

A Learning Need Analysis in English Speaking Program for Students of Pondok Tahfidz Al-Qur'an

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ABSTRACT

This research aimed to answer the question of research: What were the students' learning needs in the English Speaking Program at Pondok Tahfidz Al-Qur'an Al-Hudzaifiyyah? To answer the research question, survey research was employed. The research instruments were questionnaires and interview guidelines. The data were explained in the description form. The research participants were 20 students at Pondok Tahfidz Al-Qur'an Al-Hudzaifiyyah Kolaka, who were the respondents for the questionnaire, and five students were chosen as the respondents for the interview. The result showed that they needed to speak English in a religious context, but the problem was that their speaking skills were still weak. Secondly, the learning needs of the students in learning English were materials that provided vocabulary related to Islamic studies, conversation exercises regarding religious activities, and English grammar, which is suitable for their speaking level.

Keywords: Learning Need, English Speaking Program, and Pondok Tahfidz

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INTRODUCTION

Language has a vital role in learners' intellectual, social, and emotional growth, which supports their success in all educational subjects during the teaching-learning process. Munziyati (2011) stated that Language learning helps students communicate their thoughts and ideas, participate in society, and find and use their analytical and creative abilities. One of the languages was the English language.

Currently, English is studied by many people worldwide, even people who specifically do not learn languages for academics, such as technology, law, religion, and others (Latif, 2019). English is used in several sectors as an auxiliary tool for learning, such as to enhance comprehension as a result of the large number of English-language literary translations. In addition, English is also intended as a tool for communication in many professional settings when learners from various disciplines have graduated.

Santri, or students at Pondok Tahfidzhul Qur'an, are Islamic learners at an informal Islamic Boarding School focused on memorizing the Qur'an. Students in Pondok Tahfidzh needed English. Those who are proficient in English can compete for more than ordinary students. They must be able to communicate in English both in oral and written channels. The students must be able to speak English fluently. Since *Pondok Pesantren* students are expected to become scholars in the future, knowing English will be extremely important to them.

Additionally, because of the present technological advancements, Islamic scholars must also be able to obtain materials from English literature, which means that students

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should study Islamic religious literature in English too. Thus, they would become good people for their world and hereafter. This is due to the primary purpose of Pondok Tahfidz in the education sector. Setiawan (2020) stated that the goal of education in Pondok Tahfidz is in line with the functions of Islamic education. One of them is to cultivate the morals of human beings in order to preserve harmony, fraternity, and salvation. Based on the interview with one of the staff at this Pondok, it was found out that students at Pondok Tahfidzhul Qur'an Al-Hudzaifiyyah were actively participating in the Musabaqah Tilawatil Qur'an (MTQ) competition. The competition in MTQ was not only about memorizing Al-Qur'an, but it also covered Tilawil Qur'an and Tafsir Al-Qur'an. The Qur'an Tafsir Competition consisted of Tafsir Qur'an in Bahasa, Tafsir Qur'an in Arabic, and Tafsir Qur'an in English. Tafsir Qur'an is to translate and to explain the meaning of the Qur'an orally. Some of the students from Pondok Tahfidz Al-Qur'an Al-Hudzaifiyyah took part in Tafsir Al-Qur'an in the English Language Competition. It means that the students need to learn English speaking skills. In addition, there are some problems in Pondok Tahfidz Al-Qur'an Al-Hudzaifiyyah. First, Pondok Tahfidz Al-Qur'an Al-Hudzaifiyyah did not provide a program to cover English learning to improve students' ability to learn English, especially to improve their speaking skills. Speaking skills is needed for students in *Pondok*. Secondly, the speaking skills of the students were still lacking. Related to the students' problems, *Pondok tahfidz* students need a special program to cover English-specific purposes for the students, and the program must be related to their background as Islamic students.

The English Speaking Program will be designed as an extracurricular activity for the students in Pondok Tahfidzh Al-Qur'an Al-Hudzaifiyyah. The English speaking program is an extracurricular activity that would help students improve their proficiency in English, especially their speaking skills or ability. Another problem was that the teacher did not yet know what the appropriate material, activity, and syllabus looked like.

Before arranging an English course design, a teacher needs to be aware of the condition of their students since it affects the unique English language requirements that the students must meet, like knowledge, competence, and abilities. There was a need for concentrated language learning that adhered to the discipline of the learners because teaching and learning English without taking this into account would be useless. Therefore, a learning need analysis for a speaking program in this *pondok* is necessary.

Teachers must be able to adjust to the needs of students in learning English. What students needed was included in learning speaking materials. Learning would be effective if the teacher could adjust to the wishes of students. A learning need analysis was needed to provide the appropriate needs for students. The learning needs analysis holds essential data for educators to make the right decisions. Richards & Rodgers (2001) state that Need Analysis was needed to gather information about what was needed for students to learn a language. Widodo (2017) also stated that need analysis is an essential part of curriculum development in educational programs. It comes up with lesson planning, syllabus design, materials development and evaluation, instructional design, and assessment. It can be said that a need analysis is basic in English as Specific Purposes (ESP). This was the reason the researchers investigated whether the students' needs in learning English were very important for students in Islamic Boarding Schools.

From the explanation above, the researchers emphasized this research on the learning need analysis of students in the English Speaking Program at Pondok Tahfidz Qur'an Al-Hudzaifiyyah. There are some ways to identify the students' needs by analyzing their learning needs (Hutchinson & Waters, 1987). To do this research, the researchers only focused on the learning needs of the students and formulated the research question as follows: 'What are the learning needs of the students in the English Speaking Program at Pondok Tahfidz Al-Qur'an Al-Hudzaifiyyah?'

METHOD

To gather the data, the researchers employed a survey study using a questionnaire and interview guidelines as the instruments of the study (Groves et al., 2009). The questionnaire was distributed to 20 students, and the interview was administered to 5 students. The questionnaire was organized into two parts. The first part consisted of students' demography, while the second part consisted of the questions about the learning needs of the students with 9 item questions under five sub-headings.

The learning needs analysis of this research was conducted on October 4th, 2021, at Pondok Tahfidz Qur'an Al-Hudzaifiyyah Kolaka, Southeast Sulawesi. The learning needs analysis questionnaire was administered in order to find out the learning needs that need to be considered in drawing the syllabus for the English Speaking Program and also the learning materials in the future. The questionnaire was distributed to students at various levels. After that, the questionnaire was analyzed by using percentages on the chosen items on the questionnaire. Then, the researchers sorted the questionnaires of the students in order to interview them regarding their needs to learn to speak English based on their answers to the questionnaires. Five students were interviewed on different occasions. The researchers chose the students as respondents for the interview based on the level of their Qur'an memorization and also their experience with the tafsir Qur'an competition, where three students finished their Qur'an memorization (30 juz), is in the senior high school and ever joined tafsir Qur'an competition, and one student has finished his Qur'an memorization (30 juz) and is in the junior high school but never joined tafsir Qur'an competition. One student has memorized 15 juz of her Qur'an and is in senior high school and never joined the tafsir Qur'an competition. Those five students can represent all students' backgrounds in the class.

FINDINGS AND DISCUSSION

What students need to do in order to learn is referred to as their learning needs. The knowledge and skills needed to accomplish the goal can also be referred to as the learning needs. The input, procedure, setting, teacher's roles, and learners' roles are components of the learning needs. The detailed findings of each component of learning needs are presented in detail as follows.

Findings

1) Input

Inputs refer to the types of materials that will be used by learners in learning English. The data below provide the description of the desired inputs of the English-speaking program at Pondok Tahfidz Al-Qur'an Al-Hudzaifiyyah Kolaka.

Table 1. Input

The English materials that I need in this English program are materials which could.....	N	F	(%)
a. Provide vocabulary according to our needs (<i>da'wah</i>)	20	17	85
b. Give students conversation exercises regarding religious activities	20	17	85
c. Provide grammar according to our needs in speaking	20	15	75
d. Provide the correct way of pronouncing vocabulary	20	15	75
e. Provide vocabulary words related to the tafsir Qur'an competition	20	17	85

According to the results of Table 1 above, the top three highest choices were 1) providing vocabulary according to the needs of learners, 2) giving students conversation exercises regarding religious activities, and 3) providing vocabulary words related to tafsir Qur'an competition with 85% of respondents respectively. Speaking was really needed for *da'wah* (sermon) because most of the ustadz in Islam deliver *da'wah* using speaking. As inputs, students' needs are reading vocabulary correctly, providing vocabulary according to their needs, using grammar for speaking, and using vocabulary words in the mushaf of the Quran. That also helps them to join the English Tafsir competition. This was in line with one of the students' statements in the following transcript.

"...In the branch of Qur'anic commentary. First, participants were asked to interpret the vocabulary one by one in the verse determined by the jury. Second, participants were asked to interpret one verse in a sentence. After that, participants were asked to explain the interpretation and its *asbabun nuzul*..."

(Appendix/Interview Transcript/NFS/B.12)

2) Procedures

Learners had to follow procedures in order to produce output from input. The procedures are made up of different tasks that students need to complete. The researchers used speaking skill exercises in this study. The researchers then offered some subskill activities, like vocabulary, pronunciation, and grammar exercises, to help with those skills. The outcomes of each subskill are shown below.

Table 2. Types of Speaking Activities

What type of speaking activity do you want in this English program?	N	F	(%)
a. Memorizing vocabulary	20	12	60
b. Conversation with friends	20	10	50
c. Practicing dialogue/conversation	20	12	60
d. Discussing a specific topic (discussion)	20	4	20
e. Discuss about daily activities	20	4	20
f. Role play/ drama (monologue)	20	10	50
g. Playing a game	20	3	15
h. Storytelling	20	3	15
i. Practice speaking in front of friends (speech)	20	10	50

Based on the results of Table 2 above, most of the students preferred speaking activity in this program, i.e., Memorizing vocabulary (chosen by 12 students or 60%). Second, they chose to have conversations with friends (chosen by ten students or 50 %). The third was practicing dialogue/Conversation (chosen by 12 students or 60 %). The fourth was role play/drama (chosen by ten students or 50 %). The fifth was speech (chosen by 12 students or 60 %). The reason of the student to choose these activities is that they need it for their study. This was in line with one of the student's interviews in the following transcript.

"I think memorizing vocabulary is necessary because we can't talk if we don't have vocabulary, Mam... continue the Conversation to help us practice it. Even though we memorize a lot of vocabulary, if we don't practice it, it's a waste, Mam. Drama is unique. Especially since we have a dorm, we like it for events, and finally, speech can stimulate us in The world of da'wah, especially if we use English. It's definitely cool..."

(Appendix/Interview Transcript/SA/A.8)

Table 3. Vocabulary Focus Activities

What activities would you like to do to help you learn vocabulary?	N	F	(%)
a. Memorizing vocabulary related to da'wah	20	17	85
b. Grouping similar words	20	3	15
c. Completing the gap text with the available vocabulary	20	3	15
d. Finding equivalents (synonyms) and opposites (antonyms)	20	5	25
e. Identifying types of words	20	5	25
f. Spelling words accurately	20	17	75

According to the results of Table 3 above, most of the students preferred activities to learn vocabulary, in which 85% of respondents chose to memorize vocabulary related to *da'wah*. The second, 75% of respondents chose to spell words well. This was in line with one of the student's interviews in the following transcript.

"...In my opinion, memorizing is more effective, especially since we are used to memorizing vocabulary related to our education, namely da'wah and increasing the activity of pronouncing words correctly..."

(Appendix/Interview Transcript/SA/A.22)

Table 4. Pronunciation Focus Activities

What kind of pronunciation activities do you want?	N	F	(%)
a. Pronouncing words/sentences with correct intonation	20	17	85
b. Identifying the pronunciation (pronunciation) of a word correctly	20	3	15
c. Pronouncing words, phrases, and sentences correctly	20	3	15
d. Paying attention to stress (stressing) in the pronunciation of words	20	16	80
e. Imitating native speakers by listening to recordings	20	16	80

According to the results of Table 4 above, most of the students preferred types of pronunciation activities as follows. Firstly, pronouncing words/sentences with correct intonation was chosen by 17 students, or 85%. The Second is paying attention to stress (stressing) in the pronunciation of words (chosen by 16 students or 80%). The third is imitating native speakers by listening to the recordings (chosen by 16 students or 80%). This was in line with one of the student's interviews in the following transcript.

"...I think that pronunciation is good, we are taught how to call it (intonation) and also listen to the native speaker so that there is something that stimulates sis..."

(Appendix/Interview Transcript/SA/A.24)

Table 5. Grammar Focus Activities

In the English program, what activities would you like to do to help you learn English grammar?	N	F	(%)
a. Memorize formulas to compose sentences	20	17	85
b. Identifying the wrong part of a sentence	20	3	15
c. Complete the gap text with correct grammar	20	3	15
d. Practicing speaking activities by paying attention to correct grammar	20	16	80
e. Playing language games	20	3	15

According to the results of Table 5 above, most of the students preferred activities to improve their grammar, which was first, Memorizing formulas to compose sentences 85% of respondents. This pondok is identical to memorizing; thus, many of them chose to memorize the formula of the sentences, such as the simple present, past, modal, etc. Also, most of them chose to practice speaking activities by paying attention to correct grammar (chosen by 16 students or 80%). This was in line with one of the student's interviews in the following transcript.

"...In my opinion, there is something called simple present, past, etc., in grammar lessons. I think it needs to be memorized and put into practice..."

(Appendix/Interview Transcript/NFS/ B.34)

3. Setting

It is helpful to distinguish between environment and mode when it deals with settings. The real setting in which learning occurs is referred to as the environment. It could be a self-access center, a multi-media language laboratory, a language community class, a workplace, or a conventional classroom in a school or language center. It addresses whether the assignment should be completed entirely or in part outside of the classroom. On the other hand, learning mode describes the learner's approach, which can be either group or individual.

Table 6. Environment

What setting of English program activities do you want?	N	F	(%)
a. In the classroom with the same seating arrangement as usual	20	17	85
b. In a classroom with a varied and attractive seating arrangement	20	5	25
c. Sometimes outside the classroom, which is still in the school area	20	17	85

According to the results of Table 6 above, most of the students preferred the setting of the English program activity, was 85% choosing in the classroom with the same seating arrangement as usual. Based on the interview, the students said that they prefer the usual setting, like another classroom. Also, 85% of the students choose sometimes outside the classroom, which is still located in the school area. This was in line with one of the student's interview transcripts in the following transcript.

"....According to me, like at my friends' cottage in Gontor, sometimes they study in class to learn grammar and outside school for practice. And I don't think it bores us..."

(Appendix/Interview Transcript/NFS/B.38)

Table 7. Learning Mode

The Question	Items	N	F	(%)
When doing assignments in the English program, your favorite setting is....	a. Doing tasks individually	20	15	75
	b. Doing assignments in pairs	20	16	80
	c. Doing assignments in groups	20	18	90

Table 7 above shows the settings preferred by the students when carrying out the tasks. It was revealed that 75% of the students wanted to do tasks individually. Meanwhile, 80% of the students wanted to do assignments in pairs. The last was that 90% of the students wanted to do assignments in groups. These various choices from respondents were dependent on the types of assignments they had. This can be seen in the student's interview transcript, which is as follows:

"...There are various kinds of assignments; sometimes, for example, in grammar, we want to work alone. When it comes to conversations, we want two people, and for example, drama, we prefer groups. ..."

(Appendix/Interview Transcript/SA/A.36)

4. Teachers' Roles

Teachers' roles refer to the types of duties of teachers that are expected by students during the learning process. The following table presents the results of the questionnaire, which asked about the desired teachers' roles of the students in English speaking program at Pondok Tahfidz al-qur'an Al-Hudzaifiyah Kolaka.

Table 8. Teacher Role

In the learning process in English Program activities, an English teacher should	N	F	(%)
a. be an organizer, directing the activities that will be carried out by students.	20	5	25
b. be a facilitator, providing facilities that allow the ease of student learning activities and create a pleasant learning environment.	20	18	90
c. be a motivator, encouraging students to be passionate and active in learning.	20	18	90
d. be an observer, observing the learning development of students.	20	0	0
e. be a model, teacher as a good example for students	20	18	90
f. provide information to students	20	5	25
g. create communicative teaching	20	18	90
h. explain the tasks that will be done by students	20	5	25
i. observe students' achievement in learning English	20	5	25
j. give students the opportunity to ask and answer questions	20	5	25
k. provide feedback	20	5	25

From Table 8 above, the highest scores for the respondents' choice were 90%. They were distributed to teachers' roles as facilitators, motivators, good language models, and also communicative teaching makers. It was shown that 90% of the students prefer the teacher to be a facilitator, providing facilities that allow the ease of student learning activities, creating a pleasant learning environment. In addition, they also wanted teachers to be motivators. Teachers should be able to encourage students to be passionate and active in learning. In other words, students expect teachers to be their mentors during the learning process. Lastly, the expected roles of teachers in the program were that teachers should teach with communicative teaching. This was in line with one of the student's interviews in the following transcript.

"...I think it's a teacher who can facilitate us in learning, Sis. Prepares good subjects for us and also always motivates us..."

5. Learners' Roles

Learners' roles refer to what students need to do in the classroom. The following table shows the preferred role of the students in the learning process.

Table 9. Learners' Roles

What roles do you want during the learning process at the English program activities?	N	F	(%)
a. Active learners (students interact actively in the learning process)	20	10	50
b. Listeners and performers in class	20	5	25
c. Students who listen to the teacher's explanation and carry out the teacher's instructions	20	10	50
d. Creative learners who can organize information to solve problems	20	5	25

Table 9 above shows that there were fifty percent of the students who wanted to be active learners (students interact actively during the learning process). This means that the students wanted more opportunities to take part in most of the activities in the classroom. The activities that are suitable for these roles are answering questions about a text, discussing a given topic, and finding the main ideas in a reading text. The second tendency of the learner was to listen to the teacher's explanation. This was chosen by 50% of the learners. It means that they wanted to be good listeners. Based on the interview, they said if they like speaking, they need to be more active, but if they study grammar, they want to be listeners. This was in line with one of the student's statements in the following transcript.

"...I think we should be active and always listen to what our teacher explains later..."

(Appendix/Interview Transcript/SA/A.42)

Discussion

Based on the findings, it was found that there were some students who needed to learn English at Pondok Tahfidz Al-Qur'an Al-Hudzaifiyyah. To make these findings more relevant and to answer the question of this research, the researchers only focused on discussing the specific questions in questionnaires or interviews with the students at Pondok Tahfidz Al-Qur'an Al-Hudzaifiyyah.

Learning needs means what the learners need to do in order to maximize the learning outcome. The learning needs can also be known as the knowledge and abilities that students should possess in order to achieve the target. The learning needs consisted of input, procedure, setting, and teacher and learners' roles. Here is a detailed discussion of each component.

The first one is input. Input refers to the types of materials that will be used by the students in learning English. Input can be any spoken, written, or visual data that students should deal with during the class. Input is the materials or media provided by teachers to make students easy to understand the materials that have been taught. Based on the questionnaire, the English material that they need in the English program consists of (1) Material that provides vocabulary according to their needs (da'wah). From the interview, one of the students said that in joining a competition, the first step is to translate one ayah into English that has been given by an adjudicator so that way the material given to the students must related to their da'wah for example, how to say in English *Ibadah, dosa, Pahala* and etc. (2) They need conversation exercises regarding religious activities. One of the students said that the students need a conversation that can be used in pondok area. Students in Pondok Tahfidz have to use polite language. So, the material that will be given to them will be formal and polite language. For example, words of pardon sir, excuse me, etc. (3) Provide grammar according to our needs in speaking. Many students are afraid to speak because they think hard about grammar. At this point, the grammar that was given to them was just for grammar for speaking. (4) The material provides the correct way to read vocabulary. In this case, the students request that the teacher give them material about how

to read the vocabulary correctly. (5) The material provides vocabulary words in the Qur'an. Based on the interview, one of the students said that if they join the Tafsir Qur'an competition, the judicator will ask the participant to translate words from Arabic to English. From the discussion above, the researchers conclude that students need English for da'wah. Teaching with good material that is suitable for students will make the subject useful. This is in line with Far & Pattiasina (2021), who promote the idea that learning resources help students achieve their learning goals. Additionally, it is possible to view English learning materials as a means of exposing students to the language in use, which will aid in their development of a higher level of English proficiency.

The Second was procedures. Procedures were what learners should do to derive output from input. Procedures consist of a set of activities that are done by learners. In this research, the researchers focused on speaking skill activities. Based on the questionnaire and interview, speaking activities that students prefer are memorizing vocabulary, practicing dialogue/conversation, roleplaying/drama (monologue), and practicing speaking in front of friends (speech). In learning English, it is good if the teacher provides many kinds of activities so the students will not be bored in the speaking program. This was supported by Razi et al. (2021). They argued that the goals of teaching speaking should improve students' communicative skills. Because of those skills, students are able to express themselves and learn how to apply both the social and cultural norms that are relevant in every communication situation. Some speaking exercises must be included in order to teach second language learners how to speak as effectively as possible.

Then, to improve speaking skills, some question activities for sub-skills, such as vocabulary, pronunciation, and grammar, should be provided. The vocabulary activities that students prefer are memorizing vocabulary related to da'wah and spelling words well. Then, Pronunciation activities that students prefer are pronouncing words/sentences with correct intonation, paying attention to stress (stressing) in the pronunciation of words, and imitating native speakers by listening to the recordings. Then, grammar activities that students prefer are memorizing formulas to compose sentences and practicing speaking activities by paying attention to grammar correctly.

The third one is the setting. It is necessary to distinguish between environment and mode when it comes to setting. The setting in which learning occurs is referred to as the environment. It could be a self-access center, a multi-media language center, a community class, a workplace, or a traditional classroom in a school or language center. In terms of environment, the students prefer in the classroom with the same seating arrangement as usual and sometimes outside the classroom, which is still included in the school area. From the interview, the students said that if we learn about grammar, they choose to sit arrangement as usual, and if they memorize and have a conversation, they prefer to be outside the classroom. This means that the students want to focus and concentrate on this knowledge. This is supported by Slameto (2015), who stated that learning is a study habit or way of learning that affects learning output. It covers concentration, repeating materials after class, reading, taking notes, doing assignments, and how to manage time. The next is learning mode. There are various kinds of assignments that can be carried out differently; 90% of students prefer to carry out the assignments in groups. This is due to the fact that group work helps learners to share workloads among others. The students also have more chances to have wider knowledge through discussions with peers. In addition, they can clarify their ideas and learn from others (Wallace, 2022).

The Fourth is the teacher's role. In terms of the teacher role, students prefer the teacher to be a facilitator and motivator. Based on the data from the questionnaire, the students want teachers to be facilitators and motivators. This finding is supported by E. Mulyasa (2013) who stated that the role of teachers as a motivator is very important during the teaching and learning interactions because it involves the essence of educating work that requires social skills. The role of the teacher as a facilitator and motivator is to provide comfort for students

or facilitate students to learn. In addition, the teacher should also be able to ignite students' enthusiasm.

The Fifth is the learners' role. The students prefer to be active students and students who listen to the explanation and carry out the teacher's instructions. From the questionnaire and interview, the students chose to be active in the classroom; one of the students said that sometimes the teachers didn't give them an opportunity to be active. Active means here that practice English verbally. This is supported by Ginting (2021), who stated that active students are students who are continuously and mentally learning.

CONCLUSIONS

The research findings and discussions in the previous section lead to the following conclusion: The students' needs in English program is material that Provide vocabulary according to their needs (da'wah), conversation exercises regarding religious activities, Provide grammar according to our needs in speaking, Provides the correct way of read vocabulary, and others: provide vocabulary words in Qur'an. The speaking activity that students prefer is memorizing vocabulary, Practicing dialogue/conversation, role play/drama (monologue), Practice speaking in front of friends (speech). Then, to accomplish speaking skills, some question activities for sub skills, such as vocabulary, pronunciation and grammar activities. The vocabulary activities that student prefer is memorizing vocabulary related to da'wah and Spell words well. Then Pronunciation activities that student prefer is Pronounce words/sentences with correct intonation, pay attention to stress (stressing) in the pronunciation of words, imitating native speakers by listening to the recordings. Then grammar activities that students prefer is memorizing formulas to compose sentences, practicing speaking activities by paying attention to correct grammar rule. This research did the need analysis of speaking program at Pondok Tahfidz Al Qur'an Al-Hudzaifiyyah. Other material designers can use the result of this research for designing learning materials for the English program. This research was the first step to do material design in research development.

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