

## **Need Analysis of ELT Materials for Economic Department Students at UIN Alauddin Makassar**

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### **ABSTRACT**

The research aims to find out the types of needs for Economic Department ELT Material at UIN Alauddin Makassar and the goals and objectives were formulated from the needs inventory. The research design used in this study was the survey method, the data were obtained from the students' needs. The research involved 100 respondents which consist of 96 students, were classified into four groups, namely, 27 students who were taken in semester one, 25 students from semester three, 23 students from semester five, and 21 students from semester seven, 2 lecturers, and 2 graduates, from Economics department at UIN Alauddin Makassar. In collecting the data, the used instruments were the questionnaire and interview for students, graduates, and lecturers. The collection of the data was done by distributing the questionnaires to the participants to identify the students' needs in Economics Department and interview guideline was used to find out additional data. The researcher involved two activities; distributing the questionnaire to the participant and processing the data derived from the questionnaire and interview.

The findings revealed of the research showed the types of students' needs and the goals and objectives. First, the types of students' needs analysis consisted of linguistic needs and learning needs. Then, in the linguistic needs part, there are two types of information namely learning ability and learning a priority. Students' levels are vocabulary, writing, reading, listening, speaking, and grammar. For students learning priorities are vocabulary, reading, speaking, listening, grammar and writing. Then, in the learning parts, there are two types of information, namely learning problems and learning styles. There are two problems that are experienced by students, namely the psychological problems and limited linguistic. And learning styles that students' needs are auditory, visual, and games. From the analysis result of that information, the needs inventory is found which is used to formulated goals and objectives of English learning in the Economic Department.

Keywords: Linguistic Needs and Learning Needs

### **INTRODUCTION**

English is very important for Indonesia because English has become a language that is often used especially in the academic sector, academicians, both students and professors, are quite familiar with English and occasionally use it as a means of academic communication. In addition, English is presently the only foreign language that is a compulsory subject at every

school and university level. At the tertiary or university level, English is offered based on the decree of the minister of national education No.232/U/2000 on the guideline for tertiary education curriculum and students' learning assessment. In paragraph 1 article 7 of the decree stated that the curriculum which is the guideline or basis for the implementation of a study program consists of the unit curriculum and the institutional curriculum. English is the main competition where mastery of English study program. Therefore, English must be the basis for attaining graduate competency (MONE No.045/U/2002, chapter 3, verse 2). In the institutional curriculum, the existence of English is stated in decree No.045/U/2002, paragraph 2, Article 10 specifying that institutional curriculum could include Indonesian, English, basic natural science, philosophy of science, physical education, etc. also found in the national education law No.20/2003, paragraph 2, article 37 which states the curriculum in tertiary education should include religious education, civic education, and language. Language, in this case, includes the Indonesian language, local languages, and foreign English language. Especially English as the international language used in global communication. As a subject in an institutional curriculum, English is taught in non-English study programs, such as law, engineering, and economics.

In the Faculty of Economics and Islamic Business at UIN Alauddin Makassar, English courses are subjects that must be studied by all majors, especially in the Department of Economics. This course is a compulsory subject in all departments and faculties. This course is designed to provide students with the basics of English. English at the faculty economy and Islamic business is prepared to develop student's knowledge and. It is hoped that English can support students in studying matters related to economics and Islamic business. This course contributes knowledge and skill to the achievement of students' academic goals at the Faculty of Economic and Islamic Business. Initially, English was divided into two namely, general, and specific English. But over time language learning English becomes one part by combining general and specific in one material. English course is given as courses in the second semester, with 2 credits, and are taught for 100 minutes in one meeting. The English learning is given only once a week. In one semester there are 16 meetings. In another hand, English courses in the Economic Department are given 16 times in one semester, namely semester 2.

Based on the interview that the researcher did with the lecturer Economics Department at UIN Alauddin Makassar on July 15<sup>th</sup> 2021. Her name is Hj. Wahida Abdullah, M.Ag., M.Pd., said the syllabus used during teaching in the Economics Department is not made in a needs

analysis but the result of an agreement among lecturers in the department itself, and the materials are taken from different sources. As for the contents of the purpose of the syllabus after completing this course, students are expected to; first, have basic knowledge of English regarding parts of speech phrases, auxiliary verbs, basic sentence patterns, clauses, and sentence clauses. The second can develop writing skills in compiling words, phrases, and clauses, as well as compiling sentences from the main idea. The third can read a simple text about the Islamic economy and business. The fourth, understanding text reading by answering the questions related to the text. The fifth can introduce oneself describe someone or something and conduct a simple interview in English. The six can provide information from translation to the economic department. The last, presenting the reading text that has been made in mind mapping. So, the purpose of the needs analysis is to analyze the needs of economics students in learning English, then it can be a reference for making a syllabus that meets the standards because a syllabus that is not prepared with a previous needs analysis will not provide effective lessons. Even though needs analysis is important to provide effective and best lessons for students. Effective learning will provide good knowledge and fun for them, thus providing many benefits in the future and it is also contained in the following hadith;

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

"Whoever wants the world, then let him master the knowledge. Whoever wants the afterlife, let him master knowledge. And whoever wants both (the world and the hereafter), let him master knowledge." (HR. Ahmad)

Kaharuddin (2018:11) described some factors that might be the problem of low level of English proficiency that students face in learning English in Indonesia. The first one is 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 one is that many teachers still need more training in language pedagogy. So, to avoid problems that could occur in the process of learning English, one thing to note is whether the syllabus provided is under the needs of students in learning. Then also, Andi Kaharuddin and Burhanuddin Arafah (2017) stated, that teaching materials that are prepared not based on need analysis, cannot ensure that the materials are suitable, effective, practical, and realistic for students to learn English. Any opinion from Paradowski (2002) argues that a syllabus design must be based on a needs

analysis to obtain information about students, situations, and goals for learning English. Then Dudley-Evans and St. Jhon (2008:125) stated that need analysis can be used to dig up what the learners are required to master to perform the prescribed tasks. Moreover, ). Need analysis is a starting point and plays a crucial part in material development, syllabus design, and ESP course design (Nurpahmi, 2017)(Nurpahmi & Hasriani, 2021)(Nurpahmi & Nur, 2021)(2020).

Need analysis is a process of collecting information about students' needs to obtain the criteria materials needed by the student. It is very hopeful for curriculum or syllabus making. If the syllabus design is not prepared based on needs analysis, it will not provide effective lessons because it is not based on the students' needs. As the conclusion this needs analysis is carried out to find out what the needs of economics students of English Language Teaching.

## **METHODS**

### ***Research Methods***

This research used the Descriptive Qualitative Method. This type of descriptive qualitative research is a combination of descriptive and qualitative research. A method that utilized qualitative data and described descriptively. According to Nazir, the descriptive research method is a method of researching the status groups, humans, an object, a system of thought, or a class of events in the present. The purpose of descriptive research is to make a complete description of the picture either in verbal or numerical form.

According to J. Moloeng (2004:6), qualitative research is research that understands phenomena about what is Experienced by the subject of research, for example, behavior, perception, motivation, action, etc. According to Gay (2012), qualitative research is the collection, analysis, and interpretation of comprehensive narratives and visual data to gain insight. In addition, the data may be qualitatively collected but are often analyzed quantitatively using frequencies, percentages, averages, or other statistics analyzed to determine relationships.

The researcher used a qualitative descriptive method with interview and questionnaire instruments to get more accurate information. The reason why the researcher chose the descriptive qualitative design is that the researcher wanted to describe the situation that would be observed on the subject in a more specific, transparent, and in-depth manner. So that, the data collected was more accurate. Then the data analysis was strengthened in the form of variable and numerical. And according to the researcher, this qualitative descriptive method is very suitable for research on needs analysis because the information is collected

qualitatively, and also analyzed using numbers based on the results of the analysis from the questionnaires.

## ***2.2 Research Subjects***

The research subject in this research about needs analysis refers to the people whose information was collected, which are categorized into students (target Group), lecturers (Audience), and graduates (Resource Group) as participants in needs analysis. This research took place in the Economic Department study program at UIN Alauddin Makassar.

The population was selected purposively with the following distribution;

- a. students: 96 students. They were classified into four groups, namely, 27 students who were taken in semester one (They were taking English course one at the time), 25 students from semester three, 23 from semester five, and 21 from semester seven (They had taken English course one semester). The population was selected using the Random sampling technique (a sampling technique in which all individuals in the population are either individually or together given the same opportunity to be chosen as sample members). It said Random sampling because that selection is done randomly, then all subjects were given the same opportunity to answer the question by the researcher both orally or written (questionnaires or interviews).
- b. Lecturer: 2 lecturers of English subjects who teach in the Economic Department. Population selection is done with Purposive sampling (which is how a sample can be retrieved by identifying a trait that matches its purpose). It said Purposive sampling because the subjects selected are by the objective of this research the teachers are one of the important samples in this research
- c. Graduates: 2 graduates were involved as respondents in this study. They are graduates from the Economic Department at UIN Alauddin Makassar. Population selection is done using Saturated sampling (which is how a sample is when all population members are used as samples). It said Saturated sampling because only has a small population, that is only two subjects where all of these populations are sampled.

## ***2.3 Research Instrument***

- a. The questionnaire was used to identify the linguistic needs and learning needs of the research subject. The result from this instrument was supporting data completed the needs inventory of the research.
- b. Interviews are used to obtain information by giving questions directly or orally to the subject of research. There are two kinds of interviews, namely, structured interviews and semi-structured interviews.

### **3) RESULTS**

This section contains the findings of the research. The findings in this research are based on the results of questionnaires and interviews. To get the information about linguistic needs and learning needs, there are three stages but for this section namely Finding is only explained the two stages of analysis data to produce needs inventory, Making Decision of the Needs Analysis, and Gathering Information of the Needs Analysis. The rest is explained in the Discussion section. So, the two stages of analysis are as follows:

#### ***Making Decision of the Needs Analysis***

This stage, namely the stage of determining respondents and the types of information to be found for this research. First, this research was conducted at UIN Alauddin Makassar, Faculty of Economic and Islamic Business, especially in the Department of Economics. As for the participant of 100 respondents, were grouped into three groups as follows:

- a. Students: 96 students. They were classified into four groups, namely, 27 students who were taken in semester one (They were taking English course one at the time), 25 students from semester three, 23 from semester five, and 21 from semester seven (They had taken English course one semester). The population was selected using the Random sampling technique (a sampling technique in which all individuals in the population are either individually or together given the same opportunity to be chosen as sample members). It said Random sampling because that selection is done randomly, then all subjects will be given the same opportunity to answer the question by the researcher both orally or written (questionnaires or interviews).
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the subjects selected are by the objective of this research was the teachers are one of the important samples in this research.

- c. Graduates: 2 graduates were involved as respondents in this study. They all graduate from the Economic Department at UIN Alauddin Makassar. Population selection is done using Saturated sampling (which is how a sample is when all population members are used as samples). It said Saturated sampling because only has a small population, that is only two subjects where all of these populations are sampled. The types of information that will be analyzed in the next stages are as follows:

Table 3. Types of Information to Find Out

No	Types of Information	
1	a. Linguistic Needs <ul style="list-style-type: none"> <li>• Learning Priority</li> <li>• Learning Ability</li> </ul>	b. Learning Needs <ul style="list-style-type: none"> <li>• Learning Problems</li> <li>• Learning Styles</li> </ul>
2	Needs Inventory	
3	Goals and Objectives	

Table 4. Distribution of the Respondents by Genders

No	Respondents	Male		Female		Total
		F	%	F	%	
1	Students	33	34.4	63	65.6	96
2	Lecturers	0	0	2	100	2
3	Graduates	1	50.0	1	50.0	2
	$\Sigma$	34	34.0	66	66.0	100

Source: Preliminary data processing

The above table shows that the participation of students consisted of 96 students, namely 63 Females (Women) and 33 Males (Men). Then the participation of the lecturer is 2 and both are female (women). In addition, there were two alumni participants, one female, and 1 male. It can be seen that there are more female respondents than males among the subjects, there are 66% vs. 34%. The total of participants is 100.

Table 5. The Distribution of the Respondents by Age

No	Respondents	18-20		21-30		31<		Total
		F	%	F	%	F	%	
	Students	76	79.2	20	20.8	0	0.00	96
	Lecturers	0	0	0	0	2	100	2
	Graduates	0	0	2	100	0	100	2
	$\Sigma$	76	76.0	22	22.0	2	2.00	100

Source: Preliminary data processing

Table 2 above reveals that the majority of respondents in this study were aged 18-20 years (76%). That age has a high motivation to learn English, and it will make it easier to learn and understand English lessons.

### **Gathering Information on the Needs Analysis**

At this stage is the process of data collection. To collect the data, this research used two instruments, namely, Questionnaires and Interviews. The first for the questionnaire, the questionnaire was distributed from November 15 to December 15. Questionnaire link distribution is done online via WhatsApp. Then students fill out the questionnaire via Google Forms. As for the questionnaires distributed to students as many as 120 and those who filled out 101 but this research needs only 100 respondents. Then interviews were also conducted online via video call via WhatsApp. The researcher contacted the respondents personally and conducted interviews, where the interview contained 5 questions about the importance of English in the Department of Economics. The number of respondents for this interview was ten participants, 6 students, 2 lecturers, and two graduates.

As for the contents of this questionnaire, there are three parts namely, first, the Personal Information Participants which are discussed in the Making Decision stage, the Preliminary Questions, and Core Questions which contain linguistic needs and learning needs. Then this question was produced inventory needs. The following is a data analysis table along with an explanation which was supported by information from interviews.

#### **1. Preliminary Questions**

These Preliminary Questions contain basic questions or initial questions about the importance of English and the purpose of learning English.



## a. Perceptions of the Needs of English Language Teaching at the Economic Department.

Respondents' perceptions of the need for the availability of English Lessons in the Economic Department. The information can be out in the following table:

**Table 6. Level of the Importance of English**

Respondents	Level of importance				N	Total	
	Not Imp.	Less imp.	Imp.	Very imp.			
Students	0	1	38	57	96	3.58	
Lectures	0	0	1	1	2	4.00	
Graduates	0	0	0	2	2	3.50	
$\Sigma$	0	1	38	60	100	3,69	
1 – 1.75 = Not Important		2.51 – 3.25 = Important					
1.75 – 2.50 = Less Important		3.25 – 4.00 = Very Important					

Source: Preliminary data processing

The information presented in Table 3 above is information about the importance of learning English in general. some respondents (60 out of 100 or 60%) chose very important. This shows that English lessons are very important with an average score of 3.69 which illustrates that English subjects are very important to learn.

It seems that the respondents understand very well that English subject matter is very important to be given as a course at the university, as stated by one of the following students in the interview:

Student 3;

*“Materi pelajaran Bahasa Inggris itu sangat penting untuk dipelajari apalagi untuk mahasiswa. Menurut saya karena kita sudah berada di zaman dimana Bahasa Inggris itu adalah Bahasa internasional yang cukup diprioritaskan di dunia kerja, apapun dan dimanapun itu pasti membutuhkan tenaga kerja yang mampu menguasai minimal 2 bahasa dan tentu saja salah satunya adalah Bahasa Inggris. Jadi menurut saya yaitu sudah sangat jelas bahwa kenapa belajar bahasa Inggris itu penting”*

*"English subject matter is very important to learn, especially for students. In my opinion, because I am already in an era where English is an international language that is quite prioritized in the world of work, whatever and wherever it requires workers who can master at*



Student 4;

*“menurut saya semua komponen itu penting untuk dipelajari karena memiliki fungsi yang berbeda-beda, dimana ketika kita menguasai semuanya maka akan memberikan hasil yang maksimal atas kemampuan berbahasa inggris kita”*

*(I think all components are important to learn because they have different functions, and when we master all of them, it will give maximum results on our English language skills) (interview, December 28, 2021).*

From the statement above, it can be concluded that learning to speak, listen, write, and read is very important to improve students' English skills. The four components both have an important role in improving students' English language skills, so they are very important to learn.

#### c. Perceptions on The Purposes of Learning English Language

This section is the perception of the purposes of learning English. It is essential to clarify here the purposes of Learning English skills in the future. The purposes of Learning English for the students at the Economic Department can be illustrated in the following table:

**Table 8. The Purpose of Learning English**

No	Respondents	Respondent			Average
		Student	Lecture	Graduate	
1	Scholarship	3.20	4.00	4.00	3.73
2	Good Grades	3.27	4.00	2.50	3.75
3	Get a Job Easier	3.53	3.50	4.00	3.67
4	Personal Needs	3.24	4.00	3.50	3.58
5	Socialize with Tourists Easier	3.28	3.50	3.50	3.42
6	Improve English Language skills	3.46	4.00	3.50	3.65
7	Can Keep up with the Times	3.50	3.50	3.50	3.50
8	Understand Technology Easier	3.48	3.00	3.50	3.32

9	To Continue Education Higher	3.07	3.00	3.00	3.02
		1 – 1.75 = Poor	2.51 – 3.25 = Good		
		1.75 – 2.50 = Fair	3.25 – 4.00 = Excellent		

Source: Preliminary data processing

Based on the data in Table 4, it was found that for the participants there were five main goals of learning English, namely the ability to speak English to get good grades (3.75), to get scholarships (3.73), to make it easier to get a job (3.67), to improve the ability to speak English (3.65), and as a personal need (3.58). these objectives are recognized as very important according to the category of importance scores. and from the student's perspective, the ability to speak English makes it easier to get a job (3.53).

It seems that students are interested in learning English as a very important subject because it will have a huge impact in the future. By mastering or understanding English it will slightly reduce the fear or doubt about the world of work that they will experience in the future. This reason was expressed by one of the students in the interview below;

Student 2;

*“menurut saya belajar Bahasa Inggris itu sangat penting karena kemampuan berbahasa Inggris itu akan sangat membantu kita mendapatkan pekerjaan nanti, dan saya pikir sekarang memang semua pekerjaan pasti mendahulukan orang yang memiliki kemampuan berbahasa Inggris apalagi saya dari jurusan Ilmu Ekonomi yang pastinya sangat membutuhkan kemampuan itu, karena yang namanya jurusan ilmu ekonomi pasti kita berharap suatu saat bekerja di bank atau perusahaan yang pasti memprioritaskan orang yang mampu berbahasa Inggris karena akan sangat sering di kunjungi oleh orang luar negeri atau turis”*

*(I think learning English is very important because the ability to speak English will help us to get a job later, and I think now indeed all jobs must prioritize people who can speak English, especially since I'm from the Department of Economics, which certainly really needs that ability because the name is majoring in economics, we certainly hope that one day we will work in a bank or company which will prioritize people who can speak English because they will be visited very often by foreigners or tourists) (interview, December 28, 2021)*

The conclusion is that students need English lessons to improve their abilities because English language skills are very important in real life, both now and in the future. After all, time will continue to develop. So, this needs to be noticed by the lecturers and the authorities that economics students need to study English because it will be very helpful in the world of work later.

## 2. Core Questionnaires (Section of Linguistic Needs)

Core Question is the core of this research, and in this section, the Researcher analyzes information data about Linguistic Needs, namely Learning Abilities and Learning Priorities from the questionnaires that have been distributed to respondents before and based on the results of the interview.

a. Learning Ability

These questions measure Students’ ability in English components such as reading, writing, listening, Speaking, Grammar, and vocabulary.

1. Perceptions on the Students’ level of English proficiency

This section is in terms of identifying linguistic needs for designing a syllabus of the English Language. Besides selected to be prioritized in the design process and identify the student’s level of proficiency in the English components. The information can be out in the following table:

**Table 9. Students’ Perceptions About Their Skill Level of Proficiency**

Respondents	English Components											
	Reading		Writing		Listening		Speaking		Grammar		Vocab	
	F	%	F	%	F	%	F	%	F	%	F	%
Poor	32	32	30	32	40	40	41	41	41	41	26	26
Fair	56	56	59	59	47	47	51	51	51	51	56	56
Good	8	8	7	7	9	9	4	4	4	4	14	14
Excellent	0	0	0	0	0	0	0	0	0	0	0	0
Average	1.75		1.76		1.68		1.61		1.61		1.88	
$1 - 1.75 = \text{Poor}$												
$1.75 - 2.50 = \text{Fair}$												
$2.51 - 3.25 = \text{Good}$												
$3.25 - 4.00 = \text{Excellent}$												

Source: Preliminary data processing

The information provided in Table 7, shows the level of ability in reading, writing, listening, speaking, grammar, and vocabulary with scores (1.75), (1.76), (1.68), (1.61), (1.61), (1.88), is at a sufficient level so that all need to be improved, but the most need to be improved are speaking and grammar with the lowest average scores (1.61) and (1.61).

In fact, according to students, learning to speak is the most difficult subject but also very much needed. The difficulty is due to the lack of application in English in real life, so it is difficult to get used to speaking English. This was revealed by students in the interview;

Student 6;

*“di antara kemampuan Bahasa, saya sangat kurang pada kemampuan berbicara, karena tulisan dan pengucapannya itu berbeda sehingga bagi saya sangat sulit untuk muda memahami, itu juga yang menyebabkan saya malas untuk belajar Bahasa Inggris apalagi untuk berbicara Bahasa Inggris karena pengucapannya susah. Dan mungkin karena saya dari jurusan yang diluar dari jurusan Bahasa Inggris dan kebanyakan memang seperti itu. Tapi sebenarnya ini sangat penting untuk jurusan saya karena suatu hari misalnya saya bekerja di bank, itu akan sangat di butuhkan”*

*(Among these English skills, I'm very poor at speaking because the writing and pronunciation are different so it's very difficult for me to learn, that's why I'm also lazy to learn speaking because the change in pronunciation is also erratic, or maybe because I'm a major in outside of English Language Education, it is common for this to happen. It is very important for my major because if one day I work in a bank it will be very much needed) (interview, December 29, 2021).*

The information data above shows that students are very lack grammar skills. This is due to the lack of attention of students in learning grammar because they think that the subject is not related to their major, as stated by one of the students in the interview:

student 6;

*“menurut saya yang paling sulit adalah struktur kalimat atau aturan kata. Menurut sayaitu tidak penting jadi saya tidak tertarik untuk pelajaran itu. Mungkin karena kita tidak focus pada pelajaran grammar, jadi sangat sulit untuk mengerti”*

*(For me, the most difficult lessons are those about sentence structures or word rules. I don't think it's important so I'm not interested in those lessons. Maybe because we don't focus on that, it's very difficult to understand.)*

From the table data and supporting information above, it can be concluded that speaking and grammar skills were very lacking. Especially in grammar, where there are some opinions that grammar lessons are not important to study in the economics department. This happens because of a lack of student understanding of the purpose of each component being taught. This needs to be considered by lecturers to take a more approach to students to give an understanding of the importance of grammar because it is the basis of English.

## b. Learning Priorities

This question is to find out what components of the English language are needed by Students of Economics in learning English.

### 1. Perceptions on Required English Component at the Economic Department

This section discussion has examined the importance of providing the aforementioned language components in the syllabus design of English courses based on the perceptions of the respondents in this research. The information can be out in the following table:

**Table 10. The Importance Level of Language Components**

Respondent	English Component					
	Reading	Writing	Listening	Speaking	Grammar	Vocab
Students	3.52	3.28	3.43	3.48	3.06	3.51
Lecturers	4.00	4.00	4.00	4.00	4.00	4.00
Graduates	3.50	3.00	3.50	3.50	3.50	3.50
$\Sigma$	3.67	3.42	3.64	3.66	3.52	3.67
<p>0 – 1.50 = Not Important                      2.51 – 3.50 = Important  1.50 – 2.50 = Less Important                  3.51 – 4.00 = Very Important</p>						

*Source: Preliminary data processing*

Based on the information presented in Table 6, it was found that most of the respondents thought that the subjects including reading, vocabulary, speaking, listening, and grammar were at a very important level to be learned with scores of (3.67), (3.67), (3.66), (3.64), and (3.52). then from the student perspective, it shows that reading and vocabulary lessons are at a very important level with scores of (3.52) and (3.51)

This fact shows that for the respondents, learning reading and vocabulary is a very important part of learning because, in the Department of Economics, English learning is more dominant in reading texts related to Economics material in English texts, this was expressed by one of the students and lecturers who taught English material in the economics department in the interview below:

Student 1:

*“Dari ke enam komponen, menurut saya yang paling penting adalah membaca dan vocabulary karena saya dari jurusan ilmu ekonomi, kita sering mendapatkan teks materi ekonomi dan banyak istilah dari Bahasa Inggris yang ditemui. Dengan kata lain, ketika kita belajar Bahasa Inggris kita sering mendapatkan tugas membaca materi yang banyak menggunakan istilah-istilah Bahasa Inggris. Dan ketika kita mempunyai kemampuan reading yang baik sudah pasti kita memiliki vocabulary yang cukup”*

*(Of the six components, in my opinion, the most important are reading and vocabulary. Because I am majoring in economics, we often get texts about economics and many terms in English. In addition, when we study English, we are often asked to read English. Given the task of reading an English text the content of the text is about economic materials. and when we are good at reading, of course, we have enough vocabulary). (Interview December 28, 2021)*

Lecturer 1;

“di antara beberapa komponen atau skill yang di butuhkan oleh mahasiswa jurusan ilmu ekonomi itu yang paling pebting adalah reading, karena mahasiswa sering mendapatkan tugas membaca journal internasional yang berbahasa inggris. Jadi ketika mereka memiliki kemampuan membaca, itu tidak akan hanya meningkatkan kemampuan berbahasa inggris melainkan juga akan memberi dampak yang baik untuk pelajaran yang lain. Dan kenapa vocabulary itu juga penting karena pada pelajaran membaca siswa akan menemukan istilah-istilah atau kata baru, jadi vocabulary dan reding itu sangat penting”

*(Among these components or skills, what economics students need the most is the ability to read because, in economics class, students often get English-language texts because they are often given the task of reading international journals. So, when they have reading skills, not only increases their English skills but will also have an impact on other courses. Why vocabulary is important, of course in reading English texts they will find many new terms or words so vocabulary and reading are very important). (interview, December 30, 2021.*

According to Richard and Renandiya (2002:255), Vocabulary is the core importance of language proficiency and provides much of the basis for how learners speak, listen, read, and write.

From the data above, it can be concluded that reading and vocabulary are very important components of learning. To improve reading skills, it is necessary to have sufficient vocabulary mastery. Vocabulary skills not only support reading skills but also writing, speaking, and listening. and these components not only improve English language skills but will also make it easier for students to learn other economic material that has terms from English.

## 2. Perceptions of Topics Learning

The discussion in this section presents information about the title of the topics of learning material in the Economic Department, where students are expected to apply their English language skills to the topics. The information can be out in the table as follows:



**Table 11. Perceptions of the Most Preferred Topics to Learn**

No	Topics	Respondent			Average
		Students	Lecturers	Graduates	
1	The Scope of the Economy	3.18	3.00	3.50	3.22
2	Economy Actors and Activities	3.14	3.00	3.50	3.21
3	Demand Supply Theory and Market Balance	3.21	3.50	3.00	3.23
4	Elasticity	3.16	3.50	3.00	3.22
5	Consumer Producer and Market Efficiency	3.21	3.50	3.00	3.23
6	Production Costs	3.01	3.50	3.00	3.17
7	Market Structure	3.10	3.50	3.00	3.20
8	National Income	3.21	3.50	3.50	3.40
9	Money and Financial	3.24	3.50	3.50	3.41
10	Central Bank Fiscal Policy and Monetary Policy	3.28	4.00	3.00	3.42
11	Exchange Rate	3.24	4.00	3.00	3.41
12	Unemployment and Inflation	3.23	4.00	3.00	3.41
13	Foreign Trade and Capital Markets	3.52	4.00	3.00	3,51
14	Cooperative and Entrepreneurship	3.31	3.50	2.50	3.10
		0 – 1.50 = Not Important	2.51 – 3.50 = Important		
		1.50 – 2.50 = Less Important	3.51 – 4.00 = Very Important		

Source: Preliminary data processing

Table 8 shows the respondent's perspective on the topics studied in the Economics department that should be available in English learning. However, the perspective is slightly

different for each group of participants. From the student's perspective, it was found that there was one topic whose score was at the "very important" level, namely Foreign Trade and Capital Markets (3.52). Then from the lecturer's perspective, there are four topics whose average scores are at the "very important" level, namely, Central Bank Fiscal Policy and Monetary Policy, Exchange Rate, Unemployment and Inflation, Foreign Trade and Capital Markets, with each score (4.00). other than from the alumni perspective the average score of each topic is only at the "important" level. However, among all topics, only one has a high average score of all respondents, namely Foreign Trade and Capital Markets with an average score at the "very important" level (3.51).

The topic of Foreign Trade and Capital Markets is an important topic to provide in English subject matter because the material contains foreign trade which according to students is very important because the title of the material alone illustrates that there will be interactions with people from abroad.

### 3. Perceptions of Grammar Items

For discussion, this section presents information about perceptions of the topic material of grammar to study in the Economic Department which can improve English skills. The information can be out in the following table:

**Table 12. The Respondents' Perceptions of Grammar Items**

No	Suggested Grammar Items	respondent			Average
		Student	Lecturer	Graduate	
1	Part Of Speech	3.28	3.50	3.50	3.42
2	Word Order	3.25	4.00	3.00	3.41
3	Modals	3.32	3.50	3.00	3.27
4	Tense	3.29	3.50	3.00	3.26
5	Gerund	3.14	3.50	3.00	3.21
6	Infinitives	3.22	3.50	3.00	3.24
7	Active and Passive Voice	3.36	3.50	3.00	3.28
8	Conditional Sentence	3.23	3.50	3.00	3.24
9	Subjective	3.27	3.50	3.00	3.25
10	Concord	3.17	3.50	3.00	3.22
11	Question Tag	3.24	3.50	3.00	3.24

12	Elliptical Sentence	3.20	3.50	3.00	3.23
13	Direct and Indirect Speech	3.23	4.00	3.00	3.41
		0 – 1.50 = Not Important	2.51 – 3.50 = Important		
		1.50 – 2.50 = Less Important	3.51 – 4.00 = Very Important		

Source: Preliminary data processing

Table 9 data shows that the suggested grammar is mostly considered important for the respondents. From the perception of students and alumni, no grammar item is categorized as very important. All suggested average scores of grammar items ranged from (3.00) to (3.50), all of which were significant. Meanwhile, from the perspective of the lecturer group, there were two grammar topics whose scores were at the "very important" level, namely word order and direct and indirect speech with scores of (4.00) and (4.00).

Grammar is one of the important materials to improve the English language skills of students in economics majors. Because even though you are not from the English department, learning basic English is very important. This was stated by the lecturer and one of the students in the interview;

Lecturer 2;

*“Dari ke enam komponen Bahasa Inggris, selain membaca, grammar juga sangat penting untuk dipelajari, karena kemampuan membaca tidak akan terpenuhi jika masih kurang pada kemampuan grammar. Tapi bukan berarti mahasiswa harus menguasai grammar karena meskipun begitu, mereka bukan dari jurusan Bahasa Inggris tapi setidaknya sedikit mengerti dan paham tentang aturan grammar. Terutama pada aturan kata, itu akan sangat membantu dalam pembelajaran”*

*"Of the six components of English, apart from reading grammar, it is also very important to learn, because reading skills will not be fulfilled if the mastery of grammar is lacking. This does not mean that economics students are required to master grammar because, after all, they are not in economics majors, but they at least know and understand a little about grammar, especially word rules because it is very important and will be very helpful in other courses" (interview, December 30, 2021)*

Student 1;

*“sebenarnya, apa yang membuat kita kesulitan untuk belajar Bahasa Inggris itu karena kita tidak mengerti tentang grammar. sebenarnya itu penting, tapi karena kita tidak fokus pada pelajaran itu mungkin karena kita dari jurusan ilmu ekonomi jadi itu sangat sulit untuk dimengerti meskipun itu sangat penting untuk dikuasai”*

*(Actually, what makes it difficult for us to learn English is that we don't understand grammar. it's important but because we don't focus on that lesson because we are from an economics department so it's very difficult to understand even though it's important to master". (interview, December 28, 2021)*

### 3. Core Questionnaires (section of Learning Needs)

In this section, the Researcher analyzes information data about Learning Needs, namely Learning Problems and Learning Styles from the questionnaires that have been distributed to respondents before and based on the results of the interview.

#### a. Learning Problems

This Questions to find out, what problems were experienced by students in Learning English.

##### 1. Perceptions of the Learning Problems

This section discusses problems experienced by students when learning English. This needs to be considered to make the learning process more effective. The information can be out in the following table:

**Table 13. The Student's Perceptions on Learning Problems in Learning English**

No	Learning Problem	Level of Frequency				Average
		1	2	3	4	
1	Lack of Vocabulary	3	12	57	24	3.06
2	Lack of Confident	3	14	48	31	3.11
3	Hard to Focus	2	13	46	35	3.19
4	Anxious and Fearful	3	20	52	21	2.95
5	Afraid to make mistakes	3	14	45	34	3.15
6	Lack of Interest in Learning English	19	30	34	13	2.43
7	Unable to understand the Content of the Text in English	4	17	52	23	2.98

8	Lack of enthusiasm for Reading Book	14	26	42	14	2.58
0 – 1.50 = Hardly Ever (1)		2.51 – 3.50 = Ever (3)				
1.50 – 2.50 = Seldom (2)		3.51 – 4.00 = often (4)				

Source: Preliminary data processing

Based on the information in Table 10, it was found that there were two problems experienced by students in learning English, as follows

- a. The first is a psychological problem where students are hard to focus when learning English (3.19), and students are also afraid of making mistakes when speaking English (3.15), due to a lack of confidence (3.11), and lack of confidence (3.11) so that the feeling of anxious and afraid (2.95)
- b. The second is limited linguistic resources such as lack of vocabulary (3.06). and lack of ability to read English texts (2.98), due to lack of knowledge and vocabulary so they are not interested in reading English books (2.58).

Learning problems experienced by students are at the "frequent" frequency level with an average score of (3.19) to (2.58). This shows that students do not believe in their ability so they are afraid to make mistakes. This is what lecturers need to pay attention to, how to approach students so that they believe and believe that they can improve their abilities without worrying about making mistakes, this will reduce the effect of the problem so that a good learning process will be created.

Student 6;

*“masalah yang pernah saya alami ketika belajar Bahasa Inggris dan membuat saya sulit untuk meningkatkan kemampuan saya adalah karena menurut saya Bahasa Inggris itu susah. ada Perbedaan antara tulisan dan pengucapan sehingga saya takut ketika saya mencoba untuk berbicara, kemudian apa yang saya bicarakan salah kemudian memberikan arti yang salah yang berbeda dengan apa yang seharusnya saya sampaikan”*

*(The problem that I experienced when learning English and made it difficult for me to improve my ability is because I think learning English is difficult. There is a difference between pronunciation and writing so I am afraid that when I try to speak, what I say is wrong and gives meaning. another and not by what I should have conveyed). (interview, December 29, 2021)*

b. Learning Styles

These questions are to find out, what kind of learning styles students want in Learning English so that the learning process becomes effective.

1. Perceptions of Students Learning Attitudes

This section discusses the respondent's perceptions of Learning styles. Learning Styles greatly affect how students learn, so that is easy to understand the material being tough, especially in learning English. The information can be out in the following table.

**Table 14. Perceptions of the Students' Learning Styles**

No	Learning Styles	Respondents			Average
		Student	Lecture	Graduate	
1	Visual	3.25	4.00	3.00	3.41
2	Auditory	3.27	3.00	3.50	3.25
3	Kinesthetic	3.17	3.50	3.00	3.22
4	Visual and Auditory	3.32	4.00	3.50	3.60
5	Auditory and Kinesthetic	3.17	3.50	3.00	3.22
6	Group	3.19	3.50	3.00	3.23
7	Self-Study	3.27	3.00	3.50	3.25
8	Partner Study	3.31	3.00	3.00	3.10
9	Games/Quiz	3.30	4.00	3.50	3.60
10	Learning Through Picture	3.29	3.50	3.00	3.26
11	Film\Video	3.32	3.00	3.00	3.10
12	Audio	3.28	3.50	3.00	3.26
13	Doing Exercises	3.07	4.00	2.50	3.19
14	Rolling Play	3.14	3.50	2.50	3.05
15	Reading Books	3.28	4.00	3.00	3.43
16	Making English Conversation with Friends	3.27	4.00	3.00	3.42

*Source: Preliminary data processing*

Based on the data in Table 11, 16 learning styles are recommended to increase students' English ability. Then the data above shows that from the perception of the student group, all the suggested styles are considered important with an average score in the range (of 3.07) to

(3.32), while the alumni group's perception also considers all styles important unless there are two that are considered less important are Doing Exercises and Rolling Play, with scores (2.50) and (2.50), respectively. but different from the lecturer's perception, it was found that six learning styles were at the "very important" level, namely, visual, Visual, and Auditory, games, exercises, reading books, and Making English Conversations with Friends, with scores of each (4.00). but overall, it was found that two learning styles were at the "very important" level, namely visual and auditory and games with an average score of (3.60) and (3.60).

The fact is that respondents are interested in the visual-auditory learning style and games because some students tend to like learning to use pictures, and some are more auditory. Most of the students also choose the game/Quiz learning style so that learning is not boring sometimes learning uses the games learning style. as expressed by one of the lecturers and students in the interview;

Student 4; "I think it's auditory because I'm more interested in listening to English songs and I learn a lot from there. Coincidentally, my TOEFL score is also high in the listening section.

Lecturer 2;

*"jika ingin membuat mahasiswa tertarik belajar Bahasa Inggris , maka jawabannya adalah games karena mahasiswa suka suasana belajar yang menyenangkan. Tapi kita para dosen tidak mungkin memberikan game setiap hari, jadi metode yang sering digunakan menjelaskan dan kemudian memberikan tugas"*

*"If to make students interested in English, the answer is games because students like the atmosphere learning is fun, but we as lecturers also can't give games every day, so the method I often use is to explain and then give assignments to students" (interview, December 30, 2021)*

Audio-visual media is considered effective to be used in class since audio-visual media can attract students' attention and help the students to keep the focus on the materials, that are presented by the teacher (Vawter, 2009:2).

In conclusion, to make students interested in learning English, it is necessary to pay attention to what learning styles they like. That they are enthusiastic to learn. The results of the information data above show that students tend to be interested when learning with auditory and visual styles. To make the learning atmosphere not boring, it is necessary to provide a different learning style at certain meetings, such as games or quizzes, but still learning Topics that can improve their ability to learn English. This information would help lecturers to provide the best for students.

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