

NEED ANALYSIS OF ENGLISH SPEAKING MATERIAL FOR STUDENTS IN ISLAMIC BOARDING SCHOOL

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ABSTRACT

This research is motivated by problems regarding the English for daily communication program in the dorm which is still not running. Here, the English speaking material for students in Islamic boarding schools based on ESP is needed. As Hutchinson and Waters said that ESP is a learning approach and builds from the needs of students. It make easier for students to be able to speak English where English material is made based on their needs. The researcher wants to know the target needs and learning needs of the students in Islamic boarding school. This research uses mixed methods namely qualitative and quantitative. Quantitative data got from the questionnaires to the students, while the qualitative data got from the interview with the tutor. The findings show that the intended needs have not been met. Included in the objectives to speak English for their daily needs, their material demands, then for the surroundings and the source of the material, all of them still need to pay more attention. For the learning need, it can be deduced that the employment of relevant procedures and supporting materials is necessary to foster a supportive environment during the learning process and enable the achievement of the learning need.

Keywords: *Need analysis, English speaking, Islamic boarding school*

INTRODUCTION

Language is an important aspect of human beings (Riadil, 2020). It is one of the communication tools used by people in everyday life to communicate. Humans, on other hand, cannot escape interaction and communication with others and, in any circumstance, humans will communicate with those who live in various locations. Language can use to connect communication between one individual to another. Languages come in various varieties and each nation has its own distinctive language. However, to connect with people from throughout the globe, people use an international language, that is English.

English is the language used to communicate with people in different countries. One of the international languages is English which has an essential function in the

world in many aspects of life (Arif & Hakim, 2018). As a foreign language, English is used by some countries, such as in Indonesia. It makes English is important to learn. Language is comprised of four skills: listening, speaking, reading, and writing. Speaking might be considered the most crucial of the four skills in learning English since it allows students to communicate with others and convey their thoughts and feelings. Speaking or oral communication is necessary in communicating with people. Speaking is the process of creating and sharing meaning through the use of verbal and nonverbal symbols in a variety of circumstances (Ampa, 2013). Speaking is an important skill for interaction and communication, especially in this era, speaking is one of a way to interact with different countries. Speaking also is the one goal of learning English

Presently, in Indonesia learning English is not only in formal education, but also in informal education, such as Islamic Boarding School (Amelia, 2017). In some Islamic boarding schools, English is one of institution programs to be learned and practiced. The students not only learn English in a class, but also use English in their daily conversation. They always practice to speak English, such as at Nurul Huda Islamic Boarding school. It has an English language for daily conversation program. Islamic Boarding school of Nurul Huda is a modern-based *Salaf* boarding school. Here, the students stay in the dormitory and learn religious material of classical book "*Kitab Kuning*".

Nurul Huda Islamic Boarding School, which is located at the tip of southern Sumatra, consists of several dormitory units, namely the central female dormitory 1 and 2, the central male dormitory, the el Umami dormitory, the TPQ dormitory, PPNH2 and are still in the process of developing PPNH 3 and 4 (Warohma, 2021). The English program was given to all units, such as in the central girl's dormitory. The girls dormitory of Nurul Huda also follows the program of English language. The program has a speaking class. Indeed, English speaking class is a special class focused on the development of English speaking skills. In the speaking class, the students were divided into two classes which one class for students of Junior High School and the other class for students of Senior High School. The students have learned English in speaking class. It taught 2x30 minutes per a week. In the class, the tutors give vocabulary, grammar, and some example of conversation which take from the book. In learning speaking, the tutor uses English book special for conversation, where the students learn and practice in the class. In any condition, the students were expected to converse by using English in the dormitory.

Although there are many books in the bookshop, tutors still difficult to find suitable books for a particular group of students (Shofi, 2018). It is the same with Islamic boarding school, it should use a suitable book. In learning speaking, both tutor and students do not use specific books. The tutors are used an English book which the material is about grammar, vocabulary, and conversation. In the book, the conversation is general material. It included an introduction, asking and giving information, saying knowing or don't knowing, saying something correct and incorrect, saying our feeling, and etc. Actually, the material can use for a conversation, but it still far from the daily activity in Islamic boarding school. While the conversations in dormitory more towards daily activities based on the context of

pesantren. The example of activity on Islamic boarding school is an interaction between a student with others when they are doing conversation in a bathroom about the procedure of take an ablution, or some of interaction about the correction of the wrong process of the ablution. This kind of conversation has not been found in the books that have been used so far. The students practice to do conversation based on the material from the tutor. In the real, the students still cannot to speak English because of context of material which tutor have been given and the area is still not match.

There are many problem make the students feel difficult in learning English. Problems in speaking English are inadequate vocabulary, grammar as a stumbling block, imperfectly learned pronunciation and intonation, inadequate opportunities to speak English in class, lack of a focus on language improvement in the curriculum, input-poor environment outside class (Supeno et al., 2021). According to Taiqin in Heriansyah, the reason why the students afraid to speak English is because they afraid of making mistakes, they do not know what to say, also they not interested with the topic that given by the teacher. As a tutor, of course, must be able to adapt to the needs of students in learning English, like include what students need to the English material. It will be effective, if it include students need in the teaching learning process. Needs analysis is required for provide appropriate needs for students.

Need analysis is a crucial component in developing a curriculum for a learning program (Iwai, et al., 1999). It is come up with lesson planning, syllabus design, materials evaluation and development, instructional design, and assignment development. Need analysis is needed to gather the information about student needed in learning a language. Such as for students in Islamic boarding school, speaking material of course must base on the students needed, as long as speaking being the program of Islamic boarding school, so the students can be able to speak English in dormitory. Need analysis is of students on speaking material is needed.

Based on the reasons mentioned by the researcher in the introduction, the researcher interest in develop speaking material. But in this research, the researcher just focuses to analyse the student needs in learning speaking material. Therefore, the researcher conducted a research entitled "*Need Analysis of English Speaking Material for Students in Islamic Boarding School*". In this research, the researcher limits the problem into analysis of English speaking material needed by the students at Central Girl Dormitory of Nurul Huda Islamic boarding school. This research describes the need in English speaking material of students at Nurul Huda Islamic boarding school. With the formulation of the problem:

1. What are the target needs of students in Islamic boarding school?
2. What are the Learning needs of students in Islamic boarding school?

The Concept of Speaking

According to Whiles, speaking is the process of creating and conveying meaning through the use of verbal and nonverbal symbols in a range of context. He added that speaking is a productive skill in spoken mode, where one can express feelings, opinions or ideas by speaking. Speaking is the most crucial skill for acquiring a second or foreign language learning (Srinivas Rao, 2019). Among the

four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. At present, One of the fundamental prerequisites of today's society is the ability to speak a foreign language (Abdelmageed et al., 2020). Which in addition to being an international language, now also a requirement in various fields, be it study, business or others. So it is important for everyone, especially students, to be able to speak English well.

The Concept of English for Specific Purpose (ESP)

According to Flowerdew (2012), the term English for specific purposes (ESP) refers to the teaching and study of English as a second or foreign language where the learners' objective is to utilize English in a specified domain. ESP can be used to identify what the learners' need, what they can do, and help them to achieve their goals. For students, need analysis is very important needs which accordance based on their context, like in Islamic boarding school. ESP can be a program for students in Islamic boarding school to speak English as long as English being the program of institution. As Hutchinson and Waters in Rahman, ESP is an approach to learning and build from student needs. It will make easier for student to be able in speaking English, where the English material is made based on their needed.

The Concept of Need Analysis

Need analysis is important in the design and implementation of any language course (Paputungan et al., 2018). Needs are related to the characteristics, concerns and potential obstacles of students. By comparing potential methods and materials with these needs, this study aims to determine whether the design fits the intended purpose. According to Richard, one of the fundamental tenets of curriculum creation is that an effective educational program should be built upon an understanding of the requirements of the learners. Need analysis is the process of gathering information about the learners' needs. In the 1960s, as a component of the system approach to curriculum creation and as part of the then-dominant idea of educational responsibility, need analysis developed as a separate and crucial stage in the planning of educational programs (Beam, et al). According to Hutchinson and Waters, there are differences between target needs (what students do to achieve certain goals) and learning needs (what students do to learn).

Target Needs

According to Hutchinson, target needs is an all-encompassing phrase that in fact hides many significant differences. It is more useful to look at the target situation in terms of needs, wants, and needs. In order to operate successfully in the target environment, the learner must be aware of the types of needs that are dictated by the demands of the target situation. To identify necessities alone, however, it is not enough, since the concern in ESP is with the need of particular learners. It also needs to know what the learner knows already, so that you can then decide which of the necessities the learner lack. One target situation necessity might be to read text in a particular subject area. Whether or not the learner need instruction in doing this will depend on how well they can do it already. The target on proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lack. The word "want" refers to a situation where a person wants the required talent because he is in a certain scope and requires

mastering the required skill.

Learning Needs

The total ESP process involves "learning," not simply "knowing" or "doing". It seems innocent if you think that a journey (that is, a state of learning) is only observed from the beginning of the journey to the end, it may seem harmless, but what about the journey itself.

Concept of Islamic Boarding School

One of the institution that is well-known for the caliber of its education and the way it excels at teaching language to its students is the Islamic boarding school. Foreign language instruction is prioritized at an Islamic boarding school, notably English and Arabic (Nurjaman & Sahida, 2016). In order to understand about Islamic tradition, pupils (*santri*) must attend *Pesantren* for a number of years. One of the oldest Islamic education in Indonesia is *pesantren*, where the people here learn about Islamic religion, Islamic values, and morality, based on Al Qur'an and Al-Hadits. In *Pesantren*, the students or *santri* obey the *kyai* (the teacher in Islamic Boarding School who is most knowledgeable about Islam) and also the study of revealed information and acquired knowledge, and all connected activities. Islamic Boarding School can be defined as a small house or dormitory where students come from different or same regions who stay inside and learn religious material and other Islamic teaching together.

Previous Related Study

The first is study conducted by Papatungan et al. (2018) entitled *The Portrait of Students' Need for English Speaking Materials in Nursing Vocational School*. The aim of this research is to analyze students need in tenth grade at SMK Negeri 1 Bulango Selatan for developing English Speaking materials. The study based on the need analysis framework proposed by Lamb (responded background), Hutchinson and Water consist of target need (goals, necessities, lacks and wants) and learning need, and Nunan focusing on learning need (input, setting, procedures, teachers' role and learners' role). The data collected through observation, interview, and questionnaire.

The second study is from Tenri Ampa & Quraisy (2018) on a title *Needs Analysis of the English Writing Skill as the Base to Design the Learning Materials*. This research used a descriptive method. It is aimed at identifying students' learning needs for the English writing skill as the base for designing the learning materials. Writing skill covered the analysis of the types of paragraph, types of text, the components of writing and paragraph development. The subjects of the research were the fourth semester students that consisted of 330 students. The samples were taken 15 % randomly, so the number of samples was 50 students. The research used a questionnaire as the instrument to get responses from the students about their learning needs. The results showed that the learning needs for the writing skills coped with the types of paragraph development, the types of text, and components of writing skill. The implication of the findings would be the base of teaching and learning process, especially in designing the learning materials for the English writing skill.

The third is came from Syakur et al., (2020) . The title is *Needs Analysis English for Specific Purposes (ESP) for Vocational Pharmacy Students*. This study examines the needs of English courses (ESP) for educational students who need target and learning needs review. Questionnaires and interviews were used to collect data. The study's findings are an overview of the needs and goals associated with the English learning process. The findings of a study of students' academic needs and their progress in learning English, including reading, writing, grammar, and other skills, in order to better prepare them to meet their future needs. Based on the previous research above, the researcher examines the need for speaking material based on the target need and learning needs of students in Islamic boarding schools, where the educational institution is different from the three previous studies.

METHOD

The method used in this research is mix method. According to Almeida, mix method is an approach that combines qualitative and quantitative methods into one study to get more concrete results. Quantitative data got from the questionnaires, consisted of 11 questions items which covered with the difficulties of speaking English, knowing what students need to learn, student purposes of speaking the English speaking material, students' need of teaching English speaking method, and, students' strategies to learn English speaking. Meanwhile, the qualitative method data got from teacher interviews. This study conducted in central girl dormitory of Nurul Huda. The dormitory was choosing because it was the place where the researcher was being a tutor English language. There are 150 students in Islamic boarding school, which consist of students from elementary school until students of university.

The data of this research were collected by using questionnaires and interview. The questionnaire is used to know information about students' needs of English speaking materials. There were 11 questions that consisted about the goals, speaking materials, lack, needs, and want. The interview is for the tutor of English speaking class on central girl dormitory of Nurul Huda. This instrument is for guiding the writer in deepening the problem of what is being faced by students in Islamic boarding school. The data got from questionnaire were analyzed using statistical analysis. The highest percentages of the answer of each question are presenting the students need. The data were calculated using the following formula:

$$NP = \frac{R}{N} \times 100$$

in which:

NP: Percentage

N: Total participants

R: Amount of the students' answer

(Source: Rahmadani, 2019)

In collecting the qualitative data, the researcher analyzed with Miles and Hubberman model, there are three steps: data condensation, data display. and verification / conclusion drawing.

FINDING AND DISCUSSION

Based on the result of questionnaire, it can be concluded that the goal of student in Islamic boarding school in learning English is speaking for daily communication is 42.5% students. Then, 42.5% students take an English class at boarding school to improve their speaking skill, 38.75% students need in speaking English is public speaking resources, 60% student choose English teacher for the main source of learning speaking. What makes students feel difficult in learning English is 45% caused by the material still not support to learn speaking English, and 52.5% reason why speaking is difficult for student in Islamic boarding schools is the environment does not support the learning process. The type of speaking those students wants are responsive with percentage 40%. 47.5% students need of the time propositions to learn English are twice a week. Technique in mastering speaking 35% students' choose make a group discussion, 52.5% student want in every English classes, the students must speak in English, and speaking activity that students choose are storytelling with percentage 51.25%.

Based on the results of the interview in the general background of the students, it was found that students in the class, there are some students that really good in English. There are also those who are even moderate in learning English. In the class sometimes students use English in conversation in class, and sometimes they don't. The lack of interest the students in learning English being the difficulties for tutor in teaching English.

From results of the interview about target need above, it can be concluded that the purposes of the teacher in teaching English is she wants the students of Islamic boarding school can be able to speaking English for their daily conversation. The tutor used the language that she has learned with the students in the class. And the student uses the English to communicate with their fellow friends or with administrators who are still within the scope of the Islamic boarding school and they will use English especially in the dormitory environment, then in the school environment and also at home.

Based on the result of the interview above about learning needs, the tutor gives an example first to students, and then give them a topic to make and practice conversations with their friends in pairs or groups. The material that commonly used in teaching is about vocabulary, conversation, tenses, pronunciation. For my own teaching materials, the tutor uses English conversation books. For the particular material itself the tutor give provide material in the form of vocabulary or convention and it is related to interactions that occur daily in Islamic boarding schools. And the material is quite appropriate, but need more in-depth. Then, for the material itself, the tutor sometimes gives out of the book. In teaching the tutor use reciprocity, where the teacher provides material, then students can accept and respond to what tutor say. In the class when the children are excited, the atmosphere in the class is very exciting, they also active in the class, but there is some condition of students were not active in the class then the situation is passive. English learning takes place on Thursdays and Saturdays, after the morning prayers in congregation at 05.15 – 05.45.

First of all, target needs were what the students do to achieve certain goals in the target situation. The goal, the students' level, and the speaking materials are three

aspects related to the target needs in speaking materials. The target which should be achieved by the learned are called goals. Based on the result of questionnaire, the students' goal in learning speaking is for daily communication. Then tutor's goals in teaching English, where the purpose was to make the student be able to speaking English in the daily communication. It is in accordance with the goals of English language in Nurul Huda Islamic boarding school, which has a program of English language for daily conversation. As the tutor said that the students will use the English language with their friends or administrators who are still in area of Islamic boarding school, also at school or home. Then, the students choose to learn an English class in the boarding school, with the English teacher for the main source because the condition in Islamic boarding school they cannot to access internet and also difficult to get an English book. Besides, students also want to study more by public resources. This showed that students have a deeper desire to learn English. They want to learn English more for any goals.

Furthermore, the difficulties of learning speaking English for students in Islamic boarding school is material that does not support to learn speaking English. It matches with the tutor answer about the material that the tutor give is about vocabulary, or conversation form English conversation book which still far from condition in Islamic boarding school. And same as the researcher problem in the background where it is difficult to find the suitable book for particular students. Moreover, the learning environment was also the cause of difficulties for students. It can be seen that 52.5% students felt that the environment did not help them to improve their speaking.

In the learning English speaking, there are five types of speaking, 40% students choose responsive. In the responsive the conversation becomes the most important part because the speaker must respond directly to what is being talked. The reason why the students choose responsive because they want to speak English naturally and students' responses directly in a conversation show they can communicate in real situations especially in dormitory. This is corresponds to the tutor answer, where the purpose of learning English, students will use it to communicate with friends or people who are specifically within the scope of the dormitory, and even more so within the scope of their school if possible. Students want, in every English class, they must speak in English. They want to be able to speak English by getting used to speak English in the class, but it still to accordance with the real condition because in the class, sometimes the student use English and sometimes they don't use in the activity.

Next is learning needs. Learning needs is the path of achieve the desired target situation. The tutor used reciprocal method in the class. Where in the class used form of group discussions or in pairs. This is match with the students answer about their want for the technique that 35% students choose a group discussion and then 27.5% make a pair. It showed that both of the students want and the teacher technique have match. Then, in the teaching, sometimes tutor teaches English out from the book because the material in the book still far from the situation in Islamic boarding school. So, she gave some vocabulary or conversation material about dormitory to support in speaking class which it little appropriate with the scope of *pesantren* can

help students to know material in the dorm, but here still need a deeper material about Islamic boarding school. The learning environment is one of causes in the difficulties of students in learning speaking. It same as the situation in the class, which it can be active or can be passive too. Here the situation or atmosphere still not support the students to be able speaking English. Although the student wants to be able to communication in the daily, they still feel difficult in practice speaking firstly because of the environment doesn't support it. In the speaking activity the students like a storytelling, because they are easier to convey something that has been provided, rather than making their own. For the time of learning English here, students want to learn English twice a week and it has been reached as the tutor said that the time of learning English on Thursday and Saturday around 30 minutes

Besides that, learning needs for students in Islamic boarding school does not achieve. In the learning needs the students prefer to always speak in English in every class. It can be one way to make them improve their speaking skill. But in the fact, they still mix Indonesia and English language in teaching learning process. As the tutor said that sometimes students use English in conversation and sometimes they don't use it.

Based on the discussion of target need and learning need above, it can be concluded that the students in Islamic boarding schools need material related to life in the dormitory. To support material in speaking class then tutor sometimes teaches English out from the book. Student difficulties are caused by materials that are still not supported and then the environment also less supportive. They choose to study in a dormitory to improve their English skills and teachers as their main source of learning due to the lack of English sources for students other than teachers. And in technique they prefer to learn by discussion and then in pairs. The students have more desire to learn English, it showed by their want in the public resources.

CONCLUSION AND SUGGESTION

Based on interviews with the tutor, and questionnaires to the students related about target needs related to the goals, necessities, lacks and wants, it can be concluded based on the results above that the target needs are have not been reached. Include in the goals to do speaking English for their daily, their necessities on the material, then for the environment and the also source of the material all of them still need to more pay attention. Meanwhile, the learning need for supporting materials and the use of appropriate techniques in order to create a supportive situation in the learning process can be achieved. Based on the conclusion, the researcher had suggestion that the administrator of the Islamic boarding school should be more pay attention to the needs of the students, whether in target needs and learning needs, also the school must provide the source for the students, especially for the material that accordance with the situation in Islamic boarding school.

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