

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In findings, the researcher describes about the result of research on the field of collected by some techniques of data collection such as interview, and documentary. The data is presented in table form and narrative text to explain the students need in learning English at Politeknik Negeri Banjarmasin.

1. Students' need in learning English at Politeknik Negeri Banjarmasin

The researcher collected 5 students from 25 students as respondents for the interview. Interviews are given to students online using the Whatsapp application. Following are interviews from students about what are the needs of learning English for the Mechanical Engineering study program of Heavy Equipment.

According Brindley (1989, p.70), needs can be distinguished between "subjective" and objective" needs. Defines objective needs as "derivable from different kinds of factual information, their use of language in real-life communication situations as well as their current language proficiency and language difficulties" and subjective needs the cognitive and affective needs of the learners in the learning situations, derivable from information about affective on cognitive factors such as personality, confidence, attitudes. learners want and expectation with regard to the learning of English and their individual cognitive style and learning strategies". So from Brindley's theory, the researcher explains about student learning needs towards "subjective" and "objective" needs.

Table 4.1 students' needs about Subjective an Objective theory by Brindley, in the Mechanical Engineering Study program of Heavy Equipment.

Table 4.1			
Table of student needs at program study Heavy Equipment faculty of Mechanical Engineering at Politeknik Negeri Banjarmasin.			
No	Students	Subjective	Objective
1	Student 1	Affective Cognitive (Speaking and reading)	Vocabulary Writing Reading Speaking
2	Student 2	Affective Cognitive (Speaking and reading)	Vocabulary Writing Reading Speaking
3	Student 3	Affective	Writing Reading Speaking
4	Student 4	Affective	Reading Speaking
5	Student 5	Affective	-

From the table above, the author will explain in its entirety the results of the interviews with Mechanical Engineering students study program of Heavy Equipment.

Student 1 stated that "subjective" needs were in accordance with what was

learned, namely explaining that subjective needs were divided into two groups, namely "affective" and "cognitive". Affective is that the process of learning English in their field of study is very appropriate and meets their learning needs. Then next, cognitive, namely self-confidence, desires, and expectations of students in learning English. Confidence in learning reading and speaking skills, they still feel less confident with the learning. He wants to be able to learn to speaking and reading hopes to learn to speak and read very proficiently to meet his learning needs. Furthermore, the "objective" needs are communication situations as well as English language proficiency and difficulties in learning English. For communication situations and English proficiency, he said he was not proficient in communicating using English. Furthermore, He found it difficult to learn English when learning vocabulary, writing, reading and speaking. For a detailed description, see appendix II.

Student 2 stated that "subjective" needs were in accordance with what was learned, namely explaining that subjective needs were divided into two groups, namely "affective" and "cognitive". Affective is that the process of learning English in their field of study is very appropriate and meets their learning needs. Then next, cognitive, namely self-confidence, desires, and expectations of students in learning English. Confidence in learning reading and speaking skills, he said he still felt less confident with the learning. He also said that he wanted to learn to speaking and reading and hoped to learn to speak and read very proficiently to meet the study needs for the Heavy Equipment study program. Furthermore, the "objective" needs are communication situations as well as

English language proficiency and difficulties in learning English. For communication situations and English proficiency he said that he was not very proficient in communicating using English. Furthermore, she found it difficult to learn English when learning vocabulary, writing, reading and speaking. For a detailed description, see appendix II.

Student 3 stated that subjective needs were felt to be very in accordance with what was learned, where subjective needs were divided into two groups, namely affective and cognitive. Affective is how the student learning situation in heavy equipment study program, these students feel that the learning situation is very appropriate and meets student learning needs. For the cognitive part, it is self-confidence, desire, and hope in learning English. She said she felt very confident when learning reading and speaking skills. He also wants to be more proficient in speaking and reading English. Next, on the objective needs, are the communication situation as well as English language proficiency and difficulties in learning English. In communicating using English he said that he was very fluent when communicating using English and was very proficient at speaking and reading. Next, he explained the difficulties in learning English, this student stated that he had difficulties in learning writing, reading, and speaking skills. For a detailed description, see appendix II.

Student 4 stated that subjective needs felt very appropriate, where subjective needs were divided into two groups, namely affective and cognitive. Affectively, this student said that it is very suitable for the situation of learning English for the study program. The tools, for the cognitive part, are self-

confidence, desire, and hope in learning English. This student explained that he was very confident when learning reading and speaking skills. He also said that he hopes to be more proficient in speaking and reading using English as a provision in the future. Next, the objective needs are the situation of communication, proficiency, and difficulties in learning English. He said he was very proficient in speaking and reading in English and he also explained the difficulties in learning English, this student stated that he only found it difficult when learning English for reading and speaking skills. For a detailed description, see appendix II.

Student 5 stated that subjective needs felt very appropriate to their learning needs where subjective needs were divided into two groups, namely affective and cognitive. This student stated affectively that the learning situation has helped in meeting the learning needs for the heavy equipment study program, for cognitive needs it is about self-confidence, desire, and hope in learning English and this student believes that he feels very confident when learning reading and writing skills. He also wants to be more proficient in speaking and reading using English as a provision for work in the future. Next, the objective needs are about communication situations, skills, and difficulties. He said that he was very proficient in communicating using English and he also said that he did not find it difficult to learn English for the heavy equipment study program. For a detailed description, see appendix II.

2. Lecturer implementation the ESP Mechanical Engineering study program of Heavy Equipment.

How is learning English in a mechanical engineering study program whereas in general subjects, there are students in a class and there are lecturers who play an important role in teaching. In what part is the process of learning English in ESP class like learning in general, but in this semester they cannot conduct face-to-face lectures due to the Covid-19 pandemic that occurred in our country, Indonesia. Which requires them to do distance learning or it can be called online learning, with them using the Zoom application and Google Meet to help their English learning process which is done remotely. By using the zoom and google meet applications, they learn for about 90 minutes by starting online absences through the zoom and google meet applications, listening to lecturers explain learning and understanding the learning given by the lecturer, then a question and answer session from the lecturer to find out how. English learning that students get at each meeting and the last is completing the assignment given by the lecturer to the learners, either individually or in groups. From how the process of learning English in the ESP class, the author will show how they learn English using the zoom and google meet the application. This is a picture that the writer took during ESP learning in a mechanical engineering study program.

To get more answers about how to learn English in the field of mechanical engineering studies, the authors conducted interviews with lecturers who taught English courses in the ESP class. These are some of the interview questions the author addresses the teaching lecturer.

Table 4.2**Table of Lecturer implementation the ESP Mechanical Engineering study program of Heavy Equipment**

Intorodutory Activities	Core Activities	Closing Activities
<p>In the introductory activities section, the lecturer says that in this session do something that is given to students who are being taught where in this section the lecturer how to apply the teaching and learning process, teaching and learning objectives, communicate between lecturers and students in the learning process, as well as the task of the lecturer motivating students to study hard and be enthusiastic about learning.</p>	<p>In the core activities section, is how teaching and learning activities are carried out in the heavy equipment study program. Which in this learning process uses any media in carrying out learning, learning resources, and the characteristics of English subjects for the heavy equipment study program.</p>	<p>In the closing activities section, how to close the teaching and learning process that must be done by the lecturer. This is by giving conclusions on what has been learned, then providing feedback to students, asking what they want to convey about what has been learned, and ending the learning well.</p>

The table above is the result of interviews with researchers to lecturers who teach at the Mechanical Engineering study program of Heavy Equipment, namely how the teaching process to these students.

Introductory Activities lecturer says it is a process to start learning, in which the lecturer says how to apply the teaching and learning process to students, carry out learning objectives to be taught, communicate with students, and motivate students to do learning and help students to meet learning needs. To see a detailed explanation, see the appendix III.

Core Activities lecturer said in this section is the use of media for teaching and learning where learning is carried out remotely by using online learning media such as using zoom, google meet, google classroom, and WhatsApp applications as teaching and learning support. As well as the characteristics of the subjects who are learning English for the heavy equipment study program. To see a detailed explanation, see the appendix III.

Closing Activities The lecturer says in this section is how to end the learning, namely, the lecturer first concludes the material that has been studied, conducts a question and answer session on what has been learned. The lecturer said that in the closing activities section, students usually gave small assignments and collected them at the next meeting, and ended the lesson well. To see a detailed explanation, see the appendix III.

B. Discussion

1. Type of do students of Mechanical Engineering study program need in

learning English. Based on the data presented about , which is gained through interview, here is the discussion.

a. Subjective

Based on the results of the data obtained, generally explain the learning needs of students called subjective needs. Subjective needs are divided into two needs, namely affective needs to describe student learning situations in the learning process for special needs and cognitive needs to describe students' confidence in learning English for the Mechanical Engineering study program of Heavy Equipment.

1. Affective needs

From the findings obtained by students, their learning needs for affective needs stated that they felt the needs in learning situations were in line with expectations. From these findings, I conclude that the process of learning situations carried out on these students is very clear, it can be seen from the statement in the table above where they explain the process of learning situations carried out in the Mechanical Engineering study program of Heavy Equipment. With a simple process of learning situations appropriately and meet the learning needs of students.

2. Cognitive needs

From the findings obtained from students about learning needs on cognitive needs, it gives varying results on cognitive needs. It can be seen

from the table above which states students' opinions on cognitive needs, some state that they feel confident in learning speaking and reading skills, and some also feel less confident in learning English. So the results of the findings above produce varying results for this need.

From the findings of this subjective need, according to Brindley, that subjective need is affective and cognitive needs which suggests about student learning situations and student confidence in learning English in special needs. From the results, the researcher found that the results obtained from student statements were in accordance with Brindley's theory which explained about subjective needs.

b. Objective

Based on the results of the data obtained, generally explain the learning needs of students called objective needs. Objective needs are needs that describe students' difficulties in learning English for special needs. where the findings by the researcher illustrate that the results of this need vary widely. It can be seen from the table above where students express their opinions about the difficulties of learning English in vocabulary, writing, reading, and speaking which produce varied answers. From the findings, it is stated that according to Brindley's theory in his book, which defines learning needs in ESP, namely subjective and objective needs. which in this finding the researcher argues that subjective needs are divided into two needs, namely affective needs which are called learning situations for students of heavy equipment study programs and cognitive needs called students'

confidence in learning English for their study programs. So this finding is related to Brindley's theory which was stated in his book.

3. How does the lecturer implement the ESP in Mechanical Engineering study program of Heavy Equipment.

From the findings that the researcher got from the lecturer who taught English in the heavy equipment study program, it resulted in discoveries about how the learning process was carried out in the study program. From the findings obtained by the researcher stating how the learning process is carried out by the lecturer, the explanation is listed in the table above. The lecturer stated that the learning process was carried out like learning in general, but the lecturer explained that the learning process was carried out remotely.

This is closely related to the theory put forward by the Decree issued by the Ministry of Education and Culture (2013a) Teaching and learning process in the standard of process of the 2013 Curriculum is the implementation of the lesson plans. From the findings obtained by the researcher from the lecturer who discovered how the learning process in the heavy equipment study program class was. In the process of teaching English, the lecturer describes how to do learning and there are few obstacles in teaching because this learning is carried out remotely so that the learning process is not the same as the direct learning process.

This has been stated by the lecturer, all of which are contained in the discovery table above, which is in accordance with the theory previously described regarding the Decree issued by the Ministry of Education and Culture,

namely the teaching and learning process carried out on the Mechanical Engineering study program of Heavy Equipment.