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DESIGNING ESP READING COMPREHENSION: THE PORTRAYING OF STUDENTS' NEEDS IN LEARNING ENGLISH FOR ISLAMIC RELIGIOUS EDUCATION STUDY PROGRAM

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ABSTRACT

The objective of this study is to find out what kind of textbooks and teaching materials are needed by students of Islamic Education Program (PAI). This is done so that students get the material they really need to support their learning process at this time or in the future. This research conducted at students of PAI IAIN Sultan Amai Gorontalo. The data were collected by observing the PAI Study Program documents and distributing questionnaires for the needs of English learning materials. This study involved 50 students who were taken randomly and spread out from 3 batches or semesters. The involvement of students who have already taken part in English learning is of course to get more comprehensive data. Data were analyzed with need analysis for students' need. The research findings indicated that the needs of non-English study programs for ESP English courses are very diverse, so it can be concluded that they need English not only for their current needs such as reading English literature, but also for future work. Therefore, it is recommended that ESP English teachers or interested parties can accommodate the needs of students, and always carry out a need analysis because the needs of ESP students are always changing.

KEYWORDS: ESP, needs, reading comprehension, learning

INTRODUCTION

The capacity to read and comprehend what is being taught is critical for pupils to achieve success in the learning process. In most cases, reading activities are the primary means of acquiring knowledge. The students' knowledge is not only generated from the process of teaching and learning that takes place on their campus, but it is also gained via the activity of reading that takes place in their daily lives. Because of this, the ability to grasp and use the information from reading books is critical to expanding the students' knowledge and experience. Reading is the process of decoding and comprehending printed materials (Peregoy et al., 2007). When it comes to decoding, it means converting the symbols of a writing system (including Braille) into the spoken words that those

symbols represent (Clarke et al., 2013; Wang et al., 2020). The objectives for reading, the context, the character of the text, as well as the readers' tactics and knowledge, all influence how well a book is understood (Harrison, 2014; Inderjit, 2014). Cline et al. (2006) define reading as the process of getting meaning from a text in their second definition, which is stated as follows: For the vast majority of readers, this process entails deciphering written text in its original form. In order to aid in the decoding process, some persons require adaptations such as Braille or auditory stimulation. The objectives for reading, the context, the character of the text, as well as the reader's tactics and knowledge, all influence how well a book is understood. Therefore, it is important to design a textbook as a teaching material that focuses on students' reading comprehension according to certain competencies or fields of knowledge, in this context the understanding of reading English texts that are related to the topic of Islamic education.

It is a common belief that the availability of Instructional materials has an important role in the English language classroom. Instructional materials are a key component in the most language program (Ridge, 2008). Equipping students with additional material, particularly course books, helps students, keep them interested in the material they are studying, leading to the rapid development of their language skills (Richards, 2001, 2010). A course book should be relevant and have high quality to students' and institutional needs and that they reflect local content, issues, and concerns (West, 1994). Moreover, Harmer (2007, 2015) states that good course books are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, audio cassettes/CD and other accessories such as video/DVD material, CD ROM, and extra resource materials.

Presently, the teaching of English at IAIN Sultan Amai Gorontalo, especially in the Islamic education study program, is based on researchers' observations: (1) Many lecturers rely more on textbooks or teaching materials made and prepared by other English lecturers. (2) Lecturers are still not conscious of the importance of teaching materials under their students' needs. (3) Many lecturers still do not understand the mechanisms and techniques of properly designing and developing teaching materials. The absence of English teaching materials that serve the needs of students, especially non-English Department students, Faculty of Tarbiyah and Teacher Training of IAIN Sultan Amai Gorontalo, is caused by the lack of a comprehensive study of the development of English instructional materials based on Islamic studies with scientific teaching material design theory. Whereas the production of instructional materials is extremely valuable for lecturers and students to assure the learning process follows the needs and objectives of learning English in the Religious Education Study Program itself. Several previous studies stated that the development of teaching materials was very important as a guide in conducting a series of learning in the classroom (Isik, 2017; McGrath, 2013; Sakkir et al., 2021; Tarihoran, 2020). The primary goal of this study is to develop teaching materials for students of Islamic Religious Education at IAIN Sultan Amai Gorontalo, but researchers first focus on analyzing the needs of students. The main emphasis of these studies is on how the role of teaching materials in the learning process can increase students' interest in learning English. However, materials used in the classroom help students develop positive attitudes and cognitive skills. In other words, this study

focuses on creating Instructional courses that align with students' needs of the Islamic Religious Education Study Program at IAIN Sultan Amai Gorontalo. Incorporation of Islamic religious text into text-based teaching materials and a discussion of language competencies like vocabulary development and grammar reinforcement. As a result, students will learn English grammar and vocabulary from the readings provided for each learning topic.

RESEARCH METHOD

According to Cowling (2007), every situation for needs analysis in the context of English language education is different. The approach used by each researcher is dictated by the amount of time and resources available, and the procedure followed is dictated by the researcher's ability to access the research sample. Descriptive and qualitative approaches (Cresswell, 2008) were employed in this study. The research is natural; it describes all the data acquired through words or sentences to reach conclusions. The data is evaluated inductively, which is known as qualitative research (Creswell & Poth, 2018).

The subjects of this study were PAI students, totaling 50 respondents. Respondents were spread from semester 6, semester 4 and semester 2. Research subjects were randomly selected from the three semesters to obtain comprehensive data regarding their need for English teaching materials in the classroom. The answers of the research respondents regarding their need and desire to learn English were treated as data. The data in the form of answer choices from several options provided is converted into the form of rounded frequencies and percentages. The percentage results are then analyzed and described as an explanation. The data displayed as a result of the study is data in the form of percentages taken from the entire sample,

The data in this study were analyzed technically using descriptive statistics in the form of numbers and percentages. The data collecting technique used questionnaires since they were deemed the most appropriate tool for gathering information on the needs of ESP learners. The questionnaire is a closed-ended questionnaire, which means that it contains questions with answers that can be picked directly by the respondent. The questionnaire contains questions based on Hutchinson and Waters's (1987) list of requirements, wants, and deficiencies, as well as questions on their present English language skills.

Findings and Discussion

Needs Analysis of Reading English Learning Materials for PAI Students

In this first stage, researchers identified the need for developing English teaching materials for PAI students, Faculty of Tarbiyah and Teacher Training at IAIN Sultan Amai Gorontalo through two initial steps, namely an analysis of student learning outcomes in English courses so far and students' perceptions of the material used. by English lecturers so far.

a. Analysis of PAI Students' English Learning Outcomes

In the results of the analysis of student learning, the main data used are the results of observations on the process of learning English in the classroom. Observations were made to obtain information about student behavior in receiving English material and assignments from lecturers. In addition, this data is also supported by student learning outcomes by analyzing several examples of assignments and final results in the academic information system.

Document Analysis

According to the researchers' analysis of the PAI Program's curriculum, the PAI Program's curriculum. Reading Text 1 is a unique core course that is positioned in the second semester with the goal of enabling students to communicate effectively and politely in the task execution learning of PAI school madrasah, the academic community, and the general public.

A lesson plan program is a critical component of teaching. The content directs the teacher's efforts toward an effective learning and teaching process. Absence of a lesson plan results in boredom and disorderly activity during the teaching and learning process. Additionally, it can boost students' motivation to learn. On the other hand, if the teacher prepares the teaching and learning process, which is then completed by a lesson plan, the teacher can teach with confidence. It occurs as a result of the component being required having been planned as well. Students will easily grasp concepts as a result of the knowledge being transferred structurally. The researcher discovered that lecturers who teach Reading Text 1 have a variety of lesson plans; some use K-13-based lesson plans, while others use KKNI-based lesson plans; lecturers never discuss lesson plans together, and they use a variety of standard competencies.

The term material in language teaching and learning refers to everything used to help teaching language learners and also facilitate teachers and learners in the language teaching (Thomlinson, 1998). Based on the definitions given, ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments, where the language is going to be used. In ESP, English is learned not for its own sake or for the sake of gaining a general education but to smooth the path to entry or greater linguistic efficiency in particular environments (Basturkmen, 2005).

Based on the materials analysis that has been used, the researcher found that the Reading Text 1 lecturers use available book, there are not many books have written bt Reading text 1 lecturers and adapted to the field of PAI competence, several books used by lecturers in teaching Reading Text 1 course such us the books under the title of English For Islamic Studies written by Drs. Djamaluddin, the book under the same title written by Dr. Zuliati Rohmah, et all also the book under the tittle Basic Reading Power : Pleasure Reading, comprehension skills, vocabulary building, thinking skills written by Beatrice S, et all, in which the content of those books does not based on the Englih For Specific Purposes or in the term namely ESP.

Students Learning Needs and Perception of English Instructional Material

This information was gathered through the distribution of questionnaires to students. This questionnaire was distributed to 50 students via Google Forms. All students are selected from semester 6 with a maximum of 12 students, semester 4 with a maximum of 16 students, and semester 2 with a maximum of 22 students. The following table summarizes the questionnaire's findings:

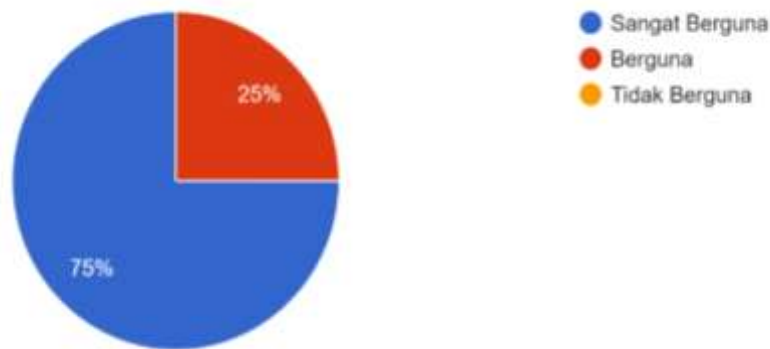


Figure 1. English is a compulsory MK that must be programmed at the PAI Department of IAIN Gorontalo

According to the results of the questionnaire analysis, the needs of Islamic Religious Education students for English learning materials can be summarized as follows: 75% of students stated that English courses were extremely beneficial, while 25% stated that English was beneficial for them to learn as a Subjects section in the structure of the PAI Curriculum at IAIN Sultan Amai Gorontalo. Additionally, students were questioned extensively about the use of English by PAI students in several statements, which include the following:

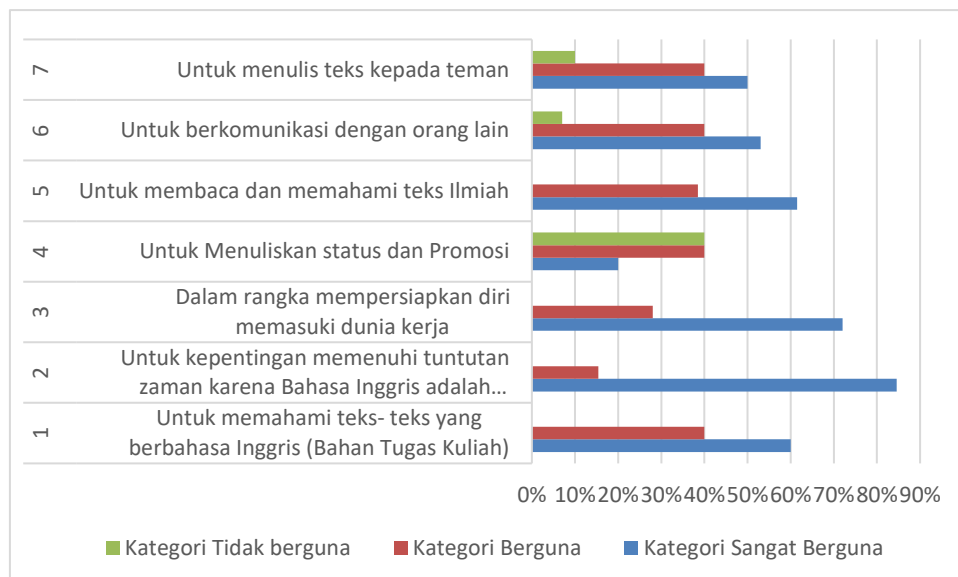


Figure 2. The Use of English for PAI Students

According to the graph above, the majority of PAI students believe that English is beneficial to them for seven specific reasons: understanding English texts, English as an international social language and preparation for the future world of work, writing status or promotions on social media, reading and comprehending scientific texts, and for daily communication with friends and for writing purposes. These seven reasons received a variety of responses, but in general, these reasons received extremely useful responses, with an average of 55% or greater. It's worth noting that PAI students are more likely to enjoy English classes that emphasize reading skills than other language skills. However, it can be stated that the development of English teaching materials is critical and must be tailored to the level of proficiency of the PAI students at IAIN Sultan Amai Gorontalo.

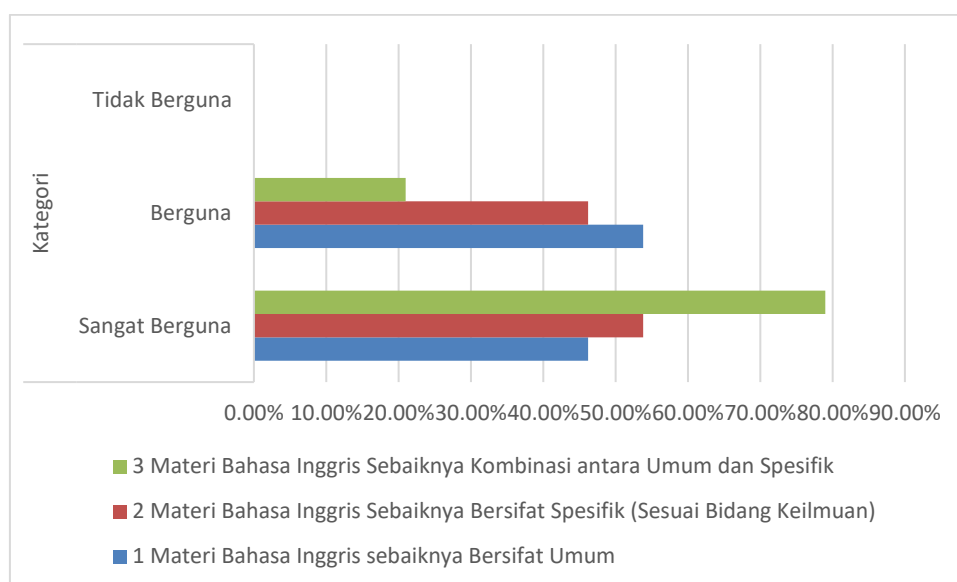


Figure 3. Students' Need of Types of English Material

As indicated in the table above, PAI students responded differently to three different types of material that should be considered when developing teaching materials for them. PAI students responded positively to the combination of English material in general and material specific to their field, Islamic Religious Education. Approximately 79% of them chose English language materials in combination with general and specific Islamic material. These findings indicate that the majority of PAI students require reading-based teaching materials that combine reading materials or general texts with Islamic study texts.

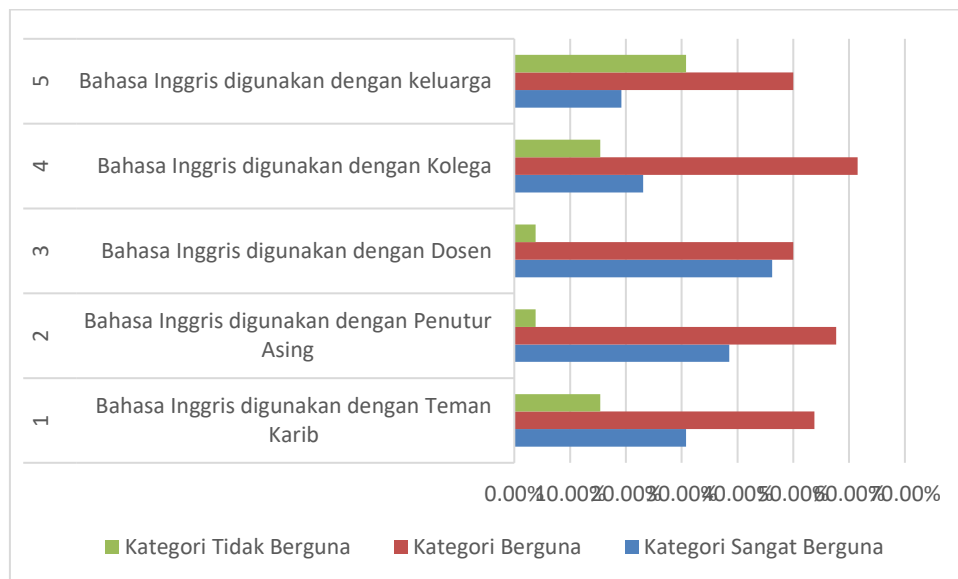


Figure 4. With whom to learn English?

The graph above illustrates how PAI students communicate in English. This data demonstrates that the need for PAI students to communicate in English is more prevalent when they interact with foreign lecturers and speakers. 96.2 percent of respondents stated that English is extremely useful and beneficial when used with English lecturers and foreign speakers. This is understandable because the two subjects will be dominant and beneficial if practiced with lecturers and foreign speakers whom they may encounter via cyberspace, which teenagers currently adore and which enables them to interact.



Figure 5. Level PAI Students' English Competency Level

The table above summarizes PAI students' English proficiency. These findings indicate that students' English proficiency at the lower basic level is 48 percent. At this elementary level, students understand only a few words and expressions; they are unable to carry on a conversation; they have limited

vocabulary, grammar, and knowledge of idioms; and it is difficult to learn pronunciation (pronunciation) because it is influenced by the mother tongue (regional language). While the base level exceeds 44%. At this level, students are described as having a fair knowledge of words and expressions, being quite capable of carrying on short conversations on simple topics related to their level of vocabulary, grammar, and idioms, but pronunciation remains difficult due to the influence of the mother tongue. local language).

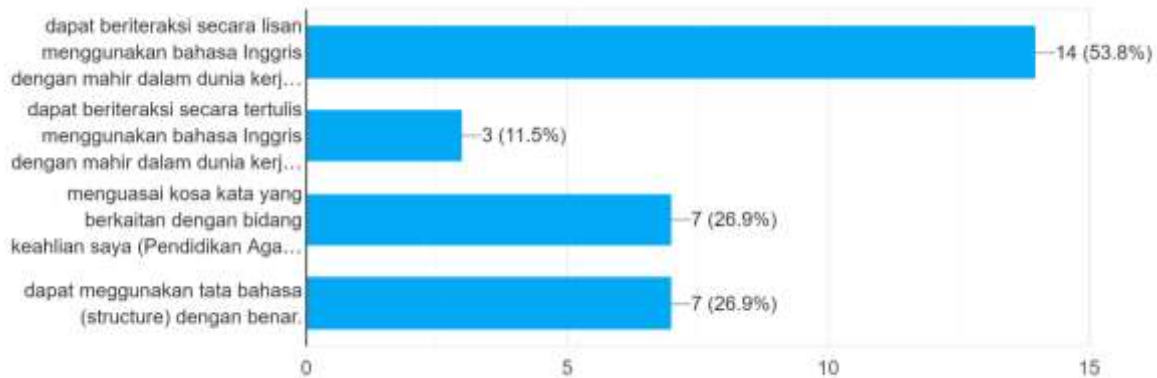


Figure 6. Student Expectations After Learning English

The graph above demonstrates how the outcomes of English instruction should have an effect on the significance or level of ability at a given point. According to the data above, PAI students have the highest expectations for spoken English competence, at 53.8 percent, and vocabulary and grammar mastery, at 26.9 percent.

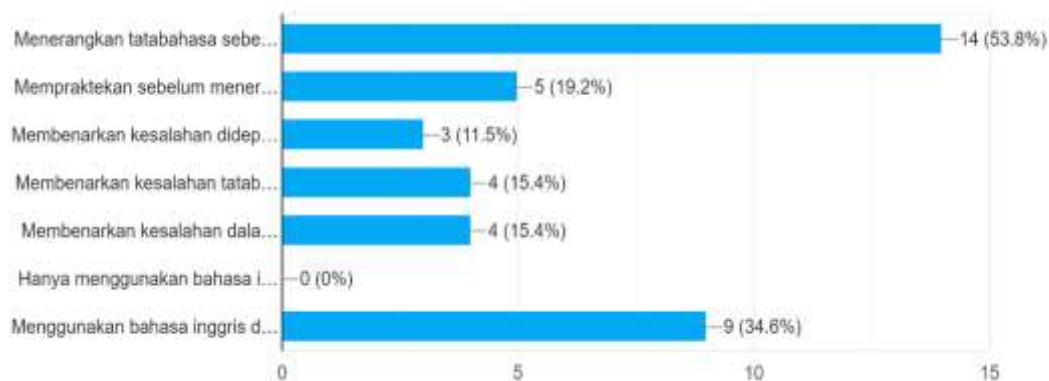


Figure 7. PAI Students' Expectations on the English Learning Process in Class

In Figure 7, the lecturer explained the use of English rules or grammar before practicing or practicing, garnering a response of 53.8 percent. This means that the majority of students are more likely to

understand the concept or understanding of a topic in terms of grammar before being asked to practice and complete exercises on each learning topic. Additionally, 19.2 percent of PAI students report being satisfied if they practice first before being conceptually explained the use of proper and appropriate English grammar. Another interesting thing from the data in the graph or figure 7 above is the response of students who wish to learn in both English and Indonesian. This received a response rate of 34.6 percent, indicating that the vast majority of students expect lecturers to use both languages interchangeably to ensure that material is conveyed and understood effectively by students.

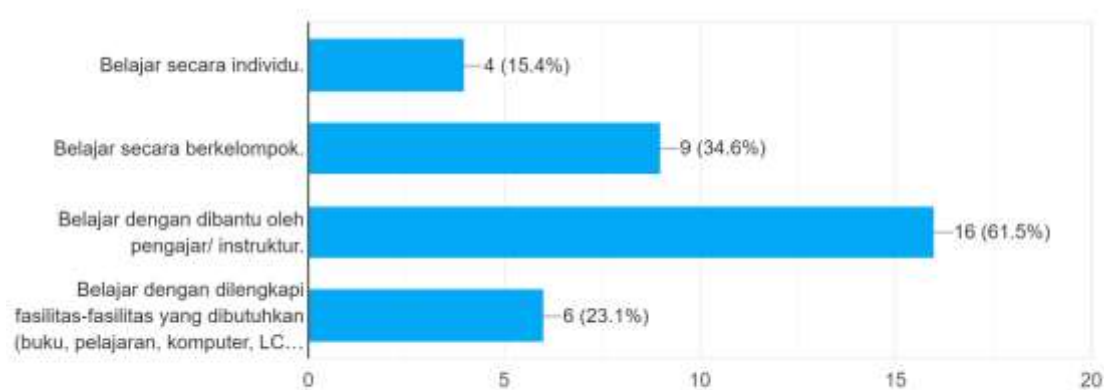


Figure 8. PAI Students' Perceptions on Effective Ways to Improve English Learning Outcomes.

Students are asked to determine the most effective strategy for improving their English learning outcomes based on each of them in Figure 8. The data above demonstrate that students prefer to learn English under the guidance of Lecturers during the classroom learning process. As many as 61.5 percent of students responded to the process of learning that makes English lecturers or instructors a learning partner in achieving the goals of English learning. Meanwhile, other factors that contribute to the classroom's effectiveness include the completeness of learning facilities such as textbooks, computers, and the use of LCDs to deliver learning materials or topics during each meeting.

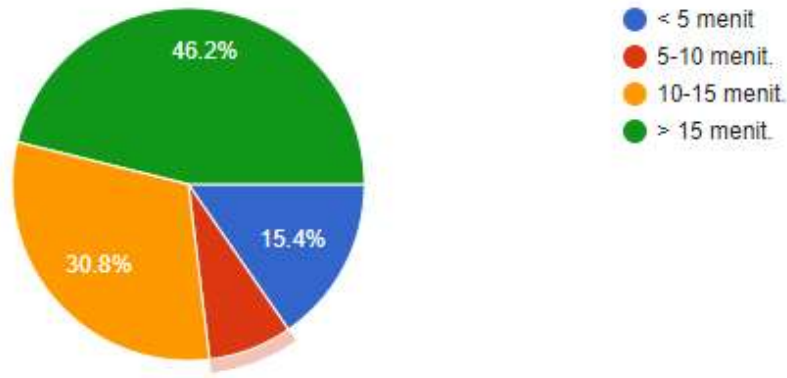


Figure 9. Task Duration

The diagram above demonstrates that the majority of students desire a duration of more than 15 minutes for each learning topic. 30.8 percent of PAI students believe the exercise should last between 10-15 minutes. The average time it takes students to complete the exercise indicates that students require a significant amount of time to complete each task or study material in class.



Figure 10. The Role of an English Lecturer in the Class

According to the data above, up to 34.6 percent of PAI students want lecturers to serve as centers or hubs for learning activities. 38.5 percent of students expect lecturers to act as facilitators, assisting students in comprehending the learning material. Meanwhile, those who received the least response (7.7 percent) were lecturers as motivators.

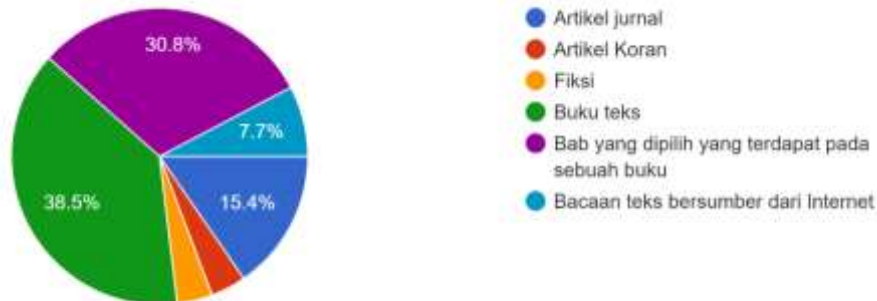


Figure 11. Reading Materials According to PAI Students

From the data in figure 1 above, it gives an idea to the researcher that, students want English teaching materials at PAI in the form of textbooks, the total response in this section is 38.5%. As many as 30.8% want teaching materials in the form of book chapters. The one that received the least response was the form of English learning materials using newspaper articles.

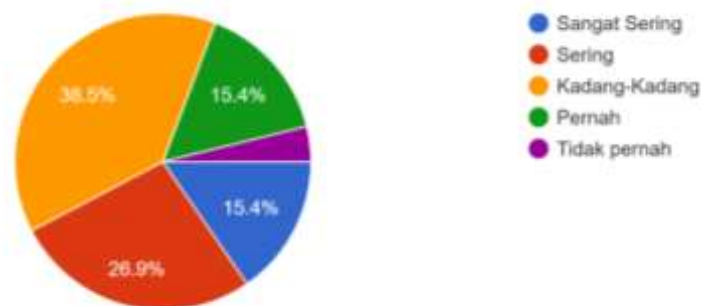


Figure 12. Understanding Main Idea in a Text

The results regarding student understanding in determining the main idea in a paragraph are illustrated in figure 12 above. This data shows that the majority of students, namely 38.5%, sometimes find it difficult to determine the main idea in a paragraph. Meanwhile, 26.9% of PAI students often experience difficulties in finding ideas from a paragraph and 15.4% of students feel that they often find obstacles.

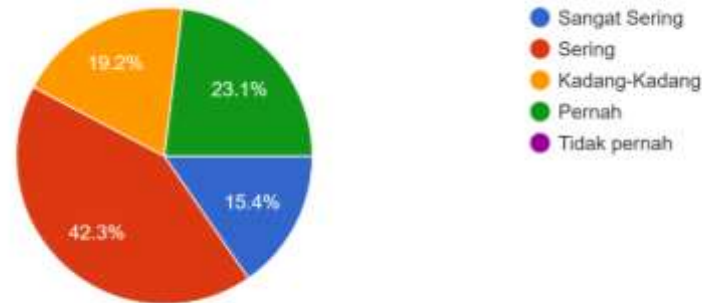


Figure 13. Understanding Skimming and Scanning

The data in figure 13 above shows that PAI students have difficulty in applying skimming and scanning techniques in the process of understanding an English text so far. As many as 42.3% of students admitted that they often find it difficult to apply the two techniques and 15.4% feel that they often encounter these obstacles. While those who answered sometimes encountered problems as much as 19.2% and had experienced difficulties by 23.1%.

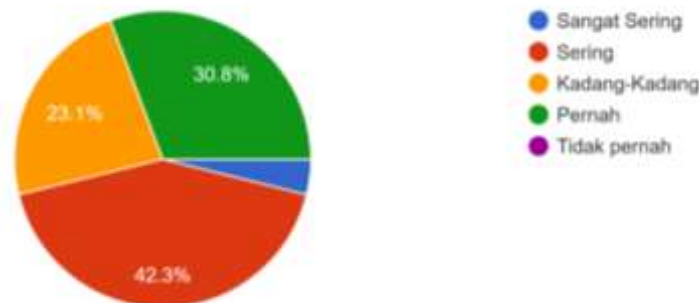


Figure 14. PAI Students' English Vocabulary Vocabulary

The main difficulty in understanding an English text so far is the lack of English vocabulary owned by PAI students. This is evident from the data above in figure 14, it can be seen that students experience difficulties very often with a percentage of 42.3%. The answer choices sometimes and never were 23.1% and 30.8%, respectively.

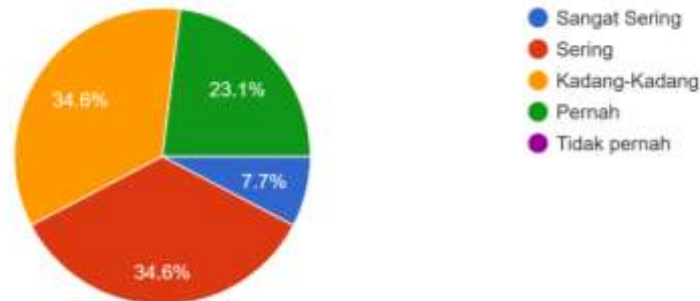


Figure 15. English Text Organization

One of the obstacles that students often encounter is determining the organization of an English text. The data above provides an overview of the obstacles faced by students when asked to determine the organization of a text. As many as 34.6% of PAI students stated that they often had difficulty determining the organization of a text, while 34.6% also felt that they sometimes encountered these obstacles. So that it can be concluded, students have difficulty identifying the organization of a text.

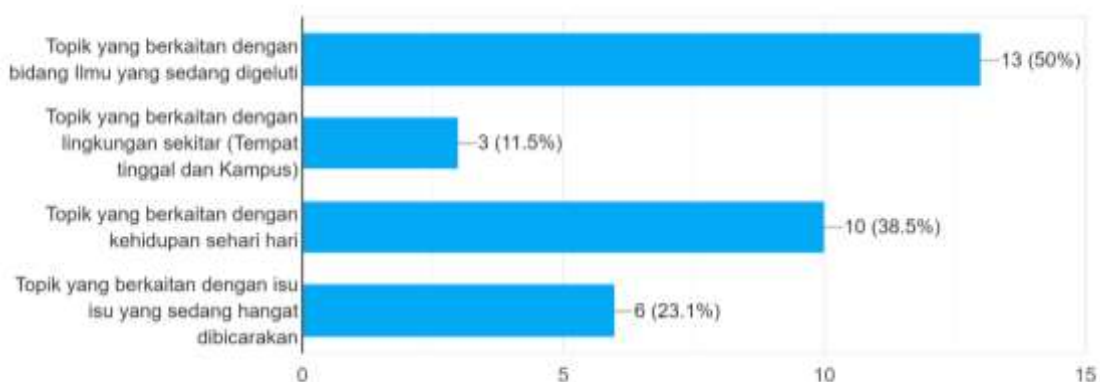


Figure 16. Need for English Learning Topics

The data in Figure 16 above shows that the topics needed by PAI students to be included in English teaching materials are more dominant in topics that are adapted to the field they are involved in, in this context the themes of Islamic religious education. Student responses to material related to Islam are as much as 50%. Meanwhile, topics related to daily life are in the second position, which is 38.5%.

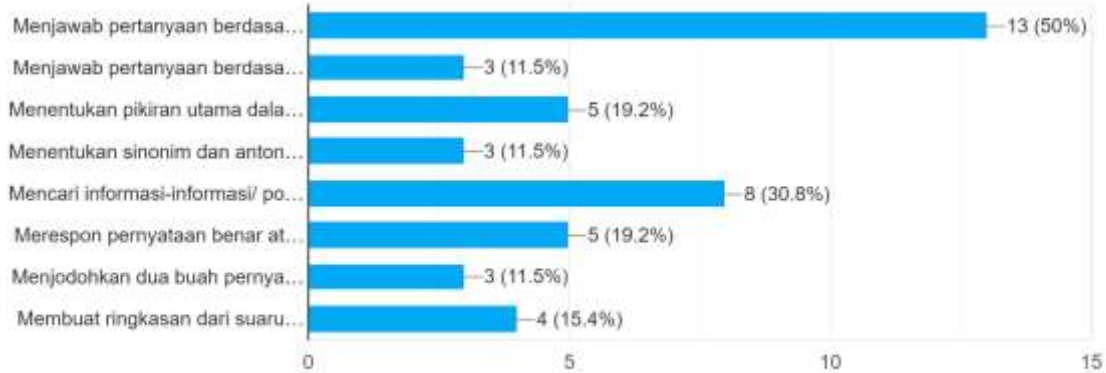


Figure 18. Assignment Model for English Vocabulary Improvement

The data above clearly illustrates that as many as 80.8% of PAI students want the task model in the discussion or vocabulary of English to be in the Parts of Speech aspect. Determining the category of words in each reading becomes the most dominant that is liked by students considering that each text cannot be separated from the discussion of these types of words.

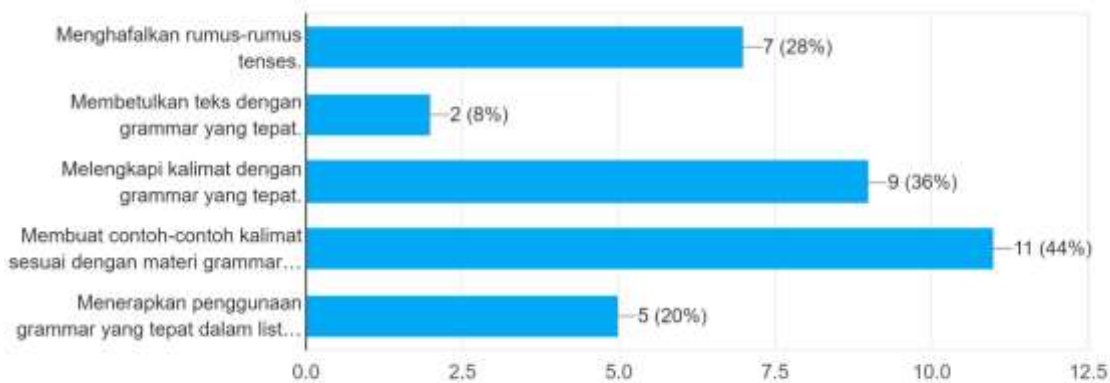


Figure 19. Assignment Model for Grammar Discussion

The data above shows that PAI students want the task model on grammar material to make sentences that are in accordance with correct and correct English rules or structures. It received a response of 44%. The second position, students want learning or task models on grammar material to use a model of completing sentences according to the appropriate formula or rule. In the third position, PAI students gave a response so that tenses formulas were also included as one of the assignment models for grammar material when the learning process took place in the classroom.

DISCUSSION

In accordance with the absolute and variable characteristics of ESP that were also mentioned by Dudley-Evans and St. John (1991), ESP is a program designed to meet the specific needs of learners, ESP is designed for adult learners, namely those who are enrolled in higher education or who are employed, and ESP is typically intended for those who have English language skills at the intermediate or advanced level.

With regards to the English language skills of non-English language study students, specifically those enrolled in the Islamic Religious Education Study Program at IAIN Sultan Amai Gorontalo, the data acquired indicate that their English skills are below the predicted level, namely lower middle. This makes it difficult for English teachers to supply content that should be given to students at the postsecondary level, specifically middle and above, because ESP English learning is primarily designed for them. At this level, it is intended that these learners already have a strong command of the English language and adequate communication abilities in their subject of study. However, Hutchinson and Waters (Hutchinson, Tom, Alan, 1987; Robinett et al., 1988) and Dudley-Evans and St. John (1998) remark that because of the unique properties of ESP, namely the ability to adjust or change based on the learner's needs and the situation, it enables the continuation of this English course's learning.

English is a required subject at all tertiary institutions, including IAIN Sultan Amai Gorontalo, particularly in the Islamic Education Study Program, Tarbiyah, and Teacher Training Faculty. Based on the findings above, it can be concluded that English courses in Non-English Study Programs should be developed and made a permanent reference in the learning process as a teaching material for each semester in which English is taught. This instructional material will serve as a guide for any lecturer hired to teach at the PAI Study Program.

English language courses have been supported thus far by independent reference sources that allow students to gather as much information as possible. While student independence is desirable, if the study program can incorporate outlines and handbooks that serve as a starting point for students seeking additional information, student learning outcomes will undoubtedly improve. As a result, it is necessary to develop English teaching materials that are both competent and responsive to the needs of all compounds participating in the PAI Study Program.

CONCLUSION

From the results of the document analysis and the needs of PAI students above, it can be illustrated that English courses are one of the compulsory subjects taught to Semester 1 and 3 students at the Islamic Studies Study Program, Faculty of Tarbiyah and Teacher Training, IAIN Sultan Amai Gorontalo. So far, teaching materials have not used teaching materials that have been prepared according to competence and have not gone through a proper needs analysis and in accordance with the conditions of the Islamic Religious Education Study Program. English learning materials are taught

through power point media. Teaching materials or topics have not yet characterized the English language that is specific in the field of Islamic Religious Education. From the initial analysis of this document, it can be concluded that the Islamic Religious Education Study Program requires a teaching material that is adapted to the curriculum developed by the Study Program, so that learning outcomes do not run away from the formulation of the learning objectives themselves.

Not only that, the researcher also elaborated the results of the analysis of the document by distributing questionnaires to PAI students to participate in filling out statements about the need for English from the students' point of view. The results of the questionnaire have been clearly described in the findings section of this study. In essence, PAI students also want teaching materials that are arranged according to the competencies they are involved in and the point emphasized is that teaching materials are more specific in the ability to read and understand texts while still paying attention to other language elements such as vocabulary, grammar and even writing activities. Most PAI students see the need to focus on this aspect of reading because of the more practical scientific reason and their daily life who wants to get information from readings, so that their repertoire of knowledge is more diverse and not out of date. The reading text material, of course, is mostly related to the latest material or topics about the development of Islamic Religious Education itself.

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