From Need Analysis to Designing Syllabus: The Case of English Course for Students at the Faculty of Performing Arts of Satya Wacana Christian University

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY

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Aghastya Christie Pradana
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Abstract

In a university setting, where the medium of instruction and teaching does not use English but the students are required to understand the materials or sources in English, there will be a demand to improve the students’ ability especially English language skills during their study. Need analysis is seen as the ideal problem solving process in order to get to know the students’ needs. Within English for Academic Purposes (EAP) context, this study has the purpose to investigate the students’ needs in their English learning process in order to support their study in the faculty. Then, based on the students’ needs, an appropriate syllabus was designed for the students. The participants of the study were the lecturer of English course, the students from 2015 academic year, the students from 2014 academic year and two students who were in the final semester from the Faculty of Performing Arts in Satya Wacana Christian University (SWCU). This study used questionnaire and interview to collect the data. The results of this study show that the students’ needs are reading and translation for some courses that use English language handbooks for their learning sources. Besides that, the students also need speaking and listening skill to communicate with musicians from overseas. The suitable syllabus for these needs is skill-based syllabus because skill-based content is most useful when the learners need to master specific types of language skills.

Key words: EAP, needs, need analysis, syllabus, syllabus design.

A. INTRODUCTION

English has been known for a long enough time not only as language for communication but also a language specifically for academic and education. In higher education context, almost all textbooks and materials sources in any subject of study use English. It is not enough to increase the students’ skill by giving them only general English materials. That problem caused the development of ESP (English for Specific Purposes) become more rapid, because ESP practitioners were aware that every level of students have different learning needs and this cannot be solved by teaching them certain types of English equally (Sim, 2011). This statement is also supported by Evans and Green (2007) who found in their
research that almost all of undergraduates students did not only require language support at the university, but also that this support should be oriented towards academic rather than general English (p. 5). The development does not only stop there. Hutchinson and Waters (1987) later divided ESP into some divisions based on the purpose of the students to learn English, either it is for academic purposes (English for Academic Purposes / EAP), occupational purposes (English for Occupational Purposes / EOP), or vocational purposes (English for Vocational Purposes / EVP) (p. 16).

The development of ESP study and one of its common branches that is EAP, indirectly makes the understanding of need analysis as a part of ESP study is also increased. According to Sherkatolabbasi (2012), ESP has developed and become increasingly international in the scope as its use has become more significant for those interested in international communication in different academic and professional fields. The function of need analysis itself in recent years is assumed to have an important and vital role in conducting a course for specific field. ESP researchers believe that as the language that is used in different contexts varies, the methods and the contents of second language teaching should vary as well as to adjust to the needs of learners in specific situations (Hutchinson & Waters, 1987). By deciding the students’ need, it will make the EAP goal easier to be achieved.

Related to those perceptions about the importance of EAP, the researcher has done an informal interview with one of the undergraduate students from the Faculty of Performing Arts of Satya Wacana Christian University prior to this study. The researcher wanted to know simply about the problems about English
language use that the student found in his faculty. Based on the interview, the researcher identified some problems that might become the underlying problems of this study. The interviewee explained that the students in the faculty have some difficulties in understanding some texts or textbooks that were used in some subject courses in their faculty. Their difficulties seem to become more complicated because the English course in their faculty only provided General English (GE) materials. From the previous study that was conducted by Larasati (2014) on the need analysis on grammatical aspects in the textbook for the students of Faculty of Performing Arts, it can be understood that the students from the Faculty of Performing Arts actually had some textbooks translated into Indonesian language but some students found difficulties while reading those textbooks. This maybe because the language on those textbooks were not translated appropriately or completely. From that finding, it will be better if they can read and understand the original books which use English. English course in the Faculty of Performing Arts is only 4 credits and it must cover many materials that cannot be covered in only 4 credits. Larasati concluded that grammar was covered so much in the syllabus and from her findings it can be understood that some skills such as vocabulary or speaking must also be put in the syllabus.

The purpose of the study is to overcome that problem by finding their needs and develop the English syllabus that is appropriate and suitable to the students’ needs. The results of this study could be useful for the teachers who are responsible for designing EAP syllabus for the Faculty of Performing Arts. Based on that purpose, the questions for this study was “what are the students’ needs of Faculty of Performing Arts in English course?”, and to make this research more
useful and worth doing, the researchers also want to develop an English course syllabus that is suitable with their needs.

B. REVIEW OF LITERATURE

English for Academic Purposes (EAP)

The emergence of EAP is assumed to come from the awareness of EAP practitioners who believe that all tertiary level of students has different learning needs and it cannot be fulfilled by teaching them using the same general English. This perception is also supported by Hyland (2006) who found that “the course providers have recognized that teaching those who are using English for their studies differs from teaching those who are learning English for other purposes”(p. 4). EAP is usually defined as teaching English with the aim of assisting learners’ study or research in that language (see. Flowerdew and Peacock, 2001; p. 8; Jordan, 1997; p. 1). Moreover, there are also some researchers who describe EAP based on their own perspective. Hyland (1997) found that students generally notice the value of EAP classes as they recognized that proficiency in English has an important determinant of academic success in an English-medium environment. More recently, Evans and Green (2007) also found that most of higher education students do “not only require language support at university, but also that this support should be oriented towards academic rather than general English” (p. 5).

The development of English as the medium of instruction and communication language has existed in almost all of the areas and situations especially in higher education context. According to Alexander, Argent and Spencer (2008) EAP is taught throughout the world in so many contexts, by teachers from various backgrounds (mostly they are non-native English teachers) and is very different from other kinds of English teaching. Dudley-Evans and St.
John (1998) divided EAP based on the coverage area at tertiary level of students: (1) an English Speaking country, such as UK or USA; (2) an ESL situation, such as in former British colonies in Africa or in South East Asia; (3) a situation where certain subjects are taught in English and the remaining in the national language; and (4) a situation in which all subjects are taught in the national language and English plays an ancillary role. This classification area gives evidences if EAP have various context studies in different areas.

Needs

According to Hutchinson and Waters (1987) the definition of “need” is usually understood as the student’s lack of knowledge that needs to be known by the teachers or educators. In the context of language learning, needs can be understood as what kind of knowledge that is needed by the learners to survive in an English speaking society. Hutchinson and Waters (1987) described need in three categories: necessities, lacks and wants. Necessities refer to the type of need that is likely a pursuit for the target situation. Lacks refer to the space between the target proficiency and what learners know already. Then, wants refer to the student’s perspective about what kind of knowledge that they interested in.

Needs Analysis

The term needs analysis has been used by some researchers in their research or studies. Richard, Platt and Webber (1985) define needs analysis in ESP as a stage to decide the needs of a learner or a group of learners which require a language and also arrange their need into their priorities. Iwai et al. (1999) define need analysis as the activities that are concerned with collecting information that will be used as the foundation for developing a curriculum that will meet the needs of a particular group of students. An interesting definition is also offered by
Weddel and Duzer (1997) which believed that needs analysis is just like a tool used to examine the kinds of English and literacy skills required by the learners and at the same time also identify the literacy contexts of the target language in which the learners will function, what the learners want and need to know to function in those contexts, and what they expect to obtain from the instructional program. From those definitions we can understand that need analysis is a process to identify the needs of the learners and what kind of program we must decide to obtain their goal.

Needs analysis is not fixed and can be developed. The importance role of needs analysis cannot be separated from the process of designing an English language course. Similar to building a house, we need a strong foundation to hold our house. Similarly, when we want to develop a course that is appropriate with our student expectation and giving them the excellent skills to gain their language competences, we need to conduct a needs analysis study. Keita (2004) and Brown (1995) have similar opinion that needs analysis must be the first action that should be done by a teacher or a course designer. The other parts of developing a course such as setting the objectives, creating the material, testing, and teaching are based on the need analysis.

In order to conduct a need analysis study and to design a course based on the students’ needs, Brown (2005) have divided needs analysis into nine main type analyses (p. 272). Especially for this study, there are two main approaches that will be used: Target Situation Analysis (TSA) and Present Situation Analysis (PSA). Many ESP scholars suggest that both of them are the fundamental components for assessing language needs of learners.
a. Target Situation Analysis (TSA)

The term of TSA was introduced by Chambers (1980, as cited in Dudley-Evans & St. John, 1998). The definition of TSA according to Chambers in Dudley-Evans & St. John (1998) is “task and activities learners are/will be using English for target situation” (p. 124). TSA is concerned with the investigation of the students’ needs at the end of a language course.

b. Present Situation Analysis (PSA)

According to Robinson (1991), PSA seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses” (p. 9). PSA contains basic information of the students and the level or skills that they have, and is used as a complement of TSA and decide what is so called lacks.

Designing Syllabus

Before talking about designing language syllabus, it will be better if we find out the definition of syllabus first. According to Lee (1980, as cited in Bodega, 2007), “syllabus is essentially a statement of what should be taught, year by year – through language – syllabuses often also contain points about the method of teaching and the time to be taken” (p. 277). Jordan (1997) has divided the syllabus that is usually used in EAP into three main headings in this regard: content or product (focusing on the result), skills, and method or process (focusing on the means to an end). Content type consists of grammatical/structural form, notional-functional, situational, topic and content-based syllabuses. Skills consist of the skills-based syllabus. The method or process type consists of process, task-based
and learning-centered syllabuses (p. 56-84). Below is the definition and brief explanation of each syllabus.

a. Grammar/Structural syllabus

Since this syllabus is included in the content or product type, the focus or the goal of this syllabus is on the product. As suggested by Jordan (1997) the focus of this syllabus is on aspects of grammar such as the pattern of sentence, verb tenses, article, noun, etc. The gradation of these aspects for teaching should be from simple to the complex, and based on the frequency and the usefulness of these aspects (p. 56-84).

b. Functional or notional syllabus

The main focus of this syllabus is upon the communicative purpose and the conceptual meaning of language i.e. notions and functions. A notional / functional syllabus is one type of syllabus in which the content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express. Examples of functions include: informing, agreeing, apologizing, requesting, promising and so on. Examples of notions include size, age, color, comparison, time, and so on.

c. Situational syllabus

The underlying theory regarding to this syllabus is that language is related to the situational contexts in which it occurs. Jordan (1997) stated that situational syllabus carries the situations or contexts in which the language will be used on some situations and the course designers need to guess those situations in which the learner will find him/herself, and apply those situations. The primary purpose of a situational language teaching syllabus
is to teach the language that occurs in the situations. Sometimes the situations are purposely relevant to the present or future needs of the language learners, preparing them to use the new language in the kinds of situations that make up the syllabus. Examples of situations include: seeing the dentist, complaining to the landlord, buying a book at the books store, meeting a new student, asking directions in a new town, and so on.

d. Topical syllabus

This syllabus will use or develop some topics or themes (such as our body, our house, our family, etc.) in the language learning. Topical syllabus may have a similar approach to the one that is based on situations, and as with situations, the sequence of topics also may have several options that can be chosen. However, on his book, Jordan (1997) believes that the topics chosen must be related with the students’ specialist studies.

e. Content-based syllabus

A content-based syllabus and a task-based syllabus are similar in terms that teaching is not organized around linguistic features of the language being learned but according to some other organizing principles. Content-based syllabus recently is referred to the particular requirements of specific academic disciplines such as economics, engineering, etc. In content-based language teaching, the primary purpose of the instruction is to teach some content or information using the language that the students are also learning. According to Jordan (1997), this syllabus involves teaching the students the language, skills and academic conventions that are related to particular subject-matter and its content.
f. Skill based syllabus

In skill based syllabus, the content of the language teaching will consist of a collection of certain skills that will be used when the students are using the language. According to Jordan (1997), this syllabus is developed from one or more of the four traditional language skills (reading, listening, speaking and writing). Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur. The primary purpose of skill-based instruction is to learn the specific language skill. A possible secondary purpose is to develop more general competence in the language, and to learn only incidentally any information that may be available while applying the language skills.

g. Procedural/ Task-based Syllabus

This syllabus consists of a set of tasks and activities and is ordered based on the cognitive difficulty. For this syllabus, Jordan (1997) states his opinion that the task that is included in this syllabus should be intellectually challenging, so that it makes the students interested. In task-based instruction the content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning. The tasks are defined as activities with a purpose other than language learning. Tasks that can be used for language learning are, generally, tasks that the learners actually have to perform in any case. The examples are applying for a job, talking with a social worker, getting housing information over the telephone, completing bureaucratic forms,
collecting information about preschools to decide which to send a child to, and so on.

Designing syllabus is the follow-up action after the needs of the students have been found through need analysis. The syllabus might be one of syllabuses in the list above or even a combination from two or more syllabuses above.

C. THE STUDY

This section will present the context of the study, participants, instruments, data collection procedure and data analysis procedure.

Context of the Study

This study attempted to investigate the Faculty of Performing Arts students’ needs in learning English as a foreign language in order to help them understand the academic readings relevant to the field of music. This study was done at the Faculty of Performing Arts of Satya Wacana Christian University (SWCU), Salatiga, Central Java, Indonesia. The study focused on finding the students’ needs and designing the appropriate course that is suitable and helpful for their academic skills.

Participants

The target participants were divided into four different categories. The first category was the lecturer who teaches the English course in the faculty. The second category was the 30% sample of the total twelve students 2014 academic year of the faculty. Those students have passed or who have already taken the English course required by the faculty. This sampling technique is based on the Nunan (1992) about research method in language research. The third category was the students of the faculty who were in their final semester. The last category was all of 20 first year students (from 2015 academic year) from the faculty who was
taking the English course level 2 in the faculty in the semester when this study was conducted.

**Research Instrument**

This research used interview and questionnaire as the instruments of data collection. The interview and questionnaire were conducted in Bahasa Indonesia.

- **Interview**
  The interviews were conducted with the lecturer and the students of 2014 academic year and had the purpose to get the information about the target situation of the English course in the faculty. In order to crosscheck the data from the lecturer and the students who had passed the English course, the researcher interviewed the students from the faculty who were in their final semester. The questions of the interview was made based on main theory of target situation analysis by Chambers (1980). The interview instrument used semi structured technique (Nunan, 1992) in order to create flexibility and give the interviewee a degree of power and control over the course of the interview.

- **Questionnaire**
  The questionnaire was adapted from previous study of Sabrina (2013) about developing EAP course based on need analysis, but only 10 questions from 22 were selected to meet the aim of the study. The questionnaire was used to get the quantitative data from the students about the present situation in English learning process in general.

**Data Collection Procedure**

The data were collected through the following procedure. Firstly, the researcher asked for the permission letter to collect data in the Faculty of
Performing Arts. Secondly, the researcher and all the participants decided the time to do interview. Then, the researchers piloted the questionnaire to the students of the Faculty of Performing Arts from the other batches beside 2015 academic year and after that the researcher distributed the questionnaire to the participants. It is important to have the piloting step, so that we can identify the ambiguities and other problems in our instruments before it is distributed. The last, the questionnaire was distributed to the first year students in the faculty.

Data Analysis Procedure

After collecting the data, the data were analyzed using descriptive analysis in some following steps. First, the data were transcribed and translated into English. Second, the data from the questionnaires were counted in charts in order to analyze the students’ present situation in English learning in the faculty. The data of interview and questionnaire added more insight about the students’ need in learning English as foreign language in order to support their academic purposes. Finally, based on the students needs, the researcher decided the best type of syllabus and designed a syllabus that would be suitable for them.

D. DISCUSSION AND FINDING

This chapter discusses the findings from the analysis of the data. The data gained from the interview and the questionnaires were analyzed to answer the first research question that is, “what are the students’ needs of the Faculty of Performing Arts in the English course?” The data of the interview with the lecturer, 2014 academic year students, and final semester students were used to decide the target situation in the faculty. The data from the questionnaire from 2015 academic year students were used to decide the present situation of the students of the faculty.
Target Situation Analysis in the Faculty of Performing Arts

The data presented here are the analysis of the tasks and the activities which are related to the use of English in the faculty. The results of this analysis are expected to show the required skills during their study in the faculty. We have five factors that we need to know to decide the target situation in the faculty. The first factor is the skills that are taught in the English course at the faculty and it be analyzed in the Table 1 below.

Table 1. The Skills Being Taught in the English Course at the Faculty.

<table>
<thead>
<tr>
<th>Participants</th>
<th>The Skills Taught in The English Course at The Faculty.</th>
<th>English Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>• Giving more translation practices from texts about music.</td>
<td>Reading-Translation</td>
</tr>
<tr>
<td>Student 1 (2014)</td>
<td>• Speaking, basic reading, writing, grammar, such as general English.</td>
<td>Reading, writing, grammar</td>
</tr>
<tr>
<td>Student 2 (2014)</td>
<td>• Only reading and speaking.</td>
<td>Reading and speaking</td>
</tr>
<tr>
<td>Student 3 (2014)</td>
<td>• Understanding literatures in the references because many sources in faculty use English textbooks.</td>
<td>Reading-translation</td>
</tr>
<tr>
<td>Student 4 (2014)</td>
<td>• Understanding text and speaking</td>
<td>Reading and speaking</td>
</tr>
<tr>
<td>Student 1 (Final Semester)</td>
<td>• Grammar, vocabulary about music.</td>
<td>Grammar and Reading</td>
</tr>
<tr>
<td>Student 2 (Final Semester)</td>
<td>• Grammar, almost like general English.</td>
<td>Grammar</td>
</tr>
</tbody>
</table>

Based on the Table 1, the skills being taught in the English course for Faculty of Performing Arts consist of reading and general English i.e. grammar, tenses and kind of texts in English. In this case, they are taught to read English book or passage especially to understand texts about music and translate the texts into Bahasa Indonesia.
Table 2 contains the summary and the analysis of the second up to fifth factors of their target analysis. Those factors are what kind of English skills needed during their study in the faculty, general tasks at the faculty, tasks at English courses, tasks at other courses, and what situations that requiring English in the faculty. Those factors in are skills needed in the English course for Faculty of Performing Arts.
<table>
<thead>
<tr>
<th>Participants</th>
<th>General tasks at the faculty</th>
<th>Tasks at English course</th>
<th>Tasks at other courses</th>
<th>Situations requiring English</th>
<th>Skills needed at the faculty</th>
<th>Handbook for English course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Communicating with foreigner musician. Reading-translation</td>
<td>Translating English text into Bahasa Indonesia</td>
<td>Reading and translating references</td>
<td>Master class session Some class that using English handbook</td>
<td>Reading-translation and Speaking</td>
<td>There is no specific handbook</td>
</tr>
<tr>
<td>Student 1 (2014)</td>
<td>Communicating with foreigner musician. Reading-translation</td>
<td>Translating English text into Bahasa Indonesia Write texts in English Presentation using English</td>
<td>Reading and translating references</td>
<td>Some class that using English handbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 2 (2014)</td>
<td>Communicating with foreigner musician. Reading references</td>
<td>Doing presentation using English Writing texts in English</td>
<td>Reading and translating references</td>
<td>Sing English song in the vocal class In English course</td>
<td>Reading-translation, speaking and writing.</td>
<td>There is no specific handbook</td>
</tr>
<tr>
<td>Student 3 (2014)</td>
<td>Reading-vocabularies Communicating with foreigner musician.</td>
<td>Writing texts in English Translating English text into Bahasa Indonesia</td>
<td>Reading and translating references</td>
<td>Some class that using English handbook</td>
<td>Reading-translation, speaking and writing.</td>
<td>There is no specific handbook</td>
</tr>
</tbody>
</table>
| Student (2014) | 4 | Reading and translation  
|                |   | Communicating with foreigner musician.  
|                |   | Translating English text into Bahasa Indonesia  
|                |   | Doing presentation using English  
|                |   | Writing texts in English  
|                |   | Reading and translating references  
|                |   | Some class that using English handbook  
|                |   | Reading-translation, speaking and writing.  
|                |   | There is no specific handbook  
| Senior student 1 |   | Reading and translation  
|                |   | Communicating with foreigner musician.  
|                |   | Writing texts in English  
|                |   | Doing presentation using English  
|                |   | Reading and translating references  
|                |   | Some class that using English handbook  
|                |   | Writing and finding references in thesis writing  
|                |   | Reading-translation, speaking and writing.  
|                |   | There is no specific handbook  
| Senior student 2 |   | Reading and translating texts  
|                |   | Translating English text into Bahasa Indonesia  
|                |   | Doing structure or grammar exercise  
|                |   | Reading and translating references  
|                |   | Some class that using English handbook  
|                |   | Master class session  
|                |   | Reading-translation and speaking  
|                |   | There is no specific handbook  

From Table 2, it seems that students of the Faculty of Performing Arts need various skills of English to support their tasks i.e. reading skill, listening skill and speaking skill. Reading skill is needed when the students need to find information and to understand English textbooks used in some classes by translating the English textbooks into Indonesian. Speaking skill is needed when they join master class sessions and need to communicate with foreign musician in that event. In addition, they need to speak English when they have to do presentation in English course. Writing skill is mostly needed when they need to write English texts in the English course.

The English skills needed at the faculty can be concluded from the analysis of those factors. Firstly, from the general tasks at the faculty, reading mostly used when they need to translate English text into Bahasa Indonesia in some classes that use English language handbook. Then, they generally speak English when they join master class session inviting foreigner musician, as described by the lecturer:

“Speaking skill because we often held masterclass session with the speakers which come from foreign country.
Reading-Translation skill because we need to read and translate textbook materials that using English.”

(English course Lecturer)

The next tasks from the English course were translating English text into Bahasa Indonesia, writing basic simple English texts i.e descriptive, narrative and procedural text and also speaking for presenting their writing in front the of class, as the participant explains below:
“What I remember is at that time I was asked to make narrative and descriptive texts then presenting them in front of the class, and also translating text from English into Bahasa Indonesia.”

(Student 3 – 2014)

In addition to the tasks from English course, there were also tasks from other classes that are still related with English. All of the participants revealed that there are some courses in the faculty that have books which are written in English and they needed to read and translate the materials into Bahasa Indonesia. One of the participants stated that translating is one task from other courses and it became his problem.

There are some courses that use English textbooks, moreover almost all of the books and academic sources used in our faculty are in English and sometimes we have to translate them into Bahasa Indonesia. We found this task difficult.

(Senior student 1)

It is also important to know the situations when they are required to use English in the faculty. Almost all of the participants expressed the belief that they have to use English when they took courses that use English textbooks. Interestingly, there was a participant that used English when he took vocal course and needed to sing an English song, since the music genre of this faculty was western classic music, as he described below:
Based on my opinion, English was used when we have to find references in the history of literature course and history of instrument course because the textbooks were in English.

(Student 3 – 2014)

When we took vocal test in the vocal course, we sometime found English songs.

(Student 2 – 2014)

The results of this analysis indicate that there are three English skills used in the target situation of the students in the Faculty of Performing Arts during their study in the faculty i.e. reading, speaking and writing. The most frequent skill is reading followed by speaking. Reading will be used when they need to read and understand textbooks in English and help them doing translation tasks of some courses in the faculty. The next skill is speaking, because generally, during their study in the faculty, they will speak English only when they take English course and when they join masterclass session and need to communicate with the foreigner musicians in that event. Writing skill is considered as a skill that is rarely used during their study in the faculty because this skill is only used when they take English course in the faculty.

Present Situation Analysis in the Faculty of Performing Arts

The present situation is one of the important components in need analysis. It consists of information of the students themselves and the language-teaching establishment (Richterich and Chancerel in Robinson, 1991).
Figure 1 below describes the students’ self evaluation in the four skills of learning English. The data were gained from the questionnaires given to the total 20 students from 2015 academic year students. Students’ self-assessment on their ability in the four skills in English is illustrated below:

**Figure 1. Students’ Self-Evaluation in the Four Skills in Learning English.**

![Bar chart showing self-evaluation in reading, listening, speaking, and writing.]

Figure 1 shows that the first year students perceived themselves as good in reading (45%), followed by listening (20%), writing (10%), and speaking (5%). Reading became the highest in good level may be justified by the fact that practicing reading through texts was the most practiced activity since they were in Senior High School or maybe up to their study in the early semesters in the university. Other factors might come from the fact about their reading speed in order to find information from text. The data from the questionnaire showed that
they perceived themselves as average (65%), good (15%) and slow level only (10%) (see appendix 1).

Interestingly, they perceived themselves as average in all skills with listening as the highest (65%), followed by writing (55%), speaking (50%) and reading (50%). Average level was chosen in all skills might be because they often did some activities in their daily life using English, and not only in the English course. It can be shown from the data from the questionnaire that most of them (70%) usually listened to English when they listened to internet source such as YouTube, Podcast, etc, than listening to English in the classroom (65%) and listening to the teacher’s explanation (45%) (see appendix 2). Afterward in speaking, they revealed that besides speaking English in the English course (50%), they often spoke English when they were chatting on the internet (45%) and with friends outside of the classroom (10%) (see appendix 3). In writing, the data shows that the students wrote in English when they took notes from the sources at the most (35%), but in their daily life, they revealed others answers such as writing in English when writing a status on media social and making reminders (30%), and also when they were chatting on the internet (25%) (see appendix 4).

It is also interesting to note that they perceived themselves as less in speaking (35%) and writing (30%). This fact may be justified from the questionnaire data about their difficulties in each skill and students’ self reflection in improving the four skills in learning English. Their difficulties in speaking shows that they had difficulties in all sub-skills in speaking such as pronunciation skill (30%), speaking using appropriate terms (30%), and discussion using English (30%) (see appendix 5). Some of them also stated their other difficulties such as arranging the appropriate order of words and when having communication with
people who could not speak English well. The students’ perception on what skill to improve may also be a reflection why they perceived themselves as less in speaking and writing. Figure 2 shows their perception on what skill they wanted to improve:

**Figure 2. Students’ Self Evaluation to Improve The Four Skills in Learning English.**

![Bar chart showing percentage of students wanting to improve different skills in English.](chart.png)

The result shows that almost all of the first year students (95%) wanted to improve their speaking skill. The major reason why they wanted to improve their speaking skills is because they wanted to be able to communicate with other people orally. They were aware that in the world of music, they needed to communicate well with other people. One interesting point comes from the writing skill, since they perceived themselves as less but they seemed reluctant to improve their writing skill. This might be because they have asked or known that their tasks and situation in the faculty during their study did not really require writing skill.

**The Need of Students of Faculty of Performing Arts in the English Course**

Need analysis describes the kind of skills and behavior demanded from the learners in present and future target situation (Benesch, 2001). Needs are considered as a gap or lack between the present situation and what conditions expected to make use of the language.
From the target situation, three different group participants, i.e. the lecturer, students who have taken English course and the students in the final semester, were in agreement that the language skills needed mostly during their study in the faculty were reading and speaking. This can be shown from their opinions about the skills needed, the tasks that require English and the conditions when they will use English in the Faculty of Performing Arts. Actually there is also writing skill in their target situation, but this skill is minor and only used in the English course in the faculty.

From the present situation about English courses in the Faculty of Performing Arts, first year students revealed that speaking and listening are skills that they need to learn more seriously. This can be concluded from their self-evaluation, difficulties they got from those skills and student’s self-evaluation on skill that they want to improve.

To answer the first research question about the students’ needs of the Faculty of Performing Arts in English course, we need to analyze from both present situation and target situation. It could be seen that there was an emerging need from the reality of English teaching and learning in the Faculty of Performing Arts. Reading skill, especially reading to understand materials through translation task is the first need in the faculty and fortunately the faculty has made an English course that provides adequate reading materials so that the need has met. It is based on the lecturer information about what kind of skills taught in the English course, as described below:
In the English Course 2, our Head of the Program asked me to give more about translation practices from texts about music.

(The English course lecturer)

However, speaking and listening are actually the need that should be developed, since the students had difficulties in those skills and during their study.

Designing Syllabus Based on the Students’ Needs in the Faculty of Performing Arts

After the student’s needs of the Faculty of Performing Arts have been found, the follow up action is designing an appropriate syllabus for the students in the faculty. In the literature review, the types of English language syllabus have been explained. The kind of syllabus that will be appropriate for them is the skill-based syllabus. The reasons that underlies this assumption are because based on their target situation they will need reading skill especially reading-translation skill in order to understand materials and sources that use English and hence the skills-based syllabus should be used to improve their reading skill. Besides reading for translation as the part of their target situation, they wanted to be able to communicate well using English, either when they join master class sessions in the faculty or for their future job that demands them to be able to communicate in English well.

The suggestion for the syllabus will be made below including the general consideration of the syllabus, suggested contents that can be applied in the syllabus and the suggestion for the assessment of the course.
**General Consideration**

The syllabus will consist of 14 weeks based on the semester system that is adopted by Satya Wacana Christian University. The principal aim of the course might be improve their English language skills that will be needed during their study in the faculty. At the end of the course, the students are expected to be able to understand and also translate English texts and improving their speaking skills.

**The Content**

Since reading becomes the skill that will be needed and will have bigger role in their study, the portion of reading should be more intensive than other skills that are needed in the faculty. The topics or themes of the reading skills in the syllabus should be organized in such a way that gradually introduces students to the kind of English reading passages in their academic field. The sequencing of the syllabus should be from the easier topics, then move to the more theoretical or specific topics at the end of the course. As the consequence, the first materials should contain general vocabulary items, found mainly in the texts written for the general public. Later on, formal written text types and oral communication of experts with a large amount of technical vocabulary especially in some courses using English textbook such as History of Music, History of Literature, History of Instrument and Form Analysis-Study are given. The suggested materials are the ones adopted from the English handbook of those courses before. In addition to improve their skills, it will be better to also introduce them with the materials or textbooks that they will use later. For the speaking skills, it is important to make some interesting activities to encourage the students to speak in English. One that might be used for their speaking activity is inviting guest to the class. Firstly, the lecture could invite non-native speakers and native speakers for the following
meeting. This activity might improve their self confidence to speak and prepare them for master class sessions that usually invite foreigner musicians. The themes or topics need to be organized from the simple ones to the more formal or academic ones. It might be started with making short simple dialogues with their peers and practicing it in front of the class. The following meeting might be having conversation with the guests and discussing more formal topic.

**English Course Assessment**

Students’ final grade could be based on four sources: mid-term test, final test, individual assignment and group assignment. The tests should be designed to assess their skills after they have been given the materials and strategies during the course. Otherwise, the assignment, either individual or group might be used as the chance for them to practice the strategies and skills that are taught to them.

**Students Handout**

Based on the Table 2, it can be shown that all participants said that there is no specific English textbook for them, as explained by the Lecturer:

> Since she was a student in that faculty till now, there is no permanent handout, she has searched on the internet but she did not find that handout, different with handouts for English course for IT students that are so many.

(The English course lecturer)

Related to this fact, the material might be created based on the knowledge and experience of the lecturer as creative as they could. Another advantage is that the lecturer are more free to develop some creative activities and materials, and not just depending on the handout.
The Syllabus of English Course in the Faculty of Performing Arts.

This design of syllabus have been discussed and approved by the lecturer of English course in the faculty of Performing Arts. Below is the syllabus that is designed based on the explanation above:

English Course for Faculty of Performing Arts (Course Code)
Satya Wacana Christian University

Lecturers: ..................................

I. Course Description
English Course for Faculty of Performing Arts is a compulsory course for student in the Faculty of Performing Arts. In this course, the learners will learn and practice the English skills that will be needed during their study in the faculty. The practice and the tasks of this course are designed as well as possible to facilitate the learners improving their skills of English language so that during their study in the faculty, they can do the tasks related with English from others courses well.

II. Course Objectives:
This course aims at:
✓ Making students practice reading English texts related to music.
✓ Enabling the student to translate English text into Bahasa Indonesia.
✓ Improving the student’s communicative skill in using English properly.

III. Course Outline
<table>
<thead>
<tr>
<th>Week</th>
<th>Materials and Themes</th>
<th>Language Skills</th>
<th>Activities in class and the task that might be given</th>
</tr>
</thead>
</table>
| 1    | • Introduction of the course  
      • Introduce ourselves | Speaking | ✓ Presentation in front of class, introducing themselves. |
| 2    | • Reading for specific information  
      • Theory of Music | Reading | ✓ Lecturer giving the students the techniques in reading (skimming, scanning, etc)  
                                      ✓ Giving homework (answer questions from English text) |
| 3    | • Reading for finding main Idea  
      • Musical Instrument | Reading and Speaking | ✓ Reading for main idea of short English text based on their major instrument.  
                                      ✓ Retelling the text in front of class, including questions and answer session. |
| 4    | • Reading for summarizing  
      • History of music | Reading | ✓ The lecturer giving strategies how to summarize text.  
                                      ✓ Summarize English short simple text |
| 5    | • Reading for gist and predict meaning.  
      • History of music | Reading | ✓ The lecturer explains about reading for gist and predicting.  
                                      ✓ Practicing reading for gist and predicting meaning from the text. |
| 6    | • Introduction to the kind of English texts | Reading and Writing | ✓ Read and analyze the characteristic of English text.  
                                      ✓ Write an English text. |
| 7    | | | ✓ Mid-term Test |
| 8    | • Introduction to English-Indonesia translation  
      • Practice Reading-translation using general text  
      • Speaking practice | Reading-translation | ✓ Giving tips and techniques for translation  
                                      ✓ Practicing Reading-translation  
                                      ✓ Making dialogues with peer and practice it in front of class (Graded) |
| 9    | • Practice Reading-translation using text from Theory of Music text | Reading-translation | ✓ Practicing Reading-translation  
                                      ✓ Theory of Music  
                                      ✓ Making a procedural text in a group about their major instrument. |
| 10   | • Practice Reading-translation using text from History of Instrument text  
      • Speaking practice | Reading-translation | ✓ Practicing reading-translation  
                                      ✓ History of Instrument (Graded)  
                                      ✓ Presenting their text that they have made from last meeting |
| 11   | • Practice Reading-translation using text from History of Music text | Reading-translation | ✓ Practicing reading-translation  
                                      -History of music (Graded)  
                                      ✓ Students practice speaking |
IV. Course Assessment

2 Tests  40%
Individual Tasks  30%
Group Presentation  20%
Peer Assessment  10%
100%

V. Grading Criteria

A : 80 <  C : 61-70  E : > 59
B : 71-79   D :59 – 60

VI. References


E. CONCLUSION

This study was aimed to find out the students’ needs of English course in the Faculty of Performing Arts of Satya Wacana Christian University and as the significance of the study, there will be a syllabus that is made based on the students’ needs.

The findings of this study show that the students’ needs in the Faculty of Performing Arts were reading for translation as well as speaking and listening for communicative purposes. Reading becomes the skill that is mostly needed because there are some courses that use handbooks in English. Their tasks on those classes will use English and demand the students to develop their English language skills. Speaking in this case also becomes their need because they have realized that their skills in speaking and listening are still below average and since they are in the field of classical music, that requires them to be able to speak English properly.

Based on their needs, the appropriate syllabus is skill-based syllabus. Skill-based syllabus is chosen because this syllabus is the most appropriate when learners need specific skills and especially when these skills are well-defined and the learners have little need for global language ability. Their needs are reading and oral communicative skills at the most. By designing a syllabus for them, hopefully it will facilitate the students to improve their skills of English during their study in the Faculty of Performing Arts.

Nevertheless, the limitation of the study is that this study cannot be generalized to all contexts. This study was in the scope of need analysis of students in learning English in order to support their academic performances during their study in the Faculty of Performing Arts. Thus, the result will be different if the study
is conducted in the context of other faculties. For that reason, it is suggested for the future research to conduct a need analysis in the context of other faculties to increase studies about EAP.
Acknowledgement

First I would like to thank to God for the blessing and the strength to finish this study. I realized how God is always in my life every day I pursue my study in this university.

This thesis would not have been possible without the support of many people. I also express my big gratitude to my supervisor, Mrs. Neny Isharyanti, M.A. and my thesis examiner, Mr. Antonius Wahyana, M.A., for the guidance, suggestions, and very helpful feedback during the writing of this thesis.

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I also want to express my big thanks for my all participants in this study, especially for Mrs. Elvira Hosein Radia who has given her time to have nice cooperation with me during collecting data and designing syllabus.

The last but not the least, I want to share my gratitude for all my best friends from Eleveners, Febrian, Adi, Lesty Utha, Brevet, Nyings family, Rani, Vicky, Gilang, etc. From my Thesis Gang, Jojo, Rendhy, Maureen, Bario, Nining, Bayu and Mas Wahyu. From other faculty Roby, David, Jefry, Filemon, Samuel, Fandi, Ricky, Irawan. Unfortunately, I would not to be able to mention one by one those other helpful people. Simply thank you to all of them who have accompanied and taught me a lot during my effort of finishing my thesis and my study.
References


Appendixes

1. The students reading speed in finding information from text

2. The situations when the students listen to English in their daily life

3. The situations when the students speak English in their daily life
4. The situations when the students write in English in their daily life

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chatting with friends on the internet</td>
<td>25%</td>
</tr>
<tr>
<td>Taking notes from book or other sources</td>
<td>35%</td>
</tr>
<tr>
<td>Writing a report</td>
<td>10%</td>
</tr>
<tr>
<td>Other reason</td>
<td>30%</td>
</tr>
</tbody>
</table>

5. The students' difficulties in speaking using English appropriately

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronouncing word correctly</td>
<td>30%</td>
</tr>
<tr>
<td>Choosing appropriate word/s correctly</td>
<td>30%</td>
</tr>
<tr>
<td>Discussing/talking about music</td>
<td>30%</td>
</tr>
<tr>
<td>Other opinion</td>
<td>10%</td>
</tr>
</tbody>
</table>
6. The questionnaire for Present Situation Analysis

NIM: _______________________   L / P

Kuesioner untuk mahasiswa Fakultas Seni dan Pertunjukan angkatan 2015 yang diwajibkan mengambil kelas Bahasa Inggris untuk Fakultas Seni dan Pertunjukan.

Kuesioner ini adalah salah satu bagian dari penelitian saya mengenai pembelajaran dan pengajaran bahasa Inggris untuk Fakultas Seni dan Pertunjukan. Saya mohon partisipasi Anda dengan mengisi kuesioner ini dengan jujur dan sesuai dengan kenyataan yang terjadi akan sangat membantu saya dalam menyusun penelitian saya dan terwujudnya kelas Bahasa Inggris yang sesuai dengan Fakultas Seni dan Pertunjukan. Atas partisipasi Anda, saya ucapkan terima kasih.

AGHASTYA CHRISTIE PRADANA /112011085

1. Berikan peringkat yang sesuai dengan diri Anda atas kemampuan berbahasa Inggris yang ada di bawah ini. Skala yang digunakan adalah :
   a. Mendengarkan (Listening) : ................................
   b. Berbicara (Speaking) : ................................
   c. Membaca (Reading) : ...............................
   d. Menulis (Writing) : ...............................

2. Di dalam kelas, bagaimana Anda menilai kecepatan membaca Anda dalam hal mencari jawaban?
   a. Pelan
   b. Rata-rata
   c. Cepat

3. Menurut Anda, manakah dari kemampuan-kemampuan membaca dalam bahasa Inggris berikut yang paling sulit untuk dilakukan di dalam kelas?
   a. Vocabulary (Kosakata, mencari pengertian sebuah kata yang berhubungan dengan seni dan musik
   b. Pemahaman akan teks
   c. Mencari ide pokok, gagasan utama, gagasan penjelas dengan cepat
   d. Lainnya (tolong jelaskan) ...............................................................

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4. Dalam situasi apakah Anda menyimak dalam bahasa Inggris? (boleh memilih lebih dari satu jawaban)
   a. Kelas Bahasa
   b. Materi dari internet (Youtube, Itunes, Podcast, dll)
   c. Penjelasan dari Dosen
   d. Lainnya (tolong jelaskan) .........................................................................................

5. Menurut Anda, manakah dari kemampuan-kemampuan menyimak dalam bahasa Inggris berikut yang paling sulit untuk dilakukan di dalam kelas?
   a. Mendengarkan dan memahami instruksi dari Dosen
   b. Mendengarkan sambil mencatat
   c. Mendengarkan materi dalam bentuk audio dan visual yang digunakan di dalam kelas
   d. Lainnya (tolong jelaskan) .........................................................................................

6. Dalam situasi apakah Anda berbicara dalam bahasa Inggris? (boleh memilih lebih dari satu jawaban)
   a. Dengan teman di kampus di luar kelas
   b. Dengan teman di internet (chatting, video call dll)
   c. Di dalam kelas (diskusi, debat, dll)
   d. Tidak pernah
   e. Lainnya (tolong jelaskan) ........................................................................................

7. Kesulitan-kesulitan apakah yang Anda temui pada saat berbicara menggunakan bahasa Inggris?
   a. Melafalkan bahasa Inggris yang benar
   b. Memilih kosakata yang benar (terutama yang berhubungan dengan seni dan musik)
   c. Ikut serta dalam diskusi di kelas, berbicara mengenai isu atau topik seni dan musik menggunakan bahasa Inggris.
   d. Lainnya (tolong jelaskan) .........................................................................................

8. Dalam situasi apakah Anda menulis menggunakan bahasa Inggris?
   a. Ketika chatting dengan teman di internet
   b. Ketika membuat catatan dari buku atau sumber dari internet
   c. Menulis laporan
   d. Lainnya (tolong jelaskan) .........................................................................................
9. Menurut Anda, manakah dari kemampuan-kemampuan menulis dalam bahasa Inggris berikut yang paling sulit untuk dilakukan di dalam kelas?
   a. Menulis dengan pengejaan yang benar
   b. Menggunakan bahasa Inggris khusus tentang seni dan musik dalam teks
   c. Lainnya (tolong jelaskan) ..........................................................................................................................

10. Menurut Anda kemampuan-kemampuan dalam bahasa Inggris manakah yang ingin Anda kembangkan atau yang ingin anda pelajari lebih dalam dan berikan alasannya?
    (dipersilahkan apabila ingin memilih lebih dari 1 kemampuan)
    a. Membaca
    b. Berbicara
    c. Menulis
    d. Menyimak

   Alasan :
   .................................................................................................................................................................
   .................................................................................................................................................................
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 Terima Kasih ☺☺
7. The list of questions for Target Situation Analysis.

**Daftar pertanyaan untuk Dosen kelas Bahasa Inggris untuk Fakultas Seni Pertunjukan**

1. Meliputi materi apa saja kelas bahasa Inggris yang diajarkan di FSP?
2. Kemampuan bahasa Inggris apa sajakah yang akan dibutuhkan selama masa kuliah di FSP?
3. Tugas-tugas apakah yang digunakan dalam bahasa Inggris untuk FSP?
4. Apakah tugas yang anda berikan di kelas bahasa Inggris untuk FSP memiliki hubungan dengan tugas dari kelas lain di FSP?
5. Dalam situasi dan kondisi apakah mahasiswa FSP akan menggunakan bahasa Inggris?
6. Adakah buku yang digunakan dalam kelas Bahasa inggris untuk FSP?

**Daftar pertanyaan untuk mahasiswa FSP yang telah mengambil atau telah selesai mengambil mata kuliah Bahasa Inggris untuk FSP.**

1. Meliputi materi apa saja kelas bahasa Inggris yang diajarkan di FSP?
2. Kemampuan bahasa Inggris apa sajakah yang akan dibutuhkan selama masa kuliah di FSP?
3. Tugas-tugas apakah yang digunakan dalam bahasa Inggris untuk FSP?
4. Apakah tugas yang anda berikan di kelas bahasa Inggris untuk FSP memiliki hubungan dengan tugas dari kelas lain di FSP?
5. Dalam situasi dan kondisi apakah mahasiswa FSP akan menggunakan bahasa Inggris?
6. Adakah buku yang digunakan dalam kelas Bahasa inggris untuk FSP?

**Daftar pertanyaan untuk mahasiswa FSP yang telah berada pada semester akhir atau yang sedang mengerjakan tugas akhir.**

1. Meliputi materi apa saja kelas bahasa Inggris yang diajarkan di FSP?
2. Kemampuan bahasa Inggris apa sajakah yang akan dibutuhkan selama masa kuliah di FSP?
3. Tugas-tugas apakah yang digunakan dalam bahasa Inggris untuk FSP?
4. Apakah tugas yang anda berikan di kelas bahasa Inggris untuk FSP memiliki hubungan dengan tugas dari kelas lain di FSP?
5. Dalam situasi dan kondisi apakah mahasiswa FSP akan menggunakan bahasa Inggris?
6. Adakah buku yang digunakan dalam kelas Bahasa inggris untuk FSP?