

# Designing English Instructions for Islamic Settings: A Need Analysis in Indonesian *Pesantren*

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## Abstract

Many *pesantren* in Indonesia have been significantly transformed to adapt to the demands of the times, by providing English instructions in their curriculum. Although existing literature has discussed the needs of *pesantren* students in different parts of Indonesia, little is known about the needs in East Lombok, West Nusa Tenggara, a rural part of Indonesia. A modern *pesantren*, Darul Muttaqien NWDI Perian, had just been transformed to provide an English instruction for about two years while Nurul Azhar Sukadana, a *khalafi pesantren*, had included English instructions for quite a while. Nonetheless, both of the management did not yet have a clear curriculum that met the students' needs. Therefore, it is crucial that this study investigate the needs of these *pesantren*, both from students and relevant parties' expectations. Needs analysis in this context was the first phase of the R&D method. The data was collected by distributing questionnaires to 73 students and conducting a semi-structured interview with five teachers, three stakeholders, two parents, and community representatives. The findings revealed that English instructions should be designed to (a) support the improvement of students' language skills, particularly speaking, (b) promote their ability to deliver speeches for religious purposes, and (c) prepare them for their future goals. Hence, in addition to Islamic topics and *pesantren*-related vocabulary, more modern and contextual materials should be included to widen their knowledge which in turn help them achieve their goals. Thus, these results can become the groundwork for developing the English curriculum in *Pesantren* in accordance with the students' needs.

**Keywords:** needs analysis, English instruction, *Pesantren*, Indonesia

## 1. Introduction

English has been widely utilized in all spheres of society such as in economics, politics, technology, communication, and education. In the Indonesian education system, it is a foreign language that is taught at many educational levels, not to mention in *pesantren* settings. Although in *Salafi* and *Khalafi*-style boarding schools, *pesantren* are traditionally defined as educational establishments that strongly emphasize Islamic instructions and character development (Ismail, 2000; Dhofier; 2011; Arifin, 2012; Usman, 2013), modern *pesantren* are more concerned with learning Arabic books written by the 20th century of Muslim figures (Arifin, 2012) hence emphasizing the use of Arabic and English to understand the substances. Currently, many *pesantren* have been significantly transformed to adapt to the demands of the times, by providing English instructions in their curriculum. The aims of applying English in the teaching-learning process have progressed beyond reading modern books, but preparing students for global competition, and improving their ability to use English appropriately in the right context. These situations indicate that the needs of English for *pesantren* students must be specified as the highlight is more on the Islamic aspects.

Despite the widespread addition of English instructions, its incorporation into the *pesantren* curriculum depends heavily on the *pesantren*'s policy. This flexibility, hence, resulted in the difficulty of teaching English in the process as no fixed guidance and arranged materials were provided (Bin-Tahir et al., 2019). More issues also arose. Firstly, teachers had limited knowledge and skills in teaching English with the use of appropriate methods, especially the ones that could promote active participation in such an Islamic setting (Suhartatik & Adi, 2014). This condition brought about ineffective lessons as *pesantren* students still showed a lack of English communication skills. Moreover, it was difficult for teachers to improve students' motivation and language competence, to manage overcrowded classes and limited time, as well as to deal with a lack of supporting facilities (Marzulina et al., 2021; Hidayat & Hawanti, 2021). To conclude, two major problems hindered the feasibility of maximizing the use of English instructions in the teaching-learning process in *pesantren* settings, which include linguistic (phonology, morphology, syntaxes, and semantics) and non-linguistic aspects (infrastructure facilities, time limit, and learning methods).

To solve these issues, closer investigation is needed so suitable solutions can be proposed. A number of studies have been conducted centering around the issues of *pesantren* context. Suhartatik and Adi (2014) focused on developing a model of project-based learning by creating a video CD to improve *pesantren* students' English skills in Malang. Another study by Risdianto (2016) reported that the "army

method”, highly teacher-centered, was used in *Pesantren* in Surakarta, emphasizing rewards and punishment to improve students’ language skills. However, these studies did not investigate students’ needs from the root, which were crucial as the foundation of proposing the solution. On the other hand, Bin-Tahir et al. (2019) reported to have developed instructional models in alignment with the needs of multilingual students at *Pesantren* in Makassar; nonetheless, it focused solely on addressing students’ purposes of learning English without addressing their target and learning needs in detail. In regards to need analysis, many investigations in other programs have been disclosed, particularly in English for specific programs (ESP), such as in vocational pharmacy (Syakur et al., 2020), nursing (Jubhari, 2022), tourism industry (Prachanant, 2012; Ekici, 2003), business (Li, 2014), and communication science (Dewi et al., 2023). Thus far, it has become apparent that proper investigation of need analysis for developing English instructions in *Pesantren* was still minimal. Therefore, the present study must be conducted to ascertain different requirements for different settings so as to develop a new English instructional model following their needs.

Although limited existing literature has discussed the needs of *pesantren* students in Indonesia, little is known about the needs of *pesantren* students in East Lombok, West Nusa Tenggara, a rural part of Indonesia. It appeared that the circumstances were contrasting with the *pesantren* in the aforementioned locations hence the urgency to investigate the needs in the new settings. In this part of Indonesia, a modern *pesantren* called Darul Muttaqien NWDI Perian had just been transformed to provide an English language program in its instruction about two years ago. In contrast to Darul Muttaqien NWDI Perian, Nurul Azhar Sukadana, a *khalafi pesantren*, had included English instructions for quite a while. Nonetheless, both of the management did not yet have a clear curriculum, including the syllabus and lesson plan. More crucially, the teaching materials were not available and did not meet the students’ needs. Therefore, it is crucial that this current study investigate the needs of these two *pesantren* which can be used as the foundation of constructing an English instructional model. As Agustina et al. (2023) stated, designing an instructional model must offer students opportunities for proficiency and growth based on their interests, needs, and abilities. For these reasons, the present research will attempt to answer the following questions:

1. What are the students’ target and learning needs in learning English in *Pesantren*?
2. What are the expectations of teachers, stakeholders, parents, and society representatives toward students’ needs to learn English in *Pesantren*?

**2. Literature Review**

*2.1 Needs Analysis*

The ESP movement introduced a needs analysis into language teaching (Richard, 2001; Kim, 2006). It shows the necessity of emphasizing target and learning needs as part of designing the goal and contents of courses (Hutchinson & Waters, 1987; Macalister & Nation, 2020). Kazar and Mede (2015) opine that need analysis indicates organized ways to execute sequences, set priorities, and make decisions to improve the program based on identified needs. Moreover, it is defined as a process to determine the needs of students or a group of learners who require a language and sequence the needs based on priorities. Hence, it is directed mainly as a guide for building curriculum design (Macalister & Nation, 2020). It serves several functions, including determining the students’ language proficiency, identifying the gap between their current abilities and what they need to perform, and learning about their problems based on their experiences (Agustina et al., 2023). In this case, this study was undertaken to identify *pesantren* students’ target and learning needs as the basis of creating the English instructional model.

*2.2 Target Needs*

Identifying target needs focuses on enabling students to express their expectations of the teaching-learning process. It consists of necessities, lacks, and wants (Hutchinson & Waters, 1987; Macalister & Nation, 2020; Gürler & Konca, 2023). Necessities highlight students’ needs for knowledge in a target situation while the lack emphasizes their current knowledge. Wants, on the other hand, demonstrate their desire to study. The apparent target needs in this study are presented in the following table.

Table 1. Target needs formulation

Aspect	Purposes	References
Necessities	To obtain the input of students’ necessities in learning the language	Macalister and Nation (2020, p.32), Richards (2001, p.51), Hutchinson & Waters (1987, p.55)
Lacks	To find out information related to students’ deficiencies in learning	
Wants	To discover students’ desire to learn the language	

*2.3 Learning Needs*

Learning needs address specific characteristics of individuals’ needs in learning materials for effective learning. In this study, they are divided into goals, inputs, procedures, teacher’s and students’ roles, as well as settings (Nunan, 2004). Similarly, Graves (2000) argued that in developing curriculum design models, teachers or any involved parties should define the context, assess the needs, articulate beliefs, formulate goals and objectives, organize the course and conceptualize the content, develop materials, and design an assessment plan. Identifying the learning needs of the two *pesantren* will further assist the researchers and institutions in compiling an English instructional model that matches the goals and learning needs of *pesantren* students. The learning needs are presented in the following table.

Table 2. Learning needs formulation

Aspect	Purposes	References
Goals	To ascertain the information about learning goals in learning the language	Macalister and Nation (2020, p.84), Nunan (2004: 41)
Inputs	To find out the input required by students in building communicative competence	Macalister and Nation. (2020, p.85), Nunan (2004, p.47), Bin-Tahir et al. (2019)
Procedures	To acquire the output about the learning method	Macalister and Nation (2020, p.85), Nunan (2004, p.52)
Teacher's Role	To know the teacher's role in the learning process	Nunan (2004, p.64)
Students' Role	To know the students' role in the learning process	Nunan (2004, p.64)
Setting	To identify information on students' constrain in the classroom arrangement	Nunan (2004, p.70)

#### 2.4 English Instructions in Pesantren

Language instruction in Pesantren adopts either multilingualism or bilingualism. Multilingualism is the practice of using three or more languages (English, Arabic, and Indonesian) alternatively in everyday life. A multilingual student refers to those who can speak and converse effectively in three or more languages in one situation or occurrence rather than in different situations (Herdina & Jassner, 2000; Bin-Tahir et al., 2017). On the other hand, language instruction in Pesantren can also adopt bilingual language (English and Arabic) (Fitranti, 2021). A bilingual program is the learning process of teaching in a classroom using at least two target languages. Thus, it can be concluded that the program in Pesantren depends on the policy of the pesantren and is adapted to its goal of providing the language in its learning process. Applying the program begins with requiring students to follow the rules already laid down in Pesantren. Usually, the use of language in Pesantren is switched to a week for English and Arabic. It seeks to familiarize, equip, and further advance students' command of the language.

### 3. Methods

#### 3.1 Research Design

This study was conducted as a component of research and development (R&D) design. According to Borg and Gall (2003); Wang and Hsu (2009); and Sugiono (2011), R&D could be used to develop a product, assess its usefulness, and learn new things from the research findings. One of the most commonly used models in R&D is the ADDIE, which includes five phases: analysis, design, development, implementation, and evaluation (Branch, 2009). However, the current research focused solely on the first phase because it was a longitudinal study conducted from 2020 to 2023; consequently, the remaining phases had not been completed by the time this research was reported. Therefore, it focused on reporting the results of students' needs as the basis of constructing English instructional models in *Pesantren* settings.

#### 3.2 Participants

In regard to answering the research questions, 73 students from Darul Muttaqien NWDI Perian and Nurul Azhar Sukadana took part in this study. Additionally, five teachers, three of Pesantrens' stakeholders, two parents, and two community representatives participated. All of them came from East Lombok, a rural part of Indonesia. The researchers employed purposive sampling as it could be utilized to concentrate on unique characteristics of the study setting (Etikan et al., 2016; Miles et al., 2014) where the students continued to use English on a daily basis in an Islamic context.

#### 3.3 Data Collection and Instrument

In connection with this research, the data were collected using several techniques and instruments: 1) a questionnaire, 2) a forum group discussion (FGD), and 3) an interview. The inquiries consisted of questions related to Pesantren's English instruction's target needs (necessities, lacks, and wishes) as well as learning needs (goals, input, method, and learners' roles). To begin with, the questionnaire comprised 44 items, each graded on a four-point Likert scale from strongly disagree to strongly agree. It was undertaken to meet all the needs of students learning English in Pesantren. Secondly, FGD involved multiple participants with one or more meaningful research characteristics in common (Van Eeuwijk & Angehrn, 2017; Arifin et al., 2023). Its purpose was to gather teachers' information about students' learning needs, conducted via the Zoom and Google Meet applications. Meanwhile, semi-structured interviews were conducted to obtain information from the committees, parents, and the community.

#### 3.4 Validity of the Instrument

The instruments were validated through expert judgments. Informed opinions from two qualified experts were obtained as they provided information, evidence, judgment, and evaluation of the instruments (Luque-Vara et al., 2020). The instruments were then revised following the experts' feedback hence improving the content validity of the instruments.

#### 3.5 Data Analysis Technique

The interview and FGD data were analyzed using interactive models based on Miles, Huberman, and Saldana (2014). The questionnaire data, including the Likert scale and percentage ratings for each indicator, were analyzed using quantitative descriptive statistics.

**4. Results**

The results will be presented in two categories: target and learning needs. The naming of the interviewees, as part of the qualitative data, is categorized into (a) SH for stakeholders e.g., SH1, SH2, and SH3, (b) T for the teacher e.g., T1, T2, T3, T4, and T5, (c) P for the parents viz., P1 and P2, and (d) S for society viz., S1, and S2. The findings are shown in the following subsections.

*4.1 Students' Target Needs of English*

Table 3. Students' necessities

No.	Statements	Likert Scale				Percentage
		1	2	3	4	
1.	English materials are expected to use the themes of daily activities in <i>Pesantren</i> , such as activities in the dormitory, kitchen, bathroom, classroom, and mosque.	0	7	31	<b>35</b>	25.49%
2.	English materials are expected to use Islamic themes such as the month of fasting, the <i>isra mi'raj</i> , and the history of Islam.	5	4	28	<b>31</b>	22.81 %
3.	English materials should facilitate a specific topic of speech to learn how to speak fluently and accurately.	2	5	25	<b>41</b>	25.90 %
4.	The learning process is expected to use technological media (LCD, laptop, and internet) and varied methods to avoid tedious processes.	0	4	34	<b>35</b>	28.80%
5.	The learning process should improve students' communication skills.	0	10	28	<b>35</b>	25.18%
6.	The learning process should facilitate students to improve the mastery of <i>Pesantren</i> -related vocabulary.	0	8	<b>37</b>	28	24.66 %

The data from Table 3 indicates that 25.49% of the students strongly agreed that the English materials should cover the themes of daily activities as they lived and interacted with their friends in a shared living environment. Since the dormitory, kitchen, bathroom, classroom, and mosque were some of the frequently visited places, it was important that they were facilitated with vocabulary to communicate in these areas. Additionally, they strongly agreed that relevant Islamic topics in an English class had to be learned, which was supported by 22.81% of the students. The Islamic topics could become the English knowledge basis to be used as the topic for their speeches. Equally important, they very much agreed that the materials should facilitate them to improve the mastery of *pesantren*-related vocabulary (24.66%) as well as speaking and communication skills (25.18%). What is more, these expectations could be executed through learning processes that were facilitated by the use of technological media.

Table 4. Students' necessities from teachers', stakeholders', parents', and society representatives' perspectives

Sources	Necessities
SH1	The materials that students need should be related to their daily activities so they can directly use them in their daily lives.
S1	Students need a learning method that suits their needs to avoid a tedious process.
P2	The materials should be related to Islamic and simple topics.
SH2	Students should be trained to speak English fluently.

The findings in Table 4 further supported the aforementioned results. SH1 asserted the students were required to learn materials associated with daily lives. The activities included but were not limited to offering/asking for help in the dormitory, queueing up in the kitchen, asking for directions, participating in mosque activities, and giving a weekly speech. To support the success of the weekly speech, knowledge related to Islamic topics was required as the students must acquire context-specific vocabulary like *ma'mum* (congregation/followers), *kufur*, *istiqamah* (consistency), *farḍlu* (obligation), and many more, which were frequently used during the speech. By far, the vocabulary teaching had only focused on general words resulting in students' limitation of vocabulary mastery for *pesantren*-related words. To conclude, it is necessary that *pesantren* students learn materials that are relevant to their daily lives as well as the needs to deliver a weekly speech. These will in turn help them communicate fluently and accurately not only on a daily basis but also for specific purposes like speech.

Table 5. Students' lack

No	Statements	Likert Scale				Percentage
		1	2	3	4	
1	My English vocabulary mastery, especially <i>pesantren</i> -related vocabulary, is still limited.	3	5	27	<b>38</b>	17.7%
2	I have not been able to make and understand conversations in the context of <i>pesantren</i> .	3	5	25	<b>40</b>	17.8%
3	I am having a hard time pronouncing English words.	0	20	18	<b>34</b>	16.5%
4	I never practiced listening to English audio.	3	5	30	<b>35</b>	17.5%
5	I have difficulty understanding the English structures.	8	<b>28</b>	20	15	13.2%
6	I have difficulty communicating in English, especially during speeches.	3	5	22	<b>40</b>	17.2%
7	I have difficulty understanding and memorizing English texts.	5	6	<b>36</b>	28	17.1%

Moreover, the results of the students' necessities were further supported by the analysis results in Table 5. The table revealed that there were many aspects that the students were lacking. Firstly, 17.7% of the students showed a lack of vocabulary mastery, especially in regards to *pesantren*-related vocabulary. Furthermore, 17.8% of the students found it difficult to make and understand English conversation. They also found pronunciation (16.5%), listening (17.5%), and speaking skills (17.2%), as well as memorizing texts (17.1%) difficult. However, what stands out in the table is that 13.2% of the students disagreed that they had difficulty understanding the English structures. Despite the

controversy, the majority of the students practically agreed that they still experienced a lack of understanding of English structures. These results indicate that the results of the necessities are in line with the students' lack of language skills particularly listening, pronunciation, speaking, vocabulary, and sentence structures. Hence, these issues have prevented them from utilizing English to communicate effectively on a daily basis.

Table 6. Students' lack from teachers', stakeholders', parents', and society representatives' perspectives

Sources	Lacks
S1	Students use Arabic more often than English.
P1	There are difficulties in giving English speeches, in understanding written words, and in pronouncing English words.
T2	(The difficulties) in vocabulary mastery and pronunciation due to visible differences in writing and reading
T5	...lack of grammar, writing and listening skills.
SH3	There has been a lack of learning media to support the learning process.

The results were also consistent with the findings of the qualitative data. The students still faced difficulties in mastering vocabulary, spelling English words correctly, learning grammar, writing, and listening. S1 asserted that the students' lack of vocabulary occurred because they preferred to use Arabic rather than English. T2 also mentioned that the difficulties in pronunciation occurred due to the difference in writing and reading between English and Indonesian words. Finally, students' lack could be associated with the limited learning media that could be used to support the process as mentioned by SH3. These situations indicate that in addition to students' lack of language skills, learning media is also another aspect to be improved to facilitate the educational process.

Table 7. Students' wants

No	Statements	Likert Scale				Percentage
		1	2	3	4	
1	I want to speak English fluently and accurately.	3	12	30	<b>38</b>	19.8%
2	I want to interact in English politely.	6	8	<b>39</b>	20	16.2%
3	I want to understand the structure of English sentences easily.	4	15	<b>40</b>	14	15.50%
4	I want to use English according to language variations such as formal, informal, neutral, etc.	7	24	<b>26</b>	<b>26</b>	17.5%
5	I want to deliver a speech fluently and eloquently.	5	18	<b>33</b>	17	15.3%
6	I want to master a lot of vocabulary.	6	17	<b>27</b>	23	15.7%

Furthermore, the data in Table 5 supports the aforementioned findings in regard to students' necessities and lack. It was found that they strongly agreed (19.8%) to wish to improve their speaking skills. In connection with the speaking, they wished to use the language for different purposes (17.5%). Their wish to speak English well was also associated with their wants to deliver a required weekly speech in *the Pesantren* context fluently and eloquently. Lastly, their wants to master a lot of vocabulary (15.7%) are in agreement with their lack presented in the previous subsection. Therefore, in light of the findings, the developed learning materials are expected to improve the students' language skills so they will be able to use the language for different purposes appropriately.

Table 8. Students' wants from teachers', stakeholders', parents', and society representatives' perspectives

Sources	Wants
SH 1	We just want our children to be able to communicate well in the target language. It is more than enough.
T2	The most important thing is that students want to communicate in English, and memorize a lot of vocabulary both general and specific to interact effectively.
T4	Learning in <i>Pesantren</i> does not only emphasize speaking but also other skills.

More to the findings, all *pesantren* elements emphasized their hopes to ensure that their students were able to use English and communicate in the target language well. In fostering communicative competence, many aspects had to be fostered. They wished that the learning process could improve their English vocabulary mastery, both general and specific, as this was crucial to support them in the process. T4 also asserted that learning in *pesantren* should focus not only on speaking but also on other skills. These results indicate that the emphasis on students' wants lies in their wish to improve mainly their speaking skills, along with other skills.

#### 4.2 Students' Learning Needs of English

This second subsection will discuss the results of students' learning needs which cover learning goals, learning resources, learning methods, as well as teachers' and students' roles.

Table 9. Students' learning goals

No	Statements	Likert Scale				Percentage
		1	2	3	4	
1	Learning English in <i>Pesantren</i> should improve my communication skills.	6	10	21	<b>37</b>	22%
2	Learning English in <i>Pesantren</i> should improve general and <i>pesantren</i> -specific-related English vocabulary.	10	5	20	<b>38</b>	21.21%
3	Learning English in <i>Pesantren</i> should improve my pronunciation properly and correctly.	8	20	<b>35</b>	10	17.64%
4	Learning English in <i>Pesantren</i> should improve my understanding of sentence structures.	6	18	23	<b>26</b>	19.65%
5	Learning English in <i>Pesantren</i> should improve my speech skills.	8	10	<b>31</b>	24	19.84%

Table 9 shows the conformity of the students' learning goals with the overall findings. Firstly, the majority of the students (22%) wished to improve their communication skills and use English in their daily life. It was then followed by their goals to improve their vocabulary mastery, particularly general and *pesantren*-related English vocabulary (21.21%). Moreover, the goals to improve their speech skills (19.84%) and sentence structures (19.65%) went hand in hand, with the structure being 0.19% higher. The remaining 17.64% of the students had a goal of improving their pronunciation skills. These results further strengthen the previous findings associated with the students' necessities, lacks, and wants that it is important for them to improve their language skills for the purpose of their daily lives in *Pesantren* settings as well as to deliver weekly English speeches.

Table 10. The goals of the developed model

Sources	Goals
SH1	...to prepare our students for the demands of the times.
SH5	...to help students improve their English communication skills and prepare them to get scholarships if they want to continue their studies.

Several *pesantren*-relevant parties further highlighted that the goals of the teaching-learning process were supposed to assist the students in adapting to the demands of the times. This means that the process does not only require them to be able to use the language inside the current educational systems but also helps them master it for future purposes. For instance, English proficiency would be an important consideration for them to obtain a scholarship such as in pursuing their higher-education study. Therefore, it is crucial that the goals are set based on the need to master the language both inside and outside the formal settings.

Table 11. Learning resources

No	Statements	Likert Scale				Percentage
		1	2	3	4	
1	It is preferable that English texts are associated with life in <i>pesantren</i> .	0	3	23	<b>24</b>	20%
2	English texts should present Islamic topics.	4	2	18	<b>26</b>	19.30%
3	English texts should be simple and easy to understand.	0	0	11	<b>39</b>	22%
4	The texts should not be too long and no more than 2 pages.	0	5	13	<b>32</b>	21%
5	English texts should present a collection of English data (corpus) for vocabulary learning.	7	5	12	<b>26</b>	18.26%

To achieve the goals, learning resources are another significant factor to be taken into account. Table 7 clearly shows that the students agreed with all the proposed learning resources. They acknowledged that the English texts would be preferable if they were associated with their needs more (20%). In addition to requiring the incorporation of Islamic topics (19.30%), they strongly agreed that the texts should be simple and comprehensible (22%) as well as short and a maximum of two pages (21%). Also, the texts should present a collection of English words for vocabulary learning (18.26%) to help address the issue of students' lack of vocabulary. Thus, these results show that English texts for *pesantren* students should be designed carefully as more general English texts available in the existing English books do not necessarily meet *pesantren* students' needs.

Table 12. The inputs of the developed model

Respondent	Inputs
SH3	Students need simple and short texts.
SH1	Topics that are needed, such as queuing up in the kitchen, waking up in the morning, as well as asking directions, going to class, mosque, or dormitory.
SH2	The learning process requires topics that are often used during speeches, for example, the topic of alms, the virtue of night prayers, etc.
T3	The learning material should include grammar, reading, and speaking.
T2	Incorporate some material from viral videos such as from YouTube or on TikTok.

Furthermore, Table 12 revealed that SH3 emphasized the need for students to be provided with simple and shorter texts. In addition to incorporating topics e.g., the kitchen, class, mosque, and dormitory into the texts as mentioned in the previous subsection, SH2 asserted that other topics such as alms and the virtue of night prayers were also important. Not only those, although the highlight has been on speaking and communication skills, but all language skills needed to be integrated into the learning materials. To modernize the materials, some up-to-date videos could be included while still considering the appropriateness of the content for *pesantren* settings.

Table 13. Learning method

No	Statements	Likert Scale				Percentage
		1	2	3	4	
1	Learning English should be presented with different and interesting topics.	10	30	25	<b>31</b>	27.5%
2	Learning English should use interesting and varied methods.	0	10	31	<b>32</b>	24.6%
3	Learning should promote collaboration.	7	8	27	<b>31</b>	23.3%
4	Learning English should use technological media (LCD, laptop, or internet)	3	11	20	<b>39</b>	24.6%

Moreover, in response to fulfilling the aforementioned necessities, lacks, and wants, the students' responses showed their perspectives on the teaching methods that should be best prepared to support the teaching-learning processes. The highest agreement (27.5%) can be seen in the first point whereby the addition of different and interesting topics that support the use of English in *Pesantren* settings was required. It

was then followed by the incorporation of a variety of methods (24.6%), including but not limited to the use of technological media (24.6%). Interestingly, the students strongly agreed that the lessons should promote collaboration (23.3%) which showed their willingness to participate even more in the process. These results indicate that the proposed model should incorporate a variety of teaching methods that not only facilitate different types of topics but also promote collaboration for active participation.

Table 14. Teachers' roles

No	Statements	Likert Scale				Percentage
		1	2	3	4	
1	Teacher should compile a lesson plan before starting the class.	9	18	19	<b>27</b>	16.6%
2	Teachers should present the purpose of learning when the class begins.	9	17	19	<b>28</b>	16.8%
3	Teacher should facilitate students to be active in class.	10	21	<b>29</b>	13	15%
4	Teacher should give feedback on my response in class.	4	8	22	<b>39</b>	19.1%
5	Teacher should give an assessment at the end of each lesson.	7	<b>23</b>	20	<b>23</b>	16.2%
6	Teachers should organize the class well.	13	7	26	<b>27</b>	16.8%

Table 9 further indicates that the teachers' roles in the class should promote an atmosphere where students do not hesitate to express themselves. The table reveals that it is important for the teachers to give feedback to students' responses (19.1%), present the purpose of learning (16.8%), and organize the class well (16.8%) through a compilation of a lesson plan that would help them with the teaching stages. The most striking results were that 16.2% of the students strongly agreed that there should be an assessment at the end of the lesson while the same percentage indicated disagreement. Although being the lowest percentage among all, most of the students (15%) were still in agreement that it is important that the teachers promote their active participation during the class.

Table 15. Teacher's roles in the developed model

Respondent	Teacher's Role
T1	Teachers must compile lesson plans and incorporate interesting media and methods.
T5	Teachers facilitate collaborative learning and non-monotonous methods.
T3	Teachers should have uniform perceptions related to learning objectives.
T4	All teachers should have the same grading system.

Further investigation was conducted through the teachers' FGD. The findings were in line with the students' expectations of the teachers' roles. T1 and T5 mentioned that compiling a lesson plan that incorporated interesting media and methods was a must to avoid a monotonous process and promote collaborative learning. Another important finding was that uniformity of perception in regard to the learning objectives and assessment was still an issue. Therefore, it is crucial that they have the same understanding of the objectives and grading systems. For these reasons, the preparation, execution, and evaluation phases of learning need to be effectively prepared.

Table 16. Students' roles

No	Statements	Likert Scale				Percentage
		1	2	3	4	
1	I am willing to complete the assignments.	11	6	26	<b>30</b>	28.2%
2	I should be given the opportunity to reflect (recall) the lessons that have been implemented.	8	18	<b>25</b>	22	24.8%
3	I should be given the opportunity to give the results of reflection to other friends.	11	<b>29</b>	18	15	23.4%
4	I should be actively involved in the class.	3	22	23	<b>27</b>	28.6%

Moreover, not only the teachers' roles but the students' roles were also crucial in the academic process. In regard to students' active involvement, the result from Table 16 shows that 28.6% of the students strongly agreed that they should have active involvement in the class. They were also willing to complete any assignments given by the teacher (28.2%) and reflect on the lesson (24.8%). Surprisingly, they did not wish to present the results of their reflection in front of their peers (23.4%). Despite the fact that presenting the results of their reflections should not be part of their roles, the data still showed their willingness to participate and be actively involved in the process.

Table 17. Students' roles in the developed model

Respondent	Student's Role
T4	Students must be active in class.
T1	Students should be able to work with their group friends in completing tasks.
T5	Students can reflect on their learning and then share it with other friends.

Table 15 supported the results of the students' roles. It was found that T4 thought that the students must be active learners in the process. T1 also mentioned that collaboration skills were indeed important in completing the tasks. What is more, T5 still thought that not only reflection but also presenting the reflection itself was adequately essential. To conclude, the students' role in the developed model must be designed to encourage active participation, teamwork, critical thinking, and confidence.

### 5. Discussion

This study attempts to identify the target and learning needs of *pesantren* students not only from the students' expectations but also from teachers, stakeholders, parents, and society representatives. The findings indicate that the students' needs and wants to learn English derive from their lack of language skills such as listening, pronunciation, speaking, vocabulary, and sentence structures, with an emphasis on

speaking. Thus, it is required that the lesson be emphasized on communicative skills. It is because they would like to use English for daily activities in *Pesantren* contexts and to deliver speech for religious purposes. These results are in line with Bin-Tahir et al. (2019) revealing that the focus in *Pesantren* should be on verbal and listening skills, while other skills are complementary. That being said, integrated skills are still important and have become a new trend in the EFL context as it is considered an effective approach to developing students' communication competence (Pardede, 2019). Moreover, these results were in accordance with previous literature stating that *pesantren* now requires students to acquire more than just religious knowledge but also general knowledge like English (Umar, 2022; Farid & Lamb, 2020); then, Islamic-related content and Islamic discourse in English (Cahyo et al., 2019) can be included. At the end of the day, the main purpose of English language teaching (ELT) in *Pesantren* will be focusing on using the language for different purposes appropriately.

More to the findings, the relevant parties highlighted that English would ultimately be used outside of the Islamic context. It is then necessary that the ELT process assists the students in mastering the language for future purposes such as for attending university and obtaining a scholarship. This result is in accordance with the one reported by Bin-Tahir et al. (2019) that *pesantren* students' purpose in learning English was to improve their speaking skills, communicate in non-formal situations, and eventually get a job. It is also supported by Rachman et al. (2022) that in today's global and fast-paced world, the young generation need to be adaptable, proactive, imaginative and creative in problem solving and decision making, and to be good communicators which can be facilitated through English instructions that can be designed in such ways. Therefore, the lesson should be designed not only by emphasizing the daily lives and Islamic aspects but also to be modernized to meet the needs of progressive times.

Because of these circumstances, *pesantren* students are required to learn materials that are relevant to their daily lives such as by incorporating the topics in the kitchen, class, mosque, and dormitory. For the purpose of the speech, Islamic topics, e.g., alms and the virtue of night prayers, along with *pesantren*-related vocabulary i.e., *ma'mum* (congregation/followers), *kufr*, *istiqamah* (consistency), *farldu* (obligation), are required. Cahyo et al. (2019) asserted that Islamic contents such as law (*syari'ah*), Islamic jurisprudence (*fiqh*), Islamic belief (*aqidah*), Islamic education, and Islamic history can be included as themes. Furthermore, to support the needs in a more modern time, learning materials should be modernized by adding some up-to-date videos and other materials while still considering the appropriateness of the content for the *pesantren* context. Materials with cultural integration can further widen the coverage of the materials but they must be well-selected (Cahyo et al., 2019). Last but not least, the English texts should be short, simple, comprehensible, and incorporate *pesantren*-related vocabulary as well as integrate other language skills. It is important to note that English materials for *pesantren* students should be designed carefully as their needs are different from students in regular institutions.

To support the achievements of the needed analysis results, the teachers' and students' roles, along with learning media and methods need to be cautiously considered. The findings show that teachers should facilitate students' active involvement in the learning process so they can confidently express their ideas and participate in the process. It is supported by Nunan (2004, p.64) that teachers should be responsible for promoting students' active participation while at the same time guiding them toward their learning goals. Teachers' duties in helping them meet their learning objectives include designing assignments relevant to their interests and needs along with providing them with helpful feedback on their progress. Naibaho (2019) further asserted that teachers possess many roles in the process which comprise being an organizer, assessor, prompter, tutor, observer, performer, and controller. In addition to promoting students' active participation, it is required that teachers design interesting lessons, and incorporate the use of technology. Hidayat and Hawanti (2021) stated that non-linguistic elements, such as infrastructure facilities and teachers' instructional strategies, also impact students' motivation to learn English. However, it is vital to note that the use of technology as the media can bring two different trends: positively impact digital skills development and negatively impact mental development (Suroso et al., 2021). Kholili (2021) mentioned that by far, *pesantren* faced contemporary challenges that are in line with the development of science and technology such as technology-based *pesantren* systems, digital literacy, and digital ethics. Hence, for these Islamic contexts, awareness to choose proper materials with proper teaching media is indeed crucial.

## 6. Conclusion

In sum, the results of the need analysis show that English instructions should be designed to (a) support the improvement of students' language skills, particularly speaking, (b) promote their ability to deliver speeches for religious purposes, and (c) prepare them for their future goals. Hence, in addition to Islamic topics and *pesantren*-related vocabulary, more modern and contextual materials should be included to widen their knowledge which in turn help them achieve their goals. Thus, these results can become the groundwork for developing the English curriculum in *Pesantren*, including syllabus, lesson plans, learning materials, methods, and media, and then provide excellent academic guidance to learn English in accordance with their needs.

## 7. Recommendation

The results of this study will have a tangible effect on English instructions in *Pesantren*. The importance of the student's needs in expanding English instructions will facilitate teachers and *pesantren* in achieving the learning goals by considering the expectations of all parties. Teachers can promote a variety of methods that foster active involvement through peer, roleplay, and group work. The findings will also help all teachers in *Pesantren* to improve students' communicative competence as long as the *pesantren* consider the results to meet *pesantren*'s desires. Then, teachers should adapt to the requirements of students related to developing and adopting learning, which can include providing LCDs, the internet, the relevant books and using collaborative techniques to meet the students' expectations in English instructions.

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