

## STUDENT NEED ANALYSIS IN ENGLISH LANGUAGE LEARNING AT PONDOK PESANTREN NAHDLATUSSUBBAN

Agung Wibowo<sup>1</sup>, Ilham Zhanuar Zahro<sup>2</sup>, Chusna Apriyanti<sup>3</sup>

<sup>1,2,3</sup>STKIP PGRI Pacitan

[agungnahdlatussubban@gmail.com](mailto:agungnahdlatussubban@gmail.com), [ilhamsunglun@gmail.com](mailto:ilhamsunglun@gmail.com), [chusna.apriyanti@gmail.com](mailto:chusna.apriyanti@gmail.com)

### Abstract

English language learning has become important in education, particularly in Indonesia. English proficiency has become an essential education component, particularly at Pondok Pesantren Nahdlatussubban (PPNHD), an Islamic boarding school in East Java, Indonesia. A student needs analysis (SNA) is performed to identify areas of strength and weakness in students' English skills to ensure that they receive an effective language education. The research was conducted by surveying sixty-two students from the Pondok Pesantren Nahdlatussubban. The research results obtained responded that students have a high need for improved grammar, vocabulary, pronunciation, and speaking skills. Based on the findings, it is recommended that schools prioritize the development of speaking skills through various activities and provide resources to improve students' grammar, vocabulary, and pronunciation skills. In conclusion, analyzing student needs highlights the importance of considering students' needs in language learning, which can ultimately lead to improved English proficiency.

**Keywords:** *Student Need Analysis, Pondok Pesantren Nahdlatussubban, English Language Learning*

### Introduction

The appearance of many language varieties and the influence of globalization made people speak more than language in communication, and English is becoming an increasingly important skill (Haidar & Fang, 2019). Many people enroll in English schools such as Nahdlatussubban Islamic Boarding School to improve their language skills and compete in a rapidly changing job market. Attending English classes, on the other hand, does not guarantee language success (Derakhshan et al., 2020). Understanding each student's unique needs is critical to realizing the full potential of English learning (Rasmitadila et al., 2021). This is where an examination of student requirements comes into play.

A student needs analysis is a process that evaluates each student (Pratiwi et al., 2020). According to Logan et al. (2021), need analysis determined the addition of a self-directed, self-paced e-learning module could provide an avenue to improved learning outcomes. Students' individual needs and goals are used to tailor language instruction (Zhang & Lu, 2019). This approach to language learning is far more effective than the one-size-fits-all approach. According to Sailor & McCart, (2014(as cited in Agran et al., 2020)) understanding each student's unique needs allows instructors to create customized language learning experiences that lead to tremendous success.

The researcher will examine the benefits of analyzing student needs in English learning at the Nahdlatussubban Islamic Boarding School in this study. The researcher will investigate students' specific needs for English language learning and how the student needs analysis can be used to improve the English learning experience through a series of closed-minded surveys with students. The findings of this study will provide valuable insights into the importance of analyzing student needs in English language education and offer recommendations on how it can be effectively implemented at Nahdlatussubban Islamic Boarding School.

The 21st-century learning paradigm emphasizes students' ability to think critically, connect science with the real world, master information communication technology, and collaborate (Stai & Soreang, 2018). Through English language learning, students are expected to be able to increase their language skills so they don't feel left behind by the progress of the

times. Therefore, English subjects need to be seen as necessary for the Education community to improve the quality of the nation's generation. The function of English in real life is, among others, to communicate with outside communities. Communication between world communities is essential for a developing country that wants to advance.

Pondok Pesantren has long been known as an educational institution that combines religious, academic, and character-building aspects. Pondok Pesantren Nahdlatussubban (PPNHD) is in Kauman Hamlet, Arjowinangun Village, Pacitan Regency, East Java (Budi, 2019). This Islamic boarding school is well-known for its *salaf*-modern approach to Islamic education, which emphasizes memorizing the Quran, studying the *Kitab Kuning*, and general science.

Communicating in English is increasingly essential for students' success in higher education and the workplace. PPNHD must provide a solid foundation in English learning for its students. This study aims to provide an overview of the Nahdlatussubban Islamic Boarding School and its English learning program. It focuses on conducting a needs analysis to identify students' specific language learning needs to design an effective English curriculum. The study investigates students' perceptions, attitudes, and motivations for learning English and identifies areas for support and improvement.

This study emphasizes the significance of conducting a needs analysis when developing an effective language learning curriculum for students at the Nahdlatussubban Islamic Boarding School, particularly in English language learning. Schools can better equip their students with the language skills they need to succeed in higher education and at work by identifying their language learning needs.

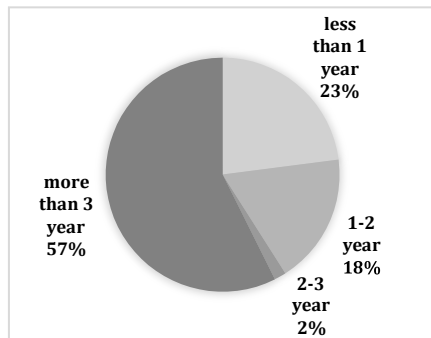
## **Method**

This research is included in descriptive qualitative research. This research was conducted at the Pondok Pesantren Nahdlatussubban, with the subject of the study namely the students at the Islamic Boarding School, which numbered 62 children. The data collection of this study used a questionnaire. Collecting questionnaire data is given directly to students at the Islamic Boarding School. The questions provided consist of students' motivation to learn English, their difficulties in learning English, and the time it takes to learn English every day. This research data analysis technique is carried out by recapitulating the questionnaire results, analyzing the data, presenting the research results, and discussing, after which conclusions are drawn.

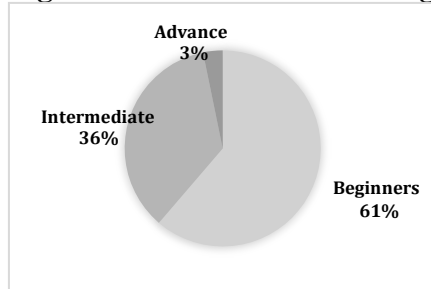
## **Findings and Discussions**

### **Students Ability**

Based on questionnaire data and classroom observations, it was discovered that students at Pondok Pesantren Nahdlatussubban (PPNHD) had different language learning needs depending on their level of English proficiency. According to research, more than 57% of students believe they have studied for more than three years. English language learning is well known to be a compulsory subject that students must learn from elementary school to high school level (Megawati, 2016). Even though English is mandatory, many students' comprehension and fluency are arguably deficient. This is supported by Figure 2 below:



**Figure 1. Student time learning English**



**Figure 2. Students English level**

#### Students Motivation

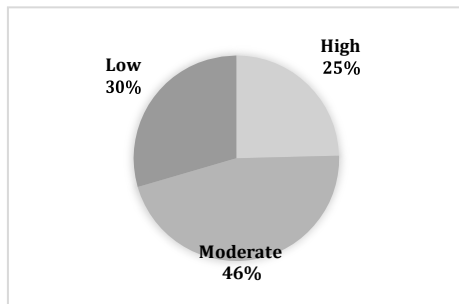
Meşe et al. (2021) state that motivation is a crucial factor affecting learners' success and performance in language learning. Because it influences students' participation and effort in learning, student motivation is essential to language learning success. In this study, the researcher investigated the factors that influence Islamic school students' motivation to learn English in Indonesia. When students were asked why they were learning English and their goals, the researcher discovered that the main thing they learned based on interviews and class observations was that they learned English on average because there were English lessons.

**Table 1. Description of Students' Motivation**

	Number	Percentage (%)
To improve English me for personal reasons.	20	29%
For future work or academic	18	26%
To communicate with native English	23	33%
Other	9	12%
Total	62	100%

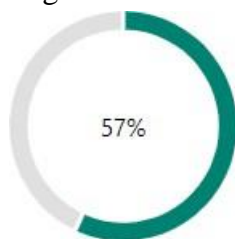
Table 1 explains that three motivations of students pale to be a reference related to why they learn English. One reason is for the future in the career world and further education, and the third reason is so that they can communicate and understand the conversation when meeting foreigners who speak English.

The findings in this study reveal that motivation is an essential factor in student engagement and achievement in English language learning. Well-motivated students tend to be better able to learn English which will produce better results. This motivation is divided into two parts: motivation from within (intrinsic) and outside (extrinsic). Ryan and Deci, ((2017), as cited in Fischer et al. (2019)) said that a firm valuation of personal investment and engagement characterizes intrinsic motivation.



**Figure 3. English learning motivation**

In the research that has been done and based on figure 3, students were asked how they describe their motivation for learning English at the Pondok Pesantren Nahdlatussubban (PPNHD). 46% of students answer moderately to this question means that from the observations that have been made, it is known that the motivation of PPNHD students in learning English is to be enthusiastic and ready to learn English.



**Figure 4. Encouragement from classmates**

Figure 4 depicts extrinsic motivation as encouragement from outside parties, such as teachers or classmates, who are thought to be able to increase students' motivation to learn English. 57% said they had positive support from teachers or classmates. Extrinsic motivation can initially stimulate students to engage in learning, but research shows it tends to decrease over time. This is evident from the responses related to the frequency of student participation in discussions and class activities, which are English activities. Most students responded rarely.

**Table 2. Description of student participation**

	Number	Percentage (%)
Almost every day	6	10%
Several times a week	20	33%
Rarely	35	57%
Total	62	100%

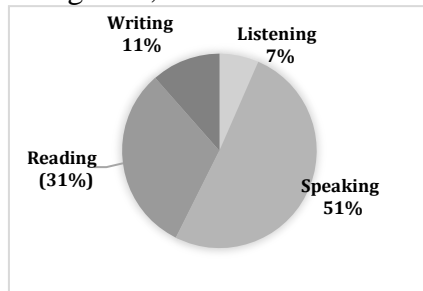
**Table 3. Student's preferred method of study**

	Number	Percentage (%)
Group discussion	20	34%
Role-play	13	40%
Presentation	14	24%
Other	1	2%
Total	62	100%

The researcher concludes the study's findings about fostering motivation from within and creating a learning environment that encourages student involvement in English language learning. The results were obtained by creating a learning environment using the role-play method (40%), group discussion method (34%), and involving students in learning using the presentation method (24%). Teachers can accomplish this by giving students opportunities for choice and autonomy, fostering a positive learning environment, and incorporating student interests and preferences into the language learning curriculum.

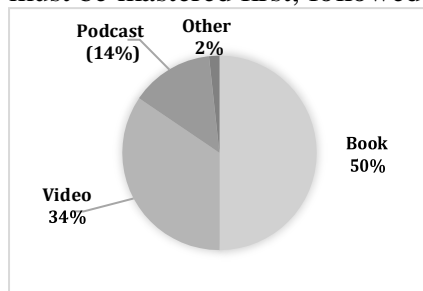
### Students Difficulties

The difficulty of following English learning is an important consideration when designing an English learning program. According to the findings of this study, one of the most significant difficulties students face when learning English is grammar. In addition, as shown in Figure 5, students have difficulty pronouncing and speaking English (51%).



**Figure 5. Student difficulties**

Another issue that students face is difficulty speaking and reading. Speaking is most chosen by students in this case because it relates to good public speaking to prepare when they are appointed to give a speech or other things after graduation, followed by reading (31%). When asked why they chose to read, they stated they wanted to understand the science listed in the book and the book that quotes some English quotes. Figure 6 depicts this regarding students' preferred teaching materials: books (50%). This is because most Arabic literature in *Fiqh*, *Akhlak*, *Tawhid*, and other fields of science is translated into English rather than Indonesian. This results in the two aspects, speaking and reading, which most students consider must be mastered first, followed by listening and writing.



**Figure 6. The material is chosen by students, which is essential.**

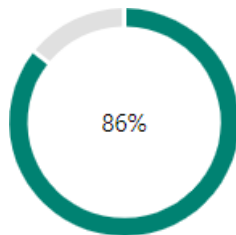
Figure 5 related to improving students' speaking skills. In PPNHD, the activity was planned in a month, namely, *Muhadoroh*. *Muhadoroh* is a public speaking or oratory activity used to convey an idea or opinion, where the students are trained to provide good public speaking. Javanese, Indonesian, Arabic, and English are chosen because these four languages are the languages that must be mastered. In this case, language managers will hold more language competition activities (Ulfiyah et al., 2021). So that students get better speaking results, especially in English. It highlights the specific difficulties students face in PPNHD in learning English, including writing, reading, listening, and speaking. Understanding these difficulties can help teachers and curriculum designers design English programs targeting students' specific needs.

### Students Perception

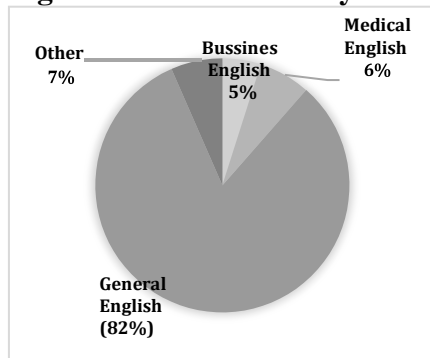
**Table 4. Average study time**

	Number	Percentage (%)
<1 Hour	49	82%
1-2 Hour	7	12%
2-3 Hour	0	0%
> 3 Hour	4	8%
Total	60	100%

It is critical to examine students' perceptions of English. The researcher aimed to investigate the student's perception of their English language learning experience. First, students are asked how long they spend learning English outside of class. Most students responded that learning activities outside the classroom, especially in English lessons, were less than an hour (82%). After that, students were asked whether they had taken an English course before. 88% (53) answered that they had never taken the course, while the rest (12%) responded that they had taken the course before. It's just that after researchers searched further, students answered that 12% of those students took English courses only while in elementary school (figure 7).

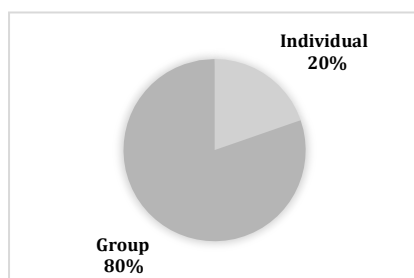


**Figure 7. Student activity course**



**Figure 8. Student content selection**

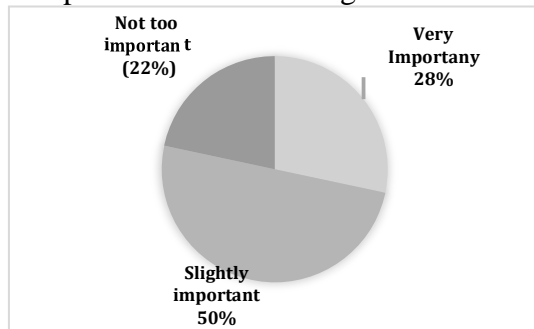
On the other hand, students report some areas for improvement in their English learning experience. In this case (figure 8), students desire more opportunities to learn general English, such as English, for daily activities (50%). They also believed that they should place more emphasis on available English by increasing group discussion (figure 9) rather than just individual assignment activities, which the author claimed were ineffective for boarding school students.



**Figure 9. Student perception of English activity**

Figure 8 depicts it concerning general English. Students then provide additional responses regarding their perceptions of English. According to 50% of respondents, English is essential in the future, especially in this era of globalization. As an international language, English enables people to communicate with people from various countries and cultures, broaden their horizons, strengthen international relations, and find work in global corporations. Furthermore, English is the dominant language in many fields, including business, technology,

science, and entertainment. As a result, learning English well is critical for improving competitiveness and facing future challenges.



**Figure 10. English is necessary or not.**

**Table 4. Level of bravery in using English**

Level	Number	Percentage (%)
Very confident	2	3%
Somewhat confident	29	48%
Less confident	30	49%
Total	61	100%

Knowing that English is considered essential to improve one's competitiveness, students provide several other obstacles when they are asked related to:

*"How confident is your ability, if possible, you are asked to use real English, for example, asking for directions?"*

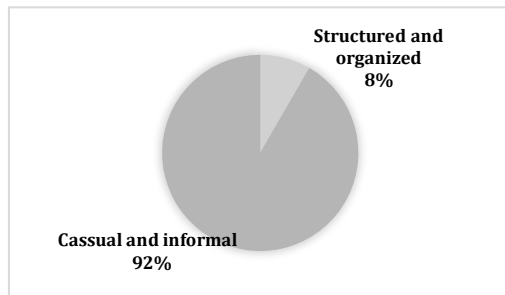
Only 3% of students said they were very confident, followed by 48% who were somewhat confident and 49% less secure (Table 4). As a result of the lack of a supportive environment, students continue to feel inferior when using English. This is undoubtedly an aspect that PPNHD teachers must consider designing teaching materials and English curricula responsive to students' needs and interests.

**Table 5. Student enthusiasm for English language learning media**

Level	Number	Percentage (%)
Dictionary	31	51%
English Learning Apps (Duolingo, etc.)	22	35%
English Podcast	4	7%
Others	4	7%
Total	61	100%

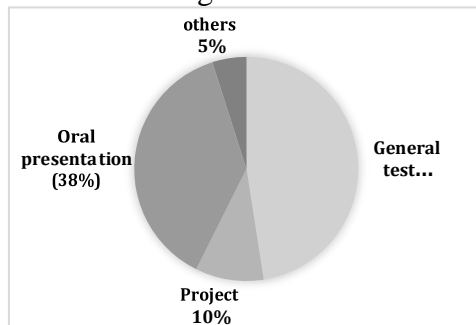
Teachers may be able to use English dictionaries as learning media, online English learning apps such as Duolingo and others, and English-language podcast media to practice essential English skills as part of this effort because it is known from student surveys that they prefer the relaxed and informal atmosphere of English learning classes (92%) over a structured and organized manner by simply referring to student handbooks, which researchers believe will be too rigid and less effective (figure 11).





**Figure 11. English class environment Students Assessment**

Assessment is essential to English language learning because it allows educators to evaluate student progress and proficiency levels. Assessing students' English needs and proficiency levels is critical to identify their language strengths and weaknesses. Assessment can be accomplished in a variety of ways. However, it would be preferable if the teacher also asked the students which assessment method they preferred to obtain more accurate assessment results related to the skills mastered by the students. It provides a comprehensive evaluation of student learning outcomes and overall proficiency.



**Figure 12. Assessment options for students**

In this case, students provide an overview of the assessment method they prefer in figure 12, namely the written test, general proficiency test (48%), and presentation (38%). The results of these assessments can provide valuable feedback to educators to design appropriate curricula and teaching strategies that meet the specific needs of students. As a result, educators must conduct regular assessments to identify students' language strengths and weaknesses.

## Conclusion

Based on the discussion above, the author can conclude that evaluating student needs in English learning at PPNHD will be critical in assisting educators in designing learning media and teaching materials tailored to student needs. This research also shows that students' English skills in Islamic boarding schools are generally still at the elementary level. This implies that educators must develop appropriate learning strategies and adapt to students' needs when teaching them.

In evaluating student needs, it is necessary to consider several factors such as student ability, student motivation, student difficulties, student perception, and student assessment options. This research found that while students' motivation and perception of English learning in Islamic boarding schools are moderate, there are still many obstacles to learning, such as difficulties in speaking and understanding general English. As a result, educators must devise effective strategies to assist students in overcoming challenges.

In this case, research shows that educators can use various learning methods, such as English dictionary media, language learning apps like Duolingo, and English-language podcast



media, to train shiva listening skills. Furthermore, it is critical to evaluate students regularly using various tests, such as written tests and general English proficiency tests, as well as project-based and oral presentations. It is designed to track students' progress in English language learning.

Thus, the findings of this study indicate that assessing student needs and developing effective learning strategies are critical to improving students' English skills at PPNHD. Educators must pay attention to the various factors that influence student learning and constantly seek out the best strategies to assist students in achieving learning objectives that are consistent with their interests and talents.

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