



An Analysis of Students Necessities in English for Communication Science Department at Muhammadiyah University of Makassar

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Abstract

This study aims to provide information about student learning needs for English in the Communication Science department. For this reason, a needs analysis is needed to find out what students need in teaching English. This research was conducted to collect information about the needs of English so that learning can be carried out according to the needs of the students themselves. In this study, the researcher used quantitative methods by choosing a questionnaire as a research instrument. The respondents of this study were 4th-semester students majoring in Communication Science at Muhammadiyah University of Makassar with a total of 84 students divided into 3 groups, namely class A totaling 28 students, class B totaling 33 students, and class C totaling 23 students. The results obtained in this study are communication science students need English language teaching, especially in the ability of public speaking, writing, and searching for literature.

Key Words: Need Analysis, Learning needs, Communication Science department

Abstrak

Dalam penelitian ini bertujuan untuk memberikan informasi tentang kebutuhan belajar mahasiswa terhadap Bahasa Inggris pada jurusan Ilmu Komunikasi. Untuk itu diperlukan analisis kebutuhan untuk mengetahui apa saja yang menjadi kebutuhan mahasiswa dalam pengajaran bahasa Inggris. Penelitian ini dilakukan untuk mengumpulkan informasi tentang kebutuhan Bahasa Inggris agar pembelajarannya dapat dilaksanakan sesuai dengan kebutuhan mahasiswa itu sendiri. Pada penelitian ini peneliti menggunakan metode kuantitatif dengan memilih angket sebagai instrumen penelitian. Adapun responden dari penelitian ini yakni mahasiswa semester 4 jurusan Ilmu Komunikasi Universitas Muhammadiyah Makassar dengan jumlah 84 mahasiswa yang dibagi ke dalam 3 kelompok yakni kelas A berjumlah 28 mahasiswa, kelas B berjumlah 33 mahasiswa, dan kelas C berjumlah 23 siswa. Adapun hasil yang didapatkan pada penelitian ini adalah mahasiswa ilmu komunikasi sangat membutuhkan pengajaran bahasa Inggris terkhususnya pada kemampuan public speaking, writing, dan mencari literature.

Kata Kunci: Analisis kebutuhan, Kebutuhan belajar, Ilmu komunikasi

A. INTRODUCTION

Communication is one of the fundamental things for human and organizational survival. Therefore, communication is very important in this era of globalization. Through communication, ideas, facts, views, feelings, and others can be discussed between humans to achieve mutual understanding. Given the importance of communication in life, in this study, researcher chose Communication Science majors as research samples because as students majoring in Communication Science, they are required to be able to communicate both nationally and internationally.

The main communication tools around the world are language. According to Plato in (Prawiro, 2018) "language is a statement that is on a person's mind by wearing a *Rhemata* intermediary (speech) and *Onomata* (name of object or something) which is a reflection of someone's idea in air currents through the media ie the mouth." And according to (Suhardi, 2012) "Language is defined as a system of arbitrary sound symbols used by a social community to communicate, cooperate, and identify themselves." Based on the two previous opinions it can be concluded the definition of language is a tool used to communicate consisting of a collection vocabulary composed in such a way.

English is currently the language that has the most speakers or can also be referred to as Lingua Franca. Therefore, English has mastered various sectors of human life such as business, politics, tourism, and also education. Apart from being a demand, this is what makes Communication Science students need to learn English so that later they can compete in any workforce.

But in reality, there are still many Communication Science students whose English skills are still lacking. This is because English learning in their majors is not by the needs that result in students being less interested in learning English.

Based on the above problems, special English language teaching (ESP) is needed for communication science students so that they are interested in participating in learning and they can learn English according to the needs of the Communication Science department itself. For this reason, this research is focused on analyzing the English language needs of communication science students at Muhammadiyah University of Makassar.

B. LITERATURE REVIEW

1. English for Specific Purposes

According to (Hutchinson 1987) English for Specific Purposes (ESP) is an approach to language teaching in which all decisions about content and methods are based on the learner's reasons for speaking English.

(Agustina, 2014) states the definition of English for Specific Purposes as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes or the teaching of English to non-native English speakers who learn English for specific purposes.

From the two definitions above, it can be concluded that ESP is an approach used in English language teaching where the content of learning is based on the person who learns. In other words, ESP provides English language teaching according to the needs of the learners themselves. In other words, ESP provides English teaching according to the needs of the learners themselves.

The characteristics of ESP according to Dudley-Evans and St. John in (Nurpahmi, 2016) are as follows:

- a. Absolute characteristics:
 - ESP is designed to meet the specific needs of learners;
 - ESP utilizes methodologies and activities that underlie the disciplines it serves; and
 - ESP centers on language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities.
- b. Varied characteristics:
 - ESP may be related to or designed for specific disciplines;
 - ESP may use, in certain teaching situations, methodologies different from general English;
 - ESPs tend to be designed for adult learners, either in tertiary level institutions or in professional work situations; ESPs can be used for learners at the secondary school level;
 - ESP is generally designed for intermediate or advanced learners; and
 - Most ESP courses assume a basic knowledge of the language system but can be used with beginners

(Rahmat et al., 2022) stated that an important aspect that must be remembered in ESP is that English is not taught as a subject that is different from students' daily lives, but as part of the subject itself. In ESP there is something called Need Analysis which serves to determine the needs of English language teaching.

2. Need Analysis

One of the most important stages in ESP is Need Analysis. This is because, with the Need Analysis, the teacher can know the needs of the learners who will be taught. This is in line with the purpose of ESP which is to teach English according to the needs of learners. This is in line with (Jhons, 1991) statement that the first step of ESP is Need Analysis which provides validity and relevance for learning activities.

According to (Witkin, 1995), Need Analysis is a group of systematic procedures applied to identify priorities that will assist in making decisions about program or organizational improvements and implementation resources

According to (Dorda, 2005), needs analysis in ESP includes the following:

- a. Professional information about the learner
- b. Personal information about the learner
- c. English language information of learners

- d. Learner's English language deficiency
- e. Information about language learning
- f. Communication information
- g. Information about what is used in learning
- h. Information about the location of the learning.

From the explanation in the previous paragraph, it can be concluded that need analysis is an important aspect of ESP and aims to find out information about the things needed in the learning process that will be carried out in terms of materials, methods, places, and so on. This makes Need Analysis very important because, without Need Analysis, the ESP approach cannot be carried out properly.

C. RESEARCH METHODOLOGY

1. Research Design

In this study, researcher used quantitative methods. The reason researchers use quantitative methods in this study is because quantitative methods are considered one of the most efficient methods to use..

2. Research Instrumen

The questionnaire is the instrument chosen for obtaining data in this study. In its implementation, the questionnaire used is an open and closed questionnaire which is then distributed to 4th semester students majoring in Communication Science at Muhammadiyah Makassar University through the Google Form platform.

3. Data Analysis

Questionnaire data that has been successfully obtained using the Google form platform will be analyzed using the average score frequency. Some data in this research will be presented in the form of frequencies and percentages only

D. FINDINGS AND DISCUSSION

1. Findings

In this study, researcher collected data on student needs analysis which included the needs, shortcomings, and desires of students using a questionnaire. However, this paper will only focus on explaining the results of the need analysis on the needs of students.

This study has 7 questions asked to see the English language needs of Communication Science students at Muhammadiyah University of Makassar, which are as follows:

Menurut anda seberapa penting bahasa inggris pada jurusan ilmu komunikasi ?
53 jawaban

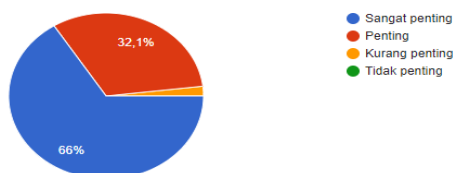


Figure 1 : Result of The First Questions

In the first figure with the question "How important do you think English is in communication science majors?" from this question, it was found that there were 60% of students of communication science at Makassar Muhammadiyah University who chose the very important option, 32.1% of students who chose the important option, and only 1.9% of students who chose the less important option.

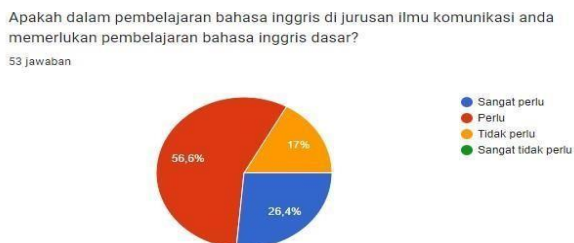


Figure 2 : Result of The Second Questions

As for Figure 2 with the question "Do you need basic English learning in learning English majoring in communication science?" from this question it is known that 56.6% of students chose the necessary option, 26.4% chose the very necessary option, and 17% of students chose not necessary.



Figure 3: Result of The Third Questions

Furthermore, for figure 3 with the question "do you think English is needed in finding literature or information sources in the field of communication science?". Pade figure can be seen the results of research that has been done by researchers, where in the diagram above it can be seen that as many as 69.8% of students chose the required option, 26.4% chose the option very needed, and 3.8%.

Dalam jurusan ilmu komunikasi apakah anda memerlukan mata kuliah writing (menulis) ?
53 jawaban

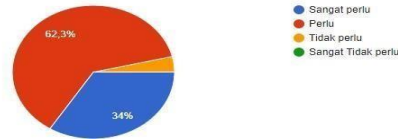


Figure 4 : Result of The Fourth Questions

The results obtained by researchers can then be seen in Figure 4 with the question "In the communication science major do you need a writing course?". From this research, it was found that as many as 34% of students chose the very necessary option, 62.3% of students chose the necessary option, and 3.8% of students chose the unnecessary option.

Dalam mempelajari bahasa inggris khususnya pada Public Speaking apakah anda membutuhkan latihan dengan netive speaker (orang yang bahasanya adalah bahasa inggris)?
53 jawaban



Figure 5 : Result of The Fifth Questions

Figure 5 with the question "In learning English, especially in public speaking, do you need practice with native speakers (people whose language is English)?". The results found in this question are as many as 34% of students chose the option very needed, 49.1% chose needed, 15.1% chose not too needed, and 1.9% chose the option very not needed.

Menurut anda apakah perlu memplajari budaya luar untuk jurusan ilmu komunikasi ?
53 jawaban

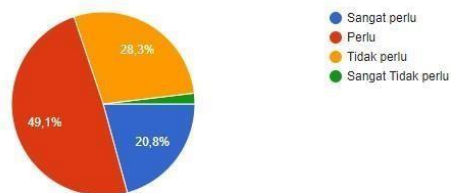


Figure 6 : Result of The Sixth Questions

In Figure 6 above, we can see the results of the question "Do you think it is necessary to study foreign culture for communication science majors?" The results of this study are as many as 20.8% of students chose the very necessary option, 49.1%, chose the necessary option, 28.3% chose the unnecessary option, and 1.9% chose the very unnecessary option.

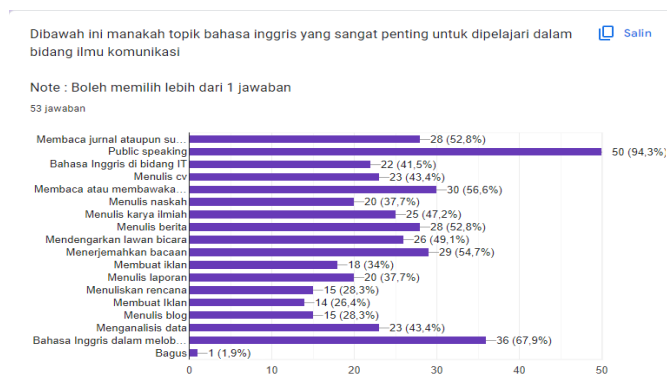


Figure 7 : Result of The Seventh Questions

Finally, the results obtained from questions about English learning materials needed in communication science majors can be seen in Figure 7 which provides a clear picture of the results of his research which shows the percentage of each material that has been asked where public speaking is the material most needed by students majoring in communication science with 94.3% of people who choose that option.

2. Discussion

Hutchinson and Waters in (Li, 2014) state that needs analysis consists of two parts: target situation needs and learning needs. Target needs include "Necessities", "Lacks", and "Wants". Where, Necessities are something that allows the learner to achieve a target, Lack the gap between the needs of what they learn, and find ally wants are the subjective needs of learners..

In particular, (Li, 2014)states that the definition of necessities is the learners' motivation in learning the language, their preferred way of learning, resources, the time and place of learning, and learners' personal information.

From the explanation above, it can be seen that necessities are part of the need analysis which functions to find out the needs of students and increase students' motivation in learning so that English learning that will be carried out can be achieved properly.

In the previous point, we can find out the results of research on analyzing the English language needs of communication science students at the Muhammadiyah University of Makassar. In the data there are as many as seven questions that have been asked and will be discussed in more depth at this point, as follows:

Pertanyaan	Jawaban			
	Sangat	Biasa	Kurang	Tidak
Menurut anda seberapa penting bahasa Inggris pada jurusan ilmu komunikasi?	66%	32,1%	1,9%	-

Tabel. 1 : Question 1

In the table above, it can be seen that it turns out that students majoring in communication science at Muhammadiyah University Makassar need English language teaching. This can be seen from the number of people who chose the very important option as much as 60%, and those who chose the important option as much as 32.1%. This is because according to communication science students studying English will help us in the future both in the world of work and academy.

Pertanyaan	Jawaban			
	Sangat	Biasa	Kurang	Tidak
Apakah dalam pembelajaran bahasa inggris di jurusan ilmu komunikasi anda memerlukan pembelajaran bahasa inggris dasar	26,4%	56,6%	17%	-

Tabel. 2 : Question 2

Furthermore, in table 2 of the results of the research that has been carried out, it can be seen that 56.6% of students chose the necessary option and as many as 26.4% chose the very very necessary option, this is because according to them there are still many communication science students whose basic English needs to be developed. Furthermore, in the second question, there were 17% of students who chose not necessary because there were some students who already understood basic English. So they feel they no longer need to learn it.

Pertanyaan	Jawaban			
	Sangat	Biasa	Kurang	Tidak
Menurut anda apakah bahasa inggris dibutuhkan dalam mencari literature atau sumber informasi dalam bidang ilmu komunikasi?	26,4%	69,8%	3,8%	-

Tabel. 3: Question 3

Next, in Table 3, it is known that there are results of research conducted by researchers, wherein the table above it can be seen that as many as 69.8% of students chose the required option, 26.4% chose the very required option, and 3.8% chose the option not

needed. From the representation of the research results above, we can conclude that communication science students need English to find literature or information sources.

Pertanyaan	Jawaban			
	Sangat	Biasa	Kurang	Tidak
Dalam jurusan ilmu komunikasi apakah anda memerlukan mata kuliah Writing?	34%	62,3%	3.8%	-

Tabel. 4: Question 4

The results obtained by researchers can then be seen in the table above. Where, in the study, it was found that as many as 34% of students chose the very necessary option, 62.3% of students chose the necessary option, and 3.8% of students chose the unnecessary option. Based on this data, it can be seen that communication science majors need writing courses.

Pertanyaan	Jawaban			
	Sangat	Biasa	Kurang	Tidak
Dalam mempelajari bahasa inggris khususnya pada public speaking apakah anda membutuhkan latihan dengan native speaker (orang yang bahasanya adalah bahasa inggris)?	34%	49,1%	15,1%	1,9%

Tabel. 5: Question 5

Table 5 gives us information about how important it is to practice speaking English with native speakers. The results found in the table above are as many as 34% of students chose the option very needed, 49.1% chose needed, 15.1% chose not too needed, and 1.9% chose the option very not needed. From these data, it can be concluded that English language training with native speakers is needed in the communication science department.

Pertanyaan	Jawaban			
	Sangat	Biasa	Kurang	Tidak

Menurut anda apakah perlu mempelajari budaya luar untuk jurusan ilmu komunikasi?	20,8%	49,1%	28,3%	1,9%
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Tabel. 6: Question 6

In Table 6, we can see the results of the research that has been conducted. Where, the results of this study found that as many as 20.8% of students chose the very necessary option, 49.1% chose the necessary option, 28.3% chose the unnecessary option, and 1.9% chose the very unnecessary option. Based on this data, it can be seen that learning about foreign cultures for students majoring in communication science needs to be done, although there are also students who choose an option not necessary.

Pertanyaan	Jawaban			
	Sangat	Biasa	Kurang	Tidak
Dibawah ini manakah topik bahasa inggris yang sangat penting untuk dipelajari dalam bidang ilmu komunikasi Note : Boleh memilih lebih dari satu jawaban				
1. Membaca jurnal ataupun sumber bacaan internasional lainna		52,8%		
2. Public Speaking		94,3%		
3. Bahasa Inggris di bidang IT		41,5%		
4. Menulis CV		43,4%		
5. Membaca atau membawakan berita		56,6%		
6. Menulis naskah		37,7%		
7. Menulis karya ilmiah		47,2%		
8. Menulis berita		52,8%		

9. Mendengarkan lawan bicara	49,1%
10. Menerjemahkan bacaan	54,7%
11. Membuat iklan	34%
12. Menulis laporan	37,7%
13. Menuliskan rencana	28,3%
14. Menulis blog	28,3%
15. Menganalisis data	43,4%
16. Bahasa Inggris dalam melobby, presentasi, dan negosiasi	67,9%

Tabel. 7: Question 7

The table above gives us information about the materials needed in English teaching for communication science students. Public Speaking is the most needed material in English teaching with a percentage of 94.3% while the least needed material is writing plans and also writing blogs with a percentage of 28.3%. In addition, many other materials have been proposed in the research to find out what materials are needed by students of communication science at Makassar Muhammadiyah University. The following are the results of the research that has been done:

Materi	Persentase
1. Public Speaking	94,3%
2. Bahasa Inggris dalam melobby, presentasi, dan negosiasi	67,9%
3. Membaca atau membawakan berita	56,6%
4. Menerjemahkan bacaan	54,7%
5. Membaca jurnal ataupun sumber bacaan internasional lainnya	52,8%

6. Menulis berita	52,8%
7. Mendengarkan lawan bicara	49,1%
8. Menulis karya ilmiah	47,2%
9. Menulis CV	43,4%
10. Menganalisis data	43,4%
11. Bahasa Inggris di Bidang IT	41,5%
12. Menulis laporan	37,7%
13. Menulis naskah	37,7%
14. Membuat iklan	34%
15. Menuliskan rencana	28,3%
16. Menulis Blog	28,3

Tabel. 8: The Result of The Seventh Question

E. CONCLUSION

The results of this study have found that students majoring in communication science need English language teaching to improve their communication skills and also be able to compete in the world of work later. The materials that are needed in this department are Public Speaking, Writing, Looking for Literature, and many others.

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