

Needs analysis on Islamic communication and broadcasting department of UIN Raden Mas Said Surakarta

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Abstract

This study aims to find out the students of Islamic communication and broadcasting department need in English subject. Currently, the students are taught the General English therefore, it makes the researcher conduct the research to reveal their need in ESP. The method used in this research is descriptive qualitative method. The participants are 40 students and 1 lecturer of Islamic Communication and Broadcasting Department of UIN Raden Mas Said Surakarta. The data was taken from questionnaire to students and interview to the lecturer which covers topic needed and teaching method. The results showed that the Islamic Communication and Broadcasting Department students' need in ESP in varied range of topic.

Keywords: Need Analysis, ESP

INTRODUCTION

When creating English for Specific Purposes (ESP) learning—a form of English instruction that is adapted to the unique objectives and requirements of its users—needs analysis is an essential initial step. ESP is designed to address professional or academic communication needs in particular contexts, such as commerce, medicine, engineering, or tourism, as opposed to general English instruction. As a result, needs analysis helps determine which language skills should be taught in order to help students reach their particular objectives in a meaningful and efficient manner(Alsamadani, 2017).

Teachers can investigate and comprehend the language abilities that kids require most in that particular environment by using needs analysis. For instance, a doctor must be able to

communicate in English while discussing medical terms and interacting with patients, whereas an engineer could concentrate more on reading and writing technical papers. Without a thorough requirements analysis, ESP instruction may become irrelevant and fail to offer pupils the most possible advantages(Pranoto & Suprayogi, 2020).

In addition, needs analysis aids in creating a curriculum that is more targeted and suitable for the skill level of the pupils. Knowing what is required allows teachers to target the abilities that students need to learn in order to accomplish their practical goals and modify instruction to the right degree of difficulty. Without considering needs analysis, curriculum designers run the danger of squandering time and money on less-useful or irrelevant content(Haryono, 2020).

All things considered, needs analysis is crucial to ESP learning in order to guarantee that the instruction not only satisfies generic requirements for language instruction but also precisely addresses the difficulties that students encounter in their academic or professional lives. As a result, needs-based ESP learning is more successful, efficient, and positively affects students' language proficiency in specific domains(Ekayati et al., 2020).

Based on the interview with the English lecturer, the researcher found that the learning outcome or *capaian pembelajaran* (CP) of the English lecture in Islamic Communication and Broadcasting Department is that the students are capable to comprehend and implement English both written and spoken in daily activities. From the learning outcome, it is clear that the Islamic and communication broadcasting department still implements general English for its learning process.

Therefore, in this research the researcher wants to find what the students' need in teaching and learning English in the first semester of students' communication and broadcasting department in UIN Raden Mas Said Surakarta.

METHODS

In this research, the researcher used the qualitative descriptive method. Several data collection techniques will be used to obtain comprehensive and valid information about students' language needs. The main techniques used are in-depth interviews and questionnaires. Interviews are conducted with the English lecturer and the students of the communication and broadcasting department. There are 40 students of first semester in the communication and broadcasting department. In addition, questionnaires can be used to obtain quantitative data

about students' perceptions regarding the language skills they need. The data collected from these two techniques will then be analyzed to provide a clearer understanding of the specific language requirements required in ESP.

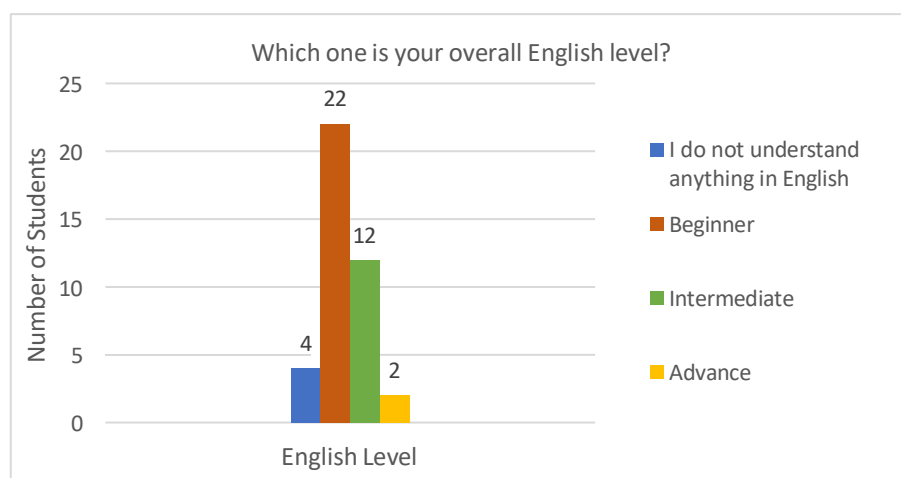
The data analysis techniques used in this research are data collection, data reduction, data display, conclusion drawing (Sugiyono, 2018). Meanwhile, descriptive analysis is used to describe the results obtained in the form of a clear and systematic narrative, providing a more comprehensive picture of the context and needs of students.

RESULTS AND DISCUSSION

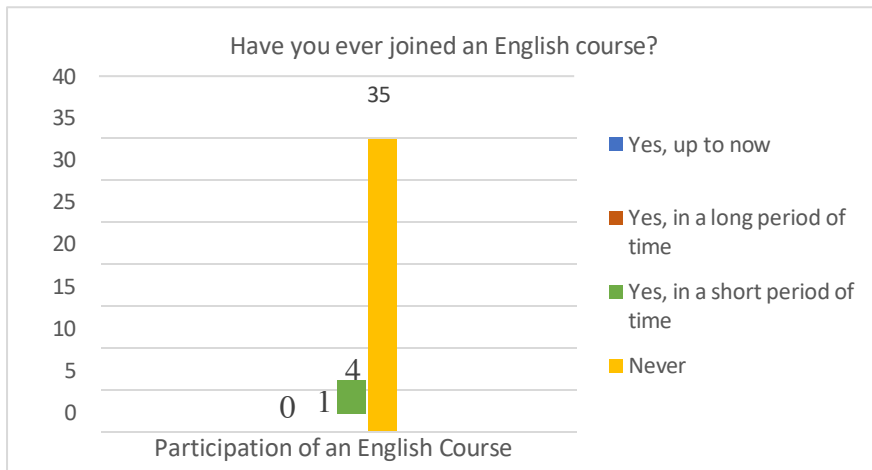
Results

The diagrams below show the findings of detailed examination based on the questionnaire given to the first semester students of Islamic Communication and Broadcasting department in UIN Raden Mas Said Surakarta. There were 10 questions in the form of multiple choice given to 40 students.

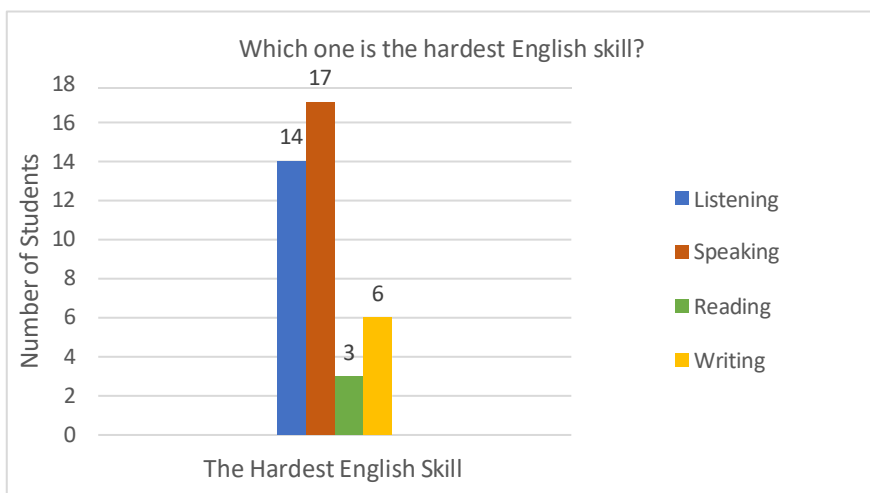
Figure 1.1



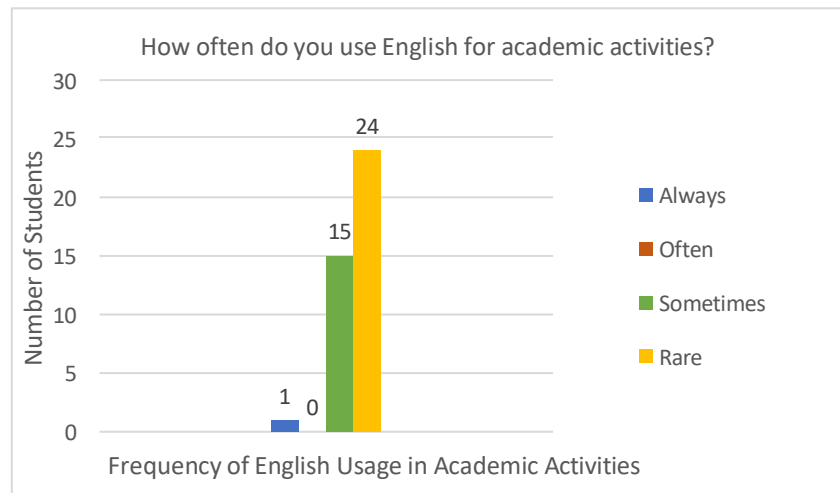
The diagram shows that most Islamic Communication and Broadcasting's students are still in the beginner level of English with 22 students. It is followed by 12 students in the intermediate level and two students in the advance level. There are also four students who cannot understand any single words in English.

Figure 1.2

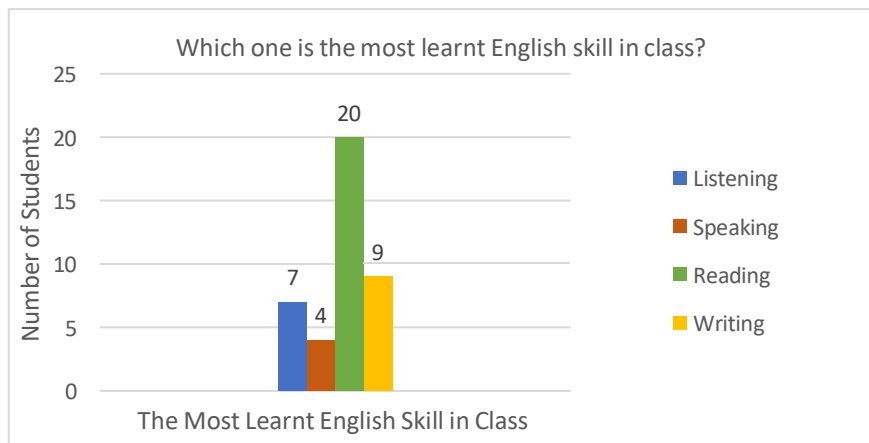
The diagram shows that most Islamic Communication and Broadcasting's students have never joined an English course before they went to university. The number of students who never participated in an English course are 35, more than 50% of the overall correspondent. Even so, there were five students who once joined an English course. One student joined it in a long period of time, while the rest were only joined it for a while.

Figure 1.3

In addition, the diagram shows that speaking skill is the hardest English skills to be done by the students of Islamic Communication and Broadcasting department. The number of the students who chose speaking skills as their major difficulty is 17 students. Not far from it, listening skill is placed second with 14 students in total. Only a few students chose writing and reading as their weaknesses. The number of students who chose writing skill is six, and the rest three chose reading.

Figure 1.4

The diagram shows that most Islamic Communication and Broadcasting's students rarely use English for academic activities, such as reading English texts, writing papers, discussion, presentation, and so on. Twenty-four students said they rarely use English in academic activities, while 15 students said they sometimes use it. However, there is one student who always use English in everyday academic activities.

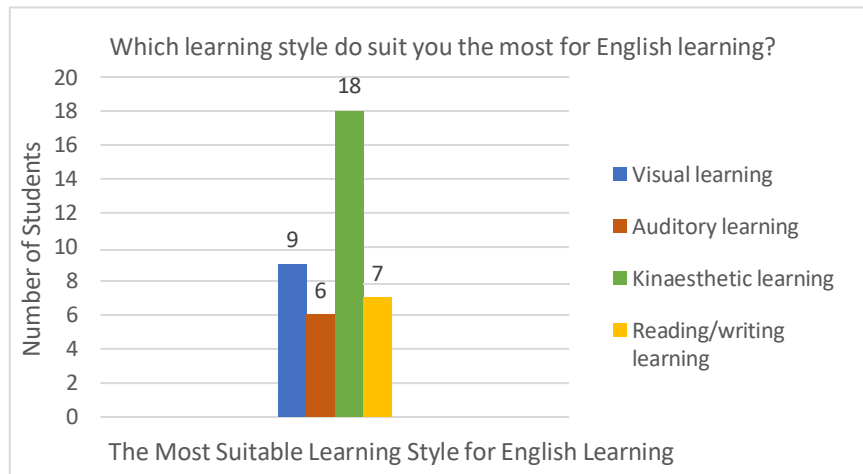
Figure 1.5

Furthermore, the diagram shows that the most learnt English skill by students of Islamic Communication and Broadcasting department is reading with the total of 20 students chose it. Nine students chose writing as the most English skill they learn in class, followed by listening skill chosen by seven students. It can be concluded that speaking is the least skill to be learnt in class since only four students chose it.

According to the interview with the English lecturer of Islamic Communication and

Broadcasting, the English learning try to integrate the four language skills: reading, writing, speaking, and listening, that is why the answers of the students in the diagram are diverse. Despite the integration of the four language skills, the learning process indeed to heavily focus on reading skill as the primary skill to be used, as the materials learnt by the students are still around grammatical features.

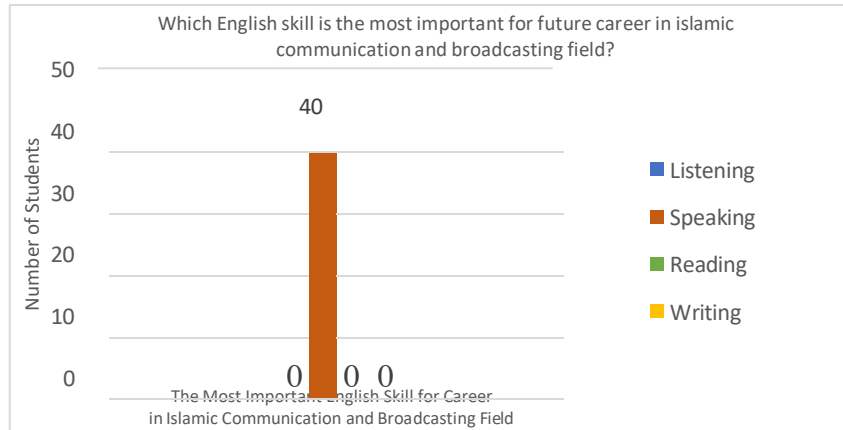
Figure 1.6



It can be seen from the diagram that most Islamic Communication and Broadcasting's students prefer to learn English in kinesthetic ways, such as role play. There are 18 students who prefer kinesthetic leaning, followed by visual learning, such as using video, in the second place with nine students. Reading or writing learning prefer by seven students, while least prefer learning style is auditory learning with only six students chose it.

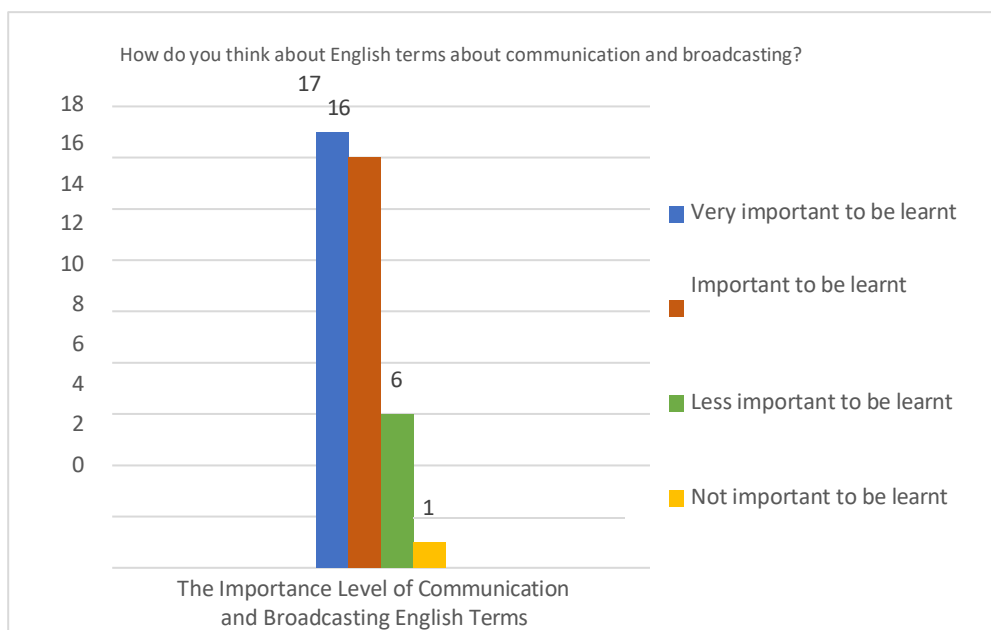
Based on the interview with the English lecturer, it can be concluded that the learning process still not meeting the diversity of students' learning style. As the writer said in the previous, the learning process focus on reading. The lecturer usually gives texts to be analyzed by the students and later asks them to write several sentences. The lecturer rarely uses video in the class nor adapts kinesthetic learning. Additionally, students with auditory learning style are still met their needs, since the lecturer often explains the materials orally in the class.

Figure 1.7



It can be seen from the diagram that 40 students, which means 100% of correspondents, chose speaking as the most English skill needed for a good career in Islamic communication and broadcasting field. It is aligned with the stakeholder who said that speaking skill is the first one that should be mastered by students, as they are in the communication field. Despite speaking skill, the English lecturer also stated that the writing skill is very important for students to master, as communication is not only done in spoken, but also written. The lecturer said that all four language skills are important for students because those skills complement each other.

Figure 1.8

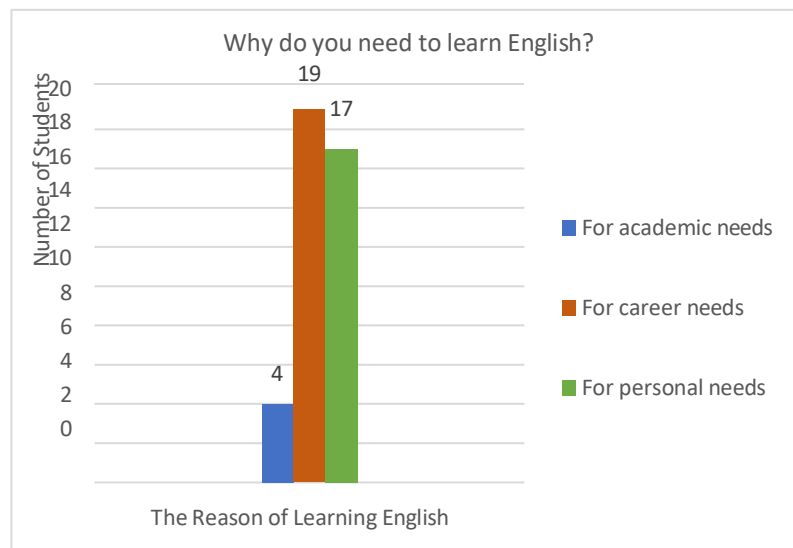


Based on the diagram, it can be concluded that English terms about communication and broadcasting is important to be learnt by students. There are 17 students who said that it is very

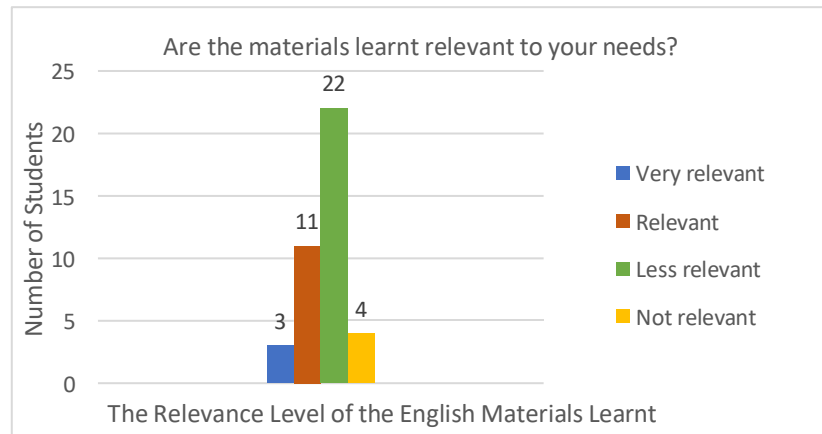
important to be learnt, and 16 students said it is important. There are also students who do not feel the importance of knowing the terms of communication and broadcasting in English. There are six students who said it is less important to be learnt; even one student said it is not important at all to learn it.

According to the interview with one of the students, they never learn or be given any particular terms related to communication and broadcasting. The texts used for reading section still focus on daily activities. The lecturer said in the interview that it is on purpose in order to make the example easier for the students to achieve, and to meet the learning outcome, which focuses on daily activities.

Figure 1.9



Based on the diagram above, the most reason for the Islamic Communication and Broadcasting's students to learn English is to meet their career needs in their field with the total of 19 students. Not too far, 17 students feel they need to learn English to meet their personal needs, including facilitating to have an access on English movie, books, or music; helping to communicate with foreigners; and facilitating them to get English certification. The result shows an accordance with the English lecturer who stated that English skill is beyond important to be mastered by the students, since it helps them to work in their field or in internship program as well as broaden their careers, especially for those who wants to work in multinational or international companies.

Figure 1.10

It can be seen from the diagram that the materials taught by the English lecturer do not meet the needs of the majority of the students. Twenty-two students said that the materials they are learning are less relevant to them, even four students said not relevant. However, there are also several students who agree that the materials learnt are already relevant to them. Eleven students said that the materials are relevant, and three students said it very relevant. It is normal to be happened since the needs of the students, their weaknesses, and their learning styles are different to each other. The English lecturer said on the interview that the materials given to the students are part of speech, question tags, and tenses (simple tenses, progressive tenses, and perfect tenses).

Discussion

One of the students interviewed said that they never learn any terms related to communication and broadcasting. It does not align with the students' needs of English terms that can be seen in the Diagram 1.8. The majority of the students feel the importance of the knowing the terms, so that is why the lecturer is better to give several terms to them. This is in line with (Dudley-evans et al., 1998) in his book *developments of ESP*, suggests that need analysis in ESP involves a deep understanding of the social and professional context in which language is used. They emphasize the importance of identifying the needs of students from various perspectives, such as workers, teachers, and expert observes. They also distinguish between “needs theory” and “real needs”, meaning that teaching should be based on the real needs faced by the students in the context of their profession (Setiawati, 2016). Since many of the students are still in the beginner level and never participated in an English course, the lecturer can give them the basic terms usually used in their field. The lecturer can give examples on how to use the terms in sentences. In addition, after learning the grammar material, the

lecturer can ask them to write several sentences using the terms which already provided by the lecturer.

Teach them to use the terms related to communication and broadcasting may increase the relevance level of the materials (Diagram 1.10), since the majorities said that the materials less relevant. Most of the students who chose “less relevant” said that they learn English for career needs (Diagram 1.9). Using the terms can make the learning process more meaningful for them. This is in line (Waters, 1987) that need analysis is the process of discovering students’ true needs. In their book of *English for Specific Purpose*, they emphasize that need analysis must covers two aspects: target needs and learners’ needs. Target needs relate to what learners need to communicate in their professional or academic context whereas learning needs focus on how learners best learn and what language skills they need.

Twenty-two students said that the materials they are learning are less relevant to them, even four students said not relevant. Therefore, they need to learn English for Specific Purpose (ESP)(Santika et al., 2022). Robinson (1991) in (Arroyyani et al., 2022) suggests that need analysis in ESP learning must be holistic, covering not only the language skills required, but also the wider and professional context. According to him, to design an effective ESP program, it is important to understand how students use language in their professional contexts and the types of interactions they have on a daily basis. Robinson emphasizes the importance of analyzing the social context that influences the way students interact learn language.

CONCLUSIONS

Based on the findings above, the needs of the first semester students of Islamic communication and broadcasting department in UIN Raden Mas Said Surakarta show different and varied needs. They are still using general English in learning process. They never learned about the specific terms about Islamic communication and broadcasting field. The students’ average ability is at the beginner (lower) level. Speaking is the most important skill for future career in the communication and broadcasting department. Meanwhile, the English skill most learnt is reading. Hence, it is important for the lecturer to teach give more time to the students for practicing speaking in the class, since the findings show that the hardest skill is speaking, followed by listening in the second. Both are known to complement each other, so they have to be taught in the class to meet the students’ career needs. These requirements must be taken into

consideration when designing the ESP concept. These results may serve as the initial information for additional ESP program study.

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