



## NEEDS ANALYSIS ON ENGLISH TEACHING MATERIALS OF *BIDIK MISI* PROGRAM AT INSTITUT AGAMA ISLAM NEGERI (IAIN) BONE

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### Abstract

This research focused to find out the target and learning needs of Bidik Misi learners and know the appropriate materials to Bidik Misi Program of IAIN Bone. This research was descriptive qualitative method. The location of this research took place in IAIN Bone. Subject of the research was the fourth and sixth semester of IAIN Bone who receive Bidik Misi Scholarship. The researcher used cluster sampling technique and took 22 learners to questionnaires and 11 learners to interview. In this research, the researcher used questionnaires and interview as the instruments. The first questionnaire and interview applied to find the target needs and learning needs of Bidik Misi learners. The second questionnaire gave to the learners to know the appropriate materials. The result of this research shows that (1) the learners want to postgraduate after they have graduated and they will seldom use English in their workplace, (2) the learners' weakness is the lack of vocabulary, (3) input in materials are texts with list of vocabulary, (4) procedures in learning process are different in each skill, (5) the learners like to study in the outside the classroom, (6) the learners want to ask and give opinion and the learners want the teacher to give them advice and correction for their task, (7) the learners need the materials which was appropriate to their study program, (8) the learners need development on all four major skills, and (9) the appropriate materials that the learners need are materials about hobbies, grammar, essay, and vocabulary.

**Keywords:** need analysis, Bidik Misi, English Teaching Material

## INTRODUCTION

Vocabulary is a total number of words with rules of combining them make up a language (A.S Bidik Misi is one of the scholarships program provided by the government. The government began launching the Education Tuition Fee Program Bidik Misi in 2010. According to Takriyuddin et. al. (2016), said that Bidik Misi is the assistance of tuition fees for matriculants are not able economically and have good academic potential to study at university to graduate on time. Based on the Kemenristekdikti (2017:3) the aims of Bidik Misi Program are improving access and learning opportunities in college for learners which are not able in economic and have good academic potential; providing assistance of tuition fees to matriculants to complete their study on time; improving student achievement both in curricular, co-curricular or extra-curricular; increasing competitive attitude and always improving achievement; and producing graduates who are independent, productive, and have social awareness. Thus, Bidik Misi has some criteria for the receivers. The criteria of Bidik Misi are the appropriate index of academic achievement, parental income, the number of dependents of parents, semester, and others. Meanwhile, Obtaining Bidik Misi scholarship is not easy. The receivers of the scholarship have to preserve their index of academic achievement as long as they study in university. If their academic achievement index is below 3.25, then their scholarship can be terminated.

To preserve their quality, university provides facility to learn foreign languages; one of them is English. English in Bidik Misi Program has different materials from English for General Purposes (EGP). It is designed to prepare the learners to work after they graduate. It prepares them to face the real world. According to Maniyannan (2017) stated that English becomes very

important for them, both written and spoken, as one of the requirements. English language has become one of our principal assets in getting a global world. The learners will get advantages if they master English as their expertise. In English teaching material, contextualization has been recognized as an important concept in English for Specific Purposes (ESP). Based on the Wello (2008:44) defined that ESP is an approach in teaching English so that students are able to master English in the field they are studying. ESP is commonly used in teaching foreign languages for specific uses in certain fields of science and profession. This purpose is generally understood as a benefit in the role of English as a communicative tool both oral and written. According to Evans and Maggie (1998:3) said that the foundation of ESP is the simple question: Why does this learner need to learn a foreign language? The answer to this question relates to the learners, the language required and the learning context, and thus establishes the primacy of need in ESP.

A needs analysis is the process of establishing the *what* and *how* of a course; evaluation is the process of establishing the effectiveness. The aims of a needs analysis are to determine the type of situations in which learners will be using English, the tasks and activities they are expected to carry out or take part in English, and their existing language skills or abilities with respect to those tasks. Before doing analysis, here must be known first the difference between the target needs (what the learner needs in the target situation) with the learning needs (what the learner needs in the learning). Based on observation in February 2018 at IAIN Bone, the lecturer who teaches in Bidik Misi does not have patent material in teaching process. English teaching materials in Bidik Misi Program have different goals among instructors. Consequently, the purpose of learning is not clear and detailed so that the material used also vary. Repetition of the material will be possibly happened. Lecturer teaches the general, not specific English. The various receivers also will be a problem because they come from all departments. Because of the variety, the learners' needs will also be varied. It will be difficult to achieve the purpose of teaching and learning English if there is no definite syllabus for lecturers; and the learners' needs are unknown.

In this research, the researchers take some previous related studies about need analysis and english teaching material. The first, Sari (2013:59-60) had conducted a research entitled An Analysis of Students' Needs for ESP Class in a Statepolytechnic in Lampung in 2013. She concluded that writing skill and accounting technical terms were the most priority to be taught for students of Accounting. This language skill and component would help them to handle their future job responsibilities. Unfortunately, the syllabus talked about business area which was not relevant to the accounting students' needs. The second, Albakrawi (2013:22) had conducted a research entitled Needs Analysis of the English Language Secondary Hotel Students in Jordan in 2013. He concluded that in hotel students needed English language skills and functions that students might need for their education or for their future jobs. The materials about structure and vocabulary were relevant with their needs. The last, Yuana (2013:8) had conducted a research entitled An Analysis on the Learners' Needs of English for Specific Purposes at SMK Tri Guna Bhakti Surabaya in 2013. The accounting students of SMK Tri Guna Bhakti Surabaya did not get the English materials appropriateto their needs. Their needs were the materials related to the way of good communication in the subject area of accounting. Unfortunately, the material being taught was still general English learning materials. There is a lot of research that has been done on the needs analysis, but this research will be done on the students of Bidik Misi which come from different study programs that have different needs. If usually need analysis is done on students who have the same goal, then in this research, need analysis will be done on students who have different goals, because the students come from different study programs. Then, this research is a new study.

The researchers will conduct a needs analysis. Need analysis is a vital way to develop the materials. It helps the lecturer to create an appropriate materials based on the learners' needs. Needs are identified to ensure the learners; true needs. Today, a needs analysis is not limited to ESP courses. The successful educational programs have needs analysis as a critical part of their syllabuses. Thus, the limitaton of the research about the problem into needs analysis on English teaching materials of Bidik Misi Program at IAIN Bone, especially in fourth and sixth semester. The needs analysis is conducted to find out what the learners need on the spoken and written texts which are relevant for their needs in their future.

Based on the explanation above, the researchers formulated the research question, What are the target needs and learning needs of Bidik Misi learners at IAIN Bone? and What are the appropriate materials of Bidik Misi Program at IAIN Bone?. Meanwhile, the objective of this research are to know the target needs and learning needs of Bidik Misi learners of IAIN Bone and to know the appropriate materials to Bidik Misi Program of IAIN Bone. The significance of the research is expended to be piece of useful contribution to: (1) It can be directive for institution to make an appropriate materials or syllabus about English teaching materials in Bidik Misi Program. (2) It can help lecturer to give some inputs in teaching English based on the learners' need.

## METHOD

This research was qualitative method. The location of this research was conducted in IAIN Bone. The subject of this research were learners from fourth and sixth semester of Bidik Misi Program at IAIN Bone. There were fourth classes in fourth semester and two classes in sixth semester. The learners in fourth semester were 95 learners. In the sixth semester, there were 50 learners. The research subject were limited for 22 learners by using cluster sampling. The researcher used questionnaires and interview in the research. The questionnaires consisted of two parts. First, need analysis was given by the learners to know what their target needs and learning needs as many as 25 points with combination questionnaire. Second, English context was given toward the learners whether the contexts of English were important for them or not as many as 25 points with closed questionnaire. Interview used structured interview, the researcher asked some questions to the students related to their needs in English learning program. It was recorded and transcribed. . In analyzing the data, the researcher used the techniques are as follow:

The data of questionnaires were calculated by using percentage formula as follow:

$$P = f/n \times 100 \%$$

Where: P = Percentage  
F = Frequency  
N = Amount of Sample

Interview was processed with some stages were as following by Miles ad Hubermen in Sugiono (2012), they are data reduction, data display, and Withdrawal conclusion

## FINDINGS

### 1. The Result of the Needs Analysis

A needs analysis was conducted to assess the learners' target and learning needs in teaching English of Bidik Misi Program at IAIN Bone. The first instrument was questionnaires and the second instrument was interview. The questionnaires were distributed to the learners in February 2018. The results are described below.

#### a. Target Needs

Target needs cover a number of important distinctions which include necessities, lacks, and wants.

##### 1) Necessities

Necessities define as the type of need that the learners should know in order to function effectively in the target situation. There were five questions provided by the researcher. The following table shows the learners' view about the demand of their target situation.

Table 1. **Necessities**

<b>Necessities</b>	Learners' goal of studying English	To pass the study well	3	13.6%
		To get job future	13	59.1%
		To pass the training	2	9.1%
		Others	4	18.2%
		<b>Total</b>	<b>22</b>	<b>100</b>
	Learners' view about necessary level to have to support their higher education	Beginner	0	0%
		Intermediate	6	27.3%
		Advance	16	72.7%
	<b>Total</b>	<b>22</b>	<b>100</b>	
	Learners' view about text type which will be found in the workplace	Instructional manual of certain equipment	8	36.4%
		Articles related to their field	10	45.4%
		Business documents	4	18.2%
		<b>Total</b>	<b>22</b>	<b>100</b>
	Learners' view about frequency of using English in the workplace	Seldom	12	54.5%
		Often	10	45.4%
		Never	0	0%
	<b>Total</b>	<b>22</b>	<b>100</b>	
	Learners' view about language skill to have	Listening	3	13.6%
		Speaking	11	50%
		Reading	5	22.7%
		Writing	3	13.6%
	<b>Total</b>	<b>22</b>	<b>100</b>	

The table above showed that the first item "The learners' goal of studying English". In term of goal, the data above shows the most of the learners, which is 59.1%, claim their main goal of studying English in Bidik Misi Program is to be able to communicate in English fluently to support the future job. The second highest tendency (18.2%) is the respondents want the others, such as the respondent is interesting with English so the respondent studies English, to easily interact with others, to get around the world, to get scholarship, and to speak English fluently. The third highest tendency (13.6%) the respondents want to pass their study well, while 9.1% the respondents want to pass the training. The second item "Learners' View about Necessary Level to Have" shows the most of the learners consider they need to be in advanced level (72.7%) in order to support their higher education level or their future job, while other participants (27.3%) consider that intermediate level is where they need to be.

The third item "The Text Type which Will Be Found in the Workplace" shows that the most type text the learners which will be found in the workplace is articles related to their field or study (45.4%), while the type of text which provide the instructional manual of equipment or machine is the second higher option (36.4%) that the learners chose. And the third higher option (18.2%) is type of text about business documents. In conclusion, the learners need to know the articles related to their field as they consider it important for their future education or job. The fourth item "The Possible Frequency of Using English in the Workplace" shows that the most of students (54.5%) consider they seldom use English in the workplace, while the second higher option is often (45.4%). In conclusion, the learners will seldom use English in their workplace because many of them do not come from English Program Study or their future job do not relate with English.

The last item "Learners' View about Language Skill to Have" shows most of the learners (50%) believe that speaking is the skill which take the most important role for their future job in their field. Speaking can help the respondents to communicate with the others. The second most

important skill that the learners chose is reading (22.7%), then writing (13.6%) and listening (13.6%).

## 2) Lacks

The gap between the existing proficiency of the learners and their target proficiency is called lacks. The following tables show the lacks of the learners.

Table 2. Lacks

<b>Lacks</b>	Learners' view about their current level of English proficiency	Beginner: to be able to comprehend simple sentences and utterances in the daily life	15	68.2%
		Intermediate: to be able to comprehend the main point of the text and give opinions	7	31.8%
		Advance: to be able to comprehend types of text and the meaning of it	0	0%
	<b>Total</b>		<b>22</b>	<b>100</b>
	Learners' view about their difficulties in studying English	Lack of vocabulary	11	50%
		Incorrect pronunciation	4	18.2%
		Inappropriate grammar	7	31.8%
	<b>Total</b>		<b>22</b>	<b>100</b>

The table above showed that the first item "Learners' view about their current level of English proficiency" shows that the students' English proficiency level is in the beginner (68.2%). It means they are able to comprehend the simple sentences and utterances in the daily life, while 31.8% learners claim that they are in the intermediate level. In brief, most of the learners are in the beginner level. The second item "Learners' view about their difficulties in studying English" shows that the main difficulties in learning English is the lack of vocabulary (50%), 31.8% of respondents answer their weakness is related to grammar, and 18.2% learners answered that their weakness is on pronunciation. It means, many of the learners do not mastery many vocabularies that make them difficult to communicate in English both written and spoken language.

## 3) Wants

Wants refer to the learners' view about their needs. Wants related to what the learners' need from an ESP course. The table below describes the learners' wants.

Table 3. Wants

<b>Wants</b>	Learners' want in learning English	Able to master vocabulary well, both general vocabulary and technical term in their field	3	13.6%
		Able to comprehend grammar well	10	45.4%
		Able to comprehend and to use every word, sentence, and utterance in English	9	41%
		Able to distinguish formal and informal utterances in a certain texts	0	0%
	<b>Total</b>		<b>22</b>	<b>100</b>
	Learners' want use English in	Abroad workplace	4	18.2%
		University	10	45.4%
		Domestic workplace	8	36.4%
	<b>Total</b>		<b>22</b>	<b>100</b>

The table above showed that the first item shows that the learners' wants in learning English are being able to comprehend grammar well (45.4%), while the other learners (41%) want

to be able to comprehend and to use every word, sentence, and utterance in English. 13.6% of them want to be able to master vocabulary. Thus, the second item shows that 45.4% learners will use English as a means of communication when they postgraduate (university), 36.4% answer when they work domestic, and 18.2% answer when they work abroad.

#### b. Learning Needs

Learning needs are the knowledge and abilities that the learners will require in order to able to perform to the required degree of competence in the target situation. It is related to input, procedures, setting, learner's role, and teacher's role. Here, the researcher wants to describe the results of needs analysis related to the learners' needs.

#### 1) Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing a task. Input can come from a wide range of sources. Here are the results of the questionnaire related to the type of input texts that the learners want in the learning process.

<b>Input</b>	Type of speaking text that the learners want	Monolog and dialog	2	9.1%
		Monolog and dialog with pictures	6	27.2%
		Monolog and dialog which contain new vocabulary	9	41%
		Authentic materials such as news, films, and songs	5	22.7%
		Others	0	0%
	<b>Total</b>		<b>22</b>	<b>100</b>
	The length of speaking input that the learners can comprehend	>250 words (long)	3	13.6%
		150-200 words (medium)	8	36.4%
		< 150 words (short)	11	50%
	<b>Total</b>		<b>22</b>	<b>100</b>
	Type of reading text that the learners want	A simple text	6	27.3%
		Text with a list of vocabularies	10	45.4%
		Text with pictures, table, diagram, or graphic	4	18.2%
		Authentic materials such as magazine, newspaper, receipt, etc	2	9.1%
		Others	0%	0%
	<b>Total</b>		<b>22</b>	<b>100</b>
	The length of reading input that the learners can comprehend	>300 words (long)	7	31.8%
		250-300 words (medium)	4	18.2%
		< 150-200 words (short)	11	50%
	<b>Total</b>		<b>22</b>	<b>100</b>
	Type of writing text that the learners want	Text with example	5	22.7%
		Text with a list of vocabularies	9	41%
The generic structure of a text		6	27.3%	
In the form of table, diagram or graphic		2	9.1%	
Others		0	0%	
<b>Total</b>		<b>22</b>	<b>100</b>	

The length of writing input that the learners can comprehend	>300 words (long)	6	27.3%
	250-300 words (medium)	9	41%
	< 150-200 words (short)	7	31.8%
<b>Total</b>		<b>22</b>	<b>100</b>

The table above showed that the first item “Type of speaking text that the learners want” the most learners (41%) want to have input texts of speaking which provide monolog and dialog which contain new vocabulary, while 27.2% learners want to have monolog and dialog with pictures. 22.7% learners want to use authentic materials in learning process and 9.1% just want monolog and dialog. Monolog and dialog which contain new vocabulary considered can help the learners to resolve the lack of vocabulary. In term of the length of the input texts, 50% learners want to have texts with length is approximately 150 words, while other respondents (36.4%) want to have medium texts and 13.6% want to have long text.

In learning reading, most learners want to have input texts with a list of vocabularies (45.4%), whereas 27.3% of the learners wanted to have a simple text. 18.2% respondents want to have text with pictures, table, diagram, or graphic. 9.1% respondents want to have authentic materials. Texts with vocabularies considered can help the learners to interest them to learn. In term of the length of the input texts, it can be seen that 50% learners want to have reading texts which have 150-200 words in length. The other learners (31.8%) want to have texts which have 300 words in length, and 18.2% want to have texts which have 250-300 words.

In learning writing, most of the learners (41%) want to have texts with a list of vocabularies and explanation. The second highest tendency (27.3%) the learners want learn the generic structure of a text, while 22.7% want to have texts with a simple example. 9.1% learners want to have materials in the form of table, diagram, or graphic. In term of the length of the input texts, it can be seen that 41% learners want to have texts which have 250-300 words in length. The other learners (31.8%) want to have texts which have 150-200 words, and 27.3% want to have texts which more than 300 words.

## 2) Procedure

Procedure specifies what the learners will actually do with the input to achieve particular goals on each task. Here are the results of the needs analysis questionnaire in term of learning procedures.

Table 5. Procedure

Type of speaking activity that the learners want	Demonstrating a dialog/monolog which is provided in the textbook	3	13.6%
	Writing a dialog and demonstrating it	6	27.3%
	Role-playing	4	18.2%
	Discussing a topic and giving opinion about the topic	9	41%
	<b>Total</b>	<b>22</b>	<b>100</b>
Type of reading activity that the learners want	Reading a text and answering some questions based on the text	12	54.5%
	Reading aloud	3	13.6%
	Arranging jumbled paragraph into a well meaningful paragraph	2	9.1%
	Summarizing a text	2	9.1%
	Discussing the topic of the text	3	13.6%
	<b>Total</b>	<b>22</b>	<b>100</b>
	Finding new words in a text and their meaning based on the context	4	18.2%

Type of vocabulary tasks that the learners want	Creating sentences using vocabularies provided	6	27.3%
	Completing blanks on incomplete sentences or paragraphs	2	9.1%
	Listing and categorizing new vocabularies based on its meaning, pronunciation, parts of speech, synonym, antonym, etc	10	45.4%
	<b>Total</b>	<b>22</b>	<b>100</b>
Type of writing activity that the learners want	Rewriting text as same as the model text	8	36.4%
	Arranging jumbled paragraph into a well-meaning paragraph	5	22.7%
	Repairing the false structure, spelling, or punctuation	5	22.7%
	Writing a text based on pictures, tables, diagram, or graphic provided	4	18.2%
<b>Total</b>	<b>22</b>	<b>100</b>	
Type of grammar exercise that the learners want	Memorizing the grammar formulas	7	31.8%
	Filling the blanks	2	9.1%
	Writing a sentence based on the formula that has been taught	9	41%
	Identifying incorrect sentence structures and correcting them	4	18.2%
<b>Total</b>	<b>22</b>	<b>100</b>	
Type of pronunciation task that the learners want	Learning how to pronounce a word from dictionary	3	13.6%
	Listening and repeting the way the teacher pronounce words	7	31.8%
	Pronouncing words which have sound alike	2	9.1%
	Pronouncing a sentence with stressing and intonation	10	45.4%
<b>Total</b>	<b>22</b>	<b>100</b>	

In terms of speaking activities, 41% learners are interested to have discussing a topic and giving opinion about the topic, while 27.3% learners are interested in writing a dialog and demonstrating it. The third highest tendency (18.2%) learners want to make a role-playing in speaking and the last tendency (13.6%) learners want to demonstrate monolog or dialog which is provided in the textbook. Discussing a topic and giving opinion about the topic can help the learners to develop their speaking with their own words and opinions.

In terms of reading activities, 54.5% learners are interested to have task of reading a text and answering some questions based on the text given, while 13.6% learners want to read the text aloud with correct pronunciation and to discuss the topic of the text. 9.1% respondents want to arrange jumbled paragraph into a well meaningful paragraph and to summarize a text.

In terms of vocabulary tasks, 45.4% learners want to have tasks of listing and categorizing new vocabularies based on its meaning, pronunciation, parts of speech, synonym, antonym, etc. While 27.3% learners want to create sentences using vocabularies provided. 18.2% learners want to find new words in a text and their meaning based on the context and 9.1% want to complete blanks on incomplete sentences or paragraphs.

In terms of writing activities, 36.4% learners want to rewrite text as same as the model text, while 22.7% learners want to have tasks of arranging jumbled paragraph into a well-meaning

paragraph and to repair the false structure, spelling, or punctuation. The last, 18.2% learners want to write a text based on pictures, tables, diagram, or graphic provided.

In terms of grammar tasks, 41% learners want to have tasks of writing a sentence based on the formula that has been taught, while 31.8% learners want to memorize the grammar formulas. Then, 18.2% learners want to identify incorrect sentence structures and correcting them. For 9.1% learners want to fill the blanks.

In terms of pronunciation tasks, 45.4% learners want to have tasks of pronouncing a sentence with stressing and intonation, while 31.8% learners want to listen and repeat the way the teacher pronounce words. The other learners (13.6%) want to learn how to pronounce a word from dictionary, word by word. The last, 9.1% learners want to have task of pronouncing words which have sound alike.

### 3) Setting

Setting refers to the classroom arrangements specified or implied in the task. The presentation of the data about how to carry out the task is shown on the table below.

Table 6. Setting

<b>Setting</b>	Learners' view about better place for teaching and learning process	The classroom	6	27.3%
		Outside the classroom	11	50%
		The language laboratory	5	22.7%
		<b>Total</b>	<b>22</b>	<b>100</b>

In terms of setting, most of learners (50%) want to do the task outside the classroom, such as in the garden. The other learners (27.3%) want to perform the tasks in the classroom, and 22.7% learners want to study in the language laboratory.

### 4) Teacher's Role

Teacher's role refers to the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

Table 7. Teacher's role

	The role of teacher in every teaching and learning process	Controller in the teaching and learning process	8	36.4%
		Motivator for the learners	9	41%
		Self-assesment given	5	22.7%
		<b>Total</b>	<b>22</b>	<b>100</b>
<b>Teacher's Role</b>	Learners' view about the teacher's role	Motivating the learners in doing the task	1	4.5%
		Supporting and guiding the learners in doing the task	4	18.2%
		Giving advice, correction, and opinion to the learners' work	10	45.4%
		Creating a good atmosphere to get the learners involve in the classroom activity	7	31.8%
		<b>Total</b>	<b>22</b>	<b>100</b>

In terms of teacher's role in learning process shows that the role of the teacher in every teaching and learning process is as a motivator (41%). The other learners (36.4%) chose the teacher as a controller and 22.7% learners chose that the teacher as a self-assessment given.

In terms of teacher's role shows that that the role of the teacher according to the learners is giving advice, correction, and opinion to the learners' work (45.4%), whereas the other learners (31.8%) consider that the teacher should create a good atmosphere to get the learners involve in the classroom activity. Then, 18.2% learners want the teacher to support and guide in doing the task. 4.5% learners want their teacher to motivate them in doing the task.

#### 5) Learner's Role

Learner's role refers to the part of the learners are expected to play in carrying out the learners tasks as well as the social and interpersonal relationships between the participants.

Table 8. Learner's role

Learner's Role	Learners' view about their role		
		F	Percentage
	Listening to the teacher	3	13.6%
	Being guided when doing the tasks	5	22.7%
	Using creativity in doing the tasks	4	18.2%
	Asking questions and giving opinions	6	27.3%
	Discussing and being involve to solve the tasks	4	18.2%
<b>Total</b>		<b>22</b>	<b>100</b>

Based on the table above, it can be concluded that most of the learners (27.3%) consider that they have to ask questions and give opinion, while the other learners (22.7%) consider that they have to be guided when doing the task. The other learners (18.2%) consider that they need to use the creativity in doing the tasks and discuss to solve the tasks. Last, 13.6% learners consider that they need to listen to the teacher.

#### 2. The Result of Appropriate Materials

Questionnaire was conducted to know what the materials should be in Bidik Misi Program. The questionnaire was distributed to the learners on February 2018. The result are described below:

Table 8. Speaking Materials

Language Skill	Language Materials	Important		Unimportant	
		F	Percentage	F	Percentage
Speaking	Daily life	13	59.1%	9	41%
	Small talk	12	54.5%	10	45.4%
	Education	18	81.8%	4	18.2%
	Money and business	9	41%	13	59.1%
	Law and crime	6	27.3%	16	72.7%
	Job and work	17	77.3%	5	22.7%
	Hobbies and interests	19	86.4%	3	13.6%
	Travel and transport	13	59.1%	9	41%
	Arrangement	9	41%	13	59.1%
	Accepting and refusing	7	31.8%	15	68.2%

With reference to the speaking materials, hobbies and interest (86.4%) and education (81.8%) are highly preferred by the learners. However, materials about low and crime (27.3%) and accepting and refusing (31.85%) the learners believe that are not considered as important materials which they would like to be included in their course.

Table 9. Grammar Materials

Language Skill	Language Materials	Important		Unimportant	
		F	Percentage	F	Percentage
Grammar	Word order	8	36.4%	14	63.6%
	Present, past, and future tense	16	72.7%	6	27.3%
	Irregular verbs	10	45.4%	12	54.5%
	Prepositions	8	36.4%	14	63.6%
	Passive voice	15	68.2%	7	31.8%

As is shown in the table, from among the grammar materials, materials about tenses (present, past, and future tense) is highly preferred by the majority of the learners, as many as 72.7%. The learners consider that they need materials about grammar as in their aim to learn English is mastering grammar well. The learners also need material about passive voice (68.2%). However the other materials such as word order and prepositions (36.4%) are chosen by the learners as the lower materials that they need.

Table 10. Writing Materials

Language Skill	Language Materials	Important		Unimportant	
		F	Percentage	F	Percentage
Writing	Report and summary	8	36.4%	14	63.6%
	Memorandums	7	31.8%	15	68.2%
	Essay	15	68.2%	7	31.8%
	Business letter	13	59.1%	9	41%
	E-mails	12	54.5%	10	45.4%

For the materials specified in the questionnaire which related to the writing skill, writing essay (68.2%) and business letter (59.1%) are the high preference. On the other hand, writing memorandums is an unimportant material by 31.8% of the learners.

Table 11. Reading Materials

Language Skill	Language Materials	Important		Unimportant	
		f	Percentage	f	Percentage
Reading	Scanning and skimming	9	41%	13	59.1%
	Looking for topic	15	68.2%	7	31.8%
	Understanding paragraph and main idea	13	59.1%	9	41%
	Making inferences	7	31.8%	15	68.2%
	Mastering vocabulary	18	81.8%	4	18.2%

As for the materials related to the reading, the frequency analysis shows that reading with mastering vocabulary (81.8%) and looking for topic (68.2%) are highly preferred as important materials while 31.8% of the learners believe that making inferences is an unimportant reading material.

Learning English on Bidik Misi Program, the development of listening skill is less attention. Whereas, listening is one of the important skill that should be developed in the learning process. In general, the learners wish that the English they get later can they use to continue their education where one of the requirements for continuing education is an adequate TOEFL or IELTS score. One of the skills they really need is listening. But in reality, they are only required to speak. Therefore, preferably in the provision of materials covering all four skills, both spoken (speaking and listening) and written (reading and writing) texts.

## DISCUSSION

This research aimed to know what the learner's needs on learning English of Bidik Misi Program. Therefore, the English for Specific Purposes (ESP) approach was applied in this research.

The first step of this research was needs analysis in which the purpose of this step was to specify why the learners need to learn English. The needs analysis was conducted in February 2018 by distributing questionnaires to the learners. The questionnaires were developed based on the principle of needs analysis proposed by Hutchinson and Waters that cover *Target needs* and *Learning needs*. The process of needs analysis was divided into two; those were target needs, which belong to what the learners need to do in the target situation, and learning needs, which belong to the knowledge and abilities that the learners will require in order to be able to perform to the required degree of competence in the target situation.

The target needs covered necessities, lacks, and wants. The learning needs covered input, procedures, setting, teacher's role, and learner's role. All of those components were considered as the basis for developing English teaching materials of Bidik Misi Program.

The result of needs analysis which had been conducted in Bidik Misi Program of IAIN Bone showed that the learners' purpose of learning English was to get the job based on their field. After the learners had graduated from the university, they wanted to go postgraduate. In addition, their weakness was the lack of vocabulary, especially the one which is related to their fields.

The first component of learning needs was input. Based on the results of the needs analysis, the input text that were needed by the learners were those contained vocabularies. Considering that the learners had lack of vocabulary. The materials desired by the learners was the materials that provided the vocabulary to facilitate them in understanding the text, whether in speaking, reading, and writing.

The second component was procedure. Based on the results of needs analysis, the learning procedures that the learners' wants were varied since the unit cover the skills. In terms of speaking, most of the learners wanted to discuss a topic and give opinion about the topic, while in terms of writing and reading, the learners liked to rewrite text as same as the model text and answer comprehension questions based on the texts given.

The third aspect was setting. Based on the needs analysis, most of the learners preferred studying outside the classroom, such as in the garden or outdoor.

The last aspects were teacher's role and learner's role. By referring to needs analysis result, in terms of teacher's role, the learners wanted the teacher to be able to give advice, correction, and opinion to the learners' work. In terms of learner's role, most of the learners preferred to ask questions and give their opinion.

The next step after analyzing the needs analysis using questionnaire, the researcher conducted interview to deepen what the learners needs. The interview was conducted on May 2018.

The result of interview was the learners realized that English was the international language used to communicate. Therefore, they felt they needed to learn English. English would also make it easier for them to continue their education and become a supporter for them to get work in accordance with their respective fields. In this term, speaking skill became the skill most needed by learners to achieve their goals. Because speaking as a fundamental in learning English. In the implementation, the application of English teaching materials was still considered not in accordance with the learners needs. This was because the learners came from different study program, so that their needs were also different. There was a belief that material taught was in accordance with the needs in which in the process, all skills were taught. Only, the material taught was still general, while the other learners wanted the material that was appropriate to their course of study in order to support for them to achieve its goals.

The last step after analyzing the needs analysis using questionnaire and interview was to determine the materials appropriate by using questionnaire. The questionnaire was conducted in February 2018. The aim of the questionnaire was to know what the appropriate materials with the learners needs on English teaching materials of Bidik Misi Program at IAIN Bone.

The results of the questionnaire were the learners preferred materials about hobbies and interests and education in speaking. The learners considered that material about tenses was important in grammar. The learners liked materials about essay and business letter in writing. And the learners preferred materials about mastering vocabulary and looking for topic in reading.

## CONCLUSION

### 1. The Target Needs and the Learning Needs

Based on the results of the needs analysis, it can be concluded that the target needs are as follows: (a). The main goal of the learners to learn English is to be able to communicate in English both written and oral to support their future job (59.1%). The second highest tendency is 18.2%, where the learners' goal is others such as to go abroad and teach English by themselves. (b). Most of the learners (68.2%) consider that their current English proficiency is at the level of beginner. However, the majority of the learners (72.7%) consider that the necessary level to have is at the level of advanced. (c). The highest tendency of the respondents (45.4%) want to be able to comprehend grammar well. The learners also want to use English to go university (45.4%). (d). Most of the learners (50%) believe that speaking is the skill which take the most important role for their future job.

In terms of learning needs, the learners' view about their learning needs are as follows: (a). In terms of input, the learners want texts related about their fields. In speaking, reading, and writing section, the learners prefer to have texts with vocabulary (41%, 45.4%, and 41%). (b). Regarding the activities, most of the learners admit that they prefer to do tasks about discussing a topic and giving opinion about the topic (41%) in speaking sections, and reading text and answering some questions based on the text (54.5%) in reading section, whereas in writing section, they prefer rewriting text as same as the model text (36.4%). (c). To do the tasks, the learners prefer to work outside the classroom (50%). The learners also like to ask question and give their opinion (27.3%). To support those, the learners want the teacher to give advice, correction, and opinion to their work (45.5%).

### 2. The Appropriate English Teaching Materials'

The appropriate materials that the learners need are the learners prefer materials about hobbies and interests (86.4%) and education (81.8%) in speaking. The learners consider that material about tenses (72.7%) is important in grammar. Then, the learners like materials about essay (68.2%) and business letter (59.1%) in writing. And the learners prefer materials about mastering vocabulary (81.8%), and looking for topic (68.2%) in reading.

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