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NEEDS ANALYSIS OF LEARNING ENGLISH: WHAT ARE ISLAMIC BOARDING SCHOOL STUDENTS' VOICES?

by

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Abstract:

This study attempts to determine and analyze the need for ESP learning materials among boarding school students. A needs analysis must determine these needs, so students receive the essential materials to support their learning process or future jobs. The study employed a qualitative approach and a descriptive methodology. An Islamic boarding school's second-grade students comprise the research sample. The instruments of data collection research were questionnaires and interviews. The data are in the form of qualitative techniques taken from the questionnaires, interviews, and observation. Using descriptive methods, the researchers examined the data using percentages. The study's findings indicate that the demands of students living in dorms for ESP English lessons are pretty diversified. Thus, they require English not only for their immediate needs but also for their future careers as international speakers and interpreters. Since the needs of ESP learners are constantly evolving, it is advised that ESP English teachers and other interested parties be able to meet the needs of their students and conduct a needs analysis regularly.

Keywords: *English for specific purposes, need analysis, students' voices, Islamic boarding school*

Abstrak:

Penelitian ini mencoba untuk mengetahui dan menganalisis kebutuhan materi pembelajaran ESP di kalangan santri pesantren. Analisis kebutuhan harus dilakukan untuk menentukan kebutuhan ini sehingga siswa menerima materi penting untuk mendukung proses pembelajaran mereka saat ini atau pekerjaan di masa depan. Penelitian ini menggunakan pendekatan kualitatif dan metodologi deskriptif. Siswa kelas dua pesantren terdiri dari sampel penelitian. Instrumen penelitian pengumpulan data adalah angket dan wawancara. Data berupa teknik kualitatif yang diambil dari kuesioner, wawancara, dan observasi. Dengan menggunakan metode deskriptif, para peneliti memeriksa data menggunakan persentase. Temuan penelitian menunjukkan bahwa tuntutan siswa yang tinggal di asrama untuk pelajaran bahasa Inggris ESP cukup beragam. Dengan demikian, mereka membutuhkan bahasa Inggris tidak hanya untuk kebutuhan mendesak mereka tetapi juga untuk karir masa depan mereka sebagai pembicara dan juru bahasa internasional. Karena kebutuhan pelajar ESP terus berkembang, disarankan agar guru bahasa Inggris ESP dan pihak lain yang berkepentingan dapat memenuhi kebutuhan siswa mereka dan melakukan analisis kebutuhan secara teratur.

Kata kunci: *Bahasa Inggris untuk Tujuan Tertentu, Analisis Kebutuhan, Suara Siswa, Pesantren*

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INTRODUCTION

Students at Islamic boarding schools, widely known in Indonesia as *Pesantren*, must adhere to the regulation that they must speak English. English lessons should focus on improving comprehension skills through content tailored to meet specific needs. *Pesantren* is an Islamic educational institution whose mission is to raise a moral and educated generation who learn and practice religion and the development of noble character (Sulthon, M., Soebahar, A. H., & Hepni, 2023). *Pesantren* also needs to equip its graduates with proper English abilities to compete in the era of the 4.0 industrial revolution. English language within the scope of Islamic boarding schools uses the same terminology (Tabroni et al., 2023). However, there are some *Da'wah* languages that few people are familiar. In addition, the variants and meanings of English terminology in *Da'wah* are incredibly complicated and extensive, necessitating particular comprehension since they have applications in Islamic boarding schools or *Da'wah*. *Da'wah* is calling, inviting, and summoning people using language listeners understand so that the communication runs perfectly, as mentioned in QS. 14:4 (Musthofa, 2023). Thus, students are required to be able to realize the English language in the field of *Da'wah*. Based on the issues above, students' needs must be the focal point of an approach in the English for Specific Purposes (ESP) frame. Students and their needs are the most critical factors in determining the learning process and direction (Febriyanti, 2018). Thus, the teaching goals can be attained effectively and efficiently.

ESP is one of the subfields of applied linguistics that has evolved in education and the use of English, following the requirements of specific scientific and professional sectors, such as the use of English in science, technology, and engineering. Furthermore, the ESP curriculum comprises an assessment of the needs of the learners, as well as the incorporation of motivation, subject matter, and materials for hands-on instruction of pertinent skills. Almost every field, including business, health, and various sciences and technical disciplines, uses its terms throughout the curriculum (Ghafar, 2022). Thus, English for specific purposes in teaching English in Islamic boarding schools refers to the students' specific English demands in preaching. It focuses on *Da'wah* and is geared towards teaching the proper English style. The primary goal of ESP learners is to develop their capacity to communicate successfully in the designated field using versions of the target language (Yang et al., 2023)

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Furthermore, (Dudley, 2001) emphasized that the difference between English for Specific Purposes (ESP) and English for General Purposes (EGP) is not about the existence of students' needs but rather the awareness of student needs (Johns & Dudley, 1991). As a result, in order to deploy ESP, adequate materials development is highly required (Munir, 2019). All parties involved in language learning, including learners, educators/teachers, stakeholders, and potential users, must know that analyzing students' needs is essential. Thus, practicing English for specific purposes pays attention to important things in the learning process, such as materials, strategies, and student goals.

For learning English for specific purposes, the materials provided are based on the context of student needs. Strategies in the learning process (Herman & Oxford, 1990) are classified into two ways: direct and indirect. Direct strategies are divided into memory, cognitive, and compensatory. Indirect strategies are divided into metacognitive, affective, and social. Learning English focuses on specific areas that can use sound processing strategies, grammar, vocabulary, and listening comprehension (Chovancová, 2014). Thus, education can make this perspective a reference for teaching practices more relevant to the student's needs.

Furthermore, the design and development of ESP are grounded in requirements analysis as the first step in the process. This idea bridges the gap between the academic and professional requirements placed on students. As a direct impact of this matter, ESP is primarily geared toward learners at the post-secondary level as well as the professional or commercial level. To ensure that students' talents are put to the best possible use, the educational resources that the students use to learn ESP have to be tailored to the requirements that students will face in the workplace. It involves doing a need analysis to determine whether or not instruction in the English language is required in the industry in which the students will be working.

Based on initial observation of the present study, the researchers viewed that the English learning materials for Islamic boarding school students have not yet matched their needs in the sphere of da'wah. The English course contents are more broadly connected to the English language. The course contents tend to be for general purposes, which does not fall under the English language competencies demanded for students at boarding school. Meanwhile, ready-to-use educational materials cannot meet the demands of ESP learners and are often not suited to the features, situations, and requirements of students. Therefore,

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competency-based learning in the field of da'wah must be established. This development is anticipated as a reference or foundation for constructing or assembling instructional materials or textbooks for Islamic boarding school pupils, particularly in lectures. In response to the results of the problem mentioned above, it is crucial to research a need analysis of learning English for particular objectives at the Islamic boarding school. The present study's findings will guide the following research phase: curriculum construction and ESP teaching materials creation.

This study analyzes the needs of ESP students at Islamic boarding schools. The participants with Da'wah purposes are those who study Da'wah and monotheism to study religious knowledge from all corners of the globe. They use English to connect orally and share knowledge with non-Arabic countries.

Numerous studies have examined the demands of non-English-speaking students majoring in vocational high school (Mahbub, 2022), ranging from economics (Widodo, 2016) to culinary studies and occupational studies (Ayutami et al., 2018). As a novelty, the innovative aspect of this present study is the analysis of student's requirements for the curriculum presented in Islamic boarding schools. It also means that the study tries to contribute the empirical evidence of scholarly publishing in the Industrial Revolution (IR) 4.0 or 5.0 (Turmudi, 2020). Therefore, the present investigation attempts to address two key questions:

1. What are the Islamic boarding school students' perceptions of the English learning materials to meet the students' needs of English speaking for *da'wah* Purposes? and
2. How do the Islamic boarding school students perceive the given English learning materials?

METHOD

Design

The present study explored the students' needs, deficits, gaps, and wants as valuable insights to develop a better curriculum in the future. The study conducted qualitative research with a descriptive qualitative technique to determine the material-related difficulties

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encountered by the students. Qualitative research enables researchers to investigate in-depth information (Creswell, 2015).

Participant

The present research was conducted in an Islamic Boarding School (IBS) in North Sumatra, Indonesia, during the even semester of 2022/2023, from August to November 2022. The population of this study comprised students in the eighth grade enrolled in English subjects at the present boarding school. Using purposive selection, the researchers chose twenty-five students as samples. There were 16 female and nine male students. The selection of the participants was carried out by looking at several criteria. First, eighth-grade students have been required to take part in the *Da'wah* program twice a week as the program of the present Islamic boarding school. Second, the students in grade eight already have better cognitive abilities to be trained in speaking English in a boarding school environment. Third, twenty-five students in grade 8 have applied experiential learning English in *Da'wah*. Then, students can provide more accurate and detailed information and comprehensive answers about their needs in learning English that focus on *Da'wah*.

Instrument

The present study used questionnaires and interviews to explore the students' needs and perceptions of learning English at an Islamic boarding school. The questionnaire is closed-ended and administered by WhatsApp application; respondents can directly pick responses. The questionnaire covered seven items: respondents' perceptions of English learning preferences, students' need for vocabulary mastery in order to speak English fluently, students' perceptions of the relevance of English material given to their *da'wah* learning needs, students' perceptions of the relevance of English material to the main topic of Hadith, and student's perceptions of the relevance of assignments learning with the main topic of the course. The questionnaire designed was presented in 5 Likert scales. Data analysis was carried out in a qualitative descriptive manner based on the outlined frequency graphs. The questions relate to students' needs and responses to English learning materials.

Data collection technique

This study used descriptive analysis in percentages to analyze the data. The approach for collecting data consisted of distributing questionnaires and conducting interviews on the

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requirements of ESP learners. Five students were voluntarily selected to be interviewed via chat and WhatsApp. The data were collected from the students in the eighth-grade junior high school. After learning English in a classroom under the teacher's direction during the semester's half, the researcher distributed questionnaires to gather data. Likert scale responses were provided as questions on a Google form. Students were then invited to supply more information with volunteers for the interview session with the teacher's assistance. Then, students volunteered to participate in chat interviews at predefined times after school. The interviews were set at students' convenience.

Data analysis technique

The researchers used a descriptive method to examine the data, including the proportion of each questionnaire item. The data seen through the proportion of representatives shows the results were relatively similar. Data analysis has three steps: data reduction, data display, and verification or conclusion. Those steps were adapted from scholars (Miles, M. B., Huberman, M. A., & Saldaña, 2014). Meanwhile, the outcomes of the text-based interviews were qualitatively examined, including an explanation of students' perceptions of students' needs analysis in learning English at an Islamic boarding school. The conclusion of the study was finally reached. Writing this article, citing references, used an offline automatic reference manager called "Mendeley Desktop" to secure in-text and reference lists (Turmudi, 2020).

RESULT AND DISCUSSION

Result

The current study seeks to answer the following questions: (1) What are the Islamic boarding school students' perceptions of the English learning materials to meet the students' needs of English speaking for *da'wah* Purposes? And, (2). How do the Islamic boarding school students' perceive the given English learning materials? Both instruments, questionnaires, and interviews resulted from different datasets, but they all support each other. In addition, the data findings are presented in the pie chart for the questionnaire, while the interview resulted from thematic datasets wrapped in sentences. The results are presented in the following data.

Table 1. *The points of students' needs for English material in Islamic boarding school*

No	Materials or Activities
1	English material must relate to the field of da'wah.
2	Memorizing vocabulary of the verse in the Quran and Hadith.
2	Spoken text relevance as English materials.
3	Islamic Material and Tabligh (Speech to improve their public speaking).
4	Activities with peers and practical activities such as discussions between friends in class.
5	Checking pronunciation and grammar in practicing sermons.

Islamic boarding school students' perceptions of the English learning materials to meet their needs of English speaking for Da'wah purpose

In this section, the researchers answered the first question regarding students' perceptions of needs analysis of the students of English speaking for *da'wah* in learning English at the Islamic boarding school. These findings include the responses of 25 students to the questionnaire given. The results of the present study are displayed in the form of diagrams and explained subsequently.

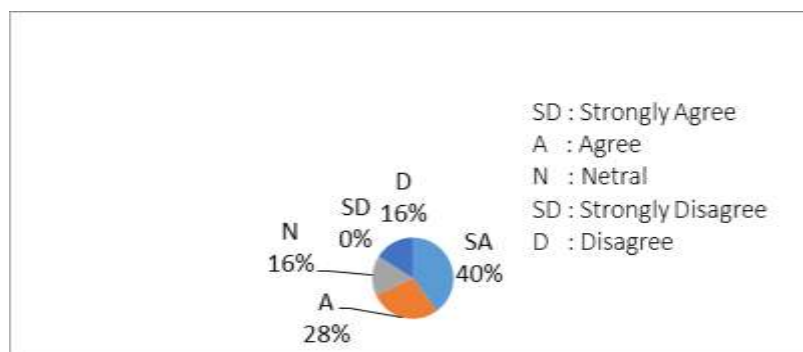


Figure 1. Students' preference of learning English

Based on the data obtained, it can be seen that 40% of students like learning English, 28% like English, 16% choose neutral, none disagree, and 16% strongly disagree. It is concluded that learning English needs to be done. Based on the students' answers to interview questions, exciting results showed that most of them liked learning English. It is reasonable because it is one of their needs to improve language competence in Islamic boarding schools and for professional purposes. However, although 16% disagree, it does not mean they are released from their responsibilities. It is imperative to modify their learning according to their

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needs. It is because students will be able to develop their attitudes toward introducing English courses according to the students' focus (Sikumbang & Dalimunthe, 2021).

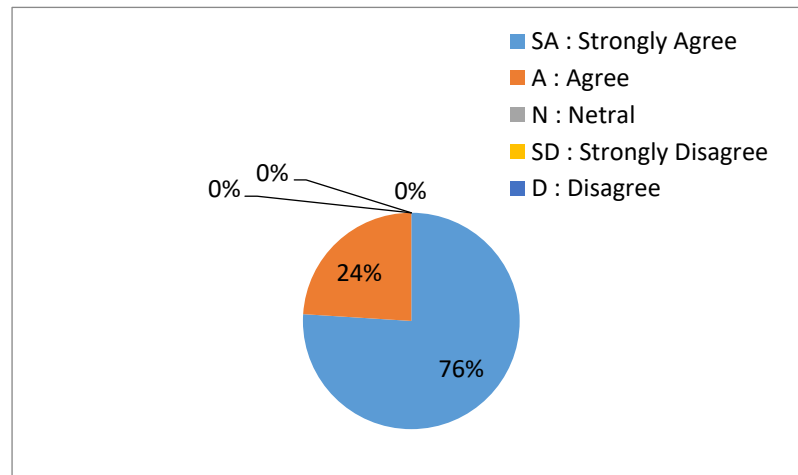


Figure 2. Students need vocabulary mastery to speak English fluently

From the second aspect above, it is clear that students need vocabulary related to *da'wah* to speak English fluently. The statement can prove this: 76% of students strongly agree, 24% of students agree, 0% of students are neutral, 0% of students strongly disagree, and 0% of students disagree with this statement, which means that they need vocabulary to facilitate speaking English. Thus, it can be concluded that vocabulary helps students improve their English proficiency.

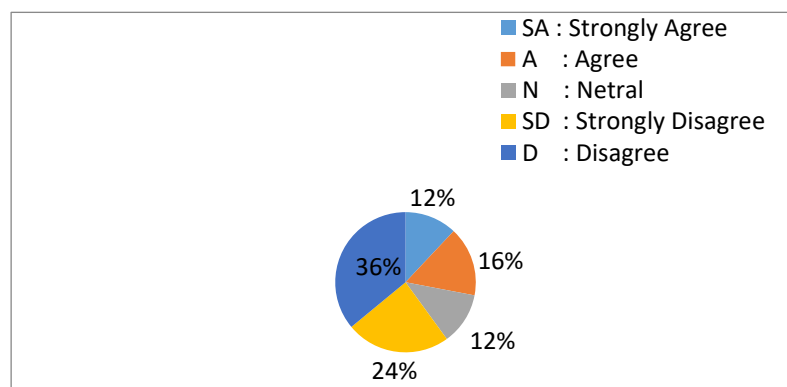


Figure 3. Students' perception of the relevance of the given English materials to their needs of Da'wah learn.

The English materials are not relevant to their need for *Da'wah* learning. Figure 3 shows that 36% of students disagree, and 24% strongly disagree that the material presented meets their needs. While 12% of students chose neutral, 16% agreed, and 12% strongly

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agreed. It indicates that few students believe the material meets their needs. As a result, it may be stated that learning English for specific purposes in grade eight still does not match the demands.

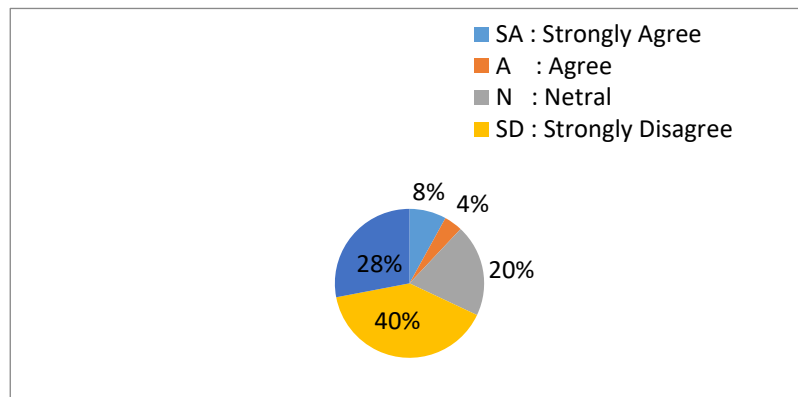


Figure 4. Students' perception of the relevance of English material to key topics of Hadith and Qur'an

Figure 4 shows that 40% strongly disagreed that English material related to Hadith and the Qur'an topics. The contrast was that 28% strongly agreed that English material related to Hadith and the Qur'an topics. The rest percentage are minors.

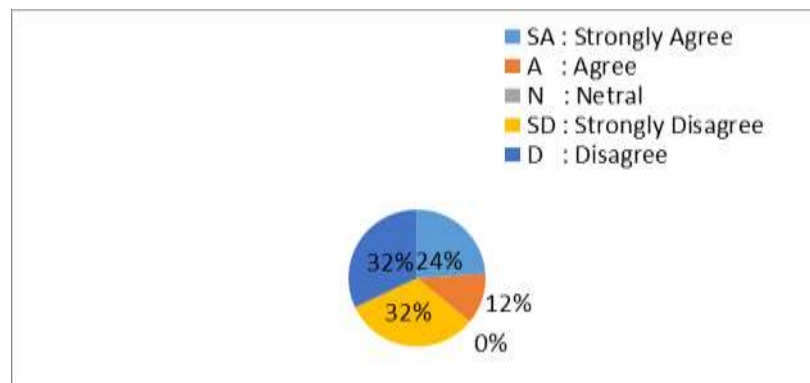


Figure 5. Students' perception of the relevance of the learning assignments to the main topics of the course

Figure 5 shows that 32% disagreed that learning assignments related to the main topics to the main topics of the course. The contrast was that 32% disagreed that learning assignments related to the main topics to the main topics of the course. Only 24 % strongly agreed on learning assignments related to the main topics to the main topics of the course. The rest percentage are minors.

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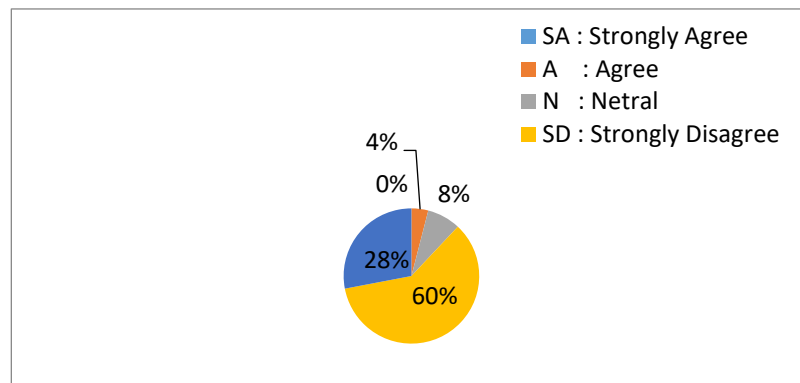


Figure 6. Students' perception of the relevance of the spoken text as English material

Based on the plurality of the responses, the result also showed that the material was not provided according to any predetermined requirements. It means that the material provided was too general. Figure 6 shows that the materials are unrelated to the Hadith and the *Qu'ran*. It can be proven that 28% of students disagree and 40% strongly disagree with the statements that the material being taught is related to the Qur'an and Hadith. While 4% of students agreed and 8% strongly agreed on the suitability of the English topic with the Qur'an and Hadith. In addition to the given assignments were not related to religious lectures, 32% of students disagreed, and 32% strongly agreed with the statement.

In contrast, 12% of students agreed with the statement. Similarly, the provided material is not in the form of speech. It can be seen that 28% of students disagreed and 60% strongly disagreed that in the above statement, the material is given in the form of speech text, 8% of students chose neutral, and 4% chose to agree.

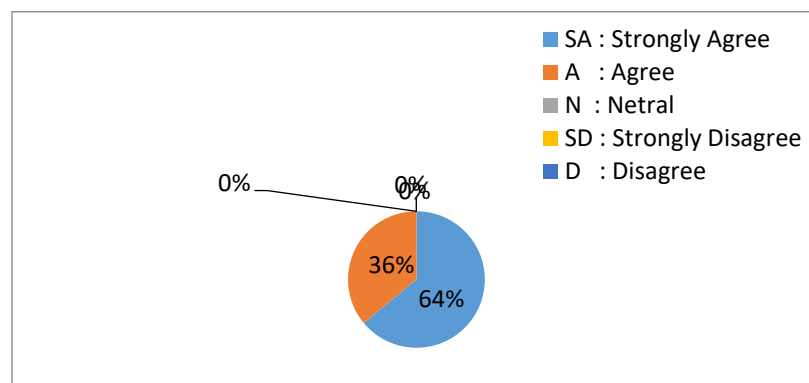


Figure 7. Students' perception of the importance of English to improve their Da'wah skill

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Furthermore, 60% of students disagreed, 40% strongly disagreed, 0% chose neutral, 0% agreed, and 0% strongly agreed. Moreover, for the last statement, English material in *Da'wah* is significant to be taught in Islamic boarding schools to improve their public speaking skills. Thus, the results of this questionnaire show that English language learning materials in Islamic boarding schools do not meet the learning needs of students. Thus, analyzing the English learning needs of students in Islamic boarding schools, especially in *Da'wah*, is necessary. In order to find out what students need, we explored further through their perceptions of the material needed to improve their English-speaking skills, as a particular skill for students of the Islamic boarding school.

The Islamic boarding school students perceive the given English learning materials.

Furthermore, in-depth interviews were conducted to obtain further and richer information regarding students' perceptions of their needs for English learning. Five students were voluntarily selected to be interviewed. The questions during the interview were related to what they needed from the learning and the materials to facilitate their English speaking skills, especially for *Da'wah*. The following data were taken to answer the second question. The interview chat with five students supports the finding.

Based on the results of the chat interviews, students said that the English material taught did not follow the propaganda material and the student's needs. Their needs include discussion with peers, practical activities such as discussions between friends in class, a fun learning process, material from books, and practice such as conversations with peers. Consequently, the students are less motivated to speak English. It can be shown in the students' statements in one interview chat.

I need practical activities such as discussions among friends in class or a fun learning process—not just monotonous material but practicing conversations with peers.(XX).

I need discussions with peers, practical activities such as discussions between friends in class or a fun learning process, material from books, and practice such as our conversations with peers.(XY).

While another student-informant said that their English materials are unrelated to *Da'wah*, being relevant to the field is critical as their main focus is improving their speaking and applying it in preaching. They also discuss the English materials and memorize the vocabulary of Islamic verse. Several aspects need to be fulfilled in the learning process, yet

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students said the material presented is too monotonous for the dorm room, bathroom, school, and kitchen vocabulary. Consequently, the learning process is less fun. The learning process should add activities of practicing, such as sermons, to enrich the new vocabulary and grammar. Besides that, teachers have to adapt English materials in *Da'wah* to improve students' speaking skills. Not only ordinary conversations the students practice in everyday life but also many texts related to the Hadith and the Qur'an they must read. Thus, English teachers at the Islamic boarding school must understand the science of religion and the English language.

Further, students' perceptions through the interview indicate that teachers do not pay sufficient attention to the learning methods required by students, resulting in a reduction in students' motivation. For instance, Figures 8 and 9 were one of the materials titled "Thing, Public Space". It can be seen that it does not contain elements of *Da'wah*. Generally, they learn the above materials in school, public spaces, animals, and others. Materials related to *Da'wah* content must be provided to the Pesantren community so that students are familiar with Islamic content and vocabulary in *Da'wah* and receive an introduction to English according to their needs. Thus, students can improve their skills in giving speeches, lectures, or *Da'wah* wrapped in English. Therefore, language must be adapted to their unique requirements as Islamic boarding school children.

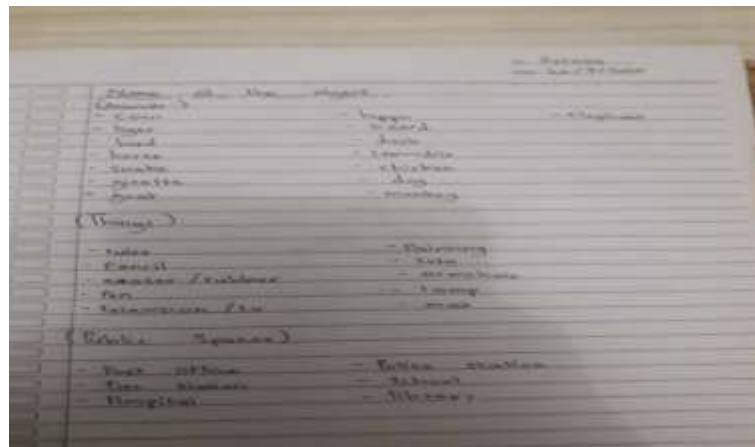


Figure 8. Students' assignments given at the Pesantren

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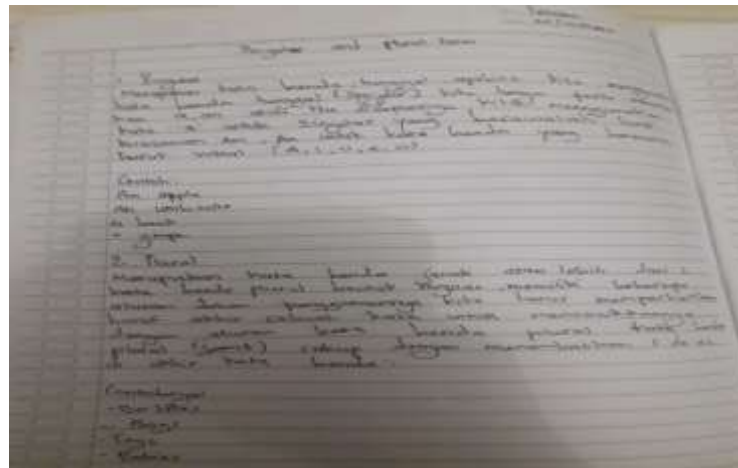


Figure 9. The Given English materials

Figure 9 also supports that English lessons in Islamic boarding schools generally contain basic vocabulary and materials, such as singular and plural nouns, without Islamic terms or specialized vocabulary. Figure 9 also shows the materials about the singular and plural nouns. Thus, it can be concluded that learning English in Islamic boarding schools still does not lead to academic goals. To conclude, there is no difference in the syllabus for learning English in public schools and Islamic boarding schools.

Discussion

The findings highlight what students from Islamic boarding schools require to learn English; they require material that is not only general but also related to the Qur'an and Hadith to add new vocabulary and improve their daily speaking skills. In addition, they also want a learning process that is not monotonous. They expect practices in *Da'wah* in learning English and competent teachers in teaching English in Islamic boarding schools. (Habizar, 2022) stated through his research that students stated grammar and tenses were not very important to them, yet having appropriate courses supported by speaking practices should be included in ESP courses to improve their English skills. Thus, students can focus more on vocabulary related to the work domains and their needs (e.g., *Qur'an* and Hadith). However, even though grammar is not the most crucial thing, listeners must understand what the speaker wants to convey, and they can speak English according to their needs at the Pesantren. Thus, the students can communicate well in English in their field of study and future jobs. English course designers should focus on topics related to English for *Da'wah* students that are

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relevant to their current situation and their target needs. This result aligns with what (2022) found that ESP learning focuses on specific materials students need.

In line with (Febriyanti, 2018), students and their needs are the most important factors in determining the process and direction of learning. Thus, the first aspect in determining affective needs is the course according to the student's context (Marcu, 2020). In addition, the English material found in every department or vocational school is still too general because each program has no distinction. Every program and vocational school has a different purpose in using English (Kamila, 2020). For instance, in dance majors, students will be more interested if the course is adapted to the theme of dance or articles related to dance, as well as *Da'wah*. Students will be happier if the course is adapted to *Da'wah*. Students do not experience boredom in learning since it is easy to understand the material, and the material and learning strategies are not monotonous. This is very important for every practical practitioner of English Specific Purposes to know, especially English language courses in Islamic boarding schools or vocational schools. Therefore, it is clear that students need to add knowledge in English for the benefit of *Da'wah* and their activities at Islamic boarding schools and for the prospect of their goals as Mujahids who contribute internationally by relying on English as a connecting language for them to preach. Students must seek knowledge from books for reference to acquire new vocabulary and integrate the contents of their lectures into English. Besides that, they can also write the contents of their lectures in English, which can be accessed throughout the world, so in addition to improving their speaking skills, their writing skills (Latif, 2019), especially in the field of *Da'wah* will also improve, of course, with verses of the *Qur'an* and *Hadith*, which are interpreted differently from English language use in general. Thus, proper and sufficient material is required so that English teachers, particularly in Islamic boarding schools, do not simply transfer knowledge to students. It aligns with scholars (Anjarwati et al., 2023), who state that learning strategies can focus on finding sound, grammar, vocabulary, listening comprehension, speaking, writing, and reading. In addition, a scholar (Pitt, 2010) reported that teachers can also do direct activities such as cognitive, memory, and enhancement strategies to improve students' speaking skills (Graham & Oxford, 1993a). Meanwhile, the students were more focused on the tasks in the book than on practices to improve their speaking. Even though they have done *Tabligh* (evening activities), i.e., lectures once a week. However, while learning English, they

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did not get any direct practice, even though giving speeches in English is the obligation of every student at the present Islamic boarding school. Due to the materials and learning processes that do not suit the needs of students, the result is that students are less motivated to speak English. Thus, it can be concluded that students need material more specifically related to religious learning in their English mastery. Similar to the results of a previous study (Warda & Dalimunthe, 2022), found in their research analyzing the needs of students majoring in Ushuluddin, the results showed that the skills that Ushuluddin students must master are speaking, reading, and writing. Then, English practitioners must formulate the materials for specific purposes (ESP) according to academic goals and work domains with fun learning. It is not much different from the present research that students must be encouraged with reading and listening skills to train and improve their speaking skills, especially those majoring in public speaking (*Da'wah*). In addition to increasing self-confidence, students will become more familiar with sound processing grammar and increase their vocabulary and listening comprehension (Graham & Oxford, 1993b). Therefore, teachers must adapt the subject matter and instructional techniques to meet the specific needs of the students. (Febriyanti, 2018)) stated that ESP has a unique character, namely the ability to modify or change depending on the learner's needs and the situation, thus enabling English learning to continue. Speaking, writing, reading, and listening skills are equally important language skills because these skills are integrated into learning English. Speaking is a productive skill that is sometimes considered to show the level of one's English ability. In speaking, sometimes students are less motivated to speak by themselves. Thus, with a learning strategy that encourages students to continue to practice speaking, students will be more trained and less awkward. The primary challenges foreign language learners encounter include shyness, anxiety, reluctance to communicate out of fear of making a mistake, being deemed foolish, or not being proficient due to their poor grasp of the language (Kamila, 2022). It is supported by the results of the present findings, which revealed that Islamic boarding school students have many difficulties in speaking due to a lack of vocabulary, bad pronunciation, poor grammar, and shame when making mistakes.

As graduates of the Islamic boarding school and prospective preachers, students from the Islamic boarding school are required to develop communication techniques, especially public speaking (Elbistomy, 2022). Students' goals in learning English, which prioritize

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speaking ability, are consistent with previous research. Therefore, learning objectives emphasize specific English knowledge that students will apply in their work (Warti, 2020). (Hartina, 2020) revealed that the pressure to improve students' speaking skills must be followed by listening, reading, and writing. Apart from practicing dialogue and studying trending issues, becoming a radio announcer news anchor is a fun learning activity for students and enhances the speaking skills of students majoring in communication. The strategies carried out by the teacher can be in the form of watching YouTube, advertising videos, English songs, and games to avoid boredom (Nurkhamidah, 2021). This strategy can be carried out in Islamic boarding schools by adjusting their needs to improve the participants' speaking skills. As prospective preachers, educators can provide speech exercises or listen to religious songs such as Maher Zain, Hasan Ali, Muhammad Ali, etc. Teachers can also provide videos of foreign preachers and ask students to take the essence. This activity can improve writing and vocabulary related to Hadith and the Quran (Hartina & Syahrir, 2021).

In this case, ESP refers to learning English oriented towards students' unique needs according to their field in an Islamic boarding school. In its approach, ESP focuses on the target situation, the student's need to communicate in English. This is what makes it different between ESP and general English. Thus, English for Islamic boarding school students must focus on aspects of Islamic material in English to develop students' speaking skills in Da'wah. ESP focuses on speaking fluency in the *Tabligh* room and classroom for Islamic boarding school students in the Da'wah context. As scholars (Javid, M. & Mohseni, 2020) stated, a certain level of language proficiency is required for learners to participate in content-related material actively.

Furthermore, (2013) stated that the ESP program does not require students to be top English students; instead, ESP is designed for those who can use English as a learning medium. Therefore, the learner's needs must be identified to analyze the target situation. (2018) defined needs analysis as a method for getting a description or picture of the needs of learners or a group of learners.

This analysis shows weaknesses and deficiencies in ESP practices at the Islamic boarding school. Thus, based on the findings above, teachers and other interested parties can select the next stage: creating a curriculum. In the Da'wah course, it is crucial to examine the lesson plan that best meets the needs of the students. Numerous elements must be kept in

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mind, including the distinct features of the demands of each student, learning objectives, learning styles, motivation, and learning aspirations that are not the same. As Hossain (2013) said, ESP language teachers' role is limited to teaching and imparting knowledge or skills related to the language and motivating their students. It turns out that persistent stimulation by ESP teachers has a significant function in the academic growth of ESP students, such that they can raise their interest and desire to study. This motivation lets students focus on their efforts and activities to achieve particular aims.

CONCLUSION AND IMPLICATION

Conclusion

Based on the results of the present study, it can be concluded that the needs of learners of English are not fully met. It can be seen that there is an imbalance between the needs of students and what has been prepared for learning English at the Boarding School. The content of teaching materials, English skills, and the learning process is still monotonous and unsatisfactory. In addition, this study explores the analysis of students' needs based on the results of their perceptions.

Secondly, students in Islamic boarding schools need a learning environment that can support them to improve their speaking skills during preaching and in daily conversation at the boarding school. This research can be implemented and used as an evaluation to update ESP materials, syllabus, and teaching, especially for Islamic boarding schools that use two languages by following a curriculum that develops based on the needs and desires of students. This data can be used as a reference in making and developing an English lesson plan for Islamic boarding school students. Needs analysis is not only the initial process of ESP development but can also be used to evaluate the ongoing process.

Limitation

However, this present study has several limitations. First, the data acquired came from questionnaires and interviews based on student perceptions; hence, the research data could be skewed. In the future, quantitative methodologies could be used to triangulate qualitative data. Second, this study excludes experts from validating the data acquired so that future inventions might use it. Nonetheless, the findings of this study widen the scope of future research to provide a critical perspective on ESP research. Practically, teachers can change material

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aspects or learning methodologies based on the needs of students and schools to produce a good quality ESP in the Boarding School.

Implication

Providing study on Needs Analysis of Learning English: *What are The Student Voices From Islamic Boarding School?* Follow student needs and learning objectives to improve the curriculum, learning models, and student learning methods. Schools offer specialized ESP instruction. Considering the students' demands, the teaching materials, the learning process, and English language proficiency are the beginning points for the ESP learning process. Additionally, by participating in ESP learning activities, particularly for Islamic boarding school students in the field of *Da'wah*, this research has become a bridge for every teacher in Islamic boarding schools to explore updated information for students' needs, allowing the findings to support them both academically and in matters of a professional nature.

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