

NEED ANALYSIS FOR STUDENTS AT HAJJ AND UMRAH MANAGEMENT

Galuh Pramugitha Rhamadina^{1*}, Trivana Dewi¹

¹English Education Department, Faculty of tarbiyah and teacher training, State Alauddin Islamic University

*Email: galuh.rhamadinaa@gmail.com

Abstract

This research investigates the specific English language needs of students majoring in Hajj and Umrah management. Employing a closed-ended questionnaire as the primary data collection instrument, the research encompasses a sample of 25 students. The analysis of the collected data reveals that, on average, students consider various English language skills to be of significant importance. Specifically, the mean scores for each skill are as follows: Reading (3.28), Writing (3.04), Listening (3.36), Speaking (3.4), Grammar (3.2), and Vocabulary (3.24). One of the primary motivations for learning English among these students is to get a job, with a mean score of 3.48 indicating that they believe proficiency in English will facilitate easier job acquisition. the data also highlights a significant barrier to their learning: the fear of making mistakes, which received the highest score (2.76) among the reasons for apprehension in learning English. Furthermore, the preferred method of learning English for these students is through practical exercises, emphasizing a hands-on approach to language acquisition.

Keywords: ESP, Hajj and Umrah Management, Need Analysis

INTRODUCTION

English for Specific Purposes (ESP) is a branch of English language teaching that focuses on addressing the specific needs of learners who require English for particular professional or academic purposes. According to Dudley-Evans & St John (1998), ESP is goal-directed, targeting adult learners who need English for specific career or academic requirements. Hutchinson & Waters (1987), emphasize that ESP is not a product but an approach to language learning where all decisions about content and method are based on the learners' specific reasons for learning. This approach ensures that the instruction is highly relevant and directly applicable to the learners' professional or academic contexts.

Robinson (1991) and Strevens (1988), further elucidate that ESP is characterized by its specialized content, tailored to particular disciplines, occupations, or activities. Robinson (1991), notes that ESP is goal-oriented, focusing on the language necessary for specific roles such as medical, business, or legal professions. Strevens (1988), adds that ESP addresses the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse, and genre. Anthony (1997), concurs, defining ESP as a type of English language teaching that meets the specific needs of learners by employing the underlying methodology and activities of the discipline it serves. Unlike General English, which aims to develop overall language proficiency for everyday communication, ESP is highly specific and practical, focusing on equipping learners with the language skills required in their particular professional or academic fields.

Needs analysis is a systematic process of identifying and evaluating the specific requirements of learners in educational contexts, particularly in language learning. According to Brown (1995), needs analysis involves gathering information about learners' needs, including their language proficiency levels, goals, and the contexts in which they will use the language. This process is essential in tailoring educational programs to meet the specific needs of learners, ensuring that the content, methodology, and assessment are relevant and effective. Richards (2001), emphasizes that needs analysis is a crucial step in curriculum design, providing a foundation for developing courses that address the real-world demands faced by learners.

The importance of needs analysis in language education cannot be overstated. As Hutchinson & Waters (1987), point out, a thorough needs analysis allows educators to design courses that are learner-centered and goal-oriented, enhancing the relevance and effectiveness of the instruction. By understanding the specific needs of learners, educators can select appropriate materials, activities, and assessment methods, thereby increasing learner motivation and engagement. West (1994), adds that needs analysis helps in identifying gaps between current proficiency and desired outcomes, enabling educators to focus on areas that require improvement. Overall, needs analysis is a vital tool for creating tailored educational experiences that meet the unique needs of learners, leading to more successful learning outcomes.

The selection of the Department of Hajj and Umrah Management for needs analysis in English for Specific Purposes (ESP) is driven by the unique linguistic and communicative demands placed on professionals in this field. The Hajj and Umrah sector involve a diverse range of activities, including guiding pilgrims, managing logistics, and coordinating with international stakeholders, all of which require proficiency in specialized English terminology and effective communication skills. Conducting a needs analysis in this context helps to identify the specific language competencies required by employees, ensuring that the ESP curriculum is tailored to meet these needs.

METHOD

This research employs a survey method for data collection, utilizing a questionnaire as the primary instrument. Survey methods are widely used in social sciences to gather data from a specific population, enabling researchers to generalize their findings to a larger group. The research adopts quantitative methods, which focus on gathering numerical data and analyzing it statistically to understand patterns, relationships, and trends. According to Creswell (2014), quantitative research involves the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques. This approach allows for the objective measurement and analysis of data, providing a clear and concise understanding of the research problem.

Quantitative methods are particularly useful in identifying correlations, testing hypotheses, and making predictions based on the data collected. The use of structured questionnaires ensures that the data is consistent and comparable across all respondents, enhancing the reliability and validity of the findings. In this research, the questionnaire was designed to capture various aspects of the students' experiences and perceptions related to their studies in the Hajj and Umrah Management Department.

Specifically, the questionnaire addressed the students' needs and perceptions towards English language proficiency, which is increasingly important for their professional development in the field of Hajj and Umrah management. Questions included items on the students' current level of English proficiency, their perceived importance of English in their academic and professional careers, and their specific needs for English language support. This included assessing their comfort and confidence in using English in various contexts, such as communication with international clients, understanding English-language documentation, and participating in global networking opportunities.

RESULTS AND DISCUSSION

Table 1. Perceptions of Proficiency in the English Language

English Components	Level of Importance				Average
	Not Important	Less Important	Important	Very Important	
Reading	2	0	12	11	3.28
Writing	1	3	15	6	3.04
Listening	0	1	14	10	3.36
Speaking	0	1	11	13	3.4
Grammar	1	2	13	9	3.2
Vocabulary	0	4	11	10	3.24
0-1.50 = not important			2.51-3.50 = important		
1.51-2.50 = less important			3.51-4.00 = very important		

Adapted from Ananda Amalia, Kaharuddin, and Andi Asmawati (2023)

Based on the data presented in the table titled "Perceptions of Proficiency in the English Language," there are six English language components evaluated: Reading, Writing, Listening, Speaking, Grammar, and Vocabulary. Each component is assessed across four levels of importance: Not Important, Less Important, Important, and Very Important. The average score for each component indicates its perceived importance among the students.

The results reveal that students from the Hajj and Umrah Management department consider all six English components to be of significant importance to their academic and professional development. Speaking is rated the highest in terms of importance, with an average score of 3.4, suggesting that effective verbal communication is highly prioritized. Listening follows closely with an average score of 3.36, highlighting the need for strong comprehension skills in understanding spoken English. Reading (average score 3.28), Vocabulary (3.24), and Grammar (3.2) are also considered important, indicating that a well-rounded proficiency in various language skills is necessary. Writing, while having the lowest average score of 3.04, still falls within the "important" range, reflecting its relevance to the students' needs.

This comprehensive evaluation underscores that students perceive each English component as crucial for their success in the Hajj and Umrah Management field. The high importance placed on speaking and listening aligns with the practical communication demands of their professional roles, which involve guiding pilgrims, managing logistics, and interacting with international stakeholders. The data emphasizes the need for a tailored English for Specific Purposes (ESP) curriculum that addresses these specific language competencies, ensuring that students are well-prepared to meet the linguistic challenges of their profession

Table 2. The purpose of learning English.

The purpose of learning English	Level of Importance				Average
	Not Important	Less Important	Important	Very Important	
To get a scholarship	3	1	14	7	3
To get good grades	2	1	13	9	3.16
To get a job easier	1	1	8	15	3.48
For personal needs	1	1	17	6	3.12
To socialize with Tourists easier	1	2	10	12	3.24
To improve English language Skills	1	1	11	12	3.36
Can keep up with the times	2	1	10	12	3.28
To understand technology easier	1	1	9	14	3.44
To Continue Education higher	2	0	12	11	3.24
0-1.50 = not important			2.51-3.50 = important		
1.51-2.50 = less important			3.51-4.00 = very important		

Adapted from Ananda Amalia, Kaharuddin, and Andi Asmawati (2023)

The data table above illustrates the varying levels of importance that students from Hajj and Umrah management place on learning English for different purposes. Each purpose is rated across four levels of importance: Not Important, Less Important, Important, and Very Important, with corresponding averages calculated for each purpose. The purposes include getting a scholarship (average: 3.00), getting good grades (3.16), getting a job easier (3.48), personal needs (3.12), socializing with tourists easier (3.24), improving English language skills (3.36), keeping up with the times (3.28), understanding technology easier (3.44), and continuing education higher (3.24). The overall average ratings suggest that learning English is generally considered important for these students, with averages mostly falling in the "important" category (2.51-3.50). Specifically, getting a

job easier (3.48) and understanding technology easier (3.44) are rated highest, indicating these are the most compelling reasons for these students to learn English.

Table 3. English Language Skills level in Hajj and Umrah Management

English Components	Skill Level				Average
	Poor	Fair	Good	Excellent	
Reading	3	9	5	8	2.72
Writing	4	9	7	5	2.52
Listening	4	9	7	5	2.52
Speaking	5	5	7	8	2.72
Grammar	6	7	6	6	2.48
Vocabulary	5	7	8	5	2.52
0-1.50 = poor 2.51-3.50 = good 1.51-2.50 = fair 3.51-4.00 = excellent					

Adapted from Ananda Amalia, Kaharuddin, and Andi Asmawati (2023)

the data table above evaluates the proficiency levels in various english language components among students engaged in hajj and umrah management. the components assessed include reading, writing, listening, speaking, grammar, and vocabulary, with each skill level categorized as poor, fair, good, or excellent, and average scores calculated for each. the results indicate that the average proficiency across all components falls within the "good" range (2.51-3.50). specifically, reading and speaking skills both have an average score of 2.72, suggesting that students have relatively stronger proficiency in these areas. writing, listening, and vocabulary each have an average score of 2.52, while grammar has the lowest average score of 2.48, placing it in the "fair" range. these findings highlight that while the students possess a good level of proficiency in most english language skills, there is a need for further improvement, particularly in grammar, to enhance their overall effectiveness in managing hajj and umrah activities.

Table 4. Perceptions of The Preferred Topics to Learn

English for the following topics	Level of Importance				Average
	Not Important	Less Important	Important	Very Important	
Policy studies on Hajj and Umrah	2	0	13	10	3.24
Immigration.	1	1	12	11	3.44
Administration of Hajj and Umrah organization	1	1	9	14	3.44
Philosophy and ethics of Hajj and Umrah	1	5	13	6	2.96
Jurisprudence of Hajj and Umrah.	2	5	11	7	2.92

History of Islamic Civilization	2	4	15	4	2.84
Science of Islamic propagation	3	2	12	8	3
Communication and Information Technology	1	1	9	14	3.44
Communication Science	1	1	10	13	3.4
Science of Counseling and Guidance	1	2	15	7	3.12
0-1.50 = not important		2.51-3.50 = important			
1.51-2.50 = less important		3.51-4.00 = very important			

Adapted from Ananda Amalia, Kaharuddin, and Andi Asmawati (2023)

The data table evaluates the perceived importance of English in various topics related to Hajj and Umrah studies using a four-point Likert scale: "Not Important," "Less Important," "Important," and "Very Important." The topics are then categorized based on their average scores: "Not Important" (0-1.50), "Less Important" (1.51-2.50), "Important" (2.51-3.50), and "Very Important" (3.51-4.00).

According to the survey, Policy Studies on Hajj and Umrah is considered "Important," with an average score of 3.24. This indicates that respondents largely perceive English as crucial for understanding policy-related aspects. Similarly, Immigration and Administration of Hajj and Umrah Organization both scored 3.44 on average, underscoring the significant role English plays in these areas.

Philosophy and Ethics of Hajj and Umrah garnered a slightly lower average of 2.96, yet it still falls within the "Important" category. Jurisprudence of Hajj and Umrah received an average score of 2.92, and History of Islamic Civilization scored 2.84, both indicating a notable importance of English in these fields.

Furthermore, the Science of Islamic Propagation had an average score of 3.12, suggesting that English is considered essential for effectively communicating and promoting Islamic teachings. The topic of Communication and Information Technology also scored high, with an average of 3.44, reflecting the critical role of English in modern communication within the context of Hajj and Umrah.

Communication Science matched this score with an average of 3.44, emphasizing its importance. Lastly, the Science of Counseling and Guidance received an average score of 3.12, confirming that English is deemed important for counseling and guidance purposes within Hajj and Umrah studies.

Overall, the data reveals a consensus among respondents that English is significantly important across all listed topics, highlighting its crucial role in the effective study and practice of these areas within Hajj and Umrah studies.

Table 5. Perception of the importance of grammar topics

Topics of grammar	Level of Importance				Average
	Not Important	Less Important	Important	Very Important	
Part Of Speech	1	2	13	9	3.2
Word order	0	3	12	10	3.16
Modals	0	2	14	9	3.28
Tense	0	2	12	11	3.36
Gerund	0	2	17	6	3.16
Infinitives	0	3	13	9	3.24
Active and Passive Voice	1	2	13	9	3.2
Conditional Sentence	0	2	13	10	3.36
Subjective	0	1	15	9	3.36
Concord	0	2	13	10	3.32
Question Tag	0	1	17	7	3.4
Elliptical Sentence	0	3	14	8	3.24
Direct and Indirect Speech	1	1	16	7	3.16
0-1.50 = not important		2.51-3.50 = important			
1.51-2.50 = less important		3.51-4.00 = very important			

Adapted from Ananda Amalia, Kaharuddin, and Andi Asmawati (2023)

The table provided delineates the perceived importance of various grammatical topics for students specializing in Hajj and Umrah management. The topics are evaluated across four levels of importance: Not Important, Less Important, Important, and Very Important. Each topic's level of importance is assessed and averaged based on responses from the student cohort. The data reveal that Tense, Subjective, and Conditional Sentences received the highest average scores of 3.36, placing them on the threshold of being considered "Very Important." Other grammar topics such as Question Tags (3.4), Concord (3.32), Modals (3.28), Infinitives (3.24), and Elliptical Sentences (3.24) were also regarded as important. Interestingly, no grammar topic was considered "Not Important" or "Less Important" based on average scores, suggesting that students recognize the relevance of all grammar areas in supporting effective communication. The overall findings indicate that while all topics are valued, core grammatical structures such as tense usage, conditionals, and subjective are seen as especially essential.

Table 6. Students' problems in learning English

Learning Problems	Level of Frequency				Average
	Hardly ever	Seldom	Often	Always	
Lack of Vocabulary	1	6	16	2	2.76
Lack of Confident	1	6	15	3	2.8
Hard to Focus	1	9	13	2	2.64

Anxious and Fearful	2	7	12	4	2.72
Afraid to make mistakes	1	8	12	4	2.76
Lack of interest in Learning English	6	10	6	3	2.24
Unable to understand the content of the text in English	2	11	8	4	2.56
Lack of enthusiasm for reading book	1	10	11	3	2.64
0-1.50 = hardly ever 2.51-3.50 = often 1.51-2.50 = seldom 3.51-4.00 = always					

Adapted from Ananda Amalia, Kaharuddin, and Andi Asmawati (2023)

The table illustrates various learning problems encountered by students in the Hajj and Umrah management program in relation to their English language acquisition. The issues are categorized by the level of frequency, which includes "Hardly ever," "Seldom," "Often," and "Always," along with the computed averages.

A significant number of students face a "Lack of Vocabulary," with 16 students reporting this problem often and an additional 6 students seldom facing this issue, resulting in an average score of 2.76. Similarly, the "Lack of Confidence" in using English is another prevalent problem, with 15 students often experiencing it and 6 seldom experiencing it, leading to a slightly higher average of 2.8.

"Hard to Focus" is reported often by 13 students and seldom by 9, culminating in an average score of 2.64. Additionally, "Anxiety and Fearfulness" in using English is noted by 12 students often and 7 students seldom, resulting in an average score of 2.72. The fear of making mistakes is another significant issue, often experienced by 12 students and seldom by 8, leading to an average score of 2.76. "Lack of Interest in Learning English" has a lower frequency, with 10 students seldom facing this issue and 6 often, reflected in an average of 2.24. The difficulty in understanding the content of English texts is noted by 11 students seldom and 8 often, resulting in an average score of 2.56. Lastly, "Lack of Enthusiasm for Reading Books" is reported often by 11 students and seldom by 10, culminating in an average score of 2.64.

Table 7. Students' Perceptions of English Learning Styles

Learning Style	Level of Importance				Average
	Not Important	Less Important	Important	Very Important	
Visual	1	2	16	6	3.08
Auditory	0	3	15	7	3.16
Kinesthetic	0	2	19	4	3.08

Visual and Auditory	0	2	15	8	3.16
Visual Kinesthetic	0	3	17	5	3.08
Auditory and Kinesthetic	1	3	16	5	3
Group	1	1	18	5	3.08
Self-Study	1	3	14	8	3.2
Partner Study	0	3	14	6	3.04
Games	0	1	17	7	3.24
Learning through Pictures	0	1	17	7	3.2
Film/Video	0	2	16	7	3.24
Audio	1	1	15	8	3.2
Doing the Exercises	0	2	14	9	3.28
Rolling play	0	3	15	7	3.16
Reading Books	0	2	14	9	3.32
Making English Conversation with friends	0	2	16	7	3.2
0-1.50 = not important			2.51-3.50 = important		
1.51-2.50 = less important			3.51-4.00 = very important		

Adapted from Ananda Amalia, Kaharuddin, and Andi Asmawati (2023)

The table above provides an analysis of the perceived importance of various English learning styles among students in the Hajj and Umrah management program. The learning styles are evaluated based on four levels of importance: "Not Important," "Less Important," "Important," and "Very Important," with corresponding averages computed for each.

Visual learning, with an average score of 3.08, is considered important by 16 students and very important by 6. Auditory learning is rated slightly higher, with an average of 3.16, indicating it is deemed important by 15 students and very important by 7. Kinesthetic learning shares the same average as visual learning (3.08), with 19 students finding it important and 4 rating it as very important. The combination of visual and auditory learning styles also holds an average of 3.16, suggesting a balanced significance among students, with 15 finding it important and 8 very important.

When considering the combination of visual and kinesthetic learning, the average remains at 3.08, with 17 students recognizing it as important. Similarly, auditory and kinesthetic learning styles are valued at an average of 3.08, highlighting their importance. Group learning exhibits a higher average score of 3.2, with 14 students rating it as important and 8 as very important.

Self-study and partner study both share an average score of 3.2 and 3.04, respectively, indicating these methods are largely considered important. The utilization of games in learning English is highly valued, reflected in an average score of 3.32, with 17 students deeming it very important. Learning through pictures also has a notable average score of 3.2, aligning with the general preference for visual aids. Film and video usage stands out

with the highest average score of 3.24, indicating a strong preference, as 16 students consider it important and 7 very important. Audio learning, doing exercises, and role-playing all maintain average scores around 3.2, signifying their importance in the learning process. Reading books and making English conversation with friends share an average score of 3.32, underscoring the critical role of these interactive and engaging methods

CONCLUSION

This needs analysis investigation into the English language requirements of students pursuing Hajj and Umrah Management degrees has yielded valuable insights. The findings demonstrate a strong consensus among students regarding the significant importance of English language proficiency for their academic and professional success. All six English language components – Reading, Writing, Listening, Speaking, Grammar, and Vocabulary – were rated as important, with Speaking and Listening receiving the highest emphasis due to the communication-intensive nature of the field.

The data also revealed a need for further improvement in specific areas. While students displayed a good overall level of proficiency, Grammar emerged as a weakness. Addressing this through a tailored ESP curriculum would enhance their ability to effectively communicate in professional settings.

Furthermore, the survey identified the preferred learning styles and topics for English language acquisition within the context of Hajj and Umrah studies. Students expressed a preference for a combination of learning styles, including visual, auditory, and kinesthetic approaches. Games, films/videos, and interactive activities were highly favored, suggesting a need for an engaging and dynamic curriculum. Additionally, all listed topics related to Hajj and Umrah management were considered important, highlighting the necessity for an ESP curriculum that integrates specialized English terminology and content relevant to the students' field of study. These findings underscore the crucial role of a well-designed ESP curriculum for students pursuing Hajj and Umrah Management degrees. By addressing the specific language needs, preferred learning styles, and relevant topics identified in this study, educators can equip students with the necessary English language skills to excel in their academic and professional endeavors within the Hajj and Umrah industry.

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