

A THESIS

**NEED ANALYSIS IN ENGLISH FOR SPECIFIC PURPOSES
LEARNING FOR STUDENTS OF ISLAMIC JOURNALISM AT IAIN
PAREPARE**



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

2022

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BY:

TAMARA RISKANURMALINDA
Reg. Number : 17.1300.105

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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of Sarjana Pendidikan (S.Pd.)**

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To

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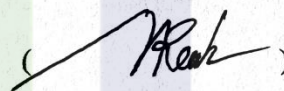
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وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

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Give thanks for God’s love and grace for us, the most gracious, the most merciful, the lord of the universe and the master of the judgment, the king of kings, who has given him less and salvation to the writer for finishing this thesis entitled “Need Analysis in English for Specific Purposes Learning for Students of Islamic Journalism at IAIN Parepare” shalawat dan salaam always given be given to our prophet Muhammad Saw. (Peace is upon him) a person that becomes a leader, the best example for us, who has been guided us from uneducated person to be educated person or the other words from the bad character to the good one.

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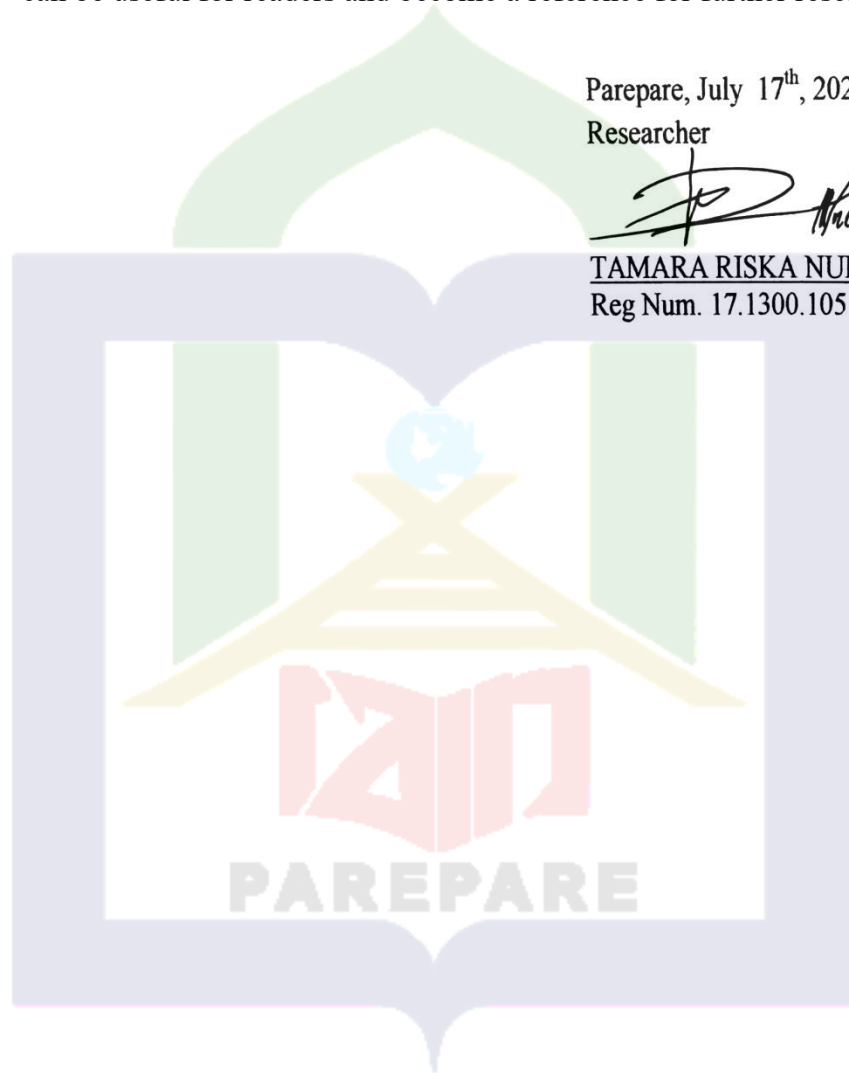
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Parepare, July 17th, 2022

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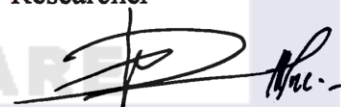
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ABSTRACT

TAMARA RISKANURMALINDA. *Need Analysis in English for Specific Purposes Learning of Students Islamic Journalism at IAIN Parepare.* (Supervised by Abd. Rauf Ibrahim and Magdahalena Tjalla)

This study associated with the evaluation of language mastering of Islamic journalism college students. Needs analysis is the process of determining needs, analyzing gaps, and determining the right solution in learning that requires language according to needs and priorities. Needs analysis is used to obtain information about the needs, lack, and wants in learning English. And the purpose of this study was to determine the need to learn English for students of Islamic journalism IAIN Parepare and the difficulties faced by students of Islamic journalism in learning English.

This study uses a qualitative descriptive approach. Data collection techniques in this study were questionnaires and interviews. Questionnaires were distributed to 12 students, and interview data were obtained by students and lecturers of the course.

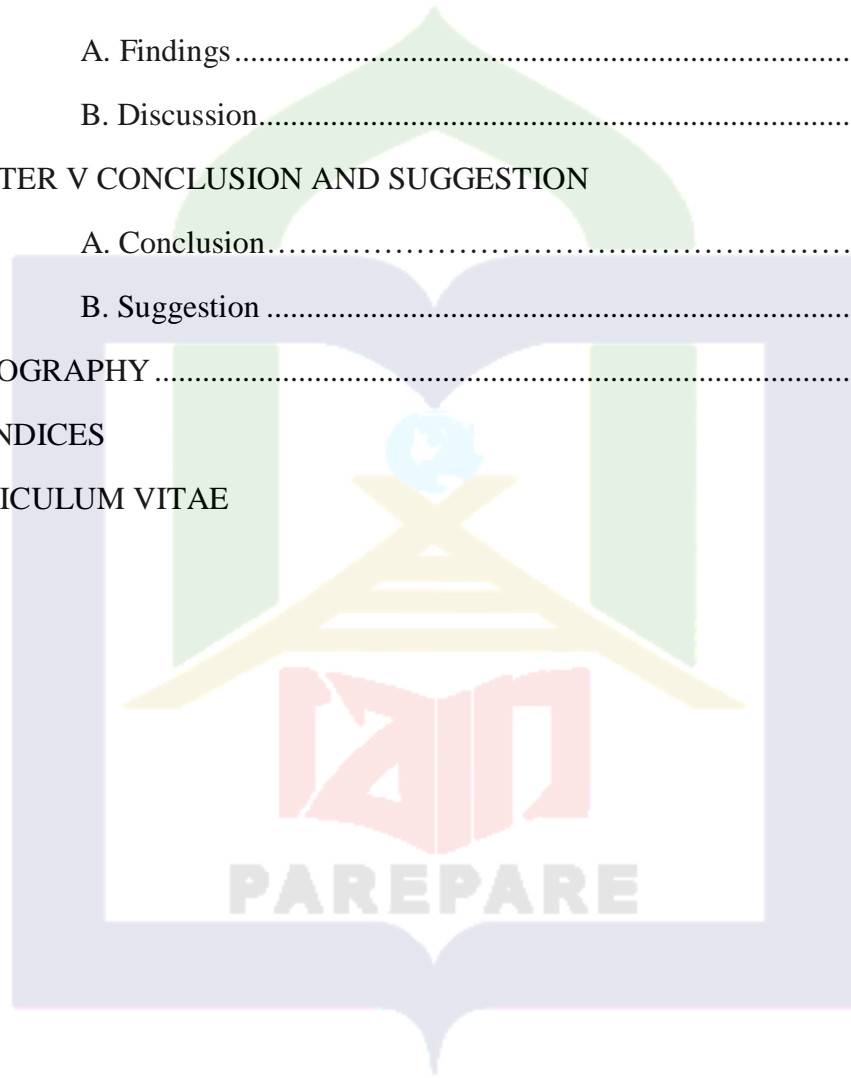
The results of this study show that lecturers still use general English instead of English for Specific Purpose. Then speaking and writing are the most needed English skills by students of Islamic journalism. they need a material that is easy to understand to be able to communicate and facilitate their 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.) Lack of practice.

Key Words: Needs analysis, ESP, Learning problem

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7	RPS Mata kuliah Bahasa inggris
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CHAPTER I

INTRODUCTION

A. Background

Education is a critical human need to accumulate know-how. The existence of schooling opens possibilities to complete the skills wished in the world of work and enables comprehend career dreams. In applying for a job at a foreign or nearby corporation, one of the requirements for the interview session is the ability to speak English. This means the position of English is also very essential as a provision in presenting us with profitable opportunities in the painting industry. In Indonesia, some college students have plans to without delay observe a process 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. However, English is also a basic provision to be wished by using anyone to battle and continue to exist within the face of an international 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.¹

Every department has an average semester credit system load (SKS) of 2 or 3 credits and is programmed in semester 1. One of them is a student majoring in Islamic journalism. The ability to talk English is a special ability that must be retained by Islamic journalism students to emerge as journalists, layouters, editors, journalists, and others who are insightful. So, it is necessary to implement an English learning system that is to the needs.

To realize this dream for Islamic journalism college students, high synergy must be executed. Enhancing English Language coaching is one way to help college students research English with the aid of seeking out correlations between the areas of information they observe and the English cloth to be studied. In that manner, college students are acquainted with English related to their respective fields of knowledge. Reinforcement in English classes can use the English for unique cause (ESP).

According to Tom Hutchinson & Alan Waters, ESP is an approach to language teaching in which all decisions about content and methods are based on the learner's reasons for learning.² Usually refers to teaching English to students or working people, concerning specific vocabulary and skills that they need. As with any language taught for a specific purpose, certain ESP courses will focus on a

¹ Kartini Kartono. *Pengantar Metodologi Research Sosial, Bandung: Alumni* (1980)

² Tom Hutchinson dan Alan Waters. *English For Specific Purposes: A Learner-Centered Approach*. (Cambridge: Cambridge University Press, 1987).

single occupation or profession.³ such as English for Islamic journalism, English for accounting, or English for law.

The urgency of ESP in needs analysis is the important thing to the success of the gaining knowledge of procedure which targets to train a foreign language that is the language needed inside the subject to be occupied by the inexperienced persons. As said by way of Hamzah B. Uno that by way of expertise college students nicely, it's far hoped that we can provide suitable and useful instructional services for each child.⁴ Masih menurut hamzah B. Uno berpendapat bahwa pengajar adalah orang yang secara sadar bertanggung jawab dalam mendidik, mengajar dan membimbing peserta didik.⁵

The advantage of Needs Analysis is that the teacher can know the needs of different students. Because the needs of students with the same major this year may be different from students in the next 4 years. Therefore, through Needs Analysis helps answer the accuracy and suitability of the situation, learning program, or English curriculum used. And motivation has an influence on interest in learning so the direction of learning English is increasingly clear, relevant and appropriate to the field.

This ESP learning approach is different from GE (general English). The difference between the two is that this ESP is learning that is oriented towards

³ Faizal Risdianto. *English For Specific Purposes: An Introduction*. Solo: (State Institute Of Islamic Studies Salatiga, 2018) P.4.

⁴ Hamzah B.Uno dan Nurdin mohammad, *Belajar dengan pendekatan PALKEM* (Jakarta : Bumi Aksara, 2011). P. 6

⁵ Hamzah B. Uno, *profesi kependidikan*. (Jakarta: Bumi Aksara, 2009) P.15

specific goals, more specifically in the academic and professional fields. And the substance of ESP is designed and developed based on the concept of needs analysis.

However, there are some problems that have been found in the process of learning English majoring in Islamic journalism, namely the learning obtained is not related to the Department applied English learning is still general English. That means mastering the appropriate English field of knowledge they get is still very lacking. If they are aware, English is accessible for students to connect to the outside world, especially to add or share the knowledge they have. Some of these assumptions arise for several reasons, the first is the assumption of students that General English material can be easily found elsewhere, some journalism students argue that the English language learning obtained at the campus has been obtained from school and coursework, namely basic material. The reason why the English lecturer still provides beginner material is that the English language skills of journalism students are still low, so the material presented is only vocabulary and makes simple sentences. and the second is a fundamental problem for students, namely the lack of in-depth vocabulary mastery.

Nurannisa's stated that the reason why there is still a lack of vocabulary mastery in journalism students is because the pronunciation is different from the writing and it makes concerns about the meaning of the vocabulary. In the term vocabulary, there are three levels of difficulty in vocabulary, namely: easy vocabulary, normal vocabulary, and specialized (difficult) vocabulary. The things

that affect students' difficulty in mastering foreign vocabulary include hearing the words, pronouncing the words, reading the words, practicing from meaning to expression, and writing the words.⁶ In vocabulary terms, there are three levels of difficulty in vocabulary: easy vocabulary, normal vocabulary, and specialized (difficult) vocabulary. The things that influence students to have difficulty in mastering foreign vocabulary include the influence of hearing the words, pronouncing the words, reading the words, practice from meaning to expression, and writing the words.⁷ And third, there is no ESP in the scope of subjects in the Department of Islamic journalism. This is stated by Zulfah as a lecturer of English Journalism that ESP is not applied due to insufficient time so it is only 1 semester compared to other majors.⁸

This is the background for researchers to conduct research on the analysis of English needs for the Department of Islamic journalism. This opinion certainly should not be ignored by the lecturer concerned because it will determine the effectiveness and efficiency of learning. Therefore, the English material provided must be correlated according to the student's interests or areas of knowledge.

Based on the views above, the problem that arises is the lack of understanding of students regarding English material and terms specifically for Islamic journalism, so researchers intend to focus on knowing what English

⁶ Nurannisa, Soreang, Kota Parepare, *Wawancara Di Kampus IAIN Parepare*, 5 February 2022

⁷ Robert Iado, *Language Teaching : A Scientific Approach*. New Delhi: Tata Mc. Graw-Hill Publishing Co. Ltd. (1986).

⁸ Zulfah, Soreang, Kota Parepare, *Wawancara Di Kampus IAIN Parepare*, 7 Juni 2022

learning needs are needed by these students and what makes it difficult for them to learn English. 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.

From the statement above, the researcher was excited about *"Need Analysis in English for Specific Purposes for Learning Students of Islamic Journalism at IAIN Parepare"*

B. Research Question

These studies are predicted to provide some data to the reader. This takes a look at the objectives to research the analysis of pupil needs EFL in Islamic journalism, expected effects of this research provide for:

1. What is needed for learning English for students of Islamic journalism at IAIN Parepare?
2. What are the difficulties faced by Islamic journalism students in learning English?

C. The Object of the Research

Based on the statement of the problem, the researcher formulates the purpose of this research are:

1. To analyze the needed for learning English for students of Islamic Journalism at IAIN Parepare

2. To interrogate the difficulties faced by Islamic journalism students in learning English

D. The Significances of the Research

This research is expected to provide some information to the reader. This study aims to investigate the analysis of student needs for EFL at Islamic journalism, expected results of this research provide for:

1. For researchers

From this research in addition to the requirements for a bachelor's degree in the faculty of education tarbiyah, State Islamic Institute of (IAIN) Parepare country also adds insight about the need to learn English.

2. For students.

From this research, students majoring in English at the State Islamic Institute of Parepare as a thesis reference on analyzing the needs of learning English. With this research, it is hoped that students will realize the importance of learning English. The use of English is often one of the requirements to get a job. Before facing the global job market, students can seriously improve their English skills.

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

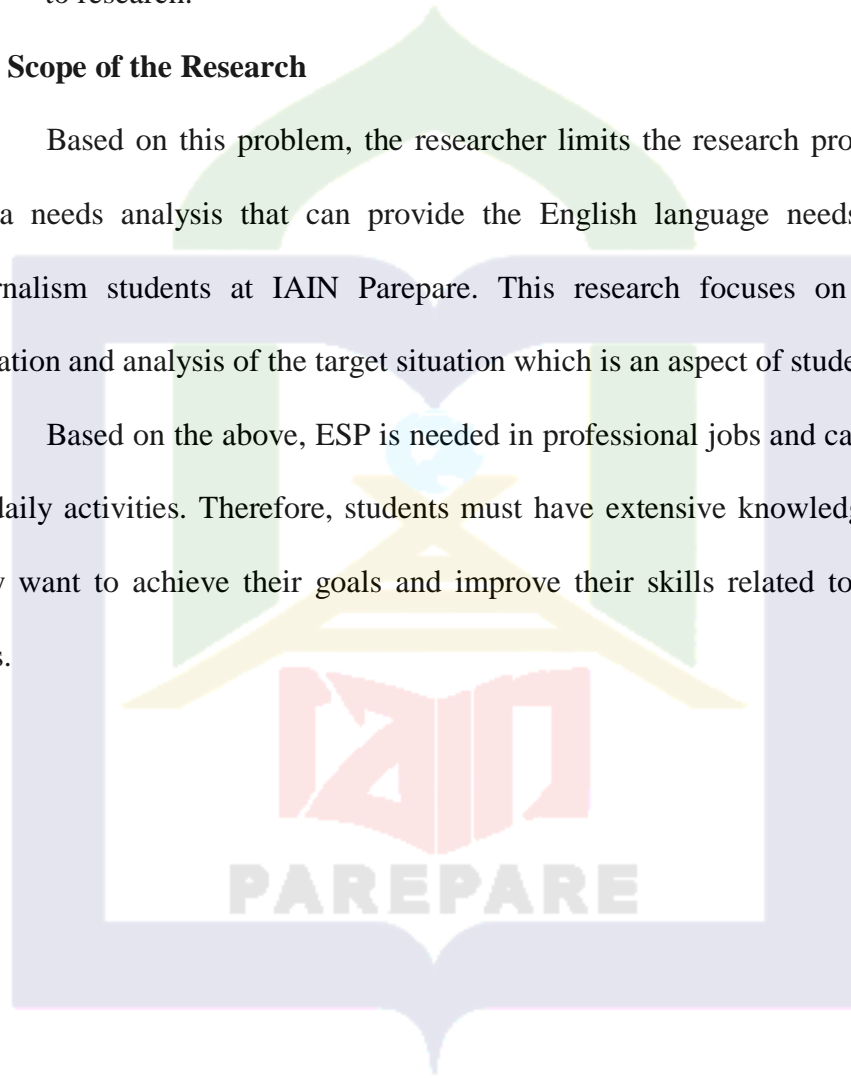
4. For the future researchers

The interest of other researchers to research the needs of learning English. So that it can be used as a reference related to this research until it is better to research.

E. Scope of the Research

Based on this problem, the researcher limits the research problems based on a needs analysis that can provide the English language needs of Islamic journalism students at IAIN Parepare. This research focuses on the current situation and analysis of the target situation which is an aspect of student needs.

Based on the above, ESP is needed in professional jobs and careers as well as daily activities. Therefore, students must have extensive knowledge of ESP if they want to achieve their goals and improve their skills related to their future jobs.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research findings

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

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.⁹

Silvia Junaidi and Nini Wahyuni with the research title *Needs Analysis of English Department Student 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.¹⁰

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

⁹ Holi Ibrahim Holi Ali dan Abdel Rahman Abdalla Salih, 'Perceived Views Of Language Teachers on the Use of Needs Analysis in ESP Materials Writing', *Canadian Center of Science and Education: English Language Teaching*, 6.3 (2013).

¹⁰ 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)

ESP program should focus on using effective language strategies in the given tasks such as improving presentation skills, learning key terms or vocabulary involved in ESP lessons by cultural science students in addition to improving reading academic texts and creating email messages.¹¹

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.¹² According to Muazar Habibi, needs are everything that humans need to sustain life and to obtain prosperity and comfort.¹³ And as quoted by Alwisol According to Murray, need is a construct of power in the part of

¹¹ Sevda Gul Kazar Dan Enisa Mede. 'The Perceptions Of ESP Students' Target Needs: A Case Study', *Procedia - Social And Behavioral Sciences*, 2015

¹² Nurwening Tyas W, Et Al., Eds., *Kebutuhan Dasar Manusia* (Surabaya : Politekkes Kemenkes Surabaya).

¹³ Muazar Habibi. "*Analisis Kebutuhan Anak Usia Dini*". *Yogyakarta:(Deepublish,2018)*,

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 by someone. It can be said that the definitions of needs are open to situational interpretation and involved with value judgment.¹⁴

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

2. Need Analysis

a. Definition of Needs Analysis

The term needs analysis has been extensively used for gaining knowledge of contexts, however, there are still many irregularities associated with the purpose of the analysis of needs and it is not clear what it way. 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".¹⁵ In addition Needs Analysis is also the process of determining the needs

¹⁴ Maswika Chaiyapoo, “Needs Analysis Of English Language Use Of Non-Teaching Staff In An International Program” (Bachelor Thesis; Language Institute: Bangkok, 2017).

¹⁵ Richard, J.C. *Curriculum Development In Language Teaching*. Cambridge, UK: (Cambridge University Press. 2001)

that learners or groups of learners need in language and arranging needs according to priorities.¹⁶

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).¹⁷ Under the umbrella of needs analysis, other approaches have been incorporated. These include necessities, lack, and wants.¹⁸

1. Target needs are a general term, which in practice hides several important differences. It is more useful to look at the target situation in terms of needs, deficiencies, and wants.
 - 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, etc. He or she may also need to know the linguistic features – discourse, function, structural, lexical –and that are commonly used in the situations identified.
 - b. Lack is a kind of necessity in which the ESP practitioners need to investigate what is already known to the students so that ESP

¹⁶ James Dean Brown, *Needs Analysis And English For Specific Purposes*, New York: (Routledge:2016)

¹⁷ Tom Hutchinson And Alan Waters, 'English For Specific Purposes: A Learning-Centered Approach', (Cambridge: Cambridge University Press, 2010).

¹⁸ R.R. Jourdan, *A Guide And Resource Book For Teachers*, Cambridge: (Cambridge Universitas Press, 2012).

practitioners can decide which needs one shortcoming of learners' deficiency is the difference between current students' competence and competence desires. In addition, based on the book English for Specific Purpose, the lack is about what students already know, so the teacher or facilitator can decide which needs students lack.

- c. Wants are what 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 shortcoming. 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, and data collection ex. collecting texts, 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.¹⁹

2. Learning needs refer to the process of how learners learn, which includes learners' motivation, knowledge, skills, and strategies in the language learning. Learning needs are things that students need to do to learn.²⁰

b. The purpose of Needs Analysis

According to Richards, needs analysis in language teaching may be used for several different purposes²¹, 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 problems learners are experiencing.

¹⁹ Tom Hutchinson dan Alan Waters., *English For Specific Purposes: A Learner-Centered Approach*. (Cambridge: Cambridge University Press, 1987).

²⁰ 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)

²¹ Richards. *Curriculum Development In Language Teaching*. (New York: Cambridge University Press, 2017).

In many cases, the needs of a language learner may be relatively easy to determine, if the learner needs to learn a language for a very specific purpose, for example, jobs in areas such as tourism, nursing, or the hospitality industry. In this case the task employees usually perform observable English and language requirements of such tasks determined. The information obtained can then be used as a basis for planning a training program.

c. The procedure of Needs Analysis

A variety of procedures can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected. A triangular approach (i.e., collecting information from two or more sources) is advisable. Many different sources of information should be sought. Needs analysis of the problems encountered by the students, information could be obtained from many sources²², such as:

1. A sample of the student assignment
2. Test data on student performance
3. Reports by teachers on typical problems students face
4. Opinions of experts
5. Information from students via interviews and questionnaires
6. Analysis of textbooks teaching

²² Richards. *Curriculum Development In Language Teaching*. (New York: Cambridge University Press, 2017).

7. Survey of the related literature
8. An example of programs for other institutions
9. An example of the assignment given to first-year university students.

3. EFL (English as Foreign Language)

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".²³

There are some 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 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 begin to be taught at the secondary education level such as high school. One that can even be

²³Yendra, Knowledge Of Language (Linguistics). CV BUDI UTOMO, 2018.

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.²⁴

English as a foreign language or 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 the other language arts.”²⁵
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.

²⁴ Girindra Putri Ardana Reswari, ‘Bahasa Jepang Vs Bahasa Inggris Sebagai Bahasa Asing Dalam Persepsi Mahasiswa Indonesia’, *Semarang; Kiryoku* 4.2 (2020).

²⁵ 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 in 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.²⁶

4. ESP (English For Specific Purpose)

a. Definition of English For Specific Purpose (ESP)

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.²⁷

According to James Dean Brown, ESP is defined as "the role of English in a language course or program of instruction in which the content and aims of the

²⁶ Niken Vieoreza, Et Al., *Call For Book Theme 4 (Models & Learning Methods)* (Surabaya: CV. Jakad Media Publishing, 2020).

²⁷ Kusni, 'Reformulasi Perancangan Program ESP Di Perguruan Tinggi'. *Linguistik Indonesia*, 1 (2007)

course are fixed by the specific needs of a particular group of learners.²⁸ 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.

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.²⁹ Then, ESP also can be described as English language guidance designed to fulfill the wishes a student Thus, every activity of learning the English language was designed as required, 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 Islamic journalism 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 goals³⁰ English specific purpose (ESP) is one of the fields of linguistics applied that has developed among academics who are involved

²⁸James Dean Brown, *Introducing Needs Analysis and English For Specific Purposes*, New York: (Routledge:2016)

²⁹Dudley-Evans, T And St John, M. *Development In ESP A Multi-Disciplinary Approach*. Cambridge. (1998).

³⁰Brian Paltridge And Sue Starfield, *The Handbook Of English For Specific Purposes*. United Kingdom: John Wiley And Sons. (2013)

in teaching and using English in the fields of economics, law, agriculture, medicine, and others.³¹

At the vocational school and college level, English language teaching ought to begin to emphasize the improvement of communicate skills in a selected discipline of have a look at due to the fact it's miles assumed that ideally college students already have knowledge of English grammar and might even use it in real conditions. They ought to use their know-how of English to analyze English as required in certain fields. Expertise of the language, in preferred, could be very beneficial in know-how the textual content language English in certain fields which can be fairly exceptional from preferred texts. The difference lies not in the knowledge of the language, but the knowledge of the text material.³²

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

b. Characteristics of English For Specific Purpose

ESP as a new approach in 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

³¹ Widhiya Ninsisana And Agus Triona Nawa, 'Analysis of English Language Needs For Students Of The Department Of Islamic Economics'. *Tapis*, 3.1 (2019)

³² 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)

which is different from learning English such as *English as a second language (ESL)* or *English as a foreign language*.

The desired wishes arising from needs analysis relate to activities that students want to perform (rather than language), a key assumption of ESP is that those sports generate and rely on registers, genres, and related 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 a 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 has been 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)³³

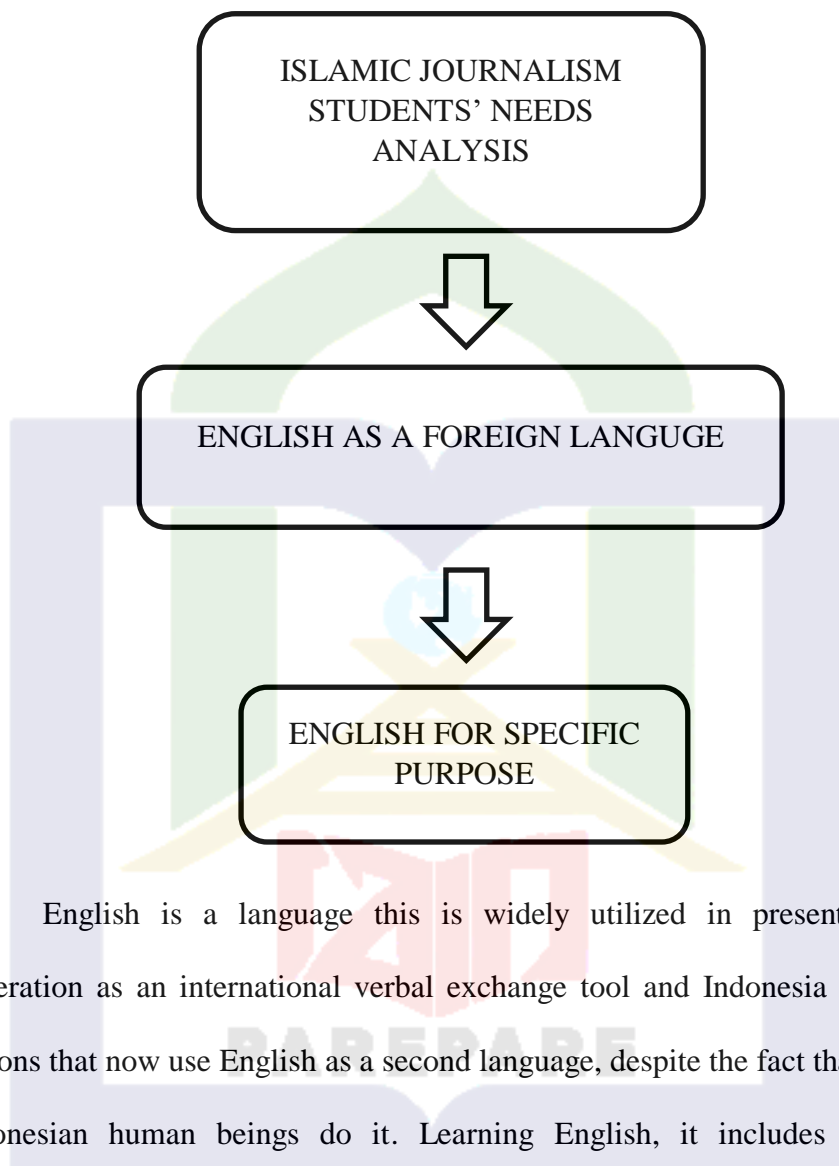
³³ Rena Juliana. 'Penerapan General English Dan English For Specific Purposes Di Perguruan Tinggi Khususnya Pada Pendidikan Vokasi'. *VOCATECH: Vocational Education And Technology Journal* 1, 2 (2020)

5. Islamic Journalism

The Department of Islamic journalism is a study program of the Faculty of Ushuluddin Adab And Dakwah of the State Islamic Institute IAIN Parepare this Islamic Journalism Study program is present to produce professionals in the field of journalism such as journalists, researchers in the field of Journalism, photographers and videographers, Layouters, and etc. The purpose of this study program is to organize a Tridharma of higher education with integrity in the field of Islamic journalism, organize Islamic Studies and cultural acculturation with literacy appreciation, realize professional and humanist human resources through integrative Islamic studies.

The thing we know about journalism is to report or provide information about events that are true, important, and accurate to be known by the public through news written by journalists, or through readers ' opinions and letters written in the mass media. While Islamic journalism does not only provide information, write and report on events or information about the problem in full, and actual, but Islamic journalism is processing, covering, and disseminating a wide range of events concerning Muslims to fight for Islamic values.

C. The conceptual framework



English is a language this is widely utilized in present day global generation as an international verbal exchange tool and Indonesia is one of the nations that now use English as a second language, despite the fact that now not all Indonesian human beings do it. Learning English, it includes all language competencies which are listening, speaking, reading, and writing skills. And ESP is one approach to learning English. ESP approach used specially adapted to the needs-based science or profession of language English Users.

The analysis is an activity to investigate or observe (deeds, essays, etc) which is carried out to find out a root source or fact to get a solution to the problem. And needs, namely everything that can meet welfare, life satisfaction and needs that greatly influence to support activities in daily life.

Needs analysis is a systematic process in determining, identifying, knowing the gaps between the different conditions that are desired and should be. Analysis of the need for learning English has a specific purpose, namely an effort to identify the needs of students in learning English depending on the majors they choose.

In this study, the researcher desired to analyze the English learning needs students of journalism Islamic. To discover how the real needs of learning English for Islamic journalism students are. So the researchers conducted a survey of students to find out the needs and difficulties during the process of learning English.

CHAPTER III

RESEARCH METHOD

This chapter describe about the design of the research, location and duration of research, the focus of research, kinds and the data source, instrument and technique of collecting the data, and technique of the data analysis

A. Design Of The Research

In this research, the research method used is descriptive qualitative. According to Sugiyono, qualitative research methods are research methods based on the philosophy of postpositivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out in triangulation (combined), data analysis is inductive/qualitative, and research results emphasize the meaning of generalization of things.³⁴

Furthermore, Lexy J. Moleong stated that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions etc., holistically, and by means of descriptions in the form of words and language, at a time. special contexts that are natural and by utilizing various methods.³⁵

³⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*, (Bandung: Alfabeta, 2018).

³⁵ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2012)

The researcher makes use of a qualitative descriptive method due to the fact this technique is a technique used to gather statistics based on actual situations. Researchers use this method by way of analyzing the desires of Islamic journalism students in English instructions. And the researcher will give an explanation for in a record that focuses on describing the real state of affairs and condition of the English teaching and getting to know method and the effects of student solutions in a survey to determine the capability college students of journalism Islamic in the want to research English. From the reason above, the author concludes that the qualitative research approach is the boom of social events. Through the use of a qualitative approach, the writer can check out the needs of journalism Islamic students in studying English.

B. Location and Duration of Research

This research was conducted on the campus of the State Islamic Institute (IAIN) Parepare which is located at Jalan Amal bakti, no. 8, soreang, Parepare city, south sulawesi. And the time needed to carry out the research is (\pm) 1 month to collect data and analyze data.

C. Focus Research

This study focused in line with the formulation of the problem in the previous chapter. This study focuses on "Need Analysis In English For Specific Purposes Learning For Students Of Islamic Journalism At Iain Parepare".

D. Types and Data source

Sources are research subjects to determine the origin of the data obtained. This data source is the part most important in conducting research. In collecting data sources, researchers collect data in the form of primary data and secondary data.

1. Primary data according to Suharsimi Arikunto are: "Primary data is data collected through the first party, usually through interviews, traces and others.³⁶ The authors concluded that Primary data is a source of research data obtained directly from the original source. Primary data obtained by involving the active participation of researchers. Usually, primary data is collected through survey activities, observations, experiments, questionnaires, personal interviews and other media used to obtain field data.
2. Secondary data is an additional source of research to obtain data. According to Sugiyono, secondary data are "data sources that do not directly provide data to data collectors". Examples such as from other people or documents³⁷.

Researchers can obtain a variety of secondary data by utilizing sources, publikasi government sites, books, journal articles, internal records organization, records, evidence of existing or archived either published or unpublished in general. Secondary data is a variety of information that has

³⁶ Vina Herviani And Angky Febriansyah, 'Tinjauan Atas Proses Penyusunan Laporan Keuangan Pada Young Entrepreneur Academy Indonesia Bandung', *Jurnal Riset Akuntansi*, 8.2 (2016)

³⁷ Nuning Indah Pratiwi, Penggunaan Media Video Call Dalam Teknologi Komunikasi', *Jurnal Dinamika Sosial*, 1.2 (2017)

been there before and deliberately collected by researchers that is used to complement the needs of research data.

E. Data collection and processing data

Techniques In Collection techniques, researchers use several procedures, namely:

1. Questionnaire

Arikunto explained that questionnaires are a number of written questions that are used to obtain information from respondents in terms of their personal reports, or things that are known by respondent³⁸ This questionnaire was given to students of Islamic journalism to obtain data in order to analyze the needs of English learning and analyze the problems faced in learning English by students. Questionnaire questions were given covering the needs of desire and deficiency as well as reward with the aim to improve students ' English skills. And the questionnaire given to students consists of 15 questions.

2. Interview

According to Slamet, interview is a method used to obtain information through social interaction activities between researchers and those being studied.³⁹ Researchers interviewed students of Islamic journalism and English lecturer. Study Program at IAIN Parepare. Then the researchers prepared 11

³⁸ Arikunto, S, *Prosedur Penelitian Suatu Pendekatan Praktek*. Rineka Cipta (Jakarta.2010).

³⁹ Fandi Rosi Sarwo Edi, *Teori Wawancara Psikodiagnostik*. Yogyakarta: PT Leutika Nouvalitera. 2016.

Questions for students and lecturers 9 questions. Scope of Interview Questions for students related to experience and learning needs desired by students. In addition, interviews for lecturers to know the experience in teaching and learning activities that have been applied by lecturers, the data is generalized into several classifications of applied methods, teaching materials, etc.

3. Documentation

According to Arikunto, documentation is looking for data about things or variables in the form of notes, transcriptions, books, newspapers, journals, magazines, inscriptions, meeting minutes, agendas, etc..⁴⁰ In addition to the main instrument, documentation instrument is used in addition to obtain data in the form of photographs to be evidence of research but also as a complementary instrument. With this instrument should support this study to complete the required data.

F. 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.

⁴⁰ Suci Arischa, 'Analisis Beban Kerja Bidang Pengelolaan Sampah Dinas Lingkungan Hidup Dan Kebersihan Kota Pekanbaru' JOM FISIO; Pekanbaru, (2019)

1. Data Reduction

Data reduction means the process of selecting, identifying, classifying, and coding the data that are considered important. In conducting research, the researcher will get a lot of data. Hence, the researcher must select data that will give valuable information in research. Thus, at first, the researcher has to do a reduction to analyze the data. Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying the learning strategies of English teachers during the pandemic.

2. Data Display

Data display means the process to simplify the data in the form of a sentence, narrative, or table. Data display refers to showing data that has been reduced in the form of patterns. It benefits the researcher in understanding the data. In displaying data, the researcher describes data that has been reduced into sentence form. Sugiyono stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranges the data in a good sequence of narrative text to be easier to understand.⁴¹

3. Conclusion

In qualitative research, the beginning conclusion was still tentative. If it can be proved by the next findings, the conclusion was credible. Here, the conclusion was made to describe the needs and difficulties of learning English

⁴¹ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2010)

at islamic journalism. In the counting the students' answer to each question in the questionnaire, the writer used a formula, as follows⁴²:

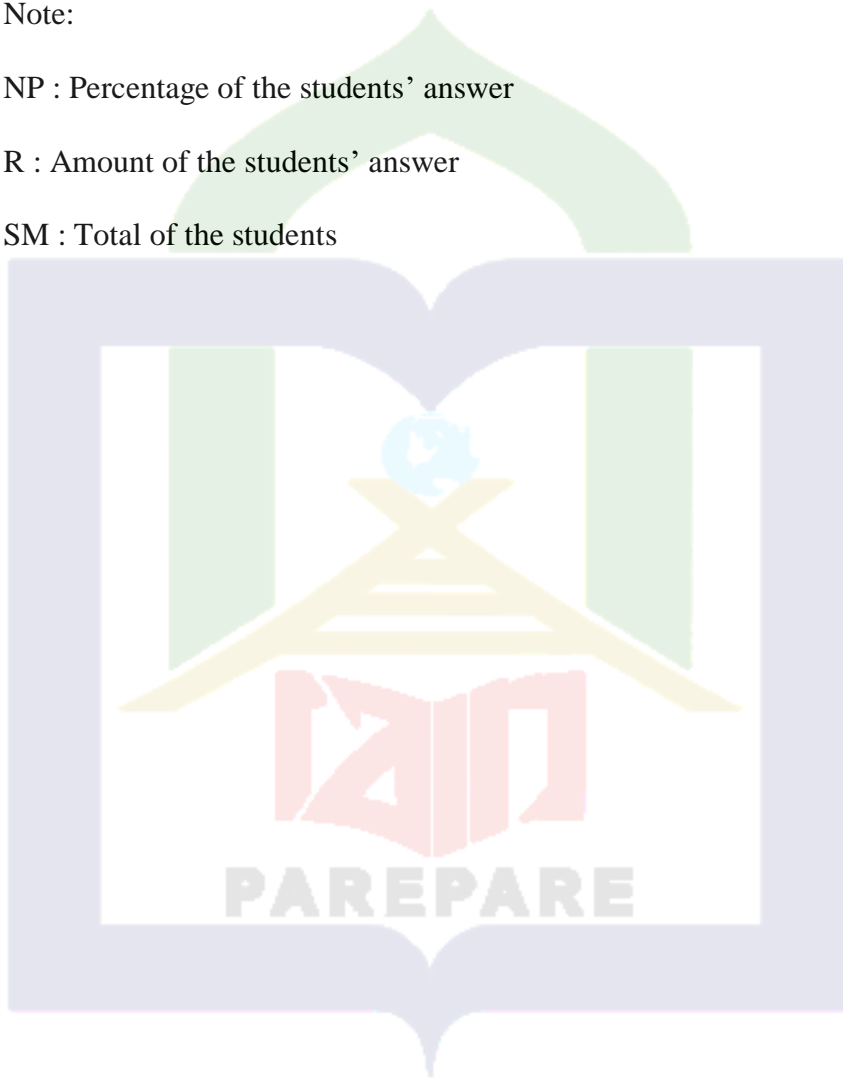
$$NP: \frac{R}{SM} \times 100\%$$

Note:

NP : Percentage of the students' answer

R : Amount of the students' answer

SM : Total of the students



⁴² M. Ngalim Purwanto, Prinsip-Prinsip Dan Teknik Evaluasi Pembelajaran, (Bandung: PT Remaja Rosdakarya, 2013), P. 102

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explained the findings and discussion of the study based on need analysis in English for specific purposes learning for students of Islamic Journalism. The findings are the results by combining within two instruments, those which questionnaire and an interview.

A. Findings

This study was conducted to analyze the needs of students of Islamic journalism as well as to analyze the problems faced by students of Islamic journalism through questionnaires, interviews, and documentation. From this study there are 12 students who fill out a questionnaire that has been made by researchers through google form. And interviewed 8 students of certain 1 English lecturer at IAIN Prepare. The findings of the research were:

1. The data from questionnaire

To determine the results of the research questionnaire, the data will be explained below:

In the first question, researchers asked questions to students of Islamic journalism about the purpose of students in learning English. And each question consists of 4 kinds of multiple choice that represent the purpose of the student.

Table 4.1

**The score of the student's purpose in Learning English
(Target)**

1.	Apa tujuanmu untuk belajar bahasa inggris	R	Percentage (%)
a.	Saya ingin berkomunikasi dengan baik sehingga berhasil dalam kuliah	2	16,6%
b.	Saya ingin mendapatkan beasiswa	0	0%
c.	Hanya keperluan pribadi	0	0%
d.	Untuk persiapan dalam dunia kerja.	10	83,3%

Table 4.2

The score of English learning topic that students want

2.	Dalam belajar bahasa inggris, Saya ingin belajar topik mengenai	R	Percentage (%)
a.	Kehidupan sehari-hari	2	16,6%
b.	Pekerjaan	6	50%
c.	Lingkungan kampus	0	0%
d.	Ekonomi dan bisnis	4	33,3%

Table 4.3

**English skills that the students want to improve
(Needs)**

3.	Keterampilan bahasa inggris yang ingin kamu perbaiki?	R	Percentage (%)
a.	Speaking	12	100%
b.	Listening	0	0%
c.	Reading	0	0%
d.	Writing	0	0%

Tabel 4.4

The score of English language skills that students needs to improve

4.	Dari 4 keterampilan bahasa inggris, yang manakah anda perlu lebih kuasa sebagai mahasiswa jurusan jurnalistik?	R	Percentage (%)
a.	Speaking	11	91,6%
b.	Listening	1	8,3%
c.	Reading	0	0%
d.	Writing	0	0%

Table 4.5**The score of the students feel in learning English**

5.	Alasan saya untuk memperbaiki keterampilan bahasa Inggris karena	R	Percentage (%)
a.	saya ingin mendapat nilai bagus di akademik maupun non akademik	2	16,6%
b.	keterampilan ini merupakan keterampilan favoritku	3	25%
c.	sangat penting dalam aktivitas kegiatan jurnalistik	7	58,3%
d.	keterampilan ini sangat mudah untuk dikuasai	0	0%

Table 4.6**The score of what they do improve English skills**

6.	Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa Inggrismu?	R	Percentage (%)
a.	Saya hanya belajar bahasa Inggris di kampus	5	41,7%
b.	Saya mengambil kursus	1	8,3%
c.	Saya belajar mandiri melalui media sosial	6	50%
d.	Saya mengikuti komunitas/club bahasa	0	0%

Table 4.7

**The students' Learning style in Learning English
(wants)**

7.	Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa inggrismu?	R	Percentage (%)
a.	Belajar mandiri	2	16,6%
b.	Saya mengambil kursus	3	25%
c.	Saya belajar mandiri melalui media sosial	3	25%
d.	Saya mengikuti komunitas/club bahasa	4	33,3%

Table 4.8

The score of learning style of students needs

8.	Aktifitas/gaya belajar yang seperti apa yang lebih membantu anda dalam belajar bahasa Inggris?	R	Percentage (%)
a.	Conversation	6	50%
b.	Reading	2	16,6%
c.	Writing	1	8,3%
d.	Listening	3	25%

Table 4.9

**The students' difficulties in Learning English
(Lack)**

9.	Apakah kamu masih merasa kesulitan dalam belajar bahasa inggris?	R	Percentage (%)
a.	Selalu	8	66,6%
b.	Jarang	0	0%
c.	Kadang-kadang	4	33,3%
d.	Tidak pernah	0	0%

Table 4.10

The score of skill that students feel difficult

10.	Yang manakah Skill yang paling sulit untuk dipelajari?	R	Percentage (%)
a.	Speaking	7	58,3%
b.	Listening	3	25%
c.	Writing	1	8,3%
d.	Reading	1	8,3%

Table 4.11**The score of students feel difficult in learning teaching and learning process**

11.	Apa yang membuatmu merasa belajar bahasa inggris itu sulit?	R	Percentage (%)
a.	Saya tidak antusias Karena ini bukan bahasa kita	2	16,6%
b.	Saya tidak mengerti penjelasan guru dengan mudah	1	8,3%
c.	Materi masih tidak sesuai untuk belajar bahasa inggris	6	50%
d.	Saya merasa bosan belajar bahasa inggris.	3	25%

Table 4.12**The score of the reason why English is difficult for Islamic journalism**

12.	Kenapa anda berpikir kalau bahasa inggris itu sulit?	R	Percentage (%)
a.	Saya tipe orang yang jarang bicara	0	0%
b.	Lingkungan tidak mendukung	3	25%
c.	Kurang mengetahui kosakata	9	75%
d.	Tidak ada teman yang bisa diajak berbicara	0	0%

Table 4.13**The score of What makes students difficult to understand English material**

13.	Apa yang membuat anda sulit dalam memahami materi bahasa inggris?	R	Percentage (%)
a.	Kosakata	5	41,6%
b.	Grammar	5	41,6%
c.	Strategi belajar	1	8,3%
d.	Media pembelajaran	1	8,3%

Table 4.14**Students' opinions toward the English teaching and learning process**

14.	Bagaimana penjelasan dosen bahasa inggris anda?	R	Percentage (%)
a.	Jelas dan dimengerti	5	41,6%
b.	Tidak terlalu jelas tetap masih dapat dimengerti	3	25%
c.	Tidak terlalu jelas dan sulit dipahami	4	33,3%
d.	Tidak jelas	1	8,3%

Table 4.15

The score of students' opinions toward teaching techniques use by the lecturer

15.	Bagaimana pendapatmu mengenai teknik yang digunakan dosen bahasa inggris Anda ketika mengajar di kelas?	R	Percentage (%)
a.	Sangat menarik dan sangat efektif	0	0%
b.	Menarik dan efektif	8	66,6%
c.	sangat tidak menarik dan tidak efektif	2	16,6%
d.	Membosankan	2	16,6%

2. The data interviewed from students

In this study, researchers describe the results and data of research aimed at knowing the English learning needs of students and the problems faced by Islamic journalism students. This research took place in March on the Iain Parepare campus. This research was obtained through interview techniques on 12 Islamic journalism students. The results of the study are compiled based on the results of interviews and the following And here are the results of the study and discussion of the results of the study.

1. Target needs

the first question is *“Do you like learning English?”* The second question *Do you have a goal to learn English?”* third question is *“where do you usually use English?”* the fourth question, *“Do you think learning English has an important role in the job you want in the future?”* and the question five *“when you learn English Do you use English to communicate?”*

The result of interviews for the first question that has been done

Students of Islamic journalism are very fond of learning English. Some of them think English is fun, cool, and difficult. They just need to learn so that the learning they like can help to improve their English.

The result of interviews for the second question that has been done:

Shows that each student has a goal in learning English. According to them, by learning English it can make it easier to achieve their goals. Most of them want to be good at communicating, can write using English, and can understand English-language information.

Results of the interview on the third question that has been done:

Students of Islamic journalism in addition to studying on campus they also learn English in their homes. And they learn to communicate with

combine with their surrounding friends to facilitate their communication practices. Andini sasriani, students of Islamic journalism, interviewed on:

“saya menggunakan Bahasa inggris yang saya pelajari itu biasanya dirumah. Tapi terkadang juga ketika berbicara dengan teman-teman dalam hal ini menggunakan metode combine. Sehingga dalam penyebutan setiap kosakata Bahasa inggris sudah tidak kaku lagi. Tapi tidak sering juga”

Results of the interview on the fourth question that has been done:

For the use of English to communicate when learning according to them only occasionally only. They use English when they have interests such as answering lecturers ' questions, Vera Inriani, students of Islamic journalism interviewed on:

“jarang. Itupun hanya menjawab pertanyaan dari dosen pengampuh saja”

Interview results from the fifth question that has been done:

According to all respondents interviewed students of Islamic journalism that English certainly has an important role in the work in the future. Nowadays there are many jobs that include being able to speak English as a requirement so why English is important according to them.

“tentu kalau belajar Bahasa inggris pastinya memiliki peranan yang penting dalam pekerjaan dimasa depan. Eee.. seperti yang kita ketahui Bersama banyak lowongan pekerjaan yang mencantumkan syarat yang salah satunya harus bisa pakai Bahasa inggris. Begitupun pula dalam pekerjaan yang saya inginkan. Yang memiliki peran penting dalam penggunaan Bahasa inggris.”

Based on the interview results showed that their goals to learn English is for their future jobs. Their goal is to be able to speak and write. however, to achieve the goals, lecturers must provide learning materials according to the needs of students. Lecturers should pay attention to the material to help students achieve their goals.

2. Learning needs

the first question is *“Do you think the lessons that have been presented by the lecturer are related to your major?”* and the second question is *“What kind of English subject matter do you want?”*. The third question is *“What is your main source of learning English?”*. The Fourth question is *“What kind of activities/styles can help you improve your English skills”*.

The results of the interview for the first question

Learning that has been received by Islamic journalism students who have been presented by English lecturers still does not have elements related to Islamic journalism. Here are the results of the interviewed:

“Hanya berkaitan denga pelajaran pemula saja”

“Pelajaran yang disajikan pun mulai dasar yang diperlukan bagi pemula saja”

“Tidak semua pelajaran Bahasa inggris yang dosen berikan itu berkaitan dengan jurusan saya. Ya, kebanyakan materinya yang diberikan dosen itu seperti biasa mengenai materi yang biasa didapat disekolah. Seperti noun, verb. Belajar tenses juga”

Interview results obtained for the second question:

The learning material desired by journalism students is speaking and leads to their majors with the aim of being able to communicate. Nur Arizka, student of Islamic journalism, interviewed on:

“Materi pelajaran Bahasa Inggris yang saya inginkan yaitu yang speaking sih dan yang berhubungan dengan jurusan saya.”

The results of the interview for the third question explained that:

Some of the main resources used by students in learning English apart from teaching lecturers there are also taking courses, self-study such as watching movies and also content on social media. Here are the results of the interviewed:

“menurut saya dengan menonton film karena selain seru kata-katanya bisa diingkar dan biasa terngiang-ngiang dan juga itu pengucapannya bisa di tau.”

“sumber utama saya dalam belajar Bahasa Inggris tentunya dosen pengampuh yang membawakan materi Bahasa Inggris itu sendiri. Yang kedua melalui yutub dan sosmed lainnya. Karena tidak dipungkiri jaman sekarang banyak alternative digunakan yang bisa dimanfaatkan untuk belajar Bahasa Inggris

“yaa biasanya saya menggunakannya saat chat dengan teman yang sama-sama ingin belajar atau orang luar negeri melalui social media. Karena saat ini sangat mudah berkomunikasi dengan orang luar

The results of the interview for the fourth question that has been done explained that:

Learning styles that can help students of Islamic journalism is watching movies or educational videos to be trained with the pronunciation

of vocabulary. In addition, there is also a direct interaction to their friends either speak directly or through chat. here are the interview results:

“nonton drama luar negeri dan mengobrol dengan teman yang tau dengan Bahasa Inggris.”

“yang dapat membantu saya meningkatkan keterampilan Bahasa Inggris dengan aktivitas menonton. Baik itu film maupun video-video edukasi yang berbahasa Inggris. Hal ini saya lakukan untuk meningkatkan keterampilan Bahasa Inggris supaya saya tidak terlalu membosankan belajar”

Based on the results of Interview data for learning needs of students can be collected English language learning needs of Islamic journalism students in accordance with their majors. speaking and writing are the English skills you need. Both skills, and the material must be related to Islamic journalism students to be their provision after graduation. They need the right materials to help improve their speaking and writing. However, for students of Islamic Journalism, their needs have not been achieved because the material they find is basic material or material in general, which means that the material is not specific.

There are 2 questions to know the problems faced by students: "the first question is " *Are you having difficulty learning English?*". The second question is " *What makes you feel difficulty in learning English?*"

The results of the interview for the first question that has been done explained that:

Some students have difficulty in learning English to various problems faced. But speaking is a material skill that is difficult for them to learn besides that there are also those who find it difficult to learn writing because writing learning has many rules from a sentence such as tenses.

Vera Inriani, students of Islamic journalism, interviewed on:

“iya masih sangat sulit dalam mempelajari Bahasa Inggris. Kalau materinya speaking dan writing karena ada grammar atau tensesnya yang harus dipelajari

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

Students have difficulty in understanding English material due to a lack of vocabulary, the environment is not supportive, their motivation is less, less time and learning opportunities, difficult to distinguish pronunciation that makes students find it difficult to learn English. Here are the results of the interview:

“itu kalau... seperti yang saya sebut tadi sebenarnya masalah utamanya itu karena tidak ada motivasi diri dan juga menurut saya tidak terlalu paham karena banyak sekali yang harus dipelajari dalam Bahasa Inggris khususnya menguasai grammar.

“yang sulit itu kata yang mirip pengucapannya, terkadang eee saya salah dalam pengucapan yang bisa artinya berbeda.

“salah satunya kurang kosakata selain itu lingkungan sekeliling tidak mendukung untuk berbahasa inggris. Dan teman-teman juga minim pengetahuan Bahasa inggris.

From the interview, it can be concluded that students have difficulty in learning English with various factors that they face so that they are difficult to achieve the skills they want as the vocabulary is still lacking and difficult in pronunciation and an environment that does not support and etc. this is a concern to overcome in order to make it easier for Islamic journalism students to achieve the targets they need.

3. The data interviewed from lecturer.

Researchers used interviews to lecturers of English Islamic journalism on campus Iain Parepare. This interview was conducted on Wednesday, June 7, 2022. Interviews conducted based on 9 questions

Based on interviews that have been conducted with English lecturers of Islamic journalism. she is Dr. Zulfah S.Pd, M. Pd. Researchers have received information about:

The first question is about the application of the curriculum used in the learning process for students of Islamic journalism.

Researcher: What curriculum is used for the English language learning process specifically for Islamic journalism?

Lecturer: sebenarnya kita tidak memiliki kurikulum seperti disekolah. Ada kurikulum tetapi tidak dinamakan KTSP, K13 dan sebagainya. Ada kurikulum, kurikulumnya siapa?ya kurikulumnya jurnalistik islam. Bagaimana cara ibu membuat kurikulum Bahasa inggris

untuk jurnalistik islam? dengan cara melihat profilnya jurusan jurnalistik islam. misalnya Jurnalistik Islam profilnya itu mahasiswa mau jadi apa. Apakah menjadi penulis berita, atau wartawan dan sebagainya. setelah itu, kemudian saya menyusun kurikulum yang bisa menunjang kira-kira mahasiswa jurnalis kalau mau menjadi penulis yang baik, atau mau reporter yang baik, wartawan yang baik harus bisa Bahasa Inggrisnya seperti apa. Jadi tidak ada Namanya karena kurikulum dikampus dengan sekolah itu beda. Kita membuat kurikulum itu berdasarkan dari profil mahasiswa.

Based on the interview data on the curriculum used in learning English according to the lecturer, the curriculum he uses is based on the profile of the student's Department. For example. the Department of Islamic journalism has a graduate profile as a journalist, a researcher in the field of Journalism, photographer and videographer Lay out Public Relations Analyst, and protocol Developer digital Writer/Editor.

The second question is about the book used as a learning media English during teaching.

Researcher: do you use books as a learning media and are there special books used for Learning English in the Department of Islamic journalism?

Lecturer: buku khusus ada. karena untuk jurnalistik Islam itu sebenarnya dilihat dari kebutuhannya mereka mau menjadi penulis berita ataupun reporter namun kemampuan Bahasa Inggris mahasiswa jurnalistik masih rendah maka itu lebih mengajar seputar kosakata.. Untuk buku khusus, tentu ada. buku yang mempelajari tentang vocabulary yang biasa dipake daily activity bukunya prof. azhar. sebenarnya kalau mahasiswa sudah menguasai itu bukunya prof. azhar itu yang basic, sebenarnya sudah bisa itu 4 skill. mereka bisa speak, bisa write, bisa read, semua bisa.

From the interview, Islamic journalism students have low English skills. Therefore, lecturers provide basic learning about vocabulary first by using special vocabulary books

The third question is related to the design of learning to know the necessities, wants, and lack of students in the process of learning English.

Researcher: How is the design of learning that you use to determine the necessities, wants, and lack of students in the learning process

Lecturer: jadi saya tidak pernah melakukan itu. Dan mereka belajar sesuai dengan apa yang saya sajikan. jadi saya tidak perlu menanyakan hal itu karena sudah ada pada profil mahasiswa.

Based on the lecturer's answer that English learning is tailored to the profile of English. While to knowing necessities, wants, and lack of students in the learning process has never been done.

The fourth question is about skills that need to be improved for students of Islamic journalism before entering the world of work:

Researcher: according to you, what skills are most needed by Islamic journalism students when entering the world of work?

Lecturer: kalau menurut saya, speaking dan writing tetapi lebih ke writing sih karena mereka akan menulis berita.

The most needed English for Islamic journalism students is writing and speaking. This is due in accordance with the profile of the student.

They will be news writers and reporters

Researcher: based on your experience teaching in the Department of Islamic journalism, which lesson did you use, whether General English, English for Academic Purposes, or English for Specific Purposes?

Lecturer: jadi diawal itu masih general English. Karena belum ada specific untuk jurnalistik beda dengan komunikasi penyiar islam

dan menejemen dakwah pembelajarannya sudah specific. Jadi Mereka itu punya Bahasa Inggris basic (general English), kemudian Bahasa Inggris English for manajemen dakwah dan jurusan KPI juga seperti itu. Jadi KPI itu Bahasa Inggrisnya ada tiga yaitu English for basic, nanti setelah itu mereka sudah menghafal banyak kosakata dan sudah mampu menulis kalimat sederhana jadi harus pelan-pelan dulu.. nanti setelah itu masuk ke English for broadcasting 1. Nah apa yang dilakukan di broadcasting 1 yaitu mereka melakukan penyiaran dengan menggunakan Bahasa Inggris, Nanti masuk lagi ke English for broadcasting 2 apa yang dilakukan yaitu menulis berita, menulis subtitle biasanya kalau ada berita berbahasa Indonesia akan muncul subtitle Bahasa Inggris gitu. Nah kalau jurnalistik tidak seperti itu. Jurnalistik itu belum ada program English for specific purposesnya. Jadi mereka English for general.

From the results of the interview above students majoring in Islamic journalism Iain Parepare they do not implement teaching English for specific purposes or English for academic purposes but general English.

The fifth question to find out how lecturers create an active atmosphere so that students do not get bored.

Researcher: How to create an active atmosphere when students start to get bored in the classroom?

Lecturer: untuk itu saya tidak peduli apakah mereka bosan atau tidaknya. Kenapa saya tidak terlalu peduli? Itu karena supaya mereka belajar bersikap dewasa atau andragogic. Belajar dewasa itu dia harus tau bagaimana cara dia belajar ya. Yang jelasnya proses pembelajaran yang saya lakukan itu tujuannya jelas bahwa kamu harus seperti ini, materi yang saya berikan sudah jelas seperti apa. Jadi saya serahkan kepada mahasiswanya. Silahkan mau mengikuti gaya belajar saya atau mau gaya belajar sendiri. Intinya adalah yang penting kamu mencapai tujuan pembelajaran. Saya memberikan kebebasan kalau kamu bosan gaya belajar saya silahkan pilih gaya belajar sendiri. Karena mereka harus bisa menyelesaikan masalah sendirinya karena mereka sudah dewasa.

The sixth question is about the material taught to students of Islamic journalism.

Researcher: what material do you usually give in the learning process to students of Islamic journalism?

Lecturer: Jadi saya mulai dengan yang basic saja dulu. Basicnya apa? Jadi yang pertama adalah menghafal kosakata, yang kedua membuat kalimat sederhana dalam bentuk tertulis. Kenapa belum speaking?itu karena untuk jurnalistik itu kan arahnya menulis berita. Jadi arahnya mereka memang menulis berita buka pada speak beda dengan jurusan KPI. Apakah sudah ada unsur-unsur jurnalistiknya? Belum ada karenakan Bahasa inggrisnya jurnalistik itu cuman hanya satu. Bahasa inggris saja, tidak ada Bahasa inggris lanjutan.jadi waktunya tidak cukup mengarahkan kepada English for specific purposes

The seventh question is still related to the material but more additional depth beyond the syllabus.

Researcher: are there additional materials that can improve students ' English beyond the syllabus?

Lecturer: tidak ada materi tambahan saya ikut dengan silabus pembelajaran.

The eighth question identifies the difficulties faced by lecturers during a teaching in the Department of Islamic journalism.

Researcher: What are the obstacles or difficulties that mothers face when teaching English learning, especially Islamic journalism?

Lecturer: kalau kendala secara signifikan tidak ada cuman agak repot yaitu membangun motivasi belajar mahasiswa.jadi arahnya lebih kearah kendala-kendala mahasiswa karena kalau fasilitas sudah lengkap dan bagus.

The ninth question is to find out how lecturers create an active atmosphere so that students do not get bored:

Researcher: How to create an active atmosphere when students are getting bored in the classroom?

Lecturer : untuk itu saya tidak peduli apakah mereka bosan atau tidaknya. Kenapa saya tidak terlalu peduli? Itu karena supaya mereka belajar bersikap dewasa atau andragogi. Belajar dewasa itu dia harus tau bagaimana cara dia belajar ya... karena mereka tau tujuan mereka apa, dia tau tujuan kenapa saya harus lulus, apa dia mau lulus dengan ilmu atau tidak. Yang jelasnya proses pembelajaran yang saya lakukan itu tujuannya jelas bahwa kamu harus seperti ini, materi yang saya berikan sudah jelas seperti apa. Jadi saya serahkan kepada mahasiswanya. Silahkan mau mengikuti gaya belajar saya atau mau gaya belajar sendiri. Intinya adalah yang penting kamu mencapai tujuan pembelajaran. Saya memberikan kebebasan kalau kamu bosan gaya belajar saya silahkan pilih gaya belajar sendiri. Karena mereka harus bisa menyelesaikan masalah sendirinya karena mereka sudah dewasa

Below are the results of the interview with Nahrul Hayat, M. Ikom as the head of the Islamic journalism department. The interview was conducted on Thursday, December 8, 2022. The information that has been obtained is as follows:

Researcher: What is your opinion if ESP is applied to the Department of Islamic journalism?

Lecturer: jika saya dimintai pendapat mengenai ESP in journalism tentu saya sangat menyambut positif ESP In Islamic journalism, because why. Because journalism in praktis always incounter English term, such us misalnya kalau kita melihat kode etik journalism disitukan banyak bahasa serapan msalnya akurasi, keberimbangan, cover both side. Itukan istilah-istilah yang dalam bahasa inggris, yang pastinya di ambil dalam bahasa inggris. So, untuk lebih professional baiknya mereka punya paling tidak pembendaharaan kata atau kosakata dalam hal kegiatan kewartawanan. So, menurut saya sangat bagus dan saya kira itu banyak bergantung pada pengampuh mata kuliah dan RPS yang disepkati. Ketika misalnya pengampuh mata kuliah mengatakan ok, ini bahasa inggris mata kuliah yang sudah pernah di dapatkan sebelumnya, jadi mata kuliah bahasa inggris ini tidak lagi membahas tenses atau pengenalan dasar tentang bahasa inggris. Tetapi lebih mengarah ke penggunaan menurut profesi jurnalistik sesuai dengan program studi anda.

Jadi nanti mungkin beberapa materi kita focus tentang English for journalism, dan mungkin ada juga nanti ada penugasan yang sifatnya praktek yang membutuhkan skill English for journalism. That's it.

Researcher: why is English learning applied for only 1 semester?

Lecturer: seingat saya ada pembelajaran bahasa inggris 1 dan bahasa inggris 2. Nanti saya cek ulang. Tapiakan kalaupun 1 semester ada 16 kali pertemuan so why don't you put some ESP in the second half terms. Setelah UTS kita focus ke ESP kan bisa, jadikan itu saya rasa tergantung pada dosen pengampuhnya, meskipun mungkin ada semacam usulan kepada Ketua prodinya nanti ada kesepakatan di pertemuan akademik atau bincang biasa dengan ketua prodinya dan request misalnya RPSnya sedikit di sesuaikan dengan kebutuhan profesi jurnalistik

Based on the results of the interview, according to the head of the Islamic journalism study program, the application of ESP in learning English is very good because, English is inseparable from the world of journalism such as writing articles and those related to the code of ethics in journalism. The application of ESP in English language learning is also very dependent on the lecturers who teach English language learning in Islamic journalism. In addition, the ability of teachers/lecturers in applying ESP also plays a major role in achieving the objectives of English learning in Islamic journalism.

In the research results that I get ESP in Islamic journalism has not been able to be applied, it is due to the limited time the teacher/lecturer has in the learning process. ESP will be effectively used when the English language learning received by Islamic journalism students is longer or tiered. While English in Islamic journalism is only given in one semester.

According to the head of the Islamic journalism study program, said that the application of English in Islamic journalism should be two semesters, regarding the previous problem where English was only obtained one semester will be re-examined.

4. Documentation data

At this stage, researchers describe the results found in the study. The results found in this study are a description of the data obtained during data collection in the field through documentation. Lecturers have a learning implementation plan (RPS). In the RPS, there are details of the learning plan that will be implemented in the classroom starting from the importance of the course, course competence, references, time allocation of the lecture plan, and evaluation of learning tailored to the subjects that have been mapped. That way, lecturers can carry out detailed and good learning in accordance with the method that the activity plan.

In RPS, the learning obtained by Islamic journalism students is knowledge and skills related to the basics of English Mastery focusing on reading and writing skills. In this lesson plan, there are 2 competency achievements that must be achieved, namely, graduate learning achievement (CPL) and final stage ability to meet graduate learning achievement.

In addition to RPS, lecturers also look at the profile of the Department of Islamic journalism to create a special curriculum for the Department of Islamic journalism. Then the lecturer matches between learning materials that can visit students' English and then put together in one sub-theme.

Based on the results obtained, it can be concluded that the lecturer has knowledge of teaching materials and good strategies and shows that the material provided is basic material that focuses on reading and writing skills.

B. Discussion

Based on the results of the questionnaire showed that came from the Department of Islamic journalism. the frequency of answers to the questionnaire is as follows:

The first question, regarding their purpose for learning English. The results show that the highest choice is 10 out of 12 students or 83.3% chose to prepare for the world of work as the purpose of learning English. then 2 students or 16.6% chose to want to communicate well so that they succeed in college.

The second question is about students want to learn English about the desired topic. Based on the results obtained, the highest choice was 6 students or 50% chose work then there were 4 students or 33.3% chose the desired

English topic, namely economics and business. Furthermore, 2 students or 16.6% chose daily life and the lowest choice was the campus environment.

The third question regarding English skills that students want to improve (speaking, listening, reading, and writing). It shows that all students (12 people) or 100% choose speaking as the skill they want to improve.

The fourth question, regarding English language skills that Islamic journalism students want to master. the results of the study showed 11 students or 91.6% chose speaking. And only 1 student or 8.3% chose listening.

The fifth question is the reason students improve English skills. the highest choice is 7 students or 58.3% chose very important in journalistic activities as a reason for improving skills. There are 3 students or 25% choose this skill is my favorite. Then 2 students or 16.6% chose I want to get good grades in academic and non-academic. And the lowest choice this skill is very easy to master.

The sixth question, regarding what students do to improve their English skills. The results showed that 6 students or 50% chose to study independently through social media. 5 students or 41.7% chose to study independently and 1 student or 8.3% took a course. And no one joined the language community/club.

The seventh question, regarding what methods of learning activities are important as students' learning preferences. From the research results, the highest choice of 4 students or 33.3% chose to learn through reading while

taking notes. Then there are choices with the same percentage, namely both 3 students or 25% each, namely group learning and learning through play. And the lowest choice of self-study is 2 students choosing or 16.6%...

The eighth question, related to activities or learning styles that can help students learn English. The data shows that 6 students or 50% choose conversation as an activity that can help learn English. 3 students or 25% chose listening and 2 students or 16.6% chose reading and the last choice 1 student or 8.3% chose writing.

The ninth question is about the difficulties felt by students in learning English. From the research results, the highest choice is 8 students or 66.6% choose always. Then 4 students or 33.3% felt sometimes. And the last choice is rarely and never.

The tenth question is to know the most difficult skill to learn, the highest choice is speaking there are 7 students or 58.3% choose as the most difficult skill. Then the second choice is listening 3 students or 25% chose it. In addition, 1 student or 8.3% chose writing as well as reading 1 student chose.

The eleventh question, it was about what made students find it difficult to learn English. From the results of the data shows 6 students or 50% choose the material does not support learning English. Then 3 students or 25% chose I feel bored learning English. 2 students or 16.6% chose I was not enthusiastic because this was not our language and the lowest choice was 1 student or 8.3% chose I did not understand the teacher's explanation easily.

The twelfth question, about students' reasons why English is difficult to learn. The data shows that 9 students or 75% chose not knowing the vocabulary. Then the second highest choice reason was 3 students or 25% chose that the environment was not supportive. While my choice is the type of person who rarely talks and there are no friends to talk to no students make it as a reason.

The thirteenth question is to find out what makes students find it difficult to understand the material. 5 students or 41.6% chose vocabulary and 5 students or 41.6% chose grammar. While learning strategies 1 student or 8.3% and 1 student also chose learning media.

The fourteenth question, regarding opinions about the explanation of lecturers who teach in their classes. The highest choice was 5 or 41.6% students chose clear and understandable. Then 4 students or 33.3% chose not too clear and difficult to understand. While the choice is not too clear but still understandable there are 3 students or 25% choosing. The lowest choice 1 student or 8.3% chose was not clear.

The fifteenth question is students' opinions regarding the techniques used by lecturers during teaching. 8 students or 66.6% chose interesting and effective. 2 students or 16.6% chose very uninteresting and ineffective. There are 2 students or 16.6% choosing the boring option. And the last choice is very interesting and very effective.

The results of the study are an overview of the two research questions of this study.

1. The need for Learning English for students of Islamic journalism at IAIN Parepare

a. Target needs

English for Islamic journalism is one of the essential subjects although it does not have a direct relevance but the professional demands that will be faced in the future become prominent after they graduate. Therefore, before learning is presented the need for needs analysis which includes target needs and learning needs. Frendo revealed that the main part of a teacher's job is to collect and analyze a lot of information to ensure that our teaching can run effectively and efficiently.⁴³

ESP should therefore be seen as a different approach, concept, and method than English in general. Esp itself has different approaches, perceptions, designs, materials, evaluations, and goals. Esp is devoted to the needs of students and graduate users. In ESP, the analysis of the target situation provides the basic data leads the material designer to establish the process through which the course will be presented. by the combination of the different outcomes related to the learners needs, the learning environment

⁴³ Even Frendo, On The Importance Of Needs Analysis. (2012) [Http://www.pearsonlongman.com/vocationalenglish/pdf/articles/on_the_importance_of_needs_analysis.pdf](http://www.pearsonlongman.com/vocationalenglish/pdf/articles/on_the_importance_of_needs_analysis.pdf) (5 Desember 2022)

and the pedagogical approach, it will be possible to produce the needed ESP course with an appropriate content.⁴⁴

There are 10 journalism students or 83.3% choose to prepare for the world of work as their target in learning English Even the desired topic is about work (50%). In addition, journalism students have said that English is necessary for the future in this case jobs that are heavily involved in technology that requires English. and many jobs that require English skills are a requirement to be able to work. Most students of Islamic journalism hope to improve their English to prepare for the world of work.

Based on the data results, the reasons for helping students improve their skills in order to achieve their goals are 7 students or 58.3% chose very important in Islamic journalism activities as the main reason for improving their English skills and 16.6% of students want to get good grades in academic and non-academic activities. So, students of Islamic journalism want to get accurate learning in accordance with the major students take. However, judging from the results of their research states that there is no alignment of the material needed by students. therefore, in this study trying to find out what needs are needed. Wants and needs have a very subtle difference. Dudley-Evans and St. John states that desire is something that is considered relevant by the learner for himself, while the need is something

⁴⁴ Chams Eddine Lamri, 'An Introduction To English for Specific Purposes (ESP)', Algeria: University Abu Bekr belkaid, (2016)

that is a top priority for the learner in a limited time.⁴⁵ Because Esp is specifically for adult learners, they should be able to distinguish between wants and needs.

Islamic journalism students have learned English in the first semester. They learn about basic English which includes vocabulary and writing simple sentences and they are not required to communicate beforehand they only focus on these two lessons. it was because their English was still weak and the English lecturer helped to focus on writing only according to the profile of Islamic journalism students. After that, they do not have advanced classes to learn English, so ESP is not implemented because of limited time. ESP was not implemented, so the lecturers also did not look for the needs, wants, and lacks of the students. The material taught looks at the profile of the Islamic Journalism Department to support their English. But to achieve the needs of these students. it is necessary to develop special English learning for Islamic journalism students.

They need everything they think is related to their field of knowledge. Like writing, for this skill they need English to communicate through writing that contains information with people, while speaking skills, they need English to communicate and speak to understand the information obtained. And for listening skills, they need English so that they could

⁴⁵ Dudley-Evans, T And St John, M. *Development In ESP A Multi-Disciplinary Approach*. Cambridge. (1998).

understand videos, movies, songs, instructions, commands, speeches, seminars, and presentations conducted in English. However, of all the English teaching, which one gets more priority in teaching, a deeper needs analysis must be carried out.

From this, researchers draw conclusions. Lecturers should strive to teach students to speak and write to meet student demand and find material that supports speaking and writing for Islamic journalism. Things to note in the needs of students is what kind of material that can support to achieve the needs of students.

b. Learning Needs

Based on the results of questionnaires, interviews, and documentation, Islamic journalism students have learned English on basic English. Based on the results of the study showed that students need learning materials in accordance with their majors through speaking and writing materials. This can be seen from all the options available students prioritize speaking and writing as the main needs this is in line with the results of the data obtained 12 students or 100% choose Speaking as a skill that is mastered for reasons other than they want to communicate well. This was supported by journalism students who said that besides making English language skills a personal need. Nurannisa, students of Islamic journalism, interviewed on:

“Dan tujuan belajar agar berguna Ketika mencari kerja kemudian saya bisa berkomunikasi dengan bule juga nantinya kalau ketemu. Dan menurutku melihat orang-orang bisa bebrbahasa inggris itu menurutku keren sekali.”

English is learned to be used by students according to the situation and when needed. And that suits their field of knowledge. Of course, science related to the field of science is very important to be learned to be able to support them in communicating orally and in writing in English with learning preferences such as learning through games. Play is a part that can help children's development. Through play they gain experiences related to their environment, both socio-cultural, and socio-economic, as well as physical and natural environments, which are very useful for improving language, thinking, social abilities and etc.

In addition, students also want fun materials with learning media in the form of audiovisuals. Like listening to music, watching movies or educational videos. Audiovisual media is media that has sound and image elements that have better capabilities because it includes both types of auditive (listening) and visual (watching) media.⁴⁶

The important thing to remember is Which English skills or components should be prioritized to be given to students. To decide, there are several things that must be remembered, including the characteristics of each student's different needs, learning goals, learning styles, motivation,

⁴⁶ Ahmad Suryadi, *Teknologi Dan Media Pembelajaran Jilid 2*, Sukabumi: CV Jejak, (2020)

and desire to learn are not the same. To increase students' interest and desire to learn is the provision of consistent motivation. This motivation helps students to stay focused on their efforts and activities in a certain direction thus, to achieve their specific goals.

Because the needs and wants are not met, the lacks found in learning English in Islamic journalism are that they gotten English learning that was general English or not specific to the course. In RPS for Islamic journalism students, the material focused on reading and writing. This has been supported to improve student writing but need English specific for Islamic journalism to achieve the profile of Islamic journalism students

Based on the analysis above, the target needs and learning needs for students majoring in Islamic journalism has not been achieved because the analysis includes all the needs of the student's actions both in the needs and desired students. Target needs are what students do to achieve a specific goal. And learning needs are what students do to learn it. the results of the analysis above concluded that it has not been able to meet the needs of students because of many factors that exist in the face. In the process must be seen from all parties including teachers, students, and student environment

2. The difficulties faced by Islamic journalism students in learning English

This study is to determine the problems faced by students of Islamic journalism. Based on the results of the study showed that 8 students or 66.6%

felt that they often had difficulty learning English and 33.3% felt that they sometimes had difficulty. It means that the difficulties faced by students need to be known in order to find solutions to help students improve their English skills and achieve their goals. Students had various opinions about the most difficult skills to master. No one skill is overlooked. However, when compared from one language skill to another, the results show that Speaking is at the highest level. 7 students or 58.3% chose it as the most difficult skill. Some factors that become the reason why they choose Speaking are as follows: lack of vocabulary, difficulty memorizing, difficult pronunciation because it is very different from Indonesian, fear of making mistakes, fear of being laughed at by friends, and lack of grammar knowledge. In addition, the results of interviews conducted by researchers can analyze and conclude that there are some that cause weaknesses in mastering English.

a. The lack of vocabulary.

Seen the results of the questionnaire with the percentage of 75% lack of knowing vocabulary. To be able to speak English we need to memorize a lot of vocabulary to master 4 English skills. However, students complain about a lot of English vocabulary to be memorized. And they are too focused on the structure of the language (grammar) which makes them not confident to speak English.

During the process of learning a foreign language, of course, students experience an obstacle that makes it less than optimal for student learning

outcomes. vocabulary is often a problem. The problem of learning comes from two factors, namely internal factors including attitudes toward learning, learning motivation, learning concentration, and learning habits.⁴⁷ While external factors include those that can affect a person's achievement there are three, namely family factors, school factors, and community factors.⁴⁸

Apart from that, the problems faced by lecturers personally, there are not only difficulties for students, namely building student motivation is difficult and the rest of the problems felt by students.

2. Low self-esteem,

Students in English feel embarrassed or afraid to make mistakes when they want to have a conversation. Thus far, students have difficulty speaking in public due to their lack of confidence in expressing themselves. Students' anxiety about their performance in speaking makes them reluctant to do so. The anxiety about language errors such as the use of grammar, vocabulary selection, pronunciation, stress, or intonation can hinder students' ability to speak so students cannot show their speaking skills to the fullest.

With these problems, students cannot practice improving their speaking skills. This in turn has a negative impact on students' personalities. Students are unable to convey their thoughts and responses to an object. This causes

⁴⁷Roinah, 'Problematika Dalam Pembelajaran Bahasa Inggris Di Stain Bengkalis', *Quality*. 7.1 (2019)

⁴⁸Nani dan Evinna Cinda Hendriana, 'Analisis Kesulitan Belajar Siswa Pada Pembelajaran Bahasa Indonesia Di Kelas V SDN 12 Singkawang', *Journal Of Educational Review And Research*, 2.1 (2019)

students' thinking skills to not be able to flow in pouring their creative ideas because, in essence, creative thinking skills can only be developed with routine exercises.

3. The learning environment is not supportive.

In the main, the educational environment is the environment in which teaching and learning takes place. This environment clearly affects the growth and development of the child's personality. An educational environment that is conducive, safe, and supportive of the growth and development of the child's personality will make the learning atmosphere comfortable and form discipline. The school environment itself consists of three types, namely the physical environment, social environment, and academic environment.⁴⁹

It was seen in the questionnaire that 25% of students chose an unsupportive environment, meaning that Islamic journalism students often experience getting sarcasm and ridicule from their peers so they are not confident in their English skills.

4. Difficulties in pronunciation.

The difficulty in learning a foreign language is pronunciation. This is mainly because the tongue is not used to pronouncing these words. So, you have to practice often to pronounce them fluently. Thus, students are still confused because vocabulary in English has differences in writing and

⁴⁹ Lili Perpisa dan Herviani Sevrika, 'Pengaruh lingkungan terhadap gaya belajar siswa pada mata pelajaran bahasa inggris di kec. Koto xi tarusan, pesisir selatan', *Journal Polingua*, 2.2 (2013)

pronunciation. the difference in writing with pronunciation is a factor in the lack of student interest in reading English texts so that to understand the text given by lecturers, it is often translated directly into Indonesian without reading first. Thus, they do not understand the terms related to Information Systems.

5. Lack of practice.

Even though they are trying to improve their English, they have difficulty in finding partners to practice their English. The most common problem is English speaking ability. Keep in mind that the most important part of learning English is practice. Speaking is the most important part of English because when other people know the ability we have in English is our speaking ability.

However, the problem that often arises is that not a few students find it difficult to speak English, there are many reasons for this problem. The most common problem is that students are often not fluent in speaking English, well that's because they are not used to speaking English, the second is that students are often seen thinking in advance what to talk about, the third is the lack of vocabulary they have. And of course, one of the things that can help is having a friend to practice with more often.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. Islamic journalism students need accurate and understandable learning to communicate as well as learning for their future work preparation. to be able to support them in communicating orally and in writing in English. Islamic journalism students need to learn Speaking and writing which are the skills they also need through learning materials that are in accordance with their majors. In addition, students also want fun material with learning media in the form of audiovisual. Such as listening to music, watching movies or educational videos.
2. The difficulty faced by Islamic journalism students in learning English is the lack of vocabulary, journalism students have difficulty in conversation because they are not used to saying these words, also some find it difficult to remember words because there are many. and and low self-confidencethat leads to difficulties incapacity. students feel embarrassed or afraid of making mistakes when they want to communicate or at the time of expressing sentences. Also, the environment is a problem, some students often get insinuation from his friends so not confident with English skills.. And students find it difficult to pronounce vocabulary due to differences in pronunciation and writing. in addition, lack of practices

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 writing 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 has tried to find information about the needs of Islamic journalism students in learning English. With this research, it is expected that other researchers can help to find material that suits the needs of students.

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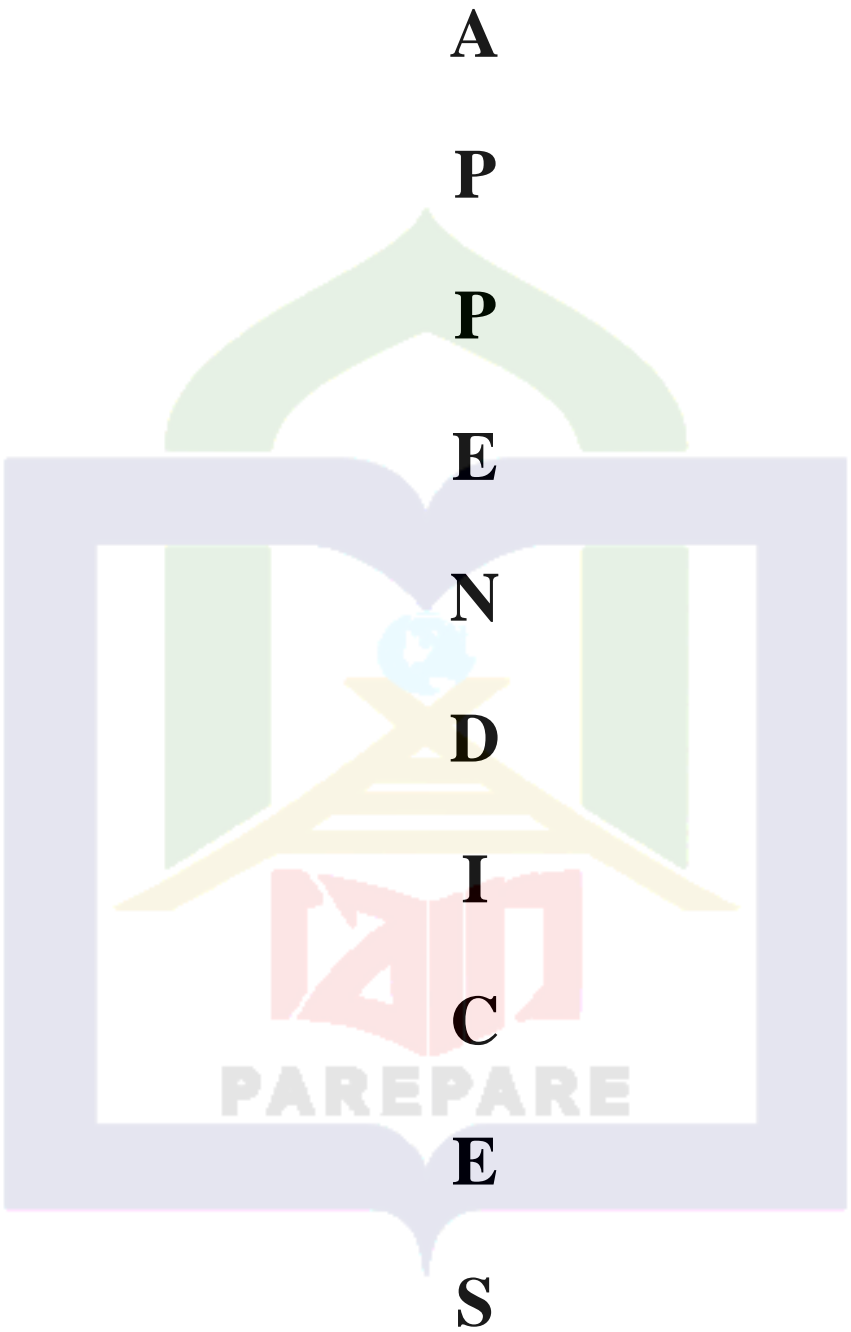
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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Research Instrument

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

NAMA MAHASISWA : TAMARA RISKA NURMALINDA

NIM : 17.1300.105

FAKULTAS/PRODI : TARBIYAH/PBI

JUDUL : NEED ANALYSIS IN ENGLISH FOR SPECIFIC
PURPOSES LEARNING FOR STUDENTS OF
ISLAMIC JOURNALISM AT IAIN PAREPARE

data are:

1. Questionnaire
2. Interview

INSTRUMEN VALIDASI TEST

Kepada Yth.

Bapak/Ibu

Di Tempat

Assalamaualaikum Wr.Wb

Bapak/Ibu dalam rangka menyelesaikan karya (skripsi) pada Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah, Institut Agama Islam Negeri Parepare (IAIN) Parepare maka saya,

Nama : Tamara Riska Nurmalinda

NIM : 17.1300.105

Judul : **"Need Analysis in English for Specific Purposes Learning for Students of Islamic Journalism at Iain Parepare"**

Untuk membantu kelancaran penelitian ini, Saya memohon dengan hormat kesediaan Anda untuk mengisi kuesioner penelitian ini. Atas ketersediaan Anda untuk menjawab pertanyaan atau pernyataan pada kuesioner ini, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

Hormat saya



Tamara Riska Nurmalinda

(17.1300.105)

**The Questionnaire of Need Analysis in English for Specific Purposes
Learning For Students of Islamic Journalism at Iain Parepare**

Appendix. 1

Name :

Faculty :

Day/Date :

Place :

semester :

1. Apa tujuanmu untuk belajar bahasa inggris?
 - a. Saya ingin berkomunikasi dengan baik sehingga berhasil dalam kuliah
 - b. Saya ingin mendapatkan beasiswa
 - c. Hanya keperluan pribadi
 - d. Untuk persiapan dalam dunia kerja.
 - e. Lainnya
2. Dalam belajar bahasa inggris, Saya ingin belajar topik mengenai
 - a. Kehidupan sehari-hari
 - b. Pekerjaan
 - c. Lingkungan kampus
 - d. Ekonomi dan bisnis
 - e. Lainnya
3. Alasan saya untuk memperbaiki keterampilan bahasa inggris karena
 - a. saya ingin mendapat nilai bagus di akademik maupun non akademik
 - b. keterampilan ini merupakan keterampilan favoritku
 - c. sangat penting dalam aktivitas kegiatan jurnalistik
 - d. keterampilan ini sangat mudah untuk dikuasai

4. Dari 4 keterampilan bahasa Inggris, yang manakah anda perlu lebih kuasa sebagai mahasiswa jurusan jurnalistik?
 - a. Speaking
 - b. Listening
 - c. Reading
 - d. writing
5. Keterampilan bahasa Inggris yang ingin kamu perbaiki?
 - a. Speaking
 - b. Listening
 - c. Reading
 - d. writing
6. Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa Inggrismu?
 - a. Saya hanya belajar bahasa Inggris di kampus
 - b. Saya mengambil kursus
 - c. Saya belajar mandiri melalui media sosial
 - d. Saya mengikuti komunitas/club bahasa
7. Metode pengajaran/kegiatan belajar apa yang penting sebagai learning preference anda?
 - a. Belajar mandiri
 - b. Belajar berkelompok
 - c. Belajar melalui permainan
 - d. Belajar melalui becaan sambil mencatat
8. Aktifitas/gaya belajar yang seperti apa yang lebih membantu anda dalam belajar bahasa Inggris?
 - a. Percakapan/conversation
 - b. Membaca/reading
 - c. Menulis/writing
 - d. Mendengarkan/listening

9. Apakah kamu masih merasa kesulitan dalam belajar bahasa inggris?
- selalu
 - jarang
 - Kadang-kadang.
 - Tidak pernah
10. Yang manakah Skill yang paling sulit untuk dipelajari?
- Speaking
 - Listening
 - Writing
 - Reading
11. Apa yang membuatmu merasa belajar bahasa inggris itu sulit?
- Saya tidak antusias Karena ini bukan bahasa kita
 - Saya tidak mengerti penjelasan guru dengan mudah
 - The material still not suport me to learning English.
 - Saya merasa bosa belajar bahasa inggris.
12. Kenapa anda berpikir kalau bahasa inggris itu sulit?
- Saya tipe orang yang jarang bicara
 - Lingkungan tidak mendukung
 - Kurang mengetahui kosakata
 - Tidak ada teman yang bisa diajak berbicara.
13. Apa yang membuat anda sulit dalam memahami materi bahasa inggris
- Kosakata
 - Grammar
 - Strategi belajar
 - Media pembelajaran
14. Bagaimana penjelasan dosen bahasa inggris anda?
- Jelas dan dimengerti

- b. Tidak terlalu jelas tetap masih dapat dimengerti
 - c. Tidak terlalu jelas dan sulit dipahami
 - d. Tidak jelas
15. Bagaimana pendapat mu mengenai teknik yang digunakan dosen bahasa inggris anda ketika mengajar dikelas?
- a. Sangat menarik dan sangat efektif
 - b. Menarik dan efektif
 - c. sangat tidak menarik dan tidak efektif
 - d. membosankan



Appendix. 2**Interview Guide for Students**

Name :

Day/Date :

Semester :

Place :

Faculty :

Researcher :

1. Apakah anda menyukai belajar Bahasa Inggris?
2. Apakah anda mempunyai tujuan mempelajarinya belajar bahasa Inggris?
3. Biasanya dimana anda menggunakan Bahasa Inggris?
4. Kapan anda biasanya menggunakan bahasa Inggris yang telah anda dipelajari?
5. Ketika anda belajar bahasa Inggris apakah anda menggunakan bahasa Inggris untuk berkomunikasi?
6. Menurut anda dalam mempelajari bahasa Inggris apakah memiliki peran yang penting pada pekerjaan yang anda inginkan di masa yang akan datang?
7. Menurut anda, apakah pelajaran yang telah disajikan oleh dosen berkaitan dengan jurusan anda?
8. Materi pelajaran bahasa Inggris seperti apa yang kamu inginkan?
9. Apa sumber utamamu dalam belajar bahasa Inggris?
10. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa Inggris anda?
11. Apakah anda mengalami kesulitan dalam mempelajari bahasa Inggris?
12. Apa yang membuat anda merasa kesulitan dalam mempelajari bahasa Inggris?

Appendix.3

Interview Guide for Lecturer

Day/Date :

Time :

Place :

Lecturer :

Researcher :

1. Kurikulum apa yang digunakan untuk proses pembelajaran Bahasa Inggris khusus untuk jurnalistik Islam?
2. Apakah ibu menggunakan buku sebagai media pembelajaran dan apakah ada buku khusus yang digunakan untuk pembelajaran Bahasa Inggris di jurusan jurnalistik Islam?
3. Bagaimana desain pembelajaran yang ibu gunakan untuk mengetahui kebutuhan, keinginan, dan kekurangan mahasiswa dalam proses pembelajaran?
4. Menurut ibu, skill apa yang paling dibutuhkan oleh mahasiswa jurnalistik Islam saat memasuki dunia kerja?
5. Berdasarkan pengalaman ibu mengajar di jurusan jurnalistik Islam, pembelajaran yang mana ibu gunakan, apakah General English, English for Academic Purposes, Atau English for Specific Purposes?
6. Apa kendala atau kesulitan yang ibu hadapi saat mengajar pembelajaran Bahasa Inggris khususnya jurnalistik Islam?

7. Bagaimana menciptakan suasana yang aktif Ketika mahasiswa mulai bosan diruang kelas?
8. Materi mengenai apa biasanya yang ibu berikan dalam proses pembelajaran pada mahasiswa jurnalistik islam?
9. Apakah ada materi tambahan yang dapat meningkatkan Bahasa ingris mahasiswa diluar silabus?

Setelah mencermati instrumen dalam penelitian skripsi mahasiswa sesuai dengan judul di atas, maka instrumen tersebut dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 15 November 2021

Mengetahui,-

Consultant

CO-Consultant



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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Appendix. 4 The Result of The Questionnaire

The Questionnaire of the Needs Analysis in English for Specific Purposes Learning For Students of Islamic Journalism at IAIN Parepare

Hai saya Tamara Riska Nurmawati mahasiswa program studi Pendidikan Bahasa Inggris sedang melakukan penelitian tugas akhir skripsi dengan judul penelitian " Needs analysis in English for Specific Purposes Learning For Students of Islamic Journalism at IAIN Parepare". Oleh karena itu, diperlukan dukungan dan partisipasi dari teman-teman untuk meluangkan waktu mengisi kuesioner ini dengan sejujur-jujurnya. semua informasi yang diberikan hanya akan digunakan untuk kepentingan akademis. terima kasih atas dukungan dan partisipasi teman-teman dalam pengisian kuesioner ini.

Nama Lengkap *

Andi Dinul Islam

The Questionnaire of the Needs Analysis in English for Specific Purposes Learning For Students of Islamic Journalism at IAIN Parepare

Apa tujuanmu untuk belajar bahasa Inggris? *

- Saya ingin berkomunikasi dengan baik sehingga berhasil dalam kuliah
- Saya ingin mendapatkan beasiswa
- Hanya keperluan pribadi
- Untuk persiapan dalam dunia kerja

Dalam belajar bahasa Inggris, saya ingin belajar topik mengenai... *

- Kehidupan sehari-hari
- Pekerjaan
- Lingkungan kampus
- Ekonomi dan bisnis

Dari empat keterampilan bahasa Inggris, yang manakah Anda perlu lebih kuasai sebagai mahasiswa jurusan Jurnalistik Islam? *

- speaking
- listening
- reading
- writing

Keterampilan bahasa Inggris apa yang ingin kamu perbaiki?*

- speaking
- listening
- reading
- writing

Alasan saya untuk memperbaiki keterampilan bahasa Inggris karena.*

- Saya ingin mendapatkan nilai bagus di akademi maupun non akademi
- Keterampilan ini merupakan keterampilan favoritku
- Sangat penting dalam aktivitas kegiatan jurnalistik
- Keterampilan ini sangat mudah untuk dikuasai

Metode pengajaran/kegiatan belajar apa yang penting sebagai learning preference Anda? *

- Belajar mandiri
- Belajar berkelompok
- Belajar melalui permainan
- Belajar melalui bacaan sambil mencatat

Aktivitas atau gaya belajar yang seperti apa yang lebih membantu Anda dalam belajar bahasa Inggris? *

- Percakapan
- Membaca
- Menulis
- Mendengarkan

Apa yang kamu lakukan untuk memperbaiki keterampilan bahasa Inggrismu? *

- Saya hanya belajar bahasa Inggris di kampus
- Saya mengambil kursus
- Saya belajar mandiri melalui media sosial
- Saya mengikuti komunitas/club bahasa

Apakah kamu masih merasa kesulitan dalam belajar bahasa Inggris?

- selalu
- jarang
- kadang-kadang
- tidak pernah

Yang manakah skill yang paling sulit untuk dipelajari?

- Speaking
- Listening
- Writing
- Reading

Apa yang membuatmu merasa belajar bahasa Inggris itu sulit?

- Saya tidak antusias karena ini bukan bahasa kita
- Saya tidak mengerti penjelasan dosen dengan mudah
- Materi pembelajaran tidak mendukung saya untuk belajar bahasa Inggris
- Saya merasa bosan belajar bahasa Inggris

Kenapa Anda berpikir kalau bahasa Inggris itu sulit?

- Saya tipe orang yang jarang bicara
- Lingkungan tidak mendukung
- Kurang mengetahui kosa kata
- Tidak ada teman yang bisa diajak berbicara

Apa yang membuat Anda sulit dalam memahami materi bahasa Inggris?*

- Kosa kata
- Grammar
- Strategi pembelajaran
- Media pembelajaran

Bagaimana penjelasan dosen bahasa Inggris Anda?*

- Jelas dan dimengerti
- Tidak terlalu jelas tetapi masih dapat dimengerti
- Tidak terlalu jelas dan sulit dipahami
- Tidak jelas

Bagaimana pendapatmu mengenai teknik yang digunakan dosen bahasa Inggris Anda ketika mengajar di kelas?*

- Sangat menarik dan sangat efektif
- Menarik dan efektif
- Sangat tidak menarik dan tidak efektif
- Opsi 4
- Membosankan

Konten ini tidak dibuat atau didukung oleh Google.

Appendix. 5 The Result of The Interview of students

The result of students' Interview 1

Name : Nurani
Day/Date : Sabtu, 16 Februari 2022
Time : 13.18
Semester : 4
Faculty : Ushulluddin, Adab dan Dakwah
Researcher : Tamara Riska Nurmalinda

1. Apakah anda menyukai belajar Bahasa Inggris?

Answer: *saya sebenarnya menyukai Bahasa Inggris namun dipikiran saya itu kak saya masih merasa bahasa Inggris itu susah kak,*

2. Apakah anda mempunyai tujuan mempelajarinya belajar bahasa Inggris?

Answer: *“tapi kalau ditanya tentang tujuan mempelajari Bahasa Inggris itu karena saya ingin dapat berkomunikasi dengan menggunakan Bahasa Inggris baik lisan ataupun tulisan kak apalagi saya dari jurnalistik tentu lebih banyak berinteraksi dengan computer untuk pekerjaan nantinya,*

3. Biasanya dimana anda menggunakan Bahasa Inggris?

Answer: *mmm... saya itu kak biasanya jarang sekali menggunakan Bahasa Inggris itu sebagai Bahasa sehari-hari. Tapi itu biasanya saya menggunakan Bahasa Inggris itu hanya saat sedang belajar Bahasa Inggris saja di kelas karena itu teman-teman juga tidak ada yang fasih dalam berbahasa Inggris. Jadi, saya hanya menggunakan Bahasa Inggris disaat belajar dikelas itupun tidak full i kak.*

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

Answer. *“kadang-kadang saya itu menggunakan Bahasa inggris dengan berbicara saat belajar jika dosen menyuruh saya dan teman-teman bercakap-cakap menggunakan Bahasa inggris. Namun itupun jarang sekali dilakukan kebanyakan itu kami diberikan materi saja dan membuat tugas, maksud saya menyelesaikan tugas kak”*

5. Menurut anda, apakah pelajaran yang telah disajikan oleh dosen berkaitan dengan jurusan anda?

Answer. *“setahu saya pembelajaran Bahasa inggris yang diberikan dosen selama ini masih umum karena saya merasa tidak pernah ada pelajaran yang bersinggungan dengan jurusan saya. Jadi menurut saya nashi belum berkaitan dengan jurusan saya”.*

6. Materi pelajaran bahasa inggris seperti apa yang kamu inginkan?

Answer. *“jika ditanya tentang materi yang diinginkan. Eee sebenarnya kami ingin yang bisa saya dan teman-teman cepat pahami, khususnya saya yang bukan mahasiswa Bahasa inggris itu. Karena saya juga pernah mendengar bahwa ada itu pelajaran Bahasa inggris yang berkaitan dengan jurusan, jadi tentunya saya juga mau pelajaran sperti itu agar saya dapat dengan mudah berkomunikasi menggunakan Bahasa inggris.*

7. Apa sumber utamamu dalam belajar bahasa inggris?

Answer. *“sumber utama mepelajari Bahasa inggris itu saya biasa mencari video-video yang dapat membatu saya menyelesaikan tugas jarena dosen hanya memberi tugas. Jadi saya itu biasa mencari penjelasannya diyutub dan google, saya juga punya kamus Bahasa inggris yang dilengkapi dengan kosa kata dan grammar.*

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

Answer. *“saya lebih suka belajar Bahasa inggris kalua saya mendengarkan dari lagu dan itu, saya juga membaca berita pendek kemudia diterjemahkan Bersama teman-teman dikelas begitu kak. Yah...jadi saya senang dengan gaya belajar yang seperti itu..*

9. Menurut anda dalam mempelajari bahasa inggris apakah memiliki peran yang penting pada pekerjaan yang anda inginkan di masa yang kan datang?

Answer. *“Menurut saya pastilah sangat penting karena jurnalistik itu tidak lepas dari computer yang menuliskan, melaporkan berbagi berita. Jadi akan lebih mudah kalau dapat menggunakan Bahasa inggris.”*

10. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer. *“Iya saya juga sebenarnya senang dengan Bahasa inggris tapi itu kembali lagi saya masih merasa Bahasa inggris ini susah dipahami”.*

11. Apa yang membuat anda merasa kesulitan dalam mempelajari bahasa inggris?

Answer: *“itu kalau... sebenarnya masalah utamanya itu karena tidak ada motivasi diri dan juga menurut saya tidak terlalu paham banyak sekali yang harus dipelajari dalam Bahasa inggris khususnya menguasai grammar. karena Kalau masalah kesulitan dalam belajar bahsa inggris saya sendiri itu masih sulit memperbanyak serta mengingat vocab karena factor lingkungan juga serta motivasi dalam belajar Bahasa inggris masih kurang. Saya terkadang juga malu jika menggunakan Bahasa inggris diluar kelas karena teman saya biasa mengejek cara saya dalam belajar Bahasa inggris.”*

The result of students' Interview 2

Name : Andini Sasriani
Day/Date : Kamis, 3 Maret 2022
Time : 14:19
Semester : 4
Faculty : Ushulluddin, Adab dan Dakwah
Researcher : Tamara Riska Nurmalinda

1. Apakah anda menyukai belajar Bahasa Inggris?

Answer: *"iya. Saya menyukai Bahasa Inggris"*

2. Apakah anda mempunyai tujuan mempelajarinya belajar bahasa Inggris?

Answer: *Tentunya ada tujuan yang ingin saya capai. Selain agar dapat menguasai Bahasa Internasional ini, saya ingin agar dapat membagi pengetahuan Bahasa Inggris saya dengan teman-teman yang lain*

3. Dimana biasanya anda menggunakan Bahasa Inggris?

Answer. *“saya menggunakan Bahasa Inggris yang saya pelajari itu biasanya dirumah. Tapi terkadang juga ketika berbicara dengan teman-teman dalam hal ini menggunakan metode combine. Sehingga dalam penyebutan setiap kosakata Bahasa Inggris sudah tidak kaku lagi. Tapi tidak sering juga.*

4. Ketika anda belajar bahasa Inggris apakah anda menggunakan bahasa Inggris untuk berkomunikasi?

Answer. *“ketika saya belajar Bahasa Inggris saya terkadang menggunakan Bahasa Inggris dengan Bahasa Indonesia. Bahasa dicampur atau combine. Tapi lebih sering pake Bahasa Indonesia.”*

5. Menurut anda, apakah pelajaran yang telah disajikan oleh dosen berkaitan dengan jurusan anda?

Answer. *“tidak semua pelajaran Bahasa Inggris yang dosen berikan itu berkaitan dengan jurusan saya. Ya, kebanyakan materinya yang diberikan dosen itu seperti biasa mengenai materi yang biasa didapat di sekolah. Seperti noun, verb. Belajar tenses juga”*

6. Materi pelajaran bahasa Inggris seperti apa yang kamu inginkan?

Answer. *“jadi kak, saya menginginkan materi Bahasa Inggris yang seimbang. Maksudnya itu mempelajari hal-hal yang umum dan juga materi yang mengarah sama jurusanku kak. Supaya tidak berat sebelah. Agar nantinya dapat memahami Bahasa Inggris dengan baik. Selain itu saya juga mengharapkan adanya materi yang mengasah skill berkomunikasi menggunakan Bahasa Inggris oleh mahasiswa sehingga terbiasa juga dengan menggunakan Bahasa Inggris. Karena menurutku itu penting sekali kak.”*

7. Apa sumber utamamu dalam belajar bahasa Inggris?

Answer. *“dan untuk sumber utama dalam belajar Bahasa Inggris biasanya saya menggunakan media sosial dan juga film. Dari situ media sosial dan juga film saya dapat mengasah penyebutan serta penggunaan kosakata yang benar.*

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

Answer. *“yang dapat membantu saya meningkatkan keterampilan Bahasa Inggris dengan aktivitas menonton. Baik itu film maupun video-video edukasi yang berbahasa Inggris. Hal ini saya lakukan untuk meningkatkan keterampilan Bahasa Inggris supaya saya tidak telalu membosankan belajar”..*

9. Menurut anda dalam mempelajari bahasa inggris apakah memiliki peran yang penting pada pekerjaan yang anda inginkan di masa yang kan datang?

Answer. “tentu kalau belajar Bahasa inggris pastinya memiliki peranan yang penting dalam pekerjaan dimasa depan. Eee.. seperti yang kita ketahui Bersama banyak lowongan pekerjaan yang mencantumkan syarat yang salah satunya harus bisa pakai Bahasa inggris. Begitupun pula dalam pekerjaan yang saya inginkan. Yang memiliki peran penting dalam penggunaan Bahasa inggris.”

10. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer. “iya. Saya mengalami kesulitan dalam belajar Bahasa inggris.”

11. Apa yang membuat anda merasa kesulitan dalam mempelajari bahasa inggris?

Answer. “mengenai kesulitan yang saya hadapi saat belajar Bahasa inggris pasti ada kak. Seperti lingkungan yang tidak efektif. Pokoknya susah meningkatkan Bahasa inggris karena factor lingkungan. Dan juga waktu dan kesempatan untuk belajar Bahasa inggris sangat sedikit juga.

The result of students' Interview 3

Name : Nurannisa
 Day/Date : Kamis, 10 Maret 2022
 Time : 09.27
 Semester : 4
 Faculty : Ushulluddin, Adab dan Dakwah
 Researcher : Tamara Riska Nurmalinda

1. Apakah anda menyukai belajar Bahasa inggris?

Answer. *“tentu kak, saya menyukai Bahasa inggris.*

2. Apakah anda mempunyai tujuan mempelajarinya belajar bahasa inggris?

Answer. *Dan tujuan belajar agar berguna Ketika mencari kerja kemudian saya bisa berkomunikasi dengan bule juga nantinya kalau ketemu. Dan menurutku melihat orang-orang bisa bebrbahasa inggris itu menurutku keren sekali.”*

3. Dimana anda biasanya menggunakan Bahasa inggris?

Answer. *“saya biasanya mencobanya ketika berada dikamar karena saya masih malu takutnya ketika diluar penyusuna katanya tidak sesuai terlebih itu dikatain sok inggris”*

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

Answer. *“sedikit, saya belum bisa berkomunikasi dengan lancer menggunakan Bahasa inggris tetapi satu-dua kata bisa saya masukkan dalam kalimat saya seperti... I lupa my phone ditaro dimana tadi.”*

5. Menurut anda, apakah pelajaran yang telah disajikan oleh dosen berkaitan dengan jurusan anda?

Answer. *“hanya berkaitan denga pelajaran pemula saja”*

6. Materi pelajaran bahasa inggris seperti apa yang kamu inginkan?

Answer. *“materi yang saya inginkan seperti pengucapan sehari-hari orang barat dan bisa dipakai juga dikampus supaya terlihat keren juga”*

7. Apa sumber utamamu dalam belajar bahasa inggris?

Answer. *“dari dosen kampus selain itu kursus dan menonton film.”*

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

Answer. *“menurut saya dengan menonton film karena selain seru kata-katanya bisa diingar dan biasa terngiang-ngiang dan juga itu pengucapannya bisa di tau.”*

9. Menurut anda dalam mempelajari bahasa inggris apakah memiliki peran yang penting pada pekerjaan yang anda inginkan di masa yang akan datang?

Answer. *“kemungkin iya kak. Mmm... meskipun begitu tak menuntut kemungkinan saya ingin bisa menggubakan Bahasa inggris dengan lancer karena bisa pakai Bahasa inggris impian saya.”*

10. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer. *“lumayan.”*

11. Apa yang membuat anda merasa kesulitan dalam mempelajari bahasa inggris?

Answer. *“yang sulit itu kata yang mirip pengucapannya, terkadang eee saya salah dalam pengucapan yang bisa artinya berbeda.”*

The result of students' Interview 4

Name : Vera Inriani

Day/Date : kamis, 12 Maret 2022

Time : 09.27

Semester : 4

Faculty : Ushulluddin, Adab dan Dakwah

Researcher: Tamara Riska Nurmalinda

1. Apakah anda menyukai belajar Bahasa inggris?

Answer. *“iya Karena Bahasa Inggris itu Bahasa yang sering digunakan atau paling umum dipakai di seluruh dunia. Bahasa Inggris yang digunakan sains, computer, diplomasi dan sebagainya”*

2. Apakah anda mempunyai tujuan mempelajarinya belajar bahasa Inggris?

Answer. *“iya.. Tujuannya untuk bisa berkomunikasi dan memahami informasi yang menggunakan Bahasa Inggris”*

3. Dimana anda biasanya menggunakan Bahasa Inggris?

Answer. *“biasanya saya menggunakan Bahasa Inggris pada saat pembelajaran mata kuliah Bahasa Inggris”*

4. Ketika anda belajar bahasa Inggris apakah anda menggunakan bahasa Inggris untuk berkomunikasi?

Answer. *“jarang. Itupun hanya menjawab pertanyaan dari dosen pengampuh saja”*

5. Menurut anda, apakah pelajaran yang telah disajikan oleh dosen berkaitan dengan jurusan anda?

Answer. *“pelajaran yang disajikan pun mulai dasar yang diperlukan bagi pemula saja”*

6. Materi pelajaran bahasa Inggris seperti apa yang kamu inginkan?

Answer. *“speaking, karena ketrempilan berbicara adalah materi yang sangat penting untuk saya pelajari. Karena itu sangat berguna dalam melakukan interaksi serta komunikasi dengan orang luar.”*

7. Apa sumber utamamu dalam belajar bahasa Inggris?

Answer. *“sumber utama saya dalam belajar Bahasa Inggris tentunya dosen pengampuh yang membawakan materi Bahasa Inggris itu sendiri. Yang kedua melalui yutub dan sosmed lainnya. Karena tidak dipungkiri jaman sekarang banyak alternative digunakan yang bisa dimanfaatkan untuk belajar Bahasa Inggris*

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

Answer: *“seperti yang saya katakana sebelumnya, dalam belajar Bahasa inggris sangat banyak alternative yang bisa dilakukan, contohnya mendengarkan lagu-lagu berbahasa inggris. Disamping itu melatih penyebutan kata-katanya dan juga mempelajari kosakatanya.”*

9. Menurut anda dalam mempelajari bahasa inggris apakah memiliki peran yang penting pada pekerjaan yang anda inginkan di masa yang kan datang?

Answer. *“iya tentu, sangat memliki peran penting pada pekerjaan yang akan dating. Dimana sekarang banyak lapangan kerja yang dimana perusahaan memerlukan orang yang mampu dan pasif dalam berbahasa inggris.”*

10. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer. *“iya masih sangat suli dalam mempelajari Bahasa inggris”*

11. Apa yang membuat anda merasa kesulitan dalam mempelajari bahasa inggris?

Answer. *“salah satunya kurang kosakata selain itu lingkungan sekeliling tidak mendukung untuk berbahasa inggris. Dan teman-teman juga minim pengetahuan Bahasa inggris.*

The result of students' Interview 5

Name : Artika

Day/Date : Selasa, 8 Maret 2022

Semester : 4

Faculty : Ushulluddin, Adab dan Dakwah

Researcher : Tamara Riska Nurmalinda

1. Apakah anda menyukai pelajaran Bahasa inggris?

Answer: *“iya”*

2. Apakah anda mempunyai tujuan mempelajarinya belajar bahasa inggris?
Answer. *“iya. Karena Bahasa inggris merupakan Bahasa internasional dan dengan Bahasa inggris kita bisa eee mengobrol dengan orang asing dan menurut saya itu asyik.”*
3. Dimana anda biasanya menggunakan bahasa inggris?
Answer. *“terkadang saya berbahasa inggris dengan teman teman saya yang paham Bahasa inggris. Eee dan biasanya say menggunakannya dirumah ataupun dikampus.”*
4. apakah anda sering menggunakan bahasa inggris untuk berkomunikasi?
Answer. *“eee terkadang. Karena kurangnya pengetahuan mengenai kosakata dan dan hanya sedikit yang saya ketahui.”*
5. Menurut anda, apakah pelajaran yang telah disajikan oleh dosen berkaitan dengan jurusan anda?
Answer. *“iya. Karena diawal semester hanya dasar saja yang kita pelajari”*
6. Materi pelajaran bahasa inggris seperti apa yang kamu inginkan?
Answer. *“materi present tenses karena masih kurang tahu dan yang berkaitan dengan speaking”*
7. Apa sumber utamamu dalam belajar bahasa inggris?
Answer. *“saya hanya belajar dikampus saja”*
8. Aktivitas/gaya seperti apa yang dapat membantu anda meningkatkan keterampilan bahasa inggris anda?
Answer. *“nonton drama luar negeri dan mengobrol dengan teman yan tau dengan Bahasa inggris.”*
9. Menurut anda dalam mempelajari bahasa inggris apakah memiliki peran yang penting pada pekerjaan yang anda inginkan di masa yang kan datang?
Answer. *“iya karena setiap pastinya pekerjaan itu ada eee terdapat kata didalam computer atau hp yang kita tidak ketahui.”*
10. Apakah anda mengalami kesulitan dalam mempelajari bahasa inggris?

Answer.” *Tidak terlalu. Karena kita bisa belajar Bahasa Inggris di mana saja*”.

11. Apa yang membuat anda merasa kesulitan dalam mempelajari bahasa Inggris?

Answer: *“kurangnya kosakata.”*



Appendix. 6 The Result of The interviewed of Lecturer

RESULT OF INTERVIEW :

Day/Date : Rabu, 7 juni 2022
Time : 11.56 wita
Place : IAIN PAREPARE
Teacher : Dr. Zulfah, S. Pd., M.Pd
Researcher : Tamara Riska Nurmalinda

Hasil wawancara dosen Bahasa Inggris jurnalistik Islam

1. Kurikulum apa yang digunakan untuk proses pembelajaran Bahasa Inggris khusus untuk jurnalistik Islam?
Answer: kurikulum seperti KTSP, K13 sebenarnya kita tidak menggunakan kurikulum seperti itu dikampus. Jadi kita itu ada namanya kurikulum tetapi tidak dinamakan KTSP dan sebagainya. Ada kurikulum, kurikulumnya siapa? ya kurikulumnya jurnalistik Islam. Bagaimana cara ibu membuat kurikulum Bahasa Inggris untuk jurnalistik Islam dengan cara melihat kurikulum dari jurusan jurnalistik Islam. Ini jurnalistik Islam apa profilnya toh.. dilihat dari profilnya misalnya Jurnalistik Islam, itu dibidang profil, mahasiswa mau jadi apa. Nanti disitu dibidangmi menjadi penulis berita, atau misalnya wartawan dan sebagainya. nanti dari situ baru kemudian saya Menyusun kurikulum yang bisa menunjang kira-kira wartawan itu atau mahasiswa jurnalis kalau mau menjadi penulis yang baik, atau mau reporter yang baik, wartawan yang baik harus bisa Bahasa Inggrisnya seperti apa. Jadi itu kurikulumnya. Kalau dibidang ada namanya? Jadi tidak ada Namanya karena kurikulum dikampus dengan sekolah itu beda. Kita membuat kurikulum itu berdasarkan dari profil mahasiswa.
2. Apakah ibu menggunakan buku sebagai media pembelajaran dan apakah ada buku khusus yang digunakan untuk pembelajaran Bahasa Inggris di jurusan jurnalistik Islam?
Answer: kalau buku khusus ada ya... karena untuk jurnalistik Islam itu sebenarnya dilihat dari kebutuhannya mereka mau menjadi penulis, reporter. Nah...namun kemampuan Bahasa Inggris mahasiswa jurnalistik masih rendah maka ibu itu berada seputar kosakata. Karenakan

bagaimana caranya orang mau berbahasa kalau kosakatanya tidak ada. Jadi percuma dijelaskan. Jadi adakah buku khusus? Tentu ada. Buku apa? buku yang mempelajari tentang vocabulary yang biasa dipake daily activity. bukunya prof. azhar. Karena itu kan basic jadi sebenarnya kalau mahasiswa sudah menguasai itu bukunya prof. azhar itu yang basic apakah mereka mau menghafal, sebenarnya sudah bisa mi itu 4 skill. Bisa meki speak, bisa write, bisa read, semua bisa.

3. Bagaimana desain pembelajaran yang ibu gunakan untuk mengetahui kebutuhan, keinginan dan kekurangan mahasiswa dalam proses pembelajaran

Answer: jadi saya tidak pernah melakukan itu. Dan mereka belajar sesuai denga apa yang saya sajikan. jadi saya tidak perlu menanyakan hal itu karena sudah ada pada profil mahasiswa

4. Menurut ibu, skill apa yang paling dibutuhkan oleh mahasiswa jurnalistik islam saat memasuki dunia kerja?

Answer: kalau menurut saya, speaking dan writing tetapi lebih ke writing sih karena mereka akan menulis berita.

5. Berdasarkan pengalaman ibu mengajar di jurusan jurnalistik islam, pembelajaran yang mana ibu gunakan, apakah General English, English for Academic Purposes, Atau English for Specific Purposes?

Answer: jadi diawal itu masih general English. Karena belum ada specific untuk jurnalistik beda dengan komunikasi penyiar islam dan menejemen dakwah. Mereka sudah specific. Jadi di aitu punya Meraka itu punya Bahasa inggris basic (general English), baru kemudian masuki kepada Bahasa inggris English for manajemen dan jurusan KPI juga seperti itu. Jadi KPI itu Bahasa inggrisnya ada tiga yaitu English for basic, nanti setelah itu merekakan sudah menghafal banyak kosakata dan sudah mampu menulis kalimat sederhana jadi harus pelan-pelan dulu karena ana-anak nanti gampang stress, jadi itupun saya sudah pelan-pelan tetapi masih ada pula yang stress gara-gara tidak sanggup menghafal. Tapi ya tidak bisa ya tetap harus menghafal. Nah... nati setelah itu masuk ke English for broadcasting 1. Nah apa yang dilakukan di broadcasting Iyaitu mereka melalukan penyiaran dengan menggunakan Bahasa inggris jadi bukan speak ya tetapi lebih ke pronouncation karena maun jadi announcer. Karenakan nanti mau membaca berita bukan speak. Nanti kalau pronouncenya bagus sudah bisa jadi announcer. Nanti masuk lagi ke English for broadcasting 2 nanti apa yang dilakukan yaitu menulis berita, menulis subtitle biasakan kalau ada berita berbahasa Indonesia akan muncul subtitle Bahasa inggris gitu. Nah kalau jurnalistik tidak

seperti itu. Jurnalistik itu belum ada program English for specific purposesnya. Jadi mereka English for general.

6. Apa kendala atau kesulitan yang ibu hadapi saat mengajar pembelajaran Bahasa Inggris khususnya jurnalistik Islam?

Answer: kalau kendala secara signifikan tidak ada cuman agak repot yaitu membangun motivasi belajar mahasiswa. jadi arahnya lebih ke arah kendala-kendala mahasiswa karena kalau fasilitas sudah lengkap dan bagus.

7. Bagaimana menciptakan suasana yang aktif Ketika mahasiswa mulai bosan di ruang kelas?

Answer: untuk itu saya tidak peduli apakah mereka bosan atau tidaknya. Kenapa saya tidak terlalu peduli? Itu karena supaya mereka belajar bersikap dewasa atau andragogic. Belajar dewasa itu dia harus tau bagaimana cara dia belajar ya... karena mereka tau tujuan mereka apa, dia tau tujuan kenapa saya harus lulus, apa dia mau lulus dengan ilmu atau tidak. Yang jelasnya proses pembelajaran yang saya lakukan itu tujuannya jelas bahwa kamu harus seperti ini, materi yang saya berikan sudah jelas seperti apa. Jadi saya serahkan kepada mahasiswanya. Silahkan mau mengikuti gaya belajar saya atau mau gaya belajar sendiri. Intinya adalah yang penting kamu mencapai tujuan pembelajaran. Saya memberikan kebebasan kalau kamu bosan gaya belajar saya silahkan pilih gaya belajar sendiri. Karena mereka harus bisa menyelesaikan masalah sendirinya karena mereka sudah dewasa.

8. Materi mengenai apa biasanya yang ibu berikan dalam proses pembelajaran pada mahasiswa jurnalistik Islam?

Answer: Jadi materi ibu vocabulary, materi lainnya ibu melatih mahasiswa menulis kalimat-kalimat sederhana. Jadi kalimat sederhana saja dulu. sebaiknya mampu menulis, mampu mengucapkan. Tapi biasanya mengucapkan tidak biasa juga. Karena biasanya saya kasih menghafal saja toh. Jadi kalau sudah dihafal mereka bisami membuat kalimat sederhana. Jadi saya mulai dengan yang basic saja dulu. Basicnya apa? Jadi yang pertama adalah menghafal kosakata, yang kedua membuat kalimat sederhana dalam bentuk tertulis. Kenapa belum speaking? itu karena untuk jurnalistik itu kan arahnya menulis berita. Jadi arahnya mereka memang menulis berita bukan pada speak beda dengan jurusan KPI. Apakah sudah ada unsur-unsur jurnalistiknya? Belum ada karena kan Bahasa Inggrisnya jurnalistik itu cuman hanya satu. Bahasa Inggris saja, tidak ada Bahasa Inggris lanjutan. jadi waktunya tidak cukup mengarahkan kepada English for specific purposes

9. Apakah ada materi tambahan yang dapat meningkatkan Bahasa ingris mahasiswa diluar silabus?

Answer: tidak ada materi tambahan saya ikut dengan silabus pembelajaran.



RESULT OF INTERVIEW :

Day/Date : Kamis, 8 Desember 2022

Time : 11.24 wita

Place : IAIN PAREPARE

Teacher : Nahrul Hayat H.Ikom

Researcher : Tamara Riska Nurmalinda

Hasil wawancara dosen Bahasa Inggris jurnalistik Islam

1. Bagaimana pendapat bapak jika ESP diterapkan pada jurusan jurnalistik Islam?

Answer: jika saya dimintai pendapat mengenai ESP in journalism tentu saya sangat menyambut positif ESP In Islamic journalism, because why. Because journalism in praktis always incounter English term, such as misalnya kalau kita melihat kode etik journalism disitukan banyak bahasa serapan msalnya akurasi, keberimbangan, cover both side. Itu kan istilah-istilah yang dalam bahasa Inggris, yang pastinya di ambil dalam bahasa Inggris. So, untuk lebih professional baiknya mereka punya paling tidak pembendaharaan kata atau kosakata dalam hal kegiatan kewartawanan. So, menurut saya sangat bagus dan saya kira itu banyak bergantung pada pengampuh mata kuliah dan RPS yang disepakati. Ketika misalnya pengampuh mata kuliah mengatakan ok, ini bahasa Inggris mata kuliah yang sudah pernah di dapatkan sebelumnya, jadi mata kuliah bahasa Inggris ini tidak lagi membahas tense atau pengenalan dasar tentang bahasa Inggris. Tetapi lebih mengarah ke penggunaan menurut profesi jurnalistik sesuai dengan program studi anda. Jadi nanti mungkin beberapa materi kita focus tentang English for journalism, dan mungkin ada juga nanti ada penugasan yang sifatnya praktek yang membutuhkan skill English for journalism. That's it.

2. Mengapa pembelajaran bahasa Inggris diterapkan hanya 1 semester saja?

Answer: seingat saya ada pembelajaran bahasa Inggris 1 dan bahasa Inggris 2. Nanti saya cek ulang. Tapi kalau 1 semester ada 16 kali pertemuan so why don't you put some ESP in the second half terms. Setelah UTS kita focus ke ESP kan bisa, jadikan itu saya rasa tergantung pada dosen pengampuhnya, meskipun mungkin ada semacam usulan kepada Ketua prodi nanti ada kesepakatan di pertemuan akademik

atau bincang biasa dengan ketua prodinya dan request misalnya RPSnya sedikit di sesuaikan dengan kebutuhan profesi jurnalistik



Appendix. 7 RPS Mata Kuliah Bahasa Inggris

RPS MATA KULIAH BAHASA INGGRIS

Semester Ganjil 2021/2022

1. Program Studi : Jurnalistik Islam
2. Kelas/Hari/jam/Ruang Kuliah : Jumat
3. Dosen : Zulfah
4. Office and hours : Fakultas Ushuluddin, Adab dan Dakwah,
08.30 – 16.00
5. Messages/Konsultasi : Dapat ditulis di meja/ *by appointment*

1. ARTI PENTING MATAKULIAH

Mata kuliah Bahasa Inggris adalah mata kuliah institusi pada Program Studi Jurnalistik Islam, Fakultas Ushuluddin, Adab dan Dakwah, Institut Agama Islam Negeri (IAIN) Parepare. Mata kuliah ini bersifat pendukung untuk lebih menguasai mata kuliah utama dan keprofesian yang menggunakan referensi asing. Mata kuliah ini memberikan pengetahuan dan keterampilan terkait dasar-dasar penguasaan Bahasa Inggris yang berfokus kepada keterampilan membaca dan menulis.

2. KOMPETENSI MATAKULIAH

- a. Capaian Pembelajaran Lulusan (CPL) Mata Kuliah:
Mahasiswa mampu memahami dan membuat kalimat dengan baik dan benar
- b. Kemampuan Akhir Tahapan memenuhi capaian Pembelajaran Lulusan
 1. mahasiswa mampu memahami makna kalimat sederhana.
 2. mahasiswa mampu membuat kalimat sederhana.
 3. Mahasiswa mampu memahami makna kalimat majemuk setara.
 4. Mahasiswa mampu membuat kalimat majemuk setara.
 5. mahasiswa mampu memahami makna kalimat majemuk bertingkat
 6. mahasiswa mampu membuat kalimat majemuk bertingkat

3. Referensi

George E. Wishon and Julau M. Burks. 1980. *Let's Write English*. New York: Litton Educational Publishing International.

Patricia Wicox Peterson. 1995. *Developing Writing: Writing Skills Practice Book for EFL*. Washington DC: Office of English Language Program

Stephen Bailey. 2011. *Academic Writing: A Handbook for International Students*. New York: Routledge.

4. ALOKASI WAKTU RENCANA PERKULIAHAN

Pertemuan 1	: Sentence patterns with intransitive verbs
Pertemuan 2	: Sentence patterns with transitive verbs: The direct object
Pertemuan 3	: Sentence patterns with certain transitive verbs: Two objects
Pertemuan 4	: Sentence patterns with certain transitive verbs: Objective complements
Pertemuan 5	: Sentence patterns with linking verbs
Pertemuan 6	: Expanding the noun phrase and the verb phrase
Pertemuan 7	: Coordination
Pertemuan 8	: Subordination
Pertemuan 9	: Mid test
Pertemuan 10	: Verb tenses
Pertemuan 11	: Auxiliaries
Pertemuan 12	: Verbals
Pertemuan 13	: Prepositions and prepositional phrase
Pertemuan 14	: Phrasal verbs
Pertemuan 15	: Structure and style
Pertemuan 16	: Final test

5. STANDAR PENILAIAN/EVALUASI PEMBELAJARAN

Kehadiran	: 10%
Penugasan	: 20%
Mid test	: 30%
Final test	: 40%

Appendix.8 Profil Jurnalistik Islam

PROFIL JURNALISTIK ISLAM

Data Jurusan

- a. Program Studi : Jurnalistik Islam
- b. Fakultas : Ushuluddin, Adab dan Dakwah
- c. Kampus : IAIN Parepare

Visi Misi & Tujuan

a. Visi Prodi Jurnalistik Islam

Pengembangan Kajian dalam bidang Jurnalistik Islam dan Akulturasi Budaya berbasis Teknologi Informasi di Sulawesi pada Tahun 2022

b. Misi Prodi Jurnalistik Islam

1. Menyelenggarakan Tridharma Perguruan Tinggi yang berintegitas dalam bidang jurnalistik islam.
2. Menyelenggarakan pengkajian Islam dan akulturasi budaya dengan penghayatan literasi.
3. Mewujudkan sumber daya manusia yang profesional dan humanis melalui kajian-kajian keislaman yang integratif

c. Tujuan Prodi Jurnalistik Islam

1. Menyelenggarakan Tridharma Perguruan Tinggi yang berintegitas dalam bidang jurnalistik islam.
2. Menyelenggarakan pengkajian Islam dan akuluturasi budaya dengan penghayatan literasi.
3. Mewujudkan sumber daya manusia yang profesional dan humanis melalui kajian-kajian keislaman yang integrative.

Profil Lulusan

Jurnalis/Wartawan-Peneliti bidang Jurnalistik-Fotografer dan videografer-
Layouter-Analis Humas dan Protokol-Developer digital-Penulis/Editor

Appendix. 9 Data Collection









**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 1048 TAHUN 2021
TENTANG**

**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

- Menimbang :**
- a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
 - b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat :**
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan :**
- a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
 - b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

- Menetapkan :** **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**

- Kesatu :** Menunjuk saudara,
1. Drs. Abd. Rauf Ibrahim, M.Si.
 2. Dr. Magdhalena Tjalla, M.Hum
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Tamara Raka Numulinda
 NIM : 17.1300.105
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Analysis Of The Needs Of EFL at Islamic Journalism IAIN Parepare
- Kedua :** Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga :** Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat :** Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Parepare
 Tanggal : 08 April 2021



Dekan Fakultas Tarbiyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Arafat Duta No. 98 Sarung Parepare 91132 ☎ 0421) 21307 Fax 21446
P1 Jln. SW Parepare 91130, website : www.iainparepare.ac.id email : iain@iainparepare.ac.id

Nomor : B.934/In.39.5.1/PP.00.9/02/2022
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 : Tamara Riska Nurmalinda
Tempat/Tgl. Lahir : Sumatera, 12 November 1998
NIM : 17.1300.105
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Dusun Tanamoni, Desa Sarudu, Kec. Sarudu,
Kab. Mamuju Utara, Prov. Sulbar

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "Need Analysis In English For Specif Purpose Learning For Students Of Islamic Journalism At IAIN Parepare". Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih

Wassalamu Alaikum Wr. Wb.

Parepare, 17 Februari 2022



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP0000124

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Finans Nomor 28 Telp (0421) 2.5594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 124/IP/DPM-PTSP/3/2022

- 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. 45 Tahun 2020 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 :

MENGIZINKAN

KEPADA

NAMA

: TAMARA RISKA NURMALINDA

UNIVERSITAS/ LEMBAGA

: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

Jurusan

: PENDIDIKAN BAHASA INGGRIS

ALAMAT

: DUSUN TANAMONI, Kec. SARUDU, Kec. HAMUJU UTARA

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : NEED ANALYSIS IN ENGLISH FOR SPECIF PURPOSE LEARNING FOR STUDENTS OF ISLAMIC JOURNALISM AT IAIN PAREPARE

LOKASI PENELITIAN : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

LAMA PENELITIAN : 02 Maret 2022 s.d 02 April 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 : 15 Maret 2022

KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE



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 cetaknya merupakan alat bukti hukum yang sah

• Dokumen ini telah dibundling secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSEI**

• Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



CURICULUM VITAE



Tamara Riska Nurmalinda, the writer was born on November 12th 1998 in Sumatera. She is the first child from three children in her Family. Her Father's name is Tajuddin and her mother's name is Jumrah. She is a student of English Educational program in Tarbiyah Faculty at state Islamic Institute of Pare-pare. Her education background, she began her study on 2005-2011 at SDN 2 Lancirang and graduate on 2011 at SDN 17 Pangsid. While at the same year she studies at SMPN 6 Pangsid, and she moved to SMPN 4 Duapitue and graduated in 2014. And then she continued her study in SMAN 1 Pituriawa and she moved to SMAN 1 Dapurang finished in 2017. And after graduated She continued her study at State Islamic Religion and choose English majoor. Now she still fights and completed her study with the title: "Need Analysis in English for Specific Purposes Learning for Students of Islamic Journalism At Iain Parepare"

