
An Analysis of Civic Education Students' Perception toward Their Needs in Learning English for Specific Purpose in University Of Mataram

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Article History

Received : February 17th, 2023

Revised : March 18th, 2023

Accepted : April 14th, 2023

Abstract : In Indonesia, English is now a compulsory subject in undergraduate programs, regardless of whether students are enrolled in Non-English or English Departments. Non-English departments, including those in tourism, law, economics, pharmacy, and other fields, require English as well. The way English is taught in the civic department, for example, varies from how it is taught in the economics department. The language items and sub-skills necessary for the civic department differ from those required in the economics department. This study, aim to examine civic students' necessities, lacks, and wants in learning English & Analyze civic students' perception toward the ESP program in fulfilling their lacks and wants in learning English. This research descriptive qualitative researcher. The population of this study was 160 of civic education students 'who were studying in University Of Mataram academic year 2021-2022. The number of samples used was 30 students who were taken using purposive sampling techniques. In gathering the data, this study used a questionnaire and an interview. The questionnaire consists of questions related to demographic information, necessities, wants, lacks, and perceptions toward the English program in fulfilling the students' wants. Meanwhile, a semi-structured interview was used to strengthen the data from the questionnaire. The research data show that civic education students needed English to pass the TOFL exam, which 43.3% did, followed by learning it for future careers, which accounted for 40% of their responses. Furthermore, most of the students wanted to be able to master vocabulary in English related to citizenship studies, listen to speeches and other spoken resources in English, write civic documents in English, and be able to read English civic documents at the end of the English course. Furthermore, it was discovered that the majority of them lacked speaking and listening skills. In terms of student perception, it was discovered that civic education students perceived the English program as fulfilling their wants because they were provided with learning techniques to satisfy their wants and lacks.

Keywords : Civic Education Students Needs, English, English Students Perceptions, Need Analysis.

INTORODUCTION

In Indonesia, English is now a compulsory subject in undergraduate programs, regardless of whether students are enrolled in Non-English or English Departments. Non-English departments, including those in tourism, law, economics, pharmacy, and other fields, require English as well. The way English is taught in the civic department, for example, varies from how it is taught in the economics department. The language items and

sub-skills necessary for the civic department differ from those required in the economics department.

As an example, students studying civic education should prioritize their development of speaking sub-skills over other skills due to the need to communicate in public or other settings. According to Elya (2022), speaking is the most crucial skill for civic education, as it allows individuals to effectively convey information to others. Additionally, civic education students must focus on improving their communication skills, including their ability to speak clearly and

persuasively, as they will be involved in theoretical, political, and practical aspects of citizenship.

According to a pre-interview conducted with Elya, a seventh-semester student in the civic education department at the University Of Mataram, learning English is crucial. As part of her studies, she needs to speak in front of the public using English. Additionally, students in the civic education program at the University Of Mataram must possess critical thinking skills, excellent communication abilities, and the ability to express their opinions clearly in both Indonesian and English. This highlights the importance of learning English for civic education students as it will be beneficial for them in their future careers. In order to achieve their goals in the target language, non-English departments may need to acquire specific content or language skills. However, as the language needs in each department can vary greatly, it is crucial to acknowledge and address variety of needs. The process of needs analysis is a vital component in the field of English for Specific Purposes (ESP), particularly within the context of the Civic Education Department. According to Evans and Johns (1987, in Tasci, 2007), utilizing needs analysis as a guide can lead to significant improvements in curriculum development, syllabus design, lesson planning, and material adoption. By conducting a needs analysis, instructors can develop appropriate goals and objectives that align with the specific needs of their students.

According to Graves (2007), with such a teaching approach based on needs analysis, students may more precisely measure their learning process and comprehend their needs. As a result, students obtain what they want to learn and have control over their education. So it is crucial to take into account the learners, their learning requirements, and their motivation to learn; as a result, a needs analysis should be carried out. Therefore, by being aware of these, instructors, administrators, and students have a clear understanding of how to approach language instruction in ESP classrooms.

As previously stated, in order to receive a high-quality civic education, one must be able to think critically, communicate effectively, and express oneself clearly in both Indonesian and English. Besides increasing speaking skills, civic

education learners are also demanded to improve another language skill because students would subsequently need these skills to pass the TOEFL exam in order to graduate from university. Nevertheless, teaching all four language skills (reading, writing, speaking, and listening) intensively to civic education students may be seems unnecessary due to the presence of other core subjects that also require attention.

Consequently, the issues cause various perception from the students related to the English program in fulfilling the students' needs, especially their lacks and wants. There are two possible perceptions namely positive and negative perception. Positive perceptions refer to traits and beliefs that are predictive of positive outcomes and well-being (Icekson & Pines, 2013). Conversely, negative perceptions are characterized by rejection or denial, lacking positive qualities such as enthusiasm, interest, or optimism, and often tending towards opposition or resistance.

Whenever the ESP program successfully addresses the lacks and wants of the students, the overall impression is positive. Conversely, if the program fails to fulfill the students' lacks and wants, the perception is negative. This phenomenon has inspired the researcher to conduct a study pertaining to the analysis of Civic Education students' perception toward their needs in learning English for Specific Purposes.

METHODS

The purpose of this research is to investigate the perceptions of civic education students regarding their English learning needs. The descriptive method will be used to achieve this objective. In order to collect information, a qualitative approach will be employed, which includes conducting interviews to supplement data gathered from questionnaires. The researcher utilized purposive sampling techniques, specifically Sugiono's (2010) critical, selective, or topic sampling method. This non-probability sampling method is based on the researcher's judgment in selecting participants. For this study, the target population was seventh-semester civic education students who have taken the English for Civics course in the faculty of teacher training and education at the University Of Mataram during the

academic year 2021-2022. The population size was 160 students, and 30 students were selected as the sample size since the total population was less than 100.

Techniques of Data Analysis

To analyze the data, the researcher employed the formulas as follows:

1. The Likert Scale and scoring

Table 1. Likert scale

No	Items	Score
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

2. After administering the questionnaire, the researcher totaled the responses for each category of answers that were present in each aspect.
3. Then, the data obtained from the questionnaires analyzed by using the percentage technique.

$$Percentage = \frac{F}{N} \times 100\%$$

Notations:

- P = Rate Percentage
- F = Frequency of the current answer
- N = Total Number of sample
- 100% = Constant Value

RESULTS AND DISCUSSION

Students Necessities of civic Educations in Learning English for Specific Purpose

Table 2. Students' necessities of civic Educations in Learning English for Specific Purpose

Students Necessities	Respond	
	F	%
Continue master degree	5	16,7
Join exchange program in abroad	-	-
Use in my future carrier	12	40,00
To pass TOEFL exam	13	43,33

Finding on the students necessities of civic Educations in Learning English for Specific Purpose is that the majority of seventh-semester civic education students, particularly those in classes 7A and 7B, stated that their civic education necessities in learning English for specific purposes were to pass the TOEFL exam (43.33%), then to use it in their future careers (40.00%), and only 16.66% of students stated that they needed to learn English to continue their master's degree. This shows that the average civic education student has a need when learning English for specific purposes (ESP) in class. They have a target need that the English learning they receive now can be useful for them when taking the TOEFL exam, either as a requirement for graduating from university or as a skill that they can use for their future career. This data confirms that English for Specific Purposes (ESP) lecturers in the Civics Study Program at the University Of Mataram must pay more attention to the necessities of students when teaching in class. For example, students must be given learning materials about TOEFL and provided with strategies on how to answer TOEFL questions so that students in the civics study program will get the most out of the TOEFL score used as a requirement for graduating from college. With the strategies, skills, and learning provided by the lecturers at the University Of Mataram, especially in the Civics Study Program, the program can create the best graduates who can compete in the world of work with the highest graduates in their fields or continue their master's studies abroad. Additionally, all students stated that the English language skill most important for civic students is speaking, which is represented by 100% of student responses. It relates to an argument made by one of the seventh-semester students at the University Of Mataram, particularly in the Department of Civic Education, when the researcher conducted a pre-interview with people who believe that speaking is the most important skill in civic education.

Civic Educations students wants to learn in English

1. Speaking

Speaking is the act of communicating using spoken words. It involves conveying ideas, thoughts, feelings, and information through

language and voice. Speaking is an essential skill for civic students as it helps them express their opinions, engage in debates, and communicate their ideas effectively to their friends, teachers, and the wider community. Speaking is crucial for civic students because it is the primary mode of communication in many civic contexts, such as

meetings, debates, and public speeches. Being able to speak clearly and persuasively is essential for civic students to participate in these contexts effectively. Here is speaking sub-skill that a civic student wants to learn in English for specific purpose.

Table 3. Speaking sub-skill that civic student wants to learn in English for specific purpose

Speaking	very Important	Important	Rather Important	Not Important
	4	3	2	1
Speaking in front of public	63,33%	10 %	20%	6,6%
Speech in English a national conferences	30%	23,3%	4,33%	3,33%
Presentation in English at class	20%	40%	30%	10%
Mastering vocabulary in English related to Citizenship studies	66,66%	6,66%	26,66%	-
Discussions about general topics in English with classmate	23,33%	43,33%	26,66%	6,6%

- Speaking in front of the public is considered very important by 63.33% of the respondents, while only 6.6% consider it not important.
- Speech in English at national conferences is considered important by 53.3% of the respondents, with 23.3% considering it rather important and only 3.33% considering it not important.
- Presentation in English at class is considered important by 40% of the respondents, while 30% consider it rather important and 10% consider it not important.
- Mastering vocabulary in English related to citizenship studies is considered very important by 66.66% of the respondents, while only 6.66% consider it not important.
- Discussions about general topics in English with classmates are considered rather important by 43.33% of the respondents, with 23.33% considering it important and 26.66% considering it rather important.

The data shows that mastering vocabulary in English related to Citizenship studies is considered

the most important aspect, with 66.66% of respondents ranking it as "very important". This suggests that having a strong grasp of the specific terminology and language used in the context of Citizenship studies is highly valued. Then the data shows that speaking in front of the public is also considered highly important, with 63.33% of respondents ranking it as "very important". This suggests that being able to confidently and effectively communicate ideas to a wider audience is seen as an important skill in the context of Citizenship studies. Overall, prioritizing English language proficiency in the context of Citizenship studies can have many potential advantages for educational institutions, including better meeting the needs of students, enhancing employability, improving communication skills, and encouraging critical thinking.

2. Writing

Writing is the act of communicating using written words. It involves expressing ideas, thoughts, and information through language and text. Writing is an essential skill for civic students because it enables them to communicate effectively and persuasively in a variety of contexts. Here is writing sub-skill that a civic student wants to learn in English for specific purpose.

Table 4. Writing sub-skill that a civic student wants to learn in English for specific purpose

Writing	very Important	Important	Rather Important	Not Important
	4	3	2	1
Writing civic document in English	30%	46,66%	23,33%	-
Writing assignment in English	20%	13,33%	56,66%	10%
Writing English later	13,33%	46,66%	30%	10%
Writing civic journal in English	43,33%	16,66%	40%	-
Writing Summary in English	26,66%	26,66%	40%	6,6%

- For writing assignments in English, only 20% of respondents rated it as very important, while 56.66% rated it as rather important. Only 13.33% of respondents rated it as not important.
- When it comes to writing in English later, 46.66% of respondents rated it as important, while 30% rated it as rather important. 13.33% of respondents rated it as not important.
- For writing civic journals in English, 43.33% of respondents rated it as very important, while 40% rated it as rather important. Only 16.66% of respondents rated it as important
- Lastly, for writing summaries in English, 26.66% of respondents rated it as very important, while 40% rated it as rather important. Only 6.6% of respondents rated it as not important.

The category that was ranked as "very important" by the largest percentage of respondents was writing civic journal in English, with 43.33% of respondents indicating that this was a very important skill. This suggests that there is a high value placed on the ability to express oneself

effectively in writing in the context of Citizenship studies. Additionally, the fact that writing civic document in English and writing English later were both rated as important or rather important by over 75% of respondents indicates that these skills are seen as essential for success in Citizenship studies. This is likely because both of these skills involve the ability to communicate complex ideas clearly and persuasively in writing, which is crucial in the context of Citizenship studies. Overall, the data suggests that English writing proficiency is an important aspect of Citizenship studies, and that educational institutions may benefit from prioritizing the development of this skill in their students.

3. Listening

Listening is the act of paying attention to and understanding spoken or written communication. It is a crucial skill for civic students because it allows them to engage effectively in civic contexts, such as community meetings, public hearings, and debates. Listening is important for civic students because it helps them understand different perspectives, develop empathy, and build consensus. Here is listening sub-skill that a civic student wants to learn in English for specific purpose.

Table 5. Listening sub-skill that a civic student wants to learn in English for specific purpose

Listening	very Important	Important	Rather Important	Not Important
	4	3	2	1
Listen to speeches and other spoken resources in English	36,66%	26,66%	36,66%	-
Listening to oral presentation	30%	33,33%	36,66%	-
Listen to English audio video resources related to Civic studies	36,66%	26,66%	33,33%	3,3%

- For "Listen to speeches and other spoken resources in English", 36.66% of the respondents rated it as very important, 26.66% rated it as important, and 36.66% rated it as rather important.
- For "Listening to oral presentation", 30% of the respondents rated it as very important, 33.33% rated it as important, and 36.66% rated it as rather important.
- For "Listen to English audio video resources related to Civic studies", 36.66% of the respondents rated it as very important, 26.66% rated it as important, 33.33% rated it as rather important, and 3.3% rated it as not important

The category that was ranked as "very important" by the largest percentage of respondents was listening to speeches and other spoken resources in English, with 36.66% of respondents indicating that this was a very important skill. This suggests that there is a high value placed on the ability to understand spoken English in the context of Citizenship studies. Additionally, the fact that listening to oral presentations and listening to English audio-video resources related to Civic

studies were both rated as important or rather important by over 60% of respondents indicates that these skills are also seen as essential for success in Citizenship studies. This is likely because both of these skills involve the ability to understand and analyze complex information presented in spoken form, which is crucial in the context of Citizenship studies. Overall, the data suggests that English listening proficiency is an important aspect of Citizenship studies, and that educational institutions may benefit from prioritizing the development of this skill in their students. By improving students' ability to understand spoken English, educational institutions can better equip their students to engage with complex civic issues and communicate effectively with others.

4. Reading

Reading is the act of interpreting written or printed text in order to gain information or understanding. It is an essential skill for civic students because it allows them to access information, critically evaluate sources, and engage effectively in civic contexts. Here is reading sub-skill that a civic student wants to learn in English for specific purpose.

Table 6. Reading sub-skill that a civic student wants to learn in English for specific purpose

Reading	very Important	Important	Rather Important	Not Important
	4	3	2	1
Reading English civic document	36,66%	26,66%	33,33%	3,33%
Reading Civic book	3,33%	26,66%	3,33%	6,6%
Reading English textbook	30%	36,66%	33,33%	-
Reading a book in English	46,66%	20%	33,33%	-
Reading study note of the course	33,33%	20%	46%	-

- For "Reading English civic document", 36.66% of the respondents rated it as very important, 26.66% rated it as important, 33.33% rated it as rather important, and 3.33% rated it as not important.
- For "Reading Civic book", 3.33% of the respondents rated it as very important, 26.66% rated it as important, 3.33% rated it as rather important, 6.6% rated it as not important.
- For "Reading English textbook", 30% of the respondents rated it as very important,

36.66% rated it as important, 33.33% rated it as rather important, and no respondents rated it as not important.

- For "Reading a book in English", 46.66% of the respondents rated it as very important, 20% rated it as important, 33.33% rated it as rather important, and no respondents rated it as not important.
- For "Reading study note of the course", 33.33% of the respondents rated it as very important, 20% rated it as important, 46%

rated it as rather important, and no respondents rated it as not important.

The category that was ranked as "very important" by the largest percentage of respondents was reading a book in English, with 46.66% of respondents indicating that this was a very important skill. This suggests that there is a high value placed on the ability to read and comprehend written English in the context of Citizenship studies. Reading English civic documents and reading English textbooks were also rated as important or rather important by over 60% of respondents. This indicates that these skills are also seen as essential for success in Citizenship studies. This is likely because both of these skills involve

the ability to understand and analyze complex information presented in written form, which is crucial in the context of Citizenship studies. Overall, the data suggests that English reading proficiency is an important aspect of Citizenship studies, and that educational institutions may benefit from prioritizing the development of this skill in their students. By improving students' ability to read and comprehend written English, educational institutions can better equip their students to engage with complex civic issues and communicate effectively with others.

Civic Educations students lack in learning English

Table 7. Civic Educations students lack in learning English

Four skills below that students less mastered	Respond	
	F	%
Speaking	17	56,6
Writing	3	10,0
Reading	2	6,5
Listening	8	26,6

Based on the data provided, it appears that speaking is the skill that students have the most difficulty with, with 56.6% of respondents indicating that they have not yet mastered this skill. This suggests that there may be a need for more opportunities for students to practice speaking English in the context of Citizenship studies. Listening was the next most commonly identified area of difficulty, with 26.6% of respondents indicating that they had not yet mastered this skill. This indicates that there may be a need for more opportunities for students to listen to spoken English in the context of Citizenship studies, and to

develop their ability to understand and analyze spoken information. Overall, the data suggests that speaking and listening are the skills that may require the most attention from educational institutions in the context of Citizenship studies. By providing more opportunities for students to practice these skills, educational institutions can better prepare their students to engage with complex civic issues and communicate effectively with others in English.

English language skill that most important for civic students

Table 8. English language skill that most important for civic students

English language skill	Respond	
	F	%
Speaking	30	100
Writing	24	80
Reading	24	80
Listening	24	80
all of them are important	24	80

Finding on the English language skill that most important for civic students on the data

provided, it appears that all four English language skills - speaking, writing, reading, and listening -

are considered important by the respondents, with 80% of them indicating that they believe each of these skills is important. This suggests that students recognize the importance of developing a broad range of English language skills, both for their academic success and their ability to participate effectively in civic life. It is worth noting that speaking was the most commonly identified important skill, with 100% of respondents indicating that they believe it is important. This suggests that students recognize the importance of being able to communicate effectively in English, particularly in the context of civic issues. Overall,

the data indicates that students value the development of all four English language skills in the context of Citizenship studies. By recognizing the importance of these skills and providing opportunities for students to develop them, educational institutions can better prepare their students to engage with complex civic issues and communicate effectively with others in English.

Civic education student perceptions toward the ESP program in fulfilling their lack and wants in learning English

Table 9. Student perception towards the ESP program in fulfilling their lacks and wants in learning English

NO	Statement	Strongly agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
1	Contents in teaching learning process of English are relevant with your study	20%	53,33%	23,33%	3,3%
2	The study instructions focus on the English materials needed for my studies	13,33%	50%	26,66%	10%
3	Lecture use variety of vocabulary that related to civics in the process study	23,33%	46,66%	26,66%	3,3%
4	English lecturer provided the students strategies to master English skills	36,66%	53,33%	6,6%	3,3%
5	Activities in the instruction help my study very well	33,33%	33,33%	26,66%	6,6%
6	The class environment is convenient to study English	33,33%	40%	23%	3,3%
7	Contents in teaching learning process of English help fulfill my lacks and wants in English	43,33%	46,66%	6,6%	3,3%

For the last question about student perception towards the ESP program in fulfilling their lacks and wants in learning English, civic education students had a positive perception towards the English program in fulfilling their lack and wants. The data in Table 4.2.5 show that the ESP program taught to seventh-semester civic education students in the Faculty of Teacher Training and Education at the University Of Mataram has met those students' lacks and wants. It is proven by the positive responses of seventh-semester students of civics:

- Contents in teaching learning process of English are relevant to your study: 20% of the respondents strongly agree that the contents in the teaching learning process of English are relevant to their study, while the

majority of 53.33% agree with this statement. This indicates that most of the respondents find the contents to be relevant to their study. However, 23.33% of the respondents disagree with this statement, which may suggest that some students feel that the contents are not relevant enough to their study.

- The study instructions focus on the English materials needed for my studies: Only 13.33% of the respondents strongly agree that the study instructions focus on the English materials needed for their studies, while half of the respondents (50%) agree with this statement. However, 26.66% of the respondents disagree that the study instructions focus on the English materials

needed for their studies, which may indicate that some students feel that the instructions are not focused enough on the materials that they need for their studies.

- Lecture use variety of vocabulary that related to civics in the process study: 23.33% of the respondents strongly agree that the lecture uses a variety of vocabulary related to civics in the teaching learning process of English, while 46.66% of the respondents agree with this statement. However, 26.66% of the respondents disagree that the lecture uses a variety of vocabulary related to civics, which may suggest that some students feel that the lecture needs to use more vocabulary related to civics.
- English lecturer provided the students strategies to master English skills: 36.66% of the respondents strongly agree that the English lecturer provided them with strategies to master English skills, while 53.33% of the respondents agree with this statement. This indicates that the majority of the respondents feel that the English lecturer provided them with strategies to master English skills. However, 6.6% of the respondents disagree that the English lecturer provided them with strategies to master English skills, which may indicate that some students feel that the lecturer could have done better in providing strategies to master English skills.
- Activities in the instruction help my study very well: 33.33% of the respondents strongly agree that the activities in the instruction help their study very well, while 33.33% of the respondents agree with this statement. This indicates that half of the respondents feel that the activities in the instruction help their study very well. However, 26.66% of the respondents disagree that the activities in the instruction help their study very well, which may indicate that some students feel that the activities could be improved to better help their study.
- The class environment is convenient to study English: 33.33% of the respondents strongly agree that the class environment is convenient to study English, while 40% of

the respondents agree with this statement. This indicates that the majority of the respondents feel that the class environment is convenient to study English. However, 23% of the respondents disagree that the class environment is convenient to study English, which may suggest that some students feel that the class environment could be improved to better facilitate their English study.

- Contents in teaching learning process of English help fulfill my lacks and wants in English: 43.33% of the respondents strongly agree that the contents in the teaching learning process of English help fulfill their lacks and wants in English, while 46.66% of the respondents agree with this statement. This indicates that the majority of the respondents feel that the contents in the teaching learning process of English are fulfilling their lacks and wants in English. However, 6.6% of the respondents disagree that the contents help fulfill their lacks and wants in English, which may suggest that some students feel that the contents are not help fulfill their lacks and wants enough in English.

The other reason their lacks and wants were fulfilled was that, while they were learning about the speaking sub-skill, the lecturer provided them with learning techniques to satisfy their wants and lacks. When learning occurs, students will be requested to create conversations and practice them in front of the class. When the material is about writing, they will also be required to translate a sentence and write it out in front of the class. Each ability is different, as is the way the lecturer suggests studying. Not only that, but lecturers frequently use English vocabulary related to civic education when teaching English, such as government, citizenship, and human rights, as well as sometimes associating material with knowledge of presidents' names or proclamations, giving material related to civic knowledge, and others. Overall, the data suggests that the ESP program taught to seventh-semester civic education students at the University Of Mataram has been successful in meeting the students' lacks and wants. However, there may still be room for improvement in some areas, such as the design of the activities and the

ongoing professional development of English language teachers.

CONCLUSION

The majority of Civic Education students are focused on passing the TOEFL exam as their main necessity for learning English, with 43.33% of responses, followed by using English for their future career, which was represented by 40.00% of responses. In terms of specific English language skills, the most preferred sub-skills for Civic Education students to learn are mastering vocabulary in English related to citizenship studies, with 66.66% of responses, and speaking in front of the public, which was represented by 63.33% of responses. For writing, Civic Education students want to learn how to write civic documents in English, with 46.66% of responses, and how to write English letters, also with 46.66% of responses. They also expressed a desire to write a civic journal in English, with 43.33% of responses. In terms of listening, students want to be able to listen to speeches and other spoken resources in English (36.66%) and audio and video resources related to civic studies (36.66%). For reading, Civic Education students want to learn how to read a book in English (46.66%) and an English civic document (36.66%). Civic Education students report that they lack English speaking skills the most, with 56.6% of responses, followed by listening skills, with 26.6% of responses. Speaking skills are considered the most important English language skill for Civic Education students, with 100% of responses. Civic Education students have a positive perception of the English program offered to them, as it has helped them meet their wants and lack of English language skills, according to the data presented in Table 9.

ACKNOWLEDGMENT

Thank you to advisor I, advisor II, and the examining lecturers who provided guidance and input for completing this research. I also extend my gratitude to the students of the Civic Study program who willingly helped in collecting data and information, making this research more valid. Furthermore, I would like to thank everyone who was involved in this research to ensure it was

completed properly. With the support provided, this research was completed on time, and the findings can be published as additional knowledge for readers.

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