

*Ringkasan Penelitian*

**DEVELOPING ENGLISH MATERIAL FOR LIBRARY SCIENCE  
STUDENTS OF *TARBIYAH* AND TEACHERS TRAINING FACULTY OF  
IAIN ANTASARI BANJARMASIN**



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# **DEVELOPING ENGLISH MATERIAL FOR LIBRARY SCIENCE STUDENTS OF TARBIYAH AND TEACHERS TRAINING FACULTY OF IAIN ANTASARI BANJARMASIN**

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## **A. Introduction**

### **1. Background of Research**

Since the 1960s, ESP has become a vital and innovative activity within the Teaching of English as a Foreign Language or Second Language movement (Dudley-Evans & St John, 1998, pp.1-2). Robinson (1991, p.3) in Dudley-Evans and St John (1998) explains that ESP courses develop from a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English. Therefore, Robinson accepts the primacy of needs analysis in defining ESP.

The basic difference between teaching General English and Specific English is that the teaching becomes more specific. One of the roles of ESP teacher or practitioner, as Dudley-Evans and St John called it to emphasize that ESP involves much more than teaching, is as a course designer and materials provider (Dudley-Evans & St John, 1998, pp. 14-15). They stated that,

ESP practitioners often have to plan the course they teach and provide the materials for it. It is rarely possible to use a particular textbook without the need for supplementary material, and sometimes no really suitable published material exists for certain of the identified needs. The role of ESP teachers as ‘providers of material’ thus involves choosing suitable published material, adapting material when published material is not suitable, or even writing material where nothing suitable exists. ESP teachers also need to assess the effectiveness of the teaching material used on the course (Dudley-Evan & St John, 1998, p. 15).

The key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation. These are not separate activities, rather they represent phases which overlap and are interdependent. Based on the ESP stages, it is seen that one of the stages is related to materials development.

Teachers should have a capability to select and develop teaching material in order to suit with the learners' needs. Development in teaching material is significantly needed to make a better improvement in the quality of teaching and learning. In the terms of material development, it could be said that people should change, revise, and renew unnecessary, incorrect, and out of date materials.

The Associate Program of Library and Islamic Information Science is one of the programs that is offered in the faculty of *Tarbiyah* and Teachers Training at Antasari State Institute for Islamic Studies (IAIN) Banjarmasin, along with other departments and programs such as English department and Arabic department. This associate program aims to produce graduates who are competent in the field of library and information science. Many are attracted to join this program especially for those who want to be librarians. One of the subjects that is offered in the curriculum of that program is *Bahasa Inggris Perpustakaan* or English for Library Science. The students are required to take this subject in their third semester for two (2) credit hours a week. This is of course after they took English courses in their first and second semester in the Language Development Center.

However, for the previous curriculum, the students were not required to take English subjects in the respected center. They had to join the English courses which are offered in the Associate Program of Library and Islamic Information Science. These subjects were *Bahasa Inggris Perpustakaan A* and *Bahasa Inggris Perpustakaan B* (English for Library Science A and English for Library Science B). Because of the revised new curriculum of the Associate Program requires the students to take only two (2) credit hours of English, the syllabus should be revised and new materials should be developed.

Moreover, based on the pre-observation of the syllabus, the researcher noticed that the materials were more related to general English and most of the lessons were related to grammar points and formulas. Besides grammar, students were also taught how to apply these grammar points in writing sentences. In fact, library science students do not only need English for learning grammar and writing. The students need other components and skills. They need vocabularies in the field of library sciences and require speaking and reading skills.

For the above reasons, the researcher is interested in conducting a research entitled, “The Development of English Material for Library Science Students of *Tarbiyah* and Teachers Training Faculty of IAIN Antasari Banjarmasin.”

## **2. Statement of Problem**

Based on the background of the research above, the statement of problem in this research is the following: “What is the English material needed for the library science students of *Tarbiyah* and Teachers Training Faculty of IAIN Antasari Banjarmasin?”

## **3. Objective of the Research**

Based on the statement of problem mentioned before, this research has the following objective that is to find out the English materials needed for the library science students of *Tarbiyah* and Teachers Training Faculty of IAIN Antasari Banjarmasin and to design the materials based on their needs.

## **4. The Specification of the Expected Material**

The researcher is interested in making and developing a module that the content gives varieties of topics in the field of Library Science. It consists of activities that can improve their skills and components of English. English as an important means of communication is also necessary in the field of library sciences. Before developing the product, the researcher conducted analysis on the students’ needs related to the field of Library Science.

## **5. Significance of the Research**

This research is expected to give significant contributions to:

- a. The improvement of the writer’s knowledge and experience in this specific research as she herself the teacher of English at the respected Associate Program of Library and Islamic Information Science;
- b. The students of the Associate Program of Library and Islamic Information Science to improve their skills in English and learn English especially related to the field of library science;

- c. The Associate Program of Library and Islamic Information Science to help them develop and improve their curriculum as English is one of the subjects offered in the program's curriculum.

## **B. Research Method**

### **1. Research Design and Developmental Model**

The design of this research is educational research and development. According to Borg and Gall (1989, 624), "Educational research and development is a process used to develop and validate educational product." Sugiyono (2011, p. 297) also defines Educational Research and Development as, "*suatu metode penelitian yang digunakan untuk menghasilkan produk tertentu, dan menguji keefektifan produk tersebut*". In other words, Educational Research and Development is a research method which is used to produce and develop certain product and then to test the effectiveness of such product.

The researcher should also look for an instructional development model. This model, as Seels and Richey explain in Gustafson and Branch (2002, p. 13), is "an organized procedure that includes the step of analyzing, designing, developing, implementing, and evaluating instruction. It is also called as instruction system development (ISD)."

One of the popular ISD models is ADDIE model. The word "ADDIE" stands for the five phases in the process which has the same meaning with the definition of ISD above. It is an acronym referring to the major processes that comprises the generic ISD process: Analysis, Design, Development, Implementation, and Evaluation. ADDIE is a general purpose model, most useful for creating instructional products, but also applicable for program design. Borg and Gall (1983) suggest ten phases of research and development study. It consists of ten phases. These are needs analysis, material development, expert validation, first revision, field test, second revision, final product, main field testing, dissemination, and implementation.

In this present research, as mentioned earlier, the researcher only did the phasis of analysing needs and designing and developing the materials based on the students' needs. Thus, the researcher in this research analyzes the needs of the third semester students of the Associate Program of Library and Information Science in learning English specifically related to Library Science and design the material and module.

## **2. Research Setting**

The research will be conducted at the faculty of *Tarbiyah* and Teachers Training at IAIN Antasari Banjarmasin. It will be conducted for the third semester students who are studying at the Associate Program of Library and Information Science. The research will be done in the odd semester of the academic year 2015/2016.

## **3. Subject and Object of Research**

The subjects of this research are the third semester students of the Associate Program of Library and Information Science with the total number 30 students, and two lecturers who are experts in the field of library science. The object of this research is the English material needed for the third semester students of the Associate Program of Library and Information Science.

## **4. Data and Sources of Data**

The data in this research is English material that the students need to improve their skills and the other components of English especially related the field of Library Sciences. The sources of data are the students who are in their third semester studying at the Associate Program of Library Sciences and Islamic Information. The data are also taken from the interview with the expert lecturers in the field of Library Science.

## **5. Techniques and Instruments of Data Collection**

The writer uses the following techniques and instruments for collecting the data as follows:

### **a. Questionnaire**

The questionnaire is used to get information about the students' needs in learning English for the field of Library Science. It is an important technique to help analyze the students' needs in learning English, and then it can help to develop the appropriate English material for them. The questions are made by considering some questions in the questionnaires made by Dakhmouche, F. R (2008) and the need analysis questionnaire conducted by Boroujeni, S. A., and Fard, F. M. (2013).

The questionnaire is divided into six sections. The first section asks about the respondents' identity. The second section is about the students' educational background. The third section asks the learners' level of English proficiency. The fourth is about the learners' perception towards English. The fifth section asks the students' learning preferences, and the last section is about feedback on course content.

#### **b. Interview**

The interview is used to get further information about the Associate Program of Library and Information Science and also to get lecturers' opinions related the subject of English for Library and Information Science students. The researcher interviews the lecturers who are competent in the field of Library Sciences to help in the development of English material.

#### **c. Documentary**

This technique of collecting data is used to get additional data related to the Associate Program of Library Science at *Tarbiyah* and Teachers Training Faculty of Antasari State Institute for Islamic Studies Banjarmasin.

### **6. Procedure of Developmental study**

The first step the researcher does is needs analysis in order to make the purpose of this research suitable with the course situation, the lecturer, and the students' needs. In this research, the researcher uses the target situation analysis and the learning needs analysis. Hutchinson and Waters (1987) explain that the target situation analysis framework and learning needs analysis framework are more useful to look at in terms of necessities, lacks and wants. Target situation analysis means what the learners needs to do in the target situation while learning needs analysis means what the learners need to do in order to learn. The result of needs analysis is used as guidance in developing the material in order to make it really appropriate and beneficial for the students.

The writer also analyses the needs through interview with three lecturers of Library and Information Science to elicit information related to the English materials appropriate with Library Science students. Finally, the draft of material development is started after all data needed was collected.

## **7. Data Analysis**

To analyze the data in this research, the researcher uses both the qualitative and quantitative approaches. For the data that are gathered using interview and documentary are analyzed descriptively and qualitatively, while the data gathered using the questionnaire are analyzed quantitatively.

### **C. Research Result**

As mentioned earlier, the statement of problem in this research is: “What is the English material needed for the library science students of *Tarbiyah* and Teachers Training Faculty of IAIN Antasari Banjarmasin?” To answer this statement of problem, the researcher conducted needs analysis. The needs analysis is done through questionnaire to the third semester students of the Associate Program of Library and Information Science and interview to the lecturers who are teaching in the Associate Program of Library and Information Science. The needs analysis is the first stage for collecting the data about the suitable and needed material that would be developed.

#### **1. Result of Needs Analysis Questionnaire**

In order to find out the English materials needed, the researcher distributed questionnaire as the first instrument employed. The questionnaire was addressed to the third semester students of the Associate Program of Library and Information Science at the faculty of *Tarbiyah* and Teachers Training. The Third semester students were chosen because English subject is taught in the third semester.

The questions were made by considering some questions in the questionnaires made by Dakhmouche, F. R (2008) and the need analysis questionnaire conducted by Boroujeni, S. A., and Fard, F. M. (2013). The questionnaire for the current research has six parts. The first part was about the students’ identity. The second part asked about the students’ educational background. The third part was about the students’ level of English Proficiency. The fourth part asked about the learners’ perception towards English. The fifth part was about the students’ learning preferences. The sixth and last part asked the students about their feedback to the course content. Below is the presentation of the result of the questionnaire.

**a. Respondents' Identity:**

The first part of the questionnaire was about the respondents' identity. There were 4 male students (13.3%) and 26 Female students (86.7%). Their age ranges between 18 and 22 years old. From their age, it can be concluded that they are adolescent learners and this is obvious because they are in their third semester of their university study. To know more about the students' identity, it can be seen in table 4.1 below.

**Table 4.1 Respondents' Identity: Sex and Age**

No	Respondents Identity	Frequency	Percentage
A1	Male	4	13.3 %
	Female	26	86.7 %
A2	Age:		
	18	4	13.3 %
	19	18	60 %
	20	6	20 %
	21	1	3.3 %
	22	1	3.3 %

**b. Educational Background:**

The second part of the questionnaire asked the students about their educational background. The data showed that there were 17 students (56.7%) who graduated from Senior High School. There were 12 students (40%) who graduated from Islamic Senior High School, and there were only 1 student (3.3%) who graduated from Vocational School. From this finding, it is expected that the students have good competence in English.

**Table 4.2 Students' Educational Background**

No	Educational Background	Frequency	Percentage
B	Senior High School	17	56.7 %
	Islamic Senior High School	12	40 %
	Vocational School	1	3.3 %
	Others	0	0%

### c. The Learners' Level of Language Proficiency

The third part of the questionnaire was related to the students' level of language proficiency. There were four sections in the third part. The first section asked about students' years in learning English. The majority of students learned English for 8 years. There were 14 students (46.7%) who learned English for 8 years. The second section asked the students about where that learnt English. All of the students (100%) learnt English at school and university specifically in the Center of Language Development (PPB) at IAIN Antasari Banjarmasin.

The third section of the third part requires the students to rate their own level of English proficiency. The majority of students, 27 students or 90 % see themselves in the average category, while the rest of the students, 3 students or 10 %, rate themselves in the poor category. This result suggests that the English materials developed for the students in the Associate Program of Library and Information Science should be simple and appropriate for their level. Despite their long years of learning English (3 students reported 9 years and 1 student reported 10 years of learning English), they have low ability in English. The researcher herself is the lecturer of English at the Associate Program of Library and Information Science, and based on the researcher's observation and also the test conducted during the semester, the students have average and poor ability in English. Table 4.3 below presents the data on the learners' level of language proficiency.

**Table 4.3 The Learners' Level of Language Proficiency**

No	Language Proficiency	Frequency	Percentage
C1	Years of Learning English:		
	6 years		
	7 years	1	3.3 %
	8 years	11	36.7 %
	9 years	14	46.7 %
	10 years	3	10 %
		1	3.3 %
C2	Learnt English at school and University	30	100 %
C3	English Ability:		

Excellent	0	0 %
Good	0	0 %
Average	27	90 %
Poor	3	10 %

The following table shows the result of the fourth section in the third part of the questionnaire. It was about the learners' ability in the skills and aspects of English. The students were asked to report their ability in the four skills and the three aspects of English.

**Table 4.4 Learners' Ability in Skills and Aspects of English**

No.	Skill and Component	Excellent		Good		Average		Poor	
		F	%	F	%	F	%	F	%
1	Listening					7	23.3 %	23	76.7 %
2	Speaking			1	3.3 %	17	56.7 %	12	40 %
3	Reading			2	6.7 %	22	73.3 %	6	20 %
4	Writing			3	10 %	18	60 %	9	30 %
5	Grammar			1	3.3 %	14	46.7 %	15	50 %
6	Vocabulary					13	43.3 %	17	56.7 %
7	Pronunciation			1	3.3 %	15	50 %	14	46.7 %

Based on table 4.4, 23 students (76.7%) reported their poor ability in listening. Only 7 students (23.3%) reported their average ability in that skill. The majority of students, 17 students (56.7%) rated themselves having average ability in speaking. There were 1 student (3.3%) who has good ability in speaking and 12 students (40%) who have poor ability in speaking. Related to reading skill, there were 22 students (73.3%) who have average ability, 2 students (6.7%) who have good ability, and 6 students (20%) who have poor ability. The last skill is writing. There were 18 students (60%) who reported their average ability in writing, 9 students (30%) who reported their poor ability, and 3 students (10%) who reported their good ability in the skill of writing.

The fourth section also asked about the students' ability in the components of English. These components of English are grammar, vocabulary, and pronunciation. The students were

almost balanced in their grammar ability. 15 students (50%) rated themselves having poor ability in grammar, 14 students (46.7%) rated themselves having average ability, and 1 student have good ability in grammar. The second component of English is vocabulary. There were 17 students (56.7%) who have poor ability, and 13 students (43.3%) who have average ability in vocabulary mastery. The third component of English is pronunciation. 15 students (50%) reported their average ability in pronunciation, 14 students (46.7%) reported their poor ability, and 1 student (3.3%) has good ability in pronunciation.

Based on the previous explanation of the learners' ability in the skills and aspects of English, it can be concluded that the English materials that should be developed should be able to improve all the students' skills and components, especially vocabulary.

#### **d. The Learners' Perception towards English**

The fourth part of the questionnaire asked the students about their perception towards English. Table 4.5 shows the students' perception whether English is important or not, whether they like English lesson or not, whether learning English is difficult or not, and whether learning English is interesting or not.

**Table 4.5 The Students' Perception towards English**

No.	Questions	Yes		No	
		F	%	F	%
D1	Is English important?	30	100 %		
D2	Do you like English lesson?	20	66.7 %	10	33.3 %
D3	Is learning English difficult?	28	93.3 %	2	6.7 %
D4	Is learning English interesting?	29	96.7 %	1	3.3 %

Based on table 4.5, it is known that all of the students, 30 students (100%) perceived English as important. The majority of students reported their likeness of English, 20 students

(66.7%). The majority of the students, 28 students (93.3%) and 29 students (96.7%) reported that learning English is difficult, but it is also interesting.

**e. Students’ Learning Preferences**

The fifth part of the questionnaire is related to students’ learning preferences in learning English. This part consists of four sections. The first section is related to the skills’ learning preferences and the second section is related to learning the aspects and components of English. The third section of the fifth part asked about the importance of having enjoyable environment and clear objectives of the English lesson, and the fourth section asked the students’ preferences related to activities involved in learning English.

**1) Skills Learning Preference**

This section asked the students to report their preferences related to learning the skills of English. They were asked to rate the skills from 1 (the most preferred skill to be learned) to 4 (the least preferred skill to be learned). Table 4.6 below presents the data

**Table 4.6 Skills Learning Preference**

No.	Skills	1		2		3		4	
		F	%	F	%	F	%	F	%
1	Listening	2	6.7 %	6	20 %	16	53.3%	6	20 %
2	Speaking	18	60 %	9	30 %	1	3.3 %	2	6.7 %
3	Reading	7	23.3 %	8	26.7%	7	23.3%	8	26.7%
4	Writing	3	10 %	7	23.3 %	6	20 %	14	46.7 %

Based on table 4.6, the majority of students (18 students, 60 %) rated the skill of speaking as the most preferred skill to be learned while the majority of students (14 students, 46.7%) rated the skill of writing as the least preferred skill to be learned. This shows that the English material developed should emphasize more on the speaking skill.

**2) Preferences of Learning the Aspects of Language**

This section asked the students to report their preferences related to learning the aspects and components of English. They were asked to rate the aspects from 1 (the most preferred

aspect to be learned) to 3 (the least preferred aspect to be learned). Table 4.7 below presents the data

**Table 4.7 Preference of Learning the Aspects of English**

No.	Aspects of English	1		2		3	
		F	%	F	%	F	%
1	Grammar	8	26.7 %	9	30 %	13	43.3 %
2	Vocabulary	13	43.3 %	8	26.7 %	9	30 %
3	Pronunciation	8	26.7 %	14	46.7 %	8	26.7 %

Based on table 4.7, the majority of students (13 students, 43.3 %) rated the component of vocabulary as the most preferred component to be learned while the majority of students (13 students, 46.7%) rated the component of grammar as the least preferred component to be learned. This shows that the English material developed should emphasize more on the vocabularies that are related to library science.

### **3) The Importance of having Enjoyable Environment and Clear Objectives of the Lesson**

The third section asked the students to report the importance of having enjoyable environment and clear objectives of the lesson. The majority of the students (29 students, 96.7 %) agreed with the importance of having enjoyable environment and also having clear objectives of the lesson. Thus, in developing the English material, the researcher should consider to add activities that the students can enjoy. This result also helps the researcher to provide clear objectives of each lesson in the English material. The following table shows the data.

**Table 4.8 The Importance of having Enjoyable Environment and Clear Objectives of the Lesson**

No.	Statements	Yes		No	
		F	%	F	%
1	The importance of having enjoyable environment	29	96.7 %	1	3.3 %
2	The importance of having clear objectives of the lesson	29	96.7 %	1	3.3 %

#### 4) Students' Preferences in the Activities for Learning English

The fourth section of the fifth part asked the students about their preferences related to the activities in the developed material. The students were asked to respond whether they prefer the activities to be individual, pair work, or group work. They were also asked about whether they like out-of-class work or not.

**Table 4.9 Students' preferences in the Activities for Learning English**

No.	The Activities	Yes		No	
		F	%	F	%
1	Individual Work	11	36.7 %	19	63.3 %
2	Pair Work	27	90 %	3	10 %
3	Group Work	24	80 %	6	20 %
4	Out-of-Class Work	20	66.7 %	10	33.3 %

In table 4.9, it is shown that the majority of students (27 students, 90%) preferred exercises that require the students to work in pairs. On the other hand, the majority of students (19 students, 63.3%) reported that they do not prefer exercises that require them to work alone. Despite the result, the developed English material will have varieties of exercises from individual tasks to group tasks.

#### 5) Feedback to Course Content

The last part of the questionnaire is about the students' feedback related to the content of the course. The expected topics that the material includes are library facilities, library rules, classification, library catalogues, archives, references, information literacy, IT and digital library. These are the topics that are covered when talking about library science. Table 4.10 below shows that all of the students considered the topics very useful.

**Table 4.10 Topics for the English Material**

No.	Topics	Very Useful		Useful		Not Useful	
		F	%	F	%	F	%
1	The library and library facilities	27	90 %	3	10 %	0	0
2	Library Rules	23	76.7 %	7	23.3 %		
3	Classification	28	93.3 %	2	6.7 %		
4	Catalogues	25	83.3 %	5	16.7 %		
5	Archives and Library Collections	21	70 %	9	30 %		
6	References	24	80 %	6	20 %		
7	Information Literacy	24	80 %	6	20 %		
8	IT and Digital Library	24	80 %	5	16.7 %	1	3.3 %

## 2. Result of the Interview

Besides distributing questionnaires, the researcher interviewed two lecturers who teach in the Associate Program of Library and Information Science. These two lecturers are competent in the field of library science. In fact, there are about 12 lecturers who teach in this program. The researcher chose only two lecturers first because they had already their Masters degree, and second because they are professional librarians. Besides teaching, they work as librarians in the library of Antasari State Institute for Islamic Studies. Thus, the researcher assumes that the two lecturers provides a good information related to the content of the English material.

### 1) The Result of Interview with the First Lecturer

The first lecturer being interviewed was Mr. Ahmad Syawqi, S. Ag, S.IP, M. Pd.I. He got his bachelor degree from Tarbiyah Faculty majoring in *Pendidikan Agama Islam* (PAI) in 1999, double degree in library science in Yarsi university in 2007, Masters degree in Education Management at IAIN Banjarmasin, doing Doctoral program (S3) in Education Management at IAIN Antasari Banjarmasin.

He has been working as a professional librarian at IAIN Antasari's Library since 1999 through 2000 as a non permanent government employee and since 2001 until 2015 becomes a permanent librarian. He has been teaching Library Science in the Associate program of Library and Information Science since 2003 until 2015.

When asked about whether or not English is important to be mastered by librarians and the students who study in the Library Science Program, Mr. Syawqi responded that it is very important to master English. It is necessary for librarians to use English to communicate, especially for librarians who serve library users and visitors and in terms of providing information. According to the lecturer, all of the four skills are important, but the most dominant to be used is speaking and the least dominant is writing.

When asked about what aspect of English (vocabulary, grammar, and pronunciation) is the most important for librarians, Mr. Syawqi answered that the most important aspect is vocabulary. Students need much vocabulary and terms related to Library.

The researcher further asked the lecturer about the expectation related to the library content material that could be taught in the English course. According to the lecturer, the expected materials are topics related to classification, library facilities and infrastructure, library management, and information literacy. The lecturer further suggested that the English material helps the students to apply and implement the language in the field of library science.

## **2) The Result of Interview with the Second Lecturer**

The second lecturer being interviewed was Mr. M. Isra Hajiri, M. Hum. He got his bachelor degree majoring in *sarjana Syariah* at IAIN Antasari Banjarmasin, Double degree (S1) in Library Science of the University of Yarsi, Masters degree (S2) in Library Science from the university of Indonesia (UI). He has been working as a librarian since 2005 taking care of research center's books. After he got his double degree in Library Science in 2011, he moved to the institute's library. Mr. Isra has been teaching library science since 2008 until now.

When asked about whether English is important or not to be mastered by librarians and the students of the Associate Program, he answered that English is very important to understand texts in English. The researcher also asked Mr. Isra about the most important English skill for librarians. He answered that the most important is reading, but to be a professional librarian all of the skills are important including writing. Many good librarians are good in writing English

According to the lecturer the most important aspect of English is vocabulary. The researcher further asked the lecturer about the expectation related to the library content material that could be taught in the English course. According to the lecturer, the expected material and topics is related to information literacy. The lecturer further suggested that the English material helps the students to apply and implement the language in the field of library science.

When asked about the expected topic that is taught in the English subject, Mr. Isra stated that the topic of Information Literacy is important to be added. He further suggested that the English materials taught should be applicable and can be practiced by the students.

### **A. Design of Material Development**

Based on the result of needs analysis that is gotten from questionnaire and interview, the expected material should emphasize more on speaking and reading. This does not mean that the other skills, listening and writing will not be included. Besides the skills, the component of vocabulary, vocabulary related to library, is very important to focus on.

There will be 12 units because English is offered only in one semester with 14 meetings including middle test and final test. The material development will be written in certain topics or themes. The expected sequences are The Library, Library Facilities, Activities in the Library 1, Activities in the Library 2, Library Catalogues, Library Rules, Reference Area, Classifying Library Materials, Library Archives, Digital Library, and Information Literacy. The researcher came up with these topics based on the students' questionnaire and the interview with the lecturers.

### **D. Closure**

#### **1. Conclusion**

The statement of problem in this research was: "What is the English material needed for the library science students of *Tarbiyah* and Teachers Training Faculty of IAIN Antasari Banjarmasin?" Based on the previous chapter and based on the result of needs analysis that is gotten from questionnaire and interview, the expected material should emphasize more on speaking and reading. This does not mean that the other skills, listening and writing will not be included. Besides the skills, the component of vocabulary, vocabulary related to library, is very important to focus on.

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## 2. Suggestion

Based on the conclusion, it is suggested that the lecturers of English use the designed material and emphasize more on speaking skill and vocabulary. It is suggested that the lecturers use various activities and techniques to achieve the objectives.

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