NEEDS ANALYSIS OF ENGLISH ON INFORMATION SYSTEMS DEPARTMENT STUDENTS USING AN INTEGRATED APPROACH

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Abstract

In order to further comprehend the demands of students studying information systems while learning English, this study presents relevant facts. The focus of this research is investigating the students' responses to the questions in sections 1) present situation analysis, 2) target situation analysis, and 3) learning needs. The design of this research is a survey using an integrated method. The sample of this research was 10 out of 53 second-year information systems students selected randomly. An online questionnaire survey was used in this study to gather data. Outcomes analysis was completed using a quantitative methodology. The study's findings demonstrate the importance of English for future career support and competency enhancement. Students require more cutting-edge and visible audio-visual teaching techniques because of this.

Keywords: Information Systems, Integrated Approach, Need analysis

INTRODUCTION

English proficiency for students majoring in information systems is becoming increasingly important and is considered a necessity in this digital era. According to Hakim (2021), students in engineering, particularly those in Information Systems, need to be fluent in English because it helps them improve their communication skills, get a better understanding of their field, and get more opportunities. Moreover, Akib (2021) perceived that English language proficiency is necessary for engineering students to succeed in the digital era. This is because, given the growing interconnectedness and accessibility of information, engineers need to be proficient communicators, particularly in English, in order to succeed in their careers. Based on Draus et al. (2022), professionals in the IT industry expect more extensive knowledge and abilities in areas such as infrastructure, operations, software development, cybersecurity, and emerging technologies. Additionally, Kiradoo (2020) assumed that Decision-making and other administrative duties can be supported more quickly and efficiently by the Management Information System processes, which process technology data and integrate it with other processes. That is why in almost all industries, information systems play an important part and are increasingly needed because the information systems profession, in particular, plays an important role in managing, processing, and disseminating information using technology. This resulted in an increasing need for graduates majoring in information systems who are competent and professional and have English language skills to help them succeed in their careers on the international stage. Therefore, every university needs to equip students with qualified English language skills. Thus, a

comprehensive needs analysis with an integrated approach is important to meet the needs of English skills.

An integrated approach to analyzing students' English language needs in the information systems department involves identifying students' challenges and needs to develop innovative pedagogical proposals that meet students' needs and wants. According to Akhadalievich & Nozimakhon (2022), a needs analysis considers the learner's professional and personal information, interests and gaps in language learning. The information collected is then used as a basis for determining aspects of learning needs in a more specific and credible manner so that decisions in curriculum development are taken correctly and based on the needs of the learner as a whole.

A little more, Information System students are non-English department students. Individuals are taught English as part of English courses with certain objectives. Based on Saifuddin & Ardiansyah (2021), ESP programs should help students develop English language skills tailored to the demands of the workplaces they will eventually work in. Depending on the students' majors, teaching English is crucial. Teachers must be aware of how important it is for pupils to speak acceptable English.

This study intends to reveal the current situation of information system students' English skills. This study also reveals the target situation analysis, in which students tell what materials and English learning materials are important for them to master and follow their majors. In addition, this research also reveals the learning needs of students, where these needs are in the form of teaching methods like what students need in class to master English skills. The results of the research could assist information systems in comprehending students' requests in English. Teachers can utilize the information from this study to make curriculum, instructional tactics, and teaching aid selections that are most suited to the requirements of their students.

A needs analysis is carried out to uncover students' English language needs according to their majors, students can also be aware of their deficiencies and what they need to improve their English skills. This analysis helps students identify areas in need of improvement and tailor the English curriculum to their specific needs.

In addition, the needs analysis in the Department of Information System describes a systematic process by which students' specific challenges and needs in learning English are determined. This analysis assists in the development of effective teaching strategies that meet the unique needs of students in the English subject.

Based on the results of research by Sumanik & Renyaan (2022), it was found that speaking is the most needed skill. The analysis shows that students need to develop more complex material, especially in the field of speaking, because students have a high interest in and need for speaking skills. Recognizing this need for English will significantly impact students' enthusiasm for learning.

Several researchers have also conducted research on analyzing informatics students' English language needs. According to Tangkelangi et al. (2021), in their study entitled "English for Informatics Students: A Needs Analysis", this research uses a type of survey research that is carried out using a questionnaire that is used to collect data. This study

examines the English language requirements for students studying informatics at Palopo, with particular emphasis on the type of syllabus and English language proficiency required. According to a survey, reading and listening are very important to understanding learning resources. Another research entitled "Identifying student needs in English for information technology at the post-secondary level" comes from Nurmetov et al. (2023). Using a needs analysis questionnaire for post-secondary ESP courses, this study found that speaking, listening, and reading comprehension are crucial for IT professionals to function effectively. Professional videos and technical documentation aid in problem-solving. However, the study suggests that professional English language proficiency and university-level ESP curricula may not be compatible.

There is a significant amount of research in the field of English language needs analysis across various departments; however, there is a dearth of needs analysis research specifically focused on the information systems department. This research could explore how English language proficiency can enhance information systems students' overall academic performance, personal development, and ability to navigate an increasingly interconnected world.

This research specifically has subjects with different characteristics compared to similar research. The research subject is the current generation, which needs fluency in English amidst the increasing onslaught of technological developments. The correlation between students majoring in information systems and their current need for English is very strong. The significance of this study is specifically for institutions, especially information systems students, to improve their English language skills. In general, other researchers can use this study to integrate the English language needs for information systems students.

Conducting a needs analysis with an integrated approach provides educators with valuable insight into the language needs of Informatics Information Systems students. Nimasari (2018) stated that an integrated approach combines various methods such as surveys, questionnaires, interviews, and classroom observations to collect comprehensive data on students' language skills, communication needs, and specific areas of improvement. This study focuses on the online questionnaire method to collect specific data regarding the needs of students' English skills. Thus, this study reveals the needs of students and helps educators develop learning that suits the needs of students. It also pays attention to the selection of teaching content, strategies, and forms of assessment of English skills.

Furthermore, Thuratham (2022) perceived that to assist their academic duties and create opportunities for future employment, students need to be able to communicate in English properly. For students, learning English can help them gain excellent prospective employment chances. Because of this, educators must create instruction that meets students' requirements in order to foster the growth of students' self-abilities.

The results of the needs analysis can be used to develop a targeted English curriculum that addresses the specific needs of information systems students. In addition, students of other majors can receive information and raise awareness about the importance of English skills in today's world, especially when working and pursuing careers in the international area. Risan (2021) assumed that the use of English language

teaching resources is crucial for students to advance their linguistic and academic abilities.

In summary, conducting an English needs analysis of Information Systems students using an integrated approach is critical to identifying the students' specific language needs and adapting the English curriculum to these needs. Addressing these needs will help students communicate effectively in English and help them succeed in their future Information Systems careers.

METHOD

This study is survey research that is classified as quantitative. It was created to gather information from a wide range of respondents to give a general picture of the English proficiency requirements for Information Systems students. The population of this study was 53 students, and the sample consisted of 10 students randomly selected from sophomores participating in the survey. A modified survey developed by Rahmat et al. (2020) was employed to collect data from the participants. The researcher developed a questionnaire for Information Systems students with 32 statements and questions concerning areas of interest and English language competency criteria. Each statement on the Likert scale has several possible responses. The Likert scale was invented by Rensis Likert in 1932. The five-point bipolar agreement scale, which was a component of the original Rensis-Likert scale, was used to ask respondents to indicate how much they agreed or disagreed with a series of statements or questions. The Likert scale was used to assess the participants' level of agreement or disagreement with each statement. This approach allowed the researchers to quantify the participants' responses. The researchers calculated the means of the Likert scale responses to get an overall sense of the participants' agreement or disagreement with each statement.

This way of scale data gathering is consistent with the quantitative methodology employed by academics in data collection, and the information obtained is subjective and dependent on the participants' opinions. Both closed and open questions are included in the survey. The investigators calculated the frequencies of the responses to the open-ended questions to identify common themes and patterns. The researchers conduct interpretation, which involves interpreting the results of data analysis from research questions and drawing conclusions about patterns, relationships, and statistical significance from the data found. To make it easier for participants to receive and complete surveys, questionnaires are prepared in Google Forms. Microsoft Excel was used to evaluate the data that had been gathered. The researcher settled on this approach since it doesn't require more sophisticated applications and only requires a straightforward analysis. Google Form was selected in part because students are already familiar with it. Additionally, it's simple to access the Google form, and the data outcomes are reliable.

FINDINGS AND DISCUSSION

According to the preliminary statistical study findings, students believe that nearly all activities aimed at improving their English are crucial to their education. Following are the findings and discussion of the results of the questionnaire. The findings are divided into 32 questions stated in the questionnaire.

Present Situation Analysis

Figure 1 depicts how information system students perceive their English language proficiency in terms of vocabulary, grammar, speaking, writing, and listening skills. Option B was selected by 50% of participants who thought their English abilities were average, 30% of individuals who said their English was poor, 20% of participants who thought their English was good, and none of them who thought their English was excellent. This demonstrates that their level of English proficiency is still insufficient.

What is your level of ability in English?
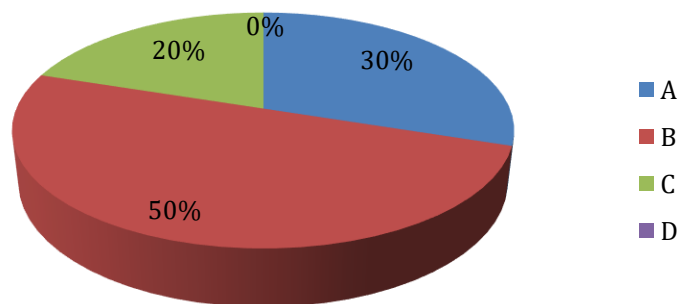
A. Poor
B. Average
C. Good
D. Excellent

Figure 1 Percentage Results of Question 1

Figure 2's findings reveal that 50% of the participants had trouble writing correctly structured sentences. This implies that in order to assist kids in acquiring this talent, they must have particular grammar-related writing materials. Furthermore, it was shown that 30% of the participants had trouble writing paraphrases.

What is your weakness in English Writing section?
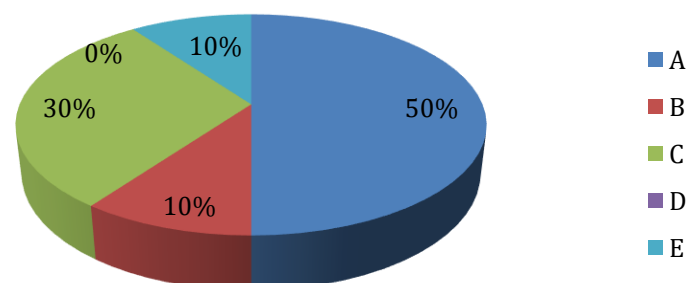
A. Not able to write with the correct grammatical structure

B. Not able to write cohesive and coherent paragraphs
C. Unable to write with paraphrase
D. Not able to write using vocabulary that is not general or academic
E. Other (......................)

Figure 2 Percentage Results of Question 2

Figure 3 in the third question demonstrates that 60% of the participants were unable to speak English with the proper grammatical structure. Additionally, it was shown that 20% of speakers were unable to talk effectively and in context. This demonstrates the requirement for speaking instruction for information systems students that focuses on appropriate grammatical constructions.

What is your weakness in English Speaking section?
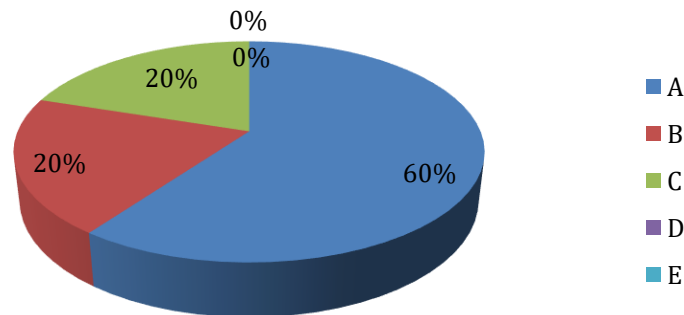
A. Not able to speak English with the correct grammar structure
B. Not able to speak according to context
C. Not able to speak fluently
D. Not able to speak in a fluent context
E. Other (......................)

Figure 3 Percentage Results of Question 3

Based on question number 4, it was determined that the dominating participant selected the response that said 40% of the participants couldn't grasp the listening material, which was simple enough to understand little by little, while the remaining replies were a mix. However, it may be inferred that the participants lacked proficient listening abilities and required listening material that started with the fundamentals.

**What is your weakness in English Listening section?**
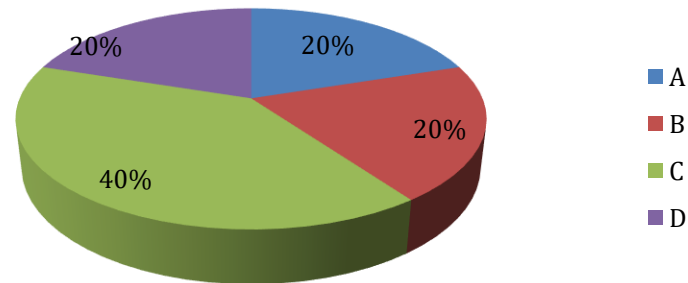
A. Unable to understand listening material based on any context
B. Not being able to understand listening material that is easy enough
C. Not being able to understand easy enough listening material bit by bit
D. Other (.....................)

Figure 4 Percentage Results of Question 4

Shortcomings of the information system Students' reading comprehension in English was found to be limited, and they were particularly unable to comprehend short or straightforward reading content. This is demonstrated by statistics in the form of 40% of participants selecting option A and 40% selecting option B, while the other participants selected different alternatives. For these kids to be able to comprehend all sorts of reading, reading instruction materials are often required. The following Figure five represents the results of the fifth question.

**What is your weakness in English Reading section?**
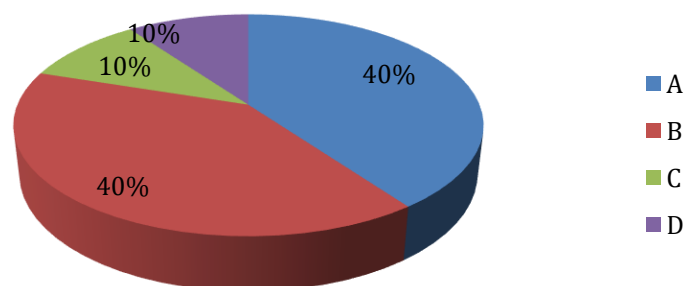
A. Not able to understand all types of reading material
B. Not able to understand the type of reading material that is short or simple
C. Not able to understand simple reading material bit by bit
D. Others (..............................)

Figure 5 Percentage Results of Question 5

Students studying information systems were shown to have difficulty mastering the tenses and a deficit in English grammar. The fact that 90% of participants selected option A and just 10% selected option B serves as proof. At this point, grammar instruction is unquestionably what they need to teach the students. The illustration for it is seen in Figure 6 below.

*What is your weakness in the English Grammar section?*
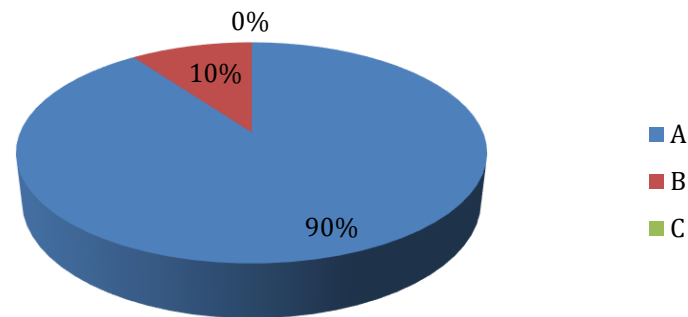
A. Not mastering tenses well
B. Not able to use English with good language structure
C. Other (......................)

Figure 6 Percentage Results of Question 6

In Figure 7 below, the seventh question is depicted. The research findings revealed that 33% of participants were unaware of how their English vocabulary was categorized and 45% of participants had a limited vocabulary. Consequently, teaching kids word class classifications and other kinds of vocabulary is crucial since pupils require a large amount of vocabulary.

What is your weakness in the English Vocabulary section?
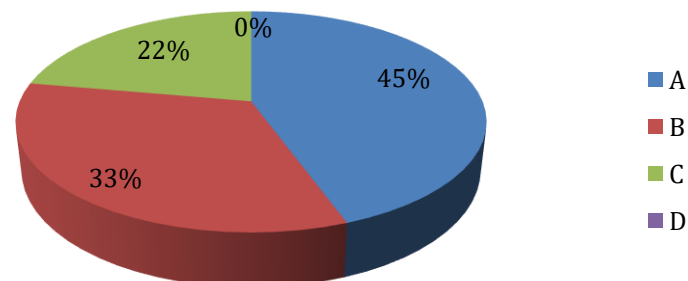
A. Don't have a lot of vocabulary
B. Do not know the class classification of the English vocabulary they have
C. Do not know the types of vocabulary (vocabulary)

D. Other (.......................)

Figure 7 Percentage Results of Question 7

Target Situation Analysis

The analysis showing students studying information systems are aware of the value of English language proficiency for their employment is shown in the section below. Additionally, they must learn English for their betterment.

According to the eighth figure's findings, 60% of respondents believe that listening skills and components are significant, 40% believe that listening skills are extremely important, and none of the respondents believe that these listening skills and components are not necessary or are not as vital. This demonstrates that participants are aware of their need for English to help their future jobs.

How important are Listening skills and components to you?
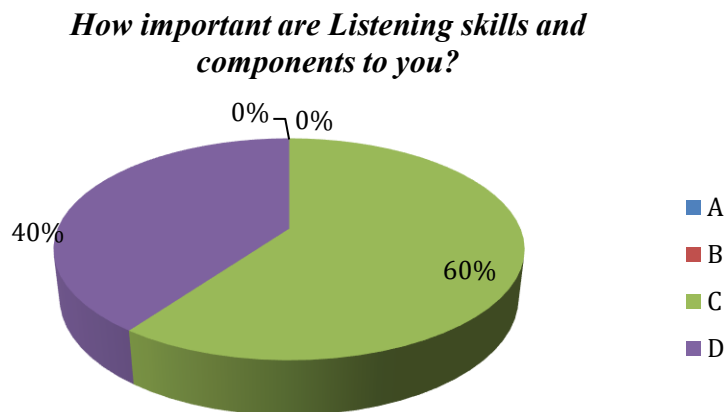
A. Not important
B. Less important
C. Important
D. Very important
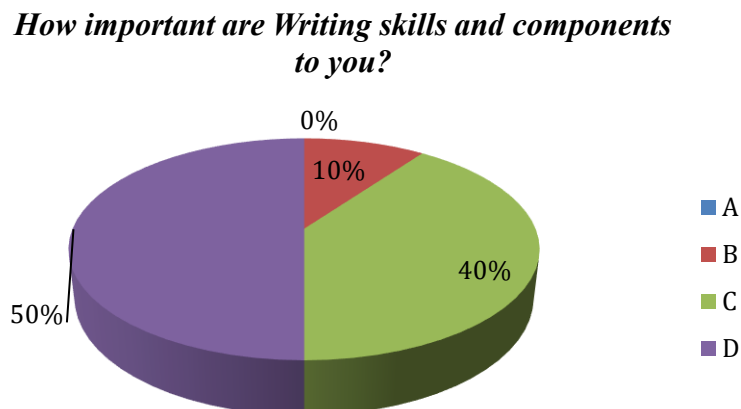
Figure 8 Percentage Results of Question 8

The results of the ninth figure show that there are 40% of respondents who consider that speaking skills and components are important, 60% who consider speaking skills and components are very important, and there are no respondents who consider these speaking skills and components to be neither important nor less important.

How important are Speaking skills and components to you?
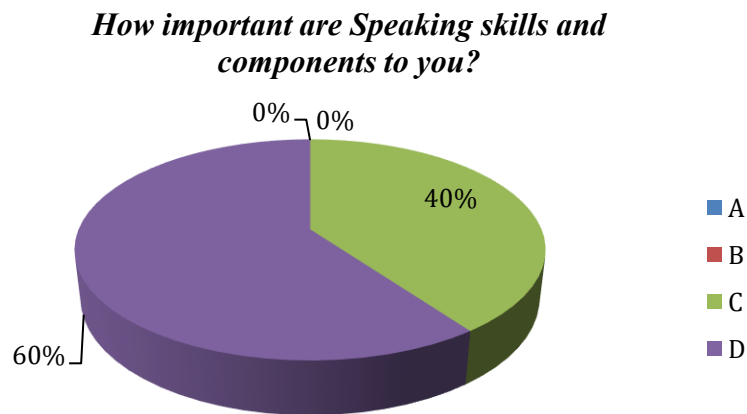
A. Not important
B. Less important
C. Important
D. Very important
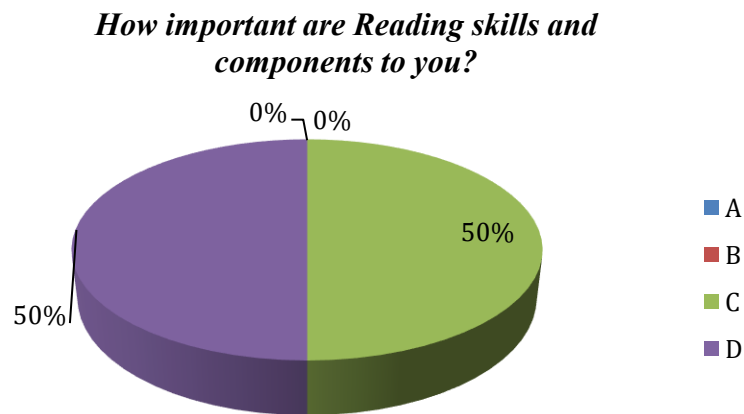
Figure 9 Percentage Results of Question 9

The findings of the tenth figure indicate that 10% of respondents believe writing abilities and components are less significant, 40% believe it is important, 50% think it is very important, and no respondents believe it is not important.

How important are Writing skills and components to you?

A. Not important
B. Less important
C. Important
D. Very important

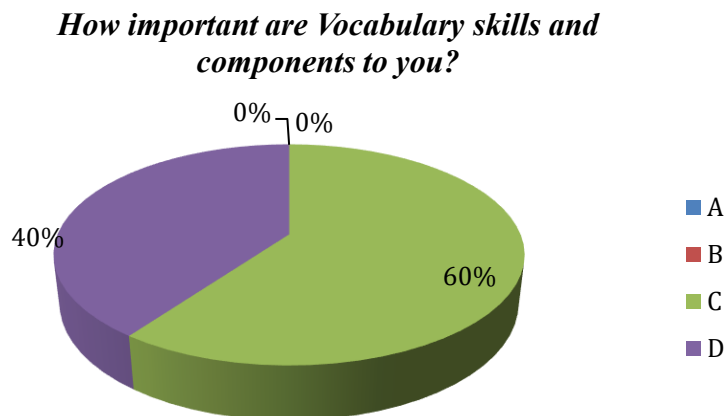**Figure 10 Percentage Results of Question 10**

The outcomes of the eleventh figure demonstrate that 50% of respondents think that reading skills and components are essential, 50% think that reading skills and components are very important, and no respondents think that this is neither important nor less significant.

How important are Reading skills and components to you?

A. Not important
B. Less important
C. Important
D. Very important

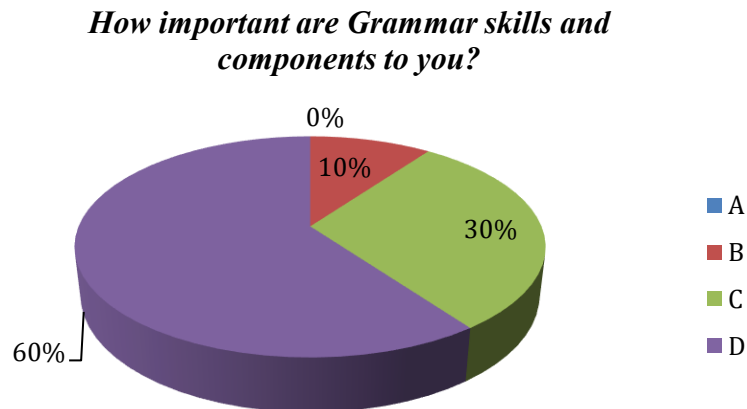**Figure 11 Percentage Results of Question 11**

Based on the findings of the twelfth figure, 60% of respondents think language skills and components are significant, 40% think they're extremely important, and no respondents think it's neither important nor less important.

How important are Vocabulary skills and components to you?

A. Not important
B. Less important
C. Important
D. Very important
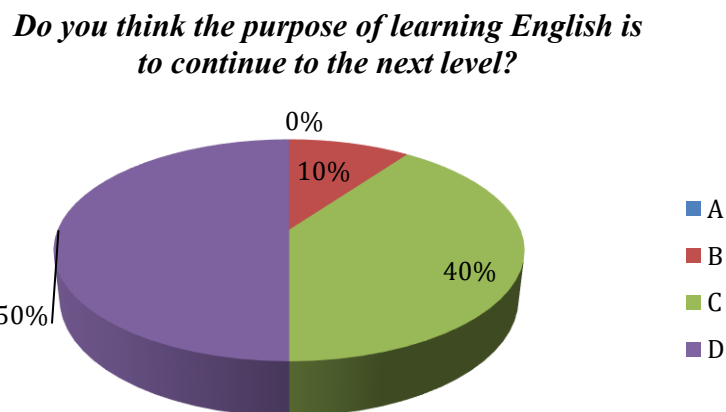
Figure 12 Percentage Results of Question 12

The results of the thirteenth figure show that 30% of respondents consider grammar skills and components important, 60% consider this very important, 10% consider this less important, and 0% consider this unimportant.

How important are Grammar skills and components to you?

A. Not important
B. Less important
C. Important
D. Very important

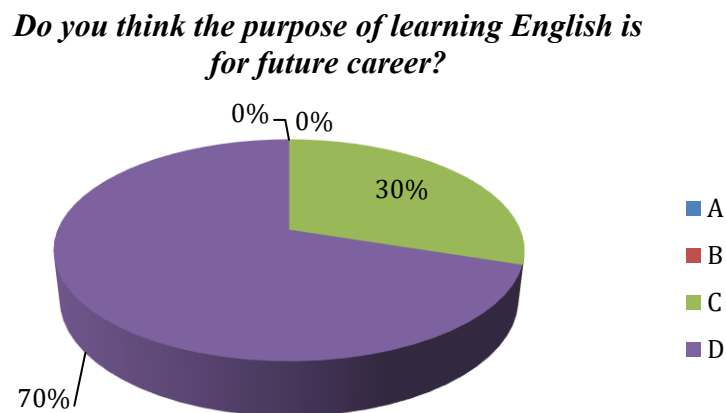**Figure 13 Percentage Results of Question 13**

The research results of the fourteenth figure reveal that 40% of respondents think it's vital to study English so you can advance to the next level, 50% think it's extremely important, and 10% think it's less important.

Do you think the purpose of learning English is to continue to the next level?

A. Not important
B. Less important
C. Important
D. Very important

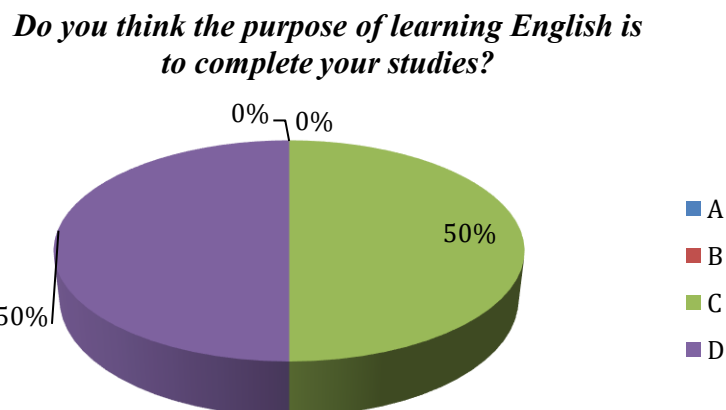**Figure 14 Percentage Results of Question 14**

According to the findings of the fifteenth figure, 30% of respondents believe that studying English for a future job is vital, and 70% believe it is extremely important.

Do you think the purpose of learning English is for future career?

A. Not important
B. Less important
C. Important
D. Very important

Figure 15 Percentage Results of Question 15

The results of the sixteenth figure reveal that 50% of respondents think it's essential and 50% think it's extremely necessary to study English to continue their education.
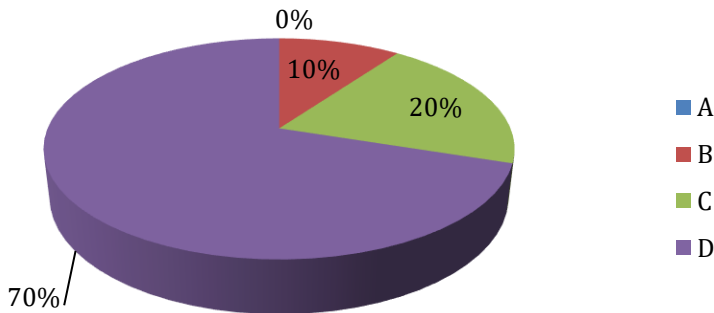
Do you think the purpose of learning English is to complete your studies?

A. Not important
B. Less important
C. Important
D. Very important

Figure 16 Percentage Results of Question 16

The results of the seventeenth figure show that 20% of respondents consider the purpose of learning English to improve their self is important, 70% of respondents consider this very important, and 10% consider this less important.

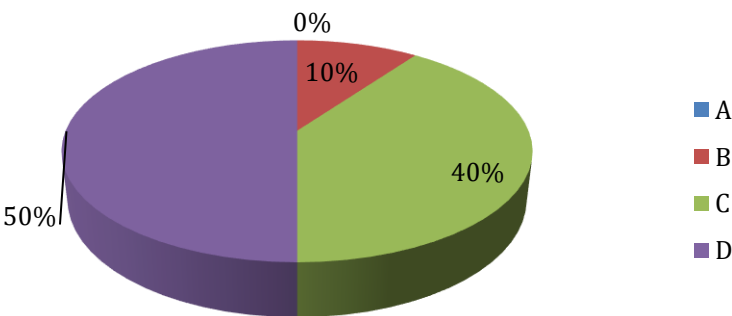### *Do you think the purpose of learning English is to improve yourself?*

A. Not important
B. Less important
C. Important
D. Very important

Figure 17 Percentage Results of Question 17

Based on the findings of the eighteenth figure, 40% of respondents think it's important, 50% think it's very important, and 10% think it's not as vital as learning English for travel.

Do you think the purpose of learning English is to visit other countries?


A. Not important
B. Less important
C. Important
D. Very important

Figure 18 Percentage Results of Question 18

The nineteenth figure of the questionnaire asking about what skills they want to learn from writing skills shows that 10% of respondents want to write using vocabulary that is not common or academic, 40% want to write with correct grammar, and 50% want to write using paraphrase.

**What skills do you think you would like to learn from Writing skill?**
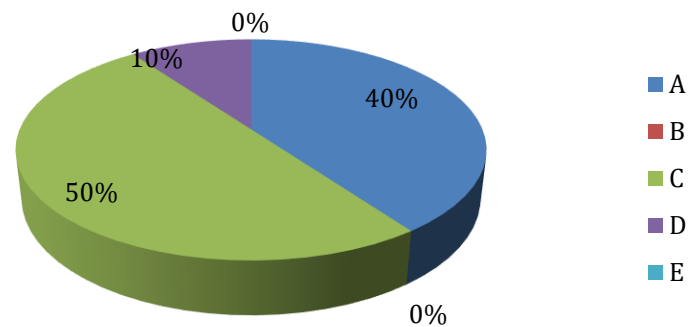
A. Write with the correct grammar structure
B. Write cohesive and coherent paragraphs
C. Write using paraphrase
D. Writing using vocabulary that is not general or academic in nature
E. Others (...........................)

Figure 19 Percentage Results of Question 19

In the question about what abilities they want to acquire from speaking skills, the twentieth graph reveals that 30% of respondents want to be able to talk fluently, 40% want to be able to speak according to context, and 30% want to be able to communicate based on context fluently.

**What skills do you think you would like to learn from Speaking skill?**
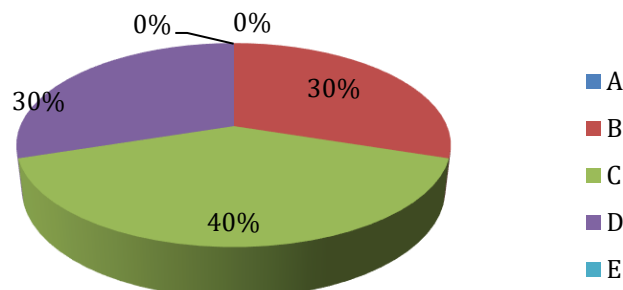
A. Able to speak English with correct grammar structure
B. Able to speak according to context

C. Able to speak fluently
D. Able to speak based on context fluently
E. Others (................................)

Figure 20 Percentage Results of Question 20

The twenty-one figure of the questionnaire asking about what skills they want to learn from listening skills shows that 40% of respondents want to be able to understand listening material based on any context, 40% want to be able to comprehend listening material that is quite easy, and 20% want to be able to understand listening material which is quite easy bit by bit.

*What skills do you think you would like to learn*
from Listening skill?
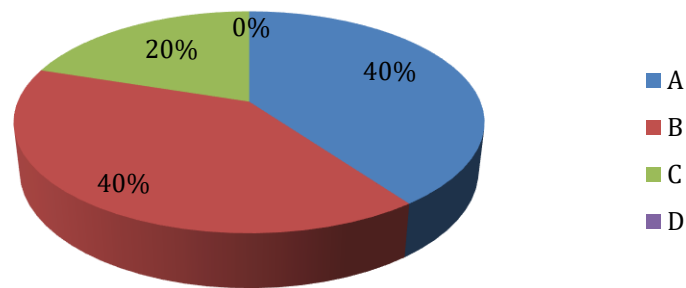
A. Be able to understand listening material based on any context
B. Able to understand listening material, which is quite easy
C. Be able to understand the listening material, which is quite easy bit by bit
D. Others (................................)

Figure 21 Percentage Results of Question 21

In accordance with the twenty-two figure of the questionnaire that asked respondents what skills they wanted to learn from reading skills, 30% of respondents wanted to comprehend all types of reading material, 30% wanted the short or simple types of reading material, and 40% wanted the ability to comprehend simple reading material gradually.

**What skills do you think you would like to learn
from Reading skill?**
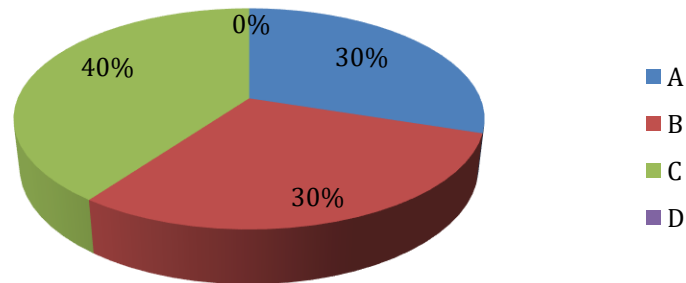
A. Able to understand all types of reading materials
B. Able to understand short or simple types of reading material
C. Able to understand simple reading material bit by bit
D. Others (................................)

Figure 22 Percentage Results of Question 22

In response to the question of what abilities you want to acquire from grammatical skills, the twenty-three figure of the survey reveals that 40% of respondents want to be able to master tenses, 50% want to be able to use English with strong language structure, and 10% provide alternative answers.

**What skills do you think you would like to learn
from Grammar skill?**
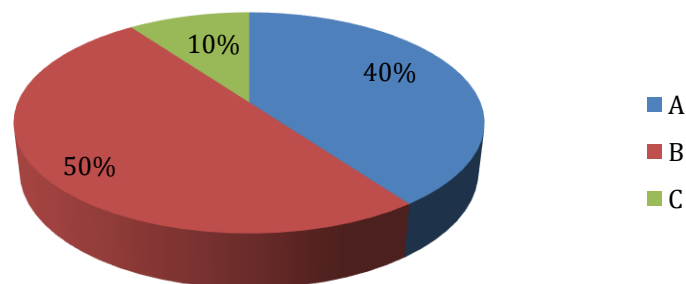
A. Mastering tenses well
B. Able to use English with good language structure
C. Others (................................)

Figure 23 Percentage Results of Question 23

The twenty-fourth figure of the questionnaire asking about what skills you want to learn from vocabulary skills shows that 50% of respondents want to have a lot of vocabulary, 40% want to know the class classification of English vocabulary they have, and 10% want to know the types of vocabulary.

**What skills do you think you would like to learn
from Vocabulary skill?**
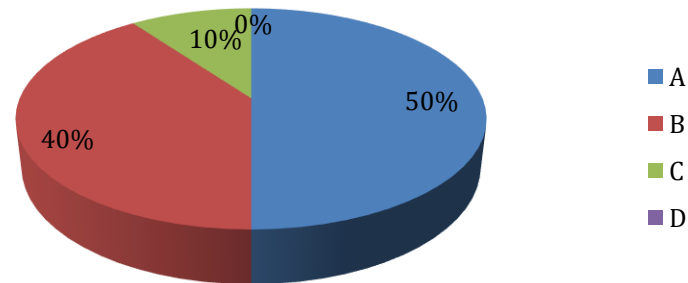
A. Have a lot of vocabulary
B. Knowing the class classification of English vocabulary words owned
C. Knowing the types of vocabulary (vocabulary)
D. Others (................................)
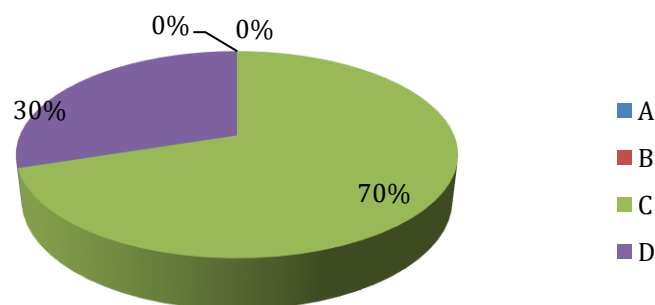
Figure 24 Percentage Results of Question 24

Questionnaire number twenty-five asks what topics the respondents think are important to learn. Most of the respondents answered that the important topic to learn was speaking. They consider this important because they want to speak fluently, be able to speak the formal language, and be able to speak the good and correct language.

Learning Needs

The teaching strategies that students need to learn in order to master English are shown in the following. According to their opinions, these criteria are outlined by how crucially the method is used in class.

The analysis findings are shown in Figure 25, where it was discovered that 70% of information system students believed that hearing-based instruction was essential. This demonstrates that they prefer and need to teach via the auditory technique.

**Is the teaching method or auditory learning
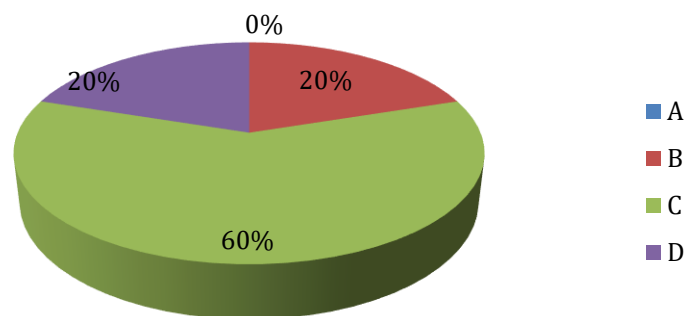activity important to you?**

A. Not important

B. Not too important
C. Important
D. Very important

Figure 25 Percentage Results of Question 26

The percentage of participants who selected the answer of 60% in Figure 26 below demonstrates instructional strategies or learning activities for participants through reading are important. Consequently, even if many consider this strategy useful, it still holds little significance for some people.

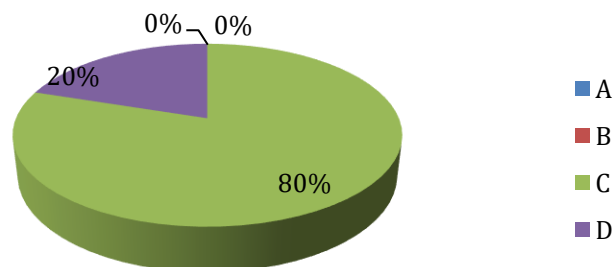***Is the teaching method or learning activity through reading important to you?***

A. Not important
B. Not too important
C. Important
D. Very important

Figure 26 Percentage Results of Question 27

Figure 27 for question 28 below shows teaching or learning activities through videos that are important to participants. This is shown by the number of participants who chose the answer as much as 80% and considered this method important and more needed in learning English classes.

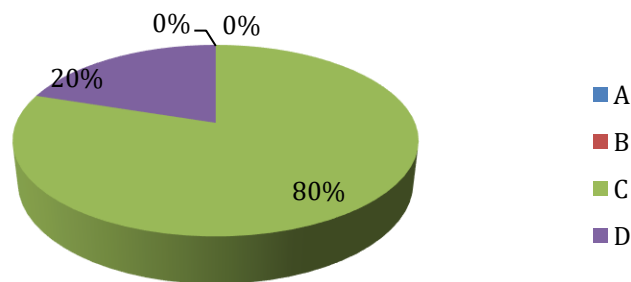***Is the teaching method or learning activity through video important to you?***

A. Not important

B. Not too important
C. Important
D. Very important

Figure 27 Percentage Results of Question 28

The findings are displayed in Figure 28 for question 29 below in the same proportion as for question 28. The percentage of participants who selected the response up to 80% demonstrates how important participants find teaching or learning activities using pictures. They thus believe that this visual approach is what they require for the classroom learning process.

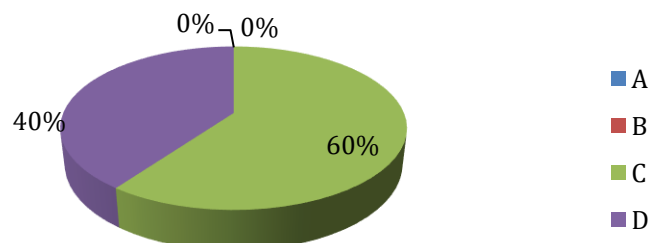*Is the teaching method or learning activity through pictures important to you?*

A. Not important
B. Not too important
C. Important
D. Very important

Figure 28 Percentage Results of Question 29

According to the response to question 30 below, 60% of respondents believe that learning activities involving hearing and pronouncing words are significant. In addition, 40% of participants selected the response that learning activities involving hearing and pronouncing words are crucial. They believe that this audio approach will also help them learn in class.

Is the teaching method or learning activity through Listening and Pronunciation important to you ?
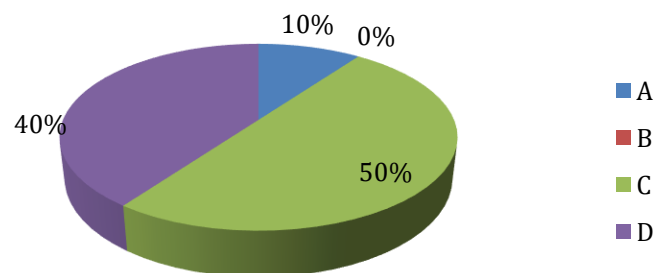
A. Not important
B. Not too important
C. Important
D. Very important

Figure 29 Percentage Results of Question 30

Figure 30 illustrates the percentage of participants who indicated that learning activities through self-study were significant, with 50% of participants choosing that self-study was important and 40% selecting that self-study was extremely important. This demonstrates the need for periodic use of self-study techniques in the classroom instead of continuing to learn in groups so that they can more easily learn English.

Are teaching methods or learning activities
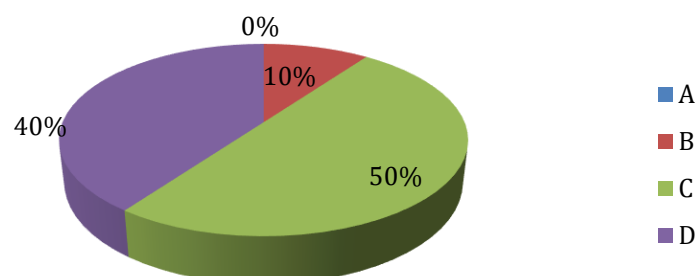*through self-study important to you?*

A. Not important
B. Not too important
C. Important
D. Very important

Figure 30 Percentage Results of Question 31

The solution to question 32, the final query, is shown in figure 31. The percentages of participants who said that learning activities in pairs were important (50%) and those who said that learning in pairs was extremely important (40%) are shown in the figure below. This demonstrates the necessity for a technique of learning with friends in pairs that is occasionally used in class. In this approach, individuals may more effectively communicate and practice learning English together. For instance, they need this strategy to practice conversing in English with a partner.

Is the teaching method or learning activity
through partner study important to you?

A. Not important
B. Not too important
C. Important
D. Very important

Figure 31 Percentage Results of Question 32

English for Specific Purposes, or ESP, is a course that concentrates on improving students' English abilities. In this instance, it focuses on satisfying the English skill requirements of students studying information systems. Therefore, analyzing the English proficiency requirements of students studying information systems is crucial. According to the evidence that has been provided, it is clear that information systems students generally lack proficiency in English, including vocabulary, grammar, speaking, writing, and listening. Data from the scenario analysis revealed that 50% of students thought their English language proficiency was average. In fact, 30% of the participants thought their English was really poor. This is highly alarming, especially in the digitalization era, where practically everything requires English language proficiency for relationships, communication, and potential worldwide professions.

More specifically, the Information Systems students chose this option in answering questions regarding weaknesses or difficulties encountered in English learning materials; 90% chose Grammar as the most difficult part of mastering English especially when they had to master tenses. This results in their low speaking ability, as evidenced by the fact that 60% of students cannot speak English with the correct grammar structure. From this, we can see that grammar is a particular difficulty for students to communicate, so it is necessary to develop grammar teaching methods that are strategic, efficient, and easy to understand for students. This is supported by previous research by Saifuddin & Ardiansyah (2021), where the cause of students having difficulties in speaking skills in English is that they are not confident to speak because they are too focused on perfect grammatical structures. This causes students to be unable to speak and build good communication using English. Nonetheless, all participants were fully aware and agreed that mastering grammar was important. Likewise, with speaking skills, all participants realized and thought that speaking English was very important to master.

Their main goal of learning English is to support their future career. Overall, the participants feel that English is important for their future careers. None of the participants answered that English is not important for their careers. Students also think that English skills are a must to master especially to improve self-quality.

Information systems students aspire to develop the following skills: Students desire to paraphrase while writing employing each English skill, specifically writing abilities. Information Systems students expressed their want to communicate eloquently throughout their speech. Along with speaking English well, students strive to make it as simple as possible for others to understand them through their listening abilities. Similarly, individuals decide they wish to comprehend straightforward literature when practicing their reading abilities. Students are trying to grasp tenses in grammar. Naturally, people prefer to employ English with a sound grammatical structure in this situation. Alongside this, they also want to have a large vocabulary. Accordingly, speaking is the English skill that information systems students most frequently need and need to

master. A similar result was discovered in a study by Sumanik & Renyaan (2022), where most participants selected speaking as the talent most valued for both academic and career assistance.

The learning needs of the participants were found to vary depending on the needs of the learner and the type of student learning, from research by Saifuddin & Ardiansyah (2021), the teaching methods needed by students were discussion and memorization, in contrast to the results of research on the needs of these teaching methods, this study found that overall, the participants prefer learning methods using videos and pictures. This proves that Information Systems students are audio-visual learners.

Thus, the three research objectives have been answered: analyzing the situation, the target situation and the English learning needs of information systems students. Overall, the results show that the material and the method used by educators to deliver the material need to be changed according to the students' type of learning and their needs, likewise with the necessary material so that it needs to be prioritized. Finally, the learning process will run well and the purpose of learning will be achieved successfully.

CONCLUSION

Based on the research findings, an analysis of the English language needs of Information Systems Department students revealed that the respondents had several levels of inadequate or even poor English skills. Students face difficulties in mastering grammar, especially tenses. This makes it difficult for students to develop speaking skills. Besides, the participants also felt that they only had a small vocabulary. At the same time, these students claim to need proficiency in English as well as the capacity to communicate clearly and persuasively to prepare for future demands. The analysis findings show that respondents believe speaking, listening, writing, grammar and vocabulary are important aspects of English that they must learn to develop English skills. The respondents believe that English skills are important for future career interests and self-quality development. According to the findings of the investigation, the respondents chose a variety of teaching methods using audio-visual media in the form of pictures and videos in the delivery of English teaching materials to improve their English skills. The learner then looks forward to mastering difficult grammar and hopes to use English with a large sound structure and vocabulary and be able to speak fluently in English.

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