the teaching of modern ESP at higher education needs a change for equipping students/graduation with ability to adapt new responsibilities in order to fulfill their needs either as students or as job seekers.

As mentioned above, one of fundamental principles in students' centered teaching and learning process lies on the responsiveness of the program to learners' needs. It is widely accepted in nowadays ELT programs that conducting needs analysis is compulsory prior to designing English programs. The questions are "whose needs to be considered, what are the needs, and how to analyze them?"

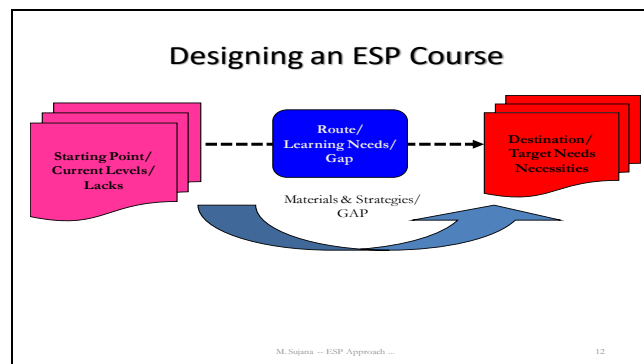
Hutchinson & Waters (1993) interpret needs as *necessities* (where the language is going to be used or what the learner needs to know in order to function effectively in the target situation), *lacks* (what learner has already known and what is needed to achieve necessities (gap)), and *wants* (what learners would like to gain from the language program (personal aims)). In designing a course those aspects should be considered carefully. A course designer tries to collect data about learners' necessities (target needs) from various resources. The accurate and comprehensive information about the necessities should be either from professional workers working in the area or from guide

references about the area. (Information from candidates of the target group tends to be artificial and be seen as *wants* rather than *necessities*; it can be used as supplementary). After finding the necessities (destination), the course designer should collect information from learners to know about their level of English (what they have known). Having known both necessities and lacks, the course designer can analyze the *learning needs* (what objectives, contents, strategies etc. are appropriate to bring learners from the lacks to the necessities)

Dudley-Evans & St. Jones (1998) provide a more elaborate way of doing needs analysis by finding at least 8 kinds of needs. The more information the course designer can collect on various aspects, the easier to design the learning needs. Those kinds of information are personal information about learners, language information about target situation, learners' lacks, learners' needs from course, language learning needs, how to communicate in the target situation, professional information about learners and environmental situations.

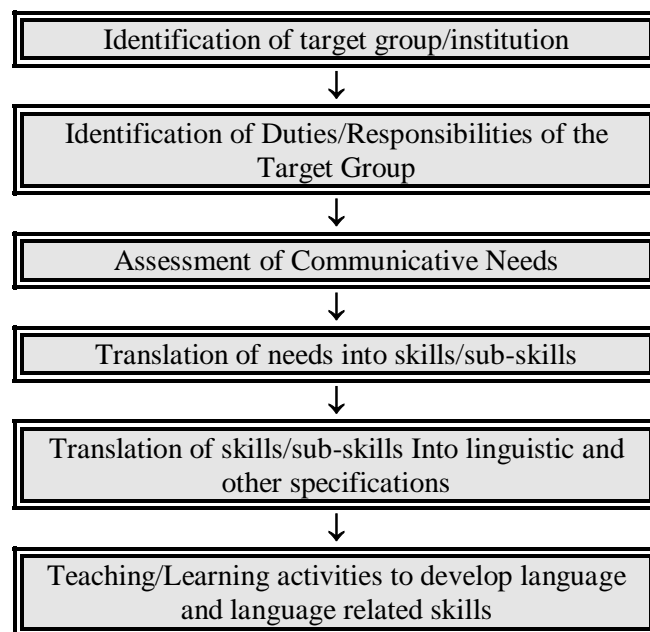
2. Theoretical Framework in Doing Needs Analysis

The frameworks used in collecting needs and then develop into course designs are (1) the protocol of Hutchinson and Waters (1993) for doing needs analysis and Steps in Doing Needs Analysis adapted from Harvey (1984).



The design of language teaching starts from finding the **necessities/destination** (where the language will be used) before the designing of teaching and learning strategies. The materials of the course will depend on **learners' lacks** (starting point/levels of English).

After all of information needed has been collected comprehensively, the learning needs can be elaborated by using a framework of Steps in Doing Needs Analysis adapted from Harvey (1984) as follows:



The process of analysis starts from the identification of learners of the language teaching program. The target group in this step is categorized into two groups: the identification of learners who want to study the language in terms of personal, socio-culture, education, expectation, interest, real language needs, etc.; and the identification of professional workers in the target situation, who have used the language in the target situation. The identification of responsibilities of professional workers of the target situation are used as a guideline in the following steps in designing syllabus since the responsibilities of the professional workers in the target situation are used as a basis in course design. In this step, it is necessary to (a) study in-depth each of the situations in which they would need to use English; (b) clarify the learners' communicative purposes by analyzing the activities and roles they would be performing in English; and (c) determine the level of performance they expected to attain. From the responsibilities of the professional workers, the communicative needs can further be elaborated in order to find out the focus of language skills needed in the particular workplace. The following step is the translation of the communicative into language competencies that need to be developed in order to be able to do the job professionally in the target situations. The language competencies are then translated into teaching materials from functional and structural point of view and strategies to master the language competencies.

Referring to the main purposes of doing need analysis mentioned in previous section, steps 1 - 4 aim at finding out the target needs (what learners needs to do in the target situations) while steps 5 and 6 aim at finding out learning needs (what learners need to do *in class* in order to master the language needed in the target situations).

[Due to the complexity of the analyses, the results of the application of these steps are reported in different research report. This article will focus on the result of needs analysis and recommendation of ELT programs for the target group]

C. METHODOLOGY

The methodology underlying this needs analysis is guided by the protocol of Hutchinson and Waters (1993) and combined with Steps in Doing Needs Analysis adapted from Harvey (1984) as mentioned in the theoretical framework above. The design of language program (learning needs) depends on the results of lacks (starting points) and the necessities (target needs). Therefore, the research is started from the collections of data on necessities and lacks (students' level of English) before designing the training program Hutchinson and Waters (1993).

The study is conducted at the University of Mataram, Lombok Indonesia. The University of Mataram consists of 8 faculties with the total number of students of 12,456. Of that number, 313 students from 3 faculties (Faculty of Education, Faculty of Economics, and Faculty of Medicine) are involved as respondents, selected using Proportionate Stratified Sampling with equal number between junior and senior students. The data are collected using triangulation techniques such as testing, questionnaire, interview and documentary, involving students, English lecturers, subject specialists on related subjects, policy makers at the University of Mataram, Indonesia. Data on students' English levels are tested using English Communication Skills for Civil Service (ECSCS) jointly-produced by ODA-LAN-BC while data on necessities/target needs are collected using questionnaires, interview and documentary.

The collected data are analyzed quantitatively for the data from the test and questionnaire and qualitatively for the data taken from interview, documentary and questionnaire.

D. FINDING AND DISCUSSION

FINDING

1. Students' Levels of English at the University of Mataram

The instrument used to measure English entry behavior is English Communication Skill for Civil Service (ECSCS) Placement Test produced jointly by ODA-LAN-BC. The respondents involved are students from Faculty of Medicine, Faculty of Economics, and Faculty of Education. The total number of respondent participating in this research is 313 students. As a whole, the result shows as follows:

Table 1: The result of Placement Test for all Students (N=313):

| ECSCS Level | SCORE | NUMBER | PERCENT AGE (%) | LEVEL |
|-------------|-----------|--------|-----------------|--------------------|
| 6 (+) | 135 – 150 | | | Post-Intermediate |
| 5 | 111 – 134 | 7 | 2.2% | Upper-Intermediate |
| 4 | 87 – 110 | 39 | 12.4% | Intermediate |
| 3 | 63 – 86 | 36 | 11.5% | Pre Intermediate |
| 2 | 37 – 62 | 44 | 14.0% | Elementary |
| 1 | 00 – 36 | 187 | 59.7% | Foundation |

Table 1 above shows that some students have achieved Intermediate Level (12.4%) and Upper Intermediate Level (2.2%). However, most of them accumulate in lower levels such as Foundation Levels (59.7%) and Elementary Level (14.0%). This data means that only 14.6% of the students are ready for ESP program as Dudley-Evans & St. Jones' (1998) opinion on variable characteristics of ESP, saying that "ESP is generally designed for intermediate or advanced students".

Since the basis of designing an ESP program is on faculty or study program, the results are grouped based on faculty or study program. The analysis of the results shows that only students of Faculty of Medicine have achieved higher levels of English with spread distribution in almost all levels. However, of 104 respondents there are still 28.3% in the lower levels (Foundation and Elementary). It is too critical for Medicine students since English plays a dominant role in their study. Having no adequate English ability at this Faculty, students will be in trouble since their references are mostly written in English. The results of two other faculties show that almost all of them are in the lower levels (Foundation and Elementary). Here are the details:

Table 2: The result of the Placement Test of Students from Faculty of Medicine (N=104)

| ECSCS Level | SCORE | NUMBER | PERCENT AGE (%) | LEVEL |
|-------------|-----------|--------|-----------------|--------------------|
| 6 (+) | 135 – 150 | | | Post-Intermediate |
| 5 | 111 – 134 | 7 | 6.6 | Upper-Intermediate |
| 4 | 87 – 110 | 38 | 35.8 | Intermediate |
| 3 | 63 – 86 | 31 | 29.2 | Pre Intermediate |
| 2 | 37 – 62 | 25 | 23.6 | Elementary |
| 1 | 00 – 36 | 5 | 4.7 | Foundation |

Table 2 above shows the results of the placement test achieved by the students of Faculty of Medicine the University of Mataram. As seen from the table, students' English ability varies. Some students (42.4%) have achieved high level (Intermediate and Upper intermediate); however, still

some students (28.3%) are in the lower levels (Foundation and Elementary). Because of the importance of English at the Faculty, the students whose abilities are lower than Pre-Intermediate will find difficulties in learning since the teaching using an ESP approach can be designed for students with Intermediate above (see Dudley-Evans & St. Jones, 1998).

The results achieved by the students of Faculty of Medicine are much better than those from two other faculties. The table below shows English ability of students of Faculty of Education the University of Mataram.

Table 3: The result of the Placement Test of Students from Faculty of Education (N=114)

| ECSCS Level | SCORE | NUMBER | PERCENT AGE (%) | LEVEL |
|-------------|-----------|--------|-----------------|--------------------|
| 6 (+) | 135 – 150 | | | Post-Intermediate |
| 5 | 111 – 134 | | | Upper-Intermediate |
| 4 | 87 – 110 | 1 | 0.87 | Intermediate |
| 3 | 63 – 86 | 1 | 0.87 | Pre Intermediate |
| 2 | 37 – 62 | 8 | 7.0 | Elementary |
| 1 | 00 – 36 | 104 | 91.2 | Foundation |

From the table, it can be seen that the accumulation of students' English levels is on the lower levels (Foundation (91.2%) and Elementary (7.0%)). Only 1 student (0.87%) is in Intermediate level. From lacks point of view, it will be very difficult to design language programs using an ESP approach. The teaching of English with such ability will fall into the teaching of General English (GE) to achieve maximally one step above the current level (Krashen's (1982) comprehensible input $i + 1$). In short, the target needs established in the curriculum will never be achieved due to various factors. It is necessary to change the policy of English proficiency.

Similar results are achieved by students of Faculty of Economics. Of 93 respondents, 95.7% (89 students are in the lower levels (Foundation and Elementary), most of whom are accumulated in Foundation Level (83.9%). Only 4 students (4.3%) achieve Pre-Intermediate Level and none achieves higher than the Pre Intermediate. In details the results achieved by the students of Faculty of Economics the University of Mataram can be seen in the following table.

Table 4: The result of the Placement Test of Students from Faculty of Economics (N=93)

| ECSCS Level | SCORE | NUMBER | PERCENT AGE (%) | LEVEL |
|-------------|-----------|--------|-----------------|--------------------|
| 6 (+) | 135 – 150 | | | Post-Intermediate |
| 5 | 111 – 134 | | | Upper-Intermediate |
| 4 | 87 – 110 | | | Intermediate |

| | | | | |
|---|---------|----|------|------------------|
| 3 | 63 – 86 | 4 | 4.3 | Pre Intermediate |
| 2 | 37 – 62 | 11 | 11.8 | Elementary |
| 1 | 00 – 36 | 78 | 83.9 | Foundation |

From the results presented in Tables 1 – 4 above, it can be concluded that most students are in Foundation and Elementary Levels and only some of them achieve higher levels (Intermediate above). If it is analyzed by faculty, the situations are worse in two faculties (Faculty Education & Faculty of Economics). Almost all of students are in the Foundation and Elementary. If the short term goal of learning English is to be able to read text books written in English, it is necessary to reconsider the current practice of ELT at each faculty. The possible problem that may arise from the low starting point of English and the high target needs (necessities) is that the goal has never been achieved; let alone, it is given in only 2 – 4 credits with big number of students in a class.

2. The Results of Needs as Perceived by Students and Institutions

Doing needs analysis is a starting point in designing teaching English using an ESP approach. In order to design an effective and efficient English language program, it is necessary to analyze needs from various aspects and from various respondents. Following sections discuss the expressions of needs from various perspectives such as needs as *necessities*, *wants*, *lacks* collected from students and institutions (management, subject specialist, and English lecturer) by using questionnaire, interview and documentary from each faculty.

2.1 Needs of English Perceived by the Students of Faculty of Medicine UNRAM

a. Learning Objectives

From the data collected using a questionnaire involving 49 respondents, it is found that students have different objectives in learning English. In order to get clearer descriptions of students' learning objectives, the data are analyzed from the first three choices from five ranks given on the question no 1 on the questionnaire. Here is the result of the questionnaire on learning objectives.

Tabel 5: Learning Objectives Perceived by Students of Medicine (N=49)

| RA NK | Impro ving Speak (%) | Improvi ng Read (%) | Going overse as (%) | Preparin g for job (%) | Improvi ng Writing (%) | Prepar ing lecture (%) | Doing transla tion (%) | Othe rs | Total |
|----------|-------------------------------|---------------------------|------------------------------|------------------------------|---------------------------------|---------------------------------|---------------------------------|------------|-------|
| 1 | 22 (31.8) | 18 (26.0) | 4 (5.7) | 8 (11.5) | 4 (5.7) | 3 (4.3) | 10 (14.4) | | 69 |
| 2 | 10 (24.3) | 9 (21.9) | 4 (9.7) | 6 (14.6) | 4 (9.7) | 3 (7.3) | 5 (12.1) | | 41 |
| 3 | 6 (12.5) | 8 (16.6) | 7 (14.5) | 8 (16.6) | 10 (20.8) | 2 (4.1) | 7 (14.5) | | 48 |

| | | | | | | | | | |
|--|--------------|--------------|-------------|--------------|--------------|------------|--------------|--|-----|
| | 38 (24.0) | 35 (22.1) | 15 (9.4) | 22 (13.9) | 18 (11.3) | 8 (5.0) | 22 (13.9) | | 158 |
|--|--------------|--------------|-------------|--------------|--------------|------------|--------------|--|-----|

Data in Table 5 above show students' preference in establishing learning objectives in learning English at Faculty of Medicine UNRAM, Indonesia. On the first rank, 31.8% of the students place the improvement speaking ability as the first rank, followed by the improvement of reading ability (26.0%). In order to access knowledge, some students (14.4%) place the improvement of translating ability as the first learning objectives and some others (11.5%) think of future needs of English to prepare for the job.

When the analysis of the data above is extended to the first three priorities of students' choices, the results show the same, that is, most students (24% of 158 choices) place the improvement of Speaking ability as main objective of learning English, followed by the improvement of reading textbooks in English (22.1%) and the improvement of English for looking for job and translation (13.9%).

Based on the students' perception on English learning objectives, the teaching of English at Faculty of Medicine UNRAM should be directed to the improvement of students' speaking and reading abilities. However, there are some other factors influencing the decision of learning objectives.

b. Skill Development

Based on the question "What skill need to be prioritized in learning English", students respond the same way as the previous question, that is, 44.9% of them put Speaking skill as the skill that needs to be improved in an English subject, followed by Reading skill (32.6%). Only 2.4% put Writing as the priority. The data on skill improvement show consistency of learners in putting learning priority. In details, the data are presented in the table below:

Table 6: Skills to be developed

| Skills | Responses. | Percentage |
|--------------|------------|------------|
| 1. Speaking | 22 | 44.9 |
| 2. Listening | 9 | 18.4 |
| 3. Writing | 2 | 4.1 |
| 4. Reading | 16 | 32.6 |
| Total | 49 | 100.0 |

c. Learning Activities Preferred by Students

In relation to the implementation of teaching and learning process, the students show their variability in learning as shown in the following table:

Tabel 7: Learning activities Preferred by Students

| | A | B | c | D | e | f | g | h | i | Ttl |
|----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| 1 | 38 (76.0) | 28 (58.3) | 33 (68.8) | 38 (79.2) | 24 (51.1) | 35 (72.9) | 34 (72.3) | 29 (60.4) | 24 (50.0) | 283 |
| 2 | 12 (24.0) | 20 (41.7) | 15 (31.2) | 9 (18.7) | 23 (48.9) | 13 (27.1) | 13 (27.7) | 19 (39.6) | 20 (41.6) | 144 |
| 3 | - | - | - | 1 (2.1) | | - | - | - | 4 (8.3) | 5 |
| | 50 | 48 | 48 | 48 | 47 | 48 | 47 | 48 | 48 | 384 |

Note: a = grammar practice; b = pronunciation practice, c= new vocab. practice; d = reading practice; e = writing practice; f = direct communication; g = listening practice; h = presentation and discussion; i = report writing

The table above shows that learning activities preferred by students vary. As it can be seen from the data above, the students have their own learning preferences. The activities the students prefer with the percentage above 70 are practicing reading (79.2%), practicing grammar (76.0%), practicing communication directly (72.9%) and practicing listening. These data imply the needs of accommodating various learning styles by applying various techniques/strategies/models.

Tabel 8: Class Activities Preferred by Students

| Rank | Indiv | Pairwork. | Small Group Discussion | Large Group Discussion | Total |
|------|----------------------------|----------------------------|----------------------------|----------------------------|------------|
| 1 | 8 (13.1) | 19 (31.1) | 26 (42.6) | 8 (13.1) | 61 |
| 2 | 37 (37.0) | 27 (27.0) | 21 (21.0) | 15 (15.0) | 100 |
| 3 | 8 (42.1) | 3 (15.7) | 2 (10.5) | 6 (31.5) | 19 |
| | 53 (35.5) | 49 (27.2) | 49 (27.2) | 29 (16.1) | 180 |

In relation to class activities preferred, the data also show variations in learning styles, but most of them put “small group discussion” in the first place (42.6%), followed by “pair work” activities” (31.1%) and “Individual Work” and “Big Group Discussion” (13.1% each).

If the analysis of these data is extended to the first three choices, the data also indicate almost the same preference in learning styles, but the first priority is given

to “Individual Work” (35.5% out of 180 choices), followed by both “Pair Work and Small Group Discussion” (27.2%). It means that the English program should be designed to accommodate various learning styles (individual, pair work, and small group discussion).

d. Justification of Current Practice at the Faculty of Medicine

In relation to current practice of ELT at the Faculty of Medicine, the judgment falls into “moderate” to “low”. Students feel that 25 students in a class is good enough to give them chances to interact more; however, the materials need more variations in terms of levels of difficulty and presentation. Some students need to practice on Speaking as they put the main purpose of learning English mentioned above. For reading they need more academic reading practice in a wide range of activities from individual works to group discussions. Learning facilities need to be improved.

In short, the students consider that teaching and learning design and implementation need improvement since English is an important tool for them to access knowledge needed as students in the field of health.

e. Needs as Perceived by Institution, English Lecturers, and Subject Specialists

Data collected from related parties to the teaching English at the Faculty of Medicine UNRAM using discussions and Focus Group Discussion (FGD) show that there is consistency in placing the learning objectives for the English program. The institution (faculty and study programs), subject specialists, and English lecturers all agree that the short term main goal to learn English is to prepare students to be students, that is, to improve students’ academic reading ability in Medicines to help them understand their subjects easily. Both the institution and subject specialist admit that students at this Faculty cannot survive without adequate English proficiency since books, journals, and other information are written in English. Therefore students should be equipped with that the ability in academic reading. The English lecturers remind that the English programs must be done step-by-step in that there must be a priority to be given. The responsibilities

of the institution to equip the students with English for study at the same time it is necessary for the students to be facilitated with English for seeking job so that the graduates can compete in global market. However, the institution must be realistic to consider the time. Suggestions provided by English lecturers are that the teaching of academic reading as the main and immediate goal can be designed in such a way that it can gradually improve other language skills such as speaking, listening and writing. The reading topic can be triggers to train other skills.

From the opinion above, it can be concluded that considering the time allocation, it is necessary to prioritize the main and immediate goal. From the two tasks of the faculty in relation to English competency --- to prepare students to be students and to prepare students to be job seekers ---, it seems that the first one need to be given a priority; however, in the teaching and learning process the design can be directed to practice other skills.

2.2 Needs of English Perceived by the Students of Faculty of Education UNRAM

a. Learning Objectives

From the data collected using a questionnaire involving 88 students from Study Programs of Primary School Teacher Education and Early Childhood Teacher Education the Faculty of Education the University of Mataram, it is found that students have different reasons for learning English course, but most of them consider that Speaking to be the main priority. In details, the results can be seen in the table below:

Table 9: Learning Objectives by Students of Faculty of Education (N=91)

| RANK | Improving Speaking (%) | Improving Reading (%) | Going overseas (%) | Preparing for job (%) | Improving Writing (%) | Preparing lecture (%) | Doing translation (%) | Others | Total |
|------|------------------------|-----------------------|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|------------|
| 1 | 40 (65.5) | 5 (8.1) | 1 (1.6) | 1 (1.6) | 4 (6.5) | 5 (8.1) | 5 (8.1) | - | 61 |
| 2 | 7 (11.2) | 15 (24.1) | 2 (3.2) | 12 (19.3) | 12 (19.3) | 1 (3.2) | 13 (20.9) | - | 62 |
| 3 | 3 (5.2) | 12 (21.0) | - | 8 (14.0) | 18 (31.5) | 7 (12.2) | 9 (15.7) | - | 57 |
| | 50 (27.7) | 32 (17.7) | 3 (1.6) | 21 (11.6) | 34 (18.8) | 13 (7.2) | 27 (15.0) | - | 180 |

As can be seen from the table above, most of students place the importance of improving oral communication (Speaking) as the priority in learning English (65.5%). It is in a line with the future needs of English for them to be able to teach English subject as a part of being class teachers. Few students put the importance of improving Speaking, Translation,

Reading and Translation as the main objectives with the percentage for each learning objective of 8.1% each. This data means that the students are more anticipating the long term goal (to prepare for the future use of the language) rather than the short term goal (to prepare themselves as students who need reading for access of learning).

If the data above are analyzed on students' first three opinions, that data are a bit different. Although, it is still dominated by the improvement of "Speaking" skill (27.7%), followed by the improvement of Writing ability (18.8%) and ability to read textbooks (17.7%). The data show more variations in that the students' choices distribute evenly compared to the result of the analysis on only the first rank above.

b. Skill Development of

Based on students' responses on what skills they need, it can be concluded that most students (80.7%) consistently choose the improvement of Speaking skills as the first priority. However, there is inconsistency for following ranks and number of students chooses the other skills compared to the result on the previous table. Data can further be seen from the table below:

Table 10: Skill Development

| Skills | Responses | Percentage |
|--------------|-----------|------------|
| 1. Speaking | 71 | 80.7 |
| 2. Listening | 6 | 6.8 |
| 3. Writing | 1 | 1.1 |
| 4. Reading | 10 | 11.4 |
| Total | 88 | 100 |

From Table 10 above, it can be seen how the result is distributed unevenly. Most of students (80.7% out of 88 students) place the improvement of Speaking as the priority in learning English, followed by the improvement of Reading (11.4%) and Listening ((6.8%). The needs are in line with their necessities (target needs) perceived by students, that is, to prepare themselves to become class teachers, capable at the same time of teaching English as a local content in addition to teaching other subjects.

c. Learning Activities Preferred by Students

Individual differences lead to variation in learning styles preferred by students. The results of the questionnaire related to learning activities preferred by students of Faculty of Education UNRAM show the variability in learning activities as can be seen in the table below.

Tabel 11: Learning Activities Preferred by Students

| | a | b | c | d | e | f | g | h | i | Ttl |
|----------|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| 1 | 60 (75.9) | 42 (56.0) | 62 (80.7) | 53 (63.8) | 54 (65.1) | 67 (78.8) | 59 (70.2) | 29 (34.9) | 24 (28.9) | 450 |
| 2 | 19 (24.1) | 32 (42.7) | 15 (19.2) | 26 (31.3) | 24 (28.9) | 17 (20.0) | 22 (26.2) | 47 (56.6) | 36 (43.3) | 238 |
| 3 | - | 1 (1.3)) | 1 (1.2)) | 4 (4.8) | 5 (6.0) | 1 (1.1) | 3 (3.5) | 7 (8.4) | 23 (27.7) | 45 |
| | 79 () | 75 | 78 | 83 | 83 | 85 | 84 | 83 | 83 | 733 |

Note: a = grammar practice; b = pronunciation practice; c= new vocab. practice; d = reading practice; e = writing practice; f = direct communication; g = listening practice; h = presentation and discussion; I = report writing

From the data above, the students prefer variations in learning activities and every student has their own ways in learning English. The favorite activities with percentage more than 70 are practicing vocabulary (80.7%), practicing communication directly (78.8%), practicing grammar (75.9) and practicing listening (70.2%). This finding is more or less the same as the previous data of Faculty of Medicine, except on practicing vocabulary as the activity the students want. This data need further considerations in designing learning needs (materials and strategies to impart students' learning).

- d. Justification of Current Practices of ELT at Faculty of Education the University of Mataram
In general, students' judgment on the implementation of teaching and learning process of English at Faculty of Education falls into moderate to low. In their opinion, there are some aspects of teaching programs that need to be improved. The number of students in class (45 – 55) students in a class is too many --- it needs to be reduced. The learning objectives & teaching materials given vary from one lecturer to the other. There is a conflict on what is expected of Competency Standards of Fresh Graduate Teachers and what is wanted by the students, and what is given by the lecturers. Competency Standards for Fresh Graduate Teachers expects the improvement of English as means of accessing science, technology, and arts, while students expect the improvement of Speaking and some lecturers --- using Open University modules --- focus on grammatical points. Learning facilities also need to be improved --- the classes are too small for big number of students in one class. The lecturers lack of teaching media and teaching strategies. It needs the application of multi-

media and multi-methods. The students expected that the teaching English need to be active, creative, enjoyable in order to achieve the effectiveness in learning.

e. Needs Perceived by Institution, English Lecturers, and Subject Specialist

Based on Competency Standards of Fresh Graduate Teachers, the teaching of English is directed to improving students' English ability in order to be able to access Science, Technology and Arts written in English. It means that the students should be equipped with ability to read various written resources (academic and non-academic/popular resources. Managements at both faculty and department levels give the responsibilities in designing the course fully to the lecturers since they are considered as experts in their own field, although the managements expect the lecturers to accommodate the Competency Standards mentioned above. However, they feel doubt about the success of the implementation considering the students' current English ability. Because most of the lecturers involved at this faculty also teach at Open University tutorial, the managements suggest that the English module be used at the faculty. The materials in this module neither fulfill the Competency Standard nor meet students' needs since the materials are designed based on structural approach. They tend to focus on structural/grammatical points.

The Heads of Study Programs and other Management when interviewed expect too much on the English subject. The teaching English being only 2 credits is expected to be able to read textbooks as expected by Competency Standard of Fresh Graduate Teachers, to prepare students as class teacher capable of teaching English at the same time. With the spread of International Benchmark Schools in Indonesia, the students as candidates of teachers are also expected to be able to teach other subjects especially science subjects in English. It seems that the expectation sound good and ideal for future primary school teachers, but it will be difficult to realize except the Department makes big changes on all aspects.

English lecturers who teach the subject in this Department try to be more realistic considering their experiences teaching English in this Department. Since the input is too low, it is impossible for bringing students to achieve reading ability as expected in Competency Standards or to anticipate the development of International Benchmark School in Indonesia educational contexts. Most of lecturers involved in this Department are also taught in Open University and they tend to use English modules --- the materials

of which are designed mostly using structural-based approach --- for their teaching at this Department. Therefore, the teaching of English at this Department is “total confusion” because every party has his/her own way in interpreting the needs of learners.

2.3 Needs of English Perceived by the Students of Faculty of Economics the University of Mataram

a. Learning Objectives

The teaching of English for students of Faculty of Economy the University of Mataram is directed to achieve dual-purposes, that is, to prepare for academic purposes and for job competition. Here is the result of questionnaire on learning objectives:

Table 12: The results of learning objectives in ELT at Faculty of Economics (N=65)

| RANK | Improving Speaking (%) | Improving Reading (%) | Going overseas (%) | Preparing for job (%) | Improving Writing (%) | Preparing lecture (%) | Doing translation (%) | Others | Total |
|------|------------------------|-----------------------|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------|------------|
| 1 | 30 (62.5) | 7 (14.5) | - | 9 (18.7) | 1 (2.0) | - | 1 (2.0) | | 48 |
| 2 | 9 (18.7) | 6 (12.5) | 2 (4.1) | 13 (27.0) | 11 (22.9) | 2 (4.1) | 5 (10.4) | | 48 |
| 3 | 5 (10.6) | 14 (29.7) | 1 (2.1) | 6 (12.7) | 8 (17.0) | 5 (10.6) | 8 (17.0) | | 47 |
| | 44 (28.7) | 27 (17.6) | 3 (1.9) | 38 (24.8) | 20 (13.0) | 7 (4.5) | 14 (9.1) | | 153 |

As can be seen from the data above, learning objectives as expressed by students of Faculty of Economics are to improve students ability in Speaking (62.5%), followed by preparing for job competition (18.7%) and by reading textbooks (14.5%). The result is consistent when the analysis is extended to the first three priorities. The objectives of learning English are for improving Speaking (communication) (28.7%), for preparing job (24.8%), and for reading textbooks (17.6%). In general, it can be concluded that the learning objectives of ELT at Faculty of Economics can be directed to prepare for academic English (reading and to prepare students to compete in job markets.

b. Skill Development

As mentioned in the previous section, the purpose of learning English is to improve oral communication as the first priority, followed by improving reading comprehension. The data on skill development are presented in the following table.

Table 13: Skill Development

| Skills | Responses | Percentage |
|--------------|-----------|------------|
| 1. Speaking | 49 | 75.4 |
| 2. Listening | 7 | 10.7 |
| 3. Writing | 4 | 6.2 |
| 4. Reading | 5 | 7.7 |
| Total | 65 | 100 |

Most students (75.5%) also place the improvement of Speaking skill as the main priority in learning English at this Faculty, followed by improving Listening (10.7), Reading skill (7.7%) and Writing skill (6.2%).

c. Learning Activities Preferred by Students

In order to achieve what they have established in learning objectives mentioned above, the students have their own strategies and activities to accomplish the purposes. The data on learning activities preferred by students show that the learning activities vary from one to another due to individual differences. Table 14 below shows learning activities preferred by students of Faculty of Economics.

Table 14: Learning Activities Preferred by Students

| | A | b | c | d | e | f | G | h | i | Ttl |
|----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| 1 | 42 (64.6) | 28 (51.8) | 33 (50.7) | 37 (56.1) | 40 (60.6) | 46 (68.6) | 45 (69.2) | 36 (52.9) | 20 (36.3) | 327 |
| 2 | 22 (33.8) | 23 (42.5) | 24 (36.9) | 25 (37.9) | 23 (34.8) | 17 (25.3) | 19 (29.2) | 25 (36.7) | 27 (49.1) | 205 |
| 3 | 1 (1.5) | 3 (5.5) | 8 (12.3) | 4 (6.0) | 3 (4.5) | 4 (5.9) | 1 (1.5) | 7 (10.3) | 8 (14.5) | 39 |
| | 65 | 54 | 65 | 66 | 66 | 67 | 65 | 68 | 55 | 571 |

Note: a = grammar practice; b = pronunciation practice; c= new vocab. practice; d = reading practice; e = writing practice; f = direct communication; g = listening practice; h = presentation and discussion; I = report writing

From the distribution of the score above, the students prefer teaching and learning process with multi tasks. Compared to two other faculties mentioned above, the

students of Faculty of Economics have more even distribution among the activities with the ranges from 36.3% - 69.2% -- the highest is practicing communication directly and the lowest is practicing report writing (36.3%).

Table 15: Activities Preferred by Students

| Rank | Indiv | Pairwork | Small Group Discussion | Large Group Discussion | Total |
|------|--------------|--------------|------------------------|------------------------|-------|
| 1 | 19 (19.0) | 34 (34.0) | 30 (30.0) | 27 (27.0) | 100 |
| 2 | 43 (34.4) | 28 (22.4) | 31 (24.8) | 23 (18.4) | 125 |
| 3 | 5 (19.2) | 4 (15.4) | 2 (7.7) | 15 (57.7) | 26 |
| | 67 | 66 | 63 | 65 | |

From the table above, it can be concluded that learning activities preferred by the students are activities that involved other people to practice. Thirty four percent (34%) students prefer to work in pairs in practicing English followed by discussion in small group (30%) and larger group (27%). This preference is in a line with their purpose of learning English to improve communication in English. It means that in designing the English programs at the Faculty of Economics, it is necessary to consider these learning styles.

d. Justification of Current Practice of ELT at Faculty of Economics UNRAM

From students' evaluation on the current practice of ELT at the Faculty, it is necessary to consider some feedback from the students. The number of students in a class is too big (50 – 70 students). It is difficult to manage the classroom and to practice English in such situation, let alone, the target is on improving students' Speaking ability. Teaching and learning activities need to be improved to make class more alive by using multi-media and multi-methods. Learning facilities need also to be improved.

e. Needs Perceived by Institution, English Lecturers, and Subject Specialist

From the results of interview and Focus Group Discussion, it is found that perceptions of faculty management, heads of study programs/departments vary

from one to the other. The long term goal of learning English is to prepare students to apply for jobs in order to anticipate global competition. Other managements think of the importance of preparing students to cope with their study, which means that English should be directed to the acquisition of reading comprehension. Allocating 5 credits in two semesters, the managements expect the English subjects are directed to achieve both reading textbooks and preparing job competition.

Subject specialists in Faculty of Economics not only to achieve what expected by managements (academic reading and job competition) but also to prepare students for undertake further studies (master's program). This ambitious expectation arises from the fact that there are a lot of overseas scholarships offered by other countries.

English lecturers at the Faculty of Economics commented that the problems of teaching English at FE are related to the number of students in a class (60 – 80 students/class) and average of English level every year ranges from Foundation to Elementary. They tend to teach reading but the level of complexity is adjusted to more General Academic Reading since it is difficult to achieve ideal academic reading textbooks. Preparation for English for Jobs is given in English II (Business English) by providing job application letters and TOEIC tests.

DISCUSSION AND RECOMMENDATION OF ELT PROGRAMS AT HIGHER EDUCATION

1. Conflicts among Needs in Designing ESP Courses at the University of Mataram

Based on the data description above, the designing of teaching English using ESP approach will very complicated and cause conflict among aspects of the teaching and learning process. If the designed is based on Dudley-Evans St. Jones' (1998) variable characteristics, saying that an ESP course ideally begins at least from intermediate level. However, the current level of English of most students at the University of Mataram is 85.2% of 313 students at pre-intermediate below. The conflict in the design happened when the necessities are very high, that is, to be able to read textbooks written in English on their own field (Upper-Intermediate). It gets worse when the time allotment provided by the faculty is only 2 – 4 credit courses, the big number of students in a class, low motivation students, etc. The conflict also happened between high expectation of the

necessities and students' wants --- most faculties put the improvement of Reading ability but the student's wants are for the improvement of speaking/communication for future use in seeking a job.

In order to be able to fulfill the necessities from Foundation level to be able to read textbooks or English for Job (which is at Upper-Intermediate level), it takes about 4 levels – the higher the students' level is, the less time they need to achieve the necessities. Allocating only 2 credits, it seems impossible to achieve the necessities. There are some solutions to this problem such as: (a) The faculties allocate more credits to English subjects if they feel that English is an important subject; (b) the English program must be designed carefully by focusing on one skill as the target and graded the courses from General EAP Reading to Specific Academic Reading; (c) the faculty issue policy on English requirement for graduation so that the students try to improve their English on their own.

Maintaining 2 credit course without additional policy will make the English subject just a kind of formality and does not contribute much on the improvement of English competencies, which is caused by too ambitious expectations without adequate English entry behavior. Such situations will never improve the quality of graduates in academic and job competitions.

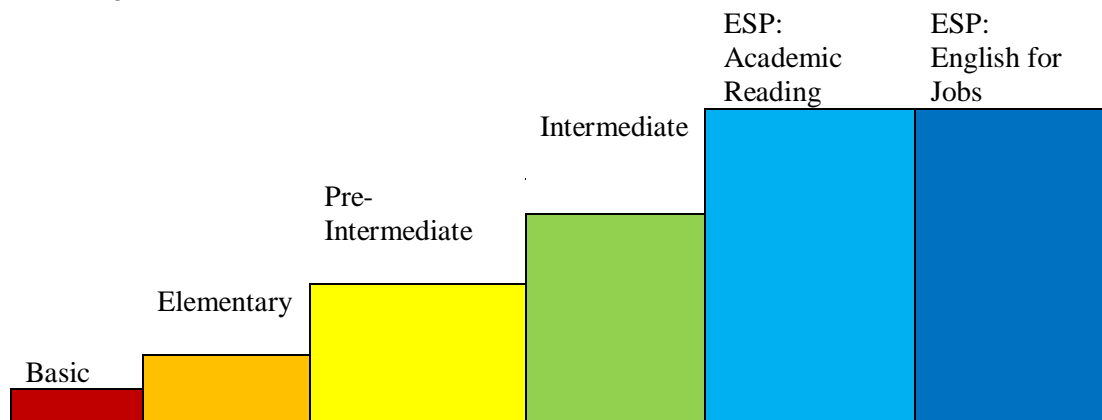
Data presented in the previous section are very complicated and tend to cause problems in designing teaching English using an ESP approach. Based on the data given above, the teaching of English can be directed to achieve short term goal (to be able to read textbook and long term goal (for job preparation). Being able to read textbooks in English and to use English for seeking job both require high levels of English competencies – at least the students have Upper-Intermediate. Conflicts happen from the situations provided above in that the ESP goals have never been achieved because the expectation is too high, with low current levels of English, and other negative factors.

2. Recommended ELT Programs at the University of Mataram

Considering the conflicts among the components of needs (necessities/target needs, lacks/current level of English and gaps) and other factors such as the number of students in a class, the number of credits, students' wants, it is difficult to improve students' English ability at the University of Mataram. It is necessary a new policy from management of each faculty to reform and find best solution so that students have adequate English as they expect.

The design of ELT program must be realistic and divided into short term plan and long term plan. In short-term, the teaching of English must be directed to prepare students as students. As students, their main duty is to study. Study involves a lot of reading to access information from references written in English. The program can be developed by analyzing how professional academic read textbooks. The students may need such sub-skills as skimming, scanning, finding main and supporting ideas, note taking, summarizing, retelling, etc. The question is “is it possible to achieve that purpose in very short time (being only 2 credits) with a big number in a class? As Dudley-Evans & St. Jones (1998:4-5) emphasize in their absolute definition of ESP, saying that “ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. ... ESP is generally designed for intermediate or advanced students”. Considering this statement, the students should have adequate General English (GE) before being given Specific Academic Reading needed by students as students, whose duties are to access knowledge from printed materials.

Picture 3: Stages in Course Levels



If Academic Reading becomes the competencies that need to be achieved, the students must work hard to achieve the standard, not to negotiate by lowering down the standard of the competencies just because the students' entry point is low. The negotiated language program will make the English subject become a kind of formality and just give no significant contribution to the learners.

The faculty with strong position of English, such as Faculty of Medicine, can easily force students to achieve the established objectives since they realize that they will be in trouble if they do not have adequate English competencies to read. The achievement of the target will become individual efforts. However, for the faculty with weak position of English, it will be difficult to motivate

students to work on their own and the faculty will not allocate too much time on English subjects. The weaknesses of English may come from the academic situation at these faculties. If lectures do not use references in English or could not speak English, it will be hard to motivate students to read English textbooks. Most lecturers in study programs at the Faculty of Education at UNRAM do not use references written in English. Academically, this situation makes the position of English weak. They feel they can still graduate without being able to read textbooks in English. Therefore, to strengthen the role of English, it must be started from the lecturers, as the agent of change. By assigning textbooks in English in their classes, the lecturers can raise students' awareness of the importance of English.

The long term goal of learning English as expected by both students and institutions (management, lecturers (English and subject specialists) is to prepare students as jobseekers. As job seekers, graduates will pass the process of “*applying, selection/testing, interviewing and doing the job at the workplace*”. The description of the English language needs can be seen in the following table:

Table 15: Process in English for Jobs

| NO. | PROCESS | ENGLISH LANGUAGE NEEDS |
|-----|--------------------------------|--|
| 1. | Applying for Jobs | <ul style="list-style-type: none"> • Browsing job advertisements • Reading job advertisements • Writing job applications |
| 2. | Testing/Selection | <ul style="list-style-type: none"> • Finding out kinds of testing procedure used (paper-pencil test or performance test) and what kind of tests used (standardized or teacher-made test) <ul style="list-style-type: none"> ○ Paper-pencil test ○ Oral/Interview (Speaking) ○ Kinds of tests <ul style="list-style-type: none"> ✓ Teacher-made test ✓ Standardized tests (TOEIC, TOEFL, IELTS, etc.) |
| 3. | Interviewing | <ul style="list-style-type: none"> • Language for interview (spoken language) • Strategy & Culture for interview • |
| 4. | Doing the job at the workplace | <ul style="list-style-type: none"> • Language Needs at workplace (Balance four language skills at least at Upper-intermediate level): <ul style="list-style-type: none"> ○ Speaking ○ Listening ○ Reading ○ Writing |

From the table above, it can be seen that in order to prepare students to be able to function English in job market, they should be equipped with active English either for applying a job, joining

selection/ testing and interviewing or doing the job at workplace. They need four language skills actively. These kinds of English take times to master them.

The improvement of communication (both spoken and written) can actually be prepared along with the preparation of academic Reading by designing the teaching of Reading in wide range of activities such as note taking, reporting, summarizing, translating, etc. These kinds of activities are capable of not only improving students' reading ability but also improving students' ability on other skills. Besides, they can avoid boring and monotonous teaching and learning process.

One possible solution to these problems is by applying Content and Language Integrated Learning (CLIL) Approach. CLIL is a dual focused educational approach in which an additional language is used for teaching and learning of both content and language (Mehisto, 2008). This approach can be applied into two versions – the strong or content driven approach and the weak approach or language-driven approach. The underlying principles of the application of the cross-curricular teaching like CLIL are based on Coyle's 4Cs curriculum, stating that a successful lesson should combine such elements as Content, Communication, Cognition and Culture. This approach is capable of improving the content and language simultaneously. However, it needs collaborative works between subject specialists and English lecturer to formulate tasks which can strengthen both content and English.

To sum up, the recommendations provided to this research are:

- a. The teaching of English at the University of Mataram should be directed to ***achieve short term goal*** and ***long term goal***. The short term goal is to prepare students to be students (English for study purposes) and the long term goal is to prepare students to be job seekers (English for jobs). If these goals are to be concerned, there should be reconstruction of English policy at the level of university or faculty since it is impossible to achieve those goals with the current situations. Dudley-Evans & St Jones (1998) remind that ESP generally starts at an intermediate level. If the policy is not changed, the teaching of English will just become a kind of *formality* and has *no significant contributions* to students' English development.
- b. Study programs with subject specialists' excellent English and high commitment to students' English development can try to integrate content and language at the same time by applying the concept of Content and Language Integrated Learning, known as CLIL, which is actually more focuses on content courses but with content practices at the same

time provide practices for language development. It needs solid collaborations between subject specialist and English lecturers in designing materials. This concept works well in the faculties with a strong position of English (English as one of determining factors in learning).

E. CONCLUSION AND SUGGESTION

1. Conclusions

From the analysis, it can be concluded that:

- a. Levels of English (lacks) of UNRAM students vary from one faculty to another. Students from Faculty of Medicine have better ability, whose levels range from Basic to Upper-Intermediate, compared to two other faculties (Education and Economics), which accumulate in lower levels (Basic and Elementary).
- b. Needs of learning English perceived by the students are to improve their ability in communication and reading comprehension
- c. Needs of learning English as perceived by institutions, English lecturers, and subject specialists can be grouped into two categories --- short term goals and long term goals. The short terms goal of learning English is to prepare students as students, who need English for reading textbooks written in English on their own field while the long term goal is to prepare students as job seekers, who need English for looking for jobs after they finish their study.
- d. The necessities established by the institutions can cause conflicts among other aspects of needs. The conflicts are among others are too high necessities (target needs), low levels of English, limited number of credit, the number of students in a class, weak positions of English in some faculties,
- e. The improvement students' English ability is made possible by the change in English policy at the faculty level. If the current condition is maintained, the teaching of English is just a formality that the faculty teaches English as a global language, but its presence gives no contributions to the improvement of students' English competencies, which is caused by low current level of English, too high expectation, and other aspects of determining the success of learning.
- f. The teaching of English at the University of Mataram can be directed to achieve both preparing students as students (academic reading) and to prepare students as job seekers. To save learning time, the achievement of the short term goals can be designed at the same time to improve other language skills by making various and wide range of activities such as reading combined with retelling, summarizing, note-taking, translating, etc.

2. Suggestions

- a. If the quality of graduate becomes concern, the University of Mataram and faculties should reconsider the policy on English proficiency. With current situation, it is impossible to equip students with adequate English proficiency needed either for reading academic textbooks or for competing in job markets.
- b. Apart from the issues related to the results of needs analysis in this research, another major issue in ELT at UNRAM is the number of students in a class consisting 50 – 80 students. Teaching skills like English with that number of students is impossible to work efficiently. English class should be small in no more than 25 students in a class. The formation of small class will, of course, influence the budgets, but it will bring a change. Another solution without finance consequences is the implementation of free-English subjects for who have certain levels of English shown by certificates (TOEIC, TOEFL, IELTS, and the like) issued by credible institutions. The advantage of this policy is that the study program can reduce the number of students in a class. However, the more beneficial advantage to UNRAM is on the future effects on new students, that is, students applying for UNRAM will prepare themselves English (beneficial washback effects). UNRAM will, therefore, get better input in terms of English ability.
- c. There is a tendency that study programs employ their own subject matter lecturers to teach English. It is a great idea, but it is important to note that being an English teacher is not enough just to have good or excellent English ability, he or she must have pedagogic competencies --- how to teach. To equip these, the teacher should have been trained in Training of Trainers (ToT) program to discuss and practice pedagogic competencies such as how to plan a lesson, how to implement, and how to assess students' achievement.

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Biodata:

I Made Sujana has been a lecturer at English Education Department, Faculty of Teacher Training and Education (FTTE), the University of Mataram since 1991. He completed his undergraduate study in English Education from the University of Mataram in 1989 and earned his M.A. in Applied Linguistics from Department of English Linguistics and Media (ELM) Macquarie University Sydney Australia in 1995 under AUSAID scholarship. His interests are in English Curriculum and Syllabus Design, English for Specific Purposes (ESP), Language Testing and Evaluation, Self-Access Language Learning (SALL), Teaching English for Young Learners (TEYL), English Grammar. In addition to his main duty at English Department, he also serves as a Secretary of Language Centre, the University of Mataram. E-mail: mdenasujana@gmail.com; website” www.imadesujana.com

Eka Fitriana began her career as a lecturer at Faculty of Teacher Trainnng and Education (FTTE), the University of Mataram in 2000. She completed her Bachlor Degree, in English Literature, from Faculty of Letters, Gadjah Mada University, Yogyakarta – Indonesia in 1999. In 2004 she recieved an AUSAID scholarship to continue her study at the University of Queensland, Queensland – Australia, under the School of English, Media Studies and Arts History. She obtained her MA in Australian Studies, majoring in Australian Literature in 2005. English Literature such Prose, Poetry and Drama become her major interest. At the moment she is also working at the Language Centre, the University of Mataram as a Program Coodinator. Her email address: eka_fitriana2002@yahoo.com

Edy Syahrial started his career as an instructor at the Language Centre and lecturer at the English Department of Maataram University soon after he graduated his undergraduate study at the English Education Department, Faculty of Teacher Training and Education (FTTE), the University of Mataram in 1998. He enjoys teaching grammar and ELT methodology. Since graduating from the University of Queensland in 2008, he has also been interesting in the teaching of vocabulary. In addition to that, he is also assigned as the SAC Coordinator and Translator of the Language Centre of the university.