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## THE ANALYSIS OF STUDENTS SUBJECTIVE NEEDS IN ENGLISH FOR JOURNALISM IN UIN ALAUDDIN

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### Abstract

Needs analysis for an English course for a specific purpose is very important. The aims of the research and purpose of doing this is to answer questions about needs or wants especially for students of journalism study programs which have always been specific to the students themselves, and for make-up purposes, namely to give a positive impression to students that the course is being implemented in earnest. . The better the needs analysis, the better suited the course. This study uses quantitative methods to obtain data and has obtained as many as 31 respondents. The instrument used in this study was a questionnaire in the form of a Google Form. The results of this study indicate that Journalism students need to increase their learning of all English skills in the English for Journalism course. Learning English is very important for journalism students to achieve their goal of developing their English skills. This study also to reveal students' desire for English in the Journalism Study Program at Alauddin State Islamic University Makassar. course, namely English for Specific Purposes.

**Key words:** Needs analysis, English for specific purpose, Desire.

*Analisis kebutuhan suatu kursus bahasa Inggris untuk tujuan tertentu sangatlah penting. Maksud dari penelitian dan tujuan dilakukannya adalah untuk*

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*menjawab pertanyaan-pertanyaan mengenai kebutuhan atau keinginan khususnya bagi mahasiswa program studi jurnalistik yang selama ini selalu dikhususkan untuk mahasiswa itu sendiri, dan untuk tujuan make-up yaitu memberikan kesan yang positif kepada mahasiswa. bahwa kursus tersebut dilaksanakan dengan sungguh-sungguh. . Semakin baik analisis kebutuhan, semakin cocok kursus tersebut. Penelitian ini menggunakan metode kuantitatif untuk memperoleh data dan diperoleh sebanyak 31 responden. Instrumen yang digunakan dalam penelitian ini adalah kuesioner berupa Google Form. Hasil penelitian ini menunjukkan bahwa mahasiswa Jurnalistik perlu meningkatkan pembelajaran seluruh keterampilan bahasa Inggris pada mata kuliah English for Journalism. Belajar bahasa Inggris sangat penting bagi mahasiswa jurnalistik untuk mencapai tujuannya dalam mengembangkan kemampuan bahasa Inggrisnya. Penelitian ini juga untuk mengungkap keinginan mahasiswa terhadap Bahasa Inggris di Program Studi Jurnalistik Universitas Islam Negeri Alauddin Makassar. mata kuliah yaitu Bahasa Inggris untuk Keperluan Tertentu.*

*Kata kunci: Analisis kebutuhan, Bahasa Inggris untuk tujuan tertentu, Keinginan.*

## **1. INTRODUCTION**

Analysis of needs (need analysis) is an absolute thing to learn. The benefits derived from the needs analysis itself are numerous. In ESP courses, needs analysis is very necessary because of one thing, students have specific needs. Studying English in higher education is very important to prepare students for the real world of work after graduation, especially in the Journalism study program. The journalism study program is was chosen because journalism students study English for journalism courses and are also faced with a generation who must understand English as an international language which is very important in communication.

Journalism is an important part of modern society. It's a way to communicate information and to maintain people are informed about events happening in their community, their country, and the world. English is a language that is widely used as a general communication medium in journalism, especially on the international stage. (www.studocu.com, 2022) The use of English in journalism has become increasingly important in recent years, due to the growth of global media and is increasing the importance of English as a global language. On the other hand, most of the students are in Journalism studies programs at

Alauddin Makassar State Islamic University struggle to satisfy their English demands because of the gap between what they need and what they get in college. The author conducted research to improve the English for Specific Purposes (ESP) course and its needs for English that meets the needs of students. These requirements will assist in the development of the ESP course material. ESP courses are sequences of data that require analysis, interpretation and assessment process according to the needs of learners in the intended field.

This study focuses on identifying needs analysis, especially in areas that are lacking, in journalism courses to help students access foreign news sources, understand global issues, and cover international event. The demands of journalistic study program students in Islamic countries Alauddin University Makassar in the English for Journalism course was reviewed by researchers. Another advantage is the 'make-up' advantage (Garinger, 2002). This means the advantage of impressions or impressions for the ESP learners themselves. That with a need analysis that underlies the creation of ESP textbooks or materials, learning will be taken seriously. This plays a very important role in boosting student motivation because most ESP is considered not a serious subject for students (Alwasilah, 2000).

Apart from this, analyzing needs is one of the teacher's tasks because it is the teacher who knows the condition and potential of the learner. Analysis of needs that can be used later for material development can also have a positive impact on the developer's finances. Therefore, why not analyze the needs? Learning English in tertiary institutions is very important in ensuring students are ready to face the real job market after graduation, especially in journalism study programs. The journalism study program was chosen because journalism students will be faced with the millennial generation who will learn not only one language but also English subjects which are students' abilities Firman et al (2021).

Because students are not well motivated, not encouraged, or given an adequate learning methodology, students do not practice speaking English with native speakers, and the material is not appropriate, in the end English is difficult to learn. When a student applies for a job in Indonesia or a foreign company that requires professional workers, English plays an important role in helping and ensuring that the student is competent Yuldasheva(2022) However, most students of the journalism study program at Alauddin State Islamic University Makassar struggle to meet their English language needs, due to the gap between the information they obtain in college and the students' English learning needs.

The authors extend as well as demand English to meet the needs and requirements for upgrading English for Special Purposes (ESP) courses. These

requirements then act as a guide for designing ESP course materials. This ESP course is designed to meet individual needs with consideration to motivating students to learn, and providing appropriate learning (Hutchinson and Waters, 1987).

## **2. LITERATURE REVIEW**

### **2.1 English Specific Purposes**

English for specified purposes (ESP) has long been a popular study topic in both international English language instruction and research. ESP is defined as "the teaching and learning of English as a second or foreign language where the learner's goal is to use English in a specific domain" by Paltridge and Starfield in (Xue et al., 2022). English for Specific Purposes (ESP) is commonly defined as a method of English language learning that is centered on the learner's goals and needs. The ESP technique is a common choice in the context of English language instruction in Indonesia, both in secondary schools and university institutions, particularly for learners who are not majoring in English (Agustina, 2014).

English for specified purposes (ESP) refers to the teaching and learning of English as a second or foreign language with the objective of learners utilizing English in a specific area according to Fitria, in (Rahmat et al., 2022). The fundamental element of ESP that separates it from GE, according to Robinson (1991:3) in (Hermawati, 2013), is learning that is focused toward specified goals, more specifically in the academic and professional sectors.

According to Basturkmen in (Yulientinah et al., 2020), ESP has two characteristics: absolute and variable. The following is an explanation of each characteristic:

1. Absolute characteristics:
  - a. ESP meets the specific needs of its learners.
  - b. ESP uses methodologies and learning activities that are appropriate to the field of study.
  - c. ESP refers to grammar, skills, discourse that are appropriate to the methodology and learning activities
2. Variable characteristics:
  - a. ESP is related to or designed for specific purposes
  - b. In certain learning situations, ESP may use different methodologies from general English
  - c. ESP is generally designed for adult learners (college level or work environment) but can also be designed for intermediate level students.
  - d. ESP is generally designed for students with intermediate and advanced language skills but can also be designed for learners with beginner language

skill levels.

The most basic idea of ESP is that every decision made in developing a language training program should be based on the learner's desire to learn English. According to the definition, ESP is education that prepares students to utilize English in academic, professional, or workplace settings where the language will be employed. English is taught in ESP not for its own purpose or to attain a comprehensive education, but to pave the path for greater linguistic adoption or efficiency in certain situations, according to Basturkmen in (Agustina, 2014).

The goal of an ESP course is to provide learners with a certain level of English proficiency for the situation in which the language will be used, i.e., the target need; thus, for non-English-speaking students in Indonesian universities, being able to communicate in English and use it to effectively study their subjects would be considered their primary need to have English. English, in this sense, is not just a topic to be learned, as it is typically included as one of the required courses in the curriculum, but also a method for students to learn in their field of study. As a result, their expertise in their subject of study aids in their English proficiency.

In ESP there is a needs analysis that needs to be done to find out the needs of students in learning English according to their fields. It is critical to remember in ESP that English is not taught as a separate topic from students' daily lives but rather as part of an area of study that is significant to them. There is a requirements analysis that identifies which language skills students or learners require the most, and the syllabus is developed to meet the needs of students or learners in English for Specific Purposes (ESP).

## **2.2 Need Analysis**

ESP is intended to teach language and grammatical skills relevant to the learners' job or academic demands. Because of the learners' employment or academic demands, it is vital to acquire information on what language or grammatical skills they must master. This is known as needs analysis. This is consistent with Richards' (2001) in (Yulientinah et al., 2020) description of needs analysis as a process of gathering knowledge about learners' needs. Needs analysis arose in tandem with the emergence and development of ESP and the formation of "awareness of the need" (Waters & Hutchinson, 1987) in (Yulientinah et al., 2020).

According to Hutchinson and Water, as described in (Nuruliza, 2022) , the first stage in preparing the ESP English learning program is to do a requirements analysis. Needs analysis is described as an examination of students' English

requirements in order to provide effective and appropriate learning resources for them. Effective instructional materials can assist students in using English in their chosen line of employment in the future. Previous studies have demonstrated the need for a needs analysis to evaluate the requirements of teaching materials and techniques that truly meet the needs of learners (Ali & Salih, 2013). (Frendo, 2012) further stated that when we get the requirements analysis correct, it implies that the instruction is tailored to what the pupils require. In contrast, if the needs analysis is incorrect, we cannot teach ESP.

(Thiruvengadam, 2015) discovered in another study that it is critical to understand how students view their English language demands by assessing students' histories and circumstances. English language requirements are identified by assessing students' histories and the variables that contribute to changes in their language needs. According (Boroujeni & Fard, 2013), conducting a needs analysis can help determine whether the program meets the goals and objectives of the learners to learn a language while also being used to help improve various components of the program that are more oriented toward the needs of the learners. Simultaneously, it is utilized to assist in developing various program components that are more targeted toward the demands of the learners. According to Boroujeni and Fard, requirements analysis may also aid in reviewing current programs, and if gaps are discovered, it can help establish the need to make adjustments that may meet the needs of the learners.

The objectives of the needs analysis are:

1. To find out what language skills a learner needs to perform an activity.
2. To help determine whether a program meets the needs of the learners
3. To determine which learners need additional practice in a skill
4. To identify changes in objectives
5. To identify gaps between what the learner has mastered and what they need to master
6. Identifying problems that learners may be experiencing

Hutchinson & Water (1987) in (Novianti, 2021) define need in connection to language training as the ability to comprehend and/or generate the linguistic elements of a certain context. This may be accomplished by determining the English language abilities that the student group needs to obtain. Hutchinson and Water categorize requirements analysis into two types: target needs and learning needs.

Target needs refer to what students need to know about the English materials they will learn, so that they can be used in specific situations. These target needs need to convince students that the materials they will learn are relevant and useful for their future. These target needs will be more effective and substantial if they are complemented by identifying students' necessities, lacks, and desire. Necessities

refer to the functions of the language that students should know, so that students understand that this language is useful for them. understand that this language is useful to them when used in certain situations. Lacks are the range between students' target level of English competence and the level of English competence that students currently have. Meanwhile ,desire refers to students' desire to learn English. In this journal, it discusses in more depth the target needs of the lacks section for students majoring in journalism at Alauddin Makassar State Islamic University.

### **2.3 Desire**

However, identifying needs alone is not enough because ESP's focus is on the needs of specific learners. We also have to know what the learner already understands so that we can determine what needs the learner wants. One target situation might be the need to read material in a particular topic area. Learners' ability to achieve this will determine whether they need training or not. In other words, the desired competencies must be compared with the current abilities of students. The difference between the two is known as the learner (Hutchinson & Waters, n.d.)

### **2.4 English for Journalism**

English for Journalism is an asynchronous (self-paced) method of learning English in a journalistic setting. This course is intended to teach the fundamentals of journalism as well as English skills in journalism. In an English environment, students master the fundamentals of journalism. Students will also learn about the linguistic components of journalism. This course is designed for self-paced study and includes learning resources that adhere to the English for Journalism learning requirements.(Handoko, 2023).

## **3 RESEACRH METHODOLOGY**

### **a. Research Design**

For this study, researchers used a quantitative method. Research techniques, methods, approaches, and concepts into one study to ensure that all instruments are provided accurately and consistently according to existing guidelines. This form of design, according to Gay et al (2012), is concerned with the collection, analysis, and interpretation of complete, narrative, and visual data to gain insight into a particular topic of interest.

### **b. Research instrument**

In obtaining research data, researchers used a questionnaire as an instrument. At the same time it's a valid research instrument and practical for enhancing the quality of students' learning Parpala & Lindblom (2021). In the questionnaire, researchers used open and closed questionnaires to determine the content of each topic Dohrenwend (1965). Questionnaires were given to journalism students in a needs analysis.

### c. Data Analysis

Data from the needs analysis questionnaire were analyzed using the average score frequency. Some data is described in terms of frequency and percentage. The data obtained from the questionnaires were analyzed quantitatively using the following procedure. Data analysis to determine the situation of learning materials and which answers are included in certain English language needs. The results of the analysis are interpreted.

## 4. FINDINGS AND DISCUSSION

### a) Finding

Researchers conducted a needs analysis to find out the target student needs by identifying desires. To collect data, researchers gave questionnaires and interviews to students.

**Table 1.** Students desire

No	Topic	Percent	Categories
1	Grammar	88.7%	Very Worthy
2	Vocabulary	75.5%	Worthy
3	Asking and giving answer	75.5%	Worthy
4	Active and passive voice	67.9%	Worthy
5	How to Make article	60.4%	Worthy enough
6	Media	56.6%	Worthy enough
7	Reading text	56.6%	Worthy enough



## **b. Discussions**

Desires that students want to learn and master. Knowing what students want to learn is different from the desire based on the demands of the "necessities" situation. In searching for the 'wants' of the Journalism Study Program, there were questions based on English and topics within the scope of journalism that were given to respondent .In the learning process, it is not uncommon for students to experience difficulties in it. The findings show that students often have difficulty listening to material such as not understanding listening material based on any context. In addition, translating is one of the difficulties students have in learning English. Students say, when they read or listen to a text, they don't understand what it means because they don't know what it means.

This is very important to know how students learn to succeed in their goals. Each student's learning style is different because students have their own way of absorbing, processing, and understanding existing information. Learning styles may become an increasingly relevant pedagogic concept as classes increase in size and diversity Romannelli et al (2009) Regarding the learning method chosen by students, they prefer learning through videos/films.

## **5.CONCLUSION**

This needs analysis thesis tries to describe the needs of Journalism Study Program students for the need for English in the field of journals. This research tries to answer the research.Research questions related to the current situation and targets recommended by Hutchinson and Waters by triangulating qualitative and quantitative findings to answer study research questions related to the current situation and targets.

First, the analysis of the target situation of this study is divided into three categories, such as needs, deficiencies, desires. First, in journalistic society, English is seen as an important communication tool. It should also be noted that the importance of this term fluctuates depending on the occasion. In terms of deficiency and desire, most of the students lacked in every skill such as listening to any context, not having much vocabulary in speaking, and grammatical limitations.

Second, the analysis of the current situation of this study shows the learning

needs of students, starting from the level of English Proficiency of students to the preferred learning materials and methods in learning English. Journalism Study Program students have similarities and differences in attitudes and beliefs towards learning English which are then concluded to be one unified need. Students believe that learning English is a challenging topic. Students have a modest level of English proficiency which is complemented by prior knowledge of English to help students achieve their goal of improving English skills. The participating students wanted to learn certain journal terms and topics that were embedded in their English learning activities and learning activity terms.

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