

UNIVERSITY STUDENTS' AND LECTURERS' NEEDS IN GENERAL ENGLISH SUBJECT AT PGRI SILAMPARI UNIVERSITY

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ABSTRACT

This research aimed to find out the University Students' Needs in Learning General English Subject at PGRI Silampari University and the lecturer needs in designing RPS. The method in this research was descriptive qualitative. The population of this research was non English education study program students especially history education study program consist of 130 students. The sample of this research was sixth semester students with 28 students that was chosen by using purposive sampling. The data were collected by using questionnaire and interview. After that, the data were analyzed with description. The results showed that the purpose most of students learn English is being able to communicate with English and can speak English fluently. The students' want from the lecturer were to help them to mastering English skills, make an enjoyable class, and give them interesting teaching method. Students' wants of using English skills were they can being able to communicate with English, they can understand what the lecturer said in English, and can help them in applying job in the future. Furthermore, the students' lacks were in speaking English, lack in writing, lack in listening and less of confidence with their skills. As the conclusion, the students' needs more spesific English material that related to their major and interesting learning method from the lecturer to fulfil their needs. The lecturers' need in designing syllabus were the lecturer should know the used of curriculum and what do the students usually learn. From those aspect the lecturer looking for the references that can be used to design materials to be given in one semester, which are on the syllabus add English components and English skills that related to their need and major. And also the material is more adapted to topics related to history education study program.

Keywords: *General English Subject, Lecturers, Need Analysis, Students*

INTRODUCTION

University students has important role as subject of teaching and learning activities in university level. Because students have rights and obligations in the learning process, the lecturer as a mediator must know what the needs of their students. By understanding their needs, they get their rights and can fulfill their obligations. One of these needs is English competence. It is one of the most important skills in higher education context and it is one of quality indicators of a good university students in Indonesia.

One of the compulsory course for all PGRI Silampari University Students in non English education study program is General English course. According to Hutchinson and Waters (1987:53-54), "what distinguishes ESP from General English is not the existence off a need as such but rather as awareness of the need. For the time being, the tradition persists in General English that learners' needs can't be specified and as a result no attempt is usually made to discover learners' true needs".

Needs analysis refers to a family of procedures for gathering information about learners and about communication tasks for use in syllabus design (Nunan, 1997). He also formulates the various targets of need analysis, such as necessities, lacks, and wants. Necessities refers to the type of need determined by the demands of the target situations; that is, what the learners has to know in order to function effectively in the target situation. To identify necessities alone, however, is not enough, since the concern in English for Specific Purpose is with the needs of the particular learners. Teachers also need to know what the learner knows already, so that they can decide which of the necessities the learner lacks. While, wants are the perception from the students about their own concepts of the learning process that can be useful for them. Needs analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know.

There are some previous research conveyed a research about needs analysis such as, the thesis compiled by Yuwanda Rukamanasari, a student of Muhammadiyah Malang University in 2021 entitled "Students' Needs of Learning English in Vocational High School". The result from this research show that there were several needs of nursing students of learning English which had not been fulfilled and students' needs of learning English that had already been fulfilled. Several needs of nursing students' department of learning English which had not been fulfilled were first, the

inappropriate English language methods, course content and material. Second, their English teacher's competence was very low. Teacher could not explain the English materials properly to their students so most of students could not understand the materials. The students wanted English methods, course content and materials that they had learn during class could be also used as well when they worked. And also the research from Hutauruk, R (2020) untitled "Needs Analysis for English Teaching/Curriculum Development in Indonesian Senior High School". And the result from this research is because the respondents belong to Gen Z, who use digital tools and the internet in their daily life. The results show that Gen Z prefers to use digital tools in learning English at school.

From those previous research, the researcher interested to do a research about needs analysis in PGRI Silampari University because at PGRI Silampari University all students are required to study English, even if they are not students of English Education study program (EESP). This rule is conducted English as an international language that can support their profession besides being proficient in their own field. English is close to other disciplines of knowledge because a lot of guidebooks written in English that must be understood by learners of English as global communication that is used to create cooperation between people or factory in the world (Triyogo & Hamdan, 2018).

Then, English which is referred to a general subject. Based on the interview with English lecturer that have been tough English at non EESP, the researchers found that English competence from non English study program is modarate, and for the syllabus or RPS was made by team teaching based on the capabilities and needs of each study program. But, the lecturer looked at a matter of what the students needs in each study programs. because each study program has different needs. For example, in Mathematics education study program has a relationship with calculations for example and in history the English language is associated with texts or historical material. And the lecturer said that the need analysis has not yet been conducted .

Therefore, it is necessary to hold a reseach to analyze students' needs in learning English so that later the material taught, the strategies used will be in accordance with what students need. Based on these condition, the researchers conducted a research

with the title “ University Students’ Needs in Learning General English Subject at PGRI Silampari University”

RESEARCH METHOD

In this research, the researchers used descriptive qualitative method. According to Creswell (2018) qualitative methods demonstrate a different approach to scholarly inquiry than methods of quantitative research. Although the processes are similar, qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs. The population of this research was 130 students of History Education study program. And the sample was 28 students in the fifth semester students of this study program which choosing by purposive sampling. The consideration choosing them as the sample was because they have studied General English at the previous semester, third semester.

Therefore, instruments used in collecting data were questionnaires and interview. The questionnaire was distributed to the sample in order to get data about students needs. The items of statements in questionnaire was adapted from Sihong in Moiin vaziri, (2014) in open-ended form. This questionnaire was arranged for four parts with 20 questions. The first part is related to biographical data, there were 3 questions on it. The second part tried to inquire the learners’ views toward what they need to learn with 6 questions. The third part found out the learners’ preferred learning styles and strategies. In this part there were 8 question. And, the last part was called an effective perspective that investigates the learners’ motivation, attitude and, interest toward learning English with 3 questions on it. The questionnare was translated into Indonesian. The researchers also did interview to coordinator lecturer who lead in designing syllabus or RPS for non English education study program. There were some questions that have been asked to the interviewee that related to the lecturers’ needs in designing syllabus.

In analyzing data, this research uses some steps. They are analyzing data from questionnaire, inter-correlate data gathered from questionnaire to interview data, reducing data, displaying data, and concluding descriptively. This reduction stage is carried out to select whether the data is relevant or not with the final goal. After that, the stage of presenting qualitative data can be in the form of narrative text in the form of a table. Through the presentation of the data, the data will be organized and arranged in a

relationship pattern, so that it will be easier to understand. At the conclusion stage, it aims to find the meaning of the data collected to conclude answers to existing problems.

FINDING

The results of the questionnaire and interview were used to answer the problem from this research include 1) The university students' needs in learning English subject at PGRI Silampari University and 2) The lecturer's needs in designing RPS.

A. The University Students' Needs in Learning English Subject at PGRI Silampari University.

There are 17 questions related to main questions about students' needs. Each answer of each questions will be explained in the following explanation. Here, the researchers only explained about an example of students' response toward the questionnaire given. After that, the whole conclusion of all students' response was followed.

1. In your study of English, how important is grammar, vocabulary, and pronunciation for you?

Reason:

“Menurut saya, grammar, vocabulary dan pronunciation sangat lah penting dalam mempelajari bahasa inggris karena tanpa adanya grammar, sebuah karya tulis ilmiah bahasanya Inggris tidak akan beraturan. Tanpa adanya vocabulary, seseorang akan kesulitan dalam merangkai sebuah kata baik lisan maupun tulisan. Tanpa adanya pronunciation seseorang akan kesulitan dalam mengucapkan sebuah kata atau kalimat”

“In my opinion, grammar, vocabulary and pronunciation are very important in learning English because without grammar, a scientific paper in English will not be in order. Without a vocabulary, someone will have difficulty in assembling a word, both spoken and written. Without pronunciation, someone will find it difficult to pronounce a word or sentence.”

The result from the first question was most of the students argue that grammar, vocabulary, and pronountiation were important for them. Because those compinents were related each other.

2. How much practice of grammar, vocabulary and pronunciation do you expect to get in class?

Reason:

“Semakin banyak latihan vocab yang kita lakukan, semakin baik pula, kisaran 3 bulan. Untuk pengucapan kita harus sering sering berlatih, karena melatih pengucapan tidaklah semudah melatih vocabulary, kisaran 6 bulan”

The more vocab practice we do, the better, around 3 months. For pronunciation we have to practice often, because practicing pronunciation is not as easy as practicing vocabulary, around 6 months.

The results from this question were show that most of the students answer, they wanted there were practice duting the general English class. Because if the students got more practise in learning English, it can help them easier to master English.

3. How difficult are grammar, vocabulary, and pronunciation to you?

Reason:

“Cukup sulit karena sebenarnya bahasa inggris bukanlah jurusan saya, namun ada mata kuliah umum yang saya pelajari mengenai bahasa inggris, seperti grammar yang memiliki rumus dan aturan-aturan nya sendiri, vocabulary yang sangat unfamiliar bagi saya, dan untuk pengucapan nya juga cukup susah karena berbeda dari tulisan asli dan pengucapan suara yang dikeluarkan.”

It's quite difficult because actually English is not my major, but there are general subjects that I learn about English, such as grammar which has its own formula and rules, vocabulary which is very unfamiliar to me, and the pronunciation is also quite difficult because it is different. from the original writing and the sound pronunciation produced.

Related to th of the studene answer from the students, researcher found out that most of students said that grammar, vocabulary, and pronunciation were difficult for them. Because English was not their major and English was new thing for them.

4. In terms of the four skills of listening, speaking, reading, and writing, which is/are your most developed skill(s) and which is/are the less developed?

Reason:

“Listening adalah most developed skill yang saya paling sering pelajari melalui lagu-lagu yang saya dengar, kemudian reading dari film-film yang saya tonton dan the least skills is speaking and writing.”

Listening is the most developed skill that I most often learn through the songs I hear, then reading from the films I watch and the least skills are speaking and writing.

According to the answer from the students, the researcher analyzed that there were 39% students who answer reading, listening 32%, speaking 17% and writing 17%. In the other hand, the most developed skill and the less developed skill were reading, listening, writing and speaking. It can be seen from the answer:

5. How much practice in listening, speaking, reading, and writing do you expect to get in class?

Reason :

“Ingin banyak latihan mendengarkan, berbicara, membaca dan menulis di dalam kelas karena sangat penting dalam kehidupan sehari-hari, dapat membantu pribadi masing² dalam mencari pekerjaan, mendapatkan pekerjaan, menolong orang asing apabila sedang liburan dikota kita dan lain sebagainya”.

Needs a lot of practice listening, speaking, reading and writing in class because it is very important in daily life, can help each individual in finding a job, getting a job, helping foreigners when on vacation in our city and so on.

Related to the students answered, it can be conclude that the students need a lot of practise for the English skills. Because, in their opinion English was the impotent thing in their daily life and then with mastering English skills, it could help them in the future.

6. In what ways are English useful for you?

Reason :

“Dalam semua aspek, karena Bahasa Inggris tentunya menjadi bahasa yang sangat penting untuk semua hal terutama di jaman sekarang.”

In all aspects, because English is of course a very important language for all things, especially nowadays.

“Dalam hal mencari kerja karena hampir di setiap tempat membutuhkan keterampilan bahasa inggris”

In term for applying job because all of place need English skills.

In this question most of the students answered that English is very useful in all aspect, especially in this era. Because, in nowadays era all of the things using English such as in technology, products, article, and became a pre-requisite for applying job.

7. Please give your opinions on what the lecturer should do in teaching English in your class!

Reason:

“Yang harus di lakukan dosen dalam mengajar bahasa Inggris adalah melakukan praktik juga tidak hanya berpaku pada teori powerpoint saja.”

What lecturers have to do in teaching English is to practice and not just stuck to PowerPoint theory.

“Lebih banyak ke praktik daripada materi, Karena mahasiswa lebih suka atau paham jika bahasa inggris didalam kelas diajarkan lebih ke praktik langsung supaya lebih paham apalagi saya bukan prodi bahasa inggris”

“It is more about practice than material because students prefer or understand if English is taught in class in more hands-on practice so that they understand better especially I am not an English study program”

The students' answered for the question number 1 were, what need from the lecturer in teaching general English subject in their class were the lecture should creative in practicing what they have learn and not just focus on theory and power point.

8. Have you ever did activities in studying English?

Reason :

“Pernah, seperti melakukan dialog dengan teman didepan kelas dengan menggunakan bahasa inggris; membaca teks narasi didepan kelas, menjelaskan tokoh yang di idolakan dalam bahasa inggris dikelas dan lain sebagainya”

Ever, it was like having a dialogue with friends in front of the class using English, reading narrative texts in front of the class, explaining idolized figures in English in class and so on.

In this question, most of the students answered that they ever did activities in Studying English. Such as, they introducing them self, did a conversation in front of the class and communicate with their friends by using English.

9. What kind(s) of learning style(s) do you like?

Reason :

“Learn and action, setelah mendapat materi Pembelajaran, jika dipraktikkan langsung maka akan lebih mudah untuk dipahami.”

Learn and action, after receiving learning material, if it is practiced directly it will be easier to understand.

In this question, most of students choose audio visual, practice or learn and action as their learning style. Because it made them more understand with the material that have been given by the lecturer.

10. When you make a mistake, how do you react?

Reason :

“Menyesali, dan berniat untuk berubah dan tidak melakukannya lagi.”

Regret, and intend to change and not do it again.

“Mengoreksi kesalahan dan melakukan kembali hal yang sama. Namun, dalam konteks memperbaiki kesalahan yang sudah dibuat. Menjadikan Kesalahan menjadi sebuah pembelajaran dan experience”.

Correcting the error and doing the same thing again. But, in the context of correcting mistakes that have already been made. Turning mistakes into learning and experience.

Based on the question number 4, all of the students answered that they regret and promise to not do the same thing and made it as the experience.

11. Do you think it is necessary to plan for your study?

Reason :

"Sangat perlu, karena pendidikan merupakan kebutuhan yang sangat penting dan sepanjang hayat pendidikan akan berguna bagi kehidupan kita dalam kehidupan sehari-hari"

Very necessary, because education is a very important and Education will be useful for our lives in our daily life.

According to the answered from question number 5, the researcher found out that all of students argue that it was necessary to plan for their study. because education was an important thing in our life and it could be useful for our future.

12. What is your view of tests?

Reason:

“Sangat berguna untuk mengukur kemampuan siswa setelah banyaknya materi yang disampaikan oleh guru/dosen.”

Very useful for measuring students' abilities after a lot of material delivered by the teacher/lecturer.

The students answered for the question number 6 explain that all of them had the same opinion about test. They said that test was useful in evaluate or determine their skills and their understanding about the material.

13. From what source(s) do you expect to know about your progress?

Reason :

“Dari test dan latihan yang diberikan oleh dosen. Juga saat pengaplikasian dalam kehidupan sehari-hari apakah kita sudah mengerti/tidak akan hal-hal berbahasa inggris.”

From the tests and exercises given by the lecturer. Also when applying it in everyday life, do we understand/don't understand things in English.

Based on the answer from the question number 7, most of students answer that they could know their progress from test or exam and the way how they apply it in their daily life.

14. How often do you expect to take a test?

Reason :

“Saya berharap saya sering untuk mengikuti tes dan ujian agar saya melihat seberapa jauh kemampuan saya yang telah saya kuasai”

I hope I often take tests and exams so that I see how far I have mastered my abilities

In question number 8, the researcher found out that most of the students answers were they want that they often get test. Because with test they could know how far their understanding and their skills.

15. Why do you study English?

Reason :

“Karena itu penting, banyak produk teknologi yang berbahasa inggris jadi kita harus mempelajari bahasa inggris agar tidak salah ketika membeli produk”

Because it's important, many technology products are in English, so we have to learn English so we don't make mistakes when buying products

“Karena bagi saya dengan menguasai bahasa Inggris kita bisa mengenal dunia lebih jauh”

Because for me by mastering English we can get to know the world further.

Based on the answered from question number 1, most of the students answered that the reason why they study English were not just because they got general English subject in their class, but because in mastering English we got new knowladgement about the world and because in this era all of the things using English.

16. Do you think studying English is an enjoyable experience?

Reason :

“Iya, mempelajari bahasa inggris adalah pengalaman yang menyenangkan bagi saya, karena sedikit menantang dan apabila sudah paham bisa berguna untuk menambah pengetahuan kita”

Yes, learning English is a pleasant experience for me, because it's a little challenging and when you understand it can be useful to increase our knowledge.

The results from the answer in question number 2 explained that most of students thought that learning English was enjoyable experiance. Because it was new experiance for them and it was challenging experiance.

17. Do you feel confident about the progress of your English?

Reason :

“Saya kurang yakin dengan kemajuan bahasa Inggris saya tapi saya yakin kalau saya terus-menerus belajar saya mampu”

I'm not sure about the progress of my English but I'm sure if I keep learning I can do it.

“Saya yakin kemampuan bahasa inggris saya karena saya sering belajar melalui video yang berkaitan dengan bahasa inggris”

I am sure of my English skills because I often learn through videos related to English"

Based on the 28 answers from this question, the researcher found out that 75% students confident with their English progress and 25% unconfident with their English progress.

B. The Lecturer's Needs in Designing RPS Syllabus

In analyzed the data the researcher used interview. There are some questions that already asked. The interview was talk about what the lecturer's needs in designing RPS syllabus for non English education study program especially for History education study program. The interview result are as follow:

1. *Apa saja yang dibutuhkan dalam men desain silabus untuk prodi non bahasa Inggris, khususnya prodi sejarah?*

What are needed in designing a syllabus for non-English study programs, especially for history study programs?

Jawaban:

“untuk mendesain silabus yang jelas pertama itu, harus mengetahui kurikulumnya. Jadi, biasanya yang mereka pelajari itu apa dan dari situ saya mencari referensi yang bisa saya gunakan untuk mendesain materi yang akan diberikan kepada pertemuan dalam satu semester. Jadi, turunan dari kurikulum di sejarah. Baru mencari referensi untuk disusun menjadi RPS (Rancangan Satu Semester)”

in designing syllabus, first we should know the curriculum that used. So, what do they usually learn and from there I look for references that I can use to design materials to be given at meetings in one semester. So, a derivative of the curriculum in history. Just looking for references to be compiled into RPS (One Semester Draft).

2. *Mengacu pada teori yang ada, Grammar, vocabulary, dan pronunciation. Apakah komponen ini perlu diajarkan di universitas? Kira-kira pada level berapa?*

According to the existing theory, grammar, vocabulary, and pronunciation. Do those component need to be taught in universities? And on what level?

Jawaban:

“kalau menurut saya perlu sekali, karena poin-poin ini merupakan hal yang krusial untuk mengajarkan bahasa Inggris dan tidak semua mahasiswa itu bisa

bahasa Inggris. Jadi, sebaiknya memang dari semester awal. Kalau dari kampus ini dari semester 2, saya kira sudah cukup sudah pas. Karena tidak terlalu bawah dan tidak terlalu atas. Jadi cocoknya semester 2, dengan materi-materi yang dasar juga.”

In my opinion it is very necessary, because these points are crucial for teaching English and not all students can speak English well. So, preferably from the first semester. However, in our campus it is started from second semester. I think it is enough, it is just right. Because it is not too low and not too high. So it fits to start in second semester with basic materials too.

3. *Menurut miss apakah English skills perlu diajarkan di Universitas dan pada level berapa?*

In your opinion, do English skills need to be taught at the university and at what level?

Jawaban:

“Ya, untuk English skills ini mungkin bisa materi dasar pada semester 2 atau mungkin bisa materi lanjutan pada semester 3. Karena memang belajar bahasa kan tidak mungkin tidak mengajarkan English skill yaitu kan speaking, writing, listening, dan reading. Dan semuanya berkaitan dan semuanya harus diajarkan. Kalau bisa memang dalam satu semester itu memang mencakup 4 skill itu harus diajarkan semua. Tapi tinggal disesuaikan saja sama materi yang akan disampaikan”

Yes, for English skills this might be basic material in second semester or maybe advanced material in third semester. Because learning a language is impossible not to teach English skills. Namely speaking, writing, listening, and reading. And everything is related and everything has to be taught. If possible, in one semester, all of four skills must be taught. But all that remains is to adjust to the material that will be delivered

4. *Apakah ada yang ingin miss tambahkan dan kurangi pada silabus yang ada sekarang, terutama untuk prodi sejarah?*

Is there anything you want to add and subtract from the existing syllabus, especially for history study program?

Jawaban:

“kalau prodi sejarah itu berhubung cukup disesuaikan untuk materi-materi dasar yang disampaikan. Tapi mungkin tambahannya adalah untuk materi ini lebih di sesuaikan sama topik-topik yang berhubungan dengan pendidikan sejarah”

Answer: if the history study program is related it is quite adapted to the basic materials presented. But maybe the addition is that this material is more adapted to topics related to history education

DISCUSSION

There are two major topics that will be discussed in this section based on the data obtained in the field and the theory used in conducting the research.

1. The Students' Needs in Learning General English Subject

Richards (2001) said that the need analysis is applied to collect information about learners' need. He added that in need analysis must include the activities, method, style of learners' preference, and commitment to teach and learn. That is why in questionnaire there were four part that including some of them.

According to the result from the questionnaire, there were 28 students that consist 6 male and 22 female and all of them were in sixth semester. Then, The result from the questions in second part were most of the students stated that their need in learning English is being able to communicate with English or can speak English fluently. It is can be seen from the results were all of the students said that grammar, vocabulary and, pronunciation are very important. Because those component were related each other and all of them had their own respective roles. Atmaja et.al (2021) stated the language component consists of three, namely grammar, vocabulary, and pronunciation. 1. Grammar or language rules are patterns and rules that must be followed if we want to learn a language properly. 2. Vocabulary is a collection of words owned by a language and gives meaning when we use that language. 3. Pronunciation is a way of pronouncing the words of a language. To be understood and accepted as an English learner. These three components must be studied intensively.

Therefore, their needed when they got general English subject were the lecturer should give them more practice in speak English or learning English in the class. Because English was related to thier study program which is History

education study program. Not only that, they hoped that when they get TOEFL exam they have been understand about grammar, vocabulary and, pronunciation.

For question number four the researcher asked about their English skills, which is/are developed and which is/are least developed. The results were almost half of the students judged reading as the most developing skill, followed by listening ,writing, and speaking skill. And to helped the students for develop their skills. The researcher asked how many practice they want in their class. And some of them wanted that during the learning proces in the class or they wanted that they always practise to speak English as much as possible. However, in practicing English it can make their English better than before. So, the researcher asked to them the benefit from learning English. and the answer were English is useful for communicate, to apply job in the future, and travelling. In the other hand, English has big benefit in our daily life. Because all of the things in this newdays are using English. According to Nisthanthi (2018) In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. With the help of emerging technology, English has been playing the main part in several sectors including medicine, engineering, and education, etc.

Now, we are going to the third part from the questionnaire. In this section there were 8 questions, the result for the first question were the students need the lecturer must be able to understand the students condition and during the learning process they want to get practice more from the lecturer not only learn from theory and power point as the media. Because there is answer told that "It is more about practice than material because students prefer or understand if English is taught in class in more hands-on practice so that they understand better especially. And also they want the lecturer to explain about the material that related to history. For the second question, the researcher asked about English activities they ever did, most of students answer they have already did it. The result from the third question were most of the students want when they have been got the material from the lecturer after that they practice it to make it

more esear to understand. And followed by class discussion method, lecture, audio visual, comperative stlye, direction and teaching centre.

However, during the learning process the students made mistakes. So, in fourth question asked how their react if they did a mistake. Then, the result were all of them will be apologize to the lecturer for their mistake and they promised to do not it again. For the fifth question, the result were all of them agree about the statement that we should had a plan for our study. because education is an important thing for our life and education is our longlife need. And to get the best education we should have palnning. Now, for the sixth question the result were the students opinin about test or exam is an activity that useful to determine our understanding about the matrial that have ben though by the lecturer. So that we can know where the weaknesses and strengths are as well as which parts must be considered again when studying. And they hoped in English test or exam the question that given it is not diffucult.

Furthermore, the result from question number seventh were related to the sixth question. Because some students anwered that their progress can be evaluate from test or exercises that given by the lecturer. And also when apply it in our daily life, have we understand or do not understand things in English. then, some of them answered they can kniw their progress from their friends, the lecturer, and from themself. For the last question in this section the result were related to the sitxt question also. They hoped that they can get 2-3 times in a month for the test and there is also student want the tests are given as mush as possible such as after the mateial given the lesturer give them exercise to make sure they understand the material.

The last are the results from the last part in questionnaire, in this part there were 3 questions that used to investigate the learners' motivation, attitude, and interest toward learning English. For the first question the researcher asked the reason why do they study English. And most of them answered because English is an important thing for our future an if they can master English well it can helped them in the future. Because as we know in this era all of technology and product are using English. So, if they can mastering English they can not be

afraid to buy a product or use the technology. And the last is English related to their major so they can explain about history in English.

Then, for the second question. The results were most of them said that learning English was enjoyable experience. Because English was a foreign language and it was challenging for them to learn about it, and because of learning English they get new knowledge, such as they can know jokes in English and English skills can be used to be able for apply job in the future. But, there were some of them not really excited with English. Because English was not their passion or skill. and for the last question is related to their confident about their English progress. So, the result were more than half students answered that now they confident with their English skills. Because, now they improve their vocabulary memorizing and when they listen to English song they can get the meaning from the song.

However, there were some additional comments from the students for the university to improve the general English subject or anything else related to their English skill and needs. There was an comments that they hope the campus can open official English tutoring that all existing study programs can take part in and in which material or TOEFL Test simulations can be taught so as to increase student readiness in the future. And for the learning process they hope that to have more and more complete media and teaching materials with more communicative learning applications and can be implemented properly. And they hope if might be possible to add English specific lessons for history.

In conclusion, based on the previous study that using the similar questionnaire it was Research that written by (Moiinvaziri, 2014) with the title "Students' Voice: An Analysis of University General English Course in Iran". and the result was relevant with this research result. Because on the previous result the students considered that grammar, vocabulary, pronunciation were the important components. Furthermore, the students need practice in learned this components. Then, on their perceived reading is the important skill and then listening and speaking were their problematic skills. Although, the results from this research were all of the students argue that grammar, vocabulary, and pronunciation were important for their life especially for their future and the

developed skills from the students were reading, listening, speaking and writing. And what their needs were the lecturer gave them more practice in learning English.

However, the results from this research and the second previous research that the research written by Septiana et al., (2020) with the title “ Needs Analysis-Based English Syllabus For Computer Sciences Students of Bina Darma University”. With the results that showed the target needs are speaking and writing skill. Students needs a learning process to focus more on practice than theory. And in this research also showed the students needs in their learning process were the lecturer not only taught by using power point an theory. But, they need that the lecturer could give them exciting learning media and give them more practice in order to make them more understand with the material given.

2. The Lecturer Needs in Designing RPS

This poin was used to know what the lecturer needs in designing RPS syllabus, the researcher hope it van be useful for the next lecturer who will teach English course in non English education study program, especially for history education study program. According to Yana, D (2016) stated that with need analysis teacher can have information about what students want to learn. Moreover, the teacher can determine learning objective and decide syllabus that cover material, suitable strategy, and valid evaluation. The most important for all of these is how syllabus is designed that make learners English write text grammatically, cohesively and coherently.

According to the result from the interview, there were some question that have been asked to source person taht related to this poin. The result from the interview were in disigning syllbus the lecturer should know the curriculum that use and what do they usually learn. And then from there the lecturer look for references that can be use to design materials to be given at meetings in one semester. So, the derivative of the curriculum in history education study program and the Just looking for references to be compiled into RPS. Then, in making syllabus these four components should be thought such as grammar, vocabulary, and pronunciation. Because it is very necessary, these points are

crucial for teaching English and not all students can speak English well. So, it can be good if English can be taught from the first semester. However, in our campus it is started from second semester and it is enough. Because it is not too low and not too high. So it fits to start in second semester with basic materials too. Furthermore, those component are related to English skills reading, writing, speaking, and listening. Where grammar can be apply in writing and vocabulary in all skills, and prounciation in speaking and listening.

So, for English skills might be basic material in second semester or maybe advanced material in third semester . Because learning a language is impossible not to teach English skills. Such as speaking, writing, listening, and reading. And everything is related and everything has to be taught. If possible, in one semester, all of four skills must be taught. But all that remains is to adjust to the material that will be delivered. And for syllabus in history education study program is related.

In conclusion, the results were relevant with the first prevoius research. Where the previous results was that findings from that research can assist Iranian teachers and curriculum and syllabus designers to consider the importance of the students' real needs and try to develop and design materials which can fulfill the present gap. Furthermore, in this research the result also showed that the lecturer needs that to develop the material that related to their major and before that the lecturer should found out what the curriculum that used.

CONCLUSION

Based on the research finding and discussion above, the resaerchers formulates two conclusions, the purpose most of students learn English is being able to communicate with English and can speak English fluently. The students' want from the lecturer were to help them to mastering English skills, make an enjoyable class, and give them interesting teaching method. Students' wants of using English skills were they can being able to communicate with English, they can understand what the lecturer said in English, and can help them in applying job in the future. Furthermore, the students' lacks were in speaking English, lack in writing, lack in listening and less of confidence with their skills. As the conclusion, the students' needs more spesific

English material that related to their major and interesting learning method from the lecturer to fulfil their needs.

The lecturers' need in designing syllabus were the lecturer should know the used of curriculum and what do the students usually learn. From those aspect the lecturer looking for the references that can be used to design materials to be given in one semester, which are on the syllabus add English components and English skills that related to their need and major. And also the material is more adapted to topics related to history education study program.

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