

**NEEDS ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSE AT
THIRD SEMESTER STUDENTS OF GOVERNMENT SCIENCE
IN MUHAMMADIYAH UNIVERSITY OF MAKASSAR**
(A Descriptive Quantitative Research)



A THESIS

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of Education in English Department*

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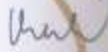
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MOTTO AND DEDICATION

MOTTO

A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.

(Winston Churchill)

DEDICATION

This Thesis is sincerely dedicated for my dearest parents, my beloved brothers and sisters, my family, and my beloved friends.

ABSTRACT

Andi Sitti Nasmah. 2018. *Needs Analysis of English For Specific Purpose at Third Semester Students of Government Science in Muhammadiyah University of Makassar.* Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Awalia Azis.

This research aimed to find out whether the present situations meet the students' needs of English for Specific Purpose. The researcher applied Descriptive Qualitative Method as design method because it was comparable to collect the data from the students' perception, and gave questionnaire to collecting the data. The population of this research consisted of the students who have participated ESP course at third semester of Government Science in Muhammadiyah University of Makassar of 2018/2019 academic year. The sample of this research was IP 3 B class which consisted of 29 students. The sample was taken by using Purposive Sampling Technique.

Based on findings, it described the students' present situation did not meet the needs for ESP, especially English for Government Science of Social and Political Science Faculty. In addition, the main results obtained from this research showed that the students under investigation were aware of the importance of English for their studies and profession, but English teaching materials and their study program as government science students was only partly relevant. It can be concluded that the students need more specific English material and class, that is, ESP course for developing satisfactory and reasonable mastery of the four language skills.

Keywords: Needs Analysis, ESP

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Finally, it is obviously that this proposal thesis is not perfect yet either in content or grammar, etc. So that the suggestion or critical from the reader for the better of this proposal thesis is hoped. I hope this proposal thesis can be useful to all of people.

Makassar, November 2018

Andi Sitti Nasmah

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CHAPTER I

INTRODUCTION

In this part, the researcher explains about background, problem of the research, objective of the research, significant of the research, and scope of the research.

A. Background

English has been studied for 'since' decades ago from all fields, especially in the information and communication technologies, politics, science, hobbies, and exceedingly to a large scope of business regulation and trading. English dominates the world and it may never be dethroned as the king of languages as it is riding the crest of globalization and technology all over the globe. Some people whose native language is not English use the language in their daily lives (Quirk, 1985). It plays a very crucial role as the predominant tool for communication in the global community.

Nowadays, the role of English is important for Government Science students of Social and Political Science Faculty as a means to produce qualified and highly competitive graduates in a good governance field. Since government science is the study of organizational, administrative, management and leadership issues in the public organizations or public states in charge of the exercise of state power as stipulated by legislation. Objects

and subjects of this organization include the executive, legislative, judicial institutions, and other institutions regulated in legislation.

In Indonesia, the relationship between government and citizens is always within the framework of political interaction between them in the form of state organization. Dr. Harold Damerow, a professor of government and history says that government is 'responsible primarily for making public policy for an entire society.' He also mentions that government is 'the steering mechanism for a given society.' It forms the policies that keep a particular society heading in the right direction. The government regulates the relationships between individuals through an independent judicial system based on common law principles (Gildenhuis, 1997). Being a Government Apparatus is the most promising job prospect for government science graduates.

In order to reach specific objectives, some universities in Indonesia introduced English courses at all the levels of the educational system specifically in government science major through ESP. The latter is the common and well-established teaching methodology that the language teachers actually use to achieve the specific students' needs, and meet the social requirement.

The necessity to search for a new, more efficient model of an English for Specific Purposes (ESP) course for students of Government Science of Social and Political Science Faculty in Muhammadiyah University of Makassar, Indonesia, appeared as a result of the concern that was expressed

first of all by students themselves, the teachers, administration and employees. Very often, students from this major would complete all required professional courses, but they could not graduate because of the English requirements obligated for all students.

ESP courses are based on needs analysis, the learning objectives are more obvious than would be in the case of general English courses and it can be assumed that the students will be highly motivated in learning about topics and texts which are directed to their study or workspace. Stern (1992) distinguished four types of ESP teaching objectives: proficiency, knowledge, effective and transfer.

Therefore, ESP course in Government Science Major aims to satisfy the needs of students and give them a competitive advantage on possibilities for student and lecturers exchange, joint research, continuing education, symposium, conference and curriculum improvement programs. Because there are so many various perspectives in defining needs, assessment of the students' needs will centralise on the important task.

In this research, the researcher focuses on needs analysis which specify into the target needs of the students and observed the reasons in learning, place and time of anticipated target use, others with whom the students will interact, content areas (activities involved), skills (listening, speaking, reading, writing, etc.), and the level of proficiency required. Based on the analysis, the researcher knows what the students need toward English for Specific Purpose.

Based on the explanation, the researcher wants to conduct a research about “Needs Analysis of English for Specific Purpose at Third Semester of Government Science Students in Muhammadiyah University of Makassar”.

B. Problem of the Research

Based on the previous background, the researcher formulates the research question as follow, “does the current situations meet the students’ needs of English for Specific Purpose at third semester of government science”?

C. Objective of the Research

In relation to the problem statement above, the objective of the research is to find out whether the current situations meet the students’ needs of English for Specific Purpose at third semester of government science.

D. Significant of the Research

This research was expected to be useful information for many People in the learning process, such as:

1. English teachers

This research provided English teachers with a clear description of needs analysis of the students in English for Specific Purpose which become an alternative to know their needs in a particular situation of speech. Hopefully, the result if the research could function as the

foundation for the course in ESP, specifically for improving teaching strategy that most effective for the students of government science students and graduates.

2. Students

The students who learn ESP would received the needs of ESP course. They are required to gain from the language course. This implied that students might have personal aims, wants or desires to the requirements of their study or jobs and then the need may be interpreted as lacks which is what the students do not know or cannot do in English.

E. Scope of the Research

Based on the problem, the researcher limits the problem of the study based on the needs analysis which could meet the students' needs of English for Specific Purpose at third semester of Government Science Students in Muhammadiyah University of Makassar. It is focused on the present situation analysis and target situation analysis that become the aspects of the students' learning needs.

Based on above, ESP is needed in work and professional careers, economic is relate to our daily activities. Therefore, the students must have extensive knowledge about ESP if they want to improve their ability and their

skill in their program and their occupation which is related to the business and finance.

CHAPTER II

REVIEW OF LITERATURE

In this part, the researcher explains about previous related research findings, pertinent ideas, and conceptual framework.

A. Previous Related Research Findings

Many researchers have been conducting studies related to this research, there are as follows:

Kaimuddin (1999) in the thesis entitled “Need Analysis of Technical English for Technical High School Students found that the students’ perception of the role of studying English at STM, the problem encountered by the STM students in learning technical English, the benefits that the graduates obtained from their technical English knowledge was they know about English in order to function effectively in real life situation.

Medlin (2009) in the thesis entitled “English for Specific Purposes (ESP): Nursing in The U.S. Hospital” stated that ESP is a form of ESL designed for adults interested in a particular field. Content-based language instruction is an effective method to use for this type of course. The use of authentic materials and communicative tasks embedded in real workplace situations helps to make the language contextualized and meaningful. The intimate nature of the work of caring for the sick involves basic conversational skills and colloquial speech. The ability to communicate

effectively in the hospital is the goal of instruction, and the classroom should equip students with communicative tools they can use in the workplace.

Wu & Chin (2010) in the journal with the title “An Investigation into the English Language Needs of Banking and Finance Professionals in Taiwan” concluded that the study of ESP course design and materials development shows that although English is not the medium of oral communication in their daily work setting, employees in the financial industry prefer to take training courses which help them develop spoken interaction skills, such as business conversation and presentation skills. These courses should have a balanced focus on communication strategies and cross-cultural understanding. Concerning the development of a financial English test, the results of the needs analysis call for a user-oriented assessment system. In order to yield reliable and valid measurements of language proficiency, test specifications will be devised based on the results from the needs analysis, accompanied by the results from later document analysis.

Prachanant (2013) in her journal entitled “Needs Analysis on English Language Use in Tourism Industry” stated that needs analysis plays a vital role in developing English for specific purposes curriculum. This study surveyed the needs, functions and problems of English language use by 40 tourism employees. Findings revealed that speaking is most important, then listening, reading and writing. The three most relevant functions in using the English language were giving information, followed by providing services, and offering help. English use problems included; inability inappropriate

words and expressions, inadequate vocabulary, and lack of grammar knowledge.

Yulianti (2016) in her thesis entitled “Teaching English For Specific Purposes of Secretary Department at SMK Nasional Pati in the Academic Year 2015/2016” showed that the research shows that the teacher’s difficulties are (a) difficulty in arranging ESP syllabus, (b) Difficulty of the availability of ESP textbook, (c) Difficulty to find book activity for the students, (d) Difficulty of the availability of supporting tools, and (e) Difficulty to arrange classroom activity. The teacher used demonstrating and role play strategies in teaching ESP of secretary department at SMK Nasional Pati. Therefore, the writer suggests that: (a) It will be better that all of the vocational school in Indonesia applied ESP in their compulsory subject. So the government should arrange about the necessities to teach ESP, (b) In teaching ESP the teacher can use a special strategy that most effective for the students, so it will different from teaching English in general.

In summary, English for Specific Purposes is very vital for everyone academic field and working space. It is obvious that ESP focuses on relating the teaching and learning of English process to the students’ needs as the same as this reasearch will conduct. Hutchinson & Waters (1992) observe that if we know why students need English, the content of the language can be adjusted accordingly and the teaching process will focus on these needs.

B. Some Pertinent Ideas

1. English for Specific Purpose

a. Definition of English for Specific Purpose (ESP)

There are some definitions that are given by several experts as follows:

According to Hutchinson & Waters (1995), English for Specific Purposes is not general English but an approach to English teaching and learning specially designed to meet students' needs for improving their skills for their educational or work purposes.

According to Mackay and Mountford (1978), ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose. That is to say that English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of speciality.

Robinson (1980) has defined ESP as the teaching of English to the students who have specific goals and purposes. According to him, these goals might be professional, academic, scientific etc. Mackay and Mountford (1978, p. 2) have referred to it as the teaching of English for "clearly utilitarian purposes". These specific purposes are the above-mentioned academic, professional or scientific ones that clearly depend on the students' needs. These definitions do not both confine ESP to any specific field, discipline or profession and recognize its broader area of action.

Master (2005) states that ESP is often taught in other countries, but “ESP goes under different guises in the U.S., such as content-based instruction or workplace ESL” (p. 101). This section discusses elements of teaching ESP and AHE. Topics include content-based instruction, theme-based instruction, the importance of student motivation, discovering the students’ needs and how to meet those needs, and classroom application.

According to Harding (2007), there are a number of factors underlying the fact of ESP that should be learnt and taught in real language in a specialized and needed context such as vocational learning and training; such as globalization, international communication needs, the unnecessary factors to follow traditional GE approach starting from primary education and etc... No matter how competent the students have become, they will leave their primary education having already covered GE syllabus because they desire their studies to lead them to useful skills, in other words; they will not prefer the same old marry-go-round anymore.

In brief, the supreme aim of ESP is to meet the needs of particular studentss, so an ESP course should be based on a vigorous analysis of students’ needs. Any ESP course may differ from another in its selection of skills, topics, situations, functions and language. Information officers at Bangkok Tourist Division also need to study English that is used for dealing with foreign tourists, so the classroom activities should be focused on the language concerning their daily jobs. In addition, an ESP course for those officers should provide them more opportunities to practice listening

and speaking English including the language activities that are relevant to their job descriptions. To achieve the main goal of studying an ESP course, needs analysis of the students is a key element for ESP programs.

b. Classification of English for Specific Purpose (ESP)

ESP can be classified into three branches: English for science and technology, English for business and economics, and English for social science. English for science and technology is further classified into two branches, as English for academic purposes (EAP) and English for occupational purposes (EOP), which appear to be different only in situational context. However, since Hutchinson and Waters (1987) do not make an obvious distinction between EAP and EOP, Cummins (2008) made a more explicit distinction between these two terms. He explained that the aim of EAP is to provide academic proficiency, whereas, EOP leads to interpersonal skills. In addition, the target of learners for EOP learners is to communicate with friends and co-workers in everyday life.

Stevens (1988) defined ESP according to absolute characteristics and variable characteristics. Regarding the absolute characteristics, Stevens described that ESP is in contrast to general English because it is designed to meet specified learners' needs, related in content to specific discipline, and centered on language appropriate to syntax, lexis, discourse, and semantics and analysis of the discourse. Regarding the variable characteristics, ESP may be restricted to the learning skills to be

learned (for example writing only), and may not be taught according to any pre-ordained methodology.

Generally speaking, Strevens' (1988) definition concerning the course content confirms that ESP is always and necessarily related to the subject content. His definition is supported by that of Robinson (1991) who adds that ESP is constrained by a limited period, and taught in homogenous classes regarding the work and studies that the students are engaged in. To sum up, ESP relies on common vocabulary and functions, and the skills that belong to a particular academic discipline or business activities.

Dudley-Evans and St. John (1998) gave a definition of ESP, which is influenced by that of Strevens (1988). Although they removed the absolute characteristic about the distinctions between ESP and general English, they revised and added more variable characteristics. Their revised definition is:

- 1) Absolute characteristics
 - a) ESP is designed to meet specific needs of the learners;
 - b) ESP makes use of the underlying methodology and activities of the disciplines it serves;
 - c) ESP is centred on the language (grammar, lexis, register), skills discourse and genres appropriate to these activities.
- 2) Variable characteristics
 - a) ESP may be related to or designed for specific disciplines;

- b) ESP may use, in specific teaching situations, a different methodology from that of general English;
- c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- d) ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

English for general academic purposes (EGAP) courses are for learners who have no experience in working or learners who are at the early stages of their profession, while English for specific business purposes (EGBP) courses teach learners who had job experience, so they can bring their business knowledge and skills to the specific language-learning situations. Courses in position 4 cover very specific skills but the learners may vary from different disciplines or professions. Courses in position 5 are really specific and serve the specific needs of the target situation, learners' needs, and use authentic material of the learners' discipline. This continuum adds to Hutchinson and Waters' (1987) ESP classification for the position of ESP courses and reflects the position of the ESP programme at Agriculture University.

ESP researchers in the 21st century tend to define ESP based on the learners' needs for their subject-specific work and experiences. Basturkmen (2010) further described themes of ESP courses that are

narrower than English language teaching courses because they focus on learners' needs for work or study purposes. She classifies ESP into three areas: English for academic purposes (EAP), English for professional purposes (EPP), and English for occupational purposes (EOP). Like Stevans (1988) and Dudley-Evans and St. John (1998), Basturkmen highlighted that ESP has both variable characteristics and absolute characteristics but she referred to these terms as ESP variability and ESP constants, respectively. Her ESP variability and ESP constants are shown below.

1) ESP variability

- a) ESP stems from the range of areas which ESP courses are developed. These range from the relatively general (for example, academic English writing courses) to the highly specific (for example, English for hotel receptionists);
- b) ESP stems from the differing relationships
- c) ESP learners have with their target community of practice;
- d) ESP stems from differences in how familiar ESP teachers are with the target disciplines, professions and vocations and their specialist discourse.

2) ESP constants

- a) ESP involves discussion of learners' needs and viewing learners primarily in work- and study-related roles.

b) ESP courses of necessity require a narrowing down of language and skills that are to be taught.

c) ESP courses make use of texts and draw on descriptions of language use and communication from the target communities of practice and disciplines.

c. Teaching English for Specific Purposes

English for Specific Purposes is an ELT approach which is specified in certain purpose. According to Hutchinson and Waters (1987), ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. The focus of ESP is to meet the students' need. ESP courses are narrower in focus than ELT courses because they centre on analysis of learner's need (Basturkmen, 2010:3). Further, Basturkmen states that ESP views learners in terms of their work or study roles and that ESP courses focus on work- or study-related needs, not personal needs or general interest. Teaching ESP then means facilitating the students to learn specific English in which the course is designed based on the students' need.

2. Need Analysis

a. Definition of Need Analysis

When teaching or designing a course in ESP, one goal is to strive to meet the students' needs. In order to discover who the students are, what they already know, and what they want from the class, it is important to

conduct some type of needs analysis. Many adult students studying English in the U.S. have extensive educations (most likely in a language other than English), and professional work experiences, as well as significant life experiences. Perhaps they were engineers, physicians, pharmacists, medical technologists, or nurses in their countries. They bring well established work and study habits, preferred learning styles, and so on. They possess a greater knowledge of the world (Chamot & O'Malley, 1994; Knox, 1986; Krashen & Terrell, 1983). But needs analysis applies to students of all ages and levels.

Needs Analysis is regarded as an important part of ESP in terms of enabling the students to discover their own abilities and specifying these needs according to their aims, objectives and desires (Basturkmen, 1998; Chang, 2009; Maley, 1983).

This term has been defined as a procedure which compiling information exists on students who learn a foreign language and on the usage of this language which they are expected to make use of it. Apart from that, Basturkmen (1998) explains the concept of needs analysis as the “identification of difficulties and standard situations by observation of participants functioning in a target situation in conjunction with interviews and questionnaire”. As a result of emerging interest in ESP teaching and learning-centred approach, needs analysis is:

1. An attempt to adopt a framework for ESP course conception.

2. A procedure to collect information and needed data to be used in syllabus design.
3. A process to develop a curriculum and needed materials for the needs based course.
4. An approach to prove inadequate GE syllabus in terms of learners' future career opportunities.
5. A concept to take all the needs of the learners into consideration such as objective needs (i.e. students' background such as country, culture, education, family and profession) and subjective needs (i.e. personality, learners' wants, lacks and expectations). Brindley (1984) says, "The term need is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivations, lacks, constraints, and requirements".

At present, due to the fast development on learner needs-based approach in Turkey, ESP practitioners are interested in data analysis on subjective or objective needs or newcomer comprehension (Bilokcuoglu, 2012; Dincay, 2011). From this perspective, the first step is to analyse and investigate students' needs as a fundamental organization of ESP program development. Accordingly, an attempt is made from Hutchinson and Waters (1987) saying; "tell me what you need English for and I will tell you the English that you need" (p.8). In the same approach, they divide the needs into two groups as "target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in

order to learn)” (p.9). Target needs can be seen in the subcategories such as necessities decided by the desires of the target situation-, lacks – background knowledge of the learners (what they know or they do not know), and wants – considering students’ interests lying behind English language for their purposes.

Finally, learning need which interpreted in order to construct and integrated part of teaching-learning process is a particular state of knowledge. By the help of this student-centred research area –needs analysis- it is easy to identify the particular needs of the students, to meet needs of particular learners, to match skills in learning and using what has been acquired, to address the aims of ESP needs and to increase the ability of students in their future jobs and vocations (Belcher, 2009; Hutchinson and Waters, 1987; Supuran and Mela, 2010; Varnosfadrani, 2009).

b. Types of Need Analysis

1) Target Situation Analysis (TSA)

According to Chambers, TSA is “communication in the target situation” (Chambers, 1980:29). Needs analysis was established with firmness in the mid-1970s (West, 1998). Earlier needs analysis was mainly concerned with linguistic and register analysis, and as Dudley-Evans and St. John (1998) propose, needs were seen as separate language items of grammar and vocabulary. With the publication of the book *Communicative Syllabus Design* by Munby (1978), needs analysis progressed towards placing the learner’s purposes in the

central position within the framework of needs analysis. Accordingly, the notion of target needs became paramount and research verified that function and situation were also fundamental. The term Target Situation Analysis (TSA) was, in actual fact, first used by Chambers in his 1980 article in which he tried to simplify the confusion of terminology.

‘Target needs’ is like an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lacks and wants.

a) Necessities

We can call ‘necessities’ the type of need determined by the demand of the target situation; that is, what the learner has to know in order to function effectively in the target situation.

b) Lacks

To identify necessities alone, however, is not enough, since the concern in ESP is with the needs of particular learners. You also need to know what the learner knows already, so that you can then decide which of the necessities the learner lacks. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner’s lacks (Hutchinson, Waters and Breen 1979).

c) Wants

So far, we have considered target needs only in an objective sense, with the actual learners playing no active role. But the learners too, have a view as to what their needs are. As Richterich (1984:29) comments: ‘...a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment.’ Learners may well have a clear idea of the ‘necessities’ of the target situation: they will certainly have a view as to their ‘lacks’. But it is quite possible that the learners’ views will conflict with the perceptions of other interested parties: course designers, sponsors, teachers...etc.

2) Present Situation Analysis (PSA)

Present situation analysis may be suggested as a complement to target situation analysis (Robinson, 1991; Jordan, 1997). If target situation analysis attempts to institute what the learners are expected to be like at the completion of the language course, present situation analysis tries to recognize what they are like at the beginning of it. As stated "a PSA estimates strengths and weaknesses in language, skills, learning experiences "Dudley-Evans and St. John (1998: 125). If the purpose to which the students need to get is to be established, first the starting point has to be demarcated, and this is provided only by means of Present Situation Analysis.

The term PSA (Present Situation Analysis) was initially projected by Richterich and Chancerel (1980). In this approach the

sources of information are the students themselves, the teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997). The PSA can be conducted by means of established placement tests.

On the other hand, the background information, e.g. years of learning English, level of education, etc. about learners can provide us with ample information about their present abilities which can thus be anticipated to some extent.

3) Learning Needs Analysis

As the name suggests, this type of needs analysis deals with the strategies that learners employ in order to learn another language. This analysis emphasizes on how the learners wish to learn rather than what they need to learn (West, 1998). All the above-mentioned approaches to needs analysis, TSA, PSA, and to some extent deficiency analysis, have not been concerned with the learners' views of learning.

Allwright (1982), a pioneer in the domain of strategy analysis (West, 1994) stated from the students' opinions of their needs in their own expressions (Jordan, 1997). Allwright (1982) has made a distinction between needs (the skills which a student sees as being relevant to himself or herself), wants (those needs on which students put a high priority in the available, limited time), and lacks (the difference between the student's present competence and the desired

competence). Further, his thoughts were embraced by Hutchinson and Waters (1987), who advocated a learning-centered approach in which learners' learning needs play a crucial role. If the expert, by means of target situation analysis, tries to find out what learners do with language (Hutchinson and Waters, 1987) learning needs analysis will tell us "what the learner needs to do in order to learn" (Hutchinson & Waters 1987:54). Clearly, advocated a process-oriented approach, not a product- or goal-oriented one. For them "ESP is not a product but an approach to language teaching which is directed by specific and apparent reasons for learning" (Hutchinson and Waters, 1987:16). Bower (1980) who has noted the importance of learning needs:

"If we accept...that a student will learn best if what he wants to learn, less well what he only needs to learn, less well still what he either wants or needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes" (Jordan 1997: 26)

C. Conceptual Framework

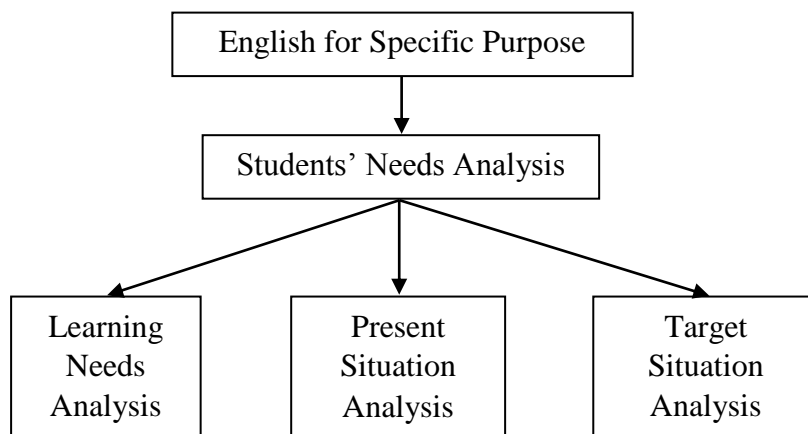


Figure 2.1 Conceptual Framework

The conceptual framework above describe the research which conduct by the researcher. The research is descriptive research which describe about an analysis on the students' needs of English For Specific Purpose at the second semester of Government Science Students in Muhammadiyah University of Makassar.

In order to analyse students' needs of English for Specific Purpose, some considerations should be taken into account, including the learning needs analysis, which emphasizes on how the learners wish to learn rather than what they need to learn. Second, present situation analysis which emphasizes on teaching and learning situation covering aspects related to students' characteristics, materials, and academic records containing data about students' language learning, how the students learn the language, why they learn it, what resources are available to help them learn. Third is target situation analysis which determines the destination or objectives of a course, whereas students' needs serve as the vehicle and guideline to get to the destination.

Each stage of the need analysis remains to be elaborated. Thus, identifying and acknowledging students' needs hopefully can help in course development. Teachers can design instructional strategies that enable students to reach personal as well as course objectives. Additionally, the information from the analysis can be used to establish the language-learning

skills that students need for their learning (Cohen & Macaro, 2007; O'Malley & Chamot, 1990).

CHAPTER III

RESEARCH METHOD

In this part, the researcher explains about research design, population and sample, instrument of the research, data collection method, and technique of data analysis.

A. Research Design

Based on the research questions and objectives of the study, this research is designed as a descriptive quantitative research. Descriptive research is a kind of research method using the techniques of searching, collecting, classifying and analysing the data and the objective is to describe phenomenon. A quantitative research is a type of research which includes any calculation or enumeration.

This study analyses the students' needs and their opinions toward English teaching and learning process in the classroom. Hence, the purpose of this research design is to find out whether the students' situation meet the needs of English for Specific Purpose at the third semester of Government Science Students in Muhammadiyah University of Makassar.

B. Population and Sample

1. Population

Population is a complete set of elements (person or object) that possess some common characteristics defined by the sampling criteria established by

the researcher. The population is an aggregate or totality of all the objects, subjects, or member that conform to a set of specifications. In this research, the population is the third semester students of government science which consist of four classes and the total number of populations are 159 students of 2018/2019 academic year.

2. Sample

The researcher used the Purposive Sampling Technique. Purposive Sampling is also known as judgmental, selective, or subject sampling technique. Non-probability sampling focuses on sampling techniques where the units are investigated based on the judgment of the researcher. In this research, the sample is one class of the third semester students of government science. It is class IP 3 B with the number of students is 29 people of 2018/2019 academic year. The age of third semester of government students who join English class is in the range of 17 until 19 years old.

C. Instrument of the Research

In this study, the researcher used questionnaire as a technique in collecting the data.

1. Questionnaire

Based on the problem statement on the first chapter, the researcher wanted to know the students' needs of English for Specific Purpose through a questionnaire. The questionnaire was required to collect data from the students and it aimed to give the opportunity for the researcher to gather data from a

number of people. The statements of the questionnaire of this research consisted of 28 numbers closed-ended question forms.

In addition, the researcher used Likert Scale for the close-ended questionnaire to get the clear data from the students. Likert scale was used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. thus, the result of questionnaire will analyze by using the following percentage system:

Which:
$$P = \frac{f}{n} \times 100\%$$

P : Percentage

F : Frequency

n : Number of sample

100% : Constant value

(Sugiyono, 2012:137)

D. Data Collection Method

For data collection, the researcher used questionnaire as instrument method. The researcher gave questionnaire for the samples and the researcher gave 45 minutes for the students to answer the questions based on their own knowledge and experince. In collecting the data, the researcher decided to use the following procedures:

1. The researcher gave questionnaire to the samples of the research.
2. The researcher collected the questionnaire

3. The researcher analyzed the data
4. The researcher classified the answers from the questionnaire.
5. The researcher did the data and make conclusion.

E. Techniques of Data Analysis

To analyze the data, the researcher employed the formulas as follows:

1. The Likert Scale and scoring

Table 3.1: Likert Scale

No.	Items	Score
1.	Very important	6
2.	Somewhat important	5
3.	Slightly important	4
4.	Slightly not important	3
5.	Somewhat not important	2
6.	Not important at all	1

(Martin, 2004)

2. Determined the ideal score. Ideal score is score used to count the score to determine rating scale and total answering. The formula used was:

$$\text{Criterion score} = \text{Scale score} \times \text{total of respondent}$$

(Sugiyono, 2012:137)

Table 3.2: Criterion Score

Forms	Scale
$6 \times 29 = 174$	Very important
$5 \times 29 = 145$	Somewhat important
$4 \times 29 = 116$	Slightly important

$3 \times 29 = 87$	Slightly not important
$2 \times 29 = 58$	Somewhat not important
$1 \times 29 = 29$	Not important at all

3. After the researcher administrating the fulfilled the questionnaire, the researcher counted the total answer for each answer category which existed in each aspect.
4. Then, the data obtained from the questionnaires analyzed by using the percentage technique.

$$\text{Percentage} = \frac{F}{n} \times 100\%$$

Notation:

P = Rate Percentage

F = Frequency of the current answer

N = total number of the students

(Sugiyono, 2012:137)

The use of the percentage above is concerned with what learners do with language and the needed skills to be competent. This orientation can be categorized as a proficiency objective.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding covers the results of the questionnaire which are divided into two parts. The first part is about the students' personal information, and the second part presents the data about the students' needs towards the ESP course.

1. Students' Personal Information

Based on the present situation, the age of third semester of government students who join English class is in the range of 17 until 19 years old. The result of the questionnaire showed that 60% of the students have high motivation and 40% students have average motivation in learning English. None of the students has low motivation. From 29 students, most of them said that English is very important for their future job (51.72%), 17.24% students said somewhat important, 10.34% students said slightly important, 13.79% students slightly not important, 6.89% students somewhat not important, and 0% students said not important at all. From the data, it can be concluded that the third semester of Government Science students in the academic year of 2018/2019 have high motivation in learning English. Some of the students learn English out of class by taking English course. English has an important role for their future.

Table 4.1: Percentage of The Usefulness of Each Skill for Improving the Overall English Ability

	Reading	Listening	Speaking	Writing	Total
<i>F</i>	3	7	17	2	29
<i>%</i>	10.34	24.13	58.62	6.89	100

According to Table 4.1, more than half of the students (58.62%) judged speaking as the most useful skill for improving the overall English ability. The next useful skill of the students was listening (24.13%). Apparently, most of them seem to agree that reading and writing skill were the least useful (10.34% and 6.89%).

2. Students' Needs Towards The ESP Course

Table 4.2: The Relevant Between English material taught by Lecturer and The Study Program

Perception	Respond	
	F	%
Yes	7	24.13
Partly	10	34.48
No	12	41.37
Total	29	100

From the data it can be seen that the relevant between English material taught by lecturer and the study program is 41.37% not relevant.

Table 4.3: The English Material That The Students Need To Learn

Material	Respond	
	F	%
English for Academic Purpose	10	34.48
English for Business	10	34.48
General English	9	31.03

From the data it can be seen that the English material that the students need to learn are English for Academic Purpose and English for Business in which 34.48% equal.

Table 4.4: The Job Prospect That The Students Choose After Graduation

Job Prospect	Respond	
	F	%
Find a job that relevant with the study program	8	27.58
Continue master degree	4	13.79
Join exchange program in abroad	7	24.13
others: teacher, entrepreneur, businessman	10	34.48

The table above shows that the students are more likely become a teacher, an entrepreneur, and a businessman after they graduate from the university in which 34.48% of them.

Table 4.5: The Students' Difficulties In Learning English At The Class

Perception	Respond	
	F	%
Speaking	2	6.89

Reading	2	6.89
Translation	5	17.24
Listening	7	24.13
Writing	3	10.34
Grammar	10	34.48

As it is presented on the table, it shows that the most difficult material in learning English according to the students was grammar with 34.48%, then it followed by listening (24.13%), and translation (17.24%).

Table 4.6: The Importance of English for the Study

	Very important	Somewhat important	Slightly important	Slightly not important	Somewhat not important	Not important at all
F	7	17	3	2	0	0
%	24.13	58.62	10.34	6.89	0	0

The table shows that English seems not very important for the students. Regardless, they said that it is somewhat important for them.

Table 4.7: The Importance of Vocabulary Practice in English Class

	Very important	Somewhat important	Slightly important	Slightly not important	Somewhat not important	Not important at all
F	11	9	5	4	0	0
%	37.93	31.03	17.24	13.79	0	0

From the data it can be seen that the vocabulary practice in English class is very important for the students in which 37.93%.

Table 4.8: The Importance of Grammar Practice in English Class

	Very important	Somewhat important	Slightly important	Slightly not important	Somewhat not important	Not important at all
F	18	8	3	0	0	0
%	62.06	27.58	10.34	0	0	0

From the data it can be seen that the grammar practice in English class is very important for the students in which 62.06%.

Table 4.9: The Situations Where Reading Skill is Important for Government Science Students

Reading	6	5	4	3	2	1
Reading English social and politic documents/ e-mails	58.6 2%	27.5 8%	13.7 9%	-	-	-
Reading English articles on the Internet	24.1 3%	24.1 3%	27.5 8%	17.2 4%	6.89 %	-
Reading English newspapers	10.3 4%	17.2 4%	34.4 8%	37.9 3%	-	-
Reading English novels for pleasure	-	-	13.7 9%	13.7 9%	31.0 3%	41.3 7%
Reading e-mails from foreign friends written in English	44.8 2%	24.1 3%	13.7 9%	6.89 %	3.44 %	6.89 %
Reading English textbooks	-	20.6 8%	27.5 8%	17.2 4%	24.1 3%	10.3 4%

The table shows the situation where the government science students practice reading. This data uses range 6 until 1 in which number 6 shows that the aspect is very important, while number 1 means the aspect is not important at all. From the data it can be seen that the most important situation where the government science students use English is reading English social and politic

documents/e-mails which is 58.62%. This glance proves how important the needs are for the students towards ESP course.

Table 4.10: The Situations Where Listening Skill is Important for Government Science Students

Listening	6	5	4	3	2	1
Listening in meetings or small-group discussions at work with English-speaking members	58.6 2%	24.1 3%	10.3 4%	6.89 %	-	-
Listening to take notes of a class lecture in English	68.9 6%	31.0 3%	-	-	-	-
Listening to a speech in a conference given in English	-	20.6 8%	34.4 8%	31.0 3%	13.7 9%	-
Watching movies or TV programs in English	27.5 8%	37.9 3%	10.3 4%	6.89 %	6.89 %	10.3 4%
Listening to English language music	31.0 3%	27.5 8%	10.3 4%	6.89 %	10.3 4%	13.7 9%

The table shows the most important situation where the government science students use English in listening is when they were listening to take notes of a class lecture in English (68.96%). It appears as they were in need to acquire English in teaching and learning process. In contrast, listening to a speech in a conference given in English was not very important for the students.

Table 4.11: The Situations Where Speaking Skill is Important for Government Science Students

Speaking	6	5	4	3	2	1
Speaking informally in English with foreign tourists	58.6 2%	27.5 8%	13.7 9%	-	-	-
Giving formal speeches/presentations in English at international conferences	31.0 3%	41.3 7%	27.5 8%	-	-	-
Giving small speeches/presentations at work	13.7 9%	41.3 7%	34.4 8%	6.89 %	3.44 %	-
Giving small speeches/presentations in English in your university classes	13.7 9%	24.1 3%	34.4 8%	13.7 9%	10.3 4%	6.89 %
Having discussions about general topics and current events in English with classmates	37.9 3%	27.5 8%	20.6 8%	3.44 %	3.44 %	6.89 %
Having discussions about general topics and current events in English with foreign people	31.0 3%	24.1 3%	34.4 8%	3.44 %	3.44 %	3.44 %
Speaking to hotel and restaurant staff in English while traveling overseas	27.5 8%	27.5 8%	24.1 3%	10.3 4%	3.44 %	6.89 %

Regarding to the importance of speaking skill for the government science students, 58.62% of the them were speaking informally in English with foreign tourists which shows their excitement to interact with English speakers. In contrast, a few number of the students said that giving small speeches is not very important for them.

Table 4.12: The Situations Where Writing Skill is Important for Government Science Students

Writing	6	5	4	3	2	1
Writing in English for university course papers	10.3 4%	51.7 2%	17.2 4%	13.7 9%	6.89 %	-
Writing business documents in English	3.44 %	13.7 9%	37.9 3%	34.4 8%	3.44 %	6.89 %
Synthesizing information from more than one source	10.3 4%	10.3 4%	34.4 8%	37.9 3%	6.89 %	-
Writing e-mail business letters in English to foreigners	41.3 7%	17.2 4%	27.5 8%	10.3 4%	3.44 %	-
Getting the ability to research information in English	6.89 %	41.3 7%	44.8 2%	-	6.89 %	-
Doing group research with classmates or co-workers in English	13.7 9%	17.2 4%	31.0 3%	24.1 3%	10.3 4%	3.44 %

As it is presented on the table, it shows that the half of the students' (51.72%) are writing in English for university course papers which meets with the needs in ESP course. It appears as they are in need to acquire to be able to write in English.

B. Discussion

This section discusses all the facts which were found by the researcher and their relationship with several related literature provided in Chapter II and the experts' opinions and suggestions.

1. The Needs of Government Students in ESP Course

According to the result of questionnaire, most of the third semester students of government science especially in class IP 3 B stated that their needs in learning English is being able to communicate in English, especially English for Government Science of Social and Political Science Faculty. Although, 58.62% of the students stated that English is somewhat important for them, they kept wanting to get English teaching and learning process to be more affective and efficient in the class. These students are still deprived at graduation level from the opportunity to have English instruction, the fact that led the researcher to observe the present situation of the students which meet the their needs of ESP.

The preliminary results of the information gathered from the present situation of students concerning the use of English in their future career, has led the researcher to investigate their vision regarding the status of English of Government Science, to determine why they need English and what for. This was done in view of proposing the introduction of an ESP course in the curriculum of these students since they were in the first semester. They argued that their motivation in learning English will increase if their English class is conducive. From the percentage, 41.37% of them said that English material taught by lecturer and the study program were not relevant. If so, they have not learnt all the things which they do need even want it. It is in line with the statement that adults learn better when they can see a reason why they are

following a program of study and find the relevance between their needs in learning and the content of the study that they must learn.

From 29 students, most of them said that English is somewhat important for their study. From the data, it can be concluded that the third semester of Government Science students in the academic year of 2018/2019 have good motivation in learning English. Furthermore, more than half of the IP 3 B students (58.62%) judged speaking as the most useful skill for improving the overall English ability, followed by listening (24.13%), reading (10.34%), and writing skill (6.84%).

Moreover, as stated by Brindley (1984), "The term need is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivations, lacks, constraints, and requirements". In this case, the researcher can conclude that English is a world language used in all domains especially in the information and communication technologies, politics, international relations, trading and regulation. In addition, there are some important aspects that has been revealed through needs analysis of the government science students of Muhammadiyah University of Makassar towards ESP which are very beneficial for the improvement in English course, such as:

From above data, the government science students preferences regarding useful activities in learning are English for Academic Purpose and English for Business where both will be important for their future job. It is shown that there were 10 students chose whether to be teacher, entrepreneur, and businessman for

their future job after graduation which is quite irrelevant with their study program, and followed by 8 students who will only find relevant job with their study program.

The learning material that government science students most needed is grammar as well as it is the most difficult element to be achieved based on more than half of the students' answer in the questionnaire, however vocabulary practice seems to be very important too for 11 students of the class.

The situation where the government science students use English are: (1) listening to take notes of a class lecture in English where 68.96% of them did this, (2) speaking informally in English with foreign tourists which shows their excitement to interact with English speakers where 58.62% of them did this, (3) reading English social and politic documents/e-mails which is 58.62% of them did this, (4) writing in English for university course papers which meets with the needs in ESP course 51.72% of them did this.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

To conduct effective ESP courses, English background of the learners should be considered first. The lesson which is suitable for the learners' level can help them learn English better and faster. According to the results of this study, the researcher can conclude that the the present situation of government science students do not meet their actual needs of English for Specific Purpose which revealed between the English teaching materials and their study program as government science students is partly relevant. Those students need more specific English material and class, that is, English for Specific Purposes course for government science students where they considered speaking and listening as the useful skills which are needed to be improved as the first two priorities. Although reading and writing were not very important for the students, reading and writing activities should be included in an ESP course to enhance their four English skills, as well. Their need in learning English is being able to communicate in English well in the subject area of their study and future job. Nonetheless, an English course designer should focus on topics concerning

English for Government Science Students which are related between their present situation and their target needs.

B. Suggestion

Based on the conclusion, the researcher would like to present some suggestions. The researcher hoped that this study can be used as additional reference by other researchers or the teachers and lecturer who teach for ESP Course.

Besides, related to the students' present situation, the teacher should pay more attention on teaching and leading students. Therefore, the teacher should find the solution to reach out their needs. Furthermore, one thing to be considered, every students have their own capacity and learning style, so the teacher has to understand about their students before going on in the effective teaching and learning process.

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Appendix 1

Questionnaire For The Students

Name :

Class :

Needs Analysis Questions:

1. Which of the following skills do you feel would be most useful to learn and practice for improving your overall English ability?
(1) Reading (2) Listening (3) Speaking (4) Writing
2. Is the English material taught by the lecturer relevant with your study program?
a. Yes b. Partly c. No
3. English material that you need to learn:
a. English for Academic Purpose
b. English for Business
c. General English
4. After graduation, you will:
a. Find a job that relevant with the study program
b. Continue master degree
c. Join exchange program in abroad
d. others:_____
5. What are your difficulties in learning English at the class (can be more than one choice and most difficult to difficult order)
() Speaking () Listening
() Reading () Writing
() Translation () Grammar

Please give check (√) on the column based on your answer!

Criteria for the score:

1 = Not important at all	3 = Slightly not important	5 = Somewhat important
2 = Somewhat not important	4 = Slightly important	6 = Very important

No.	Statements	Answer					
		1	2	3	4	5	6
1.	Is English important for your study?						
2.	How important is it to have vocabulary practice in English class?						
3.	How important is it to have grammar practice in English class?						
How much do you feel each of the skills is important in your life?							
Reading							
4.	Reading English social and politic documents/ e-mails						
5.	Reading English articles on the Internet						
6.	Reading English newspapers						
7.	Reading English novels for pleasure						
8.	Reading e-mails from foreign friends written in English						
9.	Reading English textbooks						
Listening							
10.	Listening in meetings or small-group discussions at work with English-speaking members						
11.	Listening to take notes of a class lecture in English						
12.	Listening to a speech in a conference given in English						
13.	Watching movies or TV programs in English						
14.	Listening to English language music						
Speaking							
15.	Speaking informally in English with foreign tourists						
16.	Giving formal speeches/presentations in English at international conferences						
17.	Giving small speeches/presentations at work						

18.	Giving small speeches/presentations in English in your university classes						
19.	Having discussions about general topics and current events in English with classmates						
20.	Having discussions about general topics and current events in English with foreign people						
21.	Speaking to hotel and restaurant staff in English while traveling overseas						
Writing							
22.	Writing in English for university course papers						
23.	Writing business documents in English						
24.	Synthesizing information from more than one source						
25.	Writing e-mail letters in English to foreign friends						
26.	Getting the ability to research information in English						
27.	Doing group research with classmates or co-workers in English						

Appendix 2

Questionnaire Untuk Mahasiswa

Nama :

Kelas :

Pertanyaan:

1. Dari keempat skill di bawah, yang manakah menurutmu lebih berguna dalam meningkatkan kemampuan bahasa Inggrismu?

(1) Reading (2) Listening (3) Speaking (4) Writing

2. Apakah materi bahasa Inggris yang diajarkan dosen relevan dengan program studi anda?

b. Ya b. Sebagian c. Tidak

3. Mata kuliah bahasa Inggris yang dibutuhkan adalah:

d. English for Academic Purpose

e. English for Business

f. General English

4. Setelah sarjana anda akan:

e. Mencari pekerjaan sesuai latar belakang pendidikan

f. Melanjutkan studi S2

g. Mengikuti program pertukaran ke luar negeri

h. Tujuan lainnya:_____

5. Kesulitan anda dalam belajar bahasa Inggris di kelas adalah (boleh memilih lebih dari satu dan urutkan mulai dari yang tersulit)

() Berbicara

() Mendengarkan

() Membaca

() Menulis

() Menerjemahkan

() Grammar (tata bahasa)

Berikan tanda (√) pada kolom jawaban anda!

Kriteria Skor:

1 = Sama sekali tidak penting	3 = Netral	5 = Sangat penting
2 = Tidak penting	4 = Penting	

No.	Statements	Answer					
		1	2	3	4	5	6
1.	Apakah bahasa Inggris penting untuk studi anda?						
2.	Seberapa penting untuk memiliki kemampuan kosakata di kelas bahasa Inggris?						
3.	Seberapa penting untuk memiliki kemampuan tata bahasa (grammar) di kelas bahasa Inggris?						
Menurut Anda, seberapa besar keterampilan itu penting dalam hidup Anda?							
Reading							
4.	Membaca dokumen dan e-mail sosial dan politik berbahasa Inggris						
5.	Membaca artikel berbahasa Inggris di Internet						
6.	Membaca koran berbahasa Inggris						
7.	Membaca novel bahasa Inggris untuk kesenangan						
8.	Membaca e-mail dari teman-teman dari negara lain yang ditulis dalam bahasa Inggris						
9.	Membaca buku pelajaran (textbook) berbahasa Inggris						
Listening							
10.	Mendengarkan percakapan dalam pertemuan atau diskusi kelompok di tempat kerja yang beranggotakan orang asing berbahasa Inggris						
11.	Mendengarkan untuk mencatat pembelajaran yang berbahasa Inggris dalam kelas						
12.	Mendengarkan pidato dalam sebuah konferensi yang berbahasa Inggris						
13.	Menonton film atau program TV yang menggunakan bahasa Inggris						
14.	Mendengarkan lagu yang berbahasa Inggris						
Speaking							
15.	Berbicara secara informal dalam bahasa Inggris dengan turis asing						
16.	Memberikan pidato / presentasi formal dalam bahasa Inggris di konferensi internasional						
17.	Berpidato / presentasi di tempat kerja						
18.	Memberikan pidato / presentasi dalam bahasa Inggris di kelas universitas Anda						

19.	Berdiskusi menggunakan bahasa inggris tentang topik-topik umum dan kejadian terkini dengan teman sekelas						
20.	Berdiskusi menggunakan bahasa inggris tentang topik umum dan kejadian terkini dengan orang asing						
21.	Berbicara menggunakan bahasa inggris kepada staf hotel dan staf restoran saat bepergian ke luar negeri						
Writing							
22.	Menulis dalam bahasa Inggris untuk tugas makalah universitas						
23.	Menulis dokumen bisnis dalam bahasa Inggris						
24.	Mensintesis informasi dari lebih dari satu sumber						
25.	Menulis surat atau e-mail dalam bahasa Inggris kepada teman-teman asing						
26.	Untuk kemampuan meneliti sumber informasi dalam bahasa Inggris						
27.	Melakukan penelitian dalam bahasa Inggris secara berkelompok dengan teman sekelas atau rekan kerja						

Appendix 3

The Result of The Questionnaire For The Students

1. Which of the following skills do you feel would be most useful to learn and practice for improving your overall English ability?

Reading	Listening	Speaking	Writing	Total
3	7	17	2	29

2. Is the English material taught by the lecturer relevant with your study program?

Perception	Respond
	F
Yes	10
Partly	12
No	7

3. English material that you need to learn:

Material	Respond
	F
English for Academic Purpose	10
English for Business	10
General English	9

4. After graduation, you will:

Job Prospect	Respond
	F
Find a job that relevant with the study program	8
Continue master degree	4
Join exchange program in abroad	7
others: teacher, entrepreneur, businessman	10

5. What are your difficulties in learning English at the class (can be more than one choice and most difficult to difficult order)

Perception	Respond	
	F	%
Speaking	2	6.89
Reading	2	6.89
Translation	5	17.24
Listening	7	24.13
Writing	3	10.34
Grammar	10	34.48

Likert Scale

No .	Statements	Answer					
		1	2	3	4	5	6
1.	Is English important for your study?	-	-	2	3	17	7
2.	How important is it to have vocabulary practice in English class?	-	-	4	5	9	11
3.	How important is it to have grammar practice in English class?	-	-	-	3	8	18
How much do you feel each of the skills is important in your life?							
Reading							
4.	Reading English social and politic documents/ e-mails	-	-	-	4	8	17
5.	Reading English articles on the Internet	-	2	5	8	7	7
6.	Reading English newspapers	-	-	11	10	5	3
7.	Reading English novels for pleasure	12	9	4	4	-	-
8.	Reading e-mails from foreign friends written in English	2	1	2	4	7	13
9.	Reading English textbooks	3	7	5	8	6	-
Listening							
10.	Listening in meetings or small-group discussions at work with English-speaking members	-	-	2	3	7	17
11.	Listening to take notes of a class lecture in English	-	-	-	-	9	20
12.	Listening to a speech in a conference given in English	-	4	9	10	6	-

13.	Watching movies or TV programs in English	3	2	2	3	11	8
14.	Listening to English language music	4	3	2	3	8	9
Speaking							
15.	Speaking informally in English with foreign tourists	-	-	-	4	8	17
16.	Giving formal speeches/presentations in English at international conferences	-	-	-	8	12	9
17.	Giving small speeches/presentations at work	-	1	2	10	12	4
18.	Giving small speeches/presentations in English in your university classes	2	3	4	10	7	4
19.	Having discussions about general topics and current events in English with classmates	2	1	1	6	8	11
20.	Having discussions about general topics and current events in English with foreign people	1	1	1	10	7	9
21.	Speaking to hotel and restaurant staff in English while traveling overseas	2	1	3	7	8	8
Writing							
22.	Writing in English for university course papers	-	2	4	5	15	3
23.	Writing business documents in English	2	1	10	11	4	1
24.	Synthesizing information from more than one source	-	2	11	10	3	3
26.	Writing e-mail business letters in English to foreigners	-	1	3	8	5	12
27.	Getting the ability to research information in English	-	2	-	13	12	2
28.	Doing group research with classmates or co-workers in English	1	3	7	9	5	4

Note:

- 1: Not important at all
- 2: Somewhat not important
- 3: Slightly not important
- 4: Slightly important
- 5: Somewhat important
- 6: Very important

Appendix 4

DOCUMENTATION



CURRICULUM VITAE



Andi Sitti Nasmah is a student of English Department of Muhammadiyah University of Makassar. She was born on September 3rd, 1996 in Pare-pare. She is the sixth child of marriage between Drs. H. Andi Rukman, and Dra. Hj. Sitti Basnur Wahab. She has 2 sisters and 3 brothers (Andi Muhammad Nasrum, S. Kom., Andi Sitti Nasidah, S. Kom., Andi Muhammad Nasrullah, Andi Sitti Nasyrh, S.E., Andi Ahmad Abadi, S. Kom.). In 2002, she started in Elementary School at SDN 213 Lapongkoda, graduated in 2009. Then, she continued her study at SMPN 1 Sengkang and graduated in 2012. After that, she continued her Senior High School at SMAN 3 Sengkang (now SMAN 7 Wajo) and graduated in 2014. The same year, she was accepted as English Department Student of Faculty of Teacher Training and Education of Muhammadiyah University of Makassar. At the end of her study, she could finished her thesis in 2018 entitle *“Needs Analysis of English for Specific Purpose at Third Semester of Government Science Students in Muhammadiyah University of Makassar”*.