

**A NEED ANALYSIS IN ENGLISH FOR SPECIFIC PURPOSES
CONTEXT AT THE STUDENTS OF FACULTY OF
PSYCHOLOGY STATE UNIVERSITY OF MAKASSAR**

(A Descriptive Qualitative Research)



A THESIS

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MOTTO AND DEDICATION

“Process and Consistency Always Go Hand in Hand. So, never Give Up Because Allah SWT is Always with Those Who Try”

This thesis is dedicated to:

“My beloved parents, my big family and all the people who always support me”

ABSTRACT

ST. RAHMAH HIDAYATI. 2022. *A Need Analysis in English for Specific Purposes Context at The Students of Faculty of Psychology State University of Makassar (A Descriptive Qualitative Research).* A thesis of English Education Department, Faculty of Teacher Training Education, Universitas Muhammadiyah Makassar. Supervised by Ismail Sangkala and Farisha Andi Baso.

This research aims to find the needs of students in English and find the importance of learning English in the Faculty of Psychology. This research conducted a qualitative descriptive approach. The object of this research is the students of the Faculty of Psychology from 4th semester and 8th semester psychology students. The researcher took 10 students. The sample was taken by using purposive sampling technique. Data collection techniques used are semi-interview and documentation.

The researcher found that there were some learning materials that wasn't not related with the needs of Psychology students in learning English. Psychology students generally need four English skills in learning English where they are required to read international journals, articles, and textbooks that are indeed used by the Faculty of Psychology, Makassar State University. In addition, the researcher found that Psychology students had not been able to understand the importance of using English for them.

Keywords: *English for Specific Purposes, Need Analysis, Psychology Students*

ABSTRAK

ST. RAHMAH HIDAYATI. 2022. Analisis Kebutuhan Dalam Konteks Bahasa Inggris Untuk Tujuan Khusus Pada Mahasiswa Fakultas Psikologi Universitas Negeri Makassar (Penelitian Kualitatif Deskriptif). Sebuah skripsi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ismail Sangkala and Farisha Andi Baso.

Penelitian ini bertujuan untuk mengetahui kebutuhan mahasiswa dalam Bahasa Inggris dan menemukan pentingnya belajar Bahasa Inggris di Fakultas Psikologi. Penelitian ini dilakukan dengan pendekatan deskriptif kualitatif. Objek penelitian ini adalah mahasiswa Fakultas Psikologi semester 4 dan mahasiswa semester 8. Peneliti mengambil 10 mahasiswa. Sampel diambil dengan menggunakan teknik purposive sampling. Teknik pengumpulan data yang digunakan adalah semi wawancara dan dokumentasi.

Peneliti menemukan bahwa ada beberapa bahan ajar yang tidak berhubungan dengan kebutuhan mahasiswa Psikologi dalam belajar Bahasa Inggris. Mahasiswa Psikologi kebanyakan membutuhkan empat keterampilan Bahasa Inggris dalam belajar Bahasa Inggris dimana mereka diharuskan membaca jurnal internasional, artikel, buku teks yang memang digunakan oleh Fakultas Psikologi Universitas Negeri Makassar. Selain itu, peneliti menemukan bahwa mahasiswa Psikologi belum mampu memahami pentingnya menggunakan Bahasa Inggris bagi mereka.

Kata kunci: Bahasa Inggris bertujuan khusus, Analisis Kebutuhan, Mahasiswa Psikologi

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TABLE OF CONTENTS

LEMBAR PENGESAHAN.....	i
APPROVAL SHEET.....	ii
COUNSELLING SHEET.....	iii
SURAT PERNYATAAN.....	vi
SURAT PERJANJIAN.....	vii
MOTTO AND DEDICATION.....	viii
ABSTRACT.....	ix
ACKNOWLEDGEMENT.....	xi
TABLE OF CONTENTS.....	xiv
LIST OF FIGURES.....	xvi
LIST OF TABLES.....	xvii
LIST OF APPENDICES.....	xviii
CHAPTER I INTRODUCTION.....	1
A. Background.....	1
B. Research Problem.....	5
C. Objective of The Research.....	5
D. Research Significance.....	5
E. Scope of the Research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE.....	7
A. Preview of Related Findings.....	7
B. Some Pertinent Ideas.....	10
1. Concept of English for Specific Purposes.....	10
2. The Concept of ESP Teaching Material.....	14
3. Effectiveness of ESP.....	20
4. Concept of Need Analysis.....	21
5. Concept of Psychology.....	27
6. Student Difficulties in Learning English.....	33
7. Conceptual Framework.....	36

CHAPTER III RESEARCH METHODOLOGY	38
A. Research Design.....	38
B. Subject of Research	38
C. Research Instruments	38
1. Interview	39
2. Documentation	39
D. Procedure of Data Collection.....	39
E. Data Analysis Technique.....	40
1. Data Reduction.....	40
2. Data Display.....	40
3. Drawing Conclusion and Verification.....	41
CHAPTER IV FINDINGS AND DISCUSSION.....	42
A. Findings.....	42
1. The Result of Interview	42
2. The Result of Documentation.....	47
B. Discussion.....	50
1. The Needs of The Students of Faculty of Psychology in Learning English	50
2. The importance of using English subject in faculty of Psychology	54
CHAPTER V CONCLUSION AND SUGGESTION	57
A. Conclusion	57
B. Suggestion.....	59
BIBLIOGRAPHY	60
APPENDICES.....	62
CURRICULUM OF VITAE.....	108

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	36
Figure 4.1 The Importance of using English Subject in Faculty of Psychology (Based on Interview).....	55



LIST OF TABLES

Tabel 4.1	The Final Ability Section of Each Learning Stage	48
Tabel 4.2	English Learning Materials	49
Tabel 4.3	The Comparison Between Students Need and The material was Provided by the Lecturer (Based on interview and RPS).....	52
Tabel 4.4	The Importance of using English Subject in Faculty of Psychology (Based on Interview).....	54



LIST OF APPENDICES

Appendix 1 RPS (Rencana Pembelajaran Semester)	63
Appendix 2 The Question of Interview	68
Appendix 3 Surat Keterangan Bebas Plagiasi.....	97
Appendix 4 Letters.....	98
Appendix 5 Documentation.....	105



CHAPTER I

INTRODUCTION

A. Background

In this modern era, English has become an international communication tool that is almost used in various countries, even in all aspects of the work profession. Therefore, English is considered to play a role in building communication skills in the world of work. According to Harmer in (Risan et al., 2020), English is an international language where English is a language used in all areas of life like art, sciences, humanities, travel, and social sciences. International trade and diplomatic relations also use English as a means of communication.

English was taught as a compulsory subject at all levels of education in Indonesia, from elementary, middle, and high school to tertiary institutions. That is because it is considered indispensable so that every student can easily access information. Hasman in (Al-Hafiz & Ratmanida, 2008) states that more than 70% of the world's scientists read English literature, 85% of the world's letters are written in English, and 90% of the information on computerized systems have stored in English. Furthermore, from 2010 until now, people who speak English have exceeded the number of native speakers.

The function of English in higher education is to meet the demands of the Indonesian National Framework Qualification Curriculum (NFQC), which requires English as a subject in higher education. The English learning model is not only done in general but also uses a specific

approach, that is, English for Specific Purposes. This learning model aims to meet the needs of English in its respective fields. In addition, ESP is an English learning model that makes it easy for learners.

According to Robinson in (Aju, 2015), the main characteristic of ESP that distinguishes it from GE (General English) is learning that is oriented to specific goals, more specific in the academic and professional fields. In other words, the ESP learning model in English can support students' knowledge of English material according to the profession they are studying.

English for a specific purpose or ESP aims to learn English according to their respective fields of knowledge. Kusumaningputri in (Badu et al., 2020) argues that one of the benefits of English for Specific Purposes is that students can use English directly in the context of their disciplines for both academic and non-academic interests.

The substance of the ESP is designed and developed based on the concept of needs analysis. The benefit is that it answers questions about needs that are always specific to the students themselves in the academic and professional fields. Needs analysis in ESP is necessary because learners have specific needs in learning English itself. Therefore, each learner or study group will have different needs from other groups.

Adhabiyyah et. al cited in Syamsul Rizal developed Graves' analysis model (2000) summarizes needs analysis as a construct consisting of several components, one of the summaries is Target situation analysis

(TNA) which refers to what the learner needs to do which includes necessities, lacks and wants (Hutchinson & Waters, 1987). Necessities mean what students need to know, lacks is used to refer to the gap between students' current skills and what students don't know, and wants represents what students want to learn.

English is a subject that almost all students learn at the State University of Makassar, especially in the psychology faculty. This subject is considered to be a provision to help non-English students understand specific terms in their study program.

However, based on information from several UNM Psychology students who provide materials, it tends to be more directed towards more general teaching materials (General English) that do not fit the field. Meanwhile, the need for UNM psychology students to speak English is as a tool to understand texts or specific terms related to their majors. This is also in line with the results of research by (Al-Hafiz & Ratmanida, 2008) about Need Analysis of English for Accounting Students in Padang, which shows that there is a lack of harmony between English teaching materials

in the accounting department and academic needs as well as for the accounting sector in banking. Consequently, students seem less enthusiastic in attending lectures in class, because they consider English subjects as complementary. After all, they do not support their scientific field. To answer the above problems, the needs analysis of students will be an alternative solution to these problems. According to Donough (1984),

"The material, syllabus, and objectives of English for Specific Purposes should be designed and developed in accordance with the needs of students and graduate users." In addition, Haque in (Aflah et al., 2018) also argues that "By conducting a needs analysis, we can set learning objectives, guide the selection of teaching content, modify the syllabus, methodology, and learning approach."

For these reasons, it is deemed necessary to analyze the need for the use of English for students majoring in psychology at the State University of Makassar and analyze the gap between the lesson or model learning that the Psychology students receive and the material that the Psychology students is supposed to study. Needs analysis is conducted to determine the accuracy and suitability of the learning program with the curriculum and the situations where English will be used. That is very influential on learning motivation because ESP will be considered a serious subject for the students (Alwasilah, 2000). The results of this research will be able to provide a reference in determining the topics of learning English in the Faculty of Psychology and also develop teaching materials and a syllabus according to the needs of students to assist lecturers in the learning process in the classroom.

B. Research Problem

Based on the background of the problems above, the researcher wants to formulate research questions:

1. What are the needs of the students of faculty of Psychology in learning English?
2. What are the importance of using English subject in faculty of Psychology?

C. Objective of The Research

Based on the research problem above, the objective of this research as follows:

1. Findings students' needs for learning English in Psychology Students.
2. Findings the importance of the use English in the field of Psychology.

D. Research Significance

This research expects to be beneficial information for many people in the learning process, such as:

1. For This research obtained references in determining English learning topics at the Psychology faculty, as well as developing teaching materials and syllabus according to student needs to assist lecturers in the learning process in class.
2. The researcher hoped to provided future researchers with an overview of the analysis of student needs in English learning and provided an overview of other problems that may arise in this needs analysis.

research.

E. Scope of the Research

The scope of this research is to determine the need for students to learn English in psychology students and to findings the importance of using English in the field of psychology. In this study, researcher will only focus on what are the students need of English learning Material and student motivation in learning English in a external factor such as the focus of students in using English in their world of work in order to make it easier for students in their future careers.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Preview of Related Findings

The researcher took five preview studies related to this research. First, from (Setiawati, 2016). This study aims to identify teaching materials as the process of selecting, adapting, and evaluating teaching based on the specific needs of the students. The research objective is to identify the ESP materials for teaching 3rd semester medical record students at the Academy of Medical Record and Health Information Citra Medika Surakarta.

The second researcher, (Aniqoh, 2018). This study aims to prepare teaching materials, including a series of steps starting from identifying, selecting, adapting, and evaluating the specific needs of the students. This study involved 80 students and 3 lectures as the experts of the study. This researcher did qualitative research using interviews and questionnaires to collect the data. The findings of this need analysis from students and teachers then were figured out to show that teaching English included the four language skills components like listening, reading, speaking, and writing, and the two language contents should be necessary for the students' academic studies and target career.

The third research from (Sari, 2019). This study aims to analyze the need for English learning for the employee class to be used as a reference for curriculum development and the making of an English class syllabus for special needs (ESP). This study uses a descriptive analysis

method with a quantitative approach. The data was obtained through distributing questionnaires to 159 respondents from the first semester of the 2018/2019 academic year at a private university in the East Jakarta area. The results of the identification of their language skills show that generally respondents have basic English skills. Analysis of the questionnaire data stated that students' motivation in learning English is to help improve academic scores and be able to speak in English. Meanwhile, their main obstacle is limited vocabulary and not understanding English grammar. The results of the analysis of English learning needs concluded that students need English to understand texts and instructions and obtain useful information for their study.

The fourth research from (Badu et al., 2020). This study aims to analyze the English learning needs of students in five study programs in the Engineering Faculty of Gorontalo State University, that is the Electrical, Architecture, Civil, Industrial and Informatics study programs. The data collection was carried out through giving questionnaires to the students to identify the needs and the expectations of them in learning English in their study programs. The results revealed that the students in the engineering faculty have a need to learn English which is focused on improving four language skills, namely speaking, writing, listening, and reading. In addition, students also have the expectation of being able to learn more English vocabulary related to their fields of study, because the vocabulary really helps them in the learning process of the subjects in their

study programs. The result of this study is expected to be a reference for the lecturers in compiling syllabus and teaching materials of English course in those five study programs at the Faculty of Engineering.

The last researcher from (Pranoto & Suprayogi, 2020). This study aims at constructing the ideal English material for Physical Education students at Universities in Lampung. Currently, students at university are taught about general English, and it stimulates the writers to conduct research to reveal their need for ESP as the answer to the current issues. The participants are 50 students, and 10 lecturers from the Physical Education study program. The data are in the form of qualitative data, derived from interviews and questionnaires distributed to students and lecturers, and cover the topics required as well as the teaching method the findings reveal the physical education students' need for ESP across a varied range of topics. The highly desired topics are English for sports journalism and English for professional athletes, referees, and coaches.

Based on the research above, researcher can conclude that non-English majoring students are still at a low level to prepare themselves to meet the demands of their profession in the future. The biggest obstacle found is the lack of mastery of vocabulary and the low level of speaking ability in English.

B. Some Pertinent Ideas

1. Concept of English for Specific Purposes

a. Definition of English for Specific Purposes

ESP is a process of learning/teaching a theory of English for Specific Purposes in certain fields such as Science, Nursing, tourism, etc. According to (Syakur et al., 2020) ESP is an approach to teaching language in which the materials and methods are based on the objectives of the students to learn. So, the orientation of ESP is to make English learning relevant to the needs of its users. This is related to the statement of Robinson (1991) in (Dja'far, 2017) states that in the context of ESP, teachers must be oriented towards learning objectives or relevant to ESP, materials related to the world of work or academic students. That explains the difference between learning English in general and ESP.

In addition, ESP itself has characteristics that distinguish it from the branch of ELT.

1) Absolute Characteristic

ESP was developed to meet the specific needs of specific learning using the methods and process of activities required by the field required by the learner. The focus aspects of ESP itself are (grammar, lexis, and register), language skills, types of material which appropriate to the student's field.

2) Variable Characteristics

ESP variables are tailored to certain disciplines so that they can be utilized as a unique style of instruction with a different methodology

than traditional English instruction. Adult learners are the focus of ESP, which is offered both formally and professionally. It can, however, be used with middle-school pupils and certain occupational programs. Even at the starting level, ESP students should have a basic understanding of English.

Students in higher education enroll in English classes not just because they want to learn English, but also because it is one of the required subjects/courses, whether they like it or not. As a result, English teachers face a difficult task in making this subject engaging and valuable to pupils.

Many students enrolled in non-English study programs claim their English skills are still weak. Reading, writing, speaking, and listening skills are among the weaknesses. Some people believe they have poor speaking and writing skills, thus they hope that the English lessons they receive would focus on these two areas (Asnadi, 1990 in Febriyanti, 2017). The term 'particular' in English for specific purposes, according to this definition, refers to specific learning objectives rather than jargon or registers in English. The idea of ESP can be determined from its application in the field of ELT (English Language Teaching).

b. Types of ESP

Various linguists have distinguished types of ESP over time, according to Hutchinson (1987) in (Asti, 2020) taking one of the most well-known and useful theories regarding the English branch of the ELT

tree and dividing it into three types:

- 1) English for Science and Technology (EST)
- 2) English for Business and Economics (EBE)
- 3) English for Social (ESS)

Each type of ESP above has links based on specific fields of science, such as science technology, business, and economics, or society in general. Furthermore, each field is subdivided into sub-branches, such as English for academic purposes (EAP) and English for work purposes (EOP). The example for the ESS branch is 'English for psychology' while the EAP for the ESS branch is 'English for teaching'. But according to Hutchison the division of EAP and EOP is still unclear. That's why further clarification is needed to differentiate them.

According to the above explanation, the existence of ESP in English language teaching is caused by the use of English in specific fields according to its use, such as English for Science and Technology, English for Social and Science, and English for Business and Economics, all of which require students to master English as a tool to communicate in every field. As a result, ESP makes an effort to assist students in mastering English in all aspects by delivering appropriate English material.

c. Objective of ESP

According to Helen Basturkmen (2006) in (Asti, 2020), there are five main aims that must be realized while teaching ESP:

- 1) To identify subject-specific language use: This aim investigates how English is used in the target setting and suggests what knowledge should be taught to students.
- 2) To improve target performance competencies: the goal is to improve learners' language skills so that they can perform activities in a target environment. The teaching and learning process must consider what learners should do with language and the abilities required to present it.
- 3) To teach underlying knowledge: Helen Basturkmen in (Asti, 2020) claimed that teaching ESP is mostly about verbal proficiency; it should be about understanding the subject of work or study. Students must be able to comprehend both disciplinary concepts and language skills.
- 4) To improve strategies competence: According to Helen Basturkmen, "Strategic competence is the link between the context of the situation and linguistic competence," in (Asti, 2020) and it may be defined as a method of communicating productively.
- 5) To improve critical awareness: The learners will be presented with the norms of the specific context in the target situation. This commands and controls their awareness and comprehension of the target language (in this example, English), behaviors, and knowledge required to conduct effectively. In way to teach, the instructor must raise the critical consciousness of the students. It can be done by

discussing how to construct norms and communication practices in the desired setting. "This purpose can be related to cultural knowledge and affective objectives," according to Stren's classification in Helen Basturkmen in (Asti, 2020).

2. The Concept of ESP Teaching Material

a. Definition

In English teaching and learning, materials have become vital. They assist students and become more linguistically oriented. Students might begin by identifying what language is and then expand their knowledge to include the employment of language through the resources they learn.

Some experts have provided several definitions of materials. Materials, according to Richard and Rodgers (2006) in (Asti, 2020), can influence the quality of student participation and language use. Materials, according to Tomlinson (1998) in (Asti, 2020), provide any resources, including audio-video and printed materials, that are used to support language acquisition and are not limited to course books, CD-ROMs, dictionaries, grammar books, workbooks, photocopied exercises, and so on are examples.

According to Hutchinson and Waters (1987) in (Asti, 2020), materials writing is one of the most distinguishing characteristics of ESP in practice. They mention the following principles for relevant and creative ESP materials:

interpersonal interactions that exist between them.

5) Setting

The task's setting relates to the classroom arrangements that are described or implied. It also necessitates consideration over whether the task will be completed all or outside of the classroom. The learning situations are divided into two categories. They are mode and environment, etc. The learning model relates to whether the learner is studying alone or in a group. Learning takes place in a specific situation. It could be a conventional classroom, a community class, a workplace setting, a self-access center, or a multimedia language center, or in a school.

b. ESP Teaching-Learning Process

Evans and John stated that teaching ESP is different from teaching EFL (Syakur et al., 2020). This is due to two factors relating to students: the specific knowledge they carry – both consciously and latent from cognitive and learning processes that they derive from learning and work experience in their specialist field. One of the reasons for the reasonableness of these two factors concerns the type of activity through which the learning process takes place. In addition to language learning activities, ESP classrooms use tasks and activities required by ESP lecturers, namely the ability to assess a situation from various points of view and then choose and adapt the methodology to the needs of students.

In addition, in ESP learning, lecturers deliver lessons using approaches, methods, and techniques. With the approach, methods, and techniques, learning activities will be colorful/varied and these activities can also be carried out well. According to Subana and Sunarti (1998:19), the term approach is often associated with methods and techniques. All these terms are three interrelated aspects. The approach is used to refer to the syllabus design and the philosophical/axiom approach, while the method is a way of implementing learning. It is different from the technique which contains the understanding of various methods and tools used by lecturers in the classroom. Thus, the technique is the effort, effort, method used by lecturers in achieving direct goals in the implementation of teaching.

Based on research that has been conducted by Dewi, R.S. (2014) suggests that most lecturers have used various student-centered learning methods such as the use of role-playing learning methods, active learning, discussion, presentation, and others. And most of the lecturers also use teacher-centered learning methods (lecturers) using the lecture method during learning.

The learning method is based on the appropriate material. That is, a lecturer who teaches English material that aims to train students' speaking skills, the lecturer will use various methods that can train students' speaking skills. These methods can be in the form of discussions, presentations, interviews, dialogues, and so on. On the other

hand, if in the learning activities the material presented demands mastery of grammatical material, usually the lecturer uses teacher-oriented learning methods. The learning methods that lecturers usually use are lectures, questions and answers, exercises, assignments, and so on.

c. Language System of ESP

A language system is defined as a set of abstract structures that are present in all speakers and hearers and are required for language usage. In English for Specific Purposes Teaching, there are three distinct language systems:

1) Grammatical Structure and Core Vocabulary

In scientific writing, grammatical structure and vocabulary are identified as critical. Although scientific and technical writing has the same grammar in the English General, some grammatical structures and vocabulary items are applied more frequently in scientific and technical writing.

A priority on a grammatical structure is typically observed in language training instruction, particularly in courses based on structural syllabuses in which specific grammatical structures are focused and given to students.

2) Patterns of Text Organization

This section looks at the structure of written or spoken texts. A text can be considered a linguistic stretch. Text organization structures

can be described as a set of structures that are similar to sentence structures.

3. Effectiveness of ESP

It could be argued that because ESP classes focus on students' interests and needs, they are more likely to motivate them. Students are likely to be more interested in topics and texts that are relevant to their work or study areas. Learning is more likely to occur if students are more motivated. It might also be argued that ESP classes are more efficient than general ESL courses because they have more specific goals.

The learning objectives of ESP courses are more clearly specified than in general ESL courses because they are based on needs analysis. As a result, it's not unexpected that learning results are considered more favorable. The main goals that are specific and limited are more likely to be realized. We must evaluate how newcomers of disciplines, professions, and vocations learn to communicate in such communities. Learning is social and implies involvement in a community of practice, according to a theory proposed by Lave and Wenger (1991). According to this theory, when people first join a group, they are on the outskirts and learn from others. As they get more experience, they will be able to move closer to the center of the community. A community of practice is a collection of people who share common issues, challenges, and interests and who communicate with one another to improve their knowledge and skill in the field (Wenger, McDermot and Snyder, 2002).

4. Concept of Need Analysis

a. Definition of Need Analysis

The first stage in creating ESP program is to identify what needs to be achieved. Furthermore, needs analysis is a fundamental component of analyzing students' needs in learning English because it is needed to discover which materials, particularly ESP content, are relevant for students' needs. The results of the needs analysis can be designed to make a curriculum, prepare teaching materials, design a teaching-learning activity process, and assess learning. Needs analysis is the starting point for syllabus and curriculum design, according to Nunan (1990) in (Asti, 2020).

All activities conducted to obtain information about students' learning needs, desires, and other factors are included in a needs analysis. The hopes and desires of a third party or other parties, such as instructors, school administrators, sponsors, or other parties who may feel the impact of this learning program, are sometimes included in the process. Some specialists have different meanings of needs analysis.

Needs analysis, according to Helen, B. (2010) in (Asti, 2020), is the process of developing and perfecting content for ESP courses by identifying languages and skills. Meanwhile, Kathleen, G. (2000) in (Asti, 2020) defines needs analysis as a structured and ongoing process of collecting information on student needs, interpreting the data, and making appropriate teaching decisions to meet the needs of students.

Needs analysis a technique for collecting data and finding relevant information to develop a course, according to Hayland, as mentioned in (Paltridge & Starfield, 2012).

The concept of needs analysis, as stated by Dudley-Evan & St John in Helen, B. (2016) in (Asti, 2020), must be considered by the instructor or curriculum creator connected to ESP while analyzing the learning needs:

- 1) Information about the students from a professional point of view: The activities and tasks Learners will use English to analyze target situations and meet objective needs, which is sometimes referred to as "target situation analysis."
- 2) Information concerning the students' personal lives: This data pertains to elements that influence how individuals learn English, such as past learning experiences, information about student culture, reasons for taking the course, expectations for participation in the course, and responses to English.
- 3) Information on the students' English language skills: This data relates to students' language skills and usage - ongoing situational analysis - and allows us to analyze student deficiencies.
- 4) The learners' lacks: This part investigates the gap between current student abilities and the target situation.
- 5) Information about effective strategies to learn language skills, or what is generally referred to as learning needs, is explored in this

section.

- 6) Knowledge of how language and abilities are used in the target context - linguistic analysis, linguistic, category analysis - is professional communication knowledge about (A).
- 7) What is wanted from the course.
- 8) Information about how the course will be run – means analysis.

Meanwhile, Hutchinson and Waters in (Asti, 2020) suggest that ESP students have two basic needs. The goal need (what the learner must achieve in the target situation) and the learning need (what the learner need to do in process of learning) are as follows:

1) Target Needs

The learners' target needs refer to what they must do in communicating in the target context. There are three parts to a target need: needs, lacks, and wants. The types of needs that are specified by the needs of the target situation are what the learner needs to comprehend to function effectively according to the target. There is a limitation. Analysis of the learner's weaknesses in analysis to define the types of needs of the students needed. According to Hutchinson and Waters in (Asti, 2020), want is the perception of learners' subjective needs. Wants also mean that students must be aware of what they need to learn. Students will make some efforts to achieve their goals as a result of this situation.

2) Learning Need

The learner's knowledge and abilities are needed to execute to the necessary level of competence in the target context. This data can be kept in the form of language objects, abilities, techniques, subject knowledge, and so on.

According to Hutchinson, T., & Waters, A. (1987) in (Asti, 2020), a comprehensive need analysis of the target situation can indicate "What the learners need to learn," but this isn't enough, in the ESP context, the question of "How will the learners learn" to learn is important for determining the course's content.

Learning need is defined by Hutchinson, T., & Waters, A. (1987) in (Asti, 2020), as what learners must do in process of learning. A similarly, Robinson, P.C. (1991) in (Aji, 2015) claims that learning needs are what learners must do to create a situation that considers learners. Type, cultural acuity, and English ability level, and other materials, current resources, and any other information that can assist the teacher in providing the necessary knowledge to the students.

Hutchinson, T., & Waters, A. (1987) in (Asti, 2020) also propose a framework for analyzing learning needs. The checklist is presented below:

- a) Why are the learners taking the course?
 - (a) Compulsary or Optional;
 - (b) Apparent need or not;

designed according to the needs of the 2013 curriculum in Indonesia. EFP is a learning activity based on certain types of genres in the field of psychology.

Psychology students who have completed their bachelor's degree need to follow the clerkship in four sections, namely clinical psychology, educational psychology, industrial and organizational psychology, and social psychology. Graduates of the professional program can practice psychology in general, clinically or educationally according to the graduated clerkship.

c. The Scope of Psychology

To understand psychology more deeply, it is important to look at the scope of psychology itself. Reviewed from the object of study from psychology, General psychology aims to investigate and study human psychic activities or activities in general which are mature, normal, and civilized (cultured).

General psychology tries to find the postulates of a general nature rather than psychic activities or activities. While specific psychology investigates and studies the specific aspects of human psychic activities.

Specific things that deviate from things that are generally discussed in specific psychology. According to (Saleh, 2018), specific psychology can be understood by looking at its several divisions, including:

- 1) Developmental Psychology: psychology that discusses human psychic development from infancy to old age. These developments may

include:

- a) Child Psychology (covering infancy)
- b) Psychology of puberty and adolescence (psychology of youth)
- c) Adult psychology
- d) Psychology of parents
- 2) Social psychology: psychology that specializes in discussing human behavior or activities about social situations.
- 3) Educational Psychology: psychology that specifically describes human activities about educational situations, for example how teachers attract students' attention so that lessons can be easily accepted.
- 4) Personality Psychology and Typology: psychology that specifically describes the structure of the human person, regarding the types of human personality.
- 5) Psychopathology: psychology that specializes in describing abnormal psychological states or describing human clinical matters.
- 6) Criminal Psychology: psychology that is specifically related to crime or criminality. This section is related to forensic psychology.
- 7) Industrial psychology: psychology that is specifically related to company issues, such as well human resource management, and so on.

This specific psychology is practical, meaning that knowledge that is always possible applied according to its field. In this practical case, the study is about how to apply psychology to everyday life according to the

context. Psychology studied practically can be practiced in various fields, for example in the field of education known as educational psychology, in the industry it is known as industrial and organizational psychology, and in the clinical, it is known as clinical psychology.

d. English for Psychology

English For Psychology is an English learning guide for ESP aimed at psychology students studying English. (Kinnear, 2020) has been designed according to the needs of the 2013 curriculum in Indonesia. English For Psychology is a learning activity based on certain types of genres in the field of psychology.

English for Psychology aims to train fluency and confidence in the application of text learning related to psychology through reading, speaking, writing, grammar, and vocabulary skills in context. In addition, (Самойлова & Лобанова, 2004) divides units, each of which is devoted to a particular field of psychology that aims to develop communicative reading skills, accompanied by practice assignments for vocabulary acquisition, formation, and translation skills of reading texts for psychology studies.

Furthermore, English for Psychology covers important topics for future specialists in psychology, such as History of Psychology, Methodological Foundations of Science, Personality Psychology, Developmental Psychology, and Social Psychology.

e. The Importance of English References in Psychology Faculty

Psychology is a science that is always changing following developments around it. Psychology emerged from the western hemisphere. In its development, the latest theories and references to psychology are still developing in western countries (Gelar et al., 2008). Therefore, many books discuss the theory and development of psychology in western languages, especially English. The use of English is intended so that all people from various parts of the world can understand it, considering the role of English as an international language.

The use of references is an absolute thing in the learning process. In this case, students must play an active role in seeking the latest information and following the development of science. Up-to-date references are very supportive of teaching and learning activities, starting from the process of distributing material to doing lectures. (Gelar et al., 2008) stated that in Indonesia a lot of books were adopted from abroad so that most of the available reference books were in English. even in October 2006 one of the universities in Jogjakarta has provided 65.66% of English-language books in its library and for books in 2000 and above almost 100% are English-language books.

This demand can also show in reference books that are used as a reference for lectures. The manual for the psychology study program in 2006 mentioned recommended reading sources to support certain subjects. For example, the course of learning psychology recommended reading a book entitled 'Theories of Learning' written by G.H. Bower and E.R.

Hilgard or 'Introduction to Theorists of Learning' by B.R. Hergenhahn and H.M. Olson. In addition, for Psychotherapy courses, it is recommended to read 'Manual for Theory and Practice of Counseling and Psychotherapy' written by G. Corey. From here, be seen that almost every book and reference for every subject is in English (Gelar et al., 2008).

According to the development of psychology, students are required to master English to keep up with all the latest information and knowledge. Carrel and Grabe (in Uso-Juan, 2006) in (Gelar et al., 2008) state that the ability to read in English is important to achieve success in studies in the academic world.

Based on the explanation above, the researcher argues that there are more reasons why psychology students should study English and get English learning that is by the needs of their field.

c. Student Difficulties in Learning English

Student learning difficulties are described by the existence of a gap or distance between the expected academic achievement and the actual academic achievement achieved by students. Thus, learning difficulties are obstacles experienced by students in the learning process that cause them to get less than optimal results in their learning process.

According to Abdurrahman (2003) in (S & Hum, 2019), learning difficulties can be categorized into two, namely:

- a. Developmental learning disabilities are developmental learning difficulties that include motor and perceptual disorders, language and

communication learning difficulties, and learning difficulties in adjusting to social behavior.

- b. Academic learning difficulties include failures to achieve academic achievement under the expected capacity. These failures include mastery of skills in reading, writing, or mathematics. The difficulties studied in this study are academic learning difficulties, which are about academic achievement or ability that in this case, students have intelligence that is not below average but gets achievements.

The factors that cause difficulties in learning English are that students prefer to use their mother tongue (B1) rather than English (B2) in communicating both in the classroom and outside the classroom, the limitations and weaknesses of contributions in the context of language teaching, and the lack of motivation of the learner themselves (Loae, 2011). Normazidah, et al (2012) in (S & Hum, 2019), also explained the factors that cause foreign language learners to have weaknesses in learning English are as follows:

- a. English is considered a difficult subject.
- b. Student learning depends on the English teacher as the authorized party.
- c. Lack of support for using English at home or in the community.
- d. Limited or lack of opportunities to use English outside of class.
- e. Limited vocabulary mastery and provision of reading resources.
- f. Lack of desire and motivation to learn English because they do not

pay attention to the immediate needs of using the language.

- g. Lack of motivation in learning or negative behavior towards the target language.

(S & Hum, 2019) suggested the results that students' learning difficulties in mastering English could be caused by various factors, namely 1) internal factors, and 2) external factors. Ahmadi and Supriyono (2013) in (S & Hum, 2019) describe the factors that cause learning difficulties which can be categorized into two types, namely:

- a. Internal factors (factors from within humans themselves) which include:

- 1) Physiological Factors

Physiological factors that can cause learning difficulties in students, such as the health, weakness, or ability of students, and so on.

- 2) Psychological Factors

Low IQ, low aptitude for subjects, lack of interest in learning, low motivation, and poor mental health conditions are all variables that psychologists believe might create learning difficulties in students.

- b. External factors (factors from outside humans) include:

- 1) Non-social factors

Learning equipment or learning media that are not good or

even incomplete, the condition of the study room or building is not workable, the curriculum is very difficult to describe by the teacher and understand by students, the time of implementation of the learning process lacks discipline, and so on are examples of non-social factors that affect learning difficulties in students.

2) Social Factors

Family, school, classmates and the larger community culture are all social elements that might cause problems for students.

7. Conceptual Framework

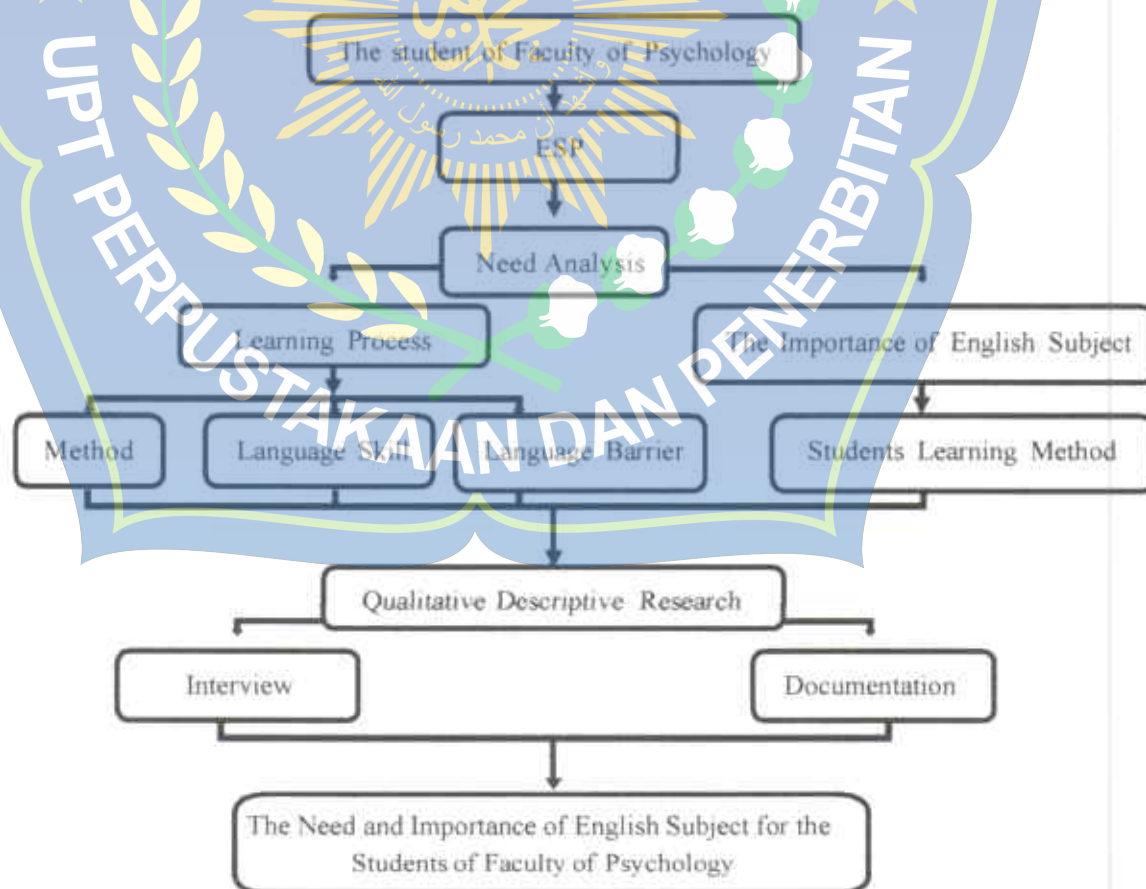


Figure 2.1 Conceptual Framework

First, the researcher visited the State University of Makassar and ask for official permission from the campus where the dean of the faculty of Psychology have been meeting with the researcher. After getting approval, the researcher conducted semi-structured interviews to obtain data from several Psychology students which determined by the researchers. After the researcher conducts the interview, the researcher collected English language learning materials and English psychology materials as research documentation. After getting the required data, the researcher will analyze the needs and interests of English for Psychology Students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method that the researcher used is descriptive qualitative because this study wants to findings what are the needs of psychology students in learning English and findings the importance of using English reference for Psychology students.

B. Subject of Research

This research conducted at the State University of Makassar. Students involved in this study is students from the Faculty of Psychology. The researcher used purposive sampling in taking the sample because the researcher wanted to find the needs of psychology students in learning English and solved the importance of using English references for psychology students. In addition, purposive sampling supports researcher taking samples according to predetermined criteria, that is psychology students who are temporarily taking English classes and are still in the middle of the semester, 4th semester and 8th semester psychology students. The researcher took 10 students.

C. Research Instruments

This research used interviews as a research instrument to collected data about the knowledge and needs of Psychology students towards learning English by making previous observations. Data obtained from interviews have been record and the transcript have been analysis.

In addition, there are several stages that the researcher performed as

a step in applying the instrument:

1. Interview

The researchers conducted interviews with students of the students of faculty of Psychology as respondents to obtained data. The researcher used the semi-structured interview type because the researcher wanted the interview from this study to be freer so that there is an intimacy between the researcher and the respondent which will make it easier for researchers to collect data.

2. Documentation

The researchers used the documentation method to obtained data such as English language learning materials for psychology students and English references used in the faculty of Psychology.

D. Procedure of Data Collection

Several steps have been carried out by the researchers in collecting data, that is:

1. The researcher went to the faculty of Psychology at State University of Makassar State University to ask for official permission from the campus, in this case the Dean of faculty of Psychology.
2. After obtaining permission from the campus, the researcher conducted semi-structured interviews to obtain data from several psychology students regarding questions about the need for learning English and the importance of English references. semi-structured interviews help researchers so that the data obtained from respondent is wider and more

open.

3. Then, researcher collected data from documentation in the form of teaching books used by psychology students in learning English and RPS that lecturer used in teaching English in Psychology Faculty.

E. Data Analysis Technique

The first thing the researcher have to do before analyzing the data is to listen to recorded responses. The researcher analyzed the interview results in the transcript by listening to the audio recorder that has been taken, the researcher presented the identified of the respondent using the initials. In making data analysis techniques Miles and Huberman in (Lestari, 2019) involved three steps: reduction, data display, and drawing conclusions and verification.

1. Data Reduction

Reduction refers to resuming the data, selecting the main points, focusing on the significant points, and searching for the research theme. The next steps in these activities would be to choose, focus, and simplify the resource data that collected, and also to abstract and transform the data that will be collected. In this study, the reduction

steps were as follows: a summary of the findings, and data collected from the research instrument, including interview and documentation.

2. Data Display

Display data is a collection of information organized and allows the researcher to draw conclusions. In terms of the data to be

displayed in the best possible way, this used to Display the interview and documentation data that were collected and organized into written text.

3. Drawing Conclusion and Verification

Verification refers to the methods that may answer the research question and objectives, and the research aims and importance. In this study, the conclusion will be reached by comparing interview data and documentation data. Data from interview will be supported by documentation. As a result, the researcher concluded what the students need to study English and what are the importance of using English in Faculty of psychology.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The collection of instruments was carried out online and offline, due to some circumstances that did not allow the researcher to interview some students due to time and place limitations, the researcher took the initiative to adjust to the willingness of the students. The researcher also used documentation as an instrument to collected data. The documentation used by the researcher is the RPS obtained from the Faculty of Psychology, State University of Makassar.

1. The Result of Interview

This section described the findings and discussion obtained from the interviews that include 13 questions to 10 students consisting of 4th semester students and 8th semester students. This section described what the needs of Psychology students in learning English and the importance of using English subjects at the Faculty of Psychology.

Before displaying the result of the data from interview, the researcher conducted data reduction first so that the researcher could provide a specific data of the answers was given by the respondents. In reducing data, the researcher took data that was considered to be able to answer the problem statement of this research and discard unnecessary data. Therefore, the researcher would show data that is considered unnecessary of the interview.

a. Personal Data of Respondents.

Based on the ministerial regulation, personal data is certain which are stored, cared for, and are kept true and kept are confidential. In general, personal data consists of fact relating to individuals which is information so private that the person concerned wants to keep for the him/herself and limit others to pass it on to other parties or misuse it (Informatika, 2016). So, the researcher felt need to kept the personal data of the respondents confidential by not displaying it in the result section.

b. Other statements that didn't support or didn't answer the problem statements of this research.

The researcher has several statements from respondents that the researcher felt the statements not answer to problem statements of this research. So, the researcher reduces the statements to provide clear ideas in order to show the problems found in the respondents.

After reducing several data from interview, the researcher found main statement from the respondents that can displaying the needs of the students of Faculty of Psychology learning English and the importance of using English.

a. The result of Interviews for Psychology Students Need in Learning English

Extract 1:

"Eee... terkait tentang kesulitan, ee... mungkin ada sih eeehh..antara lain seperti tadi kayak kepenulisan, ee... grammar yang belum bagus"

The respondent's statement above mentions things that that make it difficult for them while studying English in their department. Respondents felt that their writing and grammar skills were not sufficient, thus making it difficult for respondents to adapt to the process of learning English in class.

Extract 2:

"menurutku harus nya pas nya juga kuliah itu harus lebih mendalam ki lagi belajar, bukan hanya secara umum"

The opinion of the respondents above said that the learning that given by lecturer must be more detail according of the degree required by them.

Extract 3:

"Ee.. kayaknya kalau metode itu lebih ke ngafal vocab aja sih sebenarnya."

Respondents hope that the method used when learning English is one of them is memorizing vocabulary.

Extract 4:

"teori-teori dalam Bahasa inggris itu gakada yang menjurus atau berfokus dalam bidang psikologi itu sendiri."

Respondent statement above representing 3 out of 10 that the English lessons that they are not in accordance with the majors and fields they are involved in, even though learning English in other majors must be accordance with the interests and needs of the fields.

they are pursuing.

Extract 5:

"metode yang di gunakan itu masih kurang efektif"

One of the respondents's opinion states the method used by the lecturer was still not effective in learning English in class.

Extract 6:

"Dan yang saya harapkan juga itu mungkin di sekolah ataupun di universitas begitu eee... lebih ke praktek begini kayak komunikasi antara guru atau dosen dengan siswanya begitu... antara dosen dengan mahasiswa."

Respondents' expectations are that learning English prioritized practical activities in the classroom and maximize communication between lecturers and students.

Extract 7:

"mungkin belajar Bahasa inggrisnya itu yang biasa-biasa ji cuman mengulang-mengulang lagi begitu, waktu itu. Metode mendengarkan, berbicara, seperti itu"

The respondents statement above explains that the material they get is only decorative and respondents feel that the material used is always repeated without any improvement in the material they get in learning English.

Extract 8:

"public speaking harus baik, mungkin yah... sama eee... lebih mengetahui lagi kosakata Bahasa inggris deh, sepertinya harusnya."

The respondent above feel that need to improve their public speaking skills and English vocabulary.

Extract 9:

"Bahasa inggris yang saya pelajari di kampus yah karena hanya sedikit sekali"

English learning at the Faculty of Psychology is still very minimal, this makes respondents feel they don't explain too much about learning English at their faculty. In addition, the respondent felt that she had very little knowledge of English while studying English at the faculty of psychology.

Extract 10:

"Yang menunjang karir di bidang psikologi, hmm... kayaknya lebih ke reading"

The statement above represents 6 out of 10 respondents who stated that reading skills are skills that can help them in the fields they are involved in, it can be used as a support in their careers in Psychology.

Extract 11:

"yang paling menunjang dalam karir di psikologi yaitu speaking dan listening"

The statement above representing 2 out of 10 respondents who stated that speaking and listening skill can support their career in psychology.

b. The Result of Interview for The Importance of Using English

The researcher found that some respondents felt that English was important and some respondents felt that English was not

important. So, the researcher divided the result of the interview into two.

1. The Results that Show importance

Extract 1:

"menurut saya itu penting itu dulu penting tapi kurang sih kalau dibantu membantu"

The opinion of the respondents above stated that English is very important for her but learning English in their faculty can be said to be less helpful in the field of Psychology itself.

Extract 2:

"Ya... terkait tentang referensi yang berbasis berbahasa inggris saya rasa sangat membantu sekali yaa"

Respondent statement above represent all of them that psychology references in English really help them in learning English.

2. The Results that Show unimportance

Extract 1:

"Kalau ditanya terkait membantunya atau menunjang di bidang Psikologi, terus terang tidak."

This respondent stated that the chapters of learning English they learned while at the faculty of Psychology did not support them in their own field.

2. The Result of Documentation

Researchers use documentation as an instrument in analyzing the

problem of this research. The researcher uses RPS because the lecturer didn't have syllabus in Faculty of Psychology. This instrument was given by an English lecturer who teaches at the Faculty of Psychology to researcher.

The results found by the researcher can be seen in the table below. The researcher focus on the final ability section of each learning stage (Sub-CPMK) there are several points that the researcher highlighted, that is Students are able to master textbook reading skills, write essays, provide reviews of international Psychology journals and demonstrate presentation skills. Researcher focus on these points because it is related to the students need in previous interviews who want to focus on improving their reading skills in English in order to make it easier for them to study their journals or Psychology learning materials, which mostly use English.

Tabel 4.1 The Final Ability Section of Each Learning Stage

Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	
Sub-CPMK1	Mahasiswa mampu menguasai keterampilan dasar dalam berbahasa Inggris.
Sub-CPMK2	Mahasiswa mampu menguasai keterampilan membaca <i>textbook</i> dan membuat esai
Sub-CPMK3	Mahasiswa mampu menguasai keterampilan membaca dan memberikan <i>review</i> jurnal psikologi internasional sesuai standar APA.
Sub-CPMK4	Mahasiswa mampu menguasai keterampilan membuat abstrak penelitian dalam bahasa Inggris sesuai dengan standar APA.
Sub-CPMK5	Mahasiswa mampu mendemonstrasikan keterampilan presentasi dalam bahasa Inggris.

Source: Lesson Plan (Ridfah, 2021)

Next is the learning materials used by lecturers of the Psychology

faculty while teaching English learning materials used by lecturer consist of 14 materials for 1 semester of learning English, from some of the points below of the material there are only 7 that focus on developing reading, listening and writing skills which is related with the students need. The researcher didn't find other materials that the students need in learning English like speaking, vocabulary, grammar and etc.

Tabel 4.2 English Learning Materials

Bahan Kajian: Materi Pembelajaran	
1.	Reading
2.	Listening
3.	Writing
4.	Reading Textbook Effectively
5.	How To Make an Essay
6.	Reading And Making an Essay
7.	How To Read A Journal
8.	How To Resume/Review A Journal
9.	Reading And Resuming/Reviewing A Journal
10.	Introduction to An Abstract of Research
11.	Making An Abstract of Research
12.	Preparing Presentation in English
13.	Making Presentation Slides
14.	Presentation Skills

Source: Lesson Plan (Ridfah, 2021)

The use of materials is too excessive because it can affect students' motivation and enthusiasm in learning English. Students can find it difficult to digest too much and inconsistent material in a short period of time. The learning provided was felt to be unnecessary for the Psychology students themselves, as they mentioned earlier in the interview with the researcher. Most of the teaching materials are not related to Psychology.

B. Discussion

In this section, the researcher describes the results of the research conducted by her. The researcher concludes into several parts according to the results that have been analyzed during research at the Psychology faculty. There were 13 questions given to 10 Psychology students and an English subject RPS file which was obtained by the researcher as documentation.

1. The Needs of The Students of Faculty of Psychology in Learning English

Based on the results of interviews between researcher and the respondents, the researcher got several statements from respondents stating what they need in learning English at the Faculty of Psychology, including:

a. The students of Psychology need practice in developing their writing skill and their grammar. Although English for Psychology train fluency and confidence in the application of text learning related to psychology through reading, speaking, **writing**, **grammar**, and vocabulary skills in context (Kinnear, 2020).

b. The students of Psychology need learning English in specific and relevant to their field. The students stated that learning English they studied in general and not specifically. although according to Robinson (1990) in (Aju, 2015), the main characteristic of ESP that distinguishes it from GE (General English) is learning that is oriented to specific goals, more specific in the academic and

professional fields. So, the lecturer didn't give them material related with the students.

- c. The students of Psychology need to learning vocabulary in more specific and improve their public speaking. (Kinnear, 2020)

English for Psychology train fluency and confidence in the application of text learning related to psychology through reading, speaking, writing, grammar and vocabulary skills in context. The students should get English learning that fit with their needs.

- d. The students of Psychology thought that the methods they got in learning English still not effective and they thought that the English learning in class just repeat the material and nothing develops. According to (Syakur et al., 2020) ESP is an approach to teaching language in which the materials and methods are based on the objectives of the students to learn and in addition, ESP have characteristic which is ESP was developed to meet the specific needs of specific learning using the methods and process of activities required by the field required by the learner.

- e. The students of Psychology needs feel that the English learning they get on campus is very lacking. They want maximum learning for them. This can make it difficult for the students in learning English because it can reduce their learning motivation so that interest in learning English can decrease, Ahmadi and Supriyono (2013) in (S & Hum, 2019).

f. Six out of ten the students stated that during college, they were demanded more read international based journal and books almost 90% of the journal they used. So, they need to improve their reading skills to help them during their studies in Psychology and prepare for their future career needs.

g. The students of Psychology need good communication between lecturer and the students so that students feel cared for during English learning. They feel that English lecturer doesn't interact with the students so that the learning atmosphere becomes uncomfortable. This is can reduce the motivation to learn and reduce the development of student's English learning.

Tabel 4.3 The Comparison Between Students Need and The material was Provided by the Lecturer (Based on interview and RPS)

No.	The Students Need in Learning English	The English Material was Provided by Faculty of Psychology (Based on RPS)
1.	Reading	Reading
2.	Listening	Listening
3.	Writing	Writing
4.	Speaking	Reading Textbook Effectively
5.	Grammar	Reading And Making an Essay
6.	Learning English in specific and relevant to their field	Reading And Resuming/Reviewing A Journal
7.	Vocabulary	

8.	Effective English Method	
9.	Good Communication Between the Students and the Lecturer	

The table above shows the results of student needs during interviews and learning materials provided by the lecturer. It can be seen that there were materials that were some materials needed by the students that weren't in the list of RPS materials provided by the Faculty of Psychology.

Based on the result of the documentation or RPS used in the Psychology Faculty, it is necessary to there is a revision in the teaching material section. ESP is defined as learning English that focuses on the needs of its users can be seen in the teaching materials used are quite dense and not in accordance with the needs of students in learning the language English, it is feared that it will be more difficult than easy for Psychology students. The researcher got 7 materials which is related with the students needs in RPS that the lecturer using in teaching English.

Hutchinson and Waters in (Asti, 2020) stated that Good materials should have a clear and consistent unit structure that guides the teacher and the learner through various activities to maximize active learning. The materials strategy must be clear and systematic while still being flexible for creativity and variety. So, material that should be used by

the Psychology Faculty lecturer should be consistent with what students need in studying English material and having flexibility is also necessary in order to increase student creativity because English-based psychology journals also always develop according to the time.

So, the English lecturer at the Faculty of Psychology should focus on providing material to students who can develop the reading, listening, writing, speaking skills, grammar, vocabulary and other that students needed during the academic period in the Faculty of Psychology.

2. The importance of using English subject in faculty of Psychology

The researcher got several different statements from the respondents regarding the importance of learning English for them. The table and chart below displaying that 80% stated that English was important, 10% stated that English wasn't important and 10% gave statement that English was important but not help the student in their field.

Tabel 4.4 The Importance of using English Subject in Faculty of Psychology (Based on Interview)

No.	The Statement	Frequency	Percentage
1.	Important	8	80%
2.	Not Important	1	10%
3.	Ambiguous	1	10%
Results		10	100%

The Importance of using English Subject in Faculty of Psychology (Based on Interview)



Figure 4.1 The Importance of using English Subject in Faculty of Psychology (Based on Interview)

The table and diagram above show the results of data from interview that state the importance of learning English for Psychology Students. There have been 3 results that were found that 8 out of 10 Psychology students felt learning English was important and helped them in their field. On the other hand, one out of 10 students stated that English isn't important enough and hasn't helped in the field of Psychology and one of 10 students stated that English was important but not helpful.

The researcher concluded that the different statements from the respondents were due to the uncertainty during the learning process, or unclear and the English material unrelated with their specific field which made students not helped in studying Psychology in English courses. Robinson (1990) in (Dja'far, 2017) states that in the context of ESP, teachers must be oriented towards learning objectives or

relevant to ESP, materials related to the world of work or academic students. So, lecturers are responsible for providing the English learning that the students of Psychology need in order to assist them in studying Psychology and preparing for their careers.

The researcher has seen that Psychology students have not been able to distinguish between the need for English for their field specific purposes and the importance of using English in accordance with their field. Adhabiyah et. Al cited in (Asti, 2020) was mention three components of need analysis, one of them was Target Situations Analysis (TSA) that includes necessities, lacks and wants. Necessities mean what students need to know, lacks is used to refer to the gap between students' current skills and what students don't know, and wants represents what students want to learn. English lecturer should have qualifications that are in accordance with students learning targets, for example there is ESP lecturer who can facilitate the Psychology students learning in order to explain needs analysis for the students, such as Target Situations Analysis (TSA). So the students can understand their needs and can know the importance of learning English for the field of Psychology.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In higher education, the method of learning English using ESP (English for Specific Purposes) is often underused. One of the contributing factors is the lack of preparation for learning which results in learning that is not relevant to the field of science that is its competence. Therefore, a lesson plan is needed that begins by assessing the needs of students to learn English with a specific target. Therefore, this study aims to find the needs of students in English and find the importance of learning English in the Faculty of Psychology. This needs to be done so that the English Specific Purpose learning materials (ESP) received by students are following the field of science they are capable of and the field of work they will be engaged in.

This research is based on a qualitative descriptive approach. The object of this research is the students of the Faculty of Psychology who were temporarily taking English classes and are still in the middle of the semester, 4th semester and 8th semester psychology students. The researcher took 10 students. Data collection techniques used are semi interview and documentation. Then the data obtained will be classified so that the needs of Faculty of Psychology students for learning English can be identified and the importance of using English in Faculty of Psychology, then will be described. The results of this study will be used as a reference for future research, namely syllabus planning, and material

development or teaching materials for ESP English.

Based on the results of the study, the researcher concluded that there was a discrepancy between the documentation of the RPS for the English course and the learning conditions that occurred during the learning process at the Psychology faculty. Even ESP and English for Psychology materials are not used during English lessons. Furthermore, based on the interview, the researcher concluded the needs of Psychology students mostly needed was reading skills where they were required to read international journals, articles, and textbooks that are indeed used by the Faculty of Psychology, Makassar State University. But, other students also stated other learning needs that they thought could help them during their studies in Faculty of Psychology.

The researcher also found the importance of using English reference in the field of Psychology can help the students in learning psychology because most of learning materials of psychology using English textbook, so the students felt that English reference was very important for them. The students also stated that learning English in psychology can create quality graduates who can compete in the world of work. This is a consideration for the faculty of Psychology students because the current era of globalization must make them compete in the future in jobs according to the field of Psychology.

B. Suggestion

After analyzing the needs of Psychology students in studying English and the importance of English courses in the psychology department, the researcher provides several suggestions, which include:

1. For English lecturers in the Psychology faculty to pay more attention to the English learning needs of psychology students following English for Specific Purposes, especially English for Psychology which is by the field of students being taught. Please provide an English syllabus for the Psychology faculty so that the material and learning provided is not original and in accordance with ESP.
2. For Students so that they can find goals in learning English that is under their goals and can students can distinguish needs and materials that aren't in accordance with what is given by the campus or lecturer. There is nothing wrong with having discussions about learning English which makes it easier for students to learn their fields.
3. For other researchers to be able to research English teachers with English for Specific Purpose in Faculty of Psychology or other field. Lecturers must be able to have qualification in teaching English according to the needs of students, the next researchers can also research about learning motivation of non-english students and the last to research more other fields to find appropriate English learning needs.

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Appendix 1 RPS (Rencana Pembelajaran Semester)

UNIVERSITAS NEGERI MAKASSAR					Kode Dokumen
FAKULTAS PSIKOLOGI					
PROGRAM STUDI PSIKOLOGI					
RENCANA PEMBELAJARAN SEMESTER					
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (2sks)	SEMESTER	Tgl Penyusunan
BAHASA INGGRIS		PSIKOLOGI UMUM DAN EKSPERIMEN	T=0,8 P=1,2 50% 60%	V	13/07/2021
OTORISASI	Pengembang RPS	Koordinator RMK	Ketua PRODI		
	NURFENTRIANY FAKHRI, S.Psi., MA	Ahmad Ridfah, S. Psi., M. Psi., Psikolog	Ahmad Ridfah, S. Psi., M. Psi., Psikolog		
Capaian Pembelajaran an (CP)	CPL-PRODI yang dibebankan pada MK				
	CPL1 (S9)	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.			
	CPL2 (PP5)	Mampu menguasai prinsip-prinsip literasi data dan komunitas			
	CPL3(KU14)	Mampu menggunakan minimal satu bahasa internasional untuk komunikasi lisan dan tulis			
	CPL4 (KK8)	Mampu menuangkan pemikiran konseptual maupun hasil penelitian psikologi dalam bentuk tulisan ilmiah sesuai dengan kaidah etik dan profesionalisme			
Capaian Pembelajaran Mata Kuliah (CPMK)					
	CPMK1	Menunjukkan sikap bertanggungjawab dalam mendemonstrasikan keterampilan menggunakan Bahasa Inggris secara mandiri (S9)			
	CPMK2	Mampu menguasai prinsip-prinsip literasi data dan komunitas dalam Bahasa Inggris (PP5)			
	CPMK3	Mampu menggunakan Bahasa Inggris untuk komunikasi lisan dan tulis (KU 14)			
	CPMK4	Mampu menuangkan pemikiran konseptual maupun hasil penelitian psikologi dalam bentuk tulisan ilmiah internasional sesuai dengan kaidah APA (KK8)			
Kemampuan akhir tiap tahapan belajar (Sub-CPMK)					
	Sub-CPMK1	Mahasiswa mampu menguasai keterampilan dasar dalam berbahasa Inggris.			
	Sub-CPMK2	Mahasiswa mampu menguasai keterampilan membaca textbook dan membuat esai			
	Sub-CPMK3	Mahasiswa mampu menguasai keterampilan membaca dan memberikan review jurnal psikologi internasional sesuai standar APA.			
	Sub-CPMK4	Mahasiswa mampu menguasai keterampilan membuat abstrak penelitian dalam bahasa Inggris sesuai dengan standar APA.			

	Sub-CPMK5	Mahasiswa mampu mendemonstrasikan keterampilan-presentasi dalam bahasa Inggris.
Deskripsi Singkat MK	Pada mata kuliah ini, mahasiswa belajar dan berlatih dalam mengembangkan keterampilan menggunakan bahasa Inggris sesuai dengan standar American Psychological Association (APA), agar bermanfaat bagi mahasiswa yang bersangkutan dalam menyelesaikan masa belajar di fakultas Psikologi. Mahasiswa belajar mengenai keterampilan dasar dalam berbahasa Inggris, membaca textbook dan membuat essai, membaca dan membuat reuiu jurnal sesuai standar APA, membuat abstrak penelitian, serta keterampilan presentasi menggunakan bahasa Inggris.	
Bahan Kajian: Materi Pembelajaran	1. Reading 2. Listening 3. Writing 4. Reading Textbook Effectively 5. How To Make an Essay 6. Reading And Making an Essay 7. How To Read A Journal 8. How To Resume/Review A Journal 9. Reading And Resuming/Reviewing A Journal 10. Introduction to An Abstract of Research 11. Making An Abstract of Research 12. Preparing Presentation in English 13. Making Presentation Slides 14. Presentation Skills	
Pustaka	Utama :	1. Burton, L.J. (2018). Interactive Approach to Writing Essays and Research Reports in Psychology. Wiley 2. American Psychological Association. (2010). Publication Manual of the American Psychological Association (7th ed). Washington, DC: American Psychological Association. 3. Evans, J. (2007). Your Psychology Project: The Essential Guide. Los Angeles: Sage Publication
	Pendukung :	-
Dosen Pengampu	Nurfitriany Fakhri, S.Psi., MA	
Matakuliah syarat	-	

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator (3)	Kriteria & Teknik (4)	Luring (offline) (5)	Daring (online) (6)		
(1)	(2)					(7)	(8)
1, 2, 3 & 4	Sub-CPMK1: Mampu menguasai keterampilan dasar dalam berbahasa Inggris.	1.1. Introduction 1.2. Ketepatan mendemonstrasikan kemampuan <i>reading in English</i> 1.3. Ketepatan mendemonstrasikan kemampuan <i>listening in English</i> 1.4. Ketepatan mendemonstrasikan kemampuan <i>writing in English</i>	Kriteria: Rubrik Penilaian Teknik non-test: Praktik	1. Kuliah PB= 1x(2x50") 2. Praktik PB= 1x(2x50") 3. Praktik PB= 1x(2x50") 4. Praktik PB= 1x(2x50")	SYAM-OK https://syam-ok.unm.ac.id SPADA https://spadadikti.id/home-landing/	1. RPS 2. Materi: [Sumber tambahan yang terkait dengan tema] <i>Reading in English</i> 3. Materi: [Sumber tambahan yang terkait dengan tema] <i>Listening in English</i> 4. Materi: [Sumber tambahan yang terkait dengan tema] <i>Writing in English</i>	15%
5, 6 & 7	Sub-CPMK2: Mampu menguasai keterampilan membaca <i>textbook</i> dan membuat <i>essai</i>	2.1. Ketepatan memahami cara <i>Reading Textbook Effectively</i> 2.2. Ketepatan memahami <i>how</i>	Kriteria: Rubrik Penilaian Teknik non-test: Praktik	5. Kuliah PB= 1x(2x50") 6. Kuliah PB= 1x(2x50") 7. Praktik PB= 1x(2x50")	SYAM-OK https://syam-ok.unm.ac.id SPADA https://spadadikti.id/home-landing/	5. Materi: [3] <i>Reading Textbook Effectively</i> 6. Materi: [4] <i>How to make an essay</i>	20%

		to make an essay				7. Materi: [3&4] Membuat essay	
		2.3. Ketepatan membuat essay					
8	Evaluasi Tengah Semester / Ujian Tengah Semester						
9 & 10	Sub-CPMK3: Mampu menguasai keterampilan membaca dan memberikan review jurnal psikologi internasional sesuai standar APA.	3.1. Ketepatan memahami cara membaca jurnal psikologi internasional	Kriteria: Rubrik Penilaian PB= 1x(2x50") Teknik non-test: Praktik PB= 1x(2x50")	9. Kuliah PB= 1x(2x50") 10. Praktik PB= 1x(2x50")	SYAM-OK https://syam-ok.unm.ac.id SPADA https://spadadikti.id/home-landing/	9. Materi: [1&2] Membaca jurnal psikologi internasional 10. Materi: [1&2] Review jurnal psikologi internasional sesuai standar APA	25%
11 & 12	Sub-CPMK4: Mampu menguasai keterampilan membuat abstrak penelitian dalam bahasa Inggris sesuai dengan standar APA.	4.1. Ketepatan memahami cara membaca dan membuat abstrak penelitian dalam bahasa Inggris sesuai dengan standar APA.	Kriteria: Rubrik Penilaian PB= 1x(2x50") Teknik non-test: Praktik PB= 1x(2x50")	11. Kuliah PB= 1x(2x50") 12. Praktik PB= 1x(2x50")	SYAM-OK https://syam-ok.unm.ac.id SPADA https://spadadikti.id/home-landing/	11. Materi: [1,2&3] Membaca jurnal psikologi internasional 12. Materi: [1,2&3] Review jurnal psikologi internasional sesuai standar APA	10%
		4.1. Ketepatan mendemonstrasikan cara membaca dan membuat abstrak penelitian dalam bahasa Inggris sesuai					

		dengan standar APA.	Kriteria:				
13 14 15	Sub-CPMKS: Mahasiswa mampu mendemonstrasikan & keterampilan presentasi dalam bahasa Inggris.	5.1. Ketepatan memahami keterampilan presentasi dalam bahasa Inggris. 5.2. Ketepatan membuat slide presentasi dalam bahasa Inggris. 5.1. Ketepatan mendemonstrasikan presentasi dalam bahasa Inggris.	Kriteria: Rubrik Penilaian Teknik non-test Praktik	13. Kullah PB= 1x(2x50") 14. Praktik PB= 1x(2x50") 15. Praktik PB= 1x(2x50")	SYAM-OK https://syam-ok.unm.ac.id SPADA https://spadadikti.id/home-landing/	13. Materi: [1,2&3] Merancang presentasi dalam Bahasa Inggris 14. Materi: [1,2&3] [Sumber tambahan yang terkait dengan tema] Membuat slide presentasi dalam Bahasa Inggris 15. Materi: [1,2&3] [Sumber tambahan yang terkait dengan tema] Mendemonstrasikan presentasi dalam Bahasa Inggris	25%
16	Evaluasi Akhir Semester / Ujian Akhir Semester						5%

Appendix 2 The Question of Interview

No.	Framework	Indicator	Question
1.	Who are the learners?	-Ages/sex/ nationality	1. Could you introduce yourself?
2.	Why are the learners taking the course?	-Compulsory or optional?	2. Why do you need to master English?
3.	How do the learners learn?	-What methodology will appeal to them?	3. What methods have you studied while studying English in your class? Is the method effective? And what kind of methods do you expect in learning English?
4.	What resource are available?	-Materials	4. What kind of material to support your work in Psychology?
5.	What resource are available?	-Materials	5. Does the English course in your faculty help you in your current field?
6.	Where will the ESP	-Concurrent with	6. Do you study English

	course take place?	need or pre-need	outside of class? Where
			did you improve your English?
7.	Who are the learners?	-What subject knowledge do they have?	7. Among the 4 language skills (speaking, reading, writing and listening) which are the most important in supporting your career in Psychology?
8.	Who are the learners?	-What do they know already about English?	8. What kind of English learning have you mastered during your education?
9.	Where will the ESP course take place?	-Are the surrounding pleasant, dull, noisy cold, etc?	9. Does the class atmosphere affect you in learning English?
10.	Where will the ESP course take place?	-Full-time/ Part-time	10. Do you feel the need to study English everyday to help you in other studies in

			psychology?
11.	Who are the learners?	-What are their in socio-cultural background?	11. Does your environment support you in learning English?
12.	How do the learners learn?	-What sort of technique are likely to bore/alinate them?	12. Do you have difficulty in learning English?
13.	Why the learners taken the course?	-Apparent need or not?	13. Do you think English references help you in the studying psychology?

Najiba Azzahra

1. Oke baik, sebelumnya perkenalkan nama saya Najiba Azzahra. Eee... saat ini saya berdomisili di Kabupaten Luwu Timur. Eee namun di Makassar saya eee... tinggal di jl. Pendidikan. Nah, Adapun jurusan, saya dari jurusan Psikologi dari fakul... eee dari ee kampus Universitas Negeri Makassar dan saat ini saya Angkatan 2020
2. Kalau menurut saya pribadi, kenapa sih kita harus menguasai bhs inggris. Nah seperti yang kita ketahui di era digital saat ini eee... bhs inggris itu ee telah merupakan Bahasa ilmiah yang memang notabennya menjadi Bahasa universal atau Bahasa pergaul akademik terbesar di dunia yang dimana dapat mempermudah kita untuk berkomunikasi dengan orang-orang luar sana karena notabennya di hampir semua negara eee... Banyak orang lebih menguasai Bahasa asing yakni Bahasa inggris dan juga eee... Bahasa inggris eee dapat mempermudah kita untuk ee berkomunikasi dengan berbagai negara yang ada di dunia.
3. Eee kalau terkait tentang metode eee saya kurang tau ee bagaimana di... terkait tentang di kelas. Namun, eee... yang pada saat saya perdana mempelajari bahasa inggris yakni ee yang pertama komunikasi ee dari orang tua saya yang dimana orang tua saya pada awalnya sering memberikan kosakata-kosakata Bahasa inggris. Misalnya saya bertemu dengan ee... suatu benda eee semisal saya bertemu dengan bunga ee Ayah saya ee langsung menyebutkan "*this is a flower*" eee... kurang lebih seperti itu dan saya ikut menyontohnya dan kadang Ayah saya ee menanyakan kabar saya, menanyakan eee tentang saya dalam menggunakan Bahasa inggris dan ee... kadangkala saya membalasnya dengan Bahasa inggris juga. Kurang lebih seperti itu. Dan disitulah ee... mulanya ee... terbangun komunikasi untuk berbahasa inggris.
4. Nah, untuk saat ini eee... Mungkin saya ingin berfokus pada materi tentang Psikologi Klinis karena ee... Adapun cita-cita saya yakni ingin bergabung ee... di Psikolog Klinis dan ingin menjadi seorang Psikolog Klinis.
5. Saya rasa memang sangat membantu di eee terutama di fakultas saya juga yakni di Fakultas Psikologi yang dimana eee tidak jarang kami disuruh meeencari ee... beberapa jurnal entah itu jurnal Internasional maupun jurnal nasional yang tidak jarang juga menggunakan Bahasa inggris eee tidak hanya itu ee beberapa juga ajaran yang dikasih ee... oleh dosen yakni menggunakan Bahasa inggris.
6. Eee... Kalau terkait mempelajari Bahasa inggris diluar kelas, eee... mungkin ee seperti kaya mendengarkan music, menonton film, atau juga kadang ee... komunikasi

dengan orang tua saya atau teman terdekat saya ee.. kurang lebih sih seperti itu untuk mengimrpove Kembali Bahasa inggris yang ee... saya miliki

7. Semisal dalam keempat keahlian berbahasa inggris ee.. seperti berbicara, membaca, menulis dan mendengarkan saya rasa yang menunjang karir di psikologi itu yakni membaca. Kenapa demikian karena ee seperti yang saya katakana tadi bahwasanya tidak jarang kami disuruh ee.. mencari jurnal ee.. terkait dengan jurnal internasional atau nasional yang ee.. yang tidak jarang juga menggunakan Bahasa inggris yang dimana ee... disitulah ee... sering menggunakan Bahasa inggris ee yang bahasanya eee apayah kurang lebih Bahasa tinggi eee istilahnya jadi eee mungkin ee kurang lebih di keahlian itulah yang menunjang karir psikologi karena ee... dalam membaca jurnal kita ee..le... misal kita lebih tau lagi terkait tentang dunia psikologi menurut jurnal-jurnal ataupun buku bacaan yang di sarankan
8. Ee... kalua terkait tentang Bahasa inggris yang dikuasai selama Pendidikan lebih kee... Speaking sih walaupun grammarnya belum teratur tapi ee.. karena ee... kebiasaan speaking dengan orang tua mungkin denga nee teman-teman dan juga pernah ikut kursus ee... di kampung inggris jadi ee... lebih ke speaking aja karena masih kurang juga dalam penulisan serta ee.. dalam pendengaran juga masih agak kurang
9. Ee... terkait dengan suasana kelas ee.. mempengaruhi selama belajar Bahasa inggris, tergantung sih. Eee... kalua misalnya ee.. mentoraya asyik juga teman-temannya mendukung ee.. itu sangat mempengaruhi ee.. improve berbahasa inggris yang saya miliki
10. Ee. Ee.. terkait tentang ee perlunya belajar atau meng...mengimprove ee... skill Bahasa inggris ee setiap hari saya rasa itu perlu si. Eee tidak hanya terkait tentang materi-materi di perkuliahan ee juga ee bisa ee dikesaharian kita apalagi kita hidup juga dalam dua dunia untuk saat ini di era saat ini yang dimana kita hidup di dunia nyata dan dunia maya yang tidak sedikit juga orang lebih cenderung ee... banyak menghabiskan waktunya di dunia maya yang dimana di dunia maya juga itu kalua kita mau searching sesuatu atau sharing-sharing ee juga ee besar ee dalam penggunaan Bahasa inggris, Adapun juga beberapa dari kita mungkin senang mendengarkan lagu ee.. yang penggunaan Bahasa inggris eee dan itu juga salah satu ee cara mengimprove ee skill daripada Bahasa inggris kita.
11. Eee... terkait tentang kesulitan, ee... mungkin adasih eeehh.. antara lain seperti tadi kayak kepenulisa, ee... grammar yang belum bagus terus juga ee.. dalam ee speaking

juga masih kurang ehhh... (tertawa) dan ee.. banyak sih ee.. walaupun juga kadang mendapatkan lingkungan yang toxic semisal kitab er.. menggunakan Bahasa Inggris yang ee.. sesuai dengan pronunnya ee kadang orang yang... "ih gak usah mi terlalu alay ee.. Makasaar ji kapang" kurang lebih dapat feedback seperti itu jika kita ee berada di lingkungan yang kurang mendukung

12. Ee... terkait tentang referensi yang berbasis berbahasa Inggris saya rasa sangat membantu sekali yaa apalagi jurnal-jurnal ee... psikologi dan buku bacaan yang diberikan oleh dosen itu ee.. notabene ee.. berbasis Bahasa Inggris dan saya rasa itu sangat membantu entah itu dari... dari pengerjaan tugas saya ataupun juga untuk membantu pengetahuan saya lagi tentang dunia psikologi. Sangat membantu.



Nurfadilah Tarni

1. Iye.. baik ee.. walaikumsalam wr.wb. perkenalkan nama saya Nurfadilah Tarni. Alamat perumahan Delta 2 Borongraya kot Makassar ee.. jurusan itu psikologi ee.. dan dari Universitas Negeri Makassar.
2. Iye, jadi menurutku kenapa ee... kenapa saya harus menguasai Bahasa inggris karena ee seperti yang kita ketehui Bahasa inggris ee.. pada era sekarang itu menjadi Bahasa internasional yang ee dipakai bukan hanya saja diluar negeri Ketika berpergian namun ee banyak hal-hal ee yang membutuhkan kita menguasai bahasa inggris baik dalam hal Pendidikan ee.. ataupun kaya melanjutkan kuliah. Seperti itu.
3. Jadi pada saat ee.. semester 1 atau nda salah... kalau na salah semester 1 atau semester 2 itu ada memang mata kuliah khususnya psikologi itu belajar Bahasa inggris. Nah, pada saat itu ee sudah efektif yang cara yang digunakan untuk dosen tapi mungkin ada beberapa hal-hal yang masih perlu dibenahi kayak menurutku tidak terlalu mendetail ki itu ee apah... nda terlalu detail ki itu ee... mata kuliah Bahasa inggris Cuma mungkin karena ee pemahamannya dosen bilang kita sudah mahasiswa, sudah belajar Bahasa inggris dari SD, SMP, SMA jadi yang kayak umum-umum mo saja. Tapi kan nda semua orang ee langsung bisa Bahasa inggris ee.. dari SD, SMP, SMA jadi menurutku harus nya pas nya juga kuliah itu harus lebih mendalam ki lagi belajar, bukan hanya secara umum. Seperti itu.
4. Ee.. iya, dalam bidang psikologi juga sangat menunjang eee.. Bahasa inggris yaitu Bahasa internasional karena eee.. kebanyakan referensi ee.. dalam dunia psikologi itu referensinya textbook ee.. yang berasal dari luar negen jadi betul-betul Bahasa inggris ini menunjang untuk ee kita kedepannya di dalam psikologi dalam mempelajari atau memahami karena kebanyakan referensinya itu berbahaa inggris.
5. Iye, di fakultas itu cukup membantu ee... pelajaran Bahasa inggris karena pada saat kuliah pada saat itu tadi yang ku bilang ada memang ee.. apa kelasnya, khusus Bahasa inggris jadi sangat membantu ee denga nee apa yang sekarang ee.. saya capai dengan mulai dari referensi-referensi yang karena belajarki Bahasa inggris akhirnya di taumi walaupun tidak teralu paham tapi alhamdulillah ee bisa dipahami sedikit demi sedikit.
6. Eee... kadang mempelajari ji Bahasa inggris di luar kelas dengan cara mandiri Yaitu kayak ee.. buka kamus karena beberapa Bahasa-bahasa asing di referensi psikologi yang tidak di pahami akhirnya mandiri buka kamus se.. baku kamus ee.. atau bertanya sama teman, seperti itu. Tidak adaji kayak tempat khusus ia di tempati, seperti itu.

7. Nah, 4 keahlian ini dalam berbahasa inggris itu kayak berbicara, membaca, menulis dan mendengarkan. Eee, kayaknya ini semua saling keterhubungan ki dalam psikologi, eee... apalagi banyak bidang-bidangnya psikologi. Ada yang memang.. yang membaca, yang fokusnya menulis. Tapi kalau menurutku pribadi, lebih ke yang mendengarkan, karena eee... Kita ee.. tenaga psikolog, psikologi ee.. dituntut lebih banyak mendengarkan.. tapi tidak menutup kemungkinan juga kita bisa berbicara, membaca dan menulis riset-riset, seperti itu menurutku.
8. Hmm... kalau mau dibilang je... eee... pembelajaran Bahasa inggris yang di kuasai selama Pendidikan itu kayaknya nda terlalu ku kuasai sih karena saya pribadi juga nda terlalu tau pasif dalam berbahasa inggris, menurutku dan masih kurang juga menurutku ee... Bahasa inggris ku begitu.
9. Ee.. iye, suasana kelas juga ee.. sangat mempengaruhi ki dalam belajar Bahasa inggris dimana Ketika kayak ee... misalnya ada teman yang kayak kurang, ee atau saya sendiri yang kurang ee.. apah.. ee.. kayak nda terlalu bener caraku menyebut atau bagaimana terus kayak diketawai atau apa sama teman-teman kayak langsung nda enak dirasa ee.. tapi kadang ada juga teman yang support, bilang 'oh iya, masih ee.. ini kurang tapi nda apa-apa sudah bagus daripada nda bisa sama sekali. Jadi, menurutku suasana kelas juga sangat berpengaruh dalam proses belajar.
10. Mungkin menurutku nda setiap hari untuk belajar Bahasa inggris tapi ee dalam ee.. seminggu atau sesekali bisa ee.. belajar lagi tentang Bahasa inggris. Eee... karena jujur itu di psikologi hampir 90% itu referensinya Bahasa inggris jadi kayak secara tidak langsung kalau baca maki jurnal baru kayak tidak terlalu mengertiki, di translate. Nah, menurutku itu juga belajarki Bahasa inggris sih.
11. Ee... iye, menurutku itu lingkungan, lingkunganku yang sekarang juga supportka untuk ee... belajar Bahasa inggris karena ee.. kayak eee... bagaimana di (sedang berpikir) biasa kayak terpacu ka, semisal kayak ada adekku yang harus di ajari Bahasa inggris ee.. PR nya di sekolah ee... kayak begitu, jadi saya kayak lebih terpacu lagi untuk belajar dan menurutku itu di support juga dari lingkungan-lingkungan sekitar. Misalnya dari teman-temanku juga dan keluarga. Seperti itu.
12. Iye. Ee... banyak sekali kesulitan selama belajar Bahasa inggris. Karena kayak saya betul-betul kayak susah sekali ka paham itu Bahasa inggris walaupun kayak belajar ka dari SD, SMP, SMA bahkan pas bangku perkuliahan pun juga dipelajari tapi... nda tau kayak susah sekali masuk di otakku itu Bahasa inggris jadi menurutku susah.. susah.. banyak sekali ee... kesulitan yang kuhadapi selama mempelajari Bahasa

inggris karena mungkin kayak mindset ku mi dari awal.. bilang ini Bahasa inggris susah, jadi kayak begitu.. susah sekali masuk walaupun kayak belajarki sedikit-sedikit, tapi yahh susah sekali belajarnya.

13. Iye. Ee... sangat membantu referensi Bahasa inggris walaupun kadang ka nda mengerti kalau di translate juga terbalik-balik kata-katanya. Tapi, eee... seperti itu yang kubilang, karena memang referensinya itu psikologi Bahasa inggris 90% jadi mau tidak mau yahh.. ee.. memang sangat membantu itu karena kalau mauki ee.. apa.. yang Bahasa Indonesia itu masih sedikit. Itupun yang Bahasa Indonesia ee.. dari textbook yang di translate. Jadi kayak agak berantakan juga kata-katanya. Jadi, kadang mending kita liat yang Bahasa inggris baru kita yang translate sendiri jadi mengerti, karena biasa yang buku Bahasa Indonesia itu kayak nda terlalu paham ki kata-katanya. Jadi, menurutku sangat-sangat membantu Bahasa inggris dalam ee.. dalam mempelajari psikologi.



Amira Nur Khalifah Tamrin

1. Perkenalkan nama saya Amira Nur Khalifah Tamrin, saya berdomisili di Makassar tepatnya BTP Blok AE No. 904. Saat ini saya tercatat sebagai mahasiswa di jurusan psikologi Universitas Negeri Makassar dan saya juga merupakan mahasiswa angkatan 2020
2. Karena tentunya sudah menjadi rahasia umum bahwa Bahasa Inggris merupakan Bahasa internasional terdapat kurang lebih 50 negara yang menggunakan Bahasa tersebut sebagai Bahasa sehari-hari, sehingga kalau kita ingin keluar negeri kita dapat berkomunikasi dengan orang-orang sekitar tanpa merasa kesulitan.
3. Ee.. kayaknya kalau metode itu lebih ke ngafal vocab aja sih sebenarnya dan saya rasa hal itu juga berlaku untuk umum. Nah misalnya kalau kita udah ngafal vocab, ee.. selanjutnya kita belajar terkait ee.. struktur sebuah kalimat yang padu dalam Bahasa Inggris atau biasa disebut dengan tenses. Nah setelah kita fasih dalam menggunakan tenses barulah saya mencoba sedikit demi sedikit untuk speaking. Nah, jadi kebetulan di rumah itu kan gak ada orang yang bisa fasih berbahasa Inggris jadi saya itu lebih sering ke ngobrol dengan diri sendiri tapi pake Bahasa Inggris dan juga untuk mempermantapnya ee.. nonton film atau membaca buku Bahasa Inggris, gitu. Gak apke subtitle Bahasa Inggris itu movie.
4. Kalau dikaitkan dengan Bahasa Inggris itu sendiri sih.. kalau menurut saya ee.. teori-teori dalam Bahasa Inggris itu gakada yang menjurus atau berfokus dalam bidang psikologi itu sendiri. Nah jadi kalau menurut saya dia itu lebih ke speaking aja kali ya. Jadi kita tau sepatutnya dua kata vocab. Sehingga apa yang disajikan di dalam buku, di dalam PPT itu kita tidak perlu bingung lagi untuk memahaminya. Kita tidak perlu setengah mati untuk membuka kamus dan hal sebagainya.
5. Jadi, di jurusan saya itu kita belajar Bahasa Inggris itu hanya di semester 1 dan itupun kita hanya mencari jurnal internasional. Kita gak disuruh untuk ngafal vocab, gak disuruh untuk memahami tenses, dan hal sebagainya yang berkaitan dengan ee.. makin agusnya kemampuan kita dalam berbahasa Inggris. Jadi dapat saya simpulkan bahwa pembelajaran Bahasa Inggris di fakultas saya itu tidak menjadi penunjang utama atau tidak cukup mempunyai sebagai faktor pendukung sebagai bidang yang saya geluti saat ini.
6. Seperti yang saya katakan tadi, saya belajar Bahasa Inggris itu kontribusi yang paling besar kayaknya itu dari buku deh, karena saya itu bukan tipe orang yang suka menonto. Jadi selain dari buku, nonton dan juga pada saat saya SMP saya pernah ikut

Les, disitu saya kurang lebih ee.. saya situ sampai kelas 3 SMA. Kurang lebih selama 6 tahun disitu saya Les. Kemudian juga pada akhir 2019, November kalau gak salah, saya pernah ikut MUN. nah MUN kan kita disitu berbaur dari berbagai negara jadi tentunya kita memakai Bahasa Inggris sebagai Bahasa sehari-hari.

7. Kalau yang paling menunjang si, kayaknya.. kayaknya nii yahh.. kayaknya membaca deh. Soalnya seperti yang saya katakana tadi terdapat banyak literatur terkait psikologi itu yang berbahasa Inggris. Jurnal-jurnal yang bereputasi pun rata-rata itu jurnal internasional, jadi ee.. saya rasa yah.. itu membaca. Karena kalau misalnya berbicara.. yah itu balik kita kuliahnya dimana lagi. Kalau Misalnya kita kuliahnya di Indonesia yah.. berbicara berbahasa Inggris itupun bukan sesuatu yang wajib, kecuali kalau misalnya kita kuliah di luar nah.. itu kasusnya beda lagi.
8. Kayaknya dari sekian jenis pembelajaran yang saya kuasai itu speaking. Karena kalau misalnya.. gini deh, kalau misalnya.. kita pengen speaking itu kita gak boleh ragu jadi apa yang ada di otak itu yang di sampaikan. Kita gak perlu mikir.. bener gak sih ini structure apa yang aku bilang. Itu tuh belakangan karena kita belajar Bahasa Inggris itu berfase, kita belajar Bahasa Inggris itu pertahap, enggak yang oh hari ini aku mau speaking, besok aku harus tau tenses, besoknya aku harus speaking dengan tenses, gak gitu. Jadi per tahap. Tapi percuma juga kalau misalnya kita tau tenses tapi kita gak pernah speaking, kita gak pernah practice. Sama aja dong di kali nol. Jadi apa yang kita ketahui itu gak pernah dikeluarkan.. yah sama aja lama-kelamaan bakal berkarat.
9. Suasana kelas tentu sangat mempengaruhinya. Terlebih pada saat saya duduk di bangku SMP itu saya kan pernah ikut les. Nah jadi kalau di dalam kelas kita ngomongnya pakai Bahasa Indonesia yah.. percuma dong, selama ini yang kita dapatkan itu gak pernah dilatih selain karena kita gak tau.. lidah kita juga bakalan jadi kaku, jadi kalau misalnya di kelas kita eee... Ngomongnya pakai Bahasa Inggris yahh jelas itu sangat mempengaruhi karena akan menjadi habit juga untuk kitanya.
10. Kalau pendapat saya pribadi sih.. yah.. itu penting, sangat penting malah. Selain karena Bahasa Inggris merupakan Bahasa internasional. Ee., Bahasa Inggris juga menjadi penunjang utama dalam dunia Pendidikan maupun dunia kerja.
11. Tentunya sangat mensupport yah.. teman-teman, orang tua bahkan sampai kakek-nenekpun mensupport.. hehe (tertawa). Cumin ya itu lagi, saya gak punya temen yang bisa di ajak ngobrol pake Bahasa Inggris setiap hari. Jadi kalau gak ngobrol dengan diri sendiri yah... bisa kaku.

12. Mungkin lebih ke structure aja kali yah. Karena dulu itu aku sempat struggle di bagian telling time. Jadi untuk penggunaan waktu versi british, disitu aku susah banget buat paham. Selain telling time, tenses itu merupakan inti dari Bahasa Inggris dan juga itu merupakan sesuatu amat rumit, amat sangat rewel dan sangat amat membingungkan. Kayaknya itu saja sih, kesulitan dalam berbahasa Inggris.
13. E...eee.. iyah... sangat membantu, amat sangat membantu. Karena eee... jurnal-jurnal nasional itu atau jurnal-jurnal dalam negeri itu.. itu tidak memberikan informasi yang akurat. Bukannya saya gak percaya tapi kebanyakan jurnal-jurnal dalam negeri itu kalau kata dosen saya sih, masih jurnal abal-abal... berbeda dengan jurnal internasional dimana jurnal internasional itu tentunya berbahasa Inggris.



Septiantrini Pratiwi Nugraha

1. Assalamualaikum warahmatullahi wabarakatuh, Nama saya Septiantrini Pratiwi Nugraha. Alamat jl. Abd. Kadir kompleks Hartako Indah Blok 1AC No. 1A. jurusan fakultas Psikologi Universitas Negeri Makassar.
2. Eeh... menurut saya kaena Bahasa inggris merupakan eeh.. suatu Bahasa yang universal yang dimana ee.. Bahasa inggris ini sangat di butuhkan. Apalagi, ee... dalam ee.. fakultas saya sendiri yaitu fakultas psikologi dimana ee... dimana di psikologi itu banyak dipelajari tentang ee.. ilmu-ilmu dari barat atau teori-teori barat sehingga disitu banyak tercantum eee... dengan menggunakan Bahasa inggris dan buku-bukunya itu semuanya rata-rata Bahasa inggris karena teorinya dari barat.
3. Metode yang dipelajari itu.. mungkin saya bisa bilang dari sekolah sampai saat ini kuliah.. metode yang di gunakan itu masih kurang efektif karena ee... sampai sejauh ini ee.. dimana ee... orang-orang itu pemahamannya masih minim mengenai Bahasa inggris. Mungkin kayak yang biasa-biasa saja yang dia pahami. Maksudnya yang dasar-dasarnya saja yang dia pahami. Karena rata-rata itu yang saya ketahui dari beberapa teman saya juga bahwa mereka itu rata-rata belajarnya bukan ee... di sekolah.. dia itu rata-rata mengikuti les.. les Bahasa inggris dan otodidak, belajar sendiri. Tidak ada yang ee fasih dalam berbahasa inggris melalui sekolah tapi dengan cara les, otodidak dan baca buku.. begitu. Jadi yang saya harapkan itu dalam mempelajari Bahasa inggris dimana eee... dimana eee... siswa-siswa dapat bisa be... berbahasa inggris dengan baik, begitu dengan fasih begitu.. karena rata-rata yang mereka.. yang kita pahami sebagai seorang siswa itu hanya... cumin dasar-dasarnya saja begitu. Dan yang saya harapkan juga itu mungkin di sekolah ataupun di universitas begitu eee... lebih ke praktek begitu kayak komunikasi antara guru atau antara dosen dengan siswanya begitu... atara dosen dengan mahasiswa, guru dengan siswanya begitu. Jadi ada komunikasi dua arah begitu kayak eee... lebih bagus ki... lebih bisa ee..orang ee.. cepat fasih dalam berbahasa inggris kalau dilakukan dengan cara komunikasi 2 arah begitu.
4. Eee... jenis materi yang paling menunjang itu di dalam bekerja di bidang psikolgi itu bisa dibilang juga Bahasa inggris karena ee.. seperti yang saya jelaskan tadi bahwa Bahasa inggris itu mempunyai pengaruh besar ee.. karena teorinya begitu teori dari barat, rata-rata pakai Bahasa inggris begitu... jadi kita juga eee... mau tidak mau harus bisa ee.. Bahasa inggris karena semua yang ee.. kita pelajari itu ee... bahasanya Bahasa inggris jarang ada yang ee.. menggunakan Bahasa Indonesia, itupun ee.. kayak

ee.. kayak penulis-penulis di Indonesia itu sendiri mereka mengambilnya dari teor-teori barat yang berasal dari Bahasa inggris.

5. Eee... pembelajaran Bahasa inggris yang... dilakukan di Universitas sendiri menurut saya ee... lumayan agak membantu tapi kurang efektif menurut saya karena itu tadi karena kurangnya komunikasi dua arah antara pelajar dan pengajar, begitu. Jadi masih kurang efektif menurut saya. Tapi sudah lumayan menunjang
6. Kalau sampai sejauh ini eee... belum ada yah kayak eeh... pelajaran... saya mempelajari Bahasa inggris eee... diluar kelas. Saya tidak ikut les cumin yang paling membantu itu sih kayak Ketika kita baca jurnal... begitu, rata-rata kan juga ada jurnal Bahasa inggris yang dikasih begitu atau jurnal yang ditemui itu ee... Bahasa inggris. Jadi belajarnya lewat situ walaupun kata demi per kata dan kalau ada tidak di pahami itu biasanya lewat google translate, gitu sih.
7. Menurut saya dalam 4 keahlian berbahasa inggris seperti berbicara, membaca, menulis dan mendengarkan itu sama-sama penting tapi yang lebih penting itu menurut saya adalah membaca karena dimana ee... disini yang kami dapati sebagai anak psikologi eee... rata-rata referensi yang kami dapatkan itu menggunakan Bahasa inggris jadi eee... itu yang saya anggap penting bagi saya karena dari ketiga berbicara, menulis dan mendengarkan itu ee... kita masih menggunakan Bahasa Indonesia.
8. Sampai sejauh ini jenis pembelajaran Bahasa inggris yang saya kuasai itu masih sangat minim sekali tetapi yang paling saya senangi itu dulu waktu sekolah itu eee... kayak lebih ke listening... begitu. Listening yang kita disuruh mendengarkan... begitu, apa yang di ucapkan orang itu menggunakan Bahasa inggris terus kita dengarkan begitu terus kita tulis dan ada lagi satu kayak hmm... kita disuruh menonton eee... menonton kayak film begitu. Terus kita tulis nanti ceritanya menggunakan Bahasa inggris begitu.
9. Eehh... menurut saya sangat mempengaruhi yah, terutama eeh... seorang pengajar begitu. Karena biasanya juga waktu saya masih dulu masih sekolah biasanya ada pengajar yang hanya komunikasi eehh dua arah dengan ee... orang-orang yang eee... fasih dalam berbahasa inggris tapi eee... Anak-anak yang kurang fasih dengan berbahasa inggris itu jadi kurang ee... nyaman. begitu. karena harusnya kan disini pengajar eee... harus memahamkan ke anak-anaknya terutama yang tidak paham begitu. Saya pikir itu yang menurut saya yang kurang eee... kurang nyaman kalau untuk suasana kelas sendiri.

10. Menurut saya sangat diperlukan sekali, apapun bidangnya itu sangat diperlukan sekali untuk mempelajari Bahasa Inggris karena Bahasa Inggris merupakan Bahasa universal dan rata-rata kan juga sekarang eee... film-film begitu banyak ya.. Bahasa Inggris begitu. Jadi mau tidak mau kita harus bisa berbahasa Inggris karena dimana pun kita berada, mau di barat ee... mau eee... di daerah apapun kayak negara-negara selain di barat kayak Korea begitu, Jepang rata-rata menggunakan Bahasa Inggris, begitu.
11. Iya, sangat mensupport sekali karena psikologi juga banyak referensinya menggunakan Bahasa Inggris jadi eee... lingkungan juga cukup mensupport untuk bisa dalam belajar Bahasa Inggris.
12. Sampai sejauh ini saya masih merasakan kesulitan untuk bisa berbahasa Inggris karena eee... biasakan eee... satu kata itu bisa banyak Bahasa Inggris nya, kayak itu sih, Lebih ke situ saja. Apalagi kayak pronun-pronunciationnya seperti itu.
13. Iya, Sangat membantu sekali itu referensi yang berbasis Bahasa Inggris karena memang kebanyakan itu... Sebagian besar malah ee... rata-rata referensi yang kami gunakan itu dalam psikologi Bahasa Inggris semua. Jadi walaupun ee... misalkan ada penulis dari Indonesia, penulis Indonesia pasti mereka juga mengambil dari referensi barat. Jadi otomatis itu Bahasa Inggris semua.

Nurul Rahma Amir

1. Ee... baik. Assalamualaikumwarahmatullahi wabarakatuh. Eee... perkenalkan nama saya Nurul Rahma Amir. Ee.. alamat Barombong. Saya tinggal di Barombong perumahan Taman Sultan. Saya berkuliah di Universitas Negeri Makassar, jurusan Psikologi.
2. Eee... dalam artian ee... tidak terlalu menguasai cuman saya menger... eee... beberapa hal eee... saya ngerti maksudnya Bahasa inggris. Tidak terlalu menguasai dan tidak terlalu pintar-pintar amat cuman adalah hmm... (tertawa). Dalam Bahasa inggris itu di Psikologi... (tediam sejenak) lumayan sangat haru... sangat dipahami sih karena beberapa hal kita itu belajar. Pertamanya sih saya kaget ya masuk Psikolgi... ternyata sama dengan kedokteran yang kita belajar buku textbook begitu. Semua buku yang kita beli tebal... dan berbahasa inggris semua. Bahasa asing. Terus saya sempat juga ee... semester 1 itu karena saya kurang percaya diri dengan Bahasa inggris yang saya bawa dari SMA. Jadi saya memutuskan untuk eee... privat Bahasa inggris di Britton selama 1 tahun, seperti itu. Jadi menurut saya apa harus menguasai Bahasa inggris ee... iya harus karena ee.. kita hidup eee... bersampingan dengan Bahasa asing bukan hanya Bahasa ibu kita atau Bahasa Indonesia, sebaiknya sih harus ngerti.
3. Hmm... (berpikir) apa yah... saya sudah lupa waktu itu baha... belajar Bahasa inggris itu di semester 1 dan itu... satu semester ji. Ehhmm... mungkin belajar Bahasa inggrisnya itu yang biasa-biasa ji cuman mengulang-mengulang lagi begitu, waktu itu. Metode mendengarkan, berbicara, seperti itu.
4. Mungkin... apa yah (berpikir)... public speaking harus baik, mungkin yah... sama eee... lebih mengetahui lagi kosakata Bahasa inggris deh, sepertinya harusnya.
5. Iya, membantu. Alhamdulillah waktu ee... di jurusan kami masih ada ee... hmm... mata kuliah Bahasa inggris di awal-awal sekali waktu semester 1 pembukaan, begitu. Untuk mengingatkan Kembali pentingnya Bahasa inggris di jurusan kami, mengingatkan Kembali ee... apa pelajaran-pelajaran ee... waktu SMA, seperti itu. Jadi di ulang lagi begitu. Dan sangat membantu, karena adanya mata kuliah di psikolgi adanya Bahasa inggris ee.. jadi buat orang-orang yang kayak seperti saya yang tidak terlalu menguasai Bahasa inggris begitu, masih awam ji. Nda terlalu... yah... masih eeeh-eeh lah Bahasa inggris ku. Jadi kayak na kasi bangkit ki lagi niat ku untuk belajar lagi selain Bahasa inggris yang ada di kampus.

6. Iya. Saya ikut eehmm... Les di Britton di jl. Dg. Tata karena saya rasa kurang percaya diri ka dengan Bahasa inggris ku, begitu hehe (tertawa)
7. Eehh... mungkin berbicara dan... membaca kali ya.. karena rata-rata ya buku-buku kami itu textbook begitu.
8. Aduh... tidak terlalu menguasai hehe (tertawa). Semuanya rata-rata ji.
9. Hmm.... Iya. Saya tidak bisa terlalu bercerita tentang ee.. Bahasa inggris yang saya pelajari di kampus yah karena hanya sedikit sekali, sama ji kayak di SMA begitu yang dipelajaran yah begitu ji cuman mengingat Kembali lagi materi-materi waktu SMA begitu terus kaya review-review jurnal Bahasa inggris begitu yang dipelajari. Cuman eee... bisa saya jelaskan waktu saya belajar di Britton ini yah... suasana kelas mempengaruhi iya... kalau teman-teman kita pintar belajar Bahasa inggris jadi kita tuh lebih ee... excited ki ee belajar Bahasa inggris kayak.. ih hebatnya ini tawwa temanku bernama A, ih kayaknya toh baguski Bahasa inggrisnya, toeflnya begi.. ih.. tingginya toeflnya, begitu. Jadi kayak na pengaruh ee... dirita untuk eh.. lebih giat ki lagi belajar kosa-kata begitu.
10. Iya, sangat perlu. Menurut ku Bahasa inggris itu sangat-sangat diperlukan jadi eehmm... nantinya ee... itu Bahasa inggris itu harus mi sama dengan Bahasa kita sehari-hari Bahasa ibu ta begitu. Sangat penting
11. Yah, alhamdulillah ee... lingkungan saya kayak ibu bapak saya ee... sangat mendukung saya belajar Bahasa inggris kayak ee saya mau bilang "etta ee... kayaknya toh merasa terkecilkan ka" waktu dulu kan ee dikelas karena ehh kayak orang bego-bego ka ee.. orang menjawab. Ada beberapa teman ku pintar sekali ee Bahasa inggris yang kayak bicara mi seperti Bahasa Indonesia. Ih kayak merasa bego-bego ka ini kayaknya ini kalau tidak.. tidak privat ka lagi, tidak kursus ka lagi. Haruska kayaknya lagi kursus deh.. biar tidak terlalu ketinggalan bagaimana ka sama temanku jadi ehh "iya nak, silahkan cari mi tempat yang menurut mu eeh... bisa ko belajar disitu." Kata bapak ku. Jadi, orang tuaku masih memfasilitasi saya belajar, apapun yang saya inginkan, yang mau saya pelajari, alhamdulillah orang tua ku support.
12. Iya. Biasa cara pem... apa yah (berpikir) pengejaan nya begitu kayak cara dibica... cara ta untuk berbicara begitu dengan tulisan seperti itu masih terbalik-balik biasa masih odkods-odkods seperti itu.
13. Iya, betul. Karena rata-rata ee... ini yah.. rata-rata referensi kami belajar di psikologi, textbook kami, jurnal-jurnal kami itu rata-rata internasional. Jadi kalau kita tidak terlalu pintar Bahasa inggris jadi kayak susah begitu. Apalagi memang ada google

translate yang kayak apapun kau cari, apapun kau tulis disitu bisa berubah jadi Bahasa Indonesia cuman berbeda ki lagi eee... maknanya begitu, bahasanya yah.. jadi mungkin itu sih yang lebih penting kalau kita mengerti banyak kosa kata yang kita tau, kitab isa translate di google translate cuman kita bisa pahami apa maksudnya di google translate, karena biasa kalau kita google di google translate itu kan biasa lain-lain begitu tidak SPOK eee... bahasanya itu maksudnya tidak baku, seperti itu.



Siti Hafizhah Marsukoh

1. Eeh baik perkenalkan nama saya Siti Hafizhah Marsukoh. Saya tinggal di Annasappu desa Bontobiraeng Selatan kec. Bontonompo kab. Gowa. Jurusan sekarang jurusan Psikologi ee.. di fakultas psikologi Universitas Negeri Makassar dan ee.. saya dari Angkatan 2020.
2. Jadi mahasiswa psikologi tentu ee... pentingnya yaitu menguasai Bahasa Inggris karena ilmu-ilmu dari psikologi ini tentunya itu dari berasal dari Bahasa Inggrisnya yang tentunya ini dari.. dari ilmu barat dan juga ilmu timur yang tentunya juga satu Bahasa yaitu internasional yaitu Bahasa Inggris, sehingga untuk memahami pelajaran. Untuk memahami tentang ilmu-ilmu psikologi ini kita harus memahami juga Bahasa Inggris supaya pemahaman psikologi ini juga bisa kita pahami, begitu.
3. Metode yang saya gunakan itu kalau dalam kelas itu yang efektif itu mencari kata-kata yang sesuai dengan psikologi begitu. Sehingga kalau ada ee... kata-kata yang berhubungan dengan psikologi itu yang saya ambil terus say acari maknanya, seperti itu. Karena ilmu dari psikologi ini ee... kalau kita langsung mengartikannya dari pembahasan yang di dalam buku itu pasti kayak lain-lain artinya sehingga yang saya perhatikan itu Cuma point-point dari katanya yang berhubungan dengan psikologi terus say acari maknanya, seperti itu.
4. Untuk jenis materi Bahasa Inggris itu kalau... waktu saya di psikologi itu lebih kepada ee.. review jurnal psikologi seperti itu jadi kayak pemahaman Bahasa Inggris itu lebih kepada pemahaman jurnal Bahasa Inggris ee.. yang kita review ke dalam Bahasa Indonesia, seperti itu.
5. Ehhh... tentu saja Bahasa Inggris ini eeh... sangat membantu di dalam bidang psikologi karena begitu Ketika di suruh review jurnal tentu saja ini bukan hanya jurnal-jurnal yang biasa tetapi langsung dari jurnal penelitian psikologi sehingga Ketika kita sudah review kita sudah mendapatkan ilmu nya
6. Ehhh... tentu saja saya ee... mempelajari Bahasa Inggris namun untuk ee... mata kuliahnya itu cuman ada di semester 1 yaitu 3 SKS terus setelah itu kita lebih mandiri lagi selanjutnya yaitu melihat buku-buku Bahasa Inggris. Nah terus meningkatkan Bahasa Inggris saya ee... saya ee.. mengikuti kursus di Pallangga nah terus setelah itu saya juga belajar mandiri juga di rumah untuk meningkatkan Bahasa Inggris saya.
7. Dari keahlian Bahasa Inggris ini saya tentunya lebih kepada eeh... berbicara atau speaking karena dengan ini saya bisa menyampaikan ilmu-ilmu psikologi itu mulai dari speaking atau berbicara

8. Kalau jenis Bahasa Inggris yang saya kuasai itu lebih kepada pemahaman satu kata tentang psikologi, seperti itu.
9. Sebelumnya ini ee... selama 2 tahun saya di rumah. Sehingga ini kelas yang ee... menjadi.. sehingga rumah saya menjadi kelas saya sendiri tentunya ini sangat mempengaruhi saya untuk belajar Bahasa Inggris karena tidak ada gangguan yang lain sehingga saya bisa fokus, begitu.
10. Eee... tentu saja ini perlu karena memahami kosa-kata itu perlu karena kalau kita ee... langsung translate ee... bukunya ke Bahasa Indonesia tentunya artinya sangat berbeda sehingga pemahaman setiap kata itu sangat penting jadi itu yang saya perlu pelajari setiap hari, begitu.
11. Tentu saja lingkungan sangat mensupport karena... ehh iya mensupport banget hehe (tertawa)
12. Ehh... tentu saja saya memiliki kesulitan ee... seperti kayak ee... pemahaman tentang artinya langsung yang tidak sesuai, begitu.
13. Tentunya sangat membantu karena penelitian-penelitian yang dilakukan di luar negeri itu sangat berdampak banget terhadap psikis juga di Indonesia, begitu. Sehingga ini sangat penting untuk menjadikan referensi saya untuk memahami tentang dunia psikologi.

Nur Auliah Syahbani

1. Oke baik, perkenalkan nama saya Nur Auliah Syahbani. Saya biasa akrab di sapa dengan panggilan Nunu. Jadi, saya berasal dari Bulukumba, Fakultas Psikologi UNM, Angkatan 2020
2. Menurut saya, kita akan lebih gampang untuk belajar psikologi kalau kita udah tau Bahasa Inggris karena seperti yang saya rasakan itu Bahasa Inggrisnya minus, jadi kalau ada baca buku gitu terus referensinya ee... baik buku maupun jurnalnya itu internasional jadi susah harus translate dulu jadi memang perlu menguasai bahasa Inggris.
3. Paling yaa... baca, translate sedikit-sedikit gitu atau kadang juga kalau dikasi referensi di translate langsung satu file gitu jadi kadang bagi saya tidak efektif karena kadang ada kata yang tidak nyambung yah gitu kalau mungkin translatenya di Google jadi banyak yang tidak nyambung dan saya rasa kalau misalnya kita diberikan referensi sama dosen ya... harusnya dijelaskan dulu maksudnya apa tapi dia tuh berbahasa Inggris. Kadang ada dosen yang seperti itu, ada juga tidak. Dia hanya memberikan jurnal ataupun referensinya itu berbahasa Inggris dan tidak dijelaskan begitu. Tapi memang harusnya eee... mahasiswa yang cari tau sendiri tentang hal ini.
4. Menurut saya semua karena memang psikologi kita dituntut harus banyak ee... membaca dalam Bahasa Inggris, tapi ada itu suatu hari pernah saya dapat matakuliah psikologi industry dan organisasi yang cakupannya itu luas dan berbasis Bahasa Inggris kita belajar dalam kelas pakai power pointnya Bahasa Inggris, pake bukunya Bahasa Inggris, bahkan jurnalnya Bahasa Inggris. Tidak ada sama sekali pun yang Bahasa Indonesia. Jadi gitu kali.
5. Pernah saya waktu semester 1 ada pelajaran Bahasa Inggris. Tapi itu kayak dasar-dasar. Cuma dasar-dasar gitu jadi menurut saya itu penting itu dulu penting tapi kurang sih kalau dibilang membantu dalam psikologi gitu jadi kita memang harus belajar banyak.. belajar banyak secara mandiri untuk hal itu... untuk ee... membantu kita dalam geluti.. di geluti di bidang psikologi.
6. Nah, itu tadi... dulu saya belajar Bahasa Inggris di kampus tapi itukan.. itu kan dijadikan mata kuliah jadi kayak wajib gitu jadi... tapi Cuma semester 1 dan itu tidak cukup membantu. Tapi sekarang saya biasanya belajar Bahasa Inggris otodidak meskipun saya rada-rada malas begitu tapi memang di harusin untuk belajar Bahasa Inggris, seperti itu.

7. Dari speaking, reading, writing atau listening yang paling menunjang karir dalam psikologi itu sebenarnya semuanya tapi menurut saya yang awal itu yang harus di ketahui hmm... ini kali reading, harus tau membaca dulu karena minimal kalau tau membaca eeh... artikel, buku atau referensi lainnya yang berbahasa inggris minimal kita tau apa maknanya kalau sudah membaca dan mengartikan yaa... kali gitu, yah seperti itu. Kalau listening yang penting... semuanya penting. Itu sih yang paling menunjang adalah readingnya. Minimal reading dan translate nya gitu.
8. Kalau menurut saya, selama belajar Bahasa inggris... saya paling suka speaking. Jadi kalau kita langsung belajar terus diterapkan langsung kayak kita... kita belajar nya langsung terapkan, praktek speakingnya, itu kayak bagus. Jadi walaupun misalnya kita belajar Bahasa inggris terus kita speakingnya itu terbata-bata ya tidak apa-apa karena setidaknya kita praktik secara langsung. Lama-lama bisa speaking secara langsung.
9. Eee... ya, menurut saya sangat mempengaruhi karena ya begitu, sebenarnya di lingkungan psikologi itu banyak banget orang yang pintar Bahasa inggris yang fasih Bahasa inggris tapi banyak juga yang masih kayak ngangngong gitu kayak beberapa teman dan saya juga seperti itu. Jadi sebenarnya Bahasa inggris yah harus di kuasai apalagi kalau di liat dari dosen-dosennya yang tidak ada yang tidak bisa berbahasa inggris jadi kayaknya saya mikir gitu... "oh kayaknya di jurusan... kuliah di psikologi itu memang harus menguasai kita untuk belajar Bahasa inggris", kayak gitu.
10. Iya, saya setuju kalau mau dibilang mempelajari Bahasa inggris setiap hari itu akan membantu dalam mempelajari hal lain di psikologi. Saya sangat setuju karena memang Bahasa inggris... bahkan nih sebelum saya masuk psikologi itu memang banyak orang yang kasih saran kalau silahkan Bahasa inggrisnya dulu di permantap dulu kalau mau masuk psikologi karena kalau udah masuk dan tidak tau Bahasa inggris sama sekali itu akan susah untuk kita belajar kedepannya, jadi seperti itu sih.
11. Ya, menurut saya lingkungan itu sangat mendukung saya menjadi seorang... yang Bahasa inggrisnya mantap karena saya punya beberapa teman ehh... sahabat dan juga keluarga tuh rata-rata jago Bahasa inggris jadi dia suruh untuk banyak belajar Bahasa inggris setiap hari.
12. Sebenarnya kalau mau dibilang kesulitan ehhh... kadang rada-rada bingung beberapa orang dia ehhh... menyarankan saya untuk mempelajari Bahasa inggris itu di dalam kelas atau misalnya disuruh les, atau mungkin belajar mandiri gitu, tapi kadang-kadang beberapa sahabat saya atau eh teman saya juga menyarankan tidak usah les.

Silahkan belajar sendiri, silahkan di praktekin langsung. Jadi kadang saya bingung ada yang mengatakan kalau Bahasa inggris itu adalah kebiasaan, ada juga mengatakan harus di tau dulu subjek predikat objek, verb one, verb two, verb three. Jadi kadang bingung gitu. Tapi kadang saya suka belajar Bahasa inggris tapi malas, begitu kali yah. Malas dalam artian saya kadang bingung belajar darimana dulu.

13. Iya, menurut saya hal ini adalah hal yang membuat saya terus menjadi penasaran dalam Bahasa inggris karena kalau dikasi referensi, buku dan jurnal ber..berbasis internasional.. saya akan menjadi orang yang.. wah harus belajar Bahasa inggris nih, kalau saya sampai belajar Bahasa inggris maka ee.. Bahasa inggrisnya saya full bagus, saya akan.. tidak akan kesusahan lagi dalam mentranslate maupun ee... ingin mengetahui apa arti dari materinya. Jadi kayak kalau pintar Bahasa inggris memang harus di mengerti gitu bahkan sampai sekarang saya selalu kesusahan dalam menulis abstrak yang dalam Bahasa inggris, kadang di translate gitu. Seperti itu, jadi memang penting mempelajari Bahasa inggris di Ketika mau masuk di jurusan psikologi.

Sonia Azzuric Abshar

1. Baik, Assalamualaikum warahmatullahi wabarakatuh perkenalkan nama saya Sonia Azzuric Abshar tinggal di kompleks perumahan Puri Taman Sari No. D912A. jurusan Psikologi dari kampus Universitas Negeri Makassar Angkatan 2020.
2. Menurut saya menguasai Bahasa Inggris itu sangat penting spesifiknya sebagai mahasiswa psikologi. Mengingat kita sering membaca jurnal dan kalau semisal kita tidak menguasai Bahasa Inggris, kita pun akan terhambat dalam mencari penelitian-penelitian dari jurnal luar negeri dan juga ee... ini akan sangat membantu untuk kita dalam mengerti seperti video-video psikologi yang kebanyakan berasal dari luar negeri.
3. Untuk metode yang biasa saya gunakan itu membaca buku atau artikel dalam Bahasa Inggris dan juga video Bahasa Inggris yang dimana tidak langsung saya translate ke dalam Bahasa Indonesia tapi saya mencoba untuk mengerti dan memahami apa maksud dari kalimat-kalimat tersebut dan menurut saya ini sangat efektif karena kita bisa belajar dan lebih mudah kita ingat konsep-konsep.
4. Untuk materinya sendiri yang menurut saya paling menunjang itu setidaknya kita bisa reading, speaking dan listening.
5. Ya, menurut saya sangat membantu.
6. Selama di kampus, saya hanya mengikuti mata kuliah Bahasa Inggris yang memang disediakan dari fakultas.
7. Menurut saya dari keempat keahlian berbahasa Inggris dari speaking, reading, writing dan listening yang paling menunjang menurut saya itu adalah speaking, reading dan listening ee... karena kenapa... karena speaking, reading, listening ini menurut saya sudah satu paket dalam... setidaknya jadi dasar dalam berkomunikasi.
8. Jenis pembelajaran Bahasa Inggris yang saya kuasai itu speaking, reading, writing, listening, pronunciation ee... dan penggunaan past tense.
9. Sama sekali tidak mempengaruhi.
10. Iya, saya rasa perlu mempelajari Bahasa Inggris setiap hari untuk membantu kita mempelajari hal lain selain dari psikologi karena banyak hal diluar dari psikologi itu juga ternyata ada hubungannya dengan psikologi itu sendiri. Maka dari itu sangat penting kita untuk mempelajari hal-hal diluar dari psikologi namun dalam konteks Bahasa Inggris.
11. Ya, lingkungan saya sangat mendukung dalam berbahasa Inggris.

12. Tentu saya memiliki kesulitan selama belajar berbahasa inggris ee... Ketika mencoba untuk memahami konsep past tenses dan juga grammar.
13. Referensi psikologi berbasis Bahasa inggris menurut saya sangat membantu dalam mempelajari psikologi karena Bahasa inggris sendiri merupakan Bahasa internasional dan akan sangat membantu kita mendapatkan wawasan yang lebih luas terkait penelitian-penelitian psikologi.



Nurul Islamiyah

1. Perkenalkan nama saya Nurul Islamiyah, saya berdomisili di jalan balla lompaa limbung, sekarang saya menempuh pendidikan di universitas negeri makassar jurusan psikologi angkatan 2020.
2. Mengapa kita harus menguasai bahasa inggris karena bahasa inggris tentu menjadi bahasa yang sangat umum digunakan diberbagai negara. Oleh karena itu, dengan menguasai bahasa inggris, akan membuat kita merasa aman dalam berlibur dan bereaksi di negara orang.
3. Untuk metode yang saya gunakan dalam kelas biasanya mencari kata – kata sesuai dengan psikologi, sehingga jika terdapat kata – kata yang berhubungan dengan psikologi itu dapat saya ambil dan kemudian saya mencari makna dari kata tersebut.
4. Kalau kita mengkaitkan dengan bahasa inggris itu sendiri menurut saya teori – teori yang ada dalam bahasa inggris itu sendiri mungkin tidak ada yang menjurus, tetapi dalam hal ini mungkin mengarah terhadap speaking paling tidak kita mengerti seapa – kata saja.
5. Jadi dalam jurusan psikologi itu, kita belajar bahasa inggris pada semester 1 dan itupun kita hanya di suruh untuk mencari jurnal internasional, kita tidak disuruh untuk menghafal kosa kata jadi dapat saya simpulkan bahwa bahasa inggris sangat membantu.
6. Iya saya mempelajari bahasa inggris di kampus dan saya juga meningkatkan bahasa inggris saya di luar kampus.
7. Menurut saya, dalam 4 keahlian tersebut, hal yang paling menunjang dalam karir di psikologi yaitu speaking dan listening. Karena hal ini merupakan poin utama dalam menunjang karir.
8. Jenis pembelajaran bahasa inggris yang saya kuasai yaitu jenis pembelajaran listening karena dengan pembelajaran seperti ini saya dengan mudah memahami sesuatu dalam bahasa inggris.
9. Iya suasana kelas sangat mempengaruhi, seperti pada saat saya SMA, saya pernah les bahasa inggris, seringkali ketika pembelajaran berlangsung terdapat kebisingan, nah hal ini akan menyebabkan pembelajaran menjadi terganggu dan kita sudah merasa bosan untuk mengikuti pembelajaran tersebut.
10. Iya saya merasa masih perlu mempelajari bahasa inggris karena bahasa inggris merupakan salah satu penunjang pada saat mencari pekerjaan.

11. Dalam lingkungan saya, tentunya sangat mendukung baik dari orangtua maupun teman – teman.
12. Kalau kesulitan sih tentunya ada, seperti pada saat komunikasi dalam berbahasa inggris, biasanya terdapat kosa kata yang belum sempurna yang saya sebutkan.
13. Menurut saya, hal ini sangat membantu karena jurnal nasional yang sering saya dapatkan itu belum sepenuhnya sempurna.



Rahmah Anugrah

1. Baik perkenalkan saya Rahma Anugrah ee.. dari fakultas Psikologi Universitas Negeri Makassar, Angkatan 2017. Saya tinggal di Rappokaleleng kec. Bontonompo
2. Menurut saya, sebagai mahasiswa saya harus menguasai Bahasa Inggris karena... eeee.... Hampir semua mata pelajaran yang sudah saya ambil itu menggunakan ebook atau buku-buku berbahasa Inggris sehingga saya rasa penting untuk menguasai Bahasa Inggris itu sendiri.
3. Kalau metode yang digunakan dalam mempelajari Bahasa Inggris saat di kelas dulu itu jujur ee... saya kurang tau metode apa yang di gunakan karena ee... seingat saya dulu saat belajar Bahasa Inggris di kelas itu sama seperti ee... saat kita belajar Bahasa Inggris di SMA, jadi yang di ajarkan materi-materinya kurang lebih Cuma seperti itu, tidak ada yang khusus ke arah Psikologi, jadi misalnya Ketika membaca, kita Cuma di suruh membawa satu bacaan terus di suruh membaca atau disuruh analisis bacaan itu Cuma seperti itu. Jadi tidak ada yang khusus ke Psikologi.
4. Kayaknya tidak ada.
5. Kalau ditanya terkait membantunya atau menunjang di bidang Psikologi, terus terang tidak karena ee... karena seperti yang saya katakan tadi ee... pembelajaran-pembelajaran Bahasa Inggris yang di ajarkan itu Cuma seperti kayak ee... membaca atau menulis kayak grammar. Jadi tidak ada pembelajaran-pembelajaran yang khusus ke arah Psikologi, bahkan ee... jarang ada yang menyinggung Psikologi-psikologi. Jadi ee... terus terang tidak membantu.
6. Tidak.
7. Yang menunjang karir di bidang psikologi, hmm... kayaknya lebih ke reading karena kan kalau dalam berkarir di Psikologi misalnya sebagai HRD ataupun apakah banyak file-file mungkin yang ee.. perlu menggunakan Bahasa Inggris apalagi kayak kompetensi-kompetensi itu biasa kamus-kamus kompetensi ee... banyak yang menggunakan Bahasa Inggris eh... terus misalnya kalau ada juga file-file atau surat-surat Bahasa Inggris dan kalau kita Kembali ke psikolog pun kan harus banyak belajar-belajar ataupun mencari referensi-referensi dan rata-rata jurnal menggunakan ee... jurnalnya Berbahasa Inggris jadi menuntut kemampuan ee.. reading mungkin, lebih ke reading terus selain itu mungkin lebih ke speaking juga di butuhkan nanti. Iya, kayak misalnya juga ee.. Ketika harus

presentasi dan yang lain, yang butuh kemampuan Bahasa Inggris mungkin yang dibutuhkan juga speaking. Kalau dalam pembelajaran ee.. reading sih paling di butuhkan.

8. Kalau materi hampir semua bisa kurasa, menurutku.
9. Eh, iya. Suasana kelas berpengaruh karena menurutku pelajaran apapun itu. Ketika suasana kelasnya tidak mendukung pasti akan memengaruhi konsentrasi kita dalam belajar.
10. Yah, menurutku perlu. Kita perlu meningkatkan skill karena paling tidak menguasai banyak kosakata dalam Bahasa Inggris karena meskipun bukan di bidang psikologi dalam kehidupan sehari-hari saja banyak informasi-informasi, banyak pemberitahuan yang ee.. menuntut kita menggunakan skill Bahasa Inggris karena diberikan ee di tuliskan dengan Bahasa Inggris dan ee... misalkan mau belajar laptop saja kebanyakan perintah-perintahnya, pemberituannya itu kan pakai Bahasa Inggris jadi menurutku sangat perlu untuk meningkatkan skill Bahasa Inggris.
11. Eeh, iya. Kalau di teman-teman, kalau dalam belajar Bahasa Inggris rencana mau ambil toefl, les toefl sama teman-teman ee terus dari keluarga juga yah selalu mendukung misalnya mau belajar Bahasa Inggris ataupun mempelajari hal-hal lainnya.
12. Eee.. Kalau kesulitan dalam belajar Bahasa Inggris terus terang tidak, tetapi kalau dalam mengaplikasikannya mungkin agak kesulitan di ee... writing sama speaking karena selalu berpikiran ee apakah yang ku gunakan ini betul mi kosakata ku apakah betulmi strukturnya dan lain-lainnya.
13. Ya, karena ee... referensi psikologi seperti materi, ebook-ebook eee.... Ataupun jurnal-jurnal dalam Bahasa Inggris, ekhemm (batuk). Ya.. sangat membantu karena seperti yang saya katakana di pertanyaan-pertanyaan awa lee kalau hamper kebanyakan ee materi-materi yang digunakan di Psikologi itu kan bukunya dari Bahasa Inggris, karena memang buku-buku paling utamanya ee.. memang pake Bahasa Inggris dan jurnal-jurnal pun, jurnal yang terpercaya itu berbahasa Inggris ee.. jadi ehhh.. mungkin bukan Cuma membantu sih. Memang yang utama di gunakan dalam ee... belajar psikologi itu rata-rata berbahasa Inggris

Appendix 3 Turnitin

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl. Sultan Alauddin No.219 Makassar 90223 Telp. (0411) 866172, 881123, Fax (0411) 865588

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menyatakan bahwa mahasiswa yang terdaftar dibawah ini:

Nama : St. Rahmah Hidayati
NPM : 1033110447
Program Studi : Pendidikan Bahasa Inggris
Nilai : 2,29

No	Bab	Nilai	Ambang Batas
1	Bab 1	0 %	10 %
2	Bab 2	26 %	25 %
3	Bab 3	0 %	10 %
4	Bab 4	0 %	10 %
5	Bab 5	29 %	5 %

Dinyatakan telah lulus cek plagiat yang dilakukan oleh UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Berikut ini surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan selanjutnya.

Makassar 13 Juli 2020
Mengetahui
Kepala UPT- Perpustakaan dan Penerbitan,
Nurmalia, S.H., M.P.
NBM. 464 591

R. Sultan Alauddin No.219 Makassar 90223
Telepon (0411)866172,881 593,fax (0411)865 588
Website: www.library.uinmu.ac.id
E-mail : perpustakaan@uinmu.ac.id

Appendix 4 Letters



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Nurul Uloom No. 100, Makassar
Telp. : 0411-8601111, 8601112, 8601113
Email : info@umh.ac.id
Website : <http://umh.ac.id>

Nomor : 8636/FKIP/04-1/1/1443/2022
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unsmuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menugaskan bahwa mahasiswa tersebut di bawah ini:

Nama : Z. Rahman Hidayati
Stempel : 0535105317
Program Studi : Pendidikan Bahasa Inggris
Tingkat/Tanggal Lahir : Makassar, 20/03/2000
Alamat : Taramagape, Desa Bontolangkasa Selatan, Kec. Bontolompo, Kab. Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul : "A Need Analysis in English for Specific Purposes Context at The Students of Faculty of Psychology, State University of Makassar"

Dengan pengantar ini kami buat atas kerjasamanya dihaturkan *Assalamu Alaikum Warahmatullahi Wabarakatuh*

Wassalamu Alaikum
Warahmatullahi
Wabarakatuh

Makassar, 24 Jumadil Tsaniyah 1443 H
27 Januari 2022 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860.934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411) 865588 Makassar 90221 E-mail: ip3m@umh.ac.id



Nomor : 1583/05/C.4-VIII/IV/40/2022

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

Kepada Yth.

Bapak Gubernur Sul-Sel

Cq: Kepala Dinas Penanaman Modal dan PTSP Prov Sul-Sel
di -

Makassar

20 Ramadhan 1443 H

21 April 2022 M

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor: 883/05/K/PA.4-III/1443/2022 tanggal 27 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : ST RAHMAH HIDAYATI

NIM/ Stambuk : 10535 1105317

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"A Need Analysis In English For Specific Purpose context At The Student Of Faculty Of Psychology State University of Makassar"

Yang akan dilaksanakan dari tanggal 26 April 2022 s/d 26 Juni 2022

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumillahu khaeran katiraa.

Ketua LP3M,



Dr. H. Abubakar Idhan, MP.

NBA 101 7716



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : **1127/S.01/PTSP/2022** Kepada Yth.
Lampiran : - Rektor Universitas Negeri Makassar
Perihal : **Izin penelitian**

di-
Tempat

Berdasarkan surat Ketua LP3M Universitas Muhammadiyah Makassar Nomor : 1583/05/c.4-viii/iv/40/2022 tanggal 21 April 2022 perihal tersebut diatas, mahasiswa peneliti dibawah ini.

Nama : **ST. RAHMAH HIDAYATI**
Nomor Pokok : **105351105317**
Program Studi : **Pendidikan Bahasa Inggris**
Pekerjaan/Lembaga : **Mahasiswa (S1)**
Alamat : **Jl. Sit Alauddin No. 256 Makassar**

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" A NEED ANALYSIS IN ENGLISH FOR SPECIFIC PURPOSES CONTEXT AT THE STUDENTS OF FACULTY OF PSYCHOLOGY, STATE UNIVERSITY OF MAKASSAR "

Yang akan dilaksanakan dari : **Tgl. 17 Mei s/d 17 Juli 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 17 Mei 2022

A.n. GUBERNUR SULAWESI SELATAN
PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Dra. Hj SUKARNIATY KONDOLELE, M.M.
Pangkat **PEMBINA UTAMA MADYA**
Nip. : 19650606 199003 2 011

Tembusan Yth:

1. Ketua LP3M Universitas Muhammadiyah Makassar di Makassar;
2. Bertinggal



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN
RISET, DAN TEKNOLOGI

UNIVERSITAS NEGERI MAKASSAR (UNM)
FAKULTAS PSIKOLOGI

Alamat: Gedung Bm Kampus Tinjau Gunung Sari Baru, Jalan A.P. Pettarani, Makassar
Laman: unm.ac.id, Surel: psiko@unm.ac.id

SURAT IZIN PENELITIAN
Nomor : 1480/UN36.9/LT/2021

Yang bertanda tangan di bawah ini:

Nama : Eva Marni, Puspita Dewi, S.Psi., M.Si., Psikolog

Jabatan : Wakil Dekan Bidang Akademik
Fakultas Psikologi Universitas Negeri Makassar

Berdasarkan surat Ketua Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LP2M) Universitas Negeri Makassar, Nomor : 1127/S-01/PTSP/2022, Tanggal 19 Mei 2022 Hal Izin Penelitian, dengan hormat kami sampaikan bahwa Mahasiswa/Peneliti yang tersebut namanya di bawah ini:

Nama : St. Rahmah Hidayati
Nomor Pokok : 1053511053112
Program Studi : Pendidikan Bahasa Inggris, Universitas Muhammadiyah Makassar
Pekerjaan : Mahasiswa (S1)
Alamat : Jl. Sultan Alaudin No. 259 Makassar

Prinsipnya kami menyetujui untuk melakukan penelitian dalam lingkungan Fakultas Psikologi Universitas Negeri Makassar dalam rangka penyusunan Skripsi dengan Judul *A Nest Analysis in English for Specific Purposes Context at The Students of Faculty of Psychology, State University of Makassar*, yang akan dilaksanakan dari tanggal 17 Mei s.d 17 Juli 2022, dengan ketentuan sebagai berikut:

1. Sebelum dan sesudah melakukan kegiatan yang bersangkutan melapor kepada Pimpinan Unit dimana kegiatan tersebut dilaksanakan.
2. Menitai lingkungan yang berada di lokasi penelitian.
3. Menyerahkan (satu) eksemplar hardcopy Proposal dan Laporan Hasil Penelitian kepada Dekan Fakultas Psikologi UNM Cq. Tata Usaha.

Demikian Surat Izin Penelitian kami buat, untuk dapat dipergunakan sebagaimana mestinya.

19 Mei 2022

di Makassar,

Wakil Dekan Bidang Akademik,

Eva Marni

Eva Marni Puspita Dewi, S.Psi., M.Si., Psikolog
NIP. 197705232005012004



Alaudin A

No. SK: 1000/SK/PT/Kampus/12/2021



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : St. Rahmah Hidayati
NIM : 10535110531
Tanggal Ujian Proposal : *A Need Analysis in English for Specific Purposes Context at The Students of Faculty of Psychology, State University of Makassar*
Tanggal Ujian Proposal : 04 Desember 2021
Tempat/ Lokasi Penelitian : Fakultas Psikologi, Universitas Negeri Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1	Kamis, 03 Mei 2022	Perencanaan surat penelitian	Ahmad Ridfah, S. Psi. M. Psi., Psikolog	
2	Juin 03 Mei 2022	Pelaksanaan penelitian	Nurfitriany Fakhri, S.Psi., MA	
3	Selasa 31 Mei 2022	Pelaksanaan penelitian	Nurfitriany Fakhri, S.Psi., MA	
4	Jumat, 24 Juni 2022	Penandatanganan surat keterangan telah meneliti	Ahmad Ridfah, S. Psi. M. Psi., Psikolog	

Makassar, 24 Juni 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Umami Khaerati Syam, S.Pd., M.Pd
NBM. 977 807



Ketua Program Studi

Ahmad Ridfah, S. Psi., M. Psi., Psikolog
NIP. 108208102014041001



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN
RISET, DAN TEKNOLOGI

UNIVERSITAS NEGERI MAKASSAR (UNM)

FAKULTAS PSIKOLOGI

at: Gedung Bm Kampus Timur Gunung Sari Baru, Jalan A.P. Pettarani, Makassar
Laman: Ipsi.unm.ac.id, Surel: psikologi@unm.ac.id

SURAT KETERANGAN SELESAI PENELITIAN

No. 1884 /UN36.9/LT/2022

Yang bertandatangan di bawah ini

Nama Eva Meizara Puspita Dewi, S.Psi., M.Si., Psikolog

Jabatan Wakil Dekan Bidang Akademik

Fakultas Psikologi, Universitas Negeri Makassar

dengan ini menerangkan bahwa

Nama St. Rahmah Hidayati

NPM 1053511053157

Judul Skripsi A Need Analysis in English for Specific Purposes Context at
The Students of Faculty of Psychology

Telah selesai melakukan penelitian di Kota Makassar, berdasarkan surat penyampaian yang
bersangkutan tertanggal 5/19/2022

Demikian Surat Izin Penelitian kami buat untuk dapat dipergunakan sebagaimana
memstinya.

24 Juni 2022

a.n. Dekan,

Wakil Dekan Bidang Akademik,

Eva Meizara Puspita Dewi, S.Psi., M.Si., Psikolog

NIP. 197705220050612004



Akreditasi A

No. SK: 7880/SK.BAN-PT/2014/4/SK/2020



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0554-BG-EKIP/LOA/B/VII/1443/2022

Dear ST. RAHMA HIDAYATI

It is our pleasure to inform you that after review your paper:

THE STUDENTS NEED FOR ENGLISH FOR PSYCHOLOGY LEARNING IN
ESP CONTEXT

The manuscript ID: 021

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations of description of the journal	✓	
DOI has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with *Journal of English for Specific Purposes*,
ISSN (paper) in process ISSN (online) in process. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
jefsp@ug.uammuhm.ac.id

Makassar, 26 July 2022 M
26 Dzulhijjah 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Unimi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



| Terakreditasi Institut

Appendix 5 Documentation

Figure A Official Permission from Faculty of Psychology State University of Makassar



Figure B Offline Interview



Figure C Online Interview



CURRICULUM OF VITAE



St. Rahmah Hidayati was born on March 20th, 2000 in Makassar, South Sulawesi. She is the third child of marriage of her parents, Agus Daud and Nurjannah. She began her education in SDN Borongkanang and graduated in 2011. She continued her study in SMP PGRI Barembeng and graduated in 2014 and then she continued her study in SMA Negeri 3 Gowa 2017. In the same year, she was accepted as a student in English Department Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. During the study in Universitas Muhammadiyah Makassar she joined in EDSA in 2017 as organization development. By the bless and mercy of Allah SWT and pray also support from beloved family, the researcher could finish her study at Universitas Muhammadiyah Makassar by the title A Need Analysis in English for Specific Purposes Context at The Students of Faculty of Psychology State University of Makassar.

UNIVERSITAS MUHAMMADIYAH
MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN