



## Need Analysis For Designing Learning Materials of Students at Economic And Business Department of Universitas Muhammadiyah Makassar

Wahyuni Sahmar<sup>(1)</sup>, Andi Tenri Ampa<sup>(2)</sup>, Bahrun Amin<sup>(3)</sup>

*Universitas Muhammadiyah Makassar, Indonesia*

*E-mail: <sup>(1)</sup>wahyunisahmar86@gmail.com, <sup>(2)</sup>atenri59@yahoo.com, <sup>(3)</sup>bahrunamin@unismuh.ac.id*

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### Abstract

The aims of this research were: (1) to find out the content of English Materials need by students of Economic Department Universitas Muhammadiyah Makassar (2) to investigate the reason why students need English materials. This study used descriptive quantitative method. Total Respondents of this research were 37 students of the second semester of Islamic Economic Study Program at Universitas Muhammadiyah Makassar. The procedure of this Research is that researcher give questionnaires to students by using Google form. The results of this study showed that: first, in the listening Materials, the highest content that students needs is about listen the customer who wants to create an account at Shariah Bank, in the speaking skill, the highest content that students needs is about how to explain to the customer the information in creating an account at Shariah Bank, in the reading materials, the highest content that students' need is about reading brochure from Islamic bank. And in the writing skill, the highest content that students' need is materials in the form of reply to letters, emails, and fax from other Islamic Banks, second, There are some reasons why the English materials are needed by Islamic Economic student. first, English materials is important for their future job or career. Second reason is English is international language. The third reason is to be able to communicate orally and written, and the other students said to be able to communicate with tourism.

**Keywords:** english learning materials, islamic economic studyprogram, need analysis,

### Introduction

Juridically, Need analysis is a part of English for a specific purpose. It is necessary because each student has his /her specific need. It is a systematic process to acquire accurate data that includes all the activities to collect information about the student's learning needs, wants, wishes, or desires (Casper, 2003). It means that before coming to handle the classroom, English for Specific Purposes teachers should have accurate data related to the students' need according to their work in the future, selecting skills, and proper learning activities. Furthermore, to promote the English learning process, English learning materials should

be produced depending on the needs of the students.

In teaching and learning process, knowing students' need is quite essential, so that they can devise the teaching materials appropriately. In addition, learning materials should be contextualized according to their course of study. So, the lecturer asked to design learning materials based on the needs of students. They must meet the demands of the real-world learners effectively. It shows how important it is conducting a needs analysis to find out the needs of teaching materials and materials that are truly in accordance with the needs of students (Ali and Salih, 2013). As revealed by Frendo (2012) that the main part of work of a teacher is to collect and analyze a lot of information to ensure that our

teaching can run effectively and efficiently. When we analyzed some requirement correctly, it means that we have analyzed some requirement properly, and the teaching learning process appropriate with the students' needs. This is why needs analysis is a professional skill for teacher (Frendo, 2012).

Haque (2014) also believes that by analyzing needs, the teachers can determine learning objectives, guide the selection of teaching content, modify syllabus, methodology, and learning approaches. Needs analysis is the foundation for developing curriculum content, teaching materials and teaching methods that can increase students' motivation and success (Otilia, 2015). Boroujeni and Fard (2013) concluded that conducting a need analysis can help find out if the program fits the goals and objectives of learners to learn a language and at the same time be used to help improve the various components of programs that more oriented to the needs of students. Furthermore, they also argue that the need analysis can also help in evaluating existing programs and if found the weakness.

The students of Islamic Economic Study program cannot get the appropriate exposure of English which is needed for their future. There is no consideration about the target situation and target needs of the students. Moreover, the text or input are taken from general English course books. As a result, the course books contain very general input which is not contextualized for the Islamic Economic study program.

The importance of needs analysis is mentioned by Hutchinson and Waters (1987), Jordan (1997) and Robinson (1990) when saying that any approach to course design should start with some kind of analysis of : target needs, present situation, language, etc. With the data obtained, it will be possible to formulate "general aims" and more specific objective" as intended outcomes. In addition, according to Hutchinson and Water (1987:19), ESP is an approach of language teaching in which the content and method of language teaching are based on what students' reasons in learning. They assume that when the students know why they are learning a particular language; they are aware with what they need for the result of learning. Therefore, many researchers assume that conducting need analysis for students is necessary for the development of ESP course design (Hutchinson &

Waters, 1987; Dudley-Evans & St. John, 1998; Dehnad, at.al, 2000). In detail, it can help curriculum developers in designing materials, syllabus and even determining the teaching methods for students in every different context. Some studies have been conducted on the students' need analysis in English material in Indonesian context.

Based on the description above, it can be said that need analysis is important things to do before the English specific purpose lecturer teaches in English for specific class in order to improve the English materials to be appropriate for students based on English for specific purpose to their learning major. The researcher believes that need analysis can assist students in learning English based on their needs. The problems above encourage the researcher to explore English for specific purposes English materials for students of majoring in economic at Universitas Muhammadiyah Makassar. It is important to know the students' real need of them. From the description above, the researcher conducted a research by the following research questions: 1) What are the English materials contents needed by the students of Islamic Economic study program at Universitas Muhammadiyah Makassar?; 2) Why do the students need the English materials of Islamic Economic study program at Universitas Muhammadiyah Makassar?

## **Materials and Method**

### **Need Analysis**

Need analysis is a systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (Cunningham, 2015). It means that in analyzing the students' needs, it covers some deep analysis of information related to the learning purposes of the students. It helps the teacher to design learning plan that meet students' requirements based on their educational context.

According to Dahniar (2015), in general terms of need analysis (also called need assessment) refers to the activities involved in gathering that served as the basis for developing a curriculum that met the learning needs of a particular group of students. Needs analysis refers to the process of determining the needs for which a learner or group of learners require(s) a language

and arranging the needs according to priorities (Douglas, 2013). Gathering needs analysis under two specific notions, like objective needs and subjective needs. The objectives of the learning outcomes as the basis for the objective needs obtained from the personal data of students. Therefore, the teacher should really understand about the students' priority in learning English in their context in order to be really appropriate for their need in the work place.

Then, needs analysis is also regarded as demand or requirement needs, which has become a necessary and important stage of course design for either general English course or English for Specific Purposes (ESP) course (Chin\_ling 2016). Furthermore, detailed information about all contextual factors like learning materials, aids, and environment are included into a more comprehensive need. Overall, most of the scholars have a similar vision of the needs' analysis and the importance of this issue.

### The Purposes of Need Analysis

a needs analysis is the first step on the way to the development and improvement of the teaching materials, enhancing the learning activities, improving tests and assessment strategies in ESP program. There are some ways to identify the students' needs. Through analyzing the target needs, learning needs, as Hutchinson and Waters (1987) divided the students' needs as follows:

1. **Target Needs.** Target needs according to Hutchinson and Waters (1987: 54) that is what the learner needs to do in the target situation. Target needs is something of an umbrella term, which in practice hides a number of important terms such as necessities, lacks and wants.
  - a. **Necessities.** Necessity is a type of the need, which determined by the demands of the target situation, that is what the students have to know in order to function effectively in the target situation.
  - b. **Lacks.** To know what the learners knows already, so that we can decide which of the necessities the learners' lacks. The target proficiency needs to be matched against the exiting proficiency of the learners. The gap between the two can be referred to as the learners' lacks.
  - c. **Wants.** Wants mean what the

learners want or feel they need. Since the target need only an objective sense with the actual learners playing no active role, the learner also has a view as to what their needs are. The awareness of the needs that characterizes the ESP situation. But awareness is a matter of perception, and perception may vary according to one's standpoint.

2. **Learning Needs.** Hutchinson and Waters stated the definition of learning needs as an ability or knowledge needed by students to have special skills in the target situation. This means that students are expected to have abilities based on their areas of expertise. Thus, to determine their learning needs, learning needs are divided into several parts, namely: input, procedures, settings, the role of students, and the role of lecturers.
  - a. **Input.** According to Nunan, input refers to written, verbal, and visual data used by students in completing a task. This means that input specifically refers to oral, written, and visual-based data obtained from various existing sources.
  - b. **Procedure.** Procedures describe what students will do with the material to achieve certain goals based on their area of expertise. This means that the procedure is made to find out an overview of learning English according to the needs of students.
  - c. **Settings.** Setting refers to the class used in teaching and learning activities (Nunan, 2004). The setting is useful for knowing whether students prefer a learning atmosphere outside the classroom or inside the classroom and how that is either working on the task.
  - d. **The role of the teacher.** The teacher's role refers to the teacher's desired role by students in the teaching and learning process as well as social and interpersonal relationships between students (Nunan, 2004).
  - e. **The role of student.** The role of students refers to some of the parts that students expect in social relationships and learning and interpersonal tasks between students (Nunan, 2004). This means that the role of

students is to be able to complete learning tasks, build social or inter-personal relationships.

### Method

The researcher used descriptive as research approach with descriptive quantitative research as method.

### Subject of the research

This research was conducted at the Islamic economic study program in majoring Economic and Business Faculty at Universitas Muhammadiyah Makassar. The subjects in this research are 37 students (especially students in second semester in academic year 2021/2022) at Universitas Muhammadiyah Makassar. The small number of participants who choose by the researcher is based on purposive sampling.

### Research instrument

The researcher used questionnaire to gain the data about the students' need English learning materials in Islamic Economic study program at Universitas Muhammadiyah Makassar and the reasons why the students need English materials. The questionnaire consists of 35 numbers open-ended question forms.

### Data Collection Technique

In collecting the data, the researcher applied the procedures as follows: All of the subject of this research invited into WhatsApp group. Then, the questionnaire (a link) sent to the students in WhatsApp group. The researcher explained parts of the questionnaire and how to answer it. After that the researcher gave the students time to answer the questions. Finally, the researcher checked the students' answer and make recapitulation

### Results and Discussion

The Content of English Materials Needed by students of Islamic Economic study Program of Universitas Muhammadiyah Makassar

#### Necessities

The result of linguistics knowledge that can improve skills in English. From the data above, it can be seen that most of students said vocabulary is the important linguistic knowledge. The data results were obtained from 16 students or 43.2 % who choose that, meanwhile there are 12 the students ( 32.4%) chose

pronunciation, 5 students ( 13.5%) chose tenses and 4 or 10.8% others chooses grammar. The results of level ability of the students should be master to support carrier. As it is presented on the table, the results obtained, of 37 respondents, 15 or 40.5 % of them want to be proficient in learning English (advanced level). The results of interesting or needed topic in Islamic Economic study program

The table shows, apparently, they needed a way how to communicate with client in English. The data above is visibly from 24 or 64.9% of students have chosen it, meanwhile 8 (21.6%) students of them chose financial reports in English, and 5(13.5%) other students chose about English reading in the context of Islamic Economic. Result of the most Skill will use by students of Islamic Economic Study program. Based on the analysis, 26 or 70.3 % of students answer that speaking is a language skill which must be possessed as someone who will use in their works in the field of Islamic Economic study program.

#### Lacks

To find out about their lacks in order to get their learning objectives, the researcher gave 3 items on the questionnaire, namely the current English language skills of students, the most difficult skill for students, the most difficult thing in learning English. Those 3 items will be described as follows: Result of the Level of student's ability in English language skill. From the results, we know that 28 respondents or 75.5% students are at basic level (lower) in learning English, meanwhile 4 or 10.8% students in intermediate upper level, 3 or 8.1% student in intermediate lower level and just 1 student in basic upper level. The Result of the most difficult skill. Based on table 4.6 above, it can be concluded that most difficult skill to master was speaking. It was chosen by 25 students or 67.6%. Result of the most difficult thing to do in English learning materials. From the result of The Anaylisis , it can be seen that pronunciation was the most difficult things to do by students in teaching and learning English., in which 18 students or 48.6 % was chose it.

#### Wants

In order to collect data what students wants or need in learning English; the researcher gave some questions. Those are about desire to learn english and students want on study sequence. The result of the questionnaire will be presented as follows: Result of Desire to learn English (in

generally). The data result from 37 respondents, 20 of them (54.1%) answered that they can understand and use every word, sentence and expression in English.

### **The Result of the Students Wants on Study Sequences**

From the results, we found that, the best order in English language skills was start from listening, reading, speaking then writing. It was chosen by 22 or 67.5% students.

### **Learning needs of Students**

The Result of Competency want to master from the data, we can conclude that most of them want to understand all the English explanation. The data results found that there were 23 students or 62.2% chose it.

### **The result of Kind of English learning materials in listening skill**

From the data, it can be seen inputs are needed by students' Islamic Economic study program about the type of listening text that students need about listening the customers who want to create an account at Sharia Bank. The data was answered from the questionnaire that was selected by 27 students or 73% of them have chosen it.

### **The result of the size of listening material desire by students**

From the data above, the researcher was found, the size of listening material that students need is short. It is evidenced by 29 or 78.4 % students which answered little of 150 words. Only 6 or 16.22% of them choose medium size, 150-200 words., and just 2 or 5.4 % students who chose long size, more than 200 words.

### **The result of Kind of English learning materials in speaking skill**

The students need the materials about explaining to customer the information to create an account at Shariah Bank in the learning speaking. It was based on 25 or 67.6% students answering it.

### **The Result of The size of speaking material desire by students**

From the data, it can be seen that students need is short size, consist of less than 100 words. Evidenced by 21 or 56.8% students answered the same.

### **The result of kind of English learning materials in reading skill**

As a result from the analysis, for reading texts, students need reading brochure from Islamic Bank. Out of 37 respondents, 22 or 59.5 % students chose the type of reading material above.

### **The result of “ the length of the English text in reading”**

The analysis shows that 24 or 64,9 % students feel they can understand text with a short size less of 100 words. Result of Kind of English learning materials in writing skill. Based on the analysis, more students expect material in the form of reply to letters, emails and faxes from other Islamic banks with 19 students have chosen it.

### **The result of the length of the English text in writing materials**

Based on the analysis, for writing text size, 3 respondents felt able to learn writing with a short size, which are less of 100 words. While 10 respondents felt they could be more than that or in medium size, which are 100- 200 words, and just 4 students felt they could in long size, which are more than 200 words. The questions are made to find out what kind of English learning activities based on students need (especially in 4 skills of language, in grammar point of view, pronunciation and vocabulary).

### **Result of kinds of English learning material in listening skill**

From the analysis, it can be seen, the students have answers that are varied, this can be seen from the selection of the type of listening learning that is evenly selected by respondents such as, 13 or 35.1% students want to complete the text of the list, while the second highest choice is identifying information from English conversation and listening to the content that is heard then answer some questions selected by 10 or 27% students and identify the content of English conversation then get the meaning in outline selected 7 or 18.9% respondents. Meanwhile, 4 or 10.8% students want to take notes on vocabulary related to the materials while listening and 3 or 8.1% students want retell the content of the english conversation using their own language.

### **The Result of Kinds of English learning material in speaking skill**

From the analysis, Islamic Economic study program students really need to practice to make a dialogue or conversation made by two or more people then practice with friend. It was chose by 20 respondents or 54.1% students.

### **The Result of Kinds of English learning material in reading skill**

Based on the analysis, the students of Islamic Economic study program expect through reading the text of the reading and then look for information related to the content of the reading, this point was chosen by 20 respondents.

### **The result of Kind of English learning materials in vocabulary view**

From the analysis, in the learning English about vocabulary mastery, , the researcher make question based on the question in the number 25. The result is 27 Students or 73% students prefer to find new vocabulary in a passage and look up its meaning or translation in the dictionary.

### **The Result of kind of English learning materials in writing skill**

From the data above, in the writing learning activity, there were 23 students who hoped to write English text in accordance with the correct grammar and form of paragraph preparation. Meanwhile Student respondents expected to complete the missing paragraphs that match the sentences.

### **The Result of Kind of English learning materials in Grammar view**

From the data, it can be seen, regarding grammar or structure teaching procedures, the researcher gave the question in the number 27 about it. The result is 16 or 43.2 %respondents preferred to memorize grammatical structure formula.

### **The Result of Kind of English learning materials in pronunciation view**

Based on the anylisis above, related to the teaching of pronunciation in the question number 28. As a result, 20 respondents wanted to hear and imitate the pronunciation of the lecturer.

### **Result of effort to memorize vocabulary**

In order to know the effort of students to memorize a new vocabulary, the researcher gave question number 29. The results is 20 students

want divided the word class( adjective, noun, verb and adverb).

### **The Result of the English teaching and learning activities that the students like are carried out in**

From the analysis, it can be see that most of the students prefer to study outside the classroom, such as the suburbs, parks, school halls in the classroom. This can be seen from 22 students choosing this option. This seems desirable by students to create a new atmosphere in the learning process. It can be concluded that students feel more comfortable outside the classroom because there will be increased student learning motivation, so that the objectives of learning are achieved. Learning outside the classroom can sometimes be done by lecturers and students in order to increase the enthusiasm of student learning both in groups and individually. With this, the harmonious relationship between student lecturers and the high level of cooperation between students is reflected in the form of interaction.

### **The Result of the activities of teaching and learning that students like todo when doing assignment**

Findings on the table 4.28, most students need to study and work on assignments in a small group of 3-4 people. This was chosen by 19 respondents or 51.4%.

### **The Role of Lecturer.**

### **The Result of the role of teacher/lecture in the class**

From the analysis, in order to know the role of lecturer in the class, the researcher gave question number 32. As a result, Most of students choose option a, that is lecturer as facilitator/guide. This was chosen by 23 or 62.2% students as respondents.

### **The Result of Students Expectation to the lecturer**

The result of the some 25 students table above, there are 25 students or 67.6 % wanted lecturers to create a pleasant atmosphere for students to be active in solving problems and doing assignments.

### **Student Role**

### **The Result of the activities that students like in teaching and learning process in Is-**

### **Islamic economics study program**

Based on the analysis, there are 24 students or 64.9 % want to discuss and be active during the lesson to solve problems and do assignment

### **The Result of Activities that you like in learning English in Islamic economics**

As a result of the analysis, students of Islamic Economic study program is to conduct simulations about Islamic Economic activities in English/ it was chose by 17 students or 45.9%.

### **The Reasons Why Students need English Materials**

English language plays an essential role in our lives as it helps in communication. It is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities.

### **Result of The important of English materials**

From the data, we can see that most of students said that English is important for their future job or in career. The data was answered from questionnaire that was selected by 20 or 54.1 % students.

### **The Result of the important to master English”**

From the data, the researcher was found, the important of master English is to be able to speak English to face job competition in the globalization era. It was chose by 21 or 56.8% students.

### **The Result of Students goal or reason in need of English material**

From the data above, it can be seen about the goals or reason in learning English materials. More students expect to have the ability to speak English orally and in writing form for the benefit of their future. It was chose by 33 students.

### **Discussion**

#### **The content of English Materials Needed by Students of Islamic Economic Study Program of Universitas Muhammadiyah Makassar.**

The result of the research show that ESP teachers are different from general English Teacher. ESP teachers deal with the needs analysis, syllabus design, materials writing or adaption and evaluation. Before coming to the classroom, there are some teaching instructions that the teachers must prepare. They must design teaching materials based on national syllabus. However, it must

also relate to the students 'need based on the teacher need analysis in the preliminary activity. Moreover, In designing teaching materials in ESP program, the background information asked for teaching materials covers: the teacher should know the information about the students related to their age, gender, languages spoken, whether the student worked or was a student (or both), what they use English for, how long they had been studying at the school and how long they planned to continue. It means that teaching materials in ESP really consider some aspects of the learners, especially their professionalism in working field. In this pre observation, the lecturer did not do it before. In fact lecturers still teach English in general and are not ESP based. There are 2 kinds of need analysis ( Hutchinson and Water, 1987), those are target needs and learning needs. In the target needs, divided into three important points, namely necessities, lacks, and also wants. Meanwhile learning needs are grouped into input, procedure settings, lecturer role and student role.

### **Target Needs**

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

### **Necessities**

One of type of needs that the students should have is necessities (Hutchinson and Waters, 1987). Necessities are representing the final objectives; they show what the learners are able to do at the end of the English learning.

According to the result of questionnaire is evidently, the linguistics knowledge which can improve their language skills is vocabulary. The data results were obtained from 16 or 43. 2% students who choose that, meanwhile there are 12 of the students chose pronunciation, 5 students chose tenses and 4 others chooses grammar. In English language learning, in order to get a variety of vocabulary according to their majors that can support their work later. Moreover, the data

above is in line with the purpose of learning the language it self, which is to be able to communicate well not only to get a lot of vocabulary.

Then, about the students' need of English ability to be able to support education to a higher level or support their work later. From the question above, the results obtained, of 37 respondents, 15 or 40.5 % of them want to be proficient in learning English (advanced level). It means that, they need understand various types of texts and understand the implicit meanings contained in a text. However, 12 students of them have chosen beginner and 10 students chose at enough at the secondary level in English learning (intermediate level).

Based on the result of questionnaire 26 of students answer that speaking is a language skills which must be possessed as someone who will use in their works in the field of Islamic Economic study program. Speaking is the most important skill should be mastered by students. It is showed in a percentage students answer, it is about 26 or 70.3 % students chose it. All respondents agreed that speaking is a useful skill for supporting their work going forward. In addition, Speaking is also the most difficult skill that should be mastered by students. It is chosen by 25 respondents from 37 students. Hence, the data from questionnaire result to students shows that speaking is the most important skill face their future career. In addition, speaking skill has highly importance for the students of Islamic economics study program of Universitas Muhammadiyah Makassar because after graduating they will interact with people in their daily work. This is in line with Robinson (1991) who said that the students study English for study or work purposes.

### **Lack**

Lacks refer to the proficiency level and background of the learners; they also refer to what the learners lack in order to reach the required level of proficiency. The gap between the expertise students have and the skills to be achieved is called Lacks by Hutchinson and Waters, 1987. After knowing their desires, taken from the four previous questions, the researcher also looked at students' lack or weaknesses in their current conditions, in order to achieve their goals of learning English. To answer that, the researcher gave the question of the questionnaire in the number eight until ten. To find out about their lacks in order to get their learning objectives, the researcher gave 3 items on the questionnaire, namely the current English language skills of students, the most diffi-

cult skill for students, the most difficult thing in learning English.

According to the result of questionnaire, it can be seen the current English language skills of students. 28 students or 75.7 % of them are at basic level (lower) in learning English, meanwhile 4 students in intermediate upper level, 3 student in intermediate lower level and just 1 student in basic upper level. Based on the fact above, the English learning material should starting from the beginner's material order to students will be more easily to understand, develop themselves and also interesting in accordance with their conditions.

Next, still in the lack items, from result of questionnaire we know the most difficult skill for students to master is speaking. It was chosen by 25 or 67.7% students. Most of students felt difficult in speaking skill. Then, From the result of questionnaire again, it can found that 18 students chose pronunciation was the most difficult things in teaching and learning English.

Based on the fact above, it can be said that Pronunciation plays an important role in learning English. In order to be understandable, people should deliver their speech with proper English pronunciation. Learning pronunciation is quite difficult for Indonesian students since they have been used to speaking their mother tongue since childhood. Moreover, English is greatly different from Indonesian language in its pronunciation system. The common problem of learning English pronunciation is caused by the differences between the sound systems of the two languages.

### **Wants**

According Hutchinson and Waters, Wants refers to students' opinions of their needs. Wants also can be interpreted as are the personal aims that the learners like to obtain from the language learning. To discover what the student wants or need in learning English language, the researchers made the question in the number eleven and twelve, namely the students desires to learn English and the order in which students should learn English in teaching and learning process.

According to the result of questionnaire, we found that from 37 respondents, 20 of them answered that they can understand and use every word, sentence and expression in Eng-

lish.

Next, from the result of questionnaire, we know that students should learn English should be in teaching and learning process start from listening, reading, speaking then writing. It was chose by 22 students. They believed that the writing skill was the last skill to learn and apply in English language teaching and learning.

### Learning Needs

Learning need is what the students need to do in order to learn. Hutchinson and Waters define learning needs as knowledge and abilities that students will need in order to have special expertise in the target situation. 47 This means that students are expected to have the ability in accordance with their field of expertise.

### Input

According to Nunan, Input refers to spoken, written and visual data that learners work with in the course of completing a task. This means that input refers to oral, written and visual data that students work on in completing assignments. Input can be obtained from various sources. From the result of questionnaire, we find out the English competency that the students want to master later. Most of them want to understand all the English explanation. The data results found that there were 23 students chose it. However, there were 9 students want to master grammar and 5 students want to master tenses. They believe, when tthey have good understood in all english explanation, it will be usefull for their future job.

From the result of questionnaire, it can be found that inputs are needed by students' Islamic Economic study program about the type of listening text that students need about listening the customers who want to create an account at Sharia Bank. The data was answered from the questionnaire that was selected by 27 or 54% of students. However, 4 students want to listen to customers, who want to save their money in Islamic Bank, 3 students want listening to customers who want to apply for loans from Islamic Bank and 3 students want listening to customers who want to ,make a credit card at Sharia Bank.

Then, the researcher was found of listening material that students need is short. It is about 150 words. It is hoped that the listening material will later be in accordance with what the students want, such as the type of listening text that is less than 150 words, in order to students can easily understand and understand the topics presented.

According to the data of questionnaire about

the form of learning materials in speaking skill, it can be found that the students need the materials about explaining to customer the information to create an account at Shari-ah Bank in the learning speaking. It was based on 25 students answering it. The Re-searcher hopes that the lecturer can later use the material aspects from the data above as a guide for teaching.

In addition, the students need a short size of speaking text , it consist of less than 100 words. Evidenced by 21 students answered the same. Researchers here assume that students want to practice speaking skills based on the results of the questionnaire above. The students need a simple material and easily to understand as well as short size, it will certainly be easy for students to practice speaking activities

According to the result of questionnaire about the content of reading materials, it can be seen that students need reading brochure from Islamic Bank. Out of 37 respondents, 22 students chose the type of reading material above In addition, for the size of reading material that students need is the text with a short size less of 100 words. However, there are 9 students who can understand text with a medium size of 100-200 words, and 4 students who can understand text with a long size. So, the researcher hope the lecturer can use this result of the research to teach the students.

In the side of writing learning materials, the result of questionnaire shows that most students expect material in the form of reply to letters, emails and faxes from other Islamic banks with 19 respondents choosing it. In addition, for writing text size, 30 respondents felt able to learn writing with a short size, which are less of 100 words. While 10 respondents felt they could be more than that or in medium size, which are 100- 200 words, and just 4 students felt they could in long size, which are more than 200 words. It is suggested to teach students start from easy to difficult.

### Procedure

The procedure is useful for explaining what students will do with the material to achieve certain goals in their field of expertise. Based on result of questionnaire, we can see some important points. In Listening learning activity, The students have answers that

are varied, this can be seen from the selection of the type of listening learning that is evenly selected by respondents such as, 13 students want to complete the text of the list.

Next, as the result of questionnaire, Islamic Economic study program students really need to practice to make a dialogue or conversation made by two or more people then practice with friend. It was chose by 20 respondents. From results above, it can be concluded that all students need more to learn more speak, but the learning method is different, which is the duty of the lecturer to persuade.

From the result of questionnaire in the line of learning activity in reading skill which is wants to students to apply, we found that the students of Islamic Economic study program expect through reading the text of the reading and then look for information related to the content of the reading, this point was chosen by 20 respondents.

Next, from the result of questionnaire, in the learning English about vocabulary mastery, the researcher found that Students prefer to find new vocabulary in a passage and look up its meaning or translation in the dictionary. Meanwhile 5 students, in the process of learning vocabulary, want to grouping new vocabulary then learning about pronunciation, the type of words, similarity, opposites, and example of their use.. However 4 students need to identify the meaning or translation based on the contex in the reading text, and just 1 student who want to complete a sentence or paragraph in a reading text.

In the writing learning activity, there were 23 students who hoped to write english text in accordance with the correct grammar and form of paragraph preparation. Meanwhile Student respondents expected to complete the missing paragraphs that match the sentences. However 4 students need to write and arrange the sentence, so that they can in a correct paragraph, 2 respondents want to correct the structure of sentences, spelling, and punctuation that is wrong. In addition, there are 2 students want to write English text based on the picture, tables, diagrams, chart or graphs. The respondents seemed to want varied writing learning procedures, as seen from the choice of questions above. These results are obtained from question number 26. Sixth, regarding grammar or structure teaching procedures, the researcher gave the question in the number 27 about it. The result is 16 respondents preferred to memorize grammatical structure formula.

From the result of questionnaire it can be seen that the effort of students to memorize a new

vocabulary, is 20 students want divided the word class( adjective, noun, verb and adverb). Meanwhile, 6 students try to write the words in a sentence, 4 students try to imagining the shape/image of the word, 4 students try to hear and see the pictures of the word and just 3 students try to write those words on a card. It can give illustrate to the lecture when they want to teach students about new vocabulary.

### Setting

Settings refer to the class settings that are applied in the teaching and learning process (Nunan, 2004). The result is the students prefer to study outside the classroom, such as the suburbs, parks, school halls in the classroom. This can be seen from 22 students choosing this option. This seems desirable by students to create a new atmosphere in the learning process. Meanwhile respondents were equally more comfortable studying in the classroom, with 10 students choosing the option. Moreover, 2 respondents want to learn in a language laboratory, 2 respondents want to learn in the library and any 1 students say in everywhere. It can be concluded that students feel more comfortable outside the classroom because there will be increased student learning motivation, so that the objectives of learning are achieved.

Both in the classroom and outside the classroom, learning must remain fun for students. According to Mulyasa, there are several principle that must be considered in classroom management, nameely warmth and enthusiasm, challenge, variety, eemphasis on positive things, cultivation of self-discipline.

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

Next, from the data of questionnaire it can conclude that most students need to study and work on assignments in a small group of 3-4 people. This was chosen by 19 respondents meanwhile, there are 9 students hoping to study and work on assignments by collaborate with all classmate, 4 students want to work pair up with their friend, 3 students

want to work individually, and just 2 students want make projects into a large group. The researcher hopes that the teaching lecturer will pay attention to the division of groups or assignments, because this can affect the quality of student learning.

### **The Role of Lecturers**

The role of the lecturer leads to the role of the lecturer expected by students in the teaching and learning process as well as social and interpersonal relationships between students (Nunan, 2004). Regarding the role of the lecturer, the researcher found that most of students choose option a, that is lecturer as facilitator/guide. This was chosen by 23 students as respondents and 14 students choose lecturer as someone who controls all activities in the class. As professional lecturer are required have a number of competencies in order to be able to carry out their duty with the good.

Then, number 32 is some 25 students wanted lecturers to create a pleasant atmosphere for students to be active in solving problems and doing assignments. While 4 students want the lecturer to be more active in encouraging and directing students to use their creativity in learning. This is also in line with the results of the student questionnaire that they want students to be active in the classroom, more to practice speaking among students being studied and lecturers can motivate students. This is related to Nunan, role that such is to use creativity, directs the students to work on problems / exercise, give suggestion, corrections, and comments on any results of work of students and create an atmosphere for the students to be active in solving problems and doing assignments.

### **The role of student**

The role of students refers to the part that is expected of students in carrying out learning tasks as well as social and interpersonal relationships between students (Nunan, 2004). Regarding the role of the lecturer, the researcher give some question that is question number 34 and 35. In question number 34, the researcher asks students about the activity that the students like doing in the classroom. Based on the result, 24 students want to discuss and be active during the lesson to solve problems and do assignment. Meanwhile, there are 9 students want to use the game as method to make easier to understand English materials, 3 students want to use creativity in doing assignment and just 1 student want only listen to

the lecturer's explanation when explaining the English materials.

And then, in order to know the students activities that they most like doing in teaching and learning process, the researcher gave question number 35. As a result, students of Islamic Economic study program is to conduct simulations about Islamic Economic activities in English/ it was chose by 17 students. While 7 respondents want make a role play. While 7 respondents or students want to use discuss Islamic economic terms in English, and just 6 students want to practice directly with their friends. Based on the results of the above research, researchers expect lecturers or the study program of Islamic Economic to pay attention to the making of teaching and syllabus that are in accordance with what they need to achieve their targets.

### **The Reasons Why Students Need English Materials**

The Students of Islamic Economic study program are need learning content that starts with their need and their current condition, then continues their learning objectives. They are need simple and interesting materials that is easily to understand and useful for their work going forward, related from the data above. in addition, the students should be given the suitable materials and related to the Islamic economic terms and activities, it will assist the students to be master and understand about the English terms and they are ready to apply the English terms in their daily life and their future carrier.

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

Mastering English skill is very important for the students. It is because they interact to the people around their job environment. They will meet world work and get an interaction to the people directly, especially when they are working in Islamic Economics fields, just like banking activities. Furthermore, finding job is much difficult to do right now for everyone. It is especially for those who do

not have skill in communicating to around people. People around the world come to Indonesian in different background language. In line with these phenomena, English as an international language has an important role to create the better atmosphere in communicating. Moreover, mastering English skills is to be processed by the Islamic economics students of Universitas Muhammadiyah Makassar to be able to speak in facing work competition in global era. It also will open their opportunities widely in enrolling the job vacancies for students when they graduated from University.

## Conclusion

In the listening Materials, the highest content that students' needs is about listen the customer who wants to create an account at Shariah Bank. In the speaking skill, the highest content that students needs is about how to explain to the customer the information in creating an account at Shariah Bank. In the reading materials, the highest content that students' need is about reading brochure from Islamic bank. And in the writing skill, the highest content that students' need is materials in the form of reply to letters, emails, and fax from other Islamic Banks. There are some reasons why the English materials are needed by Islamic Economic student. first, English materials is important for their future job or career. Second reason is , because English is international language. The third reason is to be able to communicate orally and written, and the other students said to be able to communicate with tourism.

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