NEED ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSE IN ISLAMIC BANKING DEPARTMENT

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of
English Language Education

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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title	: Need Analysis of English for Specific Purpose in Islamic Banking Department
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Need analysis in ESP currently positions as a crucial part of English learning since it is an attempt to meet students' need in English. It is well-known fact that today many job fields often require a proper English skill, included Islamic banking field. Yet, somehow the graduates have difficultly to meet this demand of their target career. This research aims to analyze what Islamic banking students' needs are in ESP. Specifically, the need analysis covers two areas, target situation and learning situation. Afterward, this study also explains how the Islamic banking students' need should be accommodated. This research is designed in descriptive qualitative form with interview and questionnaire as the instruments to collect the data. The informants of this study consist of 38 Islamic banking students and 2 English lecturers in Islamic banking department. The result reveals that the Islamic banking students have the same opinion that English has crucial position to support their target career. Besides, the students also need English to learn and understand their subject written in English, like international journal and other international sources. The students consider that speaking is the most important skill that they have to master. On the other hand, speaking also becomes their weakness in English since most of the students do not practice English to communicate even when they are in English class. In learning situation, listening, real play and simulation, and conversation gain the three highest percentages as the activities that can help the students learn English. To accommodate these needs, the lecturers consider that it will be better if the English materialss relate to the students' subject. However, English subject in UIN Walisongo is not designed as English for Specific Purpose, so that it needs more effort to design an English course that can accommodate the Islamic banking students' need.

Keywords: *English for Specific Purpose, Islamic Banking Department, Need Analysis*

MOTTO

Spread love and Share Kindness!

DEDICATION

All praise to Allah SWT for his blessing and generosity so that the researcher can complete and finish this research.

This thesis is dedicated to Pak Juwadi, my dad and the hero of my life. Thank you for never endless love and support. The dedications are also addressed to Anni's mother who has been becoming my mother too since years ago, to my sibling Anni Pebriyanti that I love, and to my mother. May Allah always bless you!

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In the name of Allah, the most gracious and the most merciful, prise is always given to Him. *Sholawat* and *salam* are always upon to the light of the darkness, Prophet Muhammad SAW. May we be acknowledged as his disciple!

The researcher realizes that a lot of people have been willing to help to complete and finish this thesis so that the researcher would like to express gratitude and appreciation to:

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8. My sister, Nur Afifatul Khoiriyah, for always helping me when I need
9. My friends that I cannot mention one by one for always being my side

At last, the researcher believes that this research is far from perfection. The researcher would be glad to gain constructive suggestion to make this thesis better.

Semarang, April 2021

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CHAPTER I

INTRODUCTION

This chapter covers the background of study, research question, objectives of the study, significances of the study, definition of key terms, and scope and limitation.

A. Research Background

English for specific purpose (ESP) plays an important role to prepare learners in order to support learner' target career. The importance of implementing ESP has skyrocketed because of the decision of ASEAN Economic Community (AEC) that allows skilled workers to work outside of their home country. This change is implemented in some fields included in the framework of economy and accountancy.[1] This situation obviously demands the students with specific target career to have ability to communicate in the international world and to develop their skills through the various sources written in English. Besides, Indonesia also strives for the development of Islamic economy through its master plan. In these last two decades, the Islamic economy and finance has increased both nationally and globally. Indonesia, a country with the biggest Moslem population in the world, is ranked in the 10th of the world as producer of halal products according to the Global Economic Index 2018/2019. At this point, Islamic bank is expected to play a crucial part in 'Central of Gravity' of halal ecosystem and industry.[2]

Financial Service Authority (OJK) has prepared Indonesian Islamic Banking Roadmap. In OJK International Conference on Islamic Finance in 2015, Nelson, the chief executive in charge of banking supervision, mentioned that there were some challenges in Indonesian Islamic banking development. The challenges consisted of the lacks of coordination between the government and the authorities in Islamic banking development, the small scale of industry and individual banks, the unvaried products and services, the quality and quantity of human resources, and the low of public awareness and understanding. Then, those challenges triggered seven policy directions to strengthen between the authorities and other stakeholders, to strengthen capital and business scale, to improve funding structure, to upgrade divers products and service quality, to develop the quality and quantity

[1] Alexander Chipman, 2016, *Labor Mobility in ASEAN: Current Commitments and Future Limitations*, ASEAN Briefing.

[2] Indonesian Ministry of National Development Planning. 2018, *Indonesia Economic Master Plan 2019-2024.*

of human resources and IT, to increase public literacy, and to harmonize regulations and supervision.[3] In the last of this roadmap, it reached out some development, such as the establishment of Islamic National Finance Committee (KNKS) and the establishment of Islamic BUMD Bank.[4]

The Islamic Banking Roadmap continues to create the grand design under Indonesia's Islamic Banking Roadmap of Development 2020-2025. However, it is still found that the quality and the quantity of human resources still becomes the problem.[5] It means that there is the dissonance between the quantity and quality of human resources and the demand of the work. The improvement of the quality and the quantity of human resources can be started at the university level. The university can be synergistic to facilitate the courses that can meet and fit to students' demand of future work, included in the term of students' language need. Language, especially English, can help the students to read and learn more sources in various disciplines since there are many international journals written in English.

Concerning this case, English teachers and course developers should design the appropriate course design based on students' need. In designing the course, understanding the condition of the class becomes the most crucial thing before arranging an English course design. Its aim is to get information about specific needs and goals of the students in English. Certainly, those specific needs and goals are related to the students' concern and students' interest in various disciplines. Hutchinson and Waters asserted that the analysis of the students' need is defined as the first stage before establishing a course design.[6] In other words, a need analysis is the first attempt to identify and consider the materials to be learnt in the class.

The word "need" itself indicates there are particular things that entail solution to have. Lamri stated the term "need" shows the existence of certain problems which call for being solved.[7] The certain problems in this context can be defined as things should be learnt to master English for their specific target career. In this case, UIN Walisongo has several majors with specific need in English to support the students' target career. Those students come from economic and Islamic business faculty. The researcher is interested in conducting the research in one department in that faculty, Islamic banking department. Islamic banking

[3] Nelson Tampulobon, 2015, *Roadmap of Indonesian Islamic Banking 2015-2015*.
[4] Roadmap Pengembangan Perbankan Syari'ah Indonesia 2020-2025, Otoritas Jasa Keuangan (OJK)
[5] *ibid*
[6] Hutchinson and Waters, 1987, *English for Specific Purposes: A learning Centred- Approach*, Cambrige University Press, p. 53.
[7] Chams Eddine Lamri, *An Introduction to English for Specific Purposes*

department is a strategic major to support and succeed the Indonesia's Islamic Banking Roadmap of Development 2020-2025. Further, this research becomes important because of the incompatibility between the English materials learnt and students' language need. The English materials in UIN Walisongo is same for all majors except for English department itself. In contrast, Bracaj (2014) argued that the students learn English for specific purpose, reflected by studying subject, to develop an appropriate knowledge and skills with English.[8] This case causes the incompatibility in preparing the outputs of Islamic banking department. Therefore, it is needed to analyse and consider the English course based on students' need in order to produce the adept graduates that can survive in the competition of job field and can be infiltrated by the labour market of the wider banking world. However, need analysis is the first attempt used to get the fact and the real situation based on learners' and teachers' information.

The researcher goes with some basic reasons to conduct this study. For the reason is to describe the need for ESP in Islamic banking department. The second reason is to explain how the needs should be accommodated to help Islamic banking students to develop their interpersonal and academic competence. The first reason is the most important one since the field of bank often requires English skill when selecting the candidate for banking employee. It means there is a need for specific English for the bank employees. In line with this, previously some researches related to need analysis of ESP in economic majors have been done. In 2016, Maria Sani, the student of AIR University Islamabad, conducted her research connected to English language need analysis of bank cashiers in Pakistan. The result shows 58% participants need English due to the demand for future career.[9] However, there are two aspects that bring the gap between the previous research and this research. The first, this previous research only focuses on bank cashiers, while the focus of this research is the English need of Islamic banking students. Islamic banking field itself does not only include bank cashiers, but also Islamic General Bank (BUS), Islamic Business Unit (UUS), and Islamic Smallholder Financing Banks (BPRS). The next gap, English is a second language in Pakistan while in Indonesia, English is a foreign language. This difference may determine the different English need of banking students. Another research related need analysis in the banking area was conducted in IAIN Metro by Ahmad Madkur. Ahmad has proven that 48 % respondents need English to support their future career. However, the study did not explore target situation analysis (TSA)

[8] Bracaj, Morena, 2014, Teaching English for Specific Purpose and Teacher Training, *European Scientific Journal, Vol.10, No. 2, P. 42*

[9] Sani Maria, 2016, English Language Need Analysis of Bank Cashiers, *International Journal of Innovative Knowledge Concepts, Volume 2, Issue 2*

comprehensively.[10] Meanwhile, it only included the reason of learning English without putting other aspects of TSA. In addition, this previous research only focuses on the need analysis without focusing on lecturers' perspective of how the needs should be accommodated. Therefore, there must be further need analysis to meet students' learning need and to explore the solution of how the needs in ESP should be accommodated to help the students of Islamic bank develop their interpersonal and academic competence.

Need analysis of ESP toward Islamic banking students is expected to support the development in the quality of English learning in certain situation so that it can sustain and help the students to be professionalism with proper English skill. Based on the explanation above, the writer conducted qualitative research to identify students' need in target situation and learning situation and to explore lecturers' perspective of how the need should be accommodated. The research's title chosen is "**Need Analysis of English for Specific Purpose in Islamic Banking Department".**

B. Research Question

1. What are the Islamic banking students' needs for their English for specific purpose (ESP)?
2. How should the needs be accommodated to develop the students' interpersonal and academic competence?

C. Research Objective

1. To analyse the Islamic banking students' need for their English for specific purpose.
2. To explain how the needs should be accommodated to develop the students' interpersonal and academic competence.

D. Significances of the Study

1. Theoretically significance

   This research is expected to give deeper explanation about need analysis in ESP to the assertion of target situation in Islamic banking department. Hopefully, the result also can contribute as one of the references for the next researcher that takes a concern about need analysis in ESP especially for Islamic banking students.

2. Practically significance

   2.1 To the teachers

[10] Madkur A, 2018, English for specific purposes: A need analysis on English course in Islamic Banking Department. *Lingua Cultura, 12(3), 221-226*.

Hopefully, this study can support the teachers to find and develop the appropriate materialss to meet the students' need in target situation and the demand for students' target career.

2.2 To the students

This study provides the information about student's need for ESP, which is expected to prepare students to achieve it in order to meet the qualification in the target career.

2.3 To the next researchers

Hopefully, this study can be further continued by the next researcher who is interested in doing research about need analysis in ESP. The researcher expects the result can give significant impact and meaningful reference toward another research.

E. Definition of Key Terms

a. Need Analysis

Need analysis is the way to find the problem, nature, and cause that obligates to decide what prime concern must be created.

b. English for Specific Purpose

Robinson defined ESP as type of English language teaching with goal oriented language learning.

c. Islamic Banking Department

Islamic banking department is university major that provides knowledge of Islamic laws and guided by Islamic economics in term of banking area.

F. Scope and Limitation of the Study

This study explores about need analysis of Islamic banking students in ESP. The need analysis covers goal-oriented need and process-oriented need. Goal-oriented need is addressed in Target Situation Analysis (TSA) while process-oriented need is presented in Learning Situation Analysis (LSA). Besides, this study also reveals the accommodation of the Islamic banking students' need to develop their interpersonal and academic competence.

Nevertheless, the limitation of this study refers to need analysis in ESP both in TSA and LSA. The subjects of this study were the 4th semester students of Islamic Banking Department UIN Walisongo in academic year of 2020/2021 and two English lecturers in Islamic Banking Department.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some previous research about need analysis in ESP, theories, and references related to this study.

A. Previous Research

Research about need analysis is not a new research. Previously there were some researchers investigating and discussing need analysis in some fields. Therefore, the researcher takes several previous researches related to need analysis in ESP.

The first previous research was conducted by Anik Aniqoh, a graduate student of the Muhammadiyah University of Surakarta. Anik conducted the research related to need analysis of ESP materials for the medical laboratory technology students in the health polytechnics Semarang. This research focuses on identifying the students' need and exploring the lecturer's need for ESP materials for the medical laboratory technology students in the health polytechnics Semarang. From this study, it shows that the process of English learning in the class doesn't run quite well due to inappropriate materials and time schedule. In this case, the materials used are English for general. Thus, the lecturer only spent time for teaching general English without maximally giving the materialss about ESP.[11]

Furthermore, this study discovers that it is needed to evaluate and redesign the book of English course based on the need of supporting academic studies and students' future career. Some aspects must be considered in redesigning the book such as linking the English prototype to the seven subjects study in the medical laboratory technology and giving health information which is compatible with many activities for the students.

In doing the research, the researcher used qualitative method with interview and questionnaire to obtain the data. The participants of this study were 80 students of medical laboratory technology, 2 English lecturers, and 1 person working as stuff.

The strength of this research is on the design of the instrument for gathering the data that considers many aspects from different point of view and

[11] Aniqoh Anik, Thesis: "Need Analysis of ESP Materialss for the Medical Laboratory Technology Students in the Health Polytechnics Semarang*",* (Surakarta: Muhammadiyah University of Surakarta, 2018)

uses the concept of *Duddley-Evans dan St. John.* However, the researcher doesn't explain the reason for using that concept.

Afterwards, the similarity between this previous research and this research is on the concern of need analysis in ESP, while the difference is about the research. This previous research has students of medical laboratory technology as the subject, while the subject of this research is the students of Islamic banking department.

The following previous research is about a need analysis of ESP for office administration students. This research was undertaken in SMK N 2 Purworejo by Putri Yuni Mentari. The focus of this research is on the text book included its quality and its suitability to the students' need. The finding informs that 35% respondents agree that they need to have the appropriate textbook containing ESP materials related to office administration, while 65% respondents strongly agree to the same point.[12] It means that most respondents have the same awareness about their need for ESP. Therewith, the researcher justifies that the quality of the present textbook is good. This justification is based on the data from the teacher gained through questionnaire. However, the researcher does not offend the criteria of the good textbook itself.

The design of this research is qualitative with descriptive method. This research used two sets of questionnaire to gain the data. The questionnaires were distributed to the students and teacher. The strength of this research is on the simple design with single type of instrument so that it eases to analyse the data. Unfortunately, the researcher does not mention the number of the respondents in the research.

Ultimately, the focus of this research in need analysis becomes the similarity between this previous research and the present research, whereas the difference is on the subject. The previous study has office administration students as the subject, while this study has Islamic banking students as the subject.

The study of need communication for doctors rises as the next previous research. "Do Doctors Need Communication in Their Job Places?" was the chosen title of this previous study.[13] Dwi Poedjiastutie and Ratih Puspitasari conducted this research in University of Muhammadiyah Malang (UMM). The researchers implemented Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Pedagogical Need Analysis (PNA) in this study. Afterwards, quantitative

[12] Mentari Yeni Putri, 2019, A Need Analysis of ESP for Office Administration Program at SMK Negeri 2 Purworejo Academic Year of 2018/2019, *Journal of English Education and Teaching (JEET) Vol. 3 No.4.*

[13] Dwi Poedjiastutie and Ratih Puspitasari, 2018, Do Doctors Need Communication in Their Job Places? (A Case In Indonesia), *IJEE (Indonesian Journal of English Education), 5 (2), 2018, 127-142*

method with close-ended questionnaire was the design of this study. The result of the study points out that 50,4% respondents put speaking or communication as the English priority, 26,4% respondents selected reading as the English priority, and surprisingly 8,8% respondents put writing as the English priority. For the purpose of learning English, 16,8% students marked successful medical professional. 14,4% students marked to enhance academic performance. 1,8% decided to choose to travel abroad. And 4,8% marked to pursue scholarship. This study also reveals the goal of communication itself. 22,4% respondents admitted that the goal is to communicate with patients. 22,4% respondents agreed that the goal is to give presentations. While 20,8% respondents considered giving instruction to the nurses as the goal of communication. Besides, there were various expectations of the students in the course. 28% expected the course using real teaching and delivery activity, 16,8% expected the course using interesting and authentic materials, and 16% expected to have smaller class.

The concern of students' need for ESP is the similarity between this research and the present research. However, the subject focus and the design are different. The subject of this research focuses on doctors' need in job places, while the present research focuses on Islamic banking students' need. Further, this study implements quantitative design while the present study uses qualitative design.

The last previous research of this study is a study of need analysis English for Specific Purpose (ESP) for vocational pharmacy students. This study was written by Abd. Syakur, H.M Zainuddin, and A. Afif Hasan and conducted in Diploma three (D3) of Surabaya Pharmacy Academy.[14] Target and learning need in speaking competency were the focus of the study. It means that this study covers Target Situation Analysis (TSA) and Learning Situation Analysis (LSA). The design of this study was R&D. This study discovers that the students need to have good speaking skill to communicate and to meet future professional demands. This need could be facilitated with an appropriate academic atmosphere. The academic atmosphere was built through teaching method and integrated learning media.

The research design became the strange of this study. However, this study only provided a brief of literature review and did not mention in what semester the subjects were. Lastly, TSA and LSA in need analysis are the mutual parts of this study and the present study. The subjects of this study, pharmacy students, and the subject of present study, Islamic banking students, are what make them different. Besides, the design of the study is also different. The previous one has R&D as the design, while the present one has descriptive qualitative as the design.

[14]Abd. Syakur, H.M Zainuddin, M. Afif Hasan, 2020, Needs Analysis English For Specific Purposes (ESP) For Vocational Pharmacy Students, *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal Volume 3, No 2*

Based on the previous researches above, the study related need analysis in ESP are mostly about medical field, such as doctors, pharmacy, and medical laboratory. The study of need analysis in Islamic banking field is still rare so that the researcher is interested in conducting the research in Islamic banking department. This study discovers about Islamic banking students' need for target situation and learning situation. Not only discovering Islamic banking students' need, but this study also aims to analyse how to develop students' interpersonal and academic competence from lecturers' point of view.

B. Literature Review

The literature review of this study comprises ESP in English Language Teaching, objectives in teaching ESP, Need Analysis in ESP, characteristics features in ESP course, and Islamic Banking Department.

1. ESP in English Language Teaching

The world turned to be more conscious about ESP since English has been becoming lingua franca in media, education, technology, business, and other various fields. Robinson (1989) defines ESP as a type of English language teaching with goal oriented language learning. It means the learners come up with specific goals and language need.[15] Previously, Hutchinson and Waters introduced ESP as an approach dealing with learners' need and interest which means all decisions related to content and method are based on the learners' reason of learning.[16] Furthermore, Dudley-Evans argued ESP in the broader dimensions. He asserted that the establishment of learners' need is based on what learners have to perform in English, what skills are needed, and what activities the learners will be involved. In line with this, Basturkmen (2006) explained that the teaching of ESP consists of language feature to develop the competencies needed in the workplace or target career. Thus, ESP is not a simple thing, yet it is complex process that considers many aspects included what activities should be provided to help learners master the certain skills needed.[17]

The presence of ESP in ELT according to Belcher (2009) has enlarged to include other areas such as English for academic purpose (EAP), English for occupational purpose (EOP), English for vocational

[15] Saliu and Hajrullai, 2016, *Best Practices in the English for Specific Purpose Classes at the Language Center*, ELSEVIER, P.746

[16] Hutchinson and Waters, 1987, *English for Specific Purposes: A learning Centred- Approach*, Cambridge University Press, P.16

[17] Ekosetyaraini Christina Maria, 2018, Student Teachers Difficulties in Teaching English to Hotel Stuff, *Journal Vision Vol. 7, No.1, P.25*

purpose (EFP), English for medical purpose (EMP), English for business purpose (EBP), English for legal purpose (ELP), and English for sociocultural purpose (ESCP). However, Hutchinson and Water firstly illustrated the existence of ESP in ELT as a structural tree with communication and learning as the roots that nourish the tree. The tree can be seen in the figure 2.1

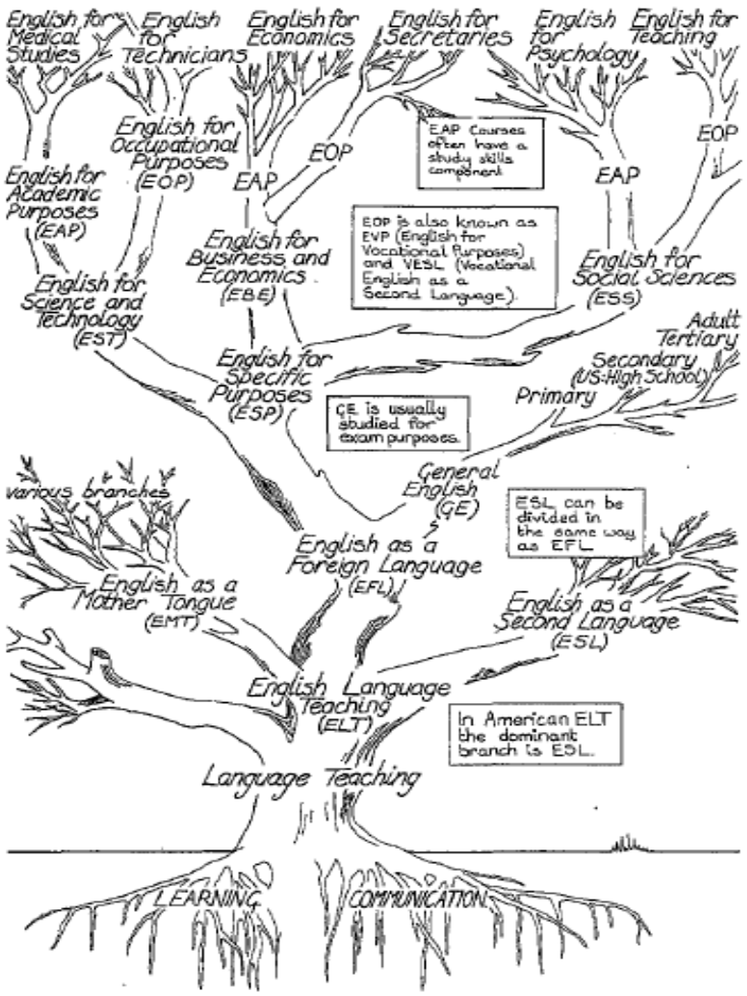

Figure 2.1.

From the picture above, we can interpret that the root of ESP is learning and communication. Learning and communication become the basic source of ELT. In ELT itself there are three different branches. Those branches are English as a mother tongue (EMT), English as a foreign language (EFL), and English as a second language (ESL). ESP arises in both EFL and ESL with its three branches. Those three branches are English for Science and Technology, English for economics and business, English for social sciences. Finally, each of the branches has two

subdivisions, English for academic purpose and English for occupational purpose.[18]

From the brief explanation above, it can be drawn that ESP in English language teaching is boosted by the usage of English in the wide fields. These wide fields demand the students to master English in order to be able to communicate in target situation. To meet students' need to communicate, ESP attempts to provide the appropriate English materials based on students' specific need.

2. Objectives in Teaching ESP

Teaching ESP has several objectives that should be achieved. Helen Basturkmen explains that there are five broad objectives. [19]

The first objective is to reveal subject-specific language use. This objective refers to what knowledge should be implemented with the learners and how the language is used in target situation. The next objective is to increase target performance competencies. Similarly, it is about developing learners' language skill to perform in target situation. Then, the next aim is to teach underlying knowledge. Underlying knowledge means that ESP is not only about linguistic proficiency but also disciplinary concept of the field. Farther objective is about developing strategic competence. This point emphasizes the context of the situation and language knowledge. The last is to foster critical awareness. There will be diverse norms in the target situation that must be faced by the learners. Helen links this objective to cultural knowledge and effective objectives.

3. Need Analysis in ESP

Need analysis is not a new concept. Commonly need analysis is carried out in the early stages of ESP to evaluate students' need in communication and to achieve students' specific goals. According to Martin, the term *need* refers to obligation, demand, and necessity. Hutchinson and Waters also argued that the term *need* is reasonable reason there is important thing to conduct. They also classified need analysis as wants, necessities, and deficiencies. In short, it can be defined that need analysis is the way to find the problem, nature, and cause that obligates to decide what prime concern must be created. In addition, it is crucial to

[18] Hutchinson and Waters, 1987, *English for Specific Purposes, Cambridge University Press*, P.17

[19] Helen Basturkmen, *Ideas and Options in English for Specific Purposes* …, p. 133.

enquire the question of what and why the students need to learn certain skills (West, 1994). [20]

Need analysis attempts to investigate what students need and what students want to learn about English. In line with this, Long explains that there is an urgent need for all courses of all kinds to apply to the need of specific group of learners. Needs analysis in the language education process develops within certain objectives, depending on the purpose of the research. Objectives of the needs analysis in the educational process are as follows: information on the aims of students to follow a learning program based on information gathered through various sources, analysis of the current situation in order to provide information on the effectiveness of the program which is carried out according to the current and future needs of the students information on preferred learning or learning styles, information on the preferences of learners for specific skills and preferences for learning these skills, factors determining the role relationship between teachers and students; and information related to preferences for teaching-learning activities (Dudley-Evans and John, 1998, p. 125).[21]

Need analysis consists of various stages which are closely related one another. the six stages in need assessment are as follows: determining the goals, determining the limit of need analysis, determining the boundaries of test case, choosing the data collection tool, collecting the evidence, evaluating the data, and criticizing the effectiveness of the study (Schutz and Derwing 1981, cited in Jeczelewski, 2016, p. 13).[22]

This assessment helps the teacher to create English course design. The result of students' need is the core of establishing ESP course design. Brian Paltridge and Sue Starfield stated that Need analysis is not always the first stage, but also it can be the second step as an action in revising a course design.

In analysing the need of the students, Hutchinson and waters defines two types of need that must be considered. The first is target need, this type analyses what learners must do with target situation. TSA is simply called as goal-oriented need. Dudley-Evans & St. John affirmed

[20] Martin fanha Helder, 2017, Revisiting Needs Analysis: A Cornerstone for Business English Courses, *International Journal of English Language & Translation Studies.*

[21] Kareya Veronika, 2012, English for specific purposes: *Public administration and political Sciences*, Elsevier

[22] Sonmez Hulya, 2019, An Examination of Needs Analysis Research in the Language Education Process, *International Journal of Education and Literacy Studies Vol.07 No. 01.*

that TSA is addressed to the activities where the students will be using English for target situation. Generally, questionnaire is the instrument used in TSA.[23] The second is learning needs, learning need refers to what learners need in order to learn. In other words, learning need route can be taken to learn English for specific purpose. LSA is simply called as process-oriented need.[24]

4. Characteristics Features in ESP Course

Designing ESP course begins with collecting data related to students' language need and target situation language usage with that organizing ESP course. Organizing ESP course becomes one of important series to accommodate students' need and to achieve targeted goals in the course contently. In organizing ESP course, ESP teacher and developer should be able to answer the question from Hutchinson and Waters related to "language description". Language description refers to the questions of what topic areas will need to be covered? What aspects of language will be needed and how will they be described?(Hutchinson and Waters 1992). Hutchinson and Waters also speak about "learning theory" that provides the theoretical basis for method.[25] It is about considering learning strategies variance, learners' group, their age, their level, and their reason for study. Further, Bracaj asserted there are certain factors playing crucial roles to organize ESP course effectively and consequently achieve a satisfactory goal.

The first factor is about selecting materials. This factor becomes crucial since materialss have gotten major attention in the subject's literature. Materials is used to support ESP teaching practice in order that the learners are exposed to real language, as it is used in a range of professional settings. Hyland (2006) explained that thru predominantly paper based, the materialss may consist of audio and visual aid, internet-mediated sources, real objects, and performance.[26] Authenticity and specificity become the important characteristics of ESP materials. Authentic materials aims to create necessary communication context in the classroom, while specific materials is designed for teaching ESP in a particular learner group related to their reality. However, the task of

[23] Momtaruz Rahman, English for Specific Purpose; Holistic Review, *Universal Journal of Educational Research 3(1): 24-31, 2015*

[24] Hutchinson and Waters, *English for Specific Purposes …,* p. 55-61

[25] Morena Bracaj, Teaching English for Specific Purposes and Teacher Training, *(Europeon Scientfic Journal), Vol.10, No.2, 2014, P. 44*

[26] Elizbiet Danuta and Fryderyk Chopin, Key Aspects of ESP Materials Selection and Design, *(English for Specific Purpose World), Issue.46, 2015, P.5*

majority of ESP teachers is in selecting and providing good materialss instead of creating them. After identifying the context, learners' need, and language expectation, most teachers attempt to find published books and other materialss like from internet sources to address the identified needs of the group. However, Jones (1990) pointed out that materialss highly targeted at learners' specific needs in a range of ESP context would not be marketable to be general. To deal with this condition, teachers can adapt materialss originally designed for other purposes by editing the published materialss for their particular teaching context. Teachers can choose to include such adapting strategies as deleting unsuitable and irrelevant materials, simplifying the materialss or activities, and modifying the materialss without neglecting materials collected in NA stage that can serve as authentic. In addition, teachers can also select the materials from learners themselves who may be instructed to create portfolios as the source of significant course materials.[27]

The next factor is related to types of activities with text. Text can be used to learn and practice all students' skills. It means that text can be source for new vocabularies, communicative skill, and reading skill.[28] Further, the experience of the ESP teacher is really needed here because selecting the proper and suitable text with relevant activities is rather difficult. However, Alan Duff and Alan Maley (2007) justified that well-chosen literary texts will contribute a rich input to language acquisition because they make contribution to cultural knowledge and students' personal growth.[29] Afterword, John revealed there are six activities that can be done with text. Those are reading while listening, critical writing, speaking and interacting, rewriting and reshaping the text, creative writing, and speaking on their own creation. At last, concerning ESP activities, it is crucial to keep in mind the context that should apply to subject.

Then, creating a learning environment and motivation becomes the important last factor. Creating a positive learning atmosphere in the classroom will produce pleasant learning process both for the students and the teacher. Learning environment is closely related to motivation that affects their future success or failure. Hamer (1991) defines motivation as

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[27] *Ibid*, P. 17

[28] Morena Bracaj, Teaching English for Specific Purposes and Teacher Training, *(Europeon Scientfic Journal), Vol.10, No.2, 2014, P. 45*

[29] Divya John, the Activities Based on a Literary Text for an ESP Classroom, *(Fortell, A Journal of Teachinf Language and Literarture)*, https://www.fortell.org/content/activities-based-literary-text-esp-classroom, Accessed on 29th of September 2020

"some kind of internal drive that encourages somebody to pursue a course of action".[30]

5. Islamic Banking Department

Islamic banking sector in Indonesia has been growing up since regulation number 10 1998 was established. This regulation talks about the existence of two banking systems, specifically conventional banking and Islamic banking. Further, in 2003, Indonesia Ulama Council (MUI) forbade bank interest. This point of Islamic law effects the massive growth of Islamic banking sector. In principle, the fundamental of Islamic context consists of rules of agreement based on Islamic law between the bank and other party to save funds, finance business activities, and other activities with Islamic concept such as *Mudharabah* (Profit-Sharing), *Musyarakah* (Joint Venture), *Murabahah* (Cost Plus Markup).[31]

The massive growth of Islamic banking area drives many business schools and universities to offer diploma, undergraduate, master, and doctor in Islamic banking field. Those universities are Islamic State University, University of Indonesia, Perbanas Institute, and STIE Tazkia. In addition, Indonesian banking development institution (LPPI) also sets up an international central to Islamic financial development to provide training session for professional.

Indonesia, a country with Moslems majority in the world, has potential to be the center of Islamic global finance as England and Malaysia that have gone as the center of Islamic global finance. Islamic banking sector holds potential to develop Indonesia's asset and to lead the long term vision in actualizing inclusive economy. In June 2015, Indonesia's financial services authority (OJK) targeted the development of Islamic banking asset to be 15% by 2023 and designed a new roadmap for Islamic banking industry. However, it cannot be avoided that banking sector in Indonesia has transformed rapidly under the development of technology and the demand for wider services. Islamic banking education has to be adaptable towards the trend in order to avoid the gap between the skill of graduate and the skill needed in the industry.

Further, one of the weaknesses in banking and financial education in Indonesia is the incompatibility between what industry needs and what education provides. According to a study, only 20% of Finance and

[30] Morena Bracaj, Teaching English for Specific Purposes and Teacher Training, *(Europeon Scientfic Journal), Vol.10, No.2, 2014, P. 45*

[31] Sofyan S Harahap, Wiroso, and Muhammad Yusuf, *Akuntasi Perbankan Syari'ah*,(Jakarta: LPFE Usakti, 2005) P. 3

Economics graduates meet the requirement to fill jobs in Islamic banking and finance industry due to the lack of soft skills and standard curriculum.

Concerning these problems, some universities in Indonesia attempt to solve the problems by obligating the students to get additional certificate such as TOEFL and other soft skills trainings. The attempt is done in order to support the graduates in the occupational competition.

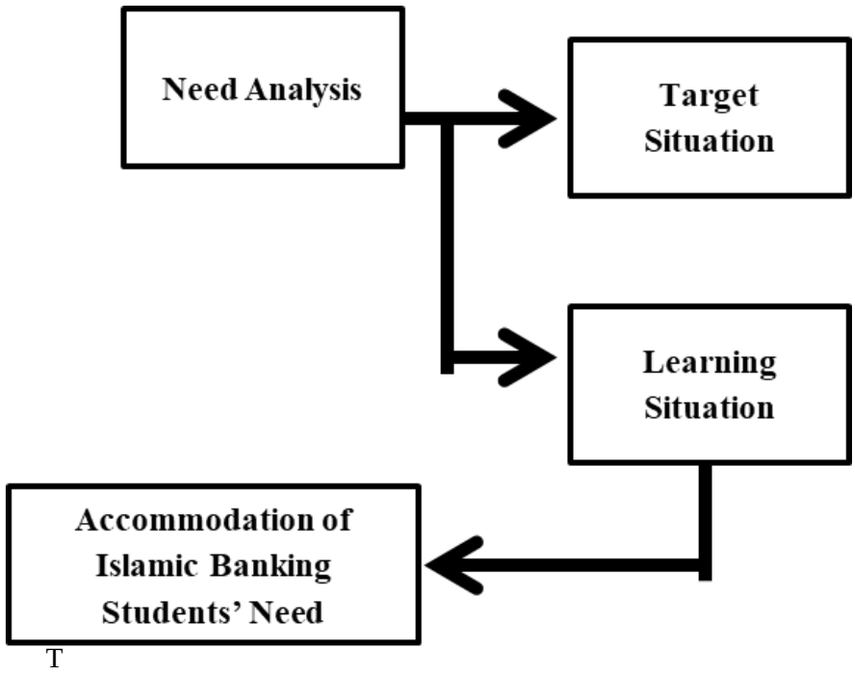
At last, it is known that nowadays financial sector offers financial services not only within a country, but also within an entire world. In line with this Bank Indonesia has prepared "the Blueprint of Islamic Banking in Indonesia" that is defined as vision and mission of Islamic banking development by achieving significant market share of Islamic Banking in the national, regional, and international financial activities. Bank Indonesia explains that one of the concrete efforts in Grand Strategy of Islamic Banking Market Development is related to program of service quality enhancement supported by competent human resources. The competent human resources and the supply of technology are needed to meet customer's satisfaction and requirement.[32] It demands the Islamic bankers to have a tool, language, to communicate clearly and effectively in the target situation.

C. Conceptual Framework

In the conceptual framework, the researcher attempts to present particular aspects in this study. The researcher is interested in analysing the Islamic banking students' need both in target situation analysis and learning situation analysis. Further, how the Islamic banking students' need should be accommodated is also investigated. Figure 2.2 is created to illustrate how this conceptual framework works and relates one another.

[32]Islamic Banking in Indonesia in Brief, https://www.bi.go.id/en/ssk/syariah/Contents/Default.aspx, accessed on 27th of September 2020.

Figure 2.2 Conceptual Framework



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The framework explains that the researcher analysed the Islamic banking students' need in English. Two situations of need analysis were included, target situation and learning situation. Target situation analysis refers to the goal-oriented need while learning situation analysis refers to process-oriented need. Lastly, after analysing the Islamic banking students' need, the researcher investigated how their needs should be accommodated based on the lecturers' point of view.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents research method. It consists of research design, data and source of the data, technique of collecting data, instrument, and data analysis technique.

A. Research Design

Research design is defined as the scientific process to get a data with certain goals and specific functions. Borg and Gall (1989) asserted that there are many labels to distinguish between traditional research methods and these new methods: quantitative versus interpretive research; quantitative versus qualitative research. However, the term "quantitative" and "qualitative" are mostly used in the study's majority.[33]

In this study, the researcher conducted the research using qualitative method. Strauss and Corbin (1990, p. 11) explains qualitative research as any type of research that doesn't implement statistical procedures or other means of quantification. Qualitative research is basically associated to the multiple aspects. Furthermore, Denzin and Lincoln (1994, p.2) claimed qualitative research as multi-method in focus and it's interpreted and contextualised the sense from people's beliefs and practices.[34] In accordance, Creswell clearly mentions that qualitative is about interpreting the meaning of the data and constructing the final report in the flexible structure.[35]

Therefore, the purpose of the qualitative aspects here were to describe the Islamic banking students' needs for their English for specific purpose and to explain how the needs should be accommodated to develop the students' interpersonal and academic competence from lecturer's point of view.

1. Research Setting

The research was conducted in Islamic banking department of UIN Walisongo to explore the need of ESP for Islamic banking students and to explain about how the needs should be accommodated. This research was started in February 2021 until April 2021. However, the data about students' need for ESP was taken through online Google form while the data about how

[33] Sugiyono, 2015, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, hal 13.

[34] Shidur Rahman, 2017, The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language "Testing and Assessment" Research: A Literature Review", *Journal of Education and Learning; Vol. 6, No. 1.*

[35] Creswell W John, 2014, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, SAGE Publication.

the needs should be accommodated was taken through online interview due to Covid-19 pandemic.

2. Participants

Qualitative research uses participants or informants as the sample. This research leans to use "social situation" instead of population. There are three elements consisting of social situation, those elements are place, actor, and activity.[36] In line with this, this research was conducted through online form due to Covid-19 pandemic.

The participants in this research were the 4th semester students of Islamic Banking department UIN Walisongo and two English lecturers that taught English course in Islamic Banking Department.

3. Research Focus

This research focused on describing the Islamic banking students' needs for their English for specific purpose and explaining about how the needs should be accommodated to develop students' interpersonal and academic competence.

B. Data and Source of the Data

The data about the students' need of Islamic banking department was taken through distributing questionnaire to the 4th semester students of Islamic banking department UIN Walisongo Semarang academic year 2020/2021. The researcher considered that the 4th semester students were the appropriate object since they had gotten the basic knowledge of their concern related to Islamic banking field. In addition, they already took English one and two as their subject previously so that they knew their weaknesses and strengths in English. Another source of data was taken from the interview with English lecturers in this department. The interview was related to the lecturers' perspective toward the way to accommodate the students' need.

C. Technique of Collecting Data

The researcher used two techniques to collect the data. Those two techniques are as follows:

[36] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Penerbit Alfabeta, 2015), p. 129.

1. Questionnaire

The researcher distributed the questionnaire to the 4th semester students of Islamic banking department related to their need in learning English in order to get the data. The researcher distributed the questionnaires through online Google form because of the Covid-19 pandemic.

The obtained data was used for responding the research question number one related to the need analysis of ESP in Islamic banking department.

2. Interview

The researcher conducted online interview (by *WhatsApp and G.meet*) with the English lecturers of Islamic banking major in order to get the needed data.

The obtained data was used for responding the research question number two related to the way to accommodate the students' need in English for specific purpose.

D. Instrument

There were two kinds of instrument used in this research, questionnaire and interview guidelines.

1. Questionnaire

Questionnaire is a technique of collecting data done through giving a series of questions to gather information from respondents.[37] The researcher created a set of questions related to need analysis of Islamic Banking students comprising personal identity of respondents, target situation analysis (TSA), and learning situation analysis (LSA). Further, the researcher used close-ended and open-ended format for the type of questionnaire. The instrument is in appendix 1.

2. Interview Guideline

Interview is a technique of collecting data that used by the researcher to get the data related to how the needs of Islamic banking students should be accommodated. This technique can be defined as a structured conversation where the researcher asks to the respondents using interview guideline to get the data related to the research topic. Interview can be done in form of a structured interview and unstructured interview.

In this research, the interview guideline was made based on certain factors to organize ESP according to Bracaj that consists of selecting materials, selecting activities with text, and creating learning environment and

[37] Sugiyono,2017, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, P. 142

motivation. At last, here are the listed questions of interview guideline to answer the research question number two.

Table 3.1 Interview Guideline for the Lecturers

No	Question
1	How long have you been teaching English?
2	Did you ever teach in the ESP class or in the certain majors that tend to have specific purpose in English?
3	In your opinion, why do the Islamic banking students need to learn English?
4	Does English have crucial role to support students' target career?
5	As English lecturer in Islamic banking department, how will you select he materials for the students to meet their needs?
6	What topics will need to be covered?
7	What activities with the text will the lecturer implement to develop the students' interpersonal and academic competence?
8	How will the lecturer create learning environment that can support and motivate the students in learning process?

E. Method of Analysing Data

Method of analysis data is about how to organize and sort data into patterns, categories, and basic unit descriptions. In other words, Sudaryanto defines it is an attempt done by researcher to deal with the problems contained in the data.

Data analysis is one of the crucial parts to process the obtained data in order to produce scientific findings. Bogdan and Biklen assert that the aim of data analysis is to process systemically searching and to arrange the interview transcripts, field notes, and other materialss that the researcher accumulates to enable him/her to raise with findings. Data interpretation refers to development ideas of the researcher's findings and relates them to the literature and to broader concerns and concepts. Analysis involves working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them and searching for patterns.[38]

In analyzing the data, the researcher used descriptive analysis with three steps based on Milles and Huberman model. The steps consist of data reduction, data display, and conclusion drawing.[39] The detail steps of analyzing data are as follows;

1) Data Reduction

Data reduction is the process of shorting, focusing, simplifying,

[38] Ghony and Almanshur, 2014, *MetodologiPenelitian*, Yogyakarta: Ar-Ruzz Medi, p. 247.

[39] Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, p. 76.

abstracting, and transforming the raw data. In this stage, firstly the researcher simplified the data gained through interview related to how the needs should be accommodated according to the lecturer's perspective. To have valuable and understandable data, the researcher classified the responses, omitted unnecessary data, and made logical judgment. The classification was based on certain factors to organize ESP according to Bracaj that consists of selecting materials, selecting activities with text, and creating learning environment and motivation.

Then, the data gained through questionnaire related to Islamic banking students' need was simplified and put in the category of target situation analysis and learning situation analysis.

2) Data Display

Data display refers to a batch of information compiled that may give the possibility of withdrawal conclusions. The forms of data display in the qualitative study can be narrative text in the form of field notes, matrices, graphs, networks, and charts.

In this case, the researcher displays the data related to students' need and makes narrative text for the data of how the needs should be accommodated.

The data display is to help to understand what is happening and to do further analysis.

3) Conclusion Drawing

Conclusion drawing is part of an activity of complete configuration. According to Milles and Huberman, the last step in analyzing qualitative data is withdrawing conclusion. In this research, the conclusion consists of the finding about Islamic banking students' need in ESP both in target situation and learning situation and how the needs should be accommodated. The conclusion is integrated and elaborated cohesively and coherently in the form of words, phrases, and sentences through descriptive qualitative.

CHAPTER IV

RESEARCH FINDINGS

This chapter reaches the research findings and discussion that comprise the result of questionnaire related to need analysis of Islamic Banking students in ESP distributed to the 4th semester students of Islamic Banking Department and the result of the interview by the researcher with the English lecturers that taught in Islamic Banking Department in relation with how the students' need should be accommodated to develop students' interpersonal and academic competence.

A. Finding

1. Islamic Banking Students' Needs in English for Specific Purpose (ESP)

The researcher distributed questionnaire to the 4th semester students of Islamic Banking Department to gain the data related to Islamic banking students' need in English for Specific Purpose (ESP). There were 38 students taking part to fill the questionnaire. The informants consisted of 7 males and 31 females. 37 informants admitted that they were interested in English, while another informant was not really interested in English. However, the researcher found that most of the students had the same choices in filling the questionnaire in connection to their need in English, which meant that the data from the questionnaire had already become saturated.

Based on the result of questionnaire, all the students agreed that English has a crucial role to support their target career. Forward, the questionnaire connected to Islamic banking students' need in ESP was classified into two parts, Target Situation Analysis TSA) and Learning Situation Analysis (LSA). The detail results of the questionnaire are as follows;

a. Target Situation Analysis (TSA)

In the target situation analysis, there were 5 questions and some statements to be marked as strongly agree, agree, disagree, and strongly disagree based on the students' point of view. The first question was about the reason of why the students of Islamic Banking Department need English. The answers of the students figured out that 71% informants or 27 students marked strongly agree and 29% informants or 11 students marked agree that they need English for their study related to Islamic Banking field, like for understanding the international sources written in English.

Next, 76% informants or 29 students marked strongly agree and 24% informants or 9 students marked agree for the statement that showed they need English to support their target career as Islamic banker. After that, for the statement that the students need English to continue study abroad, it was seen that 42% informants or 16 students marked strongly agree, 37% informants or 14 students marked agree, and 21% informants or 8 students marked disagree. At last, there were 8% informants or 3 students giving mark strongly agree, 11% informants or 4 students giving mark agree, 73% informants or 28 students giving mark disagree, and 8% informants or 3 students giving mark strongly disagree on the statement that they need English only for their examination. From the percentage of the result, it is known that the strongest reason of the students need English firstly is to support their target career as Islamic banker. Then, it is followed because they need English for their study related to Islamic banking field. Here is the summary of students' responses.

No	Items	SA	A	D	SD
1.	I need English for my study related to Islamic banking field like for understanding the international sources written in English.	71%	29%		
2.	I need English to support my target carrier as Islamic banker.	76%	24%		
3.	I need English because I want to continue my study abroad.	42%	37%	21%	
4.	I need English only for my examination	8%	11%	73%	8%

Figure 4.1 Islamic Banking Students' Responses of Why They Need English

The second question of target situation analysis was about who would communicate with the students in English. The result reveals that 3% informants or a student marked strongly agree, 47% informants or 18 students marked agree, and 50% informants or 19 students marked disagree for the option "Society". Next, 26 students or 68% informants agreed to give mark strongly agree and 12 students or 32% informants agreed to mark agree for the option "International Colleagues". For the third option, "Foreign Customer", 71% informants or 27 students marked strongly agree and 29% the rest of the informants or 11 students marked agree. Last, 8% informants gave mark strongly agree, 74% informants gave mark agree, and the 18% informant marked disagree for the option

"Officers". From the result, it can be concluded that foreign customers and international colleagues are the people with the highest possibility to communicate with the students in English in their target situation. The summary of Islamic banking students' responses can be seen in the table below.

No	Items	SA	A	D	SD
1.	Society	3%	47%	50%	
2.	International Colleagues	68%	32%		
3.	Foreign Customers	71%	29%		
4.	Officers	8%	74%	18%	

Figure 4.2 Students' Responses of Who Would Communicate with Them in English

The next question was about the place where the students would communicate and speak English. The result indicates that international meetings become the place where the students consider they would need English to communicate. 57% informants or 22 students were compact to mark strongly agree, 40% informants or 15 students marked agree, and only 3% informants or a student marked strongly disagree. Then, for the option office, 5% informants or 2 students gave a mark strongly agree, 69% informants or 26 students gave a mark agree, and 26% informants or 10 students gave a mark disagree. For the last option is campus, 3% informants or a student marked strongly agree, 55% informants or 21 students gave a mark agree, while 42% informants or 16 students decided to mark disagree. Here is the resume of Islamic banking students' responses towards the question of where they would communicate and speak English.

No.	Items	SA	A	D	SD
1.	International meetings	57%	40%		3%
2.	Office	5%	69%	26%	
3.	Campus	3%	55%	42%	

Figure 4.3 Students' Responses of Where They Would Communicate in English

Further question about target analysis was in what situation the students would need English. As the result, international meetings, giving service to foreign customers, and writing business latter had the highest percentage of strongly agree and agree for the question of in what situation the students would need English. Surprisingly, there was not any student marking strongly disagree and disagree with the option "International Meeting" and "Giving Service to Foreign Customers". The breakdown percentage of "Giving Service to Foreign Customers" is that 66% informants or 25 students decided to mark strongly agree and 34% informants or 13 students decided to mark agree. There were 24 students or 63% informants marking strongly agree and 14 students or 37% informants marking agree for the option "International Meeting". For the option "Writing Business Latter", 24% informants or 9 students had the same opinion to mark strongly agree, 58% informants or 22 students marked agree, and 18% informants or 7 students decided to mark disagree. Last, the option "Daily Activity" got the lowest percentage of strongly agree and agree. Only a student or 3% informants marked strongly agree and 37% informants or 14 students marked agree while 47% informants or 18 students marked disagree and 13% informants or 5 students marked strongly disagree for the option "Daily Activity". The table below shows the summary of the fourth question's result in Target Situation Analysis.

No.	Items	SA	A	D	SD
1.	International meetings	63%	37%		
2.	Meeting and discussion	19%	47%	34%	
3.	Writing a business latter	24%	58%	18%	
4.	Daily activity	3%	37%	47%	13%
5.	Giving service to the foreign customers	34%	66%		
6.	Academic activity	11%	71%	18%	

Figure 4.4 Students' Responses of in What Situation Would They Need English

At last, the question was about whether English has crucial role to support students' target career or not. This question was aimed to ensure that the students had the desire to learn English to meet the demand of their target career as a need. In line with this, Richard stated that need analysis is

a process of determining language required by a group of people.[40]At this case, all the students had the same opinion that English has crucial role to support their target career especially to be able to compete in the world of work. It could be seen from the answer of last question "Does English have crucial role to support your target career? Please explain the reason!" as follows:

> *"Of course, modern times will continue to advance as well as job competition in the future, so it is important to master the English language. Almost all the job I want requires employees who are good at speaking English, so that I have to study harder from now"* (Manggar, open-ended questionnaire, 3rd of March 2021)

b. Learning Situation Analysis (LSA)

Learning situation analysis is about process-oriented need. In addition, according to Dudley-Evans and St. John, LSA refers to the ways of learning skills of language.[41] In LSA, the questionnaire consisted of 7 questions in connection with the skills that the students use and learn the most, the skills that the students consider being difficult, the method of learning that the students prefer, the weaknesses of the students in English, the activities that can help the students learn English, the skills that should be mastered by the students, and the students' habitual communication.

The first question was about the skills that the students use and learn the most. The result indicates that almost all the students learnt all the skills. However, reading came out with the highest percentage of strongly agree and agree with this question. In detail, 37% informants or 37 students marked strongly agree, 60% informants or 23 students marked agree, and only 3% informant or a student marked disagree for the option "Reading". Next, 24% informants or 9 students marked strongly agree, 55% informants or 21 students marked agree, and 21% informants or 8 students marked disagree for the option "Writing". The following option was "Listening". There were 26% informants or 10 students marking strongly agree, 50% informants or 19 students marking

[40] A.A Ngurah Yudha, 2014, The Need for Need Analysis in Curriculum Development, *Lingua Scientia. Vol 6 No. 2*

[41] Momtazur Rahman, 2015, English for Specific Purpose (ESP): A Holistic Review, *Universal Journal of Educational Journal, P. 27*

agree, and 5% informants or 2 students marking disagree, and 19% informants or 7 students marking strongly disagree for this option. The fourth option was “Speaking”. 26% informants or 10 students gave mark strongly agree, 48% informants or 18 students gave mark agree, 13% informant or 5 students gave mark disagree, and 13% informants or 5 students gave mark strongly disagree for this option. The percentage of students’ responses is illustrated as follows.

No.	Skill	SA	A	D	SD
1.	Speaking	26%	48%	13%	13%
2.	Listening	26%	50%	5%	7%
3.	Reading	37%	60%	3%	
4.	Writing	24%	55%	21%	
5.	All the skills	24%	45%	26%	5%

Figure 4.5 the Skills Students’ Use and Learn the Most

The second question was about the skills considered being the most difficult one. 42% informants or 16 students decided to mark strongly agree, 50% informants or 19 students decided to mark agree, and 8% informants or 3 students decided to mark disagree for the option “Speaking”. Then, 10 students or 26% informants marked strongly agree, 21 students or 55% informants marked agree, and 7 students or 19% informants marked disagree for the option “Writing”. For the following option was “Reading”, 3 students or 8% informants marked strongly agree, 15 students or 39% informants marked agree, 13 students or 34% informants marked disagree, and 7 students or 19% informants marked strongly disagree for this option. The last option was “All the skills”. 3 students or 8% informants marked strongly agree, 14 students or 37% informants marked agree, 15 students or 39% informants marked disagree, and 6 students or 16% informants marked strongly disagree. The summary of this result is shown in the figure 4.6.

No.	Skill	SA	A	D	SD
1.	Speaking	42%	50%	8%	
2.	Reading	8%	39%	34%	19%
3.	Writing	26%	55%	19%	

4.	All the skills	8%	37%	39%	16%

Figure 4.6 the Skills Considered Difficult

The following question of LSA was about the methods of learning that the students prefer. The three highest percentages of the methods that the students prefer go to “Focus group discussion”, “Peer learning”, and “Role play”. “Focus group discussion” gained 32% informants or 12 students marking strongly agree, 60% informants or 23 students marking agree, and only 8% informants or 3 students marking disagree. Then, 10 students or 26% informants marked strongly agree, 24 students or 63% informants marked agree, and 4 students or 11% informants marked disagree for the option “Peer learning”. Last, for the option “Role play”, there were 9 students or 24% informants marking strongly agree, 20 students or 53% informants marking agree, and 5 students or 13% informants marking disagree. The summary result can be seen in the figure 4.7.

No.	Method	SA	A	D	SD
1.	Individual learning	13%	58%	29%	
2.	Peer learning	26%	63%	11%	
3.	Focus group discussion	32%	60%	8%	
4.	Role play	34%	53%	13%	
5.	Task based instruction	24%	55%	21%	

Figure 4.7 the Methods that the Students Prefer

Further question was about students’ weakness in English. 37% informants or 14 students strongly agreed, 50% informants or 19 students agreed, and 13% informants or 5 students disagreed that their weakness in English was grammar. 19% informants or 7 students decided to mark strongly agree, 55% informants or 21 students decided to mark agree, and 26% informants or 10 students decided to mark disagree for the option “Vocabulary”. Last, there were 4 students or 11% informants giving mark strongly agree, 22 students or 58% informants giving mark agree, and 12 students or 31% informants giving mark disagree for the option “Pronunciation”. The summary of this question is shown in the figure 4.8.

No.	Items	SA	A	D	SD
1.	Grammar	37%	50%	13%	
2.	Vocabulary	19%	55%	26%	
3.	Pronunciation	11%	58%	31%	

Figure 4.8 Students' Weakness

After knowing students' weaknesses, the next question attempted to figure out the activities that help the students to learn English. The result shows that "Listening", "Real play and simulation", and "Conversation" become the three highest activities that can help the students learn English. In breakdown, there were 17 students or 44% informants giving mark strongly agree, 20 students or 53% informants giving mark agree, and only a student marking disagree for the option "Listening". For "Real play and simulation", 17 students or 44% informants decided to mark strongly agree, 18 students or 48% informants marked agree, and only 3 students or 8% informants decided to mark disagree. At the end, there were 13 students or 34% informants choosing strongly agree, 21 students or 55% informants choosing agree, while 4 students or 11% informants agreeing to choose disagree for the option "Conversation". The summary of this part is illustrated as follow.

No.	Activities	SA	A	D	SD
1.	Presentation	18%	58%	24%	
2.	Conversation	34%	55%	11%	
3.	Drilling	11%	52%	37%	
4.	role play	26%	53%	21%	
5.	Reading	31%	53%	16%	
6.	Listening	44%	53%	3%	
7.	Real play and simulation	44%	48%	8%	

Figure 4.9 the Activities that Help the Students to Learn English

Turning to the following question, it was about what skill that should be mastered by the students of Islamic banking major. All the informants agree that they need speaking skill to support their target

career. The option “Speaking” got none for choosing strongly disagree and disagree, otherwise there were 29 students or 76% informants choosing strongly agree and 9 students or 24% marking agree. Then, the percentage determines that writing was the second skill that the students need to master. 17 students or 44% had the same opinion to mark strongly agree, 20 students or 53% informants gave mark agree, and only a student decided to choose disagree for the option “Writing”. For the option “Listening” and “Reading”, they both gained the almost same percentage. 45% informants or 17 students marked strongly agree, 42% informants or 16 students marked agree, and 13% informants or 5 students marked disagree for the option “Listening”. At last, there were 17 students or 45% informants choosing strongly agree, 15 students or 39% marking agree, and 6 students or 16% giving mark disagree for the option “Reading”.

No.	Skills	SA	A	D	SD
1.	Speaking	76%	24%		
2.	Listening	45%	42%	13%	
3.	Writing	44%	53%	3%	
4.	Reading	45%	39%	16%	

Figure 4.10 Skills that should be Mastered by Islamic Banking Students

At the edge of LSA, the question was about students’ habitual communication in English class, specifically whether the students used English to communicate. The result reveals that 21 students or 55% informants admitted that they did not speak English to communicate in English class. That it was too hard for them to speak English and they were not fluent in English becomes their reason for not speaking English. The reason can be seen from the following students’ statements when they were asked about whether they speak English to communicate in English class or not.

> *“Tidak, karena saya tidak begitu lancar Bahasa Inggris”* (Ely Setyowati, open-ended questionnaire, 3rd of March 2021)

> *“Tidak, karena masih terlalu sulit untuk*

berkomunikasi dalam bahasa Inggris" (Fera Irawati, open-ended questionnaire, 3rd of March 2021)

However, the reason above was not the only reason. Another reason found is that the student did not speak English to communicate because of the environment. It can be shown from the statement below,

"No, I don't. I wish I could, but I am too shy to speak English so it was really hard. When I read English sentences I know their meaning, but when I have to speak English, the words immediately run out of my head. And, there is one bad culture in the environment, when a native speaks English or learns to speak English, she will get "sok Inggris" joke. So, it makes me insecure and I am afraid of getting rid of it" (Manggar, open-ended questionnaire, 3rd of March 2021)

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While 55% informants stated that they did not speak English to communicate in English class, there were 24% informants or 9 students admitted that they sometimes spoke English in English class. The students sometimes spoke English to the lecturer while to their friends they did not speak English. It was because the lecturer let them free to communicate both in English and in Indonesian.

Eventually, the rest of the informants or 8 students clarified that they spoke English to communicate in English class. They considered the English class was a chance where they could practice improving their speaking skill. The reason can be seen from the statements below,

"……..because it is a chance for us if we want to practice our skills so that the ability to speak English become better more and more" (Fitria Ratna, open-ended questionnaire, 3rd of March 2021)

2. The Accommodation of Islamic Banking Students' Need to Develop Their Interpersonal and Academic Competence

The researcher interviewed two English lecturers of Islamic Banking Department to gain the data related to how the students' need should be accommodated to develop their interpersonal and academic competence. These two lecturers have been teaching English more than three years in certain majors, included in Islamic Banking Department. However, they did not teach ESP, but general English provided by university. One of the lecturers also works in Language Development Center of UIN Walisongo Semarang. From the interview based on the series of questions in appendix 3, it figures out that the legitimate reason of the Islamic banking students need to learn English was because English is a global language. As a global language, English becomes the key to communicate and deal with many people from other countries, such as in ASEAN community. Then, the students also need English when they want to pursue their study in the next level with scholarship. This reason was stated by the lecturer.

> *I think English is considered as a global language. They need to learn it because they will encounter with many people from other countries which English is used as the means of communication, such as in ASEAN Community. If they have English competence, it will open wider opportunities to get a better job or have an opportunity to work in other countries. Also, mastering English might help them to get a scholarship to study overseas or in Indonesia since English is one of the requirements of the scholarship.* (Lecturer 1, *WhatsApp* Interview, 29th of March 2021)

Aside from this, English helps the Islamic banking students to broaden their knowledge in banking field for there are a lot of sources written in English. The lecturer confirmed as follows.

> *Because English is one of the most important language that the students have to master, especially for the Islamic banking students because they will need to read the theories related Islamic banking field not only in Indonesia book but also in English book so*

that they can broaden their knowledge. (Lecturer 2, G-Meet, 8th of April 2021)

In the role of English for the students' target career, the lecturers had the same opinion that English has a crucial role to support students' target career. Precisely English would open wider opportunities for the students to get their dreamed job and work. Students with English competence and fluency might gain more opportunities in a job competition. Here is the evidence.

Of course, English has a very important role to support the carrier of the students because as we know that English is the most used language in the world. If the students can speak English fluently, they will have more opportunity to get the career that they always want. (Lecturer 2, G-Meet, 8th of April 2021)

Furthermore, in selecting the materials to meet students' need, the lecturers decided to maximize the book provided by the university, Language Development Center of UIN Walisongo. In addition, putting additional materials either from another book or from internet became the attempt to meet students' need. The lecturers asserted that for the Islamic banking students, it would be better if the English materials linked to the subject matter. However, the English course provided by Language Development Center was not ESP, so that it would need more effort for the faculty to design English course that can fit and meet Islamic banking students' need. It is confirmed as follow.

Regarding the selection of the materials, first I follow the textbook provided by the Center of Language Department UIN Walisongo. In addition, I try to look for materials either from another book or from internet. To me, for Islamic Banking Students, it will be better of the materials relate their subject matter, such as Islamic banking. However, since English course provided by the PPB is not ESP, it needs extra efforts from the faculty to design English, especially for students of Islamic Banking Department. (Lecturer 1, *WhatsApp* Interview, 29th of March 2021)

> *We have the book. The book covers general knowledge in English. And I'll try to emphasize the materials by putting the videos from YouTube. The video is usually about conversation in Islamic Banking context.* (Lecturer 2, G-Meet, 8th of April 2021)

For the materialss, the lecturer mentioned that it is important to cover subject matter. Yet, the basic part of how the students would deal with other people in Islamic banking context also should be covered in the materials, such as greeting and the common language feature. It is as narrated by the two lecturers.

> *The topics should relate their subject matter.* (Lecturer 1, *WhatsApp* Interview, 29th of March 2021)

> *The most importance is the basic one, like how they deal with other people, greeting, and introduction in students' target situation. Not only that, grammar is also important. I know grammar is one of the difficult one for the students to learn English so that it's needed to be covered, at least the most used tenses, like simple present, simple past, and present continues tense.* (Lecturer 2, G-Meet, 8th of April 2021)

In the part of the activities with the text to support students' learning, it is found that ideally the activities should involve the four English skills, speaking, listening, reading, and writing. Yet, the focus should be specified to the Islamic banking context. For example, the students could learn how transactions in Islamic Bank are done in listening activity. Other activities with written text, the students could analyze the text in the bank transactions (e.g. application forms to borrow many, save the money, etc.). In line with this, for the speaking, conversation and discussion in Islamic Banking context were also suggested to implement.

> *The activities that might be ideal are covering four*

> *English skills, listening, speaking, reading and writing. However, the focus should be narrowed down to the Islamic Banking. For listening activities, students could learn how the transactions in Islamic banking are done. Other activities with written text, students could analyze the text needed in the bank transactions.* (Lecturer 1, *WhatsApp* Interview, 29th of March 2021)

The last question was about creating learning environment that can support and motivate students in learning process. Sharing learning journey and experience became the way of the lecturer to encourage the students in learning English.

> *I have some trick to make the students feel motivated. I try to tell them that English is not easy. Everything is not easy, especially in language. You cannot learn English in one night. Everything needs process. I also try to share about my scholarship experience to them to motivate….* (Lecturer 2, G-Meet, 8th of April 2021)

In addition, there should be some strategies built up such as creating challenging tasks with high supports so that students can accomplish the task, creating meaningful activities or activities that relate to their real life, and using technology to support students' learning. *Kahoot*, *Mentimeter*, and *Nearpod* are part of the online platforms that can be applied by the teachers or lecturers.

> *Some points that I can make to motivate student are (1) creating challenging tasks with high supports so that students can accomplish the task; (2) creating meaningful activities or activities that relate to their real life; (3) using technology to support students' learning. There are many online platforms that can be used by teachers, such as Kahoot, Mentimeter, Nearpod, etc.* (Lecturer 1, *WhatsApp* Interview, 29th of March 2021)

B. Discussion

Islamic bank is anticipated to be a crucial part of Indonesia Islamic ecosystem and industry, so that Islamic bank has to strive for an improvement. The improvement can begin from preparing human resources since human resources always become the challenge of the Islamic Banking Roadmap. Reasonably, UIN Walisongo, one of the universities with Islamic banking department, can be synergetic to support their Islamic banking students to upgrade their skills to meet the demand of their target carrier, included by providing an English course based on students' need. In this way, English for Specific Purpose (ESP) has been becoming an approach to language teaching that adjusts students' need.[42] The researcher investigates the Islamic banking students' need in ESP, both in Target Situation Analysis and Learning Situation Analysis. Forward, the researcher also explores how students' need should be accommodated to develop their interpersonal and academic competence linked to the pattern from Bracaj.[43] *First*, the finding, Target Situation Analysis, figures out that all the informants agree that English has a crucial portion to support their target career. The students believe that they need English for their study, such as for understanding the sources of their field study written in English. It is seen from 71% informants that marked "strongly agree" and 29% marked "agree" for the statement showing that they need English for their study related to Islamic banking field. Surprisingly, no one marked "disagree" and "strongly disagree" for the statement showing that they need English to support their target career as Islamic banker. This result sticks up what has been defined by Basturkmen, ESP appears in term of learners' need in work or in study-related need, not personal preference and general interest.[44]In detail, it is found that the students assume international colleagues and foreign customers as those who will communicate with them in English. International meeting and office become the place with the high percentage of where the students will use English to communicate in the future work. It is in line with the situation in which the students need English. The situation of International meeting and giving service to foreign customers gain the highest

[42] Titik Agustina, 2014, *English for Specific Purpose (ESP): An Approach of Language Teaching for Non-English Department Students*, Beta. vol. 7 No.1

[43]Morena Bracaj, *Teaching English for Specific Purposes and Teacher Training*, (Europeon Scientfic Journal), Vol.10, No.2, 2014, P. 45

[44] Nunun Indrasri, 2016, *English for Specific Purposes: A Need Analysis at The Second Semester of Physics Education Students of IAIN Raden Intan Lampung in The Academic Year of 2015/2016*, glish Education: Jurnal Tadris Bahasa Inggris, Vol 9 (1), 2016, 161-172

percentage of in what situation the students need English. This finding of Target Situation Analysis is also relevant to the use of English in Indonesia that potentially saves a number of crucial purposes. Those purposes are for international communication in practically all fields and for a medium of scientific knowledge (Dardjowidjojo, 2003d: 32, Huda, 2000: 65-66, Renandya, 2000: 116, Simatupang, 1999: 64). [45] Similarly, the lecturers assert that English has crucial role to support and smooth students' target career since English is considered to be a global language. Huda (2000: 68) reveals five points that made English an international language. Those points consist of English internal linguistic features, a huge number of the speakers, the important fields of English use such as politic, international diplomacy, economy, and business, the wide geographical spread of where English is used, and the use of English in the countries that dominate the world affair of culture, politic, and economy. [46] As a global language, English opens wider opportunities in job field for the students with appropriate English skills.

Second, Learning Situation Analysis discovers that reading is the skill the students learn the most. It is seen from the percentage that only a student does not agree with that. Then, the percentage also shows that grammar commonly becomes the students' weakness in language skill. In addition, in the skills that the students speculate to be the most difficult one, speaking ranges as the first place with only three students who disagree regarding to this option. It relates to the finding that 55% of the students do not get used to speak English in the class due to some issues such as students' berries and confidence. Contrarily, the students share the same opinion that speaking is the most important communicative skill that should be mastered, even though all the skills are needed in the different percentage. This result reinforces the previous research related to need analysis in Islamic banking department conducted by Ahmad Madkur that mentions speaking as the most necessary skill for Islamic banking students.[47] Further, in students' preference of learning method, focus group discussion conquers the highest percentage. In most cases, focus group discussion consists of 6-8 or 50-10 students participating in the interactive

[45] Allan Lauder, 2008, *The Status and Function of English in Indonesia: A Review of Key Factors*, Makara, Sosial Humaniora, Vol. 12, No. 1

[46] Lauder Allen, 2008, *The Status and Function of English in Indonesia: A Review of Key Factors*, Makara, Sosial Humaniora, Vol. 12, No. 1

[47] Madkur A, 2018, *English for specific purposes: A need analysis on English course in Islamic Banking Department.* Lingua Cultura, 12(3), 221-226.

discussion led by a moderator.[48] Focus group discussion is followed by peer learning and role play as the three highest students' preference of learning method. In the activities that will help the students to learn English, listening activity positions the highest percentage with only a student who does not agree to this option. Then, it is followed by real play and simulation. At last, conversation places as the third highest percentage.

Last, due to the students' need both in target situation and in learning situation, the lecturers mention that subject matter and language features should be covered in materials. According to O'Neil and Palmer, the relevant topics to the main subject students study will be valuable to prepare the students for their career path.[49] In selecting the materialss, previously the lecturers maximized to use the books provided by the university and search for additional materials from other books and sources. It means that the lecturers use adopting way to select the materials. It determines by the decision of finding additional sources to gain the desirable materialss. This strategy of selecting materials is similar to Browen's study that mentions three possible ways to select the materials, adopting, developing, and adapting. However, the materials provided by the university is not ESP while the lecturers admit that it will be better when the materialss relate to subject matter. To actualize the appropriate materials that relates to the Islamic banking students' need, it definitely needs more effort from the course design and the faculty since Jones said that the book containing students' specific need in ESP is not marketable.[50] Then, for the activities with the text, the activity ideally consists of all the skills but it should be specified, such as learning how the transaction is done in Islamic bank through listening and having group discussion about banking field for the speaking activity. In this point, Jhon argued that there are six activities with the text, reading while listening, critical writing, speaking and interacting, rewriting and reshaping the text, creative writing, and speaking on their own creation. That the activities in ESP should implement subject matter must be noted. Further, in accommodation of Islamic banking students' need to develop their interpersonal and academic competence, the lecturers mention about how they will create a learning environment that can support and motivate the

[48] Nurmasitah Sita and friends, 2018, *The Efficacy of Focus Group Discussion in Teaching ESP Speaking Skill for Prospective Vocational School Teacher*, AIP Conference Proceedings 1941, 020054, https://doi.org/10.1063/1.5028112

[49] Abd.Syakur and friends, 2020, *Need Analysis English for Specific Purpose (ESP) Vocational Pharmacy Students*, BirLE-Journal, Vol. 3, No.2

[50] Elizbiet Danuta and Fryderyk Chopin, *Key Aspects of ESP Materials Selection and Design*, (English for Specific Purpose World), Issue.46, 2015, P.5

students' learning process. It reveals that sharing an inspiring experience can be one of the ways to encourage the students so that the students are motivated in their learning process. It is in linear to the research by Ismail ahmad, Abdullah, and Ghani that mentions verbal encouragement as one of the central ways to manage students with low learning motivation. [51] The lecturer also tells that it needs strategy to create learning environment that can support and motivate the students. The strategies can be implemented by creating challenging tasks with high supports so that students can accomplish the task, creating meaningful activities that relate to their life, and using technology such as using online platform. By these strategies, it is expected that the students will be motivated, enthusiastic, and active to engage the learning process. This series of the accommodation above is built up according to Bracaj that comprises of selecting materials, selecting activities with text, and creating learning environment and motivation.[52]

[51] Ahmad I.S., Abdullah H., Ghani M.F.A., (2014). Attitudes and Motivation toward Learning the English Language among Students from Islamic Education System Background: Exploring the Views of Teachers. *Journal of Education and Learning. Vol.8 (3) pp. 195-208.*

[52] Morena Bracaj, Teaching English for Specific Purposes and Teacher Training, *(Europeon Scientfic Journal), Vol.10, No.2, 2014, P. 44*

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study which is built up based on the data analysis discussed in the previous chapter and presents the suggestion for the teacher, the students, and the next researcher in accordance to need analysis of ESP in Islamic Banking Department.

A. Conclusion

In conclusion, the researcher draws several inferences related to the result of the research about need analysis of ESP in Islamic banking department UIN Walisongo Semarang academic year of 2020/2021.

From the need analysis, it is known that English has a crucial role to support students' target career. The students need English for their target carrier and for learning their subject matter written in English. The possible situations that they need English in their target carrier refer to communication in international meeting, office, and giving service to foreign customers. Besides, in learning situation, the students admit that most of them do not speak English in their English class due to some issues such as students' confidence and students' barriers. But in the same time, the students also believe that speaking is the skill that they should master. Then, three methods that the students prefer in learning English consist of focus group discussion, peer learning, and role play. Regardless, the students assume that listening activity, real play and simulation, and conversation are the activities that will help them in learning English.

Roundly, there is a gap between what students need in English and what students learn. To accommodate the students' need, some suggested solutions to select the materialss, to implement activities with the text, and to create learning environment have been uttered by the lecturers. The subject matter about Islamic banking field need covered in order to fit the students' need. The activities with the text ideally consist of all the skills, but it should be specified in the context. At last, to build the learning environment, verbal encouragement can be one of the strategies to motivate the student. However, creating meaningful activities that relates to students' life, providing challenging task, and utilizing technology will help the teachers or the

lecturers to create learning environment that can motivate the students in their learning process.

B. Suggestion

This study covers need analysis in target situation and learning situation and reveals how the students' need should be accommodated based on lecturers' point of view. The number of the informants in this study is still limited. Besides, the lecturers who involve as informants in this study do not have experiences in teaching ESP. The lecturers just have experiences in teaching general English in certain majors that tend to have specific purposes. Another lack is that this study was conducted in short period of time during pandemic. However, this study is expected to give significances to the department and the faculty, students, and the following researchers. The result of the study suggests to the faculty to be synergetic with the Islamic banking department to evaluate their curriculum, syllabus, and material development to facilitate and accommodate the students' need in ESP. This analysis about students' need in ESP is also expected to guide the Islamic banking students to be aware of their need in English in order that they can prepare what to learn and achieve. Then, the researcher suggests to the following researchers to have more informants from various elements to get more reliable findings. At last, too deeper discussion about need analysis, it will be interesting to cover other kinds of analysis like present situation analysis with different research design.

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APPENDICES

Appendix I. Questionnaire

Questionnaire for Need Analysis of English for Specific Purpose in Islamic Banking Department

A. Personal Identity

1. What is your name?
2. Where was your senior high school?
3. Did you ever learn English before?
4. Are you interested in learning English?
5. Is there any materials related to Islamic banking context when you are learning English?

B. TSA (Target Situation Analysis)

Instruction!

- Please consider every question related to need analysis of English for specific purpose and give the answer that really fits to you!
- Please put check mark regarding to the following scales based on your answer!

Strongly Agree/ Sangat Setuju (SA)

Agree/ Setuju (A)

Disagree/ Tidak Setuju (D)

Strongly Disagree/ Sangat tidak Setuju (SD)

6. Why do you need English?

No	Items	SA	A	D	SD
1.	I need English for my study related to Islamic banking field like for understanding the international sources written in English.				
2.	I need English to support my target carrier as Islamic banker.				
3.	I need English because I want to continue my study abroad.				
4.	I need English only for my examination				

7. Who will communicate with you in English?

No	Items	SA	A	D	SD
1.	Society				
2.	International Colleagues				
3.	Foreign Customers				
4.	Officers				

8. Where will you communicate and speak English?

No.	Items	SA	A	D	SD
1.	International meetings				
2.	Office				
3.	Campus				

9. In what situation do you need English?

No.	Items	SA	A	D	SD
1.	International meetings				
2.	Meeting and discussion				
3.	Writing a business latter				
4.	Daily activity				
5.	Giving service to the foreign customers				
6.	Academic activity				

10. Does English have a crucial role to support your target carrier? Please explain the reason!

    ……
    ……
    ……
    ……
    ……
    ……
    ……
    ……
    ……
    …….

C. LSA (Learning Situation Analysis)

11. In learning English, what skill do you use and learn the most?

No.	Skill	SA	A	D	SD
1.	Speaking				
2.	Listening				
3.	Reading				
4.	Writing				
5.	All the skills				

12. In your opinion, what skill is the most difficult one?

No.	Skill	SA	A	D	SD
1.	Speaking				
2.	Listening				
3.	Reading				
4.	Writing				
5.	All the skills				

13. What learning method do you prefer?

No.	Method	SA	A	D	SD
1.	Individual learning				
2.	Peer learning				
3.	Focus group discussion				
4.	Role play				
5.	Task based instruction				

14. What is your weakness in English?

No.	Items	SA	A	D	SD
1.	Grammar				
2.	Vocabulary				
3.	Pronunciation				

15. In your opinion, what activities will help you to learn English?

No.	Activities	SA	A	D	SD
1.	Presentation				
2.	Conversation				
3.	Drilling				
4.	role play				
5.	Reading				
6.	Listening				
7.	Writing				
8.	Real play and simulation				

16. In your opinion, what skill should be mastered by Islamic banking students?

No.	Skills	SA	A	D	SD
1.	Speaking				
2.	Listening				
3.	Writing				
4.	Reading				

17. Do you speak English to communicate in your English class? Please explain the reason!

……

……

……

……

……

……

……

……
……

Appendix 2 The Questionnaire of the Student

Questionnaire for Need Analysis for Specific Purpose in Islamic Banking Department

Questionnaire ini dibuat dengan tujuan analisis mengenai kebutuhan Bahasa Inggris mahasiswa Perbankan Syariah. Mohon diisi sesuai dengan instruksi dibawah!. Thank you.

Alamat email *

manggar.adm345@gmail.com

Personal Identity

Isilah pertanyaan dibawah sesuai dengan identitas anda

What is your name? (Siapakah nama anda?) *

Manggar

Where was your senior high school? (Dimanakah anda menempuh pendidikan SMA?) *

SMK Texmaco Semarang

Did you ever learn English before? (Apakah anda pernah belajar Bahasa Inggris Sebelumnya?) *

Yes i did

Why do you need English? (Mengapa anda membutuhkan Bahasa Inggris?) *

	Sangat Setuju	Setuju	Tidak Setuju	Sangat tidak setuju
I need English for my study related to Islamic Banking field like for understanding the International sources written in English (Saya membutukan Bahasa Inggris untuk memahami Jurnal atau referensi International yang berbahasa Inggris yang terkait dengan Perbankan Syariah)	○	◉	○	○
I need Engish to support my target career as Islamic Banker (Saya membutuhkan Bahasa Inggris untuk mendukung karir saya sebagai pelaku Perbankan Syariah)	○	◉	○	○
I need English because I want to continue my study abroad. (Saya membutuhkan bahasa Inggris untuk melanjutkan pendidikan di luar negeri)	◉	○	○	○
I need English only for my examination (Saya	○	◉	○	○

Where will you communicate and speak English? (dimana anda akan berkomunikasi dan berbicara bahasa Inggris?) *

	sangat setuju	setuju	tidak setuju	sangat tidak setuju
International Meeting (Meeting atau pertemuan internasional)	○	◉	○	○
Office (kantor)	○	◉	○	○
Campus (Kampus)	○	◉	○	○

In what situation do you need English? (dalam situasi apa anda membutuhkan bahasa Inggris?) *

	sangat setuju	setuju	tidak setuju	Sangat tidak setuju
International meetings (Meeting atau pertemuan internasional)	◉	○	○	○
Meeting and discussion (Pertemuan dan diskusi)	○	◉	○	○
writing a business later (menulis surat bisnis)	◉	○	○	○
Daily activity (Kegiatan sehari-hari)	○	○	◉	○
Giving service to the foreign customers (memberikan layanan untuk customer asing)	◉	○	○	○
Academic activity (kegiatan akademik)	○	◉	○	○

Does English have a crucial role to support your target carrier? Please explain the reason! (Apakah bahasa Inggris memiliki peran penting dalam mendukung karir yang anda targetkan?)

Yapp, because english's important for me, especially to continue study aboard

LSA (Learning Situation Analysis)

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Jawablah pertanyaan dibawah sesuai dengan kondisi anda!

In learning English, what skill do you use and learn the most? (Di dalam belajar Bahasa Inggris, Apakah skill yang paling anda gunakan dan pelajari?) *

	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
Speaking	☑	☐	☐	☐
Listening	☑	☐	☐	☐
Reading	☑	☐	☐	☐
Writing	☑	☐	☐	☐
All the skills	☑	☐	☐	☐

In your opinion, what skill is the most difficult one? (Menurut anda, apakah skill yang paling sulit?) *

	Sangat setuju	Setuju	Tidak Setuju	Sangat Tidak setuju
Speaking	☑	☐	☐	☐
Reading	☐	☐	☐	☑
Writing	☐	☑	☐	☐
All the skills	☐	☐	☑	☐

What learning method do you prefer?(Metode pembelajaran apa yang Anda sukai?) *

	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
Individual learning (belajar mandiri)	☐	☑	☐	☐
Peer learning (belajar bersama)	☐	☑	☐	☐
Focus group discussion (Diskusi kelompok)	☐	☑	☐	☐
Role play (bermain peran)	☐	☐	☑	☐
Task based instruction (Tugas/latihan berbasis intruksi)	☐	☐	☑	☐

What is your weakness in English?(Apa kelemahan Anda dalam bahasa Inggris?) *

	Sangat Setuju	Setuju	Tidak setuju	Sangat tidak setuju
Grammar	☐	☐	☑	☐
Vocabulary	☑	☐	☐	☐
Pronunciation	☐	☐	☑	☐

In your opinion, what activities will help you to learn English?(Menurut Anda, kegiatan apa yang akan membantu Anda belajar bahasa Inggris?) *

	Sangat Setuju	Setuju	Tidak Setuju	Sangat tidak setuju
Presentation	☐	☑	☐	☐
Conversation	☐	☑	☐	☐
Drilling	☐	☑	☐	☐
Role play	☐	☑	☐	☐
Reading	☐	☑	☐	☐
Listening	☐	☑	☐	☐
Real play and simulation	☐	☑	☐	☐

In your opinion, what skill should be mastered by Islamic banking students?(Menurut Anda, skill apa yang harus dimiliki oleh mahasiswa perbankan syariah?) *

	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
Speaking	☑	☐	☐	☐
Listening	☑	☐	☐	☐
Writing	☑	☐	☐	☐
Reading	☑	☐	☐	☐

Do you speak English to communicate in your English class? Please explain the reason! (Apakah Anda berbicara bahasa Inggris untuk berkomunikasi di kelas bahasa Inggris Anda?Jelaskan alasannya!) *

Yes, i think all of students in english class must be speaks in english, because it's a chance for us if we want to practice our skills so the ability to speaks in english be better more and more :)

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Appendix 3. Interview Guideline

No	Question
1	How long have you been teaching English?
2	Did you ever teach in the ESP class or in the certain majors that tend to have specific purpose in English?
3	In your opinion, why do the Islamic banking students need to learn English?
4	Does English have crucial role to support students' target career?
5	As English lecturer in Islamic banking department, how will you select he materials for the students to meet their needs?
6	What topics will need to be covered?
7	What activities with the text will the lecturer implement to develop the students' interpersonal and academic competence?
8	How will the lecturer create learning environment that can support and motivate the students in learning process?

Appendix 4. Transcript of Interview with the lecturers

Interview: Anna Pertiwi

Lecturer 1

Date: 29th of Mei 2021

A : How long have you been teaching English?

B : I have been teaching English at the Center of Language Development of UIN Walisongo for 3 years. However, if my experiences of teaching English at Junior High School and English Course would be credited, I started teaching English in 2014.

A : Did you ever teach in the ESP class or in the certain majors that tend to have specific purpose in English?

B : I didn't. I taught English 1 and English 2 for students from Islamic Banking Department for one semester. They learned General English provided by the university since English 1 and English 2 is a compulsory course. Although they learned general English, but one of the lessons in the textbook provides materials about Islamic Banking, especially in English 2.

A : In your opinion, why do the Islamic banking students need to learn English?

B : I think English is considered as a global language. They need to learn it because they will encounter with many people from other countries which English is used as the means of communication, such as in ASEAN Community. If they have English competence, it will open wider opportunities to get a better job or have an opportunity to work in other countries. Also, mastering English might help them to get a scholarship to study overseas or in Indonesia since English is one of the requirements of the scholarship.

A : Does English have crucial role to support students' target carrier?

B : As I told you, yes, absolutely it does.

A : As English lecturer in Islamic banking department, how will you select he materials for the students to meet their needs?

B : Regarding the selection of the materialss, first I follow the textbook provided by the Center of Language Department UIN Walisongo. In addition, I try to look for materialss either from another book or from internet. To me, for Islamic Banking Students, it will be better of the materialss relate their subject matter, such as Islamic banking. However, since English course provided by the PPB is not ESP, it needs extra efforts

from the faculty to design English, especially for students of Islamic Banking Department.

A : What topics will need to be covered?

B : The topics should relate their subject matter.

A : What activities with the text will the lecturer implement?

B : The activities that might be ideal are covering four English skills, listening, speaking, reading and writing. However, the focus should be narrowed down to the Islamic Banking. For example, for listening activities, students could learn how the transactions in Islamic banking are done. Other activities with written text, students could analyze the text needed in the bank transactions (e.g. application forms to borrow many, save the money, etc.)

A : How will the lecturer create learning environment that can support and motivate the students in learning process?

B : To motivate student in learning English, teachers need strategies and many practices. Some points that I can make are (1) creating challenging tasks with high supports so that students can accomplish the task; (2) creating meaningful activities or activities that relate to their real life; (3) using technology to support students' learning. There are many online platforms that can be used by teachers, such as Kahoot, Mentimeter, Nearpod, etc.

Interview: Anna Pertiwi

Lecturer 2

Date: 8th of April 2021

A : How long have you been teaching English?

B : I've been teaching English since 2008

A : In your opinion, why do the Islamic banking students need to learn English?

B : Because English is one of the most important language that the students have to master, especially for the Islamic banking students because they will need to read the theories related Islamic banking field not only in Indonesia book but also in English book so that they can broaden their knowledge.

A : Does English have crucial role to support students' target carrier?

B : Of course, English has a very important role to support the carrier of the students because as we know that English is the most used language in the

world. If the students can speak English fluently, they will have more opportunity to get the career that they always want.

A : As English lecturer in Islamic banking department, how will you select he materials for the students to meet their needs?

B : We have the book. The book covers general knowledge in English. And I'll try to emphasize the materials by putting the videos from YouTube. The video is usually about conversation in Islamic Banking context.

A : What topics will need to be covered?

B : The most importance is the basic one, like how they deal with other people, greeting, and introduction in students' target situation. Not only that, grammar is also important. I know grammar is one of the difficult one for the students to learn English so that it's needed to be covered, at least the most used tenses, like simple present, simple past, and present continues tense.

A : Is it also important to include the topic related to Islamic Banking field?

B : Yes, I think so. The newest book, Bahasa Inggris book, covers a lot of subjects. One of the chapters covers the text related to Economic and Islamic Banking field.

A : What activities with the text will the lecturer implement?

B : The activities of course are the conversation and discussion as well like discussing about the difference of conventional bank and Islamic bank. By asking the students and discussion, it will make them speak English even though at first, they are nervous but I hope in the future they will get more fluency.

A : How will the lecturer create learning environment that can support and motivate the students in learning process?

B : I have some trick to make the students feel motivated. I try to tell them that English is not easy. Everything is not easy, especially in language. You cannot learn English in one night. Everything needs process. I also try to share about my scholarship experience to them to motivate. I got scholarship to US when I was high school and I went to UK for master degree with scholarship. I told them that they need English if they want to see the world and something like that. So that, they will get motivation to learn English even though now they think that their English is not really good. But, I try to tell them that their English will be better if you try to practice it more.