Needs analysis in teaching learning process for developing teaching Arabic language syllabus of Islamic Religion Education of STAIS Sumatera

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Abstract*: The study was aimed at describing: (1) the target needs of the students in learning Arabic language of STAIS Sumatera, (2) the learning needs of the students in learning Arabic language of STAIS Sumatera, and (3) the development at the teaching Arabic language syllabus. The subjects of this study were 70 students of the semester 2 of Islamic religion education department of STAIS Sumatera in the academic year 2013/2014. The study consisted of data collection, data identification, data quantification, data description, and syllabus development. The Arabic teaching syllabus were developed based on the needs analysis data. The research instruments were questionnaires and interview guides. The results of the study are as follow. The target needs of the students of STAIS Sumatera in learning Arabic are to improve their Arabic language skills; the students' proficiency is in the elementary level; learning Arabic language is useful for their next career; the most popular topic is religion; the input is picture illustration; the learning activity is reading then answering comprehension questions; the teacher role is as a feedback giver; the learners role is as active learners; and the setting is group work.*

Keywords*: needs analysis, learning need, syllabus development, target need*

1. Introduction

Arabic language is one of the subject studies in the Islamic religion education in STAIS Sumatera. The purpose of the subject is to introduce the Arabic language skills to the students. The students are expected to be able to communicate in Arabic actively. It will be able to support the students in learning Arabic literature and communication.

In point of learning Arabic, the teaching learning process should contain material that is useful for the students. In order to cover the useful material, the teacher should design the teaching learning process effectively. It means that the syllabus do not overlap with the curriculum and the students' expectation.

In the teaching learning process, syllabus play an important role. They serves a list of contents to be thought and assessed. They cover the objectives and the activities of the learning. The purposes of syllabus are as a contract, as a permanent record, and as a learning tool (Parkes & Harris, 2002: 1). A

syllabus are a guide to a course that consist of what will be learned.

In developing syllabus, an important element is analyzing the needs of the students. Needs analysis is used to collect information about learners' needs (Richards, 2001: 51). Learning needs refer to what the learner needs to do in order to learn. It is concerned with the method and activities in a learning process. To decide the method and activities, the teacher should understand the learning goals, the preferred styles of learning, and the commitment to learn of the learners.

Hutchinson and Waters (in Nation and Macalister, 2010: 24-25) divide needs into target needs and learning needs. Target needs refer to what the learner needs to know in order to function in the target situation, what they know already, and what they need to know. Target needs make sure that the course contains relevant and useful things to learn. It is more useful to look at the target situation in terms of necessities, lacks, and wants. Necessities refer to what the learner has to know in order to function effectively in the target situation. Lacks refer to the gap between the target proficiency and the existing proficiency. On the other hand, wants refer to what the learner wishes to learn.

Learners are not consulted as to whether a need for such knowledge is needed. Their needs have been decided for them by those concerned with their long-term welfare. Needs analysis thus include the study of perceived and present needs as well as potential and unrecognized needs (Richards, 2001: 53). It is used to make sure that learners learn useful things. Richards (2001: 51) proposes the function of needs analysis, as they need to find out what language skills a learner needs in order to perform a particular role; help determine if an existing course adequately addresses the need of potential students; determine which students from a group are most in need of training in particular language skills; identify a change of direction that people in a reference group feel is important; to identify a gap between what students are able to do and what they need to be able; and collect information about a particular problem learners are experiencing.

The questions of this study were: what are the target needs of Semester 2 students of STAIS Sumatera in learning Arabic?; what are the learning needs of Semester 2 students of STAIS Sumatera in learning Arabic?; and what is the appropriate teaching Arabic syllabus for Semester 2 students according to their needs? The objectives of the study are describing the target needs of Semester 2 students of STAIS Sumatera in learning Arabic, describing the learning needs of Semester 2 students of STAIS Sumatera in learning Arabic language, and developing the teaching Arabic syllabus.

The outcome of this research and development is the Arabic teaching syllabus for Semester 2 students of STAIS Sumatera. The syllabus are designed according to the needs analysis data. It is expected to make the teaching learning process do not overlap with the curriculum. Besides, it creates the same perception and material between one lecture and anothers.

2. Method

This study is classified as research and development to produce some specific product (Sugiyono, 2011). The steps in this study were data collection, data identification, data quantification, data description, and product development. The development of

the syllabus is according to the target needs and learning needs of the students of STAIS Sumatera. The subjects of this research were 70 Semester 2 students of Islamic religion education department of STAIS Sumatera in the academic year 2013/2014.

Qualitative data were gathered from needs analysis questionnaires and interviews. The data were analyzed using the descriptive analysis. The needs analysis data were described systematically to increase the understanding and to present what has been discovered to others. The collected data were identified, quantified, and described.

3. Findings and Discussion

Needs analysis was done on February 2013. The respondents were 70 students of Semester 2 Islamic Religion education of STAIS Sumatera in the academic year 2013/2014. The instruments for data collection the data were the questionnaires and the interview guides.

Target needs refer to what the learners need to know in order to function in the target situation, what they already know, and what they need to know. The target needs analysis includes the goal of the Arabic learning, the students' proficiency level, and the use of Arabic for the students' next career. The description of the goal, the students' proficiency level, and the use of Arabic for the next career is presented as follows.

According to the needs analysis data, language skills targetted to improve is speaking chosen by 27% of the students. The next language skills targetted to improve are reading chosen by 26% of the students and listening chosen by 24% of the students. The last is writing that is chosen by 23% of the students.

The data of the students' proficiency level show that 57% of the students claimed that they were in the level of elementary. It seemed that the students were able to find information of the meaning and forms of the discourse. They were able to communicate in Arabic passively. Meanwhile, 43% of the students were in the intermediate level.

According to the needs analysis data, a total of 96% of the students stated that Arabic is useful for their next career, 66% of them use Arabic to support their study, and 34% of the students use Arabic to support their job. On the other hand, there were 4% of the students who thought that Arabic is useless for their next career.

Learning needs refer to what the learner needed to do in order to learn. It concerns with the method and activities in the learning process. This phase presents the data about the topic, skills, input, procedure, teacher role, learner role, and setting. Below are the descriptions of the learning needs.

In preferring the topics in learning Arabic, it was found that the most popular topics chosen by the students were about religion, where 56% of the students preferred to choose them. It was followed by culture (32%) and tourism (12%).

In learning Arabic, students needed media to help them. From the needs analysis data, it showed that 48% of the students preferred to use picture illustrations to help them in developing their background of knowledge, 36% of the students chose the vocabulary list, and 16% of them liked introduction of the sentence structures.

In learning Arabic, the most prominent activity is reading then answering comprehension questions chosen by 47% of the students. It is followed by listening then answering comprehension questions chosen by 23% of the students. However, 22% of

the students chose listening then speaking, and 8% of the students chose reading then writing.

Teacher as a feedback giver is the most prominent option chosen by 51% of the students. On the other hand, teacher as a tutor is chosen by 49% of the students.

According to the needs analysis data, there are 52% of the students who are able to learn Arabic independently. However, 48% of the students need guidance in learning.

The most interesting activities according to the needs analysis data were group work which was chosen by 35% of the students. It was followed by pair work (20%), individual work (22%); and out of class activities (14%). Less interesting were activities in class chosen by only 9% of the students.

Based on the results of the needs analysis, then the syllabus of teaching Arabic language was designed. The syllabus of the teaching Arabic was shown in Table 1.

Table 1
The Content Material for Teaching Arabic Language

No	Topic	Sub-Topic
1	*Isim* (noun)	*Mufrad* (single)
		Mutsanna (pair)
		Jama' (plural)
2	*Fi'il* (verb)	*Madhi* (past)
		Mudhari' (present)
		Amar (asking)
		Nahi (forbid)
3	*Isim* (noun)	Nakirah (relative)
		Ma'rifat (perbuatan)
4	*Dhomir* (pronoun)	*Nashab* (relation)
		Mutakallim (1st person)
		Mukhathab (2nd person)
		Ghaib (3rd person)
5	*Harf* (preposition)	*'ala* (to)
		Ila (except)
		Inna (obvious)
		Kanna (here)
6	*Adawat istifham* (question word)	*Isim Istifham* (interrogative)
		(a) (what)
		Hal (is)
7	*Mufradat* (word)	*A'dhaul jism* (body)
		Madrasah (school)

4. Conclusion

The findings of this research are as follow. The target need of the students of Islamic religion education of STAIS Sumatera in learning Arabic is to improve their Arabic skills. The students' proficiency was in the elementary level. It means that the students were able to find information of the meaning and forms of the discourse. They were able to communicate in Arabic passively. The students think that learning Arabic language is useful for their next career, especially to support their job as a teacher. The learning needs of learning Arabic are describe the topic, input, learning activity, teacher role, learner role, and setting. The most popular topic in learning Arabic is religion with 56% of the students chose it. The input of the material is picture illustration with 48% of the students chose it. The rest of the students chose the learning activity as reading then answering comprehension questions. The teacher role that the students want is teacher as a feedback giver. While 52% of the students said that they are active learners. The last the setting that the 35% of the students chose is group work. Based on the results of the needs analysis, then the syllabus of teaching Arabic was designed. It is expected to facilitate the students in learning Arabic in line to the curriculum.

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