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Suggested Syllabus of English I for First Semester students of Islamic Education Department at STAI Al-Gazali Soppeng

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ABSTRACT

This study investigates the needs of English I for first-semester students at the Islamic Education Department and suggests an English I syllabus based on needs analysis for Islamic Education Department at STAI Al-GAzali Soppeng. This study employed a development research design and simple random and purposive sampling data from 50 students, five graduates, two lecturers, and one curriculum coordinator. The instruments for this study were questionnaires and interviews. The data were gathered through questionnaires by implementing Scala-Likert and were descriptively analyzed. The result shows that (1) students' ability to learn English I is "poor" in pronunciation. (2) Students' problems are complex in an oral presentation on learning speaking skills, difficult to understand native speakers on learning the listening skills, difficult to guess the core meaning of the text on learning reading skills, and difficult to compose correct sentences on learning writing. (3) Students prioritize learning preference, preferred topic, and learning style. Dialogue is speaking learning preference. The translation is reading learning preferences, learning from the rules of authorship is writing learning preferences, and listening and practicing are listening learning preferences. The preferred topic is Islamic education and the discussion on learning style.

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1. Introduction

Nowadays, English is used not only for graduates majoring in English courses, but all parties also make English a requirement. For example, Islamic education majors will be prepared to be able to represent Indonesia overseas in religious and state affairs. Therefore, English should be taught based on the willingness and purpose to learn English. Indonesia's education system, according to Government Regulation No: 20 on National Education System Article 37 Paragraph 1 of 2003 that English has become the only foreign language that students must learn from Junior High School to Higher Education (PT), government based on Minister of Education No: 232/2000 has determined the curriculum in University in Indonesia consists of core and institutional curricula.

STAI Al-Gazali Soppeng includes English as a compulsory subject in all faculties. The teaching of English in STAI Al-Gazali Soppeng has been running like a campus in general that teaches English general by the instructions of the institution, but this is still necessary to be considered because of some criteria such as first, lectures teach English in General based on modules from the campus that should be developed by lectures based on students' needs (department). It means lecturers have a big opportunity to develop material based on students' departments. Second, materials are taught based on lectures' perceptions rather than needs analysis. Thirdly, English is oriented more on the grammar aspect alone without considering a few things from other skills such as speaking, listening, reading, and writing.

The strong need for English by STAI Al-Gazali Soppeng is quite essential, especially for students of the Islamic Education Program, because in the era where economic activities in ASEAN allow many foreign nationals to enter a country joined within the ASEAN region freely. They come to get job opportunities, so there is intense competition between indigenous and foreign citizens. English language skills are highly demanded (Weda, et al, 2021). In addition, Islamic teachers or educators will also use English related to their profession. Here, English is needed within the class and will be

used as a tool for disseminating knowledge at the international level. Even inter-country cooperation uses the English language.

Many researchers have conducted needs analysis in engineering, business, teaching, and maritime. Find students' language problems. A little research focuses on needs analysis in Islamic Education Program. Especially in STAI, Al-Gazali never conducted needs analysis as a basis before in designing a syllabus. Therefore, the designing syllabus and English teaching material of STAI Al-Gazali Soppeng should be based on the needs of students. This paper will discuss the needs of the students in terms of students' problems in learning English I and students' needs in terms of learning a priority in learning English I.

2. Literature Review

According to Nunan (1988), needs analysis refers to the procedures for gathering information about learners and communication tasks for use in syllabus design. It means that to formulate course design, It is necessary to collect information about students' needs through a need analysis approach. For the teaching aspect, Richard et al. (1992: 242-243) defined needs analysis in language teaching as "The process of determining the needs for which a learner or a group of learners requires a language and arranging needs according to priorities." We can use need analysis in our learning process to get information from students about what they need and what materials and methods are appropriate for them. The analysis seeks to get information on the situation in which a language will be used, including whom it will be used, the objectives and purposes for which the language is needed, the type of communication that will be used, and the level of proficiency that will be required. Therefore, students of STAI Al-Gazali Soppeng will seek what language they need, their English ability, and what learning preferences are included in questionnaires to answer those problems.

Hutchinson and Waters (1987) defined "lacks can be matched with deficiency analysis." It shows that deficiency analysis is a gap between present and target knowledge or considering present needs and wants. Related to this research, lack means a problem in learning English. Brown (2001) defined Needs Analysis as "the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students." It means information for the current study will be helpful in deciding on a good design syllabus based on a particular group of students. Simply it is a gap between what is and what should be. Yassi and Kaharuddin (2015) explained the target group in the needs analysis.

3. Method

The research aims to analyze the students' needs in terms of learning problems and a priority for students of the Islamic Education Department at STAI Al-Cazali Soppeng. This research applied development research design described by descriptive qualitative.

Brown (1995) in Yassi and Kamaruddin (2015) stated that there are four categories of people involved in need analysis, target group, audience, analysis, and resource group. This study will involve only three types from four categories: target group, audience, and analyst. The target group is people whose information will be gathered as primary, and the target group is students. Then the audience is those who will be required to act upon the analysis. Audience can lecturer or head of the academic affair of STAI Al-Gazali

Soppeng. The analyst is the person who has responsibility for conducting the needed analysis. On the other hand, the researcher is an analyst. The participants of this research. This study involved 50 students. There were 24 students from the first semester, eight from the third semester, ten from the fifth semester, and eight from the seventh semester. This study involved five graduates consisting of two males and three females. Lectures, there were two English lectures involved in this study. The researcher employed lecturers as samples because they know more about the students and what material and learning strategy the students use. For graduates, they are the people who passed the lecture and have experience of using the language in there in job or carrier. Curriculum coordinator who has responsibility for academic and curriculum existing. The students and graduates were randomly selected, while the English teacher was selected using purposive sampling.

The instruments used in this research are questionnaires and interviews. The questionnaire adapted from the Likert scale consists of proficiency level, importance level, and frequency. Proficiency level (poor, fair, good, excellent), importance level (not important, less important, important, very important), frequency (never, seldom, often, always). This study used semi-structured interviews.

4. Result and Discussion

The result in this section is described based on research questions. There are two important things of information about students' problems in learning English I and student's priority in learning English I. (1) The information about students' problems consists of students' ability in learning English I and (2) students' problem in learning English I. (3) The information about learning priority consists of expected topic, learning preferences, and learning style in learning English I.

4.1 Part I: What are the students' problems in Learning English I for first-semester students at Islamic Education Department?

Information about students' problem consists of studnets' ability problem to learn English I.

a. Students' ability in learning English I

Table 1. Students' Ability in Learning English I

No	English Components and Skills	Level of frequency				N	Average
		Poor	Fair	Good	Excellent		
1	Listening	14	13	9	1	55	1.76
2	Reading	9	28	18	0	55	2.16
3	Speaking	17	32	16	0	55	2.34
4	Writing	14	29	12	0	55	1.96
5	Grammar	21	29	5	0	55	1.70
6	Pronunciation	14	27	4	0	55	1.45
7	Vocabulary	12	34	9	0	55	1.94
0 - 1.50 = poor		2.51 – 3.50 = good					
1.50 – 2.50 = fair		3.51 – 4.00 = excellent					

Table 1 indicates the respondents' proficiency level in most areas of language components and skills needs improving since they categorized their level proficiency as 'fair' level. However, a language component is classified as a 'poor' level. The lowest level is pronunciation, with an average score is 1.45 as categorized as a poor level. Students suppose that speaking is the best level of their ability, and pronunciation is the lowest of respondents' proficiency. However, they are still categorized as inadequate because they only achieve a fair level.

b. Students' problems is clarified for four skills that can be seen below

Table 2. Respondents' Problem in Learning Speaking Skill

No	Speaking Problem	Level of Frequency				N	Average
		Never	Seldom	Often	Always		
1	Difficult in oral presentations	1	13	17	24	55	3.16
2	Afraid to make mistakes in English Speaking	3	18	20	14	55	2.81
3	Difficult to express idea in English	2	15	25	13	55	2.89
4	Difficult on pronunciation	3	16	23	13	55	2.84
5	Lack of Vocabulary	1	17	17	20	55	2.70
6	Others, Please specify						
0 – 15 = Never		2.52 – 3.50 = Often					
1.50 – 2.50 = Seldom		3.51 – 4.00 = Always					

Table 2 shows most respondents have problems learning the speaking skill because students are difficulty using an oral presentation, with an average score of 3.16. Based on the data above, the researcher concludes that most respondents are worried about using English orally. Some cases show they are afraid to have ungrammatical sentences when speaking English. They also have problems with vocabulary items. Lack of vocabulary causes students to feel shy to utter sentences in English. Sometimes translating Indonesia to English is different from translating English to Indonesian. Example *"Itu memakan waktu 50 menit untuk sampai ke kampus".* The term makan, if looking at the meaning in the dictionary, is about to *eat.* It means that if people do not know the basics of using words and do not have a different vocabulary, they may displace the word. It is impossible when the translation is "it takes 50 minutes to arrive at campus. Selecting appropriate words is one of the problems in expressing an idea in English. Based on the research, the researcher can conclude that complex oral presentation and difficulty in conveying an idea in English, and Lack of vocabulary are needed to pay more attention to the lecture of STAI AL-Gazali Soppeng by percentage as follow:

1) Difficult in oral prsentation = 3.16 (important)
2) Difficult in expressing ideas into English = 2.89 (important)
3) Lack of vocabulary = 2.70 (important)

Table 3. Respondents' Problem in Learning Listening Skill

No	Listening Problem	Level of Frequency				N	Average
		Never	Seldom	Often	Always		
1	Difficult in understanding lecture's spoken	0	22	23	10	55	2.78
2	Difficult in making note	4	23	18	10	55	2.62
3	Difficult to understand instruction	4	18	23	10	55	2.70
4	Difficult to understand native speaker	4	14	24	16	55	3.05
5	Seldom in listening English	3	26	15	11	55	2.62
6	Others, Please specify!						
0 – 15 = Never		2.51 – 3.50 = Often					
1.50 – 2.50 = Seldom		3.51 – 4.00 = Always					

Rost (1994: 141 -1412) said listening is paramount since it provides language input. Without understanding the input, there is no improvement in the language. In addition, without listening skills, no communication can be achieved (Cross, 1998). It shows that listening is crucial in understanding the language and then implementing it into oral or written text. Listening to a native speaker for students of the Islamic Education Department at STAI Al-Gazali Soppeng is rarely for the students. That's the way they are difficult to understand. The native speaker has the biggest score, which is 3.05. In learning English, especially for listening skills, listening to native speakers is undoubtedly difficult.

Moreover, if the students rarely listen to English words will influence their understanding of the utterance. The policy to be taken by lecture is to include Listening in English learning. The research results show that students have not been taught to listen directly. Most problematic in learning listening skills are:

a. Difficult in understanding native speaker = 3.05 (Often)
b. Difficult in understanding lecturer's spoken = 2.78 (Often)

Table 4. Respondents' Problems in Learning Writing Skill

No	Writing Problems	Level of Frequency				N	Average
		Never	Seldom	Often	Always		
1	Difficult to use punctuation	3	30	18	4	55	2.42
2	Difficult to compose correct sentences	1	20	27	7	55	3.45
3	Difficult to put ideas in writing	1	18	24	12	55	2.85
4	Difficult to develop the topic	2	17	21	15	55	2.89
5	Difficult to arrange paragraphs	2	19	25	9	55	2.89
6	Lack of vocabulary	1	19	13	14	55	2.43
7	Lack of Grammar	2	14	23	16	55	2.96
8	Difficult to synchronize between the introduction and the content of writing	1	20	18	16	55	2.89
6	Others, Please specify!						
0 – 15 = Never		2.51 – 3.50 = Often					
1.50 – 2.50 = Seldom		3.51 – 4.00 = Always					

The information on respondents' problems with writing learning in table 2.3 shows that most respondents, 3.45, select "difficult to compose a correct sentence." It indicates most problems that students face in learning writing skills in English is difficulty composing sentences. Based on the arrangement of the writing, issues can be considered by a lecturer in designing material; therefore, what is the biggest problemfor students can overcome by providing solutions that provide more materials related to how to compose a sentence, provide understanding grammar that is easy to understand, then help them in developing the topic, text, teach how to arrange paragraphs, synchronize between the introduction and content of the writing, the teach how to build ideas, teach vocabulary with appropriate method and how to use correct punctuation.

Teaching methods and material that are by students' wishes is very important in learning effectiveness. Therefore lecturer should design appropriate methods, tasks, and materials. Some problems in learning writing skills that are most problematic for the students are:

a. Lack of grammar = 2.96 (often)
b. Difficult to develop the topics = 2.89 (Often)

Table 5. Respondents' Problems in Learning Reading Skill

No	Writing Problems	Level of Frequency				N	Average
		Never	Seldom	Often	Always		
1	Difficult to understand the main topic of a text	1	28	16	10	55	2.64
2	Skimming	3	19	24	9	55	2.62
3	Reading a text slowly to gain detail information of atext	4	20	22	9	55	2.65
4	Scanning	3	24	17	10	54	2.63
5	Guessing the core meaning of a sentence	3	19	25	7	54	2.67
6	Understanding the meaning of a certain word in a text	1	27	17	10	55	2.65
7	Undesrtanding in general	3	24	19	9	55	2.50
8	Others, Please specify!						
0 – 1.50 = Never		2.51 – 3.50 = Often					
1.50 – 2.50 = Seldom		3.51 – 4.00 = Always					

Table 5 shows that most of the respondents with a score of 2.67 considered guessing the core meaning of a sentence as the biggest problem in learning reading skills, even though there was a student who did not answer by thinking about the core meaning of the sentences. There was a student who did not respond. The answer for scanning, therefore, the total number of respondents for this question is only 54 respondents. It means most students suppose that guessing the core meaning of a text is a way to understand reading skills easily.

The results of part I investigated that on learning ability, most students are "poor" on pronunciation(1.45), they are "fair" on grammar (1.70) and listening (1.76) also on learning problems, students have the most problem "difficult in an oral presentation (3.16)" on learning speaking skill. "difficult in an oral presentation (3.16)" on learning speaking skill. "Difficult to understand native speaker (3.05)" on learning a listening skill, "difficult to compose correct sentence (3.45)" on learning writing skill, and "difficult in guessing the core meaning of the text (2.67)" on learning reading skill.

4.2 Part II : What are the students' priority in learning English I for first semester of Islamic Education Department?

The information consists of priority in learning preference, prefered topics, and learning styles.

a. Learning Preference

Hidayat and Farihin (2008) explained without a systematic method. Learning will be ineffective, resulting in a disproportionate understanding of the results obtained and the sacrifice that has been made in terms of cost and time. A systematic method of teaching English will influence successful English teaching.

Table 6. Respondents' Perceptions on Learning Preference for speaking skill

No	Speaking Skill	Level of Frequency				N	Average
		Not imp	Less imp	Imp	Not Imp		
1	Memorizing vocabulary	1	2	27	25	55	3.09
2	Dialogue	4	1	31	19	55	3.18
3	Listen and Repeat	1	1	36	17	55	3.25
4	Learning by imitating the lecturer	3	10	28	14	54	2.96
5	Others, Please specify!						
0 – 1.50 = Not Important		2.51 – 3.50 = Important					
1.50 – 2.50 = Less Important		3.51 – 4.00 = Very Important					

Learning preferences for English speaking are as follows: most students need listening and repeating to be applied in learning English, with a score of 3.25. Listening and repetition are good ways to study. English because the students will focus on how the word is said, which part of the mouth sound, and how the word that is uttered compares to what

students hear. So, it is more impressive in the learning process. Based on the data above, the lecture should consider listening and repeating as teaching methods to make learning more effective.

Table 7. Respondents' Perceptions on Learning Preferences for Reading skill

No	Reading Skill	Level of Frequency				N	Average
		Not imp	Less imp	Imp	Not Imp		
1	Skimming	3	13	32	7	55	2.79
2	Scanning	2	3	42	8	55	3.01
3	Review a text	5	7	37	6	55	2.80
4	Intensive Reading	0	11	37	12	55	3.01
5	Translation	0	2	33	20	55	3.32
6	Others, Please specify!						
0 – 1.50 = Not Important				2.51 – 3.50 = Important			
1.50 – 2.50 = Less Important				3.51 – 4.00 = Very Important			

Table 7 means in learning reading skills, translation becomes the favorite way of learning reading skills, with a score of 3.32. It is followed by intensive reading and scanning 3.01. Then, review a text with a percentage of 2.80. Finally, skimming is the last priority for the students of the Islamic education department to learn skill 2.79. It shows translation is easy for students to learn. Therefore lecturers should consider this in designing syllabi or material.

Table 8. Respondents' Perceptions on Learning Preferences for Writing Skill

No	Writing Skill	Level of Frequency				N	Average
		Not imp	Less imp	Imp	Not Imp		
1	Learn from the rules of authorship	0	4	37	14	55	3.18
2	Learn from lecturer's correction	0	4	37	14	55	3.18
3	Learn from scientific word	0	4	41	10	55	3.10
4	Learn from magazine or letters	0	3	40	48	55	3.16
5	Email	1	9	34	10	54	2.98
6	Making report	2	9	31	12	54	2.98
7	Others, Please specify!						
0 – 1.50 = Not Important				2.51 – 3.50 = Important			
1.50 – 2.50 = Less Important				3.51 – 4.00 = Very Important			

Table 8 indicates that learning from the rules of authorship and learning from the lecturer's correction becomes the priority for students, with the biggest score of 3.18. Learning from some papers is also needed by students 3.16. Email and making reports have the same score as the way of learning writing skills, with a score of 2.98. One of the students did not choose one answer from the email and made a report; therefore, the total number of respondents was only 54. Thus, authorship rules and lecturer's corrections should be considered to be taught to students of PAI at STAI Al Gazali Soppeng.

Table 9. Respondents' Perceptions on Learning Preferences for Listening Skill

No	Listening Skill	Level of Frequency				N	Average
		Not imp	Less imp	Imp	Not Imp		
1	Learn from NES' recording	0	4	39	12	55	3.14
2	Listening to English music	3	9	36	7	55	2.85
3	Learn from the west movie	2	6	38	9	55	2.98
4	Listening and practicing	0	3	37	15	55	3.21
6	Others, Please specify!						
0 – 1.50 = Not Important				2.51 – 3.50 = Important			
1.50 – 2.50 = Less Important				3.51 – 4.00 = Very Important			

Learning a listening skill is the last discussion of learning preference. Most students think listening and practicing is a good way to learn English, with a skill score of 3.21. Learning style speaks to the understanding that every student learns differently. It refers to how students absorb, process, comprehend and retain information. Individual learning styles depend on cognitive, emotional, and environmental factors. It is essential for educators to understand the differences in students' learning styles, so they can implement best practice strategies into their daily activities and assessment. Here they are chosen learning techniques based on research.

b. Preferred topic in learning English I

Table 10. Respondents' Perceptions of preferred Topic in Learning English I

No	Islamic Topic	Level of Frequency				N	Average
		Not imp	Less imp	Imp	Not Imp		
1	Islamic belief (Aqidah)	1	4	32	18	55	3.21
2	Islamic law (Syariah)	1	4	35	11	55	3.16
3	Prophet History	1	8	29	17	55	3.13
4	Islamic Prudence (Fiqhi)	1	7	29	18	55	3.16
5	Relationship in Islam	1	9	28	17	55	3.10
6	Islamic Education	0	2	23	30	55	3.50
7	General Knowledge	0	3	27	25	55	3.40
8	Daily Life	1	5	25	24	55	3.29
9	Others, Please specify!						
0 – 1.50 = Not Important		2.51 – 3.50 = Important					
1.50 – 2.50 = Less Important		3.51 – 4.00 = Very Important					

The listed topics are based on the student's major that they study about Islam, such as Islamic prudence (Pray sholat, pilgrims (Haji), etc., based on a questionnaire. Table 4 shows topics that are important to learn for the students of the Islamic education department. Many students agree if Islamic education is important to study, with a score of 3.50. It means learning English for first students of PAI is important, but the English topic taught should be related to their major as a priority. They are required not only to learn English for formalities but the value of the Islamic religion must be integrated with the topic of English. That is why the value of Islam is crucial to learn even though what is taught is the subject of English. As Steff in Kardimin (2010) said, "an interesting concept that brings the learners are not only on the values of Islamic education can help them to gain two points, they are language itself and Islamic value. In learning English, a thing that a lecturer will achieve is that students are enthusiastic, passionate, and easy to understand the lessons taught. Knowing students' interest in learning English subject can make learning mor effective.

c. Learning Style in Learning English I

Table 11. Respondents' Perceptions on Learning Style

No	Learning Style Preferences	Level of Frequency				N	Average
		Not imp	Less imp	Imp	Not Imp		
1	Games	4	11	31	9	55	2.67
2	Pictures	1	10	34	10	55	2.96
3	Film/Movie	1	4	38	12	55	2.90
4	Learning alone	2	7	34	12	55	2.96
5	Pairs	6	4	34	11	55	2.90
6	Small Group	3	4	36	12	55	3.04
7	Large Group	3	4	32	16	55	3.11
8	Guessing words	3	6	30	16	55	3.07
9	Role Play	3	9	29	14	55	2.98
10	Doing task	1	3	30	21	55	3.29
11	Discussion	1	3	28	22	55	3.31
12	Others, Please specify!						
0 – 1.50 = Not Important		2.51 – 3.50 = Important					
1.50 – 2.50 = Less Important		3.51 – 4.00 = Very Important					

Table 11 shows most students select discussion as the best way to learn style with a score of 3.31. Even though some students did not answer the debate question, the percentage was still more significant than the others. It is followed by doing tasks or assessments as a chosen way for students to learn 3.29. They also prefer to make large groups in learning 3.11. In reality, large groups can enhance students learning in large classes even though it is an old form of the learning process. Cantillon said, "lecturing or large group teaching is one of the oldest forms. Whatever their reputation, lecturers are an effective means of transferring knowledge and concepts, providing core knowledge, and directing students

learning. Besides large groups, some students also choose guessing the word as the best learning style in learning English 3.07. Then, a few students need a small group to learn English 3.04. Role play is the next alternative in learning English 2.98. Studying alone and studying by using pictures have the same percentage for students as learning style 2.96. Movie learning pairs only have a percentage of 2.90. Playing games is the last learning style needed in learning English for students. Before the researcher does the research, she assumes that "games" will be the most popular learning style based on experience. Turned out in Stai Al-Gazali Soppeng, especially for Islamic Education Department, the game is the last option. It shows that the environment, situation, individual, or group have different views. Students of the Islamic education department agree with the discussion on as best learning style that can be implemented in the learning process. By understanding what learning styles are most interesting for learners, the lecturer can gain a better perspective on implementing this learning style into lesson plans and study techniques or methods.

The result of part II indicated that on learning preferences, most students need to listen and practicing on learning writing skills (3.25), translate on learning a reading skill (3.32), know the rules of authorship in learning writing skills (3.18), and listening and practicing on learning a listening skill (3.21), information about the preferred topic, most students need to study English I based on Islamic education topic (3.50). Regarding learning style, most students need to study English I by using discussion (3.31).

5. Conclusion

The main point of this research is the ability and problem in learning English I. It is found that the students have some problems in learning English I, such as difficulty in guessing the core meaning of the text, difficulty understanding native speakers, difficulty composing a sentence, difficulty in an oral presentation, etc. It is indicated that students have weaknesses in English skills (reading, listening, writing, and speaking). To overcome those problems, the needs of the students in terms of learning preference, preferred topic, and learning style were analyzed. Students learning preferences are translation on reading learning preference, listening and practicing on listening learning preference, learning from the rule of authorship on writing learning preference, and dialogue on speaking learning preference. In addition, students needs in terms of preferred topics, they expect to learn Islamic education topic. Last, students' learning styles are discussion, and doing the task is the priority. Therefore, preference, topic, grammar, and learning style.

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