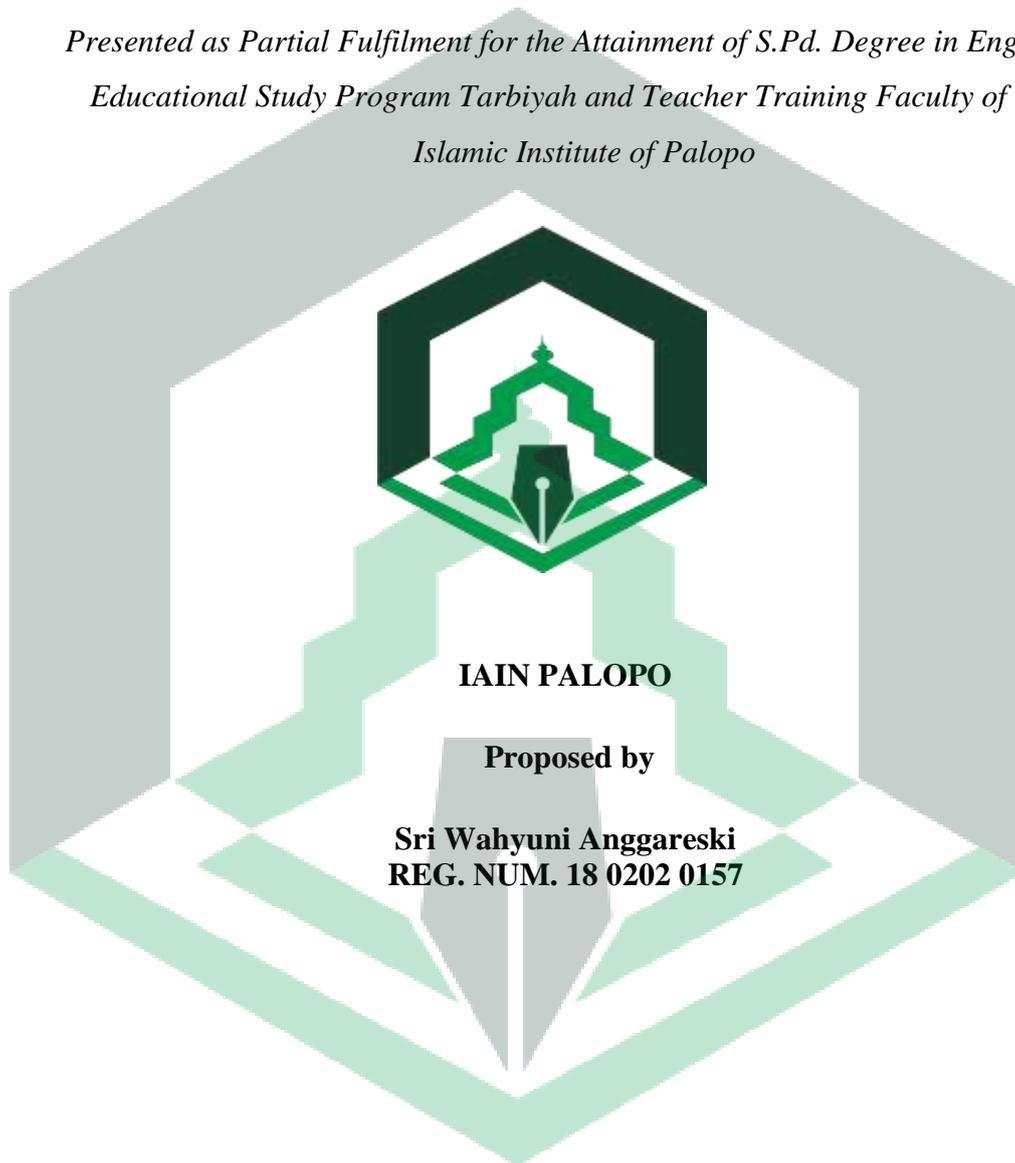


**NEED ANALISYS ON THE LEARNING ENGLISH FOR
COMMUNICATION AT THE FIFTH SEMESTER STUDENTS
OF ISLAMIC BROADCASTING COMMUNICATION
STUDY PROGRAM AT IAIN PALOPO**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd. Degree in English
Educational Study Program Tarbiyah and Teacher Training Faculty of State
Islamic Institute of Palopo*



IAIN PALOPO

Proposed by

**Sri Wahyuni Anggareski
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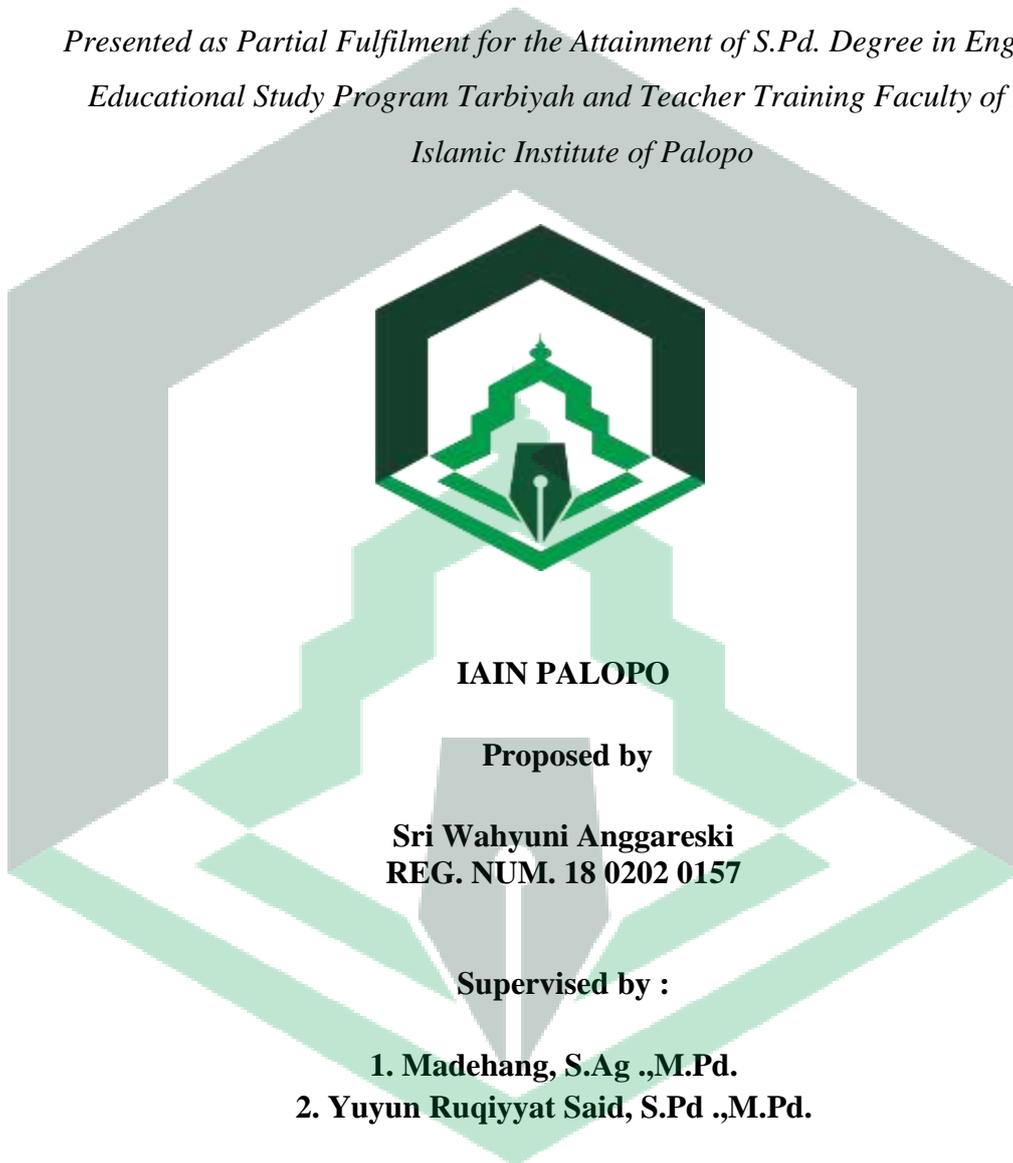
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

THESIS APPROVAL

This thesis, entitled "*Need Analysis on the Learning English for Communication at the Fifth Semester Students of Islamic Broadcasting Communication Study Program at IAIN Palopo*" which was written by Sri Wahyuni Anggaeski, Reg.Number 18 0202 0157, a student of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on Tuesday, February 28st 2023, coincided with Sya'ban, 8th 1444 H, it is authorized and acceptable as a partial fulfilment requirement for S.Pd. degree in English Language Education Study Program.

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Wassalamu'alaikum Wr.Wb.

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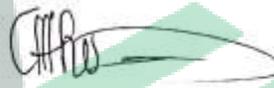
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STATEMENT OF ORIGINALITY

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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.
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In the end, this statement is made truthfully and to be used in accordance with its purpose.

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Sri Wahyuni Anggareski
18 0202 0157

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى

آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ أَمَا بَعْدُ

All praises and grateful to the almighty God Allah SWT for His mercies and blessings there. The researcher could complete this thesis as the requirement for the degree of S.Pd at the State Islamic Institute of Palopo entitled "Need Analysis in learning English for communication in the fifth semester Islamic Broadcasting Communication study program IAIN Palopo. Shalawat and salam may always be given to our prophet, beloved Muhammad Sallallahu alaihi wasallam, for safety and good health be upon him.

The researcher realizes that the Existence of this thesis receives much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thanks to:

1. Prof. Dr. Abdul Pirol, M.Ag, is The Rector of IAIN Palopo and always supports the researcher during the year of study at IAIN Palopo.
2. Dr. Nurdin K, M.Pd, is The Dean of Tarbiyah, who has supported the researcher in writing this thesis.
3. Amalia Yahya, S.E., M.Hum is The Chief of the English Language Study Program of (IAIN) Palopo for the support to the researcher during her study at IAIN Palopo.
4. Madehang, S.Ag., M.Pd. is the first consultant who has given corrections,

explanations, suggestions, guidance, and some ideas until this thesis is finished

5. Yuyun Ruqiyat Said, S.Pd., M.Pd. is the second consultant who has given corrections, explanations, suggestions, guidance, and some ideas until this thesis is finished.
6. Wahibah, S.Ag., M.Hum, is the second examiner who has given corrections, explanations, suggestions, guidance, and some ideas until this thesis is finished.
7. Husnaini, S.Pd.I., M.Pd, is the second examiner and validator who has given corrections, explanations, suggestions, guidance, and some ideas until this thesis is finished.
8. All the lecturers in IAIN Palopo, especially English Language Study Program, have given the researcher knowledge, motivation, and attention to learning the language. Moreover, all staff in IAIN Palopo who has given help to the researcher.
9. The head of the Islamic Broadcasting Communication study program Wahyuni Husain S.Sos., M.I.Kom. and all staff of the Islamic Broadcasting Communication study program, has helped the researchers during her research on campus.
10. The fifth semester students of KPI A and B Islamic Broadcasting Communication study program have participated with researchers to complete the research.
11. Special big thanks to the big family Petta Mancong (alm) Petta Syamsuduha (almh), especially for my sister Jumiati, S.Pd with her husband Lubis, S.Pd., M.Pd and Hasniati, S.Pd who have given attention and a loving spirit thank you for caring and supporting the researcher success.

12. Special thanks to Muh. Syafrillah Israil. Who has given his loving attention and spirit.
13. Special thanks to the researcher's friends, Relvi S.Pd., Magefirah Hafid, S.Pd, Nina Sarmila, S.Pd., Utari, S.Pd, and Siti Hardianti Rante Padang, S.Pd, who always help, support, and bring happiness to the researcher in every place and situation.
14. All support from the researcher's best friends forces of 2018, especially BIG Aventurine 2018. Special for everybody who has given the researcher spirit, motivation, support, and encouragement until finishing this thesis.

The researcher hopes this thesis can give some value to the English Language Education Study Program Students, at KPI English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher needs suggestions from the readers to make it better. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher prays that Allah SWT may bless all of the people who have helped the researcher. The researcher hopes this thesis can be helpful and give a positive contribution to the readers and others.

Palopo, Februari 28, 2023



Sri Wahyuni Anggareski
18 0202 0157

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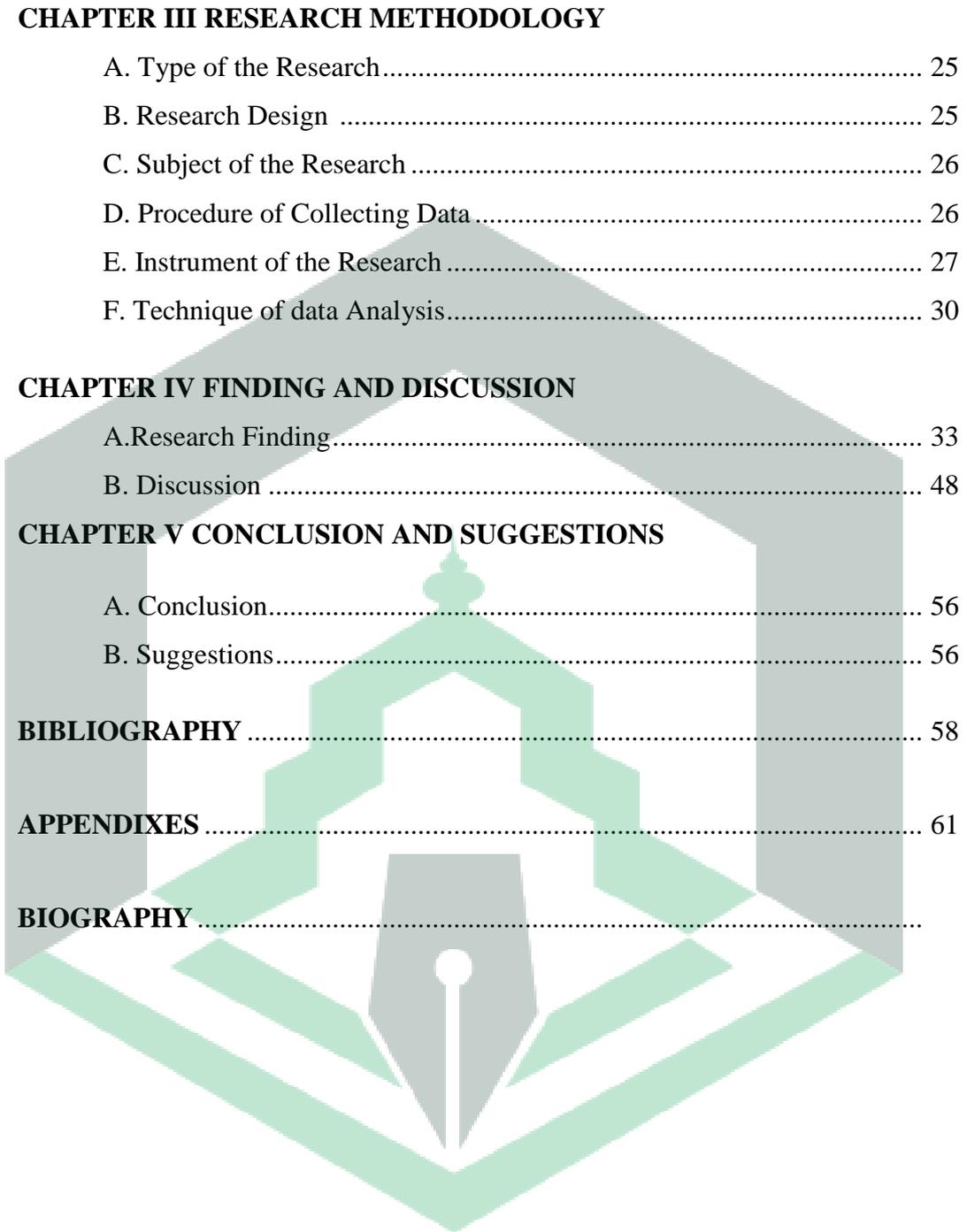
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ABSTRACT

Sri Wahyuni Anggareski, 2022. " Need Analysis in Learning English For Communication in Fifth Semester Islamic Broadcasting Communication Study Program IAIN Palopo." Thesis English Education Study Program at State Islamic Institute (IAIN) Palopo. Supervised by Madehang, S.Ag .,M.Pd. and Yuyun Ruqiyat Said, S.Pd .,M.Pd.

This study aims to analyze the needs of students in learning English for communication in the fifth semester Islamic Broadcasting Communication Study Program. To find out what the learning needs are in English for communication, the researcher used a qualitative design method. The subjects of this study are students of the Islamic broadcasting communication study program in fifth semesters A and B. The instruments used in this study are questionnaires, interviews, observations, and documentation. The results of this study found that the first need to learn English for student communication in the Islamic broadcasting communication study program was to speak. In addition, they considered topics about grammar, all aspects of learning, and listening skills to be difficult to understand. In this case, appropriate learning methods or strategies are needed for students, as the needs of students' methods or strategies are learning through games, songs or movies, while the learning topics needed by students are public speaking, where the learning style needed by students is to use conversation, and students more likely to choose speaking as the language skill they want to master. This is also evidenced by the results of interviews that students are very enthusiastic about wanting to master English to communicate, especially in public speaking skills, besides that by looking at competition and increasingly sophisticated technological developments by learning English for communication they are also preparing themselves to continue their careers going forward.

Keywords: Needs analysis, English Learning, Communication.

CHAPTER I

INTRODUCTION

A. Background

English is one of the general subjects that must be followed by every student at IAIN Palopo. This course aims to equip students with the ability to speak English to create quality graduates who are able to compete in the world of work. In addition, English is needed in many things and aspects, such as trade, business, science, and technology. Especially at the meeting of international level, seeing in many countries, there is much institutional use of English as a second language.

The ability to communicate in a foreign language is an important part of interacting globally. Yuspova revealed that this condition becomes a basic part of the ability for learners so that they can compete in the outside world. The most important part is not only based on the value but how they can communicate effectively in English.¹ Realizing the important of English, the government of Indonesia, through the Department of National Education, has included English in the curriculum from elementary school until university to create a better young generation and to prepare them to face the globalization era.

In learning English, students have different motivations and goals. By learning English, students are expected to be able to speak fluently and communicatively in order to prepare themselves to meet the demands of their profession in the future. In addition, students learn English to help improve their

¹Yuspova, *Development of Communication Competence While Using Project Work in Teaching English in Higher Education as an actual Problem*. European Journal of Research and Reflection in Educational Science, Vol. 7, 2019.

academic scores and so that they can speak English, especially the Islamic broadcasting communication study program where in the future they will struggle in the field of communication and are required to master English, especially speaking language skills, while their lack is limited vocabulary and do not understand grammar and there are still many skills in English that are still not mastered, especially speaking skills. The results of the analysis of the need to learn English conclude that students need English to be able to understand texts and be able to communicate and to be able to obtain useful information for their studies, especially with regard to English for communication.

Special purpose English is a part of practical English learning to prepare students or language learners to improve their English communicative skills. The scope can be done in academic, professional, or workplace. Therefore, every learning English material should follow the needs of future abilities. Therefore, English teachers must know, understand, and find solutions to design effective English learning.²

In this case, Need Analysis (NA) is very important in teaching English to students. Because when the material given to students is not carried out needs analysis first it will increase the risk of material being less effective for students, this will cause students to fail in mastering English and tend not to be interested in learning English. Needs Analysis is also considered as a cornerstone of the specific objectives of the English language. The results of the needs analysis are

²Asrifian, et.all., *The Need Analysis on Tourism Department in Indonesia Vocational High School*, Journal of Advanced English studies, Vol. 3, 2020.

able to help teachers or lecturers to identify the perspective of students' professional needs.

Based on a survey on March 3 2022 in the Islamic Broadcasting Communication study program, the researcher found the problem that is English courses with a very short time allocation which are only available in semesters one and two that only study general English, where English is a subject that it is very important for students, especially communication students who in the future will use a lot of English in accordance with their profession in the field of communication and broadcasting, in this case in the future they will broadcast various information or news, journals and articles on a national and international scale. Besides that there is no more specific material for communication available and the lack of student participation in various activities carried out by English study program makes it very difficult for them to develop their abilities.

Furthermore, based on the background above, the purpose of this research is to determine the needs of students in learning English for communication for fifth-semester students of the Islamic Broadcasting Communication Study Program, IAIN Palopo.

B. Problem Statement

Based on the background above, the researcher formulated the problem research is:

What are the students needs in learning English for communication in the fifth-semester Islamic broadcasting communication study program?

C. The Objective of the Research

Based on the research problem above, the researcher formulated the objective of the research is:

To analyze the needs of students in learning English for communication in the fifth semester of the Islamic Broadcasting Communication study program

D. Significance of the Research

The results of this study are expected to be useful information for all learners of English as a foreign language. Especially the results of this study are useful:

1. Theoretically

This research can be a material or source of information and also a reference in learning English, especially for communication.

2. Practically

a. For teachers or lecturers

For teachers or lecturers this research will be learning materials or solutions that suit the needs of students to make it easier for students to learn English especially for communication.

b. For students

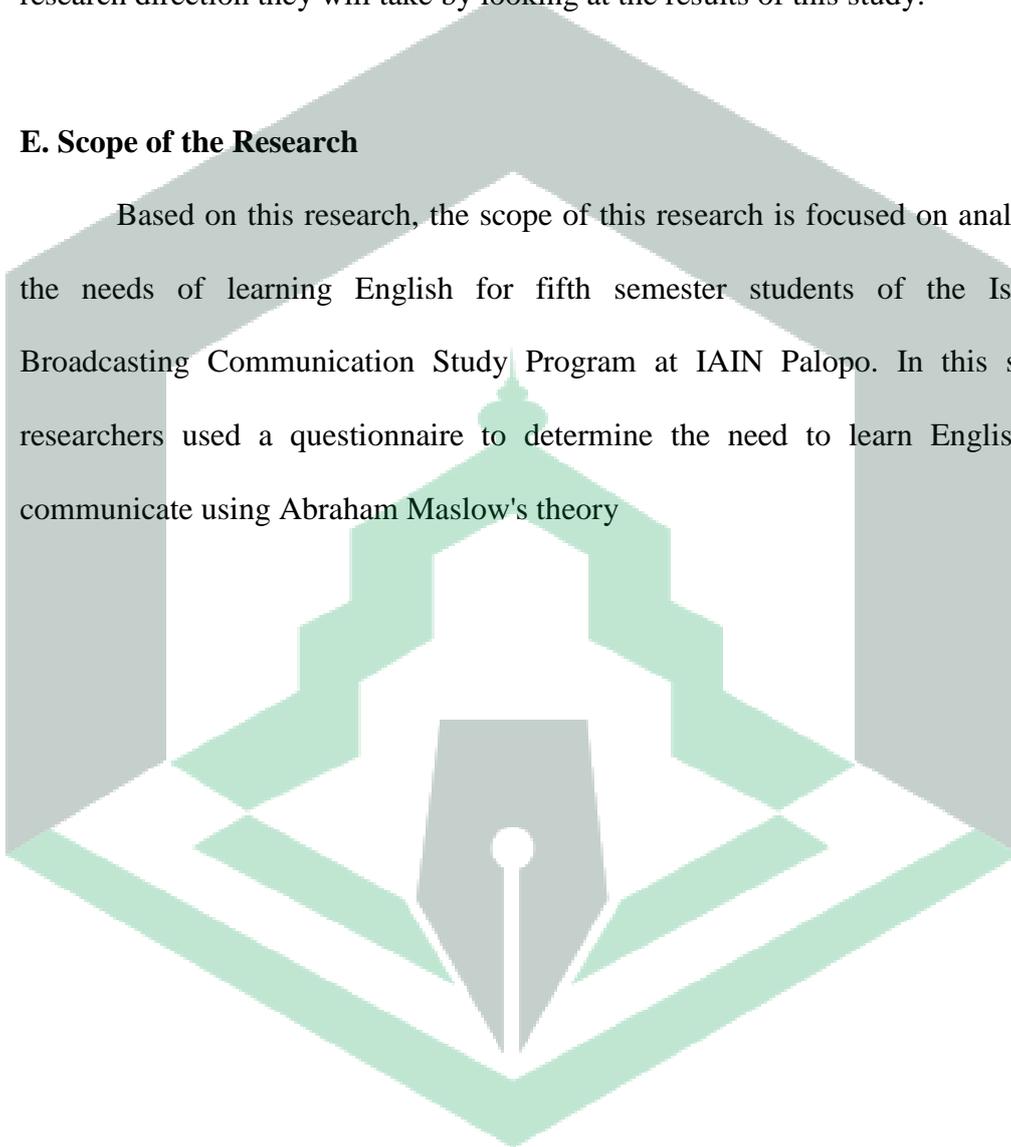
For students, this research will have a very good influence, because with this research, students will know the needs they want in learning so that it is easier for them to deepen the skills they want to learn, especially for communication.

c. For the next researchers

This research can be useful as reference material for future researchers. From the results of this study, in the future researchers can determine what research direction they will take by looking at the results of this study.

E. Scope of the Research

Based on this research, the scope of this research is focused on analyzing the needs of learning English for fifth semester students of the Islamic Broadcasting Communication Study Program at IAIN Palopo. In this study, researchers used a questionnaire to determine the need to learn English for communicate using Abraham Maslow's theory



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Research

In the following, several related research were described to see the similarities and differences with the research conducted by the researcher.

The research conducted by Yulia Hapsari entitled, *Need Analysis for Operators of Petrochemical Companies Studying at English Training Center, Bontang, East Kalimantan*.¹ This research is to find out the need for English for petrochemical company operators who are learning English. The aim is to reveal data on target needs and learning needs data by using questionnaires and interviews for research subjects. The subjects of this study were stakeholders of the operator English class program at ETC (English Language Training Center) Bontang; they are operators who studied at ETC Bontang, program instructors, ETC Bontang, and petrochemical companies. It is hoped that the results of this research will provide significant insight to corporate training center tutors, vocational school teachers, and lecturers who teach English related to petrochemicals in selecting teaching materials and developing syllabus according to needs.

The research conducted by Dahniar entitled *Developing Task-Based Syllabus Based on Needs Analysis for Midwifery at Uin Alaudin Makassar*.² This research aimed to develop a Task-Based syllabus for midwifery students of the

¹Yulia Hapsari, *Need Analysis for Operators of Petrochemical Companies Studying at English Training Center, Bontang, East Kalimantan*, (Malang: Universitas Brawijaya, 2014).

²Dahniar, *Developing Task Based Syllabus Based on Needs Analysis for Midwifery at Uin Alaudin Makassar*, (Thesis: UIN Alauddin Makassar, 2015).

Midwifery study program at UIN Alaudin Makassar. One of the results of this research showed that the designed syllabus is based on the student's needs. Before the researcher developed a Task-Based Syllabus, he had done a need analysis to prove that it was important to appropriate learning needs. Thus, the syllabus has been developed appropriately for learning needs. The research design used in this study was Research and Development (R & D), and the instrument used was a questionnaire, interview guidelines, and rubric.

The research, conducted by Dahnilyah entitled, *Analysis Kebutuhan dan Minat Mahasiswa pada Mata Kuliah Keterampilan Berbicara di Program Study Bahasa Inggris, FKIP, Universitas Riau*.³ This research aimed to analyze the needs and interests of students in the course of speaking. Learner-centered CLT (Communicative Language Teaching), which emphasized meaningful communication, appeared because of dissatisfaction with the teaching of the decade 60th, which teaching at the time was not relatable with the student's needs.

The similarity between previous with this research is the three previous studies of them discussed needs Analysis to reveal learning needs in order to improve English language skills, and both studies also use the same method, which is qualitative. The difference from the previous research are the subject. Where the research conducted by Yulia Hapsari are aimed at petrochemical companies that reveal targets and data on the learning needs of operators in the company, Dahniar is intended for midwifery students who developed a syllabus based on learning needs, and Dahnilyah is intended for students at learner-

³Dahnilyah, *Analysis Kebutuhan dan Minat Mahasiswa pada Mata Kuliah Keterampilan Berbicara di Program Study Bahasa Inggris, FKIP, Universitas Riau*, (Thesis: Universitas Riau, 2011).

centered speaking courses in CLT (Communicative, Teaching language). In comparison, this research is aimed at students of the Islamic broadcasting communication study program to reveal the need for learning English for communication.

B. Literatur Review

1. The Concept of Need Analysis

a. The Definition of Need Analysis

Need Analysis is a systematic process to acquire an accurate, thorough picture of the weaknesses and strengths of a school group that can be used in response to the academic and course needs of all students to improve student achievement and meet challenging academic and course standards. Overall, need Analysis is defined as a specific ground for future development of the academic activities of a particular group of students to help the ESP designer to design the most appropriate teaching design and activities in a specific context of the learner group.⁴

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 with in the context of particular institutions that influence the learning and teaching situation.⁵ It means that analyzing the student's needs covers some deep analysis

⁴Robert Cunningham, *Needs Analysis for A Developmental Reading, Writing, and Grammar Course At A Private Language School In Cambodia*, (Hawai: Manoa, 2015).

⁵Robert Cunningham, *Needs Analysis for A Developmental Reading, Writing, and Grammar Course At A Private Language School In Cambodia*, (Hawai: Manoa, 2015).

of information related to the learning purposes of the students. It helps the teacher to design a learning plan that meets students' requirements based on their educational context.

Nunan argued that teacher-learner need Analysis involves negotiating role: identifying what learners expected and what responsibility the teacher expected learners to assume for their development. It was very formal, extensive, and time-consuming, or it was informal, narrowly focused, and quick. Then, the researcher mentioned it was never enough to only depend on the teachers' and course designers' beliefs and assumptions. In addition, the needs analysis framework covered information answering questions, it why the language was needed, how the language was used, and when the language was used. Therefore, this study was to find out the needs of English for petrochemical companies' operators who were studying English. This case study is aimed at revealing target needs data and learning needs data by using a qualitative method in which the instrument included a questionnaire and Interview guide for the subject of study.⁶

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. 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 are obtained from the personal data of students.⁷

⁶David Nunan, *Second Language Teaching and Learning*, (Boston: Heinle Publisher, 1990).

⁷SuadAbdulaziz Al-Hamlan& Abdallah Ahmad Baniabdelrahman. A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia: A Descriptive Analytical Approach to Students' Needs, *American International Journal of Contemporary Research*, Vol. 5, 2015.

Therefore, the teacher should understand the students' priority in learning English in their context in order to be really appropriate for their needs in the workplace.

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 courses or English for Specific Purposes (ESP) courses. Furthermore, detailed information about all contextual factors like learning materials, aids, and environment are included in a more comprehensive need.⁸ Overall, most of the scholars have a similar vision of the needs analysis and the importance of this issue.

Target situation needs and learning needs must be taken into account. Analysis of the target situation need is concerned with language use. Analysis of the target situation can tell us what people do with the language. What we also need to know is how students learn to do what they do with language.

Dudley Evan T and St John⁹ (1998:125) argue the model of ESP needs to focus on

- a. Learners' professional information,
- b. Learners' personal information,
- c. learners language information,
- d. Learners lack,

⁸Chin-Ling Lee, *Principles and Practices of ESP Course Design: A Case Study of a University of Science and Technology*, International Journal of Learning, Teaching and Educational Research, Vol. 15, No. 2, 2016.

⁹Dudley Evan T, and St. John, *Developments in English for specific purposes*. Vol 125, 1998.

- e. Learners' needs from target course,
- f. Language learning needs,
- g. Communication information in the target situation, and
- h. Environmental information

The aspect of language needs analysis are as follow :

- a) Professional information about the student: the task and activities the student is using English for target situation analysis (TSA) and objectives needs.
- b) Personal information about the students: factors which may affect the way they learn, such as previous learning experiences, reasons for attending the course and expectations of it, and attitude to English wants means subjective needs.
- c) English language information about the students and their current skills and language use are present situation analysis (PSA) this could allow users to assess the student's lack. PSA determines strengths and weaknesses in language skills.
- d) The students lack the gap between (C) and (A) lacks
- e) Language learning information: effective ways of learning skills and language
- f) Learning needs, learning situation analysis
- g) Knowledge of how language and skill are used in target situationalinguistic Analysis, discourse analysis, and genre analysis

h) Students need from the course: what is wanted from the course?

i) Environment situation: information about the environment in which the course will be run means analysis.

b. The purpose of Need Analysis

One of the main purposes of the needs analysis is to understand the necessary changes which should be done in to improve the curriculum using the content specification in the field of English language learning. The English language needs Analysis for students is mainly carried out to obtain deep insights and greater inputs about the current and future needs of language learners from multiple perspectives, including subject teachers as well as present and former students, to assist in making well-advised decisions on the objectives and the goals that a new curriculum should address and to ensure that the curriculum content matches the students needs as closely as possible.¹⁰

In short, a needs analysis is the first step on the way to the development and improvement of the teaching materials, enhancing the learning activities, and improvement tests and assessment strategies in the ESP program.

There are some ways to identify the student's needs through analyzing the target needs, and learning needs, as Hutchinson and Waters divided the student's needs as follows:¹¹

a. Target Needs

¹⁰Suad Abdulaziz Al-Hamlan, et.al, *A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia: A Descriptive Analytical Approach to Students' Needs*, American International Journal of Contemporary Research, Vol. 5, 2015.

¹¹Hutchinson and Waters, *English for Specific Purpose: A learning Centered Approach*, (London: Cambridge University, 1992).

Target needs, according to Hutchinson and Waters, are what the learner needs to do in the target situation. Target needs are something of an important term, which in practice hides many important terms such as necessities, lacks and wants.

1) Necessities

Necessity is a type of need determined by the demands of the target situation. That is what the students have to know to function effectively in the target situation. For example, a businessman might need to understand business letters, communicate effectively at sales conferences, get the necessary information from sales catalogs, and so on. He or she will also need to know the linguistic features-discourse, functional, structural, and lexical-which are commonly used in the situations identified.

2) Lacks

To know what the learners know already so that we can decide which of the necessities the learners lack. The target proficiency needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lack.

3) Wants

Wants to mean what the learners want or feel they need. Since the target needs 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 characterize the ESP situation. But awareness is a matter of perception, and perception may vary according to one's standpoint. Learners may well have a

clear idea of the necessities of the target situation. The students will certainly have a view of their lacks. But the learner's view many conflicts with the perceptions of the other interested parties: course designers, sponsors, and teachers. Bearing in mind the importance of learner motivation in the learning process, learner-perceived wants cannot be ignored.

Analyzing the target needs involves far more than simply identifying the linguistic features of the target situation. There are a number of ways in which information can be gathered about the target needs. They are questionnaires, interviews, observations, and data collection, e.g., gathering text and informal consultations with sponsors, learners, and others.

Hutchinson and Waters argued the Analysis of target situation needs is, in essence, a matter of asking a question about the target situation and the attitudes towards that situation of the various participants in the learning process. The target situation analysis frameworks are:¹²

a) Why is the language needed? (1) For study; (2) For work; (3) For training; (4) For a combination of these; (5) For some other purpose, e.g., status, examination, promotion.

b) How will the language be used? (1) Medium: speaking, writing, reading, or listening; (2) Channel: e.g., telephone, face to face; (3) Types of text discourse; e.g., academic texts, lectures, informal conversation; (4) Technical manuals, catalogs.

¹²Hutchinson and Waters, *English for Specific Purpose: A learning Centered Approach*, (London: Cambridge University, 1992).

c) What will the content areas be? (1) Subjects: e.g., medicine, biology, mathematics; (2) Commerce, engineering; (3) Level: e.g., technician craftsman, postgraduate, secondary school.

d) Who will the learner use the language with? (1) Native speakers, non- native speakers; (2) Level of knowledge of receiver: e.g., expert, layman, students; (3) Relationship: colleague, teacher, customer, superior, subordinate.

e) Where will the language be used? (1) Physical setting: e.g., office, lecture theater, hotel, workshop, library; (2) Human context: e.g., alone, meeting, demonstrations, on the telephone; (3) Linguistic context: e.g., in own country, abroad.

f) When will the language be used? (1) Concurrently with the ESP course or subsequently; (2) Frequently, seldom, in small amounts, in large chunks.

It is necessary to obtain answers to the questions from a variety of sources and then to try and negotiate satisfactory compromises.

b. Learning Needs

According to Sitti Nurfaumi, to analyze learning needs that similar checklist used for target situation analysis in learning need are grouped into inputs, procedures, settings, lecturer roles, and student roles. A framework for analyzing learning needs:¹³

a) Why are the learners taking the course? (1) Compulsory or optional; (2) Apparent need or covert; (3) Are status, money, or promotion involved? (4) What

¹³Sitti Nurfaumi, *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, Vol. 16 (1), 83-90, 2013.

do learners think they will achieve? (5) What is their attitude towards the ESP or general English course?

b) How do the learners learn? (1) What is their learning background? (2) What is their concept of teaching and learning? (3) What methodology will appeal to them? (4) What sort of techniques are likely to bore/alienate them?

c) What sources are available? (1) Number and professional competence of teachers, (2) Attitudes of teachers to ESP, (3) Teachers' knowledge of and attitude to the subject content, (4) Materials; (5) Aids, (6) Opportunities for out-of-class activities.

d) Who are the learners? (1) Age/sex/nationality, (2) What do they already know about English? (3) What subject knowledge do they have? (4) What are their interests? (5) What is their socio-cultural background?

e) What teaching styles are the culture of the English-speaking world?

f) Where will the ESP or general course take place? (1) Are the surroundings pleasant, dull, noisy, or cold?

g) When will the ESP or general course take place? (1) Time of day, (2) Everyday/once a week, (3) Full-time/part-time, (4) Concurrent with a need or pre-need.

c. Unit of Need Analysis and Primary Methodological Issue

Globalization has become the driving force of our environment and lives and, in connection with linguistics in various fields of work, it has been calling for the need to develop communication skills on a global scale and for the need to start communicating in *lingua franca*, a shared, international language which, in

many occupational fields, has turned out to be English. Linguistics-wise, globalization demanded an increase in interest not only in the field of Language for General Purposes but more so especially in the field of Languages for Specific Purposes (LSP). It means that English, which is an oriented occupational field, has been confronted with the need to develop studies about English for Specific Purposes (ESP).

The main goal that stems from learners' and sponsors' needs – whether these be academic, occupational, vocational, or survival 'needs – is a functional, reliable and valid target language proficiency¹⁴ , However, the reaching of that goal, as he continues to outline, is another story. He implies that there is substantial dissatisfaction on the part of learners and sponsors about ESP lessons, the course materials, and the methodology developed for individual courses. He criticizes the fact that too many NAs are carried out by means of questionnaires prepared by people with limited expertise and little knowledge of the field concerned and continues to advocate that it is indeed the analyst's job to identify needs. Furthermore, he comments that although ESP literature does, on the one hand, boast with reports on NA, on the other hand, these reports are merely NA results. What is missing is research about the methodology of NA itself.

Given the facts stated above, Long, in Alexandar Tonic's books, says that he questions himself about the amount of relevance of courses to specific needs and about the fundamental methodological question: *What should ESP courses be*

¹⁴AlexandarTonic, *Triangulation of Needs Analysis in English for Tourism Purposes*, (Slovenia: Toma Brejca Amnik, 2010) 52.

based on? He argues in favor of *task* as the (non-linguistic) unit of Analysis. The answer to the question can be explained as the following explanation¹⁵.

- a). In contrast to text-based analyses, task-based analyses "reveal more about the dynamic qualities of target discourse."
- b). Task-based analyses "circumvent the domain experts'" usual lack of linguistic knowledge and the applied linguist's "usual lack of content knowledge."
- c). Task-based analyses minimize the "pervasive problem of finding informants who are competent in the academic, occupational and vocational area of interest and also knowledgeable about language use in that area."
- d). Tasks prepare learners as "agents of social change," acting not just as observers but also as task redefiners.

In identifying the best approach, as regards what should be the unit of Analysis of past and present knowledge. Whatever their respective merits and limitations, the new approaches to second and foreign language instruction require NA to be conducted using units of Analysis that are compatible with the ensuing syllabus specification, methodology, materials, and assessment, and all approaches to NA, new or old, could benefit from some serious work on issues of reliability and validity.

Job analysis as syllabus design basis and proposes sources such as job description manuals, job site observations, tape recordings of conversations in the workplace, and surveys, but fails to make a clear representation of what a logical

¹⁵AlexandarTonic, *Triangulation of Needs Analysis in English for Tourism Purposes*, (Slovenia: Toma Brejca Amnik, 2010) 52.

analysis of a job is and of who defines it in addition to job analysis (i.e., description of a job).

d. Elements of Need Analysis

In need analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics of students. The Analysis also considers the learning environment, any constraints, the delivery options, and the timeline for the project. During Analysis, the designer develops a clear understanding of the "gaps" between the desired outcomes and the audience's existing knowledge and skills. The questions used during the analysis phases are:

- 1) Who is the audience and what are their characteristics?
- 2) What types of learning constraints exist?
- 3) What are the delivery options?
- 4) What are the pedagogical considerations (verbal, visual, tactile, auditory)?
- 5) What is the timeline for project completion?

To identify the specific skills that the learner must have mastered before beginning the instruction. This is not a listing of all the things learners can already do but an identification of the specific skills they must be able to do to begin the instruction. It is also important to identify any specific characteristic of the learners that may be important to consider in the design of the instructional activities. The results of the Analysis will guide to design of the lesson. The areas related to the Analysis include = general characteristics, specific century competencies (knowledge, skills, and attitudes), and learning styles. Need

Analysis includes all the activities used to collect information about the students' learning needs, wants, wishes, or desires.

Furthermore, Munby proposes the elements of need analysis, which are related to the participants, communication need processor, profile needs, language skills selector, linguistic in coder, and communicative competence specification.¹⁶

2. The Concept of Communication

a. Definition of Communication

According to Webster's New Collegiate Dictionary in Riswandi, communication is "a process of exchanging information between individuals through a system of symbols, signs or behavior."

According to Gode in Riswandi, communication is a process that makes something from what was originally owned by someone (one's monopoly) to be owned by two or more people.¹⁷

According to Bereslon and Stainer, communication is a process of conveying information, ideas, emotions, skills, and others. Through the use of symbols such as words, pictures, and numbers.¹⁸ And according to John, R. Wenburg, and William W., Communication is an attempt to gain meaning¹⁹.

From the various definitions of communication science above, it can be seen that the experts define it according to their point of view in viewing communication. Each emphasizes a different meaning, scope, and context

¹⁶Andi Tenri Ampa, *The Students' Needs in Developing Learning Materials for Speaking Skills in Indonesia*, Journal of Education and Practice, Vol.4, No.17, 2013.

¹⁷Riswandi, *Ilmu Komunikasi*, (Yogyakarta: Graha Ilmu, 2009).

¹⁸Purba, Bonaraja, *Pengantar Ilmu Komunikasi* (yayasan kita menulis 2021)

¹⁹Suherman, Ansar. *Buku Ajar Teori-Teori Komunikasi*, 2020

b. The Function of communication

1). Build self-concept

Self-concept is our view of who we are that is derived from the information that other people give us. Humans who have never communicated with other humans cannot possibly have the awareness that they are human.

2). Existence and self-actualization

Self-existence statement. People communicate to show that they exist when they talk or communicate with other people, both verbal and non-verbal. It shows that we exist, and we exist where the function of communication as self-existence is seen when people dominate the conversation in a dialogue, seminar, or meeting.²⁰

3). Survival, cultivating relationships, and achieving happiness.

For Survival, cultivate relationships and achieve happiness. According to psychologists in Nurudin, our main need as spiritually healthy human beings is the need for friendly social relationships, and this is usually achieved only by fostering good social relationships with other people.²¹

c. Communication models

1). Aristotle's model of communication

Aristotle's model is the most classic communication model. This model is often called the rhetorical model. Aristotle was the earliest Greek philosopher to study communication. He was the first to formulate a model of verbal communication. According to Aristotle in Nurudin, communication occurs when a

²⁰Nurudin, *Sistem Komunikasi Indonesia*, (Jakarta: Raja Grafindo Persada, 2014).

²¹Nurudin, *Sistem Komunikasi Indonesia*. (Jakarta: Rajawali 2014) 37.

speaker conveys a conversation to the audience to change their attitude. He suggests three basic elements of the communication process, namely, the speaker/speaker, message/message, and listener/listener.²²

2). R-S communication model (Stimulus-Response Model)

The S-R model is the most basic communication model. This model is influenced by the discipline of psychology, especially the behaviouristic school. This model describes communication as a very simple "action-reaction" process.

Example of S-R model.

= a man blinks at a woman, then this woman blushes

= Ali smiled at Ririn then Ririn smiled back too.

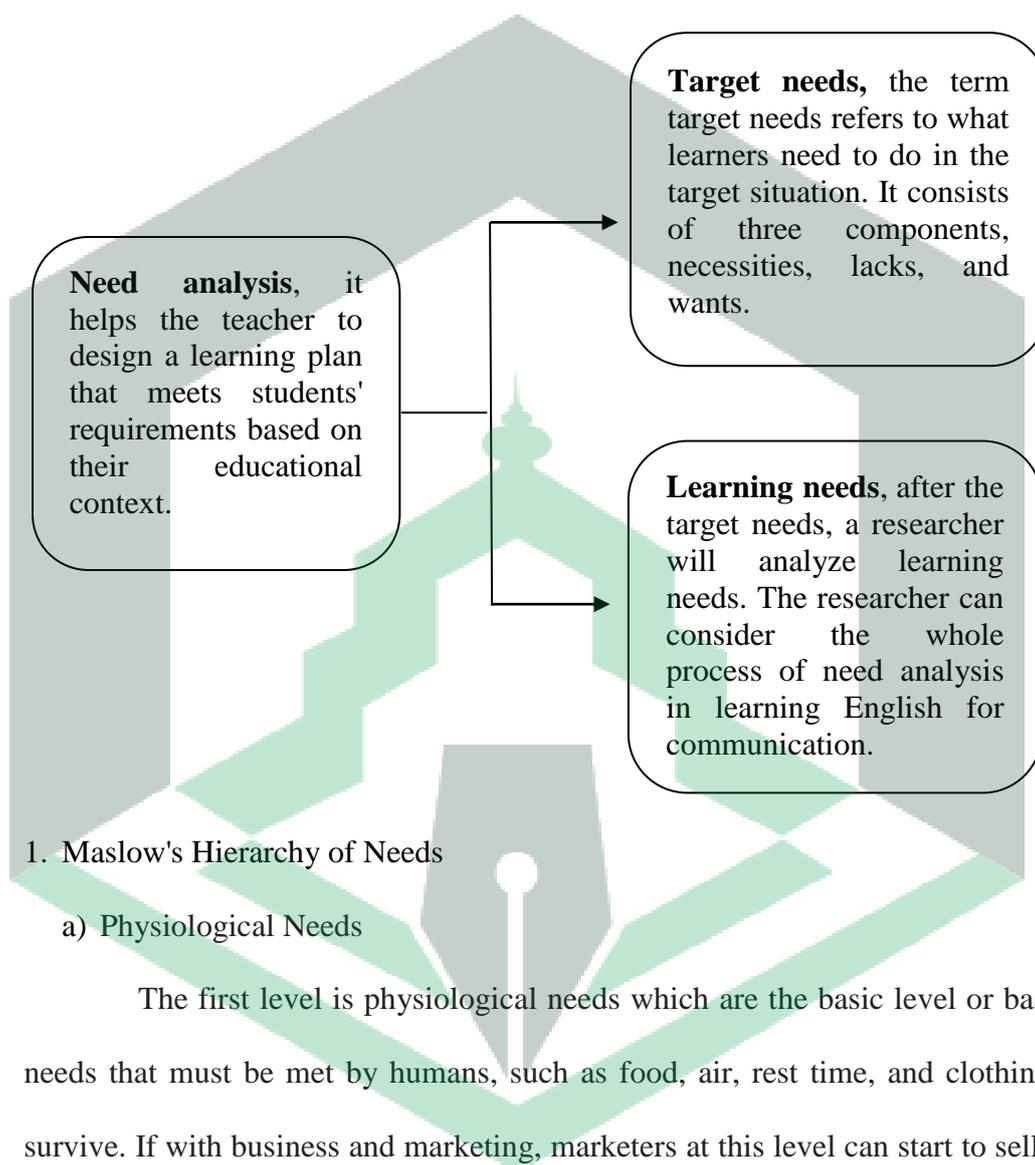
So the S-R model assumes that verbal words (orally written), non-verbal cues, and certain pictures will stimulate others to respond in a certain way. Therefore, we can think of this process as an exchange or transfer of information or ideas. This process can be reciprocal and have multiple effects.

Implicitly, the assumption of the S-R model says that human behavior can be predicted. In short, communication can be considered static, which assumes that humans always behave because of external forces/stimuli, not based on their own will or desires.

²²Nurudin, *Sistem Komunikasi Indonesia*. (Jakarta: Rajawali 2014) 38.

C. Theoretical Framework

The theoretical framework of this research is shown in the diagram as follows:



1. Maslow's Hierarchy of Needs

a) Physiological Needs

The first level is physiological needs which are the basic level or basing needs that must be met by humans, such as food, air, rest time, and clothing to survive. If with business and marketing, marketers at this level can start to sell the things that humans need with modifications that are adapted to the times and

models because things like food and clothing are the two most important things that humans need.²³

b) Safety Needs

The second level is the need for comfort and safety. When physiological needs are met, human instincts will appear to want to feel safe and get protection, whether it's security at work, insurance for health, or benefits in old age. This is also a basic need that certainly needs to be met by humans. The fulfillment of this desire is usually channeled into the purchase of life insurance, term savings, or perhaps a comfortable and safe place to live.

c) Belongingness and Love

The third level is social and affection needs. When basic needs have been adequately met, humans tend to fulfill other needs. The desire to socialize and communicate with others is a psychological need such as affiliation, connection, intimacy, and affection between friends and family that can be a reference and motivation for someone to be enthusiastic about work because they feel loved and considered 'existent' in the social sphere. This need is usually met by way of sightseeing, recreation with family, participating in a community with the same hobby, or also being near relatives.²⁴

d) Esteem Needs

The need for appreciation is also one of the psychological needs that need to be met after the basic needs, the need for security, and have been

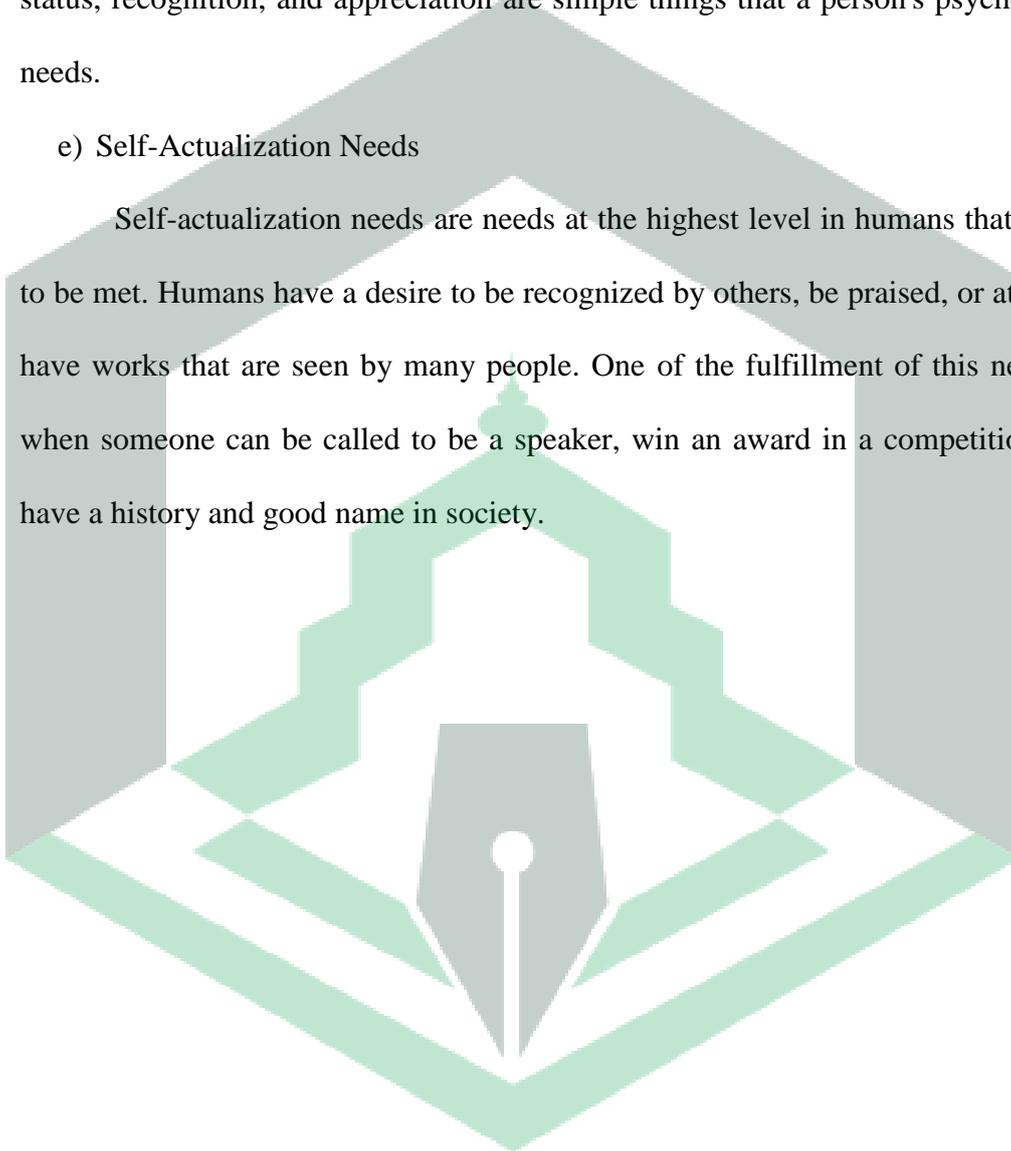
²³ Maslow, Abraham, and K. J. Lewis. "Maslow's hierarchy of needs." Salenger Incorporated 1987.

²⁴ Maslow, Abraham, and K. J. Lewis. "Maslow's hierarchy of needs." Salenger Incorporated 1987.

considered 'existent' in their social sphere. With the motivation that is obtained in terms of work and pursuing the existing 'target,' when it is at the point of achievement, people also need to be rewarded for their hard work. Attention, status, recognition, and appreciation are simple things that a person's psychology needs.

e) Self-Actualization Needs

Self-actualization needs are needs at the highest level in humans that need to be met. Humans have a desire to be recognized by others, be praised, or at least have works that are seen by many people. One of the fulfillment of this need is when someone can be called to be a speaker, win an award in a competition, or have a history and good name in society.



CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

The qualitative method is a study to describe and analyze phenomena, social activities, attitudes, beliefs, perceptions, and thoughts individually or in groups.

To find out the need to learn English for communication in the Islamic broadcasting communication study program IAIN Palopo semester 5 class A and B. This research is a descriptive study with data collection through observation, questionnaires, interviews, and Documentation. This study will discuss the need to learn English for student communication in the Islamic Broadcasting Communication Study Program at IAIN Palopo.

B. Research Design

The research methodology of this research design was qualitative method. The qualitative research in this research was done by a descriptive discussion. In making the basic theories by paying attention to qualitative research design, qualitative research has some purposes. Those are; describing and reporting the creation of a key concept, theory generation, and testing.

According to Cevilla, qualitative descriptive research is a method of researching the status of a group of humans to create an object, the picture of a painting, descriptively in a systematic, factual, and accurate regarding the facts or phenomena investigated¹. Moreover, Cresswell said qualitative research is a

¹Cevilla, *The Definition of Qualitative Describe Method*, 1993.

means for exploring and understanding the meaning individual or groups ascribe to a social or human problem.² So descriptive qualitative is a measurable, actual, and very accurate research method because the result is described in great detail then, and then the result is presented in the form of research reports based on the fact. In this study, this method was used to find out the need analysis for the student learning English for communication in IAIN Palopo.

C. Subject of the Research

This research was conducted at the Islamic Broadcasting Communication Study Program, IAIN Palopo. This location was chosen because this research has never been done there. The subjects in this study were students in the fifth semester of the Islamic Broadcasting Communication Study Program. In addition, this study focuses on needs analysis in learning English for communication, with the subject of fifth-semester students in classes A and B where the students are randomly selected with ten students from class A and ten from class B who in this case are considered able to represent their class.

D. Procedure of Collecting Data

To analyze the data, the researcher used descriptive Analysis. First, the researcher deals with describing and analyzing the collected data. Then, the researcher is concerned with making inferences based on the phenomena. The data questionnaire and Interview are analyzed qualitatively by the researcher. There are several steps in analyzing the collected data:

²John Creswell, *Research Design: Quantitative, Qualitative, and Mixed Methods*, (Sage Publication, 2009).

1. The researcher came into the class and brought a Questionnaire that consisted of several topics related to the need analysis for the student in learning English for communication in IAIN Palopo for the research subject. The researcher asked the students to answer the Questionnaire for 30 minutes. After that, the researcher collected the Questionnaire from the student.

The Questionnaire used Indonesian to avoid miscommunication and misunderstanding for the sake of smooth retrieval of data and this research. In developing the need analysis questionnaire.

2. To complement the information and data available, the researcher interviewed the students to get some information related to teaching materials, their problem, their needs and etc.

E. Instrument of the Research

According to Pairin, the quality of the research showed from the result, where as the quality of the result depended on the research instrument and the quality of the data collection procedure³. Sugiono stated there are two important parts that influenced the quality of research, including the research instrument and the data collecting procedure⁴. This research used four kinds of the instrument are:

³Pairin, *Kompetensi Guru Matapelajaran Pendidikan Agama Islam dalam Menanamkan Nilai-Nilai Pendidikan Islam pada Peserta Didik di Pesantren Ummushobri di Kota Kendari*, 2015.

⁴Sugiyono. *Cara Mudah Menyusun Skripsi, Tesis, dan Disertasi*. (Alfabeta Bandung, 2013).

1. Questionnaire

According to Ranjit Kumar, a questionnaire is a written list of questions, the answer to which is recorded by respondents.⁵ The Questionnaire was used to collect data about students' need Analysis in learning English based on students' areas, target situations, and goals. The function of its instrument was as an instrument used for knowing the Analysis of needs in the ESP approach of Teaching English to EFL students, including analyzing students' necessities, wants and lacks. The reason this research also used the Questionnaire as the instrument of the research was that this research study is about collective administration. This means that a questionnaire was to obtain a captive audience those are students in the classroom as the participants programmed their research.

The Questionnaire is a written list of questions, and the answer is recorded by respondents. The Questionnaire was used to identify the learner's needs. The Questionnaire was given to the students as the subject of this research.

2. Interview

Interviews were used which contained several questions to find out in depth about the problem. Interviews were conducted after obtaining data from the results of the questionnaire. According to Kvale in remarks on Louis Cohen research, an interview, the interchange of views between two people or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production and emphasizes the social sedateness of research data.⁶ The

⁵Ranjit Kumar, *Research Methodology a step-by-step for beginners*, (New Dehli: Sage Publication Asia-Pacific, 2007).

⁶Louis Cohen, *Research Methods in Education*, (USA and Canada: Routledge, 2007).

Interview was used for collecting data about information related to the need analysis for the student learning English for communication in IAIN Palopo.

The interviews were done with the students fifth semester of the Islamic Broadcasting Communication Study Program at IAIN Palopo. The scope of the question of Interview related to the student experience in learning English, then the data could be generalized to be some classification which indicated as students factors of students "problems in learning English. In drawing verification and interpretation data, the data collected from interviews also used for the description and the identification of students" lacks.

3. Observation

Observations enabled the researcher to gather data on the purposeful, systematic and selective way to watch and listen carefully to an interaction or phenomenon as it takes place. The observation was used to collect data about the preliminary field fact about students" activities while teaching and learning run and the teaching approach in English Language Teaching activities. The observation also was used to collect data about students in the aspect of English Language for communication in IAIN Palopo.

The function of classroom observation was the validation of data collected by each of the instruments of this research. Classroom observation would be used for collecting the data based on English Language Teaching activities related to learning topics and teacher resources in the classroom. The last thing about the function of these instruments was the description of students" reactions when they are speaking English for communication.

4. Documentation

Documentation is a technique that is used and finds data about things, written notes, books, letters, and other study curricula. Documentation in this research was the past event notes.⁷ Documentation was used to gather the description of the need analysis for the student in learning English for communication in IAIN Palopo.

The function of Documentation in this research was to support and give validity to data related to teachers' and learners' aspects in learning and teaching activities. The data collected by Documentation includes the curriculum of the school, English teacher syllabus, and lesson plan, and also the data of graduated students as the output of the school as the school of vocation.

Besides using those main instruments, the researcher also was used as a supporting instrument. They were to support the research to get more complete data using photos.

F. Technique of Data Analysis

In the analyzing data technique, Miles and Huberman defined Analysis as consisting of their concurrent flows of activity.

1. Reduction of The Data

Reduction refers to resuming the data, choosing the main things, focusing on the important things, and looking for the theme of the research. The next steps of these activities would be selecting, focusing, and making simpler the resource

⁷Margono, *Metodelogi penelitian pendidikan*, (Jakarta: Rineka Cipta, 2009).

data that has been collected and making of abstracting and also transforming the data that was collected. The reduction steps in this research were to resume the result of the data collected from the instrument of the research, including the observation, Documentation, and also depth interview.

2. Display the Data

Display the data is the collection of information arranged and gives a possibility to get a conclusion and take action. In making the data could be displayed in the best understanding, this was displayed to: display the documentation and interview data that was done and arranged into written text and display the data from the data that has been collected.

Drawing Conclusion and verification. Verification means the processes which can answer the research question and research objectives and also the goals and significance of the research. In this research, drawing the Conclusion would do by comparing observation data, documentation data, and interview data. Observation data was forceful by documentation data and interview data. Thus, the researcher got a conclusion about the Applied of English and English used and its needs analysis for multimedia students.⁸

In counting the students' answers to each question in the Questionnaire, the writer used a formula as follows:

$$NP: \frac{R}{SM} \times 100\%$$

Note :

⁸Miles Huberman, *Qualitative Data Analysis: an expanded sourcebook*, (New Delhi: Sage Publication, 1994).

NP : Percentage of the students" answer

R : Amount of the students" answer

SM : Total of the students⁹

The data collected from the Interview were conducted with the English teacher to reveal more information about the problems faced based on the identification of the problem and the research question in this proposal thesis.



⁹M. Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2013).

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

On 19 December 2022 researcher interviewed 20 of the respondents in the Islamic Broadcasting Communication study program IAIN Palopo. The are 15 questions provided by the researcher.

The overall results of the data findings apply qualitative Analysis and are to the research objectives. This needs analysis study was conducted to obtain the need to learn English for communication in the Islamic Broadcasting Communication study program by using a questionnaire. The results of data collection showed that all students stated that learning English played an important role in the future. Following are the questions and the results of the Interview with the researcher:

Table 4.1

The result of analysis skills often used by student

No.	Pertanyaan	Jawaban	Persentase
1.	Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?	Speaking Listening Reading Writing	7 orang (35%) 3 orang (15%) 5 orang (25%) 5 orang (25%)
Jumlah			100%

The results of the table above show the skills that are often used by students. These seven people (35%) chose speaking, three people (15%) chose

listening, five people (25%) chose reading, and five people (25%) chose writing. So it is understood that most students choose the speaking answer on the grounds that in the Islamic Broadcasting Communication study program, speaking language skills are of great interest to students, and listening language skills are not really needed by students. One of the respondents said, "*Language skills, namely reading or reading, are really needed in the Islamic broadcasting communication study program rather than listening language skills because indeed students of Islamic broadcasting communications must be skilled in terms of public speaking because in the future there will be a lot of broadcasting of various kinds of information while listening to itself is not too prominent in Most of our study programs are used only when the lecturer is teaching*".

Table 4.2

The result of analysis language skills that difficult for students

No.	Pertanyaan	Jawaban	Persentase
1.	Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?	Speaking	4 orang (20%)
		Listening	8 orang (40%)
		Reading	3 orang (15%)
		Writing	5 orang (25%)
Jumlah			100%

The results of the table above show the most difficult English skills for students to understand. There were four people (20%) chose speaking, eight people (40%) chose listening, three people (15%) chose reading, and five people (25%) chose writing. So it is understood that most students prefer listening as an

English skill that is considered difficult to understand, and reading language skills are considered easier to understand. One of the respondents said, *"The language skill that is very difficult to understand is listening because sometimes what is heard is very difficult to predict what it means because what is written differently is also heard, so when given an assignment from the lecturer about listening, we always choose the wrong answer because the answer is the reading method choices are all almost the same so when listening to it is very difficult to determine which answers are right and which are wrong, especially if the lecturer speaks in English then students usually misinterpret, it's different from reading because if you read, it's just a matter of reading it wrong or right how to read it Later matters will be corrected, the important thing is that the writing doesn't change, so whoever reads it knows the true meaning."*

Table 4.3

The result of analysis learning method or strategies needed by students

No.	Pertanyaan	Jawaban	Persentase
1.	Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?	Belajar sendiri	2 orang (10%)
		Belajar berpasangan	4 orang (20%)
		Belajar melalui bacaan sambil mencatat	5 orang (25%)
		Belajar melalui permainan, lagu atau film	9 orang (45%)
Jumlah			100%

The results of the table above show the teaching methods/learning activities to be used as a reference for students in learning English. It is known that there are two people (10%) choose to study alone, four people (20%) choose to study in pairs, five people (25%) choose to learn through reading while taking notes, and nine people (45%) chose to learn through games, songs or movies. So it is understood that most students prefer to learn through games, songs, or movies as a reference for their teaching methods/learning activities, and few students choose to learn methods/strategies self-study. One of the respondents said, *"In my opinion, a good learning strategy is learning while playing because if we study seriously, it will make us bored and bored, especially when learning alone, and sometimes the material presented is difficult to understand, and if you study alone you don't have friends to share ideas with, especially the method of delivering the material is very monotonous, but when learning while playing it is very easy to understand."*

Table 4.4

The result of analysis the learning topics needed by students

No.	Pertanyaan	Jawaban	Persentase
1.	Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?	Publik speaking Pronouncation kosa kata (vocabulary) Bentuk waktu (tenses)	8 orang (40%) 4 orang (20%) 5 orang (25%) 3 orang (15%)
Jumlah			100%

Based on the answers about the learning topics needed by students in learning English, it is known that there were eight people (40%) chose the topic of public speaking, four people (20%) chose the topic of pronunciation, five people (25%) chose the topic of vocabulary, and three people (15%) chose the topic of tenses. So it is understood that most students prefer public speaking as a topic in learning English, and less selection requires the topic of tenses. One of the respondents said, *"Public speaking is one of the most important provisions to take when we want to continue our careers going forward, especially for Islamic broadcasting communication study program students who have a lot of work in the field of communication and broadcasting, public speaking is really needed because when we master public speaking, we will automatically be more confident in conveying everything, while the form of words is mostly used when writing journals or articles, even though both are equally important, but public speaking is a skill that must be mastered as a communication student."*

Table 4.5

The result of analysis English learning objectives for students

No.	Pertanyaan	Jawaban	Persentase
1.	Untuk apa anda belajar bahasa Inggris?	Untuk berhasil dalam kuliah	4 orang (20%)
		Untuk berhasil dalam karier	7 orang (35%)
		Untuk mendapatkan beasiswa	3 orang (15%)
		Untuk kebutuhan pribadi agar lebih percaya diri	6 orang (30%)
Jumlah			100%

Based on the answers about the objectives of learning English for students, it is known that there are four people (20%) choosing to succeed in college, seven people (35%) choosing to succeed in a career, three people (15%) choosing to succeed to get a scholarship, and six people (30%) chose for personal needs to be more confident. So it is understood that most students prefer personal needs to be more confident as a goal in learning English, and few choose the goal to speak English to get a scholarship. One of the respondents said, *"My goal in speaking English is to continue my career because in the future, the competition will get tougher, and as time goes on, the technology will get more sophisticated, and there will be many foreigners who will become competitors in our own country, apart from that, of course, we can also travel abroad and even to continue our career there, we can also use our English skills, and why not choose to get a scholarship because it feels the same when I have continued my career as I want, I don't need to get a scholarship anymore."*

Table 4.6

The result of analysis learning aspects that are considered difficult by students

No.	Pertanyaan	Jawaban	Persentase
1.	Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?	Grammar	6 orang (30%)
		Pengucapan	4 orang (20%)
		Kosa kata	3 orang (15%)
		Semuanya	7 orang (35%)
Jumlah			100%

Based on the answers in the table above regarding the objectives of the aspects of learning English which is considered difficult for students, it is known that there are six people (30%) choosing grammar answers, four people (20%) choosing pronunciation answers, three people (15%) choosing vocabulary answers, and seven people (45%) chose all of the three previous answers. So it is understood that most students prefer everything (grammar, pronunciation, and vocabulary) as aspects of learning English that is difficult to understand, and few choose vocabulary as a difficult aspect of learning English, a sign that the vocabulary aspect is considered easy for students to learn. One of the respondents said, *"Learning English is very, very difficult, especially regarding aspects of language, grammar, and pronunciation. In my opinion, it is very difficult to learn because you have to understand and memorize various forms of words, both from the past and the future, and so on, and the pronunciation is not always the same as is in writing, so sometimes it makes us a little confused, and there are even some words that have the same pronunciation but different meanings, different vocabulary is a little easier to learn because all the vocabulary is available in the dictionary, all we have to do is cultivate self-awareness or the intention to memorize it even though tend to be lazy to memorize, come back to the point that learning English is difficult"*.

Table 4.7

The result of analysis with whom students will speak English

No.	Pertanyaan	Jawaban	Persentase
1.	Dengan siapa anda akan berbahasa Inggris?	Mahasiswa	6 orang (30%)
		Masyarakat	2 orang (10%)
		Orang asing	11 orang (55%)
		Rekan kerja	1 orang (5%)
Jumlah			100%

The results of the answers in the table above are who students will speak English with, it is known that there are six people (30%) choose to speak English with students, two people (10%) choose to speak English with the community, 11 people (55%) choose to speak English with foreigners, and one person (5%) prefers to speak English with colleagues. So it is understood that most students prefer to speak English with foreigners, and fewer choose colleagues as partners in speaking English. One of the respondents said, *"If asked to choose to speak English with foreigners or co-workers, I will choose foreigners because foreigners will understand what I am saying, so they will connect in communicating and can also practice pronunciation and then can get corrections from them, while colleagues not everyone can speak English like me who works in a food stall."*

Table 4.8

The results of the analysis where students will speak English

No.	Pertanyaan	Jawaban	Persentase
1.	Dimanakah anda akan berbahasa Inggris?	Kelas	5 orang (25%)
		Kantor	4 orang (20%)
		Kampus	10 orang (50%)
		Ruang staf	1 orang (5%)
Jumlah			100%

Based on the results of the answers in the table above, namely where students will speak English, it is known that there are five people (25%) choosing to speak English in class, four people (20%) choosing to speak English in the office, ten people (50%) choosing to speak English on campus, and one person (5%) chooses to speak English in the staff room. So it is understood that most students prefer to speak English on campus, and fewer choose the staff room as a place to speak English. One of the respondents said, *"I will speak English more on campus, where there are many students where we are both still learning, so it's not awkward to practice English, so there's no shame or insecurity because we all know that we're still in the learning stage. . Whereas, in the staff room, there are many lecturers and even seniors who are good at English where we will feel awkward or embarrassed and feel impolite even to the point of fear of being corrected or scolded when we make a mistake in pronunciation"*.

Table 4.9

The results of analysis in what situations students will speak English

No.	Pertanyaan	Jawaban	Persentase
1.	Dalam situasi apakah anda akan berbahasa Inggris?	Diskusi kelas	7 orang (35%)
		Menulis laporan	- orang (0%)
		Dengan dosen	5 orang (25%)
		Kehidupan sehari-hari	8 orang (40%)
Jumlah			100%

The results of the table above show the situation of students in English. It is known that there are seven people (35%) choose to speak English in class discussions, 0 people (0%) choose to speak English when writing reports, five people (25%) choose to speak English with lecturers, and eight people (40%) choose to speak English in everyday life. So it is understood that most students prefer situations to speak English in everyday life, and fewer prefer to write reports using the English language. One of the respondents said, *"I will use English in everyday life to practice pronunciation, and also we can apply vocabulary that we have previously memorized, so it is not easy to forget, and not use English to write reports because so far the campus has never written reports in English. Especially in the KPI study program, I've never had any experience at all"*.

Table 4.10

The results of analysis of students difficulties in understanding the topic

No.	Pertanyaan	Jawaban	Persentase
1.	Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?	Rumus	4 orang (20%)
		Kosa kata	2 orang (10%)
		Grammar	8 orang (40%)
		Strategi belajar	6 orang (30%)
Jumlah			100%

The results of the table above show students' difficulties in understanding English material. It is known that there were four people (20%) chose formula, two people (10%) chose vocabulary, eight people (40%) chose grammar, and six people (30%) chose the learning strategy. So it is understood that most students prefer grammar which is considered difficult to understand English material and less choosing vocabulary. In this case, vocabulary is considered an easy topic to understand. One of the respondents said, *"What makes it difficult for me to learn English is grammar, especially if I've been asked to write because there are lots of rules in writing that have to be memorized, and after being memorized, I proceed to how to place them in each word, especially since I don't have much time to learn it because apart from English, I also have eyes. In other lectures, if you learn vocabulary, it will be easier because you just have to write it down, read it and then memorize it"*.

Table 4.11

The results of analysis activities or learning styles that help students in Study

No.	Pertanyaan	Jawaban	Persentase
1.	Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?	Percakapan/conversation Membaca (reading) Menulis (writing) Mendengarkan (listening)	9 orang (45%) 4 orang (20%) 2 orang (10%) 5 orang (25%)
Jumlah			100%

The results of the table above show activities/learning styles that are more helpful to students in learning English. It is known that there are nine people (45%) chose conversation, four people (20%) chose reading, two people (10%) chose writing, and five people (25%) chose to listen. So it is understood that most students prefer activities/learning styles using a conversation that are more helpful in learning English, and few students choose writing as an activity/learning style that they want to use. One of the respondents said, *"That learning to use conversation will be more effective to use in addition to practicing pronunciation. It can also add new vocabulary to the conversation, while writing is very difficult to learn because you have to learn various rules in writing, and it takes a long time"*.

Table 4.12

The results of the analysis language skills that students want to master

No.	Pertanyaan	Jawaban	Persentase
1.	Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?	Writing (menulis)	4 orang (20%)
		Speaking (berbicara)	9 orang (45%)
		Reading (membaca)	5 orang (25%)
		Listening (mendengar)	2 orang (10%)
Jumlah			100%

Based on the results of the answers in the table above regarding the language skills that need to be mastered by students majoring in Islamic broadcasting communications, it is known that there are four people (20%) choose writing, nine people (45%) choose to speaking, five people (25%) chose reading, and two people (10%) chose to listen. So it is understood that most students prefer speaking as a language skill that needs to be mastered by students majoring in Islamic broadcasting communications, and fewer choose listening as a language skill to be mastered. One of the respondents said, *"Students of Islamic broadcasting communication study program have become a necessity to master language skills, namely speaking, because as children speaking communication is our provision for the future and also when you have mastered speaking you will certainly feel confident and want to continue to practice the skills you have, also be able to motivate others. While listening seems to be more of a marketing profession where they will hear more from various customers"*.

Table 4.13

The results of the analysis of how often students use English

No.	Pertanyaan	Jawaban	Persentase
1.	Seberapa sering anda menggunakan bahasa Inggris?	Sering kali	- orang (0%)
		Sering	2 orang (10%)
		Jarang	11 orang (55%)
		Tidak pernah	7 orang (35%)
Jumlah			100%

The results of the table above shows how often students use English. Based on the answers from the Questionnaire that has been distributed, it is known that 0 people (0%) choose often, two people (10%) choose often, 11 people (55%) choose rarely, and seven people (35%) choose never. So it is understood that most students rarely choose to use English, and no one chooses to often use English. One of the respondents said, *"I rarely use English, not only because I'm embarrassed but also because I realize that I still need to learn a lot and my vocabulary is still lacking."*

Table 4.14

The results of the analysis students use of English language in learning

No.	Pertanyaan	Jawaban	Persentase
1.	Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?	Sering kali	- orang (0%)
		Sering	8 orang (40%)
		Jarang	10 orang (50%)
		Tidak pernah	2 orang (10%)
Jumlah			100%

The results of the table above show that when learning English do students use English to communicate? It is known that 0 people (0%) choose often, eight people (40%) choose often, ten people (50%) choose rarely, and two people (10%) choose never. So it is understood that most students choose to communicate using English while studying rarely, and no one chooses to often use English to communicate in learning. One of the respondents said, *"In the Islamic Broadcasting Communication Study Program, it is very rare to use English, especially when studying, except when the lecturer is carrying out the teaching and learning process, and even then, it is combined with Indonesian."*

Table 4.15

The results of the analysis the role of English in future

No.	Pertanyaan	Jawaban	Persentase
1.	Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?	Sangat berperan penting	17 orang (85%)
Berperan penting		3 orang (15%)	
Kurang berperan penting		- orang (0%)	
Tidak berperan penting		- orang (0%)	
Jumlah			100%

The results of the table above show the role of English in the future. It is known that there are 17 people (85%) choosing answers that have a very important role, three people (15%) choosing answers that play an important role, 0 people (0%) choosing answers that play a less important role, and 0 people (0%) chose an unimportant answer. So it is understood that most students choose

English to play an important role in the future, and most who don't choose English play a less important and very important role in the future. One of the respondents said, *"English in the future will play an important role, especially in the future. Apart from increasingly sophisticated technological developments, we are also preparing ourselves to face external competitors, namely foreigners."*

B. Discussion

Based on the results of observations and interviews after completing the research questionnaire they are stated that they needed material in learning English that was more specific to develop their abilities because English for communication is one of the most important subjects for students of the Islamic broadcasting communication study program. Even though it is not a language department, the demands of the profession that will be faced in the future are prominent. Also, they are students of Islamic broadcasting communications, and in the future, they will have a lot to deal with in the field of communication. To deal with this, it is a must for them to continue learning English, as well as to prepare themselves to continue their careers in the future. Therefore an analysis of learning needs is needed for students of the Islamic broadcasting communication study program. Islamic broadcasting communication students stated that English would be very important in the future. Looking at the changing times that are increasing, including technology that requires an understanding of English, even to continue studying and become a civil servant, TOEFL is required. English for Islamic broadcasting communication students is one of their personal needs. One respondent said, *"In my opinion, English is one of the personal needs in the world*

of education because when we are proficient in English, of course, it is easy to get scholarships and many job vacancies in the future." And English in the future will play an important role, especially in the future, apart from increasingly sophisticated technological developments, we also prepare ourselves to face external competitors, namely foreigners".

The language skills they want to master are speaking skills. Where one of the respondents said that *"Language skills, namely speaking, are needed in Islamic broadcasting communication study programs rather than listening language skills because indeed Islamic broadcasting communication students must be skilled in terms of public speaking because in the future there will be a lot of broadcasting of various kinds of information while listening to itself is not too prominent in Our study program is mostly used only when the lecturer is teaching"* and it is true that apart from being a student of the Islamic broadcasting communication study program, it has indeed become a necessity for someone to master speaking skills because that is the initial skill that must be needed. Steve Jobs, Mark Zuckerberg, Barack Obama, Oprah Winfrey, and many more are successful people from different fields. But they have one thing in common, namely, having extraordinary public speaking skills. The role of communication and public speaking will be more visible by adopting it as a development of human life in the world into educational and learning practices such as:

1. The era of the Industrial Revolution 4.0 requires education and students to have "human literacy," one of the spearheads of which is the ability to communicate/public speaking.

2. Development of 21st-century skills which are adopted into 4k learning in the implementation of the 2013 curriculum, namely Creativity, Critical Thinking, Communication, and Collaboration¹.

Communication students have studied English in the first semester. They learn about basic English by learning methods, most discussions, and presentations, and they are not required to communicate using full English because English is a subject that communication students need to learn, but it is not mandatory in the department. Therefore, more of them choose to improve their frequently used language skills, the reason being that they often have discussions, so they talk more and have more conversations. However, students have difficulty listening to words in English because the pronunciation is different from the writing, and if the pronunciation is wrong, the meaning will be different. In addition, grammar is also a very difficult aspect of English. Thus as a lecturer, it is necessary to use good learning strategies to form students understanding of the material in teaching easily.

In addition, they also have language skills that are considered difficult, namely listening skills. One respondent said that "The language skill that is very difficult to understand is listening because sometimes what is heard is very difficult to predict what it means because what is written is different. *"we also listen to it, that's why when we are given assignments from the lecturer about listening, we always choose the wrong answer because the answers that are chosen are all almost the same way of reading, so when listening to them it is very*

¹Girsang, Lasmery Rosentaulu Maissalinya. *Publik Speaking Sebagai Bagian Dari Komunikasi Efektife*, Jakarta Barat, (Jurnal Pengabdian dan Kewirausahaan, 2018).

difficult to determine which answer is right and which is wrong, especially if the lecturer speaks in English then Usually students make mistakes in interpreting it, it's different from reading because if you read it, all you have to do is read it, it's wrong or right to read it, it's a matter of later fixing it, the important thing is that the writing doesn't change, so whoever reads it will know the true meaning." And indeed, listening is difficult to understand for a student who is still in the learning stage, especially not from the language department, where they still lack vocabulary and how to pronounce it. Apart from that, listening skills tend to be interpreted word by word to understand the true meaning, and when learning skills, listening requires concentration in understanding the sentence or word heard.

In addition according to Underwood, there are several difficulties in listening skills experienced by English learners, (1)Listeners cannot control the speed of speech of the person conveying the message, and they feel that the message conveyed has disappeared before they can fill in the message. When they can understand one message, at that moment, another message is lost. (2)The listener does not have the opportunity to ask the speaker to repeat or clarify the message conveyed, for example, when listening to the radio or watching television, so the listener must be able to understand it. (3)The limited vocabulary of the listeners makes them listeners unable to understand the contents of the text they hear, which can not make them bored and frustrated. (4)The listener's failure to recognize and understand the signs sent by the speaker causes the listener to misunderstand the contents of the message he receives. (5)Mistakes in interpreting

the message received so that the contents of the message conveyed are received or interpreted differently by listeners².

Learning strategies are also one of the causes of difficulties in understanding English for communication. Apart from that, the lack of mastery of vocabulary is also an obstacle to understanding English material. Therefore a teaching method that is preferred by students is needed, one of which is learning by using games, songs, or film. One respondent said, *"In my opinion, a good learning strategy is learning while playing because if you study seriously, it will make you bored and bored, especially when you study alone and sometimes the material presented is difficult to understand, and if you study alone you don't have friends to invite." sharing ideas, moreover the way the material is delivered is very monotonous, but when learning while playing it is very easy to understand"*. A good learning strategy/method is a method that can help the process of transferring student material well, attracting the attention of participants, creating a fun learning atmosphere, and can motivate them. Asyad emphasized that the learning process could become more dynamic and would achieve the desired goals if aids or media were added, such as audio-visual media, projector prints, films, games, and so on³.

After knowing the difficulties, good learning methods, and strategies, the topic is also not as important as the topic that will be given is a topic that is needed by communication students. They chose the topic of public speaking as a

²Kurniawati Dewi. *Studi Tentang Faktor-Faktor Penyebab Kesulitan Belajar Menyimak Bahasa Inggris Pada Mahasiswa Semester III PBI IAIN Raden Intan Lampung*, (English Education: Jurnal Tadris Bahasa Inggris, 2015).

³Purnaningsih, Pari. *"Strategi Pemanfaatan Media Audio Visual Untuk Peningkatan Hasil Belajar Bahasa Inggris"*. (Jurnal Informatika Universitas Pamulang, 2017).

topic that is very much needed in the communication study program because it is a very important provision to continue their career. One of the respondents said "*Public speaking is one of the most important provisions to take when we want to continue our careers going forward, especially for Islamic broadcasting communication study program students who have a lot of work in the field of communication and broadcasting. Public speaking is really needed because when we master public speaking, we will automatically have more confidence in conveying everything, while the form of words is mostly used when writing journals or articles. Even though both are equally important, public speaking is a skill that must be mastered as a communication student*". Speaking skill is essentially a skill to produce the flow of the articulation sound system to convey wishes, needs, feelings, and desires to others⁴. It implements the important role of language as a means of communication. Language is expressed by carrying out activities of issuing regular and meaningful sounds, which are carried out orally to communicate with other people.

Apart from that, most of them have a goal in learning English, and one of the goals is to continue their career. One respondent said that "*My goal in speaking English is to continue my career because in the future, the competition will be even tougher, and as time goes on, technology will become more sophisticated, and there will be many foreigners who will become competitors in our own country, apart from that, of course, we can also walk we can go abroad to continue our career there with our English skills, and why not choose to get a*

⁴Nugrahani Dyah, Indri Kunstantinah, and Larasati. *Peningkatan Kemampuan Public Speaking Melalui Metode Pelatihan Anggota Forum Komunikasi Remaja Islam*, 2021

scholarship." For a student who already has mastered existing skills in English, it will provide additional value for them. The added value obtained will certainly make it easier for them to prepare for the future and pursue a career. In addition, competition or competition that occurs in the field of education and employment is no longer only on a local or national scale, but the competition that has been built in this globalization era is an international scale competition⁵. Based on the results of the questions in table 4.7 about the Analysis with whom they will speak English, they mostly prefer to speak English with foreigners. One of the respondents said that *"If asked to choose to speak English with foreigners or co-workers, I will choose foreigners because foreigners will understand what I am saying, so they will connect in communicating and can also practice pronunciation and then can get corrections from them, while colleagues not everyone can speak English like me who works in a food stall."* It's true that to train in English to be more fluent, one of them is to practice pronunciation and to be more effective, they train together with foreigners, and most of them also practice using youtube like watching western movies in English so automatically they want to practice their language more His English with a lot of listening to foreigners in speaking⁶. In addition, they choose to speak English in everyday life by preferring to speak English on campus, with this they will easily adapt without hesitation to sentences or words without feeling awkward or embarrassed towards fellow students who, in fact, are still learning together, especially very Rarely do

⁵Thariq, Phoenna Ath, et all. *Sosialisasi Pentingnya Menguasai Bahasa Inggris Bagi Mahasiswa*, (Darma Bakti Teuku Umar 2021)

⁶Mauliana, I. Nyoman, *Mengatasi Kesulitan Dalam Berbahsa Inggris*. (Linguistic Community Service Journal 2020) 56-63.

students use English in class. And for the activity or learning style they want is through a conversation where they feel that through conversation, they will practice pronunciation and also increase vocabulary. As said by the respondents in table 4.11, *"That learning to use conversation will be more effective to use, because, in addition to practicing pronunciation, it can also add new vocabulary to the conversation, while writing is very difficult to learn because you have to learn various rules in writing and it takes a long time."*

Based on the results of the interviews, 8 out of 20 students chose the topic of public speaking as material needed by students. This is because public speaking material needs to be mastered before learning the next material because, with good public speaking skills, students will be able to convey ideas, ideas, and information, communicate well and be more confident in using English. Based on the Analysis above, it is in accordance with the needs and abilities of students, including target needs and learning needs.

In addition to learning needs they also expressed difficulties in understanding aspects of learning English, one of the respondents said, *"What makes it difficult for me to learn English is grammar, especially when asked to write because there are many rules in writing that must be memorized, and after memorizing them, I proceed to how to place them in each one especially because I don't have much time to learn them because other than English , I also have another subject so there is no chance to memorize it"*. One aspect that is difficult for them to learn is grammar, this is a problem that the next researcher will find a solution.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The purpose of this study was to analyze the need to learn English for communication for students of the Islamic Broadcasting Communication study program at IAIN Palopo. Therefore students are expected to be able to apply English as a language of communication both in everyday life and after working or after graduation. Based on the problem statement and the data analysis in chapter IV, it can be concluded that the needs to learn English for student communication are:

The language skill needed by students needs is speaking and the topic they need is public speaking on the grounds that they want to expedite their public speaking according to the profession they will face in the future based on their study program. Where the learning style that students need is to use conversation because by using conversation they will more easily practice their speaking skills. In this case an appropriate learning method or strategy is needed, as what the students need is learning through games, songs or movies because by using these strategies or methods they more easily understand the topics given, where students are more likely to choose speaking as a language skill want them to be mastered.

B. Suggestion

Based on the conclusions above, the researcher will offer some suggestions that are expected to be useful for:

1. Lecturers

The lecturers are suggested to motivate the students to be more enthusiasm in learning English by the skills they have mastered and develop skills that students have not yet mastered by providing teaching methods or strategies that can attract students' interest to always learning English and don't forget to provide topics according to student learning needs.

2. Students

The Students are advised to memorize more vocabulary words and practice the language skills they master by seeing that in the future, English is very necessary, especially in continuing careers.

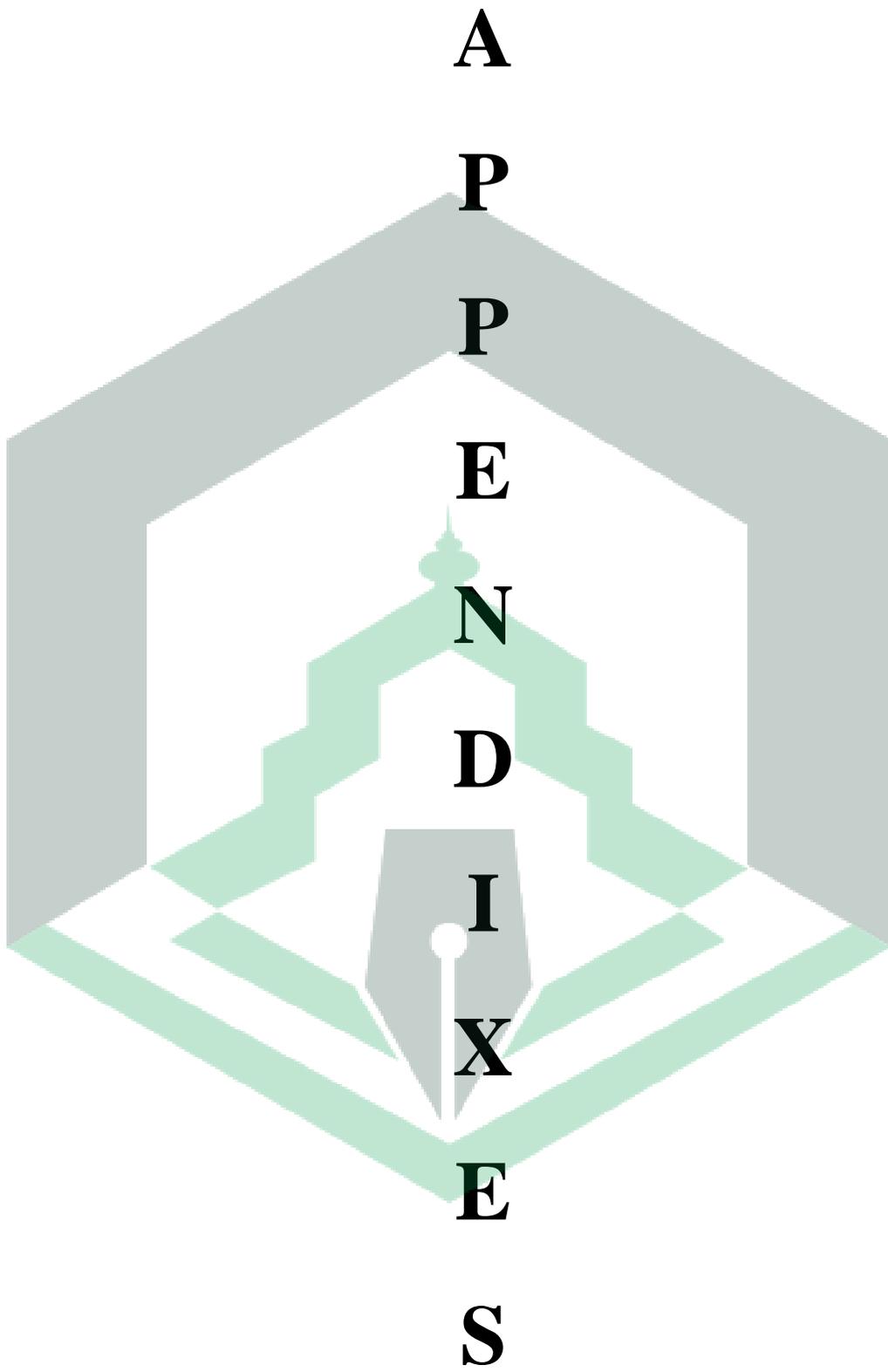
3. The next researchers

The next researchers are expected to develop this research to provide the appropriate English materials based on the students need found by this research. And the next researcher can design the materials by providing more the activities to improve students speaking skill, while the listening and grammar materials also can be providing solution as the reearcher find some students difficulties in both aspects.

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APPENDIX I

LAMPIRAN ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS UNTUK KOMUNIKASI (MAHASISWA)

Nama	
Kelas	

A. Tujuan wawancara

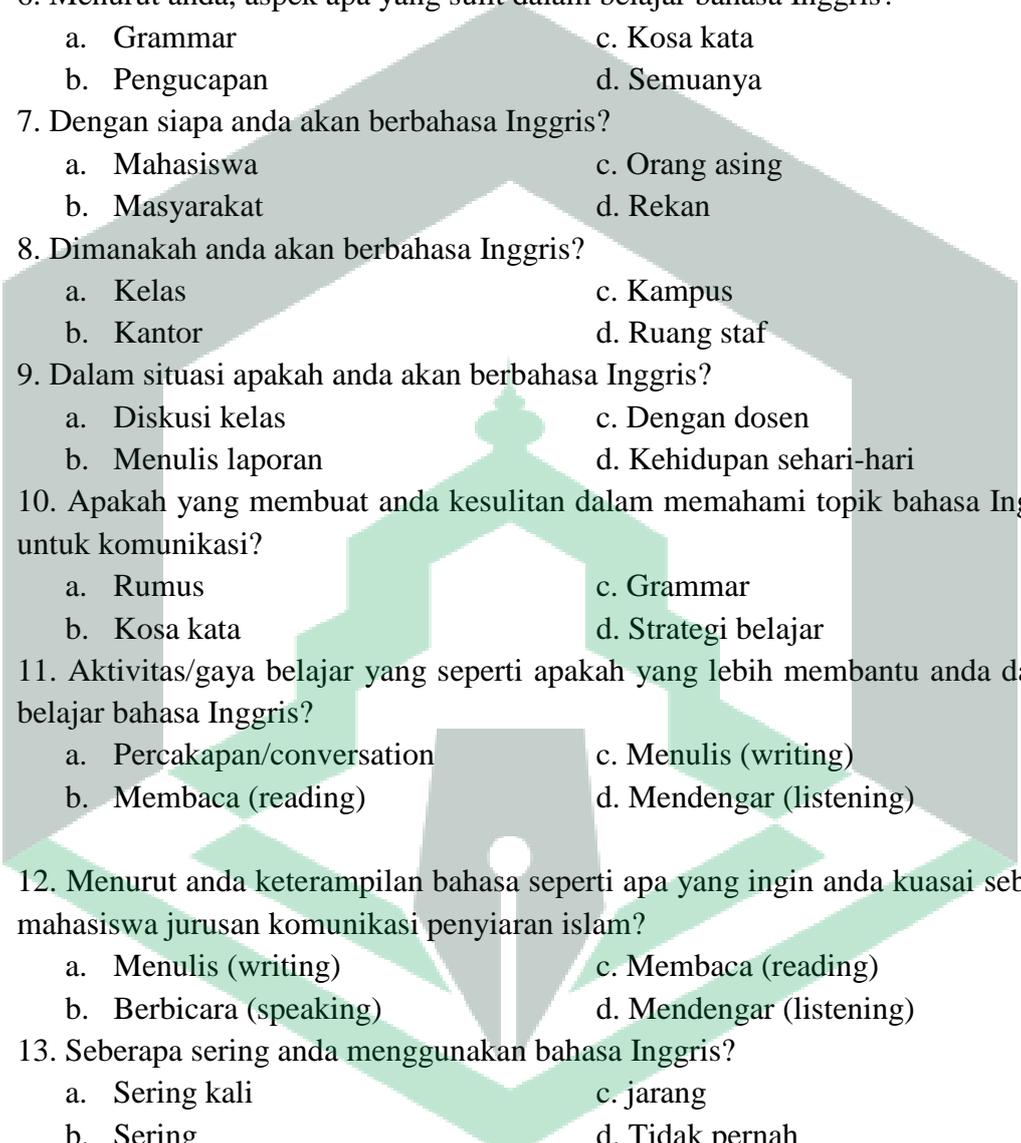
Untuk memperoleh deskripsi kebutuhan belajar bahasa Inggris untuk komunikasi mahasiswa program studi Komunikasi Penyiaran Islam.

B. Petunjuk pengisian angket sebagai berikut :

- Tulislah identitas terlebih dahulu pada kolom yang telah disediakan diatas.
- Amatilah soal tersebut sebelum di kerjakan
- Pilihlah salah satu jawaban yang tepat dengan memberikan tanda silang (x) pada jawaban a,b,c atau d.

C. Instrument wawancara

- Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?
 - Speaking
 - Listening
 - Reading
 - Writing
- Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?
 - Speaking
 - Listening
 - Reading
 - Writing
- Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?
 - Belajar sendiri
 - Belajar berpasangan
 - Belajar melalui bacaan sambil mencatat
 - Belajar melalui permainan, lagu atau film
- Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?
 - Public speaking
 - Pronunciation
 - kosa kata (vocabulary)
 - Bentuk waktu (tenses)

- 
5. Untuk apa anda belajar bahasa Inggris?
- Untuk berhasil dalam kuliah
 - Untuk berhasil dalam karier
 - Untuk mendapatkan beasiswa
 - Untuk kebutuhan pribadi agar lebih percaya diri
6. Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?
- Grammar
 - Pengucapan
 - Kosa kata
 - Semuanya
7. Dengan siapa anda akan berbahasa Inggris?
- Mahasiswa
 - Masyarakat
 - Orang asing
 - Rekan
8. Dimanakah anda akan berbahasa Inggris?
- Kelas
 - Kantor
 - Kampus
 - Ruang staf
9. Dalam situasi apakah anda akan berbahasa Inggris?
- Diskusi kelas
 - Menulis laporan
 - Dengan dosen
 - Kehidupan sehari-hari
10. Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?
- Rumus
 - Kosa kata
 - Grammar
 - Strategi belajar
11. Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?
- Percakapan/conversation
 - Membaca (reading)
 - Menulis (writing)
 - Mendengar (listening)
12. Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?
- Menulis (writing)
 - Berbicara (speaking)
 - Membaca (reading)
 - Mendengar (listening)
13. Seberapa sering anda menggunakan bahasa Inggris?
- Sering kali
 - Sering
 - jarang
 - Tidak pernah
14. Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?
- Sering kali
 - Sering
 - jarang
 - Tidak pernah

15. Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?

- a. Sangat berperan penting
- b. Berperan penting

- c. Kurang berperan penting
- d. Tidak berperan penting



APPENDIX II

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Judul : Need Analysis in Learning English for Comunication in Fifth Semester

Islamic Broadcasting Communication Study Program in IAIN Palopo

A. Petunjuk Pengisian Validasi

Lembar penilaian ini di maksudkan untuk mengumpulkan informasi tentang instrumen validitas yang akan di gunakan dalam menilai instrumen penelitian yang berjudul "Need analysis in learning English for comunnication in fifth semester islamic Broadcasting Communication Study Program in IAIN Palopo" dengan petunjuk periaian sebagai berikut:

1. Kepada Bapak/Ibu berkenan memberikan skor dengan cara memberi tanda *checklist* (✓) pada kolom yang telah disesuaikan dengan kriteria:

Sangat sesuai : 4

Sesuai : 3

Tidak sesuai : 2

Sangat tidak sesuai : 1

2. Jika Bapak/Ibu menganggap perlu ada revisi, maka Bapak/Ibu memberikan butir revisi pada bagian komentar dan saran pada lembar yang telah disediakan.

B. Vaidasi Instrument

Tabel validasi Instrument angket kebutuhan belajar

No	Aspek yang dinilai	Skor			
		1	2	3	4
1	Kesesuaian pertanyaan wawancara dengan tujuan wawancara				✓
2	Pertanyaan wawancara mudah dipahami peserta didik				✓
3	Pedoman wawancara layak digunakan untuk menganalisis kebutuhan beajar bahasa Inggris untuk komunikasi				✓

4	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas			✓
Jumlah				

1. Komentor

.....

.....

.....

.....

2. Saran

.....

.....

.....

.....

3. Kesimpulan

Setelah mengisi tabel penilaian, mohon Bapak/Ibu melingkari huruf di bawah ini sesuai dengan penilaian Bapak/Ibu berikan.

A Valid (dapat digunakan dengan revisi)

B : Tidak Valid (belum dapat digunakan)

Palopo, Desember 2022

Validator,



Husnaini, S.Pd.I, M.Pd.

NIP. 19840820 200902 2 007

APPENDIX III

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : *HUSNAINI, S.Pd.I, M.Pd.*
Instansi : *IAIN PALOPO*
Jabatan : *DOSEN PENDIDIKAN BAHASA INGGRIS*

Telah membaca instrumen penelitian berupa lembar pertanyaan untuk *analisis kebutuhan belajar bahasa Inggris untuk komunikasi* yang akan digunakan dalam penelitian skripsi dengan judul "*Need Analysis in Learning English for Comunication in Fifth Semester Islamic Broadcasting Communication Study Program in IAIN Palopo*" oleh peneliti:

Nama : *Sri Wahyuni Anggareski*
NIM : *18 0202 0157*
Prodi : *Pendidikan Bahasa Inggris*

Setelah memperhatikan instrumen yang telah dibuat, maka adapun saran dan masukan untuk instrument tersebut adalah:

Kalimat dapat diformulas kembali ~~untuk~~ agar lebih mudah dipahami oleh peserta didik/ mahasiswa.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, Desember 2022

Validator,



Husnaini, S.Pd.I, M.Pd.
NIP. 19840820 200902 2

APPENDIX IV

DAFTAR HADIR MAHASISWA

Prodi : Komunikasi Penyiaran Islam
Kelas : KPI 5A

Hari/tanggal : Senin / 19 Desember 2022
Pukul : 09.10

No.	Nama Mahasiswa	Tanda Tangan
1.	Annisa Basri	1. <i>Annisa</i>
2.	Achmad Fachri	2. <i>Fachri</i>
3.	Ainun Salsabila Asnawir	3. <i>Ainun</i>
4.	Andi Darna	4. <i>Andi</i>
5.	Fajar Alamsyah	5. <i>Fajar</i>
6.	Maharani	6. <i>Maharani</i>
7.	Muh. Zulfadli Amin	7. <i>Muh. Zulfadli</i>
8.	Riska Kamri	8. <i>Riska</i>
9.	Rahmadana	9. <i>Rahmadana</i>
10.	Veri Ardiansyah	10. <i>Veri</i>

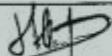
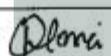
DAFTAR HADIR MAHASISWA

Prodi : Komunikasi Penyiaran Islam

Hari/tanggal : Senin / 19 Desember 2022

Kelas : KPI 5B

Pukul : 10.10

No.	Nama Mahasiswa	Tanda Tangan
1.	Amar	1. 
2.	Hasruddin	2. 
3.	Hilma	3. 
4.	Jusnidar	4. 
5.	Julianti Sahir	5. 
6.	Lilis Asrina Safitri	6. 
7.	Muh. Nur Ihsan	7. 
8.	Nur Hikma	8. 
9.	Nurul Khairiyah	9. 
10.	Yihving Olivia Wulandari	10. 

APPENDIX V

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS UNTUK KOMUNIKASI (MAHASISWA)

Nama	Pasar Alamiah
Kelas	kpi SA

A. Tujuan wawancara

Untuk memperoleh deskripsi kebutuhan belajar bahasa Inggris untuk komunikasi mahasiswa program studi Komunikasi Penyiaran Islam.

B. Petunjuk pengisian angket sebagai berikut :

- Tuliskan identitas terlebih dahulu pada kolom yang telah disediakan diatas.
- Amatilah soal tersebut sebelum di kerjakan
- Pilihlah salah satu jawaban yang tepat dengan memberikan tanda silang (x) pada jawaban a,b,c atau d.

C. Instrument wawancara

- Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?
 a. Speaking
 b. Listening
 c. Reading
 d. Writing
- Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?
 a. Speaking
 b. Listening
 c. Reading
 d. Writing
- Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?
 a. Belajar sendiri
 b. Belajar berpasangan
 c. Belajar melalui bacaan sambil mencatat
 d. Belajar melalui permainan, lagu atau film
- Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?
 a. Publik speaking
 b. Pronunciation
 c. kosa kata (vocabulary)
 d. Bentuk waktu (tenses)
- Untuk apa anda belajar bahasa Inggris?
 a. Untuk berhasil dalam kuliah
 b. Untuk berhasil dalam karier
 c. Untuk mendapatkan beasiswa
 d. Untuk kebutuhan pribadi agar lebih percaya diri

6. Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?
- a. Grammar
 - b. Pengucapan
 - c. Kosakata
 - d. Semuanya
7. Dengan siapa anda akan berbahasa Inggris?
- a. Mahasiswa
 - b. Masyarakat
 - c. Orang asing
 - d. Rekan
8. Dimanakah anda akan berbahasa Inggris?
- a. Kelas
 - b. Kantor
 - c. Kampus
 - d. Ruang staf
9. Dalam situasi apakah anda akan berbahasa Inggris?
- a. Diskusi kelas
 - b. Menulis laporan
 - c. Dengan dosen
 - d. Kehidupan sehari-hari
10. Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?
- a. Rumus
 - b. Kosakata
 - c. Grammar
 - d. Strategi belajar
11. Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?
- a. Percakapan/conversation
 - b. Membaca (reading)
 - c. Menulis (writing)
 - d. Mendengar (listening)
12. Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?
- a. Menulis (writing)
 - b. Berbicara (speaking)
 - c. Membaca (reading)
 - d. Mendengar (listening)
13. Seberapa sering anda menggunakan bahasa Inggris?
- a. Sering kali
 - b. Sering
 - c. jarang
 - d. Tidak pernah
14. Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?
- a. Sering kali
 - b. Sering
 - c. jarang
 - d. Tidak pernah
15. Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?
- a. Sangat berperan penting
 - b. Berperan penting
 - c. Kurang berperan penting
 - d. Tidak berperan penting

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS UNTUK
KOMUNIKASI (MAHASISWA)

Nama	Amar
Kelas	KPI 5

A. Tujuan wawancara

Untuk memperoleh deskripsi kebutuhan belajar bahasa Inggris untuk komunikasi mahasiswa program studi Komunikasi Penyiaran Islam.

B. Petunjuk pengisian angket sebagai berikut :

- Tulislah identitas terlebih dahulu pada kolom yang telah disediakan diatas.
- Amatilah soal tersebut sebelum di kerjakan
- Pilihlah salah satu jawaban yang tepat dengan memberikan tanda silang (x) pada jawaban a,b,c atau d.

C. Instrument wawancara

- Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?
 a. Speaking
 b. Listening
 c. Reading
 d. Writing
- Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?
 a. Speaking
 b. Listening
 c. Reading
 d. Writing
- Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?
 a. Belajar sendiri
 b. Belajar berpasangan
 c. Belajar melalui bacaan sambil mencatat
 d. Belajar melalui permainan, lagu atau film
- Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?
 a. Public speaking
 b. Pronunciation
 c. kosa kata (vocabulary)
 d. Bentuk waktu (tenses)
- Untuk apa anda belajar bahasa Inggris?
 a. Untuk berhasil dalam kuliah
 b. Untuk berhasil dalam karier
 c. Untuk mendapatkan beasiswa
 d. Untuk kebutuhan pribadi agar lebih percaya diri

6. Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?
- a. Grammar
 - b. Pengucapan
 - c. Kosakata
 - d. Semuanya
7. Dengan siapa anda akan berbahasa Inggris?
- a. Mahasiswa
 - b. Masyarakat
 - c. Orang asing
 - d. Rekan
8. Dimanakah anda akan berbahasa Inggris?
- a. Kelas
 - b. Kantor
 - c. Kampus
 - d. Ruang staf
9. Dalam situasi apakah anda akan berbahasa Inggris?
- a. Diskusi kelas
 - b. Menulis laporan
 - c. Dengan dosen
 - d. Kehidupan sehari-hari
10. Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?
- a. Rumus
 - b. Kosakata
 - c. Grammar
 - d. Strategi belajar
11. Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?
- a. Percakapan/conversation
 - b. Membaca (reading)
 - c. Menulis (writing)
 - d. Mendengar (listening)
12. Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?
- a. Menulis (writing)
 - b. Berbicara (speaking)
 - c. Membaca (reading)
 - d. Mendengar (listening)
13. Seberapa sering anda menggunakan bahasa Inggris?
- a. Sering kali
 - b. Sering
 - c. jarang
 - d. Tidak pernah
14. Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?
- a. Sering kali
 - b. Sering
 - c. jarang
 - d. Tidak pernah
15. Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?
- a. Sangat berperan penting
 - b. Berperan penting
 - c. Kurang berperan penting
 - d. Tidak berperan penting

**ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS UNTUK
KOMUNIKASI (MAHASISWA)**

Nama	Hasruddin
Kelas	KPI B

A. Tujuan wawancara

Untuk memperoleh deskripsi kebutuhan belajar bahasa Inggris untuk komunikasi mahasiswa program studi Komunikasi Penyiaran Islam.

B. Petunjuk pengisian angket sebagai berikut :

- a. Tulislah identitas terlebih dahulu pada kolom yang telah disediakan diatas.
- b. Amatilah soal tersebut sebelum di kerjakan
- c. Pilihlah salah satu jawaban yang tepat dengan memberikan tanda silang (x) pada jawaban a,b,c atau d.

C. Instrument wawancara

1. Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?
 a. Speaking
 b. Listening
 c. Reading
 d. Writing
2. Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?
 a. Speaking
 c. Reading
 b. Listening
 d. Writing
3. Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?
 a. Belajar sendiri
 b. Belajar berpasangan
 c. Belajar melalui bacaan sambil mencatat
 d. Belajar melalui permainan, lagu atau film
4. Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?
 a. Public speaking
 b. Pronunciation
 c. kosa kata (vocabulary)
 d. Bentuk waktu (tenses)
5. Untuk apa anda belajar bahasa Inggris?
 a. Untuk berhasil dalam kuliah
 b. Untuk berhasil dalam karier
 c. Untuk mendapatkan beasiswa
 d. Untuk kebutuhan pribadi agar lebih percaya diri

6. Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?

- a. Grammar
b. Pengucapan
c. Kosakata
d. Semuanya

7. Dengan siapa anda akan berbahasa Inggris?

- a. Mahasiswa
 b. Masyarakat
c. Orang asing
d. Rekan

8. Dimanakah anda akan berbahasa Inggris?

- a. Kelas
 b. Kantor
c. Kampus
d. Ruang staf

9. Dalam situasi apakah anda akan berbahasa Inggris?

- a. Diskusi kelas
b. Menulis laporan
c. Dengan dosen
d. Kehidupan sehari-hari

10. Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?

- a. Rumus
 b. Kosakata
c. Grammar
d. Strategi belajar

11. Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?

- a. Percakapan/conversation
b. Membaca (reading)
 c. Menulis (writing)
d. Mendengar (listening)

12. Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?

- a. Menulis (writing)
b. Berbicara (speaking)
 c. Membaca (reading)
d. Mendengar (listening)

13. Seberapa sering anda menggunakan bahasa Inggris?

- a. Sering kali
b. Sering
 c. Jarang
d. Tidak pernah

14. Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?

- a. Sering kali
 b. Sering
c. Jarang
d. Tidak pernah

15. Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?

- a. Sangat berperan penting
 b. Berperan penting
c. Kurang berperan penting
d. Tidak berperan penting

6. Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?

- a. Grammar Kosa kata
- b. Pengucapan d. Semuanya

7. Dengan siapa anda akan berbahasa Inggris?

- a. Mahasiswa c. Orang asing
- b. Masyarakat Rekan

8. Dimanakah anda akan berbahasa Inggris?

- a. Kelas Kampus
- b. Kantor d. Ruang staf

9. Dalam situasi apakah anda akan berbahasa Inggris?

- a. Diskusi kelas c. Dengan dosen
- b. Menulis laporan Kehidupan sehari-hari

10. Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?

- a. Rumus c. Grammar
- b. Kosa kata Strategi belajar

11. Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?

- a. Percakapan/conversation Menulis (writing)
- b. Membaca (reading) d. Mendengar (listening)

12. Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?

- a. Menulis (writing) c. Membaca (reading)
- Berbicara (speaking) d. Mendengar (listening)

13. Seberapa sering anda menggunakan bahasa Inggris?

- a. Sering kali jarang
- b. Sering d. Tidak pernah

14. Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?

- a. Sering kali jarang
- b. Sering d. Tidak pernah

15. Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?

- a. Sangat berperan penting c. Kurang berperan penting
- Berperan penting d. Tidak berperan penting

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS UNTUK
KOMUNIKASI (MAHASISWA)

Nama	Jusnidar
Kelas	kpi sb

A. Tujuan wawancara

Untuk memperoleh deskripsi kebutuhan belajar bahasa Inggris untuk komunikasi mahasiswa program studi Komunikasi Penyiaran Islam.

B. Petunjuk pengisian angket sebagai berikut :

- Tulislah identitas terlebih dahulu pada kolom yang telah disediakan diatas.
- Amatilah soal tersebut sebelum di kerjakan
- Pilihlah salah satu jawaban yang tepat dengan memberikan tanda silang (x) pada jawaban a,b,c atau d.

C. Instrument wawancara

1. Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?

- a. Speaking
 b. Listening
 c. Reading
 d. Writing

2. Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?

- a. Speaking
 b. Listening
 c. Reading
 d. Writing

3. Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?

- a. Belajar sendiri
 b. Belajar berpasangan
 c. Belajar melalui bacaan sambil mencatat
 d. Belajar melalui permainan, lagu atau film

4. Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?

- a. Public speaking
 b. Pronunciation
 c. kosa kata (vocabulary)
 d. Bentuk waktu (tenses)

5. Untuk apa anda belajar bahasa Inggris?

- a. Untuk berhasil dalam kuliah
 b. Untuk berhasil dalam karier
 c. Untuk mendapatkan beasiswa
 d. Untuk kebutuhan pribadi agar lebih percaya diri

6. Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?
- a. Grammar
 - b. Pengucapan
 - c. Kosa kata
 - d. Semuanya
7. Dengan siapa anda akan berbahasa Inggris?
- a. Mahasiswa
 - b. Masyarakat
 - c. Orang asing
 - d. Rekan
8. Dimanakah anda akan berbahasa Inggris?
- a. Kelas
 - b. Kantor
 - c. Kampus
 - d. Ruang staf
9. Dalam situasi apakah anda akan berbahasa Inggris?
- a. Diskusi kelas
 - b. Menulis laporan
 - c. Dengan dosen
 - d. Kehidupan sehari-hari
10. Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?
- a. Rumus
 - b. Kosa kata
 - c. Grammar
 - d. Strategi belajar
11. Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?
- a. Percakapan/conversation
 - b. Membaca (reading)
 - c. Menulis (writing)
 - d. Mendengar (listening)
12. Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?
- a. Menulis (writing)
 - b. Berbicara (speaking)
 - c. Membaca (reading)
 - d. Mendengar (listening)
13. Seberapa sering anda menggunakan bahasa Inggris?
- a. Sering kali
 - b. Sering
 - c. jarang
 - d. Tidak pernah
14. Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?
- a. Sering kali
 - b. Sering
 - c. jarang
 - d. Tidak pernah
15. Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?
- a. Sangat berperan penting
 - b. Berperan penting
 - c. Kurang berperan penting
 - d. Tidak berperan penting

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS UNTUK
KOMUNIKASI (MAHASISWA)

Nama	Haliqah F.
Kelas	Lpi 5b.

A. Tujuan wawancara

Untuk memperoleh deskripsi kebutuhan belajar bahasa Inggris untuk komunikasi mahasiswa program studi Komunikasi Penyiaran Islam.

B. Petunjuk pengisian angket sebagai berikut :

- Tulislah identitas terlebih dahulu pada kolom yang telah disediakan diatas.
- Amatilah soal tersebut sebelum di kerjakan
- Pilihlah salah satu jawaban yang tepat dengan memberikan tanda silang (x) pada jawaban a,b,c atau d.

C. Instrument wawancara

- Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?
 a. Speaking
 b. Listening
 c. Reading
 d. Writing
- Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?
 a. Speaking
 b. Listening
 c. Reading
 d. Writing
- Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?
 a. Belajar sendiri
 b. Belajar berpasangan
 c. Belajar melalui bacaan sambil mencatat
 d. Belajar melalui permainan, lagu atau film
- Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?
 a. Publik speaking
 b. Pronouncation
 c. kosa kata (vocabulary)
 d. Bentuk waktu (tenses)
- Untuk apa anda belajar bahasa Inggris?
 a. Untuk berhasil dalam kuliah
 b. Untuk berhasil dalam karier
 c. Untuk mendapatkan beasiswa
 d. Untuk kebutuhan pribadi agar lebih percaya diri

6. Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?

- a. Grammar
- b. Pengucapan
- c. Kosa kata
- d. Semuanya

7. Dengan siapa anda akan berbahasa Inggris?

- a. Mahasiswa
- b. Masyarakat
- c. Orang asing
- d. Rekan

8. Dimanakah anda akan berbahasa Inggris?

- a. Kelas
- b. Kantor
- c. Kampus
- d. Ruang staf

9. Dalam situasi apakah anda akan berbahasa Inggris?

- a. Diskusi kelas
- b. Menulis laporan
- c. Dengan dosen
- d. Kehidupan sehari-hari

10. Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?

- a. Rumus
- b. Kosa kata
- c. Grammar
- d. Strategi belajar

11. Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?

- a. Percakapan/conversation
- b. Membaca (reading)
- c. Menulis (writing)
- d. Mendengar (listening)

12. Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?

- a. Menulis (writing)
- b. Berbicara (speaking)
- c. Membaca (reading)
- d. Mendengar (listening)

13. Seberapa sering anda menggunakan bahasa Inggris?

- a. Sering kali
- b. Sering
- c. Jarang
- d. Tidak pernah

14. Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?

- a. Sering kali
- b. Sering
- c. Jarang
- d. Tidak pernah

15. Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?

- a. Sangat berperan penting
- b. Berperan penting
- c. Kurang berperan penting
- d. Tidak berperan penting

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS UNTUK
KOMUNIKASI (MAHASISWA)

Nama	Annisa Bahri
Kelas	Kpi 5 A

A. Tujuan wawancara

Untuk memperoleh deskripsi kebutuhan belajar bahasa Inggris untuk komunikasi mahasiswa program studi Komunikasi Penyiaran Islam.

B. Petunjuk pengisian angket sebagai berikut :

- Tulislah identitas terlebih dahulu pada kolom yang telah disediakan diatas.
- Amatilah soal tersebut sebelum di kerjakan
- Pilihlah salah satu jawaban yang tepat dengan memberikan tanda silang (x) pada jawaban a,b,c atau d.

C. Instrument wawancara

- Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?
 - Speaking
 - Listening
 - Reading
 - Writing
- Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?
 - Speaking
 - Listening
 - Reading
 - Writing
- Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?
 - Belajar sendiri
 - Belajar berpasangan
 - Belajar melalui bacaan sambil mencatat
 - Belajar melalui permainan, lagu atau film
- Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?
 - Public speaking
 - Pronouncation
 - kosak kata (vocabulary)
 - Bentuk waktu (tenses)
- Untuk apa anda belajar bahasa Inggris?
 - Untuk berhasil dalam kuliah
 - Untuk berhasil dalam karier
 - Untuk mendapatkan beasiswa
 - Untuk kebutuhan pribadi agar lebih percaya diri

6. Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?

- a. Grammar
- b. Pengucapan
- c. Kosakata
- d. Semuanya

7. Dengan siapa anda akan berbahasa Inggris?

- a. Mahasiswa
- b. Masyarakat
- c. Orang asing
- d. Rekan

8. Dimanakah anda akan berbahasa Inggris?

- a. Kelas
- b. Kantor
- c. Kampus
- d. Ruang staf

9. Dalam situasi apakah anda akan berbahasa Inggris?

- a. Diskusi kelas
- b. Menulis laporan
- c. Dengan dosen
- d. Kehidupan sehari-hari

10. Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?

- a. Rumus
- b. Kosakata
- c. Grammar
- d. Strategi belajar

11. Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?

- a. Percakapan/conversation
- b. Membaca (reading)
- c. Menulis (writing)
- d. Mendengar (listening)

12. Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?

- a. Menulis (writing)
- b. Berbicara (speaking)
- c. Membaca (reading)
- d. Mendengar (listening)

13. Seberapa sering anda menggunakan bahasa Inggris?

- a. Sering kali
- b. Sering
- c. Jarang
- d. Tidak pernah

14. Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?

- a. Sering kali
- b. Sering
- c. Jarang
- d. Tidak pernah

15. Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?

- a. Sangat berperan penting
- b. Berperan penting
- c. Kurang berperan penting
- d. Tidak berperan penting

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS UNTUK
KOMUNIKASI (MAHASISWA)

Nama	Archmad Fakhri
Kelas	KP. 3k

A. Tujuan wawancara

Untuk memperoleh deskripsi kebutuhan belajar bahasa Inggris untuk komunikasi mahasiswa program studi Komunikasi Penyiaran Islam.

B. Petunjuk pengisian angket sebagai berikut :

- Tuliskan identitas terlebih dahulu pada kolom yang telah disediakan diatas.
- Amatilah soal tersebut sebelum di kerjakan
- Pilihlah salah satu jawaban yang tepat dengan memberikan tanda silang (x) pada jawaban a,b,c atau d.

C. Instrument wawancara

- Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?
 - Speaking
 - Listening
 - Reading
 - Writing
- Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?
 - Speaking
 - Listening
 - Reading
 - Writing
- Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?
 - Belajar sendiri
 - Belajar berpasangan
 - Belajar melalui bacaan sambil mencatat
 - Belajar melalui permainan, lagu atau film
- Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?
 - Publik speaking
 - Pronunciation
 - kosakata (vocabulary)
 - Bentuk waktu (tenses)
- Untuk apa anda belajar bahasa Inggris?
 - Untuk berhasil dalam kuliah
 - Untuk berhasil dalam karier
 - Untuk mendapatkan beasiswa
 - Untuk kebutuhan pribadi agar lebih percaya diri

6. Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?

- a. Grammar
- b. Pengucapan
- c. Kosakata
- d. Semuanya

7. Dengan siapa anda akan berbahasa Inggris?

- a. Mahasiswa
- b. Masyarakat
- c. Orang asing
- d. Rekan

8. Dimanakah anda akan berbahasa Inggris?

- a. Kelas
- b. Kantor
- c. Kampus
- d. Ruang staf

9. Dalam situasi apakah anda akan berbahasa Inggris?

- a. Diskusi kelas
- b. Menulis laporan
- c. Dengan dosen
- d. Kehidupan sehari-hari

10. Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?

- a. Rumus
- b. Kosakata
- c. Grammar
- d. Strategi belajar

11. Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?

- a. Percakapan/conversation
- b. Membaca (reading)
- c. Menulis (writing)
- d. Mendengar (listening)

12. Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?

- a. Menulis (writing)
- b. Berbicara (speaking)
- c. Membaca (reading)
- d. Mendengar (listening)

13. Seberapa sering anda menggunakan bahasa Inggris?

- a. Sering kali
- b. Sering
- c. Jarang
- d. Tidak pernah

14. Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?

- a. Sering kali
- b. Sering
- c. Jarang
- d. Tidak pernah

15. Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?

- a. Sangat berperan penting
- b. Berperan penting
- c. Kurang berperan penting
- d. Tidak berperan penting

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS UNTUK KOMUNIKASI (MAHASISWA)

Nama	Ainun Salsabila A.
Kelas	kpi 5A

A. Tujuan wawancara

Untuk memperoleh deskripsi kebutuhan belajar bahasa Inggris untuk komunikasi mahasiswa program studi Komunikasi Penyiaran Islam.

B. Petunjuk pengisian angket sebagai berikut :

- Tulislah identitas terlebih dahulu pada kolom yang telah disediakan diatas.
- Amatilah soal tersebut sebelum di kerjakan
- Pilihlah salah satu jawaban yang tepat dengan memberikan tanda silang (x) pada jawaban a,b,c atau d.

C. Instrument wawancara

- Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?
 - Speaking
 - Listening
 - Reading
 - Writing
- Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?
 - Speaking
 - Listening
 - Reading
 - Writing
- Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?
 - Belajar sendiri
 - Belajar berpasangan
 - Belajar melalui bacaan sambil mencatat
 - Belajar melalui permainan, lagu atau film
- Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?
 - Publik speaking
 - Pronunciation
 - kosa kata (vocabulary)
 - Bentuk waktu (tenses)
- Untuk apa anda belajar bahasa Inggris?
 - Untuk berhasil dalam kuliah
 - Untuk berhasil dalam karier
 - Untuk mendapatkan beasiswa
 - Untuk kebutuhan pribadi agar lebih percaya diri

6. Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?
- a. Grammar
 - b. Pengucapan
 - c. Kosa kata
 - d. Semuanya
7. Dengan siapa anda akan berbahasa Inggris?
- a. Mahasiswa
 - b. Masyarakat
 - c. Orang asing
 - d. Rekan
8. Dimanakah anda akan berbahasa Inggris?
- a. Kelas
 - b. Kantor
 - c. Kampus
 - d. Ruang staf
9. Dalam situasi apakah anda akan berbahasa Inggris?
- a. Diskusi kelas
 - b. Menulis laporan
 - c. Dengan dosen
 - d. Kehidupan sehari-hari
10. Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?
- a. Rumus
 - b. Kosa kata
 - c. Grammar
 - d. Strategi belajar
11. Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?
- a. Percakapan conversation
 - b. Membaca (reading)
 - c. Menulis (writing)
 - d. Mendengar (listening)
12. Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?
- a. Menulis (writing)
 - b. Berbicara (speaking)
 - c. Membaca (reading)
 - d. Mendengar (listening)
13. Seberapa sering anda menggunakan bahasa Inggris?
- a. Sering kali
 - b. Sering
 - c. jarang
 - d. Tidak pernah
14. Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?
- a. Sering kali
 - b. Sering
 - c. jarang
 - d. Tidak pernah
15. Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?
- a. Sangat berperan penting
 - b. Berperan penting
 - c. Kurang berperan penting
 - d. Tidak berperan penting

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS UNTUK
KOMUNIKASI (MAHASISWA)

Nama	Andi Darna
Kelas	Kel. 5A

A. Tujuan wawancara

Untuk memperoleh deskripsi kebutuhan belajar bahasa Inggris untuk komunikasi mahasiswa program studi Komunikasi Penyiaran Islam.

B. Petunjuk pengisian angket sebagai berikut :

- Tulislah identitas terlebih dahulu pada kolom yang telah disediakan diatas.
- Amatilah soal tersebut sebelum di kerjakan
- Pilihlah salah satu jawaban yang tepat dengan memberikan tanda silang (x) pada jawaban a,b,c atau d.

C. Instrument wawancara

- Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?
 a. Speaking
 b. Listening
 c. Reading
 d. Writing
- Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?
 a. Speaking
 b. Listening
 c. Reading
 d. Writing
- Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?
 a. Belajar sendiri
 b. Belajar berpasangan
 c. Belajar melalui bacaan sambil mencatat
 d. Belajar melalui permainan, lagu atau film
- Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?
 a. Public speaking
 b. Pronouncation
 c. kosa kata (vocabulary)
 d. Bentuk waktu (tenses)
- Untuk apa anda belajar bahasa Inggris?
 a. Untuk berhasil dalam kuliah
 b. Untuk berhasil dalam karier
 c. Untuk mendapatkan beasiswa
 d. Untuk kebutuhan pribadi agar lebih percaya diri

6. Menurut anda, aspek apa yang sulit dalam belajar bahasa Inggris?
- a. Grammar
 - b. Pengucapan
 - c. Kosakata
 - d. Semuanya
7. Dengan siapa anda akan berbahasa Inggris?
- a. Mahasiswa
 - b. Masyarakat
 - c. Orang asing
 - d. Rekan
8. Dimanakah anda akan berbahasa Inggris?
- a. Kelas
 - b. Kantor
 - c. Kampus
 - d. Ruang staf
9. Dalam situasi apakah anda akan berbahasa Inggris?
- a. Diskusi kelas
 - b. Menulis laporan
 - c. Dengan dosen
 - d. Kehidupan sehari-hari
10. Apakah yang membuat anda kesulitan dalam memahami topik bahasa Inggris untuk komunikasi?
- a. Rumus
 - b. Kosakata
 - c. Grammar
 - d. Strategi belajar
11. Aktivitas/gaya belajar yang seperti apakah yang lebih membantu anda dalam belajar bahasa Inggris?
- a. Percakapan/conversation
 - b. Membaca (reading)
 - c. Menulis (writing)
 - d. Mendengar (listening)
12. Menurut anda keterampilan bahasa seperti apa yang ingin anda kuasai sebagai mahasiswa jurusan komunikasi penyiaran islam?
- a. Menulis (writing)
 - b. Berbicara (speaking)
 - c. Membaca (reading)
 - d. Mendengar (listening)
13. Seberapa sering anda menggunakan bahasa Inggris?
- a. Sering kali
 - b. Sering
 - c. Jarang
 - d. Tidak pernah
14. Di jurusan anda, pada saat anda belajar bahasa Inggris, apakah anda menggunakan bahasa Inggris untuk berkomunikasi?
- a. Sering kali
 - b. Sering
 - c. Jarang
 - d. Tidak pernah
15. Menurut anda, apakah bahasa Inggris berperan penting di masa yang akan datang?
- a. Sangat berperan penting
 - b. Berperan penting
 - c. Kurang berperan penting
 - d. Tidak berperan penting

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS UNTUK
KOMUNIKASI (MAHASISWA)

Nama	Fajar Alamiyah
Kelas	bps 5a

A. Tujuan wawancara

Untuk memperoleh deskripsi kebutuhan belajar bahasa Inggris untuk komunikasi mahasiswa program studi Komunikasi Penyiaran Islam.

B. Petunjuk pengisian angket sebagai berikut :

- Tuliskan identitas terlebih dahulu pada kolom yang telah disediakan diatas.
- Amatilah soal tersebut sebelum di kerjakan
- Pilihlah salah satu jawaban yang tepat dengan memberikan tanda silang (x) pada jawaban a,b,c atau d.

C. Instrument wawancara

- Dalam pelajaran bahasa Inggris, keterampilan bahasa apakah yang sering anda gunakan?
 a. Speaking
 b. Listening
 c. Reading
 d. Writing
- Menurut anda, dari ke empat keterampilan berbahasa Inggris yang manakah paling sulit?
 a. Speaking
 b. Listening
 c. Reading
 d. Writing
- Metode/strategi pembelajaran seperti apa yang anda butuhkan sebagai referensi belajar anda?
 a. Belajar sendiri
 b. Belajar berpasangan
 c. Belajar melalui bacaan sambil mencatat
 d. Belajar melalui permainan, lagu atau film
- Topik pembelajaran bahasa Inggris seperti apa yang anda butuhkan sebagai mahasiswa komunikasi penyiaran islam?
 a. Publik speaking
 b. Pronunciation
 c. kosa kata (vocabulary)
 d. Bentuk waktu (tenses)
- Untuk apa anda belajar bahasa Inggris?
 a. Untuk berhasil dalam kuliah
 b. Untuk berhasil dalam karier
 c. Untuk mendapatkan beasiswa
 d. Untuk kebutuhan pribadi agar lebih percaya diri

APPENDIX VI

  
1 2 0 2 2 1 9 0 5 9 1 3 9 7

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : J. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 325048

ASLI

IZIN PENELITIAN
NOMOR : 1397/P/DPMPTSP/KI/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja.
3. Peraturan Menteri Nomor 3 Tahun 2016 tentang Perubahan Kedua Ketentuan Penelitian.
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo.
5. Peraturan Walikota Palopo Nomor 24 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diwariskan Pelaksanaan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: SRI WAHYUNI ANGGARESKI
Jenis Kelamin	: Perempuan
Alamat	: Perum. Permata Hijau Camar 7 Blok. B115 No. 03 Kota Palopo.
Pekerjaan	: Mahasiswa
NIM	: 18 0202 0157

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

NEED ANALYSIS IN LEARNING FOR COMMUNICATION IN FIFTH SEMESTER ISLAMIC BROADCASTING COMMUNICATION STUDY PROGRAM IAIN PALOPO

Lokasi Penelitian : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO**

Lamanya Penelitian : **28 November 2022 s.d. 28 Desember 2022**

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaatl semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaatl ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 28 November 2022
A.n Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP


ERICK K. FIDA, S.Sos
Pangreh. Penata Tk.I
NIP. 19830414 200701 1 005

Terselasa,

1. Kepala Bidang Pengkajian dan Pemrosesan Perizinan
2. Walikota Palopo
3. Sekretaris
4. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
5. Kepala Bidang Pengkajian dan Pemrosesan Perizinan
6. Kepala Bidang Pelayanan dan Pengurusan Perizinan
7. Kepala Bidang Pengkajian dan Pemrosesan Perizinan

APPENDIX VII

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS USHULUDDIN, ADAB, DAN DAKWAH
KOMUNIKASI DAN PENSIARAN ISLAM
Jl. Bakau Kel. Balandai Kec. Bara Kota Palopo
Website: fuad-tampalopo.ac.id

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 014/In.19/FUAD/KPI/PP.00.9/01/2023

Yang bertanda tangan di bawah ini Ketua Prodi Komunikasi dan Penyiaran Islam Fakultas Ushuluddin, Adab, dan Dakwah IAIN Palopo menerangkan bahwa :

Nama : **Sri Wahyuni Anggareski**
NIM : 18 0202 0157
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Prodi : Pendidikan Bahasa Inggris
Kelas : Big 4 A
Semester : 9 (Sembilan)

Telah selesai melakukan penelitian di Prodi Komunikasi dan Penyiaran Islam Kelas 5A dan 5B Fakultas Ushuluddin, Adab, dan Dakwah, Institut Agama Islam Negeri (IAIN) Palopo selama 33 (Tiga Puluh Tiga) hari, terhitung mulai tanggal 28 November s/d 28 Desember 2022 untuk memperoleh data dalam rangka penyusunan Skripsi Penelitian yang berjudul : **"NEED ANALYSIS IN LEARNING FOR COMMUNICATION IN FIFTH SEMESTER ISLAMIC BROADCASTING COMMUNICATION STUDY PROGRAM IAIN PALOPO"**.

Demikian surat keterangan ini diberikan kepadanya untuk dipergunakan sebagaimana mestinya.

Palopo, 5 Januari 2023
Ketua Prodi Komunikasi dan Penyiaran Islam.


Wahyuni Husain, S.Sos., M.I.Kom
NIP. 19800311 200312 2 002



APPENDIX VIII

DOKUMENTASI (19 Desember 2022)

This documentation was taken when students complete the questionnaire from researcher in the class KPI VA and VB





BIOGRAPHY



Sri Wahyuni Anggareski was born on November, 21th 1999 in Cabbenge, precisely in Soppeng. She is the last child of the late Petta Mancong and the late Petta Syamsuduha. She was left by her mother when she was in grade 5 of Elementary

School, and her father was left while in class 1 of Junior High School. When she was six years old, she started studying at MI Salumakarra and graduated in 2012. After that, she continued to study in Junior High School Muhammadiyah Palopo graduated in 2015. Then she Continuing her studies at the Muhammadiyah High School of Palopo graduated in 2018. She continued again her education at the State Islamic Institute of Palopo, South Sulawesi. She took the English Study Program in the Faculty of Teacher Training and Education, and wrote her thesis with the title **"Need Analysis on the Learning English for Communication at the Fifth Semester Students of Islamic Broadcasting Communication Study Program at IAIN Palopo"**