



Analysis of English Needs for Students of Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten

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Abstrak

The research aims to analyze students' needs when participating in English language learning. The object of research was carried out on 96 students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten with data analysis techniques using research methods used quantitative methods with survey methods of descriptive statistical data analysis. The results showed that 53 students (55.2%) were enthusiastic and happy to learn English. Then from the analysis of English learning needs that are expected there are 75.8% stating that speaking English is the most needed ability. Of the four aspects studied, students consider that listening, writing and reading skills are still needed only for academic purposes and do not feel these three aspects are necessary and support their professional careers.

Kata Kunci: Needs; English; Speaking; Writing; Reading; Listening

Introduction

Speaking English is one of the skills that students need to master in college. There are many benefits found by mastering English in the era of the Industrial Revolution 4.0 and information technology today. By mastering English, students who study *religious study* in the world to communicate with academics worldwide access a wide range of information and learning resources that are widely available in English-language references (Sayed Abudhahir & Mohamad Ali, 2018). Furthermore, for students' professional careers in the future, English language skills are an important asset because the ability to speak well and communicatively will be useful if you work in a company that uses English as a medium of communication (Hidayati, 2019).

English language learning is learning given to students from elementary school to college by the curriculum at each level of education (Soedjiwo, 2018). Law No. 20 concerning the National Education System explains that English is a language study material that has a very important role because of its usefulness in global associations (Law No. 20 of 2003 concerning Sidknas, 2003). Based on the role and needs of English language skills for students, at the Faculty of Ushuluddin and Adab (FUDA) Sultan Maulana Hasanuddin State Islamic University (UIN) Banten, English language teaching began to be given in the first and second semesters which all students must follow.

In Abraham Maslow's view (Muazaroh & Subaidi, 2019) About the theory of needs, it cannot be separated from the theory of

motivation on which it is based. One of these basic concepts relates to the characteristics of the driving factors or needs that arise from one particular type of need. Although, Maslow did not directly develop the theory in the field of education, but many academics and educational psychologists made the basis for developing the theory of student learning motivation. One form of application of Maslow's needs theory is the need for self-actualization. The need for self-actualization is an instinctive human need to do our best (Ariani et al., 2022). At the last stage of the level of need, students are expected to actualize their potential, pursue interests and talents that lead to achieving the expected personal goals. The use of English in the field of multidisciplinary science includes *religious*

study studied at the Faculty of Ushuluddin and Adab (FUDA) UIN SMH Banten resulted in what is known *English for specific purpose* (ESP) which aims to obtain professional abilities that are integrated with various skills, disciplines and practices (Wardah, 2016). Since its introduction in the 1960s, ESP has contributed to developing innovative theory and practice in English language teaching (Hyland, 2022). ESP consists of various aspects, from analyzing student needs, students' attitudes towards learning and stimulation of language strategies (Hijuelos-cruz et al., 2020).

To find out the needs of students for English language learning that was followed, researchers have conducted pre-survey activities which were attended by 62 students of FUDA UIN SMH Banten:

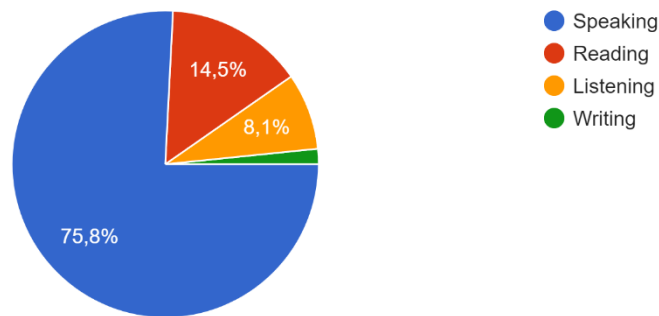


Figure 1: Pre-Survey Results

Based on Figure 1, it can be seen that most respondents, namely 46 people (75.8%) stated that the need for English language skills is the ability to speak. Followed by 9 people (15.5%) stating the reading aspect, then *listening* ability as many as 5 people (8.1%). From these data, it can be seen that most students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten expect that when learning English, students can better master speaking ability. Speaking skills are important to master because they will help someone communicate effectively, in the aspect of learning with speaking skills will facilitate understanding learning with English

language introduction and help in the field of work and career in the future.

In the implementation of the research to be carried out, researchers refer to various previous research results that discuss the "analysis of English learning needs in Higher Education" such as the following research: (1) Research conducted by (Alfian, 2019) which states that EPS-based learning for non-majoring students is more directed at strengthening aspects *vocabulary* (increased vocabulary) and *Speaking* (improved speaking ability). Next, (2) Research conducted by (Wardah, 2016), the English language skills of a student can be seen from the perspective of individual students because it will affect

behavior, attitudes, responses and motivation to learning English. Furthermore, (3) Research from (Prasetya, Rizky, 2021) states that integrated language skills from student characteristics, curriculum design and classroom learning atmosphere in the aspect of ability are emphasized in the practical form of using English (*Speaking*) rather than theoretical mastery. Lastly, (4) Research from (Suningsih, 2022)

Method

The research method used quantitative research method with survey method. Survey research is a quantitative research method used to obtain current and past data about beliefs, characteristics, behavior, and relationships between variables from samples taken from certain populations (Sugiyono, 2021). Where in survey research should be determined:

1) Population and Sample

The population in this study is active students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten who are recorded in PDDIKTI where the number is 2,450 students. Then the determination of the research sample using the Krejcie & Morgan Table with an error rate of 10% obtained a sample number of 96.08 rounded up to 96 research samples.

Table 1: Respondent Profile by Gender

	Sum	Percentage (%)
Man	48	50.0
Woman	48	50.0
Total	96	100.0

Based on Table 1 above, it is known that the number of male respondents was 48 people (50%) and women were 48 people (50%). The data illustrates the characteristics of FUDA UIN SMH

2) Research Instruments

Research instruments are used through observation activities, interviews and preparing questionnaires that will be distributed to research respondents.

3) Data Collection Methods

The data collection method used uses the help of questionnaires in the form of closed questionnaires made with the Google Forms *platform* (Google Forms) shared through WhatsApp application messages.

4) Data Analysis Techniques

Data analysis techniques use descriptive statistical data analysis. Where data analysis techniques form the presentation through tables, graphs, diagrams, mode calculations, mean, standard deviation and data percentage calculations (Sugiyono, 2021)

Results and Discussion

Characteristics of Respondents

1. Respondent Profile by Gender

The gender composition of students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten is divided into two groups: men and women. The following is presented the size and percentage of respondents by gender:

students who have a balanced number or percentage.

2. Respondent Profile by Study Program

The distribution of respondents based on study programs under the Faculty of Ushuluddin and Adab

UIN Sultan Maulana Hasanuddin Banten consists of study programs: (1) Aqidah and Islamic Philosophy, (2) Arabic Language and Literature, (3) Qur'an Science and Tafsir. (4) Hadith Science, (5) Islamic History

and Civilization and (6) Islamic Library and Information Science. The following is presented the number and percentage of respondents based on the origin of the study program:

Table 2: Respondent Profile by Study Program

	Sum	Percentage (%)
Aqidah and Islamic Philosophy	16	16.7
Arabic Language and Literature	16	16.7
The Science of the Qur'an and Tafsir	16	16.7
The Science of Hadith	16	16.7
History and Civilization of Islam	16	16.7
Islamic Library and Information Science	16	16.7
Total	96	100.0

Based on Table 2 above, it is known that the number of respondents to all study programs is 16 (sixteen) respondents or 16.7% each. The data is made to show the similarity in the number of representatives of each research respondent based on the origin of the study program.

3. Respondent Profile based on Semester taken

The composition of respondents based on the semester currently taken by students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten is divided into students of semester 1, semester 3, semester 5 and semester 7. The following is presented the number and percentage of respondents based on the semester taken:

Table 3: Respondent Profile by Semester taken

	Sum	Percentage (%)
Semester 1	47	49.0
Semester 3	10	10.4
Semester 5	30	31.3
Semester 7	9	9.4
Total	96	100.0

Based on Table 3 above, it can be seen that the number of respondents in semester 1 amounted to 47 people (49%), followed by smester 5 as many as 30 people (31.3%), then semester 3 as many as 10 people (10.4%) and finally semester 7 students amounted to 9 people or 9.4%. The data shows that most of the

respondents are semester 1 students who are actively contracting English courses.

Information related to language skills

1. First Language spoken

The answers obtained from respondents based on the first language mastered for daily conversation of students of the Faculty of Ushuluddin and Adab

UIN Sultan Maulana Hasanuddin Banten were grouped into: (1) Regional Languages, (2) Indonesian, (3) Arabic and (4) English. The

following presents the number and percentage of respondents based on the first language spoken:

Table 4: First Language Information Spoken

	Sum	Percentage (%)
Regional Languages	27	28.1
Indonesian	63	65.6
Arabic	4	4.2
English	2	2.1
Total	96	100.0

Based on Table 4 above, it is known that the number of respondents who stated Indonesian as the first language spoken amounted to 63 people (65.6%), regional languages as many as 27 people (28.1%), Arabic as many as 4 people (4.2%) and English as many as 2 people or 2.1%. The data shows that most respondents make Indonesian their first language due to the widespread use of Indonesian as speakers among respondents' parents, so communication used in

the family and environment tends to use more Indonesian.

2. English as a Media for Finding Lecture References

The distribution of respondents' answers based on statements about using English references as references to lecture material is divided into yes, no and no sure answer choices. The following is presented the number and percentage of respondents based on English references as a reference for lecture material:

Table 5: English as a Media for Finding Lecture References

	Sum	Percentage (%)
Yes	75	78.1
Not	9	9.4
Not sure	12	12.5
Total	96	100.0

Based on Table 5 above, it is known that the number of respondents stated using English references as a reference for lecture material. The data showed that most respondents as many as 75 people (78.1%) made English references as reference lecture materials, then those who answered were not sure about making English references as reference sources for lecture materials as many as 12 people (12.5%) and as many as 9 people did not make English references as

reference sources for lecture materials. The reason respondents use English references is because there are many high-quality learning resources available in English. In addition, many studies and scientific literature are also written in English.

3. Response to English Language Use
In the discussion of respondents' responses to the use of English can be seen based on the answers below:

Table 6: Responses to English Language Use

	Sum	Percentage (%)
I am very enthusiastic and happy to learn English	53	55.2
I feel normal about English.	19	19.8
I feel anxious or difficult when it comes to dealing with English	24	25.0
Total	96	100.0

Based on Table 6 above, the magnitude of responses to the use of English by respondents is known. Data shows that most respondents as many as 53 people (55.2%) expressed very enthusiastic and happy to learn English, then those who answered felt anxious or difficult when having to deal with English as many as 24 people (25%) and as many as 19 people (19.8%) felt normal about English. There is a

reason that respondents are very enthusiastic and happy to learn English triggered by a desire to access more opportunities and resources available in English.

4. English Learning Materials You Want to Learn More

In the discussion about English learning material that you want to learn more can be seen based on the answers below:

Table 7: English Learning Materials

	Sum	Percentage (%)
Speaking and Listening	18	18.8
Writing and Listening	7	7.3
Reading, Speaking and Listening	23	24.0
Writing, Speaking and Listening	11	11.5
Everything	37	38.5
Total	96	100.0

Based on Table 7 above, it is known that English learning materials want to be learned more. Data shows that as many as 37 respondents (38.5%) said they wanted to master all English learning materials, namely *reading, speaking, writing and listening*. Then those who answered reading, speaking and listening as many as 23 people (24%), as many as 18 people (18.8%) answered speaking and listening, as many as 11 people (11.5%) answered writing, *speaking*

and listening and finally as many as 7 people (7.3%) answered writing and listening. Based on these data, it can be seen that respondents do not focus on the needs of speaking English because time constraints are more advisable on choosing the most necessary maeri from the use of English.

5. The Purpose of Learning English

In the discussion about the purpose of learning English can be seen based on the answers below:

Table 8: Objectives of Learning English

	Sum	Percentage (%)
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To improve the ability to communicate with strangers	48	50.0
Make it easier to understand English references	26	27.1
To increase career opportunities	20	20.8
Take a course or study abroad program	2	2.1
Total	96	100.0

Based on Table 8 above, it is known that the number of respondents who have the goal of learning English to improve the ability to communicate with foreigners is 48 people (50%), then the purpose of understanding English references is 26 people (2.1%), increasing career opportunities by 20 people (20.8%) and to take courses or study abroad programs by 2 people or 2.1%. Some things make most respondents answer that the purpose of learning English is to improve the ability to communicate

with foreigners because it can increase opportunities in professional careers, establish wider relationships, and understand diverse worldviews.

The Need for English in the Professional World

1. Listening skills in English

In the aspect of listening skills in English, several aspects of the needs needed by students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten can be considered in learning English:

Table 9: Listening skills in English

Listening skills	Sum	Percentage (%)
To follow lessons or lectures in English well	16	16.7
To understand news and interviews in English	9	9.4
To improve proficiency in English tests such as IELTS or TOEFL	5	5.2
To understand English used in movies and music	15	15.6
To enhance understanding in business and professional contexts	7	7.3
To communicate more effectively with English-speaking friends	10	10.4
To increase employment or career opportunities	11	11.5
Understand the various accents and dialects of English	7	7.3
Improve the ability to speak and interact with native speakers	16	16.7
Total	96	100.0

In the aspect of *listening skills in English*, students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten on nine skill indicators there are no indicators that are dominant enough needed in listening skills. There are three skill indicators based on surveys that have been conducted, namely the need to

attend lessons or lectures in English well (16.7%), then the aspect of the need for the ability to speak and interact with native speakers as much as (16.7%) and the need to understand English used in film and music as much as (15.6%). Based on observations, *listening* skills are an important foundation for understanding and communicating

in English because it will form the ability to capture ideas and information from conversations or audio materials in English.

2. Writing skills in English

In the aspect of writing skills in English, several aspects of the

Table 10: Writing skills in English

Listening skills (<i>writing</i>)	Sum	Percentage (%)
To improve writing skills in an academic context	44	45.8
To pursue a career as an English-speaking writer or journalist	5	5.2
To communicate more effectively in work or business	7	7.3
To write stories, poems or creative works in English	9	9.4
To produce professional reports, proposals, or documents	6	6.3
To meet English language test requirements such as IELTS or TOEFL	5	5.2
To communicate with native English speakers by mail, email, or message	6	6.3
To express ideas and views in English effectively	14	14.6
Total	96	100.0

In the aspect of writing skills in English, students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten consist of eight skill indicators and there are quite dominant indicators needed in writing skills namely the need to improve writing skills in an academic context as many as 45.8% of respondents chose the answer. Two other indicators of writing skills needed are the need to express ideas and views effectively as much as 14.6% and write stories, poems, or creative works in English

Table 11: Reading skills in English

Reading skills	Sum	Percentage (%)
To improve reading comprehension in an academic context	39	40.6
To keep up with English-language news and information	13	13.5
To explore English-language literature and literary works	12	12.5
To understand business reports, white papers, or scientific research in English	7	7.3
To meet English language test requirements such as IELTS or TOEFL	3	3.1
To be able to understand and critique different types of texts	6	6.3
Understand and appreciate literary works in English	4	4.2

needs needed by students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten in learning English can be considered:

as much as 9.4%. Based on observations, writing skills will be useful for students to communicate ideas and arguments clearly in written communication either in the form of essays or scientific papers.

3. Reading skills in English

In the aspect of reading skills in English, several aspects of the needs needed by students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten in learning English:

Become a critical and informed reader	12	12.5
Total	96	100.0

In the aspect of reading skills *in English*, students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten consist of eight skill indicators and there are quite dominant indicators needed in reading skills. That is, the need to improve reading comprehension in an academic context as many as 40.6% of respondents chose the answer. Three other indicators of reading skills needed are following news and information in English as much as 13.5%. Furthermore, there is a need to explore English-language literature and literary works as much as 9.4% and the need for critical and informed readers as much as 9.4%. Based on the observed observation that the ability to read (*reading*) will be a useful skill for students, reading in

English is the key to opening the door of science and information in this global era. For students, the need for reading skills is to understand reading material in lectures and explore literature, research, and other resources. With good reading skills, students can access broader insights, deepen their understanding of academic concepts, and improve analytical skills.

4. Speaking skills in English

In the aspect of speaking *skills in English*, several aspects of the needs needed by students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten in learning English can be considered

Table 12: Speaking skills in English

Speaking skills	Sum	Percentage (%)
To improve speech in everyday situations	42	43.8
To follow a business conversation or presentation in English	8	8.3
To take a course or study abroad program	3	3.1
To better communicate with native English-speaking speakers	14	14.6
To increase career or employment opportunities abroad	11	11.5
To join an English speaking community or group	3	3.1
To interact with native English speakers more fluently and confidently	9	9.4
Able to participate in presentations or interviews in English	6	6.3
Total	96	100.0

In the aspect of speaking skills in English for students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten consists of eight skill indicators and there are quite dominant indicators needed in speaking *skills*. That is to improve the ability to speak in everyday situations as many as 43.8% of respondents chose the answer. Two other indicators of *speaking* skills needed are communicating with native English speakers better by

14.6% and increasing career or job opportunities abroad by 11.5%. Based on the observed observation that *speaking skills will be useful for students with good speaking skills*, students can be more confident in presentations, class discussions, or even during job interviews. In addition, good speaking skills also support the team's collaboration and communication process. Speaking skills are

related to academic needs, but also preparation for entry into the workforce

Conclusion

Based on the discussion and analysis above, it can be concluded that 75.8% of students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten stated that the expected need for English learning is to improve their ability in the aspect of *speaking*. However, the need for English skills is not only in *speaking* but can also be seen based on students' answers that aspects such as listening skills are needed to follow lessons or lectures in English well. Listening skills are basic for understanding and communicating in English because they will form the ability to capture ideas and information from conversations or audio materials in English. Furthermore, writing skills are needed to improve writing skills in academic contexts. Reading skills are needed to improve reading comprehension in academic contexts.

Moreover, finally, the aspect of speaking skills is needed in speaking skills (*speaking*) which is to improve the ability to speak in everyday situations as much. In four aspects of English language skills, it can be seen that From the data obtained, it is known that there is still not high enthusiasm and pleasure of students of the Faculty of Ushuluddin and Adab UIN Sultan Maulana Hasanuddin Banten when learning English, only 55.2% of students feel enthusiastic while learning English. Of the four aspects studied, students consider that *listening, writing and reading skills are needed only for academic purposes, namely during English learning activities and still do not feel these three aspects are necessary and support their professional careers in the world of work.*

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