

ABSTRACT

LITA SYABAN GUNTARI. 2019: English Language Learning Needs of Chemistry Education Students of UIN Sunan Gunung Djati Bandung. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

English is a vital language for all kinds of professional and personal goals. Learning English is important for education section, all university students need it for their studies in order to search information and obtain knowledge (Khader & Mohammad, 2010). Therefore, this study is intended to explore the students' needs in learning English in Chemistry Education Department. This study aims (1) to describe the learning needs in Chemistry Education, (2) to describe the students' target situational needs in Chemistry Education, (3) to describe the syllabus English of Chemistry Education meet the students' learning needs.

This study applied qualitative research approach, particularly a descriptive study design. Descriptive study was implemented because this research explored the students' needs in learning English. It was implemented in the first semester students of Chemistry Education Department in UIN Sunan Gunung Djati Bandung academic year 2019. The participants of this study were forty students. Observation, questionnaire, interview and document analysis were used to obtain the data based on the theory of Hutchinson and Waters (1987).

Regarding to the score calculation of learning needs find 29 participants (72.5%) take English as necessities. Most students interested in English and expected to learn speaking with 25 participants (62.5%), even mostly skill to learn is reading in English class. In particular the most important element of listening skill is TOEFL, it is same with reading skill. For speaking skill is to travel another country and writing skill is translating. While regarding to target needs most of students' claim that English is important for their future career with 35 participants (87.5%), especially for teaching and explaining something, so speaking is the most supported career for them because they will often to find English in future career. Although, the syllabus is not meet students' need but in writing skill the syllabus meets the expected element that most important for students, that is translating. Students claim that mostly skill to learn is reading.

In conclusion, this research shows that the syllabus of English in Chemistry Education Department did not meet students' needs. Hopefully, by knowing students' needs, the lecturer would design syllabus based on students' needs.