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THE ANALYSIS OF ENGLISH REQUIREMENT FOR SHARIAH ECONOMIC STUDENTS

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ABSTRACT

The aim of this study to determine the analysis of English needs for shariah economic department. Based on the objectives of students who focus on analyze targets and learning requirement. The subjects of this study were students of the Department of Islamic Economics STAI Diponegoro Tulungagung. The method in this research uses qualitative methods. Data collection methods were obtained from questionnaires, interviews, and documentation. The results of the study in the form of a target analysis show that the goal of learning English for students in Islamic economics department be able to communicate using English actively. The results of the analysis of learning needs obtained are students needed the ability to speak directly and communicatively in order to prepare themselves to meet the demands of their profession in the future. It is shows that the desires of speaking students' ability (speaking) it is very accordance with the needs of the job market which requires the ability to communicate in English well. The results of this reference are expected to be a reference for preparing syllabus and learning material.

Keywords: *Needs Analysis, Learning Needs, English.*

BACKGROUND

Studying English is an important asset for vocational students to answer challenges in their professional world. English is a compulsory subject that must be attended by all students from various majors or study programs. English courses are focused on developing English language skills in understanding material, and verbal communication skills. This is due to the importance of the role of English in the international world in general and the world of work in general, the position of higher education is as a generation of the nation's generation, labor printer, where English is an important prerequisite for someone in facing work competition and will determine one's career development. That is the reason for the importance of mastering English for the next generation of prospective workers. Thus it is the obligation of universities to equip their graduates with adequate English language skills so they are able to compete in the job market and even internationally. This is in line with the opinion of Aini (2016) which states that the institution is obliged to direct students to meet their competencies in order to compete in the world of work. Entering the world of

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work, English language skills are needed when communicating or socializing in companies accustomed to using English. It shows how important the role of English in the job market.

English in the economic department has a more difficult term compared to English in other majors because it has certain vocations. Besides that for variations in the form of the English term in the department of economics is very complex and requires special understanding because it is related to the application in the world of work. Based on the above statement, mastery of English for economics majors is very important, even mastery of English can be used as the key to success in the world of work. That should be the focus of providing English language learning patterns in the economics majors that are appropriate and needed in the world of work so that it can be applied and felt its benefits optimally. The role of lecturers is certainly very important to facilitate students in obtaining adequate English language skills.

Related to this problem, the lecturer asked to design learning materials based on the needs of students. They must meet the demands of the real-world learners effectively. It shows how important it is to conduct a needs analysis to find out the needs of teaching materials and materials that are truly in accordance with the needs of students (Ali & Salih, 2013). As revealed by Frenedo (2012) that the main part of the work of a teacher is to collect and analyze a lot of information to ensure that our teaching can run effectively and efficiently. When we analyzed some requirement correctly, it means that we have analyzed some requirement properly, and the teaching learning process appropriate with the students' needs. Conversely, when we get a wrong analysis it is means our teaching learning process does not match. This is why needs analysis is a professional skill for teachers (frenedo, 2012). In line with this Haque (2014) also believes that by analyzing needs we can determine learning objectives, guide the selection of teaching content, modify syllabus, methodology, and learning approaches. Needs analysis is the foundation for developing curriculum content, teaching materials and teaching methods that can increase students' motivation and success (Otilia, 2015). Boroujeni and Fard (2013) concluded that conducting a need analysis can help find out if the program fits the goals and objectives of learners to learn a language and at the same time be used to help improve the various components of programs that more oriented to the needs of students. Furthermore they also argue that the need analysis can also

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help in evaluating existing programs and if found the weakness, it can help the needs of students.

Based on the literature above, the needs analysis has a very important role even as a key in teaching because through needs analysis, educators, students, teaching materials, teaching procedures, all can be connected into a harmonious whole to improve the learning process of students. Therefore, researchers are motivated to analyze the needs of English courses for students majoring in Islamic economics. This research is the initial stage of a series of studies for the future.

RESEARCH METHODS

The type of this research is qualitative research, the subject of this study are second semester of Islamic Economics department students of STAI Diponegoro Tulungagung.

Research Location

This research took place in the Shariah Economics department Class B, 2nd floor, Central Campus of STAI Diponegoro Tulungagung, at Jl. R.A Kartini No.47, Kampungdalem Kec. Tulungagung, Tulungagung Regency, East Java 66219.

Data Collection Technique

Data collection techniques in this study were interviews, questionnaires, and documentation. Questionnaire/ questionnaire contain a set of questions or statements that are written and given to students. The documentation method used is data that is a list of students, notes from the study program about learning, input from students, and the purpose of teaching English in the study program or majoring in economics. Interview technique is done by collecting input in the form of a number of oral questions and answered verbally and answered verbally as well as face to face relationships for confirmation and crosschecks for lecturers and also for students based on data that has been obtained in the two ways mentioned above.

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Data Analysis Technique

There are two steps in analyzing data, namely: Descriptive analysis and qualitative analysis of opinions, suggestions, criticism from students submitted in writing. In the analysis described the needs analysis based on the recapitulation of the results of the questionnaire.

RESULTS AND DISCUSSION

Based on the results of data collection for second semester of economics students show that English is a very important thing to be mastered. It is related to the needs and goals of students in following the process of learning or lectures in English. 90% of students in economics department loved English learning and teaching processes because they have intrinsic motivation from themselves. In addition, books or modules used in the learning process in English learning are very important to facilitate the process of learning English in the class. The book or module packaged in general form, it was not in English specifically of economic department. Based on the results of questionnaires, books or modules that are appropriate to the students of economic programs were books that containing English specific purposes and books related to TOEFL material. That is because ESP English Specific Purposes material for Shariah Economics and TOEFL material are considered very important material for them in the world of work, considering that TOEFL is a condition that is often imposed when an agency opens a job vacancy, where the stages of the TOEFL test start from Listening, Grammar, and Reading is difficult according to them. To pass the TOEFL test is not an easy thing with the score criteria that must be achieved. Therefore, be a mastery of TOEFL is very important.

The students' goal of learning English was important. The background of students learning English was world of work. Next is the goal of mastering English skills such as Listening (listening), speaking (speaking), reading (reading), writing (writing) are the second priority. Mastery of English language skills was a basic as well as a foundation that must be mastered in English communication. Of the four skills, speaking skill (speaking English) is a priority skill that students must master more deeply. Students assume that speaking was the most difficult skill compared to other skills or abilities. Because it includes

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the mastery of vocabulary, grammar, pronunciation, content, performance and others.

English language needs must be supported by a communication approach that wants to be applied to improve English language skills. Achievement of learning outcomes is very dependent on the approach/ learning method. From the questionnaire items relating to the approach to improve English language skills, it was found that the communication approach / strategy was really needed by students. Communication in English demands routine continuity in speaking practice. Furthermore speaking in communication was the most crucial thing that must be learned and mastered, then based on the results of interviews with students of economic studies obtained the conclusion that the tens or discussion to be mastered is a job interview and TOEFL.

Based on the findings above, although in general English can be categorized into 2 broad categories, namely (1) learning English to prepare for lectures and (2) to prepare themselves in facing workplace competition. To prepare for competition in the world of work students feel they have the ability and are more or less able to master the material related to job interviews as a provision in finding work. That is because students consider that the interview is very crucial when entering the workforce. Mastery of the use of English in job interviews makes scores or points higher so that there is a high likelihood that it will be accepted at the institution with the authority. While on the side of the competition in the work world students feel the need to prepare themselves mastering English fluently, especially in the ability to communicate orally or speaking.

The aim of learning English for students of Islamic study programs or majors is to orientate in preparing the requirements as a provision to enter the workforce, students emphasize the importance of improving speaking skills as one of the main targets in learning English, which is then followed with other skills such as writing, reading, listening skills.

CONCLUSION

Based on the research results, the analysis target and student shows that students need the ability to speak fluently and communicatively in order to prepare themselves meet the demands of their profession in the future. Thus the learning of English in students of sharia economics department in the future must consider the needs of students, so that the

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fulfillment of student competencies can be achieved through the learning process in the classroom based on the needs of students, learning goals and objectives.

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