

**NEEDS ANALYSIS-BASED ENGLISH FOR SPECIFIC PURPOSES (ESP)
COURSE FOR THE NON-ENGLISH MAJOR AT MERDEKA
UNIVERSITY MALANG**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING
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MALANG**

SEPTEMBER, 2022

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Degree of Education (S.Pd.) in English Education
Department



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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
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COURSE FOR THE NON-ENGLISH MAJOR AT MERDEKA
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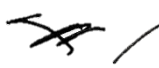

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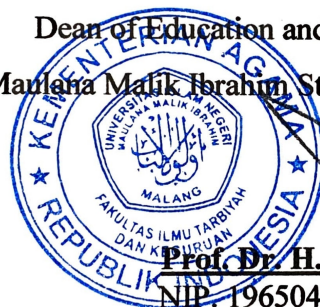
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DEDICATION

First of all, I would like to express my endless gratitude to Allah SWT for His mercy and His kindness, so I could finish this paper. Not forgetting shalawat and salam for Prophet Muhammad Saw. who has guided us from the darkness to the full of brightness era.

This graduating paper is specially dedicated for my family, my teachers, my lecturers, and all my beloved mates who have been supporting me sincerely during my highs and lows along this time. I also would like to appreciate myself for has been surviving through a lot of things until today.

MOTTO

“It’s okay not to be okay. Just embrace it, and you’ll be okay.”

Dr. H. Langgeng Budianto, M.Pd.
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Malang, August 10th 2022

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Appendix : 7 (seven) copies

The Honorable,
To the Dean of Teacher and Training Education Faculty
UIN Maulana Malik Ibrahim Malang
In Malang

Assalamu 'alaikum Wr. Wb.

After interpreting and correcting Neira Ainiyah Azmi's thesis paper entitled **"Needs Analysis-based English for Specific Purposes (ESP) Course for the Non-English Major at Merdeka University Malang"**, I have decided and would like to propose that this graduating paper can be fulfilled by Teacher and Training Education Faculty. Hopefully, this thesis will be examined as soon as possible.

Wassalamu 'alaikum Wr. Wb.

Advisor,



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LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	`
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

C. Diphtong Vocal

أَوْ	=	aw
أَيَّ	=	ay
أُوْ	=	ũ
إِيْ	=	î

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Bismillahirrahmanirrahim.

Assalamu'alaikum Wr. Wb.

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2. Prof. Dr. H. Nur Ali, M.Pd., the Dean of Teacher Training and Education Faculty of UIN Maulana Malik Ibrahim Malang
3. Dr. H. Langgeng Budianto, M.Pd., the Head of English Education Department of UIN Maulana Malik Ibrahim Malang and also the inspiring advisor of the writer
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9. And everyone whose name cannot be mentioned one by one.

Besides expressing gratitude, the writer would also like to apologize that this thesis might still far from perfect. Thus, any criticism and suggestion would be appreciated a lot for better paper in the future.

Malang, August 10th 2022

The Writer



Neira Ainiyah Azmi

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ABSTRACT

Azmi, Neira Ainiyah. 2022. Needs Analysis-based English for Specific Purposes (ESP) Course for the Non-English Major at Merdeka University Malang. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. H. Langgeng Budianto, M.Pd.

Keywords: Needs analysis, ESP, public administration course

Needs analysis plays an essential role in designing English course at tertiary education level which implements English for Specific Purposes (ESP) as the approach. This study mainly concerned on determining the needs of Public Administration students of Merdeka University, Malang in English learning, including target needs, learning needs, and the most dominant needs. Descriptive qualitative method was applied in this research by distributing questionnaire to 55 students and interviewing the English lecturer. The results showed that 29 students (52,7%) claimed that they learned English to support future career, fulfilling study needs, having international relationship, and mastering favorite language. Speaking skill was considered as the most necessary skill to be mastered by 39 students (70,9%). This result was strengthened by the lecturer's statement which emphasized speaking and writing skills as the most essential English skills for the students. 20 students (36,4%) stated that the most motivating learning activity was open discussion about relevant topics or issues. From the results, it can be concluded that speaking and writing skills need to be promoted more through learning activity discussing topics or issues related to public administration field in ESP course for Public Administration students of Merdeka University Malang.

ABSTRAK

Azmi, Neira Ainiyah. 2022. Perkuliahan *English for Specific Purposes (ESP)* Berbasis Analisa Kebutuhan untuk Mahasiswa Jurusan Non-Bahasa Inggris di Universitas Merdeka Malang. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Pendidikan dan Ilmu Keguruan. Pembimbing: Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Analisa Kebutuhan, ESP, perkuliahan administrasi publik

Analisa kebutuhan memiliki peran yang penting dalam merancang perkuliahan Bahasa Inggris di jenjang pendidikan tersier yang menerapkan *English for Specific Purposes (ESP)* sebagai pendekatannya. Penelitian ini secara garis besar bertujuan untuk menentukan kebutuhan mahasiswa Administrasi Publik di Universitas Merdeka Malang dalam pembelajaran Bahasa Inggris, termasuk kebutuhan target, kebutuhan pembelajaran, dan kebutuhan yang paling dominan. Metode deskriptif kualitatif digunakan dalam penelitian ini dengan menyebarkan kuesioner *online* kepada 55 mahasiswa dan mewawancarai dosen Bahasa Inggris. Hasil penelitian menunjukkan bahwa 29 mahasiswa (52,7%) belajar Bahasa Inggris untuk mendukung karir masa depan, memenuhi kebutuhan studi, menjalin hubungan internasional, dan menguasai bahasa favorit mereka. Kemampuan berbicara dipandang sebagai kemampuan yang paling dibutuhkan untuk dikuasai oleh 39 mahasiswa (70,9%). Hasil ini dikuatkan oleh pernyataan dosen yang menekankan kemampuan berbicara dan menulis sebagai kemampuan Bahasa Inggris yang paling penting untuk mahasiswa. 20 mahasiswa (36,4%) menyatakan bahwa kegiatan pembelajaran yang paling memotivasi ialah diskusi terbuka mengenai topik atau isu yang relevan. Dari hasil ini, maka bisa disimpulkan bahwa kemampuan berbicara dan menulis perlu untuk lebih diutamakan melalui aktivitas pembelajaran berupa mendiskusikan topik atau isu yang berkaitan dengan bidang administrasi publik dalam perkuliahan ESP untuk mahasiswa jurusan Administrasi Publik Universitas Merdeka Malang.

مستخلص البحث

عزمي، نيرة عينية. 2022. محاضرات اللغة الإنجليزية لأغراض محددة (ESP) على أساس تحليل الاحتياجات لطلاب قسم غير الإنجليزية في جامعة ميرديكا مالانج. البحث العلمي. قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. المشرف: الدكتور الحاج لنججينج بودياننوتو، الماجستير.

الكلمات الأساسية: تحليل الاحتياجات، اللغة الإنجليزية لأغراض محددة، دورة الإدارة العامة

يلعب تحليل الاحتياجات دورًا مهمًا في تصميم محاضرات اللغة الإنجليزية على المستوى الجامعي الذي يطبق اللغة الإنجليزية لأغراض محددة (ESP) كنهج. بشكل عام، تهدف هذه الدراسة إلى معرفة احتياجات طلاب الإدارة العامة في جامعة ميرديكا مالانج في تعلم اللغة الإنجليزية، بما في ذلك الاحتياجات المستهدفة واحتياجات التعلم والاحتياجات الأكثر شيوعًا. تم استخدام في هذه الدراسة المنهج الوصفي النوعي من خلال توزيع الاستبيانات عبر الإنترنت على 55 طالبًا وإجراء مقابلات مع محاضري اللغة الإنجليزية. وأظهرت النتائج أن 29 طالبًا (52.7٪) درسوا اللغة الإنجليزية لدعم مستقبلهم المهني، وتلبية احتياجاتهم الدراسية، وإقامة علاقات دولية، وإتقان لغتهم المفضلة. تعتبر القدرة على التحدث أكثر المهارات التي يحتاجها 39 طالبًا (70.9٪) لإتقانها. هذه النتيجة مدعومة ببيان المحاضر الذي يؤكد على مهارات التحدث والكتابة كأهم مهارات اللغة الإنجليزية للطلاب. ذكر 20 طالبًا (36.4٪) أن النشاط التعليمي الأكثر تحفيزًا هو المناقشة المفتوحة حول موضوع أو قضية ذات صلة. من هذه النتائج، يمكن استنتاج أن مهارات التحدث والكتابة تحتاج إلى إعطاء الأولوية من خلال أنشطة التعلم في شكل مناقشة الموضوعات أو القضايا المتعلقة بمجال الإدارة العامة في محاضرات ESP للطلاب القسم الإدارة العامة في جامعة ميرديكا مالانج.

CHAPTER I

INTRODUCTION

This chapter describes about background of the study, scope of the study, research questions, objectives of the study, significances of the study, and definition of key terms.

1.1. Background of the Study

In this globalization era, human got conveniences in communicating and cooperating globally as professional. By the presence of these beneficial conveniences, it could not be denied that the communication tool which is able to bridge the language difference globally has a significant value for people, especially for students whose future jobs are related to English. English skills can be the most valuable asset for students in achieving their future job nowadays. Not only students of English major, but students of non-English major are also required to mastering English for fulfilling their duty in the future jobs. One of non-English majors which requires English skill for the future job is Public Administration major.

Nowadays, it is important for non-English major students such as Public Administration students to master English language since it became one of the most essential proficiencies in almost any career (Dermawana, 2021). It is aimed to form high qualified graduates so they will be able to compete in their occupation fields by learning and practicing English. This

statement is in line with the hadits that was conveyed by Prophet Muhammad Saw. which emphasizes the significance of seeking knowledge to pursue the good of present life in *Al-Nizam at-Tarbawi fi al-Islam* page 188:

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

أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

“Anyone who desires the good of present life should seek knowledge. Anyone who desires the life of Hereafter should seek knowledge. And anyone who wants to do well in this life and in the next world should seek knowledge.” (HR. Ahmad)

In order to teach English for students of particular major such as Public Administration effectively by considering the demands in their future work fields, it is necessary to adjust the syllabus and lesson plan based on the students’ needs. The teacher is required to fulfill the students’ English needs according to the profession requirement which are compatible with their study fields. The students’ needs in English based on their study fields can be studied through needs analysis. Piyanapa (2004) stated that needs analysis is used to identifying what kind of skill which requires to be developed and what kind of teaching-learning activity which is needed by the students of particular study fields. According to Richards (2001), needs analysis in language teaching might be used for several different purposes, such as to find out what language skills a learner needs, to help determining in case the existing course properly addresses the

needs, to find out which students from a class are needing the training in particular language skills the most, to recognize the change of direction, to identify the gap between what students are able to do and what they need to be able to do, and to compile information about particular problems which are encountered by the students.

The final result of needs analysis can be the guideline for the lecturer in arranging syllabus and lesson plan properly according to the students' needs so the English teaching-learning process will run effectively and efficiently. In addition, the students will be more highly motivated in learning English topics which are related to their majors or study fields. English teaching based on particular needs or purposes according to the students' needs is well known as English for Specific Purposes (ESP) course.

From the brief explanation above, it can be implied that needs analysis plays an essential role in English teaching-learning activity for the students of specific major. This needs analysis can be the beginning step in arranging and developing syllabus and also the teaching material for the Public Administration students of Merdeka University Malang. By means of needs analysis the researcher will compile, hopefully this research will be able to help the lecturer in updating and designing the teaching material properly according to the latest students' needs. Besides that, expectedly the lecturer will be able to help the students to develop their English skill by considering the relevant requirement of their future jobs. Therefore, the

researcher was motivated to conduct research with the topic “Needs Analysis-based English for Specific Purposes (ESP) Course for the Non-English Major at Merdeka University Malang”.

In order to support this research, there were several relevant previous studies which are used as the basis and references of this study. The first study was conducted by Sadapotto et al. (2021) which was aimed to find out learning and language needs, the most suitable syllabus to meet ESP course, and kinds of instructional material which required to be applied for the Public Administration students at Muhammadiyah University of Sidenreng Rappang. The study found that the main goal in learning English of most students were to be able to communicate accurately and effectively or at least to be able to understand simple daily sentences and expressions. They were aiming their English proficiency levels to be advanced in understanding various forms of text and the meaning in the text. Most of them were having difficulties in speaking. These findings were then used as the basis in designing and developing ESP instructional material for Public Administration students at that university.

The second study was arranged by Kurniawati (2018) which investigated the teaching approach of ESP course at Public Administration Institute of Home Affairs (IPDN). The researcher found that the students showed positive attitude toward English course when the lecturer focused on teaching by combining speaking, writing, and reading, and critical thinking skills with governmental content knowledge.

Another study was written by Kareva (2013) which focused on describing the most relevant materials of ESP course for the students of Public Administration and Political Sciences (PAPS) at South East European University (SEEU) in Tetovo, Macedonia. From this study, it can be found that the students' writing and speaking skills need to be emphasized more in the class by providing the relevant topics based on the students' major.

Previous studies above defined the needs of Public Administration students by pointing out the most necessary English skills among speaking, writing, reading, and listening. Unfortunately, they did not specify in what aspect those skills are required by the students. Thus, this research will study further about the needs of Public Administration students at Merdeka University Malang by determining target needs, learning needs, and the most dominant needs specifically in particular aspects.

1.2. Scope of the Study

The scope of this research focused on the students' needs in learning English for Public Administration major of Merdeka University Malang from the students' and the lecturer's perspective.

1.3. Research Questions

1.3.1. What are the target needs of Public Administration students of Merdeka University Malang in learning English?

1.3.2. What are the learning needs of Public Administration students of Merdeka University Malang in learning English?

1.3.3. What are the most dominant needs of Public Administration students of Merdeka University Malang in learning English?

1.4. Objectives of the Study

1.4.1. To identify the target needs of Public Administration students of Merdeka University Malang in learning English.

1.4.2. To identify the learning needs of Public Administration students of Merdeka University Malang in learning English.

1.4.3. To identify the most dominant needs of Public Administration students of Merdeka University Malang in learning English

1.5. Significances of the Study

1.5.1. Theoretical Significance

This research was intended to identify the needs of Public Administration students of Merdeka University Malang in learning English by analyzing target needs, learning needs, and the most dominant needs from the data result. Therefore, this research result can be the reference for determining the most relevant materials in learning English according to the students' needs.

1.5.2. Practical Significance

1. For Lecturer

Helping the lecturer to provide reference in designing appropriate syllabus and lesson plan according to the students' particular needs.

2. For Students

Helping the students to provide information about the materials which are relevant with their future jobs.

1.6. Definition of Key Terms

In this subs chapter, the researcher defines several key terms which are used in this study for giving a better comprehension toward the readers.

The provided definition of key terms as follows:

1. **Needs Analysis:** A systematic process which involves collecting and analyzing necessary data which are related to the students' particular needs in learning activity in order to arrange and develop a proper curriculum.
2. **English for Specific Purposes (ESP):** A learners-centered approach in English language teaching which focusses on specified purposes considering the learners' particular needs.
3. **Non-English Major:** A major in a university which has study focus on particular field excluding English. Hence, it requires ESP as the

approach in its English teaching. Non-English major in this study will be focused on Public Administration major.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the related theories regarding English for Specific Purpose (ESP) including the classification of ESP, needs analysis which includes target needs and learning needs, teaching English at tertiary level, and previous studies.

2.1. English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs (Swales, 1992). Hutchinson and Waters (1987) defined ESP as an approach to language teaching in which all decisions as to content and method are based on the particular needs. The definitions mentioned above indicates that ESP teaching is a needs-oriented approach relating to teaching and learning of English.

ESP is definitely different from GE (General English). While students learn about the basic universal English skills in GE such as listening, speaking, writing, and reading, students will improve particular English skill through learning specified topic in ESP. Hutchinson & Waters (1987) stated that ESP is not as the same as general English, but it is an approach to English teaching and learning which is specially designed to

meet students' needs for improving their skills for their educational or work purposes. This statement was supported by Robinson's opinion (1980) which defined ESP as the teaching of English to the students who have specific goals and purposes.

Dudley-Evans and St. John (1998) claimed that there are several characteristics of ESP which distinguish it from GE. These characteristics are classified into two groups:

1) Absolute characteristics

- a. ESP is basically designed to meet the learners' particular needs;
- b. ESP makes use of the underlying methodology and activities of the disciplines it serves;
- c. ESP is centered on the language (grammar, lexis, register), skills discourse, and genres appropriate to these activities.

2) Variable characteristics

- a. ESP may be related to or designed for specific disciplines;
- b. ESP may use, in specific teaching situations, a different methodology from that of general English;
- c. ESP is generally to be targeted for adult learners, either at a tertiary level institution or in a professional work situation;
- d. ESP is likely designed for intermediate or advanced students.

The main objective of ESP is intended to meet the needs of particular students based on their purposes and goals in learning English such as

academic, scientific, and professional purposes. Basturkmen (2010) stated that ESP perceives learners in terms of their work or study roles and that ESP courses focus on work or study-related needs, not personal needs or general interest. Therefore, ESP is usually designed for adult learners or intermediate and advanced learners who have learning focus on specified field. ESP helps the adult learners to mastering English based on their study or work fields' requirement. The ESP class should be focused on the language skill concerning their future jobs.

In order to determine the students' needs, the researcher needs to analyze the collected data from needs analysis instruments. From analyzing the students' needs, the lecturer will be able to compile the proper syllabus related to their needs. The proper syllabus should provide more opportunities for the students to develop their practical abilities which are relevant to their future professions. Therefore, needs analysis plays an important role in designing the appropriate materials for the students who have learning focus on particular fields.

2.1.1. The Classification of ESP

Generally, Hutchinson and Waters (1987) classified ESP into two categories, they are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

The term of English for Academic Purposes (EAP) refers to English teaching which provides English course for academical

proficiency. According to Said (2022), English for Academic Purposes is perceived as a strategic subject for the students who are prepared to secure a certain profession soon after they graduate. The main focus of EAP is English communication skills which are required for study purposes in formal education systems (Jordan, 1997). It includes narrow concern on the specific linguistic demands of a particular area of studies such as English for Science and Technology (EST), English for Medical Purposes (EMP), English for Legal Purposes (ELP), English for Business and Economics (EBE), etc. This specified concern is aimed to train the students to use the language appropriately according to their study fields. More essentially, it allows the students to learn more about international academic norms and methodology as well as scientific and creative thinking modes such as critical thinking mode, logic thinking mode, creative thinking mode, and comparative thinking mode through the EAP course (Brown and Hood, 2002). From the explanation above, it can be understood that EAP expects the students to master English skills which are related to the target of their academic field and its principles.

While EAP is designed to meet the learners' academic needs, English for Occupational Purposes (EOP) refers to English teaching which provides English course for developing interpersonal skills related to the students' occupation fields. According to its teaching

area, it can be distinguished more specifically into English for Vocational Purposes (EVP) and English for Professional Purposes (EPP). Both categories mainly involve work-related needs and training, but they are different in the context of vocational area and professional area (Robinson, 1980). Above all, the learning objective of EOP is to be able to communicate and socialize properly as a worker in particular work field. Ahmadi and Bajelani (2012) argued that EOP is necessary since it prepares and trains the students to be ready for professional world after graduation. By learning EOP, the students are expected to master English skills and proficiency to function properly based on their specialization in professional field (Said, 2022).

2.2. Needs Analysis

Needs analysis is regarded as an important part of ESP in terms of enabling the students to discover their own abilities and specifying these needs according to their aims, objectives and desires (Basturkmen, 2010). Dudley-Evans and St. John (1998) stated that needs analysis is defined as the process of establishing what and how of a course. Brown (2001) defined needs analysis as the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation. This term has been defined as a

procedure of compiling accurate information from the learners of a foreign language about the expected objective they would like to achieve as priority at the end of learning activity.

Needs analysis is a crucial part of ESP (English for Specific Purposes). Stufflebeam, McCormick, Brikerhoff, and Nelson (1985) perceived needs analysis as a necessary phase in planning educational programs emerged in the 1960s as the part of a systems approach to curriculum development and was part of the prevalent philosophy of educational accountability. Needs analysis is aimed to identify the learners' requirement in the target situation of using English and the procedure or method which will be applied for the learners to mastering the target language during period of time.

According to Hutchinson and Waters (1987), needs analysis covers target needs and learning needs. Target needs analyze what the learners need to do in the target situation, while the learning needs analyze what the learners need to do in order to learn. Designing materials for ESP class should consider needs analysis, so the learning objectives will be more specific and suitable.

2.2.1. Target Needs

The definition of target needs refers to the things that the learners need to do in the target situation. Hutchinson and Waters (1987) define target needs as things which are required by the target situation to the learners in the context of use. They identify target

needs as necessities and distinguish them from wants which are defined as what the learners perceive they need or want to learn. There are three essential components which have to be covered in target needs.

The first component is the learners' necessities. According to Juliansyah (2020), the term of necessities refers to what the learners need to know in order to be able to function effectively as the target situation demand. It is kind of need which is determined by the demands of the target situation. For example, a tour guide is demanded to know how to lead a group of tourists in taking city tour with ethics and entertaining way using English, in order to guide the tourist group effectively. It is important for a tour guide to learn an effective written and spoken communication to guide a group of tourists who might communicate using diverse languages. By analyzing the learners' necessities, the skills and competencies which are most relevant to the learners' study field will be revealed.

The second component is the learners' lacks. Lacks is defined as the proficiency the learners have not mastered. Analyzing the learners' lacks aims to identify the gap between the target proficiency and the existing learners' proficiency, so it would be useful to decide the starting point of learning activity precisely.

The third component is the learners' wants. This term refers to the personal view and opinion of each learner toward the course.

In brief, it defines what the learners want or need to learn during the course based on their own perceptions. Since it comes from personal perspective, it is not impossible that the learners' wants are contradictory to the other parties such as teachers or lecturers and course designers.

In order to analyze the target needs precisely, it requires the compilation of valid and specific information from the learners. Several ways which can be applied to gather the required information are questionnaire, interview, observation, and data collection from the existing text and informal consultations with the concerned parties.

2.2.2. Learning Needs

Learning needs play an essential role in completing needs analysis. According to West (1998), learning needs analysis deals with the strategies that learners would apply in order to learn foreign language. This type of analysis emphasizes on how the learners wish to learn rather than what they need to learn. Learning needs is equated to the route of learning (Budianto, 2004). Furthermore, Hutchinson and Waters (1987) clarified that learning needs analysis tells us about what the learners need to do in order to learn.

According to Sitti Nurfahmi (2013), in order to obtain precise learning needs analysis, the required checklists are grouped

into inputs, procedures, settings, lecturer roles and student roles. The general frameworks which are needed in learning needs can be defined specifically as follows (Juliansyah, 2020):

- 1) Why are the learners taking the course? (1) Compulsory or optional; (2) Apparent need or covert; (3) Are status, money, promotion involved? (4) What do learners think they will achieve? (5) What is their attitude towards the ESP or general English course?
- 2) How do the learners learn? (1) What is their learning background? (2) What is their concept of teaching and learning? (3) What methodology will appeal to them? (4) What sort of techniques are likely to bore/alienate them?
- 3) What sources are available? (1) Number and professional competence of lecturers; (2) Attitudes of lecturers to ESP; (3) Lecturer's knowledge and attitude to the subject content; (4) Materials; (5) Aids; (6) Opportunities for out-of-class activities.
- 4) Who are the learners? (1) Age/sex/nationality; (2) What do they already know about English? (3) What subject knowledge do they have? (4) What are their interests? (5) What is their socio-cultural background?
- 5) What teaching styles are relevant to their culture in perceiving English as an international language?

- 6) Where will the ESP or general course take place? (1) Are the surroundings pleasant, dull, noisy, or cold?
- 7) When will the ESP or general course take place? (1) Time of day; (2) everyday/once a week; (3) full-time/part-time; (4) Concurrent with need or pre-need.

2.3. Teaching English at Tertiary Education

The term of tertiary education refers to higher education level beyond secondary education. Tertiary education or well-known as third-level or post-secondary education is the type of educational level which follows after completing the secondary education. This level commonly conducted at universities, colleges, training institutes, and vocational schools to achieve associate, bachelor's, graduate diploma, master's, and doctorate degrees. According to UNESCO (2011), tertiary education builds on secondary education to provide learning activities in specified fields of education. The learning activities are mainly focused on a high level of complexity and specialization. Tertiary education not only includes general academic education, but also advanced professional or vocational education.

By the reason of providing specified professional education, teaching English at tertiary education is not the same as teaching English at lower levels such as primary and secondary levels. English Language Teaching (ELT) approach at primary and secondary levels is still

categorized as General English (GE). It is less appropriate with the tertiary students who are demanded to master English in certain occupational purposes. Thus, the language teaching at tertiary education requires ESP as the teaching approach to be focused on the students' needs related to their future jobs. Teaching English at tertiary education using ESP approach means that the lecturer is obligated to facilitate the learners to study particular English proficiencies and design the learning materials to cover the learners' needs.

According to Basturkmen (2010), ESP courses are narrower than ELT courses because they are more learners-centered and considering the learners' needs analysis in their implementation. ESP views the students through the lens of their study or work fields. It provides the language learning experience where the students have opportunities to prepare and improve their English skills which are necessary for their future occupation. The students are even involved indirectly in designing the curriculum through needs analysis which is commonly organized by the lecturer. Therefore, this ESP approach is suitable to be applied for teaching English in any specific major of tertiary education.

2.4. Previous Studies

To support and be the basis of this research, the researcher has studied several relevant researches which have been conducted by the other

researchers before. The researcher found three previous studies which discussed the similar topic as this research.

The first study is entitled “Designing English for Public Administration Based on Needs Analysis” which was written collaboratively by Andi Sadapotto, Muhammad Hanafi, Jamaluddin, and Erfina in 2021. This study used mixed method (qualitative and quantitative) by distributing questionnaire and interviewing 25 Public Administration students at Muhammadiyah University of Sidenreng Rappang from all semester to find out their learning and language needs, the most suitable syllabus to meet the ESP course, and kinds of instructional material model which should be applied for the students according to the needs analysis and syllabus type. From the result of this research, it can be obtained that the majority of the students’ goal in learning English (84%) is to be able to communicate accurately and effectively both verbally and in writing in English. Most of the respondents (44%) are aiming their English proficiency level to support their career is to be advanced which is can understand various forms of text and understand the implicit meanings contained in a text. However, 32% of the respondents are expecting their English proficiency level to be at least at beginner level which is can understand simple sentences and expressions that often appear in everyday life. Most of the respondents (76%) are still at beginner level and in learning English, thus some of them have difficulties in speaking (48%).

The second study is entitled “English for Specific Purposes (ESP) Teaching Approach for Students (Praja) of Public Administration Institute of Home Affairs (IPDN)” which was written by Layla Kurniawati in 2018. The study was aimed to describes teaching approach of English for Specific Purposes (ESP) at Public Administration Institute of Home Affairs. The study used descriptive qualitative by observing, interviewing, and documenting the lecturers’ educational background and the English test results of 25 Public Administration students of IPDN. The data showed that the teaching problems that tends to be classical and teacher centered is the main problem in the ESP course. It is caused by the lecturers’ educational background which did not come from educational faculty of qualified university, so they tend to imitate the previous role model of other previous lectures without adjusting and developing it. After treated by the researcher using ESP approach through the materials which was focused on speaking, writing, reading, and critical thinking skills related to the governmental content knowledge, the students showed positive attitude toward English learning. The students tended to be more enthusiast and actively participate in the class when they were given chance to practice their speaking skills in the class discussion with governmental topic.

The third study is entitled “English for Specific Purposes: Public Administration and Political Sciences” which was written by Veronika Kareva in 2013. The aim of the paper was to describe the process of creating ESP course for the students of Public Administration and Political

Sciences (PAPS) at South East European University (SEEU) in Tetovo, Macedonia. Descriptive qualitative method was applied for this research. The researcher administered a questionnaire to 10 Public Administration students and 8 Political Sciences students, consulted the teachers who had taught the ESP course previously, and interviewed the former students who have been employed at the institutions from the public sector to find out the most useful English skills in their daily job. From questionnaire, it can be implied that the topic which was suggested by the most students to be discussed in the class was topics related to the current Macedonian political and state issues. Students' interaction needs to be promoted to develop student productive skills such as speaking and writing. These skills were pointed out by the needs analysis both from students themselves and their potential employers. In addition, the researcher concluded that the elements of business correspondence, email, and letter writing are required to be included in syllabus from the interview with the former students. The use of technical or specific terms are necessary to be practiced in this course to support the students' speaking and writing skills to increase their motivation in learning English. Hence, it is important to train the Public Administration students' productive skills by providing the relevant topics as the learning materials to be discussed.

CHAPTER III

METHODOLOGY

This chapter presents about research design, population and sample, analysis method including data resource, research instrument, and research procedure, data collection, and data analysis.

3.1. Research Design

This research was aimed to identify the needs of Public Administration students at Merdeka University Malang in learning English. The descriptive analysis method with qualitative approach was applied in this research to collect the data and determine the needs of Public Administration students at Merdeka University Malang in learning English through needs analysis online. The included needs which were analyzed are the target needs, the learning needs, and the most dominant needs overall. The collected numerical data were analyzed descriptively to define the target needs, the learning needs, and the most dominant needs of Public Administration students at Merdeka University Malang.

According to Bogdan and Taylor in Moloeng (2010), qualitative method is a research approach which obtains descriptive data in written or spoken form from the people or respondents and their behaviors which are being studied. Qualitative approach is purposed to seek the deeper comprehension of a phenomenon or other particular problem by focusing on the total picture rather than breaking it down into variables. Meanwhile,

according to Arikunto (2010), descriptive method is kind of research method which focusses on describing condition or situation to be explained in research result based on the factual data. The main goal of descriptive qualitative method is a holistic picture and depth of comprehension rather than a numerical data analysis. Descriptive qualitative method was chosen for this research by considering the research objectives which are requiring measurable data to be concluded as the result.

The data collection in qualitative research can be obtained through observation, interview, and survey. Due to the COVID-19 pandemic, this research applied offline interview and online survey as the collection data technique. The research was conducted by interviewing the English lecturer of Public Administration Department and using questionnaire as the instrument of survey method by distributing it containing close-ended questions to the Public Administration students. According to Sonhaji (2003), interview is a two ways dialogue between the researcher and the informant with the purpose of obtaining the present construction about people, phenomenon, organization, feelings, motivation, confession, etc. Meanwhile, questionnaire is a technique to collect the data by giving a set of questions to the respondents to be answered (Sugiyono, 2016).

The interview was used to find out the opinion, the ideas, and the current situation about English for Public Administration course and the needs of Public Administration students from the English lecturer of this department to represent the stakeholders' perspective. The researcher has

prepared 5 main questions which were developed further based on the informant's responds since it is semi-structured interview. Semi-structured interview involves prepared questions guideline with flexible protocol, so it allows the researcher to explore the informant's ideas, beliefs, and feelings toward particular topics and collect open-ended data flexibly yet still systematically (DeJonckheere & Vaughn, 2019). This kind of interview is included as in-depth interview because it can be implemented more flexibly compared to structured interview.

In order to obtain the measurable and more accurate data, the researcher provided close-ended questions which can only be answered by choosing the options which have been provided in the questionnaire. The results of the questionnaire were analyzed qualitatively after the percentage of the respondents who chose each provided option has been calculated. At the end of the research, the target needs, the learning needs, and the most dominant needs were determined from the calculated data which can be the basic consideration in arranging the syllabus and the lesson material as relevant as possible with the Public Administration students' needs.

3.2. Population and Sample

Population and sample are two related different things. Population is the whole research objects which were observed or studied by the researcher. As Sugiyono (2016) stated, population is the area of generalization consisting of object or subject with particular quality and

characteristics which are set by the researcher to be studied and concluded. Population in this research were all of the students of Public Administration from fourth semester academic year 2021/2022 consisting of 80 students in total and the stakeholders of Public Administration Department at Merdeka University Malang.

Distinguished from population, the definition of sample is the representation of population. Samples of this research were the English lecturer of Public Administration Department for interview data and 55 Public Administration students at Merdeka University Malang with composition of 24 students from A class and 31 other students from B class for survey data. The students from both classes have been treated by English for Public Administration course. The samples from both classes were taken randomly so each of the students had an opportunity to be the representative objectively without any bias motive.

3.3. Analysis Method

3.3.1. Data Resource

Data resource is the most important component in research to prove the validity of research result. Aisy (2018) stated that data resource can be classified into two resources, they are primary data resource dan secondary data resource. Primary data resource is the type of data which are obtained directly from the participants who involves as the research objects, whereas secondary data resource is

the type of data which are obtained from the various existing literature resources such as textbooks, journals, articles, thesis, or e-books that are related to the research topic.

The primary data resource in this research were the English lecturer who was interviewed and 55 respondents who fulfilled the online questionnaire consists of 41 close-ended questions. To support the data of this research, the researcher used several textbooks, journals, articles, and thesis which are related to the research topic about needs analysis and English for Specific Purposes (ESP) as the secondary data resource.

3.3.2. Research Instrument

Data collection instrument of this research was an online questionnaire which consists of 14 multiple choice questions with two until six options and 27 Likert scale statements with five-point scale regarding target needs and learning needs of Public Administration students at Merdeka University Malang in learning English. The questions were listed in Indonesian language which is the respondents' national language so they will be able to understand the questions easily. Besides that, it also decreased the possibility of the respondents' misinterpretation toward the questions context meaning.

To define the target needs of the students, including necessities, lacks, and wants, the students were given questions about (1) Their motivation levels in learning English, (2) Their difficulty levels in learning English, (3) Their English mastery levels, (4) Their reasons and expectations in learning English, (5) Their attitudes toward the current English course, (6) The language skills which are needed the most in their future job, (7) The difficulty which are encountered by the students during learning English, (8) The activities where the students use English the most.

The next aspect to be defined is learning needs of the students. To define it, the questions about (1) The meaningful English learning activities which are preferred by the students, and (2) The topics which are the students need the most to be provided by the lecturer. Furthermore, particular English skills context will be given in form of Likert-scale statements to investigate the students' perception about the importance of the mentioned English context.

To complement the questionnaire data, the researcher also prepared 5 main questions to be questioned to the English lecturer of Public Administration Department in interview session. The questions mainly discussed about the current situation of ESP course in Public Administration Department and the needs of Public Administration students from the stakeholder's perspective. The questions were listed in English since it was asked to the English

lecturer. Semi-structured interview was applied in this research to explore the ideas, opinion, and factual situation regarding present English for Public Administration course from the stakeholder's perspective.

3.3.3. Research Procedure

The researcher conducted the research by distributing the questionnaires directly to the respondents and interviewing the English lecturer to collect the primary data which were analyzed as needs analysis materials. The research procedure was implemented as follows: (1) The researcher submitted the permission letter to the Public Administration major of Merdeka University Malang to conduct the thesis research by distributing the online questionnaire to the students. (2) After deriving the permission from the department parties, the researcher distributed a set of questionnaires online using *Google Forms* by sending the link through *WhatsApp Group* and explained the instructions to the respondents to choose the most suitable answer option for each of them regarding their needs in learning English. (3) The researcher interviewed the lecturer after making a meeting appointment with the lecturer (4) The researcher processed and categorized the collected data by calculating the percentage of respondents who choose each answer option per item then determined the most chosen answer option of

each question item. The interview result was transcribed into written document. (5) The researcher analyzed and interpreted the processed data to determine the target needs, the learning needs, and the most dominant needs of Public Administration students of Merdeka University Malang overall.

Besides distributing online questionnaire, offline interview between the researcher and the English lecturer of Public Administration Department of Merdeka University Malang as the stakeholder was also established by making meeting appointment. The prepared questions were asked, but it was not close the possibility that there might be developed or modified questions based on the stakeholder's respond. The researcher recorded the interview session then transcribed it into text to be analyzed and interpreted. The result of the interview helped describing the existed English for Public Administration course and the needs of Public Administration students from the stakeholder's perspective.

3.4. Data Collection

Data collection for survey was carried out online through *WhatsApp Group* of the Public Administration class of Merdeka University Malang by sending *Google Forms* link to be fulfilled by the respondents and the instructions in fulfilling the questionnaire form. The period of time to fulfill the questionnaire form was set for three days (May 24th – 26th 2022).

The face-to-face interview session was established offline with the English lecturer of Public Administration Department of Merdeka University Malang at June 3rd 2022.

3.5. Data Analysis

In analyzing the data, the researcher used descriptive qualitative analysis. There are three stages according to Interactive Model presented by Miles and Huberman (1994) to analyze the qualitative data as follows:

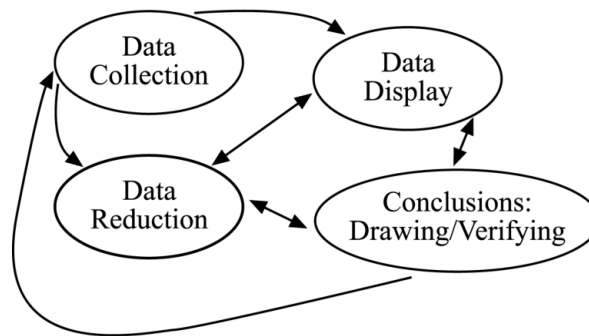


Figure 1:

Interactive Model presented by Miles and Huberman

a. Data Reduction

Data reduction occurs continually throughout the analysis. It means that data reduction has been done previously, during, and after data collection process by the researcher.

Before collecting the data through online survey, the researcher has selected the most appropriate and effective questions to be asked in order to determine Public Administration students' needs at Merdeka

University Malang. The collected data was segmented and summarized into conceptual descriptions. By segmenting the data, the researcher was able to find out the most dominant answer options of each question item which are chosen by the respondents. The answer option with highest percentage was considered as the students' tendencies. In this stage, the researcher employed the formulas as follows:

1. The Likert Scale and scoring

Table 1.1: Likert Scale

NO.	ITEMS	SCORE
1.	Very important	5
2.	Important	4
3.	Neutral	3
4.	Not important	2
5.	Not important at all	1

(Martin, 2004)

2. Each answer from the question items of the questionnaire was analyzed using the percentage formula:

$$P = \frac{F}{n} \times 100\%$$

Notation:

P = Rate percentage

F = Frequency of the current answer

n = Total number of the respondents

Besides that, the questions for the interview had also been selected to make sure that the relevant and the necessary data was obtained from the English lecturer of Public Administration Department of Merdeka University Malang through interview session.

b. Data Display

In qualitative research, the collected data from survey will be displayed in the form of table, graphic, diagram, pictogram, phi card, and other equivalent of them (Sugiyono, 2012). The number of respondents who chose each answer option of the questionnaire was displayed in the form of table. This strategy eased the researcher to observe and analyze the collected data overall in detail.

In the purpose of displaying the interview data, the dialogue between the researcher and the informant was transcribed into written document. The transcribed interview helped to emphasize the essential point and provide concrete data display, so the interview data can be analyzed more accurately and more effectively.

c. Drawing and Verifying Conclusion

The last stage of data analysis in this research is drawing and verifying conclusion. Reducing and displaying the data in the previous stage were aimed to help drawing conclusion. From the reduced and

displayed data, the researcher was able to summarize result information briefly about the target needs, the learning needs, and the most dominant needs of Public Administration students at Merdeka University Malang. This information was used to draw and verify the final conclusion of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher explains about the findings that the researcher has obtained from the research results and discusses it. Pedagogical implication will also be described based on the findings of this study. The findings regarding the needs of Public Administration students of Merdeka University Malang in learning English were analyzed descriptively.

4.1. Findings

4.1.1. Analysis of Questionnaire and Responses

The researcher obtained the data from questionnaire which contains of two categories, they are 4 identity questions and 41 main questions. The included identity questions such as name, class, gender, and age were aimed to define the respondents' demographic background. Defining the respondents' demographic background was necessary since it helped the researcher to determine whether the individuals in a particular study are a representative sample of the target population for generalization purposes (Salkind, 2010). The students' major and semester were not included in the questionnaire because the questionnaire's link in a form of *Google Form* were distributed directly to the *WhatsApp group* contains of 4th semester Public Administration students of Merdeka University Malang academic year 2021/2022. From the questionnaire online

distribution, there were 55 students in total who participated in filling the questionnaire.

The first questions category was personal information about the students' demographic background as the respondents of this research. They were asked to inform their origin class, gender, and age. The students demographic background is presented on the table 4.1.

Table 4.1 Demographic Background of the Students

Personal Information			Frequency of Students	Percentage
1.	Class	A	25	45,5%
		B	30	54,5%
2.	Gender	Male	15	27,3%
		Female	40	72,7%
3.	Age	18	8	14,5%
		19	28	50,9%
		20	14	25,5%
		21	2	3,6%
		22	3	5,5%
Total of Students			55	100%

Table 4.1 provides personal information about demographic background of the students. Most of them are female (72,7%) range from eighteen to twenty-two years old. The students who participated in filling the questionnaire came from A and B class. However, there were more respondents from B class (54,5%) rather

than from A class (45,5%). All of them have studied ESP in the first year of Public Administration course.

The second questions category was aimed at defining the results of the students' needs in learning English. The instrument used for this aspect was multiple choices questionnaire. It can be categorized into target needs (necessities, lacks, and wants) and learning needs. The distribution of the questions asked about target needs and learning needs will be further explained on the discussion section. Before getting into the questions asking about the students' needs, there were 4 questions in the beginning of questionnaire to determine the students' perception about themselves in learning English and present ESP. (See table 4.2)

Table 4.2 The Students' Motivation Levels in Learning English

Motivation Levels	Frequency of Students	Percentage
Highly motivated	25	45,5%
Quite motivated	30	54,5%
Less motivated	0	0%
Total	55	100%

The table above shows that the students' motivation levels in learning English. There were 30 students (54,5%) who were quite motivated, while the other 25 students were highly motivated in learning English. None of them were less motivated in learning

English. Apparently, most of the students were reported that they were quite motivated to learn English.

Table 4.3 The Students' Difficulty Levels in Learning English

Difficulty Levels	Frequency of Students	Percentage
Very easy	6	10,9%
Quite easy	42	76,4%
Very difficult	7	12,7%
Total	55	100%

Table 4.3 above represents the students' responses related to their difficulty levels in learning English. The difficulty levels were categorized into three levels; very easy, quite easy, and very difficult. Based on the data, 42 students (76,4%) considered that English is quite easy to be learned, 7 students (12,7%) perceived that English is very difficult, and the rest of 6 other students (10,9%) thought that English is very easy. It can be implied that the majority of the students considered English is quite easy to be learned.

Table 4.4 The Students' Proficiency Levels in Learning English

Proficiency Levels	Frequency of Students	Percentage
Beginner	25	45,5%
Intermediate	30	54,5%
Advanced	0	0%
Total	55	100%

From the obtained data, the students' proficiency levels were varied from beginner to intermediate. There were 30 students (54,5%) whose proficiency levels on the intermediate level, whereas the rest of 25 students (45,5%) were on the beginner level. It can be concluded that most of the students were on the intermediate level.

After questioning the students' perceptions about themselves in English learning, the students were also asked to give their perceptions toward present ESP course. Table 4.5 below draws the students' views toward present ESP learning, as follows:

Table 4.5 The Students' Perceptions toward Present ESP Course

Students' Perceptions	Frequency of Students	Percentage
Already effective, optimum, and relevant	53	96,4%
Has not been effective, optimum, and relevant	2	3,6%
Total	55	100%

The students' responses related to the attitude of their ESP course on table 4.5 indicated that present English for Public Administration course has already effective, optimum, and relevant. When the perception toward the present English course was questioned to the students, there were 53 students (96,4%) who chose already effective, optimum, and relevant as their perception

toward present English course, while there were only 2 students (3,6%) considered that present English course has not been effective, optimum, and relevant.

Table 4.6 The Students' Reasons in Learning English

Students' Reasons	Frequency of Students	Percentage
To support my future career	20	36,4%
To fulfill my study needs	4	7,3%
To have international relationship	1	1,8%
To master my favorite language	1	1,8%
Combination of all four options	29	52,7%
Total	55	100%

The students had varied voices toward the reasons in learning English according to the data on table 4.6. The study found that 29 students (52,7%) chose combination of all four options as their reason in learning English. The other four reasons of the students in learning English were to support their careers which were chosen by 20 students (36,4%), to fulfill their study needs which were chosen by 4 students (7,3%), to have international relationship, and to master their favorite language which each of both options were chosen by 1 student only (1,8%). Thus, it can be implied that the students' reason in learning English is the combination of all four options; supporting their future careers, fulfilling their study needs,

having international relationship, and mastering their favorite language.

Table 4.7 The Students' Expectations in Learning English

Students' Expectations	Frequency of Students	Percentage
Mastering basic rules of English	6	10,9%
Understanding text and speech in English	8	14,5%
Communicating actively and effectively using English	12	21,8%
Combination of all three options	29	52,7%
Total	55	100%

From the displayed data on table 4.7 regarding the students' expectations in learning English, it was found that combination of all three options was chosen by 29 students (52,7%) as their expectations in learning English. The other 12 students (21,8%) chose communicating actively and effectively using English as their expectations in learning English, whereas 8 students (14,5%) chose understanding speech and text in English and the rest of 6 students (10,9%) chose mastering basic rules of English. In a nutshell, most of the students expected combination of all three mentioned skills in learning English.

Table 4.8 The Most Necessary English Skill to be Mastered

English Skills	Frequency of Students	Percentage
Listening	5	9,1%
Reading	9	16,4%
Writing	2	3,6%
Speaking	39	70,9%
Total	55	100%

Table 4.9 The Students' Reasons Choose the Skill to be Mastered

Students' Reasons	Frequency of Students	Percentage
The skill is useful in public administration field	41	74,5%
Demands of the course	1	1,8%
I like the skill	8	14,5%
Following the most needed skill according to the latest trend	5	9,1%
Total	55	100%

In terms of the most necessary English to master and the reasons to choose the skill to be mastered, the students had various perceptions as illustrated on the tables above (see table 4.8 and 4.9). Based on the data on table 4.8, most of the students considered speaking skill as the most necessary English skill to be mastered according to the obtained data above. When they were asked about the most necessary English skill to be mastered, 39 students (70,9%) chose speaking skill, 9 students (16,4%) chose reading skill, 5

students (9,1%) chose listening skill, and the other 2 students (3,6%) chose writing skill. Thus, the finding of this item showed that the English skill which needs to be prominently emphasized for the Public Administration students is speaking skill.

When the students were asked regarding their reasons in choosing the most necessary English skill to be mastered on the previous question, 41 students (74,5%) considered that the chosen English skill is useful in public administration field. The other 8 students (14,5%) chose the skill because they like it, 5 students (9,1%) followed the most needed skill according to the latest trend, and only 1 student (1,9%) who perceived that the chosen skill is the demand of the course. It can be summarized from the displayed data on table 4.9 that the chosen English skill on the previous question is considered as the most necessary skill to be mastered because it is useful in public administration field.

In order to determine the students' lacks in learning English, they were questioned about the frequency of English use in daily activities and in what activity they use English the most. The data results are illustrated on table 4.10 and 4.11 as follows:

Table 4.10 The Students' Frequency of Using English in Their
Daily Life

Frequency of Using English	Frequency of Students	Percentage
Often	9	16,4%
Seldom	36	65,5%
Never	10	18,2%
Total	55	100%

Table 4.11 The Activity that the Students Use English the Most

Students' Activities	Frequency of Students	Percentage
Talking or discussing formally or informally	15	27,3%
Sharing or delivering information in written form (correspondence)	12	21,8%
Reading literature about public administration or public policies	20	36,4%
Listening to the information about public administration or policies in audio form	8	14,5%
Total	55	100%

As illustrated on table 4.10, it can be obtained that most of the students consisting of 36 students (65,5%) seldom use English in their daily life. Meanwhile, 10 other students (18,2%) chose never and the rest 9 students (16,4%) chose often for drawing their frequency of using English in their daily life. Hence, the finding of

this item implied that the majority of the students rarely used English in their daily activities.

In the next part of the questionnaire regarding the students' activity which use English the most, the responses to this item showed that 20 students (36,4%) who chose reading literature about public administration or public policies as the activity which they use English the most. Talking or discussing formally or informally was chosen by 15 students (27,3%), sharing or delivering information in written form (correspondence) was chosen by 12 students (21,8%), and the least option which was chosen 8 students (14,5%) is listening to the information about public administration or policies in audio form. It can be concluded that the students used English the most for reading literature about public administration or public policies.

The most difficult English skill to master is another theme in the questionnaire. The students were asked about their difficulties toward particular English skill. Their responses reflected their awareness of the English skill which is the most difficult to master for them and the difficulty in mastering that English skill. The results of the questionnaire can be seen as follows:

Table 4.12 The Most Difficult English Skill to be Mastered

English Skills	Frequency of Students	Percentage
Listening	18	32,7%
Reading	1	1,8%
Writing	9	16,4%
Speaking	27	49,1%
Total	55	100%

Table 4.13 The Students' Difficulties in Mastering the English Skill

Students' Difficulties	Frequency of Students	Percentage
The lesson material is less attractive	1	1,8%
Not confident because of the unfamiliarity with English	30	54,5%
The limitation of learning reference	3	5,5%
Less opportunity to practice directly	17	30,9%
Less supportive feedback from the lecturer	1	1,8%
Combination of all five options	3	5,5%
Total	55	100%

According to table 4.12, majority of the students who were represented by 27 students (49,1%) considered speaking skill as the most difficult English skill to be mastered. The second most difficult English skill is listening skill which was chosen by 18 students (32,7%), followed by writing skill and reading skill which were

chosen by 9 students (16,4%) and 1 student (1,8%). It can be interpreted that speaking skill is the most difficult skill to be mastered by the students.

The difficulty which the students faced in mastering the chosen English skill previously is defined on table 4.13. Most of the students who were represented by 30 students (54,5%) were not confident because their unfamiliarity with English. Followed by the second obstacle which 27 students (30,9%) faced in improving their English skills was the less opportunity to practice directly. The limitation of learning reference and combination of all five options were chosen by 3 students (5,5%) for each option. The lesson material was less attractive and less supportive feedback from the lecturer were chosen by 1 student (1,8%) for each option. In conclusion, the difficulty which was faced by most of the students is less confident feeling as the result of their unfamiliarity with English.

The next aspect to be analyzed is the students' views toward the activities that motivate them to learn English and the most relevant topic for their ESP course. The students had varied perspectives toward these topics. The learning activity and the learning topic which motivate the students the most in ESP course are shown on the next table 4.14 and 4.15.

Table 4.14 Activities that Motivate Students in English Learning

Learning Activities	Frequency of Students	Percentage
Opened discussion regarding topic or issue which is relevant with public administration field	20	36,4%
Playing a game which involves all students	13	23,6%
Group assignment with particular mission from the lecturer	3	5,5%
Directly practicing the skill to be given feedback by the lecturer	11	20%
Exploring material from varies references to be presented in front of the class	7	12,7%
Reading and memorizing	1	1,8%
Total	55	100%

Table 4.15 The Most Relevant Topic for the Students' ESP Course

Material Topics	Frequency of Students	Percentage
General English	21	38,2%
English for TOEFL/IELTS test preparation	14	25,5%
The application of English in public administration professional field	20	36,4%
Total	55	100%

When the students were asked regarding the learning activity which motivates them the most in learning English, there were 20 students (36,4%) who chose opened discussion regarding topic or issue which is relevant with public administration field, 13 students (23,6%) who chose playing a game which involves all students, 11 students (20%) who chose directly practicing the skill to be given feedback by the lecturer, 7 students (12,7%) who chose exploring material from varies references to be presented in front of the class, 3 students (5,5%) who chose group assignment with particular mission from the lecturer, and 1 student (1,8%) who chose reading and memorizing. From the data above, it can be concluded that opened discussion regarding topic or issue which is relevant with public administration field is kind of learning activity which motivate majority of the students the most in English course.

In order to complement the data regarding the most motivating learning activity, the students were also questioned about the learning topic which is most relevant for their English course. Most of the students who were represented by 21 students (38,2%) chose General English (GE), which is slightly different from the application of English in public administration professional field that was chosen by 20 students (36,4%). The rest 14 students (25,5%) chose English for TOEFL/IELTS test preparation. From the explanation above, it can be interpreted that the combination of GE

and the application of English in public administration professional field is the most relevant learning topic for the students' ESP course.

The last aspect to be analyzed is the importance of English skills from the students' perspective. The instrument used for this aspect was Likert scale questionnaire. It was aimed to obtain deeper comprehension regarding students' perception toward the importance of particular English skills. This instrument allows the students to choose score 1 to 5 which represents the importance level of the given statements. Score 1 stands for not important at all, score 2 stands for not important, score 3 stands for neutral, score 4 stands for important, and score 5 stands for very important. The results of the questionnaire are illustrated as follows:

Table 4.16 Students' Perception on the Importance of Basic Skills

No.	Statements	Scale				
		1	2	3	4	5
Basic Skills						
1.	Able to use English receptively (listening and reading) and productively (writing and speaking) in my study field well	0 (0%)	1 (1,8%)	6 (10,9%)	16 (29,1%)	32 (58,2%)

No.	Statements	Scale				
		1	2	3	4	5
2	Mastering English vocabularies well for my study needs	0 (0%)	0 (0%)	6 (10,9%)	15 (27,3%)	34 (61,8%)
3.	Mastering English grammar well in my study field	0 (0%)	0 (0%)	5 (9,1%)	20 (36,4%)	30 (54,5%)

Table 4.16 above shows the students' perception about the importance of mastering English basic skills in several aspects. On the first statement, 32 students (58,2%) claimed that the ability to use English receptively (listening and reading) and productively (writing and speaking) in their study field well is very important, 16 students (29,1%) stated that this basic skill is important, 6 students (10,9%) were on the neutral side, and 1 student (1,8%) considered this skill as not an important skill. In conclusion, the ability to use English receptively (listening and reading) and productively (writing and speaking) is very important for the students.

Next statement is mastering English vocabularies well for my study needs. From 55 students in total, 34 students (61,8%) voted very important, 15 students (27,3%) stood for important side, and 6 students (10,9%) claimed neutral to this statement. None of the students considered that the ability to master English vocabularies is not important and not important at all. It can be concluded that it is very important for the students to master English vocabularies well for their study needs.

Continue to the third statement, 30 students (54,5%) perceived that mastering English grammar well in their study field is very important, whereas 20 students (36,4%) considered it as important. The rest of 5 students (9,1%) stood for neutral side. None of them stood that mastering English grammar is not important and not important at all. Thus, it can be implied that English grammar related to the Public Administration students' field was considered as a very important proficiency to be mastered.

Table 4.17 Students' Perception on the Importance of Reading Skills

No.	Statements	Scale				
		1	2	3	4	5
Reading Skills						
1.	Reading written English document regarding public administration or public policies	0 (0%)	0 (0%)	9 (16,4%)	20 (36,4%)	26 (47,3%)
2.	Reading research article about public administration or public policies in English on the internet	0 (0%)	0 (0%)	14 (25,5%)	19 (34,5%)	22 (40%)
3.	Reading newspaper or news article regarding public administration or	0 (0%)	0 (0%)	14 (25,5%)	19 (34,5%)	22 (40%)

No.	Statements	Scale				
		1	2	3	4	5
	public policies in English					
4.	Reading e-mail, letter, and written message in English	0 (0%)	1 (1,8%)	16 (29,1%)	17 (30,9%)	21 (38,2%)
5.	Reading textbooks in English regarding public administration or public policies	0 (0%)	0 (0%)	12 (21,8%)	20 (36,4%)	23 (41,8%)

Based on table 4.17, there are various perception of the students toward certain reading skills. From all 55 students, there were 26 students (47,3%) who perceived that the first statement which states reading written English document regarding public administration or public policies as very important reading activity. Meanwhile, 20 students (36,4%) considered it as important and the rest of 9 students (16,4%) chose neutral. The collected data showed that reading written English document regarding public administration or public policies is very important for the students.

The second statement is reading research article about public administration or public policies in English on the internet. Most of the students who were represented by 22 students (40%) stood for very important about this statement. The other 19 students (34,5%) stood for important, while the rest of 14 students (25,5%) voted neutral. None of them perceived this

reading skill as not important or even not important at all. In conclusion, it is very important for the students to master reading skill in reading English research article about public administration or public policies on the internet.

Next statement is reading newspaper or news article regarding public administration or public policies in English. The data result is exactly the same as the previous data of the second statement. Hence, it can be summarized that the students considered reading newspaper or news article regarding public administration or public policies in English as a very important reading skill.

The fourth statement is reading e-mail, letter, and written message in English. As the displayed data above, there were 21 students (38,2%) voted very important, 17 students (30,9%) chose important, 16 students (16,1%) stood for neutral, and only 1 student (1,8%) who voted not important. In a nutshell, reading e-mail, letter, and written message in English is very important for the students.

Move to the last statement, most of the students who were represented by 23 students (41,8%) stated that reading textbooks in English regarding public administration or public policies is very important. Meanwhile, 20 students (36,4%) stood for important and the rest of 12 students (21,8%) chose neutral. As the explained data above, it is very important for the students to master reading skill in reading English textbooks regarding public administration or public policies.

Table 4.18 Students' Perception on the Importance of Listening Skills

No.	Statements	Scale				
		1	2	3	4	5
Listening Skills						
1.	Listening English conversation in a meeting or a group discussion at the workplace containing foreign people	0 (0%)	2 (3,6%)	8 (14,5%)	20 (36,4%)	25 (45,5%)
2.	Listening for taking notes of English lesson material in the class	0 (0%)	0 (0%)	9 (16,4%)	19 (34,5%)	27 (49,1%)
3.	Listening speech in English in a conference	0 (0%)	0 (0%)	17 (30,9%)	18 (32,7%)	20 (36,4%)
4.	Watching movies or TV programs in English	0 (0%)	0 (0%)	12 (21,8%)	21 (38,2%)	22 (40%)
5.	Listening songs, radio, or podcast in English	0 (0%)	1 (1,8%)	9 (16,4%)	18 (32,7%)	27 (49,1%)

Table 4.17 reveals about the students' perception on the importance of particular listening skills. The first statement discusses about the importance of listening English conversation in a meeting or a group discussion at the workplace containing foreign people. For 25 students (45,5%), it is very

important to master this listening skill. 20 students (36,4%) chose important, 8 students (14,5%) stood for neutral, and 2 other students (3,6%) claimed not important. According to the narration above, it can be interpreted that listening English conversation in a meeting or a group discussion at the workplace containing foreign people is very important for most of the students.

The second statement brings topic about the importance of listening for taking notes of English lesson material in the class. There were 27 students (49,1%) who voted very important, 19 students (34,5%) claimed important, and 9 students (16,4%) chose neutral. None of the students voted not important or even not important at all. From the obtained data, it can be summarized that most of the students perceived listening for taking notes of English lesson material in the class as a very important listening skill.

Continue to the third statement, 20 students (36,4%) considered that listening speech in English in a conference is very important. Meanwhile, 18 students (32,7%) chose important and 17 students (30,9%) stood for neutral. Not important and not important at all were not chosen by any of the student. It can be concluded from the description above that listening speech in English in a conference is very important for majority of the students.

The next statement is watching movies or TV programs in English. For most of the students who were represented by 22 students (40%), it is very important, while for 21 students (38,2%) it is just important. The rest of 12

students (21,8%) voted neutral. In a nutshell, listening skill for watching movies or TV programs in English is very important for most of the students.

The last statement is listening songs, radio, or podcast in English. Out of 55 students, 27 students (49,1%) stood for very important, 18 students (32,7%) voted important, 9 students (16,4%) picked neutral, and only 1 student who claimed not important. In conclusion, most of the students considered that listening skill for listening songs, radio, or podcast in English is very important.

Table 4.19 Students' Perception on the Importance of Speaking Skills

No.	Statements	Scale				
		1	2	3	4	5
Speaking Skills						
1.	Speaking informally with tourists or foreign friends using English	0 (0%)	0 (0%)	9 (16,4%)	19 (34,5%)	27 (49,1%)
2.	Speaking formally with foreign government agency or foreign citizen using English	0 (0%)	0 (0%)	10 (18,2%)	21 (38,2%)	24 (43,6%)
3.	Giving speech or presentation formally in front of audiences using English in an	0 (0%)	0 (0%)	12 (21,8%)	22 (40%)	21 (38,2%)

No.	Statements	Scale				
		1	2	3	4	5
	international conference					
4.	Giving speech or presentation using English at the workplace	0 (0%)	2 (3,6%)	14 (25,5%)	21 (38,2%)	18 (32,7%)
5.	Giving speech or presentation using English in the course class	0 (0%)	0 (0%)	14 (25,5%)	21 (38,2%)	20 (36,4%)
6.	Discussing using English about general topics and the latest issue with the peers	0 (0%)	4 (7,3%)	17 (30,9%)	17 (30,9%)	17 (30,9%)
7.	Discussing using English about general topics and the latest issue with foreign people	0 (0%)	0 (0%)	17 (30,9%)	19 (34,5%)	19 (34,5%)
8.	Speaking using English in public places during travelling overseas	0 (0%)	0 (0%)	6 (10,9%)	24 (43,6%)	25 (45,5%)

The displayed data on table 4.19 define the importance of several speaking skills for Public Administration students. On the first statement, 27 students (49,1%) perceived that speaking informally with tourists or foreign

friends using English is very important. The other 19 students (34,5%) considered that it is important, while the rest of 9 students (16,4%) stood for neutral regarding the given statement. It can be concluded that most of the students thought that having speaking skill to speak informally with tourists or foreign friends using English is very important.

The second statement discusses about the importance of speaking formally with foreign government agency or foreign citizen using English. From 55 students who were participated in this questionnaire, 24 students (43,6%) stood for very important, 21 students (38,2%) chose important, and the other 10 students (18,2%) claimed neutral. None of them voted not important or not important at all. In conclusion, it is very important to master speaking skill in order to speak formally with foreign government agency or foreign citizen using English.

The third statement is giving speech or presentation formally in front of audiences using English in an international conference. Most of the students who were represented by 22 students (40%) voted very important, whereas 21 students (38,2%) picked important and 12 students (21,8%) chose neutral. Therefore, it can be implied that having speaking skill to give speech or presentation formally in front of audiences using English in an international conference is important for most of the students.

Next statement given to the students is giving speech or presentation using English at the workplace. Out of 55 students, 21 students (38,2%)

claimed important, 18 students (32,7%) stood for very important, 14 students (25,5%) picked neutral, and the rest of 2 students (3,6%) voted not important. It can be concluded from the description above that the students tended perceiving this speaking skill as important rather than very important.

Continue to the fifth statement, most of the students who were represented by 21 students (38,2%) considered that having speaking skill in giving speech or presentation using English in the course class is important, while 20 students (36,4%) considered it is very important and 14 students (25,5%) stood for neutral regarding this statement. In a nutshell, having speaking skill in giving speech or presentation using English in the course class was perceived important by more students comparing to the very important option.

When the students were given the sixth statement, the students who stood for very important, important, and neutral were 17 students (30,9%) for each scale option. The rest of 4 students (7,3%) picked not important. It can be interpreted that most of the students tended to consider having speaking skill to discuss using English about general topics and the latest issue with the peers as neutral to very important skill.

The seventh statement brings the topic about the importance of discussing using English about general topics and the latest issue with foreign people. The students who voted very important and important were consisting of 19 students (34,5%) for each scale option. The other 17 students (30,9%)

chose neutral. From the narrated data above, it can be implied that most of the students perceived mastering speaking skill in discussion using English about general topics and the latest issue with foreign people is important to very important.

Move to the last statement, speaking using English in public places during travelling overseas was regarded very important by 25 students (45,5%), important by 24 students (43,6%), and neutral by 6 students (10,9%). In conclusion, most of the students believed that having speaking skill to speak using English in public places during travelling overseas is very important.

Table 4.20 Students' Perception on the Importance of Writing Skills

No.	Statements	Scale				
		1	2	3	4	5
Writing Skills						
1.	Writing paper or journal articles using English for course assignment	0 (0%)	1 (1,8%)	15 (27,3%)	21 (38,2%)	18 (32,7%)
2.	Writing country's written document in English	0 (0%)	4 (7,3%)	18 (32,7%)	19 (34,5%)	14 (25,5%)
3.	Citing information from more than one reference	0 (0%)	0 (0%)	15 (27,3%)	22 (40%)	18 (32,7%)
4.	Writing letter or e-mail informally	0 (0%)	1 (1,8%)	12 (21,8%)	25 (45,5%)	17 (30,9%)

No.	Statements	Scale				
		1	2	3	4	5
	using English to the foreign friends					
5.	Writing letter or e-mail formally using English to the foreign government agency	0 (0%)	0 (0%)	11 (20%)	21 (38,2%)	23 (41,8%)
6.	Writing research papers in English	0 (0%)	2 (3,6%)	16 (29,1%)	17 (30,9%)	20 (36,4%)

The students' perception on the importance of writing skills through several statements are displayed on table 4.20. The first statement is writing paper or journal articles using English for course assignment. From 55 students in total, 21 students (38,2%) picked important, 18 students (32,7%) chose very important, 15 students (27,3%) claimed neutral, and 1 student (1,8%) stood for not important. Based on these described data, writing skill to write paper or journal articles using English for course assignment is considered important rather than very important for the majority of the students.

The next statement is writing country's written document in English. Majority of the students who were represented by 19 students (34,5%) chose important. Meanwhile, 18 students (32,7%) chose neutral, 14 students (25,5%) voted very important, and the rest of 4 students (7,3%) claimed not important regarding the given statement. It can be concluded from the obtained data that

most of the students believed that writing country's written document in English is an important writing skill.

The third statement which states citing information from more than one reference was considered important by 22 students (40%), very important by 18 students (32,7%), and neutral by 15 students (27,3%). In conclusion, citing information from more than one reference is important for the majority of the students.

The fourth statement is writing letter or e-mail informally using English to the foreign friends. Regarding the given statement, 25 students (45,5%) stood for important, 17 students (30,9%) chose very important, 12 students (21,8%) picked neutral, and only 1 student (1,8%) stood for not important. In a nutshell, writing letter or e-mail informally using English to the foreign friends is considered important rather than very important by most of the students.

Continue to number five, the students were given a statement which states writing letter or e-mail formally using English to the foreign government agency. Out of 55 students who were voluntarily participating in filling the questionnaire, 23 students (41,8%) claimed very important, 21 students (38,2%) chose important, and the other 11 students (20%) chose neutral. According to the narration above, it can be summarized that majority of the students perceived writing letter or e-mail formally using English to the foreign government agency as a very important writing skill.

The last item measures the importance of writing skill to write research papers in English from the students' perspective. Most of the students who were represented by 20 students (36,4%) chose very important, while 17 students (30,9%) stood for important, 16 students (29,1%) picked neutral, and only 2 students stood for not important. It can be implied from the description above that writing research papers in English is very important for the majority of the students.

4.1.2. Results of the Interview with the Lecturer

In this part, the researcher presents the result of the interview with English lecturer as the representation of stakeholders of Public Administration Department. The objective of this interview is to support and complement the questionnaire data. The results of the interview will be presented in form of transcript using initial N as the interviewer and initial ES as the English lecturer.

The first question was intended to find out the process of designing English course for Public Administration students. The explanation of the English lecturer has been transcribed as follows:

- N.1 : "How was the process of designing English course, especially syllabus and lesson materials for Public Administration students?"
- ES.1 : "I was looking for the vision and mission of the university, going to the faculty, then going to the department to find out what they need for the students' outcomes in English. I designed the syllabus, the lesson plan, and the material to be matched with the students' needs."

Based on the transcribed explanation above, the lecturer designed the lesson material by integrating the university's vision and

mission with the students' learning outcomes which were expected by the stakeholders of Public Administration Department. The expected learning outcomes were arranged by the stakeholders to form high qualified students in terms of the most required skills in their future professional field.

The second question asked about the needs of Public Administration in learning English from the stakeholders' perspective.

N.2 : "According to the information that you have got from the department, what are the needs of Public Administration students?"

ES.2 : "Because the focus is on Public Administration students, I arranged the material related to the public administration proficiency and future job such as arranging the data, conversation in formal interaction, communication with guest, and how to write formal letters for business or administration which are related to their major. All four English skills are necessary for the students. Speaking skill for their formal conversation in the office, writing skill for producing formal letters, listening and reading skills to support their study in English course."

The lecturer's answer implied that the students' needs are including all four English skills; practice how to speak in formal conversation, learn how to write formal letters or documents, and develop listening and reading skills in order to receive and comprehend information in English from any resource. It is essential for the students to master these specified English skills which are related to the present study needs and the requirements of their future jobs.

The next question was aimed to draw the present ESP course for Public Administration students according the lecturer's perspective.

- N.3 : “According to your experience, how is the present implementation of English course for Public Administration students?”
- ES.3 : “The present English course is focus on how to write formal letters and how to communicate formally. Actually, I put the idea that they might not only work in public administration field, but they might work in other occupation fields. Therefore, 70% of this course used ESP approach and the other 30% used General English to broaden their materials and knowledge. In teaching English, I try to make my students enjoy the process and easily understand the materials by simplifying my explanation for them and using various techniques based on the students’ competencies.”

From the lecturer’s response, it can be found that the present English course has been implementing mixed approaches between English for Specific Purposes (ESP) and General English (GE). It is intended to teach the students particular materials which are necessary for their future job such as how to write formal letters and how to communicate formally. Besides that, the students were also expected to master basic general English skills so they would be able to adapt in any occupation field. The lecturer prioritized the students’ convenience in English learning by trying to be close to the students, using enjoyable techniques, and making the students easily understand the materials through simple explanation.

In order to determine the students’ learning needs from the lecturer’s experience during teaching them in the class, the researcher asked about the most effective approaches or techniques and learning medias for Public Administration students as follows:

- N.4 : “What are the most effective approaches or techniques and learning medias in English course for Public Administration students based on your experience?”
- ES.4 : “I think it is jigsaw method, especially for training their speaking skill. I divided the students into groups consist of three members, gave them several clues, then I assigned them to share it to their group members. Before pandemic era, the students were really excited when I asked them to learn outside the class to practice their speaking skills through jigsaw method. But during online class, I tend to apply student-centered approach more through presentation assignment. For example, I gave them a video to be watched, then the representation of them has to present what she/he has got from the video. For the learning media, I think the most effective ones in this pandemic era are YouTube video and e-module. Book is not really interesting nowadays for the students.”

The transcribed lecturer’s answer above showed the difference of the most effective learning technique between offline and online class. Jigsaw method was perceived as the most effective technique in offline class. Meanwhile, the most effective technique in online class was students’ presentation. Both techniques were aimed to improve the students’ speaking skills. The teaching learning activity in the class was supported by YouTube video and e-module as the most effective learning medias.

The next aspect which was questioned to the lecturer was the most essential English skills which need to be mastered by the students. This question was aimed to determine the students’ necessities from the lecturer’s point of view.

- N.5 : “Considering the students’ job requirements in the future, what are the most essential English skills that need to be mastered by Public Administration students?”
- ES.5 : “First is speaking skill since every office and government institution has interview stage as the recruitment assessment.

Moreover, it is very important for the students to be familiar with English in this 2022 as their plus point in their future jobs, especially if they will work overseas. The second one is writing skill because this skill is related to administration job which demands them to be an expert in correspondence.”

In terms of the most essential English skills to be mastered by Public Administration students, the lecturer mentioned two priority skills. The first one is speaking skill which is essential for the students in job recruitment and elevating each student’s strength as an individual in their future career. The second one is writing skill which is in line with the demands of public administration field to expertise in correspondence, especially writing formal letters and documents.

Following up the previous answer, the lecturer was asked about the current students’ speaking skills. The lecturer was also asked about how was her strategy for improving the students’ speaking skills.

- N.6 : “What do you think about the current students’ speaking skills?”
- ES.6 : “I think their speaking skills range from beginner to intermediate, can be predicated as good enough but most of them still need to be trained more.”
- N.7 : “How is your strategy to improve the students’ speaking skills?”
- ES.7 : “During online class, I asked them to watch a YouTube video contains of simple conversation spoken by native speaker. After that, I provide them an opportunity to present and discuss about what they have got from the video. But while in offline class before the pandemic era, I applied jigsaw method as I have mentioned before.”

The answer of the lecturer indicated that the present students’ speaking skills were various from beginner to intermediate. In addition, the lecturer stated that most the students need more intensive training.

This statement implied that most of the students at least have basic speaking skills which can be improved further through the course activities and assignments.

In order to improve the students' speaking skills, the lecturer applied several learning strategies. Watching YouTube video to be discussed were frequently implemented during online class. The video which contains simple conversation was aimed to give the students' proper modelling in speaking proficiency. Different from online class, jigsaw method was applied mostly in offline class before the pandemic era. The application of jigsaw method was aimed to stimulate the students to speak actively by sharing with their classmates in a small group. These learning strategies have been proven as the activities which can boost the students' motivation in practicing and improving their speaking skills according the lecturer's teaching experience.

The last two questions were asked by the researcher to define the students' lacks and the lecturer's strategies in fixing up the lacks.

- N.8 : "Considering the students' current skills, what are the skills that need to be improved the most through English course for Public Administration students?"
- ES.8 : "If we talk about speaking skill, at least around half of the students are good enough in speaking and the other students still need to be trained more. But if we talk about writing skill, almost all of them are having difficulties in writing. So, the answer is writing skill."
- N.9 : "How is your strategy to improve their writing skills?"
- ES.9 : "Considering their current writing skill, I tend to train them starting from the simplest aspect in writing, it is vocabularies. I teach them how to write particular vocabularies related to their study field, then ask them to memorize it."

Based on the lecturer's response regarding the students' lacks, there were two skills that need to be improved further; writing and speaking skills. The lecturer illustrated that at least half of the students have average speaking skills, but unfortunately almost all of the whole students were struggling in writing. Therefore, it can be concluded that the priority skill which needs to be improved the most according to the students' current skills is writing skill.

As the treatment for the students' issue in writing, the lecturer has been focusing on the students' vocabulary mastery. Vocabulary was perceived as the simplest component of writing skill by the lecturer. Specified vocabularies were selected based on the students' major, then the lecturer taught the students how to write those vocabularies correctly. After that, the students were assigned to memorize the given vocabularies. These focus material and technique were implemented by considering the students' lacks in the present to meet the expected competence of ESP course.

4.2. Discussion

In this part, the researcher elaborates the findings of this study by analyzing the results of the questionnaire and also the interview. The analysis focused on the purpose of this study which was aimed to identify the needs of Public Administration students of Merdeka University Malang in learning English.

Before identifying the students' needs, the perception of the students toward themselves in learning English are essential to be defined first. It helps the lecturer in understanding the students' thought about their motivation and intelligence state in learning English. From this study, the researcher found that the students' motivation in learning English can be ranged from quite motivated (54,5%) to highly motivated (45,5%). The state of students' motivation is in line with majority of the students who believed that English is quite easy for them (76,4%). Most of them also perceived that the present ESP course has been running effectively (96,4%). In addition, their English lecturer illustrated the present ESP course composed by 70% ESP and 30% GE, which was aimed to expand and free the students' mind that they have possibilities to work in any field. The lecturer's learning techniques and engagement were also making the students feeling excited to follow the course. These findings implied that the students have positive attitude toward English learning in their major.

Discussing about the students' proficiency levels, most of the students perceived that they were on beginner level (45,5%) and intermediate level (54,5%). This perception was supported by the lecturer's statement which indicated that her students' proficiency levels were various from beginner to intermediate, especially for speaking skills. Meanwhile, the students' writing skills were rated as beginner by the lecturer.

In order to determine the needs of the students in ESP course, there are two main aspects which have to be considered, they are target needs and learning needs. Target needs itself can be classified more specifically into three. The first aspect is necessities which refers to prioritized skills that need to be mastered by the learners based on the target situation. The study revealed from the students' perspective through questionnaire that speaking skill (70,9%) is the most necessary skill for the students because it is useful in public administration field (74,5%). The lecturer also had the same perception as the students. The lecturer stated that the first skill which needs to be mastered by the students according to the target situation is speaking skill, especially communicating formally. This skill will be required by the students for their future job interview and improving their soft skills quality as an individual. Since Public Administration students were also demanded to expertise in formal correspondence, writing skill was considered as the second skill which needs to be boosted through ESP course. It can be concluded that speaking and writing skills are two proficiencies which are considered as the students' necessities. The necessities are focused on communicating formally and writing formal letters.

The second aspect which defines target needs is lacks. The term of lacks refers to the gap between the required skills by the target situation and the students' existed skills. Based on the collected data of this research, majority of the students had difficulties in speaking skill (49,1%) because

they were not familiar with English, so it affects their confidence in practicing speaking negatively (54,5%). This reason is linier with the fact that the students were using English rarely in their daily activities (65,5%). They used English frequently for reading literature about public administration or public policies (36,4%). It only enabled them to use English receptively, not actively as the required skills in their major. On the other hand, writing skill was considered as the students' skill which needs to be improved more intensively compared to speaking skill from the lecturer's point of view. It is because almost all of them were perceived having difficulties in writing, while only half of them who needed more practice in speaking. This statement indicated that the students were on basic level in writing and on basic to intermediate levels in speaking. In a nutshell, the students are having lacks in speaking and writing skills due to their unfamiliarity with English.

The third aspect of target needs is wants which has something to do with the students' personal desire in learning English. When the students were being questioned regarding their reasons in learning English, most them claimed that they learn English to combine all of four objectives; support their future careers, to fulfill their study needs, to have international relationship, and master their favorite language (52,7%). Among these four options, supporting their future careers was significantly chosen by the students (36,4%). The students had tendency in preparing their future career through learning English according to this data result.

The students' tendency in preparing future career through studying English can also be seen through the result of the students' expectation in ESP course. Majority of them expected to be able to combine all of three options after learning English; mastering basic rules of English, understanding English text and speech, and communicating actively and effectively using English (52,7%). Comparing the three options of the students' expectations before, the students preferred improving their communication ability (21,8%) instead of the other two options. It can be analyzed from these findings that the students learn English because of the combination all of four mentioned reasons above, especially supporting their future career. Besides that, they expect all of three mentioned expectations above in learning English, especially communicating actively and effectively using English which is required the most in the careers of public administration field.

After identifying the target needs of the students, the next thing to be discussed is the learning needs. This term refers to the strategies that need to be applied for the learners in order to learn English. Majority of the students claimed that opened discussion regarding topic or issue which is relevant with public administration field is the most motivating learning activity for them (36,4%). There were two most relevant topics which can be discussed in the class; General English (38,2%) and the application of English in public administration professional field (36,4%).

Since the students expected to learn both GE and ESP topics, it was a brilliant idea of the lecturer to combine GE with ESP approaches in the present English course. The lecturer has also been arranging opened discussion during the class using jigsaw method and students' presentation. These activities allowed the students to practice their speaking skills during the course. Unfortunately, the lecturer tended to focus on developing English proficiency in general situation rather than giving specific issue which is very possible to be faced by the students in the future. According to the learning activity which motivates the students the most, the present teaching learning activity can be specified further by adding the latest issues or relevant topics related to public administration world to be discussed in the class.

To complement the comprehension regarding the students' learning needs, they were also asked to give their perception about the importance of particular English skills. Discussing about basic English skills, most of the students perceived that mastering vocabularies (61,8%), grammar (54,5%), and the application of receptive and productive English skills (58,2%) were very important.

Two receptive skills in English to be discussed are reading and listening skills. Reading written English document regarding public administration or public policies was rated very important by most of the students (47,3%), followed by reading relevant textbooks in English (41,8%), reading relevant research article (40%), and reading relevant

newspaper or news article (40%). For listening skills, it can be ranked that listening for taking notes of English material in the class and listening songs, radio, or podcast was considered as very important by majority of the students (49,1%), followed by listening conversation in a meeting group or group discussion at workplace (45,5%) and watching movies or TV programs (40%). It can be seen from the most significant data above that it is very important for the students to master reading skill in terms of their future career preparation and have proper listening skill for their study needs.

The other kind of skills to be discussed is productive skill consisted of speaking and writing skills. The speaking skill which was considered very important by most of the students is speaking informally with tourists or foreign mates (49,1%). The other speaking skills which mean very essential are speaking in public places during travelling overseas (45,5%) and speaking formally with foreign government agency or foreign citizen (43,6%). On the other hand, writing letter or e-mail formally to the foreign government agency was perceived very important by majority of the students (41,8%) among the other writing skills. The researcher interpreted from the data which showed the most significant percentage that the students considered speaking skill is very important for them in terms of formal communication with foreign people, whereas writing skill is very essential related to correspondence or write formal letter.

4.3. Pedagogical Implication

In this section, the researcher describes the reflection according to the findings and discussion of this study which can be implemented as pedagogical implication.

Designing syllabus and materials for specific major in university requires needs analysis as the fundamental basis. English course for Public Administration students of Merdeka University Malang needs to be specified on developing speaking and writing skills which are considered as the most useful skills in supporting the students' future career. Unfortunately, the students have difficulties in both skills as the result of their unfamiliarity with English which impacts negatively to their confidence in using English. As the solution to this problem, the lecturer can facilitate the students with learning materials and activities that stimulate them to practice English confidently, such as giving personalized feedback and suggestion toward the students' performance or work. Giving personalized feedback is an essential skill to be adopted by the lecturers in higher education and it significantly influences quality of the students' learning process (Hattie & Timperley, 2007).

Besides giving feedback, it is also important for the lecturer to bring the latest issues or topics which are relevant to public administration field. General English was also perceived as an important topic for the students, but specified topic will take the students' learning experience to another level. The students will have an opportunity to learn their target situation

and sharpen their critical thinking through relevant topics. Furthermore, bringing the latest issues or topics to the class discussion will elevate the students' motivation in learning English based on the found data of this research.

The implementation of discussing specified topics can be started by assigning the students to read any reference about issues or topics which are related to their study field before meeting in the class. It is aimed to familiarized themselves with English through reading activity. The students will be assigned to discuss what they have read in the class. The opened discussion about related issues like this enables the students to participate actively through speaking up their opinion toward the issues. This kind of activity provides the students more opportunities to practice their speaking skills. Moreover, the lecturer can also guide the students to take notes of what they have got from the discussion. It will help the students to train their listening and writing skills. All four English proficiencies can be covered in this opened discussion activity.

Reflecting to the present ESP course in Public Administration major of Merdeka University Malang, English course can be improved further by the lecturer through personalized feedback and specified issues or topics. Personalized feedback is aimed to enhance the students' confidence in practicing English. This activity can be combined with opened discussion during the class. The combination between these two activities will enable the students to explore the learning materials which are most interesting for

them and motivate them more to develop their English skills significantly based on their study field.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the explained findings on the previous chapter, the research results showed that the most dominant needs of Public Administration students of Merdeka University Malang in ESP course are speaking and writing skills, especially formal communication and writing formal letter. These dominant needs were concluded from target needs (necessities, lacks, and wants) and learning needs. Both skills are important to be mastered considering the most necessary English skills for the students' future jobs. The students' wants were manifested in their learning motivation to support and prepare their future career, fulfill their study needs, have international relationship, and master their favorite language. After following English course, the students expected that they will be able to communicate actively and effectively using English, master basic English basic rules, and understand English text and speech.

Unfortunately, the students lacks were drawn through their difficulties in both essential skills. It was because they were feeling unfamiliar with English which decreased their confidence in practicing English. This issue can be fixed by arranging opened discussion in the class to discuss about the latest issues or topics related to public administration

field which was considered as the students' learning needs since they perceived this as the most motivating learning activity in ESP course. In addition, feedback from the lecturer in terms of the students' performance is also necessary to increase their confidence and motivation in practicing English more frequently.

5.2. Suggestion

According to the results of this study, it is recommended for the lecturer to improve the current ESP course by bringing specified issues or topics which are relevant with public administration field to the class discussion. Most of the students considered this kind of activity can increase their motivation and enthusiasm in learning English. As the reference, this learning activity might be started by assigning the students to read any resource about related issues, giving each student an opportunity to present their reading and the other students to comment or speak their opinion about their friend's presentation, lastly asking them to write down their understanding from the class discussion. Although the focused skills to be developed in public administration major are speaking and writing, reading and writing skills can also be improved through these series of specified discussion activity.

Since this research is only focused on studying the needs of Public Administration students of Merdeka University Malang with limited samples, the researcher suggests the future researcher to take wider

samples from Public Administration students, stakeholders, and alumnus of several universities. Besides that, it is recommended for the future researcher to investigate the students' most favorable future jobs to help adjusting the learning materials exactly on the target situation. The results later hopefully can be used as the accurate basis in formulating and designing learning materials for public administration students in any university. Validating the data to the alumnus who have working experience in professional world of public administration would make the research results become more reliable.

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APPENDICES

APPENDIX I

Questionnaire Guideline

Petunjuk Pengerjaan:

1. Sebelum mengerjakan kuesioner, pastikan Anda telah mengisi identitas diri secara lengkap di bawah ini. Semua data identitas diri Anda akan dijaga kerahasiaannya dalam penelitian ini.
2. Pada pertanyaan pilihan ganda, pilihlah salah satu jawaban yang paling sesuai dengan diri Anda di antara pilihan jawaban ada untuk menjawab pertanyaan yang telah disediakan. Tidak ada jawaban benar atau salah dalam kuesioner ini.
3. Pada pernyataan Skala Likert, pilihlah salah satu angka skala yang paling sesuai dengan pendapat Anda mengenai seberapa penting kemampuan berbahasa Inggris berdasarkan pernyataan yang telah disediakan. Ukuran skala mengacu pada skala Likert dengan keterangan sebagai berikut:

1	Sama sekali tidak penting	3	Netral	5	Sangat penting
2	Tidak penting	4	Penting		

Nama Lengkap :
 Kelas : A/B
 Jenis Kelamin : P/L
 Usia :

Pilihan Ganda

Jawablah pertanyaan di bawah ini dengan memilih pilihan jawaban yang paling sesuai dengan diri Anda!

1. Saat ini, bagaimana motivasi Anda dalam belajar bahasa Inggris?
 - a. Sangat termotivasi
 - b. Cukup termotivasi
 - c. Kurang termotivasi

2. Bagaimana pandangan Anda mengenai tingkat kesulitan dari belajar bahasa Inggris?
 - a. Bahasa Inggris sangat mudah dipelajari
 - b. Bahasa Inggris cukup mudah dipelajari
 - c. Bahasa Inggris sangat sulit dipelajari
3. Menurut Anda, pada level manakah kemampuan berbahasa Inggris Anda saat ini?
 - a. *Beginner* (pemula)
 - b. *Intermediate* (menengah)
 - c. *Advanced* (ahli)
4. Apa alasan utama Anda dalam belajar bahasa Inggris?
 - a. Untuk mendukung karir masa depan
 - b. Untuk kebutuhan studi perkuliahan
 - c. Untuk menjalin hubungan internasional
 - d. Untuk memperdalam bahasa yang saya sukai
 - e. Kombinasi antara keempat pilihan di atas
5. Apa yang paling Anda harapkan dari pembelajaran bahasa Inggris?
 - a. Mampu menguasai materi/kaidah dasar dari bahasa Inggris
 - b. Mampu memahami teks dan pembicaraan dalam bahasa Inggris
 - c. Mampu berkomunikasi secara aktif dan efektif menggunakan bahasa Inggris
 - d. Kombinasi antara ketiga pilihan di atas
6. Bagaimana pendapat Anda mengenai perkuliahan bahasa Inggris yang telah diberikan oleh dosen?
 - a. Sudah efektif, optimal, dan relevan
 - b. Belum efektif, optimal, dan relevan

7. Dari keempat kemampuan bahasa Inggris di bawah ini, manakah kemampuan yang menurut Anda paling perlu dikuasai?
 - a. *Listening* (mendengarkan)
 - b. *Reading* (membaca)
 - c. *Writing* (menulis)
 - d. *Speaking* (berbicara)
8. Apa alasan Anda memilih kemampuan bahasa Inggris tersebut sebagai kemampuan yang paling perlu dikuasai?
 - a. Karena kemampuan tersebut sangat berguna dalam ranah Administrasi Publik
 - b. Karena tuntutan dalam perkuliahan
 - c. Karena saya menyukai kemampuan tersebut
 - d. Karena mengikuti kemampuan yang paling dibutuhkan sesuai tren
9. Bagaimana frekuensi Anda menggunakan bahasa Inggris dalam keseharian?
 - a. Sering
 - b. Jarang
 - c. Tidak pernah
10. Dari keempat aktivitas di bawah ini, manakah aktivitas yang paling sering menggunakan bahasa Inggris dalam keseharian Anda?
 - a. Berbicara atau berdiskusi secara formal maupun informal
 - b. Bertukar atau menyampaikan informasi secara tertulis (korespondensi)
 - c. Membaca literatur terkait administrasi atau kebijakan publik
 - d. Menyimak informasi terkait administrasi atau kebijakan publik secara audio
11. Dari keempat kemampuan bahasa Inggris di bawah ini, manakah kemampuan yang menurut Anda paling sulit untuk dikuasai?
 - a. *Listening* (mendengarkan)
 - b. *Reading* (membaca)

- c. *Writing* (menulis)
 - d. *Speaking* (berbicara)
12. Apa kesulitan atau hambatan yang paling berarti bagi Anda dalam menguasai kemampuan tersebut?
- a. Bahan materi ajar yang kurang menarik
 - b. Merasa tidak percaya diri karena tidak familiar dengan bahasa Inggris
 - c. Keterbatasan sumber belajar
 - d. Kurang adanya kesempatan untuk berlatih secara langsung
 - e. Kurang adanya *feedback* yang membangun dari dosen
 - f. Kombinasi antara kelima pilihan di atas
13. Dari perspektif Anda, aktivitas pembelajaran seperti apa yang dapat membangkitkan motivasi Anda dalam belajar bahasa Inggris?
- a. Diskusi terbuka terkait topik atau isu yang relevan dengan jurusan Administrasi Publik
 - b. Memainkan sebuah *game* yang melibatkan seluruh mahasiswa secara aktif
 - c. Kerja kelompok dengan misi tertentu dari dosen
 - d. Disediakan kesempatan praktek secara langsung, lalu diberi *feedback* oleh dosen
 - e. Kebebasan mengeksplorasi materi dari berbagai sumber untuk dipresentasikan di depan kelas
14. Dari beberapa pilihan di bawah ini, topik materi perkuliahan mana yang paling Anda butuhkan untuk dibahas oleh dosen dalam kelas bahasa Inggris?
- a. Bahasa Inggris secara umum
 - b. Bahasa Inggris untuk persiapan tes TOEFL/IELTS
 - c. Pengaplikasian bahasa Inggris dalam ranah profesi administrasi publik

Pengukuran Skala Likert

Pilihlah salah satu angka skala yang paling sesuai dengan pendapat Anda mengenai seberapa penting kemampuan berbahasa Inggris berdasarkan pernyataan yang telah disediakan. Ukuran skala mengacu pada skala Likert dengan keterangan di bawah ini:

1	Sama sekali tidak penting	3	Netral	5	Sangat penting
2	Tidak penting	4	Penting		

No.	Pernyataan	Skala				
		1	2	3	4	5
Kemampuan Dasar (<i>Basic Skills</i>)						
1.	Mampu berbahasa Inggris secara reseptif (<i>listening</i> dan <i>reading</i>) maupun produktif (<i>writing</i> dan <i>speaking</i>) dalam ranah studi saya dengan baik					
2	Menguasai kosakata (<i>vocabulary</i>) bahasa Inggris dengan baik untuk kebutuhan studi saya					
3.	Menguasai tata bahasa (<i>grammar</i>) dalam bahasa Inggris dengan baik dalam ranah studi saya					
Kemampuan Membaca (<i>Reading Skills</i>)						
1.	Membaca dokumen tertulis terkait ranah administrasi atau kebijakan publik berbahasa Inggris					
2.	Membaca artikel penelitian terkait ranah administrasi atau kebijakan publik berbahasa Inggris di internet					
3.	Membaca koran atau artikel berita terkait ranah administrasi atau kebijakan publik berbahasa Inggris					
4.	Membaca e-mail, surat, dan pesan tertulis dalam bahasa Inggris					
5.	Membaca buku (<i>textbook</i>) berbahasa Inggris seputar administrasi atau kebijakan publik					

Kemampuan Mendengarkan (<i>Listening Skills</i>)					
1.	Mendengarkan percakapan dalam pertemuan atau diskusi kelompok berbahasa Inggris di tempat kerja yang beranggotakan orang asing				
2.	Mendengarkan untuk mencatat materi pembelajaran berbahasa Inggris di kelas				
3.	Mendengarkan pidato berbahasa Inggris dalam sebuah konferensi				
4.	Menonton film atau program TV berbahasa Inggris				
5.	Mendengarkan lagu, radio, atau podcast berbahasa Inggris				
Kemampuan Berbicara (<i>Speaking Skills</i>)					
1.	Berbicara secara informal dengan turis/teman asing menggunakan bahasa Inggris				
2.	Berbicara secara formal dengan perangkat negara asing/ Warga Negara Asing (WNA) menggunakan bahasa Inggris				
3.	Memberikan pidato/presentasi formal di hadapan audiens menggunakan bahasa Inggris dalam konferensi internasional				
4.	Berpidato/presentasi menggunakan bahasa Inggris di tempat kerja				
5.	Berpidato/presentasi menggunakan bahasa Inggris di kelas perkuliahan				
6.	Berdiskusi menggunakan bahasa Inggris tentang topik-topik umum dan isu terkini dengan teman sejawat				
7.	Berdiskusi menggunakan bahasa Inggris tentang topik-topik umum dan isu terkini dengan orang asing				
8.	Berbicara menggunakan bahasa Inggris di ruang publik saat berpergian ke luar negeri				

Kemampuan Menulis (<i>Writing Skills</i>)					
1.	Menulis makalah atau artikel jurnal berbahasa Inggris untuk tugas perkuliahan				
2.	Menulis dokumen negara dalam bahasa Inggris				
3.	Mensintesis informasi lebih dari satu sumber				
4.	Menulis surat atau e-mail berbahasa Inggris secara informal kepada teman asing				
5.	Menulis surat atau e-mail berbahasa Inggris secara formal kepada perangkat negara asing				
6.	Menulis laporan penelitian dalam bahasa Inggris				

APPENDIX II

Interview Guideline

No.	Content	Question	Number of Question
1.	The existed English for Public Administration course at Merdeka University Malang	How was the process of designing English course, especially syllabus and lesson materials for Public Administration students?	1
		How is the present implementation of English course for Public Administration students?	2
2.	The needs of Public Administration students at Merdeka University Malang	What are the most effective approaches and learning medias in English course for Public Administration students?	3
		Considering the students' job requirements in the future, what are the most essential English skills that need to be mastered by Public Administration students?	4
		Considering the students' current skills, what are the skills that need to be improved the most through English course for Public Administration students?	5

APPENDIX III

Google Form Questionnaire

Bagian 1 dari 3

Kebutuhan Bahasa Inggris pada Mahasiswa Jurusan Administrasi Publik UNMER Malang

Petunjuk Pengerjaan:

1. Sebelum mengerjakan kuesioner, pastikan Anda telah mengisi identitas diri secara lengkap di bawah ini. Semua data identitas diri Anda akan dijaga kerahasiaannya dalam penelitian ini.
2. Kuesioner terdiri atas 14 pertanyaan pilihan ganda & 27 pernyataan Skala Likert. Pengerjaan kuesioner membutuhkan waktu sekitar 5-10 menit.
3. Pada pertanyaan pilihan ganda, pilihlah salah satu jawaban yang paling sesuai dengan diri Anda di antara pilihan jawaban ada untuk menjawab pertanyaan yang telah disediakan. Tidak ada jawaban benar atau salah dalam kuesioner ini.
4. Pada pernyataan Skala Likert, pilihlah salah satu angka skala yang paling sesuai dengan pendapat Anda mengenai seberapa penting kemampuan berbahasa Inggris berdasarkan pernyataan yang telah disediakan. Ukuran skala mengacu pada skala Likert dengan keterangan sebagai berikut:

- 1) Sama sekali tidak penting
- 2) Tidak penting
- 3) Netral
- 4) Penting
- 5) Sangat penting

Terima kasih atas partisipasinya!
Semoga Tuhan memberkati & membalas kebaikan saudara.

Pertanyaan Jawaban Setelan

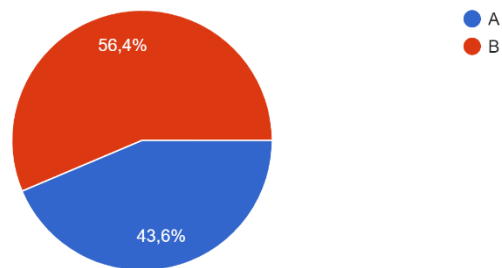
Nama Lengkap

55 jawaban

KARINA WIDYA RAHAYU
Ditania Arya Dewi
Safira Nur Aisyah
LAILA QODRIYAH RAHMI RAMADANI
ADE AGUSTIN NICOLAS
Sirilus Takdir
Tiara dinda
Angle Izma Fernanda
Fitri Ayu Puspaningrum

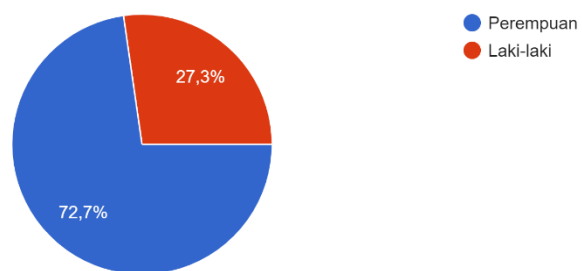
Kelas

55 jawaban



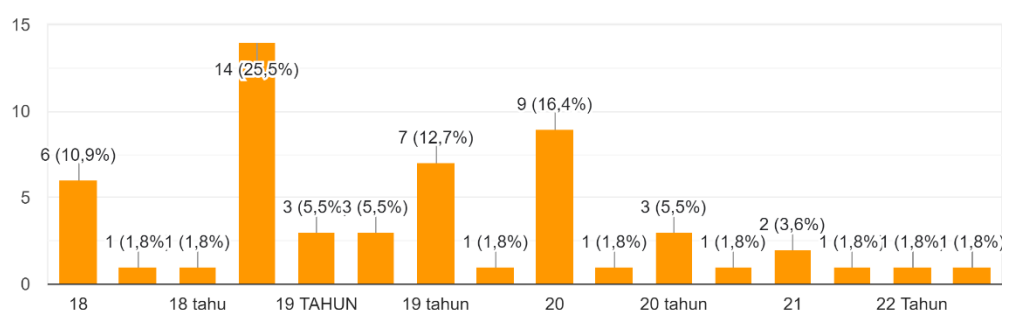
Jenis Kelamin

55 jawaban



Usia

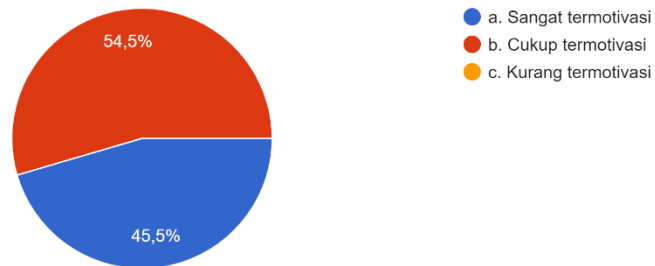
55 jawaban



Multiple Choices Questions

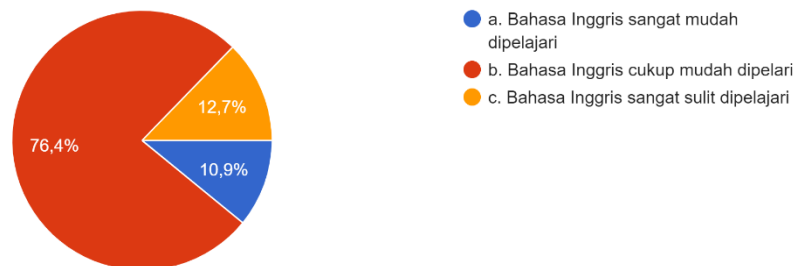
1. Saat ini, bagaimana motivasi Anda dalam belajar bahasa Inggris?

55 jawaban



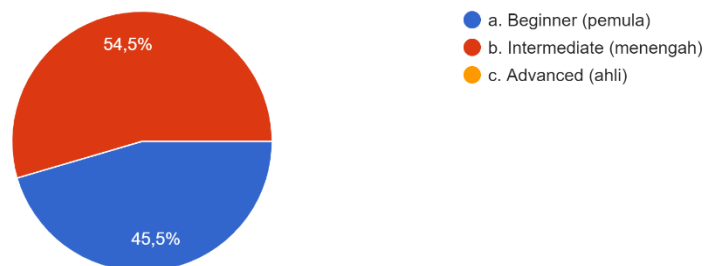
2. Bagaimana pandangan Anda mengenai tingkat kesulitan dari belajar bahasa Inggris?

55 jawaban



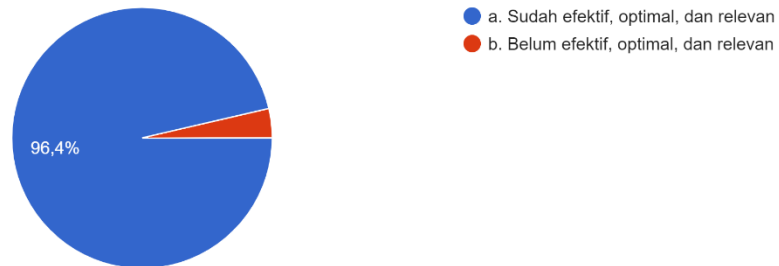
3. Menurut Anda, pada level manakah kemampuan berbahasa Inggris Anda saat ini?

55 jawaban



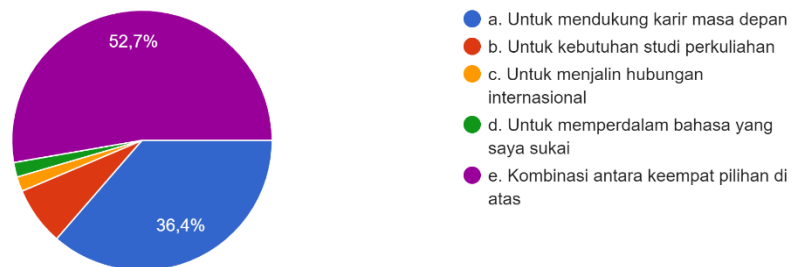
4. Bagaimana pendapat Anda mengenai perkuliahan bahasa Inggris yang telah diberikan oleh dosen?

55 jawaban



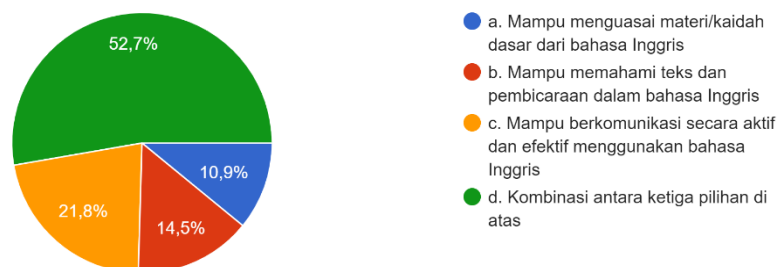
5. Apa alasan utama Anda dalam belajar bahasa Inggris?

55 jawaban



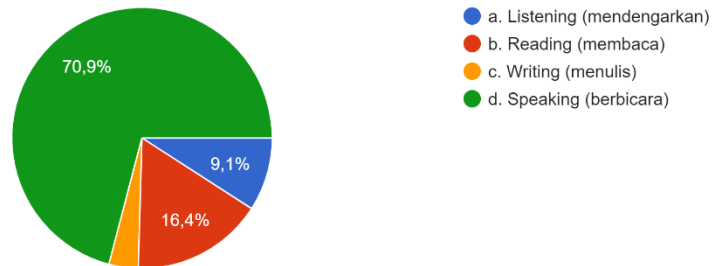
6. Apa yang paling Anda harapkan dari pembelajaran bahasa Inggris?

55 jawaban



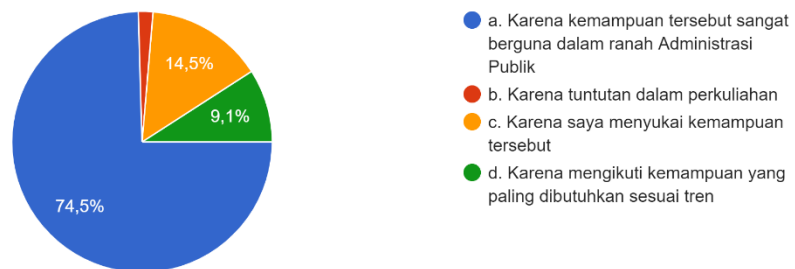
7. Dari keempat kemampuan bahasa Inggris di bawah ini, manakah kemampuan yang menurut Anda paling perlu dikuasai?

55 jawaban



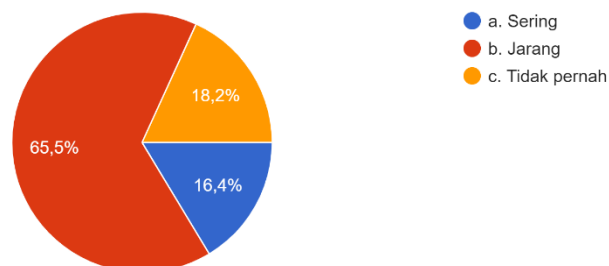
8. Apa alasan Anda memilih kemampuan bahasa Inggris tersebut sebagai kemampuan yang paling perlu dikuasai?

55 jawaban



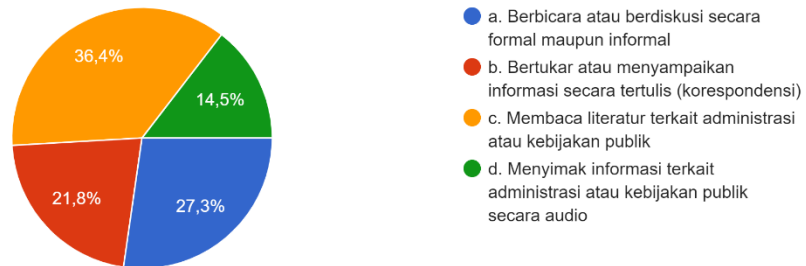
9. Bagaimana frekuensi Anda menggunakan bahasa Inggris dalam keseharian?

55 jawaban



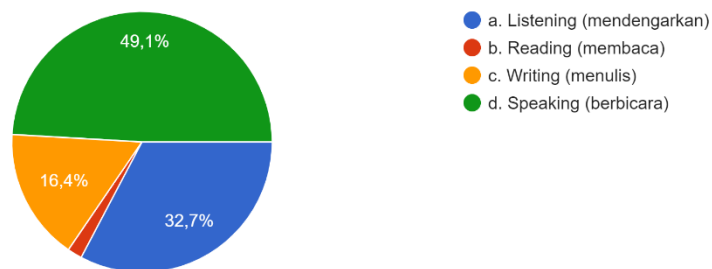
10. Dari keempat aktivitas di bawah ini, manakah aktivitas yang paling sering menggunakan bahasa Inggris dalam keseharian Anda?

55 jawaban



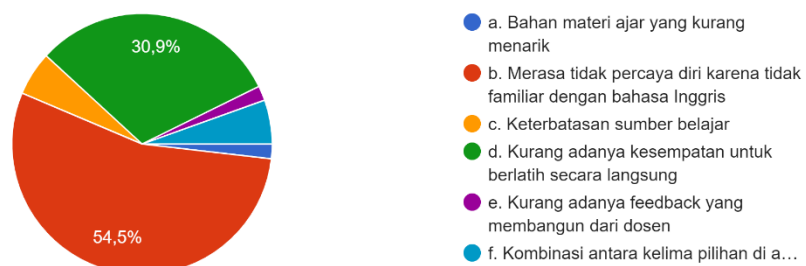
11. Dari keempat kemampuan bahasa Inggris di bawah ini, manakah kemampuan yang menurut Anda paling sulit untuk dikuasai?

55 jawaban



12. Apa kesulitan atau hambatan yang paling berarti bagi Anda dalam menguasai kemampuan tersebut?

55 jawaban



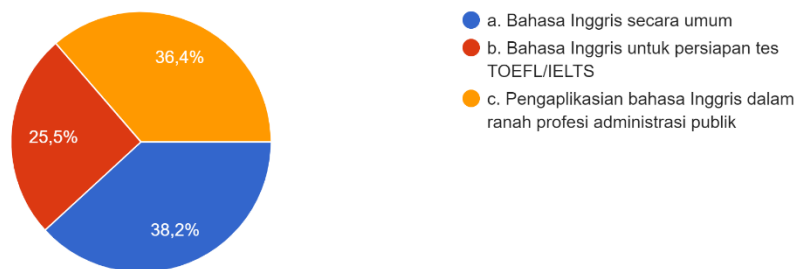
13. Dari perspektif Anda, aktivitas pembelajaran seperti apa yang dapat membangkitkan motivasi Anda dalam belajar bahasa Inggris?

55 jawaban



14. Dari beberapa pilihan di bawah ini, topik materi perkuliahan mana yang paling Anda butuhkan untuk dibahas oleh dosen dalam kelas bahasa Inggris?

55 jawaban

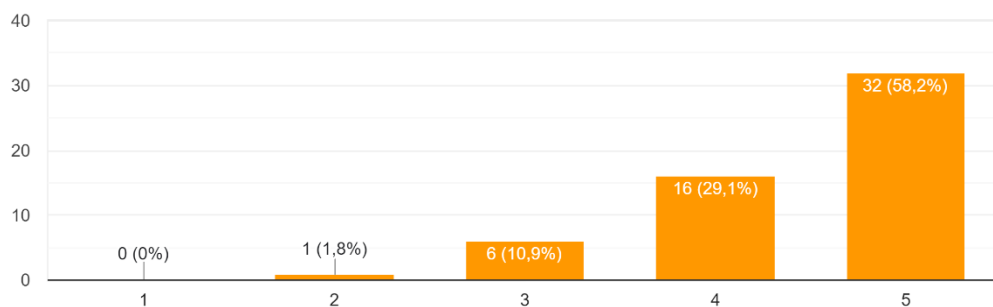


Likert Scale Statements

A. Basic Skills

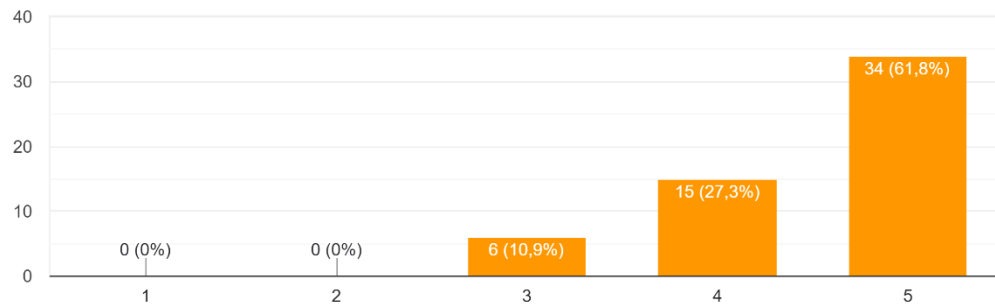
1. Mampu berbahasa Inggris secara reseptif (listening dan reading) maupun produktif (writing dan speaking) dalam ranah studi saya dengan baik

55 jawaban



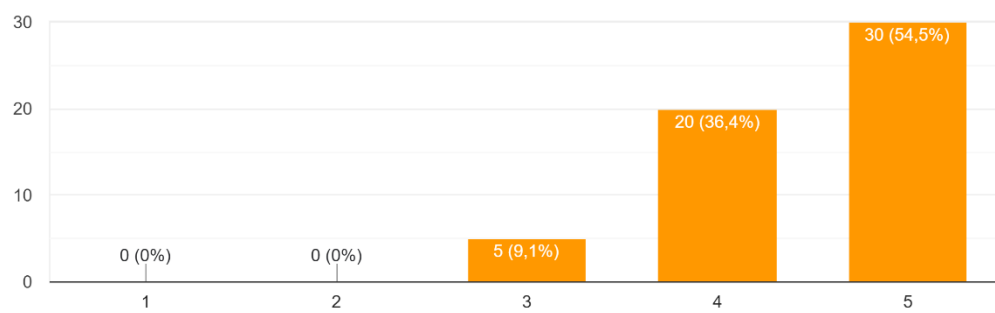
2. Menguasai kosakata (vocabulary) bahasa Inggris dengan baik untuk kebutuhan studi saya

55 jawaban



3. Menguasai tata bahasa (grammar) dalam bahasa Inggris dengan baik dalam ranah studi saya

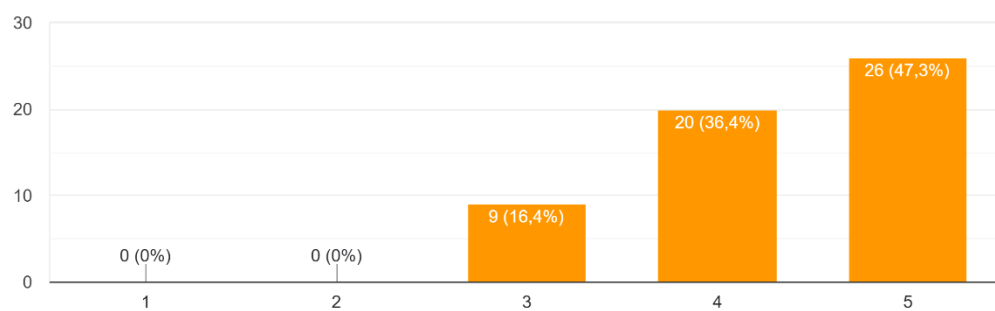
55 jawaban



B. Reading Skills

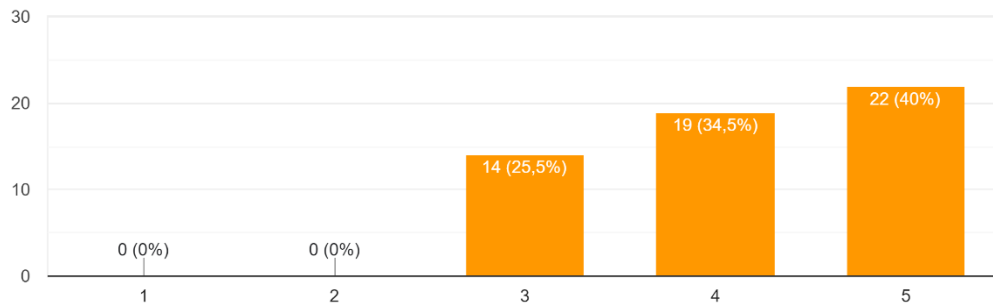
1. Membaca dokumen tertulis terkait ranah administrasi atau kebijakan publik berbahasa Inggris

55 jawaban



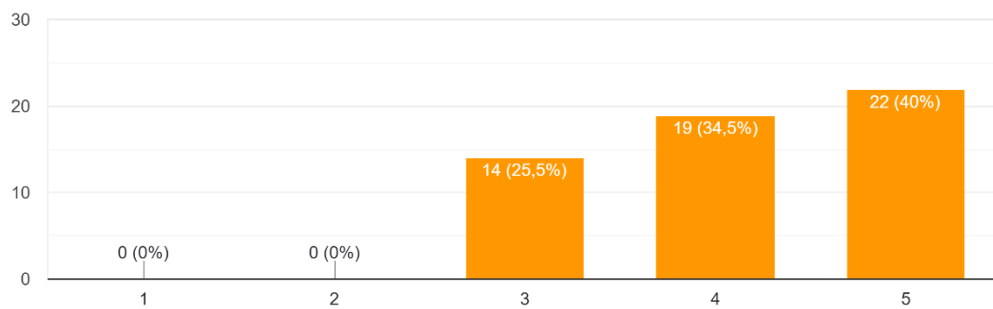
2. Membaca artikel penelitian terkait ranah administrasi atau kebijakan publik berbahasa Inggris di internet

55 jawaban



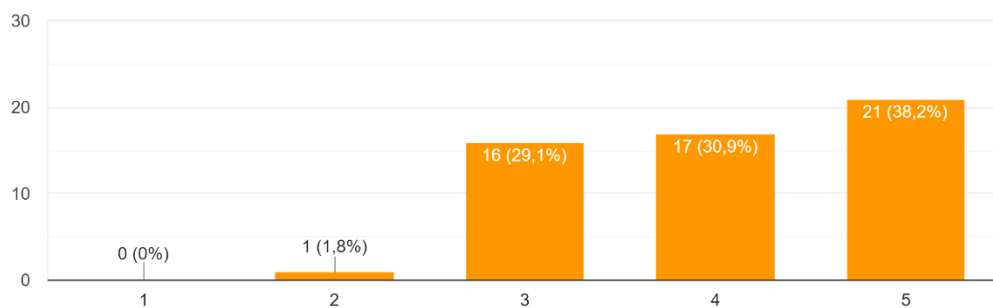
3. Membaca koran atau artikel berita terkait ranah administrasi atau kebijakan publik berbahasa Inggris

55 jawaban



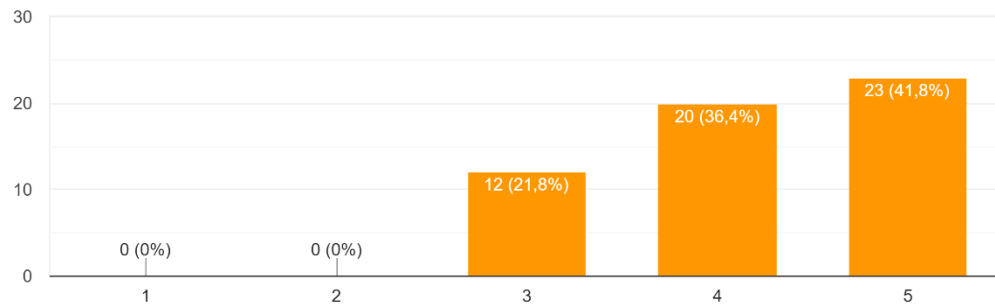
4. Membaca e-mail, surat, dan pesan tertulis dalam bahasa Inggris

55 jawaban



5. Membaca buku (textbook) berbahasa Inggris seputar administrasi atau kebijakan publik

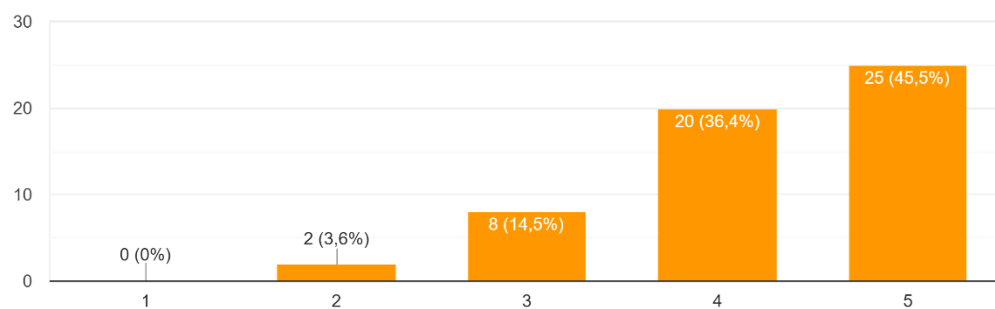
55 jawaban



C. Listening Skills

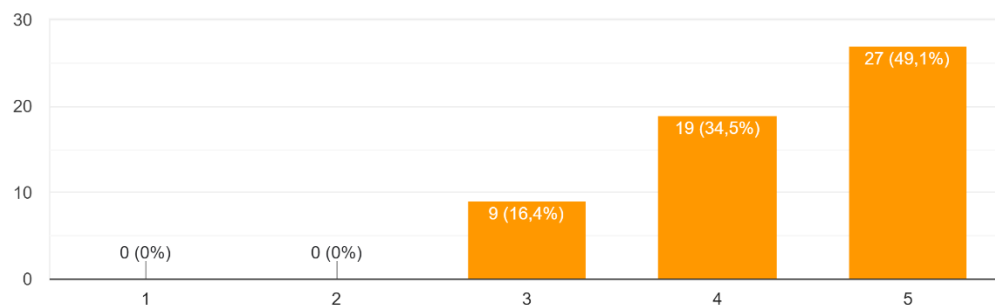
1. Mendengarkan percakapan dalam pertemuan atau diskusi kelompok berbahasa Inggris di tempat kerja yang beranggotakan orang asing

55 jawaban



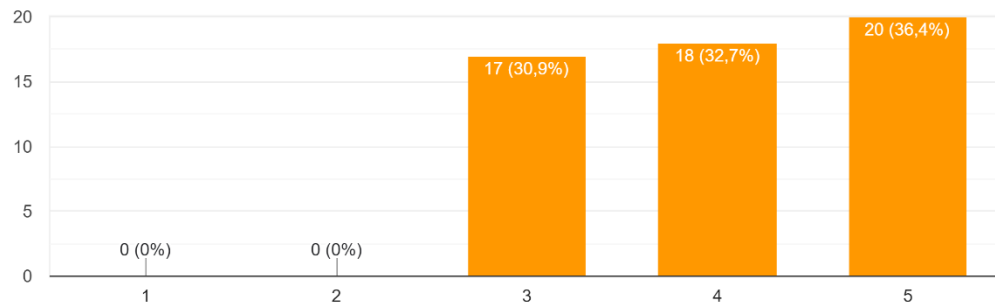
2. Mendengarkan untuk mencatat materi pembelajaran berbahasa Inggris di kelas

55 jawaban



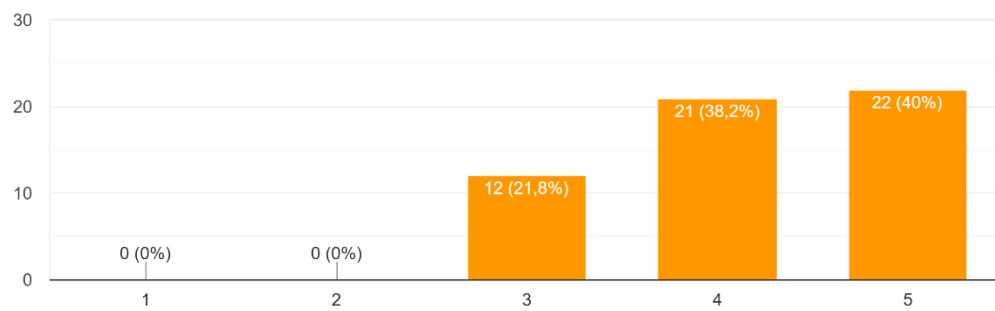
3. Mendengarkan pidato berbahasa Inggris dalam sebuah konferensi

55 jawaban



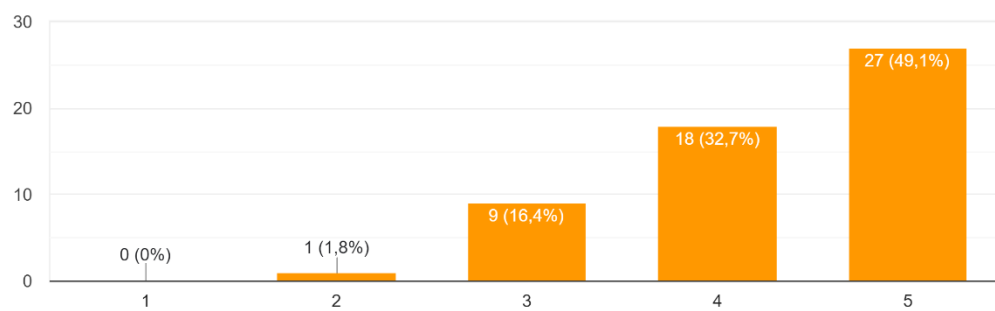
4. Menonton film atau program TV berbahasa Inggris

55 jawaban



5. Mendengarkan lagu, radio, atau podcast berbahasa Inggris

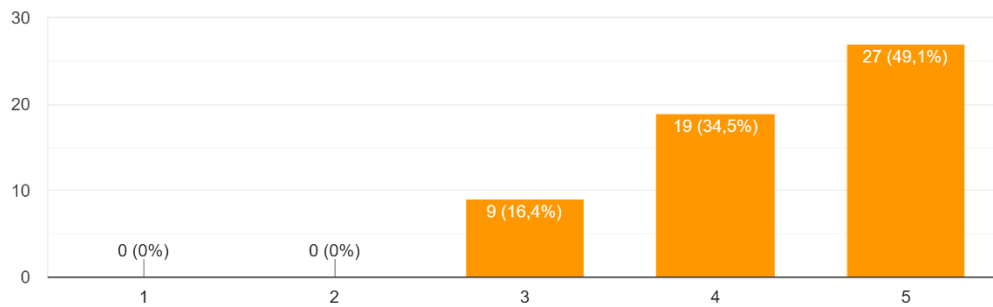
55 jawaban



D. Speaking Skills

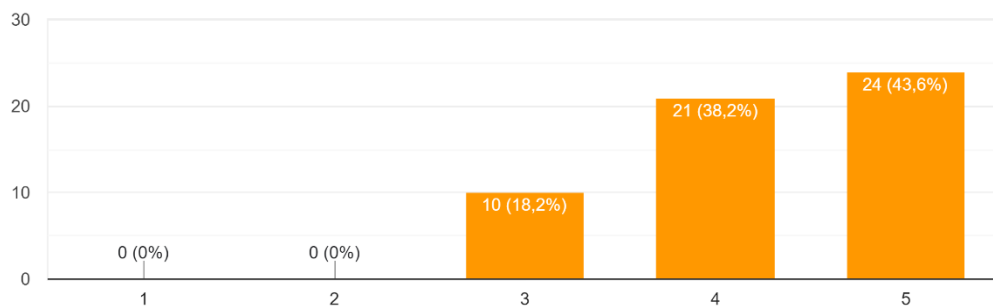
1. Berbicara secara informal dengan turis/teman asing menggunakan bahasa Inggris

55 jawaban



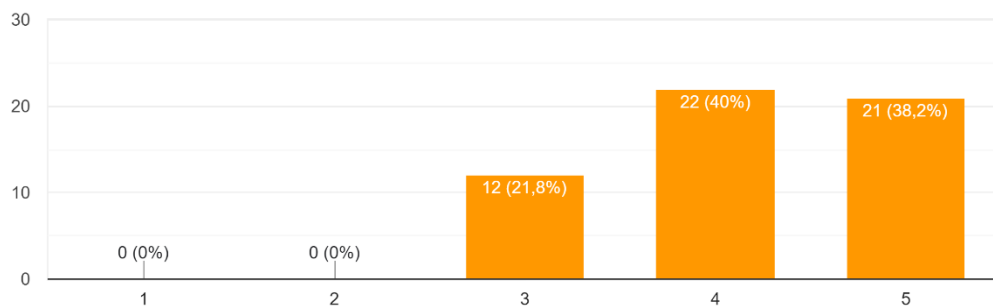
2. Berbicara secara formal dengan perangkat negara asing/ Warga Negara Asing (WNA) menggunakan bahasa Inggris

55 jawaban



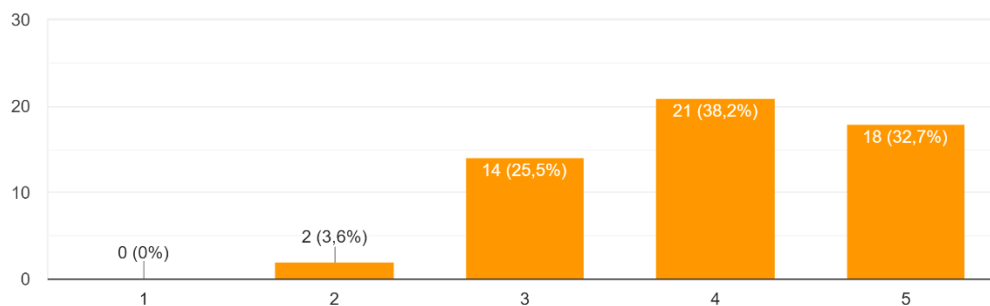
3. Memberikan pidato/presentasi formal di hadapan audiens menggunakan bahasa Inggris dalam konferensi internasional

55 jawaban



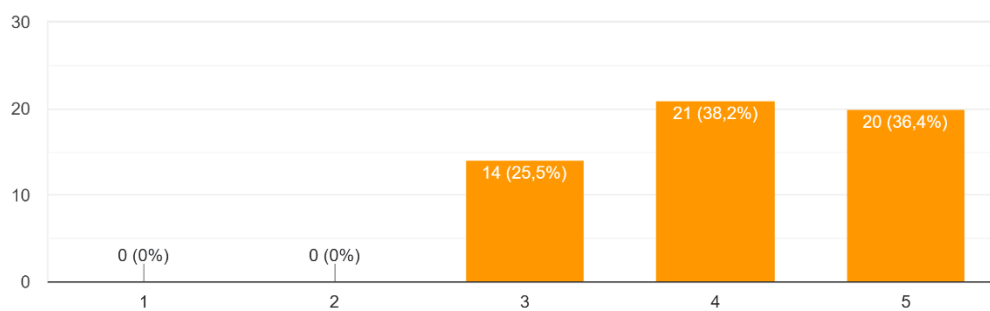
4. Berpidato/presentasi menggunakan bahasa Inggris di tempat kerja

55 jawaban



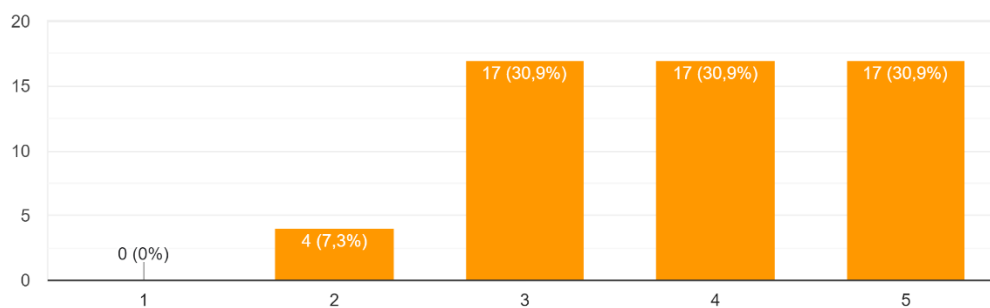
5. Berpidato/presentasi menggunakan bahasa Inggris di kelas perkuliahan

55 jawaban



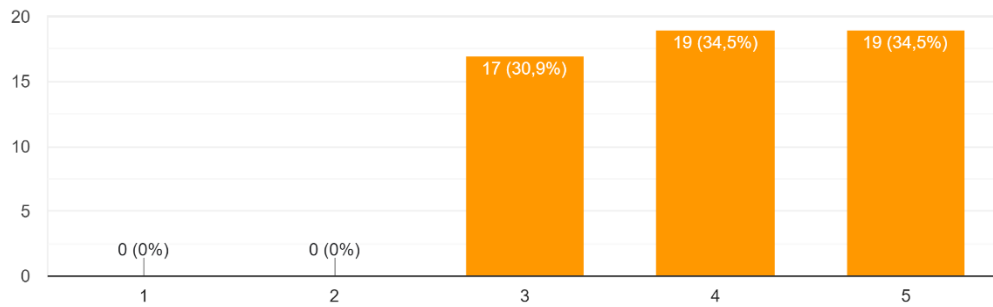
6. Berdiskusi menggunakan bahasa Inggris tentang topik-topik umum dan isu terkini dengan teman sejawat

55 jawaban



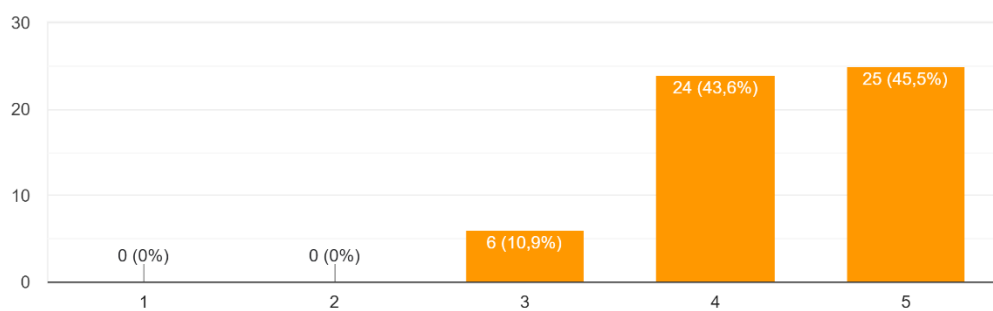
7. Berdiskusi menggunakan bahasa Inggris tentang topik-topik umum dan isu terkini dengan orang asing

55 jawaban



8. Berbicara menggunakan bahasa Inggris di ruang publik saat berpergian ke luar negeri

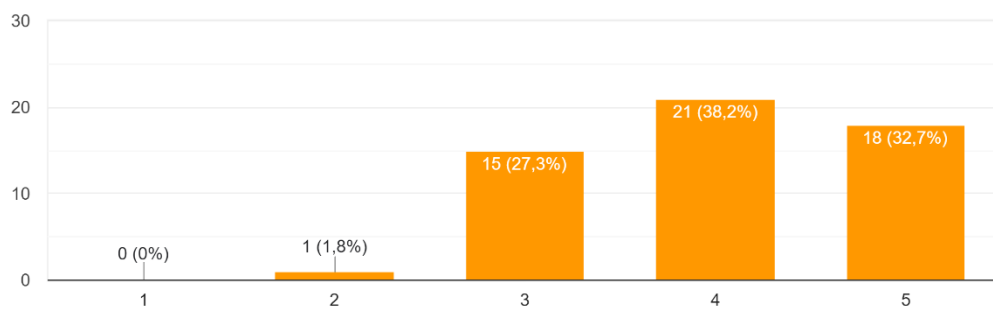
55 jawaban



E. Writing Skills

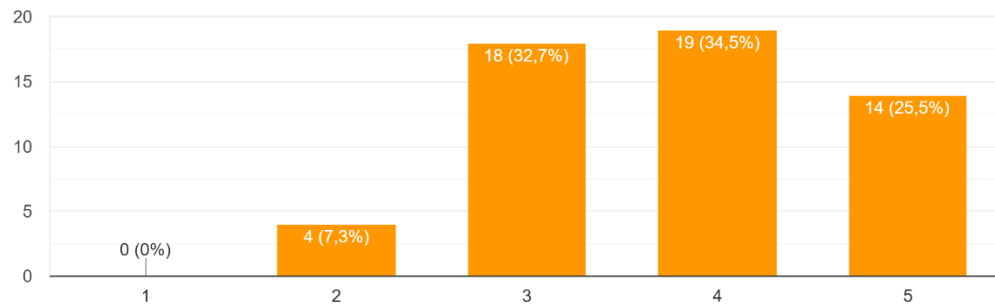
1. Menulis makalah atau artikel jurnal berbahasa Inggris untuk tugas perkuliahan

55 jawaban



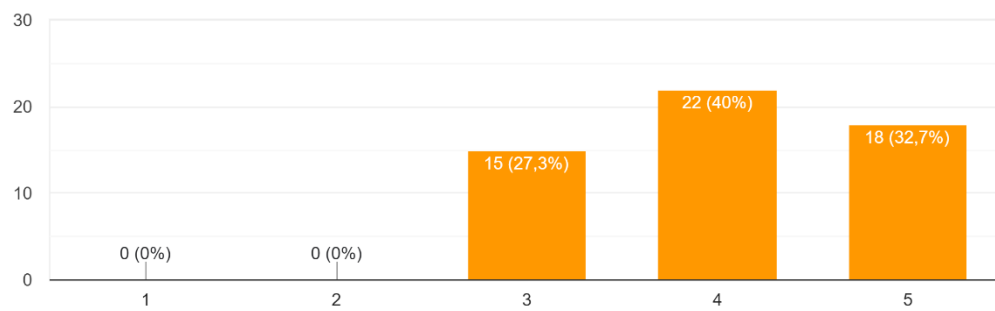
2. Menulis dokumen negara dalam bahasa Inggris

55 jawaban



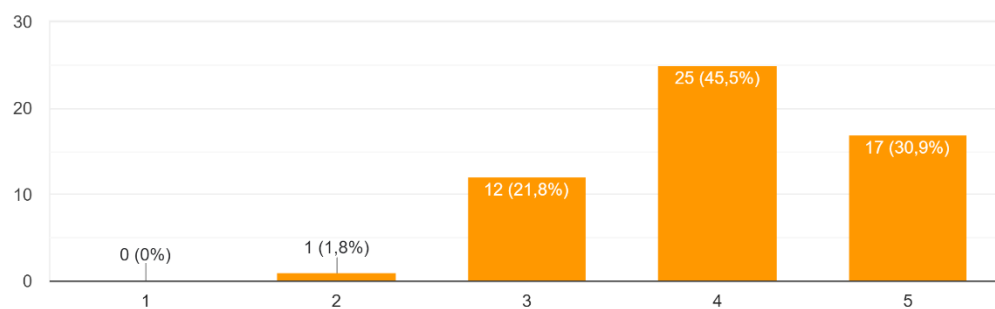
3. Mensintesis informasi lebih dari satu sumber

55 jawaban



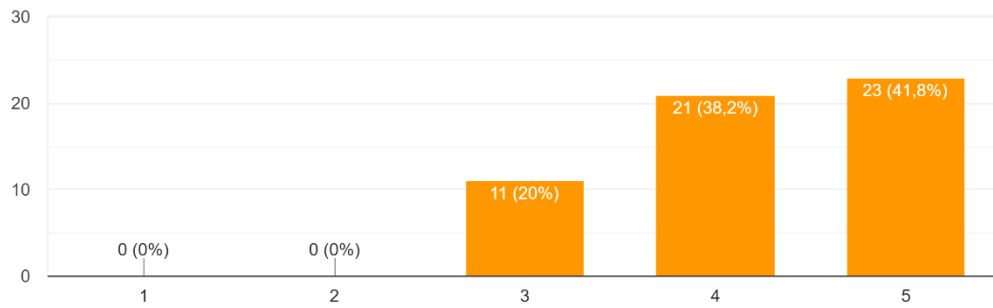
4. Menulis surat atau e-mail berbahasa Inggris secara informal kepada teman asing

55 jawaban



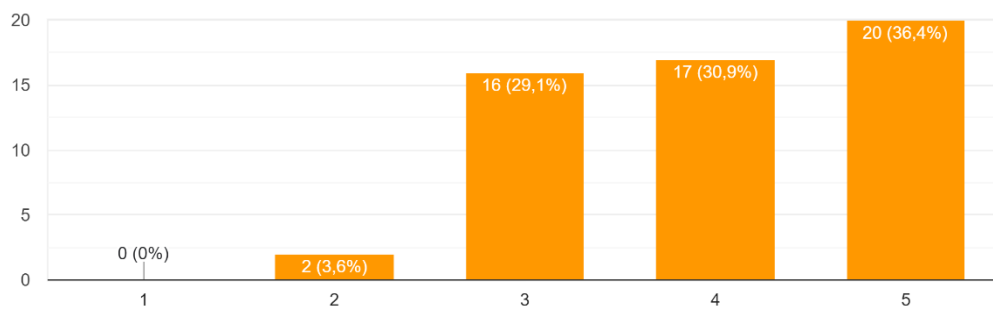
5. Menulis surat atau e-mail berbahasa Inggris secara formal kepada perangkat negara asing

55 jawaban



6. Menulis laporan penelitian dalam bahasa Inggris

55 jawaban



APPENDIX IV

Interview Transcription with the English Lecturer

Subject : English Lecturer of Public Administration major in
Merdeka University Malang

Date : June 3rd 2022

Coding Description : N (Interviewer), ES (Correspondent)

N : *“How was the process of designing English course, especially syllabus and lesson materials for Public Administration students?”*

ES : *“I was looking for the vision and mission of the university, going to the faculty, then going to the department to find out what they need for the students’ outcomes in English. I designed the syllabus, the lesson plan, and the material to be matched with the students’ needs.”*

N : *“According to the information that you have got from the department, what are the needs of Public Administration students?”*

ES : *“Because the focus is on Public Administration students, I arranged the material related to the public administration proficiency and future job such as arranging the data, conversation in formal interaction, communication with guest, and how to write formal letters for business or administration which are related to their major. All four English skills are necessary for the students. Speaking skill for their formal conversation in the office, writing skill for producing formal letters, listening and reading skills to support their study in English course.”*

N : *“According to your experience, how is the present implementation of English course for Public Administration students?”*

ES : *“The present English course is focus on how to write formal letters and how to communicate formally. Actually, I put the idea that they might not*

only work in public administration field, but they might work in other occupation fields. Therefore, 70% of this course used ESP approach and the other 30% used General English to broaden their materials and knowledge. In teaching English, I try to make my students enjoy the process and easily understand the materials by simplifying my explanation for them and using various techniques based on the students' competencies."

N : *"What are the most effective approaches or techniques and learning medias in English course for Public Administration students based on your experience?"*

ES : *"I think it is jigsaw method, especially for training their speaking skill. I divided the students into groups consist of three members, gave them several clues, then I assigned them to share it to their group members. Before pandemic era, the students were really excited when I asked them to learn outside the class to practice their speaking skills through jigsaw method. But during online class, I tend to apply student-centered approach more through presentation assignment. For example, I gave them a video to be watched, then the representation of them has to present what she/he has got from the video. For the learning media, I think the most effective ones in this pandemic era are YouTube video and e-module. Book is not really interesting nowadays for the students."*

N : *"Considering the students' job requirements in the future, what are the most essential English skills that need to be mastered by Public Administration students?"*

ES : *"First is speaking skill since every office and government institution has interview stage as the recruitment assessment. Moreover, it is very important for the students to be familiar with English in this 2022 as their plus point in their future jobs, especially if they will work overseas. The second one is writing skill because this skill is related to administration job which demands them to be an expert in correspondence."*

- N : *“What do you think about the current students’ speaking skills?”*
- ES : *“I think their speaking skills range from beginner to intermediate, can be predicated as good enough but most of them still need to be trained more.”*
- N : *“How is your strategy to improve the students’ speaking skills?”*
- ES : *“During online class, I asked them to watch a YouTube video contains of simple conversation spoken by native speaker. After that, I provide them an opportunity to present and discuss about what they have got from the video. But while in offline class before the pandemic era, I applied jigsaw method as I have mentioned before.”*
- N : *“Considering the students’ current skills, what are the skills that need to be improved the most through English course for Public Administration students?”*
- ES : *“If we talk about speaking skill, at least around half of the students are good enough in speaking and the other students still need to be trained more. But if we talk about writing skill, almost all of them are having difficulties in writing. So, the answer is writing skill.”*
- N : *“How is your strategy to improve their writing skills?”*
- ES : *“Considering their current writing skill, I tend to train them starting from the simplest aspect in writing, it is vocabularies. I teach them how to write particular vocabularies related to their study field, then ask them to memorize it.”*










APPENDIX V

CONSULTATION CARD

Name : Neira Ainiyah Azmi

NIM : 18180042

Title : Needs Analysis-based English for Specific Purposes (ESP) Course for
the Non-English Major at Merdeka University Malang

No.	Date/Month/Year	Consultation Material	Advisor's Signature
1.	31/01/2022	Research title and literature review	
2.	13/04/2022	Chapter 1-3	
3.	18/04/2022	Revision of chapter 1-3	
4.	20/04/2022	Data instrument and data analysis	
5.	22/04/2022	Interview questions & questionnaire	
6.	19/05/2022	Finalization of proposal draft	
7.	30/05/2022	Data analysis of the questionnaire results	
8.	30/06/2022	Chapter 4-5	
9.	06/07/2022	Chapter 1-5	

Malang, July 6th 2022

Approved,
Advisor



Dr. H. Langgeng Budianto, M.Pd
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Acknowledged,
Head of TBI Department



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APPENDIX VI

RESEARCH PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email: fitk@uin-malang.ac.id

Nomor : 1493/Un.03.1/TL.00.1/05/2022 25 Mei 2022
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Ketua Jurusan Administrasi Publik Universitas Merdeka Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Neira Ainiyah Azmi
NIM	: 18180042
Jurusan	: Tadris Bahasa Inggris
Semester - Tahun Akademik	: Genap - 2021/2022
Judul Skripsi	: Need Analysis-based English for Specific Purposes (ESP) Course for the Non-English Major at Merdeka University Malang
Lama Penelitian	: Mei 2022 sampai dengan Juli 2022 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Atas Dekan,
Wakil Dekan Bidang Akademik


Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

APPENDIX VII

CURRICULUM VITAE

	Name	:	Neira Ainiyah Azmi
	Gender	:	Female
	Place, Date of Birth	:	Malang, July 6 th 2000
	Address	:	Jl. Bukit Tanggul P-14, Perum Tidar Permai, Kec. Sukun, Kel. Karang Besuki, Kota Malang

No.	Educational Background	Graduated
1.	TK BA Restu Kota Malang	2006
2.	SDN Percobaan 2 Kota Malang	2012
3.	MTsN 1 Kota Malang	2015
4.	MAN 2 Kota Malang	2018