

A NEED ANALYSIS OF ENGLISH FOR TEACHER TRAINING AND EDUCATION STUDENTS AT PEKALONGAN UNIVERSITY

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ABSTRACT

Learning English for Specific Purposes (ESP) is very important for students in any major, and learning ESP is familiar to the needs analysis that has the purpose to find out the needs of students before learning is carried out in order to achieve an expected goal. Therefore, this study was made focus on English for Academic Purposes (EAP), in order to find out students' needs for English for their study program and job prospects. This research was conducted at the Faculty of Teacher Training and Education, University of Pekalongan, with 3 study programs namely the Mathematics Education Department, Indonesian Literature and Education Department, and the English Education Department. From these study programs, students are taught to know the teacher's specific field, so that this research also examines students for their job prospects in English for teachers. The researchers used questionnaires to collect data, and the results found were that almost all students of the Teacher Training and Education Faculty at Pekalongan University were aware of the importance of ESP for their study programs and job prospects. The importance for lecturers to teach English according to their study programs is expected to be able to increase students' expertise in using English according to their fields.

Key Words: English for Specific Purposes, English for Academic Purposes, Need Analysis, English for Teacher, Pekalongan University

ABSTRAK

Mempelajari ESP sangat penting bagi mahasiswa di jurusan apapun, dan dalam mempelajari ESP tidaklah asing dengan analisis kebutuhan untuk mengetahui kebutuhan mahasiswa sebelum pembelajaran dilaksanakan guna mencapai suatu tujuan yang telah diharapkan. Oleh karena itu studi ini dibuat, guna mencari tahu kebutuhan mahasiswa akan bahasa Inggris untuk program studi mereka dan prospek kerja. Penelitian ini dilaksanakan di Fakultas Keguruan dan Ilmu Pendidikan Universitas Pekalongan, dengan 3 program studi yaitu Jurusan Pendidikan Matematika, Jurusan Pendidikan Bahasa dan Sastra Indonesia, dan Jurusan Pendidikan Bahasa Inggris. Dari fakultas ini, mahasiswanya diajari untuk tahu dibidang spesifik guru, sehingga penelitian ini juga meneliti mahasiswa untuk prospek kerja mereka pada Bahasa Inggris untuk guru. Peneliti menggunakan kuisioner untuk mengumpulkan data, dan hasil yang ditemukan adalah bahwa hampir seluruh mahasiswa Fakultas Keguruan dan Ilmu Pendidikan di Universitas Pekalongan menyadari akan pentingnya ESP untuk program studi mereka dan prospek kerja. Pentingnya untuk para dosen mengajarkan Bahasa Inggris sesuai dengan program studi masing-masing diharapkan mampu meningkatkan keahlian mahasiswa dalam penggunaan Bahasa Inggris sesuai bidangnya.

Kata Kunci: Bahasa Inggris untuk Tujuan Spesifik, Bahasa Inggris untuk Tujuan Akademik, Analisis Kebutuhan, Bahasa Inggris untuk Guru, Universitas Pekalongan

INTRODUCTION

The need for English in the world has never faded over the time. The role of English as an international language is the reason for the importance of English in the world. In some countries, even English is used as a second language which makes it easier for them to communicate with foreign tourists and further advances the country in the eyes of the international community. Therefore, in this era, English skills are needed in any field, such as in the fields of health, education, law, environment, culture, science, social, communication, technology, etc. Indonesia as a developing country is also participating to increase the use of English as a second language. Various attempts were made, such as the use of English in advertising promotions, the obligation to take the TOEFL test in a certain level to registration in academic field or any field, the use of English in writing to achieve international targets, and so on. Moreover, in this era where the use of social media platforms is increasingly popular, most of those platforms use English. It can be the reason to motivate the youth generation from Indonesia to expert in English.

However, based on news from the online news site [Republika.co.id](https://republika.co.id) (2023), reported that Indonesia's English Proficiency Index Dropped in Rank 81 out of 111 Countries. From what was announced in the news, this is a continuation of a global language teaching service provider company that launched an English Proficiency Index (EPI) in 2022, which is used as a benchmark for improving English proficiency. One of the solutions is using media which is more interesting in teaching-learning process. Therefore, the role of the teacher in increasing the use of English also cannot be ignored.

Teachers who work in the education sector from this era must be able to mastery in English. Given the importance of English in various fields, this is as the opportunity for teachers to teach their students English for specific purposes (ESP) that fits to their majors. According to Anthony (2018) English for Specific Purposes (ESP) is an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs, and assists learners in meeting these needs through the use of general and/or discipline-specific teaching materials and methods. While Nadezda, Milorad, and Valentina (2017) stated ESP as a branch of Applied Linguistics in the teaching and learning of English as a Foreign Language (EFL) is intended to utilize English for learners' need on academic, vocational, and occupational. The beginning of ESP was found after the second world war, which then continued to grow bigger, as stated by Ramirez (2015) in her research on the history of ESP which is divided into 3 decades, which are 1960s, 1970s, and 1980s. In those decades many experts defined ESP and it has been updated to the present day. In ESP, students are expected to be able to realize the importance of English in the field they are studying. Which means that English lessons are studied appropriate to the needs of students in their respective fields or job prospects, for example English for nurses, English for lawyer, English for teacher, English for auditor, English for doctor, English for entrepreneur, English for designer, English for artist, English for editor, etc. Hence, as to produce graduates who can compete at the international level and advance the country.

There are two types of ESP which are most popular and trusted by all ESP experts, namely EAP (English for Academic Purpose) and EOP (English for Occupational Purposes). This research focuses on EAP, according to Sakar (2019) defined EAP as a program that focuses on the instruction of the skills required to perform in an English-speaking academic context across core subject areas generally encountered in a university setting. Program may also include a narrow focus on the more specific linguistic demands of a particular area of study, for example business subjects. This research uses Teacher Training and Education Faculty of Pekalongan University as the research subject and the object is a problem that is commonly encountered in the need for ESP. In Teacher Training and Education Faculty, there are 3 departments, namely Mathematics Education Department, English Education Department, and Indonesian Education and Literature Department. The aims of this research are to find out students' perception on the importance of ESP for their study and job prospect, the use of English skills in each department, and whether the English language taught is in accordance with the needs of their department or has not yet. The case that is often found in the problem of the need for English is a lack of awareness of the importance of English by students in Pekalongan University, especially those from majors other than English Education Department. Some people would think that English would not need in any other field. For example, from Indonesian Education and Literature Department, some students would think that they do not need English because they only learn about Indonesian. However, in fact learning Indonesian is not only learning with one language, it is Indonesian. Yet, there are several courses that require English language requirements, one of which is the BIPA course. The BIPA program is a program for learning Indonesian language skills (speaking, writing, reading and listening) for foreign speakers.

BIPA learning requires a curriculum, teaching materials (including bilingual textbooks and dictionaries), appropriate learning methods, and specially designed audio-visual learning media (Kemendikbud, 2023). Students studying BIPA are required to be able to teach foreign speakers to understand and be able to speak Indonesian. From the differences in these two languages, it is hoped that Indonesian Education and Literature students will be able to explain to foreign speakers so that no errors are found in the target language. This is the same case for Mathematics Education Department that there are some course need English, and in this era, there are a lot of international schools or courses which need Math teacher with excellent in English to prepare the Math Olympic or any else.

From all those explanations, it can be seen the importance role of English even in other departments. From this research, it hopes would improve the need of English in Pekalongan University so that the students from Pekalongan University does not just graduate. However, it also produces the best graduates with international competitiveness. The importance of reminding how important English for all fields is the important role of the lecturer as well. In order to produce teacher graduates with international quality, this research was conducted on the Faculty of Teacher Training and Education Department by distributing a number of questionnaires which had to be answered by several participants from three departments. Where the results will be processed and show how much the English language is needed for specific purposes in Teacher Training and Education Faculty of Pekalongan University.

RESEARCH METHOD

This research used descriptive quantitative method to analyse the English needs by students from Teacher Training and Education Faculty of Pekalongan University. The population of this research was the total students from Teacher Training and Education Faculty of Pekalongan University. As the sample, the researcher chose 12 students from English Education Department, 12 students from Mathematics Education Department, and 12 students from Indonesian Education and Literature Department. The total subject of this research was 36 students and for collecting the data, the researchers used questionnaire and distributed for all participants using Google form. The data analysis of the research was data analysis from the questionnaire distributed by the researchers and has gone through the data collection stage in the previous step. The data from this research used some formulas to calculate the data result, the first was to calculate the Likert scale score, as follow:

Table 2.1. Likert Scale Score

Criteria	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Then, the researchers also used percentage technique to calculate answer for each category, as follow:

Formula:

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

Information:

P= Percentage

F = Frequency of the criterion score
N = Number of total participants

FINDING AND DISCUSSION

A. FINDING

The questionnaire was distributed using Google Form so that making it easier for participants to answer each question effectively. The researchers divided this part of this research into 3 parts based on each section of the questionnaire that have been collected by the researcher.

1. Students' Personal Opinion

Students' personal opinion is based on the first section of the questionnaire that has the title 'Identify and Personal Opinion about English'. The participants were asked to fill in personal information and opinion regarding the English that had been taught in their class. Here are the descriptions of each point which is divided into several figures and tables with descriptions.

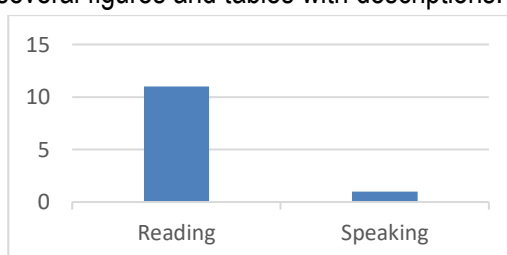


Figure 3.1. Percentage of Skill Is Mostly Used During Lecture from Mathematic Education

The result of the Mathematic students' questionnaire in **figure 3.1** above, it can be seen that 11 of 12 Mathematic students (91.7%) chose Reading skill as an English skill is mostly used during lecture, there is only one student (8.3%) chose different skill (Speaking).

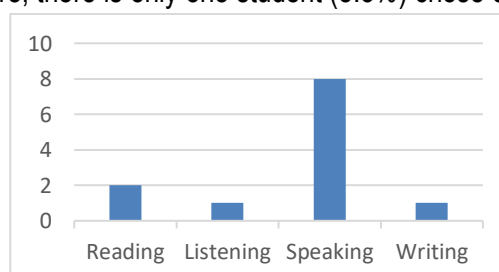


Figure 3.2. Percentage of Skill Is Mostly Used During Lecture from Indonesian Education and Literature Department

Meanwhile Indonesian Education and Literature Department had more diverse results in mentioning the skills most used during lecture, speaking skills had the highest percentage mentioned by 8 out of 12 students (66.7%) then followed by Reading skills which were mentioned by 2 students (16.7%), and lastly skills Listening and Writing which were both mentioned by one student (8.3%).

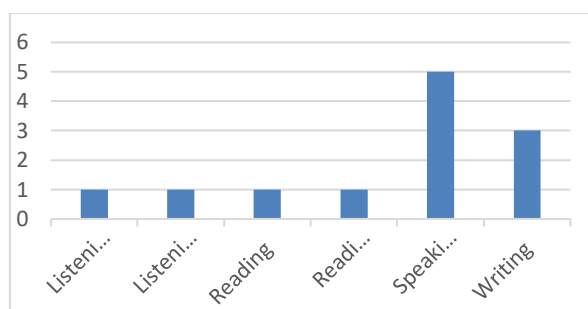


Figure 3.3. Percentage of Skill Is Mostly Used During Lecture from English Education Department

In English Education Department, the results of question number 3 in the first questionnaire session can be seen even more varied answers, there were 3 students who answered more than one skill which was mostly used during lectures, and speaking skill was the skill mostly used (41%) which proves that English education majors use English as the main language during lectures.

Table 3.1. Percentage of the Difficulties Using English During Lecture from Mathematic Education Department

No.	Difficulties using English during Lecture	F	%
1.	Hard to understand	4	33.33
2.	Lack of skill	7	58.33
3.	Technical issue	1	8.33
Total		12	100

The researchers found that there were 3 problems that were found from the Mathematics Department after going through the coding process for classification the difficulties. Based on **table 4.1.** above, it can be seen that more than half of Mathematic students (58.33%) have lack of vocabulary.

Table 3.2. Percentage of the Difficulties Using English During Lecture from Indonesian Education and Literature Department

No.	Difficulties using English during Lecture	F	%
1.	Lack of skills	9	75
2.	Lack of experience	2	16.7
3.	Hard to understand	1	8.33
Total		12	100

In Indonesian Education and Literature Department, there were still many of them who found the difficulties in English due to a lack of mastery in each skill (75%), English skill that mostly mentioned for the difficulty is Grammar (58.33%), followed by 2 other students who chose the difficulty in pronunciation (16.7%). This is also related to the lack of experience applied in class.

Table 3.3. Percentage of the Difficulties Using English During Lecture from English Education Department

No.	Difficulties using English during Lecture	F	%
1.	Low self-esteem	2	16.7
2.	Lack of skills	7	58.3
3.	Issue with lectures	3	25
Total		12	100

The results of **table 3.3** above, it can be seen that the most common difficulty faced by students of English Education Department is the lack of English skills (58.3%). The skills mentioned vary, such as lack of speaking skill, grammar, vocabulary, and even pronunciation. Then there were 3 students who mentioned problems with the lecturer's explanation during lecture (25%) and were followed by 2 other students (16.7%) who mentioned a lack of confidence.

2. Students' Perception on the Importance of English

Students' perception on the importance of English is based on students' current and target needs. Consists of 2 types, for study program and job prospect. In this section the researchers organized the questions in order to find out students' awareness of the importance of English for their current and future situations.

Table 3.4. Percentage of Students' Perception on the Importance of ESP from Mathematic Education Department

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Study Program Needs					
1. English is important for my study program	0	0	41.7%	50%	8.3%
2. Studying English helps me to understand some of the English terms in my field of study that I am studying	0	0	33.3%	66.7%	0
3. English has helped in improving my ability to communicate for the needs of my study program	0	16.7%	33.3%	41.7%	8.3%
4. English helps me in making it easier to find article/journal references for scientific writing assignments	0	16.7%	50%	25%	8.3%
5. English helps me to understand a theory of an expert from research of foreign nationality for scientific assignments	0	25%	16.7%	50%	8.3%
Job Prospect Needs					

6. English is important for my job prospects	0	16.7%	8.3%	41.7%	33.3%
7. Studying English helps me to understand some English terms for teachers (syllabus, lesson plan, curriculum, project-based learning (PjBL), student-centered learning, teaching media & method, journal, etc.)	0	16.7%	16.7%	41.7%	25%
8. English speaking skills will help in improving my quality as a teacher	0	8.3%	8.3%	50%	33.3%
9. English language skills have helped me make it easier to find references to interesting learning media for teaching activities	0	25%	25%	33.3%	16.7%
10. English helps me in registering to work as a teacher abroad or for foreign students in Indonesia	0	16.7%	25%	16.7%	41.7%

50% of Mathematics Education students chose to agree English is important for their study program because English helps them to understand some of English terms in their field of study (66.7%), English helps them to improve their communication (41.7%), and English helps them to understand a theory from expert (50%). Meanwhile, in the perception of Mathematics Education students regarding job prospects, 33.3% chose to strongly agree and 41.7% chose to agree that English is important for their job prospects. For the most chosen one, 50% students agree that English speaking skills will help in improving quality as a teacher.

Table 3.5. Percentage of Students' Perception on the Importance of ESP from Indonesian Education and Literature Department

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Study Program Needs					
1. English is important for my study program	0	0	16.7%	83.3%	0
2. Studying English helps me to understand some of the English terms in my field of study that I am studying	0	0	8.3%	91.7%	0
3. English has helped in improving my ability to communicate for the needs of my study program	0	8.3%	8.3%	75%	8.3%
4. English helps me in making it easier to find article/journal	0	0	16.7%	83.3%	0%

references for scientific writing assignments					
5. English helps me to understand a theory of an expert from research of foreign nationality for scientific assignments	0	0	16.7%	75%	8.3%
Job Prospect Needs					
6. English is important for my job prospects	0	0	16.7%	66.7%	16.7%
7. Studying English helps me to understand some English terms for teachers (syllabus, lesson plan, curriculum, project-based learning (PjBL), student-centered learning, teaching media & method, journal, etc.)	0	0	8.3%	75%	16.7%
8. English speaking skills will help in improving my quality as a teacher	0	0	0	91.7%	8.3%
9. English language skills have helped me make it easier to find references to interesting learning media for teaching activities	0	0	33.3%	66.7%	0
10. English helps me in registering to work as a teacher abroad or for foreign students in Indonesia	0	0	25%	66.7%	8.3%

The percentage results of student perceptions on the importance of English for study programs and job prospects above, it can be seen that there were more than half of Indonesian Education and Literature Department students agreed that English is important for their study program followed by 91.7% of students agreed that English helps in understanding a number of terms. in their field of study, 75% agreed that English helps me to understand some of the English terms, 83.3% of students agreed that English has helped in improving the ability to communicate, and 75% of students agreed that English helps me in making it easier to find article/journal references for scientific writing assignments. While in terms of job prospects 66.7% of students agreed that English is important for their study program, for the most chosen one, 91.7% students agreed that English speaking skills will help in improving quality as a teacher. However, only few students chose to strongly agree on several question points in **table 3.5.** above

Table 3.6. Percentage of Students' Perception on the Importance of ESP from English Education Department

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Study Program Needs					
1. English is important for my study program	0	0	0	33.3%	66.7%
2. Studying English helps me to understand some of the English terms in my field of study that I am studying	0	0	0	25%	75%
3. English has helped in improving my ability to communicate for the needs of my study program	0	0	0	33.3%	66.7%
4. English helps me in making it easier to find article/journal references for scientific writing assignments	0	0	0	41.7%	58.3%
5. English helps me to understand a theory of an expert from research of foreign nationality for scientific assignments	0	0	0	58.3%	41.7%
Job Prospect Needs					
6. English is important for my job prospects	0	0	8.3%	50%	41.7%
7. Studying English helps me to understand some English terms for teachers (syllabus, lesson plan, curriculum, project-based learning (PjBL), student-centered learning, teaching media & method, journal, etc.)	0	0	0	58.3%	41.7%
8. English speaking skills will help in improving my quality as a teacher	0	0	0	33.3%	66.7%
9. English language skills have helped me make it easier to find references to interesting learning media for teaching activities	0	0	0	50%	50%
10. English helps me in registering to work as a teacher abroad or for foreign students in Indonesia	0	0	8.3%	41.7%	50%

The results of the Percentage of Students' Perception on the Importance of ESP from the English Education Department are that all English Education students agreed that English is important for their study program, with 33.3% of students chose agree and 66.7% chose strongly agree. The most chosen one from **table 3.6.** in Study program Needs is English helps them to understand some of the English terms in their study program. Meanwhile, regarding the need for job prospects, 41.7% of students chose to strongly agree that English is important for their study program. For the most chosen one, 66.7% of English Education students chose 'agree' for English speaking skills will help in improving quality as a teacher.

3. Students' Needs of English in Each Skill

This section divided into 2 parts, those are the need of English in each skill according to how the frequency of usage in daily activity and the need for English in each skill outline according to the needs of study program. The researchers analysed the English needs of students from Teacher Training and Education Faculty by analysing based on the use of each skill in their daily activities and the awareness of the need for each skill itself.

Table 3.7. Percentage of the Need of English in Each Skill According to How the Frequency of Usage in Daily Activity from Mathematic Education Department

Questions	Never	Rarely	Sometimes	Often	Always
Reading Skill					
Read the documents in English	0	41.7%	25%	33.3%	0
Read journals/articles in English	0	25%	41.7%	33.3%	0
Read International news on the internet	8.3%	50%	16.7%	25%	0
Writing Skill					
Write an English text	0	25%	41.7%	25%	8.3%
Write scientific writing	0	25%	41.7%	25%	8.3%
Take note	0	33.3%	41.7%	25%	0
Listening Skill					
Listen to the conversations of group discussions in English	0	41.7%	16.7%	25%	8.3%
Listen to the conversation in western movies	0	25%	0	50%	25%
Listen to English songs	8.3%	16.7%	0	25%	50%
Speaking Skill					
Speak English in class presentation	16.7%	41.7%	41.7%	0	0
Speak English in every conversation class	16.7%	33.3%	25%	25%	0
Share thoughts with foreign students from international programs (seminars, students exchange, volunteers, etc.)	58.3%	25%	16.7%	0	0

The result based on **table 3.7.** about the percentage of the need of English in each skill according to how the frequency of usage in daily activity for Mathematic Education Department, in reading

skill half of 12 students chose rarely to read international news on the internet or even 1 student chose never, 41.7% students chose rarely to read the documents in English, and 25% students chose rarely in read English journals/article. This proves that the use of reading skill in this class is still rare. In writing skills, 41.7% of students chose 'sometimes' in each point which shows that the use of writing skills is still sometimes. However, for listening skill shows that 50% of students choose to always listen to western music and 50% choose often to listen to conversations in western films which proves that listening skill is used more often among other skills. For the most chosen in speaking skill, 58.3% Mathematic students chose Never to share thoughts with foreign students from international program and 41.7 students chose rarely to speak English in every presentation which means the use of speaking skill is still rare.

Table 3.8. Percentage of the Need of English in Each Skill According to How the Frequency of Usage in Daily Activity from Indonesian Education and Literature Department

Questions	Never	Rarely	Sometimes	Often	Always
Reading Skill					
Read the documents in English	8.3%	25%	50%	16.7%	0
Read journals/articles in English	8.3%	25%	50%	16.7%	0
Read International news on the internet	8.3%	16.7%	25%	50%	0
Writing Skill					
Write an English text	0	33.3%	25%	41.7%	0
Write scientific writing	8.3%	16.7%	41.7%	33.3%	0
Take note	16.7%	16.7%	33.3%	33.3%	0
Listening Skill					
Listen to the conversations of group discussions in English	8.3%	16.7%	41.7%	33.3%	0
Listen to the conversation in western movies	0	8.3%	16.7%	58.3%	16.7%
Listen to English songs	0	8.3%	16.7%	50%	25%
Speaking Skill					
Speak English in class presentation	16.7%	41.7%	0	33.3%	8.3%
Speak English in every conversation class	16.7%	33.3%	8.3%	41.7%	0
Share thoughts with foreign students from international programs (seminars, students exchange, volunteers, etc.)	25%	33.3%	8.3%	33.3%	0

The result of the percentage of the need of English in each skill according to how the frequency of usage in daily activity for Indonesian Education and Literature Department, in reading skill 50% students chose sometimes to read the documents and journal/article in English which mean the use of reading skill in Indonesian Education and Literature Department is still

sometimes. In writing skill, 41.7% chose often to write an English text, 33.3% students chose often to write scientific writing and take note which mean the use of writing skill is often. In Listening skill, 58.3% students chose often to listen to the conversation in western movies and 50% students chose often to listen to English song which mean the use of listening skill from Indonesian Education and Literature is often. For the last, speaking skill from Indonesian Education and Literature Department shows 41.7% students chose rarely to speak English which mean the use of speaking skill in Indonesian Education and Literature Department is still rare.

Table 3.9. Percentage of The Need of English in Each Skill According to How the Frequency of Usage in Daily Activity from English Education Department

Questions	Never	Rarely	Sometimes	Often	Always
Reading Skill					
Read the documents in English	0	0	50%	41.7%	8.3%
Read journals/articles in English	0	0	50%	33.3%	16.7%
Read International news on the internet	0	8.3%	41.7%	33.3%	16.7%
Writing Skill					
Write an English text	0	0	50%	41.7%	8.3%
Write scientific writing	0	16.7%	33.3%	41.7%	8.3%
Take note	0	8.3%	41.7%	33.3%	16.7%
Listening Skill					
Listen to the conversations of group discussions in English	0	0	33.3%	50%	16.7%
Listen to the conversation in western movies	0	0	16.7%	33.3%	50%
Listen to English songs	0	0	16.7%	16.7%	66.7%
Speaking Skill					
Speak English in class presentation	0	0	16.7%	41.7%	41.7%
Speak English in every conversation class	0	8.3%	33.3%	41.7%	16.7%
Share thoughts with foreign students from international programs (seminars, students exchange, volunteers, etc.)	0	25%	8.3%	58.3%	8.3%

The result of the percentages of the need of English in each skill according to how the frequency of usage in daily activity for English Education Department, it can be seen there were half students from English Education Department in the use of reading skill chose 'sometimes', and it is same case for the use of writing skill. While in Listening skill half students from English Education Department chose always and often. For speaking skill, the most chosen is 58.3% students chose often to share thoughts with foreign students from international programs.

Table 3.10. Percentage of The Need for English in Each Skill Outline According to The Needs of Study Program for Mathematic Education Department

Required skills					Skills
Not Important	Less Important	Neutral	Important	Strongly Important	
0	25%	33.3%	25%	16.7%	Speaking
0	25%	41.7%	25%	8.3%	Listening
0	16.7%	33.3%	33.3%	16.7%	Writing
0	16.7%	8.3%	66.7%	8.3%	Reading
0	8.3%	33.3%	41.7%	16.7%	Grammar
0	25%	16.7%	41.7%	16.7%	Vocabulary

Results of percentage in **table 3.10.** above, it can be seen 33.3% Mathematic students chose neutral for speaking skill, 41.7% students chose neutral for listening skill, 33.3% students chose neutral and the other 33.3% students chose important for writing skill, 66.7% students chose important for reading skill, 41.7% students chose important for grammar, and 41.7% students chose important for vocabulary.

Table 3.11. Percentage of The Need for English in Each Skill Outline According to The Needs of Study Program from Indonesian Education and Literature Department

Required skills					Skills
Not Important	Less Important	Neutral	Important	Strongly Important	
0	0	0	91.7%	8.3%	Speaking
0	0	50%	50%	0	Listening
0	8.3%	25%	66.7%	0	Writing
0	16.7%	16.7%	66.7%	0	Reading
0	16.7%	25%	58.3%	0	Grammar
0	0	41.7%	58.3%	0	Vocabulary

Results of percentage in **table 3.11.** above, it can be seen 91.7% Indonesian Education and Literature students chose important for speaking skill, 50% students chose important and the other 50% students chose neutral for listening skill, 66.7% students chose important for writing skill, 66.7% students chose important for reading skill, 58.3% students chose important for grammar, and 58.3% students chose important for vocabulary.

Table 3.12. Percentage of The Need for English in Each Skill Outline According to The Needs of Study Program from English Education Department

Required skills					Skills
Not Important	Less Important	Neutral	Important	Strongly Important	
0	0	0	50%	50%	Speaking
0	0	8.3%	41.7%	50%	Listening
0	0	0	50%	50%	Writing
0	0	0	50%	50%	Reading

0	0	0	50%	50%	Grammar
0	0	0	50%	50%	Vocabulary

Results of percentages in **table 3.12.** above, it can be seen the similarities of the percentage for each skill. Half of the students from English Education Department chose 'important' and the other students chose 'strongly important', only in the listening skill section, there was 1 student who chose 'neutral'.

Table 3.13. Percentage of ESP course in study program helps in the following areas from Mathematic Education Department

Skills	ESP course in study program helps in the following areas				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Speaking	0	8.3%	41.7%	41.7%	8.3%
Listening	0	25%	16.7%	58.3%	0
Writing	0	25%	25%	50%	0
Reading	0	8.3%	25%	66.7%	0
Grammar	0	16.7%	25%	41.7%	16.7%
Vocabulary	0	16.7%	8.3%	66.7%	8.3%

Results of percentage in **table 3.13.** above, it can be seen 41.7% Mathematic students chose agree and 41.7% chose neutral for speaking skill, 58.3% students chose agree for listening skill, 50% students chose agree for writing skill, 66.7% students chose agree for reading skill, 41.7% students chose agree for grammar, and 66.7% students chose agree for vocabulary.

Table 3.14. ESP course in study program helps in the following areas from Indonesian Education and Literature Department

Skills	ESP course in my study program helps in the following areas				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Speaking	0	0	25%	66.7%	8.3%
Listening	0	8.3%	33.3%	58.3%	0
Writing	0	8.3%	33.3%	58.3%	0
Reading	0	8.3%	25%	66.7%	0
Grammar	0	8.3%	41.7%	50%	0
Vocabulary	0	0	50%	50%	0

Results of percentage in **table 3.14.** above, it can be seen 66.7% Indonesian Education and Literature students chose agree and 8.3% chose 'strongly agree' for speaking skill, 58.3% students chose agree for listening skill, 58.3% students chose agree for writing skill, 66.7% students chose agree for reading skill, 50% students chose agree for grammar, and 50% students chose agree and the other 50% chose neutral for vocabulary.

Table 3.15. ESP course in study program helps in the following areas from English Education Department

Skills	ESP course in my study program helps in the following areas				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Speaking	0	0	8.3%	41.7%	50%
Listening	0	0	8.3%	50%	41.7%
Writing	0	0	0	50%	50%
Reading	0	0	0	58.3%	41.7%
Grammar	0	0	0	50%	50%
Vocabulary	0	0	0	50%	50%

Results of percentage in **table 4.15.** above, it can be seen 50% English Education students chose 'strongly agree' for speaking skill, 41.7% students chose 'strongly agree' for listening skill, 50% students chose 'strongly agree' for writing skill, 41.7% students chose 'strongly agree' for reading skill, 50% students chose strongly agree for grammar, and 50% students chose strongly agree for vocabulary.

B. DISCUSSION

Based on the findings of this research above, in the process of analysing the needs of English for students at the Teacher Training and Education Faculty of Pekalongan University, here are the conclusions by the researchers from the findings described above as follow:

1. These three study programs from Teacher Training and Education Faculty of Pekalongan University demonstrated awareness of the importance of English for their study programs and job prospects that can be seen from **table 3.4., 3.5., and 3.6.** It means for the lecturers (especially lecturers in English courses) are expected to be able to improve their learning strategies to suit the needs of students in each study program so that the learning outcomes obtained by students are in accordance with their learning goals.
2. From the English skill that mostly used in each department, the researchers found out that for the Indonesian Education and Literature Department and English Education Department, speaking was chosen as the skill mostly used, while the Mathematics Education Department chose reading skill. Even though each of the three study programs selects 1 skill that as the most used, this does not mean that other skills are not important. However, it will be very helpful if the lecturer focuses on the chosen skill rather than other skills because it fits the needs of students.
3. Based on the current situation of the three departments of Teacher Training and Education Faculty at Pekalongan University, the difficulties that almost all of students faced is a lack of mastery of skills. The researcher can conclude that this is as the main reason for the emergence of other problems that have been mentioned by several other students such as lack of confidence, difficulty for understanding the material, and difficulty for hearing the lecturer's explanation. The lack of vocabulary and grammar are the most chosen from the lack of skills. Increasing reading activities can be one of the best solutions, the lecturer needs to are expected to be able to find ways on how students can improve their English skills. Interest in learning methods and media can be a solution, such as stories that

written in English, international news from official international websites, or watching western films with English subtitles can help improve reading skills but are not outdated and seem interesting for lecturers to implement in lectures.

4. Based on the current situation of using each skill for daily activities, the three departments of Teacher Training and Education Faculty most often use English skills to listen western songs and movies. The researchers conclude that the use of English skills depends on the media and content provided, and has a relationship with current global trends same as by the researchers explained above. Meanwhile, the use of speaking skills to join international programs is only most often carried out by English Education students. When it comes to western songs and movies, the current global trend will be followed by anyone regardless of their specific field. However, in a formal program, it will only be attended by someone who has specific needs in their field.
5. Based on the analysis target, it is divided into 2 categories, namely for study needs and job prospects. In the field of study, the three department from Teacher Training and Education Faculty mostly chose learning English can help them understand the terms in each study program. And for job prospects, it is expected that English can improve their quality as a teacher in the future. Along with the development of English by times to times, the use of English has increased along with the large number of theories originating from abroad, giving rise to the use of English for certain terms in various fields and this is what these three study programs students hope to get from studying English for their field of study.

CONCLUSION

From three study programs of Teacher Training and Education Faculty, Pekalongan University, the researchers found out that students of these three study programs are aware of the importance of English for their study programs and job prospects. There are two statements are mostly chosen by the three study programs that related with the target situation analysis. In English for study program, it is English that helps to understand some of the English terms in their field of study and English for prospect job, the statement which is mostly chosen, it is English speaking skills will help in improving the quality as a teacher. From these results it can be concluded that students from Teacher Training and Education Faculty have begun to be more open-minded in the understanding for the opportunities of knowledge and job prospects more broadly at a higher level such as in global competition.

In the analysis of the English needs for these three study programs, the researchers found similarities in the Indonesian Education and Literature Department and English Education Department. These two study programs have mentioned all skills as the skill mostly used, and the highest percentage results are in speaking skills. Indonesian Education and Literature students chose speaking skill as the most required skill, and for English Education students chose all skills including speaking as the most required. It can be concluding that they need all skills especially for English Education students as the future English teacher, but Indonesian Education and Literature students mostly need to focus in the improvement of speaking skills that fits with their needs. Whereas for Mathematic Education Department, 11 from 12 students agreed that reading is the most needed and useful skill. The most common difficulty encountered by the three study programs is a lack of skills. From the problem encountered, the researchers conclude this was caused by a lack of experience in implementing the use of English in daily activity. The use of interesting and up-to-date learning methods and media can be a solution for lecturers in improving students' skills in their daily activities, from this research students from these three study programs showed an interest in listening to western songs and films which are as a great example for the interesting

instructional media in teaching-learning process. That means lecturers can take advantage of existing media such as gadget or other easily accessible media around them in meeting the English needs for students of Teacher Training and Education Faculty, Pekalongan University according to their target and current situation.

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