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Needs Analysis for Teaching English At the International Relation Study Program University Of Mataram

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Abstrak

The purpose of this study is to: (a) Find out the students level of English at The International Relation Study Program. (b) Find out the needs of English perceived by the students at The International Relation Study Program. (c) Find out The needs of English perceived by English lecturer and subject specialist at The International Relation Study Program. (d). Make recommendations for teaching English at non-English Study Program at The International Relation Study Program. The method used in this study is descriptive method. This research is conducted at The International Relation Study Program, The University of Mataram and determined by purposive sampling. The unit analysis in this study is the students with a total of 43 and the lecturers with a total of 2. Based on the research that has been done, it can be concluded as follows: (a) The initial level ability of students that have been measured using the ECSCS Placement Test is known that the initial ability of students are in Pre-Intermediate level with an average score of 73.06. (b) The need of English is perceived by the students at The International Relation Study Program is to improve the English language skills in terms of speaking actively. (c) The need of English is perceived from the institution, English lecturer and subject specialist can be divided into two categories: short-term goals to prepare the students to be a student and long-term goals to find a job. (d) Based on the results according to the circumstances of students and learning at The International Relation Study Program, then it can be recommended that four courses design with materials and teaching techniques appropriate to the conditions and needs of the students.

Keywords: Need Analysis, Teaching English, International Relation

INTRODUCTION

Nowadays, the implementation of English learning process is not merely specified for student of English Study Program, but also for some specific purposes (ESP). Certainly this affects the way teaching English specifically for Teaching English at non-English Study Program (TENED). Study is required to determine the design, implementation and method of learning. So, previously we need to examine the problems that exist with the survey study. There are basic problems that have been investigated by Sujana, et al., (2000), Sujana, et al., (2001a), Sujana, et al., (2001b) cited in Sujana, et al., (2009) on the implementation of English language

learning activities. They are conflicts in the design and implementation of learning English such as; the student's needs is too high, student' low level of English, limited time allotment, big number of students in a class. Therefore, the design is based on all existing conditions. Besides, learning is running in the conventional (reading a textanswering questions-discussing the answer) and the results achieved are not maximal. In some purposes, the need of language is different in concept. Thus, syllabus must be design according to student's need.

This study mainly related to the ESP (English for Special Purpose), ESP is contrasted with EGP, or English for

General Purposes. If English is taught as a second language along with other subjects for educational purposes as some useful subject to the learners in the future, then this is EGP. In this type of learning, there is generally no immediate requirement for the learners to use English for any real communicative purposes. In contrast, if English is taught for specialized learners with some specific vocational and educational purpose in mind, then this is ESP. ESP is learning and learner oriented, with a conception and preference for communicative competence. As a specific approach to language teaching, ESP requires that all decisions as to content and method be based on the learner's reason for learning (Hutchinson and Waters, 1987). 28

In the target situation analysis phase aims to "take the existing knowledge and set it on a more scientific basis, by establishing procedures for relating language analysis more closely to learners' reasons for learning" (Hutchinson and Waters, 1987:12). In other words this area aims at analyzing the possible situations in which the target language is used. By considering learners' goodness for learning a foreign language, ESP courses are meant to provide learners with the maximum facility of acting appropriately in a situation targets. "The ESP course design process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation, the identified features will form the syllabus of the ESP course" (Hutchinson and Waters, 1987:12), in this process is usually known as "need analysis". This study provides a profound understanding about need analysis to give suggestions in teaching English design for the students at The International Relation Study Program. Therefore, the objective of this study is to find out the following aspects: (a) The students level of English at International Relation Study Program; (b)

The need of English perceived by the students at The International Relation Study Program; (c). The needs of English perceived by English lecturer and subject specialist at The International Relation Study Program; (d) Recommendations can be made for teaching English at non-English Study Program at International Relation Study Program.

METHOD

This study is based on implementation of ESP approach which analyzed the students' need in learning English. This Approach focus on teaching recommendation based on the finding of needs analysis. ESP approach is an approach to put the needs of the learner as a starting point in designing learning programs (Hutchinson & Waters, 1993). The method which is used in this research is a descriptive method, it is a method that focused on solving the problems that exist at the present time to gather data, compile, analyze, describe and draw conclusions. Population according to Sugiyono (2012: 115) is "Generalization region consisting of: objects / subjects that have certain qualities and characteristics defined by the researchers to be studied and then drawn conclusions. So, population is not only people but can be objects and natural objects to another. Population is not just the amount that is the object / subject being studied, but covers all the characteristics / properties owned by the subject object".

The population in this study is 94 students in The International Relation Study Program University of Mataram which embrace first and the second semester. The research sample is a step to determine the amount of samples to be taken to carry out an investigation. According to Sugiyono (2012: 116) "sample is part of the number and characteristics possessed by this population". To determine the sample to be used in research, it needs sampling techniques. The sampling technique in this research used non-

probability Sampling. According Sugiyono (2012: 120), "non-probability sampling is a sampling technique that does not give the opportunity / equal opportunity for each element or member of the population to be selected into the sample". Meanwhile, according to Sugiyono (2012: 122), "purposive sampling is a sampling technique with a certain consideration". The sample is the first semester of this year consisting of 46 students.

8 According to Wiratha (2006) sources of data is the origin of the data acquisition research. As for the data in the form of primary data and secondary data. 9 This study uses data as follows: (1) Primary data: the data is obtained directly from the source of research data (respondents) in the form of the results of test, questionnaires and interviews; (2) Secondary Data: the data is obtained from the publication documents, the list of students (respondents) and a list of courses and their lecturers. The test which was used is English Communication Skill for Civil Service (ECSCS) placement test. The aim of this test is to know the ability of person in English then it is used to decide the level in learning. For data processing in placement is calculated from the correct answer, further to determine the level of English is determined from the value of each correct answer. Method of Data Analysis based on the data collected is analyzed using Quantitative method and Qualitative method.

RESULT AND DISCUSSION

Students' Level at The International Relation Study Program

From the results of placement test on English communication skills for civil service (ECSCS), it shows that the ability of the students is quite good, where 43 students participated in the placement test were mostly at pre-intermediate level (N=17 or 39.53%) and post-intermediate (N=3 or 5.77%), while no one was at basic level. Initial ability of the students is unequal, while viewing the distance gaps of the

students from the highest score with 118 score (post-intermediate) to the lowest score with 37 score (elementary). This means that the institution must make a special policy in teaching English to the students consider the needs to reduce the gap of English skills. The fact of English is an international language, so the study program requires a special teaching that focused on both material and teaching methods in accordance with the field of study. For that, the approach of English for specific purpose (ESP) is necessary, therefore, it needs a specific level to implement the ESP approach, based on the statement DudleyEvans & St Jones' (1998) which found "Generally ESP is designed for Intermediate or Advanced students". Of 17 students with intermediate level above are ready to get ESP, but of 26 students with pre-intermediate level down do not meet minimum requirement to get ESP. It can be concluded that the ideal ESP approach cannot be applied by looking at the average level (73.07) of the students were in pre-intermediate level.

Needs as Perceived by Students at The International Relation Study Program

Based on the findings from the questionnaire and interview of the students, the purpose of the students is in line with the institution's goals in learning English, with a focus on the goal of preparing the students to understand texts in English (EAP) and to prepare the students to enter the world of work (EOP). Considering the demands of courses and the fact that English is an international language and the compulsory subject, speaking is more prioritized. 21 The students already aware that elements such as vocabulary, grammar and pronunciation are indispensable in communicating actively in group discussions. The types of groups such as small groups and in pairs is preferable because they are more effective and beneficial in learning. In addition, the practice of communicating could be built within the group. The Students also expect additional teaching facilities from the institution such as the availability of textbooks in accordance with the field of

study, holding study tour to enhance their abilities and knowledge, as well as the need to reduce the number the students in one class.

Needs as Perceived by Institution, English Lecturers, and Subject Specialist

Based on data collected from the questionnaire and interviews with the subject specialist and English lecturers, it is found that the similar purposes of learning targets need the students to understand textbook in English (EAP) and to prepare the students for job preparation (EOP). Therefore, ESP approach is required to optimize learning English with content that is specifically tailored to the students without losing the context of teaching English for General Purpose (EGP) with performing integration between ESP and EGP approach.

Reading is not just reading and answering questions, but should focus on reading to get information related to the learning focus. The institutions should consider preparing reading materials such as books, journals and other information that is written in English that aims to improve the ability to read English in context. While, for the students needs to be equipped with skills in academic reading. The responsibility of the institutions must also complete and prepares students for the job preparation. So, after graduation later they were ready to compete globally in job searching. For problems encountered such as the lack of learning time, low motivation, the large class lead to a lack of effectiveness of learning English, the unequal ability of the students in understanding English and the lack of teachers. The English lecturers recommended that teaching English language focused on the development of communication considering minimum time and conditions of an existing class.

It can be deduced that, from the problems such as time allocation and management of the number of students is a top priority for a smooth learning English, besides English for Academic Purpose (EAP) and English for Occupational Purpose

(EOP) should get priority too.

Analysis of Needs in Designing ESP courses at The International Relation Study Program

Based on the findings, there are some conflicts among the needs in the design of the ESP programs, is based on three aspects which are necessities, lacks and wants. The purpose of learning English both of the students and lecturers leads to English for Academic Purpose (EAP) and English for Occupational Purpose (EOP). It can be used as a reference to design a learning program of ESP, but it should be noted that the lack of the student at the English ability is unequal, which, according to Dudley-Evans & St. Jones (1998) that "Generally ESP is designed for Intermediate or Advanced students" while the students mostly at the intermediate level down. Based on the information it needs to improve the English skills before applying for the ESP program. In addition, it is becoming the real issue that improvement of English skills will be very difficult to do completely at study program, considering the number of credits English courses available are still lacking.

The policy of the institutions is required to add credits English courses, so the portion of practice the use of English in the classroom more. Similarly, the number of students in one class is still relatively large, it is difficult to control from the lecturers to the students on academic progress, learning facilities were inadequate and the students prefer learning activities in pairs or in small groups. In order to design a learning program of ESP, the teaching of English can be directed to short-term goals (to be able to read the English language text books) and long-term goals (to prepare to find a job). The following is suggested recommendations that can be linked to learning English at The International Relation Study Program.

CONCLUSION

Based on the results and the discussion of this study can be concluded as follows. The initial level ability of

students that have been measured using the ECSCS Placement Test is known that the initial ability of students are in Pre-Intermediate level with an average score of 73.07. This shows that the English language skill of students at The International Relation Study Program has not reached the standard application ESP approach.

The need of English is perceived by the students at The International Relation Study Program is to improve the English language skills in terms of speaking actively. Thus, the improvement of communication skills in aspects of grammar skills, pronunciation, and vocabulary needs to be prioritized in the teaching of English at The International Relation Study Program.

The need of English is perceived from the institution, English lecturer and subject specialist can be divided into two categories: short-term goals and long-term goals. Short-term goal to prepare the students to be a student that the needs of reading English become priorities for the students while the long-term goal to prepare the students to find a job where they need a job after they graduate from courses at The International Relation Study Program. d. Based on the results according to the circumstances of students and learning at The International Relation Study Program, then it can be recommended that four courses design with materials and teaching techniques appropriate to the conditions and needs of the students. So, EAP and EOP objectives can be achieved and can provide benefits in learning speed, learning efficiency and learning effectiveness.

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