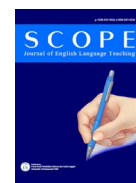




# SCOPE

## Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |  
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

## The English Course Materials Needs for Sendratasik Study Program

*Habizar*

*Universitas Jambi (UNJA), Jl. Raya Jambi-Ma Bulian KM. 15 Jambi 36361, Indonesia*

### KEYWORDS

needs analysis;  
 English materials;  
 Sendratasik Study Program;  
 learning needs.

### A B S T R A C T

The present study aims to conduct an analysis of English course materials that is needed by students of Sendratasik Study Program at Universitas Jambi. The participants of this study were seventy students of Sendratasik Study program who have taken the English course in the second semester. To collect the data, the researcher used questionnaires and interviews as the instruments. The results of the need analysis show that the English learning goals for the students of Sendratasik is to communicate using English actively. Most of them are interested in learning English because they want to improve their speaking skill in order to prepare themselves to fulfill their professional demand. Besides, there are also some of the students consider that the theoretical material such as grammar is also important to learn but the portion must be reduced. Learning grammar such as tenses, and so forth should be thought in the first two meetings only and then continued with practical activities such as writing, reading, listening, and speaking practice.

### CORRESPONDING AUTHOR(S):

E-mail: [habizar@unja.ac.id](mailto:habizar@unja.ac.id)

## INTRODUCTION

English is an international language that is learned by all students in every level of education started from elementary school to the university level. At the University of Jambi, English is a mandatory subject that must be taken by the first or second semester students including the students of Sendratasik in the faculty of education and teacher training (FKIP), where English is taught in the second semester.

In contrast to English in the English department, learning English for non-English students such as the Sendratasik study program is studied with a specific purpose. The students of Sendratasik are expected to be able to use English both written and spoken so that it can be used to

support their profession in the future as an artist. To reach the goal, the English lecturers who are assigned to teach them should do a need analysis first before teaching (Prachanant, 2013; Mohammed, 2012). Needs analysis is needed to know what materials, content, or learning method that will be applied in learning process (Bilokcuoglu, 2012). ESP is an approach to language teaching in which all decisions as content and method are based on the learner's reason for learning.

Although most of the lecturers understand that English is studied as a specific purposes for Sendratasik students, but in fact many lecturers do not conduct needs analysis so that the material taught is the same as the materials taught in other classes. Based on the researcher's observation to the previous students of Sendratasik who have taken English course, the materials taught are mostly

in the form of theoretical activities only such as part of speech, grammar, tenses, and so on of very few practical activities. This is very undesirable by the students because as art students, what they need is the English learning materials that are useful for their future career.

As a lecturer who teaches English for specific purposes (ESP) to the students of non-English department, the lecturers must be able to design the learning material that is fit with their learning objective. This is because the students with different study program need a different learning material. According to Frenco (2012), the main part of a lecturer's job is to collect and to analyze a lot of information to ensure that our teaching can run effectively and efficiently. Furthermore, needs analysis is very important to be conducted especially to the students of ESP (Ali and Salih, 2013; Haque and Islam, 2014; Otilia, 2015). They affirm that when we get needs analysis correctly, it means that our teaching process is appropriate with the students' need. Based on this issue, in this study, the needs analysis of the English learning materials for the students of Sendratasik has been carried out.

There are many similar studies related to needs analysis that have been conducted by the previous researcher, Nasmah (2018) for example, has conducted a needs analysis of ESP learning materials for students of government science at University of Muhammadiyah, Makassar. The result of the study reports that the present materials do not meet the needs of ESP. What the students need in the ESP course is the learning materials that can bring them mastering the four language skills. Moreover, Fatmawati (2017) also conducts a study entitled need analysis in English for specific purposes at vocation school of marketing. The findings of the study show that the students need more specific English Materials and English skill in marketing field.

The previous studies have clearly shown that a needs analysis of ESP course materials is very important to be conducted by the lecturers. In this present study, the researcher is interested to conduct needs analysis to Sendratasik students of Jambi University because there is no similar study has been conducted in this study program.

The researcher hopes that the finding of this study can contribute as a source of information for the next lecturers who teach English for Specific Purposes in Sendratasik study program. By knowing the findings of this study, the next English lecturers can design a new syllabus containing the English course materials that is suitable with the current situation and the students' need.

## METHOD

The purpose of this study was to analyze the students' need of ESP learning materials. To obtain the data of the study, the researcher used descriptive qualitative research method. This method was used to describe the situation and the condition of the learning process and the materials needed. According to Richey and Klein (2005), qualitative is a research which focuses on describing situation and condition to be explained in research report.

This study was conducted at Sendratasik Study Program in one public university in Jambi. The main reason for choosing this research site because of the phenomenon that the students of Sendratasik feel the English learning materials taught to them are not appropriate with their learning purpose. In this study, there were 50 students as participants. They were divided in two classrooms and all of them were the second semester students of Sendratasik study program who have taken English subject in that semester.

In collecting the data, the researcher used questionnaires and interviews as the instruments. The questionnaires were designed in the form of Likert-scale. It is used to measure the level of students' satisfaction with the previously given English course materials. After collecting data from questionnaire, then the open-ended interview was conducted to the students to give them the opportunity to express their desires for the English materials they want to learn.

After all data were collected, the researcher then started analyzing the data. The first step, the data from questionnaires was analyzed based on the scores of the likert-scale that have been selected by the participants as below:

**Table 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

The questionnaires consist of 21 statements. Participants were asked to read the statements and to choose the answers whether they agree or disagree with the statements. Then, the results were described based on the scores of the items that have been selected. After analyzing the questionnaires, the data from interview was analyzed. The data was analyzed by listening the interview recordings that have been recorded during the interview process. Through the interview, the students' needs of the English course materials can be identified and further described.

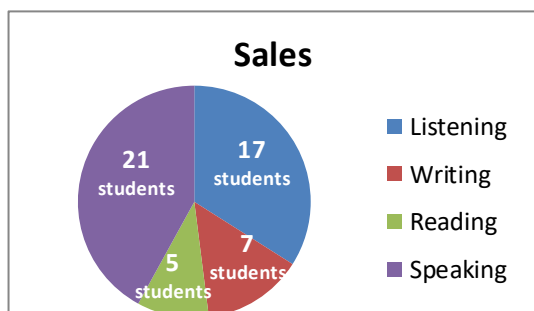
## RESULTS AND DISCUSSION

In the learning English language, there are four (4) important skills that must be mastered by the students, they are: listening, writing, reading, and speaking. Based on the data that was obtained from questionnaires, the findings of this study can be seen in the following table:

**Table 2.** The percentage of students' needs to the four English skills

Listening	Writing	Reading	Speaking	Total
17	7	5	21	50
25 %	11%	6%	58%	100%

According to Table 2, it points out that more than half of the students (58%) judge speaking as the most important skill to be learned for improving the overall English ability. The next useful skill of the students is listening (25%). Apparently, most of them seem to agree that reading and writing skill are the least useful (10.34% and 6.89%). From the table above, it can also be seen that a total of 5 students choose reading, while 7 other students were interested to study writing. Furthermore, from the four English skills above, 17 students choose listening as the useful materials to be learned, but from all of the participants, a total of 21 students choose speaking as the most important skill to be mastered as described in the following chart:



**Figure 1.** Students' preferences towards the English course materials

In general, the chart shows that the students of *Sendratasik* prefer to learn speaking compared to learning other skills. They are eager to develop their speaking skill in order to support their future career.

Similar with the questionnaire, the findings that are obtained from the interview process also indicate the similar result. The findings also reveal that half of the students prefer to study speaking. According to some students, speaking is the most useful skill for them. It is important because as art workers they need speaking skill higher to communicate with foreigners who work in the same field. Therefore, they suggest the English lecturers have to redesign a new syllabus or lesson plan that is fit with their learning goal.

According to the several students who have been interviewed, the English learning materials given to them is not relevant. The lecturers tend to teach grammar,

tenses, and other theoretical materials for whole meetings, even though it was not really important for them. Moreover, regarding whether grammar materials is important or not, there were differences of opinion from the participants. Some of them thought that learning grammar may be necessary but the portion must be reduced.

The studying of grammar, tenses, part of speech, and so on can be learned at the second or third meetings only, after that, in the next meetings, the lecturers must be able to change the learning materials that are focus on improving their English skills such as writing, reading, listening and the most important is their speaking skill. In speaking activity, the students suggest materials to be taught of about how to introduce themselves, greetings, asking questions, how to open the speech, how to introduce the music instruments and so on.

Based on the findings that have been collected from questionnaire and interview, the new materials for the students of *Sendratasik* can be seen in the following table:

**Table 3.** The English course materials for *Sendratasik* Study Program

No	Topic	Sub-Topic
1.	Introduction	- Introduction to the syllabus
2.	Tenses in English	- Present tense - Past tense - Perfect tense, - future tense, - etc.
3.	Writing skill	- my hobby - my favorite song - etc.
4.	Reading skill	- understanding the text
5.	Listening skill	- listening to the music - understanding the meaning of the song
6.	Listening skill	- listening to the speech
7.	Listening skill	- listening to the audio drama - understanding the meaning
8.	Mid-Term Test	
9.	Speaking skill	- my daily activities
10.	Speaking skill	- formal and informal greeting
11.	Speaking skill	- my favorite songs
12.	Speaking skill	- my favorite singers
13.	Speaking skill	- types of musical instruments
14.	Speaking skill	- the scales in music
15.	Speaking skill	- opening and closing speech in English
16.	Final Test	

## CONCLUSION

In order to conduct an effective ESP course, the students' English background should be considered first. The materials that are appropriate for the students' level can help them learn English better and faster. Based on the results of this study, the researcher can conclude that the current situation of Sendratasik students does not meet the real needs of English for Specific Purposes which reveals between English teaching materials and their study program. Those students need more specific English materials which are English for Specific Purposes courses for Students where they consider speaking and listening as useful skills to improve as the first two priorities.

Although some students state grammar and tenses are not really important for them but those materials should be included in ESP courses to improve their English skills as well. Their need in learning English is to be able to communicate in English well in their subject areas of study and future employment. An English course designer should focus on topics related to English for Sendaratasik Students that are relevant between their current situation and their target needs.

## REFERENCE

- Ali, H. & Salih, A. (2013). Perceived views of language teachers on the use of needs analysis in ESP material writing. *International Journal of Science and Education*.
- Bilokcuoglu, H. (2012). English for Specific Purposes-A Paper on the Special Area of English of the Non-Specialist ESP English Instructor. *Sosyal Bilimler Dergisi: Lefke Avrupa Üniversitesi*.
- Fatmawati, H. (2017). Need Analysis in English for Specific Purposes at Vocation School. Thesis. UIN Wali Songo. Semarang.
- Frendo, E. (2012). English for Construction. London. Pearson Education.
- Haque, M., & Islam, M. S. (2014). Motivational Theories - A Critical Analysis. ASA University.
- Mohammed, A. (2012). International Journal of Academic Research in Business and Social Sciences, 2(11).
- Nasmah, A. S. (2018). Needs Analysis of English for Specific Purpose at Third Semester Students of Government Science in Muhammadiyah University of Makassar. A Thesis.
- Otilia, S. M. (2015). Needs Analysis in English for Specific Purposes. *Academica Brancusi Publisher*.
- Prachanant, N. (2013). needs analysis on English language use in tourism industry. *Procedia - Social and Behavioral Sciences*, 66(2012).
- Richey, R. C., & Klein, J. D. (2005) Developmental research methods: creating knowledge from instructional design and development practice. *Journal of Computing in Higher Education*.