

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents findings and discussion. The findings are designed to answer the research question about students' necessities in learning English at Pascasarjana of UIN Antasari Banjarmasin.

#### **A. Findings**

In findings, the researcher present the data that has collected by questionnaire and online interview. The data is presented in table form and narrative text to explain the students' necessities in learning English at Pascasarjana of UIN Antasari Banjarmasin.

1. Students' necessities in learning English at Pascasarjana of UIN Antasari Banjarmasin.

The researcher gathered 30 students as respondents for questionnaire. The questionnaire was given to students in the google form or link. Below the result of questionnaire and interview which is divided into two focuses of students' necessities namely proficiency and situation of use.

## a. Proficiency

The result was collected through questionnaire and interview about proficiency as below:

Table 4.1		
The students' English skills		
Questions	Frequency	Percentage (%)
1. Level of students listening skill		
a. Basic/Beginner	16	53.3%
b. Intermediate	14	46.7%
c. Advance/ Proficient	0	0
2. Level of students speaking skill		
a. Basic/Beginner	15	50%
b. Intermediate	15	50%
c. Advance/ Proficient	0	0
3. Level of students reading skill		
a. Basic/Beginner	13	43.3%
b. Intermediate	16	53.3%
c. Advance/ Proficient	1	3.3%
4. Level of students writing skill		
a. Basic/Beginner	16	53.3%
b. Intermediate	14	46.7%
c. Advance/ Proficient	0	0
5. Level of students vocabulary		
a. Basic/Beginner	13	43.3%
b. Intermediate	17	56.7%
c. Advance/ Proficient	0	0
6. Level of students grammar		
a. Basic/Beginner	19	63.3%
b. Intermediate	11	36.7%
c. Advance/ Proficient	0	0
7. Level of students pronunciation		
a. Basic/Beginner	16	53.3%
b. Intermediate	13	43.7%
c. Advance/ Proficient	1	3.3%

8. Students' need to improve .....		
a. Reading skill	6	20%
b. Writing skill	5	16.7%
c. Listening skill	4	13.3%
d. Speaking skill	23	76.7%
e. Vocabulary	4	13.3%
f. Grammar	7	23.3%
g. Pronunciation	5	16.7%
9. Students' need to improve that skill because....		
a. That skill is very important	25	83.3%
b. That is my favorite skill	4	13.3%
c. I want to get good score	1	3.3%
d. That skill is easy to master	0	0

Those are the data which the researcher had found about students' necessities by questionnaire. The answers are not clear enough do describe their necessities, so the researcher interview ten students and some English lecturers to find out more explanations which lead to students' necessities in learning English.

#### 1) Students Listening Skill

The data presented above shows that 53.3% or 16 respondents stated that their listening skill is in basic/beginner level. In contrast, 46.7% or 14 respondents stated that her/his speaking skill is in the intermediate level. This is in line with the result of the interview with 10 respondents out of 30 respondents

who answered the questionnaire. 7 out of 10 answered that their listening skill is in basic/beginner level. For example, 4 respondents stated that “saya merasa kemampuan saya dalam bahasa inggris sangat tidak baik” (Interview result, April 02, 2020). Moreover, another respondent said that “saya dapat memahami tapi itu kadang-kadang” (Interview result, April 20, 2020). Lastly, 3 respondents stated that their listening skill is in the intermediate level. For example, they said “saya dapat memahami ketika orang sedang berbicara”.

Researcher also found that 13.3% or 4 respondents need to improve listening skills because it is important. This is in similarity with the result of interview with 10 out of 30 respondents who answered the questionnaire. They said that learning listening skill is important. Firstly, 5 out of 10 respondents said that “Dalam TOEFL ada skill listening yang akan membantu menjawab TOEFL”. Secondly, 2 respondents out of 10 respondents said that “itu salah satu skill menguasai bahasa inggris”. Next, 2 out of 10 respondents said that “untuk memahami dosen karena beberapa dosen mengajar berbahasa inggris”. Lastly, 1 respondent said that “itu untuk memahami bahasa inggris khususnya untuk tasawuf banyak juga digunakan untuk kuliah online untuk memahami poin-poin yang disampaikan”.

## 2) Students Speaking Skill

The data presented above also shows that 50% or 15 respondents stated that their speaking skill is in basic/beginner level. Likewise, 50% or 15 respondents stated that her/his speaking skill is in the intermediate level. This is in similarity with the result of interview with 10 out of 30 respondents who answered the questionnaire. 6 out of 10 respondents answered that their speaking skill is in basic/beginner level. For example, 3 respondents stated that “saya merasa kemampuan saya dalam bahasa inggris sangat tidak baik dan kaku” (Interview result, April 23, 2020). In addition, 3 respondents said that “kemampuan bahasa Inggris saya sangat tidak baik” (Interview result, April 05, 2020). Then lastly, 4 respondents stated that their listening skill is in the intermediate level. For example, 2 out of respondents said “saya dapat berbicara bahasa Inggris dengan cukup baik”.

The researcher also found that 76.7% or 23 out of 30 respondents stated that they need to improve speaking skill. 19 respondents stated that the skill is important and 4 respondents stated the skill is their favorite skill. This is in similarity with the result of interview with 10 out of 30 respondents who answered the questionnaire. 8 out of 10 respondents said that learning speaking skill is important. They said that “speaking skill untuk

berbincang-bincang dan berkomunikasi with orang asing/turis karena bahasa Inggris adalah bahasa International”. In contrast, 2 out of 10 respondents stated that learning speaking skill is isn't really important. They said that “belajar bahasa Inggris untuk belajar TOEFL dan mereka tidak ada presentasi”.

### 3) Students Reading Skill

The data presented in the table shows that 53.3% or 16 respondents stated that their reading skill is in intermediate level. In contrast, 3.3% or only 1 respondent stated that her/his reading skill is in advance/proficient level. In addition, 43.3% or 13 respondents stated that their reading skill is in basic/beginner level. This is in line with the result of the interview with 10 out of 30 respondents who answered the questionnaire. 5 out of 10 respondents answered that their reading skill is in basic/beginner level. For example, 3 respondents stated that “saya merasa kemampuan saya dalam bahasa inggris masih kurang karena jarang belajar bahasa Inggris” (Interview result, April 12, 2020). In addition, another 2 respondents said that “saya memahami beberapa dari teks bahasa Inggris” (Interview result, April 23, 2020). Lastly, 5 respondents stated that they reading skill is in intermediate level. One of them said that “saya mengerti teks-teks berbahasa Inggris namun tidak secara menyeluruh”.

Researcher also found that 20% or 6 respondents need to improve reading skill because it is important. This is not in similarly with the result of interview with 10 out of 30 respondents who answered the questionnaire. 9 out of 10 respondents said that learning reading skill is important. For example, 5 respondents stated that “itu untuk membantu memahami jurnal, teks bahasa Inggris, dan isi dari buku yang dibaca”. Secondly, 2 respondents stated that “reading skill dapat membantu mencari referensi untuk jurnal mereka karena didalam jurnal mereka minimal ada 1 referensi yang berasal dari jurnal internasional”. The last, 2 respondents said that “akan membantu untuk menjawab TOEFL, karena sebelum ujian skripsi mereka harus mendapatkan skor TOEFL 450”.

#### 4) Students Writing Skill

The data presented in the table shows that 53.3% or 16 respondents stated that their writing skill is in basic/beginner level. In contrast, 46.7% or 14 respondents stated that their writing skill is in intermediate. This is in similar to the result of the interview with 10 out of 30 respondents who answered the questionnaire. 8 out of 10 respondents answered that their writing skill is in basic/beginner level. For example, 3 respondents stated that “kemampuan saya dalam menulis bahasa Inggris tidak baik”

(Interview result, April 12, 2020). In addition, another 2 respondents said that “saya tidak bisa dan sering salah” (Interview result, April 23, 2020). Then, 2 out of 10 respondents stated that her/his is in the intermediate level. They said that “saya dapat membuat tulisan bahasa Inggris tapi perlu berpikir”.

The researcher also found that 16.7% or 5 respondents need to improve writing skill because it is important. This is similar to the result of interview with 10 out of 30 respondents who answered the questionnaire. 9 out of 10 respondents said that learning writing skill is important. For example, 4 respondents stated that “itu untuk membantu menulis grammar dengan benar”. The last, 2 respondents said that “itu akan membantu membuat abstrak dalam tesis”.

##### 5) Students Vocabulary

The data presented in the table shows that 56.7% or 17 respondents stated that their vocabulary is in the intermediate level. In contrast, 43.3% or 13 respondents stated that their vocabulary is in basic/beginner. This is same as the result of the interview with 10 out of 30 respondents who answered the questionnaire. 7 out of 10 respondents answered that their vocabulary is in basic/beginner level. For example, 2 respondents stated that “kosakata bahasa Inggris saya sangat sedikit”



(Interview result, April 12, 2020). In addition, 2 respondents said that “saya sangat sulit memahami kata-kata bahasa Inggris” (Interview result, April 23, 2020). Then, 3 out of 10 respondents stated that they vocabulary is in intermediate level. They said that “saya dapat memahami tulisan yang berbahasa Inggris”.

Researcher also found that 13.3% or 4 respondents need to improve vocabulary because it is important. This is unlike the result of interview with 10 out of 30 respondents who answered the questionnaire. All of 10 respondents stated that learning vocabulary is important. For example, 4 respondents stated that “belajar kosakata bahasa Inggris dapat membantu memahami arti kata, terutama kosakata bahasa Inggris yang berkaitan dengan program study”. Also, 2 respondents said that “itu akan membantu menguasai skill-skill bahasa Inggris”.

#### 6) Students Grammar

The data in the table shows that 63.3% or 19 respondents stated that their grammar is in basic/beginner level. In contrast, 36.7% or 11 respondents stated that the grammar is in the intermediate level. This is in line with the result of the interview with 10 out of 30 respondents who answered the questionnaire. 9 out of 10 respondents answered that their grammar is in basic/beginner level. For example, 8 respondents stated that “saya

merasa grammar sangat tidak baik” (Interview result, April 02, 2020). Moreover, 1 respondent answered that “saya tidak dapat memahami grammar” (Interview result, April 20, 2020). Lastly, only 1 respondent said that her/his grammar is in intermediate level. She/he said “saya dapat memahami penggunaann grammar”.

The researcher also found that 23.3% or 7 respondents need to improve grammar because it is important. On the other hand, the result of interview with 10 out of 30 respondents who answered the questionnaire. 8 out of 10 respondents said that learning grammar is important. For examples, 4 respondents said that “itu dapat membantu dalam membuat kalimat dan waktu untuk penggunaan kalimat”. Besides, 4 respondents answered that “grammar terdapat disoal tes TOEFL, dan tes TOEFL sebagai syarat mengikuti ujian tesis”.

#### 7) Students Pronunciation

The data presented in the table shows that 53.3% or 16 respondents stated that their pronunciation is in basic/beginner level. In contrast, 3,3% or 1 respondent stated that her/his pronunciation is in advance/proficiency. In addition, 43.7% or 13 respondents stated that their pronunciation is in the intermediate. Likewise, the result of the interview with 10 out of 30 respondents who answered the questionnaire. 7 out of 10 respondents answered

that their pronunciation is in basic/beginner level. For example, 2 respondents stated that “kemampuan saya dalam mengucapkan bahasa Inggris tidak baik” (Interview result, April 12, 2020). In addition, some respondents said that “kadang-kadang saya bisa mengucapkannya” (Interview result, April 23, 2020). Then, 2 out of 10 respondents stated that their pronunciation is in intermediate level. They said that “saya cukup baik dalam mengucapkan kata-kata dalam bahasa Inggris”. Lastly, only 1 respondent stated her/his pronunciation is in advance/proficient level. She/he said that “saya baik dalam pengucapan kata-kata bahasa Inggris”.

Researcher also found that 16,7% or 5 respondents need to improve pronunciation because it is important. This is not similar to the result of the interview with 10 out of 30 respondents who answered the questionnaire. All of 10 respondents said that learning pronunciation is important. For example, some respondents stated that “pronunciation penting untuk membuat kata mudah dipahami oleh orang yang mendengarkan”.

The researcher also conducted the interview with some English lecturers at Pascasarjana of UIN Antasari Banjarmasin. The first, interview with lecturer A (Sunday, March 29, 2020) she worked with the head of the study program to determine students needs now is

related to students' ability to read and also write articles in English. Then, this time they emphasize to academic reading. She said "Why do we emphasize reading? Why do we determine reading, not speaking or writing? Because they need are reading especially reading journal/text International and for realizing their purpose in their study program that our target is every year the Masters students of their study program can take part in international seminars, they should make journal/articles, so that is four skills can't be separated even though what they need now only how to read English language texts and they should understand. But, she also said that they always remind students that don't forget that our target also is TOEFL. According to her TOEFL can be studied independently. She also explained that if later the compulsory rule is that the TOEFL score is 450 for S2, there is the possibility of creating additional classes such as coaching class.

Lecturer B (April 4, 2020) stated that all skills should be improved in their study program, but the skills are emphasized more are reading and writing skills because it's need of the study program to students understand the reading in English texts. While speaking is only during a presentation which can be given certain tricks and our college doesn't apply it. So this adjusts what is needed by the study program. According to her, grammar and pronunciation are not very important to be taught because they can learn on their own and also

when there is vocabulary they don't know, they will ask questions. In contrast, lecturer C (March 29, 2020) stated that Pascasarjana students of UIN Antasari Banjarmasin need to learning reading, writing, listening, and speaking in English course. She said that students have to master these four skills and be able to apply them in everyday life. Especially, speaking skills need to be improved because students already had the confidence to speaking. Moreover, writing is very important because it would support students academically when later writing abstracts, articles, or scientific papers in English. Apart from the 4 skills, English components, namely grammar, vocabulary, and pronunciation are important. For examples, learn vocabulary is very necessary to support their skills in speaking and writing, learn pronunciation in order to they have more confidence in speaking because they have pronounced it correctly. The last, she explained that the skills she taught depend on what material is being taught and she usually combines these skills in every meeting.

b. Situation of Use

The result were collected through questionnaire and interview about proficiency as below:

Table 4.2		
The students' purpose in learning English		
Questions	Frequency	Percentage (%)
1. Students' purpose in learning English		
a. For study/academic	30	100%
b. For work	0	0
c. For training	0	0
d. For promotion	0	0

The data presented above shows that 100% or 30 respondents stated that their purpose in learning English for study/academic. In contrast, 0% or there is no respondent who stated to for work, for training, or promotion. This is in line the result of the interview with 10 out of 30 respondents who answered the questionnaire. All of 10 respondents answered that their purpose in learning English for study/academic. For example, 3 respondents stated that “Saya perlu belajar bahasa Inggris agar lebih baik lagi dalam hal skills bahasa Inggris yang dapat membantu saya melakukan tugas perkuliahan” (Interview result, April 07, 2020). 2 respondents said that “Saya belajar bahasa Inggris untuk menunjang skill bahasa Inggris untuk menyelesaikan tugas diakademik” (Interview result, April 02, 2020). In addition, 3 respondents stated that “Saya belajar bahasa Inggris agar dapat berkomunikasi dalam bahasa Inggris dan memahami text yang berbahasa Inggris diperkuliahan”. Lastly, some

respondents stated that “Saya perlu belajar bahasa Inggris untuk keperluan tugas” (Interview result, April 28, 2020).

Table 4.3		
The situation where students use English		
Questions	Frequency	Percentage (%)
1. Students use English for speaking with someone/people		
a. Always	0	0
b. Often	1	3.3%
c. Seldom	12	40%
d. Never	17	56.7%
2. Students use English for presentation		
b. Always	0	0
c. Often	0	0
d. Seldom	7	23.3%
e. Never	23	76.7%
3. Students use English for writing assignment		
a. Always	0	0
b. Often	6	20%
c. Seldom	15	50%
d. Never	9	30%
4. Students use English for understanding academic text/articles		
a. Always	0	0
b. Often	18	60%
c. Seldom	12	40%
d. Never	0	0
5. Students use English for reading international journals		
a. Always	0	0
b. Often	14	46.7%
c. Seldom	10	33,3%
d. Never	6	20%

The data presented in the table above, it can be seen that 56.7% or 17 respondents stated that never use English for speaking with someone/people. On the other hand, 3.3% or only 1 respondent stated that she/he often use English for speaking with someone/people. Moreover, 40% or 12 respondents stated that seldom use English for speaking with someone/people. This is similar to the result of the interview with 10 out of 30 respondents who answered the questionnaire. 8 out of 10 respondents stated that never use English for speaking with someone/people. For example, 4 respondents stated that “saya tidak pernah menggunakan bahasa Inggris ketika berbicara karena dikampus tidak diwajibkan berbicara bahasa inggris” (Interview result, April 07, 2020). 4 respondents said that “Saya tidak bisa berbahasa Inggris sehingga saya tidak pernah menggunakannya untuk berbicara” (Interview result, April 02, 2020). Lastly, 2 out of 10 respondents stated that “Saya pernah menggunakan bahasa Inggris ketika dipondok pesantren” (Interview result, April 07, 2020). In addition, the lecturer also said “kampus tidak ada menerapkan untuk menggunakan bahasa Inggris ketika berbicara”.

In the data presented above, it can also be seen that 76.7% or 23 respondents stated that never use English for presentation. In addition, 23.3% or 7 respondents stated that seldom use English for presentation. This is in line with the result of the interview with 10 out



of 30 respondents who answered the questionnaire. The firstly, 7 out of 10 respondents stated that never. For example, 5 respondents stated that “Saya tidak bisa berbahasa Inggris sehingga saya tidak pernah presentasi berbahasa Inggris” (Interview result, April 07, 2020). 2 respondents said that “Saya tidak pernah presentasi berbahasa Inggris” (Interview result, April 02, 2020). The lastly, 3 out of 10 respondents stated that seldom. For example, they stated that “Saya jarang sekali presentasi berbahasa Inggris terutama didalam kelas” (Interview result, April 07, 2020). Moreover, the lecturer A also said “Mahasiswa tidak pernah presentasi mengenai bahasa Inggris”. Then, lecturer B said that “Mahasiswa kadang-kadang presentasi mix antara 2 bahasa Indonesia dan Inggris setiap orang presentasi terkait artikel atau jurnal berbahasa Inggris. Jadi ada 1 artikel misalkan berisi 2 lembar, mereka pahami dulu dirumah dan dipertemuan yang akan datang mereka akan presentasi tentang isi artikel itu setelah itu dan berdiskusi dikelas” (Interview result, March 29, 2020).

In the table, 50% or 15 respondents stated that for writing assignment they seldom use English. In comparison, 20% or 6 respondents stated that often use English for writing assignment. In addition, 30% or nine respondents stated never. This is in line with the result of the interview with 10 out of 30 respondents who answered the questionnaire. 5 out of 10 respondents stated seldom. For example, 5

respondents stated that “saya jarang menggunakan bahasa Inggris untuk menulis tugas bahasa Inggris.”. 3 out of 10 respondents stated that never. For example, some respondents stated that “saya tidak pernah mendapatkan tugas menulis bahasa Inggris. The last, 2 out of 10 respondents stated that often. For example, “saya sering mereview artikel kedalam bahasa Inggris dan membuat kalimat”.

In the table, it also can be seen that 60% or 18 respondents stated that they often use English more for understanding academic text/articles. On the contrary, 40% or 12 respondents stated that they seldom use English for understanding academic text/articles. This is similar to the result of the interview with 10 out of 30 respondents who answered the questionnaire. 6 out of 10 respondents stated often use English for understanding academic text/articles. For examples, 5 respondents stated that “saya sering mencari buku bahasa Inggris ketika membuat makalah dan kami harus memahaminya”. The last, 4 out of 10 respondents stated seldom. For example, some respondents stated that “saya jarang menggunakan bahasa Inggris untuk memahami teks bahasa Inggris”. In addition, the reasercher interviewed some English lecturers, the lecturer stated “didalam pembelajaran saya menekankan kepada reading for akademik karena mereka harus membaca dan memahami teks-teks international and teks akademik”.

In the table above also showed that 46.7% or 14 respondents stated that they often use English for reading the International journal. In contrast, 20% or 6 respondents stated that never. And addition, 33.3% or 10 respondents stated seldom use English for reading the International journal. This is same as the result of the interview with 10 out of 30 respondents who answered the questionnaire. The firstly, 5 out of 10 respondents stated often use English for reading the International journal. For examples, 4 respondents stated that “saya sering menggunakan bahasa Inggris itu untuk membaca jurnal international yang berbahasa Inggris untuk menambah bahas dalam makalah saya” and 1 stated that “dijurnal atau buku-buku bahasa Inggris memiliki banyak bahan atau teory yang bisa digunakan untuk membuat makalah saya”. Secondly, 2 out of 10 respondents stated seldom. For example, some respondents stated that “saya jarang menggunakan bahasa Inggris untuk mmebaca teks”. The lastly, 3 out of 10 respondents said that “saya tidak pernah membaca jurnal international yang berbahasa Inggis.”

In addtition, the reasercher interviewed some English lecturers, the lecturer stated “didalam pembelajaran saya menekankan kepada reading for akademik karena mereka harus membaca dan memahami teks-teks international and teks akademik”.

Table 4.4		
Function of learning English		
Questions	Frequency	Percentage (%)
1. Students learn English to help in making the thesis		
a. Strongly Agree	4	13.3%
b. Agree	20	66.7%
c. Disagree	6	20%
d. Strongly Disagree	0	0
2. Students learn English to help in getting the good score		
a. Strongly Agree	16	53.3%
b. Agree	10	33.3%
c. Disagree	4	13.3%
d. Strongly Disagree	0	0
3. Students learn English to help in passing the exam		
a. Strongly Agree	11	36.7%
b. Agree	14	46.7%
c. Disagree	5	16.7%
d. Strongly Disagree	0	0
4. Students learn English to help in seeking the information		
a. Strongly Agree	7	23.3%
b. Agree	18	60%
c. Disagree	5	16.7%
d. Strongly Disagree	0	0
5. Students learn English in order to communicate with people		
a. Strongly Agree	9	30%
b. Agree	16	53.3%
c. Disagree	5	16.7%
d. Strongly Disagree	0	0

The data presented above shows that 66.7% or 20 respondents stated agree that they learn English to help in making the thesis. In

contrast, 20% or only 6 respondents stated that they disagree. In addition, 13.3% or 4 respondents stated that they strongly agree if learn English to help in making the thesis. This is similar to the result of the interview with 10 out of 30 respondents who answered the questionnaire. The first, 7 out of 10 respondents stated that they learn English to help in making the thesis. For example, 3 respondents stated that “belajar bahasa Inggris memudahkan mencari materi untuk thesis kami” (Interview result, April 02, 2020). 2 respondents said that “Saya belajar bahasa Inggris tentang teks academic jadi itu menambah pengetahuan saya” (Interview result, April 03, 2020). Some respondents said that “belajar bahasa Inggris terutama tentang grammar akan membantu saya dalam menulis abstrack thesis saya”. The lastl, 3 out of 10 respondents stated that they don’t learn English to help for making thesis. For example “Saya belajar bahasa Inggris mengenai TOEFL untuk meningkatkan skor TOEFL” (Interview result, April 24, 2020).

In the data presented above, it can also be seen that 53.3% or 16 respondents stated that strongly agree that learn English to help in getting the good score. In comparison, 13.3% or 4 respondents stated that they disagree. Moreover, 33.3% or 10 respondents stated that they agree if learn English to help in getting the good score. This is same as the result of the interview with 10 out of 30 respondents who answered

the questionnaire. First, 7 out of 10 respondents stated that they learn English to help in getting the good score. For example, 2 respondents stated that “saya belajar bahasa Inggris memudahkan saya untuk menjawab soal TOEFL” (Interview result, April 02, 2020). 2 respondents stated that “sebelum mengikuti ujian thesis kami diwajibkan ikut tes TOEFL dan harus mendapatkan skor 450”. Second, 2 out of 10 respondents said that “Saya belajar bahasa Inggris agar nilai saya baik” (Interview result, April 03, 2020). In addition, 1 out of 10 respondents said that “saya rasa banyak cara untuk mendapatkan nilai yang bagus”. (Interview result, April 05, 2020).

In the table above, 46.7% or 14 respondents stated that they agree if learn English to help in passing the exam. In comparison, 16.7% or 5 respondents stated that they disagree. In addition, 36.7% or 11 respondents stated strongly agree. This is in line with the result of the interview with 10 out of 30 respondents who answered the questionnaire. 8 out of 10 respondents stated agree. For example, 5 respondents stated that “belajar bahasa Inggris sangat membantu untuk lulus ujian karena bahasa Inggris merupakan matakuliah wajib dan ada tes TOEFLnya”. 1 out of 10 respondents stated that strongly agree. For example, she/he stated that “saya memerlukan belajar bahasa Inggris untuk menjawab soal TOEFL bahasa Inggris”. The last, 1 out of 10

respondents stated that disagree. For example, “saya merasa bahasa Inggris bukan aspek utama” (Interview result, April 29, 2020).

In the table, it also can be seen that 60% or 18 respondents stated that they agree if learn English to help in seeking the information. On the contrary, 16.7% or 5 respondents stated they disagree. In additional, 23.3% or 7 respondents stated that strongly agree. This is in line with the result of the interview with 10 out of 30 respondents who answered the questionnaire. 9 out of 10 respondents stated that agree. For examples, 2 respondents stated that “saya sering menemukan teori-teori yang bagus dan berbahasa Inggris untuk makalah dan thesis”. 2 respondents stated that “bahasa Inggris dapat membantu saya dalam mencari materi-materi penting mengenai akademik. The last, 1 out of 10 respondents stated disagree. For example, she/he stated that “saya lebih sering mencari informasi dalam bahasa Indonesia saja”.

The data in the table also showed that 53.3% or 16 respondents stated that they agree if learn English in order to communicate with people. In contrast, 16.7% or 5 respondents stated that disagree. In addition, 30% or 9 respondents stated that strongly agree. This is same as the result of the interview with 10 out of 30 respondents who answered the questionnaire. The first, 7 out of 10 respondents stated agree. For examples, 3 respondents stated that “belajar bahasa Inggris

dapat membantu kita berkomunikasi dengan orang asing”. Secondly, 2 out of 10 respondents stated strongly agree. For example, they stated that “bahasa Inggris adalah bahasa International sehingga ketika berbicara dengan orang asing kita dapat menggunakan bahasa Inggris”. Lastly, only 1 of 10 respondents said dissagre. They said “Dikampus tidak memerlukan berbicara dalam bahasa Inggris”.

## 2. Relation between students’ necessities and teaching & learning of English at Pascasarjana of UIN Antasari Banjarmasin.

The data that researcher collected through questionnaire and interview about relation between students’ necessities and teaching & learning of English at Pascasarjana of UIN Antasari Banjarmasin as below:

Table 4.5		
The students’ perceptions toward English teaching materials used by the lecturer		
Questions	Frequency	Percentage (%)
1. Students’ main source in teaching and learning of English in class		
a. English textbook	8	26,7%
b. Lecturer	7	23,3%
c. Internet	7	23,3%
d. Articles/Journal	3	10%
e. Another answer	5	16,7%
2. Teaching and learning English materials and their need is related		
a. Strongly Agree	9	30%



T b. Agree	18	60%
c. Disagree	3	10%
d. Strongly Disagree	0	0
3. The English material delivered by English lecturer is easy to master		
a. Strongly Agree	2	6,7%
b. Agree	21	70%
c. Disagree	6	20%
d. Strongly Disagree	1	3,3%
4. Students' respond to their lecturer when the lecturer asked questions or explained about learning material during the teaching and learning process.		
a. Always	5	16,7%
b. Often	12	40%
c. Seldom	12	40%
d. Never	1	3,3%
5. The lecturer responds students' questions when they ask about learning materials during the teaching and learning process.		
a. Always	16	53,3%
b. Often	8	26,7%
c. Seldom	5	16,7%
d. Never	0	0
e. Another answer	1	3,3%

The data presented above, it can be seen that 26,7% or 8 respondents answered their main source in teaching and learning English from English an English textbook. In contrast, 10% or 3 respondents stated that their main source is an article/journal. Besides, 23.3% or 7 respondents stated that their main source in teaching and learning of English are lecturers and internet. This is similar to the result of the interview with 10 out of 30 respondents who answered the questionnaire. The first, 4 out of 10 respondents stated their main source in teaching and learning of English from a English textbook. For example, 2 respondents

stated that “kami belajar menggunakan buku yang diberikan oleh dosen, dan kami fotocopy” (Interview result, April 07, 2020). Second, 3 out of 10 respondents their main source in teaching and learning of English is from article/journal. For example, 2 respondents stated that “Hampir setiap pertemuan dosen memberikan beberapa lembar artikel kepada kami, lalu kami diskusikan bersama” (Interview result, April 29, 2020). The last, 3 out of 10 respondents their main source in teaching and learning of English is lecturers. For example, they said “Dosen biasanya menuliskan dipapan tulis apa yang kami pelajari dikelas dan beliau jelaskan kepada kami.” (Interview result, April 20, 2020).

In the data presented in table, researcher also found that 60% or 18 respondents stated that teaching and learning English materials and their target need is related. In comparison, 10% or 3 respondents stated that disagree. Moreover, 30% or 9 respondents stated that strongly agree teaching and learning English materials and their target need is related. This is same as the result of interview with 10 out of 30 respondents who answered the questionnaire. Firstly, 7 out of 10 respondents stated that they agree. For example, 2 respondents stated that “saya memerlukan pembelajaran grammar dan reading teks dan dosen mengajarkan itu dikelas” (Interview result, April 02, 2020). 2 respondents said “dosen mengajarkan kami tentang artikel yang berkaitan dengan progra studi

kami”. Secondly, 2 out of 10 respondents said that strongly agree. For example, they said that “Kami memerlukan belajar materi yang membahas TOEFL dan cara menjawabnya, dosen kami mengajarkan itu didalam kelas.” (Interview result, April 23, 2020). Lastly, only 1 out of 10 respondents said that disagree. She/he said “saya merasa yang diajarkan dosen itu kurang sesuai untuk kami di Pascasarjana” (Interview result, April 20, 2020).

In the table , it also can be seen that 70% or 21 respondents stated that English material delivered by English lecturer is easy to master. On the contrary, 3.3% or only 1 respondent stated that she/he strongly agree. Besides, 20% or 6 respondents stated disagree and 6.7% or 2 respondents stated strongly agree. This is similar to the result of the interview with 10 out of 30 respondents who answered the questionnaire. The first, 6 out of 10 respondents stated agree. For example, 3 respondents stated that “saya merasa pelajarannya cukup mudah dipahami”. Second, 2 out of 10 respondents stated that disagree. For example, she/he stated that “saya memerlukan banyak berpikir untuk memahami pelajaran bahasa Inggris”. Next, 1 out of 10 respondents stated that strongly agree. For example, she/he “saya merasa yang dijelaskan dosen sangat mudah dipahami karena itu mengulang pelajaran semasa kuliah di S1 dan di SMA”. (Interview result, April 29, 2020). The last, 1 out of 10 respondents stated

that strongly disagree. She/he stated that “saya sangat sulit memahami pelajaran karena sudah lama tidak belajar bahasa Inggris”.

In the table also present 40% or 12 respondents stated that they often respond to their lecturer when the lecturer asked questions or explained about learning material during the teaching and learning process, it's same 40% or 12 respondents stated that they seldom. On the contrary, 16.7% or 5 respondents stated she/he always responds. In addition, 23.3% or 7 respondents stated that strongly agree. Similarly, the result of the interview with 10 out of 30 respondents who answered the questionnaire. The first, 5 out of 10 respondents stated that often. For example, 2 respondents stated that “saya sering merespon dosen karena didalam kelas itu biasanya selalu ada diskusi”. Second, 3 out of 10 respondents stated seldom. For example, they stated that “saya jarang merespon dosen karena dosen biasanya berbahasa Inggris saya kurang paham”. Then, 1 out of 10 respondents stated never. For example, they stated that “saya tidak pernah merespond karena saya tidak paham bahasa Inggris yang beliau katakan”. The last, only 1 respondent stated that always respond lecturer. She/he said that “didalam kelas kami selalu aktif bertanya dan menjawab pertanyaan dosen” (Interview, April 04, 2020).

In the table above, also showed that 53.3% or 16 respondents stated that lecturer always responds to their questions when they ask about learning materials during the teaching and learning process. In

contrast, 16.7% or 5 respondents stated that seldom. In addition, 26.7% or 9 respondents stated that often and 3.3% or 1 respondent stated she/he seldom asked to lecturer. This is not in line with the result of the interview with 10 out of 30 respondents who answered the questionnaire. The first, 7 out of 10 respondents stated always. For example, 3 respondents stated that “Dosen selalu menjawab pertanyaan kami”. 2 respondents stated that “kami bertanya kepada dosen dan dosen selalu menjelaskan ketika kami ada yang tidak paham”. Last, 3 out of 10 respondents stated often. For example, they stated that “Dosen hampir selalu menjawab apa yang kami tanyakan”(Interview, April 05, 2020).

The researcher also interviewed some lecturers, they said that the coordinator gave authority to lecturers who teach courses what material they taught in class or create the syllabus used based on the needs of each study program because each study program is different. Therefore, the lecturers can make according to the needs of students. Some lecturers have made a syllabus as a guide for one semester, and some lecturers teach based on the mutual agreement of students in the class.

Table 4.6		
Students' perceptions toward English teaching learning		
Questions	Frequency	Percentage (%)
1. Teaching and learning English is very effective		

a. Strongly Agree	6	20%
b. Agree	20	66,7%
c. Disagree	3	10%
d. Strongly Disagree	0	0
e. Another answer	1	3,3%
2. If postgraduate provides English course		
a. Strongly agree	11	36,7%
b. Agree	19	63,3%
c. Disagree	0	0
d. Strongly Disagree	0	0
3. English course is provided by the campus for all study programs		
a. Strongly agree	23	76,7%
b. Agree	7	23,3%
c. Disagree	0	0
d. Strongly Disagree	0	0

The data presented in the table above shows that, 66,7% or 20 respondents stated agree that teaching and learning are very effective. On the contrary, 10% or 3 respondents stated that they disagree. In addition, 20% or 6 respondents stated strongly agree and 3.3% or 1 respondent stated fun. This is similar to the result of the interview with 10 out of 30 respondents who answered the questionnaire. The first, 9 out of 10 respondents stated agree. For example, 3 respondents stated that “saya merasa belajar belajar bahasa Inggris ini efektif karena sesuai dengan yang kami perlukan”. 2 respondents stated that “yang diajarkan dosen ini dapat membantu saya dalam mencari bahan atau teori untuk thesis saya”. Last, 1 out of 10 respondents stated that disagree. She/he stated that “saya

merasa belajar mengajar bahasa Inggris didalam kelas kurang efektif”. (Interview result, April 20, 2020).

The data presented on the table shows 63.3% or 19 respondents stated that they agree if postgraduate provides English course. On the contrary, 36.7% or 11 respondents stated strongly agree if postgraduate provides English course. Similarly, the result of the interview with 10 out of 30 respondents who answered the questionnaire. The first, 8 out of 10 respondents stated that agree. For example, 2 respondents stated that “saya setuju jika bahasa Inggris ini diadakah di Pascasarjana itu dapat membantu para mahasiswa”. 3 respondents stated that “saya setuju hanya saja nanti perlu diperhatikan untuk waktu dan materi pengajarannya”. The last, 2 out of 10 respondents stated strongly agree. They stated that “saya sangat setuju ada mata kuliah bahasa Inggris di Pascasarjana”.

In the table also it can be seen that 76.7% or 23 respondents stated that they strongly agree if English course is provided by the campus for all study programs. In contrast, 23.3% or 7 respondents stated just agree. Similarly, the result of the interview with 10 out of 30 respondents who answered the questionnaire. The first, 9 out of 10 respondents stated that strongly agree. For example, 5 respondents stated that “saya sangat setuju jika bahasa Inggris ini untuk seluruh program study”. The last, 1 out of 10

respondents stated agree. She/he stated that “saya setuju ada mata kuliah bahasa Inggris”.

## **B. Discussion**

### **1. Students’ necessities in learning English at Pascasarjana of UIN Antasari Banjarmasin**

Based on the data presented above, which is gained through questionnaire and interview, here is the discussion:

#### **a. Proficiency**

Based on the result of data gained, generally explain about language proficiency level and the important of learning English for second semester students of Program Magister (S2) at Pascasarjana of UIN Antasari Banjarmasin in the academic year of 2020.

##### **1) Students Listening Skill**

According to the data in the table 4.1 most of the respondents stated that they listening skill is in basic/beginner level. Harmer (2007) stated that many students want to be able to understand what people are saying to them in English face to face, on the TV or radio, on media, etc. This is in line with second semester students of *Program Magister* (S2) in the academic year of 2020. Because, the listening skill is needed and important for them especially when they learn in class because



some lecturers speak English and listening skill also useful when taking the TOEFL test.

It can be concluded that most of second semester students of Program Magister (S2) at Pascasarjana of UIN Antasari Banjarmasin in the academic year of 2020, their listening skill is basic/beginner level. Therefore, students need to learn it in English course.

## 2) Students Speaking Skill

Most of respondents stated that their speaking skill is in basic/beginner level it's based on in the table 4.1. Thus, speaking skill is important for second semester students of *Program Magister* (S2) in the academic year of 2020 for talk and communicate with people. As confirmed by Sadiku (2015), speaking skill is important as another skill. Speaking skill aims to convey what will be conveyed such as feelings, or ideas. Nevertheless based on the answered of interview with students and lecturers the speaking skill doesn't have important rule in their college because there is no obligation to speak English and presentations use English.

In conclusion, most of second semester students of *Program Magister* (S2) at Pascasarjana of UIN Antasari Banjarmasin in the academic year of 2020 in speaking skill is

basic/beginner level. Even so, students not really need to improve it at Pascasarjana.

### 3) Students reading skill

Based on the data gained, most of the respondents stated that their reading skill in intermediate level is 53.3% or 16 respondents. According to Harmer (2007, p. 100) many students want to be able to read texts in English for their careers, for study purposes or simply for pleasure. This is in line with second semester students of *Program Magister* (S2) in the academic year of 2020, the reading skill is important for their study especially help them for be able to read and understand international journals, English texts, or academic texts. In addition, reading skill will help them to answer the TOEFL test in Pascasarjana of UIN Antasari Banjarmasin. As confirmed by Lowes, Peters, and Turner (2004, p. 161), reading is one of the most important skills students will need at university.

It can be concluded that most of second semester students of *Program Magister* (S2) at Pascasarjana of UIN Antasari Banjarmasin in the academic year of 2020, their reading skill is in basic/beginner level. Consequently, students have to improve reading skill to be able to read and understand English journals, article, or academic text for seeking the information, understand

important parts relate in their study program, and also English journals have many theories that can be used to make articles or thesis in some study program and they must submit international journal as reference in their thesis, it's also useful when they answer long texts of questions, for example, reading on the TOEFL test.

#### 4) Students writing skill

From the data collected, most of respondents stated that their writing skill in basic/beginner level. According to Harmer (2007) writing for learning, writing is used as an aidememoire or practice tool to help students practice and work with language they have been studying. This is in line with second semester students of *Program Magister* (S2) in the academic year of 2020, writing skill is important for write assignment, such as abstract. But, from the interview with a lecturer the writing skill is not really needed for them because they still have more important things to improve at Pascasarjana.

To summarize, most of second semester students of *Program Magister* (b S2) at Pascasarjana of UIN Antasai Banjarmasin in the academic year of 2020, their writing skill is

in basic/beginner level. Even so, students not really need to improve writing skill for students.

#### 5) Students vocabulary

Based on the data that the researcher gained, most of the respondents stated that their vocabulary in the intermediate level, we can see in the table 4.1. According to Hiebert and Kamil (2005, p. 3) vocabulary is the knowledge of meanings of words. Vocabulary is important for second semester students of *Program Magister (S2)* in the academic year of 2020 vocabulary really helps them to speaking, writing, listeniang, also understanding the content of reading, especially in journals or academic text or in TOEFL test. As confirmed by Lowes, Peters, and Turner (2004) stated that vocabulary is a minimum requirement to study successfully.

It can be concluded that most of second semester students of *Program Magister (S2)* at Pascasarjana of UIN Antasari Banjarmasin in the academic year of 2020, their vocabulary is in intermediate level. Even so, students really need to improve their vocabulary especially vocabulary that leads to learning in their study program.

#### 6) Students Grammar

From the data collected, most of respondents stated that they grammar is in basic/beginner level. According to Nassaji and Fotos (2007) in Effendi, Rokhayati, Rachman, *et el* (2017), grammar is one of language aspects. Learning grammar is an important activity in language learning. This is same as with second semester students of *Program Magister* (S2) at Pascasarjana of UIN Antasari Banjarmasin, grammar is important for them when write the English abstract in thesis and apart reading and listening questions, the TOEFL test also contains questions about grammar, such as error sentences.

It can be concluded that most of second semester students, their grammar is in basic/beginner. Therefore, students need to improve their grammar.

#### 7) Students pronunciation

From the data collected, most of respondents stated that they pronunciation is in basic/beginner level we can see in table 4.1. According to Pennington and ReveI (2019) pronunciation is the starting point for all spoken language, since thoughts must be articulated in sound to be heard and so to become a message that can be communicated to another person. So, learning pronunciation is also needed by students because is an important aspect of spoken language proficiency. When students learn

vocabulary automatically they will learn the pronunciation of learning.

It can be concluded that most of second semester students, their pronunciation is in basic/beginner. Therefore, students need to improve pronunciation in English course.

According to explain above, there are various of students proficiency level, some are basic/beginner, intermediate, and a few advanced/proficient. Because of that, second semester students of *Program Magister (S2)* in the academic year of 2020 in learning English at Pascasarjana of UIN Antasari Banjarmasin all of the skills and components of English is needed, but there is a task and a test that emphasize students improve some skills are important to support their academic. So, there are some language skills and elements that students need to improve in learning English at Pascasarjana, namely reading, listening, grammar, and vocabulary. We can see based on the importance of learning English for second semester students of *Program Magister (S2)* at Pascasarjana of UIN Antasari Banjarmasin in the academic year of 2020. According to Nation and Macalister (2010, p.27) that the first thing to look at in necessities is the demands of the target tasks, this is same as with researcher found that students need to improve their ability or skills because emphasized by a task. But researcher also found students need to improve their

ability or skills for follow test because it's the requirements before the pass from Pascasarjana of UIN Antasari Banjarmasin.

b. Situation of use

From the data gained in findings, most of respondents stated that they purpose in learning English for study/academic, we can see in table 4.2. because English course is a compulsory subject for students especially in *Program Magister (S2)* at Pascasarjana of UIN Antasari Banjarmasin.

In this case, most of second semester students of *Program Magister (S2)* at Pascasarjana of UIN Antasari Banjarmasin often use English for understanding academic text/articles and reading international journal, we can see in table 4.3. Next, students need to learn English for some reasons. We can see in tabel 4.4. The first, most of students learn English to help for getting the good score, there is a test that will be met with students at the end of their study before they pass from Program Magister (S2) at Pascasarjana of UIN Antasari Banjarmasin is required to take the TOEFL or TOAFL test, this is based on the student academic guidelines 2018. "*Pasal 20 tentang Ujian/Munaqasyah Tesis/Disertasi nomor 1 point i*" that students of Program Magister (S2) must have foreign language skills as evidenced by TOEFL or TOAFL score of at least 450 which is

equivalent to IELTS score 5 or TOAFL score of 450. Some students from different study programs choose to take the TOEFL test rather than TOAFL. So, this makes some students need to be able to answer TOEFL test for getting the good score of TOEFL because TOEFL is a mandatory requirement before doing thesis exam of *Program Magister* (S2) at Pascasarjana of UIN Antasari Banjarmasin. Next, most of students learn English to help in making the thesis, for seeking information, in order to communicate with people and to help for passing the exam. When the researcher interviewed respondents, some of them said that English book/International journals or English books have many theories that can be used to write assignment like paper, articles, or thesis in their study program because they must submit international journals/English books as a references.

The explanation above line with Lowes, Peters, and Turner (2004) that postgraduate students it is of course still be learning about their field, but their task is to add to the knowledge in the field and contribute to its development. So, students necessities in learning at Pascasarjana of UIN Antasari Banjarmasin need to be able to understand and read the English academic text/articles and international journal. As confirmed by Nation and Macalister (2010) that the first thing to look at in necessities is the demands of the



target tasks, but researcher also found that students need to be able to answer the TOEFL test because it's the requirements before the pass from Pascasarjana of UIN Antasari Banjarmasin.

It can be concluded that students' necessities in learning English at Pascasarjana of UIN Antasari Banjarmasin based on task and test. Based on the task, students need to be able to read and understand the English academic text or English journals/book. And based on the test, students need to be able to answer TOEFL test because those are a requirement before they do thesis exam in *Program Magister (S2)* at Pascasarjana of UIN Antasari Banjarmasin. Therefore, according to teory by Nation and Macalister (2010) that I use there is an innovation, because:

- 1) English as International language now,
- 2) The developments of technological and AEC that require human resources in Indonesia who have foreign language skills, especially undergraduate or postgraduate degrees.

For S2, as a benchmark, some educational institutions made provisions/policies must have foreign language skills as evidenced by a foreign language certificate or tests such as TOEFL or IELTS according to level and university policies.

2. Relation between students' necessities and teaching & learning of English at Pascasarjana of UIN Antasari Banjarmasin.

Based on the data presented above, which is gained through questionnaire and the online interview. Most of the students' main source in learning English in class is from English textbook, lecturer, internet, and article/journal. For example, the lecturer gives book/papers to students, and students are asked to make hardcopy. So, teaching and learning English materials taught by lecturers is related with students' needs. We can see in table 4.5 that most of respondents stated related and strongly related. Nation and Macalister (2010) stated that consideration of content can make sure that there is usefulness for students to advance their language to get the best result. This in line with some lecturers before they make material they did the analysis for determining and considering materials for help to improve students' ability and usefulness. But in contrast, some lecturers taught based on the mutual agreement of students in the class.

Based on the findings, lecturers and students responded well to each other during the learning and teaching of English in class. Next, students stated that teaching and learning English is very effective. We can see in table 4.6. They felt very effective because what lecturers taught related with they need and it help them to do the task. This is in line with

Richards (1997) in Komara (2014) in Munfaridah (2017) stated that the effective instructional materials in language teaching should appropriate to the learners' needs and background. Although, there are some students stated that what the lecturer taught is not related to them. In addition, most of students stated that they agree if Pascasarjana provides an English course, especially for all study programs.

In conclusion, teaching and learning English in most of classes are related to students' necessities, and some classes not related. The reasons why there are still are not related to the students' necessities because some English lecturers don't have specific directions from the study program in providing material, but there are also lecturers who analyze student needs and some don't. So, it's the cause of teaching and learning English not related to students' necessities, for example when students need to able to understand and read the English, but the lecturer taught about writing. When students need to be able to answer TOEFL test, but the lecturer taught them how to make sentences.