

**NEED ANALYSIS ON ENGLISH TEACHING MATERIALS FOR
STUDENTS OF HAJJ AND UMRAH MANAGEMENT STUDY
PROGRAMME AT ECONOMIC AND ISLAMIC BUSINESS FACULTY
OF IAIN BENGKULU**

THESIS

Submitted as A Partial Requirements for The Degree of S.Pd (Sarjana Pendidikan)
in English Language Education



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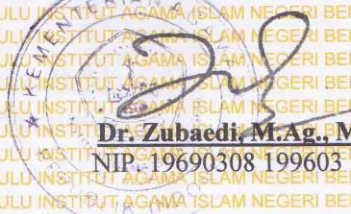
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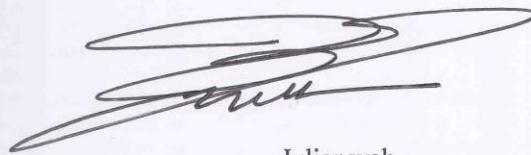
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I hereby sincerely state that thesis entitled : **“Need Analysis n English Teaching Materials for Students of Hajj and Umrah Management Study Programme At Economic and Islamic Business Faculty of IAIN Bengkulu”**. This is my masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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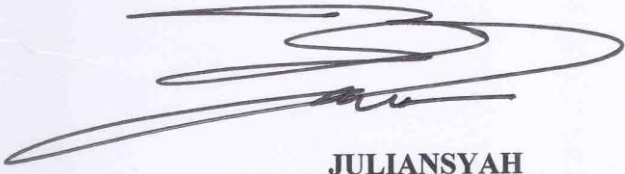
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1. Prof. Dr.H. Siradjudin M., M.Ag, M.H as Rector of the IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag M.Pd As The Dean of Tarbiyah and Tadris faculty of IAIN Bengkulu.
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ABSTRACT

Juliansyah. (2020). *Need Analysis on English Teaching Materials for Students of Hajj and Umrah Management Study Programme At Ecconomic and Islamic Bussiness Faculty of IAIN Bengkulu*. Tarbiyah and Tadris Faculty. Supervisor 1: Dr.H.Ali Akbarjono,M.Pd; and Supervisor 2: Endang Haryanto, M.Pd.

Key Words: *ESP, Need analysis, English teaching Materials.*

The aims of this study were: (1) to investigate the learners' needs in English skill of Hajj and Umrah study program At IAIN Bengkulu. (2) to analyze the students need of English materials in Hajj and Umrah Study Programme. (3) to figure out the weaknesses of the Esp teaching materials used at Hajj and Umrah management study programme. This study used descriptive qualitative method. This study used descriptive qualitative method. Total Respondents of this reserach were 50 students consisting of semesters 3 and 5 of the Hajj and Umrah Management Study Program at the Faculty of Economics and Islamic Business IAIN Bengkulu. The procedure of this study is that researchers come to classes of third and five semester students of the Hajj and Umrah study program, then give questionnaires to them and interview students there. The results of this study showed that: *first*, the English Lecturer still used **English for general purpose (EGP) not in ESP**. *Second*, the Students needs in English skills of Hajj and Umrah study programme is **Speaking**. *Third*, English materials needed by students of the Hajj and Umrah Management study program is an interesting and useful material for them in the work later. Students also expect interesting material that is easy to understand and based on their desires. The researcher hopes that the results of this study can help the teaching lecturers and the hajj and umrah management study programs to be used to make esp-based English teaching materials as they wish.

ABSTRAK

Juliansyah. (2020). *Analisis Kebutuhan Bahan Ajar Bahasa Inggris untuk Mahasiswa Program Studi Manajemen Haji Umrah di Fakultas Ekonomi dan Bisnis Islam IAIN Bengkulu*. Fakultas Tarbiyah dan Tadris. Pembimbing 1: Dr.H.Ali Akbarjono,M.Pd; and Supervisor 2: Endang Haryanto, M.Pd.

Kata Kunci: *ESP, Need analysis, English teaching Materials.*

Tujuan dari penelitian ini adalah: (1) untuk mengetahui kebutuhan Mahasiswa dalam keterampilan bahasa Inggris program studi Haji dan Umrah Di IAIN Bengkulu; (2) menganalisis kebutuhan siswa akan materi bahasa Inggris di Program Studi Haji dan Umrah; (3) untuk mengetahui kelemahan dan kekurangan dari bahan ajar bahasa Inggris yang digunakan saat ini di program studi manajemen Haji dan Umrah Penelitian ini menggunakan metode deskriptif kualitatif. Total Responden dari penelitian ini berjumlah 50 orang yang terdiri dari Mahasiswa semester 3 dan 5 program Studi Manajemen Haji dan Umrah di Fakultas Ekonomi dan Bisnis Islam IAIN Bengkulu. Prosedur dari penelitian ini adalah peneliti datang ke kelas semester tiga dan lima mahasiswa program studi Haji dan Umrah, lalu memberikan kuesioner untuk mereka dan mewawancarai siswa di sana. Hasil penelitian ini menunjukkan bahwa: pertama, Dosen Bahasa Inggris **masih menggunakan Bahasa Inggris untuk tujuan umum (EGP) tidak dalam ESP**. Kedua, kebutuhan siswa dalam keterampilan bahasa Inggris program studi Haji dan Umrah adalah keterampilan **Berbicara**. Ketiga, materi bahasa Inggris yang dibutuhkan oleh mahasiswa program studi Manajemen Haji dan Umrah adalah materi yang menarik dan bermanfaat bagi mereka di dunia kerja nanti. Siswa juga mengharapkan materi yang menarik juga mudah di mengerti dan berdasarkan keinginan mereka. Peneliti berharap bahwa hasil penelitian ini dapat membantu bagi dosen pengajar dan pihak program studi manajemen haji dan umrah untuk digunakan untuk membuat bahan ajar bahasa Inggris berbasis ESP seperti yang mereka inginkan.

MOTTO

"You can be Anything"

Juliansyah / 2020

DEDICATION

This thesis dedicated to.

1. Allah SWT as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.
2. My great parents as my hero, My Father Kusman (Alm), and my beloved Mother Hamtini, who always pray for my success. Thankyou for your love, endless support, encouragement, and sacrifices for me.
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CHAPTER I

INTRODUCTION

A. Background of the study

English for Specific Purposes (ESP) is a branch of applied linguistics that focuses on relating the teaching and learning process to learners' needs based on their context of work. Therefore, ESP teachers should understand the students' need in order to know a reasonable and proper content in language course as well as the potential exploration for the students. Then, the language teaching activities can be a process to analyzing the students' communicative needs and determine what the learners need to do with the language they learn. In short, the concept of ESP is learning English with specific context, appropriate materials to the context, and proper language exposure in activities.

However, in a real practice of teaching and learning ESP in Indonesia, especially in Bengkulu, many ESP teachers applied English for General Purposes (EGP) teaching strategies. The teachers teach English for mastery of language to promote students to pass a general examination as primary goal¹. As a result, the teacher do not teach materials based on the students' context of work. In fact, they teach students about four English language skills that do not have relation to the students' study program and their future work field. It happens because the teachers only want to reach the school goal of passing English National final exam.

¹Ouafa Ouarniki. *Evaluation and Analysis of the Current ESP Courses*. Retrieved on April 9, 2019 from <http://www.inst.at/trans/23/evaluation-and-analysis-of-the-current-esp-courses/>.

To reach an ideal concept of ESP learning, the ESP teachers should design ESP curriculum that pay serious attention on assessing and analyze needs of the students which cover content that consists of relevant language skills. For example: in order to train a tourist guide students, the ESP class should promote the development of spoken skills, not grammar skill because most of their work related to explanation of tourism objects in certain area. Another example, one who intends to work in a business administration should be trained in development of reading skills because most of their work related to document management. In this case, need analysis is important activity to do by teachers before they start teaching ESP students.

Need analysis is a systematic process to acquire an accurate data that includes all the activities used to collect information about the students' learning needs, wants, wishes, or desires (Casper, 2003)². It means that before coming to handle the classroom, ESP teachers should have an accurate data related to the students' need according to their future work, selecting skills, proper learning activities. By doing need analysis, the teachers can understand picture of weaknesses and strengths of a school group that can be used in response to the academic and course needs of all students for improving student achievement and meeting challenging academic and course standards.

In Indonesia, there are already the institutions that use ESP English learning. The specialized fields and studies that meet the needs of the English

²Andi Tenri Ampa Dkk, The Students' Needs in Developing Learnig Materials for Speaking Skills in Indonesia, *Journal of Education and Practice IITE*, Vol.4, No.17, 2013. P.171.

language proficiency and profession. The fields of science and professions such as English for law, medicine, mechanical engineering, economics, maritime, travel agent, tourism and etc. they are prepared to come to work after they graduate from their studies. Therefore, these study offer various kinds of programs for work, such as: accounting, secretary, marketing, computer network, beauty saloon, catering, mechine, automotive, religion office, hotel accomodation, tour guide, and many more. In the process of teaching and learning, the lecturer give more practice rather than theory in order that the students can apply the skill in the field of work after the students graduate. In other words, they prepare skillful workers who are ready to work based on their majors. As a result, ESP must be taught in University.

One of Islamic universities in Bengkulu is State intitute for Islamic studies (IAIN) Bengkulu. This campus focuses on training students and create the graduates who have skills in branches of islamic law, education, and islamic economics. In this research, the researcher will analyze and focus to Hajj and Umrah programme, because this study programme is relatively new at IAIN Bengkulu, and few studies has been done in this department. Then whether the teaching materials are appropriate with ESP Programme, because with many study programs there, It means that this university should apply ESP materials in teaching English. To know about the information about teaching and learning English At this university, the researcher did an observation and interview on september 24, 2019 at the students of Hajj and Umrah study programme, his name is Subandi syahrowi. Based on interview

the Researcher found that the English Lecturer only used 1 English for General Purposes to teach students. At that time, the lecturer used a Book with the title “**GENERAL ENGLISH**” which in page 1, the Title of material in that book is introduction, and in the page 6 the title material is conversation with the topic “Family”. The material did not relate to Hajj and Umrah Study Programme.³ The student said that the material given was inadequate because it was general and did not lead specifically to the department. To get deep information, the researcher did an interview with the head of Hajj and Umrah Study Programme. She said that English subject was only given to the student as a course, and only used 1 English textbooks.

Based on the interview above⁴, it is clear that in the process of teaching and learning English in Hajj and Umrah Management Study programme, the lecturer still used inappropriate English textbook as main teaching materials. They did learning activities that were not really related to the students' future work after graduate from the study. It can be said that the process of teaching and learning English do not fulfill the students' need in their major or their future work field because the topic is general for them.

By getting English materials that have been mentioned above, the students will not be ready to apply their English skill when they come to work place after graduating their study. Therefore, need analysis is important to do

³ Reko serasi, Haryaanto endang. *General English*, Fakultas Ekonomi dan Bisnis Islam. 2018, P.1-3.

⁴ The Interview with Subandi Syahrowi, the Students of Hajj and Umrah Management Study Programme of IAIN Bengkulu, on September 24, 2019.

before the ESP lecturer teach in ESP class in order to improve the English learning materials to be appropriate for students based on Esp to their learning major. The problems above encourage the researcher to explore ESP teaching materials for Students of Hajj and Umrah study programme at Iain Bengkulu. It is important to know about the students' real need of them. Therefore, the researcher is very interested in doing research entitled *Need Analysis on English Teaching Materials for Students of Hajj and Umrah Management study programme At Economic and Islamic Business faculty of IAIN Bengkulu*.

B. Identification of the Problem

Based on the background above, the problems of this research can be identified that:

- a. The teaching materials for ESP class, especially in Hajj and Umrah programme were not appropriate to the students' need or context.
- b. ESP teachers still applied English for General Purposes (EGP) to teach ESP students.
- c. ESP lecturers did not do need analysis before coming to the classroom to teach ESP class.
- d. Islamic University as institution that apply ESP and need more attention in teaching English for Hajj and Umrah management study programme, especially the appropriateness of teaching materials

and practical English for students to apply in their future work place.

C. Limitation of The problem

In this research, the researcher will limit to analyze the English teaching materials and learning activities of the Student's Hajj and Umrah study Programme in IAIN Bengkulu.

D. Research Questions

Based on the problems above, the problems of the research will be formulated as the following questions:

1. What are the ESP contents needed by the students of Hajj and Umrah management study programme of IAIN Bengkulu?
2. How is the learners' needs in English skills of Hajj and Umrah study programme At IAIN Bengkulu?

E. Objectives of the Research

Objectives of this research are:

1. To investigate the learners' needs about the contents of English teaching materials of Hajj and Umrah study program At IAIN Bengkulu.
2. To analyze the students of Hajj and Umrah Study Programme need of English skill for their future work.

F. Significance of the Research

This research is hoped to give significant contribution for students, Institution, and the next researchers. The significance can be:

1. ESP Students

- a. Give an information for students that ESP will be an important skill to complete their skill to face future work.

2. Insitution

- a. Help Institutions, in this case IAIN Bengkulu, to choose and determine the English teaching materials desired by students of Hajj and Umrah based on ESP Programme.

3. The Next Researcher

- a. Give a new insight to researcher for research field.
- b. Encourage the next researchers to do research in the same focus of ESP in broader analysis.

G. Operational Definition of Key Terms

The researcher defines some important key terms in this research in order to help readers to understand the focus of the research. The terms are:

1. *Need Analysis* is a process of determining the needs for which a learner or group of learners require a language and arranging the needs according to priorities.
2. *English materials* consists of two words. First is English and second is material. English is an important language in this world. As we know, English is an international language which is used by people in this world for communication with the other people from the other countries. Not only for communication but also, English is used in educational world such as in textbook for students. While material mean anything, which is used to help to teach language learner. As a conclusion, English material is

information or ideas for use in creating a book or anything which is used to help to teach language learner which consist of used English as a language in the book.

3. *English For Specific Purposes (ESP)* is an approach in the teaching for specialized fields and studies that meet the needs of the English language proficiency and profession.
4. *Hajj and Umrah programme* is one the departments in Economic and Islamic Bussiness faculty at IAIN Bengkulu. The aims in this programme are to create a good guides of hajj and Umrah

CHAPTER II

LITERATURE REVIEW

A. English For Specific Purposes

1. The Definition of ESP

English for Specific Purposes (ESP) is teaching of English to students whose first language is not English but who need it for a particular job, activity, or purpose. In general, ESP can be defined as the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners⁵. It means that ESP program is an English learning based on specific context of education in order to support their profesional activities in a certain work place. Therefore, the teaching and learning materials of ESP is based on the context of their job or department of education.

Then, ESP can also be described as English language teaching that is designed to meet the specified needs of a learner⁶. It means that the teaching and learning activities are designed based on students' need. For example, this research focuses the research for the students' Hajj and umrah study programme. Hence, the English lecturer must design their English based on their need in essential activities in hajj

⁵Robert Cunningham,*Needs Analysis for A Developmental Reading, Writing, and Grammar Course At A Private Language School In Cambodia*, University of Hawai'i at Mānoa,2015, P.3.

⁶Chia-Hui Lin DKK,English for Specific Purposes (ESP) for Hospitality College Students and Hotel Employees in Taiwan,*International Journal of Education and Research*, Vol. 1, 2013, P.2.

and umrah program because the students will apply the ability for the need of their future profesional career.

In addition,ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions⁷. It is true that ESP is aimed to adult students who have basic English experience and working or training experience. Therefore, the teacher must have known about their daily profesional activities as the basic data for designing their English learning materials.

Furthermore,ESP is an approach to ELT to meet learner need and it is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning⁸.It mneans that the ESP desiner and teacher must consider the content of the lesson in order to be related to the students' context of training or job or department. Inappropriate content will not be useful for the students to support their profesional activities in work place.

From the above definitions, it can be concluded that ESP is an English learning program based on the students context of profesionalism that the learning materials or content are designed

⁷Chia-Hui Lin DKK,*English for Specific Purposes (ESP) for Hospitality College Students and HotelEmployees in Taiwan*,(International Journal of Education and Research, Vol. 1 No. 8 August 2013). P.2

⁸Chin-Ling Lee,*Principles and Practices of ESP Course Design—A Case Study of a University of Science and Technology*, (International Journal of Learning, Teaching and Educational Research Vol. 15, No. 2, pp. 94-105, February 2016). P.3

based on their real professional activities that learners' needs and the teaching strategy is based on purpose of English for adult.

2. Teaching Materials in ESP

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

Therefore, ESP-based learning is usually developed based on an analysis of needs, goals, and learning activities where English is needed. More precisely it can be explained that ESP should always be associated with ideally a profession or scientific discipline which in the learning process the method used is relatively different from the method used in EGP learning. In detail Dudley-Evans & St. John as quoted by Rahman outlines three permanent characteristics of the ESP learning definition. First, ESP learning is designed for accommodate the specific / specific needs of the learner. Second, that ESP learning uses methodologies and learning

activities that are appropriate to the discipline / profession carried out by the learner, and third is that ESP learning is centered on language (grammar, vocabulary, and register), skills, and specific genres according with activities in the above scientific disciplines or learning professions. Besides three

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

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

Then, the teacher should also consider the quality of learning instruction in the classroom in order that the students can reach maximum advantages. According to Farhady the quality of instruction that the learners receive in teaching is influenced by learners' perceptions of the course and its

objectives; their preferred activity types and their preferences consequently the context which covers all different facets of the course in which the objectives are achieved will change⁹.

In other words, the importance and significance of teaching materials in ESP and how much attention they have received is undeniable throughout the literature that the students use in the process of teaching and learning in the classroom. Related to teaching materials in ESP, Hyland (2006) stated that teaching materials depend on the methodologies adopted, forming with them “the interface between teaching and learning, or the points at which the course needs, objectives and syllabuses are made tangible to both learners and teachers”.¹⁰ Beside the content of the teaching materials itself, teaching method should be considered. Appropriate teaching method will impact to the students’ progress in order to reach the learning objectives. In short, design and adaptation of teaching materials are essential for every ESP program because they both stimulate and support language instruction. The role of teaching in ESP context is particularly a provider of materials who tries to select available materials or seeks to adapt the

⁹Farhady, H., Reflections on and Direction for ESP Materials Development in SAMT, in G. R. Kiany & M. Khayyamdar (Eds.), Proceedings of the First National ESP/EAP Conference, Tehran: SAMT, Vol. 3, 2006, p. 2–32.

¹⁰Yasin khoshhal, on a Article “*The Role of Teaching Materials in the ESP Course: A Case of Business English (Finance and Economics)*”, June 2018. P.93.

existing teaching materials when necessary and supplementing it where it does not quite meet the learners' needs.

In the context of Indonesian ESP, Although the main teaching materials are commonly paper-based, practitioners are suggested to implement visual aids, projectors, smart board, computer/internet and real objects for presentation and giving instruction¹¹. In teaching ESP, the teacher also needs more teaching media and tools to boost students' success in ESP program. Therefore, teaching materials in ESP program are used¹²: (1) as a source of language , (2) as learning support,(3) for motivation and stimulation, and (4) for reference. In conclusion, the ESP teachers not only need teaching materials, but also need supporting media to reach the teaching objectives through learning materials.

It is important to know that teaching materials are central point of teaching. Offord-Gray and Aldred stated that the organization and the content of the educational materials need to be sensitive to learners' preceding learning experience¹³. For this case, in preparing teaching materials, the ESP teacher should prepared the appropriate content related to the students'

¹¹Yasin khoshhal, on a Article "*The Role of Teaching Materials in the ESP Course: A Case of Business English (Finance and Economics)*",June 2018. P.93.

¹²Yasin khoshhal, on a Article "*The Role of Teaching Materials in the ESP Course: A Case of Business English (Finance and Economics)*",June 2018. P.93

¹³Yasin khoshhal, on a Article "*The Role of Teaching Materials in the ESP Course: A Case of Business English (Finance and Economics)*",June 2018. P.93.

background in order that they related to the students' previous experience. This situation will make students to be easier in following the lesson. Furthermore, for many of the learners, the methodology of the course materials represented a shift from an essentially product-focused approach to a more process orientation. Therefore, content and method are the to essential thinks that must be correlated each other.

Teaching materials can be said as one of the most important element in teaching and learning ESP. That is why Hutchinson and Waters maintain that it is an established tradition which helps ESP teachers develop in-house teaching materials which commonly aim at the students of a specific institution. Teaching materials of and ESP program must be tightly related to learners' target needs because the very goal of this program is to expose learners to authentic language the way it is used in academic contexts¹⁴.

The detail description of ESP materials above lead to the function of teaching and learning materials. With regard to the role of teaching materials in an EAP context Hyland outlines four major functions¹⁵:

¹⁴Yasin khoshhal, on a Article "*The Role of Teaching Materials in the ESP Course: A Case of Business English (Finance and Economics)*", June 2018. P.95

¹⁵Yasin khoshhal, on a Article "*The Role of Teaching Materials in the ESP Course: A Case of Business English (Finance and Economics)*", June 2018. P.95

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

Web based information, dictionaries, encyclopedias, explanations, examples of relevant grammatical, stylistic and rhetorical forms and give the learners self-study experience. University websites can be another source for these kinds of materials which can come in tips on academic writing, or in different ESP or EAP textbooks.

3. The Teachers' Roles in ESP Classroom

ESP teachers are different from general English Teacher. ESP teachers deal with the needs analysis, syllabus design, materials writing or adaption and evaluation¹⁶. Before coming to the classroom, there are some teaching instruction that the teachers must prepare. They must design teaching materials based on national syllabus. However, it must also related to the students' need based on the teacher need analysis in the preliminary activity.

In the ESP teaching and learning process, teachers' duty is as a language consultant and has an equal status with the learners who have their own expertise in the subject matter¹⁷. The teachers' duties are not limited only in the classroom. However, the students can also discuss about their difficulties outside the classroom. It is for developing students' activities based on their context of job.

¹⁶ LaelaFebriatun, *Developing English Speaking Materials for Xth grade of Hotel Accomodation Department in SMK PI Ambarukmo 1 Sleman, A Thesis Presented as a Partial Fulfillment of the Requirements for the Attainment of the SarjanaPendidikanDegree in English Education*, English Education Department Faculty of language and art yogyakarta, 2016, P.21.

¹⁷ LaelaFebriatun, *Developing English Speaking Materials for Xth Grade of Hotel Accomodation Department in SMK PI Ambarukmo 1 Sleman, A Thesis Presented as a Partial Fulfillment of the Requirements for the Attainment of the SarjanaPendidikanDegree in English Education*, English Education Department Faculty of language and art yogyakarta state university, 2016, P.21.

Teaching ESP must be more specific since ESP students will achieve a certain goal. They need English not just because they are interested in general English, it is because they need English for their work purpose¹⁸. Therefore, need analysis is important activity to do in order to know the real need of English for students. As the result, the English content or materials are related to the students' future profesional activities. The English skill will be useful to support their career in the future.

B. Need Analysis

1. The Definition of Need Analysis

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

Need analyssis is a systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning

¹⁸*Ibid.*

requirements of students within the context of particular institutions that that influence the learning and teaching situation¹⁹.It means that in analyzing the students' need, it cover some deep analysis of information related to learning purposes of the students. It helps the teacher to design learning plan that meet students' requirement based on their educational context.

Needs analysis refers to the process of determining the needs for which a learner or group of learners require(s) a language and arranging the needs according to priorities²⁰.Gathering needs analysis under two specific notions, like *objective needs* and *subjective needs*. The objectives of the learning outcomes as the basis for the objective needs obtained from the personal data of students²¹. Therefore, the teacher should really understand about the students' priority in learning English in their context in order to be really appropriate for their need in the work place.

Then, needs analysis is also regarded as demand or requirement needs, which has become a necessary and important stage of course design for either general English course or English for Specific

¹⁹Robert Cunningham,*Needs Analysis for A Developmental Reading, Writing, and Grammar Course At A Private Language School In Cambodia*, University of Hawai'i at Mānoa, 2015, P.2

²⁰I Ondara Douglas, B.ED, *A need Analysis of business English programme for tour guide diploma students in kenya*, 2013. P 5..

²¹SuadAbdulaziz Al-Hamlan& Abdallah Ahmad Baniabdelrahman. A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia: A Descriptive Analytical Approach to Students' Needs, *American International Journal of Contemporary Research*,Vol. 5, 2015, P. 120.

Purposes (ESP)course²². Furthermore, detailed information about all contextual factors like learning materials, aids, and environment are included into a more comprehensive needs²³. Overall, most of the scholars have a similar vision of the needs analysis and the importance of this issue.

2. The Purposes of Need Analysis

One of the main purposes of the needs analysis is to understand the necessary changes which should be done in order to improve the curriculum by means of content specification in the field of English language learning²⁴. English language needs analysis for students is mainly carried out in order to obtain deep insights and greater inputs about the current and future needs of language learners from multiple perspectives, including subject teachers as well as present and former students to assist in making well-advised decisions on the objectives and the goals that a new curriculum should address and to ensure that the curriculum content matches the students' needs as closely as possible.²⁵

In short, a needs analysis is the first step on the way to the development and improvement of the teaching materials, enhancing

²²Chin-Ling Lee, *Principles and Practices of ESP Course Design—A Case Study of a University of Science and Technology*, (International Journal of Learning, Teaching and Educational Research Vol. 15, No. 2, pp. 94-105, February 2016). P.4

²³Chin-Ling Lee, *Op Cit*. P.5

²⁴SuadAbdulaziz Al-Hamlan& Abdallah Ahmad Baniabdelrahman, *Loc Cit*. P. 118.

²⁵ SuadAbdulaziz Al-Hamlan&Abdallah Ahmad Baniabdelrahman, A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia: A Descriptive Analytical Approach to Students' Needs, *American International Journal of Contemporary Research*, Vol. 5, 2015, P. 118.

the learning activities, improving tests and assessment strategies in ESP program.

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

a. *Target Needs*

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

1) Necessities

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

2) Lacks

To know what the learners knows already, so that we can decide which of the necessities the learners' lacks. The

target proficiency needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learners' lacks.

3) Wants

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

Analyzing the target needs involves far more than simple identifying the linguistic features of the target situation. There are a number ways in which information can be gathered about the target needs, they are: questionnaire, interview, observation, and data collection e.g. gathering text, informal consultations with sponsors, learner and others. Hutchinson and Waters (1987:59) argued, the analysis of target situation needs is in essence a matter of asking

question about the target situation and the attitudes towards that situation of the various participants in the learning process. The target situation analysis frameworks are:

- 1) Why is the language needed? (1) For study; (2) for work; (3) for training; (4) for a combination of these; (5) for some other purpose, e.g. status, examination, promotion.
- 2) How will the language be used? (1) Medium: speaking, writing, reading, or listening; (2) channel: e.g. telephone, face to face; (3) Types of text discourse; e.g. academic texts, lectures, informal conversation; (4) technical manuals, catalogues.
- 3) What will the content areas be? (1) Subjects: e.g. medicine, biology, mathematic; (2) commerce, engineering; (3) Level: e.g. technician craftsman, postgraduate, secondary school.
- 4) Who will the learner use the language with? (1) Native speakers, non- native speakers; (2) level of knowledge of receiver: e.g. expert, layman, students; (3) Relationship: colleague, teacher, costumer, superior, subordinate.
- 5) Where will the language be used? (1) Physical setting: e.g. office, lecture theater, hotel, workshop, library; (2) Human context: e.g. alone, meeting, demonstrations, on the telephone; (3) Linguistic context: e.g. in own country, abroad.
- 6) When will the language be used? (1) Concurrently with the ESP course or subsequently; (2) frequently, seldom, in small amount,

in large chunks.

It is obviously necessary to obtain answers to the questions from variety of sources, and then to try and negotiate a satisfactory compromises.

b. Learning Needs

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

- 1) Why are the learners taking the course? (1) Compulsory or optional; (2) Apparent need or covert; (3) Are status, money, promotion involved? (4) What do learners think they will achieve? (5) What is their attitude towards the ESP or general English course?
- 2) How do the learners learn? (1) What is their learning background? (2) What is their concept of teaching and learning? (3) What methodology will appeal to them? (4) What sort of techniques are likely to bore/alienate them?
- 3) What sources are available? (1) Number and professional competence of teachers; (2) Attitudes of teachers to ESP; (3) Teachers' knowledge of and attitude to the subject content; (4) Materials; (5) Aids; (6) Opportunities for out-of-class activities.
- 4) Who are the learners? (1) Age/sex/nationality; (2) What do

they already know about English? (3) What subject knowledge do they have? (4) What are their interests? (5) What is their socio-cultural background?

5) What teaching styles are they the culture of the English-speaking world?

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

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

Target situation needs and learning needs must be taken into account. Analysis of target situation needs is concerned with language use. Analysis of the target situation can tell us what people do with the language. What also needs to know is how students learn to do what they do with language.

a. Approaches to Need Analysis

Dudley-Evans and St John (1998: 125) argues, the model of ESP need focuses on (1) learners' professional information, (2) learners' personal information, (3) learners' language information, (4) learners' lacks, (5) learners' needs from target course, (6) language learning needs, and (7) communication information in the target situation, and (8) environmental information. These aspects of language needs analysis are as follow:

- 1) Professional information about the students: the tasks and activities students are using English for target situation analysis (TSA) and objectives needs.
- 2) Personal information about the students: factors which may affect the way they learn such as previous learning experiences, reasons for attending the course and expectations of it, attitude to English wants means subjective needs.
- 3) English language information about the students: what their current skills and language use are present situation analysis (PSA)-this could.

3. Unit of Need Analysis and Primary Metodological Issue

Globalization has become the driving force of our environment and lives and, in connection with linguistics in various fields of work, it has been calling for the need to develop communication skills on a global scale and for the need to start communicating in *lingua franca*, a shared, international language which, in many occupational fields, has turned out to be English. Linguistics-wise, globalization demanded an increase in the interest not only in the field of Language for General Purposes, but much more so especially in the field of Languages for Specific Purposes (LSP). It means that English that is oriented occupational field has been confronted with the need to develop studies about English for Specific Purposes (ESP).

The main goal that stems from learners' and sponsors' needs – whether these be academic, occupational, vocational, or 'survival' needs – is a functional, reliable and valid target language proficiency²⁶. However, the reaching of that goal, as he continues to outline, is another story. He implies that there is substantial dissatisfaction on the part of learners and sponsors about ESP lessons, about the course materials and methodology developed for individual courses. He criticizes the fact that too many NAs are carried out by means of questionnaires prepared by people with limited expertise and little knowledge of the field concerned, and continues to advocate that it is indeed the analyst's job to identify needs. Furthermore, he comments that although ESP literature does on the one hand boast with reports on NA, on the other hand these reports are merely NA results. What is missing is research about the methodology of NA itself.

Given the facts stated above, Long (2005) questions himself about the amount of relevance of courses to specific needs and about the fundamental methodological question: *What should ESP courses be based on?* He argues in favour of *task* as the (non-linguistic) unit of analysis. The answer of the question can be explained as the following explanation²⁷:

²⁶Aleksandar Tonic, *Triangulation of needs analysis in english for tourism purposes.*, Osnovna šola Toma Brejca amnik, slovenia. P. 52

²⁷Aleksandar Tonic, *Triangulation of needs analysis in english for tourism purposes.*, Osnovna šola Toma Brejca amnik, slovenia. P. 52

- a. in contrast to text-based analyses, task-based analyses '*reveal more about the dynamic qualities of target discourse*';
- b. task-based analyses '*circumvent the domain expert's usual lack of linguistic knowledge and the applied linguist's usual lack of content knowledge*';
- c. task-based analyses minimize the '*pervasive problem of finding informants who are competent in the academic, occupational and vocational area of interest and also knowledgeable about language use in that area*';
- d. Tasks prepare learners as '*agents of social change*', acting not just as observers but also as task redefiners.

In identifying the best approach, as regards what should be the unit of analysis, Long is in favour of making use of past and present knowledge²⁸:

'Whatever their respective merits and limitations, the new approaches to second and foreign language instruction require NAs to be conducted using units of analysis that are compatible with the ensuing syllabus specification, methodology, materials and assessment, and all approaches to NA, new or old, could benefit from some serious work on issues of reliability and validity.'

²⁸Aleksandar Tonic, *Triangulation of needs analysis in english for tourism purposes.*, Osnovna šola Toma Brejca amnik, slovenia. P. 52

With further regard to methodology, Long (2005) argues forcefully in favour of being familiar with the primary methodological issues in NA, i.e. with *sources* and *methods* available, and also with what he calls *source × method combinations*; furthermore, he believes that these methodological issues must be considered as the basis for carrying out a well structured NA²⁹. Jasso-Aguilar reports there have been accounts of identifying inefficient methods and sources of information for NA for the workplace, yet that disturbingly often these accounts lacked clarity of some sort.

Job analysis as syllabus design basis and proposes sources such as job description manuals, job site observations, tape recordings of conversations in the workplace, surveys, but fails to make a clear representation of what a logical analysis of a job is, and of who defines it. In addition to job analysis (i.e. description of a job), Prince proposes also *goal analysis* (company's intuitions about the needs for a course) and *language analysis* (defining work-oriented language and other job terminology) and uses interviews as the main instrument of data collection³⁰. However, what Jasso-Aguilar argues Prince's (1984) study to be missing, is a clear description of the methodology.

Furthermore West stated of the art NA concludes that both agree on the advantage of utilizing multiple sources, and on the importance of selecting adequate information-gathering instruments.

²⁹Aleksandar Tonic, *Triangulation of needs analysis in english for tourism purposes.*, Osnovna šola Toma Brejca amnik, slovenia. P. 53

4. Elements of Need Analysis

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

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

To identify the specific skills that the learner must have mastered is a prior to beginning the instruction. This is not a listing of all the things learners can already do, but an identification of the specific skills they must be able to do in order to begin the instruction. It is also important to identify any specific characteristic of the learners that may be important to consider in the design of the instructional activities. The results of analysis will guide to design the lesson. The areas related to the analysis include 'general characteristics, specific

entry competences (knowledge, skills, and attitudes) and learning styles. Similarly, Casper (2003) states that a need analysis includes all the activities used to collect information about the students' learning needs, wants, wishes, or desires.³¹

Furthermore, Munby (1987) proposes the elements of need analysis which are related to the participants, communication need processor, profile needs, language skills selector, linguistic in-coder, and communicative competence specification.³²

5. Need in ESP

English for specific purpose (ESP) emerges from demands of the brave new world – business expansion and globalization: a revolution in linguistic tailoring English for real communication usage : and focus on the learners who have different needs, motivation and interest said Hutchinson & Waters, 1987.³³ ESP is designed to meet specific needs of learners and makes use of underlying methodology and activities of the disciplines it serves. Moreover Dudley – Evans & St John (1998) said ESP is centered on the language skills, discourse and genres appropriate to these activities.³⁴ Therefore, ESP is based on needs analysis which aims to specifically identify what are the target needs and learners needs.

³¹Andi Tenri Ampa DKK, The Students' Needs in Developing Learning Materials for Speaking Skills in Indonesia, *Journal of Education and Practice*, Vol.4, No.17, 2013. P.171.

³²*Ibid.*

³³Sarintorn pongjumpa, *A Survey of The Needs of English Proficiency of Five Star Hotels' Staff and Representatives in Bangkok and The Aspects of Needs Referring to Hotel English and General English*, Thammasat University Bangkok Thailand, 2011, P.5.

³⁴Sarintorn pongjumpa. *Loc Cit.* P.6.

Needs in ESP can be classified into 3 main categories which are³⁵ :

- 1) Target objective needs : these can be perceived and verified. They concern professional information about learners : the tasks and activities where learners will apply their English.
- 2) Learning / subjectives needs : these can be felt and correspond to cognitive and affective factors. The concerns involve personal information about learners : previous learning experiences, cultural aspects, expectations and attitudes.
- 3) Present needs : the third category concerns learners weaknesses and strengths in terms of language and skills, and what is needs to reach targetes needs.

C. Management Hajj and Umrah Study Programme

Hajj and Umrah management is a new study program in the Islamic economics and business faculties of the State Institute of Islamic Studies (IAIN) Bengkulu. In accordance with the decision of the director general of Islamic education of the Republic of Indonesia number: 3512 in 2016. The Hajj and Umrah study program exists to produce professionals in the field of Hajj and Umrah management business.

Hajj and Umrah Management is a study program that aims to equip students to master the management of the implementation of the Hajj and Umrah from the beginning to the end. Hajj and Umrah management is

³⁵Sarintorn pongjumba, *A Survey of The Needs of English Proficiency of Five Star Hotels' Staff and Refresentatives in Bangkok and The Aspects of Needs Reffering to Hotel English and General English*, Thamsat University Bangkok Thailand, 2011, P6

needed by students to be able to face the problems and obstacles that arise in the implementation of the pilgrimage starting from the preparation before leaving, manasik procedures and how to deal with the culture and habits of the Arab community. To know more about Hajj and Umrah through the explanation below

management is an art in a process and organizing examples such as movement, control, supervision, organizing, and planning. Understanding management is based as an art because art itself has several functions, including to realize real goals by providing benefits, while the understanding of management as a science because science has a function to explain and explain in detail and easy to understand about various phenomena or events so that the study can provide a truly concrete and clear explanation.

Hajj is one of the five pillars of Islam. Performing the Hajj is an annual form of ritual for Muslims who are able to materially, physically, and scientifically by visiting several places in Saudi Arabia and carrying out several activities at a predetermined time namely in the month of Dhu al-Hijjah. In estimology (language), Hajj means intention (Al-Qasdu), whereas according to syara 'means Intention to Baitul Haram with specific charities. Certain places referred to in the above definition are other than the Kaaba and the Mas'a (places sa'i), also Padang Arafat (place of staying before), Muzdalifah (place of mabit), and Mina (place of throwing jumroh).

While what is meant by a certain time is the pilgrimage months, starting from Shawwal until the first ten days of Dhu al-Hijjah. The practice of certain worship is tawaf, sa'i, wukuf, mazbit in Muzdalifah, throwing jumroh, and mabit in Mina. So it can be concluded that the management of Hajj and Umrah is the art of organizing, the elements and functions of management in the implementation of the Hajj and Umrah. so as to achieve the specified goals.

D. Some Related Previous Studies

There have been many researchers who conduct research related to analyze and developing english materials and ESP programme. One of them is Riska's Thesis who conducted her research entitled *Developing English Materials for Students of Management Department :Bargaining & Macro-Micro Economic at STIE YPUP*. She developed English learning materials for students of Mangement study program in one of university in Makassar.

The subjects were the students first semseter of Management study programme . The Result of the research showed: the researcher found several problems such as the module used general English not specific English, the students of Management Department were not interest to study English and the vocabulary used in the module are difficult in each topic. the result indicated that based on the experts judgment as well as try-out design result, the developed Bargaining and Macro-Micro

Economic materials were applicable to be taught at the first semester of students of Management Department as topics in English for them.³⁶

Then Ichsan Ananta Wikrama conducted his research entitled *Developing English Materials for Students of Management Department : Business Law & Islamic Economic at Sekolah Tinggi Ilmu Ekonomi Yayasan Pendidikan Ujung Pandang (STIE YPUP)*. Researcher found several problems from the module such as the module use general English not specific English, the students of Management Department did not interest to study English and the module use the difficulty vocabulary in each topic.

The research design used in this study was Research and Development (R&D). The development model used was Instructional System Design (ISD) model. It consists of needs analysis, instructional design, implementation and evaluation. The procedures included analyzing materials needed by the students of Management Department, design the English materials, developing the English materials through ISD model. The development of English materials for students of Management Department at STIE YPUP includes Conceptual map, goals, materials sequence, English material and worksheet, and additional task. The product was tried out to the first semester students of Management Department at STIE YPUP.

³⁶Riska. *Developing English Materials for Students of Management Department :Bargaining & Macro-Micro Economic at STIE YPU*. English Education Department Tarbiyah and Teaching Science Faculty,Alauddin State Islamic Universityof Makassar. 2017

Types of data obtained in this study are quantitative and qualitative data. The instruments used in this research were questionnaire and observation sheet for two experts. In this research, two experts were involved in order to validate the product. There were three systematic aspects that they validated of the product: Materials Systematic Organization, Systematic English Teaching and Systematic Content of English. Therefore, the result indicated that based on experts judgment as well as try-out design result, the developed Business Law and Islamic Economic materials were applicable to be taught at the first semester students of Management Department as topics in English for them..³⁷

In addition a Journal by Hilma Pami Putri, her research entitled *Analisa Kebutuhan Silabus Bahasa Inggris I Mahasiswa Perbankan Syariah Berbasis English for Specific Purpose*. The various efforts have been made by the lecturers so that the English is interesting and attractive to students, including designing the English for Specific Purposes materials. However, the students are still having difficulties and bad output after learning English. This research was aimed to find the best English material and the best syllabus of English bases on ESP. This research was a descriptive qualitative research. The data was taken in the form of qualitative data, the utterances from the interviews with respondents. In

³⁷Ananta Ichsan Wikrama. *Developing English Materials for Students of Management department : Business Law & Islamic Economic at Sekolah Tinggi Ilmu Ekonomi Yayasan Pendidikan Ujung Pandang (STIE YPUP)*. . English Education Department Tarbiyah and Teaching Science Faculty, Alauddin State Islamic University of Makassar. 2017

addition, quantitative data was taken from questionnaires distributed to Islamic Banking students related to the needs analysis of the English material. The questionnaire consisted of learning need which was divided into input, procedure, setting, teacher's role, and learners' role. From the results of the research, it was found that students have their own learning needs for the material taught to them. Their learning needs must be realized in the learning plan in order to the goals of English can be achieved well.³⁸

The three previous studies above have similarities and differences with this research. The similarities are: first, the three researchers above focused their research on developing English teaching materials; the second, they focused their research subjects is ESP Students. It means that they have similarities in variables and research subjects or contexts. However, they have some differences, namely: the first, the research above did not focused on doing need analysis, they only do research on developing speaking learning materials. Second, the three research above applied different in research methods. Last but not least, different in population and sample of the research will cause differences in research findings

³⁸Hilma Pami Putri. *Analisa Kebutuhan Silabus Bahasa Inggris I Mahasiswa Perbankan Syariah Berbasis English for Specific Purpose*. *Ekonomika Syariah: Journal of Economic Studies*. Vol. 2 , No. 2 Juli-Desember 2018.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this Research, the researcher used qualitative as research approach with descriptive qualitative method. Descriptive research is research which focuses on describing situation and condition to be explained in research report.³⁹ According of Cevilla, qualitative descriptive research is a method in researching the status of group of humans, in order to create an object, the picture or painting, descriptive in a systematic, factual and accurate regarding the facts or phenomena are investigate⁴⁰.

Moreover, Creswell said qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.⁴¹ so descriptive qualitative is measurable, actual and very accurate research methods because the results are described in great detail Then, the results are presented in form of research reports base on the fact. In this study, this method will be used to find out and analyze the English teaching materials of Hajj and Umrah Study Programme At IAIN Bengkulu.

B. Subject of the Research

³⁹ Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta: PT. Rineka Cipta, 2010),..

⁴⁰ Cevilla. *The Definition of Qualitative Descriptive Method*, 1993. P.3

⁴¹ Creswell, john W. *Research Design: Quantitative, Qualitative, and Mixed Methods, Approaches*. SAGE Publications. In:2009.

This research was conducted at Economics and Islamic Business Faculty at IAIN Bengkulu. This location was chosen because the same research has never been conducted there. The subject in this research is the Students of Third and Fifth semester of Hajj and Umrah Study programme. Moreover this research focus to analyzing the English teaching material, of fifth Semester students. The researcher will only choose one class as the subject in this study.

C. Research Instrument

In this research, the instruments that will be used are Questionnaire, interview, and documentation. Thus, these will helpful to describe how the researcher would document what happened during the research.

1. Questionnaire

Questionnaire is a written list of questions, the answer which are recorded by respondents⁴². The Questionnaire used to identify the learners' needs. The questionnaire was given to Hajj and Umrah Student to conduct need analysis. The question dealt with Hajj and Umrah students need points with the need to construct the English materials for them.

2. Interview

Interview is a data collection method where the interviewer (the Researcher) asks Questions to the interviewee (the Participant). In this

⁴² Ranjit Kumar, *Research Methodology ...*, p.138.

research, the researcher will interview the students of Hajj and Umrah Study programme at IAIN Bengkulu. Besides, in this research, the researcher will be used the non-structured interview method. This interview method is to establish deeper face-to-face interactions, and used to find problems more openly, to which interviews are asked for opinions, and ideas. as sugiyono's statement that this type of interview includes the type of in-depth interview where the implementation is more free.

Then the Researcher prepare the 10 questions for Lecturer and Students, but in the research, the questions can develop with the condition because it is non-structured interview.⁴³ The interview aimed to get information from the Lecturer and students about the teaching materials, class situation and the English Materials based on students needs.

3. Documentation

Besides using those main instruments, the researcher also used a supplementary instrument. They were to support the research to get morecomplete data. The tools of this reserarch used camera and voice recorder. The data was in the forms of photographs, videos, voice recording.

D. Data Collecting Technique

⁴³Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta

To analyze the data, the researcher will use descriptive analysis. First, the Researcher deals with describing and analyzing the collected data, then, the Researcher concerns with making inferences based on the phenomena. The data questionnaire and interview are analyzed qualitatively by the Researcher. There are several steps in analyzing the collected data:

1. The researcher came into to the class and brought questionnaire that consisted of several topics related to Hajj and Umrah Study Programme for the research subject. The researcher asked the students to answer the questionnaire during 30 minutes. After that, the researcher collected the questionnaire from the student.

The Questionnaire will use Indonesian to avoid miscommunication and misunderstanding for the sake of smooth retrieval of data and this research. In developing the need analysis questionnaire, The researachter used teory *needs assessment* by Hutchinson dan Waters (1987), Graves, dan Nunan (2004).

Table 1.

No	Aspect	Number of Items	Purpose of the Questions	References
1	<i>Personal identity of the students</i>	1	<i>to find out basic and personal information about the learners</i>	<i>Graves : 103</i>
2	<i>Goals</i>	1	<i>To find out the students' expectation toward the learning English</i>	<i>Graves : 104</i>
Target Needs				
3	<i>Necessities</i>	3,4,5	<i>To find out the students' needs in terms of the target situation</i>	<i>Hutchinson and Waters (1987 : 55)</i>

4	<i>Lacks</i>	2	<i>To find out the gap between students' existing knowledge and the required knowledge level</i>	<i>Hutchinson and Waters (1987 : 55)</i>
5	<i>Wants</i>	6	<i>To find the students' wants related to the materials</i>	<i>Hutchinson and Waters (1987 : 55)</i>
Learning Needs				
6	<i>Input</i>	7-14	<i>To find out the content should be carried out in the designed tasks</i>	<i>Nunan (2004 : 47)</i>
7	<i>Procedure</i>	15-21	<i>To find out what students should do with the tasks</i>	<i>Nunan (2004 : 47)</i>
8	<i>Setting</i>	22,23	<i>To find out how the tasks are carried out (group work, pair work or individually)</i>	<i>Nunan (2004 : 47)</i>
9	<i>Teacher's role</i>	25	<i>To find out the teachers' role in the classroom</i>	<i>Nunan (2004 : 47)</i>
10	<i>Learner's role</i>	24	<i>To find out the learners' role in the classroom</i>	<i>Nunan (2004 : 47)</i>

Questionnaire for Students in 3 parts with four optional answers and essay. The questionnaire consists of 25 questions in which the questionnaire is divided into 3 parts, they are:

- a. Part I : Identity and goals of Students'
- b. Part II : Overview of English Needs (Target Needs) (question number 2-6). In the target need, divided into three important points, namely necessities, lacks and also wants.
- c. Part III: Overview of English Language Needs (Learning Needs) (question number 7-25). in learning needs are grouped into inputs, procedures, settings, lecturer roles and student roles.

2. To complement the information and data available, the researcher will interview the students to get some information related to teaching materials, their problem, their needs and etc.

E. Technique of Data Analysis

To analyze the data, the researcher will use interactive model of data analysis proposed by Miles and Huberman. The components above can be explained as the following figure⁴⁴:

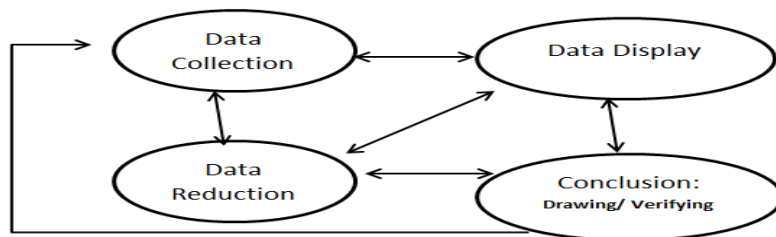


Figure 1:

Interactive Model Miles and Huberman

The figure 1 above can be described as follows:

- a. *Data reduction*: Data reduction occurs continually throughout the analysis. It happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and memoing, and associated activities.
- b. *Data Display*: Data display organizes, compresses and assembles information.
- c. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusions. While drawing conclusions logically

⁴⁴Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

BAB IV

DISCUSSION AND RESULT

A. Result

To answer the research questions in order to get the results of the analysis of student needs for learning English, researchers have given 25 items in a questionnaire. The questionnaire was given to 50 students of Hajj and Umrah management study programme at economic and islamic bussiness faculty of IAIN Bengkulu, consisting of 23 students fifth semester, and 27students of third semester, on December 12 2019. The 25 questions were divided into two groups, consisting of targets need and also learning need. In the target need, divided into three important points, namely necessities, lacks and also wants. Meanwhile, learning needs are grouped into inputs, procedures, settings, lecturer roles and student roles.

Besides spreading the questionnaire, the researcher also interviewed several students to find out what they needs directly to ensure the truth and compatibility of the contents in the questionnaire they filled out. *For more details about the results of questionnaire and interview, please check the appendices 2 and 3..*

1. The data from questionnaire

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

a. Target Needs

Target needs include several important points; necessities, lacks and wants (Hutchinson and Waters, 1987). From the theory above, target needs refer to what the learners need to do in order to be able to communicate effectively in the target situation. Viewing the definition as such the meaning is likely to be closest to the term Objectives, this is why further divisions were made to differentiate between Necessities, lacks and wants.

1) Necessities

The necessities as the types of needs students should have. (Hutchinson and Waters, 1987). Necessities is represent the final objectives, they show what the learners are able to do at the end of the English learning. To find out about their necessities in order to get their learning objectives, the researcher gave 4 questions on their questionnaire.

Firstly, the researcher asked to students of Hajj and Umrah management study programme about their objectives in learning English in the question number one. The result are evidently, the purpose of the students Hajj and Umrah study program to learn English is that their desire to be able to speak english both verbally and in writing for the sake of future work.

The data results were obtained from 41 students who choose that, meanwhile only 9 of the students chooses to learn

English language in order to get a variety of vocabulary according to their majors that can support their work later. Moreover, the data above is in line with the purpose of learning the language itself, which is to be able to communicate well not only to get a lot of vocabulary. (*See the appendix 2*)

Secondly, the researcher gave the questions in the number three, about the students need of English ability to be able to support education to a higher level or support their work later. From the question above, the results obtained, of 50 respondents, 48 of them want to be proficient in learning English (advanced level). It means that, they needs understand various types of texts and understand the implicit meanings contained in a text. However, 2 of them are choose enough at the secondary level in English learning (intermediate level). (*See the appendix 2*)

Thirdly, to observe students need about skills in their future work., the researcher make the question in the number four about it. The result are, apparently they need a way to communicate with the Hajj and Umrah pilgrims and the wider community in English. The data above is visibly from 40 respondents choose that, meanwhile 10 of them need to learn the terms of Hajj and Umrah and other interesting things in English. (*See the appendix 2*)

Fourthly, The final question of necessities in the number five is about students' need in English language skills that must be possessed. Based on the question above, 31 of students answer that speaking is a language skills which must be possessed as someone who works in the field of Hajj and Umrah.

2) Lacks

Lacks refer to the proficiency level and background of the learners, they also refer to what the learners lack in order to reach the required level of proficiency. The gap between the expertise students have and the skills to be achieved is called Lacks by Hutchinson and Waters.⁴⁵ After knowing their desires, taken from the four previous questions, the researcher also looked at students' lack or weaknesses in their current conditions, in order to achieve their goals of learning English.

To answer that, the researcher gave the question of the questionnaire in the number two. It turns out, from the results of the questionnaire found that, 36 of them are beginners in learning English. Based on the fact above, the English learning material should starting from the beginner's material order to students will be more easily to understand, develop themselves

⁴⁵ Hutchinson, T and Waters, A. 1987. English for Specific Purposes. A learning-Centered Approach. Cambridge University. P.7

and also interesting in accordance with their conditions. (*See the appendix 2*)

3) Wants

According Hutchinson and Waters, Wants refers to students' opinions of their needs.⁴⁶ Wants also can be interpreted as are the personal aims that the learners like to obtain from the language learning. To discover what the student wants or need in learning english language, the researcher make the question in the number six.

The data result from 50 respondents, 32 of them answered that they wanted to learn in English (wants), to be able to understand and use every word, sentence and expression in English. Meanwhile 11 respondents aim to master general vocabulary and those related to Hajj and Umrah and be able to understand each word, sentence and expression in English. (*See the appendix 2*)

b. Learning Needs

Learning need is what the students need to do in order to learn. Hutchinson and Waters defines learning needs as knowledge and abilities that students will need in order to have special expertise in the target situation.⁴⁷ This means that students are

⁴⁶ Hutchinson, T and Waters, A. 1987. English for Specific Purposes. A learning-Centered Approach. Cambridge University. P.8

⁴⁷ Hutchinson, T and Waters, A. 1987. English for Specific Purposes. A learning-Centered Approach. Cambridge. P.60.

expected to have the ability in accordance with their field of expertise. There are 19 questions in order to find out their learning needs, which are divided into several sections namely: input, procedure, setting, students role, the lecturer role.

1) Input

According to Nunan Input refers to spoken, written and visual data that learners work with in the course of completing a task.⁴⁸ This means that input refers to oral, written and visual data that students work on in completing assignments. Input can be obtained from various sources. In this part, the researcher make eight questions in the questionnaire about input start from question number 7-14, and also the following questionnaire results are related to the type of text material that students need in the process of learning English. (*See the appendix 2*)

First, to find out the text of listening teaching material, the researcher asked questions at the number 7. As a result, Inputs are needed by students hajj and umrah management study programme about the type of listening text that students need are monologues and dialogue with images. The data was answered from the questionnaire that was selected by 23 respondents. However, 17 students need a authentic materials

⁴⁸ Nunan, David. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press.

such as news programs, radio broadcasts, films, and songs. Meanwhile, 10 of them answered Monologue and dialogue accompanied by new vocabulary to their of listening material.

Second, to find about the size of listening material desired by students, the researcher give the questions in the number 8. The researcher was found, the size of listening material that students need is short. Evidenced by 48 which answered little of 150 words. Only 2 of them choose medium size, 150-200 words. It is hoped that the listening material will later be in accordance with what the students want, such as the type of listening text that is less than 150 words and monologues, order to students can easily understand and understand the topics presented.

Third, the researcher made the questions in the number 9 about the teaching of speaking material. This question aims to find out the form of text as input learning speaking, and the result is desired by students the form of text as an input of learning speaking. The students need a monologue and dialogue with pictures in the learning speaking. 30 respondents answering it. Moreover, monologue and dialogue plus accompanied by new vocabulary were selected by 17 respondents. Researchers hope that the lecturer can later use the material aspects from the data above as a guide for teaching.

Fourth, to know about the size of speaking material, the researcher got the data from the question number 10, the students need is medium size, consist of 150 to 200 words. Evidenced by 39 respondents answered the same. 9 of them want less than 150 words. While the remaining 3 choose a long text. Researchers here assume that students want to practice speaking skills based on the results of the questionnaire above. The student need a simple material and easily to understand as well as medium size, it will certainly be easy for students to practice speaking activities

Fifth, to know about the content of reading materials, the researcher give the question in the number 11. As a result, For reading texts, students need authentic reading material material that can easily be found in everyday life. Out of 50 respondents, 27 students chose the type of reading material above. This is intended that students more easily get the point and understand the text of reading material in the learning process. Meanwhile 17 students wanted reading texts accompanied by vocabulary lists, however the remaining 6 respondents wanted reading text materials accompanied by pictures.

Sixth, for the size of reading material that students need based on question number 12. Be found, 47 students feel they

can understand text with a short size of 150-200 words. However, there are 3 students who can understand text with a medium size of 250-300 words.

Seventh, to know about the writing teaching material, the researcher the question at the number 13. More students expect material in the form of examples of text models to be studied or used in writing exercises with 31 respondents choosing it. While 11 respondents need writing material in the form of examples of vocabulary to be used in the text and accompanied by an explanation. While 8 respondents wanted writing texts in the form of examples of sentence structures related to text.

Eighth, For writing text size, 32 respondents felt able to learn writing with a low size, which is 150-200 words. While 18 respondents felt they could be more than that, which is 250-300 words.

2) Procedure

The procedure is useful for explaining what students will do with the material to achieve certain goals in their field of expertise.⁴⁹ There are seven question in part of procedure, start from number 15-21. The questions are made to find out what kind of English learning activities based on students need. (*See the appendix 2*)

⁴⁹ Nunan, David, Research Method in Language Learning, Cambridge: Cambridge University Press, 1992. P.52.

First, In Listening learning activity, based on the question in the number 15. The students have answers that are varied, this can be seen from the selection of the type of listening learning that is evenly selected by respondents such as, 27 students want to complete the text of the list, while the second highest choice is to Record important points in the learning process of listening selected 11 respondents. Meanwhile, 8 students want to spell out the contents of the listening text.

Second, to find out about the speaking learning activity based on the question number 16. As a result, Hajj and Umrah study program students really need to practice the dialogue / monologue model available in the books or material with 27 respondents choosing it. Meanwhile 23 students wanted to learn to speak by creating dialogue and then practicing it. While 10 respondents wanted to discuss a topic and express their opinions related to the topic. from results above, it can be concluded that all students need more to learn more speak, but the learning method is different, which is the duty of the lecturer to persuade.

Third, For reading learning activity, based on the question in the number 17. The students of hajj and umrah expect through reading the text of the reading and then

answering questions related to the content of the reading, this point was chosen by 32 respondents. While the second most choice is reading aloud the text with correct pronunciation, intonation and discussing the content or meaning of certain expressions contained in the reading and the use of the contents or meaning of the expressions based on context, selected 11 respondents. Whereas 7 people need reading material to arrange random paragraphs / sentences into a correct or logical sequence of paragraphs / sentences.

Fourth, In the learning English about vocabulay mastery, based on the question in the number 18. The result is 37 Students prefer to group new vocabulary into a table then look for meaning / translation based on the context in the reading, pronunciation, type of words, equation, opposite words, and examples of their use. Meanwhile 9 students, in the process of learning vocabulary, want to find new vocabulary in a text and look for the meaning or translation in the dictionary. However 4 students need to find new vocabulary in a text and identify the meaning or translation based on the context in the reading text.

Fifth, In the writing learning activity, there were 23 students who hoped to teach writing by arranging sentences order to they became one to correct paragraph. Meanwhile 13

student respondents expected to write the same text with the example text models given in accordance with the correct grammar and structure of paragraph compilation. However 9 students need to complete the paragraphs with the corresponding sentence. And 4 respondents want to correct the structure of sentences, spelling, and punctuation that is wrong. The respondents seemed to want varied writing learning procedures, as seen from the choice of questions above. These results are obtained from question number 19.

Sixth, Regarding grammar teaching procedures, the research gave the question in the number 20 about it. The result is 31 respondents preferred to make their own sentences based on the pattern taught. Meanwhile 11 respondents want to identify the structure of the wrong sentence and then correct it while doing the practice questions about grammar. Moreover, 8 respondents want to memorize the grammatical structure formula.

Seventh, related to the teaching of pronunciation in the question number 21. As a result, 25 respondents need practice pronouncing each sentence including how to stress (stress) and intonation of pronunciation. meanwhile 21 respondents wanted to hear and imitate the pronunciation of the lecturer. This proves that students are very dependent on their lecturers.

Together with the lecturer, the lecturer will pay attention to stress or sound pressure, intonation, and pay attention to the tongue to pronounce it. Meanwhile, 4 respondents want to practice speaking from the words. It is hoped that the teaching lecturer will pay attention to the above for the activeness of student learning. the result is obtained from question no. 21, *the type of pronunciation learning activity that I want is?*.

3) Setting

Settings refer to the class settings that are applied in the teaching and learning process (Nunan, 2004). There are two question in setting part. (*See the appendix 2*)

firstly, For classroom settings, the researcher give the question in the number 22. The result is the students prefer to study outside the classroom, such as the suburbs, parks, school halls in the classroom. This can be seen from 27 students choosing this option. This seems desirable by students to create a new atmosphere in the learning process. meanwhile respondents were equally more comfortable studying in the classroom, with 12 students choosing the option. Moreover, 11 respondents want to learn in a language laboratory or the like. It can be concluded that students feel more comfortable outside the classroom because there will be increased student learning motivation, so that the objectives of learning are achieved.

Learning outside the classroom can sometimes be done by lecturers and students in order to increase the enthusiasm of student learning both in groups and individually. With this, the harmonious relationship between student lecturers and the high level of cooperation between students is reflected in the form of interaction

Secondly, in the questions in the number 23, Most students need to study and work on assignments in a small group of 3-4 people. This was chosen by 27 respondents meanwhile, there are 11 students hoping to study and work on assignments individually. The researcher hopes that the teaching lecturer will pay attention to the division of groups or assignments, because this can affect the quality of student learning.

4) The Role of Lecturers

The role of the lecturer leads to the role of the lecturer expected by students in the teaching and learning process as well as social and interpersonal relationships between students (Nunan, 2004). (*See the appendix 2*)

Regarding the role of the lecturer, the researcher make the question to know opinions about of their lecturer with the question in the number 24. The result of this question is some 21 students wanted lecturers to create an atmosphere for

students to be active in solving problems and doing assignments. While 18 students want the lecturer to be more active in encouraging and directing students to use their creativity in learning. This is also in line with the results of the student interviews that they want students to be active in the classroom, more to practice speaking among students being studied and lecturers can motivate students.

5) Student Role

The role of students refers to the part that is expected of students in carrying out learning tasks as well as social and interpersonal relationships between students (Nunan, 2004).

Based on the question number 25, students of Hajj and Umrah management study programme is to make in every English learning to have a discussion and be active in investigations to solve problems and do assignments. While 20 respondents want to be guided in every task / training from lecturers. While 8 respondents want to use their creativity in doing the task. Based on the results of the above research, researchers expect lecturers or the study program of Hajj and Umrah to pay attention to the making of teaching and syllabus that are in accordance with what they need to achieve their targets. (*See the appendix 2*)

2. The data from interview

To answer the research question and as a data support for this research, the researcher gave the seven questions for the 5 interviewees. The questions still about their opinions, need and their problems in learning English at Hajj and Umrah management Study programme. (*see the appendix 4*)

First, the interviewee is Adji Prabowo. He is a student fifth semester at Hajj and Umrah Management Study programme. He took an English subject in the second semester. The lack of English learning he had felt at the majors of the Hajj and Umrah study programs was the lack of being active in communication learning activities, so far English learning was still in general and had not yet led to the Hajj and Umrah majors. For skills in English according to him, the skills most needed to support activities and work for them in the future are speaking and listening. He said speaking and listening skills can be used to support their work going forward, such as guiding Hajj and Umrah pilgrims and communicating with customers and the wider community from various regions and countries.

Second, the interviewee is Abdul Mutiasqho. He is a student of fifth semester at Hajj and Umrah management study programme. His weakness in learning English is the difficulty of choosing words and it is difficult to communicate in English. He said the English material is still general, he said the skill in English that he needed most later is

speaking, while at the moment the teaching of speaking in English was still lacking. He added that there is a need for a lot of practice in speaking English, for example he said that soon we will face the system of the Asean Economic Community (MEA). in welcoming and facing this, it will be necessary to learn communication in English, especially speaking, because according to him, we cannot close ourselves to that and what we can do and must do is prepare ourselves, one of them is by providing ourselves with the skills to speak in language English.

Third, the interviewee is Dita Afriliani. She is a student of Hajj and umrah management study programme fifth semester. She said the English learning system is still in general and has not yet led to the major of Hajj and Umrah or not yet based on ESP. she added, writing skills is a favorite skills for her, but to support their work going forward she believes that speaking is the most needed English language skill. this is in accordance with the purpose of her learning English, order to she can communicate in the world of work later. She hopes that in the future learning more English for practice makes it easier for them to learn to communicate in English.

Fourth, the interviewee is Eka Febri Rohyani. She said the condition of learning English was quite good, because the lecturer occasionally had given time for dialogue in English. according to her, speaking is a skill that is useful for their work going forward. She

thinks that is skill will be useful for her if later to the holy land and meet with many people from various countries, including people who use English in their daily lives, then we must be prepared for it, she concluded. but she prefers writing skills when studying and expects to be given teaching resources on how to write short stories and others. And also she hopes the lecturer requires English in every lecture to be carried out so that they are trained to communicate in English, because in reality so far they are still using Indonesian language in the learning process.

The last, the interviewee is Nurlaila sari. She said the English teaching materials are still general, one example is learning basic vocabulary. She added that the English language skill she liked the most was listening but according to her the most useful skill for them in the future is speaking because she thought that in the future she would meet people from various countries who use international language like English.

B. Discussion

ESP teachers are different from general English Teacher. ESP teachers deal with the needs analysis, syllabus design, materials writing or adaption and evaluation .⁵⁰ Before coming to the classroom, there are

⁵⁰ LaelaFebriatun, *Developing English Speaking Materials for Xth grade of Hotel Accomodation Department in SMK PI Ambarukmo 1 Sleman, A Thesis Presented as a Partial Fulfillment of the Requirements for the Attainment of the SarjanaPendidikanDegree in English Education*, English Education Department Faculty of language and art yogyakarta, 2016, P.21.

some teaching instruction that the teachers must prepare. They must design teaching materials based on national syllabus. However, it must also related to the students' need based on the teacher need analysis in the preliminary activity.

Moreover, In designing teaching materials in ESP program, the background information asked for teaching materials covers: the teacher should know the information about the students related to their age, gender, languages spoken, whether the student worked or was a student (or both), what they use English for, how long they had been studying at the school and how long they planned to continue. It means that teaching materials in ESP really consider some aspects of the learners, especially their professionalism in working field. In this case, the lecturer did not do it before. in fact lecturers still teach English in general and are not ESP based.

Based on the questionnaire and interview results of the study above obtained :

1. learning activities and English language material in hajj and umrah study programme is still based on general not in ESP.
2. From the results of the questionnaire and interview, it is known that the english language skill most needed by the students of Hajj and Umrah study programme is speaking. all respondents agreed that speaking is a useful skill for supporting their work going forward.

3. The Students of Hajj an Umrah management study programme are need learning content that starts with their need and their current condition, then continues their learning objectives. they are need simple and interesting materials that is easily to understand and useful for their work going forward, related from the data above.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

The results of this study is English language skill most needed by Hajj and Umrah students is *speaking*. they assume that this skill is very useful to support their work going forward. they need this skill to communicate with hajj and umrah pilgrims or the wider community from various countries later. Another objectives, if later they work in the office of Hajj and Umrah affairs, they have no trouble communicating with foreign languages, especially English.

Moreover, English teaching content that they need is content that is compatible with 4 skills in English and other support. they need learning content that starts with their need and their current condition, then continues with what they want going forward, whether it's about listening, speaking, reading, and writing. in conclusion they are need material that is easy to understand and useful for their work going forward.

B. Suggestion

The final product of this research is the English syllabus for third and fifth semester students majoring in S1 Hajj and Umrah Management. Researchers hope that the results of this study can help Lecturer to make a syllabus based on the results of the research above. The researcher also hope that the results of this study can be beneficial for lecturers and

students studying English subjects in the Hajj and Umrah management study programme.

Moreover, related to the input of material, based on the results of the analysis student needs of Hajj and Umrah management study programme that, students want more practice in class, especially speaking material, they consider this skill very necessary for their future work. It is recommended that lecturers and parties from the Hajj and Umrah study program, be creative and pay attention related to finding and making teaching materials for them through the above research results.

Finally, the last suggestion is related to learning activities. The results of the this study is student needs indicate that students want a variety of activities. Then it is suggested that relevant activities are interesting for each skill, it is also advisable to study outside the classroom to stimulate student activities and increase learning enthusiasm for them.

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