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An Analysis on English Learning Needs of Islamic Higher Education Students in Papua

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Abstract
This study was conducted to investigate the English learning needs for the Non-EFL students at an Islamic higher education in Papua. The analysis focused on students' need for both general English and English for specific purposes. A descriptive qualitative research method was used in this study. The participants were the 110 non-EFL students from three faculties at IAIN Fattahul Muluk Papua. The data were collected using questionnaire and interview, with the items addressing students' lack, wants, and necessities on English subject. The findings revealed that students considered English as an important competence and skill for their current study and future career. The survey indicated that students prefer to develop the general English competence rather than specific English. Students assessed themselves as the English beginner learners and faced difficulties to master English skills. Speaking skill seemed to be the most difficult subject, but it also became the priority skill students want to improve. In relation to students' necessity on English subject, students prefer to engage in various English learning process and activities that are integrated to the use of technology. Learning resources that can be accessed via the internet with the digital devices and technology-based learning media are considered to be more appropriate and effective to help students improving their English competence. Overall, the results emphasize the need for English instruction that focused on general proficiency, particularly speaking skill, and incorporates technology used to better align with students' need and learning preferences.

Keywords: *Need Analysis, English as a Foreign Language, non-EFL Students.*

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INTRODUCTION

English as an international language with the highest number of speakers in the world is an important competency that needs to be mastered. In Indonesia, English is taught as a foreign language from elementary school to university level. In higher education, English is one of Institutional compulsory

courses that must be contracted by non-English study program students (Lauder, 2008). The objective of teaching English in higher education level is to prepare qualified and skillful human resources who are able to compete in the work competencies (Kementerian Pendidikan dan Kebudayaan, 2013; Kirkpatrick, 2014). In the current era of globalization, the need for English language skills is greatly needed along with the increasing level of human mobilization. High mobilization makes international communication between nations easier, making English an international language and acting as a lingua franca. Learning English, especially for adult learners should be designed to fulfill learners' needs and objectives. There are four fundamental English skills that learners need to develop such as listening, speaking, reading, and writing. Each skill is important, but the need for English language skills is not the same because learners have their own needs in learning English both for current purpose or future career.

To identify learners' need, a specific identification is carried out to dig up information related to learner needs. The stage of seeking information about students' needs in learning is known as needs analysis (NA). Analysis of students' needs in learning English provides a basis information to assess learners' current language abilities, identify specific areas of difficulty, and understand the academic and professional language requirements (Fitria, 2022; Nimasari, 2018). This study focused on identify the English learning needs of non-EFL University students, specially students at IAIN Fattahul Muluk Papua. This university has 11 (eleven) undergraduate study programs where 10 study programs are non-English. Students from these ten non-English majors are required to take English course in the first semester with a total of 2 credits. For Non-EFL learners whose major fields are not English, developing adequate English proficiency is essential for engaging with academic text, participating in discussion, and accessing global knowledge in their respective disciplines. It is in line with Nation (2013:56), stated that learners learning English to develop the study skills including ability to taking notes from listening materials, speaking to share idea, taking part in discussion, reading to understand more and more international books and journals, and writing which dealing to written assignments. Taking into account the Non-EFL learners' needs in learning English is essential since it should address both their academic requirements and the language skills needed for the workplace(Devianti.,& Sari, 2020) In this case, the non-English major students at IAIN fattahul Muluk Papua indicated the different level of English language skills, tending to be at a low to medium level and they have to take English as a compulsory subject to pass the academic requirement. Thus, Learners previous experiences and attitudes on English explaining their current circumstances. (Chostelidou, 2010) highlights that learners' educational experiences play a role in shaping their current level of English proficiency. Negative experiences with learning English can lead to a lack of motivation.

Based on the observation of the non-English study program students at IAIN Fattahul Muluk Papua, an in-depth analysis of the needs for English language course serve as an essential part when teaching diverse students. Need analysis helps teacher understand learners' differences so the instruction is not "one size fits all". NA gives information about students' specific needs, so that teachers can adapt the materials, methods, and assessment. Besides, it is also potential to improve learners' motivation and engagement in learning because the lessons are relevant to their goals, interest, and context. Al-aulia (2020) argues that university commonly has designed English course with multiple objectives, including English for General Purposes (EGP), English for Academic Purposes (EAP), and English for Specific Purposes (ESP). The need analysis provides the information whether students need English learning to develop their abilities in general (EGP), or prefer learning that focuses specifically on their field of study. Achieving English proficiency can be challenging. students often face difficulties and obstacles during the learning process, so that throughout needs analysis the factors that cause the difficulties in learning English can be identified and find solutions through appropriate learning methods or strategies to increase success in learning.

Hidayati & Meisani (2023) states that in order to provide relevant English course for Islamic higher education students, the educators may use need analysis to design appropriate materials and instructions in teaching and learning activities. The purpose of need analysis is to enable the teacher translating the students' needs into linguistic and pedagogical term in order to teach an effective course (*Muhajirah*, 2001). Dornyei (2001) recommends that to make the curriculum and teaching materials relevant to the students, it should use need analysis techniques to find about the students' needs, goal and interest and build these into curriculum as much as possible. Teaching materials in English courses at IAIN Fattahul Muluk Papua have so far taken materials from various sources and the focus of learning has been on developing general English knowledge and skills so that it is less relevant to students' specific field of study. The design of English language learning for non-English study program students should be designed by incorporating knowledge of certain scientific or professional fields. Needs analysis (NA) is the basis for lecturers or teachers in designing the learning process and developing curriculum and learning materials that are effective and relevant to achieve learning goals and provide great benefits for students. NA stands like an umbrella serving critical information of designing and evaluating what students want to learn, guiding educators to set the curriculum framework including a syllabus, teaching materials, classroom methods and strategies, and evaluation (Adjoa et al., 2016; Guiyu & Yang, 2016; Rahman, 2015 & Zhu & Liu, 2014)

Related previous studies have been conducted to explore the importance of NA for English learners. Febriyanti (2017) in her research regarding the identification of NA for non-English learners in English courses at

Lambung Mangkurat University, Banjarmasin, shows that learners have different needs. Learners need not only to have the ability to read English literature but also for future employment purposes. Therefore, teachers are expected to be able to accommodate students' needs in their lectures. Devianti & Sari (2020) conducted research on the urgency of analyzing students' needs regarding the learning process. This research focuses on identifying students' needs from the students' character or self-factors in the learning process. Another research by Agustiana (2023) about learning needs of students (Non-EFL Students) in the focus of English learning for students in higher education. There are three things that are analyzed related to the needs in learning English, namely the shortcomings of learners, the priority of mastering skills, and the need to learn English. The results show that listening and speaking skills are more prioritized than reading and writing skills. Students need correction of mistakes made immediately, and expect the development of more diverse learning activities and materials. Sari et al., (2023) conducted a research to analyze the non-English major learners' needs, attitudes, and English learning strategies. the result implies that the need analysis revealing that students employed a diverse array of language learning strategies. Consequently, it is recommended that ESP instructors implement a broad range of pedagogical techniques to effectively support and enhance students' English language learning."

Based on the description of the problem above, the researcher considers it important to conduct this research to identify students' learning needs on English Course for Non-EFL Students at IAIN Fattahul Muluk Papua." the distinction of this current study is that this research was conducted to analyze the English learning needs of Islamic higher education students, intended to identify students lacks, wants, needs in learning English, as well to find out students' preference toward the materials, instructions, method, and media in Learning English that should be encountered by the lecturers to accommodate students' needs. It is hoped that the results of this research can provide a positive contribution to students, educators, stakeholders within the IAIN Fattahul Muluk Papua environment in achieving success in teaching English for students in non-English major and developing curriculum and English teaching materials that are relevant and useful for students both for academic and professional purposes in the future.

METHOD

This study employed a descriptive qualitative design to investigate the English learning needs of non-EFL students at an Islamic higher education institution in Papua. A qualitative approach was chosen to capture students' perception, challenges, and preferences within their natural academic context. The participants were 110 second-semester undergraduate students from the Sharia, Islamic and Economics, and Tarbiyah faculties at IAIN Fattahul Muluk Papua. A total population sampling technique was employed, as all students

taking the course during the data collection period. Data were collected using a questionnaire and semi- structured interviews. Questionnaire is distributed through Google form intended to discover various aspects of students' knowledge background, lacks, interests and preferences toward the English subject. The instrument included a combination of Likert-scale items and open - ended questions to gain both the quantitative and qualitative insights. Semi-structured interviews were administered to 15 purposively selected participants representing the three faculties. The data from questionnaire and semi-structured interviews were analyzed using the interactive model of Miles, Huberman & Saldana (2014) which include data reduction, data display, and conclusion drawing. Data from the instruments were triangulated to strengthen the findings. conclusions.

RESULT AND DISCUSSION

a. English Language Proficiency oF Non-English Study Program Students

The result of the following analysis was to explain the English language proficiency of non-English study program students. (Dudley-evans et al., 1998) Stated that English language proficiency analysis (Present Situation Analysis) provides information about the estimated strengths and weaknesses in the target language, learning skills and experiences as a basis for learning need analysis.

Table 1. level of English proficiency

English Proficiency level	Total	Percentage
Beginner	79	71.8%
Intermediate	31	28,2%
Advanced	0	0%

The results in table 1 explained the learners' current English language skills. Based on the survey, as many as 79 students (71.8%) stated that they were beginner learners, 31 students (28.2%) considered English proficiency at the intermediate level (intermediate learners), and there were no students who were at the advanced level (advanced learners). These results showed that majority of students had inadequate English abilities and skills so that adjustments are needed in the preparation of materials, learning activities, giving instructions, and the use of the language of instruction in learning activities.

b. Lack Analysis in English Skills

Table 2. English Language Proficiency Level

English Skills	Advanced (%)	Moderate(%)	low (%)	Very low(%)
(Listening)	10.5	35.5	38.2	15.8
(Reading)	12.7	40	37.3	10
(Speaking)	0	32.7	33.6	33.6

(Writing)	6.4	41.8	39.1	12.7

Table 2 described the different English skills of students. The majority of students consider that they do not have good English skills. However, there were more than 50% of students stated that their listening skills were low, of which 38.2% of students considered their listening skill was low, and 15.8% stated that they were at a very low level. There were 35.5% of students who considered their listening skills to be at a moderate level, and only 10.5% stated that they were proficient in listening skill. In reading skill, 12.7% of students stated their reading skill was at an advanced level, and most (40%) stated that they were at an intermediate level. Reading is considered difficult for some students. There were 37.3% students stated that their reading skills were low, and 10% stated that they were very low in reading skills. The results of speaking skill analysis revealed that the majority of students considered that they did not have the competence to speak using English, where 33.6% stated that they were low or indicated to be very low in speaking skill. As many as 32.7% of students stated their speaking skills were at an intermediate level, and none (0%) were at an advanced level.

In writing skill, as many as 41.8% of students stated that the level of writing skill was at a moderate level, and 6.4% stated that they were at an advanced level. Writing skill somehow was challenging for students. There were 39.1% of students who stated that they had weak writing skill, and 12.7% were very low. Based on the results above, if grouped into good (proficient and moderate), and not good (low and very low), then the level of students' English skills, especially for listening, reading, and writing, is at an average level. The majority of students find obstacles in speaking skill. The weakness in this skill is related to a lack of knowledge of other aspects of language such as vocabulary and grammar (Kaya, 2021), as well as a lack of pronunciation skill (Boroujeni & Fard, n.d.) Planning instruction, materials and activities in English teaching and learning activities is important to adjust the needs of learners in the development of speaking skill, as well as other English skills.

Analysis related to students' skills in English was also convinced in the interview.

Question:

How would you consider your English skills, as they relate to listening, speaking, reading, and writing skills?

Extract:

SA : I think my English skills are still low, and I find it is difficult to learn English. I'm not confident to speak in English because my grammar and vocabulary are low. I can do better in reading and writing because when I have a reading/writing assignment, I usually use a translator aid.

FM : I think my English skill is not very bad. I can do task like reading, writing, and listening better than speaking. Sometimes I am not confident to practice speaking English because I am afraid of grammatical or pronunciation mistakes,

but if I write, for example, sometimes I use a dictionary or google translate so it can help.

Table 3. English Aspect proficiency level

English Aspect	*Advanced (%)*	*Moderate (%)*	*Low (%)*	*Very low(%)*
(Grammar)	2.7	28.2	34.5	34.5
(Vocabulary)	10.8	35.5	33.6	19.1
(Pronunciation)	0.9	33.6	40	25.5

The result in table 3 showed the analysis of the ability of English aspects which include grammar, vocabulary and pronunciation. Based on the results in the table, it could be explained that the majority of students or more than 50% consider their English language skills at a low or very low level. Some students stated their English proficiency at an intermediate level, 35.5% for vocabulary, 33.6% for pronunciation, and 28.2% for grammar. For the advanced level, there were only a few students, of which 10.8% stated that they were proficient in vocabulary, 2.7% for grammar, and 0.9% for pronunciation. Students limited English proficiency leads to poor language skills, as illustrated in Table 2. For instance, when practicing speaking skills, learners must possess strong abilities in grammar, vocabulary, and pronunciation to speak the target language fluently and accurately with confidence. Similarly, proficiency in other language skills also improves when learners have a solid foundation in these language aspects.

Students' language aspects proficiency was explained in the interview result as follow

Question:

How do you assess your English language aspects, related to grammar, vocabulary, and pronunciation skills?

Extract:

AA: my grammar, vocabulary, and pronunciation are also not good, ma'am. I didn't like to learn English because it was difficult, that's why I wasn't serious about studying English.

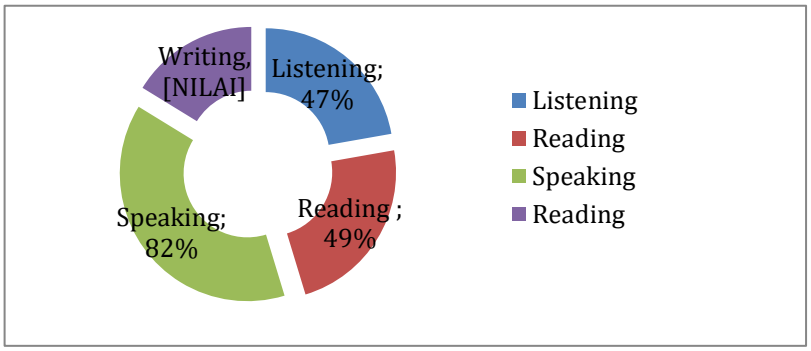
AD: I think my vocabulary was pretty good. Yet, I'm very pity in grammar. It's difficult for me to learn English Grammar.

MA: My English grammar, vocabulary, and pronunciation are pretty good, ma'am. Not too smart but I can do it.

c. Analysis of students' desires for English skills and aspects that they want to develop

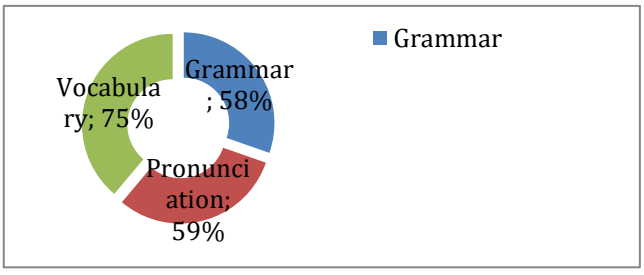
This section discussed the English skills and aspects that learners consider important and aim to master. The findings of this analysis were gathered through questionnaires and interviews, as detailed below.

Graphic 1. The priority of English skills



Based on the data above, it can be explained that students expressed varying opinions regarding the English skills they find important and want to develop. A total of 90 respondents (82%) chose speaking skills as the most important English skill. The finding showed that although in the survey of weak English skills, the majority of students consider their speaking skill to be low, but they choose speaking as the most important English skill. The purpose of learning a language is to be able to use it as a means of communication, both verbal and non-verbal, therefore when learning English, learners should be able to speak the target language. Reading and listening are two English skills that obtained almost equal percentage results, namely 54 respondents (49%) students chose reading, and 52 respondents (47%) chose listening as an important English language skill. Furthermore, as many as 38 respondents (35%) chose writing as an important English skill. The survey showed different priorities of respondents regarding English language skills but this also indicated that they realize the importance of learning English. Having good English skills will certainly offer many benefits, and provide better opportunities to expand knowledge, employment, communication networks, development and confidence (life skills and confidence).

Graphic 2. The priority of English Aspects



The first priority aspect of English for learners was vocabulary, where as many as 82 respondents (75%) chose vocabulary as the most important aspect. Furthermore, almost the same percentages were obtained for the pronunciation and grammar aspects. A total of 65 respondents (59%) chose pronunciation as an important aspect of English, and 64 respondents (58%) chose grammar as a priority aspect. These findings showed that the majority or more than 50% of

students stated that these three aspects of English were important in learning English.

Explanations related to the specifics of English skills and the aspects needed by learners were also described in the learner's statement in the interview.

Question: What skills and aspects of English do you think are needed and considered important?

Extract:

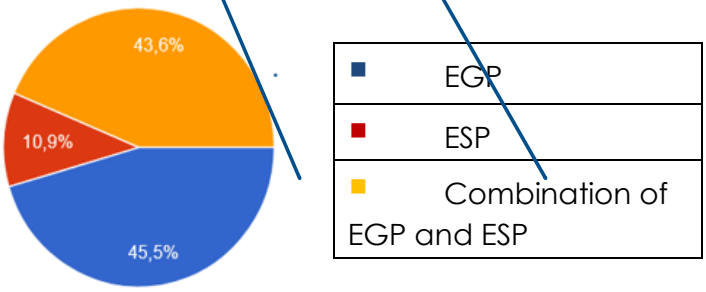
ZI : I think all of that is important. We should learn speaking, listening, reading, writing, grammar in order to be a proficient learner. If you want to have good English skills, of course, you should master all of them. For me, maybe the most important thing is speaking, and reading, ma'am. Speaking because I want to be able to communicate in English well and fluently.

Based on the analysis related to the priorities English skills and aspects for learners, it was concluded that learners consider all important skills and aspects according to their respective proportions. Learners stated that their speaking skills were the lowest of all other skills, but considered it to be the most important skill when learning English. This is in accordance with what Brown conveyed as quoted from (*Muhajirah*, 2001) stating that speaking is the most challenging skill for learners to master because it is related to certain characteristics in producing spoken language, such as the use of slang/idioms, intonation, emphasis, rhythm, expression, and also the need to be able to interact with at least one other speaker so that the language can be used as a verbal communication tool.

d. Perspectives of Non-English Study Program Students on English Learning Materials

This section analyzed the needs of English learning materials that were of interest to learners. There are three choices of aspects of English knowledge that learners want to learn, namely aspects of English for General Purposes (EGP), aspects of English for Specific Purpose (ESP) and English knowledge that includes general and specific purpose according to a certain scientific field.

Graphic 5. Learners' English Learning Needs



From the survey results, it can be explained that as many as 50 learners (45.5%) chose to learn general English knowledge, and 48 (43.6%) chose to learn general English and ESP. Furthermore, there were only 12 learners (10.9%) who

chose to study ESP. Learners realized that learning English in general will give them more opportunities to use the language more widely for communication purposes, but they also need to be given specialized learning materials in the field of study that can later be useful in the field of work in the future.

e. The Needs of English Learning Activities and Media

Table 4. the needs of English learning methods and media

No		**Total**	**Pensentage**
Learning Activities			
1.	Offline	60	54.5%
2.	Online/daring	4	3.6%
3.	Blended Learning	46	41.8%
Source of Learning Materials			
4.	Printed book /modul /handbook	47	42.7%
5.	e-book	9	8.2%
6.	Article/ English literature	3	3.6%
7.	Newspaper	4	2.8%
8.	Digital sources Google, Youtube, Instagram, Telegram, etc	47	41.8%
Learnine Media			
9.	Visual Media (picture, poster, magazine)	26	23.6%
10.	Audio Media	6	5.5%
11.	Audio-visual media	39	35.5%
12.	Digital based media	39	35.5%

Table 4 provided a more detailed picture of the English learning model and the media preferred by learners. In recent years, the lecture model has become increasingly flexible, where learners can not only follow the learning in the classroom with a face-to-face model, but can also carry out distance learning activities by using video conferencing through various application providers such as Google Meet, Zoom Meeting, Microsoft Team, etc. Based on the survey, English learners at IAIN Fattahul Muluk Papua still prefer the face-to-face/offline learning model, followed by blended learning model, and some chose online learning model. Furthermore, learners gave varied answers in the survey related to source of learning materials. More learners want the source of digital learning materials from applications or websites such as YouTube, Google, or English learning applications. Nevertheless, the results also revealed that many students prefer learning materials from printed books, modules, and handbooks. This finding indicates that students require a range of learning resources,

including both printed and electronic materials. Additionally, some learners opted for resources such as newspapers, magazines, and English articles.

In addition, the choice of learning media needed by English language learners also varies. The same result is obtained for the choice of audio-visual media and internet based digital media. Both of these media have similarities in that they can display material such as images, sounds, moving ones such as videos, films, recordings, but specifically for digital based media requires internet to be able to use it in learning activities. Other favorite learning media including the visual media that display non-moving images (photos, posters, pamphlets etc.), and audio media that only display sound (recordings and tapes). All these media can provide benefits in improving learners' English language skills and abilities. Therefore, the selection of the right media will make the learning process effective and efficient. Teachers and lecturers can utilize these various learning media but it must be adjusted to the needs of students, the teacher's ability to use the media, and the facilities.

The results of the analysis of English learning methods and media needed by non-EFL learners are also corroborated by the results of interviews delivered by the learners.

Question: *What models and resources of English learning materials do you prefer?*

Extract:

FM: For the lecture process, I prefer face-to-face because I feel that the learning, material, and examples delivered by the lecturer are easier to understand. I think it is more serious and concentrated. Besides, I can also discuss directly with friends and lecturers for assignments and exwercises. There are many learning resources now. But of course, I prefer learning with interactive media, for example with videos, recordings that the lecturer has prepared or we can access with the internet. For example, YouTube, if the lecturer asks students to practice dialogue with friends, we usually look at YouTube to find references.

ZM: For learning, I choose the offline class. If you learn directly in class to meet lecturers and friends, it seems better, so you understand better and don't get bored if you use zoom for a long time. If once in a while it doesn't matter, but mainly I choose face-to-face. Usually lecturers provide material from modules / photocopies to study, that's good I like it, but sometimes we can also find learning resources from the internet and that is very helpful. It makes learning easier to understand, and more fun.

CONCLUSIONS AND RECOMMENDATIONS

This study examined the English learning needs of non-English major students at IAIN Fattahul Muluk Papua. The findings reveal that students generally possess beginner -level proficiency, with speaking considered as both the weakest and the most desired to improve. Most students prefer learning general English rather than English for specific purposes. Inaddtion, the the face-to-face

learning remains become the most favored instructional mode, though some students express interest in blended learning format. Students also showed a strong motivation for using technologies in learning activities and media, such as Google and YouTube.

Some recommendations are given regarding the findings of this study. It is recommended that English subject for non-English major students be designed to strengthen students' fundamental language skills, with particular emphasis on speaking competence. The communicative and interactive teaching strategies should be adopted in order to promote active language use in authentic contexts. Integrating technology-based media such as AI tools, Google, YouTube, and digital learning platforms is essential to foster students' motivation, engagement, and better English understanding.

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