

**LEARNERS' NEED ANALYSIS ON ESP TEACHING MATERIALS AT
KOMUNIKASI PENYIARAN ISLAM STUDY PROGRAM OF FUAD
FACULTY OF IAIN OF BENGKULU**

THESIS

**Submitted as A Partial Requirements For The Degree of Sarjana in English
Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu**



**By
Yemi Asti
NIM. 1611230138**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TADRIS FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) BENGKULU
2020**



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBİYAH DAN TADRIS

Alamat: Jl. Raden Fatah Paqar Dewa Telp. (0736)15276, 51171 Fax (0736)511171 Bengkulu

RATIFICATION

This is to certify that the *Sarjana* thesis entitled "**Learners' Need Analysis on ESP Teaching Materials at Komunikasi Penyiaran Islam Study Program of FUAD Faculty of IAIN of Bengkulu**" by Yemi Asti (NIM. 1611230138) has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Study Program.

Chairman

Dr. Zubaedi, M.Ag, M.Pd
NIP. 196903081996031005

Secretary

Heny Friantary, M.Pd
NIP. 198508022015032002

Examiner I

Dr. H. Ali Akbarjono, M. Pd
NIP.197509252001121004

Examiner II

Feny Martina, M.Pd
NIP.198703242015032002



Bengkulu, August 2020

Approved by the Dean of Islamic and Tadris Faculty

Dr. Zubaedi, M.Ag, M.Pd
NIP. 196903081996031005



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Telp.(0736)15276, 51171 Fax (0736)511171 Bengkulu

ADVISORS SHEET

Subject : Thesis of Yemi Asti
NIM : 1611230138
To : To Dean of Islamic Education and Tadris Faculty
IAIN Bengkulu
In Bengkulu

Assalamu 'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors,
we state that the thesis of:


Name : Yemi Asti
NIM : 1611230138
Title : Learners' Need Analysis on ESP Teaching Materials at
Komunikasi Penyiaran Islam Study Program of *FUAD*
Faculty of IAIN of Bengkulu

Has already fulfilled the requirements to be presented before The Board of
Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank
you for the attention.


Wassalamu 'alaikum Wr. Wb

Bengkulu, 2020

Advisor I


Dr. Svamsul Rizal, M.Pd
NIP. 196901291999031001

Advisor II


Vera Zasrianita, M.Pd
NIP. 197902172009122003

MOTTO

من خرج في طلب العلم كان في سبيل الله حتى يزجج

Artinya : Barang siapa yang keluar dalam menuntut ilmu maka ia adalah seperti
berperang di jalan Allah hingga pulang.

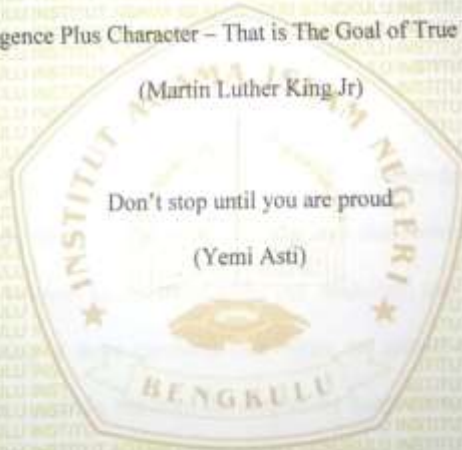
(H.R.Tirmidzi)

Intelligence Plus Character – That is The Goal of True Education

(Martin Luther King Jr)

Don't stop until you are proud

(Yemi Asti)



DEDICATION

This thesis is dedicated for:

- ♥ My beloved parents, my father (Aswanto) and my mother (Sarmi Agustati) Thank you for the love, pray, time, and support that you give to me, I don't know who am I without you. You are everything for me, I LOVE YOU.
- ♥ My supervisor, Dr. Syamsul Rizal, M.Pd. and My Co. Supervisor Fera Zasrianita, M.Pd, thank you For the guidance during the process of finishing this thesis.
- ♥ My beloved grandfather and grandmother, thanks for your love. You are the best grandfather and grandmother that I ever had.
- ♥ My beloved brothers and sister (M. Abdullah) and (Amizah Asti), nothing is more touching than when we gather, even though we often squabble, but from the deep of my heart, I love you so much.
- ♥ My TBI 2016 D.
- ♥ My Beloved almamater, IAIN Bengkulu.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah, Pagar Dewa Telp. (0736)15276, 51171 Fax (0736)511171 Bengkulu

PRONOUNCEMENT

Name : Yemi Asti
NIM : 1611230138
Faculty : Tarbiyah and Tadris
Study Program: English Education

I hereby sincerely state that the thesis *Learners' Need Analysis on ESP Teaching Materials at Komunikasi Penyiaran Islam Study Program of FUAD Faculty of IAIN of Bengkulu* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic in the form of repealing my thesis and academic degree.

Bengkulu, July 2020

..

State by,

Yemi Asti

ABSTRAK

The purpose of this research is to analyze the *Komunikasi Penyiaran Islam* students at IAIN Bengkulu need in learning English. The subjects of this research are first the second semester students of *KPI* department at IAIN Bengkulu which consisting of 62 students'. Second, the English lecturer who teach at the *KPI* department, and third are the graduates who were working in the field of communication and broadcasting. This study was designed as a descriptive qualitative research. To collecting data about students need, the researcher use questionnaires and interviews as instruments in collecting the data. The procedure of this study is that the researcher comes to classes of second semester students of the *Komunikasi Penyiaran Islam* study program, observing English teaching and learning process, giving questionnaire to the *KPI* students, calculating percentage of students' answer in questionnaire, and analyzing and describing the obtained data. The results of this study show that: *First*, the English lecture still used English for general purpose (EGP): *Second*, English materials needed by students of *Komunikasi Penyiaran Islam* at State Institute of Islamic Studies (IAIN) Bengkulu are the material that more specific with their field of study. Majority students of *Komunikasi Penyiaran Islam* are want to know the Basic English used in journalistic. Students also expect interesting material that is easy to understand and based on their desire, so it can useful for their future career.

Keywords: *English teaching material, komunikasi penyiaran islam, need analysis*

ABSTRAK

Tujuan dari penelitian ini adalah untuk menganalisis kebutuhan siswa Komunikasi Penyiaran Islam di IAIN Bengkulu dalam mempelajari bahasa Inggris. Subjek penelitian ini adalah mahasiswa semester dua jurusan KPI di IAIN Bengkulu yang terdiri dari 62 mahasiswa. Kedua, dosen bahasa Inggris yang mengajar di departemen KPI, dan ketiga adalah lulusan yang bekerja di bidang komunikasi dan penyiaran. Penelitian ini dirancang sebagai penelitian kualitatif deskriptif. Untuk mengumpulkan data tentang kebutuhan siswa, peneliti menggunakan angket dan wawancara sebagai instrumen dalam mengumpulkan data. Prosedur penelitian ini yaitu dengan cara peneliti datang ke kelas semester dua mahasiswa program studi komunikasi penyiaran Islam, mengamati proses belajar mengajar bahasa Inggris, memberikan angket kepada mahasiswa KPI, menghitung persentase mahasiswa. 'jawaban dalam kuesioner dan menganalisis data yang diperoleh. Hasil penelitian ini menunjukkan bahwa: Pertama, perkuliahan Bahasa Inggris masih menggunakan Bahasa Inggris untuk tujuan umum (EGP): Kedua, materi Bahasa Inggris yang dibutuhkan oleh mahasiswa Komunikasi Penyiaran Islam Institut Agama Islam Negeri (IAIN) Bengkulu adalah materi yang lebih spesifik dengan bidang studinya. Mayoritas mahasiswa Komunikasi Penyiaran Islam ingin mempelajari Bahasa Inggris Dasar yang digunakan dalam jurnalistik. Mahasiswa juga mengharapkan materi menarik yang mudah dipahami dan sesuai dengan keinginannya, sehingga bermanfaat untuk karir masa depan.

Keywords: *Materi pembelajaran bahasa Inggris, komunikasi penyiaran islam, analisis kebutuhan*

ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin. First of all the writer would like to praise to Allah SWT Almighty for the blessing and the chance, so the writer was able to finish this thesis. The writer would like to express her deepest thanks to all of those who had helped and suggested during the process of writing this thesis to:

1. Dr. Syamsul Rizal, M.Pd. as my Supervisor thank for help, guidance, comments, corrections and suggestions and time during the process of writing this thesis.
2. Fera Zasrianita, M.Pd as my Co. Supervisor thanks for help, guidance, comments, corrections, suggestions, and time during the process of writing this thesis.
3. Feni Martina, M.Pd as the chairperson of Tadris Bahasa Inggris study program .
4. All lecturers and staff of English Education Study Program.
5. The big Family of TBI 2016. We have wonderful years together.
6. Everyone who has helped the researcher to making this thesis.

The writer realizes that this thesis is far from being perfect. However, the writer will appreciate the readers' suggestion and criticism to make it better

Bengkulu, July 2020.

Yemi Asti

TABLE OF CONTENT

TITLE	i
RATIFICATION	ii
ADVISOR SHEET	iii
MOTTO	iv
DEDICATION	v
PRONOUNCEMENT	vi
ABSTRAK	vii
ABSTRACT	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT	x
LIST OF TABLE	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Problems Identification.....	6
C. Limitation of the Study	6
D. Research Question	7
E. Objective of the Research	7
F. Significant of The Study	7
G. Definition of Key Terms	7
CHAPTER II LITERATURE REVIEW	9
A. Concept of ESP	9
B. The concept of ESP Teaching Material	15
C. English Material at KPI Study program	18
D. Concept of Need Analysis	20
E. Komunikasi Penyiaran Islam	27
F. Previous Study	31
CHAPTER III RESEARCH METHODS	35
A. Research Design	35
B. Research Setting	36

C. Research Subject	36
D. Technique and Instrument of Data Collection	37
E. Procedure of the Research	40
F. Data Analysis Techniques	41
CHAPTER IV: RESEARCH FINDING AND DISCUSSION	
A. Research Finding	42
B. Research Discussion.....	54
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	58
B. Suggestion	59
REFERENCES	

LIST OF TABLES

Table 3.1.	The Organization of the Needs Analysis Questionnaire	37
Table 3.2.	The Organization of the Interview Guidelines	39
Table 3.3	Example table of needs analysis results.....	41
Table 4.1	The Second Semester Students of <i>KPI</i> Study Program	43

LIST OF APPENDICES

- Appendices 1 Students' Name List
- Appendices 2 Sample of Questionnaire
- Appendices 3 Table Needs Analysis Results
- Appendices 4 Result of Interview
- Appendices 5 Documentation

CHAPTER I

INTRODUCTION

A. Background Of The Study

In an era of globalization. Technology and information are developing very rapidly, along with the development of technology and information, as a result, many rising new media that support communication facilities, such as hand phones, internet and other new media. This massive development certainly uses by many parties, especially in the process of disseminating and searching for information.

Along with the development of technology and digital as it is today, the role of the press and journalists are certainly very necessary, so the need for graduates in this field are very much sought to meet the needs of the industry. For that reason, it is no longer surprising those today there are so many higher education institutions that provide communication and journalism majors, as the need for professions revolve in this department. However, with the increasing need for communication and journalism graduates, of course, employment opportunities are not so great. It because the intense of competition, therefore, skills need to be further sharpened.

One of the skills that must be sharpened and mastered in this globalization era is English skill, because English is an international language. This is measure as one of the important skills in this globalization era. The ability to speak a foreign language and computer skills are the two criteria commonly asked by people to enter the era of globalization. In the world of

education, English is one of the things that must be learned at every level of education in Indonesia, starting from the childhood level up to the university level. The ability to understand English is one of the basics that must be possessed by everyone, especially for college level academics. Based on higher education curriculum, English is regarded as one of common subjects, which must be taught in every major. It means, English subject is given to all students in all study programs in university level. The aim of this course is to equip students with active communication skills in English that is listening, speaking, reading and writing skill.

State institute for Islamic studies Bengkulu is one of state islamic university in Indonesia that provided their students with English. English offer as one of compulsory subject. With many study programs at IAIN Bengkulu, of course each study program has different background and need of English. The material will different from one major to another. Therefore, English subject that is taught expected to be more concerned on the students' field of study. English material must be designed base on specific purpose (ESP), so that it can support the students' own knowledge and abilities.

According to Hutchinson and Waters, English for specific purpose is teaching specific course according to the student's subject specialism.¹ According to Tomlinson, English for Specific Purposes is an umbrella terms translated English for students who are studying language for specific work or

¹ Hutchinson, T. and Waters, A. 1987. *English for Specific Purpose*. Cambridge: Cambridge University Press.

related studies reason.² Jeremy and Mark , stated ESP (English for Specific Purposes) involves the teaching and learning of particular skills and the language needed by certain students for certain purposes .³ In ESP, the materials are supposed to create closely to the learners in their field. ESP makes English be functional used for their future profession, so material designed should be apposite with their need and their wants.⁴ Based on the statement above it can be conclude that preparing the material is an important point in designing a good material in ESP.

Unfortunately, most of higher education's in Indonesia still have a problem related to the availability of English learning materials that are appropriate for the students. Materials that are provided by the government and launched by some publishers are still general. The materials are not specified into certain study programs, whereas English, which is needed by the students in their future occupation, will be different. In reality, a current problem of ESP material is not appropriate with students needs.

That problem also happens at *Komunikasi Penyiaran Islam (KPI)* class. *Komunikasi Peyiaran Islam (KPI)* study program at State Institute for Islamic Studies Bengkulu is one of the study programs under the auspices of the Da'wah faculty. *Komunikasi Penyiaran Islam* is a Communication Science department that is integrated with Islamic broadcasting and propaganda. The

² Tomlinson, Brian. 2003. *Developing Material for Language Teaching*. New York: Cromwell Press. (p.306).

³ Jeremy and Mark. 2011. *Teaching English for Specific Purposes: An Introduction*. New York Cambridge University Press (p. 5).

⁴ Mecalister. J. (2010). *Language curriculum design :ESL and applied linguistics professional series*. New York and London: Routledge.

Department of *Komunikasi Penyiaran Islam (KPI)* offers a study of communication science that is integrated with Islamic broadcasting, which imbued with Islamic values. In this study program, English course is given in the second semester. The needs of the students for English learning are of course different from those of other Study Program. English Language Learning in *Komunikasi Penyiaran Islam* study program must be design as English for specific purpose. The *Komunikasi Penyiaran Islam (KPI)* students really need English material that is more specific to their majors, so they can apply directly to their majors and professions.

However, the material that taught not yet based on the students' needs. The materials given to the students are often not suitable for the students' expectation. The materials taught for *KPI* students are still general. During this time, teaching materials taught in the *KPI* majors are a book written by Drs. Giyoto, M. Hum, entitled reading for Islamic studies. The materials of this book provide the topic of Islamic histories and Islamic activities. such as prophet Muhammad, Allah The God, The Qur'an, Book of Allah, Fasting in Islam, And many others. The topic seems unrelated to the students of *KPI* study programs.

From the results of interviews that the writer did with the students, they said that the English material given to them is not relevance with their need in learning English as *KPI* students. The material does not yet focus to their major. This is supported with result of interview done with the English lecturer who teaches English in this study program, the lecturer stated that

during this time they used English textbook that the content is about Islamic reading material, which means material is still general and not related to students' field of study. Consequently, students cannot apply what they learn in the classroom to the field of communication and broadcasting directly. If this problem is not solving soon, English taught to the students will probably not help their future career.

Based on the things mentioned above, in this research, the researcher is interesting in analyzing the English language material that needs of *Komunikasi Penyiaran Islam (KPI)* students. To know the English needs of *Komunikasi Penyiaran Islam (KPI)* students the researcher conducted need analysis. Need analysis is the techniques in identifying specific language feature and skills that the language learners need then it can be the base in designing a course. According to Basturkmen, needs analysis is the identification of language and skills used in determining and selecting material in ESP-based learning.⁵ As *Komunikasi Penyiaran Islam (KPI)* students do not only need English in general, but they really need English for specific purposes, so knowing the English needs of *Komunikasi Penyiaran Islam (KPI)* students based on ESP is very important. Based on the explanation above, the researcher take much interests in conducting the research dealing with ESP, especially on learners need, so that students can learn English in accordance with the needs of the majors or professions of students in the future. This research is expected can used as a reference for developing appropriate

⁵ Basturkmen, H. 2010. *Developing courses in english for specific purposes*. London: Palgrave MacMillan. (p.17).

teaching materials based on the needs of students in the *Komunikasi Penyiaran Islam (KPI)* study program.

Therefore, researchers conducted the research entitled “Learner’s Need Analysis on ESP Teaching process at *Komunikasi Penyiaran Islam* Study Program of FUAD Faculty of IAIN of Bengkulu” the result of this research can be used as suggestion to State institute of Islamic studies Bengkulu to design specific English material for *Komunikasi Penyiaran Islam* students.

B. Problem of Identification.

Based on the background of this research, the problems of this research is about English material. English materials that taught for *Komunikasi Penyiaran Islam* study program at State institute of Islamic studies Bengkulu is still not yet focus with their major, the material is not appropriate with their need or seems unrelated to the study programs. The textbook that used by the teacher does not have specific English materials which suitable for their field of study. In other words, the materials were still general.

C. Limitation of Study

Based on the problem that mentioned above, in this study the researcher only focus on analyzing the students’ real needs in English based on ESP at *Komunikasi Penyiaran Islam* study program.

D. Research Question

Based on the background above, the researcher formulated a research questions as follows:

1. What are the English learning materials needed by *Komunikasi Penyiaran Islam* students based on the analysis of ESP?

E. Objective of the Research

The objective of this research is to analyze the need of English for specific purpose for *Komunikasi Penyiaran Islam* students.

F. Significance of the Research

The result of this research are expected to help the writer material or lecturer who teaches English at *Komunikasi Penyiaran Islam* study program in developing or designing English teaching material by using need analysis.

G. Definition of Key terms

1. Learners' Needs Analysis is assessing the communicative needs of the learners and the techniques of achieving specific teaching objective and collecting information about the learners and at defining the target situation and environment of studying ESP.
2. English for Specific Purpose is a learner-centered approached to teaching English as an additional language, which focuses on developing

communicative competence in a specific discipline such as academics, accounting, business, and engineering.

3. *Komunikasi Penyiaran Islam (KPI)* is one of the study programs, which is more concentrated in broadcasting and journalism that studies communication in the field of press, broadcasting and rhetoric imbued with Islamic values.

CHAPTER II

LITERATURE REVIEW

A. Concept of English for Specific Purpose

1. Definition of English for Specific Purpose

ESP was born since English became the accepted international language of technology and commerce. Many people want to learn English with various reasons. Some of them want to learn English to support their work done successfully, some of them need it to understand textbooks and journals in school which the language were available in English. At the same time as the demand for English learning was growing, a revolution in linguistic occurred. There was a new idea which changed the perspectives of linguistics toward English usage. Traditionally, the aim of linguistics was to describe the rules of grammar. The perspective changed as the new study revealed the ways in which language is used in a real communication. Educational psychology development also gave a contribution to the growth of ESP. It emphasized the central point of 'the learners and their attitudes to learning'. Needs and interests of the learners toward English would influence their motivation to learn English and therefore on the effectiveness of the learning process.

English for specific purposes (ESP) is teaching English that is related with the students' area. ESP must be seen correctly not as a product of a specific language but as an approach to language teaching that is directed by specific and clear reasons for learning. ESP courses are narrower than ELT courses because they focus on analyzing student needs. It can also be said that

ESP courses are more proficient because they have more fractional objectives than general ESL courses. Because ESP courses are based on needs analysis, learning goals are more restricted than general ESL courses.

There are some definitions of ESP according to some experts. According to Hutchinson and Waters, English for specific purpose is teaching specific course according to the student's subject specialism.⁶ According to Tomlinson, English for Special Purposes is a umbrella terms translated English for students who are studying language for specific work or related studies reason.⁷ ESP (English for Specific Purposes) involves the teaching and learning of particular skills and the language needed by certain students for certain purposes.⁸ In addition Syamsul Rizal states that 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. The fields of science and professions such as English for law, medicine, mechanical engineering, economics, maritime and so on.⁹ In the other hand Paltridge and Starfield state that the main characteristic of the ESP approach is that the learning content and objectives emphasize the needs of students.¹⁰

⁶ Tom, H and Alan, W. 1987. *English for specific purpose*. Cambridge: Cambridge University Press. (p. 10)

⁷ Tomlinson, B. 2003. *Developing material for language teaching*. New York: Cromwell Press. (p.306)

⁸ Day, J. And Krzanowski, M. 2011. *Teaching english for specific purposes: an introduction*. Cambridge: Cambridge University Press. (P. 5).

⁹Rizal. S. 2017. Developing ESP reading comprehension instructional materials through schema theory approach at pai study program of tarbiyah faculty of iain bengkulu. Scholar jurnal pendidikan. (ISBN 978-602-18907-2-1).

¹⁰ Paltridge, B & Starfield, S. (ed). 2013. *The handbook of English for specific purposes*. West Sussex: wiley-blackwell. (p. 2).

Furthermore, Anthony described ESP as teaching English used in academic studies or teaching English for vocational or professional purposes. It means that, ESP is teaching English for specific fields and studies that are relevant with the needs of the fields of science and professions of these English users.¹¹ This is in line with the statement from Basturkmen, the focus of ESP is to meet the needs of students. This shows that, the role of ESP is to help language learners to build the skills needed and to use the language in a particular field of inquiry, work, or workplace. Therefore, ESP course tries to facilitate the students in learning English to support them in all activities in special area. According to Harmer it refers to situations where the student has some specific reasons to learn a language¹²

Based on these explanations, it can be concluded that ESP is an approach in learning English specifically and it is different from general English. In ESP learning English is based on the special needs of learners according to the field of science and work.

There are the characteristics of English for Special Purposes (ESP) based on the opinion of Dudley Evans in Basturkmen:¹³

Absolute characteristics of ESP:

- a. ESP is designed to meet the specific needs of learner
- b. ESP makes use of the underlying methodology and the activities of the discipline it serves

¹¹ Anthony, L. (1997). *English for specific purposes...*, (p. 9.10).

¹² Harmer, J. (1983). *The Practice of English Language Teaching*. 3th Ed. Longman.

¹³ Helen, B. (2010). *Developing courses in english for specific purposes*. London: Palgrave MacMillan. (p. 13).

- c. ESP is centered on the language, skills, discourse, and genres appropriate to this activities

Variable characteristics of ESP:

- a. ESP may be related to or designed for specific discipline;
- b. ESP may use, in specific teaching situations, a different methodology from that of general English
- c. ESP is likely designed for adult learners
- d. ESP is generally used for intermediate or advance learners. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

2. Types of ESP

The maturity of ESP through time knew multiple views concerning its subdivision. The linguist proposes different types; the present study relies on Hutchinson and waters subdivision. In 1987, they rooted one the most well known and useful theories regarding English language teaching branches with the tree of ELT in which they divided ESP into three type:

- a. English for science and technology (EST)
- b. English for Business and Economics (EBE)
- c. English for Social (ESS)

Each type is concern with specific field of scientific knowledge as technology, business and economy or social field in general; with its various and large amount of human sciences studies. Additionally, each of these is divided into further sub-branches: English for academic purpose (EAP) and

English for occupational purpose (EOP). An example of EOP for the ESS branch is ‘English For Psychology’ whereas an example of EAP for the ESS branch is ‘English For Teaching’. Yet Hutchison water’s classification of EAP and EOP is rather unclear; that is why further clarification is needed in order to distinguish between them.

Based on the explanation above, it can be concluded that the existence of ESP in English language teaching was caused by usage of English in broad fields, English for Science and Technology, English for the Social and Sciences, and English for Business and Economics, that demand students to master English as tool to communicate in each field. So that, ESP tries to help students master English in each field by providing appropriate English material.

3. Objectives of ESP

Objectives in teaching ESP Helen Basturkmen stated that there are five broad objectives in teaching ESP that must be reached:¹⁴

- a. To reveal subject-specific language use: This objective focuses on how English is used in the target situation and decides what knowledge should be imparted to the learners.
- b. To develop target performance competencies: the aim is to develop the learners’ skill in language to perform the activities in target situation. Teaching and learning process have to concern with what the learners should do toward language and what skills needed to present the language.

¹⁴ Helen, B. 2006. *Ideas and options in english for specific purposes*. New Jersey: Lawrence Erlbaum Associates. (p. 133).

- c. To teach underlying knowledge: Helen Basturkmen argued that teaching ESP is not only about linguistic proficiency but also about the knowledge of field of work or study. The learners need to understand disciplinary concept as well as the language skill.
- d. To develop strategic competence: According to Helen Basturkmen “Strategic competence is the link between context of situation and language knowledge” it also can be defined as the way to communicate efficiently.
- e. To foster critical awareness: In target situation, the learners will face the norms of target situation. This situation demands them to aware and understand the target language (in this case, English), behaviors, or knowledge to act properly. In teaching, the teacher has to increase the learners’ critical awareness. It can be realized by discussing how norms and communication practices in target situation can be build. Stren’s classification in Helen Basturkmen stated that “this objective can be linked to the cultural knowledge and affective objectives.”
- f. The objectives of teaching ESP create a dare for teacher and syllabus designer to provide a course in order to reach the objectives above because to provide a course a teacher and syllabus design have to consider what material must be given, students’ condition including learning style to decide learning strategy, school condition such as facilitation, etc.

B. The concept of ESP Teaching Material

1. Definition

Materials become very crucial part in English teaching and learning. They help the students to expose themselves to language. Start from comprehending what language is, the students can expand their knowledge to the use of language through materials they learn.

There are several definitions of materials proposed by some experts. Richard and Rodgers view materials as a way to influencing the quality of classroom interaction and language use.¹⁵ Tomlinson defines materials as any tools in the forms of both audio-video and printed- no printed things that are used to facilitate the learning of the language, not only restricted to course books. For examples: CD-ROMs, dictionaries grammar books, workbooks, photocopied exercises, etc.¹⁶

In this case, there are many experts who state about the principles of teaching material in English for Specific Purposes. All of them expect to the synchronize between the context in the material and the students' field study. The first one comes from Hutchinson and Waters state that materials writing is one of the most characteristic features of ESP in practice. They mention some principles of useful and creative ESP materials as below:

- 1) Materials provide a stimulus to learning.

¹⁵ Richards, J.C. 2006. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.

¹⁶ Tomlinson, B. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press

Good materials do not teach. They encourage learners to learn. Good materials will contain: interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, content which both learner and teacher can cope with.

2) Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt. Good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning. The materials model must be clear and systematic, but flexible enough to allow for creativity and variety.

3) Materials embody a view of the nature of language and learning.

Materials should reflect the learning process and what language learning consists of.

4) Materials reflect the nature of the learning task.

Materials should try to create a balanced outlook which both reflects the complexity of the task and makes it appear manageable

5) Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.

6) Materials provide models of correct and appropriate language use¹⁷

¹⁷Hutchinson, T. and Waters, A. (1987). *English For Specific Purpose*. Cambridge: Cambridge University Press. p(10-6-108)

In addition, Nunan also suggest several component of task designer in English for specific purposes. Its aims help the teachers when they are writing English materials. The following component can be taken into consideration: ¹⁸

1) Goals

Goals are the vague general intention behind any given learning task. They provide a point of contact between the task and broader curriculum. They may relate to a set of general outcomes i.e. communicative, affective or cognitive or may directly describe teacher or learner behavior.

2) Input

Input refers to the spoken, written and visual data that learners work within the course of completion a task that are appropriate to the needs, interests and proficiency levels of their learners.

3) Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. In considering criteria for task selection, some issues arise similar to those as encountered when considering input

4) Teacher and learners roles

¹⁸ Nunan. D. (2004). *Task-Based Language Teaching*. Hongkong: Cambridge University Press. (546).

'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

5) Setting.

Setting refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. There are two different aspects of the learning situations. They are mode and environment. Learning mode refers to whether the learner is operating on an individual or a group basis.

Environment refers to where the learning actually takes place. It might be a conventional classroom in a school or language centre, a community class, a workplace setting, a self-access centre, or a multi-media language centre.

C. English Material at KPI Study program.

During this time, teaching materials used in the *KPI* majors are a book written by Drs. Giyoto, M. Hum, entitled reading for Islamic studies published in 2006. The materials of this book provide the topic of Islamic histories and Islamic activities. such as prophet Muhammad, Allah The God, The Qur'an, Book of Allah, Fasting in Islam, And many others. This textbook performs reading selections in accordance with the Islamic values and followed by a few comprehension questions to each passage then continued by discussing basic grammar or structure, which completed with some exercises.

According to the researcher's analysis, the book is still general. Most of the presentation of the materials in the book did not correlate with the scientific field of *KPI* students of the *FUAD* Faculty. In this context, it can also be said that the English textbook used at *KPI* study program as mentioned above is not in accordance with the principles of designing of the English for Specific Purposes (ESP) in general as the design model for the preparation of English textbooks that applies internationally.

Based on the theory of Nunan, there are several components of task designers in English for specific purposes. They include goals, topic, input, procedure, teacher roles, learner roles, and setting. All of them expected to synchronize between the context in the material and the students' field study. However, in the book that used by the lecturer at *KPI* study program does not covers component of ESP teaching material for *KPI*. As for some of the weaknesses that are still contained in the book Drs. Giyoto, M. Hum, namely the goals of the textbook that used at *KPI* study program exactly relevant with the goal of English language curriculum at Islamic college but it is not relevance with the primary goal of the students. In the presenting the materials, the book is not explained topic or material that relevant to the field of science they are capable of. Which is there is no alignment between the material described with the competence that will be achieved by students of Islamic broadcasting communication study programs. Therefore, to provide solutions to these problems, a needs analysis is needed. The purpose of this

need analysis is to find out the appropriate teaching materials based on the needs of students.

D. The Concept of Need Analysis

1. Definition of Need Analysis

Need analysis is the basis for running an English language program for a specific purpose in the sense that needs analysis is the first step to designing an ESP program. The results of needs analysis can be used as a basis in designing syllabi, the selection and preparation of teaching materials, learning and teaching processes and evaluation.

A needs analysis includes all activities undertaken to gather information about students' learning needs, desires, and others. The process sometimes also involves the hopes and desires of a third party or other parties such as teachers, school management (administrators), funders or other parties who may feel the impact of this learning program. There are several definitions of needs analysis from some experts. According to Basturkmen, needs analysis is the process of identifying languages and skills are used in determining and perfecting content for ESP courses.¹⁹ Meanwhile, Graves defines needs analysis as an organized and continuing process to collect information about student needs, interpret the information, and then make appropriate teaching decisions to meet students' needs.²⁰ Hayland cited in

¹⁹Helen, B. 2010. *Developing courses in english for specific purposes*. London: Palgrave MacMillan. (p. 17).

²⁰ Kathleen, G. 2000. *Designing language courses: a guide for teachers*. Ontario: Heinle & Heinle Publishers. (p. 98).

Paltridge and Starfield states that needs analysis is a technique for collecting data and finding relevant information to design course.²¹

Furthermore, Hutchinson and Waters, stated that need analysis is the ability to comprehend or produce the linguistic features of the target situation.²² Songhori, claim that needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities²³. It means that need analysis is important because need analysis is a starting point especially in designing materials, syllabus, teaching and learning model, evaluation and so on.

In analyzing the learning needs, the teacher or curriculum developer related to ESP must be considered the concept of needs analysis as stated by Dudley-Evan & St John in Basturkmen, as follows:²⁴

- a. Professional information about the learners: The tasks and activities Learners are/will be using English for or often referred to as target situation analysis and objective needs.
- b. Personal information about the learners: This information relates to factors that influence the way they learn English, such as their previous learning experiences, information related to student culture, reasons take the course, their expectations in participating the course and their responses to English

²¹Paltridge, B & Starfield, S. (ed). 2013. *The handbook of English for specific purposes*. West Sussex: wiley-blackwell. (p. 325).

²²Tom, H and Alan,W. (1987). *English for specific purpose*. Cambridge: Cambridge University Press. (p. 54).

²³ Songhori, M.H. (2008). *Introduction to Needs Analysis: English for Specific Purpose World*. Vol. 4

²⁴Helen. B. 2010. *Developing courses in english for specific purposes*. London: Palgrave MacMillan. (p. 18).

- c. English language information about the learners: This information relates to students' language proficiency and language use - present situational analysis - which allows us to assess student deficiencies.
- d. The learners' lacks: This section explores the gap between the abilities that exist in students at this time with the target situation.
- e. Language learning information: This section explores information about effective ways to learn language skills or what is often referred to as learning needs.
- f. Professional communication information about (A): Knowledge of how the language and skills used in the target situation - linguistic analysis, discourse analysis, genre analysis.
- g. What is wanted from the course.
- h. Information about how the course will be run – *means analysis*.

Meanwhile Hutchinson and Waters propose two basic needs of ESP students. They are: target need (what the learner needs to do in the target situation) and learning need (what the learner needs to do in order to learn).²⁵

a. Target Needs

Target needs refer to what the learners need to do in order to be able to communicate effectively in the target situation. There are three components in target need, those are: necessities, lacks, and wants.

Necessities can interpret as the types of needs that are determined by the demands of the target situation that is what the learner must know in order

²⁵Tom. H. and Alan, W. 1987. *English for specific purpose*. Cambridge: Cambridge University Press. (p. 62).

to function effectively according to the target. Lack is Analysis of the learner lack in order to find out the types of needs needed by student's .Want, According to Hutchinson and Waters, definition of wants is perceived of subjective needs of learners. Wants also means that the students need to know what they want to be learned. From that situation, students will do some efforts to achieve their willing.

b. Learning Need

The knowledge and ability that the learner require in order to be able to perform to the required degree of competence in target situation. This information may be recorded in terms of language items, skills, strategies, subject knowledge, etc.

According to Hutchinson and waters a pertinent need analysis of the target situation can reveal, "What the learners need to learn" however, it is not enough, in ESP context the question "how will the learners learn" in order to learn, is of essential importance to find out the content of the course.

Hutchinson and waters define learning need as what learners need to do in order to learn. In the same opinion, Robinson states that learning need are what the learners need to do to essentially obtain the situation which take into consideration learners. ²⁶Type, cultural alertness and ability level in English, the available materials, the existing resources and all the information that can help the teacher to serve the learners with the appropriate knowledge.

²⁶Robinson, P.C. (1991). *ESP Today: A Practitioner's Guide*. New York: Prentice Hall International.

Hutchinson and Waters also propose a framework for analyzing learning needs. The checklist is presented below:

Why are the learners taking the course?

- Compulsory or optional;
- Apparent need or not
- Are status, money, promotion involved?
- What do learners think they will achieve?
- What is their attitude toward the ESP course? Do they want to improve their English or they resent the time they have spent on it?

How do the learners learn?

- What is their learning background?
- What is their concept of teaching and learning?
- What methodology will appeal to them?
- What sort of techniques are likely to bore/ alienate them?

What resources are available?

- Number and professional competence of teachers;
- Attitude of teachers to ESP;
- Teacher's knowledge of and attitude to the subject content;
- Materials;
- Aids;
- Opportunities for out-of-class activities

Who are the learners?

- Ages/ sex/ nationality;

- What do they know already about English?
- What subject knowledge do they have?
- What are their in socio-cultural background?
- What teaching styles are they used to?
- What is their attitude to English or to the culture of the English-speaking world?

Where will the ESP course take place?

- Are the surrounding pleasant, dull, noisy, cold, etc?
- Time of day;
- Everyday/ once a week;
- Full-time/ part-time;
- Concurrent with need or pre-need

Furthermore Adhabiyyah et. al cited in Syamsul Rizal developed Graves' analysis model (2000) which summarizes needs analysis as a construct consisting of three components:²⁷

- a. Target Situation Analysis (TSA)
- b. Current Situation Analysis (CSA)
- c. Learning Situation Analysis (LSA).

These three components are basic component for assessing a student's language needs. It cannot be separated from the concept of needs analysis as described by Hutchinson & Waters, where the needs analysis is

²⁷Syamsul. R. 2017. Developing ESP Reading Comprehension Instructional Materials Through Schema Theory Approach At Pai Study Program Of Tarbiyah Faculty Of Iain Bengkulu. Scholar jurnal pendidikan. (ISBN 978-602-18907-2-1).

developed with concentration to three main aspects - necessities, lacks, and wants. Target Situation Analysis (TSA) refers to the form of need analysis, which centers on identifying the language of learners. TSA is use to collect data or information about learners. In other words, TSA means everything the learner needs to do in the target situation.

Learning Situation Analysis (LSA) refers to subjective, felt and process-oriented needs. LSA also directs what learners want to learn. Dudley-Evans and St. John state that LSA means effective ways of learning the skills and language. According to them, LSA also refers to why do learners want to learn. They elucidate that subjective and felt needs are derived from insiders and correspond to cognitive and affective factors. Therefore, 'to feel confident' is a subjective/felt need. They also explain that process-oriented needs originate from the learning situation.

Current Situation Analysis (CSA) is analysis of deficiencies. It aims to give information connected to the fact condition of the learners untimely in the learning period. It is important to discover the improvement of learning outcomes, but this is not probable if the primary condition of the learner is not identified first.

From the statements above, it can be concluded that need analysis is the techniques in identifying specific language feature and skills that the language learners need then it will be the base in designing a course. the process needs analysis is a complex activity that involves not learners in the target situation only. Both the target situation and the learning needs are two

important components that need to be calculated in the needs analysis process. Thus a comprehensive needs analysis will include aspects of target situation analysis, discourse analysis, current situation analysis, learner factor analysis, and context analysis of teaching. In this study, the writer conducted need analysis to know the students strengths and weaknesses of English proficiency, the students' attitude towards English, the language item, skills, and subject knowledge which the students need most for their present and future activities as a physicists.

E. Komunikasi Penyiaran Islam

1. Communication

Communication is a process in which a person or several people, groups, organizations and communities create and use information to connect with the environment and other people. Communication is the interaction between two or more person, another word that is similar to communication is a community that emphasizes equality or togetherness.

According to Denis Mcquail and Windahl “communication implies a sender, a channel, a message, a receiver, a relationship between sender and receiver, an effect, a context in which communication occurs and a range of things to which 'messages' refer”²⁸

In addition Carl I. Hovland in his book "Social Communication", atate that “Communication is the process by which individuals transmit

²⁸ Dennis, M & Sven, W. (2013). *Communication models for the study of mass communication* -2nd ed. New York: Routledge. (p.5).

stimulus to change the behavior of other individuals.²⁹ Everett M. Rogers and D. Lawrence Kincaid, Communication is a process in which two or more people form or exchange information between one another, which in turn occurs a deep mutual understanding.”³⁰

From some of the definitions of communication above, it is clear that communication between humans can only occur if someone who conveys a message to another person with a specific purpose, meaning that communication can only occur if supported by the presence of components or elements of communication, which include sources, messages, media, recipients and effect.

2. Broadcasting

The term broadcasting at this time may already be familiar. According to the discipline of communication, broadcasting is a branch of communication that deals with broadcasting. Broadcasting is a study of communication through electronic mass media namely television, radio and recently new media. Broadcasting is literally the process of sending signals / messages to various locations simultaneously both via satellite, radio, television, data communication on the network and so on.

According to Djamal. H, broadcasting is a whole the process of delivering broadcasts that starts from the preparation of production material, preparation broadcast material, then broadcast to the reception of the broadcast

²⁹ Hovland. C. I (2015). Social Communication. *American Philosophical Society*. Vol. 92(5). 371 -375. Retrieved from <http://www.jstor.org/stable/3143048>.

³⁰ Everett , M, R and D. Lawrence Kincaid. 1981. *Communication Networks: Toward a New Paradigm for Research*. New York: The Free Press. (p. 8).

by listener / viewer somewhere.³¹ Actually, the most dominant study in broadcasting is how to make the content of a broadcast starting from pre-production-post-production, so not only learning in theory but in broadcasting learn the practice of how to make a show / content that is interesting and easy to see or hear, or according to the theory of communication science, how the message delivered to the public. Characteristics of broadcasting include; providing information, educating and entertaining.

a. Scope of Broadcast

There are several scopes in broadcasting, which include:

1. Presenter
2. Cameraman
3. Media reporter
4. The world of film, such as: director, producer, editing etc.

2. *Komunikasi Penyiaran Islam*

Islamic university is an educational institution, which is within the scope of Islam. In Indonesia itself, there are so many Islamic universities. The forms of Islamic tertiary institutions in Indonesia also vary, ranging from state Islamic universities, state institutes of Islamic studies, and state Islamic religious colleges. The Islamic University has many faculties and most Islamic universities have Da'wah faculties. One of the favorite majors in the Da'wah faculty offered by the Islamic University is the *Komunikasi Penyiaran Islam (KPI)* Department, which is under the auspices of the Da'wah faculty.

³¹ Djamal, H. 2011. *Dasar-dasar penyiaran*. Jakarta : Prenada Media Grup. (p. 43).

KPI is a Communication Science department that is integrated with Islamic broadcasting and propaganda. The Department of Communication and Islamic Broadcasting (*KPI*) offers a study of communication science that is integrated with Islamic broadcasting and propaganda. As a forum for communication studies, the curriculum at the *KPI* department includes all required compulsory subjects in the ASPIKOM (Association of Communication Sciences Higher Education) forum, such as Communication Studies, Communication Theory, Philosophy and Ethics of Communication, Political Communication, Intercultural Communication, Communication Design Visual, and so on. So that the competencies of *KPI* department graduates can be compared to the Department of Communication Studies graduates in general.³²

However, there is more value held by *KPI* department graduates compared to communication majors elsewhere. The added value is the mastery of religious knowledge and approaches which are also taught at the *KPI* department. Students are provided with a religious perspective that will be very useful, both for their personal life and for future studies and careers so that they are better able to understand the object of their studies in Indonesia, which has a Muslim majority.

Studies in *KPI* Study Programs are oriented to two concentrations; those are the Journalistic Concentration and the Broadcasting Concentration. Journalism concentration is directed to print alumni into a reliable journalist,

³² Aep et. al. (2004) . *Komunikasi dan Penyiaran Islam*. Bandung : Benang Merah Press.

media practitioner, or even mass media analyst. While broadcasting is more directed at producing reliable scholars in the field of broadcasting, both radio and television. Students are expected to become future communicators of Islam such as journalists, da'wah, public relations who own and spread Islamic principles and ideas throughout the world.

F. Previous Studies

There has been a lot of previous study related to the students need analysis. The first is research comes from Rizal, which is about Analysis of The Needs of English IAIN Teaching Materials Bengkulu Through Students 'Need Analysis. In his research concluded that the English teaching material contained in the English teaching material book of MKDU IAIN Bengkulu was not in accordance with what was actually needed by the students of the Department of PGMI and the Faculty of Tarbiyah UIN Bengkulu.³³

Rizal findings are the same as the research done by Ahmad Madkur (2018) in his thesis entitled "English for specific purposes: a need analysis on the English course in Islamic banking department". The problem that was also found in this research is about the English learning materials given to the students in Islamic Banking department that are not suitable for the students' expectation. Therefore, this study aims to analyze the types of English skills needed by students (Islamic Banking) at IAIN Metro and find out material that is relevant to their needs. The subjects of this study were 20 students majoring in Islamic banking and 20 alumni who were working or had ever worked in the

³³ Rizal, S. (2013). Analisis kebutuhan bahan ajar bahasa Inggris UIN bengkulu melalui students' need analysis. *At-ta'lim*, vol. 12, no. 2.

banks or BMTs. the results of this study concluded that the majority of students needed speaking skills as communication skills and vocabulary as language skills.³⁴

Third, research conducted by Yuana and Esti Kurniasih in her thesis “An Analysis on the Learners’ Needs of English for Specific Purposes at SMK Tri Guna Bhakti Surabaya”. The problem that found in this study is same with the previous study above, the accounting students of SMK Tri Guna Bhakti Surabaya do not find any relevance between the English materials that they have to learn in the class and their needs in learning English as accounting students. Therefore, this research is attempted to know the students’ needs on English course by conducting need analysis. In this research, they used descriptive qualitative method in conducting their research. There were 35 students of eleventh grade of accounting students as subject. The tools of this study were classroom observation and questionnaire. The result of their research showed that they are learning English because their aimed to be able to communicate in English better especially in the subject area of accounting activities. For the learners’ want, the accounting learners stated that they want to improve their speaking ability and their writing ability.³⁵

Fourth, a research done by Heni Fatmawati (2017) in her thesis "Need Analysis In English For Specific Purposes At Vocational School (A Descriptive Research At The Eleventh Grade Students Of Marketing Major Of

³⁴ Ahmad, M. (2018). English For Specific Purposes: A Need Analysis On English Course In Islamic Banking Department. *Lingua Cultura*, 12(3), 221-226. <https://doi.org/10.21512/lc.v12i3.3395>

³⁵ Yuana, T., & Kurniasih, E. *An Analysis on the Learners’ Needs of English for Specific Purposes at SMK Tri Guna Bhakti Surabaya*, (Vol. 1, No. 3, 2013).

SMK Negeri 1 Demak In The Academic Year Of 2016/2017) ". This study analyzes the English language needs of students majoring in marketing at SMK Negeri 1 Demak. The subject of this research was the eleventh marketing class of students at XI PM 1. This study used a qualitative descriptive study. For data collection technique are observation and questionnaires. The results of this study indicate that class XI marketing students at XI PM 1 require more specific English and English material skills in the field of marketing. In addition, based on classroom observation, in teaching process the teacher requires to find appropriate way that can make the students more interesting and active. Therefore, to maximize their competence in marketing activities, the marketing students hope that the school can design ESP program. Besides, most of marketing students selected English speaking skill as the skill which they wanted to increase due to most of the marketing activities used speaking skill.³⁶

The three previous studies above have similarity and differences with this research. The similarities are: first, the problem that found that ESP teaching materials given to students are not based of students needs. The material provided is generally not in accordance with KPI fields of science. Second, they focused their research on analysis of students need in English based on analysis of ESP. Third, The technique collecting data in this research is questionnaire and interview while the previous research used observation and questionnaire. However, the differences between this research with the

³⁶Heni, F. 2017. Need Analysis In English For Specific Purposes At Vocational School (A Descriptive Research At The Eleventh Grade Students Of Marketing Major Of SMK Negeri Demak in the Academic Year of 2016/2017

previous studies first is location, location of this research is at States Institutes for Islamic Studies Bengkulu. Second, the difference can be seen from the subject of the research.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a descriptive qualitative research. Descriptive qualitative research is research that focuses on describing situation and condition to be explained in research report.³⁷ According to Gay and Airasian, descriptive research is research design that determines and described the way things are and it can use to investigate the educational problems and issues. It means that, descriptive research would very useful nowadays in investigating many kinds of educational problems included in investigating present situation analysis.³⁸ In addition, Burns and grove describe a qualitative approach as a systematic subjective approach used to describe life experiences and situations to give them meaning. Qualitative research method is the growth of social even. Base on explanation above it can be conclude that qualitative research is research whose data is more emphasis on the form of words, so it is not emphasis in form of numbers.

In conducting this research, the writer used descriptive method. The writer described the real situation and condition of English teaching and learning process and the result of students' answer on questionnaire sheet to find out the *Komunikasi Penyiaran Islam* students' need in learning English. By conducting qualitative method, the writer is able to investigate the *Komunikasi Penyiaran Islam* students' need in learning English.

³⁷ Suharsimi, A. (2010). *Prosedur Penelitian*. Yogyakarta: PT. Rineka Cipta, (p. 21)

³⁸ Peter W, A and Gay, L. R. 2000. *Educational research: competencies for analysis and application sixth edition*. New Jersey: Prentice Hall Inc. (p. 275).

B. Research Setting

This research was conducted in June 2020 in second semester *Komunikasi penyiaran islam Study Program* at State Institute of Islamic Studies (IAIN) Bengkulu which is located in Raden Fattah Street, Pagar Dewa, Bengkulu city.

C. Research Subject

The subjects for this research are the students, lecturer, and the graduates. The first subjects of the research are students of *Komunikasi Penyiaran Islam* study program in State institute for Islamic studies Bengkulu. In this research, the researcher was taken three classes to administered the questionnaire, each class consist of 20 until 21 students and total of those three classes consist of 62 students so, all of students involved as the research subjects.

For the interview, the researcher was taken the lecturer and graduates. For the lecturer, the researchers only chose one lecturer that taught English for second semester of *Komunikasi Penyiaran Islam* students. For the graduates for this research, the researcher chose randomly. The researcher chose three of graduates. The researcher chose graduates who had working in the fields of communication, journalism and broadcasting, for example they who work in TV stations, radio studios and editorial offices in the city of Bengkulu.

D. Technique and Instrument of Data Collection

To collect the data about need analysis, the researcher used two data collection techniques. Those are survey and interviews.

1. Survey

In this research, the researcher used surveys as a technique of collecting the data. The instrument used to collect the data with this method is questionnaire those are need analysis questionnaire. Questionnaire was distribute to get the data relating to the quality of learning aspects, material aspects, layouts and learning activities that students need in English courses. The questionnaire consists of 22 multiple choices. The questionnaire use Indonesian language in order to make students easier to understand. The form of the organization of the needs analysis questionnaire is presented below:

Table 3.1: The Organization of the Needs Analysis Questionnaire

No.	Criteria of the questions	The purpose of the questions	Item Number	Reference
1		To find the information about the student's profile	Part A	Hutchinson and Waters (1987: 63)
2	Target Needs	to identify the goal of the students to learn English, the students' English proficiency, and the materials that the students want to learn	1, 2, 3 , 5, 6 , 7	Hutchinson and Waters (1987: 41-42)

(Continued)

No.	Criteria of the questions	The purpose of the questions	Item Number	Reference
3	Topic	to find the information about students' preference of the materials topic	4	Nunan (2004)
4	Input	to find the information about kinds of input that students want/ need	8, 9, 10, 11, 12, 13	Nunan (2004: 47-49)
5	Procedure	to find the information about students' preference of learning activities	14, 15, 16, 17, 18, 19	Nunan (2004: 41-42)
6	Teacher Role	to find the information about teachers role in teaching and learning process	20	Nunan (2004: 52-63)
7	Learner role	to find the information about learner role in teaching and learning process	21	Nunan (2004: 64)
8	Setting	to find the setting of the materials	22	Nunan (2004: 70)

2. Interview

Interviews are activities between the interviewer and the person being interviewed where the interviewer will give several questions to be answered by the person being interviewed. According to Charles Stewart and W.B. Cash, Interviews are processes of interaction with a serious purpose that have the intent and purpose of exchanging behavior and involving question and answer activities.³⁹ In addition, as Kvale in Cohen, Louis et al state that, interview is an interchange of views between two or more people on a topic of

³⁹ Charles J, S & William W, C. (2011). *Interviewing: Principles and practices*. New York: McGraw-Hill.

mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situations of research data.⁴⁰

In this research, the researcher used interview as the technique of data collection. The writer utilized interview guidance as the tools or instrument to collect the data with this technique. The first interview list used to collect the data from the lecturer and the second interview list used to collect from the graduates. The aim of this technique is for knowing things more deeply from the respondents by using personal contact with the respondent to find about students real need in English based on their opinion and idea. Furthermore, using interview in this research is to connect the data result of questionnaire with the English lecturer and the graduate's opinion. The form of the organization of the needs analysis questionnaire is presented below:

3.2 The Organization of the Interview Guidelines

Framework	Indicator	Question	Reference
Why are the learners taking the course	-Compulsory or optional?	1. Why do you need to master English?	Hutchinson and Waters (1987)
What resource are available	-Materials	2. What kind of material to support your work?	
What are the learners	-What subject knowledge do they have?	3. What kind of activity that requires you to use English in your work?	

⁴⁰ Louis, C. Lawrence, M and Keith, M. 2000. *Research methods in education*. New York: RoutledgeFalmer. (p. 267)

(Continued)

Framework	Indicator	Question	Reference
What are the learners	- What subject knowledge do they have?	4. Among the 4 language skills (speaking, reading, writing and listening) which are the most important in supporting your career?	Hutchinson and Waters (1987)

3. Documentation

The third instrument is document. The documents that use in this research are documents in the form of syllabus, books, journals, and other sources of information that related to this research.

E. Procedure of The Research

The steps of this research can be seen as follows:

1. First, Preparing the research and the instruments
2. Conducting the questionnaire for second semester students of KPI IAIN Bengkulu
3. Analyzing the data from the questionnaire
4. Conducting the interview for the lecturer and graduate
5. Analyzing the data from the interview
6. Last is Concluding the result for answering the research question of this research.

F. Data Analysis Technique

The data collected from the questionnaire was analyzed using frequency and percentage. The highest frequency and percentage from the options of the questionnaire determined what kind of materials should be. The result of the data were calculated using the following formula:

$$P (\%) = f / N (100)$$

Where

P: percentage

N: total respondents

F: frequency

Table 3.3
Example table of needs analysis results

No	Question Items	Total Respondent (N)	Frequency (f)	Percentage (%)

For the data from interview, the data was analyze into descriptive paragraph that will show ideas and opinion from the students, teacher and the graduates of *Komunikasi Penyiaran Islam* study program at state institute of Islamic studies Bengkulu about learner need in English base on ESP.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

1. The Results of the Needs Analysis

This part focuses on the data collected from questionnaire. The questionnaire was given to the *Komunikasi Penyiaran Islam* students in state institute of Islamic studies Bengkulu. The distributed questionnaire was intended to elicit information on the students' target needs and learning needs. The presentation of the results of this analysis is taken from the highest percentage of answers given by students in the questionnaire need analysis. In the analysis of the results of this need analysis becomes an important part that underlies the process of developing teaching materials for English courses in the *Komunikasi Penyiaran Islam(KPI)* at IAIN Bengkulu. The analysis results are as follows:

a. Descriptions of the Students

In this research, the researcher chose the students of the *KPI* IAIN Bengkulu as research subjects, The second semester of *KPI* Study Program consisted of sixty two students; thirty two female students and twenty nine male students. They were around nineteen to twenty years old. Table 4.1 below show the profile of the *KPI* students.

Table 4.1: The Second Semester Students of KPI Study Program

KPI Students					
Gender		Age			
		18	19	20	21
Male	Female	9	43	8	2
30	32				

b. Target Needs

First, discussion about Target Needs, Questionnaire was consisted of the data about students' goals in learning English, necessities, lack and want of English relating in their learning process. The term "necessities" represents what the learner has to know in order to function effectively in the target situation; "lacks" identifies the learner's current language proficiency (to decide in which of necessities the learner lacks); and the term 'wants' identifies the learner's subjective needs (wants) to learn English. In terms of 'necessities', the questionnaire identifies the English learning materials contents that support the student's future job.

1) Necessities

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

Firstly, the researcher asked to students of *Komunikasi Penyiaran Islam* about their goals in learning English in the question number one. Based

on the result the question it could be known that the goals of the KPI students in learning English is to be able to use expression and responses in English both formally and informally related to broadcasting and journalism term. The data results were obtained from 33 students who choose that, this was the highest percentage of students' respond related to their goals in learning English. The data above is in line with the purpose of learning the language itself, which is to be able to communicate well. (*See the appendix 3*)

Secondly, the researcher gave the question in the number three, about the student's motivation in learning English. Related to the future, seventy-nine percent of students have motivation to learn English in order to get work after they finish their study. From the data above it could be concluded that the students' goals in learning English was to be able to use expressions and responses in English both formally and informally in order to get work after they finish their study. In other words, the ability to communicate with communicative is very much needed in order to prepare themselves to meet the demands of their profession in the future.

Thirdly, the final question of necessities in the number three is about the Learning materials content to support future job. Based on the question above, 40 of students answer that they need English learning materials that contain expressions and responses to communicate in English fluently to support their future job

2) Lack

Lack refers 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 skill to be achieved is called lack by Hutchinson and waters⁴¹. After knowing the their desires, taken from the three previous question, the researcher also looked at students' lack or weaknesses in their current condition, in order to achieve their goals of learning English.

To answer that, the researcher gave the question of the questionnaire in the number five and six. Related to the student's lack and weaknesses, based on student's answers in the questionnaire it could be known that their English level were still in *early intermediate*. While, related to the student's weakness in learning English, Most of KPI study program students is weak of the knowledge about the words and expressions which are used in certain context appropriately. In conclusion, the data obtained indicates that the students' English ability is still relatively low, therefore the material should be adapted from students knowledge level which mean the material should be explain more about the basic words and expression especially in communication and broadcasting scope. (See the appendix 3)

3) Wants

The last aspect of the target needs that needs to be identified is the question in terms of wants. English Wants for KPI Students was a part of

⁴¹Tom, H and Alan,W. (1987). *English for specific purpose*. Cambridge: Cambridge University Press. (p. 7).

process in determining target situation on this Need Analysis research. Based on the finding data through technical data collecting, it could be known that fifty percent of KPI students want English learning materials that help them master technical terms in communication and broadcasting in other words, in the term of want students want everything that they think is related to or support their field of science. Especially in English learning materials that help them master technical terms of communication and broadcasting.

c). Learning Needs

Learning need is the knowledge and ability that the learner require in order to be able to perform to the required degree of competence in target situation. This information may be recorded in terms of language items, skills, strategies, subject knowledge, etc. there are 13 questions in order in order to find out their learning needs, which are divided into several section namely: input, procedures, learner's role, teacher's role, and setting.

The first component (input) refers to data in the forms of oral, written texts, visual, audio that set the tasks out. The input was analyzed from four language skills perceptions; listening, speaking, reading, and writing skills.

a. Input

According to Nunan input refers to spoken, written and visual data that the learners work with in the course of completing a task⁴². This means that input refers to oral, written and visual data that students work on in

⁴² Nunan, D. 2004. Task- Based Language Teaching. Cambridge: Cambridge University Press.

completing assignments. Input can be obtained from various sources. In this part, the researcher make eight question in the questionnaire about input start from question number 8-19, and also the following questionnaire results are related to the type of text material that students need in the process of learning English. The first component (input) refers to data in the forms of oral, written texts, visual, audio that set the tasks out. The input was analyzed from four language skills perceptions; listening, speaking, reading, and writing skills. *(See the appendices 3)*

The question number eighth is aimed to find out the listening input, from the total sixty two students, forty eight of students preferred dialogue text for their listening material. It was the highest percentage of the students answer in the questionnaire. Meanwhile, the rest of students or sixteen students stated that they are preferred listening input in the form of monologue. While the length of the dialogue, it should be short (about 150 words). *(See the appendices 3)*

For the speaking input. Most of students' or forty students preferred a dialogue text for their speaking material. This kind of material can help the students to practice their speaking skills, for example they can practice how to doing the interview with the interviewees and many others. The second highest percentages are students want the input for speaking which in the form of certain topic to be discussed in pairs. It was chosen by 14 of students. The others 6 students stated that they want speaking input in the form of monologue

and only 2 students who stated that they want practicing dialog and monologue for the speaking material. (*See the appendices 3*)

The third is reading, Type of reading material needed by students is a text with that contains communication and broadcasting technical terms. It was the highest percentage of the students answered from questionnaire that was selected by 28 of students. Meanwhile 12 of students preferred a text a text that has genres such as descriptive, recount, narrative, the others 12 students preferred functional text such as memo, application letter, announcement, job vacancy, and brochures. Meanwhile, the rest of students or teen students choose a text with illustration picture. The length of the texts should be short (about 100-200 words). (*See the appendices 3*)

The last aspect is writing input. In terms of writing input, most of the students preferred writing materials in the form of words that will be used to write. It was the highest answer of the students with 31 students that choose it. While, the others 17 students preferred the writing material in the form of a model of text that will be used to write. While 9 students stated that they preferred in the form an explanation about the structure of sentences in the text. The lowest answer selected by 9 students it was about writing input in the form of pictures, diagrams, graphics which will be used to write. (*See the appendices 3*)

b. Procedure

After analyzing the input, the next component of the learning needs which needs to be analyzed is procedures. The procedure refers to various

activities that are needed by students for each skill in learning English. In others words the procedure is useful for explaining what students will do with the materials to achieve certain goals in their field of expertise.⁴³ This component was analyzed from the four English skills; listening, speaking, reading, and writing.

From the result students answered in the questionnaire, it could be known that 22 of students or 40 percents of the students preferred the listening activity like completing the text based on the dialogue or monologue that is given in listening activity. This kind of activity considered as the easiest activity that can be understood by all the students. The dialogue or monologue that is given to the students must relate to their program. For example, the dialogue can be about how to doing an interview and many others. (*See the appendices 3*)

The next is speaking. For this skill, most of the students preferred to have a discussion or share their idea in pair or group about some topics for their learning activity. Students choose this kind of activity because they find that it is hard to learn by them. They want an interesting way that can involve them to be active in learning process to make them easier in understanding the material that is given. The teacher can choose some topics that are related to the journalistic activity that are being discussed by most of people to stimulate the student's speaking skill. (*See the appendices 3*)

⁴³ Nunan, D. 1992. *Research Method in Language Learning*, Cambridge: Cambridge University Press. (p.52)

For reading activity, forty five percents of the students preferred the activity such as find the meaning of the vocabularies in the text. This kind of activity is considered as one of activity that can help the students in their reading skill. By identify and find the vocabulary and new words in a text, the students will be more active to read the text and it can help the students to gain their focus. (*See the appendices 3*)

The last skill is writing activity, For this skill most of students wanted to be given an example of certain texts like procedure texts and then they write a similar text with their own words. Most of the students in KPI study program are lack in practicing the four English skills. Therefore, it will be hard if they are given a task without a correct example before. Therefore, many students preferred to write a text in the same form with the example given but in their own words and sentences. (*See the appendices 3*)

Regarding to vocabulary and grammar teaching procedure, 27 of students want the activities such as matching English words with the meanings to enrich their vocabulary. The others 12 students want to listing new words from text and then looking up the meanings in dictionary. Moreover, 8 of students want to completing sentences or paragraphs with provided words. In learning grammar, 31 of the students preferred to write sentences like the given examples, meanwhile, 19 students preferred correct the mistakes of sentence structure and 12 students preferred to identify the mistakes in sentences.

From the result obtained from the questionnaire, it could be concluded that most of the KPI students preferred the activity like completing

the text based on the dialogue or monologue that is given in learning activity. This kind of activity considered as the easiest activity which can be understood by all the students. The dialogue or monologue that is given to the students must relate to their study program. For example, the dialogue can be about practicing an interview and many others.

c. Teacher's Role

Regarding the role of the lecturer, the researcher makes the question in the number 20. Based on the result of students answered in the questionnaire, it could be known that the highest percentage was forty-seven percent or about 29 of students preferred the effective role of the teacher was a teacher who could teach communicatively and encourage them to improve their English skills.

The next component is learner's role. This component specifies the student's role when the teaching and learning process is going on. Based on the result of the questionnaire, the students stated that the appropriate learner's role was being responsive participant it was the highest percentage of the students answer in the questionnaire. (*See the appendices 3*)

d. Setting

In terms of setting, the most preferable and effective way for learning English based the students opinion was group discussion. 39 students or sixty percent chose it. The others 16 students chose individually. Meanwhile, the rest of students or teen students choose student chose work in pair. Based on the data had collected it could be concluded that the appropriate

setting was group work. Regarding where the learning will take place. 33 of students preferred to do the tasks in the classroom and 17 are like to study out of the classroom.

c. Graduate's Perception Toward English Material For KPI Students

Based on the data above, the researcher also did an interview toward the KPI graduates of IAIN Bengkulu who are worked in the field of communication, either journalism or broadcasting. The purpose of the interview are to know their opinions about what kind of material and English skill they need the most based on their experience of working in the broadcasting and journalistic sector strengthen the result of questionnaires previously.

The first interview was with a journalist who works at one of the television station in the city of Bengkulu. First question of the interview was about the question is related to why they need to master English. He stated that English is very necessary to support their careers and profession. Work in the broadcasting and journalism scope either work as an editor, journalist, or host anchor have a task to find, edit, and convey information or news to the public. Having the ability to speak English will greatly help them to gather news from various parts of the world and to translate news into or from English into Indonesia or vice versa. English competence becomes an added value when they compete for jobs in the communications sector in either broadcasting or journalism.

Related to material that will support the KPI students, he stated that

KPI students must be equipped with material that contains more vocabulary and grammar that related to the broadcasting and journalism. KPI students must be given material and activities related to the field of communication science either broadcasting or journalism. Such as doing an interview, reading the news, reviewing the news, and writing the news or articles in mass media or electronic media. It would be helpful for their future career in journalistic or broadcasting. The material must be at a level that is not too difficult so that students can easily understand it.

For English Language skill, that their need to support their career. He stated that they should be master all four language skills, but based on their experience of working in the journalism and broadcasting sector the English skill they need the most is speaking skill. Speaking skills considered important to be improved because speaking skills often used in their daily work, for example when they are doing an interview or when reporting news/ radio. They need speaking skills because it will make them easier to preach an event that is happening from various parts of the world.

The second interview was with a new anchor. He said that English is really needed to work at a television station especially for the profession as a presenter or new anchor. In presenting news, she does not only bring national news but also international news, besides that she also often meets with interviewees from abroad. Regarding to the English material For the KPI students, she stated that the English language material provided must be related to the Islamic broadcasting communication study program. She also added that

the KPI students need a lot of practice in speaking, because as a news anchor, they will talk more. According to her, speaking is the important skill that needed, So that speaking skills really need to be trained.

Third, the interview with a radio announcer. Based on the result of a deep interview, she states that as a radio announcer, they must have expertise in various languages, especially English. Having the ability to speak English can improve the quality of their broadcasts. for activities that often require them to use English is when playing song requests from listeners, and discussing topics about musicians and the albums they launch, sometimes the songs played are songs from foreign musicians, therefore they are required to speak English. For the important English skill to support their profession, she thinks that speaking skill is most important skill needed.

The result of this interview can be used as input for the English teaching and learning process in the KPI class, based on the graduates experience of working in the journalism and broadcasting, they stated that speaking skill are the most skill needed. Therefore, in the future English teaching in the KPI class must be more focused on speaking skills. It is considers as an important language skill to support their future career.

B. Research Discussion

As previously mentioned, ESP is an approach that focuses on the needs of the learners. Before the materials were developed, there should be needs analysis to identify the target needs and the learning needs of the

students. Since the students of KPI Study Program belonged to ESP students, the topic of the materials was related to communication in workplace. It was in line with the results of the needs analysis that showed the students' preferences on the topic that should be related to communication and journalistic.

The needs of the *Komunikasi Penyiaran Islam* Study Program student second semester of IAIN Kota Bengkulu are material and activities that support their activities to work in the communication either broadcasting or journalistic field and the existing English textbook used by KPI Study Program student at the second semester of IAIN Kota Bengkulu that is English textbook for Islamic studies entitle reading for islamic studies (2006) do not cover the students' need.

This condition is completely different from the objective of English teaching in KPI. Based on the curriculum of KPI study program about the basic competencies in KPI study program are focused on developing communicative competence. The objective is to enable the students to communicate in the target language orally and in writing accurately and appropriately in the four language skills to support their competence. To meet the basic competencies it is important for the students to have English material that is suitable with their needs. The result about material is that the material should be suitable with their proficiency in English and also related to their study program.

Most of KPI study program students is lack of knowledge about the words and expressions which are used in broadcasting and journalistic terms. As we can see in the result that fifty percents of students stated that they do not

know about any expressions or words that are used in journalistic term. They only know simple words. They do not know some words or expressions that represent the condition of the activities that they do in the broadcasting and journalistic field.

Regarding the analysis of targets need, the questionnaire data shows that the goal of learning English KPI Department students, namely to be able to communicate using active English. In other words the ability to speak fluently and communicative they really want in order to prepare themselves fulfill the demands of their profession in the future. Relating to the selection of material in accordance with the main field of study students regarding requests for English teaching materials that are in accordance with the student's main field of study obtained data that all related topics in the field of journalistic they consider it important to studied. This is in line with the opinion of Lee (2016), namely giving English learning material in accordance with the main field of study students will be very useful to prepare students in face job competition. It can also increase motivation students to learn English because the material provided is appropriate with what they want. Thus expected by students are able to improve their English skills by fulfillment of teaching materials in accordance with the basic competencies they need have.

Therefore, 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, language

spoken, whether the students worked or was a students (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 the working field.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the results of the needs analysis, the targets need and learning needs. There are several point of students need that could be concluded: (1) English topics were given and were taught to students need to be related to communication and broadcasting technical scopes such as doing an interview, reading the news, reviewing the news, and writing the news or articles in mass media or electronic media. In other words, the needs of the KPI Study Program student at IAIN Bengkulu are material and activities that support their activities to work in the broadcasting and journalism field. (2) second, the need analysis aspect was about material input. For the listening and speaking input, the students preferred in the form of dialogue that contains communication and broadcasting technical terms. The length of the dialogue should be short (about 150 words). (3) The type of reading material should be reading material that related to the broadcasting and journalistic term (4) the content of writing material should be contains words that will be used to write. (5) Learners' and Teacher's role. The appropriate learner's role was being responsive participant and the appropriate teachers roles were as an observer and participant, motivator, and monitors. (6) For the setting, the appropriate setting was group work.

Therefore, the teaching and learning English in *Komunikasi Penyiaran Islam* study program in the future must consider the needs of students. In other words, ESP developed in the department of *Komunikasi Penyiaran Islam* must be related to the scientific field so that the fulfillment of student competencies can be achieved.

B. Suggestions

Based on the conclusion above, the writer had suggestion that was addressed to:

1. The English teacher

The suggestions are proposed for English teachers and the other materials developers who want to develop English learning materials for *KPI* study program. Several things should be considered before developing materials for *KPI* students. Firstly, The English material to be taught in the *Komunikasi Penyiaran Islam* department should be relevant to the needs of students, both for academic purposes and profession. This is especially important to increase student

t motivation. By considering this aspect of need can increase student's learning motivation, the learning atmosphere also will be conducive and learning outcomes will be far more productive.

1. Head Master of *Komunikasi Penyiaran Islam* study program

To the head of the *Komunikasi Penyiaran Islam* study program, the results of this need analysis expected to be apply as a reference for the development of English teaching materials for the *Komunikasi Penyiaran*

Islam study program. This result of this analysis expected can make the English language material in the *Komunikasi Penyiaran Islam* department becomes clearer and more perfect, and it is expected can have an impact on better learning outcomes.

REFERENCES

- Airasian, P., & Gay, L. R. (2000). *Educational Research: Competencies For Analysis And Application. 6th Ed.* New Jersey: Prentice Hall Inc.
- Anthony, L. (1997). *English for Specific Purposes.* Cambridge: Cambridge University Press.
- Arikunto, S. (2010). *Prosedur Penelitian.* Yogyakarta: PT. Rineka Cipta.
- Basturkmen, H. (2010). *Developing Courses in English For Specific Purposes.* London: Palgrave MacMillan.
- Basturkmen, H. (2006). *Ideas and Options in English For Specific Purposes.* New Jersey: Lawrence Erlbaum Associates.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education.* New York: RoutledgeFalmer.
- Day, J., & Krzanowski, M. (2011). *Teaching English For Specific Purposes: An Introduction.* Cambridge: Cambridge University Press.
- D jamal, H. (2011). *Dasar-Dasar Penyiaran.* Jakarta: Prenada Media Grup.
- Donough, J. M. (1984). *ESP in Perspective A Practical Guide.* London: Collin ELT.
- Dudley, E. T., & John, M. J. S. (1998). *Development in English for Specific Purposes: A Multy-disciplenary Approach.* Cambridge: Cambridge University Press.
- Fatmawati, H. (2017). Need Analysis In English For Specific Purposes At Vocational School (A Descriptive Research At The Eleventh Grade Students Of Marketing Major Of SMK Negeri 1 Demak In The Academic Year Of 2016/2017. *Education and Teacher Training Faculty. Walisongo State Islamic University Semarang.*
- Graves, K. (2000). *Designing Language Courses: A Guide For Teachers.* Ontario: Heinle & Heinle Publishers.
- Harmer, J. (1983). *The Practice of English Language Teaching,* Third Edition, Longman.
- Hidajanto, D. (2011). *Dasar-Dasar Penyiaran.* Jakarta : Prenada Media Grup.

- Hutchinson, T., & Waters, A. (1987). *English For Specific Purpose*. Cambridge: Cambridge University Press.
- Kusnawan, A. (2004). *Komunikasi dan Penyiaran Islam*. Bandung : Benang Merah Press.
- Madkur, A. (2018). English For Specific Purposes: A Need Analysis On English Course In Islamic Banking Department. *Lingua Cultura*, 12(3), 221-226. <https://doi.org/10.21512/lc.v12i3.3395>
- McQuail, D., & Windahl, S. (1986). *Communication Models for the Study Of Mass Communication*. New York: Longman.
- Nunan, D. (2004). *Task-Based Language Teaching*. Hongkong: Cambridge University Press.
- Paltridge, B., & Starfield, S. (ed). (2013). *The Handbook of English For Specific Purposes*. West Sussex: Wiley-Blackwell.
- Rizal, S. (2017). Developing ESP Reading Comprehension Instructional Materials Through Schema Theory Approach at PAI Study Program of Tarbiyah Faculty Of IAIN Bengkulu. *Scholar Jurnal Pendidikan*. (ISBN 978-602-18907-2-1).
- Robinson, P.C. (1991). *ESP Today: A Practitioner's Guide*. New York: Prentice Hall International.
- Rogers, E. M., & Kincaid, D. L. (1981). *Communication Networks: Toward a New Paradigm for Research*. New York: The Free Press.
- Songhori, M. H. (2008) . *Introduction to Needs Analysis. English for Specific Purpose World*, 4(2)
- Suharsimi, A. (2010). *Prosedur Penelitian*. Yogyakarta: PT. Rineka Cipta.
- Stewart, C. J., & Cash, W. B. (2011). *Interviewing: Principles and Practices*. New York: McGraw-Hill.
- Tomlinson, Brian. (2003). *Developing Material for Language Teaching*. New York: Cromwell Press.
- Wiryanto. (2004). *Pengantar Ilmu Komunikasi*. Jakarta: PT. Gramedia Widiasarana Indonesia.
- Yuana, T., & Kurniasih, E. (2013) *An Analysis on the Learners' Needs of English for Specific Purposes at SMK Tri Guna Bhakti Surabaya*, 1(3).