CHAPTER II

LITERATURE REVIEW

This chapter presents the review of related literature of the study, it contains some subs chapter. They are internship programs, internship participant, need analysis in teaching English, pedagogic competence, mastering lesson plan, ability to manage classroom, ability to give good evaluation, important to mastering student character, ability to interact with student, professional competence, face to face and online learning, and previous study.

A. Internship Program

1. Definition of Internship Program

The internship program is an integrated part of the education process at the bachelor level of education in a real situation on the filed in an effort to achieve competences that have been fully defined. Students who act as teachers to train their readiness and mentality to become professional teachers (Internship's Handbook IAIN Tulungagung, 2020).

The Educational Internship Program is a course that provides education students with insight and practical experience on real learning activities in the classroom, thus mastering various competencies in carrying out tasks according to their area of expertise. These learning activities include observing school culture and learning activities, learning planning, implementing learning, and evaluating learning.

Internships are carried out in an integrated manner, namely on campus (Internship I) and in partner schools (Internship II).

The aim of the Internship program are to produce students who have insight and experience about real learning activities in the classroom at the level of certain education units.

2. Benefits of Internship Program

a) For Students

1) Deepening students' understanding of the educational process at school with all its problems.

2) Provide experience to students about the learning process and school administration.

b) For Schools

1) Getting a chance to participate in preparing to form prospective teachers or educational staff of competent candidates.

2) Obtaining energy assistance, knowledge and ideas for school development.

c) For the Faculty

1) Obtain feedback from the experience of internship students on the development of education in the field for the adjustment and development of the academic program of the Faculty of Tarbiyah and Teacher Training.

2) Increase cooperation with schools.

B. Internship Participants

Internship participants is a person who participates, or takes part in internship program. They may work by their self or in a team. But in education, internship participant usually perform teaching and learning process accompanied by the teacher.

C. Need Analysis to Perform Effective Teaching

Need analysis is described as a gradual procedure for gaining facts related to the learner necessaries, preferences, and problems which are recognized with subjective (the learners) and objective (the course designers, teachers, graduates) opinions to change the language learning requirements for learners (Siragih, 2014, Aladdin, 2016). Using a needs analysis to design teaching materials, stated that data gained from a needs analysis is used to determine the key components necessary for designing a course material (Jeong & Kim, 2012, Ratnah, 2013).

Effectiveness can be interpreted as an act of student success to achieve certain goals that can bring maximum learning outcomes (Nana Sudjana (1990:50)). The effectiveness of learning is related to the ways and efforts of techniques or strategies used in achieving goals quickly and precisely. The effectiveness of learning according to Supriyono (2014: 1) refers to the power and effectiveness of all learning components that are organized to achieve learning objectives. Effective learning includes all learning objectives, both mental, physical, and social dimensions. Effective learning makes easier for students to learn something useful.

From several understandings of effectiveness that have been put forward by experts, researchers can conclude that effectiveness is the level of success achieved by the objectives, namely from the application of a learning model or media.

According to Wotruba and Wright (Hamzah, 2013: 174) indicators that can be used to determine effectiveness in the learning process are: a.) mastery of lesson plans, b.) effective communication with students, c.) Mastery of the subject matter, d.) positive attitude towards students, e.) good class organization, f.) able to give a good assessment and evaluation, g.) flexibility in learning approach

a. Mastering Lesson Plan

Teachers are preoccupied with a set of written steps outlining what they will do in the classroom, known as a lesson plan. Brown (2001:149) defines a lesson plan as "a set of activities that represent steps along a curriculum before and after which you have a break (a day or more) to evaluate and prepare for the next lesson." Furthermore, Woodward (2001) defines lesson planning as "everything a teacher does when he or she is thinking about the next lesson, such as visualizing, reading resources, or even staring at the ceiling."

Harmer (2007) highlights two important points of why to plan a lesson. Firstly, lesson plan is guide for teachers to refer to. Creative changes may be done to adapt with what actually happens in the classroom but in the end lesson plan is still a guide for teachers to fall back on. Secondly, it relates to teacher's relationship with students. Teacher who has done planning beforehand suggests their commitment toward teaching and will get positive respond from students.

In the 2013 Curriculum, lesson plans have to be made clearly and systematically, so that the teaching-learning process will be interactive, inspiring, fun, and challenging. According to the Ministry of Education and Culture Decree Number 22 of 2016 about Standards for Processing, each lesson plan must consist of ten components. These components of a lesson plan are:

1. Identity of school class, which consists of the name of the institution, the unit, the class, and the semester.

2. Identity of the lesson, which consists of the name of the subject, the number, and topic of the lesson, and the date and time allocated.

3. The core competence, which describes the main competence that students need to learn for the school level class in that subject in the aspect of attitudes, knowledge, and skills.

4. Basic competencies and indicators of competent achievement.
   Basic competencies are several competencies that have to be mastered by students of a certain subject as a basis for establishing an indicator of competence. Meanwhile, indicators of competent achievement are behaviors or performances which can be measured and observed to show the achievement of certain basic competencies.

5. Objectives, which can be defined as processes and products of learning expected to be achieved by learners in the process of teaching-learning based on the core competence and basic competencies.

6. Materials, which consist of relevant theories, facts, principles, and procedures which are written based on the indicators for achievement of competence.

7. Method(s) of teaching is the method(s) used by a teacher in order to create teaching-learning processes. Some methods for teaching that can be used in teaching speaking ESL are the Communicative Language Teaching (Communicative) Approach and the Co-operative Language Learning Approach/Method.

8. Media and resources. Media are used by the teacher to deliver materials and maintain the processes, such as books, slides, overheads, flashcards, tape recordings, CDs and VCDs, and the Internet. Materials can be taken from various sources, such as authentic materials from libraries and the internet including textbooks, novels, English newspapers and magazines, and other IT resources.

9. Teaching activities, which are divided into three stages, namely pre-teaching, while-teaching, and post-teaching activities.

10. Assessments, which are done to evaluate the results of the student study in which the instruments used are based on the indicators for achievement of competency previously determined.

b. Ability to Manage the Class

The way teachers manage their classrooms is a critical component of creating an effective learning environment. Educators understand that all students learn differently and that selecting the appropriate instructional style

can help to mitigate behavioral issues while also allowing for good instruction. A significant body of research also shows that classroom organization and the ability to effectively manage student behaviour "significantly influence the persistence of new teachers in teaching careers," according to the National Comprehensive Centre for Teacher Quality. It is clear from this context that instructional theory and classroom management strategies are among the most important aspects of teacher education.

While classroom management theory is always evolving, three key theorists stand out when it comes to modern education. Experts such as B.F. Skinner, William Glasser, and Alfie Kohn revolutionized how teachers deliver education in the twentieth and twenty-first centuries. Understanding their theories can assist educators in defining their classroom management methods and making decisions about how to best approach student interactions.

The importance of B.F. Skinner's (1960) contribution to learning theory cannot be overstated. His work is based on the idea that learning occurs as a result of changes in overt behaviour. Changes in behaviour, according to Skinner, are the result of individuals' responses to events, or stimuli, that occur in their environment. When an individual is rewarded for a stimulus-response (S-R) pattern, the individual is conditioned to respond similarly in the future.

Reinforcement, or anything that strengthens the desired response, is central to Skinner's theory. This could be in the form of praise, good grades, a reward, or even a sense of accomplishment. Negative reinforcement occurs when a stimulus causes an increase in response when it is removed. Skinner's central

tenet is that positively reinforced behaviour will reoccur. As a result, information is presented in small doses. Responses can be reinforced, and reinforcement will be used on similar stimuli in the future.

Skinner's work has been directly incorporated into modern school systems in numerous ways. Though rewards were used for good behaviour long before Skinner, his theories have influenced many behaviour management systems used in today's classrooms. When attempting to change problematic student behaviour, teachers use immediate praise, feedback, or rewards, and some even use "token economies" to reward students systematically.

The ability of teacher to organize classrooms and manage the behaviour of their students are critical to positive educational outcomes. Therefore, comprehensive teacher preparation and professional development in classroom organization and effective behaviour management are needed to improve outcomes for students in general and special education. Teacher preparation programs should provide both special and general education teacher candidates with coursework and guided practice with feedback or an instructional approach to classroom management.

c. Evaluation of Learning Teaching

English teachers must be able to assess and evaluate their students` learning achievements. Evaluation has a broader sense and characteristic than assessment and test. Assessment and test are the subsets concerning evaluation.

Evaluation is a system and approach of knowing whether or not the teaching and learning processes have been done by the teachers successfully

and properly by knowing whether the indicators, the materials, the learning strategies and media, the assessment procedures, and test items are in the agreement including the competencies, the learners, and the learning situation. The evaluation of the quality of the teaching and learning process can be obtained from the result of observation, interview, test, and assessment in the classroom. According to Brown (2003: 4), assessment is an ongoing process that encompasses a much wider domain. To function an assessment, a teacher ought to consider many aspects of determining the final scores regarding the students. In addition to the mid-semester and final semester scores, the teacher should also give attention to the students` participation, motivation, presentation, performance, paper, portfolio, presence, homework, etc.

The test is a method of measuring a person`s ability, knowledge, or performance in a given domain. In conducting a test, a teacher should follow a systematic procedure such as planning the test, usually in the form of a table of specifications or test specifications, constructing test items properly, trying the items out to guarantee the test`s reliability, administering the test, scoring the test objectively, and evaluating the quality of the test. The test is conducted to measure the students` ability, knowledge, or performance. In other words, it is used to measure students` abilities or competencies. Of course, that is impossible for the teachers to measure all of the students` abilities. They measure only samples of many possible abilities. Therefore, the test items must represent the students` abilities. To represent the students` abilities, the teachers usually use numbers such as 1 to 100, 1 to 10, or 1 to 4, or they may

use category systems such as excellent, good, fair, poor, and very poor or A, B, C, D, E, or pass-fail, etc.

Evaluation has the broadest scope in which assessment and test are the sub-sets of evaluation. The teachers usually take the data for evaluation from the results of assessment and test, but they may also take other data using other techniques, such as questionnaires and interviews. Then the teachers should analyze the data and the results can be used for improving the teaching and learning process in the forms of remedy or enrichment.

d. Important to Mastering Student Character

Teachers cannot create personalized instruction or motivational environments without knowing their students. Highly effective teachers create purposeful opportunities to learn about their students and find ways to let students know they are known.

There were really two types of response teacher must master student's character. The first had to do with students as learners. They understood that a teacher that understood their strengths, weaknesses, and interests would be better able to help them to be successful academically. They knew that someone who knew them as a learner would be able to know what areas where they were struggling and be able to help them through those struggles or know the areas where they were strong and build on those strengths. The comment that hit home most in this regard was a boy that said, "It is important for the teachers to get to know their students because the more they get to know each student the better they can teach them, in a way that they will learn."

The other reason why students thought it was important for teachers to get to know their students was so that they would know them as people. They felt it was important for their teacher to know them so that they could help them when they were upset, having a difficult time with friends or the other things that were going on in their busy lives. They felt it was important to know and understand their interests, hobbies, and what was important to them so that a teacher could treat them with kindness and respect (Michael Schultz, 2015).

e. Ability to Interact with Student

Communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge to 50% communication skills. As a result, a teacher should be proficient in all four modes of communication – listening, speaking, reading, and writing – and should know how to utilise this proficiency effectively in a school environment. Being able to do this has been proven to impact the success students achieve in their academic lives, as well as the teacher's own career success.

Social learning theories help us understand how people learn in social contexts (from one another) and inform how we, as teachers, build active learning communities. Lev Vygotsky, a Russian teacher and psychologist, was the first to assert that we learn through our interactions and communications with others. Vygotsky (1962) investigated how our social environments affect our learning process. He proposed that learning occurs through interactions between students, teachers, and other experts.

As a result, teachers can create a learning environment that maximizes learners' ability to interact with one another through discussion, collaboration, and group projects. Furthermore, Vygotsky (1962) contends that culture is the primary determinant of knowledge construction. By interacting with others and adhering to the rules, skills, and abilities shaped by our culture, we learn through this cultural lens.

Communication skills are most vital for interactions with students because the act of teaching itself requires them. Teachers are responsible for comprehending and breaking down complex information, conveying this information clearly to the students (both verbally and in written resources), presenting in a manner that sustains their attention, and listening to and resolving their questions or problems.

Teachers are required to adapt content for different learning styles, motivate students to learn, build supportive relationships using encouragement and empathy, manage the classroom, and give feedback − making the classroom a safe and supportive learning environment. All of these things require good communication skills.

Studies have found that the success of students is directly related to interactive, engaging teaching environments formed by able teachers (Mashburn et al., 2008). Additionally, the way that teachers communicate with their students can positively affect their perceptions of school, their role in the classroom, themselves and their abilities, and their motivation to succeed (Dobbs & Arnold, 2009).

Therefore, effective communication between teachers and students is extremely important. It allows a teacher to perform their job well, with positive results for their pupils. An added benefit is that the class can use it as a model for improving their communication skills, which are critical for their development and future learning.

f. Mastery of the subject matter

A teacher is required to master the subject matter correctly and be able to organize the material systematically and logically and the teacher must be able to connect the material he teaches with the knowledge possessed by his students, able to relate the material to developments that are happening so that the learning process becomes more fun.

Teacher must mastery four basic skills in English. Since English language skills are highly important in every aspect of life in order to achieve greater success. People try to learn them with enthusiasm, especially when facing competition in today's global market.

Listening and reading are regarded as receptive or passive skills because the learners do not produce the language, but rather receive and understand it. On the other hand, speaking and writing are considered productive or active skills in which learners must generate sentences on their own and produce them in the form of speech or writing. As a result, it is critical to understand that both receptive and productive skills are never present at the same time; listening occurs before speaking, and reading precedes writing.

If the learners do not use these skills correctly, they may go astray. To become proficient in English, students must use all four skills to their true ability. At the same time, students should consider that all four skills are given equal weight because they are interdependent. As a result, learners must focus equally on all four skills and devote more time to practicing these skills because learning a language requires a lot of practice. Also, when teaching second or foreign language learners, teachers should try to use modern techniques, methods, and approaches. The importance of each skill in detail:

1) **Listening**

First of the four skills that everyone learns is listening. Listening is the most important of the four skills because it is the core of all effective communication. "Listening is an essential skill that develops faster than speaking and frequently affects the development of reading and writing abilities in learning a new language," Scarcella (1992). Listeners may completely misunderstand the message if they lack the ability to listen properly and effectively, and communication may break down. It may irritate or frustrate the person who sent the message.

According to Hornby (2005) listening means "Give attention to someone or something you can hear." It implies that the listener will form an opinion about the message he receives and responds to the speaker right away. According to Vandergrift (2003) "listening is a complex, active process of interpretation in which listeners attempt to match what they hear with prior knowledge." In addition, Hadfield claims that "listening is perhaps the most

difficult of the skills to master in a second language." When compared to previous generations of learners, retaining the learners' attention on listening has become more difficult in today's digital world. This is simply due to the fact that the minds of modern learners are almost set or jam-packed with social media, emails, and texts.

As a result, English teachers are now struggling to get their students to focus on listening while they teach English. When students struggle to listen to their teacher, they automatically miss out on important information that could be beneficial to them socially and academically. Speaking ability was omitted by English teachers in the majority of earlier English classrooms. When teachers adopted the grammar-translation method, it was completely overlooked. Later, the introduction of Direct Approach emphasized the importance of listening skills. In this regard, Flower dew and Miller (1995) state, "Learners were immersed in the target language, with the L2 serving as the language of instruction." Listening was an important part of the Direct Method, but it was not actively taught, and learners picked up listening skills in an inductive way, through repetition and usage. As a result, the teachers did not implement active listening strategies in the classroom using the inductive technique and the Direct Method.

Teaching listening skills to second or foreign language learners is a challenging task for English teachers. Teachers can use a variety of classroom activities to engage students and improve their listening skills. According to Richards (1983) "the process of listening is more complex for second language

learners who have limited target language memory capacity." As a result, there is a need to teach second or foreign language learners listening skills using a variety of strategies. The activities listed below help children improve their listening skills.

When teachers play music in the classroom, they can encourage students to pay attention to the lyrics. Furthermore, teachers can encourage students to watch a variety of English movies, news channels, TV shows, entertainment programs, and listen to the radio on a regular basis so that they can pick up on important vocabulary and intonation patterns. Teachers should instruct students to pay closer attention to the articulation of sounds while watching movies in order to help students learn the spoken language. In addition, the teacher should encourage students to attend English-language talks, exhibitions, plays, and other events held in and outside of the classroom. Teachers should also take students to language laboratories to help them improve their listening skills. Even in the classroom, teachers should tell them some stories before they begin the class to get the students' attention. The learning of students is entirely dependent on how teachers implement various strategies for teaching listening skills in their classrooms. As a result, teachers should try to implement all possible strategies in their classrooms not only to capture the learner's attention but also to vastly improve their listening skills.

2) Speaking

Speaking is considered a productive skill, and it takes a lot of practice for students to be able to speak. Speaking is the most difficult skill for second or foreign language learners because they must respond to questions instantly. Speaking requires a lot of practice because the speaker must respond impulsively to the audience. Most second or foreign language learners are afraid of speaking in English for a variety of reasons. Speaking is one of the most difficult skills for a second or foreign language learner to acquire. According to Brown and Yuke (1983) "speaking is the skill on which students will be judged most in real life situations."

Even today, the majority of English teachers use the drill-repetition or dialogue-memorization method. However, there is a high demand for oral communication skills in today's job market, and job seekers must demonstrate their abilities during interviews. Because modern interviews consist of several rounds, teachers should prepare their students for those interviews by training them in all of the necessary skills. Furthermore, teachers should teach them all of the necessary skills so that the students can perform them whenever they are required. The majority of language teachers have prioritized reading and writing over speaking. However, they have recognized the importance of speaking skills and have begun teaching them to second or foreign learners in order to raise their standards of oral communication skills.

According to Bueno, Madrid, and Mclaren (2006: 321), "speaking is one of the most difficult skills that language learners must master." Despite this, grammar has traditionally been pushed to the sidelines while we, as English teachers, have spent all of our classroom time trying to teach our students how to write, read, and sometimes even listen in an L2 because grammar has a written tradition." When asked to speak in English, second or foreign learners face a variety of challenges. They are more afraid of the stage and develop a phobia, attempting to avoid the situation.

At this point, English teachers should motivate students by selecting topics of their own interest and encouraging them to speak in English even if they make mistakes. Furthermore, teachers should instil confidence in their students by telling them morals or proverbs such as "Failures are stepping stones to success," and so on. They should also share some success stories of great people who achieved their goals with tenacity and dedication by putting in extra effort at work. As a result, teachers should motivate and encourage students to participate in classroom activities so that students can improve their speaking skills.

As a result, English teachers should recognize the importance of speaking skills and make greater efforts to develop speaking skills in second or foreign language learners because they foster a positive attitude toward learning all of the techniques involved in speaking skills.

3) Reading

Reading is an essential component of second language acquisition. Reading exposes foreign language learners to more vocabulary items, grammatical structure, simple, compound, and complex sentences. Students who read books can improve not only their vocabulary but also a variety of grammatical structures, idioms and phrases, rhetorical figures, and so on. Reading skills help students develop a wide range of vocabulary and grammar. Reading also forces students to fix the correct grammatical structures of the language. Reading provides learners with a rich learning experience. Because reading helps students improve their word power and grammar, teachers should encourage students to read more in the classrooms in the form of jokes, moral stories, and stories about successful people.

A wide reader can undoubtedly become a good writer, and a few of them can also become good speakers because they gain a wealth of knowledge and vocabulary. Learners gain more knowledge from books, and they also develop their creativity. Furthermore, their language becomes more refined, and they use appropriate and appropriate vocabulary when speaking or writing in the language.

A person reads when he or she looks at and comprehends "the meaning of written or printed words or symbols," according to Horn (2005). "There are two types of reading," writes Harmer (2007), "extensive reading and intensive reading." Extensive reading is reading for pleasure in which students read the

text. This extensive reading practice is better suited for students who prefer to choose and read according to their own preferences. The learners' reading skills improve dramatically as a result of extensive reading. Because extensive reading appears to be more beneficial for second or foreign language learners in developing their vocabulary and grammar, English teachers should plan special lessons materials for the students to involve the learners in reading.

In the case of extensive reading, teachers should encourage students to read the texts thoroughly by involving them more in the assigned tasks and topics. While the students read the assigned text in depth, the teachers' role should be limited to being an observer, organizer, and feedback organizer. Some students want to grasp the central idea of the given topic and do not go beyond it in intensive reading, whereas others go into detail about each and every word or sentence and read with greater interest. Despite the fact that there are two types of learners, the teacher should focus on both in order to make the text understandable to the readers.

Students should focus more on reading and improve their vocabulary and grammatical structures so that they can perform well in both speaking and writing. As a result, English teachers should encourage their students by assigning them to read a story in groups and giving each participant an equal chance. Additionally, teachers should provide more comics and moral stories to students, as these types of books are popular among students. As a result, teachers should use the most effective techniques in the classroom to encourage second or foreign language learners to read the selected texts.

4) Writing

Writing is the most difficult of the four English skills because it involves so many different things. Teaching writing is one of the most important tasks for teachers because it tests spelling, grammar, lexical meaning, and other skills. Because the English language differs from the learners' mother tongue in many ways, including grammatical structure, meaning, spelling, silent words, pronunciation, and so on, second language learners will undoubtedly struggle to learn it. Despite the fact that the English alphabet has twenty-six letters, the spelling system is quite complex. In English, there is no correspondence between spelling and pronunciation.

Writing, in broad terms, is the graphic representation of symbols known as letters. Writing is the most difficult skill to master in almost all languages, and students must receive extensive training in order to do so. Widdowson (2001: 62) defines writing as "the use of a visual medium to manifest the graphological and grammatical system of a language." In this context, students must be familiar with the selection of grammatical structure and vocabulary, as well as the graphic system. According to Olshtain (1991: 235), "writing as a communicative activity must be encouraged and nurtured throughout the language learner's course of study."

According to Richards and Schmidt (2002), "writing is seen as the result of complex processes of planning, drafting, reviewing, and revising." According to Richards and Renandya (2002), "writing is the most difficult skill

for L2 learners because they must generate ideas, organize them, and translate these ideas into readable text, which can be very difficult for students." Almost all writing in the modern world is done electronically. Even so, the students take their written exams in writing mode, i.e., by writing with their hands.

English teachers should place a premium on teaching writing skills to students learning English as a second or foreign language. To achieve better results, teachers must use cutting-edge strategies for teaching writing skills. Teachers can encourage students to write stories in groups. The teacher should form groups for this purpose, with each group consisting of four to five students, so that the novices have more opportunities to contribute to the given tasks. In addition, the learners can share their ideas and opinions with the other members of the group in a relaxed and pleasant environment.

Here, teachers can distribute pictures in a random order to students and ask them to create stories in groups. The groups then arrange the pictures in a meaningful order and create a meaningful story. There are numerous other techniques that teachers can use in their classrooms, but they must be appropriate for the level of the students. Because developing writing skills in second or foreign language learners is a time-consuming process, teachers should use all available strategies in their instruction to help students develop their writing skills.

D. Virtual and Face to Face Learning

Virtual learning is described as online spaces with applications concerning physical classrooms but in different ways. A virtual learning ensures that teachers and learners can connect in real-time and accomplish the learning objectives. Students can ask questions and have interaction with their friends just the same way they would have done in a physical setup but over the internet. Virtual learning also can accommodate many students as opposed to a physical class that is limited in capacity. Virtual learning uses online meeting solutions that be able to accommodate a large number of participants. This facilitates better participation and ensures that knowledge is more accessible.

Face-to-face learning is an instructional technique where the course content and learning material are taught in-person to a group of students. This allows for live interaction between a learner and an instructor. It is the most traditional type of learning instruction. Learners benefit from a greater level of interaction with their partner students as well. In face-to-face learning, students are held responsible for their progress at the class's specific meeting date and time. Face-to-face learning ensures a better understanding and recollection of learning content and gives class members a chance to bind with one another. Face-to-face learning is essentially a teacher-centered method of education and tends to vary widely among cultures.

E. Previous Study

There are three findings related to this research. The first previous studies are Heni Fatmawati from Walisongo State Islamic University with the title "Need Analysis in English for Specific Purpose at vocational school (A Descriptive

Research at the Eleventh Grade Students of Marketing Major of SMK Negeri 1 Demak in the Academic Year of 2016/2017)". This study was aimed to describe the need in English for Specific Purposes of the eleventh students of marketing major SMK Negeri 1 Demak in the academic year of 2016/2017. The result of this research shows that the eleventh grade of marketing students in XI PM 1 needs more specific English material and English skill in marketing field. In addition, based on classroom observation, in teaching process the teacher requires to find appropriate way that can make the students more interesting and active. Therefore, to maximize their competence in marketing activities, the marketing students hope that the school can design ESP program.

The second previous studies are Latifah Kusumaningrum from Muhammadiyah University of Surakarta with the title "An Analysis on the Learner Needs of English for Specific Purposes at SMK N 2 Sragen." This study was aimed to find the real need of SMK N 2 students with ESP taught in SMK N 2 Sragen and to compare them with the existing syllabus. The writer sees that existing syllabus does not satisfy the students' real need especially in speaking and listening. The students have difficulty the material because the material of speaking and listening skill taken from recorded material which is not easy to be understood.

The last previous studies are Faridatul Muktar from IAIN Tulungagung with the title "Teachers and Students' Perception of MAN 3 Tulungagung Towards Internship Students of IAIN Tulungagung in Teaching English". This study was aimed to know about the perception of teachers and students towards internship students of IAIN Tulungagung in teaching English. Based on the findings, the

writers stated that teacher have positive perceptions toward Internship students

make the lesson plan and design the materials which were very important when

they conducted their teaching practice at school.