

**English for Islamic Boarding House (Pesantren)
Based College Students: Revealing
the English Language Needs**

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Abstract

This study aimed to investigate the learners' perspective of perceived needs on the English language course at a pesantren-based college that is considered as English for Specific Purposes. The needs are categorized as target needs and learning needs. The subjects of the study were 26 students of the Islamic Education department and 19 Quranic Sciences department students, as well as the 2 lecturers from each department. The data were collected through two techniques; the survey questionnaires which were addressed to students and interviews with the lecturers. The quantitative data were analyzed using descriptive statistics by computing the percentage of the responses. Research findings revealed the target needs by identifying the goal of the English course that is to facilitate learners to communicate in English both spoken and written; while the learning needs by identifying the inputs of practicing the four skills should be both authentic and not authentic in nature as well as should contain subjects related to religious materials and every day used texts. The presented texts should be learned through various procedures and arranged from guided to free-guided tasks.

Keywords: *English, Needs Analysis, Pesantren-Based College*

Abstrak

Penelitian ini bertujuan untuk mengetahui perspektif mahasiswa terkait kebutuhan belajar dalam kelas Bahasa Inggris di sekolah tinggi berbasis pesantren dengan tujuan khusus (ESP). Kebutuhan belajar dikategorikan dalam 2 jenis, target needs dan learning needs. Subjek penelitian adalah 26 mahasiswa Prodi Pendidikan Agama Islam dan 19 mahasiswa ilmu Al Quran, serta 2 dosen bahasa Inggris. Data dikumpulkan melalui kuesioner dan wawancara. Data yang bersifat kuantitatif dianalisis menggunakan statistik deskriptif dengan penghitungan persentase. Hasil penelitian menunjukkan "target needs" yang diidentifikasi melalui tujuan pembelajaran bahasa Inggris yaitu untuk memfasilitasi mahasiswa dalam meningkatkan kemampuan komunikasi baik secara lisan maupun tertulis; sementara "learning needs" diidentifikasi melalui input pembelajaran yang menyatakan bahwa teks yang digunakan dalam pembelajaran hendaknya bersifat otentik maupun tidak otentik, mengandung tema-tema yang bersifat keagamaan dan yang berkaitan dengan kegiatan sehari-hari. Teks yang digunakan hendaknya disajikan dalam berbagai bentuk penugasan yang disusun bertahap mulai dari terbimbing sampai bebas bimbingan.

Kata Kunci: *Analisis Kebutuhan, Bahasa Inggris, Sekolah Tinggi Berbasis pesantren*

A. Introduction

Institut Ilmu Al-Quran (IIQ) An-Nur is an Islamic college that is characteristically different from other Islamic high schools. Because it is *pesantren* (traditional Islamic boarding house)-based school, the school curriculum integrates the national high school and *pesantren* curriculum. Graduating from this school, learners are expected to know and be able to perform knowledge and skills of subjects taught within two types of curriculums. It reveals that the characteristics of students in this school are different from others. Such conditions should trigger stakeholders to design specific English courses that are suitable to learner's characteristics. Thus, they need a specific English course that may encounter and accommodate the learner's needs. Including learners in the appropriate course design may support them in obtaining and improving their English mastery.

However, the college has not designed the appropriate English course which is based on the learners' needs. The lecturers still used general English textbooks in the teaching and learning process. Moreover, most of them did not consider the learning materials as well as learning procedures appropriately, based on the learner's needs. Sometimes lecturers use materials which are irrelevant to the context of local environments. Moreover, the materials used are focused more on grammatical aspects rather than on supporting learners for language acquisition as well as skill improvement. The students are required to understand the structure of language but they are rarely given a chance to produce the language through their skills. Besides, the selection of tasks and activities often ignores the learners' needs and preferences.

Designing the appropriate English course which meets the learners' needs becomes one of solutions to direct the usefulness of the English teaching and learning process in IIQ An-Nur. To reveal their perceived needs in the English language program, the need analysis should be done based on the framework of English for Specific Purposes (ESP).

Some proficient considered ESP as an approach. It is an approach used by teachers, tutors, or any language instructors to teach English Language Learners (ELL) in order to improve their communicative skills in a particular field (Streven, 1988 via Evans and John, 1998:3). Hutchinson and Waters (1987:5) also note it is an approach that does not encompass a certain language, material, or system of methods. They strengthen the basics of ESP to explain why ELL need to learn the target language. Their necessity should be primarily identified before designing the learning materials because they should meet the students' needs.

English is a crucial subject taught in an Indonesian school. It has been included in the Indonesian curriculum for a long time due to its advantages. Besides, mastering English can enhance student development, both in their career and academic life (Kemendikbud, 2020; Kemendikbud, 2014). In designing an English class, it is necessary to conduct a need analysis. In addition to this, there are various studies conducted to investigate the importance of need analysis in designing English studies (Hutchinson & Waters, 1987; Munby, 1978; Serafini, Lake & Long, 2015). Moreover, Gökhan Ulum (2015) and Raharjo, et. al. (2020) also investigated learners' need in English classroom in the context of high school curriculum in Indonesia.

Brown (2006) suggested that the first step in designing English teaching and learning is by conducting need analysis. Thus, teachers can investigate the learning needs. It will help teachers compose a responsive course to achieve the target language (Hutchinson & Waters, 1987). Besides, the result of the need analysis is also necessary to determine the syllabus design (Evans & John, 1998; Wilkins, 1976).

Moreover, Nunan (1999) explained that the need analysis refers to the materials and the learning process composing. It includes the technique, tools, and procedures used in that process. He further explained that need analysis aimed to measure the previous knowledge and the needs of the student. He argued that a need analysis focuses on exact questions aimed to gain appropriate answers. Besides, Nation

& Macalister (2010) stated that need analysis determines the objectives and contents of the course. In addition, Brown (2006) argued that need analysis refers to the investigated data and information used to determine the course goals to support learning needs affecting the teaching and learning process. Researchers also proposed several frameworks for need analysis design (Hutchinson & Waters, 1987; Serafini, Lake & Long, 2015).

Furthermore, Hutchinson and Waters (1987) explained that student needs consist of target and learning needs. Target need refers to what the students need to do in a target situation while learning need refers to what the students need to do to learn. They also argued that target need analysis includes necessities, lacks and wants. Besides, necessity refers to what students need to know to master the target language. Meanwhile, lack covers what the students have not achieved yet, while want includes what the students desire to learn.

On the other hand, Nunan (1999) suggested another way of investigating student needs by highlighting several needs, such as the objectives (student language proficiency, patterns of the language they use, and their data), subjective (student lack, involving their wants, desires, expectation, and motivation), initial, and ongoing needs. However, the subjective need is the hardest to observe as it is very personal. It is even hard for the students to specify theirs.

Besides, Hutchinson & Waters (1987) stated that designing a course can be inferred as composing the syllabus, materials, teaching and learning plan, and evaluation. The main concerns in course design include course goals, student needs, learning needs, settings, teaching and learning participants, language descriptions, learning theories, and need analysis.

B. Method

This present study investigated the learners' perspective on their needs of the English for Specific Purposes (ESP) language course at *pesantren*-based college. The subjects of this research were the first-

semester students of IIQ An-Nur Yogyakarta. The research subjects were 45 students coming from two departments (Islamic Education and Quran Interpretation) who were chosen randomly to complete the questionnaire in the need's analysis process. A questionnaire was designed to collect information about learners' needs, preferences, and their characteristics. The questionnaire consisted of 23 open-ended items asking of learners' perspective of perceived needs on their ESP classroom. The source of the data were students' responses on the questionnaire. The responses then were analyzed by computing their percentage. The highest percentage or sometimes 2 to 3 of highest percentages (of items that allow students to choose more than 2 options) were considered as student's needs. The outcomes of the needs analysis process then were used to design the English language course as well as to develop the learning materials.

C. Result and Discussion

The result section is provided prior to the discussion section. Each section stands alone as a subtitle. The result and discussion should be written in not less than 60% of the entire body of the manuscript.

1) Result

The questionnaire of the needs analysis was distributed to 45 students coming from two departments. The questionnaire was distributed to collect information about learners' target and learning needs. There were four components involved in the questionnaire, namely goal, input, activities (included teacher's role and learner's role), and setting. The questionnaire was in the form of multiple choices questions. The students were allowed to choose more than one options for several items. The highest percentage (sometimes two or three of the highest percentages) of the students' choices was considered as the student's needs.

The Target Needs. The questionnaire looked at three aspects; necessities, lacks, and wants to analyze the learners' target needs. The findings of the need analysis process by looking at those three aspects are presented in Table 1.

Table 1. Student's Target Needs

Types	Students' needs	Response	Percentage	
Necessities	Learning goal	To attain one of the requirements of accomplishing their studies in college	53,3%	
		To have the ability to communicate in English; orally or in written	75,6%	
Lack	Proficiency level	Target situation	The most frequent skill used in the school lecturing process: Reading	
			Speaking	75,6%
			Pre-Elementary (do not know anything about English language)	24,4%
			Elementary (understand simple vocabulary and simple English conversations)	6,7%
Wants	The most difficult skill used in the classroom	Speaking	46,7%	
		Writing	35,6%	
		English and Bahasa Indonesia	88,9%	
		Bahasa Indonesia	6,7%	
	The most interesting themes	Themes that are useful to improve active communication in English	60%	
		Themes that are commonly found in everyday life	48,9%	

Table 1 presents the student's target needs in learning English which consist of 3 types; necessities, lacks, and wants. Students were allowed to choose more than one option in several items in the questionnaire. Two responses of the items with the highest percentage are presented in the table. These responses then will be used as a recommendation in designing the English course in the college.

Necessities were the first type of the target needs that were investigated. It consists of 2 items; the learning goal and the target situation. The data show that 75.6% of the students expect that after taking the English course they have an ability to communicate in English, both orally or in written, within the lecturing process or outside. Moreover, 53.3% of the students are attending the course in order to attain one of the requirements of accomplishing their study in the college. Based on the highest percentage, the goal of the instructional process in the college should enable students to communicate, both spoken and written, in English.

In term of the target situation in which English language skills are often used in the lecturing process, 75.6% of the students chose reading as a skill that frequently used in the instructional process of other subjects. Moreover, 24.4% of students considered that speaking in the most frequent skill used in lecturing process in the college. Based on these results, the language course should be focused more on practicing reading and speaking skills.

The second aspect of the target need is "lack". There are 2 items describing students' lack; the students' proficiency level and the most difficult skill. The data presented on the table show that 93.3% of the students are at the level of elementary. It means that 42 of 45 students able to understand simple vocabularies and simple English conversations. The rest of it, equal with 6.7%, are in the level of pre-elementary. It implies that 3 of 45 students do not master anything in English. Since most of the students' English proficiency levels are on the Elementary, the course should be designed for Elementary level.

The students' lack is also described by the most difficult language skill experienced by them. Table 1 shows that speaking skill is considered as the hardest language skill to be acquired by most of students. It was chosen by 21 of 45 respondents or 46.7% of the students. Moreover, 35.6% of students feel that writing is the most difficult skill. Based on this result, the course should provide the students various activities in speaking skill.

The third type of target need is "want", and descis ribed by two items; the language used in the classroom, and the preferred theme used in the instructional process. The data show that 40 of 45 students or 88.9% of the students expected teachers to use both English and Bahasa Indonesia within the teaching and learning process. Furthermore, 6.7% of the students want their teacher to use Bahasa Indonesia and the rest of the students or 4.4% them want their teacher to use English. For that reason, the languages that should be used to deliver activities in the class are both English and Indonesian.

The student's want also be described by the preferred theme chosen. The data shows that 60% of the students prefer to use themes that are useful to improving active communication in English. It means that the learning process should provide students interesting topics that may trigger to improve and develop active communication both orally and in written. Furthermore, 48.9% of the students want to have themes that are commonly found in everyday life. Based on these results, themes that should be used in the teaching and learning process are themes that are useful to improve active communication in English and themes that are commonly found in everyday life, especially in their Islamic boarding house.

The Learning Needs. Learning needs are defined as what the learner needs to do in order to learn the language. There are 19 items in the questionnaire to investigate students' learning needs. Those items are categorized as the 'input', the procedures, and the setting. Students learning needs to practice each language skill are presented in the following tables.

Table 2 Student's learning needs (listening)

Types	Students' needs	Response	Percentage
Input	Effective listening materials	Simple dialogue containing frequently used expressions	71.1%
		Authentic monologues such as advertisements, news reports, announcements, etc.	44.4%

	Effective length of texts	Between 150-200 words with additional illustration	44.4%
		Between 200-250 words with additional illustration	37.8%
Activities	The preferred listening activity	Listening to a dialogue then answering questions	40%
		Listening to a dialogue or monologue then completing the missing words	33.3%
		Listening to a dialogue or monologue then answering questions orally	33.3%
Setting	The preferred setting to practice	Language laboratory	73.3%
		Classroom	26.7%

Table 2 presents students' needs in listening practice which are categorized as input, activities, and setting. There are 3 items describing the input of listening; the effective listening material, the effective length, and the nature of texts. In terms of preferred materials that should be used in practicing listening, most of learners prefer to have simple conversation containing daily used languages (e.g., offering help, introducing one self, asking, answering questions, etc.) that was chosen by 32 of 45 students or 71.1%. Furthermore, 44.4% of the students prefer to have authentic monologues such as advertisements, announcements, and news reports, to practice listening. Therefore, teacher should provide various materials in the form of dialogues and monologues containing expressions and themes that are frequently used in everyday life.

In terms of the text's length, 44.4% of students prefer to have texts containing 150-200 words (short text) with supplementary image supporting the texts. Moreover, 37.8% of students prefer to have texts containing 200-250 words (medium text) with additional illustration as the input for listening. The data of the preferred nature of listening materials show that more than half of the students (60%) consider the nature of effective listening materials is both authentic and not-authentic. It means that the materials that will be used as input for listening are the dialogues and monologues that often used in real life and not-authentic, which are prepared for the purpose of teaching and

learning process. Whereas there are 28.9% of the students think that the nature of effective listening materials is authentic. Based on these results, texts that will be used for listening practice are short texts (150-200 words) with additional illustrations having both authentic and not-authentic in nature.

Students are allowed to choose more than one option in the item that ask about preferred listening activities. In choosing the listening activities, almost half of the students (40%) prefer to answer questions according to the information presented in the text after listening to a particular conversation. Moreover, 33.3% of students expect to complete the omitted words while listening to a particular conversation/monologue/lecture, and 33.3% of them want to answer questions orally after listening to a dialogue/monologue. In terms of location, most of students (73.3%) prefer to practice. Table 2 presents students' needs in listening practice which are categorized as input, activities, and setting. There are 3 items describing input of listening; the effective listening material, the effective length, and the nature of texts. In terms of preferred materials that should be used in practicing listening, most of learners prefer to have simple conversation containing daily used languages (e.g., offering help, introducing one self, asking, answering questions, etc.) that was chosen by 32 of 45 students or 71.1%. Furthermore, 44.4% of the students prefer to have authentic monologues such as advertisements, announcements, and news reports, to practice listening. Therefore, teacher should provide various materials in the form of dialogues and monologues containing expressions and themes that are frequently used in everyday life.

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Table 3 Student's Learning Needs (Speaking)

Types	Students' needs	Response	Percentage
Input	Effective speaking materials	Simple dialogues containing frequently used expressions such as offering help, introducing oneself, etc.	73.3%
		Authentic monologues	46.7%
		Entertaining materials such as games, songs, movies, etc.	28.9%
Activities	The preferred speaking activity	The effective length of texts	44.4%
		Between 150-200 words with additional illustration	37.8%
		Between 200-250 words with additional illustration	51.1%
Setting	The preferred setting to practice	Discussing and exchanging ideas	31.3%
		Doing oral quiz	26.7%
		Explaining pictures	73.3%
		Language laboratory	26.7%
		Classroom	

Table 3 presents students' speaking needs which are categorized as input, activity, and setting. The students were allowed to choose more than one choice. The result shows that 73.3% of learners want to use simple conversation which contain frequently used languages/expressions such as introducing one self, asking and answering questions, and offering help. Furthermore, authentic monologues such as advertisements, announcements, and news reports were chosen by 21 of 45 students or 46.7%, while entertaining materials such as games and songs were chosen by 28.9% of students.

In terms of activities, 51.1% of students prefer to have a discussion and exchanging idea to practice speaking, while 31.1% of them like to solve oral quizzes. Furthermore, 26.7% of students prefer to practice speaking by explaining pictures. In terms of the setting, 73.3% of them prefer to practice speaking inside and outside the classroom, while rest of the students (26.7%) prefer practicing speaking in the classroom. Based on these results, teacher should provide various types of speaking materials and design several activities while combining the speaking practice inside and outside the classroom.

Table 4 Student's Learning Needs (Reading)

Types	Students' needs	Response	Percentage
Input	Effective reading materials	Texts which introduce new vocabularies and previously learned grammar.	75.6%
		Texts which related to religious matters	20%
		Authentic texts	8.9%
	Effective length of texts	Between 200-250 words with additional illustration	46.7%
		Between 150-200 words with additional illustration	20%
The nature of texts	Authentic	51.1%	
	Both authentic and not authentic	44.4%	
Activities	The preferred reading activity	Reading and understanding texts and then answering the questions	62.2%
		Reading and understanding texts and then looking for the main idea	53.3%

		Reading and understanding texts and then completing the missing words	37.8%
		Reading and understanding texts and then choosing the right or wrong answers	31.1%
Setting	The preferred setting to practice	Both inside and outside the classroom	73.3%
		In the classroom	26.7%

Table 4 presents students' reading needs which are categorized as input, activities, and setting. There are 4 items describing input of reading; the preferred materials, the text's length, the necessity of illustration, and the text's nature. In terms of preferred materials that should be used to practice reading, most learners prefer to have a simple conversation that cover frequently used languages/expressions (e.g., offering help, introducing oneself, asking, answering questions, etc.) that was chosen by 32 of 45 students or 71.1%. Furthermore, 44.4% of the students prefer to have authentic monologues such as advertisements, announcements, and news reports, to practice listening. Therefore, teachers should provide various materials in the form of dialogues and monologues containing expressions and themes that are frequently used in everyday life.

In terms of the texts' length, 46.7% of students preferred to use texts containing 200-250 words (medium length); while 20 % of them tended to practice reading with texts containing 150 to 200 words. All of them liked to have texts completed with additional illustrations.

Table 4 also provides information about the effective nature of reading materials. Based on the data, 51.1% of students think that the nature of effective reading materials should be authentic, which means the materials that are used in real life such as advertisements, announcements, news report, and others. Moreover, 44.4% of the students think that the nature of effective reading materials should be both authentic and not authentic-materials that are prepared for the purpose of the instruction. Based on the results, the nature of reading materials which will be given in the class later will be both authentic and not authentic with more authentic materials presented.

Students were allowed to choose more than one option when they were asked about preferred reading activities. The researcher found that more than a half of students expect to comprehend a text and then answer questions according to the given information (62.2%) and to comprehend a text then seek the main ideas (53.3%) in practicing reading. Moreover, 37.8% of students want to practice their reading skills by looking for synonyms of particular words in the text. Furthermore, the activity such as choosing right or wrong answers after reading a text was chosen by 31.1% of students. Based on these results, the lecturer will have several options for activities in teaching reading.

In terms of the preferred place to accomplish the reading tasks, 73.3% of students liked to practice reading both inside and outside the classroom, such as in their boarding house, in the library, or in the discussion corners. The rest of the students (26.7%) preferred to practice reading in the classroom. Based on this result, the teacher should facilitate students to practice reading in various places. Table 5 shows students' writing needs.

Table 5 Student's Learning Needs (Writing)

Types	Students' needs	Response	Percentage
Input	The preferred writing materials	Explanation of vocabulary and grammar used in the text first	60%
		Model of certain text genres. CV, etc.	42.2%
		Simple note-taking, memo and announcement writing, etc.	40%
	The preferred method	Explaining grammars used in the materials	44.4%
		Introducing vocabularies used in the materials	33.3%
		Giving examples of authentic text as an introduction	22.2%
Activities	The preferred writing activity	Writing texts based on personal ideas	46.7%
		Completing paragraph based on vocabularies used in the materials	44.4%
		Listening to lectures or grammar, vocabularies, etc.	44.4%

Setting	The preferred	Classroom	33.3%
	setting to	Home/boarding house	28.9%
	practice	Library	24.4%

Table 5 shows the student's writing needs which can be categorized as writing input, activities, and setting. In terms of the desired writing materials, learners were allowed to choose more than one option. Results show that 60% of students expect that the teacher will explain vocabulary and grammatical aspects presented in the texts first before practicing writing. Moreover, 42.2% of students wish to have a model of writing materials at the beginning of the class based on certain topics such as writing based on text genre. Besides, there are 40% of them who want to learn how to take notes, memos, announcements, and others.

In terms of the method that should be used to practice writing, 44.4% of students expect the teacher to explain the grammar used in the materials before practicing writing. Moreover, 33.3% of students want the teacher to introduce vocabulary in the materials, and 22.2% of them prefer to be given examples of authentic texts as an introduction. Therefore, in teaching writing, the teacher should first give an explanation of grammar and introduce new vocabularies that are used in the reading materials that are authentic.

In terms of the preferred writing activities, students were allowed to choose more than one choice. Based on the data, most of the students (46.7%) like to write texts according to their subjective ideas. Moreover, 44.4% of students expect to complete texts based on languages used in the materials. The same percentage, 44.4% of students want their teacher to explain grammatical aspects and vocabularies used in the material before having writing practice. Furthermore, 28.9% of students prefer to practice writing by write texts based on certain situation or themes, and the same number of students (28.9%) want to write texts based on other texts (write a CV based on a job vacancy).

In terms of the setting to practice writing, 33.3% of students preferred to choose the classroom as the main place to practice writing. Moreover, 28.9% of students liked to practice writing in their boarding house, while the rest of them (24.4%) preferred to choose. Based on these results, teachers should assist students' writing practice more in the classroom.

Table 6. Student's Learning Needs (Writing)

Aspect	Response	Percentage
The preferred class management in doing tasks	Small group (3-4 students)	71.1%
	In pairs	17.8%
	Individually	11.1%

Table 6 presents the preferred class management in doing English tasks. The data show that 71.1% of students like to do the tasks in small groups (3-4 students). Moreover, 17.8% of students expect to accomplish the tasks in pairs, and 11.1% of them expect to do the tasks individually. Based on these results, most of the tasks in the learning materials will be designed to be done in small groups.

2) Discussion

There are six components that were identified by the questionnaires to gather learners' needs; language course's goal, learning input, learning procedure/activity, learner and lecturer role as well and setting. The classroom instructional process should utilize learners with language skills and knowledge aiding them to have the ability to be involved in communication using English, whether spoken or written. This course objective can be accomplished by revealing learning materials that are frequently found in ordinary life. Exposing learning themes that are frequently found in ordinary life may support them to obtain the communicative competence in a real-life communication. This finding is in line with Bhatt's study (2012: 354). In his study, Bhatt found that all of research subjects prefer themes "daily or everyday life," "day to day activities," "basic communication and

conversation," to be involved in the process of learning and practicing the target language.

The instructional process should be divided into two cycles; spoken and written cycles. In spoken cycles, learners should be trained to comprehend texts and produce language with expressions that are usually used in everyday life; for example, asking for and giving information, giving advice and suggestions, and asking for and giving directions. In the written cycle, most learners are interested in practicing reading and writing through genre texts commonly used in everyday life, such as descriptive and procedural texts. These findings were also suggested by Bhatt's study (2012: 354) that in the written cycle, the learners were concerned in studying several genre texts frequently used in everyday life such as; descriptive, recount, explanation, and procedural texts.

Regarding the task input, the proper language inputs were those are comprehensible to learners. The comprehensible texts will enable learners to acquire and develop their foreign language knowledge as well as its use in everyday life. This finding is in line with input hypothesis proposed by Krashen, stated that messages (input) in the target or foreign language can be understood by language learners when are just a slight beyond their current level of acquired ability and competence (1982: 20). Learners will progress from a level of acquisition to the next level if they've comprehended languages that contain structures at the level afar that of the present level. Un-comprehensible inputs will become a language barrier for learners to acquire the target language. Too difficult language inputs make learners unenthusiastic to practice on the target language because of its toughness. In a line with it, too easy texts also make learners unwilling to learn and practice the target language because they actually want challenges to improve and promote their present level of language ability and competence.

This study found that the suitable input should contain familiar and interesting topics for learners. Interesting and familiar topics will trigger learners to practice the target language because they've

experienced it in everyday communication. The interesting topic will stimulate learners to learn and practice the target language enthusiastically, while the unexciting one will make learners unwilling to learn. This study found that topics that should be used in the learning process were topics that are connected to religious substances as well as culture. These themes were mostly chosen because most of them are students of An-Nur Islamic boarding house (*pesantren*) that characteristically experience special culture. Tomlinson (2008) found in his study that many local materials do offer intelligible influences to the learners' culture. Similarly, Walker (2012) found that one of the constructions that can make the lesson difficult for learners is the unexperienced circumstances. In other words, the familiar topic eases and triggers language learners to learn the foreign language.

Regarding task procedure, the suitable activities should arrange in the same sequence for all cycles: opening activities, main activities, corroboration activities, and the reflection activity. All of the language tasks should be presented gradually, from the easiest to the most difficult ones; from the full-guided task to free-guided task. This kind of gradual ordering will stimulate the learners to learn the target language because it will arise their confidence in learning the target language. It is also supported by Bhatt's finding that his research subjects noticed the steady rise in the difficulty level of the target language tasks in the instructional process (2012: 354). Most of students were motivated by the way the textbook started off; from the simple material and gradually increased to the slightly difficult materials as well as topics.

Regarding the participant's role, the study revealed that the lecturer and learner should act complementary in the English instructional process. Most learners liked the lecturer to be a facilitator as well as an observer of the communicative process in the classroom. This finding is supported by Breen and Candlin (1980) via Nunan (1989: 87) explaining that in the communicative classroom design, the teacher has three main roles; acting as facilitator of the communicative process, as participant, and as an observer as well as learner.

Regarding the task setting, this study found that the individual works and pair works are appropriate. Moreover, the individual works mostly suitable to be arranged in the initial steps of each learning cycles. In further steps/stages, the learners will feel more confident and are motivated to do the task as well as learn and practice the target language when they work with their partners. Attaining their self-reliance and confidence, the learners motivate to learn more the target language in the next levels. Moreover, the pair works are suitable to be aimed in the language tasks that better be accomplished in pairs; for examples performing dialogues/conversations about particular topics as well as problem solving activities.

C. Conclusion

The target needs of the students in English language course in IIQ An-Nur consist of several aspects as follow; (a) the goal of learning English is to enable students to communicate in English, both spoken and written, (b) the most frequently skills used in the instructional process are reading and speaking, (c) the most difficult language skill is speaking, (d) the language that are used in the instructional process is both English and Bahasa Indonesia, (e) themes that are used in the instructional process are themes that are useful to improve speaking skills, that are commonly found in everyday life, and that are related to religious matters.

The learning needs of the students are presented as follows. The inputs for listening should: (1) be both authentic and not authentic in nature, (2) use simple dialogues containing frequently used expressions such as offering help, introducing oneself, asking and answering questions, and (3) contain between 150-200 words with additional illustrations in the length. The procedure for practicing listening should be in the form of: (1) listening to a dialogue then answering the questions, (2) listening to a dialogue/monologue then completing the missing words, (3) listening to a monologue then choosing the right or wrong answer, and (4) listening to a simple dialogue then taking note

on important information. Besides, in practicing listening, the students should be active participants, while the lecturer should act as facilitator.

The learning needs of students in practicing speaking are presented as follows. The inputs of speaking should: (1) be both authentic and not authentic in nature, and (2) cover simple dialogues containing frequently used expressions such as offering help, introducing oneself, asking and answering questions, etc. The procedures in practicing speaking should be in the form of: (1) discussing and exchanging ideas, (2) doing oral quiz, and (3) understanding and responding to a conversation. Besides, the students should be active participants, while the lecturer should act as facilitator and observer.

The learning needs of students in practicing reading are presented as follows. The inputs of reading should: (1) be both authentic and not authentic in nature, (2) contain themes related to religious matters, (3) contain texts introducing new vocabularies and grammar, and (4) contain between 200-250 words with additional illustrations. The procedures in practicing reading should be in the form of: (1) reading and understanding texts then answering the questions, (2) reading and understanding texts then choosing the right or wrong answers, and (3) looking for synonyms of difficult words in the text. In learning reading, the students should act as active participants, while the lecturer should act as the facilitator.

The learning needs of students in practicing writing are presented as follows. The inputs for writing should: (1) be both authentic and not authentic in nature, and (2) contain themes related to religious matters. The procedures of practicing writing should be in the form of (1) writing texts based on personal ideas, (2) completing sentences with the provided vocabulary, and (3) listening to lectures on grammar, vocabulary, etc. In practicing writing, the students should act as active participants, while the lecturer should act as the facilitator.

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