Need Analysis for Development ELT Material for the Islamic Education Management Department Students at UIN Alauddin Makassar

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ABSTRACT

This research investigated the need for English for Islamic Education Management Department students at UIN Alauddin Makassar. The researcher involved 44 respondents, 40 students, 1 lecturer, and 3 graduates in this study. A questionnaire and open-ended Questions were employed to collect the data. The findings show that the students' ability levels of all components of English (reading, writing, speaking, listening, grammar, and vocabulary) are at the 'adequate' level. The students prefer to study the components of English sequentially: (1) speaking average (3.44), (2) reading average (3.42), (3) listening average (3.42), (4) vocabulary average (3.42), (5) writing with an average (3.38), and (6) grammar with an average (2.77). The problem experienced by students in learning is a "Lack of learning English strategies," with the highest average score of (3.22). In addition, the most preferred learning method by students is Speaking, with an average score (3.33). The students were also interested in some of the most preferred learning styles, such as movies and videos, with an average score (3.31). The goals of this research are 1) to help students improve their English skills and 2) to help students have a good understanding of English language texts on topics of the Islamic Education Management course. It implies that the material that will be developed and provided by the result of the need analysis will fulfill the students.

Keywords: Islamic Education Management, Need analysis, Material Development, English Language Teaching

INTRODUCTION

Needs Analysis is an integral part of systematic curriculum building, which can serve as the basis for stating goals and objectives, developing tests, materials, teaching activities, and evaluation strategies (Brown 1995:35). Certain problems here are described as things that must be learned, difficulties that should be solved, challenges must be faced, and decide what should be the primary concern. Need analysis is an absolute thing for learning. The advantages derived from the needs analysis itself are numerous. This needs analysis was carried out to answer the accuracy and suitability of the program with learners, with the curriculum and situations in which English

is (to be) used. The analysis produces data about what learners need to apply what they have learned in the intended situations. The result is a description of language items, skills or expertise, strategies, knowledge, materials, and where and when learners use them. With needs analysis, the teacher knows the target situations of the learners, the concepts of the learners who have been accepted, and how well they know English.

Although English has long been an official lesson at various levels of schools in Indonesia, there are still complaints about learning outcomes. According to Kaharuddin (2018:11), class situations in Indonesia that are crowded or noisy, curriculum or syllabus problems, and problems with some of the teachers who are less proficient or still need more training are some of the factors that cause low English proficiency in students in Indonesia. In addition, from a survey, Alwasiah (2007) argued that needs analysis was not carried out on students, so that became a weakness in the course because it did not match the needs of students.

This research was conducted because of the importance of the suitability of the material provided with what is needed by students to be applied in the future, precisely in the world of work. In ESP, needs analysis is essential because one of them is that learners have special needs. Therefore, each student or study group will have different needs from other people or groups. Because the English needs of each group are different according to their majors and future job prospects, needs analysis plays an important role. English for Specific Purposes is an approach where the decision depends on the learner's needs, so needs analysis must be done before starting the teaching and learning process. The needs analysis results, including topics, language features, methodologies, teaching approaches, and material design, will be input for lecturers to create teaching materials.

From the explanation above, it is stated that the needs analysis in Islamic Education Management UIN Alauddin Makassar is important to obtain information based on student needs, which is carried out to provide material following the target needs and goals as well as future work prospects. On the other hand, it gives interest to students. By mastering English, the learning process can be better, it is also hoped students can use English tools to improve and develop their quality in the future, especially in the world of work for graduates of Islamic Education Management at UIN Alauddin Makassar. Because not a few of the graduates majoring in Islamic Education Management work as administrative staff, school principals, heads of foundations, or teachers, it is therefore essential for them to learn English that suits their work.

Need analysis is a starting point and plays a crucial part in material development, and syllabus design, and Esp course design(Nurpahmi, 2017)(Nurpahmi & Hasriani, 2021)(Nurpahmi & Nur, 2021)(2020). Moreover, Ramani and Pushpanathan (2015) stated that identifying the factors and background of students is essential in preparing the learning curriculum to know their English. Boroujeni and Fard (2013) concluded that conducting a needs analysis can help find out whether the program is suitable for the goals and objectives of learners to learn a language and, at the same time, be used to help improve various components of a more comprehensive program and oriented to the needs of the learners. Furthermore, Boroujeni and Fard argue that needs analysis can help evaluate existing programs. If deficiencies are found, it can help determine the need to introduce changes that may suit the needs of students. From the needs analysis of the teaching procedures, students and lecturers are well connected, and the student's learning process improves. In conclusion, needs analysis can develop curriculum content, teaching materials, and teaching methods to increase students' motivation (Otilia, 2015).

Based on the description above, the author is finally interested in conducting research with the title "Needs Analysis for Developing ELT Material for Islamic Education Management Department at UIN Alauddin Makassar" with the hope that it can meet the needs by developing English learning materials for students majoring in Islamic Education Management.

RESEARCH METHOD

The method used in this research was the survey method. According to Gay and Mills (2016:209), survey research involves collecting data to test hypotheses or answer questions about people's opinions on some problem or issue. The research design used by the researcher is qualitative and quantitative. The researchers involved 44 respondents, and they are 40 students, 1 lecturer, and 3 graduates. The researcher employed questionnaires and Open-Ended Questions to collect the data.

FINDINGS AND DISCUSSION:

Table 1. Perception of the Importance of English

	Level of Importance		

Respondents	Not Important	Less Important	Important	Very Important	N	Total Score
Students	0	4	15	21	40	3.42
Lecturer	0	0	0	1	1	4.00
Graduates	0	0	0	3	3	4.00
∑	0	4	15	25	44	3.80
0-1.50 = not important			2.51-3.50 = important			
1.51-2.50 = less important			3.51-4.00 = very important			

(source: primary data processing)

The table shows that most respondents chose 'very important' as the response to the importance of learning English, with an overall score of 3.80, meaning that they confirmed that English courses are essential for the Islamic Education Management Department. The lecturer emphasized the importance of learning English, which said: (Lecturer) "Yes, it is important for students to learn English as a course in university."

The findings from the data presented in Table 1 reveal that learning Englishis very important to learn. It is undeniable that until now, the first international language widely used is English. English is widely taught in many countriesand is spoken in more countries than any other language. Thisis in line with the statement of Kasihani (2001:43) that English is the first foreign language considered very important. Likewise, the statement of Chodijah (2000:21) also revealed that learning English is very necessary, bothat an early age and at an adult age, because English is an international language everyone should know. Not only understood and understood, but English must alsobe mastered.

Perception regarding the objectives of learning English language skills

This section presented the objectives of learning English accordingto the respondents' perceptions. The purpose of learning English refers to what the students expect can be achieved with their English skills. The objectives of learning English in Islamic Education ManagementDepartment are presented in the table below:

Table 2.The Purpose of Learning English

Objectives	Respondents			Average
	Students	Graduates	Lecturer	
Complete the study	3.17	3.00	1.00	2.39
For future career	3.42	3.67	4.00	3.70
Develop self-quality	3.45	3.67	1.00	2.70
To visit other countries	3.25	3.67	1.00	2.64
To apply for a scholarship	3.35	3.67	4.00	3.67
0-1.50 = not important 2.51-3.50 = important 1.51-2.50 = less important 3.51-4.00 = very important				

(source: primary data processin)

Based on the table above, there are five main objectives of learning English for the participants. The table shows that goals related to future careers have the highest score, with a score of 3.70, followed by goals related to applying for scholarships, with a score of 3.67, which are categorized as very important. The other two destinations, visiting other countries and developing personal qualities, were considered necessary, with scores of 2.70 and 2.64, respectively. Moreover, the rest are related to learning completeness, c a t e g o r i z e d as less critical, with a score of 2.39.

> (Graduate.2) "The purpose of learning English is to get a scholarship" and "
> (Graduate.1) "Learning English essential to improve students' skills.

This shows that the respondent students have realized the importance of mastering English, which they will need in their future career development. Suppose someone wants a career path that penetrates the realm that exceeds the national realm or reaches the international realm. Suppose someone wants a career path that penetrates the realm that exceeds the national realm or reaches the international realm. In that case, the ability and mastery of international languages are necessary.

The findings from the data presented in Table 4.4 reveal that the objectives of learning English for Islamic education management students are "For future careers" and "To apply for scholarships." this is in line with the statement from Yang (2010) that many people speak their

mother tongue. A non-English language requires a foreign language, especially English, to support and develop their daily work. This becomes even more important when people work for companies with good reputations. Likewise, Kirkpatrick (2011) stated that in addition to increasingly becoming the language of instruction and international assessment in universities, English has long been dominant as the language of international scholarship. Another study by Yulia and Agustiani (2019) also stated that the goal of English learners is for their future work careers, hoping that learningEnglish will help them communicate better, enabling them to speak with co-workers fluently.

This section contains the core findings of the research. The information obtained from the core questions of the questionnaire is divided into two typesof information, namely linguistic needs and learning needs, which are presented in this section.

Linguistic Needs

The results of the questions related to linguistic needs are presented in this section. Linguistic needs refer to information related to the identification of Englishcomponents, topics for learning, and critical grammatical items to provide in designing syllabi and developing teaching materials. This section also reveals theidentification of students' English proficiency in English components. This information was gathered based on the perceptions of the students, lecturers, and graduates. The identification of linguistic needs is described as follows:

Perception of required components in English

The discussion in this section examines how important it is to provide English components, including reading, writing, listening, speaking, grammar, and vocabulary, which are determined by the perception of the students, lecturers, and graduates of t h e Islamic Education Management Department. The information is presented in the following table:

Table 3.The Importance Level of English Components

Respondents	English Components					
	Reading	Writing	Listening	Speaking	Grammar	Vocabulary

Students	3.60	3.50	3.62	3.67	3.65	3.62
Graduate	3.66	3.66	3.66	3.66	3.66	3.66
Lecturer	3.0	3.0	3.0	3.0	1.0	3.0
∑	3.42	3.38	3.42	3.44	2.77	3.42

0-1.50 = not important	2.51-3.50 = important
1.51-2.50 = less important	3.51-4.00 = very important

The results in the table show that the highest value in the English component, according to the respondents' perceptions, is speaking skill, which reaches 3.44, meaning that it is essential (Kaharuddin, 2014, p. 104). Then, it is followed by reading skills, lists skills, and vocabulary, 3.42. Writing skill reaches 3.38, and the lowest value is grammar, with an average score of 2.77. According to the table result, all English components are necessary based on the participant's responses to the related question. Besides, a graduate stated in an interview that the most essential component of English is speaking;

> (Graduate.3) "Speaking is the most important skill for students…. When I was a student, speaking was the priority in learning English, and so is now… it can be useful in t h e work environment". The response aligns with the other questionnaire results, in which speaking skills are the priority due to its highest score among other components.

Findings in Table 4 regarding the components needed in English, the Department of Islamic Education Management explained that English material needsto be prioritized first for "Speaking" because it has the highest average score compared to others; this is in line with the statement from Richards (2008: 19) which say that the mastery of speaking skills in English is a priority for many second language or foreign language learners in which the learners frequently evaluate their success in language learning as well as the effectiveness of their English course based on how much they fell they have improved in their spoken language proficiency. Meanwhile, another study from Indrasari (2016) revealed that the skill most needed by physics students is grammar because most students consider grammar to be the most challenging element.

Perceptions of students' level of English Proficiency

This section presents the proficiency of the English component according to students' perceptions. Knowing each English component's proficiency level is crucial in choosing the syllabus and course content. So, the proficiency level collected from 40 students can be shown in the table below.

Table 4. Students' Perceptions of Their English Proficiency Level

Level	English Components											
	Reading		Writing		Listening		Speaking		Grammar		Vocabulary	
	F	%	F	%	F	%	F	%	F	%	F	%
Poor	2	5	6	15	8	20	9	22.5	12	30	2	5
Fair	21	52.5	12	30	23	57.5	19	47.5	20	50	24	60
Good	16	40	18	45	7	17.5	12	30	5	12.5	13	32.5
Excellent	1	2.5	4	10	2	5	-	-	3	7.5	1	2.5
	2.40		2.50		2.01		2.01		1.97		2.32	
0-1.50 = poor 2.51-3.50 = good 1.51-2.50 = fair 3.51-4.00 = excellent												

(source: primary data processing)

Based on the table above, it is found that all the English components are at a 'fair' level to students' level, with an average level ranging from 2.01 to 2.50. The English component with the lowest average score is Listening and Speaking 2.01, and the highest is 2.50, but there is no significant difference because it is at the same 'fair' level. This result is in line with the lecturer's statement:

(Lecturer) "students' level of English proficiency is at an intermediate level."

This shows that the level of English proficiency of students majoring in Islamic Education Management is in the "fair" category. This is natural for non-English majors who do not technically study all aspects of everything related to the English component but only

study English. Generally different from English education majors. Adams-Smith (1989), quoted in Javid (2015), states that the ESP program does not require the learner to be in the top rank in English. In particular, grammar has proven to be the most challenging component of English because it is the lowest average score. Then, speaking skill was second to the lowest average score. This means that these components must be prioritized in teaching materials. Asadi (1990) argues that there is a reason why most students feel weak in speaking skills, and the implication is that they expect later learning to focus on these skills, especially speaking skills. There is an assumption that a person's English ability can be seen by whether or not they "speak" fluently in English. They were talking about the learner's language skills level; Yogman and Kaylani (1996) and Javid (2015) state that a certain level of language proficiency is required to participate in content-related material learning actively. Meanwhile, another study from Febriyanti (2017) explained that students' English proficiency was in the fairly good category, where reading was the highest percentage in the student proficiency category.

Perceptions of learning topics

For designing an English course syllabus, the English components discussed in the previous section need to be integrated into the learning topics related to the department. The topics are selected by considering the most appropriate topics for students to study and use their English skills as the English components will be linked with the topics. In this section, the discussion will cover information regarding what learning topics are most preferred to be included in syllabus design. The topics are presented below:

Table 5. Perceptions of The Preferred Topics to Learn

Suggested Topics	Respondents			Average
	Students	Graduates	Lecturer	
1. Education Supervision	3.10	3.34	3.00	3.14
2. Islamic educational	3.20	3.34	3.00	3.18

institution management				
3. Management information System	3.30	3.00	3.00	3.10
4. Public service Management	3.75	4.00	3.00	3.58
5. Education marketing Management	3.55	3.67	3.00	3.40
6. Education curriculum and program management	2.85	2.67	3.00	2.84
7. Islamic education Administration	3.55	3.00	3.00	3.18
8. Islamic education Psychology	3.60	3.34	4.00	3.64
9. Madrasah management	3.15	3.00	3.00	3.05

0-1.50 = not important 2.51-3.50 = important

1.51-2.50 = less important 3.51-4.00 = very important

(source: primary data processing)

The table above shows that respondents' perceptions of the topics suggested in the English course range from 2.84 to 3.64, meaning they are categorized as very important and important. The perception is slightly different for each group of participants. The topic "public service management" is the most important according to students' and graduates' perceptions, with a score of 3.75. At the same time, the lecturer claimed that the topic "Islamic education psychology" is the most important, with a score of 4.00. Overall, the students confirmed that there are four topics categorized as very important; "public service management" 3.75, "education marketing management" 3.55, "Islamic education administration" 3.55, and "Islamic education psychology" 3.60. The graduate group claimed two topics as very important; "public service management" 4.00 and "education marketing management" 3.67. Besides, the lecturer claimed only one important topic, "Islamic education psychology," 4.00.

In the research results on learning topics in the Islamic Education Management Department,

two of the nine topics fall into the essential category, namely Islamic Educational Psychology, with the highest average score, followed by Public Service Management. April (2012) argues that students need material related to their majors. This is also in line with the statement of Mujib and Muzakir (2002), which suggests the role of Psychology in Educational Management, namely bridging the process of delivering knowledge sothat it pays more attention to the psychology of each child or student because this will determine the success of parents or education in transfer the knowledge imparted to their children. These actual materials are expected to encourage students to learn English well. With a focus on material related to IslamicEducation Management, it is hoped that students will have wider opportunities to hone their English skills while still paying attention to the context of the world of work they will follow. Meanwhile, another study from Setiawati (2016) regarding students majoring in Medical Records revealed that students need topics related to their majors, such as medical record staff, medical record ethics and law, hospital statistics, medical record systems, etc.

Learning Needs

After identifying information about linguistic needs, this section presents the identification of the second type of information related to student learning needs. Learning needs refer to students' learning patterns and styles or learning preferences. Learning needs can be described by identifying student learningproblems and attitudes. These two types of information can provide information on how students should study well, which can help lecturers provide appropriate teaching methods and material to achieve the learning outcomes. The process of gathering information is described as follows:

Perceptions of student learning problems

Related to this research, student learning problems can be described as difficulties students face in learning English. Identifying learning problems aims to determine students' needs in learning English by considering the problem and future classroom adjustments. To identify learning problems that may arise in learning English, the researcher asked the participants to provide their responses to a series of questions related to problems encountered by students in learning English. The responses can be seen in the table below:

Table 6. Students' Perceptions of English Learning Problems

Learning Problems in English Course	Level of Frequency				Average
	1	2	3	4	
1. Lack of motivation	-	7	23	10	3.07
2. Lack of learning English Strategies	1	5	18	16	3.22
3. Making spelling errors	1	7	16	16	3.17
4. Inadequate knowledge of Grammar	1	8	14	17	3.17
0-1.50 = hardly ever (1) 2.51-3.50 = often (3) 1.51-2.50 = seldom (2) 3.51-4.00 = always (4)					

(source: primary data processing)

All the learning problems in the table are at the "often" frequency level, meaning the students often encountered the problems. This shows the importance for lecturers to help students reduce the effect of the problems by redesigning the most appropriate teaching approaches, methods, and strategies. The table above shows that students' perceptions of problems in English courses range from 3.07 to 3.22, meaning that the students often encounter the given problems.

Students' learning problems in the Islamic education management department are explained based on an analysis of respondents' perceptions of thingsthat hinder or become students' learning problems to understand Englisheffectively. Based on the analysis of respondents' perceptions of student learning problems, several problems were found, including "Lack of English learning strategies," which is a frequent category with the highest average score compared to others. As stated by (2017), learning problems are divided into 2, namely internal, including student characteristics, attitudes towards learning, learning concentration, ability to process learning materials, ability to explore learning outcomes, self-confidence, and study habits. At the same time, external factors include teacher factors, social environment, school curriculum, and infrastructure. In learning English, a student must have experienced an obstacle in learning that made student learning outcomes lessthan optimal. Another study by Yulia and Agustiani (2019)

found that they had difficulty or problems in speaking because their level was still at the beginner level.

Students' learning styles

This section discusses student learning styles that have been collected through questionnaires. The information related to student learning styles based on the results of t h e data analysis process is presented in the table below.

Table 7. Students' Perceptions of Their English Learning Styles

English Learning Styles	Respondents			Average
	Students	Graduates	Lecturer	
1. Games	3.45	3.00	3.00	3.15
2. Pictures	2.90	2.67	3.00	2.85
3. Film and video	3.60	3.34	3.00	3.31
4. Taking in pairs	3.10	2.34	3.00	2.81
5. Roleplay	3.15	3.00	3.00	3.05
6. Studying alone	2.25	2.00	2.00	2.08
7. Doing tasks	2.85	2.67	3.00	2.84
8. Small group	3.55	3.00	3.00	3.18
9. Large group	2.50	2.00	2.00	2.16
10. Talk to friends in English	3.35	2.67	3.00	3.01
0-1.50 = not important 2.51-3.50 = important				
1.51-2.50 = less important 3.51-4.00 = very important				

(source: primary data processing)

As explained above, lecturers and course designers must underline the findings above to be the basis of the design when designing syllabi and teaching materials for English courses. Based

on the table above, eight of t h e ten methods participants chose are at an "important" level. The "film and video" is the most preferred way of learning English, with a score of 3.31. Then, it is followed by "small group" and "games" with scores of 3.18 and 3.15.

The results of data analysis related to the learning styles of students majoring in Islamic education management show that "Film and Video" is the mostpopular learning style, with the critical category having the highest average score.This also aligns with the statement (Karakas & Saricoban, 2012) that watching films with English subtitles makes it easier to understand the meaning of foreign language films. Esseberger (2000) also says that video can be used in different ways in class language because they are mediums that are great for learning. Learning style is how students learn well, like the teacher's teaching activities. Meanwhile, another study from Setiawati (2016) revealed that the most preferred learning style of medical record students in learning was group work activities. Most students prefer to avoid individual activities in learning English.

Student learning preference

Students' learning preferences are discussed by presenting participants' perceptions on how students should learn about components of English. This information is presented in the table below:

Table 8 Students' Perceptions of Their English Learning Preferences

English Learning Preferences	Respondents			Average
	Students	Graduates	Lecturer	
1. Speaking	3.16	2.83	4.00	3.33
2. Reading	3.20	3.34	1.00	2.51
3. Writing	3.07	3.34	1.00	2.47
4. Listening	3.35	3.34	1.00	2.56
0-1.50 = not important 2.51-3.50 = important				
1.51-2.50 = less important 3.51-4.00 = very important				

(source: primary data processing)

The table above presents four possible ways of learning English given in the questionnaire to

the participants to determine which way they prefer. From the questionnaire results obtained, it can beseen that three of the four ways of learning English are categorized as necessary, with scores ranging from 2.51 to 3.33, namely speaking 3.33, listening 2.56, and reading 2.51. Writing is less critical, with an average scoreof 2.47. Overall, three methods are categorized as essential ways of learning English based on their level of importance; students need to learn Englishthrough. The methods listed should be considered for designing English teaching strategies and materials. Findings regarding the learning preferences of students majoring in Islamic education management present four possible preferences for learning English that have been given in a questionnaire to participants to determine which way they prefer. The results showed that "talking" had the highest average score in the critical category. Speaking is the most essential method of learning a foreign or second language among the four primary language skills. This is also explained by (Brown Yuke, 1983), whosaid, "Speaking is the skill most valued and favored by students in the learningprocess." Meanwhile, another study from Indrasari (2016) in research at the Department of Physics Education showed that physics students' preferred activities for learning English were pair work.

CONCLUSIONS

Based on the result of the research answering two research questions, the researcher concluded two significant areas of discussion, as follows: The needs of students of the Department of Islamic Education Management in learning English are divided into two topics: (a) Linguistic needs consist of Learning Abilities where the level of proficiency of students in the most dominant language component is Writing and Learning Priorities which shows that the priority of student learning in thelanguage component is Speaking. The need for learning topics related to their majors is Islamic Educational Psychology and Public Service Management, which are very important. (b) Learning Needs consist of Learning Problems where respondents' perceptions of learning problems are lack of motivation, making spelling errors and problems with inadequate grammar, and lack of English learning strategies and Learning Attitude, divided into two categories, namely Learning Preferences where students choose to learn by way of Presentation as the highest category and Learning Style which shows that students like learning English by watching movies and videos.

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