

## **Islamic Broadcasting Communication Students Need Analysis Based on Task-Based Language Teaching for ESP Curriculum Development**

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### **ABSTRACT**

Islamic Broadcasting Communication students need certain experiences in learning English. English as a global language should be in line with their specific purposes. Therefore, it is essential to formulate students' language skill experiences during their study in the Islamic Broadcasting Communication study program to find real benefits in EFL learning. The study is a Need Analysis (NA) which involves 30 students of the Islamic Broadcasting Communication study program, and 3 ESP lecturers of Universitas Sains Alqur'an, Central Java in Wonosobo, Indonesia. The aims are to investigate the students' needs in ESP and to confirm if students' needs in English lectures are reflected in the existing curriculum or not. The study is conducted using descriptive qualitative. The data are collected through a questionnaire, documentation, and interview. The study reveals that (1) the students of the study program need some changes to adapt to present needs in terms of ESP outcomes, task goals, preferred topics, setting, teacher and student roles, and media (2) the study promotes curriculum development as the provided curriculum does not accommodate students' needs appropriately.

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### **INTRODUCTION**

The Islamic Broadcasting Communication (IBC) study program is a challenging major for the students of Universitas Sains Alqur'an (Unsiq) Wonosobo. The students should achieve both particular knowledge of communication and Islamic value. Moreover, the students are prepared to succeed in their fieldwork after their studies. Therefore, this study program should provide a particular curriculum for their students to match real work needs with their school curriculum. Since they focus on the communication field and the English language supports global communication, English is considered important. Largely Universities in Indonesia provide English lectures for their students. Universitas Sains Alqur'an (Unsiq) as the locus of the study also makes English one of the compulsory lessons called MKDU (Mata Kuliah Dasar Umum). MKDU is translated as general basic lectures. Then in its development, the lectures tend to

transform to English for Specific Purposes (ESP). ESP is considered a more interesting lecture than MKDU. It is relevant to Qasem & Al-maqateri (2018) disclosed that students in Saudi Arabia were more motivated to study ESP than general English courses. Besides, English is a tool for global communication that is believed to be able to raise students' bargain in work competitions. Some students voiced that they need more specified English material. Particular English courses are believed to raise greater students' awareness of ESP (Arno-Macia, Aguilar-Peres, & Tatzl, 2019).

Likewise, the researchers, as the English teachers in this study program found some inappropriate curriculum relevancy. Some gaps between provided English curriculum in Unsiq (KKNI curriculum) and the present work needs exist in the practical English teaching process. A similar phenomenon that often happens in the Hong Kong context is also revealed by Cheng, Lam, & Kong (2019) who found the gap between students' needs and provided curriculum. Therefore, the study of Need analysis (NA) in ESP is perceived very essential.

To make clear, NA in this study refers to the procedures involved in gathering the information that leads to curriculum development to meet students' needs, (Brown, 2004; Richard, 2001). Furthermore, Richard stated that need analysis may have some particular purposes, such as finding out the learners' need for language skills, determining whether the existing materials address the student's needs appropriately, determining the most students' need courses, identifying what learners can do and what they need to do, and collecting learners' particular problems during their teaching-learning process. Following Richard, Hutchinson & Water (1987) proposed the model of NA namely, necessities, lacks, and wants.

Furthermore, the study of need analysis on teaching English for Specific Purposes (ESP) has been conducted by many scholars, such as Akyel & Ozek, 2010; Kapcova & Kroupova, 2017; Nimasari, 2018; Low, 2018; Sonmez, 2019. Particularly (Richard, 2001) mentioned that it has begun in the 1960s. Many related studies dealing with NA in language teaching have been conducted for the last two centuries. The reviewed studies in this research are those that stated that need analysis is one of many elements that this kind of research enables to improve language teaching quality. The importance of the study dealing with the evaluation of ESP is also clearly stated. One of the researchers was Tsou and Chen (2013) who attempt to identify the weaknesses and strengths of the implementation of ESP in Taiwan. In line with these statements, the study in this article agrees that NA is one of the most essential parts of ESP.

Furthermore, this study broadly shares similar aims as the above research dealing with curriculum development. However, the study still proposes a different detail aspect from those previous NA studies. Particularly, this study focuses on curriculum development to support Task-Based Language Teaching (TBLT) in ESP. To correspond to the goals of the study, the research is then conducted in a supporting context, namely ESP of Islamic broadcasting, and communication class. The reason for TBLT in ESP context research is that this approach suggests the use of communicative language. As Nunan (2004) stressed that TBLT emphasized meaning that involves communicative language use rather than grammatical forms. Regarding the important principles, Nunan (2004) believed that TBLT should pedagogically involve; a needs-based approach, communicative tasks in a target language interaction, authentic texts usage, learning

process focuses, learners' experiences to classroom learning, connecting classroom language learning with language use outside the classroom.

Besides, the study of NA in an Islamic University is needed as this institution has a particular curriculum that adopts general and religious sciences. The previous study conducted by Yahya, Said, & Masruddin (2019) disclosed that students of the *Syari'ah* Economic Law Study Program of IAIN Palopo preferred to have specific English materials during their learning, namely shari'ah economic law, Halal for a food product, and shari'ah bank creditors. The study of ESP to develop a curriculum was also conducted by Ulla and Winitkun (2017). By proposing descriptive qualitative research, they analyzed Technical English Course students involving 72 participants. The findings discovered that the curriculum needed revising to manage the students' needs and provided curriculum.

Based on some previous theoretical reviews and research, it is highlighted that the study of NA for curriculum development is still perceived as important. Moreover, the study of communication that is involved in the Islamic study program is still rarely found so the study is hoped to give critical and constructive educational findings.

## **METHODS**

This research was a case study that proposes a qualitative approach. A qualitative study describes what particular people, in this research students and English lecturers, do in their daily activities, such as the educational environment (Denzin & Lincoln, 2018; Leavy, 2017). The data were then gathered using interviews (Merriam & Tisdell, 2016), and documentation (Merriam & Tisdell, 2016). Therefore, qualitative results were in the form of descriptive. Then, a simple count of the percentage was done to describe the distribution, in which the data were collected through a questionnaire.

The participants of the study in this study involved 39 students of the Islamic Broadcasting Communication study program including 9 male and 30 female students, in the academic year 2018/2019, semester two of Universitas Sains Alqur'an, Indonesia. Unfortunately, 9 students were absent to submit the responses to the questionnaire. Therefore, the study only revealed 30 participants' questionnaire responses.

In the interview section, the researchers involved 3 ESP lecturers with more than 3 years of experience in teaching ESP. The rational reason is that they have enough experience related to the ESP syllabus, other teaching-learning materials, and of course some weaknesses and strengths of the present ESP curriculum (KKNI).

### **Data collection**

The researchers used some techniques in collecting the data, namely questionnaires, interviews, and documentation. Firstly, the questionnaire was in the form of the Indonesian language. This was done to avoid students' misunderstanding so that the researchers got precise data responses from participants. Every question provided a minimum of 4 multiple choices as optional responses. The questionnaire was designed based on TBLT procedures. Then, the questionnaire

was organized to find out (1) task goals, (2) preferred topics, (3) setting of the learning process, (4) media, (5), students' roles, and (6) teachers' roles. Specifically, it is shown in table 1.

No	Criteria	Purposes	Number in questions
1	Task goal	Outcome of ESP	1, 2, 3
2	Input	Preferred topics	4
3	Setting	The setting of the ESP process	5
4	Leaner's role	Students' role	7
5	Teachers' role	Teachers' role	8
6	Media	Use of media	6

Table 1: Questionnaire Organization of NA for Task-Based Language Teaching  
 Author [source]

Likewise, an interview was conducted to gain data from ESP Teachers who have a minimum of 3 years of teaching experience. It is essential to know particular information related to issues of ESP language learning and teaching such as syllabus, design, and evaluation. Particularly, these three elements in this study related to language skills involved in ESP teaching, media used, and ESP curriculum evaluation. Besides two previous techniques, Documentation was perceived as an essential item to compare ongoing curriculum with students' needs. Whether the implemented curriculum is in line with students' needs or not.

### Data analysis

The questionnaire's needs analysis data are analyzed using simple statistics. The statistic in this term is used to calculate the data. Then, the data on questionnaire forms are assessed using (1) frequencies to count the number of responses and (2) percentages to get the portion of students' required items. Furthermore, the data obtained from the questionnaire then are analyzed based on students' responses to get a percentage of students' needs perception. The formula used in this assessment questionnaire is as follows.

$$\Theta = \sum X / N \times 100\%$$

$\Theta$  = Percentage

$\sum X$  = Sum of the preferred item (frequency)

$N$  = Number of students' responses

In the interview phase, the researchers wrote the participants' responses to record the interview. The participants are ESP teachers with a minimal 3 years of experience. The interview was designed to explore the ESP curriculum content, particularly taught materials and competencies, and media usage. Furthermore, it is also conducted to uncover policymaker support's importance and evaluation for curriculum. The data then are interpreted. Furthermore, documentation is analyzed to find the content of the existing curriculum document. The data are compared to the needs of students to measure how extent the ESP curriculum accommodates students' needs.

## RESULTS

This chapter figures out the findings that are revealed. The results of the study are written systematically based on problem statements. Those are (1) to find out the student's needs in language skills, and (2) to measure whether the curriculum provides language skills needed by the students.

### Need Analysis

Need analysis is conducted to find students' needs. This phase is appropriate because the students need to get ESP materials that will support their present condition and future career/study. The data are gained and explained as follows.

### Questionnaire

This ESP study investigates the students' needs of the semester 2 Islamic Communication and Broadcasting Study Program of Unsiq, Indonesia manifests that respondents perceive some items as described in Chart 1.

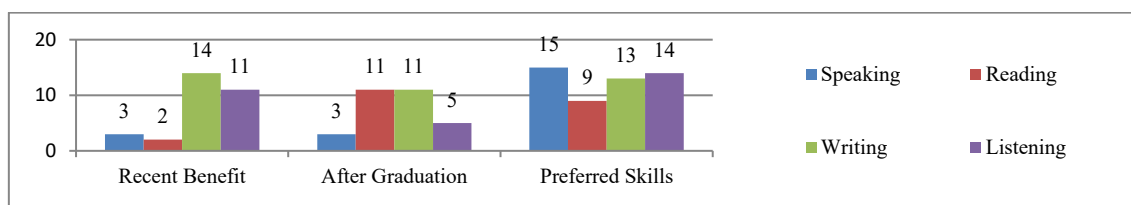


Chart 1: Task Goal  
 Author [source]

In Task goals, the questions proposed are related to the present and after-graduation benefits, and language skills acquired. Those are (1) why do you need to study English (at present)?, (2) what do you study English for (after graduation)?, and (3) What language skills do you need (ordered from the most prior one)?. From Chart 1, it can be concluded that the students perceived the importance of learning English at present to follow English institutional curriculum obligation 3 (10%), to access the internet related to lecturing materials 2 (6,7%), to access the information in the internet which talks about entertainment, news, etc despite their lectures 14 (46,7%), and other option 11 (36,7%). Students are interested to learn English for entertainment materials. They perceive that materials that are not related to lectures on the internet have a positive impact. To interpret students' perspectives, the finding needs to be related to research conducted by Lamb & Arisandy (2019) that disclosed that a positive attitude to classroom learning is widely correlated to students who favoured self-instruction and entertainment.

Furthermore, the students acknowledge that they need to have benefit in studying ESP after graduation for taking further education/master degree 3 (10%), work needs/career 11 (36,7%), accessing information 11 (36,7%), and other options 5 (16,7%). Based on the results of the study, it can be concluded that most of the students of the IBC study program of Unsiq are aware of their future work needs.

Related to the preferred skills students argue that speaking is the most important one to have 15 (50%), then some skills are manifested as reading 9 (30%), writing 13 (43,3%), and listening 14 (46,7%). This is reasonable that they consider speaking as the most essential element of

language skills. It reflects that they like productive skills much more than receptive skills, particularly oral performance.

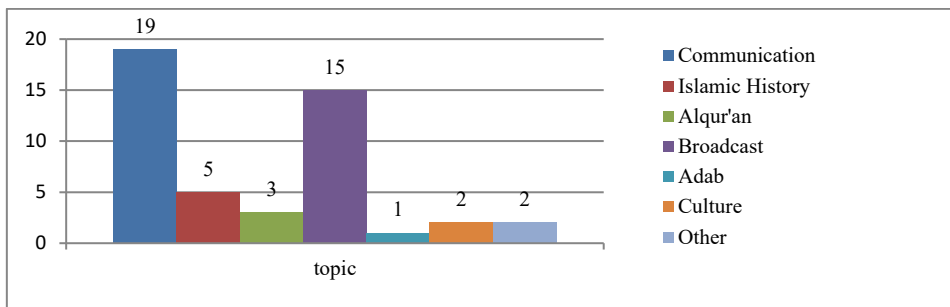


Chart 2: Preferred topics  
 Author [source]

To gain topics needed by students, the question is (4) what topics do you need in English for the IBC study program? Based on chart 2, the data manifest that the participants point to have the ESP topics in terms of communication 19 (39,58 %), Islamic history 5 (10,41 %), Alqur'an 3 (6,25 %), broadcasting sciences 15 (31,25 %), *adab* 1 (2,08 %), culture 2 (4,16 %), and other 2 (4,16 %). Interestingly, respondents who are from the Islamic study program need Islamic materials included in their learned topics in English teaching-learning, i.e.; Islamic history, Alqur'an, and *adab* /moral values.

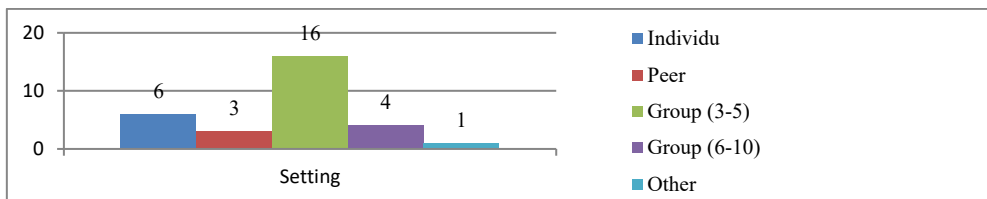


Chart 3: Setting of ESP Learning  
 Author [source]

Related to the ESP learning setting, the proposed question is (5) how do you want to study English? Chart 3 above indicates that the preferred setting of ESP learning and teaching by the students is individual 6 (20 %), peer 3 (10 %), a small group consisting of 3 to 5 persons 16 (53,3 %), a medium group involving 6 till 10 people 4 (13,3 %), and other 1 (3,3 %). The finding manifests that students elevate to learn English in a small group that consists of 3 to 5 students.

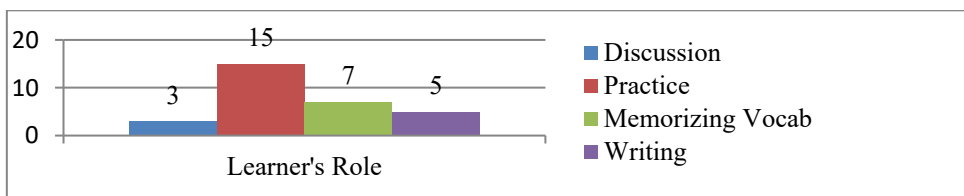


Chart 4: Students' Role  
 Author [source]

Furthermore, the study also proposes the students' role. (6) What learning activities do you want in English class? Chart 4 above reveals that students promote their roles in the teaching and

learning process through discussion 3 (6,25 %), practice 15 (31,25 %), memorizing vocabulary 7 (14,58 %), and writing 5 (10,41 %). Practice is the most propounded as students' role in this study is more clearly stated as practising any English materials after being taught to the students.

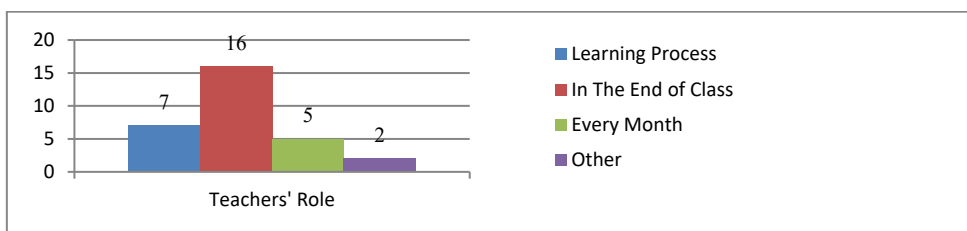


Chart 5: Teacher's Role  
 Author [source]

Related to the teacher's role, the question is structured to evaluate models used by the teachers. The question is (7) How do you want to be evaluated in English Learning? The data reveal that the students select various evaluation models. Those who want to be evaluated during the teaching-learning process 7 (23,3 %), at the end of class 16 (53,3 %), every month 5 (16,7 %), and other 2 (6,7 %). The data reveal that they prefer to be evaluated in every meeting at the end of the English class.

The awareness of students to be evaluated means that they get feedback as soon as possible for their learning achievement. This is a good attitude as Vattoy and Smith's (2019) research findings revealed that students with a virtuous mindset of learning encourage to have feedback from their teachers. In addition, feedback has a positive effect on the learners (Gharehbagh, Stapa, & Darus, 2019).

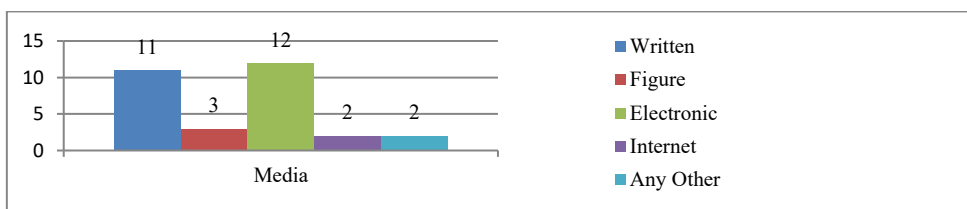


Chart 6: Learning Media  
 Author [source]

As manifested in the chart above, the participants argue that written material is the second most important media of learning 11 (36,7 %), figure material 3 (10 %), electronics 12 (40 %), internet 2 ( 6,7 %), and other option 2 (6,7 %). Those are the results of the research question (8) what media do you need in English class? The data reflect that electronics (such as television, radio, audio-video, etc) are the most wanted learning media based on students' perceptions. Television as a learning medium has a positive impact on vocabulary mastery. By listening to such letters, words, phrases, and sentences, they find their vocabulary increases. This strengthens Puigeme and Peters' study (2019) stated that a single word and formulaic sequences can be learned from TV.

## Interview

As EFL Teachers with long experience, they were motivated to be interviewed regarding the ESP syllabus, other teaching-learning materials, and of course some weaknesses and strengths of the present ESP curriculum (KKNI). They believe that every single thing in teaching English should be prepared well to maximize the results of the learning-teaching process. Firstly, Atinia stresses that students would like to engage in speaking fluently without ignoring other skills. She states that it is important for the students to have good quality in not only speaking but also in three other language skills. She believes that particular vocabulary should be given to the students since it is ESP class. The responses are revealed when she was asked the following questions, what kind of ESP syllabus do you think is best to be implemented for IBC students?

To strengthen Atinia's point of view, Christina adds that those skills of language are better to be maintained based on the study program vision that is implemented in the study program curriculum, for example, English 1 accommodates speaking and reading comprehension, and English 2 stresses writing and listening competence. Atinia and Christina believe that the syllabus of the present curriculum can be evaluated to get better achievement of ESP implementation. This view is in line with Sapien and Hirata (2019) stated that the ongoing document can be used to revitalize teaching activities. The teachers believe that interactive teaching-learning in English classes can be adapted to achieve a good output. Moreover, timetable evaluation during an ongoing semester should be conducted to measure students' achievement.

As a necessary additional argument related to the weaknesses of the present curriculum of the IBC study program, Sahid argues that support for ESP teachers is needed to develop English teaching learning goals and to increase learner English outcomes. In this term, he adds that the support can result from leadership policy. It is relevant to Tao and Gao studying eight ESP teachers in China (2018) arguing that intention and support are required to raise professional ESP teachers.

Atinia also believes the present teaching learning materials of ESP should involve digital and/or computer competencies. This view is in line with Lestariningsih (2018), and Fitriyah (2018). The digital competencies can be applied to fulfil educational spaces such as class meetings where teachers and students can not attend the class since she sometimes cannot meet the students in the class every week. It is meaningful as the materials are transferred well via digital media, such as google drive, Facebook, WhatsApp, etc. This statement is in line with Anggeraini, Faridi, Mujiyanto, & Bharati (2019) state that the process of teaching and learning is a need to support digital media in the present digital era.

### **Documentation**

The curriculum of the IBC study program provides its students with some competencies as explained in standard five of the study program document as follows. (Curriculum KKNI FKSP, 2016).

1. To have a good moral.
2. To be able to implement Islamic communication and broadcasting in line with national needs.
3. To master applied technology.
4. To be skilled in rhetoric and broadcasting.



5. To be able to work in a group.
6. To understand the basics of journalism.
7. To be capable of searching the news and of writing it.

The data above indicate that the learners should be capable in some language aspects, namely speaking to perform the rhetoric and broadcasting the news. Besides that, they are encouraged to have the ability in writing so that they can write the news well, systematically, and grammatically ordered. Grammar is perceived as important since students taking English classes still have some basic problems Rofik's present study reveals (2019) that students of the Islamic Religious Education Study Program of Unsiq face difficulty to structure present tenses properly. Furthermore, they made some errors in terms of omission, addition, misordering, and misformation.

### Comparative Data

Student Needs	Present Syllabus
Accessing information on the internet	Intermediate grammar
Work needs	Do not provide appropriate materials yet
Improving speaking, listening, writing, and reading skills	Structure and written expression
Learning in a small group	Mostly learning by a large group
Related topics: Communication, broadcasting, culture, Islamic history, and moral	Related materials are provided, but still less
Engaging media in English learning, such as audio video visual	Rarely conducted
Evaluated at the end of class	Rarely conducted

Table 2: Comparison between IBC Student's Needs and Existing English Syllabus in Unsiq  
 Author [source]

The comparative table above found that the ongoing syllabus does not address students' needs properly. As the findings showed, the students declare to improve their speaking ability as their priority, then continuously listening, writing, and reading. Unfortunately, the syllabus emphasizes structure and writing skills. The participants also need to have media in teaching-learning in English class while the syllabus makes it available but rarely implemented.

Student Goals	Present Syllabus	
	Yes	No
Good morality	√	
Implementation of communication and broadcasting sciences based on the needs of the nation		√
Ability in technology usage	√	
Teamwork	√	
Basic journalistic understanding		√
The capability of searching news and writing		√

Table 3: Students' Competency Goals and Available Syllabus Existence in ESP Class  
 Author [source]

Based on the table above, it can be concluded that the Communication and Broadcasting Study Program still has homework to complete student needs. Precisely, this program should adapt to the nation's needs in teaching ESP. The lessons also need to set basic journalism. Likewise, it is significant to apply searching news and write them in English as the targeted language so that the students gain the authentic process of conducting the news in their learning experiences. Furthermore, the ability to technology use is well implemented.

The two aspects, i.e., the use of technology and team works, were implemented well. It reflects positive sides since the teaching and learning process nowadays is closely related to technology. It is relevant to Suratno and Aydawati's research (2016) found that school institutions, policymakers, and teachers are aware to avoid discrepancies of ITC and gaged ownership toward curriculum implementation.

## DISCUSSION

The study reveals that the second-semester students of the IBC Study Program, Unsiq Wonosobo disclose that respondents state that performing good oral skills (speaking) of English gives a positive impact on their career/job. This is relevant to the research finding of Madkur (2018), and Mahbub (2018) stating that English skills support students' job careers. Furthermore, the findings reflect that the students identify the advantage of learning English after their graduation. They perceive that speaking is the most significant skill in learning a language. Thus, they need the mentioned skills to be prioritized more than other language skills. In addition, it should be understood that English is not widely used as EMI (English as a Medium of Instruction) in the teaching-learning process in Indonesia, or if it is used, its implementation needs particular concern (Artini, 2013; Dewi, 2017). Therefore, students need to achieve better English conversational performance. Some researchers share similar findings, such as Musikhin, 2016; Indrasari, 2016; Nimasari, 2018. The finding looks in contrast to Mahbub (2018) that reveals that in the short-term, students take grammar as their prior necessity, despite speaking. However, Musikhin (2016) divulges that contextual conversation in the workplace is perceived as significant to be noticed in the ESP context.

This study reveals many important parts of ESP especially related to Islamic perspectives and cultural contexts. Those are reflected that the students want materials containing Islamic history, *adab* /moral education, and culture. The study shares similar findings to the studies done by Lakshimi, 2009; Etherington, 2013; Tsvyk & Tsvyk, 2019 who believe that moral education is a significant value that should be emphasized in schools, especially in this rapid social change era. Even though, Etherington (2013) revealed in depth that educating values in schools has grounding matters because the values are too relative and individual. Meanwhile, Tsvyk & Tsvyk (2019) expose that one of the most essential values in the information society is professional activities, such as loyal to duty, mutual responsibility, decency, tolerance, and focus on cooperation. In addition, Azizah & Surya (2017) shared that character education in Yogyakarta, Indonesia is dominated by educating noble values. Concerning setting class management, a small group is considered good based on students' perceptions. In line with this response, a small group is proven effective to improve linguistic ability in language teaching (Setiadi, 2012; Fauzi, 2017). Moreover, ESP materials are designed based on daily life experiences related to their professional fields rather than a sense of obligation to learn English in formal schools (Pazoki & Alemi, 2019).

This study finds that the ongoing ESP curriculum for IBC students did not correspond to the language skill needs appropriately. This phenomenon is alleged to affect students' adeptness for their future careers. The aspects of incompatibility are seen in some ESP syllabus items, such as communication and broadcasting sciences implementation based on national needs, a basic understanding of journalism, writing and searching news, engaging media in English learning, and speaking skills.

## CONCLUSION

The study highlights that the second-semester students of ESP for the Islamic Broadcasting Communication Study Program of Unsiq prefer to adopt the ESP curriculum which can be used as a medium to search the information on the internet during their study. They also require to have English materials that deal with professional experiences so that they can gain benefits for their future work. The students argue that the topics are better related to culture, Islamic history, communication and broadcasting sciences, and *adab* or moral values, such as tolerance, loyal to duty, and politeness. Again, the most preferred language skill that they want to develop is speaking. It implies that the curriculum is needed to be revised since the ongoing curriculum is still dominated by grammar. Then, the students also voice that the media necessarily wanted to promote their achievement in ESP learning contexts.

The study serves as the starting point not only for the ESP lecturers, as education practitioners, but also for the head of the study program and the dean of Communication Social Politics Faculty of Unsiq as policymakers to take into account the needs of students in ESP. This study can strengthen the curriculum development of ESP based on Task-based Language Teaching for not only the IBC study program in Unsiq but also for another Islamic institution that has similar purposes.

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