
STUDENTS' NEED FOR LEARNING ENGLISH AT ISLAMIC BOARDING SCHOOL

NurHabibah

STKIP MuhammadiyahMuaraBungo

JurusanPendidikan Bahasa Inggris STKIP MuhammadiyahMuaraBungo

e-mail: Nhabibah.Siman01@Gmail.Com

ABSTRAK

Tujuan penelitian ini adalah untuk mendeskripsikan apa saja kebutuhan siswa dalam upaya mereka belajar bahasa Inggris di pondok pesantren Al Baqitatus sholihat. Penelitian ini adalah penelitian deskriptif kuantitatif. Subyek dalam penelitian ini 180 responden. Hasil penelitian ini menemukan bahwa banyak siswa pondok pesantren yang baru belajar bahasa Inggris selama 1,5 tahun dan semua siswa hanya belajar bahasa Inggris di kelas dan tidak ada satupun dari siswa yang belajar bahasa Inggris di luar kelas. Apa yang dibutuhkan siswa dalam kategori sikap mereka dalam belajar bahasa Inggris adalah siswa belajar karena mereka ingin lulus ujian (78.33%) dan siswa ingin dapat memakai internet lebih baik (75.00%). Dalam kategori skill bahasa Inggris, peneliti menemukan bahwa *Listening* adalah skill yang paling disukai siswa dan *Reading* menjadi skill yang paling sulit dipelajari. Kembali pada cara siswa belajar, hasil penelitian menunjukkan bahwa siswa senang belajar dengan belajar bersama dalam satu kelas (92.22%). Siswa senang belajar bahasa kosakata dengan mendengarkan kosakata baru (81.67) dan siswa belajar tata bahasa Inggris dengan latihan menulis di sekolah (75%) dan latihan lisan di sekolah (63.89%). Dan untuk topic bahasa Inggris siswa pondok pesantren senang dengan topic yang berkaitan dengan keluarga/teman/orang/hubungan (93.89%) dan juga dengan topik yang berkaitan dengan ilmu keagamaan.

Kata Kunci: *KebutuhanSiswa, Belajar Bahasa Inggris, PondokPesantren.*

ABSTRACT

The aim of this study was to describe what are students' need in their effort to learn English at Al Baqiyatus Sholihat Islamic Boarding School. This research was descriptive quantitative research. The subject of this study were 180 respondents. The finding of the data showed that the most of students have been learning English for 1,5 years and they only learn English at Islamic boarding school and no one of students learn English outside of the school. Based on students attitude towards their English language learning, the majority of students learn English because they want to pass the exam (78.33%). Based on students' English language skill, the researcher found that listening (87.22%) became students' favorite skill and reading (72.2%) became the difficult skill. Refers to the way student learn that most of students like to learn English by working as a

whole class (92.22%). Students like to learn vocabularies by hearing new words (81.67%) then, students learned grammar by doing written exercise at school (75.00%) and by oral practice in class (63.89%). Refers to the English favorite topic that most of students like the topic such as family/friends/people/relationship (93.89%) and they like the topic that related with Islam knowledge.

Keywords: *Students' need, English learning, Islamic Boarding School.*

INTRODUCTION

Islamic boarding school is one of Islam institution in Indonesia that a place to explore Islam religion deeply (fachrudin2015). Zarkarsyi (1998) as the founder of one of Islamic boarding school in Indonesia said Islamic boarding school is a school where some people or all pupils study and live during the school year with their fellow students and possibly teacher and administrator. Islamic boarding school stands with two curriculums in teaching and learning process, their own curriculum and government curriculum. Islamic boarding school is divided into two types; they are traditional boarding school (*salafi*) and modern Islamic boarding school. Both of them are same as the place to explore Islam religion but they have different system. (Golda 2011.)

Indra (2013) stated in his research, the system of language learning in Islamic boarding school through daily activity and weekly activity. Based on the researcher experiences when she taught at albaqiyatussholihat, the researcher felt that most of students have will to learn English. It may because the

system of language learning there did not push them to speak foreign language through daily activity as what other Islamic boarding school did. Need analysis is used to collect information about learner need, need analysis can be used by the teacher to modify the syllabus and methodology to minimize the gap between teacher and students' expectation. The researcher hoped that this investigation can give the contribution especially for English teacher who taught at the same context and also for curriculum designer as the references in designing curriculum. Based on the description above, The main purpose of this study are to describe what are students' need in their effort to learn English in albaqiyatussholihat Islamic boarding school that consisted of what are students' attitude towards English language learning, what are students' preferences in English language skill and what are students' learning style.

Target Situation Analysis

Target situation analysis starts with Munbly (1978) in Hoque research. Models of the communication model processor. This model contents the set of

procedure for the discovering target situation need. In Munby's communicative needs processor, the target needs and the target level performance are established by investigating the target situation, and his overall model clearly establishes the need of place analysis. Munby overall model is made up of seven elements, they are participant, It refers to the information about the identity and language of the learner including age, sex and nationality.

Second communication needs processor, it refers to the investigation of the particular communication need according to sociocultural. Third, profile of needs. Fourth, in the meaning processor, it means parts of socioculturally determined profile of communication needs are converted. Fifth, the language skills selector and the last is the linguistic encoder and communicative competence specification, it means the target communicative competence of the participant and is the translate profile of needs (Haque 2014)

Target situation analysis refers to form of need analysis, which center on identifying the learner language requirements in the occupational or academic setting. Target situation analysis procedures were designed to determine how much English used (Rahman 2015). Robinson stated in Rahman research that need analysis which focus on students' need at the end of the course. According to Mehdi

(2004) TSA can be formulated in following questions; why is language needed?, how will language will be used?, what will the content area be?, where will the language will be used? And when will the language will be used (Mehdi Haseli 2004).

Present Situation Analysis

Target situation analysis tries to establish what the learner are expected to be like at the end of the language course, present situation analysis tries to identify what they are like in beginning of it (Haseli 2008). Momtazur (2015) stated present situation analysis is presenting how is the learner begin to learn of language, it looks from what are their weakness and straightness. Ritcherich and Chancere (1998) stated there are three basis source information for establishing the present situation analysis, they are; the student themselves, the language teaching and the user institution.

Target situation analysis and present situation analysis can be used as combination approach that helped the researcher getting the information based on their needs (Chang 2016). In this approach, the information is established by the learner itself. However, the information that came from the learner gives enough information to the researcher.

Strategy Analysis

Strategy need analysis the approaches to learning or teaching and sets out the

learners" preferences in terms of learning styles and strategies, or teaching methods. According to west 1998 strategy analysis tries to establish how the learners wish to learn rather than what they need to learn. Duudley Evant stated what learner should be thought are skills that enable them to reach the target, the process of learning and motivation should be considered as well as the fact that different learners learn in different ways. (Dudley-Evans and St. jhon, 1998).

Jordan (1997:26) quotes Bower (1980) who has noted the importance of learning needs that " a student will learn best if what he wants to learn, less well what he only needs to learn, les well still what he either wants or needs to learn, it is clearly important to leave room in a learning program for the learner's own wishes regarding both goals and process". It means the way of student learn is more important from what they need. When the student love the way they learn, they will feel hard to leave learning process, the way they learn also affect them in achieving the goal of the learning. The framework proposed by Huthchinson and Waters for analysis of learning needs is the following: Why are the learners taking the course?, How do the learners learn?, What sources are available ? and Who are the learner

METHOD

This research used descriptive quantitative research as the method of the research. This research was conducted at albaqiyatussholihat Islamic boarding school that located at Kuala Tungkal district Jambi province. The researcher selected all of second grade of junior high school (180) students as the respondents of the research. 83 of them are female and 97 of them are male.

QUESTIONNAIRE

Questionnaire used as a tool of the research that was adopted (D tzouzu 2014). There are two types in this questionnaire. The first part of questionnaire invites the student to provide information about their background (gender, years of English learning). The second part is divided into four sections. In this questionnaire used Gutman scale as the measurement scale that has yes/no answers to a set questions that increase in specify.

RELIABILITY OF THE QUESTIONNAIRE

The researcher used internal consistency to get the reliability of the questionnaire which means the interrelatedness of items, and distinguished internal consistency from homogeneity by claiming that homogeneity refers to the unidimensionality of a set of test items (craswell 2003). The trying out conducted to the 30 students outside the sample at the school.

The researcher employed SPSS program version 20 by using the Cronbach alpha. As Hair et al (2006) ideally suggests that Cronbach alpha coefficient of the constructs is 0,7. If a construct consist of less then 10 item, 0.6 value of cronbach alpha is acceptable.

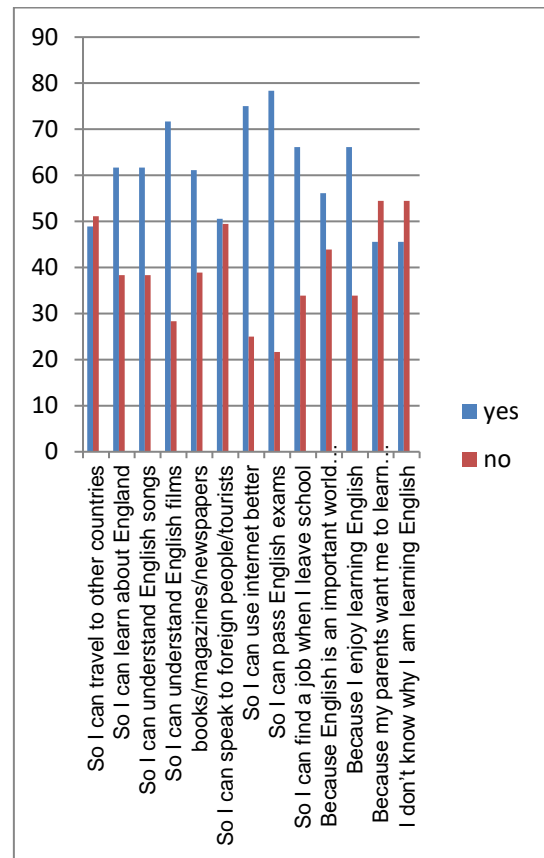
The calculation of the reliability of the questionnaire was high with value of Cronbach's alpha is 0, 869.

TECHNIQUE OF DATA ANALYSIS

The quantitative data collected by giving the questionnaire sheets to the students and taking them back after they finish answering the questionnaire option in each item. In analyzing the data, first the responses for each questionnaire item manually coded in Microsoft excel document. Then, a statistical package (SPSS) version 20 used to generate the frequencies and percentages for each coded item. Finally, the finding of the entire research about the result of calculation of the questionnaire presented.

FINDING AND DISCUSSION

Learners' attitude towards English language learning.



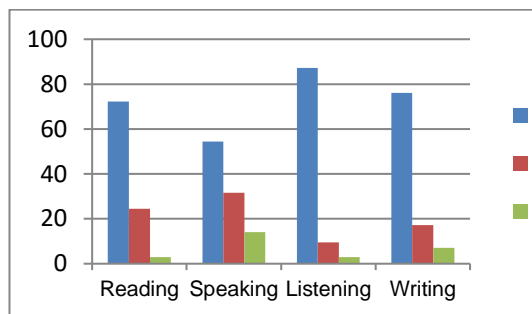
Grafik 1. Learner attitude toward English language learning

The data illustrated that most of student learn English because they want to pass the exam. which the percentage value is 78.33 %. 75 % of them reported that they learn English because they wanted using internet better. It is really unexpected and amazing that 135 students from 180 students at Al baqiyatu Sholihat boarding school learn English because they wanted used internet better. Although, the students at Islamic boarding school are forbidden to use some electronic such as phone cell, gadget, computer or something else that related to internet but internet being the students' reason for English learning. The

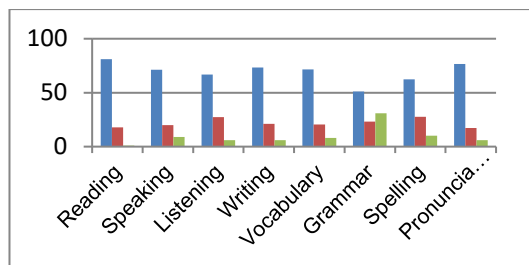
fact, internet had the big impact for students daily life.

Students' preferences in English learning skill

It consisted of English favorite skill and English difficult skill the data can be shown below;



Grafik 2. English favorite skill

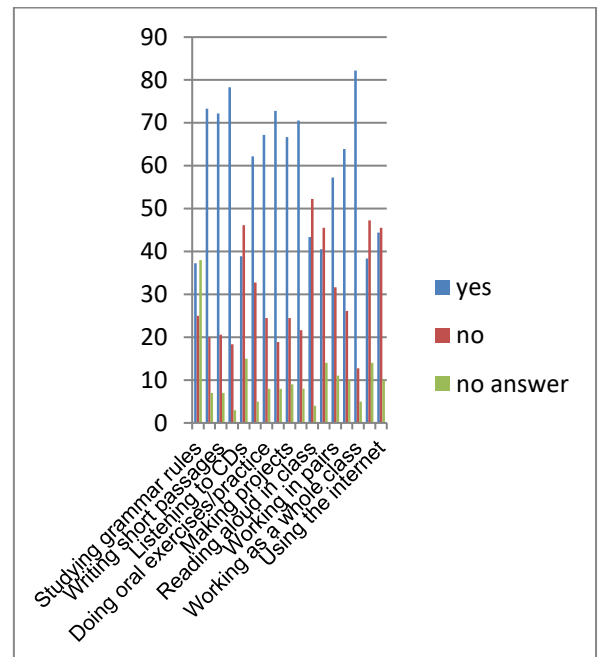


Grafik 3. English difficult skill

The data showed that listening was at the first position as their favorite skill, the value of listening skill was 87.22%. The graphic also showed that writing also had a great number the percentage is 76.11 %. It described that listening and writing became students' favorite English language skill than The difficulties of English skill that perceived by the students is reading.

Students' Learning Style

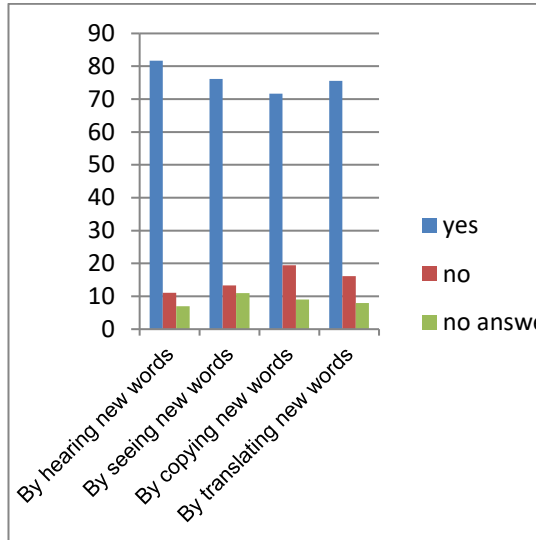
The Ways Student Learn



Grafik 4. The ways student learn

As for learning preferences/style regarding the ways of learning, the majority of students reported that they like to learn English by working as a whole class. It can be seen at the graphic that working as a whole class has the biggest percentage which is (82.22%)

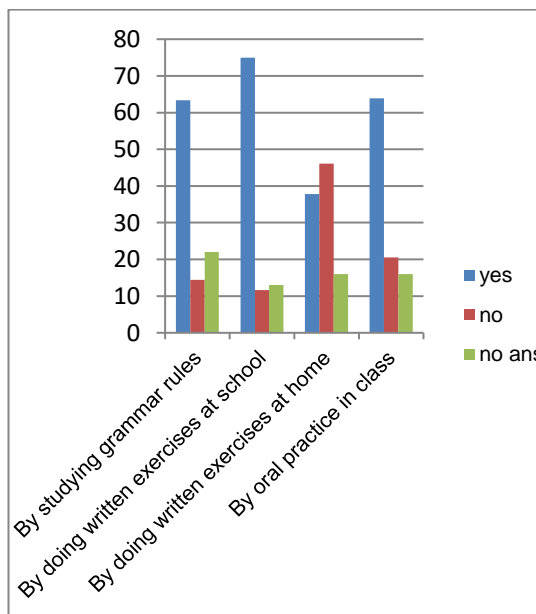
The Ways Students Learn Vocabulary



Grafik 5. The ways student learn vocabulary

data provided information about the way the students learn vocabulary. The most of students learn vocabulary by hearing new words (81.67%) and seeing new words (76.11).

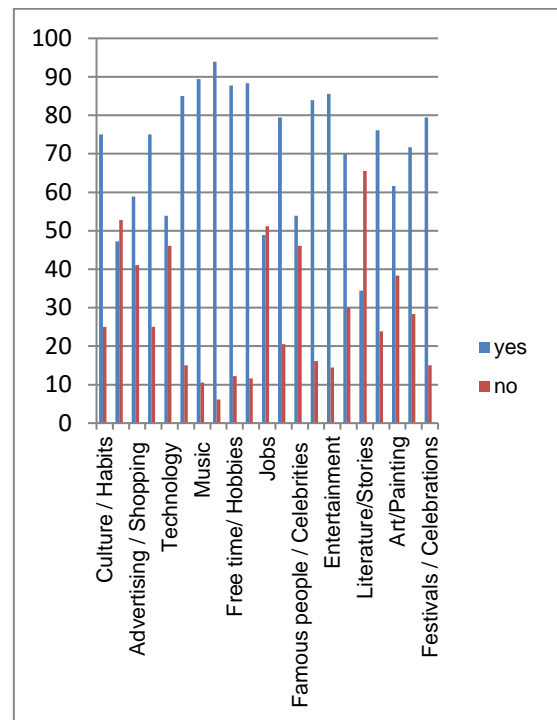
The Ways Students Learn Grammar



Grafik 6. The ways student learn grammar

This calculation showed that most students at Al baqiyatus sholihat learn grammar through doing written exercise at school (75.00%) and by oral practice in class (63.89%).

English Favorite Topic



Grafik 7. English favorite skill

The data showed that the most of students reported that they favorite topic was "family/Friends/People/Relationships". It showed from the frequency which 169 students from 180 students choose "family/Friends/People/Relationships" as their favorite topic with 93.89 % percentage. An amazing result also showed that 161 students from 180 students reported that "music" became their favorite topic. The fact, Al baqiyatus sholihat islamic boarding school did not provide

the students some of media like a recording to support them in learning process but the result showed that 89.44 % of the students loved music as their favorite topic.

The present of need analysis helped the teacher/researcher understand the difference expectation between herself and students (Mehrdad 2011). By understanding about what students need the teacher can easier for selecting the suitable teaching method and material for the students. following are the recommendation based on the research conducted , to be considered for English teacher and curriculum designer;

The finding of the research indicated that students at albaqiyatus sholihat islamic boarding school learn English because they wanted to pass an English exam. To get a good score students have to develop their reading and writing skill because the assessment that given by the teacher is on written text. Whereas, what the curriculum wanted is students can use English language as a tool of communication in their daily activities. English teacher and curriculum designer should give more attention in this condition. Besides the reported that only a few of student who have an intrinsic motivation means they do not learn English from their heart in learning English (alexander 2014).It is strongly recommendation for

English teacher to give more motivation by giving them the knowledge how important English course for their future to increase students' interest for learning English.

The result of data also interpreted that student at albaqiyatus sholihat feel difficult in reading skill. Meanwhile, some of material in course book related into reading skill. English teacher should give more attention to the topic that gave for students because when the topic is not suitable with the students' interest, they will not interest with the activities at the classroom. Besides, the data also showed that speaking became the least students; English favorite skill. The researcher recommended for Islamic boarding school to built English area or try to habituate English language as a tool of communication in daily activities. Some of study has investigated that some of Islamic boarding school have applied this system. It is effective and helpful for students in developing their speaking skill. Based on students' background, this course is new for them and no one of them also who learn English course outside of Islamic boarding school. Hopefully, this system can be very helpful for students.

Based on learning style, the data showed that student at albaqiyatus sholihat Islamic boarding school like to learn by auditory which means student like to learn by hearing and listening. They feel more understand when

they hear the explanation or the information from what they hear (Abbas 2012) They also like to learn English by the whole of the class. the teacher must try to create opportunity for the students to enjoy their English language learning by giving them suitable activities. More specifically, English teacher can use tape recorder or video to provide them the class on the real situation or making group discussion with that controlled by the teacher to make the student enjoy in their learning. the researcher recommended to material designer to give the topic that suitable with the students at Islamic boarding school such as local content or the topic that related with islam knowledge to increase students' interest for learning English.

CONCLUSION

For the first component it has been found that the students' attitude towards their foreign language learning were because they wanted to pass English exam and they wanted to use internet better. In this part also found that almost a half of students did not know why they should learn English, although, they have learned this course more than a years but they still did not understand.

The next component was about students' preferences for learning English skill. This component was divided into two parts, they are students' favorite skill and difficult skill or the skill

that students need to more practice. The result showed that the favorite skill students at Islamic boarding school were listening and writing and the difficult skill for students or the skill that student's needs to more practice were reading and pronunciation.

The third component was about learning style, it consisted of three part how is the ways students learn, how students learn vocabulary and grammar and also students' favorite topic. The resulted interpreted that students at Al Baqiyatus Sholihah Islamic boarding school like to learn English by working as a whole class, reading text/stories and doing written exercise practice. The ways they learned was related with their attitude by. Reading text/stories they can develop their English skill at listening skill as their favorite, by reading text also students can get some new vocabularies that will make them better in using internet. Doing written exercise also helpful for them to train their self to get a good score at examination. Students learn vocabularies through hearing new words and seeing new words and they learned grammar by doing written exercise at school and by oral practice. The last part was about students' favorite topic or learning material, the result interpreted the students' favorite topic at Al Baqiyatus Sholihat Islamic boarding school were family/friend/relationship, music, traveling, free time, environment,

Entertainment and something that students were familiar with. At the other column the student reported that they like something related with Islamic value such as music they love music such as Hadrah or famous people the like famous people who had influence much in Islam such as Zakir Abdul Karim Naik, teacher can give the topic that they like although the focus of the teaching was not the knowledge but the language itself.

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