

CHAPTER ONE

INTRODUCTION

This chapter discusses the background of research, statement of problem, objective of research, the specification of the Expected Product, significance of the research, scope and limitation of the research, and operational definition

A. 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 Sciences 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 Perustakaan* 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.”

B. 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?”

C. 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.

D. The Specification of the Expected Product

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.

E. Significance of the Research

This research is expected to give significant contributions to:

1. 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;
2. 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;
3. 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.

F. The Scope and Limitation of the Research

The scope and limitation of this research is developing English material for the third semester students who study in the Associate Program of Library Science and Islamic Information of *Tarbiyah* and Teachers Training Faculty at IAIN Antasari Banjarmasin. In this research, the researcher only focuses on

two stages or phases of the research and developmental study. These are the needs analysis stage and designing and developing stage.

G. Operational Definition

In order to avoid misinterpretation of some terms in this research, it is necessary to clarify and define briefly these terms as follows:

1. **Developing English Material** : It is “the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course” (Graves, 2000, p. 149). Thus, in this research, developing English material means the process of creating, choosing or adapting, and organizing materials that are suitable for students who are studying in the associate program of Library Science. Because of the various stages and phases involved in material development, the researcher only focuses on the needs analysis stage and designing or developing stage in the present research.
2. **Library Science Students** : They are the students who study in the Associate Program of

Library and Islamic Information Science of Tarbiyah and Teachers Training Faculty at IAIN Antasari Banjarmasin. They are in their third semester since the subject of English for Library Science is offered in the third semester of their study.

CHAPTER TWO

THEORETICAL REVIEW

This chapter presents the literature review of English for Specific Purposes (ESP) and Material Development. The researcher defines the notion of English for Specific Purposes, material development, the criteria of good material development, the characteristics of language learners, and English for Library and Information Science.

A. English for Specific Purposes (ESP)

1. The Notion of English for Specific Purposes (ESP)

Hutchinson and Waters (1978) as quoted in Dudley-Evans and St John (1998, p.2) see ESP as an approach rather than a product, by which they mean that ESP does not involve a particular kind of language, teaching material or methodology. They suggest that the foundation of ESP is the simple question: Why does this learner need to learn a foreign language? The answer to this question relates to the learners, the language required and the learning context, and thus establishes the primacy of need in ESP. Need is defined by the

reasons for which the student is learning English, which will vary from study purposes such as following a postgraduate course in an English speaking country to work purposes such as participating in business meetings or taking hotel bookings. These purposes are the starting points which determine the language to be taught.

Another definition of ESP is the definition of Stevrens as quoted by Dudley-Evans and St John (1998, p.3). The definition of Stevrens makes a distinction between four absolute characteristics and two variable characteristics. The absolute characteristics are that ESP consists of English Language Teaching which is:

- Designed to meet specified needs of the learner;
- Related in content (that is in its themes and topics) to particular disciplines, occupations and activities;
- Centered on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse;

In contrast with 'General English', the variable characteristics are that ESP

- May be restricted as to the learning skills to be learned (for example reading only);

- May not be taught according to any pre-ordained methodology.

Dudley-Evans and St John (1998, pp.4-5) gave their own definition of ESP based on Strevens' definition. In their definition, they use additional absolute and variable characteristics as follows:

1) Absolute characteristics

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the disciplines it serves;
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

1) Variable characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;

- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

2. Stages of ESP

The key stages, according to Dudley-Evans and St John (1998, p. 121), are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation.

B. Material Development

1. Definition of Material Development

Development is the systematic use of scientific and technical knowledge to meet specific objectives or requirements. While material is anything used to help to teach language learners that can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or inform about the language being learned (Tomlinson, 1998).

Graves (2000, p. 149) also defines material development as “the planning process by which a teacher creates units and lessons within those units to carry out the

goals and objectives of the course.” In summary, material development means the process to develop materials or making changes to materials in order to improve them and make them more appropriate for a particular type of learners. Thus, material development is the process to develop material and making changes to materials in order to improve and make them more suitable for learners.

2. Criteria of Good Material Development

Tomlinson (1998, pp. 7-21) suggests a number of criteria of good material development. These criteria are:

- a. Materials should achieve impact. It means the materials have significant effect on learners. It happens when the material can attract the learners’ curiosity, interest, and attention. Tomlinson explains that to gain such impact, there are some prerequisites as follows:
 - 1) Novelty (e.g. unusual topics, illustrations and activities).

- 2) Variety (e.g. breaking up the monotony of unit routine with unexpected activity).
 - 3) Attractive presentation (e.g. attractive use of colors and photographs).
 - 4) Appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new).
- b. Materials should help learners to feel at ease. The students will feel comfort to learn when they are being in a less-pressure atmosphere. Creating such atmosphere is the teachers' task but the material itself can help in a number of ways. Tomlinson listed the ways as follows:
- 1) The material offers various activities that are not crammed together on the same page. It means the material may offer different activities but not too many.
 - 2) Texts and illustrations in the material are related to the learner's own culture.
 - 3) The material should offer contents and activities which encourage the personal

participation of the learners rather than testing them.

- 4) The material should not signal intellectual, linguistic or cultural superiority over the learners.
- c. Materials should help learners to develop confidence. It means the material should be designed by including challenging activities which stimulate them but it is still beyond their existing proficiency.
- d. What is being taught should be perceived by learners as relevant and useful
- e. Materials should require and facilitate learner self-investment. It means a good material should be attracting the learners to make discoveries for themselves. It can be achieved when the material provides them with various choices of focus and activities but still has topic control.
- f. Learners must be ready to acquire the points being taught. It means the materials should be arranged based on learners' readiness to

learn. Then, readiness can be achieved when a new material presented after the learners gained sufficient mastery on the previous stage.

- g. Materials should expose the learners to language in authentic use
- h. The learners' attention should be drawn to linguistic features of the input
- i. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
- j. Materials should take into account that the positive effects of instruction are usually delayed
- k. Materials should take into account that learners differ in learning styles
- l. Materials should take into account that learners differ in affective attitudes
- m. Materials should permit a silent period at the beginning of instruction

- n. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement
- o. Materials should not rely too much on controlled practice
- p. Materials should provide opportunities for outcome feedback.

3. Needs Analysis

Nunan (1992) defines needs analysis as sets of tools, techniques, and procedures for determining the language content and learning process for specified groups of learners. Richards (2001, p. 51) also explains that needs analysis are procedures used to collect information about learners' needs.

C. The Characteristics of English Language Learners

The concept of learner characteristics, as explained in an online article entitled "Learner Characteristics" by Drachsler and Kirschner, is used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social or cognitive self that may

influence how and what they learn. Learner characteristics are important for instructional designers as they allow them to design and create tailored instructions of a target group. It is expected that by taking account of the characteristics of learners, more effective and/or motivating instructional materials can be designed and developed.

Drachler and Kirschner explain that learner characteristics can be personal, academic, social/emotional and/or cognitive in nature. *Personal characteristics* often relate to demographic information such as age, gender, maturation, language, social economic status, cultural background, and specific needs of a learner group such as particular skills and disabilities for and/or impairments to learning. *Academic characteristics* are more to education and/or learning related such as learning goals (of an individual or a group) prior knowledge, educational type, and educational level. *Social/emotional characteristic* relate to the group or to the individual with respect to the group. An example of social/emotional characteristics are group structure, place of the individual with a group, sociability, self -image, mood, etc. finally cognitive characteristics relate to such things as attention span, memory, mental procedures, and intellectual skills which

determine how the learner perceives, remembers, thinks, solves problem, organizes and represents information in his/her brain.

People of different ages have different needs, competences, and cognitive skills. There are a number of commonly held beliefs about age. Some people say that children learn languages faster than adults do. They talk of children who appear to pick up new languages effortlessly.

Another belief is that adolescents are motivated, surly, and uncooperative and that therefore they make poor language learners. Below is the description of the characteristics of learner based on their age as explained by Harmer (2001)

Characteristics of Young learners:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly – this is they take in information from all sides, learning from anything around them rather than only focusing on the precise topic they are being taught.
- Their understanding comes not just from explanation, but also from what they see and hear and crucially have a chance to touch and interact with.

- They generally display an enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topic in the classroom.
- They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after then minutes or so.

We can say that young children love discovering thing and because they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement on in songs.

Characteristics of Adolescent Learner:

- The less motivated and have discipline problems, so the teacher should control them in supportive and constructive way, helps rather than shouts and provoke students' engagement with material which is relevant and involving (encourage them to respond texts and situations with their own thought and experience rather

than answering questions and doing abstract things using humanistic teaching) in order to become best English language learners.

- They search for individual identity and need for self-esteem likes.

Characteristics of Adult Learners

Adult language learners are notable for a number of special characteristics:

- They can engage with abstract thought.
- They have a whole range of life experiences to draw on.
- They have expectations about the learning process and may already have their own set pattern of learning.
- Adult tend, on the whole, to be more disciplined than some teenagers and crucially they are often prepared to struggle on despite boredom.
- They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
- Unlike young children and teenagers, they often have a clear understanding of why they are learning and what they want to get out of it.

Brown (2007, p. 142) divides the characteristics of learners based on their learning style into three categories:

- Visual, the learners who tends to prefer reading and studying charts, drawings, and other graphic information.
- Auditory, the learners who prefer listening to lectures and audiotapes.
- Kinesthetic, the learners who show preference for demonstrations and physical activity involving bodily movement.

Understanding the learning styles of learners is vitally important to plan the kinds of activity that are appropriate for the learners.

The characteristics of learners can be also divided based on their language level. Harmer (2001) explains about the learner language level as follows:

- Beginner : Those who do not know any English. The learner who cannot really use any English but actually know quite a lot which can be quickly activated is real beginner.
- Elementary : They are between beginner and intermediate level learners. Those who are able to communicate in a basic way, string some sentences

together, construct a simple story or take a part in predictable spoken interaction.

- Intermediate : Those who have greater competence in speaking (fluency) and writing, and an ability to comprehend fairly straightforward listening and reading of some general authentic English.
- Advanced : Those are whose level of English is competent, allowing them to read a simplified fact and fiction, and communicate fluently with native speakers.

D. English for Library and Information Science Program

English is one of the important languages in the world used in communication and in almost every field of science and knowledge. One of the fields that consider English necessary is the field of Library and Information Science, especially in the modern days of digital library. There was an attempt that the researcher found to develop English material to make it suitable and appropriate with the students of the Library and Information Science. This attempt was done by Ali Akbar Khasseh and Rahim Alijani in one of the universities in Persia. The module was designed for the demands of the library and information

science students for reading English texts and also for improving the vocabulary related to this field.

Another book is found published by the Open University (Universitas Terbuka). The book is written by Ulfah Andayani entitled: *Bahasa Inggris untuk Pustakawan*. It is used for teaching English in that respected university (Universitas Terbuka). This book emphasizes more on grammar points and reading texts. It consists of 9 modules.

CHAPTER THREE

RESEARCH METHOD

This chapter discusses the method adopted in the study. The researcher uses the research and development study. In this research, the researcher only uses two steps of the research and development study. These are needs analysis and designing the materials. As mentioned earlier in chapter one, this research seeks to answer the following statement of problem: What is the English material needed for the library science students of *Tarbiyah* and Teachers Training Faculty of IAIN Antasari Banjarmasin? The discussion in this chapter begins with a description of the research design, research setting, subject and object of the research, data and source of data, techniques and instruments of data collection, procedure of developmental study, and data analysis.

A. 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.

B. 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.

C. 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.

D. 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 researcher also collects additional data which is related to the research location such as the brief history of the Associate Program of Library and Information Science.

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.

E. Techniques and Instruments of Data Collection

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

1. 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. For the complete needs analysis questionnaire, see the appendix.

2. 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. The questions for the interview can be seen in appendix.

3. 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.

F. 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.

G. 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.

CHAPTER FOUR

RESEARCH RESULT AND DISCUSSION

This chapter discusses the result and findings of the study. The chapter starts with the presentation of the result of questionnaire and interview. Then these results are analyzed and discussed.

A. Reaserch Result and Discussion

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 teacher 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	1	3.3 %
	7 years	11	36.7 %
	8 years	14	46.7 %
	9 years	3	10 %
	10 years	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	24	80 %	6	20 %		

	Literacy						
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.

B. 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.

CHAPTER FIVE

CLOSURE

A. 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.

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 theses

topics based on the students' questionnaire and the interview with the lecturers.

B. Suggestions

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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Appendix 1

Needs Analysis Questionnaire for Library Science Students.

Please answer the following questions.

A. Respondent Identity:

1. Sex: Male/ Female (Please give a circle to your choice)
2. Age: _____

B. Educational Background:

1. Past education field of study:
 - a. Senior High School
 - b. Islamic Senior High School
 - c. Vocational School
 - d. Others (Please give a circle to your choice)

2. Name of School :_ _____

3. Location :_ _____

C. The Learners' Level of Language Proficiency

1. Years of learning
English:_____
2. Where have you learnt English :

a. School :

b. University :

c. Others :

3. How do you rate your English ability:

- a. Excellent
- b. Good
- c. Average
- d. Poor (Please give circle to your choice)

4. For the following question, please give your responses by ticking (✓) a box representing your choice.

No.	SKILL AND COMPONENT	EXCELLENT	GOOD	AVERAGE	POOR
1	Listening				
2	Speaking				
3	Reading				
4	Writing				
5	Grammar				
6	Vocabulary				

7	Pronunciation				
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D. The Learners' Perception towards English

For this part of the question, please give your responses by ticking (✓) yes or no

No.	Questions	YES	NO
1	Is English important?		
2	Do you like English Lesson		
3	Is learning English difficult?		
4	Is learning English interesting?		

E. Learning Preferences

- Rate the following skills from the most important to the least important in learning English for library science students. (Write 1 for the most important and 4 for the least important)

Skills of English	Importance
Listening	
Speaking	
Reading	
Writing	

2. Rate the following skills from the most important to the least important in learning English for library science students. (Write 1 for the most important and 3 for the least important)

Aspects of English	Importance
Grammar	
Vocabulary	
Pronunciation	

3. Answer the following questions by ticking (✓) yes or no

No.	The Questions	YES	NO
1	Is it important to have an enjoyable environment?		
2	Is it important to have clear objectives		

4. Answer by ticking (✓) Yes or No about the students' perception on the useful activities for learning English.

No	The Activities	Yes	No
1	Individual work		
2	Pair work		
3	Group work		
4	Out-of-class work		

F. Feedback to Course Content

Please give your responses by ticking (✓) your choice whether the following English material is Very Useful, Useful, or Not Useful in the English course for library science students.

No.	Topic	Very Useful	Useful	Not Useful
1	The library and library facilities			
2	Library Rules			
2	Classification			

3	Catalogues			
4	Archives and Library Collections			
5	References			
6	Information Literacy			
7	IT and Digital Library			
8	Other suggestion for topics: a. b. c.			

Credit: 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)

Appendix 2

Interview Guide

Interview with the lecturers of the Associate Program of Library and Information Science

1. What is your educational background?
2. How long have you been working as a professional librarian at IAIN Antasari's Library?
3. How long have you been teaching in the Associate Program of Library and Information Science?
4. Is English important to be mastered by librarians and the students of the Associate Program of Library and Information Science?
5. What skill among the four skills of English (listening, speaking, reading, and writing) is the most important for librarians?
6. What aspect of English (vocabulary, grammar, and pronunciation) is the most important for librarians?
7. What library content materials do you expect to be taught in the English course?
8. Any additional suggestion do you have related to the English course?