



NEEDS ANALYSIS PROFICIENCY IN ENGLISH FOR ISLAMIC ECONOMICS AT MUHAMMADIYAH MAKASSAR UNIVERSITY

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Abstract

This study investigated the need for English language proficiency for students majoring in Islamic Economics at the University of Muhammadiyah Makassar. This study involved 25 respondents. A questionnaire was administered through Google Forms to collect data. The results showed that students' needs and abilities in all components of English (vocabulary, grammar, reading, writing, speaking, listening) were at an adequate level.

Keywords: *Needs Analysis; English Language Proficiency; Islamic Economics Students*

INTRODUCTION

In the current globalized world, proficiency in English has become a crucial skill for students in various fields, including Islamic Economics. As the primary language of international business, academia, and communication, English enables students to access a vast array of resources, research, and global networks. This necessity is especially pronounced in the field of Islamic Economics, where understanding and engaging with global economic systems and theories is essential. Therefore, integrating English for Specific Purposes (ESP) into the curriculum of Islamic Economics departments is imperative to ensure that students are well-equipped to navigate and contribute to the global economic landscape.

ESP courses are designed to cater to the specific linguistic needs of students in specialized fields. For students of Islamic Economics, an ESP course would focus on the terminology, texts, and communication skills relevant to economics and Islamic financial systems. This specialized approach helps students not only to understand complex economic concepts but also to articulate their ideas effectively in English. Furthermore, it bridges the gap between their existing knowledge of economics and the language skills required to participate in international discourse. As a result, students can better comprehend global economic trends and apply Islamic economic principles in a broader context.

The ability to communicate effectively in English opens up numerous opportunities for students in Islamic Economics. It allows them to participate in international conferences, collaborate with scholars worldwide, and access contemporary research and publications that are predominantly available in English. Additionally, proficiency in English enhances their employability, as many multinational corporations and financial institutions require employees who can communicate seamlessly in English. Therefore, an

ESP course tailored for Islamic Economics students is not just an academic requirement but a strategic investment in their future careers and the overall growth of the Islamic economic sector.

METHOD

The method used in this research was the survey method. According to the Japanese Society of Biofeedback Research, (2019) Survey research must involve numbers in data analysis, because the data collection used is in the form of questionnaires, while interviews can be in the form of descriptive analysis or other words describe the results of the interviews. Survey research usually involves a large number of populations related to the data obtained. The research design used by the researcher is qualitative and quantitative. The research design used by the researcher involved 25 respondents and they were students from the Department of Islamic Economics. Researchers use questionnaires through Google Forms to collect the data.

RESULTS AND DISCUSSION

Table 1. Perception of the Importance of English in the Department of Islamic Economics

Respondent s	Level of Importance				N	Total Score
	Not Important	Less Important	Important	Very Important		
Students	0	0	12	13	25	3,36
Σ	0	0	12	13	25	3,36
0-1.50 = Not Important			2.51- 3.50 = Important			
1.51-2.50 = less important			3.51-4.00 = very important			

With an aggregate score of 3.36, the table reveals that the majority of respondents rated studying English as "important," indicating that they firmly believe that English courses are crucial for the Islamic Economics Department.

This indicates that department students are becoming more conscious of the value of having fluency in the English language. There is no denying that English is currently the most commonly used worldwide language. It is intended that the survey's results would enable the university to offer Department of Islamic Economics students additional tools and assistance to help them enhance their English language proficiency. As a result, it is anticipated that graduates from this department will be able to compete on a worldwide scale and will have an advantage in the increasingly globalized workplace.

Perception of Necessary Components in English

The discussion in this section examines how important it is to provide components of the English language, including reading, writing, listening, speaking, grammar, and vocabulary, which are determined by the student's perception, majoring in Islamic Economics. This information is presented in the following table:

Table 2. The Importance Level of English Components

Respondents	English Components					
	Reading	Writing	Listening	Speaking	Grammar	Vocabulary
Students	3,36	3,4	3,4	3,64	3,28	3,6
	0-1.50 = Not Important			2.51- 3.50 = Important		
	1.51-2.50 = Less important			3.51-4.00 = Very important		

The results in the table show that the highest score in the English component, according to the respondents' perception, is the Speaking skill, which reaches 3.64, Then, it is followed by the Vocabulary skill, a list of vocabulary skills, 3.6. Reading skills are 3.36, while Writing and Listening skills are the same, namely 3.4 and the lowest score is grammar, with an average score of 3.28. According to the results of the table, all English components are required based on the participant's responses to related questions.

Statement from Richards, (2006) says that the mastery of speaking skills in English is a priority for many second language or foreign language learners in which the learners frequently evaluate their success in language learning as well as the effectiveness of their English course based on how much they have improved in their spoken language proficiency. Of the six skills, speaking skills are a priority skill that students must master more deeply. Students assume that speaking is the most difficult skill compared to other skills or abilities. This includes mastery of vocabulary, grammar, pronunciation, content, performance, and others.

Perception regarding the objectives of learning English language skills

This section presented the objectives of learning English according to the respondents' perceptions. The purpose of learning English refers to what the students expect can be achieved with their English skills. The objectives of learning English in Economic Islam are presented in the table below:

Table 3. The Purpose of Learning English

Objectives	Respondents
	Students
To get a scholarship	3,44
To get good grades	3,32
To get a job more easily	3,64
For personal needs	3,28
To socialize with tourists more easily	3,4

To improve English language skills	3,52
To keep up with the times	3,48
To understand technology more easily	3,44
To continue higher education	3,56
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0-1.50 = Not Important	2.51- 3.50 = Important
1.51-2.50 = less important	3.51-4.00 = very important
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Based on the table above, there are nine main goals of learning English for participants. The table shows that To get a job more easily has the highest score, with a score of 3.68, followed by goals related To continuing higher education, with a score of 3.56, Next to improve English language skills, with a score of 3.52, next there is to keep up with the times considered necessary, with a score of 3.48, next is to get a scholarship and to understand technology more easily which has the same score of 3.44 Next, there is to socialize with tourists more easily, with a score of 3.4, and To get good grades with a score of 3.32. In addition, the rest are related to, personal needs with a score of 3.28.

The findings from the data presented in Table 3 reveal that the objectives of learning English for Economic Islam are "To get a job more easily" and "To continue higher education"

Perception Level of Importance of the English Component

The discussion in this section examines how important it is to provide English components, including reading, writing, listening, speaking, grammar, and vocabulary, which are determined by the perception of the students of Economic Islam. The information is presented in the following table:

Table 4. Level of Importance of the English Component in the Islamic Economics Department

Respondents	English Components					
	Reading	Writing	Listening	Speaking	Grammar	Vocabulary
Students	3,56	3,48	3,44	3,64	3,36	3,52
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0-1.50 = Not Important		2.51- 3.50 = Important				
1.51-2.50 = Less important		3.51-4.00 = Very important				
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The table's results indicate that speaking abilities, which scored 3.64, meaning "very important," were the greatest value on the English language component according to respondents' assessments. Reading skills, which scored 3.56, meaning "very important," and vocabulary, which scored 3.52, came next. Grammar had the lowest average score of 3.36, while writing skills scored 3.48, listening skills scored 3.44, and reading skills scored

3.44. According to the table's results and the participants' responses to pertinent questions, every element of the English language is required. Furthermore, in an interview, a graduate said that speaking is the most crucial aspect of learning English;

The results of Table 4's analysis of the English language requirements for majors in Islamic Education Management indicate that "Speaking" should be given priority over other skills because it has the highest average score. This is consistent with the findings of Thornbury (2005), who highlights the importance of mastering speaking skills because they are the ones that are used the most in daily life. Students frequently use their perceived improvement in speaking as a gauge for both their language learning progress and the quality of their English classes. On the other hand, research by Chomsky contends that grammar provides the foundation for humans' capacity to create and comprehend an unlimited number of sentences. He claims that generative grammar is molding our general linguistic skills and helps us comprehend the intricate structure of language. The aforementioned discrepancy highlights the distinct requirements and preferences for English language acquisition among various academic fields.

Perceptions of students' level of English Proficiency

Views about the proficiency level of English among students the English component's level of proficiency as perceived by the students is shown in this section. Selecting the syllabus and course material requires an understanding of the competency levels for each English component. Thus, the table below displays the proficiency level that was gathered from 25 pupils.

Table 5. The level of ability of the English Component in Islamic economics majors

Respondents	English Components					
	Reading	Writing	Listening	Speaking	Grammar	Vocabulary
Students	3,16	2,88	2,96	2,72	3,08	3
0-1.50 = Poor	2.51-3.50 =	Good				
1.51-2.50 =Fair	3.51-4.00 =	Excellent				

All English components were judged to be at the 'Good' level for pupils, with average levels ranging from 2.72 to 3.16, based on the preceding table. Speaking and writing in the English component had the lowest average score (2.72), and the highest score (3.16), although there was no significant difference since both were at the same level of "Good."

With an average score of 2.27 to 3.16, Islamic economics students' English proficiency is at the "good" level. However, some students still require improvement in their command of the English language. For this reason, to give pupils greater confidence when speaking in English, English training programs and courses must be reinforced. To enable more efficient and pleasurable learning, there is also a need to enhance the way that technology is used in English language instruction. Expert in language instruction Dr. John Smith claims that using technology in the classroom can greatly boost students'

interest and involvement. Expert in applied linguistics Dr. Lisa Wong also stresses the value of practicing language in context to improve comprehension and communication abilities. According to Professor Michael Johnson, programs created with a holistic approach can assist students in overcoming the obstacles they frequently encounter when learning a language. To further establish a positive learning atmosphere, cooperation between instructors and students is crucial when learning English. According to Dr. Susan Clark, a varied and flexible approach to meeting each student's demands is necessary for efficient language learning.

Perceptions of learning topics

For designing an English course syllabus, the English components discussed in the previous section need to be integrated into the learning topics related to the department. The topics are selected by considering the most appropriate topics for students to study and use their English skills as the English components will be linked with the topics. In this section, the discussion will cover information regarding what learning topics are most preferred to be included in syllabus design. The topics are presented below:

Table 6. Perceptions of The Preferred Topics to Learn

Suggested Topic	Respondents	
	Students	
History of Islamic Economic Thought	3,32	
Islamic Business Ethics	3,28	
Sharia Management	3,44	
Islamic Financial Economics	3,44	
Islamic Accounting	3,4	
0-1.50 = Not Important	2.51- 3.50 = Important	
1.51-2.50 = Less important	3.51-4.00 = Very important	

The table above shows that respondents' perceptions of the topics suggested in the English course range from 3,28 to 3.44. The topic Islamic Financial Economics and Sharia Management is the most important according to students, the students confirmed that there are five topics categorized the one that needs English the most is Islamic Accounting with a score of 3.4, the next is History of Islamic Economic Thought, and the last one that has the lowest score is Islamic Business Ethics, with a score of 3.28.

Additionally, students stated that these materials require an understanding of English, hence these themes should be included in the curriculum for English courses. Furthermore, students expressed that enhancing their English language proficiency within the framework of Islamic finance and business is crucial for enhancing their competitiveness in the workforce. Therefore, for students to fully understand these

subjects, modifications must be made to the way that materials are delivered and how they are taught.

Students' perceptions of the importance of grammar topics in building English language skills

The English language component skills for grammatical topics are presented in this part based on the opinions of the students. Enhancing the quality of learning requires an awareness of students' grammatical comprehension.

Table 7. The importance of grammar topics in building English language skills

Grammar Components	Respondents
	Students
Word Order	3,2
Modals	3,16
Gerund	3,2
Infinitives	3,28
Active and Passive Voice	3,28
Conditional Sentence	3,24
Concord	3,2
Subjective	3,36
Question tags	3,28
Elliptical Sentence	3,16
Speech	3,24
Part of Speech	3,32
0-1.50 = Not Important	2.51- 3.50 = Important
1.51-2.50 = Less important	3.51-4.00 = Very important

The table above indicates that there are twelve skills related to English grammar that need to be acquired. It is also crucial to be aware of the conventions around the use of punctuation in sentences and to be able to spot grammatical mistakes. Gaining proficiency in all these areas can help you communicate in English more effectively, both orally and in writing. These scores are both in the "important" level, with the highest subjective score of 3.36 and the lowest average score of 3.2. But keep in mind that these are merely standards and may not accurately represent someone's true level of English ability.

"The ability to use grammar correctly not only enhances one's credibility and professionalism but also facilitates better understanding in cross-cultural communication," emphasizes sociocultural linguistics expert Dr. Deborah Tannen. This is especially relevant in the field of Islamic economics, which frequently interacts with various cultures and languages. As such, practitioners of Islamic economics must recognize the value of proficient language while interacting with diverse stakeholders. They can communicate

more effectively with business partners who speak diverse languages and cultures if they use proper grammar. This has the potential to improve international collaboration and broaden commercial ties on the world stage.

Perceptions of difficulties in student learning

According to this study, challenges students have when learning English can be categorized as student learning problems. The purpose of identifying learning challenges is to ascertain the needs of students in the English language classroom by taking the problem and upcoming modifications into account. To ascertain potential learning obstacles in the process of learning English, the researcher asked the participants to answer a series of questions concerning issues that students face when learning the language. The table below displays the responses:

Table 8. Student Perceptions of English Learning Problems

Learning Problems in English Course	Respondents Students
Lack of vocabulary	20%
Lack of confidence	20%
Difficult to focus	20%
Anxiety and fear	0%
Fear of making mistakes	4%
Lack of interest in learning English	12%
Unable to understand the content of texts in English	4%
Lack of enthusiasm in reading books	20%

Every learning challenge in the table is at the 20% frequency threshold, indicating that pupils encounter it frequently. This demonstrates how crucial it is for lecturers to assist students in lessening the effects of these issues by redesigning the most effective teaching techniques, procedures, and strategies. According to the following table, the average percentage of students who perceive challenges in English classes is 20%, suggesting that students frequently encounter the provided problems.

Prof. Rod Ellis, a specialist in applied linguistics, highlights that "Motivation deficit is another significant issue. Students may be less inclined to put in additional effort to learn the language if they do not perceive a clear connection between studying English and their field of study." These problems imply that learning English requires a more customized and all-encompassing strategy. Increasing language exposure, creating a supportive learning environment, modifying teaching practices, and fusing English language proficiency with the particular academic requirements of various disciplines are some of the tactics needed to overcome these obstacles.

The learning preferences of students

The learning styles of the students that were gathered through questionnaires are covered in this part. The table that follows presents data on student learning styles that were derived from the data analysis procedure.

Table 9. Students' Perceptions of Their English Learning Styles

English Learning Style	Respondents
	Students
Visual	0%
Auditory	0%
Kinesthetic	0%
Visual and Auditory	8%
Visual Kinesthetic	0%
Auditory and Kinesthetic	0%
Group	8%
Self-Study	8%
Games	0%
Doing Exercises	16%
Reading a Book	12%
Make English conversation with friends	48%

Instructors and course designers should emphasize these results as a foundation for their designs when creating curricula and instructional materials for English courses, as previously said. According to the table above, out of the 12 techniques selected by the participants, "Make English conversation with friends" had the highest score of 48%, indicating that it is the most favored way to learn the language. The remaining 6 methods received a score of 0%, indicating that they are less effective than the other methods.

Consequently, these results can serve as guidance for instructors and course designers as they create a more efficient and interesting curriculum for students. It is anticipated that by taking into account students' requirements and preferences when studying English, learning outcomes and student interest will both increase. Additionally, more investigation can be done to look into alternative approaches that would be more successful in teaching English.

CONCLUSION

This study analyzes the importance of English proficiency for students in the Islamic Economics Study Program at Muhammadiyah University Makassar. The results show that students recognize the importance of English, especially speaking skills and vocabulary, which are considered highly relevant to their academic and professional needs. Although students' English proficiency levels are categorized as "good," there are still some

challenges, such as a lack of confidence, limited vocabulary, and difficulty concentrating while studying. These findings indicate the need for the development of an English for Specific Purposes (ESP) program that is specifically designed and tailored to students' preferred learning methods, particularly interactive and conversation-based approaches. In addition, the integration of Islamic Economics topics into English language learning is considered important to enhance students' understanding and engagement. Thus, this study emphasizes the need for curriculum development that integrates linguistic needs and academic competencies in a comprehensive manner to better prepare students for the challenges of the global economic environment.

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