NEED ANALYSIS ON ENGLISH FOR ISLAMIC ECONOMICS DEPARTMENT STUDENTS AT UIN ALAUDDIN MAKASSAR

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ABSTRACT

This research aims to find out the present situation needs of English and the target situation needs of English for Islamic Economics department students at UIN Alauddin Makassar. The research design used in this study was survey method, the data were obtained from the students' need. This study involved 59 respondents which consists of 52 students of the 2nd semester batch 2019, 2 lecturers, 1 expert and 4 graduates, from Islamic Economics department at UIN Alauddin Makassar. In collecting the data, the instrument was used the questionnaire for students, graduates, lecturers, expert, and used interview. The collection of the data was done by distributing the questionnaires to the participants to identify the students' need in Islamic Economics and interview guideline to find additional data. The researcher involved four activities; observing English teaching and learning process, giving questionnaires, analyzing and describing the obtained data, and calculating the percentage of questionnaires. The findings revealed of this research showed the students present and target situation needs. First, Present situation analysis consisted of level ability, English skill and component, topic, then problem in learning English. Level ability needed by the students was reading. English skills and component needed most by the students was grammar. The topics that students needed was alms. Meanwhile, most of the problem that students have based on questionnaires was the students lack of learning strategies in English. Second, target situation analysis consisted of learning preference and learning purposes. Learning preference that was needed the most by students was using film or video in learning process. Furthermore, learning purposes that was mostly chosen by students was future career in learning English.

KEYWORDS: ESP, Need Analysis, Islamic Economics Students

INTRODUCTION

Needs analysis is very important in planning any kind of program, especially language, and it also shows us that we cannot put the students' needs, wants, and interests aside in designing a language program. If we ignore them the teaching and the learning goal will not be achieved. According to Zohoorian (2015:58) that commonly the concept of needs analysis refers to the process involved for gathering information about a particular client group in industry or education. In addition, need analysis is conducted to determine and to arrange students' needs based on their priority. Generally, questionnaires, tests, interviews, and observation are used to obtain students' needs. Moreover, need analysis is the first step in the course designing provided validity and relevance but in fact, there are many types of needs that must be considered those are target situation analysis and present situation analysis (Hutchinson and Waters 1987:55-61). The first target situation analysis is a form of need analysis that focuses on identifying the learners' language requirements in the occupational or academic situation. The second is present situation analysis is

distinguish into target needs and learning needs. The target needs analysis of what the students must conduct with English in the target situation, while learning needs which can be defined as what the students need to do to acquire the English language. This is the way to think about what route can take to arrange activities and create an interesting environment in the teaching process. Both of the types of needs above aim to prepare appropriate content of English course design for students. So the students can learn English for their purpose maximally as the human resources who have the competence to communicate effectively in English in their target area.

Furthermore, according to Kaharuddin (2018:11) describes some factors that might contribute to the problem of the low level of English proficiency faced by students learning English in Indonesia. The first factor is that the problem lies within the curriculum and syllabus. The second one is the Indonesian classroom situation which is still generally overcrowded and noisy. The third factor is that there are many teachers who are still lacking in proficiency in English or still need more training in language pedagogy.

Because of that, the English teaching-learning process in UIN Alauddin Makassar, especially for Islamic Economics Department, needs an appropriate format to achieve adequate effectiveness and efficiency and to get qualified output and the ways to find the appropriate format is by knowing and learning the needs of the teaching-learning process that have fulfilled the standard of national education. Besides, providing material based on need analysis explicitly helping them improve their self in the future. Hence material prepared and presented will be learned is in accordance with their interest.

Based on the preliminary study, the researcher conducted on 22th Desember 2019 the researcher found that most students want to learn English. In addition, English material provided is not constructed on based target situation analysis and the present situation analysis of the students'. Moreover, it does not have a specific material in book form; otherwise it was constructed only based on a collection of several materials from different books. Consequently, the material was not appropriate for the students since it does not fulfill the target needs and learning needs of the students'. Meanwhile, constructing material based on students' need was crucial for a lecturer to understand how the condition of the students because it will inform specific necessities in learning English in college, especially students of Islamic Economics Department at UIN Alauddin Makassar. As the conclusion, it is necessary to find out the present situation needs and target situation needs for Islamic Economics students' Department.

Review 0f Literature

1. ESP (English for Specific Purposes)

ESP is centered on the language appropriate to the activities of a given discipline. ESP according to Hutchinson and Waters (1987:19), "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." In this connection, Dudley-Evans (1998) explains that ESP may not always focus on the language for one specific discipline or occupation, such as English for Law or English for Engineering. Robinson's

(1991) cited by Nurpahmi (2014) states that ESP is goals directed-the learners are not learning the English language for the sake of it, but because they need, or will need, to use English in their professional or academic lives. EAP learners are usually current higher education students or members of staff or they are hoping to go on to higher education after their EAP course. They need to learn English in order to succeed in their academic careers. Then, ESP courses are based on an analysis of needs, which aims to specify as closely as possible exactly what it is that the learners have to go through the medium of English. Learners may need specialist language, but this is not necessarily so. In some cases, a very high level of proficiency is not necessarily required, as long as the learners can succeed in their aims.

2. *The Concept Need Analysis in ESP*

Dudley-Evans and St. John (1998: 125) stated, the model of ESP needs to focus on learners' professional information, learners' personal information, learners' language information, learners 'lacks, learners' needs from target courses, language learning needs, communication information in the target situation, and environmental information. These aspects of language analysis are as follow:

a) Professional information about the students: the tasks and activities of students are using English for target situation analysis (TSA) and objectives needs.

b) Personal information about the students: factors which may affect the way they learn such as previous learning experiences, reasons for attending the course and expectations of it, attitude to English wants means subjective needs. English language information about the students: what their current skills and language use are present situation analysis (PSA) - this could allow us to assess the students' acknowledgment. PSA determines strengths and weaknesses in language skills.

c) The students' lacks: the gap between (C) and (A) -lacks.

d) Language learning information: effective ways of learning skills and language.

e) Learning needs-Learning Situation Analysis (LSA).

f) Knowledge of how language and skills are used in target situation linguistic analysis, discourse analysis and genre analysis.

g) Students' needs from the course: what is wanted from the course.

h) Environmental situation: information about the environment in which the course will run means analysis.

3. *Need Analysis*

Needs analysis is a systematic process of getting a problem resolved, through the strengths and weaknesses of a course. The strengths and weaknesses can be drawn from the academic achievements and students' needs for the subject to improve student achievement and welcome academic challenges and subject standards. All effective learning always starts with a needs analysis. Through this needs analysis, we can measure the ability of each person who is in it, what they need and so they can provide teaching materials in accordance with what is the needs of students. Furthermore, components of need analysis are occupied in investigating different focuses

and issues in language planning, development, teaching, and learning. Many ESP scholars suggest that TSA (Target Situation Analysis) and PSA (Present Situation Analysis) are the essential elements for assessing the language needs of learners.

4. *Components of Need Analysis*

a. Target Situation Analysis (TSA)

Target situation analysis is a form of need analysis, which focuses on identifying the learners' language requirements in the occupational or academic situation they are being prepared for. So it can be said that the target situation analysis (TSA) is the initial step that determines the final results in need analysis. According to West in Nurpahmi (2013:79) the target situation analysis can determine the destination; it can also act as a compass on the journey to give general direction, but must be chosen the route according to the vehicles and guides available (i.e. the conditions of the learning situation), the existing roads the learners' mind (i.e. their knowledge, skills and strategies) and the learners' motivation for traveling.

b. Present Situation Analysis (PSA)

According to Robbinson (1991) present situation analysis (PSA) aims at finding out the students' English proficiency level and their existing language requirements at the negotiation of the language program, the learners' language requirements regarding the target situation are identified through TSA. In defining needs analysis Hutchinson and Water in Yassi. H & Kaharuddin (2018: 34) distinguish it into target needs and learning needs. Target needs refer to what the learner needs to do in the target situation while learning needs to cover all the learners need to do in order to learn.

a. Target needs

Target need is seen as an umbrella term to identify the necessities, lacks, and wants. *Necessities* are the type of need which is focused on what the learner has to know in order to function effectively in the target situation, for instance, the businessman who needs to develop his ability to communicate effectively at sales conference is demanded to know the linguistic features commonly used in the situations. *Lacks* is happened to be the second term in which focused on the gap between the target proficiency needs and the existing proficiency of learners. *Wants* itself mean as the learners view as to what their needs are. In other words, it is the learners' actual motivation in language learning.

b. Learning Needs

Hutchinson and Waters (1987) defined learning needs as knowledge and abilities that students will need to have special expertise in the target situation. This means learning needs analysis tries to reveal how the learners need to learn the language and skills. In short, needs analysis is a systematic process of getting a problem resolved, through the strengths and

weaknesses of a course. The strengths and weaknesses can be drawn from the academic achievements and students' needs for the subject in order to improve student achievement and welcome academic challenges and subject standards. All effective learning always starts with a needs analysis. Through this needs analysis, can measure the ability of each person who is in it, what they need and so they can provide teaching materials in accordance with what is the needs of students.

5. *English for Islamic Economics*

Islamic Economics is an English subject for Islamic Economics departement that consists of various interesting text related to Islamic Economics and activities provided a wide range of skills. It is provided in the second semester with 2 SKS, carried out for two hours in one session. Furthemore, the material consists of Social Assurance, Zakat, Distribution in Islam, Production in Islam, Basic Concept of Islamic Economics, etc.

METHOD

The research design used by the researcher in this research was descriptive qualitative research. Descriptive qualitative was a research to describe a characteristic and phenomenon. According Gay (2012) qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest. In addition, the data may be collected qualitatively, but it is often analyzes quantitatively by using frequencies, percentages, averages, or other statistical analyzed to determine relationship. The subject of this research were the students, graduates, lecturers and expert of Islamic Economics Department program at UIN Alauddin Makassar. There are 59 research subjects in this research. Those are 52 students of Islamic Economic Department, 2 lecturers of English subject who teaches English study program in Islamic Economic Department, 4 graduates were involved as respondents in this research, and 1 expert was involved in this research.

INSTRUMENTS

The research used two instruments, i.e. questionnaire and interview. The questionnaire was used to identify the PSA (Present situation analysis) and TSA (Target situation analysis) of research subject. The result from this instrument was supporting data to complete the inventory need of the research. Interview guideline is used to obtain data by asking the questions. It is given via whatsapp and the responses is noted by the researcher. This research used a semi-structured interview. In a semi-structured interview, the interviewer used a set of predetermined questions and the respondents answer in their own words (Easwaramoorthy & Zarinpoush, 2006).

PROCEDURES

This research data was taken in two forms, the questionnaire and interview. The data was gathered using both of these instruments by online form using Google Form and WhatsApp Chat, since there was a publication of the government's circular letter regarding "Social Distancing"

where everyone should stay at home and not go anywhere due to the spread of Coronavirus Disease (Covid-19). Besides, the rector's of UIN Alauddin Makassar circular letter also emphasize the online use on each academic activity. In addition, the questionnaire in this study aims to get an overview of the students' needs of English at Islamic Economics, and the interview guideline aims to get deep information for the students in learning English. The researcher distributed the questionnaire and interview guideline to the subject of Islamic Economics Department. After the researcher gathered the data by distributing the questionnaire and interview guideline, the researcher analyzed the data and described the results. As a conclusion from this process, the data obtained became inventory needs.

DATA ANALYSIS

The data would be obtained through questionnaire data analysis and interview data analysis. Questionnaire data analysis was to find out the final value of various questions, it was conducted by finding the average value of each question by calculating the total value of all aspects divided by the number of questions or indicators given to respondents. In addition, interview data analysis was to find additional data in learning English. In addition, the researcher gave a question to the respondent based on interview guidelines.

FINDINGS

The findings and the research were based on the results of the data analysis. The data analysis was used to get information about the students' need on English. This research used two instruments consists of questionnaire and interview. The questionnaire was intended to know the present situation analysis needs and target situation needs, while the interview to get deep information for the students in learning English.

1. **Present Situation Needs of English for Islamic Economics Department students**
   a. *Level ability in learning English*

Table 1. The students level ability in learning English

Level ability	Total	Average
Listening	7.98	1.99
Speaking	8.42	2.10
Writing	8.78	2.19
Reading	9.46	2.36
Vocabulary	9.32	2.33
1 – 1.75 = Poor; 1.76 – 2.50 = Fair; 2.51 – 3.25 = Good; 3.26 – 4.00 = Excellent;		

From the data presented in table 1, it is obviously seen that reading is in the top position of the average score (2.36) which belongs to fair category. It means that most of students from Islamic

Economics Department are able in reading. The position listening of the average score (1.99) which belongs to fair category.

The position of speaking average score (2.10) which belongs to fair category. It means that most of students from Islamic Economics Department are able in speaking. The position writing of the average score (2.19) which belongs to fair category. It means that most of students from Islamic Economics Department are able in writing. The position vocabulary of the average score (2.33) which belongs to fair category. It means that most of students from Islamic Economics Department are able in vocabulary.

b. *The students ability in writing skill*

Table 2. The students ability in writing skill

Writing	Total	Average
Write with the correct grammar structure	12.8	3.20
Write with paragraph well	12.76	3.19
Write cohesive and coherent paragraphs	12.46	3.11
Write using vocabulary that is not common or academic	9.94	2.48
1 – 1.75 = Not Important; 1.76 – 2.50 = Less Important; 2.51 – 3.25 = Important; 3.26 – 4.00 = Very Important;		

Based on the table above, it was found that the average score for each students ability in writing skill was write using vocabulary that is not common or academic 2.48 that mean "less important", write cohesive and coherent paragraphs 3.11 that mean "important", write with paragraph well 3.19 that mean "important". As the conclusion from this question was many students especially in Islamic Economics Department choose write with the correct grammar structure achieved the highest average score (3.20), which belongs to very important category.

c. *The students ability in speaking skill*

Table 3. The students ability in speaking skill

Speaking	Total	Average
Speak English with the correct grammar structure	12.32	3.08
Speak fluently	12.38	3.09
Speak according to context	12.04	3.01
Speak contextually fluently	11.9	2.97
1 – 1.75 = Not Important; 1.76 – 2.50 = Less Important; 2.51 – 3.25 = Important; 3.26 – 4.00 = Very Important;		

Based on the table above, the position of speak English with the correct grammar structure of the average score (3.08) which means "important". The position speak according to context of the average score (3.01) which means "important". The position speak contextually fluently of the average score (2.97) which means "important". As the conclusion from this question many students' in Islamic Economics Department answered that speak fluently achieved the highest average score (3.09).

d. The students ability in listening skill

Table 4. The students ability in listening skill

Listening	Total	Average
Able to understand listening material	12.76	3.19
Able to understand listening quite easily	12.79	3.20
Able to understand listening material that is easy or difficult	12.3	3.07
Able to identify, main ideas of information from various types of listening material	10.67	2.66
1 – 1.75 = Not Important; 1.76 – 2.50 = Less Important; 2.51 – 3.25 = Important; 3.26 – 4.00 = Very Important;		

Based on the data of table above, it was found that the average score for students ability in listening skill was able to understand listening material (3.19) that means "important", able to understand listening material that is easy or difficult (3.07) that means "important", able to identify, main ideas of information from various types of listening material (2.66) that means "important". As the conclusion from this question was many students especially in Islamic Economics Department choose able to understand listening quite easily achieved the highest average score (3.20), which belongs to important category.

e. The students ability in reading skill

Table 5. The students ability in reading skill

Reading	Total	Average
Able to understand reading material well	12.69	3.17
Able to understand specific reading material	12.13	3.03
Able to understand reading material in detail	12.46	3.11
Able to understand reading material in detail, and main idea of reading material	11.92	2.98

1 – 1.75 = Not Important;	1.76 – 2.50 = Less Important;
2.51 – 3.25 = Important;	3.26 – 4.00 = Very Important;

Based on the table above, it was found that the average score for for students ability in reading skill was able to understand reading material in detail (3.11) which means "important", able to understand specific reading material (3.03) which means "important", able to understand reading material in detail, and main idea of reading material (2.98) which means "important". As the conclusion, the data showed that most of the respondents answered students ability in reading skill was able to understand reading material well achieved the highest average score (3.17), which belongs to important category.

f. *English skills and components in learning English*

Table 6. The students English skills and components in listening skill

Language skills	Total	Average
Listening	11.79	2.95
Speaking	12.09	3.02
Writing	13.36	3.36
Reading	13.48	3.37
Vocabulary	13.48	3.37
Grammar	13.84	3.46
1 – 1.75 = not important; 1.76 – 2.50 = less important; 2.51 – 3.25 = important; 3.26 – 4.00 = very important;		

Based on the table above, it was found that the average score for each language skills in learning English was listening (2.95) which means "important", speaking (3.02) which means "important", writing (3.36) which means "very important, reading (3.37) which means "very important, vocabulary (3.37) which means "very important". As the conclusion, the data showed that the most important English skill regarding Islamic Economics Department students' was grammar, with average score (3.46) which belongs to very important category.

g. *The topics in English*

Table 7. The topics in English

Topics	Total	Average
System of Islamic Economics	12.40	3.01
Principles of Islamic Economics	12.50	3.12
Basic Concept of Islamic Economics	12.44	3.11
Ownership in Islam	11.90	2.97
Income Distribution	11.69	2.92

Consumption in Islamic Economics	12.46	3.11
Production in Islam	11.94	2.98
Distribution in Islam	12.00	3.00
Social Assurance	12.17	3.04
Zakat	12.55	3.13
Infaq	12.51	3.12
Alms	12.57	3.14
1 – 1.75 = not important; 1.76 – 2.50 = less important; 2.51 – 3.25 = important; 3.26 – 4.00 = very important;		

Based on the table above all the average score of the suggested topic items range from 2.92 until 3.14 which all mean important. The data showed average score for each topic in English was income distribution (2.92) that means "important", ownership in islam (2.97) that means "important", production in islam (2.98) that means" important", distribution in islam (3.00) that means "important", system of islamic economics (3.01) that means "important", social assurance (3.04) that means "important", basic concept of islamic economics, consumption in islamic economics (3.11) that means "important", principles of islamic economics, infaq (3.12) that means "important", zakat (3.13) that means "important". As the conclusion, the data showed that the most important the topic items regarding Islamic Economics Department students' was alms with average score (3.14) which belongs to important category.

h. Learning problems in Learning English

Table 8. The students learning problems

Learning Problems	Total	Average
Lack of motivation	9.5	2.37
Lack of learning strategies	10.96	2.74
Commit spelling errors	10.61	2.65
Indequate mastery of grammar	9.5	2.37
1 – 1.75 = Hardly ever; 1.76 – 2.50 = Seldom; 2.51 – 3.25 = Often; 3.26 – 4.00 = Always;		

Based on the table above, it was found that the average scores for each learning problems in learning English was lack of motivation (2.37), indequate mastery of grammar (2.37), commit spelling errors (2.65). The data showed that the learning problems regarding Islamic Economics Department students' was lack of learning strategies, with average score (2.74) which belongs to often category.

2. Target Situation Needs of English for Islamic Economics Department
a. Learning preferences in learning English

Table 9. The students preferences in learning English

Learning preferences	Total	Average
Learning through audio	10.57	2.64
Learning through reading	12.59	3.14
Learning through video/film	12.76	3.19
Learning through picture	12.17	3.04
Learning on small group	12.46	3.11
Learning on my own	12.19	3.04
Learning on couple	10.69	2.67
1 – 1.75 = not important; 1.76 – 2.50 = less important; 2.51 – 3.25 = important; 3.26 – 4.00 = very important;		

The conclusion from this question was many students especially in Islamic Economics Department choose learning through video achieved the highest average score (3.19), which belongs to important category. These findings indicated that learning through video/film, learning through reading, learning on small group should be taken into consideration in creating the activities to fulfill the learning preference in learning English for Islamic Economics Department students.

b. *Purposes in learning English*

Table 10. The students purposes in learning English

Purposes	Total	Average
Continue to the next level	13.4	3.35
Future career	13.53	3.38
Complete the study	12.92	3.23
Develop self-quality	13.23	3.30
Visit other countries	12.75	3.18
1 – 1.75 = not important; 1.76 – 2.50 = less important; 2.51 – 3.25 = important; 3.26 – 4.00 = very important;		

The data indicate that the average score for each purposes in learning English was continue the next level (3.35) which belongs to very important category, develop self-quality (3.30) which belongs to very important category, complete the study (3.23) which belongs to important category, visit other countries (3.18) which belongs to important category. As the conclusion, the data showed that the most important was future career (3.38) which belong to very important category.

3. **The Data Obtained Troughs Interviews Guide**

In interviews guide the researcher given four components of the questions. The respondents

have answered all of the questions.

The students' perception toward the interesting of learning English:

The students' of Islamic economics department interested to learn English and they said English is necessary in college, and we do not know about the future development of competitiveness in finding jobs. Therefore, we must learn English because English is an international language. Arslan & Akbarov (2012) stated that English language is necessary to learn and to master as well. Madkur (2018) stated that, English as an international language is recognized by not only the university students but also people outside of academic lives. Nowdays, many lecturer and students with non-English background spend part of their time to learn English. Due, to its globally widespread, English is called global language (Nguyen, 2008).

The students' perception toward the important of learning English:

The students' of Islamic economics department stated that learning English are important, in their opinions said whatever and whenever English will always be useful and important for us to increase our knowledge. In addition, English become an international language so it is important for us to study it as a requirement, if we go to abroad. Madkur (2018) stated that, English in an important language, to learn English and seem in academic can give a positive impact to the students willingness in learning English.

The students' perception toward of the goal in learning English:

The goal of students' Islamic economics in learning English were to be successful in education. In their opinion, get success in education is good for now , we can get some achievement, increasing job carriers quickly and we also can continue our magister in abroad. So, we can get success education and job carriers. Yang (2010) stated that many people whose native language are not English need a foreign language, in particular, English to support and develop their daily works.

The students' perception toward the difficult of learning English:

The opinion of the students' Islamic economics department about the difficulties in learning English were sometimes difficult to understand the material and it is difficult to understand the meaning of that words. Dahniar (2015) stated that, the students' had difficulties understanding most of the material presented by lecturer because teaching and learning process was dominated by lecturer.

DISCUSSIONS

As the problem statement presented in the previous chapter, there are two questions that will be answered, they are present situation analysis and target situation analysis. The first question about present situation analysis, PSA consisted of of level ability, English skill and component, topic, then problem in learning English. Level ability was measured based on the results of analysis of the students' proficiency level such as listening, speaking, writing, reading and vocabulary. The result of questionnaire the researcher found that the students' proficiency level all the integrated

skills ranges around level "fair" as indicated in the following averages score achievement. The researcher will prioritize reading, vocabulary and writing in teaching English material. Diana (2018) stated that, students need to achieve their vocabulary to aid the improvement of their language skill specially reading and writing. In addition, vocabulary will support the students improve their writing. The next was about the students English skills and components. English skills and components was conducted by analyzing the respondents' perceptions on their learning problems of the integrated skill such as speaking, reading, writing, listening, vocabulary, and grammar. The finding showed that the first priority to grammar, the second priority to vocabulary enrichment and the last priority to listening. Another study by Jaya (2017) stated that, students' perspective based on the questionnaire show that mostly of the content of integrated skill taught by English lecturer are stressed on vocabulary, grammar and speaking. Moreover, the topics of the students need showed that all respondents think it was important to learn english course at the Islamic Economics department. Alms was the item of English material which have been the priority to learn with average score 3.14, which mean "important". Aprili (2012), it is found that the students need actual materials relating to their major. These actual materials are expected to encourage the students to study English well. She also finds that the lecturers for the ESP course must be a lecturer from the related department finding. Furthemore, the students' learning problems were described based on the analysis of the respondents' perceptions on the obstacles to the students learning success to be able to effectively in English comprehension. Based on the analysis of the respondents perceptions on the students learning problems, it was founded that most of the students lack of learning strategies. Another study by Ahmad (2018) stated that the obstacle faced by both students and lecturers of English for Islamic Banking department are, among other things, limited references to banking English, and lack of learning to banking English, unavailability of facilities to practice English could reduce the learners motivation. The second question was about target situation analyis.

Target situation analysis consisted of learning preference and learning purposes. Learning preferences is about on how the students learn well and like the teaching activities used by the lecturers, and how the lecturers select the appropriate materials that serve the students' need in learning. The findings indicated that many students especially in Islamic Economics Department choose learning through video achieved the highest average score, which belongs to important category. Furthemore, learning purposes based on the analysis of the respondents perceptions, indicate that the students at the Islamic economics prefer to future career. Dahniar (2018), the result of her research indicated that all the lecturers agreed that English is very important for them, not only in the classroom but also for their future career.

CONCLUSION

Present situation analysis consisted of level ability, English skill and component, topic, then problem in learning English. Level ability needed by the students was reading. English skills and component needed most by the students was grammar. The topics that students needed was alms. Meanwhile, most of the problem that students have based on questionnaires was the students lack

of learning strategies in English. Target situation analysis consisted of learning preference and learning purposes. Learning preference that was needed the most by students was using film or video in learning process. Furthermore, learning purposes that was mostly chosen by students was future career in learning English.

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