

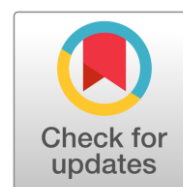


A Need Analysis of Esp For Students of Islamic Family Law Faculty at STAI Nuruddhaham Sumenep

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Abstract

Purpose - The aim of the study is to identify the needs for students of Islamic Family Law Faculty at STAI Nuruddhaham Sumenep in Learning English.

Design/methodology/approach - The design of this study is descriptive qualitative in which questionnaire and interview as the instrument to collect the data. This study is conducted to 20 students of the first semester of Islamic Family Law Faculty at 2022-2023 academic years. The researcher obtained the data by collecting the information through interview and questionnaire and transferred into quantitative data by counting the number of respondents who give particular response, which generates frequency data.

Findings/result - The result of the study showed that 70 % (14 students) need English for studying purposes while 30% (6) of the students need English to support their future career. Besides, the result shown that 13 out of 20 students (65%) stated that they need reading skill to comprehend English text source related to Islamic law Family material while 7 students (35%) stated that they need speaking skill to improve their conversation/communication in English. Last, almost 80 % of the students stated that their main problem in learning English is insufficient vocabulary.

Originality/value - It is essential to conduct need analysis study that provide the opportunities for the instructional designers to adapt and develop learning materials which fits to the students in certain field.

Paper type - Research paper

Keywords: Need analysis, English for specific purposes, Islamic family law

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Introduction

English plays an important role as world language which is widely spoken in this modern era. As the new millennium begins, scholars said that about a fourth of the world of population could communicate to some degree in English. While it is not an official language in some countries, English become the language that most often taught as foreign language.

According to Crystal (in Una, Syamsul; 2021) English is used as scholarly lingua franca; it is the dominant language or in some instances even the required International language communication, science, technologies, business, seafaring, aviation, entertainment, radio, and diplomacy. Besides that, in the work world; English also demanded to be one of the most prestigious aspects that should be mastered by the worker. In addition, English is an International language which is used in any International communication which involves people from two or more countries in various communication styles such as trade, education, and employment. As a result, almost people in the world speak English even though in a very basic needs.

Learning English for adult learners is generally divided into two different categories, namely English for General Purposes (EGP) and English for Specific Purposes (ESP), depending on how specific the goal to be achieved in the learning is. Hutchinson and Waters (as cited in Mahripah, 2016: 6) emphasize that the difference between ESP and EGP is not in the learners 'needs but in the awareness of learners' needs. All parties involved in the language learning process, be they learners, teachers, stakeholders, and prospective users realize the importance of needs analysis and its process. The awareness of how this needs analysis is conducted and how to react to it in the entire learning process, including internalizing the results of the needs analysis in developing teaching materials is an important key that distinguishes ESP or EGP-based learning practices.

English for Specific Purposes (ESP) has become an important issue nowadays. The study of ESP (English for Specific Purposes) has witnessed rapid growth since 1960s and has been flourishing in recent decades. Generally, EFL IS branched in to English for General Purposes (EGP) and ESP, where the latter, depending on the purposes that

English learning serves, forks into English for Occupational purposes (EOP) and English for Academic Purposes (EAP). EAP can cross-disciplinary; which gives rise to English for General Academic Purposes (EGAP); or it can refer to specific area, which leads to English for Specific Academic Purposes (ESAP)

English for Specific Purpose refers to the teaching and learning of English of second or foreign where the goal of the learners is to use English in a particular domain (Partlidge and Starfield 2014). For example we talk about ESP (English for Specific Purposes) in Islamic studies, law, pharmacy, nursing, physics, tourism, economic or banking.

There are three main characteristics of ESP, they are: 1) ESP is goal-oriented learning. In this context, learners learn English not because they want to know a language as a language and culture it contains, but they learn ESP because it has specific goals in the academic and professional fields. 2) The substance of ESP is designed and developed based on the concept of needs analysis. The concept of needs analysis aims to specialize, link and bring together what learners need in both the academic and professional fields. 3) ESP is more specifically aimed at adult learners than children or adolescents. This is logical because ESP is generally taught for learners in middle and high academic levels, for professionals or for workers in workplaces (Ekayati, Manurung, and Yenni 2020).

Definitions of needs vary depending on the purpose of the analysis, but all take the learner as a focus of analysis. Needs analysis identifies the learners' characteristics and skills in general; include weaknesses and strengths that are based on the academic context specifically. It is in accordance with the objective of ESP, that English skill is better if suited accurately with the learner's core. ESP is programmed on the basis of a careful and systematic needs analysis that aims to reveal the learners' needs in learning English. The choice of goals or objectives, materials, contents, and methods of teaching are also based on the target learners' needs. So, the main focus of teaching ESP is to the process of determining English skills and components related to the students' needs and their field of study (Kusni 2013).

As cited in (Budi Eko Pranoto and Suprayogi 2020), Hutchinson and Water make a target needs and learning needs. The target need refers to what the learner needs to do

in the target situation and the learning need refers to what the learner needs to do in order to learn. They further subcategorized target needs into (1) necessities: what the learner has to know in order to function effectively in the target situation, (2) lacks: the discrepancy between necessity and what the learner already knows, (3) wants: what the learner actually wants to learn or what he/she wants may or may not conform with those perceived by the teachers or course designers. The learning need is equated to the route of learning. This concerns things such as how learners learn the language, why they learn it, what resources are available to help them learn (Yuriatson Jubhari, Rosmiaty 2022).

Furthermore, Akyel & Ozek (2010) explained that Need Analysis is a solid and effective instrument that assists teachers in clarifying the essential needs of students. This instrument opens possibilities for teachers to adjust the curriculum advancement that addresses the learners' interests. Therefore, Needs Analysis is a vital treasure for lecturers of English for Specific Purposes (ESP) to reveal students' pivotal requirements or necessities and determine the English skills they need to develop in order to succeed in the future (Budi Eko Pranoto and Suprayogi 2020).

Needs analysis has developed and regarded as one of the main instruments in language learning process, either general English or ESP. The overview of needs analysis in language teaching has depicted its history, theoretical foundation, and approaches (Lee, 2016). The importance of learners' perspective in developing the principle of curriculum of ESP has also been noted by many experts. They argue that the learners' perspective mostly covers the area at which they will exercise their English skill in the future. Moreover, research on the needs of language learners should be performed by assessing their needs through survey and interview. The survey and interview are given to student and faculty members to obtain backgrounds, and goal targeted. The more the students' needs are obvious, the more the aims are articulated. Thus, the ESP class becomes successful (Lee, 2016)

According to Kunchoro (2019) Needs analysis is a method that cannot be separated from the development of language learning materials and curriculums, especially ESP. This is restated by Basturkmen (2010) saying that needs analysis is the identification of a language and skills used in determining and selecting ESP-based

learning materials. The analysis can also be used to assess learners and the learning process at the end of the learning period.

Currently, Needs Analysis is a pivotal and must-used instrument (as guidance and evaluation of the course) in language teaching. Needs analysis can help teacher traces the information of the skills mastered by the students and skills they want to upgrade and improve. A need analysis goes along several procedures; data collection on the perspective of students' desires learners' needs and hopes, beliefs and viewpoints (Lee, 2016). Therefore, the detail information such as materials, method, and class environment are comprehensively acquired for the sake of learning goals and target (Boroujeni and Fard 2013).

Richard (as cited in Kunchoro, 2019) states the procedure used to gather information on the needs of learners is known as needs analysis. Meanwhile, according to Nunan (as cited in Sukarni, 2016: 13) needs analysis is the process of gathering information concerning learners' needs (Rita Karmila Sari 2019).

Components of ESP Needs Analysis Different components of language needs analysis are employed to investigate different focuses and issues in language planning, development, teaching and learning. Many ESP scholars suggest that TSA (Target Situation Analysis), LSA (Learning Situation Analysis), PSA (Present Situation Analysis) are the fundamental components for assessing language needs of learners (Rahman. M 2015). Target Situation Analysis (TSA) refers to form of needs analysis, which centres on identifying the learners' language requirements in the occupational or academic setting. While Learning Situation Analysis (LSA) Learning Situation Analysis (LSA) refers to subjective, felt and process-oriented needs. LSA also directs what learners want to learn.

Dudley-Evans and St. John as cited in Rahman 2015 state that LSA means effective ways of learning the skills and language. According to them, LSA also refers to why do learners want to learn. Then, Present Situation Analysis (PSA) delineates that PSA (Present Situation Analysis) seeks to ascertain what the students are looking at to the start of their language course, looking into their strengths and weaknesses.

Learning English today for students is not only about achieving their marks or fulfil the compulsory subject but also they want to learn both written and spoken English that

really fits with their need. So, we need to equip them with English which is distinct from each other, for instance. The secretary must have the ability to correspond; an accountant needs to understand the accounting requirements language, the hotel receptionist should be able to speak English to greet foreign guests, and so on (Asrifan, 2020)

The main reason for students in the university to learn English is to help them acquire information in their field of study through textbooks, articles, lectures notes, technical instructions and others. In Indonesian context, university students learn English more focused for academic purposes as students are expected to understand wide range of materials in a certain fields of study. Related to this fact, there are many disciplines that demand English as a compulsory subject that should be accomplished by the students, one of them is Islamic studies and it branches included Islamic Family Law.

In the curriculum of STAI Nuruddhaham Sumenep, English is one of the foreign languages offered students to master English skill to understand various texts in English and to communicate in English. The course is divided into three phases; they are: Bahasa Inggris I focused on Basic English, Bahasa Inggris II focus on integrated English skills (listening, speaking reading and writing) and the last, Bahasa Inggris III that focus on comprehending English text.

The English teaching and learning process in Islamic Family Law Faculty as Non-English Department is still oriented to the application of the concept of General English, in which the material presented revolves around understanding English in general concepts, not focused on one specific field. The determination of the material and the syllabus of the course are designed based on the teacher personal's perspective. Students as the main subject that enrol in the ESP class have not yet investigated yet in the term of their needs and objectives. This reality of course does not optimize the objectives of learning English itself. For students in the non-English Department, the concept of learning English is needed which is intended for certain learners with specific goals as well. Thus, it is regarded important to conduct need analysis study that provide opportunities for the instructional designers to adapt and develop learning materials which is fits to the students in certain field design material which is really matched with the real students' need since the learning and teaching English in this faculty is based on

the perceptions rather than based on the student's need analysis. Based on the facts above, the researchers are interested in performing the needs analysis of ESP in Islamic Family Law Faculty at STAI Nuruddhahlan Sumenep. The problems analysed include:

1. What are the students' aims of learning English?
2. What is the most basic English skill needed by the students of Islamic Family Law Faculty?
3. What are the difficulties facing by the students of Islamic Family Law Faculty in learning English?

State of the Arts and Distinguish

In Indonesian context, there are many previous researches related on this study about Need analysis of ESP for numerous study programs. First, Pranoto and Suprayogi (2020) conducted research about need analysis of ESP for physical education students that held in two different universities in Lampung. Their subject research is 50 students, and 10 lecturers of Physical Education study program from both two universities. The findings reveal the Physical Education students' need of ESP in varied range of topics. The highly desired topics are English for sport journalism, English for professional athlete/referee/coach. Furthermore, based on the perspective of lecturers, they believe that students' speaking, and writing must be well developed in order to compete in international level as professional athlete, coach, journalist, and etc. Secondly, research about need analysis of ESP for pharmacy students by Syakur and Zainuddin (2020) that discusses the analysis of the needs of English courses (ESP) for educational students who need analysis of targets and learning needs. The finding showed that 40 % of the students stated that the important skill in learning English is the ability to speak since they know the needs of the job market, where almost all health companies place English language skills verbally.

Third, (Kayyis and Pratiwi 2022) conducted research to determine the need for learning English for the Management study program and the result showed the importance of speaking skills due to the need of English, especially in giving presentations, delivering information in business project, and carry professional conversation in work world. fourth, research conducted by (Ekayati, Manurung, and Yenni

2020); their study aims to map the students' English language skills, determine the objectives of learning English, and the concept of ESP material needed by students in the non-English Study Program at UMSU. Sources of data in this study were 80 (eighty) respondents (students) from non-English study programs who had already completed their general English course. The results show that the students' needs vary from one student to another depending on their respective fields of knowledge. Related to the skill, speaking and listening are two skills that they need the most to be mastered. This research mention that it is very important to learn, especially those related to pronunciation (73.75%), TOEFL strategies and exercises (71.25%) and speak fluently about the field of science (63.75%). Besides, there also other studies conducted by Parnawati & Ulinuha (2019) on Needs of English at higher education level, Susandi & Krishnawati (2016) on Nursing students, Diana and Mansur (2018) on ICT students. These studies aimed at constructing the ideal goal, topic, and learning strategies in each respective study program in order to make the student possess the English skills needed for their futures.

In the term research methodology, here the researcher applies the similar research design that is qualitative descriptive method in which interview and questionnaire were the instruments to be used. Related to the subject, in this study; the researcher conducted to his/her own students in first semester of Islamic Family Law Faculty who consist of 20 students. This is due to his/her curiosity to observe the needs of his own student in his/her class in learning English so that he/she able to prepare the material which is fit for them while in the previous researcher we know that there is a researcher who conducts need analysis research in two different universities among the same class subject of. Besides, there is also a researcher who conducts need analysis in different class subject in one institution. Beside having similarity about the information gathered by the previous researcher related to the students aims in learning English and the most English skill needed by the students; this study also gather information about the suitable teaching method and the difficulties in learning English faced by the students while other researchers may gather information about what topic should be learn in every skill like speaking, reading, writing, listening and pronunciation.

Concerning about the result of the study, we know that the result is vary depend on the students need. But, most of the finding shows that speaking is the most important skills to be mastered by the students among any disciplines as said by Muslimah 2018 that speaking, as a productive skill, seems intuitively the most important of all four language skills because it can noticeably show the accuracy and language errors that a language learner makes. However, in this study it found that reading is the most important skills to be mastered by the students since they are aware of the demand to comprehend English text source material from textbook, journals, articles, etc. In another case, the students also need speaking to be able to make simple/short communication in English.

Method

As this study deals with the students' need analysis, the design of this study is descriptive qualitative in which questionnaire and interview as the instrument to collect the data. According to Tuckman (1999) questionnaire and interview help the researcher to convert into data the information they receive directly from people (research subject). In addition, this approach allow investigators to measure what someone knows (knowledge or information), what someone likes and dislikes (values and preferences), ad what someone thinks (attitudes and beliefs). This information can be transferred into quantitative data by counting the number of respondents who give particular response, which generates frequency data.

Related to the subject of the study, researcher conducted this study to the first semester of Islamic Family Law Faculty students at STAI Nurudhhalam Sumenep. The subject chosen since it is the current class of the researcher himself so that he/she can obtain the information of the students' need that it hopefully will help him/her to prepare the proper learning material for the students.

Concerned about the instrument of the study, the researcher developed close response questionnaire in which the researcher formulated certain question and respondents give their respond by answering the alternatives answer provided by researcher. The questions were about English instruction and what the students need

from that instruction. Further, the formulated questions asked in this study were covered three aspects; they were: the students' aims of learning English, the most English skill need and the difficulties facing by the Islamic Family Law Faculty students in learning English.

The data analysis in this study was conducted based on the following stages:

1. Collecting the data obtained from questionnaires completed by respondents.
2. Classifying or grouping questionnaire data.
3. Identifying the needs of learning English for Islamic Family Law Faculty students.

Result & Discussion

Based on the results of the data analysis of the aim of learning English, out of 20 respondents, 14 respondents (70%) stated that they needed English for finishing their study and 6 respondents (30%) admitted that English was useful for developing future career.

Related to the students need in English skill: 13 out of 20 students (65%) need reading skill to improve their comprehension toward English text and 7 out of 20 students (35%) need speaking skill to develop their conversation or communication in English.

Dealing with the method of teaching, the data showed that 5 respondents (25%) chose lecturing, 2 respondents (10%) chose presentation, 8 respondents (40%) chose discussion and 5 respondents (25%) chose song. Besides, the result of the students' interest with ESP class, the results of data showed that out of 20 respondents, 8 respondents (40%) stated that they were strongly interested, 10 respondents (50%) stated they were interested, 10 %stated they were less interested toward the text, and 0 (0%) stated they were not interested strongly toward the text.

Concerning about the appropriateness of the English materials to the students' expectation show that out of 20 respondents, 7 respondents (35%) stated that they just got a part of the materials, 8 respondents (40%) stated that they did not get the materials they wanted, and 5 respondents (25%) stated that they had already gotten the appropriate materials they wanted.

Concerning the findings about the aim of learning English, most of the students stated that they learn English for finishing the study. They wanted to learn English to fulfil the curriculum given so that they could pass every English class from Bahasa Inggris I, Bahasa Inggris II and Bahasa Inggris III smoothly; together with other Islamic Family Laws subject in order to be graduated on time. They also wanted to learn English in which the material given and the skill taught was relevant with their need in their career which finally helped them to build their self-confidence to face the work world.

In line with this fact, in this research the students also think that reading is the most important skill to be mastered since they aware that they have to develop the ability to comprehend any kinds of Islamic Family Laws source materials in English through books, journals, articles, online news, social media phenomenon etc. They also believe that by developing reading comprehension will enlarge their knowledge and deepen their understanding about recent phenomenon/cases happened in everyday living in their real life. Finally, with the proper understanding of something, it will guide them to contribute in the society by giving solution to the problem faced related to their fields.

Regarding about the main problem of the students of learning English, it is found that insufficient vocabulary is the main problems for students in learning English at Islamic Family law Faculty in STAI Nuruddhaham Sumenep. This condition influences their ability to understand the meaning of a word, sentence and a text that cause misunderstanding of the concept in English text. In addition, insufficient vocabulary also influence their productive skill in Speaking; they became hesitate to speak English because they afraid of making mistakes, they do not confident to express opinion and even feel worry/insecure to join ESP class.

Conclusion

Based on the research's findings, the needs of non-English study program students in the Islamic Family Law Faculty at STAI Nuruddhaham Sumenep depict different and varied needs. The aims of learning English are divided into two main objectives. The first objectives related to as academic/educational needs, in which they learn English to fulfil the institution curriculum, while the second objectives related to their future career,

here the students learn English for job/work demand. Second, as stated in the explanation above it also can be concluded that reading is the most important skill to be mastered because the demand to develop the ability to comprehend any kinds of Islamic Family Laws source materials in English through books, journals, online news and social media phenomenon to completing their study. They also believe that by developing reading comprehension will enlarge their knowledge and deepen their understanding about recent phenomenon/cases happened in everyday living in their real life. Thus, the ESP concept that is designed must be matched with these needs. It is essential to provide relevant material which fits with students' need and characteristics to increase their motivation and interest of the in learning English. As Azis and Dewi (2019) stated that English teaching and learning have become much more demanding for teachers, students, and also our next generation. So, the material designed, the method used and skills focused on learning ESP must be depending on the students' need.

Implications of Findings

This research finding indicated that need analysis is important and beneficial to be conducted by the lecture to know their students real condition. It is done to observe their need in English, their aim in learning English, the suitable method, the topic will be chosen, and the difficulties and so on. By doing so, the lecture will able to design the suitable course outline based on their students' need and characteristic.

Another finding also showed that several studies about need analysis conducted by several researchers will show varies result among researchers. Some found that their students' aim of learning English to support their future carrier while others found their students' aim to learn English to finishing the academic purpose. Besides that, some researchers found that Speaking was the most important skill to be mastered by the students while others found that reading was.

This finding can be as the preliminary data for further research of ESP program. The results of this study will surely help to develop of materials, strategies, and skills that needed in the Islamic Family Law field. Therefore, the needs should be used as a considered as important aspects of syllabus designed in order to correlate the current students' academic needs with their needs in their future career.

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