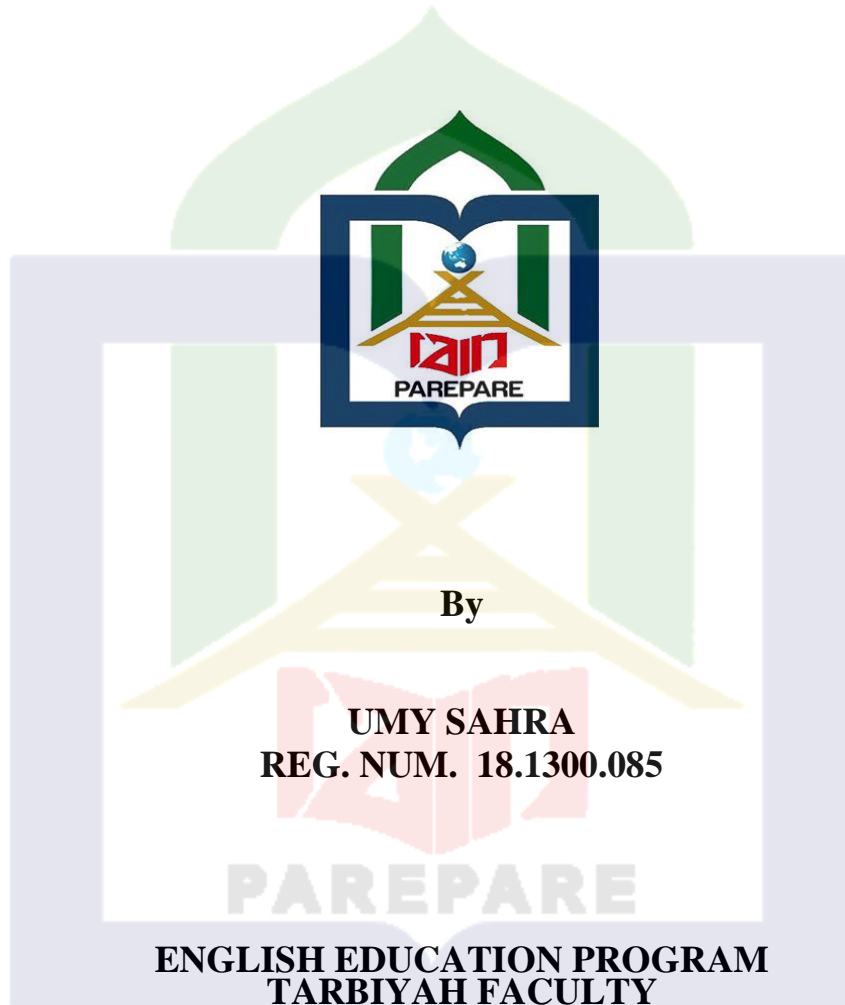


**A THESIS**

**THE NEEDS ANALYSIS OF ENGLISH MATERIALS FOR  
SYARIAH TOURISM STUDY PROGRAM ON ISLAMIC  
ECONOMICS AND BUSINESS FACULTY  
AT IAIN PAREPARE**



**By**

**UMY SAHRA  
REG. NUM. 18.1300.085**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2023**

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**By**

**UMY SAHRA**  
**REG. NUM. 18.1300.085**

Submitted to the English Program of Faculty Tarbiyah of State Islamic  
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**PAREPARE**  
**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE**  
**PAREPARE**

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## ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : The Needs Analysis of English Materials for Syariah Tourism Study Program on Islamic Economic and Business Faculty at IAIN Parepare

Name of the Student : Umy Sahra

Student Reg. Number : 18.1300.085

Study Program : English Program

Faculty : Tarbiyah

By Virtue of Consultant Degree : SK Dean of Tarbiyah Faculty Certificate No. 3093/2021

Approved by  
Consultant Commission

Consultant : Dra. Hj. Nanning, M.Pd. (.....)

NIP : 196805232000032005

Co-Consultant : Humaeroah, M.Pd. (.....)

NIDN : 2021089101

Cognizant of,

Tarbiyah Faculty,  
Dean



Dr. Zulfah, M.Pd.  
NIP. 19830420 200801 2 010

### ENDORSMENT OF EXAMINER CONSULTANT

The Title of Thesis : The Needs Analysis of English Materials for Syariah Tourism Study Program on Islamic Economics and Business Faculty at IAIN Parepare

Name of the Student : Umy Sahra

Student Reg. Number : 18.1300.085

Faculty : Tarbiyah

Study Program : English Education Program

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate No. 3093/2021

Date of Graduation : February 23<sup>th</sup> 2023

Approved by  
Examiner Commissions

Dra. Hj. Nanning, M.Pd.	(Chairman)	(.....)
Humaeroah, M.Pd.	(Secretary)	(.....)
Dr. Arqam, M.Pd.	(Member)	(.....)
Drs. Ismail Latief, M.M.	(Member)	(.....)

Cognizant of,  
Tarbiyah Faculty,  
Dean



Dr. Zulfah, S.Pd.M.Pd.  
NIP. 19830420 200801 2 010

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In the name of Allah, The most gracious and most merciful

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Parepare, 27<sup>th</sup> December 2022  
23<sup>th</sup> Jumadil Akhir 1444 H

The Researcher



Umy Sahra

Reg Num. 18.1300.085

## DECLARATION OF THE RESEARCH AUTHENTICITY OF THESIS

The writer who signed the declaration below:

Name : Umy Sahra  
NIM : 18.1300.085  
Birthday date and place : Malaysia, January 4<sup>th</sup> 2000  
Study Program : English Program  
Faculty : Tarbiyah Faculty  
Title of Thesis : The Needs Analysis English Materials for Syariah  
Tourism Study Program on Islamic Economic and  
Business at IAIN Parepare

Stated this thesis is her own writing, and if it can be proved that was copied, duplicated or compiled by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, 27<sup>th</sup> of December 2023

The Researcher



Umy Sahra

Reg.Number. 18.1300.085

## ABSTRACT

Umy Sahra. *The Needs Analysis English Teaching Materials for Syariah Tourism Study Program on Islamic Economic and Bussines at IAIN Parepare* (Supervised by Hj.Nanning and Humaeroah)

This study is related to the analysis of language learning by Islamic Tourism students. Needs analysis is the process of determining the needs of a group of learners who need a language and compiling the needs according to priorities. Needs analysis is used to collect information about needs, deficiencies, and desires in learning English. And the purpose of this research is to find out the needs of learning English for Islamic Tourism students IAIN Parepare and the problems faced by Islamic Tourism students in learning English.

This research design was qualitative research by data collecting technique were observation, interview. Islamic Tourism students in semester 5 totaled 43 students while the interview data obtained 15 students. The procedure of this study is that researchers come to classes of five semester students of the Islamic tourism students, then give questionnaires to them and interview students there.

The results of this study indicate that students still use general English, not English for specific purposes. Then speaking and writing are the English skills most needed by Islamic Tourism students. They need materials that is easy to understand in order to be able to communicate and facilitate their work in the future. In addition, the problems faced by students in learning English are 1). Low self-esteem, 2). Lack of vocabulary. 3). Unsupportive learning environment. 4). Difficulty in pronunciation 5). Have no friends to practice with.

Keyword: Needs analysis, ESP, English teaching Materi



## TABLE OF CONTENT

ENDORSEMENT OF CONSULTANT COMMISSIONS .....	<b>Error! Bookmark not defined.</b>
ENDORSMENT OF EXAMINER CONSULTANT .....	iii
ACKNOWLEDGMENT .....	v
ABSTRACT .....	viii
TABLE OF CONTENT .....	xii
LIST OF FIGURES .....	xiv
LIST OF APPENDICES .....	xv
CHAPTER I INTRODUCTION .....	1
A. Background .....	1
B. Research Question .....	4
C. The Objective of the Research .....	4
D. Significances of Research .....	4
CHAPTER II REVIEW OF RELATED LITERATURE .....	6
A. Previous Research Finding .....	6
B. Some Pertinent Ideas .....	7
C. Framework of thinking .....	29
CHAPTER III METODOLOGY OF THE RESEARCH .....	30
A. Research design .....	30
B. Location and Time .....	30
C. Subject of the Research .....	30
D. Instrument .....	30
E. Technique of Data Analysis .....	31
CHAPTER IV FINDINGS AND DISCUSSION .....	33
A. Findings .....	33

B. Discussion.....	38
CHAPTER V CONCLUSIONS AND SUGGESTION.....	42
A. Conclusion.....	42
B. Suggestion .....	42
BIBLIOGRAPHY .....	45
APPENDICES .....	I
CURRICULUM VITAE.....	XL



## LIST OF FIGURES

Figures Number	Name of figures	Page
2.2	Conceptual Framework	30



**LIST OF APPENDICES**

<b>No</b>	<b>The Title of Appendices</b>	<b>Page</b>
1	Interview	II
2	Documentation	XXXV
3	Recommendation Letter from IAIN Parepare	XXXVI
4	Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu	XXXVII
5	Letter of Research Approval	XXXVIII
6	Letter of Research Completing	XXXIX
7	Curriculum Vitae	XL

## CHAPTER I INTRODUCTION

### A. Background

Education is an important human need to acquire knowledge. The existence of education opens up opportunities to complete the skills needed in the world of work and helps realize career goals. In applying for a job at a foreign or local company, one of the requirements for the interview session is the ability to speak English. That means the role of English is also very necessary as a provision in providing us with profitable opportunities in the work. In Indonesia, many students have plans to immediately apply for a job after completing their education.

English is a fundamental academic need. English does not only play an important role in the advancement of education in Indonesia, but English is also a basic provision that will be needed by everyone to struggle and survive in the face of a world that has entered this era of globalization. Even the purpose of teaching English in Indonesia has been stated in the Decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967, which is to develop students' English communicative skills including listening, reading, writing, and speaking skills. At the tertiary level, students are expected to already have knowledge of English grammar and then be able to apply this knowledge in communicating and interacting in life.<sup>1</sup> English has become one of the most important languages in the world, and at the same time it becomes one of the most important foreign languages in Indonesia. It is used in many aspects of life and used as a communication tool or lingua franca among people of non-English speaking countries

Nowadays, the role of English is important for the tourism as a means to communicate, negotiate, and execute transactions with tourists by tourism employees.

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<sup>1</sup>Kartini, kartono. *“Pengantar Metodologi Research Sosial”*. Alumni, (Bandung. 1980)

Since the tourism is one of the fastest-growing businesses in Indonesia, it plays an important role in the economic sector in Indonesia.

To be able to develop English language materials that are suitable to the field of competence of vocational school, the need analysis stage is unavoidable. The need analysis will lead to the answers what English competence that exactly the students' require that meet and match their vocational competence. Songhori suggested that the procedure of developing and implementing any language course, whether English for specific purposes (ESP) or general English, begins with a needs analysis.<sup>2</sup> This implies that conducting the needs analysis is the initial track into the goals of educational destination.

As a tourism area that has become global, English as an international language as a means of communication remains one of the important skills that must be mastered by everyone belonging to that area. Especially for students majoring in major tourism business services. Pakpahan suggests that in this global era, when English is the most spoken language on the planet, tourism students with strong English skills are more employable. They will need English to communicate, both orally and in writing.<sup>3</sup> This suggests that students with adequate English language skills in tourism will tend to seize opportunities for good careers compared to those who do not. This suggests that students with adequate English language skills in tourism will tend to seize opportunities for good careers compared to those who do not.

Needs analysis has an important role in the process of designing and carrying out language courses, whether it is English for Specific Purposes (ESP) or general English courses. The term needs analysis generally refers to the activities that

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<sup>2</sup>Songhori, Mehdi Haseli. (2008). Introduction to Needs Analysis. *English for Specific Purpose World*

<sup>3</sup>Pakpahan, Ruth Olivia. (2018). Improving English Skill of Tourism Vocational High School. *Research on English Language Teaching in Indonesia*.

are involved in collecting information that will function as the basis for developing a curriculum that will meet the needs of a particular group of students.

Having the ability to master English can be an added value for someone to be able to compete and will make it easier to get job opportunities, scholarships, or an international association. At this time the use of English has entered various sectors of social life, be it education, business, employment, politics, and tourism. Therefore, it is necessary to get used to using English in everyday life to hone language skills.

Based on the view above, the problem that arises is the lack of understanding of students regarding the English material being taught needs to be deeper so that researchers intend to focus on finding out what English learning needs are needed by these students and what makes it difficult for them. to learn English.. From these problems, the lecturer or teacher can pay attention to the English material provided by the student's field of science. In addition, the student's perspective on the English material taught by the lecturer is also an important point to know.

This study aims to identify and analyze the learning needs of ESP learning materials in English for tourism students. to find the correct reference, an urgent needs analysis was carried out to obtain information about what students need to support their current learning process or in their future careers. This research was conducted using a descriptive approach and method. The sample of this research is the fifth-semester Islamic economics tourism study program at IAIN Parepare. While the interview is an instrument of this research. The study revealed that the needs of students and English subjects are very diverse and can guarantee that they need English not only for their current needs because they can communicate in English to support their educational industry, but also for their future professional care.

## **B. Research Question**

Based on the problem statement above, the researcher will formulate the statement as follows:

1. What are the needs of English material for the students in the tourism study program at IAIN Parepare?
2. What are the difficulties faced by tourism students in learning English?

## **C. The Objective of the Research**

Based on the statement, the main objective of this research is as follows:

1. To find out the needs of English material for the students in tourism study program at IAIN Parepare?
2. To find out the difficulties faced by tourism students in learning English

## **D. Significances of Research**

This research is expected to provide useful contributions to several aspects, as follows:

### **1. Students**

The results of this study are expected to help students to improve their knowledge, skills, and competencies in English based on their field of competence. Thus, it can help students to increase their confidence to use English.

### **2. For other researchers**

The results of this study are expected to be used as an illustration for other students from the Department of English Language Education to conduct other research related to the development of appropriate English teaching materials for a certain group of students.

### **3. For teachers**

The results of this study are expected to be useful information for English teachers who are directly involved in the teaching and learning process to



develop the ability of teachers, especially in guiding students in English lessons according to their needs so that it is more effective



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

Several authors have researched the analysis of student learning needs. Thus the researchers include the results of previous studies, namely:

1. Silvia Junaidi and Nini Wahyuni with the research title Needs Analysis of English Department Students in Translating Text for Completing the Final Project at State Polytechnic of Padang. This research shows that to improve students' skills in translating texts for the final project, 3 needs must be met, namely the needs of goals, learning needs, and student needs.<sup>4</sup>
2. Holi Ibrahim Holi Ali and Abdel Rahman Abdalla Salih in their research Perceived Views of Language Teachers on the Use of Needs Analysis in ESP Materials Writing. The findings of this study reveal that EFL teachers support the use of needs analysis as the basis for writing ESP materials and most believe that needs analysis is an important factor in the successful development of ESP materials.<sup>5</sup>
3. Sevda Gul kazar and Enisa Mede in their research The Perceptions of ESP Students' Target Needs: A Case Study. The results of this study revealed that the ESP program should focus on using effective language strategies in the given tasks such as improving presentation skills, learning key terms or

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<sup>4</sup>Silvia Djonnaidi dan Nini Wahyuni. 'Needs Analysis of English Department Student in Translating Text for Completing the Final Project at State Polytechnic of Padang.', *Journal Polingua Scientific Journal of Linguistics, Literature and Education*, 8.1 (2019)

<sup>5</sup>Holi Ibrahim Holi Ali and abdel Rahman Abdalla salih, 'Perceived Views of Language Teachers on the Use of Needs Analysis in ESP Materials Writing', *English Language Teaching*, 6.3 (2013).

vocabulary involved in ESP lessons by cultural science students in addition to improving reading academic texts and creating email messages.<sup>6</sup>

4. In Gou Hui's research entitled *The Learning Needs Analysis of English for Specific Purposes (ESP) in college*. The findings in his research are that it brings some inspiration from ESP teaching where teachers must increase students' motivation and interest in learning. In addition, teachers must apply the model of communicative teaching to students and guide us with English language content. And schools must fully understand students in learning English and develop suitable teaching for ESP as soon as possible through needs analysis. In addition, teachers should understand the use of ESP courses and student learning experiences, providing valuable experience for future course design.

## **B. Some Pertinent Ideas**

### **1. Definition of needs**

Need is something that needs to be useful or necessary to maintain homeostasis and life itself.<sup>7</sup> According to Muazar Habibi, needs are everything that humans need to sustain life and obtain prosperity and comfort.<sup>8</sup> And as quoted by Alwisol According to Murray, need is a construct of power in the part of the brain that organizes various processes such as perception, thinking, and acting to change existing and unsatisfactory conditions.

Meanwhile Brindley, it is hard to find and utilize the meaning of “needs” in the second language learning contexts. Hence, it is beneficial to take some concepts from the adult education field in which need is identified as “the gap between what it is and what it should be. The crucial note is that what it should be must be designated

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<sup>6</sup>evda Gul Kazar dan Enisa Mede. ‘The Perceptions Of ESP Students’ Target Needs: A Case Study’, *Procedia - Social and Behavioral Sciences*, 2015

<sup>7</sup>Nurwening Tyas W, et al., eds., *Kebutuhan Dasar Manusia* (Surabaya : Politekkes kemenkes surabaya).

<sup>8</sup>Muazar Habibi. “*Analisis Kebutuhan Anak Usia Dini*”. Yogyakarta: ( Deepublish, 2018)

by someone. It can be said that the definitions of needs are open to situational interpretation and involved with value judgment.<sup>9</sup>

So, the need is important, to be fulfilled or necessary for the satisfaction of spiritual and temporal life someone.

## **2. Analysis**

According to Corder (1967) an analysis refers to the process of identifying, classifying, and explaining. Therefore, this section adapts the underlying activities of analysis as proposed by the experts into four steps i.e. collecting, identifying, classifying, as well as explaining. The four steps might be used in conducting discourse analysis as an integral part of academic research to find out results for the development of teaching and learning English outcomes.

### **1) Collection Phase**

This phase refers to the process of gathering and selecting materials on targeted discourses (either spoken or written discourse) to be analyzed for the sake of getting required and relevant information on language use in context.

### **2) Identification phase**

In this step, identification refers to the process of recognizing and naming discourse contents such as forms, functions, structures, as well as other relevant information of language which are used by native English speakers in their real social interactions.

### **3) Explanation phase**

Explanation phase refers to the process of making the results of discourse analysis clear by telling the cultural descriptions of relevant components in the discourse both in spoken and written.

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<sup>9</sup> Maswika Chaiyapoo, "Needs Analysis Of English Language Use Of Non-Teaching Staff In An International Program" (Bachelor Thesis; Language Institute: Bangkok, 2017).

#### 4) Classification phase

After identifying and explaining the results of analyzing a particular discourse, the next phase is the classification phase. This phase refers to the process of putting the results of discourse analysis which have been identified into some information

### 3. Needs Analysis

#### a. Definition of Needs Analysis

Need analysis is a systematic process to acquire an accurate, through picture of weaknesses and strengths of a school group that can be used in response to the academic and course needs of all students for improving student achievement and meeting challenging academic and course standards. Overall, needs analysis is defined as a specific ground for future development of the academic activities of a particular group of students in order to help the ESP designer to design the most appropriate teaching design and activities in a specific context of learner group.

Need analysis is a systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that that influence the learning and teaching situation<sup>19</sup>. It means that in analyzing the students' need, it cover some deep analysis of information related to learning purposes of the students. It helps the teacher to design learning plan that meet students' requirement based on their educational context.

Needs analysis refers to the process of determining the needs for which a learner or group of learners require(s) a language and arranging the needs according to priorities<sup>20</sup>. Gathering needs analysis under two specific notions, like objective needs and subjective needs. The objectives of the learning outcomes as the basis for the objective needs obtained from the personal data of students <sup>21</sup>. Therefore, the teacher should really understand about the students' priority in learning English in their context in order to be really appropriate for their need in the work place.

Then, needs analysis is also regarded as demand or requirement needs, which has become a necessary and important stage of course design for either general English course or English for Specific Purposes (ESP) course<sup>22</sup>. Furthermore, detailed information about all contextual factors like learning materials, aids, and environment are included into a more comprehensive needs<sup>23</sup>. Overall, most of the scholars have a similar vision of the needs analysis and the importance of this issue.

The term needs analysis has been widely used for learning contexts, but there are still many irregularities related to the purpose of the analysis of needs and it is not clear what it means. In the dictionary, what is meant by "needs" are obligations, demands, and needs, while "analysis" means several parts that become one whole? Meanwhile, Richards defines the term needs analysis, "as a procedure used to collect information about the "needs of learners".<sup>10</sup> In addition Needs Analysis is also the process of determining the needs that learners or groups of learners need in language and arranging needs according to priorities.<sup>11</sup>

Hutchinson and Waters stated that there is a specific difference between target needs (what students do to achieve certain goals) and learning needs (what students do to learn).<sup>12</sup> Under the umbrella of needs analysis, other approaches have been incorporated. These include necessities, lacks, and wants.<sup>13</sup>

- 1) Target needs are a general term, which in practice hides a number of important differences. It is more useful to look at the target situation in terms of needs, deficiencies, and wants.

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<sup>10</sup>Richard, J.C. *Curriculum Development in Language Teaching*. Cambridge, UK: (Cambridge University Press, 2001)

<sup>11</sup>James Dean Brown, *Needs analysis and English for specific purposes*, New York: (Routledge:2016)

<sup>12</sup> Tom Hutchinson and Alan Waters, 'English for Specific Purposes: A learning-centered Approach', (Cambridge: Cambridge University Press, 2010).

<sup>13</sup> R.R. Jourdan, *A Guide and Resource Book for teachers*, Cambridge: (Cambridge Universitas Press, 2012).

- a) Necessary, we can call needs as types of needs that are determined by the demands of the target situation, i.e., what the learner must know to function effectively in the target situation. For example, an entrepreneur or woman may need to understand business letters to communicate effectively at a sales conference, obtain necessary information from a sales catalog, and so on. He or she may also need to know the linguistic features – discourse, function, structural, lexical – that are commonly used in the situations identified.
- b) Lack is a kind of necessity in which the ESP practitioners needs to investigate what is already known to the students so that ESP practitioners can decide which needs one shortcoming of learner's deficiency is the difference between current student's competence and competence desires. In addition, based on the book English for Specific Purpose, the shortcomings are about what students already know, so the teacher or facilitator can decide which needs students lack.
- c) Wants are they want or feel according to the order. Because the target needs only to understand the goal with students who do not play an active role, students also have a view of what their needs are. Awareness of the need that characterizes an ESP situation. But consciousness is a matter of perception, and Perception can vary according to one's point of view. The learner may have a clear idea of the needs of the target situation. The students would see it as their shortcomings. However, students' views may conflict with the perceptions of other interested parties: course designers, sponsors, and teachers. Because of the importance of learning motivation in the learning process, the desire felt by students cannot be ignored. Analyzing target needs involves more than just target analysis. Identify the linguistic features of the target situation. There are several ways to

collect information about the needs of the target, namely: questionnaires, interviews, observations, and data collection ex. collecting texts, and informal consultations with sponsors, students, and others. In addition, according to Hutchinson and Waters, the definition of desire is considered a subjective need of learners. Desire also means that students need to know what they want to learn. From that situation, students will make efforts to achieve their goals.

- 2) Learning needs refer to the process of how learners learn, which includes learners' motivation, knowledge, skills, and strategies in learning a language. Learning needs are things that students need to do to learn.<sup>14</sup>

**b. The purpose of Needs Analysis**

One of the main purposes of the needs analysis is to understand the necessary changes which should be done in order to improve the curriculum by means of content specification in the field of English language learning. English language needs analysis for students is mainly carried out in order to obtain deep insights and greater inputs about the current and future needs of language learners from multiple perspectives, including subject teachers as well as present and former students to assist in making well-advised decisions on the objectives and the goals that a new curriculum should address and to ensure that the curriculum content matches the students' needs as closely as possible.

In short, a needs analysis is the first step on the way to the development and improvement of the teaching materials, enhancing the learning activities, improving tests and assessment strategies in ESP program.

There are some ways to identify the students' needs through analyzing the target needs, learning needs, as Hutchinson and Waters (1992) divided the students' needs as follows:

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<sup>14</sup>Wiranda Gusti Pratina, "learner's need analysis of English for specific purpose marketing students of SMK 1 Kota Bengkulu" skripsi Sarjana: English Education department: Bengkulu, (2021)



a. Target Needs Target needs according to Hutchinson and Waters (1987: 54) that is what the learner needs to do in the target situation. Target needs is something of an umbrella term, which in practice hides a number of important term such as necessities, lacks and wants.

1) Necessities Necessity is a type of the need, which determined by the demands of the target situation, that is what the students have to know in order to function effectively in the target situation. For example, a businessman might need to understand business letters, to communicate effectively at sales conferences, to get necessary information from sales catalogues and so on. He or she will also need to know the linguistic features-discourse, functional, structural, lexical which are commonly used in the situations identified.

2) Lacks To know what the learners knows already, so that we can decide which of the necessities the learners' lacks. The target proficiency needs to be matched against the exiting proficiency of the learners. The gap between the two can be referred to as the learners' lacks.

### 3) Wants

wants mean what the learners want or feel they need. Since the target need only an objective sense with the actual learners playing no active role, the learner also have a view as to what their needs are. The awareness of the needs that characterizes the ESP situation. But awareness is a matter of perception, and perception may vary according to one's standpoint. Learners may well have a clear idea of the necessities of the target situation. The students will certainly have view as their lacks. But it is quite possible that the learners view will conflict with the perceptions of the other interested parties: course designers, sponsors, and teachers. Bearing in mind the importance of learner motivation in the learning process, learner perceived wants cannot be ignored.

Analyzing the target needs involves far more than simple identifying the linguistic features of the target situation. There are a number ways in

which information can be gathered about the target needs, they are: questionnaire, interview, observation, and data collection e.g. gathering text, informal consultations with sponsors, learner and others. Hutchinson and Waters (1987:59) argued, the analysis of target situation needs is in essence a matter of asking question about the target situation and the attitudes towards that situation of the various participants in the learning process.

The target situation analysis frameworks are:

1) Why is the language needed? (1) For study; (2) for work; (3) for training; (4) for a combination of these; (5) for some other purpose, e.g. status, examination, promotion.

2) How will the language be used? (1) Medium: speaking, writing, reading, or listening; (2) channel: e.g. telephone, face to face; (3) Types of text discourse; e.g. academic texts, lectures, informal conversation; (4) technical manuals, catalogues.

3) What will the content areas be? (1) Subjects: e.g. medicine, biology, mathematic; (2) commerce, engineering; (3) Level: e.g. technician craftsman, postgraduate, secondary school.

4) Who will the learner use the language with? (1) Native speakers, non- native speakers; (2) level of knowledge of receiver: e.g. expert, layman, students; (3) Relationship: colleague, teacher, costumer, superior, subordinate.

5) Where will the language be used? (1) Physical setting: e.g. office, lecture theater, hotel, workshop, library; (2) Human context: e.g. alone, meeting, demonstrations, on the telephone; (3) Linguistic context: e.g. in own country, abroad.

6) When will the language be used? (1) Concurrently with the ESP course or subsequently; (2) frequently, seldom, in small amount, in large chunks. It is obviously necessary to obtain answers to the questions from

variety of sources, and then to try and negotiate a satisfactory compromise.

#### b. Learning Needs

According to Sitti Nurfahmi (2013: 84-85), to analyze learning needs that similar checklist used for target situation analysis in learning need are grouped into inputs, procedures, settings, lecturer roles and student roles. A framework for analyzing learning needs:.

1) Why are the learners taking the course? (1) Compulsory or optional; (2) Apparent need or covert; (3) Are status, money, promotion involved? (4) What do learners think they will achieve? (5) What is their attitude towards the ESP or general English course?

2) How do the learners learn? (1) What is their learning background? (2) What is their concept of teaching and learning? (3) What methodology will appeal to them? (4) What sort of techniques are likely to bore/alienate them?

3) What sources are available? (1) Number and professional competence of teachers; (2) Attitudes of teachers to ESP; (3) Teachers' knowledge of and attitude to the subject content; (4) Materials; (5) Aids; (6) Opportunities for out-of-class activities.

4) Who are the learners? (1) Age/sex/nationality; (2) What do they already know about English? (3) What subject knowledge do they have? (4) What are their interests? (5) What is their socio-cultural background?

5) What teaching styles are they the culture of the Englishspeaking world?

6) Where will the ESP or general course take place? (1) Are the surroundings pleasant, dull, noisy, or cold?

7) When will the ESP or general course take place? (1) Time of day; (2) everyday/once a week; (3) full-time/part-time; (4) Concurrent with need or pre-need.

Target situation needs and learning needs must be taken into account. Analysis of target situation needs is concerned with language use. Analysis of the target situation can tell us what people do with the language.

What also needs to know is how students learn to do what they do with language. a. Approaches to Need Analysis Dudley-Evans and St John (1998: 125) argues, the model of ESP need focuses on (1) learners' professional information, (2) learners' personal information, (3) learners' language information, (4) learners' lacks, (5) learners' needs from target course, (6) language learning needs, and (7) communication information in the target situation, and (8) environmental information. These aspects of language needs analysis are as follow :

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

2) 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.

3) English language information about the students: what their current skills and language use are present situation analysis (PSA)-this could

According to Richards, needs analysis in language teaching may be used for several different purposes,<sup>15</sup> for example:

- 1) To find out what language skills a learner needs to perform a particular role, such as sales manager, tour guide, or university student
  - 2) To help determine if an existing course adequately addresses the needs of potential students.
  - 3) To determine which students from a group are most in need of training in particular language skills.
  - 4) To identify a gap between what students can do and what they need to be able to do.
  - 5) To collect information about particular problems learners are experiencing.
- In many cases, learners' language needs may be relatively easy to determine, particularly if learners need to learn a language for very specific purposes, for example, employment in fields such as tourism, nursing, or the industry. In this case, the tasks employees typically carry out in English can be observed and the language needs of those tasks determined. The information obtained can then serve as a basis for planning a training program. In some cases, "needs" also include students' rights.<sup>16</sup>

#### **4. Elements of Need Analysis**

In need analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics of students. Analysis also considers the learning environment, any constraint, the delivery options, and the timeline for the project. During analysis, the designer develops a clear understanding of the "gaps" between the desired outcomes, and the audience's existing knowledge and skills. The questions used during the analysis phases are:

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<sup>15</sup> Richards. *Curriculum Development in Language Teaching*. (New York: Cambridge University Press, 2017).

<sup>16</sup>IBID

- 1) Who is the audience and what are their characteristics?,
- 2) What types of learning constraints exist?,
- 3) What are the delivery options?,
- 4) What are the pedagogical considerations,(verbal, visual, tactile, ditory)?,
- 5) What is the timeline for project completion? .

To identify the specific skills that the learner must have mastered is a prior to beginning the instruction. This is not a listing of all the things learners can already do, but an identification of the specific skills they must be able to do in order to begin the instruction. It is also important to identify any specific characteristic of the learners that may be important to consider in the design of the instructional activities. The results of analysis will guide to design the lesson. The areas related to the analysis include general characteristics, specific entry competences (knowledge, skills, and attitudes) and learning styles. Similarly, Casper (2003) states that a need analysis includes all the activities used to collect information about the students' learning needs, wants, wishes, or desires. <sup>31</sup> Furthermore, Munby (1987) proposes the elements of need analysis which are related to the participants, communication need processor, profile needs, language skills selector, linguistic in-coder, and communicative competence specification.

## **5. English for Specific Purpose**

### **a. Definition of English For Specific Purpose (ESP)**

English for Specific Purposes (ESP) is teaching of English to students whose first language is not English but who need it for a particular job, activity, or purpose. In general, ESP can be defined as the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners<sup>17</sup> . It means that ESP program is an English learning based on specific context of education in order to support their

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<sup>17</sup> Robert Cunningham, Needs Analysis for A Developmental Reading, Writing, and Grammar Course At A Private Language School In Cambodia, University of Hawaii, i at Mānoa, 2015, P.3

professional activities in a certain work place. Therefore, the teaching and learning materials of ESP is based on the context of their job or department of education.

ESP (English for specific purposes) is a field of applied linguistics that has developed for quite a long time, since the early 1970s. In line with its development, in Indonesia ESP is also well known, but it is still limited to certain academic circles that are only in the field of teaching English.<sup>18</sup>

Then, ESP can also be described as English language teaching that is designed to meet the specified needs of a learner. It means that the teaching and learning activities are designed based on students' need. For example, this research focuses the research for the students' syariah tourism study program.

In addition, ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. It is true that ESP is aimed to adult students who have basic English experience and working or training experience. Therefore, the teacher must have known about their daily professional activities as the basic data for designing their English learning materials.

According to James Dean Brown, ESP is defined as "the role of English in language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners."<sup>19</sup> English is based on the context of Education which has a specific purpose to support the activities professional of students who will work in a certain place. Therefore, ESP learning materials are based on the context of their Education majors.

Furthermore, ESP is an approach to ELT to meet learner need and it is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.<sup>8</sup> It means that the ESP designer and

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<sup>18</sup>Kusni, 'Reformulasi Perancangan Program ESP di Perguruan Tinggi'. *Linguistik Indonesia*, 1 (2007)

<sup>19</sup>James Dean Brown, *Introducing Needs Analysis and English for specific purposes*, New York: (Routledge:2016)

teacher must consider the content of the lesson in order to be related to the students' context of training or job or department. Inappropriate content will not be useful for the students to support their professional activities in work place.

While Dudley-Evans and St, Jones is a kind of English for specific purposes that could be specified such as English for academic studies or vocational purposes.<sup>20</sup>Then, ESP can also be described as English language instruction designed to meet the particular needs of a student Thus, every activity of learning the English language was designed as required by, For example, this research focuses on the undergraduate study program Islamic analysis. Therefore, English lecturers must design learning English Based on the needs related to important activities of Tourism so that students will apply their abilities to their future career needs.

ESP specialists accept the responsibility for finding out what their learners will likely need (and want) to be able to read, write, speak and comprehend as listeners to achieve their goals<sup>21</sup>English specific purpose (ESP) is one of the fields of linguistics applied that has developed among academics who are involved in teaching and using English in the fields of economics, law, agriculture, medicine, and others.<sup>22</sup>

At the vocational school and college level, English language teaching should begin to emphasize the development of communication skills in a particular field of study because it is assumed that ideally students already have knowledge of English grammar and can even use it in real situations. They should use their knowledge of English to learn English as required in certain fields. Knowledge of the language, in general, will be very helpful in understanding the text language English in certain

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<sup>20</sup>Dudley-Evans, T and St John, M. development in ESP A Multi-Disciplinary Approach. Cambridge. (1998).

<sup>21</sup>Brian Paltridge and Sue Starfield, The Handbook of English for Specific Purposes. United Kingdom: John Wiley and Sons.(2013)

<sup>22</sup>Widhiya ninsisana and agus triona nawa, 'Analysis of English Language Needs for Students of the Department of Islamic Economics'. Tapis, 3.1 (2019)



fields which are somewhat different from general texts. The difference lies not in the knowledge of the language, but in the knowledge of the text material.<sup>23</sup>

In essence, ESP is made specifically for someone who wants to learn English for a specific purpose and is very suitable for tourism students who study English for their needs after graduating from college.

#### **b. Teaching Materials in ESP**

In designing teaching materials in ESP program, the background information asked for teaching materials covers: the teacher should know the information about the students related to their age, gender, languages spoken, whether the student worked or was a student (or both), what they use English for, how long they had been studying at the school and how long they planned to continue. It means that teaching materials in ESP really consider some aspects of the learners, especially their professionalism in working field.

Therefore, ESP-based learning is usually developed based on an analysis of needs, goals, and learning activities where English is needed. More precisely it can be explained that ESP should always be associated with ideally a profession or scientific discipline which in the learning process the method used is relatively different from the method used in EGP learning. In detail Dudley-Evans & St. John as quoted by Rahman outlines three permanent characteristics of the ESP learning definition. First, ESP learning is designed for accommodate the specific / specific needs of the learner. Second, that ESP learning uses methodologies and learning 12 activities that are appropriate to the discipline / profession carried out by the learner, and third is that ESP learning is centered on language (grammar, vocabulary, and register), skills, and specific genres according with activities in the above scientific disciplines or learning professions.

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<sup>23</sup> Fitria Nur Hamidah dan Dion Yanuarmawan. 'Penerapan English For Specific Purposes Untuk Meningkatkan Pengajaran Bahasa Inggris Pada Guru Sekolah Menengah Kejuruan'. Jurnal ABDINUS: Jurnal Pengabdian Nusantara, 2.2 (2019)

Besides three absolute characteristics above, Streven (in Rahman, 2015) also describes four characteristics of variables that can be used to define ESP learning. these characteristics :

- a. ESP learning can be linked or designed for specific disciplines,
- b. ESP learning (in certain learning situations) can use a methodology different from EGP,
- c. that ESP learning is generally designed for adult learners, both it is at the higher education level and in professional work situations, and finally.
- d. that ESP is generally designed for middle or high level learners, however it is not closing the possibility of ESP can be done with a beginner-based learner. Then, the teacher should also consider the quality of learning instruction in the classroom in order that the students can reach maximum advantages.

According to Farhady the quality of instruction that the learners receive in teaching is influenced by learners' perceptions of the course and its 13 objectives; their preferred activity types and their preferences consequently the context which covers all different facets of the course in which the objectives are achieved will change<sup>9</sup>.

In other words, the importance and significance of teaching materials in ESP and how much attention they have received is undeniable throughout the literature that the students use in the process of teaching and learning in the classroom. Related to teaching materials in ESP, Hyland (2006) stated that teaching materials depend on the methodologies adopted, forming with them "the interface between teaching and learning, or the points at which the course needs, objectives and syllabuses are made tangible to both learners and teachers".<sup>10</sup>

Beside the content of the teaching materials itself, teaching method should be considered. Appropriate teaching method will impact to the students' progress in order to reach the learning objectives. In short, design and adaptation of teaching

materials are essential for every ESP program because they both stimulate and support language instruction.

The role of teaching in ESP context is particularly a provider of materials who tries to select available materials or seeks to adapt the existing teaching materials when necessary and supplementing it where it does not quite meet the learners' needs. In the context of Indonesian ESP, Although the main teaching materials are commonly paper-based, practitioners are suggested to implement visual aids, projectors, smart board, computer/internet and real objects for presentation and giving instruction<sup>11</sup>.

In teaching ESP, the teacher also needs more teaching media and tools to boost students' success in ESP program. Therefore, teaching materials in ESP program are used<sup>12</sup>: (1) as a source of language, (2) as learning support, (3) for motivation and stimulation, and (4) for reference.

In conclusion, the ESP teachers not only need teaching materials, but also need supporting media to reach the teaching objectives through learning materials. It is important to know that teaching materials are central point of teaching. Offord-Gray and Aldred stated that the organization and the content of the educational materials need to be sensitive to learners' preceding learning experience<sup>13</sup>. For this case, in preparing teaching materials, the ESP teacher should prepared the appropriate content related to the students' background in order that they related to the students' previous experience. This situation will make students to be easier in following the lesson.

Furthermore, for many of the learners, the methodology of the course materials represented a shift from an essentially product-focused approach to a more process orientation. Therefore, content and method are the to essential thinks that must be correlated each other. Teaching materials can be said as one of the most important element in teaching and learning ESP. That is why Hutchinson and Waters maintain that it is an established tradition which helps ESP teachers develop in-house teaching materials which commonly aim at the students of a specific institution.

Teaching materials of an ESP program must be tightly related to learners' target needs because the very goal of this program is to expose learners to authentic language the way it is used in academic contexts<sup>14</sup>.

The detail description of ESP materials above lead to the function of teaching and learning materials. With regard to the role of teaching materials in an EAP context Hyland outlines four major functions<sup>15</sup>:

- a. Materials help students with comprehension of language use. In other words, materials support students' developing control of various texts and involve them in thinking about and using the language. Students can get familiar with different language samples using and being exposed to well-selected and designed materials. They can have the chance to communicate and decipher salient linguistic structures using these teaching materials.
- b. Materials function as models because of their representative samples of appropriate language use in different contexts. Learners can investigate different possible instances of a genre considering identification of their structure and comprehending their conveyed meaning.
- c. Stimulus materials are texts that consist of a wide range of media such as video, graphic or audio materials, items of Realia, computer and/or Internet-mediated resources, lectures, etc. They stimulate students' creativity, planning and engagement with others. While explicit materials, for example a lecture recording, can motivate language use in a considerably structured way, less explicit materials for instance Lego bricks help learners to produce divergent responses.
- d. ESP materials eventually consist of reference materials, which emphasize knowledge rather than practice in opposition to materials used for scaffolding and modeling. These materials include texts or Web based information, dictionaries, encyclopedias, explanations, examples of relevant grammatical, stylistic and rhetorical forms and give the learners self-

study experience. University websites can be another source for these kinds of materials which can come in tips on academic writing, or in different ESP or EAP textbooks.

#### a. Characteristics of English For Specific Purpose

ESP is a new approach to learning foreign languages. ESP has characteristics different from general English learning (*general English*). The characteristics of ESP are clear and significant, especially in learning English which is different from learning English such as *English as a second language (ESL)* or *English as a foreign language*.

The specified needs arising from needs analysis relate to activities that students need to carry out (rather than language), a key assumption of ESP is that these activities generate and depend on registers, genre, and associated language that students need to be able to manipulate to carry out the activity.

In our definition, we use absolute and variable characteristics. Definition is :

- 1) ESP is designed to meet the specific needs of the learner.
- 2) ESP makes use of the underlying methodology and activities of the disciplines it serves

Several ESP experts provide the main characteristics and characteristics of ESP in learning English. According to Stevens, there are four major characteristics of ESP as an approach to learning the English language ;

- 1) ESP is designed to meet the learning needs of
- 2) Substance and content of the ESP are associated with a theme and topic in a particular field.
- 3) Centered on linguistic forms that are by activities and fields of science or work such as syntax, lexical, discourse, semantics
- 4) And ESP is different from general English.

Robinson further said that there are three main characteristics of ESP that distinguish it from *general English* or *English as a foreign language (EFL)* or *English as a Mother Tongue (EMT)*. The three characteristics are that

- 1) ESP is learning that is focused and its orientation is on the goal (goal-oriented) of learning itself. This means that learning English is not based on the curiosity of the language such as curiosity about the language and culture in it, however, learning English at ESP is based on specific, specific, and specific goals based on the vocational field or profession owned by the student. learners.
- 2) The essence of ESP is designed and developed based on the concept of needs analysis. In this concept, learning materials will be adapted to the needs of students who come from certain fields. The concept of needs analysis has a goal to specialize in the English language and then relate it to what it takes good learners in vocational and professional fields.
- 3) ESP is usually taught at the secondary and higher education and professional levels or also taught in the workplace. This is what underlies ESP more aimed at learners from adults than children and adolescents (Robinson, 1991)<sup>24</sup>

## 6. English as Foreign Language (EFL)

A language is a communication tool used to convey an idea, idea, or feeling by group members social. (KBBI) language is defined as a system symbol arbitrary, which is used by members of a community to work together, interact, and identify themselves. while in the Oxford dictionary language is defined as "the system of communication in speech and writing that is used by people of a particular country".<sup>25</sup>

There are many definitions of language, and this definition is only one of them. You can compare this definition with the definition following: language is a system of human communication that is expressed through the arrangement of sounds

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<sup>24</sup> Rena Juliana. *Penerapan general english dan english for specific Purposes di perguruan tinggi khususnya pada Pendidikan vokasi*. VOCATECH: Vocational Education and Technology Journal 1, 2 (2020)

<sup>25</sup>Yendra, Knowledge of Language (Linguistics). CV BUDI UTOMO, 2018.

or written expressions that are structured to form larger units, such as morphemes, words, and sentences.

Foreign languages differ from second languages in language teaching. A foreign language is a language that is not used as a means of communication in a particular country where the language is taught. Several foreign languages have long been part of education in Indonesia. Several foreign languages have not only become majors that can be addressed in higher education, but also begun to be taught at the secondary education level such as high school. One that can even be said to be no longer a foreign language for education in Indonesia is English. This is evidenced by the inclusion of English as a compulsory subject for all levels of education in Indonesia.<sup>26</sup>

English as a foreign language or an abbreviation of EFL programmed to help improve the ability of students who want to learn the English language at the age of 16 years minimum. Learning English, includes all language competencies which are listening, speaking, reading, and writing skills. These language skills are presented in an integrated manner, as happens in our daily lives.

- 1) Listening, “listening is more than just hearing words. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages. As such, it forms an integral part of the communication process and should not be separated from other language arts.”<sup>27</sup>
- 2) Speaking, in this activity students are expected to be able to speak English fluently. Speaking activities emphasize accuracy and pronunciation so students have many difficulties in mastering speaking skills because many students are not accustomed to speaking English, especially in daily conversation.

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<sup>26</sup>Girindra Putri Ardana Reswari, ‘Bahasa Jepang vs Bahasa Inggris sebagai Bahasa Asing dalam Persepsi Mahasiswa Indonesia’, Semarang; kiryoku 4.2 (2020).

<sup>27</sup>Husnul Khotimah, et al., ‘Pengaruh Teknik Pembelajaran Listening Team Terhadap Hasil Belajar IPS Siswa’. *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika*, 1.1 (2017).

- 3) Reading, this activity is very important for students to develop English language skills. Reading activities can help students expand their knowledge of English and also enrich their vocabulary. Tarigan said that the quality of a person's language skills depends on the quality of his vocabulary. The richer the vocabulary you have, the more intelligent your language skills will be. So, vocabulary greatly affects students' English skills.
- 4) Writing, this activity is expected for students to be able to write and string words in English using proper grammar. Writing is not an easy activity because many students have difficulty expressing ideas or ideas into written form and also in mastering grammar. The Lack of interest in students reading affects the students' writing ability in English.<sup>28</sup>

### **7. English for Tourism**

English for tourism is one of the attractive and unique materials that directly apply to customers or clients in a tourism area. The materials can bring a unique experience to people who work and directly involve in a tourism area. The development of communication skills either spoken or written should be owned by the guides or practitioners of tourism so that they can promote tourism destinations professionally. The common reason for communicating and negotiating in tourism areas is to offer tourism destinations that can attract as many foreigners come to the place. Attracting foreigners visit to the place by sending those brochures by email, website etc.

The importance of English in tourism areas is concerned with the increasing thenumbers of visitors come the certain places, people, or society around the tourism destination, they are the first promoter in promoting the place when they can speak English well, are familiar with and polite to the visitors automatically will create a good atmosphere between them

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<sup>28</sup> Niken Vieoreza, et al., *Call For Book Theme 4 (Models & Learning Methods)* (Surabaya: CV. Jakad Media publishing, 2020).

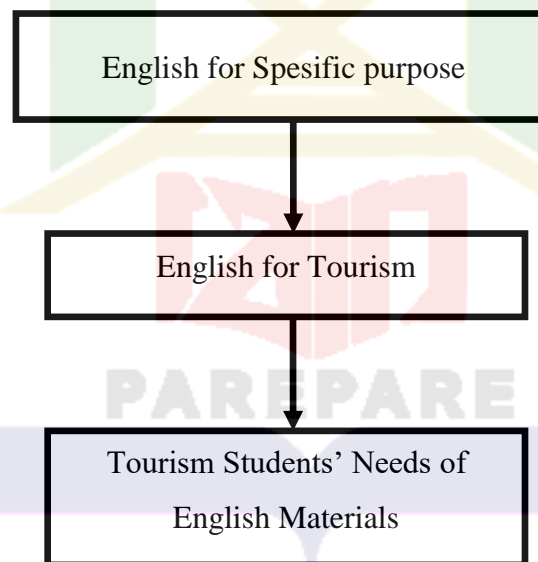


Tourism is an attractive option for most young people looking for work. When we decided to look for work in this sector, it was very important for us to learn English for tourism and travel. English is a universal language. Nowadays, everyone is required to have a good command of English, especially in social interaction.

English is also one of the most widely spoken languages in the world and wherever we work. We will meet people who speak English. Especially for hotel staff, it is very important to speak good English because the way we communicate will make a big difference to the comfort of visitors.

### C. Framework of thinking

The main focus of this research is the needs analysis of English material for the Tourism program Islamic economic and Bussiness at IAIN Parepare. the researchers design the conceptual framework of this research by showing the diagram below :



## CHAPTER III

### METODOLOGY OF THE RESEARCH

#### **A. Research design**

This researcher use a qualitative design that follows a case study approach, which will be used in this study with an in-depth investigation of the case as a type of qualitative research. Qualitative research is descriptive in that the researcher is interested in the process, meaning, and understanding obtained through the words or pictures described by the respondent.<sup>29</sup> This study wants to identify the needs analysis of English material for tourism program Islamic economic and bussines at IAIN Parepare.

#### **B. Location and Time**

This research was conducted on the campus of the State Islamic Institute (IAIN) Parepare which is located on Jalan Amal bakti, no. 8, soreang, Parepare city, south sulawesi. And the time needed to carry out the research is 2 months to collect data and analyze data.

#### **C. Subject of the Research**

The subject of this research is a total of 42 students in the fifth semester of tourism study programs in IAIN Parepare. Researchers interviewed 15 tourism students to dig deeper into information related to needs of English materials to tourism students.

#### **D. Instrument**

##### **1. Observation**

Observations are used to observe the implementation of the English needs analysis. In this study, the researcher obtained data from observations by checking the list of observations and making field notes in class. Researchers use this instrument to

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<sup>29</sup>Setia, Ag, B, *pengajaran bahasa asing:pendekatan kuantitatif dan kualitatif*, (Yogyakarta: Graha Ilmu, 2006)

find out how students analyze their English needs and what English language difficulties are faced by tourism students in IAIN Parepare.

Based on the results of observations on the need analysis of English Teaching materials for Syariah tourism students, we can conclude that at the Faculty of Economics and Islamic Business at IAIN Parepare uses English in learning English for Tourism, while the total students we have observed previously are 42 students who will then We will present the results of further research.

## 2. Interview

This researcher will also use interviews as an instrument, which is a method to subject's opinions and/or feelings about certain topics, even actions at a very personal and detailed level, this instrument will be used to determine needs analysis. English material for syariah tourism at IAIN Parepare

### **E. Technique of Data Analysis**

According to Bogdan in Sugiyono, Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others.

#### a) Data Reduction

Reducing data means to summarize, choose the basic substance, focus on the important substance, find the theme and pattern, and dispose the unnecessary. There are many data collected from the observation, and interview in this research, the researcher limited only to the description the needs analysis of English teaching materials for syariah tourism study program on Islamic economic and business faculty. In this research, the data reduction will be done by summarizing the raw data that were got from observation, and interviews. Then, the next thing did by the researcher was finding the data which are related with the research objectives and finding the pattern of it. Here the data related with the research were the data from observation and interview.

Example : “ About my need, I prepared from my house that I did like practice before I come to class, and make the learning process easier for me.” And “ I am just preparing myself before I use this need and used the time to study first, so I don’t forget to say Bismillah also”.

b) Data Display

The next step is presenting the data. This technique was used in arranging information description or narration in order to draw the conclusion. By presenting the data, the researcher considered what we should do. In addition, we could make the analysis or take the order action based on her understanding. The researcher displayed the data then described it. After describing the data, the researcher made analysis about the data.

Example :

The informant stated about their needs in practice a lot, by doing a lot practice, the students will get more preparation before they performe or the class started, or they get more convert and they may handle the situation before asking by the lecture

c) Conclusion

The last step in analyzing the qualitative research based on miles and Hagerman is conclusion and verification. This may answer the research question from the previous or not because it is still temporary and will be developed during the research. The conclusion in qualitative research is based on the new findings. Verification process will be done with help from the subject of the research and the expert.<sup>30</sup>

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<sup>30</sup>Sukardi, *metode penelitian pendidikan*, (Cet XI: Jakarta: PT Bumi Aksara, 2004)

## CHAPTER IV FINDINGS AND DISCUSSION

### A. Findings

This chapter is a research finding related to research questions, researchers find findings based on research questions. The first research question is to find out the needs of English materials for the students in syariah tourism, while the second research question is to find out the difficulties faced by syariah tourism students in learning English.

#### 1. Data collected from Interview

From the results of the interviews it was stated that syariah tourism students needs English and were still having difficulty learning English. This is explained through the statement of the respondent below:

##### **I. What are the needs of english material for the students in the syariah tourism study program at IAIN Parepare**

There are two important points in english learning needs, namely target needs and learning needs :

##### a. Target needs

There are four question about target needs, for the first questions “*what is your goal in learning english?*”the second question is “*when you study english do you use english to communicate?*” third question is “*what materials are you currently studying or have you studied in english?*” and to the fourth question “*do you think that the english material being studied today is sufficient for the know ledge or skills for future carees?*”

Result of interview for the first question that researchers have done :

Tourism students aim to learn English to make it easier to communicate with others for their own needs and according to them learning English can help make it easier to communicate and open up opportunities to get good jobs and be able to achieve their goals.

Regarding the skills that students want to master and want to improve, students want to master speaking skills. In the learning process speaking activities are carried out at the beginning of learning, and there are also other activities that can support speaking skills.

Result of interview for the second question that researchers have done :

For the use of English to communicate while studying according to them only occasionally. They use English to communicate and can add to their understanding of English, such as answering lecturer questions, as Wulan Pratiwi said:

“untuk belajar bahasa inggris saya kadang menggunakan bahasa inggris untuk berkomunikasi, meskipun tidak lancar, tapi belajar menggunakan bahasa inggris ketika berkomunikasi bisa menambah sedikit pemahaman kita tentang bahasa inggris.”

Result of interview for the thrit question that researchers have done :

As for activities that can help improve their skills in English by watching western movies, listening to English songs and memorizing vocabulary, said Rahma Ramadhani A:

“mata kuliah english for tourism, dimana kita sebagai mahasiswa diajarkan tentang dasar-dasar speak up us tour guide, beberapa tourism vocabulary, dan menjawab soal-soal bahasa inggris.”

Result of interview for the fourth question that researchers have done :

According to all respondents who interviewed sharia tourism students that English certainly has an important role in future employment. Currently they still

need English material so they still don't have enough knowledge or skills. As the respondents said:

“mengenai materi bahasa inggris yang dipelajari masih kurang karena untuk bisa benar-benar fasih dan paham berbahasa inggris perlu lebih dalam mempelajari terutama memperbanyak mengetahui kosa kata dalam bahasa inggris serta tenses.”

b. Learning needs :

There are six questions about learning needs; The first question is *"what materials do you need to learn English?"* The second question is *"what technique does the lecturer use to teach English?"*. The third question *"what do you think about the technique your English teacher uses when teaching in class?"*. Fourth question *"what kind of activity/style can help you improve your English skills?"*. fifth question *"Do you have any difficulties in learning English?"*. the sixth question *"what makes it difficult for you to understand English material?"* The seventh question *"what did you do to improve your English skills?"*

Based on the results of interviews that have been conducted on the first question states that:

The learning materials desired by tourism students are speaking, listening, reading, and writing with the aim of being able to learn English. As samsul said, tourism student:

“seperti, listening,reading, writing, speaking”

Based on the results of interviews that have been conducted on the second question stated:

In learning English tourism students are taught about techniques by English lecturers, lecturers use English in class so they can easily understand as said by Junita, a tourism student:

“lumayan baik, karena cara penyampaiannya menggunakan bahasa sehari-hari sehingga mudah dipahami.”

Based on the results of interviews that have been conducted on the third question stated:

As for activities that help improve their English such as practicing outside the field and visiting a tourist spot where there are tourists.

“seperti praktik diluar lapangan, misalnya mengunjungi suatu tempat wisata yang pengunjung nya ada touris nah, disitulah teknik praktik berbicara menggunakan bahasa inggris.”

The results of the interviews for the four questions that have been carried out explain that:

Some students experience difficulties in learning English with various problems encountered. However, the way to say it is quite difficult to pronounce, so there is a lack of assistance from the teaching staff. As Aziza notes:

“iya saya mengalami kesulitan, karena cara penyebutannya agak susah di ucapkan dan kurangnya pendampingan dari tenaga pengajar dan saya agak sulit untuk otodidak.”

The results of the interviews that have been conducted for the fifth question are:

Students experience difficulties in understanding English material due to lack of vocabulary, unsupportive environment, their lack of motivation, lack of time and learning opportunities, difficulty differentiating pronunciation which makes students find it difficult to learn English.

## **II. What are the difficulties faced by tourism students in learning english?**

From the results and interviews that have been conducted by researchers. Researchers can see and analyze that there are some difficulties experienced by tourism students namely



First, low self-confidence, for beginners in English students feel embarrassed or afraid of making mistakes when expressing sentences. lack of vocabulary, the main problem that beginners usually face is memorizing vocabulary. and many students complain that learning English is quite difficult to pronounce. even though to be able to speak English, you need to memorize a lot of vocabulary .

According to the results of the research that I met, wulan pratiwi said :

“Kurangnya rasa percaya diri dan keterbatasan waktu untuk belajar karena padatnya tugas dari mata kuliah lain.”

According to the results of the research that I met, Nuralif Mulayat said :

“Kurangnya rasa percaya diri seperti malu bertanya dan berbicara dan juga terlalu memandang bahwa bahasa inggris itu sulit untuk dipelajari.”

Second, the learning environment is not supportive. The factor that is often experienced by Islamic tourism students is the learning environment that does not match student expectations. there are also some who are not confident with their English skills. third difficulty in pronunciation. Regarding pronunciation, many students are still confused because of vocabulary in the language English has differences in writing and pronunciation and also the way of pronunciation is quite difficult.

According to the results of the research that I met, sa'adatul ulya said :

“Yang membuat saya sulit memahami bahasa inggris ialah kurangnya pendampingan pangajar dan lingkungan yang tidak memadai dan kurang percaya diri, dan malu, takut salah penguapan berbahasa inggris.”

According to the results of the research that I met, reski muliana :

“Tentunya pasti ada kesulitan, salah satunya lingkungan tidak memadai, karena di sekeliling saya banyak orang ketika berbicara hanya memakai

bahasa dari kampungnya masing-masing dan juga bahasa Indonesia, andaikan di sekeliling saya ada yang menggunakan bahasa Inggris tentu saya bisa belajar secara tidak langsung”.

In addition, from the data obtained which made it difficult for students to understand English material, vocabulary and learning strategies were the main difficulties seen from them only learning English once so they still needed to learn English speaking, writing, listening, reading, grammar, tenses.

## **B. Discussion**

Analysis need is needed in ESP because as lecturer can really know what students need and wants effectively. Based on (Hutchinson, T., & Waters, 1987), two model approach in conducting need analysis which are target needs and learning needs. Target needs means what the learners need to do in the target situation while learning needs means what the learners need to in order to learn. The target need is related to the ability of the students that should be mastered so that they will be able to perform the task at work while learning needs is related to the learning situation to facilitate students reach the target. These two model should be combined for doing need analysis (Mahardika, 2014) so it can be completed information of each other. Then, in this research these two approaches used. The target needs here were 15 students.

As English for tourism is one of English for Specific Purposes that the goal is to mastering specific terms (Jeczelewski, 2016), it was in line with the students reaction in the first result of this research when they were given a statement —The English for Business courses provided support your English language skills in your perform at work.

The next result is about students' need in learning English skills. The result of this step will be basis for designing the materials needed. As mentioned above, students stated that speaking skill must have more concern to be learnt. According to (Liton, 2015), English course are needed to improve communication skills which can later be used to help with workplace performance and create new career opportunities. Based on this statement, the students' answer indicates students are already aware of the importance of mastering this skill for the task in their future work.

The next result is about students' need in learning English skills. The result of this step will be basis for designing the materials needed. As mentioned above, students stated that speaking skill must have more concern to be learnt. According to (Liton, 2015), Business English course are needed to improve communication skills which can later be used to help with workplace performance and create new career opportunities. Based on this statement, the students' answer indicates students are already aware of the importance of mastering this skill for the task in their future work. According to the interview result with two HRD, they also agree that speaking skill becomes priority for their staff. This speaking skill helps their staff to serve the customers when dealing with purchasing of a product, claim, negotiate with a new customer, meeting with the owner, selling the product directly to customers that come to the company or through telephone or video call like Skype because the direct activities have already decreased due to the use of social media.

The second rank of students' need to be emphasized is writing. This prioritize showed that students are already aware about the use of writing at work. As stated by Marcellino in (Milaningrum et al., 2018), writing is the important need to be

learnt by the students because this skill is not only used in academic practice but also for their future work. Therefore, this skill must be learnt effectively.

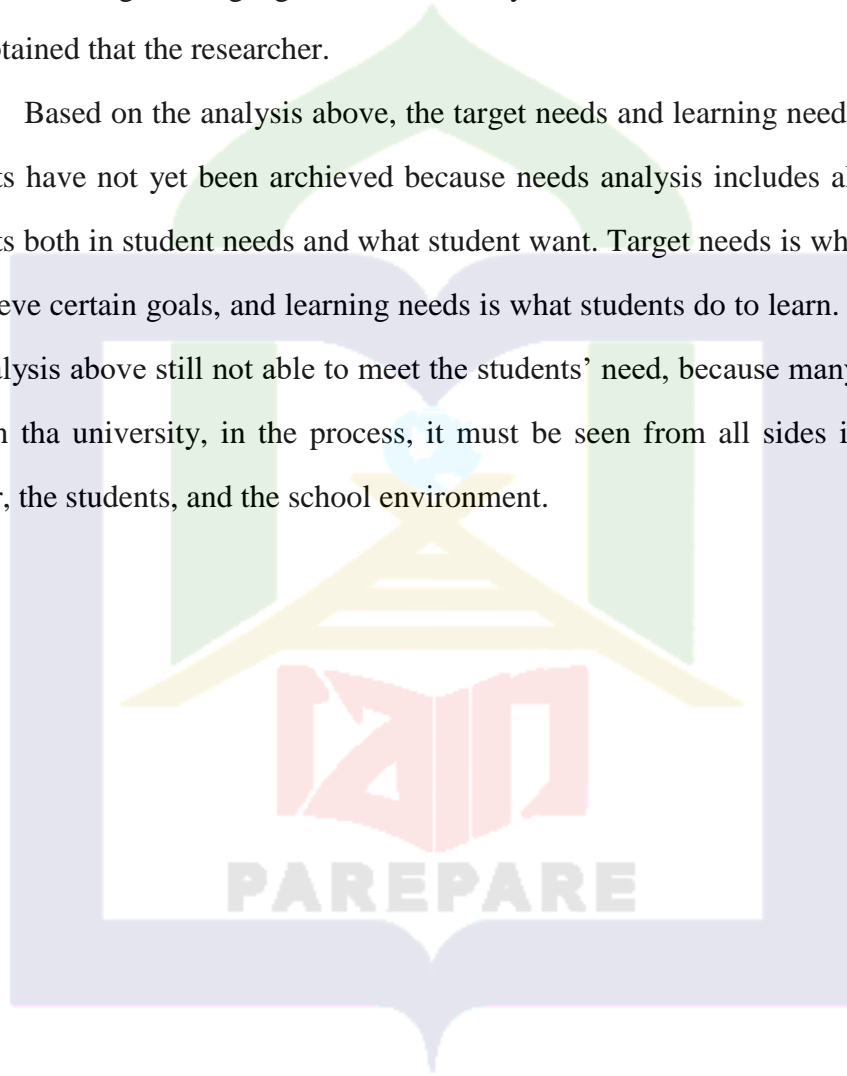
The third need is listening skill. From the result, it indicates that students know about the need of listening skills for their future work. It is supported by (Gray & Murray, 2011) who stated in their study that listening skill in the business is highly priority element in the task work. Though this skill was the third of students' choice, it is still been chosen by them to be learnt. The listening skill must be mastered well because it supports the staffs to understand any spoken activities.

The last skill is reading. This indicates that the students are unaware with the importance of reading skills. Reading skill is needed too at the workplace such as to understanding the newest knowledge related to the job field, understanding the documents which sent to the company, business letters, and reports in English. As what (Remache & Ibrahim, 2018) said in his study that this skills must be improve because it can help them face their future career.

Based on the result showed above about materials that needed for the task at work, the students given lists of course objective to guide the lecture design the materials to teach in each meeting. The students were asked to rank of each course objective based on their priority. The design of materials is based on the high rank to lower rank of students' needs of objective course. The students' priority of objective course was the same with the needs of skills that want to be emphasized in English for Business course. The high ranks of the objective are mostly to be able to do spoken tasks that are needed at work. However, the other skills should be arranged proportionally.

From the research results obtained, it can be concluded that needs analysis is very necessary as an important tool for conducting research before designing and evaluating lessons/materials and helping to describe student profiles to determine and prioritize the English language needs needed by students. From the result of the study also obtained that the researcher.

Based on the analysis above, the target needs and learning needs for tourism students have not yet been achieved because needs analysis includes all actions for students both in student needs and what student want. Target needs is what student do to achieve certain goals, and learning needs is what students do to learn. The result of the analysis above still not able to meet the students' need, because many factors that exist in the university, in the process, it must be seen from all sides including the teacher, the students, and the school environment.



## CHAPTER V

### CLOSING

#### A. Conclusion

The result of this study is the learning of English that is used is general English instead of ESP and there are 4 english skills, but English skills are most needed by students is vocabulary and speaking. They think it will be useful for future work and make it easier to communicate and obtain information in English.

The need to learn will content that starts with current needs and conditions, then continues, then continues with what they want whether it's about writing, reading, speaking, and listening. The conclusion is that the needs material that is easy to understand in order to be able to communicate so as to facilitate their work in the future.

In addition, the problems faced by students in learning English are 1). Low self-esteem, 2). Lack of vocabulary. 3). Unsupportive learning environment. 4). Difficulty in pronunciation 5). Have no friends to practice with.

#### B. Suggestion

After viewing the results of the studies already conducted, the following advice is offered for consideration

1. For students

For students of Islamic journalism is expected to improve skills in English after realizing the problems encountered in the process of learning English, especially in speaking and vocabulary because learning it means helping to use English correctly.

2. For lecturers

Lecturers are expected to help students to improve their English by providing material that supports the required skills in English.

3. For the future researcher

This study tries to find information about the needs of syariah tourism students in learning English. With this research, hopefully other researchers can help to find the material in accordance with the needs of student



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# APPENDICES





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax.  
(0421) 24404

**VALIDASI INSTRUMEN PENELITIAN SKRIPSI**

**Appendix 1 : Inteerview**

In this research, the instrument that used to collect and analyze

NAMA MAHASISWA : UMY SAHRA

NIM : 18.1300.085

FAKULTAS/PRODI : TARBIYAH/PBI

JUDUL : THE NEEDS ANALYSIS OF ENGLISH TEACHING  
MATERIALS FOR SYARIAH TOURISM STUDY  
PROGRAM ON ISLAMIC BUSINESS AND ECONOMIC  
FACULTY AT IAIN PAREPARE

**Interview Guide For Students**

1. What is your goal in learning English ?
2. When you study English do you use English to communicate ?
3. What materials are you currently studying or have you studied in English ?
4. Do you think that the English material being studied today is sufficient for the knowledge or skills for future carees?
5. What materials do you order in learning English ?
6. What techniques do lectures use to teach English ?
7. What do you think about the technique your English lecture uses when teaching in class ?
8. What activities/styles can help you improve your English skills ?
9. Do you have difficulty in learning English ?
10. What makes it difficult for you to understand English skills ?
11. What do you do to improve your English skills ?

## RESULT OF INTERVIEW :

### Interview 1

Name : Rahma Ramadhani. A  
Day/Date : Rabu, 14 Desember 2022  
Time : 15.18  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“tujuan saya belajar bahasa inggris itu karena saya ingin memiliki wawasan yang lebih luas jika dapat berbahasa inggris karena bahasa inggris ini adalah bahasa internasional yang di butuhkan saat keluar negeri dan rutin menggunakan untuk mencari informasi, bahasa internasional, membuka banyak peluang kerja.”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“ketika masih belajar dan bukan di forum internasional saya masih berbahasa Indonesia, kecuali dalam forum tersebut yaitu forum internasional berarti saya wajib berbahasa inggris.”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“vocabulary.”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *“menurut saya masih jauh dari kata cukup.”*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?  
Answer : *“tenses, grammar, dan speaking.”*
6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?  
Answer : *“memberikan praktek dalam speaking dan memberikan tugas.”*
7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?  
Answer : *“menurut saya belum memuaskan dan masih kurang efektif.”*
8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?  
Answer : *“latihan bercakap yang benar, sering belajar mencari tau di web atau kah sering mendengarkan music, film dan novel atau bacaan yang berhubungan tentang bahasa inggris .”*
9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?  
Answer : *“benar benar sulit, karena saya masih kurang kosa kata jadi sulit untuk memahami bahasa inggris.”*
10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?  
Answer : *“sulit dalam belajar bahasa inggris karena di tangkap banyak kosa kata yang rumit.”*
11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?  
Answer : *“sering belajar, mencari tahu tentang bahasa inggris, melakukan dengan cara yang kita sukai seperti mendengarkan music atau nonton film yang berbahasa inggris.”*

## Interview 2

Name : Junita Jufri  
Day/Date : Jumat, 16 Desember 2022  
Time : 13.18  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“untuk, jika nantinya mendapatkan karir di jenjang internasional dalam meningkatkan kecakapan dan kemampuan berkomunikasi bahasa inggris”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“tidak karena mata kuliah bahasa inggris kadang online pada saat kuliah”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“sambung kata, essay”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *“bagi saya lumayan, karena sudah mempelajari sedikit demi sedikit kata lkerja, kata sifat, kata benda”*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?

Answer : *“tensis, listening, reading, writing, speaking”*

6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?

Answer : *“sesi tanya jawab pada mahasiswa”*

7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?

Answer : *“lumayan baik, karena cara penyampaiannya menggunakan bahasa sehari-hari sehingga mudah dipahami.”*

8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?

Answer : *“seperti melihat kosa kata di sosmed, contohnya instagram, tiktok, ataupun translate di google.”*

9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer : *“Alhamdulillah, tidak karena soal yang diberikan dosen cukup mudah dipahami”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“yang membuat sulit bahasa inggris, pertama waktu belajar yang cukup singkat, kedua Cuma berpatokan ada buku saja”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“seperti menonton film yang subtitle bahasa inggris, dengar-dengar music lirik bahasa inggris, dengar-dengar podcast bahasa inggris*

### Interview 3

Name : Nur Arfa  
Day/Date : Rabu, 14 Desember 2022  
Time : 13.18  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?  
Answer : *“untuk dapat berinteraksi dengan orang yang beda bahasa, dan memudahkan bahasa internasional yaitu bahasa inggris”*
2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?  
Answer : *“tidak karena mata kuliah bahasa inggris kadang online pada saat kuliah dan kadang juga offline”*
3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?  
Answer : *“tenses, listening, writing, reading, speaking”*
4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?  
Answer : *“tidak, dikarenakan faktor lingkungan yang masih lebih banyak menggunakan bahasa daerah maupun bahasa indonesi, jadi sulit untuk membiasakan menggunakan bahasa inggris.”*
5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?



Answer : *“semua materi yang saya butuhkan, tapi saya ingin terlebih dahulu tenses.”*

6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?

Answer : *“speaking and reading”*

7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?

Answer : *“menarik karena dengan teknik speaking dan reading bahasa inggris tersebut mudah di mengerti.”*

8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?

Answer : *“praktik dalam berbahasa bersama teman.”*

9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer : *“cukup sulit karena terkadang keliru dalam pengucapan karena bahasa inggris berbeda antara penulisan dan pada saat di ucapkan.”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“yang membuat saya sulit dalam materi bahasa inggris yaitu susah membedakan arti kata karena kebanyakan dalam materi bahasa inggris kosa katanya hampir sama tapi artinya berbeda.”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“tentunya dengan les privat dengan begitu keterampilan dalam berbahasa inggris lebih baik lagi.”*

#### Interview 4

Name : Satria Dwi Putri  
Day/Date : Kamis, 8 Desember 2022  
Time : 14.35  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“untuk menambah wawasan saya dalam berbahasa inggris asing terutama bahasa inggris.”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“iya, tapi tidak selalu hanya yang saya pahami saja.”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“materi komunikasi sehari-hari dan untuk saat ini hanya menambah kosa kata serta belajar materi yang berguna untuk dunia kerja.”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *“saya rasa kurang cukup jika hanya mengandalkan ilmu yang di dapat dari kampus.”*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?

Answer : *“bahasa inggris mengenai pariwisata, dengan cara berkomunikasi dengan wisatawan, cara memperkenalkan daya tarik wisata dalam bahasa inggris serta komunikasi sehari-haribaik dengan keluarga maupun teman.”*

6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?

Answer : *“mengajar secara langsung dengan memperbaiki pronunciation.”*

7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?

Answer : *“baik dan sangat bermanfaat terutama bagi mahasiswa yang masih belum baik dalam pronunciation.”*

8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?

Answer : *“belajar melalui tiktok dengan menonton konten yang khusus membahas mengenai bahasa inggris, melalui film yang berbahasa inggris, dan yang paling sering mendengarkan music yang berbahasa inggris.”*

9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer : *“iya terutama dalam menyusun kalimat saat ingin berkomunikasi.”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“banyak kata yang pronunciation hampir mirip sehingga sulit membedakan saat ingin di ucapkan.”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“belajar mandiri dan mulai berkomunikasi dengan kosa kata/kalimat yang saya pahami sehingga terbiasa serta belajar dari keluarga maupun teman yang lebih paham dalam bahasa inggris.”*

### Interview 5

Name : M. Nur Rahman

Day/Date : Rabu, 14 Desember 2022

Time : 13.18

Semester : 5

Faculty : ekonomi dan bisnis

Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“tuntutan program studi, karena bahasa inggris merupakan sarana berkomunikasi dengan wisatawan asing.”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“tidak karena saya kurang percaya diri masih malu berbahasa inggris sama teman”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“spelling, dan vocabulary.”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *“menurut saya belum mencukupi karena faktor lingkungan teman yang saya temani sering menggunakan bahasa daerah.”*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?

Answer : *“grammar, dan speaking.”*

6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?

Answer : *“hanya memberikan tugas.”*

7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?

Answer : *“menurut saya teknik yang digunakan kurang efektif.”*

8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?

Answer : *“latihan percakapan dalam bahasa inggris bersama teman yang bisa berbahasa inggris.”*

9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer : *“iya karena soal yang diberikan dosen cukup sulit dipahami”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“cukup sulit belajar bahasa inggris karena terdapat banyak ungkapan dan perafalan yang rumit.”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“mendengarkan music dan menonton film dengan bahasa inggris.”*

## Interview 6

Name : Suci Ramdani  
Day/Date : Kamis, 8 Desember 2022  
Time : 14.35  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“tujuan belajar bahasa inggris yaitu, supaya muda berkomunikasi dengan warga asing dan merupakan kebutuhan bahasa di prodi pariwisata syariah untuk memandu tourism.”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“materi greeting, welcoming speech, vocabulary, etc.”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“sambung kata, essay”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *“menurut saya penguasaan bahasa inggris saya saat ini masih terbilang minimal jadi masih terus mengasah dan praktis mengenai bahasa inggris.”*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?

Answer : *“materi greeting untuk permulaan menyapa orang.”*

6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?

Answer : *“teknik praktik.”*

7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?

Answer : *“cukup efesien karena diimbangi dengan games.”*

8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?

Answer : *“seperti praktik diluar lapangan, misalnya mengunjungi suatu tempat wisata yang pengunjung nya ada touris nah, di situlah teknik praktik berbicara menggunakan bahasa inggris..”*

9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer : *“namanya kesulitan pasti ada, karena bahasa inggris agak sulit dipelajari karena cara mengucapannya sangat susah.”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“salah satu kesulitannya yaitu cara penyebutannya”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“seperti menonton film yang subtitle bahasa inggris, dengar-dengar music lirik bahasa inggris, dengar-dengar podcast bahasa inggris.”*

### Interview 7

Name : Nuraeni  
Day/Date : Kamis, 15 Desember 2022  
Time : 15.18  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“tujuan saya belajar bahasa inggris untuk mempermudah bahasa internasional yaitu bahasa inggris.”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“tidak, karena kehidupan sehari-hari masih menggunakan bahasa daerah dan bahasa Indonesia.”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“terkait materi seperti tenses, listening, reading, speaking.”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *“tidak cukup, karena masih kurangnya pengetahuan tentang bahasa inggris.”*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?

Answer : *“semua materi saya butuhkan tetapi saya ingin belajar terlebih dahulu tenses.”*



6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?

Answer : *“speaking and reading.”*

7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?

Answer : *“menarik, karena dengan teknik speaking dan reading bahasa inggris tersebut muda di mengerti.”*

8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?

Answer : *“praktik ataupun menghapal.”*

9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer : *“iya, karena kurangnya vocabulary.”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“yang membuat saya sulit dalam materi bahasa inggris yaitu berbeda antara penyebutan dan penulisan.”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“les private.”*

### Interview 8

Name : Sa'adatul Ulya  
Day/Date : Rabu, 7 Desember 2022  
Time : 14.30  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *"tujuan saya belajar bahasa inggris ialah untuk memperkaya bahasa asing saya dan dapat berkomunikasi secara lancar menggunakan bahasa inggris."*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *"kadang-kadang."*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *"terkait materi, mungkin masih materi tenses, speaking dan reading."*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *"belum cukup karena masih kurang kosa kata dan cara speaking nya masih kurang"*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?

Answer : *"masih banyak yang perlu di pelajari terutama dalam penggunaan kalimat atau kata."*

6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?  
Answer : *“teknik yang di gunakan dosen dalam mengajari kelas saya sistemnya kebanyakan satu arah, yang tak lain ialah hanya memberikan kami tugas tanpa penjelasan setelah ataupun sebelumnya.”*
7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?  
Answer : *“kurang baik dikarenakan sesuai jawaban saya sebelumnya tidak ada penjelasan baik sebelumnya maupun setelah mengerjakan tugas.”*
8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?  
Answer : *“menghapal kosa kata.”*
9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?  
Answer : *“iya karena cara mengucapannya agak sulit ”*
10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?  
Answer : *“yang membuat saya sulit memahami bahasa inggris ialah kurangnya pendampingan pengajar dan lingkungan yang tidak memadai”*
11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?  
Answer : *“belajar dan menghapal kosa kata.”*

### Interview 9

Name : Wulan Pratiwi  
Day/Date : Rabu, 7 Desember 2022  
Time : 14.30  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“tujuan saya belajar bahasa inggris yaitu tentunya untuk mengasah kemampuan kita dalam berbahasa inggris apalagi dari segi berkomunikasi, kemampuan berbahasa inggris untuk seorang mahasiswa apalagi di sektor pariwisata yang notabennya akan menghadapi yang namanya wisatawan asing nantinya.”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“untuk belajar bahasa inggris saya kadang menggunakan bahasa inggris untuk berkomunikasi, meskipun tidak lancar, tapi belajar menggunakan bahasa inggris ketika berkomunikasi bisa menambah sedikit pemahaman kita tentang bahasa inggris.”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“materi yang diajarkan mata kuliah English for tourism, dimana kita sebagai mahasiswa di ajarkan tentang dasar-dasar speak up us tour guide, beberapa tourism vocabulary, dan menjawab soal-soal bahasa inggris.”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?  
Answer : *“mengenai materi yang dipelajari masih kurang karena untuk bisa benar benar fasih dan paham berbahasa inggris perlu lebih dalam mempelajarinya.”*
5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?  
Answer : *“speaking dan pronunciation.”*
6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?  
Answer : *“memperaktekkan kata kata yang umum digunakan dengan pronunciation yang benar memberi soal dalam bahasa inggris.”*
7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?  
Answer : *“menurut saya teknik yang diajarkan dosen saya ketika mengajar dikelas cukup baik.”*
8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?  
Answer : *“aktivitas yang dapat membantu saya untuk meningkatkan keterampilan berbahasa inggris itu sesuai dengan hobi saya yaitu terkadang nonton film dengan menggunakan subtitle bahasa inggris, dan mendengarkan lagu lagu inggris sembari mencari dan membaca liriknya.”*
9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?  
Answer : *“untuk mempelajari bahasa inggris saya tidak terlalu merasa kesulitan karena banyak media yang bisa saya gunakan untuk mempelajarinya.”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“kurangnya rasa percaya diri dan keterbatasan waktu untuk belajar karena padatnya tugas dari mata kuliah lain.”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“untuk memperbaiki keterampilan bahasa inggris saya adalah banyak-banyak melatih diri dengan speaking, listening, reading, dan writing.”*



### Interview 10

Name : Samsul  
Day/Date : Kamis, 15 Desember 2022  
Time : 16.20  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“bagi saya bahasa inggris itu tambahan pengetahuan bahasa saya berkomunikasi dengan orang lain.”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“terkadang saya menggunakan bahasa inggris, hanya sepengetahuan saya saja ”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“materi yang sudah saya dapatkan hanya sekedar dasar seperti simple present tenses dan lainnya.”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *“menurut saya belum, masih butuh banyak materi untuk itu.”*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?

Answer : *“seperti, listening, reading, writing, speaking.”*

6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?

Answer : *“kalau teknik ajarnya dari dosen itu sendiri saya belum paham teknik apa yang dipakai.”*

7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?

Answer : *“menurut saya teknik yang digunakan masih kurang efektif..”*

8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?

Answer : *“yaitu dengan menambahkan kelas khusus untuk belajar bahasa inggris tersebut.”*

9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer : *“saya masih mengalami kesulitan, karna masih kurangnya kosa kata saya ketahui sehingga sulit untuk berbicara bahasa inggris.”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“saya masih sulit dalam penyebutan katanya.”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“yaitu menambah atau ikut kursus di luar kampus terkait bahasa inggris.”*



### Interview 11

Name : Aziizah Nurul Fadhilah Djalle

Day/Date : Kamis, 8 Desember 2022

Time : 13.45

Semester : 5

Faculty : ekonomi dan bisnis

Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“tujuan saya belajar bahasa inggris ialah untuk memperkaya bahasa asing saya”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“kadang-kadang, karena mata kuliah bahasa inggris kadang online pada saat kuliah”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“terkait materi, mungkin masih materi pada umumnya yang dipelajari sekolah karena di perguruan tinggi pada dasarnya saya tidak mendapatkan ilmu tambahan apapun karena kelas kurang kondusif.”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *“tidak cukup, karena saya kurang percaya diri.”*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?

Answer : *“masih banyak yang perlu di pelajari terlebih penggunaan kata yang baik untuk waktu tertentu.”*

6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?

Answer : *“teknik yang di gunakan dosen dalam mengajari kelas saya sistemnya kebanyakan satu arah, yang tak lain ialah hanya memberikan kami tugas tanpa penjelasan setelah ataupun sebelumnya.”*

7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?

Answer : *“kurang baik dikarenakan sesuai jawaban saya sebelumnya tidak ada penjelasan baik sebelum maupun setelah mengerjakan tugas.”*

8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?

Answer : *“Pratik ataupun menghawal..”*

9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer : *“iya, karena cara penyebutannya agak susah di ucapakan dan kurangnya pendampingan dari tenaga pengajar dan saya agak sulit untuk otodidak.”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“yang membuat saya sulit memahami bahasa inggris ialah kurangnya prdampingan pengajar dan lingkungan yang tidak memadai.”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“seperti menonton film yang subtitle bahasa inggris, dengar-dengar music lirik bahasa inggris, dengar-dengar podcast bahasa inggris dan lebih banyak belajar lagi.”*

## Interview 12

Name : Putri Arafah  
Day/Date : Jumat, 9 Desember 2022  
Time : 15.45  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“menambah pengetahuan kita terkait dengan bahasa inggris dan jika kita paham dengan bahasa inggris, tentu kita bisa dengan mudah membaca buku dengan bahasa arab tersebut. Kemudian bisa meningkatkan karir dimasa depan karena bahasa inggris menjadi bahasa internasional dalam dunia baik itu dalam bisnis, dan kita bisa mengikuti perkembangan globalisasi yang tak terbatas dengan mudah.”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“menurut saya tidak harus menggunakan bahasa inggris setiap berkomunikasi tetapi hanya menggunakan ketika hanya bertemu dengan orang asing seperti bull atau tourist.”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“tenses.”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *“menurut saya untuk saat ini saya belum mampu untuk berbahasa inggris yang baik dan belum mampu untuk menunjang karir di masa depan saya.”*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?

Answer : *“tensis, listening, reading, speaking.”*

6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?

Answer : *“memberikan peraktik seperti speaking dan tugas.”*

7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?

Answer : *“belum memuaskan dan masih jauh dari kata sempurna dan kurang efektif.”*

8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?

Answer : *“lest, kamus, nonton film barat dan novel.”*

9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer : *“iya karena penyebutan kata yang masih salah.”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“penyampaian kosa kata.”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“mengikuti lest privat dan belajar menggunakan aplikasi yang ada.”*

### Interview 13

Name : Raidah Mas'ud Maisyara

Day/Date : Rabu, 21 Desember 2022

Time : 13.18

Semester : 5

Faculty : ekonomi dan bisnis

Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *"tujuan saya meningkatkan kemampuan diri dalam komunikasi."*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *"iya, terkadang."*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *"percakapan resepsionis dan tamu."*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *"rata-rata mencukupi."*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?

Answer : *"materi speaking."*

6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?

Answer : *"audio lingual method, silent way."*

7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?

Answer : *“sangat fleksibel tergantung dari kebutuhan..”*

8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?

Answer : *“dengarkan musik, nonton film.”*

9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

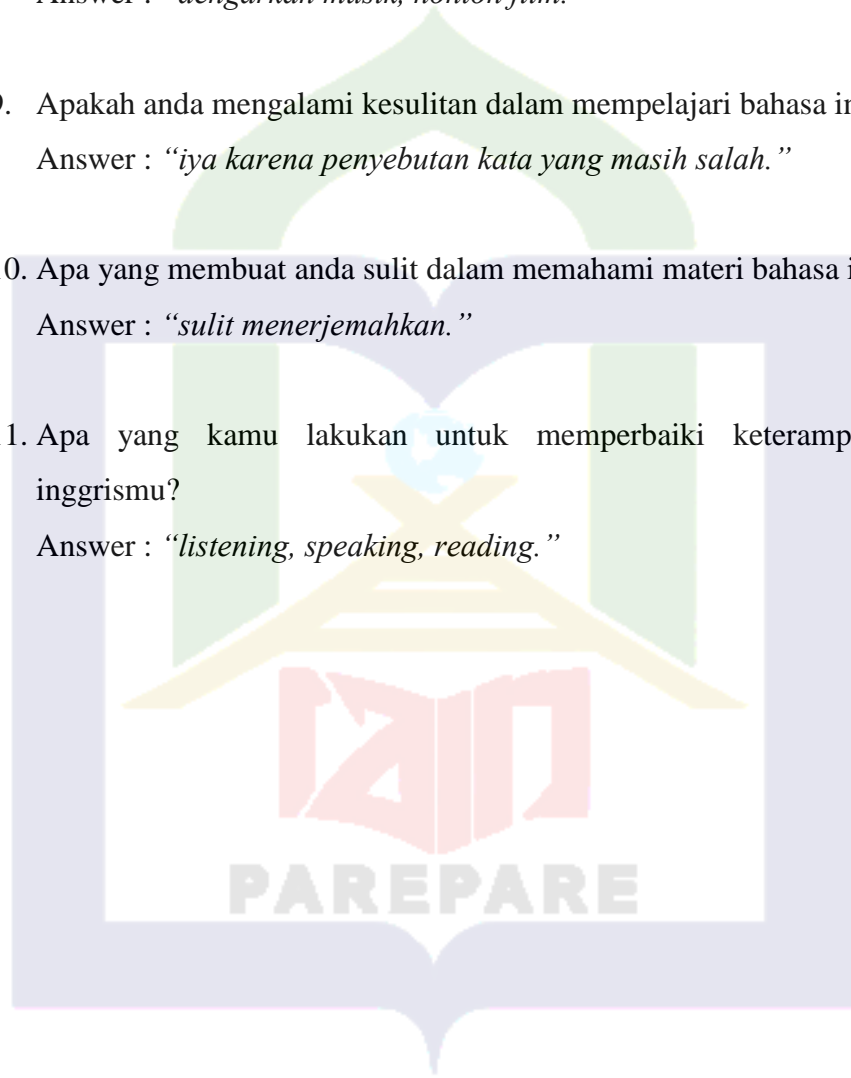
Answer : *“iya karena penyebutan kata yang masih salah.”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“sulit menerjemahkan.”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“listening, speaking, reading.”*



### Interview 14

Name : Reski Muliana  
Day/Date : Jumat, 16 Desember 2022  
Time : 15.56  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“agar lebih memahami bahasa inggris karna bahasa inggris adalah penting bagi kita.”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“tergantung, menggunakan bahasa inggris jika bertemu dengan orang asing.”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“tenses and speaking.”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?

Answer : *“belum, ingin dipelajari lagi.”*

5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?

Answer : *“semua materi yang berhubungan dengan bahasa inggris.”*

6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?

Answer : *“speaking and writing.”*

7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?

Answer : *“Lumayan baik, karena mampu dipahami .”*

8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?

Answer : *“menjelaskan secara baik, gerakan tangan dan juga cara bicara.”*

9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer : *“pertama kesulitan tapi lama lama pasti sudah beradaptasi dengan kosa kata.”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“cara penyebutan kosa kata.”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?

Answer : *“dengan sering-sering belajar dan membaca.”*



## Interview 15

Name : Nuralif Mulayat  
Day/Date : Jumat, 16 Desember 2022  
Time : 15.56  
Semester : 5  
Faculty : ekonomi dan bisnis  
Researcher : Umy Sahra

1. Apa tujuan kamu belajar bahasa inggris?

Answer : *“tujuan saya belajar bahasa inggris yaitu mempermudah untuk berkomunikasi dengan orang lain, sebagaimana kodrat manusia sebagai makhluk social, tentu kita harus berkomunikasi dengan sesame manusia lainnya. Maka, tentu saja salah satu dari manfaat belajar bahasa inggris di era globalisasi ini adalah membantu kita untuk berkomunikasi dengan orang lain. Tidak hanya itu, bahasa inggris juga bisa membuka peluang mendapatkan pekerjaan yang bagus. Dan sebagai anak pariwisata paling tidak bisa menguasai bahasa asing.”*

2. Ketika anda belajar bahasa inggris apakah anda menggunakan bahasa inggris untuk berkomunikasi?

Answer : *“untuk belajar bahasa inggris saya kadang menggunakan bahasa inggris untuk berkomunikasi meskipun tidak lancar tetapi itu bisa membuat saya bisa jadi terbiasa dalam menggunakan bahasa inggris.”*

3. Materi apa saja yang sedang atau sudah anda pelajari dalam bahasa inggris?

Answer : *“mata kuliah English for tourism, dimana kita sebagai mahasiswa diajarkan tentang dasar-dasar speak up us tour guide, beberapa tourism vocabulary, dan menjawab soal soal bahasa inggris.”*

4. Menurut anda apakah materi bahasa inggris yang dipelajari saat ini sudah mencukupi pengetahuan ataupun skill untuk karir dimasa yang akan datang?  
Answer : *“mengenai materi bahasa inggris yang dipelajari masih kurang karena untuk bisa benar-benar fasih dan paham berbahasa inggris perlu lebih dalam mempelajari terutama memperbanyak mengetahui kosa kata dalam bahasa inggris serta tenses.”*
5. Materi apa saja yang anda butuhkan dalam belajar bahasa inggris?  
Answer : *“tensis, listening, reading, speaking and writing.”*
6. Apa teknik yang di gunakan dosen untuk mengajar bahasa inggris?  
Answer : *“memperaktekkan katakata yang umum digunakan dengan pronunciation yang benar, memberikan soal dalam bahasa inggris.”*
7. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?  
Answer : *“menurut saya teknik yang diajarkan dosen saya ketika mengajarkan di kelas cukup baik..”*
8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?  
Answer : *“aktivitas yang dapat membantu saya untuk meningkatkan keterampilan berbahasa inggris itu mnonton film kungfu dengan menggunakan subtitle bahasa inggris, dan mendengarkan lagu-lagu yang berbahasa inggris.”*
9. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

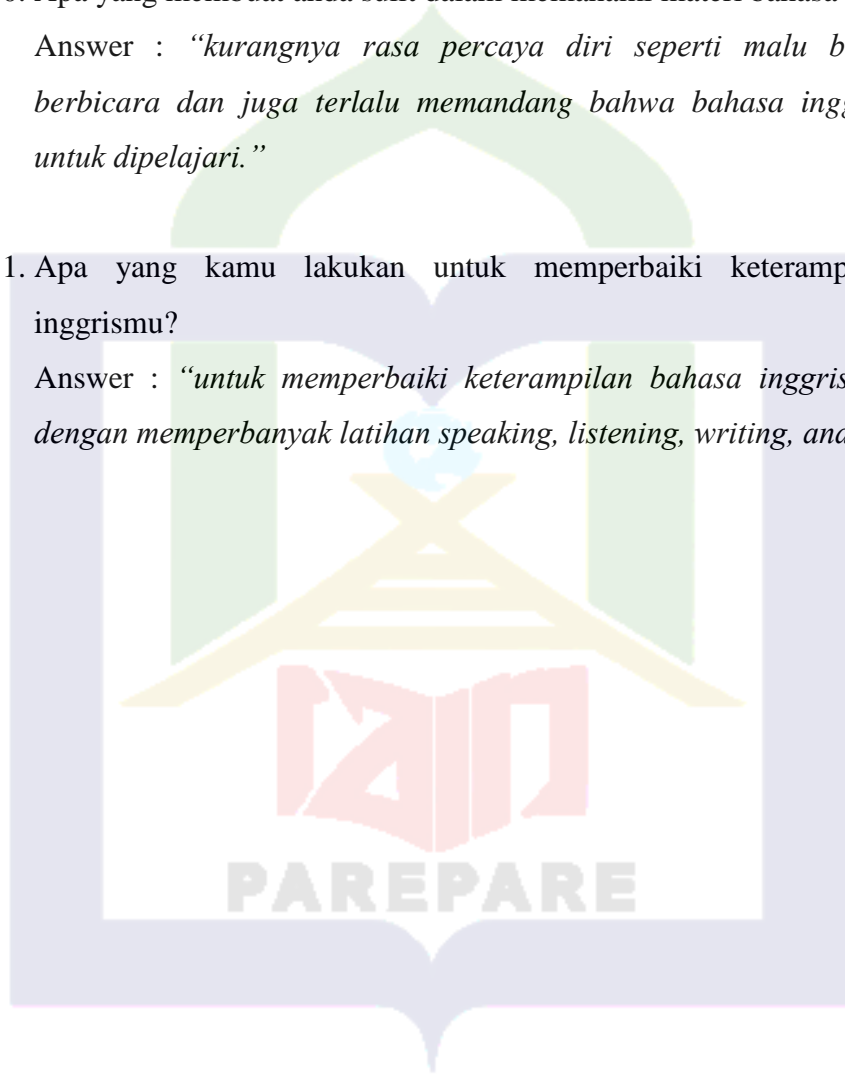
Answer : *“untuk mempelajari bahasa inggris saya tidak terlalu merasa kesulitan karena banyak media yang bisa saya gunakan untuk mempelajarinya.”*

10. Apa yang membuat anda sulit dalam memahami materi bahasa inggris?

Answer : *“kurangnya rasa percaya diri seperti malu bertanya dan berbicara dan juga terlalu memandang bahwa bahasa inggris itu sulit untuk dipelajari.”*

11. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?


Answer : *“untuk memperbaiki keterampilan bahasa inggris saya, yaitu dengan memperbanyak latihan speaking, listening, writing, and reading.”*



**Appendix 2 : Documentation**



### Appendix 3 : Recommendation Letter from IAIN Parepare

**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**  
Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 telp (0421) 21307 Fax:24404  
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.4469/ln.39/FTAR.01/PP.00.9/ /11/2022 08 November 2022  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,  
Kota Parepare


*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Umy Sahra  
Tempat/Tgl. Lahir : Malaysia, 4 Januari 1999  
NIM : 18.1300.085  
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Jl. Poros Soppeng, Desa Teppo, Kec. Tellulimpo e,  
Kab. Sidenreng Rappang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"The Needs Analysis Of English Material For Tourism Program Islamic Economics And Business Faculty At IAIN Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

## Appendix 4 : Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

		SRN IP0000838
<b>PEMERINTAH KOTA PAREPARE</b> <b>DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU</b> <small>Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id</small>		
<b>REKOMENDASI PENELITIAN</b> <b>Nomor : 838/IP/DPM-PTSP/11/2022</b>		
Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi. 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian. 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.		
Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
<b>MENGIZINKAN</b>		
KEPADA		
NAMA	: UMY SAHRA	
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
Jurusan	: TADris BAHASA INGGRIS	
ALAMAT	: JL. POROS SOPPENG, KEC. TELLU LIMPOE KAB. SIDRAP	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
	JUDUL PENELITIAN : THE NEEDS ANALYSIS OF ENGLISH MATERIAL FOR TOURISM PROGRAM ISLAMIC ECONOMICS AND BUSINESS FACULTY AT IAIN PAREPARE	
	LOKASI PENELITIAN : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
	LAMA PENELITIAN : 21 November 2022 s.d 21 Desember 2022	
	a. Rekomendasi Penelitian berlaku selama penelitian berlangsung	
	b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan	
	Dikeluarkan di: Parepare	
	Pada Tanggal : 27 Januari 2023	
	<b>KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE</b>	
		
	Hj. ST. RAHMAH AMIR, ST, MM	
	Pangkat : Pembina (IV/a)	
	NIP : 19741013 200604 2 019	
Biaya : Rp. 0,00		

• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetakannya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



## Appendix 5 : Letter of Research Approval

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
Jalan Amal Bakti No. 8 Sorwang, Kota Parepare 91132 Telepon (0421) 21307, Fax: (0421) 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

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**SURAT PERSETUJUAN MENELITI**  
Nomor B 39 /In.39/PP.00 9/11/2022

Yang bertanda tangan dibawah ini, Wakil Rektor I Bidang APK Institut Agama Islam Negeri Parepare menerangkan bahwa :

Nama : Umy Sahra  
Fakultas/Jurusan : Tarbiyah/Tadris Bahasa Inggris  
Alamat : Jl. Poros Soppeng, Kec. Tellu Limpoe, Kab. Sidrap  
Instansi : Institut Agama Islam Negeri (IAIN) Parepare

Yang bersangkutan **DIBERIKAN IZIN** melakukan penelitian di IAIN Parepare dengan Judul **"THE NEEDS ANALYSIS OF ENGLISH MATERIAL FOR TOURISM PROGRAM ISLAMIC ECONOMICS AND BUSINESS FACULTY AT IAIN PAREPARE"** mulai 21 November 2022 s.d 21 Desember 2022.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, November 2022

Wakil Rektor,  
Wakil Rektor I Bidang APK,  
Sasrudin, M Pd  
NIP. 197201212161999031001



## Appendix 6 : Letter of Research Completing



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax (0421) 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

**SURAT KETERANGAN**

Nomor : B. 162 /In.39/PP.00.9/01/2023

Yang bertanda tangan dibawah ini,

Nama : Dr. H. Saepudin, M. Pd  
NIP : 197212161999031001  
Jabatan : Wakil Rektor I Bidang APK

Dengan ini menerangkan bahwa :

Nama : Umy Sahra  
Nim : 18.1300.085  
Fakulta : Tarbiyah/  
Prodi : Tadris Bahasa Inggris  
Alamat : Jl. Poros Soppeng, Sidrap

Yang bersangkutan benar telah melakukan penelitian di IAIN Parepare dalam rangka menyusun skripsi dengan Judul: **“THE NEEDS ANALYSIS OF ENGLISH MATERIAL FOR TOURISM PROGRAM ISLAMIC ECONOMICS AND BUSINESS FACULTY AT IAIN PAREPARE”** mulai 21 November s.d. 21 Desember 2022.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 15 Januari 2023

Wakil Rektor  
Bidang APK,



Dr. H. Saepudin, M. Pd  
NIP. 197212161999031001



## CURRICULUM VITAE



The writer name Umy Sahra, she bom on January 4<sup>th</sup> 1999 malaysia. He is the first child of the couple Bakri and Samira. She is a student of the English Language Education Program at the Tarbiyah Faculty of IAIN Parepare. His educational background, he started school at Al-irsyad Kindergarten in Teppo village and graduated in 2005 in the same year he continued school at SDN 3 Massepe and graduated in 2011, in the same year he continued school at SMPN 1 Tellu Limpoe graduating in 2014 then continued his studies at SMAN 5 Sidrap and graduated in 2017. During college, he was active in the organization, namely KSR-PMI unit 01 IAIN Parepare.

The writer did her Pengabdian Masyarakat at Desa Kalosi Kabupaten Sidrap on 2021 while did the practickum teaching (PPL) at SMPN 3 PANGSID. The writer study at Tarbiyah Faculty of IAIN Parepare and completed heer final with the title of thesis of *“The Needs Analysis English Teaching Materials for Syariah Tourism Study Program on Islamic Economic and Bussines at IAIN Parepare”*.