NEEDS ANALYSIS OF ENGLISH READING MATERIALS FOR THE TENTH-GRADE OF DAARUL QUR’AN SENIOR HIGH SCHOOL BEKASI (A Descriptive Inquiry Research)

A Thesis

Presented in Partial Fulfillment of Requirements for the Degree of Master of Education (M.Pd.) in the Graduate Program of English Education

By: Mar’atus Sholehah
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GRADUATE PROGRAM OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA
1440 H./2019 M.
STATEMENT OF ORIGINALITY

I hereby declare that the thesis entitled “Needs Analysis of English Reading Materials for The Tenth-Grade of Daarul Qur’an Senior High School Bekasi (A Descriptive Inquiry Research)” represents my original work and that I have used no other sources except as noted by citations. All data, tables, figures, and text citations that have explicitly acknowledge as such. I have read and understood the Ministry of National Education (MoNE) of Indonesia’s Decree No. 17 the Year 2010 regarding plagiarism in higher education. Therefore, I am responsible for any claim in the future regarding the originality of my thesis.

Jakarta, 15 April 2019
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NEEDS ANALYSIS OF ENGLISH READING MATERIALS FOR THE TENTH-GRADE OF DAARUL QUR’AN SENIOR HIGH SCHOOL BEKASI
(A Case Study for Pesantren Tahfizh Daarul Qur’an)

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This is to declare that the thesis entitled “Needs Analysis of English Reading Materials for The Tenth-Grade of Daarul Qur’an Senior High School Bekasi (A Descriptive Inquiry Research)” has been proposed to the Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta, and has been announced to pass in the thesis defense examination conducted on May 15, 2019. The thesis has been revised as suggested by the examiners. Therefore, the writer is entitled to bear a Master Degree in Education (M.Pd.).

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ABSTRACT


This research aims to reveal the needs of English reading materials for the tenth-grade students of Daarul Qur’an Senior High School, Bekasi. This research was conducted with descriptive inquiry research. Three research questions were addressed in this research; (1) What English reading materials needed, (2) What the shortages of English reading materials, and (3) Why students need to change their English reading materials. Research participants were the Tenth-grade students of Islamic boarding school for Holy Qur’an memorization in Senior High School degree. The data were gathered by distributing a questionnaire to 72 respondents and administering interview to 24 participants to get students’ needs. The questionnaire and interview results prove that there were three results. First, the students need English reading materials which contain Islamic topics. Second, English reading materials didn’t become relevant to the students’ major. Last, there was a gap between English reading materials and the students’ major. Therefore, the materials those familiar with the Islamic area are needed. Furthermore, English reading materials based on student’s needs must be created. The next researcher, hopefully, can develop these materials.

Keywords: Daarul Qur’an Senior High School, Descriptive Inquiry Research, English Reading Materials, Islamic Boarding School, the Tenth-Grade Students, and Needs Analysis.
ABSTRAK


ملخص البحث

(بحث وصفي التحقيق)

يهدف هذا البحث إلى معرفة احتياجات مواد قراءة اللغة الإنجليزية لطلاب صف العاشر المرحلة العالمية في معهد دار القرآن، بيكاسي. أجري هذا البحث من بحث وصفي التحقيق. تم تناول ثلاثة أسئلة بحثية في هذا البحث، هي (1) ما هي مواد القراءة باللغة الإنجليزية المطلوبة، (2) ما النقص في مواد القراءة باللغة الإنجليزية، (3) لماذا يحتاج طلاب إلى تغيير مواد القراءة باللغة الإنجليزية. شارك في البحث طلاب صف العاشر المرحلة العالمية في معهد دار القرآن، بيكاسي. تم جمع البيانات عن طريق توزيع الاستبيان على 72 من المشاركين وإدارة المقابلة على 24 مشاركًا للحصول على احتياجات الطلاب. يثبت الاستبيان ونتائج المقابلة أن هناك ثلاث نتائج. أولًا، يحتاج الطلاب إلى مواد قراءة باللغة الإنجليزية تحتوي على المعرفة أو الموضوع الإسلامية. ثانياً، لم تكن مواد قراءة اللغة الإنجليزية ذات صلة بتخصص الطلاب. أخيراً، كانت هناك فجوة بين مواد قراءة اللغة الإنجليزية وخصصات الطلاب. لذلك، هناك حاجة إلى المواد المألوفة بالمنظمة الإسلامية. علاوة على ذلك، يجب إنشاء مواد قراءة باللغة الإنجليزية بناءً على احتياجات الطلاب. الباحث المستقبلي تأمل أن يطوير هذه المواد.

الكلمات المفتاحية: تحليل الاحتياجات، بحث وصفي التحقيق، طلاب صف العاشر، معهد مرحلة العالمية في دار القرآن، مواد قراءة اللغة الإنجليزية.
ACKNOWLEDGMENT

In the name of Allah, the Beneficent and the Merciful

All prices are always due to Allah, Lord of the universe who has been giving faith, health, love, blessing, mercy, and everything to the researcher so that the researcher was able to finish this thesis. Peace and blessing may always be upon our prophet and the messenger of Allah SWT, Muhammad SAW, his wives, his children, his families, his companion, and his followers.

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Finally, the researcher hoped that this thesis would give contributions theoretically and academically to the readers. The researcher realized that this thesis is far from being perfect. Hence, suggestion idea and constructive criticisms for further improvement are highly welcomed and are appreciated by the researcher.

Jakarta, 15 April 2019

Mar’atus Sholehah
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE ................................................................. i</td>
</tr>
<tr>
<td>STATEMENT OF ORIGINALITY ............................................... ii</td>
</tr>
<tr>
<td>APPROVAL BY THESIS SUPERVISOR ........................................ iii</td>
</tr>
<tr>
<td>ENDORSEMENT SHEET ........................................................ iv</td>
</tr>
<tr>
<td>ABSTRACT ............................................................................. v</td>
</tr>
<tr>
<td>ABSTRAK ............................................................................. vi</td>
</tr>
<tr>
<td>ملخص البحث ...................................................................... vii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT ................................................................ viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS .......................................................... ix</td>
</tr>
<tr>
<td>LIST OF TABLES .................................................................... xii</td>
</tr>
<tr>
<td>LIST OF FIGURES .............................................................. xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES ......................................................... xiv</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS .................................................... xv</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION ................................................. 1

A. Research Background ...................................................... 2
B. Research Focus .............................................................. 4
C. Research Question .......................................................... 4
D. Research Objective .......................................................... 4
E. Research Significance ...................................................... 4

## CHAPTER II LITERATURE REVIEW ....................................... 6

A. The Nature of Curriculum .................................................. 6
   1. Defining of Curriculum .................................................. 6
   2. English Curriculum ...................................................... 7
   3. English Curriculum in Indonesia ...................................... 9
   4. The 2013 Curriculum in English Language Teaching in Indonesia .................................................. 9
B. The Nature of Syllabus ...................................................... 10
   1. Defining of Syllabus ...................................................... 10
   2. Approach and Types of Syllabus ...................................... 12
C. English Learning System in Daarul Qur’an Senior High School .................................................. 13
D. The Nature of Needs Analysis ............................................. 17
   1. Defining of Needs Analysis ............................................. 18
   2. Approaches to Needs Analysis ........................................ 18
   3. Purposes of Needs Analysis ............................................. 19
   4. Types of Needs Analysis ................................................. 20
   5. Target Needs ............................................................... 20
   6. Learning Needs ............................................................ 22
E. The Nature of English for Specific Purposes (ESP) .................. 23
   1. Defining of English for Specific Purposes ......................... 23
   2. Types of English for Specific Purposes ............................... 24
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>The Nature of Materials</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>1. Defining of Materials</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>2. ESP Materials</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3. Purpose of Materials</td>
<td>26</td>
</tr>
<tr>
<td>G</td>
<td>The Nature of English Reading Materials</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>1. Defining of English Reading Materials</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>2. Model of English Reading Materials</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>3. Types of Reading Text</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>4. Literary Genres</td>
<td>31</td>
</tr>
<tr>
<td>H</td>
<td>Previous Related Studies</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td><strong>CHAPTER III METHODOLOGY</strong></td>
<td>36</td>
</tr>
<tr>
<td>A</td>
<td>Research Design</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>1. Setting of Time</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>2. Setting of Place</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>3. Profile of Daarul Qur’an Senior High School</td>
<td>38</td>
</tr>
<tr>
<td>B</td>
<td>Participants</td>
<td>41</td>
</tr>
<tr>
<td>C</td>
<td>Research Instruments</td>
<td>41</td>
</tr>
<tr>
<td>D</td>
<td>Data Collection Technique</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>1. Questionnaire</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>2. Interview</td>
<td>43</td>
</tr>
<tr>
<td>E</td>
<td>Data Analysis Procedures</td>
<td>44</td>
</tr>
<tr>
<td>F</td>
<td>Trustworthiness</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>1. Triangulation</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>2. Audit Trial</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td><strong>CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS</strong></td>
<td>47</td>
</tr>
<tr>
<td>A</td>
<td>Research Finding</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>1. What are English Reading Materials Needed by the Tenth-Grade Students of Daarul Qur’an Senior High School Bekasi?</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>a. Reason for Studying English</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>b. The Way of Learning English</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>c. The Content Areas</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>1) Descriptive Text</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>2) Announcement</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>3) Recount Text</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>4) Narrative Text</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>d. The Learners</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>e. The Setting and Context</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>f. The Frequency in Using the Language</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>2. What are the Shortages of English Reading Materials Used by the Tenth-Grade Students of Daarul Qur’an Senior High School?</td>
<td>84</td>
</tr>
</tbody>
</table>
3. Why do Students need to Change English Reading Materials for the Tenth-Grade Students of Daarul Qur’an Senior High School? ........................................... 85
B. Discussion ................................................................. 87
  1. Learners’ Necessities of English Reading Materials .................. 87
  2. The Shortages of English Reading Materials ............................ 89
  3. The Reason for Changing English Reading Materials .................. 90

CHAPTER V CONCLUSION, SUGGESTION, AND RECOMMENDATIONS... 91
A. Conclusions ..................................................................... 91
B. Suggestions ...................................................................... 91
C. Recommendations ........................................................... 92
REFERENCES ..................................................................... 93
APPENDICES ...................................................................... 97
LIST OF TABLES

Table 2.1 Components of a Language Syllabus .............................................. 11
Table 2.2 Major Approaches to Language Syllabus Design .......................... 12
Table 3.1 Schedule of Research ..................................................................... 38
Table 4.1 Students’ Reason for Learning English ........................................ 48
Table 4.2 Summarizing Students’ Reasons in Learning English .................... 49
Table 4.3 Students’ Background ................................................................. 50
Table 4.4 Increasing Students’ Knowledge .................................................. 51
Table 4.5 Students’ Frequency in Taking English Course ............................ 52
Table 4.6 The Role of English Knowledge towards Students’ Knowledge ...... 52
Table 4.7 The Environment where Influencing English Knowledge .......... 53
Table 4.8 Students’ Learning Style .............................................................. 54
Table 4.9 Student’ Way in Learning Vocabulary ......................................... 56
Table 4.10 Students’ Way in Learning Grammar .......................................... 57
Table 4.11 The Topic of Descriptive Text ..................................................... 58
Table 4.12 The Topic of the Announcement ................................................ 63
Table 4.13 The Topic of recount text ........................................................... 65
Table 4.14 The Topic of Narrative Text ....................................................... 70
Table 4.15 Students’ Age ............................................................................. 75
Table 4.16 Students’ Reading Activity before Beginning the Lesson ............ 76
Table 4.17 Students’ Partner in Reading Activity ....................................... 77
Table 4.18 Students’ Reading Activity after Finishing the Lesson ............... 77
Table 4.19 Students’ Reading-Exercise outside the Classroom .................... 78
Table 4.20 Practicing Reading outside Classroom ....................................... 79
Table 4.21 Students’ Partner in Practicing Reading .................................... 79
Table 4.22 Media of Practicing Reading Skill ............................................. 80
Table 4.23 Students’ Interest of Genre of Text ........................................... 82
Table 4.24 Students’ Interest in English ..................................................... 83
<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Theoretical Framework of Needs Analysis (Adapting from Hutchison &amp; Waters 1987 In Alqunayeer &amp; Zamir, 2016, p. 89)</td>
<td>20</td>
</tr>
<tr>
<td>3.1</td>
<td>Steps of Conducting Needs Analysis (Adapted from Dudley-Evans &amp; St. John, 1998 and Modified by the Researcher)</td>
<td>36</td>
</tr>
<tr>
<td>3.2</td>
<td>Technique and Analysis Miles and Huberman (Adopted from Miles and Huberman)</td>
<td>44</td>
</tr>
<tr>
<td>4.1</td>
<td>Students’ Background</td>
<td>50</td>
</tr>
<tr>
<td>4.2</td>
<td>Increasing Students’ Knowledge</td>
<td>51</td>
</tr>
<tr>
<td>4.3</td>
<td>Students’ Frequency in Taking English Course</td>
<td>51</td>
</tr>
<tr>
<td>4.4</td>
<td>The Role of English Knowledge towards Students’ Knowledge</td>
<td>52</td>
</tr>
<tr>
<td>4.5</td>
<td>The Environment where Influencing English Knowledge</td>
<td>53</td>
</tr>
<tr>
<td>4.6</td>
<td>Students’ Learning Style</td>
<td>54</td>
</tr>
<tr>
<td>4.7</td>
<td>Student’ Way in Learning Vocabulary</td>
<td>56</td>
</tr>
<tr>
<td>4.8</td>
<td>Students’ Way in Learning Grammar</td>
<td>57</td>
</tr>
<tr>
<td>4.9</td>
<td>The Topic of Descriptive Text</td>
<td>58</td>
</tr>
<tr>
<td>4.10</td>
<td>The Topic of the Announcement</td>
<td>62</td>
</tr>
<tr>
<td>4.11</td>
<td>The Topic of Recount text</td>
<td>65</td>
</tr>
<tr>
<td>4.12</td>
<td>The Topic of Narrative Text</td>
<td>70</td>
</tr>
<tr>
<td>4.13</td>
<td>Students’ Age</td>
<td>75</td>
</tr>
<tr>
<td>4.14</td>
<td>Students’ Reading Activity before Beginning the Lesson</td>
<td>76</td>
</tr>
<tr>
<td>4.15</td>
<td>Students’ Partner in Reading Activity</td>
<td>76</td>
</tr>
<tr>
<td>4.16</td>
<td>Students’ Reading Activity after Finishing the Lesson</td>
<td>77</td>
</tr>
<tr>
<td>4.17</td>
<td>Students’ Reading-Exercise outside the Classroom</td>
<td>78</td>
</tr>
<tr>
<td>4.18</td>
<td>Practicing Reading outside Classroom</td>
<td>78</td>
</tr>
<tr>
<td>4.19</td>
<td>Students’ Partner in Practicing Reading</td>
<td>79</td>
</tr>
<tr>
<td>4.20</td>
<td>Media of Practicing Reading Skill</td>
<td>80</td>
</tr>
<tr>
<td>4.21</td>
<td>Students’ Interest of Genre of Text</td>
<td>81</td>
</tr>
<tr>
<td>4.22</td>
<td>Students’ Interest in English</td>
<td>82</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Questionnaire Framework</td>
<td>97</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Needs Analysis Questionnaire</td>
<td>101</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Needs Analysis Questionnaire in Bahasa</td>
<td>108</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Interview Guide-Line</td>
<td>114</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Questionnaire Analysis</td>
<td>116</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>I1’s Script Interview</td>
<td>135</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>I2’s Script Interview</td>
<td>139</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>I3’s Script Interview</td>
<td>142</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>I4’s Script Interview</td>
<td>147</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>I5’s Script Interview</td>
<td>154</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>I6’s Script Interview</td>
<td>158</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>I7’s Script Interview</td>
<td>162</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>I8’s Script Interview</td>
<td>164</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>I9’s Script Interview</td>
<td>168</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>I10’s Script Interview</td>
<td>172</td>
</tr>
<tr>
<td>Appendix 16</td>
<td>I11’s Script Interview</td>
<td>175</td>
</tr>
<tr>
<td>Appendix 17</td>
<td>I12’s Script Interview</td>
<td>178</td>
</tr>
<tr>
<td>Appendix 18</td>
<td>I13’s Script Interview</td>
<td>181</td>
</tr>
<tr>
<td>Appendix 19</td>
<td>I14’s Script Interview</td>
<td>185</td>
</tr>
<tr>
<td>Appendix 20</td>
<td>I15’s Script Interview</td>
<td>189</td>
</tr>
<tr>
<td>Appendix 21</td>
<td>I16’s Script Interview</td>
<td>192</td>
</tr>
<tr>
<td>Appendix 22</td>
<td>I17’s Script Interview</td>
<td>195</td>
</tr>
<tr>
<td>Appendix 23</td>
<td>I18’s Script Interview</td>
<td>198</td>
</tr>
<tr>
<td>Appendix 24</td>
<td>I19’s Script Interview</td>
<td>201</td>
</tr>
<tr>
<td>Appendix 25</td>
<td>I20’s Script Interview</td>
<td>205</td>
</tr>
<tr>
<td>Appendix 26</td>
<td>I21’s Script Interview</td>
<td>208</td>
</tr>
<tr>
<td>Appendix 27</td>
<td>I22’s Script Interview</td>
<td>211</td>
</tr>
<tr>
<td>Appendix 28</td>
<td>I23’s Script Interview</td>
<td>214</td>
</tr>
<tr>
<td>Appendix 29</td>
<td>I24’s Script Interview</td>
<td>219</td>
</tr>
<tr>
<td>Appendix 30</td>
<td>Interview Categorize</td>
<td>221</td>
</tr>
<tr>
<td>Appendix 31</td>
<td>Permission Letter to <em>Daarul Qur’an</em> Senior High School</td>
<td>228</td>
</tr>
<tr>
<td>Appendix 32</td>
<td>Response Letter from <em>Daarul Qur’an</em> Senior High School</td>
<td>229</td>
</tr>
</tbody>
</table>
LIST OF ABBREVIATIONS

NA : Needs Analysis
ESP : English for Specific Purposes
ELT : English Language Teaching
ERM : English Reading Materials
PSA : Present Situation Analysis
TSA : Target Situation Analysis
CHAPTER I
INTRODUCTION

This chapter covers the research background, research focus, research question, research objective, and research significance.

A. Research Background

Reading, writing, listening, and speaking skills are language skills that should be mastered by students. As far as English is apprehensive, reading has so much interest, especially in the process of text comprehension. However, it has been stated by Widdowson (Al-Shawesh & Hussin, 2015, p. 98) as the procedure of acquiring linguistic information by copying. Grellet illustrated that reading “overtimes cover guessing, predicting, checking, and asking oneself questions.” Moreover, reading skill seems to be essential because it is the most general skill learners are frequently going throughout the course in the learning process (Al-Shawesh & Hussin, 2015, p. 98). Also, Rahman (2007, p. 11) in Al-Shawesh & Hussin (2015, p. 98) stated that “reading is not just a performance of going through the text, but it implies certain attitudes and reactions towards the text while reading the text. Al-Shawesh & Hussin (2015, p. 98) added that “reading is not a passive skill.”

In practice, reading-skill used as goal-oriented. Students learn the text in the textbook, then answer question lists related to the book. Process-oriented needed in improving reading skill. In process reading skill, the student will be presented reading materials related to their needs by using their background and integrating new knowledge.

Teaching-learning process cannot be separated with materials, because they are one of the crucial tools in teaching and learning process. Teaching sets such as syllabus, lesson plans, textbooks, and media prepared as a guideline in the implementation of the teaching-learning process. Suitable materials based on student’s needs will improve student’s achievement. Then, enhance the quality of education. The teacher is an essential role to conduct appropriate materials for students (Spelleri in Sarapli, 2011 in Wulaningtyas, 2015, p. 2). To identify students’ needs for documents can be done by conducting a needs analysis.

Materials are the necessary teaching tool in ELT with some elements that should be listed. For a teacher, Richards (2001) suggests that materials should provide the basis for content for the lesson, kind of language practice that use by students, and supplement the instructions. Then, for students, materials may provide a significant source of contact with the language that takes apart by students with the teacher. The researcher will make the illustration, Materials are a vehicle, the teacher is the driver, and students are passengers. The excellent teacher needs the right materials. (Kirkgoz, 2009, p. 79). Documents also can be “agent of change” in innovating of ELT with some reasons. The first, materials as the vehicle for teacher and students. The second, articles provide a picture that supports the components of the lesson. Also, the third, it gives the psychological support for the teacher. Then, a matter of reading must suit the students’ need. Every institution has a different requirement.

Textbooks produced by publishers prepared by a sets curriculum in the education system of Indonesia. Those books only fulfill the needs of students who study in public school. Students who study in Islamic Boarding School as a religious school has different needs.
English reading materials become the primary element of English teaching and learning process. It is also the guideline of teacher and students. Sheldon (Cited in Kirkgoz, 2009, p. 79) also stressed that materials are the visible heart of English language teaching (ELT) process, the English teachers in the process of education and students in the process of learning. Using proper materials and appropriate with students’ need will give an excellent achievement for students. Besides, using materials without determining students’ need will provide the gap. In the other hand, both teacher and students do not comfortable with ELT process. Choosing materials is the decision. In the process of selecting it, the educator did not consider students’ needs.

Needs analysis (NA) or known as needs assessment is an essential part that considered of curriculum development. NA also plays a crucial role in designing and carrying out any language course, including English for Specific Purposes (ESP). Several scholars and authors who recognized the centrality of NA are Mumby (1978), Hutchinson and Waters (1987), Richterich and Chancerel (1987), Brindley (1989), Dudley-Evans and St. Hohn (1998), Iwai et al. (1999), Hamp-Lyions (2001), Finney (2002). The implication of NA in second language curriculum development began in the 1960s as language programs which started with emphasizing ESP instruction.

English reading materials which suit the needs of students would be more natural to achieve the learning objectives. Texts which are recognizable to students in term of content, form, and culture will help students overcome any reading comprehension difficulties they may encounter with a less common vocabulary. Reading materials about Islamic knowledge and nationality will be more easily connect and understand with their dominant religion and nation knowledge with new understandings covered in the English subject form. Suitable topics will add students’ Islamic and general education and practice their English reading skill through comprehension and writing the text based on the types.

Practicing of teaching-learning process is the implementation of the curriculum. Based on the laws of Republic Indonesia about national education system No. 22-year 2003-part 1-article 13, educational lane consists of formal, non-formal, and informal education. In part 14 mentioned that degree of knowledge in Indonesia as follows; primary education (Kindergarten and Elementary School), secondary education (Junior High School and Senior High School), and high education (Undergraduate, Post-Graduate, and Doctoral education). Several courses based on article 15 are general, vocational, academic, professional, occupational, religious, and specialized schools.

One of the various courses in Indonesia is religious education such as Islamic Boarding School or known as Pesantren. The fact that Muslim is a significant population in Indonesia becomes the reason for choosing pesantren. Also, adolescence at this time is very worrying, so parents feel calmer when their children in Islamic Boarding School. Besides the children get general courses, they will get ethics and ethical directions genuinely in this school. Those reasons are parent’s encouragement; they also expect that studying in Islamic Boarding School, their children can explore Islam and science to face the competition of education globally. Islamic Boarding School is a complete educational system. Therefore, parents prefer Pesantren as a place of learning for their children, especially the modern Islamic Boarding School.
Purpose of modern Islamic Boarding School education is producing quality graduates with intellectual intelligence, emotional, and spiritual well-balanced to spread Islam all over the world. Therefore, the teaching-learning process in the classroom should be related to this mission. English is the most suitable subject to support this purpose because it is the International language. By mastering this language, students able to communicate with world society. Also, English is the official language in modern Islamic Boarding School beside Arabic. Students not only study English in the classroom, but they also consider this subject outside the school. Speech class or well-known as the public speaking program is a mandatory class for them. In this class, students train to have the general speaking ability by using English and Arabic languages. Topics used are Islamic, nationality, and International issues.

The learning system of Islamic Boarding School for Holy Qur’an memorization is not only about attending the teaching-learning room every morning and leaving at mid-day but also all activity along day and night for 24 hours. It is a social institution of religious education for Muslims who want to explore religious sciences (Farchan & Syarifudin, 2005 in Nurjaman, 2013, p. 500). It is one of the institutions that well-known by its education quality and its superior in teaching to its students. Now a day, Islamic Boarding School not only presenting religious courses, but also general sciences. It is the superiority of Islamic Boarding School system.

_Daarul Qur’an_ Senior High School is one of Islamic Boarding School in Bekasi, West Java. The teaching-learning system that conducted in _Daarul Qur’an_ Islamic Boarding School is entirely different from other general Senior High School. It follows the combination system of curriculum 2013 from Government, Gontor Islamic Boarding School, and Daqu System. Students of _Daarul Qur’an_ Islamic Boarding School get new subject related to Islam, such as memorizing the Holy Quran, _Ulumul Qur’an, Tafsir, Hadits, Mustholah Hadits, Fiqh, Ushul Fiqh, Masail Fiqhiyah, History of Islam_, and so on. In practicing the teaching-learning system, teachers use Islamic knowledge to support the explanation of materials in general subject such as English, Biology, Geography, and so on. The implementation of this system harmonizes with the purpose of education in _Daarul Qur’an_ institution, integrating general and religious sciences.

They are reading materials in the textbook used by _Daarul Qur’an_ Senior High School is not fulfilled specific students’ needs. This book published by Quadra. Types found in the second semester of the Tenth-Grade of Senior High School as follows; descriptive text, announcement, recount text, and narrative text. Reading materials of the Tenth-grade published by Quadra is not be able to fulfill their particular needs. The descriptive text describes Singkawang, Natural bride national park, Borobudur, and Mark Zuckerberg (Rao, 2017, p. 43–55). Announcement announces announcement at the airport (Rao, 2017, p. 69). Recount text tells about Abraham Lincoln and the fall of an apple (Rao, 2017, p. 101–108). The narrative text tells about the three wishes, the ugly duckling, and Pickwick’s adventure (Rao, 2017, p. 121–131). However, the topics of English reading materials are not meet students’ needs as students of the modern Islamic boarding school who should be master Islam and general sciences.

This research conceived it during the researcher’s time working for _Daarul Qur’an_ Senior High School. As the English teacher, the researcher witnessed that the teacher is the
primary facilitator in the teaching-learning process should identify students’ needs and develop English reading materials that support their needs. Hopefully, students not only get the learning objectives of the English lesson but also increase students’ knowledge of Islam and nation in English form through teacher need analysis of English reading materials.

B. Research Focus

Based on the background above, the main issue of this study has focused the needs of students for an Islamic boarding school for Holy Qur’an memorization (the Tenth-grade students of Daarul Qur’an Senior High School) to English reading materials. This research reviewed the study conducted on learner and learning needs. The target needs to mean students’ necessity, lacks, and wants. Then, learning needs means the reason of studying English, the way of learning English, the content areas, the learners, the setting and context, and the frequency in using the language) that adopting the Hutchinson and Waters model of NA. NA has been an indispensable step in selection, curriculum development, and evaluation of teaching activities in language teaching. Descriptive, announcement, recount, and narrative texts are kinds of text that used in this research.

C. Research Question

Based on the background as elucidated above, this research seeks to address the following questions:
1. What are English reading materials needed by the Tenth-grade students of Daarul Qur’an Senior High School Bekasi?
2. What are the shortages of English reading materials used by the Tenth-grade students of Daarul Qur’an Senior High School Bekasi?
3. Why do students need to change English reading materials for the Tenth-grade students of Daarul Qur’an Senior High School Bekasi?

D. Research Objective

Based on the research questions as presented above, here are the following objectives to address the research questions of this research:
1. To design English reading materials needed for the Tenth-grade students of Daarul Qur’an Senior High School Bekasi.
2. To reveal the shortages of English reading materials used by the Tenth-grade students of Daarul Qur’an Senior High School Bekasi.
3. To investigate the reasons for English reading materials changing for the Tents-grade students of Daarul Qur’an Senior High School Bekasi.

E. Research Significance

The results of this research were expected to give some contributions not only theoretically but also practically goes to.
1. Students
   Theoretically, the result of this research provided information about students’ need in English reading materials. Practically, students can use English textbook based on their obligations to improve their score to be significant.
2. English teachers
   Theoretically, this research provided a significant opportunity to advance the understanding of the needs of Islamic boarding school students for Holy Qur’an memorization to English reading materials. Practically, this research aims to contribute to this growing area of research by exploring the needs of English reading materials for Islamic Boarding School students, especially those who teach in an Islamic school or Islamic Boarding School. English teachers can analyze the importance of having teacher-developed elements in teaching and learning process.

3. Daarul Qur’an Research Institution
   Theoretically, the institution gained information on English reading materials. Then, practically, they can use this information as the compass in arranging the book based on students' major.

4. Curriculum Designers and teaching practitioners
   Theoretically, the results of this research present guideline for curriculum designer and teaching practitioners. Then, practically this guideline will help them in revising curriculum based on students’ major.

5. Syllabus designers
   Theoretically, the results of this research provide information on students’ need for English reading materials. Then, practically, this information uses to help them in bringing modification and revisions of English lesson for Senior High School.

6. Further Researchers
   Theoretically, new researchers will gain some idea and theoretical framework of this issue. Practically, they can develop English reading material by using Research and Development (R&D).
CHAPTER II
LITERATURE REVIEW

This chapter covers the nature of the curriculum, the syllabus, English learning system in Daarul Qur’an Senior High School, needs analysis, English for Specific Purposes (ESP), materials, English reading materials, and previous related studies.

A. The Nature of Curriculum
1. Defining of Curriculum

The higher education English literature curriculum, like any curriculum, arises out of demands made by the wider society, out of the history of people’s attempts to understand a particular aspect of our experience (here, the discipline Literature), and out of the needs of the student body. The curriculum is not invariable: as these constituents change so the curriculum changes. Chambers & Gregory (2006, p. 95) saw the extent to which many governments now seek to influence the form and content of all higher education curricula. For example, throughout much of the West, a preoccupation with national wealth creation in the modern, globalized economy has prompted a policy of massively increasing student numbers and focusing on the students’ acquisition of marketable ‘skills.’ They also saw how the student body has changed, becoming markedly more heterogeneous and including many more mature and part-time students. They saw how changes in academics’ and critics’ views of the nature of Literature and the value of literary study have led to the expansion of the ‘traditional’ curriculum. Appropriate extending the canon, including a wide range of literary theory and new types of the subject such as theme-based, regional literature, postmodern perspectives. They saw how a model shift (via the Student learning activity) has happened among educationalists regarding the focus of their task, from teachers and teaching to students and their learning, the responses of which are rebounding around the academy as we write.

Based on some studies, there are several definitions of the curriculum. Rasweri (2018, p. 9) stated that even many descriptions of curriculum, some researchers agreed that the term curriculum is always classified into distinct point as explained by Su (2012) in Rasweri (2018, p. 9) as follows; Curriculum as a set of objectives (goals or objectives), curricula as courses of study or content (content and target), curricula as plans (content, goals, methods, and assessment), curricula as documents (content, objectives, techniques, and evaluation), curricula as experiences (content, objectives, plans, assessment, extracurricular activities and learning environment, hidden curriculum, and cultures).

As a statement of Su (2012), Stenhouse (Moore, 2015 in Rasweri, 2018, pp. 9–10) improved his speech. He classified curriculum into four definitions. They are curriculum as product (relating to the use of curriculum as a standard of teaching practices), curriculum as process (what actually occurs in the classroom and development of curriculum after using at class), curriculum as praxis (focusing on teachers in adapting the curriculum), and curriculum as context (the curriculum’s relationship to the outside world).

Thus, from the definitions of some experts above, the researcher summarized that curriculum is a concept that created by the government (The Ministry of Education) as a guideline of the teaching-learning process covered the course of study, a program of study, subjects, and modules.
2. English Curriculum

Jawarskowa and Porte (2007) in Rasweri (2018, p. 10) divided the history of ELT curricula into six categories, namely the early period, the 1960s, the 1970s, the 1980s, the 1990s and the new millennium. Some methods used in teaching and learning English are the Grammar-Translation Method (GTM), the Direct Method, the Audio-Lingual Method, Communicative Language Teaching (CLT). During those periods, the method of teaching and learning changed from time to time. Conventional methods such as GTM, it was focusing more on reading and writing skills, with little consideration of speaking and listening skills. Richards (2013) in Rasweri (2018, p. 12) said that approach to teaching English moved from the production of correct language use towards a more active activity that focuses on interactive and communicative classroom processes.

Grammar translation method was used to learn the non-native language. This method focused more on reading and writing, with little consideration of speaking and listening. This method was developed in the 18th century and introduced as a way of teaching modern languages to school children. It was done mainly by studying the grammar in detail and translating texts from the original into the learner’s language. The method itself came from the way individual learners studied classical languages such as Greek and Latin (Lindsay and Knight, 2010, p. 15).

Lindsay and Knight (2010, p. 16) stated that the Direct Method appeared to overcome the problems connected with grammar-translation in the early 20th century. The weaknesses of GTM is less speaking; the Direct Method focused speaking in the teaching and learning process. This method was not new; language teachers have applied its principles for many years. Most recently, it was recovered as a method when the goal of instruction of learning became the communication of foreign language. Since the GTM was not very useful in preparing students to use the target language communicatively, the Direct Method became popular (Larsen-Freeman, 2003, p. 23). Diller (Larsen-Freeman, 2010, p. 23) said that the basic rule of the Direct Method was that no translation is allowed. This method gains its name from the fact that meaning is to be conveyed directly in the target language using demonstration and visual aids, with no resource to the students’ native language.

An Audio-Lingual Method is an oral-based approach. It like the direct method Rather than accentuating vocabulary acquisition through exposure to its use in situations by using GTM, this method exercises students in the use of grammatical sentence pattern. This method, unlike the Direct Method, it has a strong theoretical base in linguistics and psycholinguistics. Charles Fries, who comes from the University of Michigan, the way in applying principles from structural linguistics in developing the method. That is why this method well-known as ‘Michigan Method.’ Later in its improvement, principles from behavioral psychology (Skinner) were incorporated. This method taught the way to acquire the sentence patterns of the target language was thought conditioning-helping students to respond correctly to stimuli through shaping and reinforcement. Students could overcome the habits required to be target language speakers (Larsen-Freeman, 2003, p. 35).

The problem of the Audio-Lingual Method was the students’ incompetence to readily transfer the customs they had understood in the classroom to communicative use outside it. The Silent Way is the solution to this problem. The basic principle of this method is that teaching should subordinate learning. Gattegno believed that to teach means to serve the learning process rather than to dominate it. This principle is in keeping with the powerful exploration for rules ascribed to the learner in the cognitive approach. Gattegno looked at language learning from the aspect of the student by learning the way babies and young
children learn. He summarized that studying is a process which we initiate by ourselves by mobilizing our inner resources such as perception, awareness, cognition, imagination, intuition, and creative — these internal resources to meet the challenge at hand. In the source of our learning, we integrate into ourselves whatever ‘new’ that we create, and we use it as a walking stone for further education (Lersen-Freeman, 2003, pp. 53–54).

Celce-Murcia said that desuggestopedia is the method called by an effective-humanistic approach, an approach in which there is respect for students’ feelings (Lersen-Freeman, 2003, p. 73). The originator of this method is George Lozanov, and he believes as does Silent Way’s Celeb Gattegno, that language learning can happen at a much faster rate than ordinary transpires. He also expresses that we can set up psychological barriers to knowledge. Most students fear that they will be unable to perform, then they limit their ability. Based on the statement of Lozanov and others, human only use their ability five to ten percent of their full mental capacity. Furthermore, it will be better if they need to recommend their capacity to solve this problem. One of the ways the learners' mental reserves stimulated through the integration of the fine arts, an essential contribution to the method made by Lozanov’s colleague Evelyn Gateva.

Students are society human. They need others in their life, not an exception learning process. The teacher should consider students as whole persons. It means that teachers think not only their intelligence, but also have some understanding of the relationship among students’ feeling, physical reactions, instinctive protective reactions, and desire to learn. This method develops its principle from Counseling-Learning approach developed by Charles A. Curran. He studied adult learning for many years. He was affected by Carl Rogers’ humanistic psychology. He stated that adults often feel exposed to a new learning situation. They have imperiled the change inherent in learning and by with the fears of students is for teachers to become a language counselor. Therefore, the teacher as someone who is a skillful understand person of the struggle students faces as they attempt to internalize another language. By following them, the teacher can help students overcome their negative feelings and turn them into positive energy to further their learning (Larsen-Freeman, 2003, p. 89).

Total Psychological Response (TPR) is the principle of Comprehension Approach, which put into practice. Comprehension Approach means a general approach to foreign language instruction to comprehend listening. Asher states the basis of this method; he noted that the fastest, least stressful way to achieve the understanding of any target language is to follow directions uttered by the instructor, without native language translation (Larsen-Freeman, 2003, p. 108).

Larsen-Freeman (2003, p. 121) said that the goal of most methods is to communicate in the target language. In the 1970s, the educators observed if the teaching and learning process used communicative language teaching, outside the classroom, students could produce the sentence. Others recognized that being able to communicate required more than mastering linguistic competence, it needed communicative competence. Also, knowing when and how to say what to whom (Hymes, 1971 in Larsen-Freeman, 2003, p. 121). These observations contributed to a shift in the late 1970s and early 1980s from a scientific structure-centered approach to a communicative approach (Larsen-Freeman, 2003, p. 121). This method aims to practice the theoretical perspective of the communicative approach by making communicative competence, the goal of language teaching, and by recognizing the interdependence of language and communication.

The implementation of English curricula in every country is different, but most of them used communicatively as the focus of teaching English. Prasad (2013) in Rasweri
language syllabus is most frequently about a communicative approach. It covers language skills, content, grammar, vocabulary, and functions. The activities of the English classroom that support communicative competence were group work, task work, and information gap activities. Savignon (2002) in Rasweri (2018, p. 13) stated that in using CLT does not mean that the educator should remove grammatical or formal accuracy removed from the learning list. In 2004, UNESCO’s draft scheme declared that students have different needs, abilities, interests, backgrounds, and ways of learning (Rasweri, 2018, p. 13). These are all based on different origins of language, cultures, customs, and experiences depending on where they born and live, such as where their continent, country, city, region, and family). Those are the reasons why the English curriculum different based on students’ needs.

3. English Curriculum in Indonesia

In 1994, Indonesia used the grammar-translation method. In 1958, it changed into the audio-lingual. After the implementation of this method for seventeen years, it turned into the 1975’s revised audio-lingual method curriculum. In 1984, it became into the structure-based communicative. Then in 1994, the curriculum moved into 1994’s meaning-based talkative. After applying this curriculum for ten years, the curriculum in Indonesia revised again. Indonesia used the 2004 competency-based curriculum. After two years of implementing this curriculum, the 2006 KTSP curriculum appeared. This curriculum is well-known as the School-Based Curriculum. After seven years, the curriculum changed into the 2013 curriculum. In 2015 or two years of implementing this curriculum, the Ministry of Education announced re-evaluating of this curriculum. Therefore, some schools are back to KTSP curriculum, and others still using the 2013 curriculum. During this period, the government revised the 2013 curriculum. Thus, since 2017, the government declared that all schools should use the 2013 curriculum.

4. The 2013 Curriculum in English Language Teaching in Indonesia
In 2013, the Ministry of education and culture of Indonesia created a new curriculum, Curriculum 2013. It is a path from the 2004 and 2006 curriculum of which each curriculum development consists of capable, cognitive, and psychomotor (Public trial of the 2013 curriculum, 2012, p. 4 in Subandi 2014, 200). The central standard development in the 2013 curriculum is on the standard of graduate competence to promote four core competencies, namely religious, social, knowledge, and knowledge application (Jaya, 2013, p. 85 in Subandi, 2014, p. 200).

This curriculum believed to be a curriculum that can help students to be more active and critical in learning English as a foreign language. This curriculum created to fulfill the needs of the century. In this method, the teachers teach their students by inviting them to get knowledge by themselves. The importance of this curriculum is creating a natural environment for language learners.
This method not only focuses on knowledge but also on practical aspects such as character building. Muhammad and Sapahayuningsih in Rasweri (2018, p. 15) said that the 2013 curriculum has character building as the focus since nowadays Indonesia is facing socio-cultural changes. McDaniel suggests that teachers; they proposed to include values and ethics activities in their daily teaching and learning process (Rasweri, 2018, p. 15). Reading and writing exercises can explore moral and ethical thought. Other activities that use in English teaching are discussion, role-playing, analytical, and creative projects as a basis for critical thinking. Those activities are structuring the learning environment as a safe environment for learning, sharing, and cooperation.

Some researchers did the study about the value of the 2013 curriculum. Adi (2013) found that English language learning provides many opportunities for integrating the teaching and learning process with benefits and responsibilities. Teachers can give the students earning activities that increase student interaction and put students in the center of learning. In this way, students have more chances to interact with their friends and build ethical values within themselves, mainly as the 2013 curriculum focuses on English as a tool for communication and critical thinking, using activities such as role-play, discussion, writing, and reading, with social issues as the topic.

The approach of the 2013 curriculum covers the activity of teaching and learning English, such as observing, asking, collecting data, associating, and communicating. Another researcher is Suharyadi (2013). He said that he found it challenging to identify an example of teaching English using a scientific approach since this approach usually connects to teaching science or Mathematics. Putra (2014) summarized the changing of the 2013 curriculum by the Ministry of Education because of some problems. They are removal of English as a subject from elementary school, reduction of teaching hours at senior high schools, reduction in the content of teaching materials, limitation of topics of discussion, explicit addition of grammar points, integration of all language skills, and reduction in teachers’ duties in material and curriculum development (Rasweri, 2018, p. 16).

B. The Nature of Syllabus

1. Defining of Syllabus

Clarifying the concept of the program is hugely problematic. There seem to be as many interpretations as definers, each covering similar ground, while containing various nuances and differences in emphasis. If the curriculum is “all the relevant decision-making processes of all the participants,” Johnson stated the syllabus is its result.

A syllabus is an explanation of opinion on the definition of language and learning; it acts as a guide for both teacher and student by providing some purposes to be attained. Hutchinson and Waters defined syllabus as follows: “At its simplest level, a syllabus can be described as an understanding of what is to be learned.”

Nunan refers to the syllabus as: “A syllabus consists of a list of content through a course of study. Key tasks for the syllabus designer are the selection of the items and their sequencing and integration.”

Pienemann sees the syllabus as “the selection and grading of linguistic teaching objective,” Breen considers syllabus as “a plan of what is achieving through our teaching and our students’ learning.” Stern defines it as connected with content, structure, and organization.

For Lee, the syllabus is “essentially a statement of teaching, year by year-through language-syllabuses often also consists of mark about the way of teaching and the time to
be taken.” Candlin (1984, p. 30), describes syllabus as follows: “Syllabuses concerned with the specification and planning of what is to be studied, frequently set down in some written form as prescriptions for action by teachers and learners. They have, traditionally, the mark of authority.”

Dubin & Olshtain state that syllabus is a more detailed and operational statement of teaching and learning items which translate the philosophy of the curriculum into a list of planned strides leading towards more narrowly defined objectives at each level. They also represent a syllabus as a "conclusion of the content to which learners will be exposed." It is as an alikeness of what the educator will teach, and it cannot accurately predict what will be learned.

The most apparent meaning of syllabus from 8 experts above is a result of opinion on the nature of language and learning that consists of a list of content to be taught through a course of study year by year-through word. It is more detailed than the syllabus. It is also an operational statement of teaching and learning elements which translates the philosophy of the curriculum.

Nur’aeni (2016, p. 30) said that English language syllabus must consist of several components of language syllabus. These components are controversial and arguable issues based on the objective of the course. This following table is adapted from Van Ek cited in Nunan cited in Nur’aeni (2016, p. 30).

<table>
<thead>
<tr>
<th>Table 2.1</th>
<th>Components of a Language Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Component in the Syllabus</strong></td>
<td><strong>Remarks</strong></td>
</tr>
<tr>
<td>Situations</td>
<td>To be dealt with</td>
</tr>
<tr>
<td>Activities</td>
<td>To be engaged in (learners)</td>
</tr>
<tr>
<td>Functions</td>
<td>To be fulfilled by learners</td>
</tr>
<tr>
<td>General Notions</td>
<td>To be handled by learners</td>
</tr>
<tr>
<td>Specific notions</td>
<td>To be controlled by learners</td>
</tr>
<tr>
<td>Forms</td>
<td>Learners will be able to use</td>
</tr>
<tr>
<td>Skills</td>
<td>Learners will be able to perform (level)</td>
</tr>
<tr>
<td>Topics</td>
<td>To be covered and what the learners will be able to do with everyone</td>
</tr>
</tbody>
</table>

Besides those components, Penny Ur gave more detail explanation of syllabus. He mentioned that the characteristics of a plan as follow:
1) The program consists of a comprehensive list of contents items such as words, structures, and topics. Also, it includes process items such as tasks and methods.
2) The ordered syllabus. It means that an outline is more natural and more essential items first.
3) The syllabus has specific objectives. It usually expressed in the introduction.
4) The syllabus is a public document.
5) The syllabus may indicate a schedule.
6) The syllabus may indicate a preferred methodology of approach.
7) The syllabus may recommend materials.

That is all the explanation of components of syllabus based on the statement of the experts. Those statements complete each other and enrich the description of the outline (Nur’aeni, 2016, p. 30).
2. **Approach and Types of Syllabus**

The plan of the syllabus is the additional information for syllabus designer. Based on the statement of Alduais cited in Nur’aeni (2016, p. 30), the following table is an illustration of the major approaches to language syllabus design.

<table>
<thead>
<tr>
<th><strong>Approach</strong></th>
<th><strong>Characteristics</strong></th>
<th><strong>Possible Types</strong></th>
<th><strong>Planning Approach</strong></th>
</tr>
</thead>
</table>
| **Product-oriented syllabuses** | 1. More synthetic  
2. Less analytic  
3. The teaching of linguistic items and skills separately  
4. Step by step learning and teaching  
5. The process of learning the language is secondary | 1. Grammatical plans  
2. Functional-national syllabuses | 1. More synthetic  
2. Less analytic |
| **Process-oriented syllabuses** | 1. More analytic  
2. Less synthetic  
3. Language is learned more in the form of chunks and coercing the learners with many tasks as possible  
4. Grammatical  
5. Functional and notional elements of style are secondary | 1. Procedural syllabuses  
2. Task-based syllabuses  
3. Content syllabuses | 1. More analytic  
2. Less synthetic |

Richard gave additional information about the approach of the syllabus. He divided the plan into two methods (Nur’aeni, 2016, p. 31). The explanation of two procedures as follows:

1. **A priori syllabus**
   This syllabus also found in advance of teaching. This syllabus used in the school.

2. **A posteriori syllabus**
   This syllabus from examining lesson protocol. In this syllabus, the students select content for themselves by choosing the topics as their needs. The example of this syllabus is syllabus that used in English course.
The type of syllabus is more specific than the approach of it. Nur’aeni (2016, pp. 31–32) stated that the standards of it as follow:

1. Grammatical syllabus
   This syllabus is a list of grammatical structures such as the present tense, comparison of adjectives, relative clause, usually divided into sections graded according to difficulty or importance.

2. Lexical syllabus
   This syllabus is a list of lexical items such as girl and boy. With associated collocations and idioms, usually divided into classified sections.

3. Grammatical-lexical syllabus
   This syllabus is a general kind of it. Both structures and lexis are detailed either together in sections that correspond to the units of a course or in two separate lists.

4. Situational syllabus
   This syllabus takes a real-life context of a language that uses as their base. The aim of the sections is by names of situations or locations such as ‘eating a meal’ or ‘in the street.’

5. Topic-based syllabus
   This syllabus is somewhat like the situational syllabus, except that the headings are broadly topic-based, including things like ‘food’ or ‘family.’ This syllabus usually indicates a reasonably clear set of vocabulary items, which may be specified.

6. Notional syllabus
   This syllabus is a concept that language can express, general notions may include ‘number,’ for instance, time, place, and color.

7. Functional-notional syllabus
   This syllabus is a thing which the students can do with language, for example identifying, denying, and promising. Usually, both function and notion are combined.

8. Mixed or multi-strand syllabus
   This syllabus is combining different aspects with being maximally comprehensive and helpful to teachers and students. In this syllabus, the students may find the specification of topics, tasks, functions, and notions, as well as grammar and vocabulary.

9. Procedural syllabus
   This syllabus specifies the learning tasks to be done rather than the language itself, or it is meaning. For instance, map reading, doing scientific experiments, and story-writing.

10. Process syllabus
    This syllabus is the only syllabus of two or three-course books, not necessarily those used locally. Coursebook syllabus usually is defined in the introduction or listing of the content provided at the front or back of the book.

C. English Learning System in Daarul Qur’an Senior High School

   Islamic boarding school is a secular academy of religious education for Muslims who want to know more about religious sciences (Farchan & Syarifudin, 2005 in Nurjaman, 2013, p. 500). Daarul Qur’an Islamic Boarding School for Holy Qur’an Memorization is one of the Islamic institutions well-known for its education quality and its superior in Tahfizh and teaching language to its students.

   Daarul Qur’an Senior High School is one of the educational institutions under the Guidance of Yayasan Daarul Qur’an Nusantara. As an educational institution, it requires proper, creative, innovative, effective, and efficient quality management. It is done to make the control of the institution in Daarul Qur’an Senior High School run well so that it can
support the process of education and learning in it. Hence, unorganized and unsystematic institution management will negatively affect the survival and progress of Daarul Qur'an Senior High School itself in its various aspects. Realizing the importance of a right management institution, the educators of Daarul Qur'an Senior High School strive to continue organizing, evaluating, and performing a variety of improvements and innovations in the field of institutional of this school from year to year.

Changing of the education system in Daarul Qur'an Senior High School occur because of a problem and demands posed by the dynamics that arise in Daarul Qur'an Senior High School. Those problems are the increasing number of students from year to year, increasing students’ needs of some extra activities desired, the diversity of the curriculum and competencies to be achieved by this institution, and so forth. Daarul Qur'an Senior High School is a formal educational institution under educational institutions Daarul Qur'an Islamic Boarding School. Therefore, the institutional of Daarul Qur'an Senior High School has the characteristics because of its existence as the spearhead of the realization of the educational program of Daarul Qur'an Islamic Boarding School in general. Religion and general knowledge and parenting learners.

Qualification of this school is equal to Senior High School. The similar level does not mean the same, because the substance of Daarul Qur’an Senior High School contains two educational systems, which are education under the Ministry of Education and Dauq system. The curriculum used in Daarul Qur’an Senior High School is the 2013 curriculum refers to Indonesian Ministry of Education Curriculum, while curriculum of Dauq relates to the curriculum of Daarul Qur’an Islamic Boarding School of Holy Qur’an Memorization with combining general and religious sciences. Therefore, the characteristic of Daarul Qur'an Senior High School is taught two sciences optimally; they are public and spiritual sciences.

The application of curriculum in Daarul Qur’an Senior High School is 50% for the government curriculum (the 2013 curriculum from the Indonesian Ministry of Education) and 50% for Islamic boarding school curriculum. On the other hand, the practicing of both curriculums is in a balanced way. There are no overlapping lessons between Islamic Boarding School curriculum and government curriculum in general Senior High School. Islamic education lesson is one of many experiences offered by the government. All students have to follow both curriculums. The Islamic Boarding School curriculum must give the learners without discerning both curriculums, by assuming that one is better than the other. The students must create the image concerning the syllabi. Both curriculums must be learned and mastered by the students for their future. Islamic Boarding School curriculum is applied for the students to understand religious knowledge and profitable for society while the government curriculum is implemented to help Islamic Boarding School output in providing broader understanding, continuing to a higher level, and obtaining jobs.

Islamic curriculum that made by Daarul Qur’an Islamic Boarding School for Holy Qur’an Memorization similar to the other Islamic Boarding school. Lessons used by this Islamic Boarding School is an illustration of this curriculum. The lessons in Islamic Boarding School curriculum of Daarul Qur’an Senior High School can be grouped into three groups, namely Qur’an, Arabic language lessons, and religious sciences while the difference of this Islamic Boarding School with others is in emphasizing students’ competency. Besides as modern Islamic Boarding School, this Islamic Boarding School made memorizing Qur’an as the soul and priority lesson of this school.
Educators wrote a significant portion of the material of Islamic sciences in the Arabic language and a small part in Bahasa Indonesia. The first lesson of Islamic Boarding School curriculum is al-Qur’an. Besides as the primary source of Islam, al-Qur’an is the symbol and soul of this Islamic Boarding School. The students should finish their memorizing while they completed their education at Senior High School. Time of tahfizh activity divided into two times, in the morning after the early morning prayer and the afternoon after praying Ashar. Tahfizh becomes compulsory in this boarding school. There is some cluster of tahfizh class, namely class I, II, III, IV, V, VI, and sanad. Students in class I are students who study about tajwid. The students of course two are the students who have to memorize five parts of the Holy Qur’an. The students of class three are the students who remembered ten regions of the Holy Qur’an. The students in grade three are the students who have memorized fifteen parts. The students of class four are the students who have learned twenty elements of the Holy Qur’an. The students in grade five are the students who have memorized twenty-five parts of the Holy Qur’an. The students of class six are the students who have learned thirty parts of the Holy Qur’an, and sanad class for the students who have completed their memorizing of the Holy Qur’an with the experts who have sanad connected with the prophet Muhammad peace be upon him.

The second lesson of Islamic Boarding School curriculum is an Arabic language lesson. Yaqin (2012, p. 23) stated that this lesson involves:


3) Mantiq, the textbook of this lesson is al-Mantiq al-Mufid and Idhah al-Mubham Min Ma’ani al-Silm.


7) Insya with textbooks Muzakkirat al-Insya and al-Nahw al-Wadhih.

8) Mahfudzat with textbooks such as Muzakkirat al-Mahfudzat and Majmu’at al-Mahfudzat Min Ayat al-Ahkam.

The last lesson of Islamic Boarding School curriculum is religion sciences. The educational aim of this Islamic Boarding School is to prepare leaders who are sholeh/sholehah and Qur’ani character and entrepreneurial spirit in building the future of Islamic civilization. The teachers have high dedication and sincere. Besides, as teachers, they also as guidance and supervisor who instruct the students. Then, the students faithfully follow all the instructions of their teachers. Under the everyday style of life, the students are trained to fulfill their own needs and necessities. Despite the students’ different tribes, cultures, and nation, they live 24 hours in Islamic Boarding School in the spirit of brotherhood. The subjects based on Daqu curriculum are Tashhid/ Aqidah, Fiqh, Ushul Fiqh, Ahklaq, Faraidh, Hadits, Mustolah Hadits, Tafsir, Ulumul Qur’an, and Tarikh. The explanations of those lessons as follow:
1) **Taufhid/ Aqidah.** Students must learn this lesson for the first time because it is the fundamental and principle in Islam. Then, it will help to structure another experience. Besides, this lesson is a priority lesson. The aim of learning this lesson is to plant and strengthen a belief of Allah as God and the pillar of Islam. The textbooks that used to learn this lesson are 20 Attributes of Allah, Khamsah Mutun, Usuluddin, Kifayat al-Awam, al-Syargawi ‘ala al-Hudhudi, Fath al-Majid, Hasyiat al-Dasuki ‘Ala Umm al-Bara’ihan, al-Sa’adah book, al-Jawahir al-Kalamiyyah, and al-‘Aqidat al-Wasithiyyah.

2) **Fiqih.** This lesson is about the regulation in Islam; the students will know what they must to do correctly based on the rule of Islam. Besides, they will study both relations between human beings and Allah and relationships among human beings, then the links between human beings and other creatures. The beginner will study about worship, the standard level will study about muamalah, and the highest level will explore about munakahat and jinayat. The textbooks of this lesson as follow Fiqih, Fath al-Qarib, Fath al-Mu’in, Tuhfat al-Thullab Bi Syarh Tahrir Ta’ifi al-Lubab, Syarh Sittin Masalah, Iqna, Fathl al-Wahhab, Bulugh al-Maram, al-Mahalli, Matan al-Ghayah Wa al-Taqrib, al-Fiqih al-Wadhiah, and Bidayat al-Mujtahid Wa Nihayat al-Muqtashid.

3) **Ushul Fiqih.** The students of Daarul Qur’an Senior High School study this lesson in the Eleventh grade. This lesson is about primary and method to draw law. In the other hand, Fiqih is the product while Ushul Fiqih is the process. By learning this lesson, they expected to be able to know the method of producing Islamic law. Starting by analyzing the problem, determining it, looking for the principle, identifying the reasons, the last is deciding the law. The textbooks are used to study this lesson are Al-Mabadi al-Awwaliyyah, Al-Waraqat, Al-Bayan, Lathaif fi al-Mawarits Fi al-Athar, and Al-Nadzair Fi al-Luma’.

4) **Akhlak.** This lesson is very crucial for students in Islamic Boarding School, Akhlak theoretically and practically is necessary for them. This lesson aims to help the students have a good personality and attitude, the relation with Allah, and relation with other people. The textbooks used for this lesson are Al-Akhlaq Li’l-Banin, Al-Akhlaq Li al-Banat, Washaya al-Aba Li al-Abna, Ta’lim al-Muta’alim, Risalat al-Mu’awwanah, Maraqi al-‘Ubudiyyah, Kifayat al-Atiqya, Siraj al-Thalibin, Isyad al-Ibad, and Ihya Ulum al-Din.

5) **Faraidih.** The students learn this lesson to know bequest law in Islam and apply it in society. Also, they will be able to solve the legacy around them. The textbooks of this lesson are al-Nafyat al-Hasaniyyah ‘Ala Tuhfat al-Saniyyah, Syarh Matan al-Rahbiyyah, al-Stansuriyyah, al-Mawarits Fi al-Syari’at al-Islamiyyah, Is’af al-Khaidh, and Taudhih al-Faraidh.

6) **Hadits.** This lesson is the second source of Islam after Qur’an. For the beginner students, they learn Hadits about the primary material such as belief, Islam, Ihsan, and a right attitude. The next level students learn about more complete Hadits. The textbooks used for this lesson are al-‘Arba’in al-Nawawiyyah, Riadh al-Shalihin, Bulugh al-Maram, Ibanat al-Ahkam, al-Azkar al-Nawawiyyah, Muzakkarat al-Hadits, Taudhih al-Ahkam Fi Syarh Bulgh al-Maram, Shahih al-Bukhari, Shahih Muslim, Sunan Abi Daud, Sunan Turmuzi, and Muwaththa’.

7) **Mustholah Hadits.** This lesson was studied by the students to know the details of Hadits, the position as Islam law, the use of Hadits, the writing history of Hadits, the quality and types of Hadits, the books, and ingredients. The textbooks used for this

8) **Tafsir.** This lesson helps students to understand the Holy Qur’an meaning explicitly and implicitly. This lesson also helps the students to understand Islam overall based on Qur’an. The textbooks used in this lesson are Muzakkirat al-Tafsir, Durus al-Tafsir, al-Tafsir al-Madrasiy, Shafwat al-Tafsir, Tafsir Khazin, al-Jalalain, Marah Labid (Tafsir Munir), and Ibn Katsir.

9) **Ulamul Qur’an.** Same as Tafsir, this lesson learned to understand the Holy Qur’an, this is a supplement for Tafsir material. This lesson focuses on the needs of science to interpret verses of the Holy Qur’an. The topics are precondition to be a mufassir; understanding al-Qur’an norms, explaining al-Qur’an a method and useful sciences to know, understanding, and interpreting Qur’an’s verses in the Arabic language. The textbooks of this lesson are ‘Ilm al-Tafsir; Fadh al-Khabir; Zubdat al-Itqan, and al-Itqan Fi ‘Ulam Qur’an.

10) **Tarikh.** This lesson is about Islamic history. The students who learn this lesson are expected to know the chronology of Muslim growth and development, from the prophet Muhammad era until now. The textbooks of this lesson are history of Islam, history of Islam conclusion, Nur al-Yaqin, Khulashah Nur al-Yaqin, al-Tarikh al-Islami, Itsman al-Wafa, Muhammad Rasul Allah, Tarikh al-Khulafa, Abu Bakar al-Shiddiq, al-Faruq ‘Umar Ibn al-Khattab, Zi al-Nurain ‘Uthman Ibn ‘Affan, al-Imam ‘Ali Ibn Abi Talib, and Qishshat al-Mi’raj.

The government curriculum used in Daarul Qur’an Senior High School is the 2013 curriculum. The subjects that learn based on the 2013 curriculum are Bahasa Indonesia, English, Sundanese language, economics, geography, sociology, citizenship education, history, mathematics, Islamic education, physics, biology, information and communication technology, and chemistry. Lessons related to the textbook. Textbook of the general reading is obtained from publishers in general such as Quadra, Grafindo, Yudhistira, Erlangga, Tiga Serangkai, Intan Pariwara, Balai Pustaka, and Kanisius. Quadra is the publisher of general lessons in Daarul Qur’an Senior High School. While Islamic books selected by Daqu research department from selected publishers.

The instruction at Daqu curriculum employs modern method than combined by Qur’an. The contemporary way refers to KMI (Kulliyatul Mu’allimien al-Islamiyah) system of Pondok Modern Darussalam Gontor. While Qur’an is the core of education in this Boarding School, this method innovates from time to time based on students’ needs. The medium of instruction is Arabic and English languages. The institutional objectives of this method are societal orientation, to lead a simple life, to be unaffiliated with any political party, and to seek knowledge for the sake of Allah.

**D. The Nature of Needs Analysis**

Brown (1995 in Wahyono & Puspitasari, 2016, p. 1008) stated that needs analysis is also called needs assessment, it is the gathering information activity that will serve as a basis for developing a curriculum confirmed the learning needs of a particular group of students. Saoriano (1995 in Wahyono & Puspitasari, 2016, p. 1008) supported his statement; he said that NA collects and analyzes data to discover what learners ‘want’ and ‘need’ to learn. NA aims to assess the needs of a defined group of people.

The purpose of this part of the curriculum design process is actually to determine what needs to be studied and what the students want to explore. Hutchinson and Waters in
Nation and Macalister (2010) make a useful division of learners' needs into *necessities* (what the learner has to meet to capacity effectively), *lacks* (what the student learns and does not learn already) and *wants* (what the students think they need). A variety of means discovers these: by testing, by survey and interviewing, by reminding the previous achievement, by consulting employers, educators and others convoluted, by collecting data such as textbooks and manuals that the students will have to read and analyze them, and by investigating the situations where the students will need to use the language. Evaluation of ways of doing needs analysis use the same general criteria used to assess tests-reliability, validity, and practicality.

1. **Defining of Need Analysis (NA)**

   Some experts point NA, which help in understanding NA in various dimensions; they are Brindely, Brown, Iwae, Dudley-Evans & St. John, Robinson, and Hutchinson & Waters.

   Iwae et al. said that NA is a new field of language teaching, informally, informal NA conducted by teachers to assess the points of students’ need to be master (Sangori, 2008, p. 2 in Nur’aeni, 2016, p. 9).

   Brindely has a broader definition of NA than Iwae et al. He stated that NA sometimes used to cite to wants, desires, demands, expectations, motivations, lacks, constraints, and requirements (Alqunayeer & Zamir, 2016, p. 88). The importance of his more comprehensive definition is to highlight possible conflict that can appear when the curriculum and the learners’ beliefs and assumptions are not the same.

   Brown defines NA with detail information of his statement. He said that NA as the systematic collection and analysis of all subjective and objective information necessary to identify and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of an institution that influence the learning and teaching situation.

   Also, Dudley-Evans & St. John explain its aspect. They point out three elements of NA. The first, it aims to know learners as people, language users, and language learners. The second, to understand the maximizing of language learning and skills learning can for a given learner group. The third, to see the target situations and learning environment.

   While Robinson stresses that NA should be repeated to build the developmental process, Hutchinson & Waters believe if students, sponsors, and teachers know why students need English, that awareness will influence what acknowledgment as reasonable content in the language subject and abusing of potential (Alqunayeer & Zamir, 2016, p. 88).

   The distinct definitions of NA from those experts is the methodical collection and inquiry of all subjective and objective data necessary to define and validate logical curriculum aims that satisfy the language learning requirements of learners within the context of particular institution that influence the learning and teaching situation to know students’ need that conducted by teachers more and more.

2. **Approaches to Needs Analysis**

   There have been several surveys about attitudes of NA in EFL since introduced by Michael West in the 1920s. NA approaches establish from time to time. Jordan indicates two main approaches in NA; target situation analysis (TSA) and present situation analysis (PSA) (Wahyono & Puspitasari, 2016, p. 1009).
a. Target Situation Analysis (TSA)

Dudley-Evans & ST. John (1998, p. 124 in Wahyono & Puspitasari, 2016, p. 1009) stated that NA as tasks and activities that learners are/ will be using English for target situation. Generally, TSA used the questionnaire as the instrument. Dudley-Evans & ST. John explains that the TSA includes objective, perceived, and product-oriented needs (Wahyono & Puspitasari, 2016, p. 1009). While Munbey presents a highly detailed set of procedures for discovering target situation needs, it called communication needs processor (CNP). CNP exists of a range of questions about significant communication variables such as topic, participant, and medium. That can be used to identify the target language needs of any group of learners (Wahyono & Puspitasari, 2016, p. 1009).

b. Present Situation Analysis (PSA)

Robinson said if TSA tries to authorize what the students are expected to be like at the end of the language course, PSA seeks to develop what the learners are like at the start of their language course, research their strengths and weaknesses (Nur’aeni, 2016, p. 16). Dudley-Evans & ST. John stress the statement of Robinson; they state that PSA refers to strengths and weaknesses in language, skills, and learning experiences (Wahyono & Puspitasari, 2016, p. 1009).

3. Purposes of Needs Analysis

The practical needs analysis is very important for the analyst, teachers, staff, students, and education practitioners. Nunan in Nur’aeni (2016, p. 11) given statements of purposes of NA as follow:

1. NA sets the goals of the course.
2. NA guides the selection of contents.
3. For teachers, NA is used to modify the syllabus and methodology to minimize the gap between the teachers’ and learners’ expectation.
4. NA is used to identify the gap between the teachers’ and the students’ expectation in the teaching and learning approach.

Based on the theory of Nunan about the purposes of NA in teaching and learning approach, Richard (2001, p. 52 in Nur’aeni, 2016, p. 11) explained it into specific purposes as follow:

1. To find out what language skills that learners need to perform a particular role, such as Islamic boarding school students.
2. To help regulate if a current course adequately addresses the needs of potential students.
3. To resolve which students who need training in useful language skills.
4. To analyze a change of direction that people in a reference group feel is essential.
5. To identify a gap between what students can do and what they need to be able to do.
6. To collect information about a problem learner are experiencing.

Richard pointed NA as fundamental to the planning of general language courses and in utilizing of language curriculum planning NA as a means to several things, namely:

1. It can serve as an instrument for gathering an extensive range of input into the content, design, and implementation of language program through involving all the stakeholders.
2. It can help in context goals, objectives, and content for a language program by determining general and specific language needs.
3. The using of NA can be instrumental in contingent upon data for reviewing, evaluating, and existing program.
4. It can help teachers in comprehending the local needs of the learners and making decisions in pedagogy and assessment for further improvement (Nur’aeni, 2016, p. 11). Those items refer to the purposes of NA. It can help determine the practicing of the program to find out them if it suits the aims and objectives of the students for studying a language and at the same time used as combined a plan can help in developing various elements of the program and making these more familiarize to the needs of the learners. NA also assist in evaluating an existing application and if found defective can help in establishing the need for proposing a change and what kind of change may appropriately match the needs of the learners and simultaneously be acceptable by the teachers.

4. Types of Needs Analysis

Nunan and Richard have a different opinion about the kinds of NA. Nunan points NA into two types, namely:
1. Learner analysis. It is carrying information about learning.
2. Task analysis. It is carrying information about the tasks used in a classroom and expected by the learners. (Haque, 2014, p. 4 in Nur’aeni, 2016, p. 12)

Richard has two other types of NA, as follow:
1. Subjective NA; it carries personal information that reflects the perceptions, goals, and priorities of the learner.
2. Objective NA; it carries objective information that includes the fact about the learner, such as biographical information on age, nationality, and home language.

5. Target Needs

First of all, the focus of this study is to explore the target needs. It is what the students’ needs to do in the target situation. Categorization of target needs are in three items; they are necessities, lacks, and wants. For further detail description, see figure below:

![Theoretical Framework of Needs Analysis](Adapting from Hutchison & Waters 1987 in Alqunayeer & Zamir, 2016, p. 89)

The data in the figure above shows that Hutchison & Waters define the component of needs as follows:

a. Necessities
Necessities mean the needs of the target situation or the goal of learning. It means that ‘necessities’ is the type of need determined by the demands of the target situation. Therefore, students must know to function effectively in the target situation. For instance, the students of Islamic Boarding School need to understand words related to Islamic studies such as the holy place, the Holy Qur’an, the boarding school, the religion
rule, and so on. They will presumably also need to know the linguistic features such as discoursal, functional, structural, and lexical. Those linguistic features commonly used in the situations identified. This information is relatively easy to gather. The matter of observing is the situations of the students who need to function in and then analyzing the constituent parts of them (Hutchinson and Waters, 2004, p. 55).

b. Lacks
Lacks mean the gap between existing proficiency and target proficiency. Knowing necessities only does not enough, since the concern in ESP is with the needs of students. ‘What the student knows already’ also important to know. Therefore, we will decide which of the necessities and the student lacks. One target situation might read texts necessity in a subject area. Whether or not the students need guidance in doing this will assume how well they can do it already. In other words, the target proficiency is required to match the existing ability of the students. The gap between them can be referred to as the student’s lacks (Hutchinson and Waters, 2004, p. 56).

c. Wants
Students own the concept of learning; their preferred teaching content, teaching aid, and learning style are called by wants. The educators have considered target needs only in a real sense, with the actual students playing, no active role. However, the students to have a view as to what their needs are. This statement in line with the comment of Richterich said that a requirement does not exist independent of a person (Hutchinson and Waters, 2004, p. 56). It is people who build images of their needs based on data relating to themselves and their environment. His comment means that an awareness of need is characteristics of the ESP situation. The consciousness itself is a matter perception, and perception may vary according to one’s standpoint. Students who have a clear idea of the necessities of the target situation well if they certainly have an image as to their lacks. Otherwise, it will be possible that the students’ views will conflict with the perceptions of other interested parties such as course designers, sponsors, and teachers (Hutchinson and Waters, 2004, p. 56).

Since the needs of students are emphasized in language teaching, identifying necessity alone does not enough. Then, what the student already knew should be defined. Lack of students is comparing the essentials with what the students already knew. (Juan, 2014, p. 14). Students’ wants may not necessarily be the students’ real need to function effectively in the target situation (Rahman, 2015, p. 29).

Hutchinson and Waters (2004, pp. 59–60) stated that the framework below plans the kind of data that the course designer needs to gather from an analysis of target needs:

1) Why is the language necessary? (For the study, for work, for training, or a combination of these, for some other purposes such as status, examination, and promotion)
2) How will the language be used? (Medium, channel, and types of text or discourse). Medium means speaking, writing, and reading. Then, conduit means telephone and face to face. Finally, models of writing or dialogue indicate academic texts, lectures, informal conversations, technical manuals, and catalog.
3) What will the contents area be? (Subjects and level). Subjects mean medicine, Islamic courses, biology, architecture, shipping, commerce, and engineering. While, level means technician, craftsman, postgraduate, senior high school, junior high school, elementary school, and kindergarten.
4) Whom will the student use the language? (Native speaker or non-native speaker, level of knowledge of receiver such as expert, layman, and student. Finally, a relationship such as a colleague, teacher, customer, superior, and subordinate).

5) Where will the language be used? (Physical setting, human context, or linguistic context). The physical environment means an office, lecture, theatre, hotel, workshop, and library. Then, Human context indicates alone, meetings, demonstrations, and on the telephone. Finally, linguistic meaning demonstrates in their own country or abroad.

6) When will the language be used? (Concurrently and frequently). Word can be used concurrently with the ESP course or subsequently. In other hands, the language commonly used such as seldom, in small amounts, or large chunks.

Referring to the view above, the needs and wants can vary according to the point of view respondents. The requirements of the materials will obtain by analyzing the needs of students.

6. Learning Needs

Needs analysis of English reading materials refers to learning needs. It should consider needs only in terms of target situation needs. ‘What knowledge and abilities will the students require to be able to perform to the required degree of capability in the target situation?’ is the deliberate question. It means that we use ESP as a journey, ‘lacks’ as a starting point, ‘necessities’ as a destination, and ‘wants’ as to what target should be.

Hutchinson and Waters (2004, p. 60) stated that learning needs mean target situation needs. By this point, the ESP course designer has considered the expert communicator need to know to function effectively in the position. This consideration may record in terms of language items of language items such as skills, strategy, and subject knowledge. ESP process is studied not with knowing or doing, but with learning. The needs, potential, and pressure of the route of the learning situation must be taken into account if educators want to have any useful analysis of student needs.

The students’ motivation in the target situation will not inevitably carry over to the ESP classroom. They may well have to read and comprehend very dull reading in their task or courses, but they have some strong motivation to do so. It does not imply that they will accept or learn from dense texts in English for specific purposes. It will be better if looking for materials that more exciting or humorous to generate the motivation needed to learn English (Hutchinson and Waters, 1983 cited in Hutchinson and Waters, 2004, p. 61). The target situation is not a reliable indicator of what is needed or useful in the ESP learning situation, but it can be a compass or determine the destination. Therefore, the route should be chosen based on the vehicle and guides available such as the conditions of the learning situation, the existing roads within the student’s mind such as students’ knowledge, skills, and strategy; the last is the students’ motivation for traveling.

Here is the considered framework to analyze learning needs:

1) Students’ reason for taking the course

   This framework should consider some factors as follow:
   - Compulsory or optional
   - Apparent or not
   - status, money, or promotion
   - Students’ achievement
   - Students’ attitude towards the ESP course
   - Students’ want to improve their English
- Students’ resentment about spending their time

2) The way of students’ learning
   This statement should consider some factors below:
   - Students’ learning background
   - Students’ conceptions of teaching and learning
   - The methodology
   - Sort of techniques is likely to bore or alienate students

3) The resources of the study
   This statement should consider some factors below:
   - The number and professional competence of teachers
   - The attitude of teachers to ESP
   - Teachers’ ability of an attitude to the subject content
   - Materials of Reading
   - Aids
   - Opportunities for out-of-class activity

4) The students who learn English
   Identifying some factors below will help to consider learning needs:
   - Age/sex/nationality
   - Students’ knowledge about English
   - Students’ knowledge of the subject
   - Students’ interest
   - Students’ socio-cultural background
   - Teachers’ teaching styles
   - Students’ attitude to English or the cultures of the English-speaking world?

5) The target place of ESP course
   This statement related to the question of ‘are the surroundings pleasant, dull, noisy, or cold’?

6) The target time of ESP course
   Here are the following times of ESP course:
   - Time of day
   - Every day/ once a week
   - Full-time/ part-time
   - Concurrent with a need or pre-need

E. The Nature of English for Specific Purposes
1. Defining of English for Specific Purposes
   Some experts explain ESP. Most of them agreed that ESP emphasizes a discipline based on learners’ needs according to the situation that they face. Also, ESP should consider students’ specialty. Hutchinson and Water stated that in ESP context, the effect of the historical occurrences appeared from a mass of somebody across the globe who wanted to study the English language because of the critical word for the field of science, technology, and commence (Nur’aeni, 2016, p. 5). The emergency of ESP teaching movement resulted from the English language needs of the learners for specific purposes by their environment.

   Hutchinson and Water defined English for Specific Purpose (ESP) is an approach to language learning and to meet students’ needs. It means that ESP does not involve in a particular language, teaching material, or methodology. They advise that the foundation of
ESP includes the students, the language required, and the learning contexts of the primacy of students’ needs in ESP (Nur’aeni, 2016, p. 5).

Robinson explains the definition of Hutchinson and Water. He emphasized the primacy of needs analysis. He defined it based on two defining criteria and several characteristics that are essential aspects of ESP. Robinson said that critical rules of ESP are ‘ESP is normally goal-directed' and ‘ESP courses develop from a needs analysis. While, the characteristics of Robinson's theory are that ESP courses gained generally constrained a limited time in which their targets learned, to adults in similar classes in terms of the task or specialist studies that the students are involved (Nur’aeni, 2016, p. 5).

Also, Dudley-Evans and St John give more explanation of the characteristic of ESP. They defined that full features and variable characteristics are the centers of determining ESP (Nur’aeni, 2016, p. 6). The explanation of those characteristics as follow:

a. Absolute Characteristics
The description of perfect components based on Dudley-Evans and St John’s theory as follows:
1) ESP is designed to know the specific needs of the learner.
2) ESP is made to use of the underlying methodology and activities of the disciplines it serves.
3) The center of ESP is on the language (grammar, lexis, and register), skills, discourse, and genres appropriate to those activities.

b. Variable Characteristics
The explanation of variable characteristics based on Dudley-Evans and St John’s theory as follows:
1) Specific disciplines may design and relate to ESP.
2) General English may use ESP in specific teaching situations and a different methodology.
3) The author may design ESP for adult learners, either at a tertiary level institution or in a professional work institution. However, it also can be used at secondary school level such as Senior High School.
4) ESP is generally designed for intermediate or advances learners. Most ESP subjects define as a basic knowledge of the language system with beginners.

2. Types of English for Specific Purposes
Hutchinson and Water said that learners learn English not because they are excited in the English language or English culture as such but because they need it for study or work purpose (Nur’aeni 2016, p. 6). Related to their statement, they divided ESP into two types. The explanation of those types as follow:

a. English for Academic Purposes (EAP)
This purpose is the educational setting for students who need English in their study to be a success. Also, EAP is helpful for students when specializing or intending to be dedicated; it takes a great interest in non-technical ones. Moreover, Tomlinson in Nur’aeni (2016, p. 7) said that EAP is helpful for students to get appropriate skills to achieve a certain level.

b. English for Occupational Purposes (EOP)
Teaching EOP is for students who need English for their profession. They need English as their guideline to understanding more about their need, such as to comprehend textbook written in English and to communicate with people who speak in English.
3. **Benefits of English for Specific Purposes**

Wright said that the benefit of ESP is not only the nature of the exact item but also how their introduction and practice (Nur’aeni, 2016, p. 8). Those are highly significant. He points out the benefit of ESP into three advantages, the explanation of those benefits as follow:

a. Learning speed. It means that English provides an opportunity to learn in an accelerated and intensive context.

b. Learning efficiency. It means that English enables us to determine the specific requirements of trainees.

c. Learning effectiveness. It means that English usable immediately in the employment context.

While, Strevens in Dudley-Evans and St. John (Nur’aeni, 2016, p. 8) summarized the benefit of ESP into four points as follow:

a. Being focus on the learner’s need

b. It is relevant to the learner

c. It is successful in imparting learning

d. It is more cost-effective than ‘general English.’

F. **The Nature of Materials**

1. **The Defining of Materials**

The definition of material explained by Tomlinson and Brown. They defined the element from a different perspective. Tomlinson outlined it simpler than Brown. The explanation of their meanings as follows:

Tomlinson stated that materials are everything used to help to teach language learners in the form of linguistic, visual, auditory, or kinesthetic that presented in print (a textbook, a workbook, or a photocopied handout), audio form, video form, or live performance form (Nur’aeni, 2016, p. 33). In sum, everything used by teacher and students in the process of teaching-learning called by materials.

Brown defined materials more complex than Tomlinson’s definition. He stated that elements as any systematic description of the techniques and exercises to be used in classroom teaching (Nur’aeni, 2016, p. 33). It means that the story and organization of elements are right, then the teachers can use them without confusion and with a minimum of preparation time.

Related to Tomlinson and Brown theory about the material, the material is the visible heart of the teaching and learning process. Also, it is the guideline for teachers to teach their students. The role of materials for teachers and students is enormous. Therefore, the choosing materials should consider students’ needs because they will be affected by the situation in the classroom. Also, affecting students’ motivation in learning lesson. Because of this reason, it will be better if the teacher adapts, supplement, and elaborate on the materials.

2. **ESP Materials**

Graves stated that materials are a tool that can be figuratively cut up into element pieces and rearranged to suit the needs, abilities, and interests of the students in their course. ESP materials must be varied, exciting, fun, and bright. Besides, they must be modified and creative to motivate students (Nur’aeni, 2016, p. 34). English reading material is one of the typologies of ESP materials. Point G explained more about the English Reading Materials.
3. Purpose of Materials

Dudley-Evans and St. John (2002, pp. 170–172) cited in Nur’aeni (2016, pp. 37–38) stated that there are four reasons of using materials which significant in the ESP context, as follow:

a. As a source of language
   Elements have a crucial role in exposing learners to the language, which implies that the documents need to present real word, as it used and the full range that learners required, especially to the country that uses English as a mother language or second language.

b. As a learning support
   Materials need to be reliable such as to work, to be consistent, and to have some recognizable pattern. Elements should involve learners in thinking about and using the language to enhance learning.

c. Teachers can use materials for motivation and stimulation
   Articles need to be challenging yet achievable. Materials are used to offer new idea and information while being grounded in the students’ experience and knowledge to motivate and stimulate students. Also, to encourage fun and creativity.

d. Researchers can use materials for reference
   Materials need to be complete, well laid out, and self-explanatory. The students use materials as their guideline in studying English. Therefore, the elements should fulfill the students’ needs.

G. The Nature of English Reading Materials (ERM)

1. Defining of English Reading Materials
   English reading material means tools that can be figuratively cut-up into component pieces. Then, re-arranged to suit the needs, abilities, and interests of the students in the course. English reading materials are one of the typologies of ESP materials. Articles for reading are the texts given to learners to practice them to achieve a specific aim or several ones. Kennedy & Bolitho said that materials for reading play the role of activities (El Imane, 2013, p. 13, quoted in Nur’aeni, 2016, p. 34).

   In students' activity, they asked to read and try to comprehend as they are allowed to use dictionaries in learning new structures and vocabularies. They have to skim, scan, and relate graphs to text, relate diagrams to version, predict and sequence the construction of a book, and understand elliptical writing-telexes. While the teachers, they help the students in using and practicing their available language resources to develop their skills, strategies, and level of comprehension. Reading material is the key to open their knowledge.

2. Model of English Reading Materials
   The model used as the basis for developing ERM. Masuhara divided the model of ERM into four models; reading comprehension-based approach, language-based approach, skills/strategies-based approach, and schema-based approach (Tomlinson, 2007, pp. 341—349 cited in Erlina et al., 2016, p. 64). The models explained as follows:

a. Reading Comprehension-Based Approach
   The first model of ERM emphasizes students’ comprehension of the texts. The texts followed by a list of reading comprehension questions displayed in the form of exercises or tasks to develop reading skills
1) Defining of Reading Comprehension

Some experts define reading comprehension. They explain it into two parts, namely reading and comprehension. They complete each other about the meaning of reading comprehension. One of them defined reading comprehension as a process of interpreting. Then, the others described as understanding the message, explaining the process, and dividing the level of reading comprehension.

Harris (2007) in Suhartini (2018, p. 14) defined reading as a meaningful interpretation of printed or verbal symbols. While comprehension is the main’s act or power of understanding, when the readers read the text, they should understand the book by taking the message of the author to get the information they need. It means that reading comprehension is a process of interpreting what the author writes on the text.

Daniel and Samuels point out that reading comprehension is a complex process in getting meaning or in understanding the message (Suhartini, 2018, p. 14). It means that reading comprehension is the existing knowledge of the letter to construct the meaning concerning the transaction between the author's purpose and the reader's mind. The author conveys sense through his words.

Suhartini (2018, p. 15) explained reading comprehension in the complex activity. He defined reading understanding by giving the illustration of reading comprehension. He said that usually reading in real life go beyond belief. While reading, the readers should understand to find how to act, to express an opinion, or to get many purposes. Though reading, readers invested thought and care, demand a personal response from the reader to the ideas in the text such as interpretation, application to another context, criticism, or evaluation.

Troike (2006) in Suhartini (2018, p. 16) explained two processes of reading comprehension. Troike said that there are two processes in reading comprehension activity, namely, bottom up and top down. Bottom-up of reading comprehension means that the readers must have prior knowledge of language systems such as vocabulary, morphology, syntax, phonology, and discourse structure. Also, readers should have an interpretation of physical cues. While the top-down process of reading comprehension means that the process in which the readers can guess the meaning of the language they have not encountered before.

In sum, the definitions of the expert's above summarized as a process of interpreting what the author writes on the text to get the meaning of the message of the author through two activities, namely bottom top and top down.

2) Level of Reading Comprehension

Allonzo et al., (2009) in Suhartini (2018, p. 17) divided the level of reading comprehension into three levels. Those levels are literal comprehension, inferential comprehension, and evaluative comprehension. In real comprehension level, reading comprehension occurs when readers recognize the form of words and the meaning. By this way help readers to understand the reading. Then, inferential comprehension level. It means an activity to understand whole the text and to guess the author’s idea. The last level is the evaluative comprehension level. It involves an action to relate the reader's knowledge and the author's knowledge to make the new experience of understanding.

b. Language-Based Approach

If reading the comprehension-based approach focused on understanding the text, the language-based approach focused on the component of languages such as grammar and
vocabulary. The language-based approach emphasizes its aspects. They presented in the beginning leaning activities. Therefore, learners can read fluently.

c. Skills/Strategies-Based Approach

The third model of ERM emphasize the aspects of reading skills/strategies. The materials include learning about sets of skills/strategies for developing reading skills.

1) Defining of Reading Skill

Some experts have a different definition of learning skill. Some of them give the statement that reading skill is one of the English skills. The other said that learning skill is an active process, mechanical ability, comprehension skill, cognitive process, complex activity.

Linse (2015, p. 69) in Suhartini (2018, p. 11) said that reading ability regarded as one of the English skills that need relatively mechanical skills. She defined that reading not only merely taking written information on the printed matter but also attributing a meaning extracting process as the essence of the act of reading. His statement means that interpretation is not only the activity of scanning text but also taking information in the book.

Walker (2000, pp. 203–243) in Suhartini (2018, p. 11) has the same opinion as Linse. He said that reading as the active process in which readers shift among sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response.

While Carol (2000, pp. 498–513) in Suhartini (2018, p. 11) gives a detail definition of reading skill, Carol said that when the readers read the printed written to get the meaning of it, it needs a significant amount of mechanical skill and comprehension skill as a thinking process. Thus, that activity is the categorization of the reading skill.

Also, Davis in Alderson (2000, p. 14) in Suhartini (2018, p. 11) divided reading skills into seven activities. Those activities are recalling, drawing, finding, weaving, recognizing, identifying, and following. They considered them toward the readers in understanding the printed symbols as a mental process. Therefore, the readers should integrate their skills while reading, because reading is the process to understand and to give information to readers’ mind.

Bernhardt has some opinion with Davis. He said that reading skill is the process to gain information. However, he stated that this skill is a cognitive skill. It means that readers who are doing reading activity should use their eyes and mind to grasp the meaning of the text that conveyed by the author’s written (Suhartini, 2018, p. 12).

Elizabeth et al., (2003) in Suhartini (2018, p. 12) give more explanation of those experts. They said that reading skill is a complex activity which needs the perception and thought. Word recognizing and comprehension are two processes in the reading activity. Word recognition defined as the process of perceiving how written symbols correspond to one’s spoken language. While understanding is the process of deriving meaning from connected text. Besides those processes, readers use their background and ability in the process of reading.

According to Nutal in Phatchara and Suteera (2013) in Suhartini (2018, p. 13) said that reading is the process of transferring meaning from the author’s mind to the reader’s mind. There is a message from the author to read through writing. Good comprehension will help the reader to get the author’s note in his book.

In sum, the definition of reading skill is one of the language skills that need the reader’s comprehension in understanding the printed text to gain the message of the author. When the reader is reading the book, the author is transferring what on his mind to the reader’s
mind. In the process of reading, the readings involve their ability and knowledge, also their cognitive.

2) **Purpose of Reading Skill**

Readers have many objects in doing the reading activity. In general, readers read a text for academic purposes and entertaining such as announcement, advertisement, and information. Here are the goals of the reading activity based on the experts:

2) Extracting specific information, getting the general picture, obtaining detailed information, recognizing the function and discourse patterns, and deducing meaning from context (Hermer cited in Rohliyah, 2009, pp. 183–184 mentioned in Suhartini, 2018, p. 18).


d. **Schema-Based Approach**

The last model of ERM is a schema-based approach. This model emphasizes the importance of knowledge/experience related to the text.

3. **Types of Reading Text (Genre)**

According to English curriculum 2013 for Tenth-Grade of Senior High School. Four types of text that should be taught to the students of Tenth-grade as follows; descriptive text, announcement, recount text, and narrative text. The explanations of them as follows:

a. **Descriptive Text**

This text discussed twice, in Chapter 4 and Chapter 5 of the English book for Grade Ten. In Chapter 4, using a beautiful place. The learning goals of this chapter are identifying the text structure of description text about tourism object, analyzing the language featured of description text about tourism object, determining the social function of description text about tourism object, and producing description text about tourism object (Benyamin, 2017, p. 49).

Moreover, in Chapter 5 discussed historical building. The learning goals of this chapter are understanding the social function, text structure, and language feature of descriptive text about the historic building. The second goal is identifying the famous places in the world and the utterances that describe the landmark building. The third goal is analyzing the physical features, specific information, words, and tense used in describing historical buildings. The last goal is producing a descriptive text about the historic building.

This text is a text which describes what a person, a place, or a thing is. The descriptive text aims to explain and reveal a particular person, location, and something. The context of this text is the description of the item, animal, person, and others. Students usually find some difficulties to create and develop their imagination and ideas in writing this text. Therefore, teachers should be able to design, build, and organize suitable reading materials (Susilawati et al., 2016, p. 1159).

Moreover, descriptive text is a part of the factual genre which describes a person, a place, and a thing. It is a part of writing and used to inform readers about how a person,
place, or thing looked. Also, it used to persuade readers to see the description from the writer’s point of view (Wardiman, 2008 in Susilawati, et al., 2016, p. 1160).

The structure of the descriptive text is identification and description. The ID is identifying the phenomenon. While, it is describing the event in parts, qualities, or/and characteristics. The first paragraph of descriptive text is the introduction paragraph that introduces the main character of the version (it can be a person, a place, or a thing). Then, the second paragraph, and so on is a description that describes the main character of the text (Susilawati et al., 2016, p. 1160).

Language features used in descriptive text are using specific nouns (for example teacher, house, boarding school, and the holy Qur’an), simple present tense, detailed noun phrase for adding information about the subject (for instance It is my lovely holy Qur’an; the noun phrase of this sentence is "my lovely holy Qur’an"), descriptive adjectives to describe specific noun (for example two strong legs, two white flags, five smooth cakes, six brown tables, etc.), thinking verbs (for example "They think it is the best moment"; the word "think" is thinking verb) and feeling verbs (for example the teacher believes the effective method is peer teaching; the word of "belief is feeling verb") for expressing the writer’s personal opinion about the subject, action verb (for example “Her new cat bites her shoes”; the word “bite” is an action verb), and adverbial (for example fast, at the house, at the school, etc.) (Benyamin, 2017, p. 65).

Ploeger said that description is used to add and describe something physical such as a person, place, and thing by using sensory language. It means using words appeals to the five senses, namely sight, hearing, smell, taste, and touch to create the most accurate description in readers’ mind. In this text, choosing the word crucial, those words should represent what the writer describes. In this case, the writer and reader should connect to the imagination. By using sufficient sensory detail, hopefully, the reader can create a specific and clear picture in his/her mind about the topic that the writer wants to describe.

Moreover, the descriptive text used a lot of flowery adjectives and adverbs to describe more detail about what something looks. For example, descriptive text about the place, in that text will explain where the location is, what the characteristics of that place are, what inside that place are, and how that place looks like is. If describing a person, the text will explain how the person’s physic is and what the characteristics of a person are. If descriptive paragraph about a thing, the book will be written what the physic description of a word is, what the attributes of matter are, what the purpose of a word is.

Based on the opinion of Oshima, there are six crucial points to understand the descriptive text. Those points as follows:

1) A description is a word picture. This text tells the reader how a person/place/thing looks, feels, tasted, and sounds. Spatial order used in this text. There are two functions of this spatial order. The first, using spatial order to organize a description. It is the arrangement of items in order by space such as top to bottom, back to front, right to the left, far to near and so on. The second function of using unique order expressions to show the order, such as beside the sofa or in the dashboard.

2) It has unity paragraph. It means that in a descriptive text should have only one main idea, not more.

3) As mentioned in point number 1, usually the main idea located in the first paragraph. The second paragraph and so on are supporting detail of the main view from the primary purpose. It contents the truth of a topic sentence that has a vibrant and exciting paragraph.

4) Usually found three new coordinating conjunctions in compound sentences.
5) In the descriptive text, the opening paragraph is varied. Its purpose to make the book more interesting.

6) One of the learning goals of the descriptive text is students able to produce descriptive text. Clustering is an excellent method in prewriting descriptive text to get the idea. Those points support in teaching and learning descriptive text, mainly they help write it (Oshima, 2007, pp. 73–74).

b. Announcement

This text discussed in the sixth chapter of the second semester of grade ten. The goal learning of the report is that students will be able to identify the social functions of a statement. The second goal is that students will be able to determine the structure of a report. The third goal is that students will be able to analyze the language features of a statement. The last goal is that students will be able to produce a report (Benyamin, 2017, p. 95).

c. Recount Text

This text discussed after the announcement and studied in the eighth chapter of the second semester of students the Tenth-grade. The learning goal of this text is that students will be able to question the social functions, text structure, and language feature of recount text. The second goal is that students will be able to identify the event in the form of the diagram and present it. The third goal is that students will be able to analyze the recount text and perform the analysis. The fourth goal is that students will be able to determine the social functions, text structure, and language features of recount text. The last goal is that students will be able to produce the recount text (Benyamin, 2017, p. 131).

d. Narrative Text

This text is the previous text that studied students the Tenth-grade. It discussed in the ninth chapter. The learning goals of it are that students will be able to question the social functions, text structure, and language feature of the history book. The second goal is that students will be able to analyze the topic of each paragraph of the narrative text. The third goal is that students will be able to do a role play based on the given historical book (Benyamin, 2019, p. 153).

Cope and Kalantis (2003, cited in Suhartini, 2018, p. 23) argue that the primary purpose of narrative text is to tell a story. This text is written based on the writer's imagination. In general, there are three kinds of narrative writing, namely fiction, non-fiction, combining both fiction and non-fiction. It includes fairy stories, mysteries, science fiction, romances, horror stories, parables, fables, and moral tales, myths, legends, and historical narratives. It has a beginning, middle, and end. Also, it has a plot or conflict, characters, and setting.

4. Literary Genres

The literary genres consist of drama, poetry, and story. The explanation of those genres as follow:

a. Drama

Teaching and learning process in reading the text by using show enhances and accelerates students' oral skill acquisition. There are many activities included in it, such as role-play, improvisation, dramatization, and miming raise students' awareness of text structure, facilities of their comprehension, and increase their appreciation of the literary text.
b. Poetry

Hadaway et al. (2001, p. 799) in Amer (2012) explained the following benefit of poetry in practicing reading text learning:
1. Practicing teaching and learning the second language by using poetry with reading aloud and choral reading drills fluency.
2. The poetry has manageable language due to short lines and brevity.
3. Rhythm and repetition of poetry help students to understand the meaning.
4. Poetry has a powerful springboard for introducing concepts and contents across the curriculum.
5. By giving a source of brief character sketches, scenes, and stories, poetry can serve as a prompt of narratives in oral and written.
6. Poetry proposes a beginning for a variety of writing circumstances.

Elster (2000) in Amer (2012) also explained that the benefit of poetry in teaching and learning process is precious language resource and semantic resource. The elements of language resource in poetry, such as the exploration of sound, word association, and image are improving students’ English ability. Those resources develop students’ critical thinking and imagination skills. Dramatizing poetry increases students’ language proficiency and students’ confidence in using English as a communicative tool.

c. Story

Ellis (2000) in Amer (2012) stated that the story has a powerful educational tool. Hence, the account used in second language classrooms can prepare a rich, authentic, and meaningful context for reading.

The story can apply in many ways, such as reading the story aloud, storytelling, and mental imagery. The explanations about them as follows:

1) Reading Stories Aloud

There are some experts stated the benefits of reading aloud. Their statement supports each other. Based on the report of Mayer and Wardrop, several studies show that using it in L1 of teaching and learning English has benefit for developing listening and reading abilities. By using this method, students will explore their oral language ability; this ability to improve their reading skills. Besides, it develops their new word meaning and incidental learning. Seven components of active story read-aloud identified as follows by Fisher and Medvic (2003) in Amer (2012):

1. Using books that appropriate with students’ interests and match students’ developmental, emotional, and social levels.
2. Previewing and practice of selection by the educator.
3. The teacher establishes a clear purpose for the reading aloud.
4. The educator is the modeling of fluent oral reading.
5. The teacher uses animation and expression during the read-aloud.
6. The teacher uses period and thoughtful questioning of students to focus on specifics of text.
7. The teacher uses connections to independent reading and writing.

Also, Cheng (2001) in Amer (2012) reported that using reading-aloud gives idea and imagination to students in writing. Also, develop processes of reading. When teachers convey materials by using reading-aloud, unconsciously help them to improve their knowledge building, critical thinking skills, the emotional well-being of children, and their self-confidence.
Rothlein and Meinbach found that reading aloud for children give some benefits in their learning abilities such as listening, verbal, and written skills. Besides, reading-aloud fosters a lifetime love of books and reading (Amer, 2012). Cudd and Roberts stated that children who do not do reading and listening activity, they will not have exposure to the complicated syntax found in written language and too rich vocabulary that comprises literature. This condition gives negative affect to children in their future writing ability because they have lack sufficient concepts, vocabulary, and language structures.

Huck adds the benefits of reading aloud that conveyed by an adult to children as follows:
1. Children that reading is pleasurable.
2. Children learn about the structure of stories.
3. Children learn the concept behind the print.
4. Children begin to construct a frame of reference for literature.
5. Children study new words and increase their vocabulary.

Amer points out that reading-aloud by teachers in more important than children as readers. If the activity of reading aloud do by children, they will understand the text word by word based on their limited linguistics competence. Then, guided by their anxiety to comprehend each word, they tend to break sentences into unmeaningful parts while they read. In contrast, if reading-aloud reads by the teacher, it helps the students of EFL discover units of learning the meaning as phrases rather than word by word. Also, allows students to see reading as a continuous, meaningful process, of building large semantic units rather than they can achieve a higher level of comprehension by reading larger significant groups of texts rather than focusing on individual units. The teacher will produce the proper signals, stress, and intonations. Also, it plays an essential role in this process.

2) Storytelling

Roney (2009) in Amer (2012) showed that storytelling is processed in which person as the teller uses narrative structure and mental imagery to make a connection with the audience. Bell (Amer, 2012) stresses that storytelling as a medium for students to use their visualization and imagery skills. The teller should have the proper ability. Its purpose is to convey the text until the readers could imagine what teller tells about as the statement of Malo and Bullard (2000) in Amer (2012), they said that teller requires the competence to picture a person, a scenery, a setting, and a situation as a mental image through words which is essential to comprehend the story. In the other hand, Strong and North (Amer, 2012) stated that storytelling is the process for students to practice categorizing, predicting, summarizing, organizing, comparing, and contrasting information. It is also improving students’ language learning and critical thinking, for example, the students able to analyze the elements of the story and how they relate to the whole and being able to organize thoughts into a logical sequence.

3) Mental Imaginary

It has the other name, namely picturing or visualization. Literature sparks students’ imagination through imagining or mental imaginary. Gambrell and Jawitz (Amer, 2012) said that when students create mental images, they stimulate their prior ability and establish critical thinking ability. This active process encourages readers to construct relations between the parts of the text and the learners’ knowledge and experiences.

Hibbing and Rankin-Ericson (2003) in Amer (2012) give additional information about visualizing. It enhances inferential thinking. When people imagine, they are inferring,
but with mental images rather than words. When students are taught to form mental pictures while reading, they gain better recall and develop their abilities to make inference and prediction. They also indicated that teacher-generated drawings enhance children’s ability to visualize story content and structure. Gambrell and Jawitz (Amer, 2012) reported that illustrations of the text play a similar role to mental images.

H. Previous Related Studies

Some earlier studies with some issues have conducted. They are three related issues in previous studies. The first issue is needs analysis by Jie (2013), Juan (2014), Otilia (2015), Alqunayeer & Zamir (2016), Hui (2017). The second issue is English materials that had studied by Nur’aeni (2016). The third issue is needs analysis and English reading materials by Wahyono & Puspitasari (2015). Moreover, the fourth issue is needs analysis of English materials for Islamic environment by Abudhahir et al. (2014).

Jie (2013) investigated English learner needs analysis. The writer used a case study design in Beijing Institute of Petrochemical Technology (BIPT) on the subject of English learner NA. His aim study is to know the English student needs of Chinese college learners, trying to get their learning style, skills priorities, current deficiency, and alternative methodologies. The tests of placement, observation of classes, questionnaires, structured interviews, and network-based interviews are the instruments of this research. He found that students in BIPT, due to a different level of language proficiency, need different time length and fostering/teaching plan to reach the learning destination which is the basic College English Curriculum Requirements issued by Ministry of Education of P. R. China.

Juan (2014) investigated about literature review of the classifications of “needs” in needs analysis theory. He reviewed the point of view of some researchers and tried to tease out the "needs" and its classifications in needs analysis theory with an aim to giving some implications to the study in the relevant field of study.

Otilia (2015) investigated needs analysis in English for specific purposes. It aims at collecting data about the students and at defining the target situation and setting of studying ESP. The results of the needs analysis help the educators to identify the learners’ prospective professional needs, the learners’ needs in terms of language skills, and the learners’ imperfection in the area of language skills. Only after analyzing the learners’ needs and determining the objectives of the language course, they can select a material that knows the needs of the learners. Thus, NA is the basis on which we can develop curriculum content, teaching materials, and methods that can lead to increasing the learners’ motivation and success.

Alqunayeer & Zamir (2016) investigated the needs analysis of Saudi EFL female students. It is a case study of Qassim University. This research analyzes the target needs of EFL female Saudi learners to choose EFL as their specialization. The population of the study is the female learners enlisted in Bachelors in English program, at the Department of English Language and Translation, in Qassim University Saudi Arabia. Adapting the Hutchinson and Waters model of NA, the research focuses on target needs such as necessities, lacks, and wants. The research also focuses on learning needs. The research aim is to suggest certain amendments in the curriculum based on needs analysis. The sample for the study is 150 students; the data collected through a survey and analyzed by using SPSS. The data show that the learners’ weakness is in oral skills. Students have indicated their preference for the incorporation of practical activities and media-based teaching the material in their syllabus.
Hui (2017) investigated the learning needs analysis of English for specific purposes (ESP) in college. Based on the needs analysis theory, it examines demand conditions of English for Specific Purposes for non-English majors through surveys. It found that the demand for professional studying is growing and the existing English skills cannot reach the requirements of their expert teachers. The current college English teaching cannot adequately reflect and effectively meet the learning needs of learners, so there is the need to strengthen learners’ English practical application knowledge and to strengthen the overall intercultural quality of students in English teaching. Based on the analysis results, the research puts forward some suggestions in the hope that the data and analysis contributed herein can provide some references for the course construction of College English.

Nur’aeni (2016) investigated about developing English syllabus and materials for midwifery students. She used the case study as a research design. She described three findings. The first, all parameters of need analysis proposed by Dudley-Evan and St. John covered for midwifery students at STIKES Widya Dharma Husada Pamulang. The second, the syllabus developed as a situational syllabus, considering the result of need analysis. The third, the materials those familiar with the midwifery area are needed.

Wahyono & Puspitasari (2015) investigated students’ needs analysis of English reading skills for academic purposes. The research explores students’ needs for English reading skills among students of English Language program. It also analyzes the difficulties in reading ability for educational purposes (English for research) faced by the students. The study has two primary conditions of analyzing language needs: Target Situation Analysis and Present Situation Analysis. The respondents of the research are 13 graduate students of English Language Studies of Post-Graduate plan in the third semester. The survey is an instrument for data collection. Quantitative and qualitative data were analyzed descriptively. The study showed that most learners often have adversities in reading English texts for academic purposes. They want to develop their comprehension level through the EAP program and enable them to build their writing performance.

Abudhahir et al. (2014) investigated needs analysis and material development in English for specific purposes of English for Islamic Studies. It focuses on the essential of needs analysis and how it advances in the event of materials designs. It also supports input to make English materials for Islamic Studies. The study analyzed to find out the best way of designing good syllabus and documents in English for Islamic Studies. This paper explains the different approaches in needs analysis, various types, and categories of materials used in related studies. The research aims to provide readers with new knowledge in designing materials for any Language for Specific Purposes programs.

Previous studies and this study found many differences and similarities. The differences are participants and focus of study. Nur’aeni (2016), Hui (2017), and Alqunayeer & Zamir (2016) reported a similar concentration of this research. While Abudhahir et al. (2014) and Wahyono & Puspitasari (2015) said different focus from this research.

Previous researchers have not to treat NA for Islamic Boarding school students in much. In this research, this research will focus on NA English reading material for Islamic Boarding School students. Also, this research will conduct the data of the study done on the concept of Dudley-Evans & St. John.
CHAPTER III
METHODOLOGY

This chapter covers the design of the study, the setting of the research that consists of the environment of time and place, participants, data collection techniques with questionnaire and interview, data analysis procedures, and trustworthiness.

A. Research Design

Descriptive inquiry research was employed to conduct this study. The steps of this study were adapted based on the theory of Dudley-Evans & St. John; (1) environmental situation, (2) personal information about learners, (3) language information about learners, (4) learners’ needs of English reading materials, (5) learners’ want of English reading materials, (6) the lack of English reading materials, (7) professional information about learners’ needs, and (8) communication in the target situation. The description of this step as follows:

![Diagram of steps of conducting needs analysis](Adapted from Dudley-Evans & St. John and modified by the researcher)

Based on the figure above, the steps of conducting a needs analysis of this research as follows:

**Step 1. Environmental Situation**

The first step of this research was collecting information about learners’ environmental situation such as information of learners’ course outside the school and its duration, information of the role environment for learners, and the information of environment that influences learners’ knowledge. The researcher collected this data by using a questionnaire.
Step 2. Personal Information about Learners
The second step was more specific information than the first step. The researcher collected the data about everything related to the learners, such as their profiles and their reasons for studying English by using a questionnaire.

Step 3. Language Information about Learners
After getting information about their environment and personal, the researcher checked their language skill by using a questionnaire. The researcher analyzed learners’ effort to improve a reading skill by investigating their practicing of reading ability at the classroom and outside the school, their way in practicing a reading skill, and media that used by them.

Step 4. Learners’ Needs of English Reading Materials
Besides knowing the language information of the students of the Tenth-grade of Daarul Qur’an Senior High School Bekasi, the researcher also investigated about their needs of English reading materials by using questionnaire and emphasized those data by using the interview. The first, the researcher examined their favorite texts that studied in grade ten (i.e., descriptive text, announcement, recount text, and narrative text) their needs of practicing some aspects that related with English reading materials (i.e., vocabulary, grammar, spelling, and pronunciation). Then, the researcher investigated their learning style of studying vocabulary (i.e., by hearing new words, by seeing new words, by copying new words, and by translating new words), and grammar (by studying grammar rules, by doing written exercises outside the school, by oral practice in class, etc.). Also, the researcher investigated their way of learning reading materials such as reading text/stories, doing written exercise, doing oral activity, discussing in the classroom, making projects, doing homework, reading aloud in class, working alone, working in pairs, working in groups, working as a whole student, using computers, using internet, plyng game, etc. The investigating of the topic of English reading material became critical research. The researcher offered some options about topics of four kinds of text that mentioned before. They can choose more than one option, and they also can select their choice. For detail information, see Appendix 2. This step was conducted using a questionnaire and emphasized by the interview.

Step 5. Learners’ Want of English Reading Materials
Then, the researcher investigated what is their want from English reading materials by using questionnaire and interview.

Step 6. English Reading Material’s Lacks
In this step, the researcher investigated the gap between the learners’ necessity and present situation by using questionnaire and interview.

Step 7. Professional Information about Learners
The documents such as students’ task and their English score be the data to know professional information about them. This data used for TSA.

Step 8. Communication in the Target Situation
In the last step, the researcher investigated how the learners’ needs of English reading materials implemented in target situation such as register analysis, discourse analysis, ESP, and genre analysis.

By conducting a need analysis to the English reading materials of the students of the Tenth grade of Daarul Qur’an Senior high school, the researcher presented their real needs.
1. Setting of Time

The research was carried out for 10 (ten) months, started from February up to December 2018. Although ten months, it is not enough for investigating this qualitative research, the researcher maximized her ability to investigate this research.

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<td></td>
<td>1.2. Thesis proposal</td>
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</tr>
<tr>
<td></td>
<td>1.3. Grand tour</td>
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<td></td>
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<td>2.3. Interpreting data</td>
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</tr>
<tr>
<td></td>
<td>3.3. Editing/Revision</td>
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</table>

2. Setting of Place

The research conducted at the Tenth grade of Daarul Qur’an Senior High School Bekasi. This school was categorized as an Islamic boarding school (Pesantren). Besides studying the general lesson that decided by Education government, it also has Daarul Qur’an curriculum. In this curriculum, the learners examine religion lessons, and tahfizh becomes a compulsory lesson. This school located at Ciantra village, South Cikarang district, Bekasi, West Java.

3. Profile of Daarul Qur’an Senior High School

a. The Origin of Pesantren Tahfizh Daarul Qur’an

The institution of Daarul Qur’an develops from time to time. This institution built the schools from all degree to fulfill the people needs of an Islamic school. One school degree is a senior high school for a girl.

Pesantren Tahfizh Daarul Qur’an founded by Ust. Yusuf Mansur, located in the Camp. The Qur’an, Cipondoh, Tangerang. An area built by the PPPA Daarul Qur’an, in this location as the center of the development of the Qur’an, training and being the center of the Al-Qur’an event.

Daarul Qur’an is an Islamic Boarding School that harmonizes education, life, social, da’wah, and religion. Through the teaching of One Day and One Ayat (ODOA), the Qur’an recitation is the standard of the Daarul Qur’an students’ qualifications. To make students memorize the Qur’an quickly and precisely with counselors who have tested through various Musabaqoh Hifdzil and National Qur’an Recitations events. Also, international teaching staff from different countries.

With the legality of the Foundation, the Tahfizh Daarul Qur’an Islamic Boarding School established various educational programs. Initially, the boarding school built at that time a guest came to the house of Ustadz Yusuf Mansur, ustadz named H Ahmad, who
complained a little about the state of the Islamic boarding school which he initiated which needed money in 2003.

Finally, ustadz Yusuf Mansur asked his guest to place the santri at the house of Yusuf Mansur. It turned out that the pesantren he meant was only one house mixed between female and male santri. However, he is indeed extraordinary, an excellent graduate of Medina.

The motivation of Ustadz Yusuf Mansur is only to have memorizer of the Qur’an; there can be an opportunity for muraja’ah (reread), namely by teaching because it keeps memorizing so that it is right by education. Second, the motivation of Ustadz Yusuf Mansur to be safe and Ustadz Yusuf Mansur needed Allah's help. Whereas Allah says, if we diligently help people, diligently alms, will be supported. So, at that time, around eight students were then lodged at home. Be the forerunner of the Daarul Qur’an Wisata Hati Boarding School.

Initially, the concept of the Quran Recitation Nursery Program (PPPA) was a concept of a thousand Islamic boarding schools. The point is not to build from scratch, but they are looking for mosques whose ideas there are no activities then they entrust the students there to study. The foundation is looking for teachers who are also hafiz (memorizer Qur’an), then rented out one house, and he later teaches. For their formal school, the founder gives homes full freedom to choose.

Then they find an excellent location called Bulak Santri were located in the Pondok Pucung sub-district, Karang Tengah District, Ciledug, Tangerang, Banten. Moreover, it turns out that Bulak Santri is more interesting because it already has room to study, four classrooms have not used for three years, the mosque is significant, but there are not too many activities. There is one assembly that has not applied for a dozen years. In 2005 we asked permission from the Ministry of Education and Culture for students to study not outside but inside boarding school. So, the Daarul Quran Junior High School (SMP) was born. At that time, they audited 20 santri. The first year eight santri, the second year 20 santri then in 2006 we started running PPPA to support the santri we launched a program that was already known by the Indonesian people. Every year the PPPA audits around 70 prospective students.

The purpose of the formation of the PPPA Daarul Qur’an, in addition to seeding and printing the Qur’an, also manages Wisata Hati congregation charity funds professionally and transparently, so that public trust grows and develops and it aligns the management of PPPA Daarul Qur’an help with the administration of professional companies.

Increasingly, the movement and awareness of the community to give birth to Qur’an memorizer continues to expand. Then a reliable and professional institutional umbrella is needed. On March 29, 2007, at Balai Sarbini, Jakarta, the founders officially introduced the identity of the PPPA Daarul Qur’an to the public and inaugurated through a notary deed dated May 11, 2007.

Whereas the number seventy was inspired because the war in the days of companions included the Battle of Uhud, the enemy killed many memorizers of the Qur’an. There are around 70 reciters of the Qur’an who died. So, it is good to call it too. So, it started auditing in 2006. Alhamdulillah, there were around 52 people. It is outside of the one at home. It developed with a salaf system. Until 2006, salaf established, and then Allah turned out to accelerate even more. Through the PPPA Daarul Qur’an, the Tahfizh Daarul Qur’an Islamic Boarding School also produced in the regions.
Then Bulak Santri was returned to become a boarding school for people. In Ketapang village it grew the central headquarter boarding school of the entire Daarul Qur’an. Ustadz Yusuf Mansur said that because Daarul Quran in 2006 evolved again to become the Daarul Qur’an Nusantara (DQN), while the institution that supervised pesantren education was formed Daarul Qur’an Indonesia with a notary deed of change number 34 dated October 6, 2011, Ms. Yeni ambaryatun, SH, MM.

So that the birth of the Holy Qur’an memorizer on Earth Indonesia. Now, the Tahfizh Daarul Qur’an Islamic Boarding School opens in Cikarang, Bekasi, Unggaran, Central Java, Cilegon, Banten, and Lampung. The boarding school in Cikarang, Bekasi founded only for girl students. While the other school for boy students. Alhamdulillah, various awards have been received by the Tahfizh Daarul Qur'an boarding school through various santri achievements.

“Who reads the Qur'an, examines and memorizes it, then Allah will put it in heaven and give it intercession with ten of its families.” This hadith becomes the encouragement to teach students. The Qur'an Memorizers will get the crown of greatness in heaven, while their parents get oversized clothes whose prices cannot be redeemed by the entire wealth of the inhabitants of the world, Subhanallah. Also, it becomes happiness if students become successful people who memorize the Qur'an.

b. The Origin of Daarul Qur’an Senior High School

Daarul Qur’an dream has a branch in 5 continents with pesantren education system. With this dream, this institution develops from time to time. So that it needs a book that created for Daarul Qur’an community, this is the reason why the researcher conducted this study.

Daarul Qur’an institution under Ministry of Religion (Kemenag). While the schools such as Elementary School, Junior High School, and Senior High School under the Ministry of Education and Culture (Kemendikbud). This setting of the place of this study is Senior High School (SMA). There are some reasons to be considered why prefer founded SMA than MA. The first, showing nothing definite dichotomy. It means this institution wants to integrate both of religion and general sciences — also, the integrated system. The second reason is to invite parents to enter their children to this school. Based on public interest, a private school with a network of MA has fewer students than the method of SMA. People more attention in SMA than MA. They think that SMA prefers than MA from any aspects.

The students who investigated is the Tenth grade. It is the first grade of Senior High School. It also called base grade. It is an excellent grade to be studied; that is why they become participants of this study. The students of Tenth-grade has two kinds of the lesson with composition fifty-fifty, dirosah, and general readings. Dirosah lesson consists of Nahwu, Shorf, Tauhid, Fiqh, Ushul Fiqh, Islamic history, Ulumul Qur’an, Tafsir, Hadits, and Muthola’ah. The overall experience includes English, Bahasa Indonesia, Sundanese language, Math, Chemistry, Economy, Physics, sociology, Civic education, and biology.

Daarul Qur’an institution hopes to have English books integrated with Qur’an value as Moh. Nakid said that there is no different science. Daarul Qur’an senior high school used curriculum 2013 (K13) under the responsible Ministry of Education and Culture.
Some books of the lesson already created with the integration of K13 and Qur’an value are *Fiqh* and *Tajwid*. Hopefully, general subjects such as English, chemistry, and others can be designed based on *Qur’an* value. The general lesson that almost written is geography.

c. The vision of *Daarul Qur’an*

Creating a generation of the nation and world leaders who are *sholeh* and *sholehah* and *Qur’ani* character and entrepreneurial spirit in building the future of Islamic civilization.

d. The mission of *Daarul Qur’an*

*Daarul Qur’an* missions are:

1. Realizing a based educational (*Iqomatul wajib wa ihyaussunah*) that is superior, competitive, global, and rahmatan lil Alamin.
2. To create a *Qur’an* generation who are independent, leader-minded, intelligent, sensitive, visionary, and broad-minded and make *Daarul Qur’an* method as a daily outfit.
3. To create a generation who love charity throughout life.

e. *Daarul Qur’an* Method

*Daarul Qur’an* institution has seven methods which famous by Daqu Method, they listed as follows:

1. Prayers together & take care of heart and attitude.
2. Doing *Tahajjud, dhuha,* and *Qobliyah Ba’diyah*.
3. Memorizing and comprehend the Holy *Qur’an*.
4. Alms and fasting *sunnah*.
5. Learning and teaching.
7. Sincerely, patience, thanksgiving, and *ridho*.

B. Participants

The participants of this research were the Tenth-grade students of *Daarul Qur’an* Senior High School Bekasi. There are four classes of the Tenth-Grade of *Daarul Qur’an* Senior High School Bekasi with amount 72 female students, namely X Science 1, X Science 2, X Social 1, and X Social 2. Their average age about 15-17 years old with following details; 12 students or 16.7% are 15 years old, 40 students or 55.6% are 16 years old, and 20 students or 27.8% are 17 years old. They live in pesantren, and they also study general lessons, Islamic lessons, and *Tahfizh*. The researcher chose them because of their characteristics appropriate for this research.

C. Research Instruments

The instruments of this qualitative research were questionnaire list (See Appendix 1, 2, 3, and 5), and interview guide-line (See Appendix 4, 6 to 30). Those were used to gather and analyze the data of learners’ needs of English reading materials.

1. Questionnaire List

   This questionnaire was used for Islamic boarding school students as a survey question to find need profile as an instrument to collect the data. The researcher distributed questionnaires for 72 students at the Tenth-grade of *Daarul Qur’an* Senior High School Bekasi. The questionnaire framework covered the domain, sub-domain, indicator, draft of the survey. See Appendix 1 for its explanation.
2. Interview Guide-line
   
   This interview guideline conducted as the navigator of the interview, for more detail information, here is its guide-line:

   **General Background Information**

   1. Do you take an English course outside the school?
   2. Is your English course increase your knowledge? Why?
   3. Until now, do you take your English course for more than one year? Could you mention what kinds of English course do you choose?
   4. Is the environment having a significant role in your English knowledge? Why?
   5. What kinds of those environments?
   6. Why are you learning English?
   7. Did you read your reading text before the lesson begin?
   8. Do you like to read English text with your classmate? Why?
   9. Do like to reread the English reading after the lesson ended? Why?
  10. Do you have reading exercise outside of the classroom?
  11. Do you practice your reading skill outside the classroom?
  12. With whom you prefer to practice your reading skill? Why?
  13. What are the media that you used while practicing your reading skill?

   **Reading Materials**

   1. What do you think about your English reading materials?
   2. Is English reading materials suitable for your needs? Why?
   3. Is the topic of reading materials suitable for your needs? Why?
   4. Is the picture of reading material suitable for your needs? Why?
   5. What kind of text do you prefer to practice more? Why?
   6. For these items (vocabulary, grammar, spelling, pronunciation, other), which one do you want to practice more? Why?
   7. How do you learn vocabulary?
   8. How do you learn grammar?
   9. How do you like to learn?
   10. For descriptive text, what are your favorite topic? Why?
   11. For the announcement, what are your favorite topic? Why?
   12. For recount text, what are your favorite text? Why?
   13. For narrative text, what are your favorite topic? Why?

   Thus, the interview questions consist of 26 items. Thirteen items used to investigate participants’ general background information and 13 details used to study reading materials.

   **D. Data Collection Technique**

   In collecting the data of this research, the researcher used a questionnaire and interview. The data taken by the instrument becomes the primary data. While the interview data supported the questionnaire data.

   1. **Questionnaire**

      Questionnaires were the introduction-instruments. They were the guideline for the researcher in investigating students’ needs in English reading materials. This instrument was the main instrument used by the researcher.

      The NA questionnaire adapted from Tzotzou (2014, pp. 76–79) and modified by the researcher. Can be seen in Appendix 2 and 3 describe the survey of NA. This instrument
covered general background information and reading materials that adapted from Kennedy & Balitho (1884 cited in El-Imane, 2013, p. 13).

The questionnaire of general background information covered three parts, and they are the learners’ broad background, learners’ attitude, and learners’ effort to improve reading skill. The first, background knowledge consists the question about learners’ course outside the school with three items (A1, A2, and A3) and the role of environment in learners’ English knowledge with two questions (A4 and A5). The second, learners’ attitude given the information of their attitude towards English reading materials. It investigated the reasons for learning to study English. This part has 1 item, namely A6. The third, learners’ effort improved reading skill. It investigated learners’ practice of their reading skill outside the school. It has four items (A9, A10, A11, and A12).

Then, the domain of reading materials has four sub-domains, they are learners’ English reading materials needs/ wants learners’ learning strategy, learners’ language preferences or style, and learners’ needs of the topic of reading the text. The first, learners’ English reading materials needs/ wants two indicators; they are learner’s favorite genre of writing (descriptive text, announcement, recount text, and narrative text) that studied by them with 1 item (B1) and learners’ difficulties or needs of English reading materials for further practice such as vocabulary, grammar, spelling, pronunciation, and others. It has 1 item, namely B2. The second, learners’ learning strategy. This sub-domain has two indicators; they are the learners’ strategy in learning vocabulary, which has 1 item (B3) and learners’ approach to learning grammar, which has 1 item (B4). The third, learners’ language preferences or style. This sub-domain has one indicator, namely the way how learners learn English reading material. It has 1 item, namely B5. The last is the topic of reading. This sub-domain only has one indicator that will investigate learners’ needs of English reading material. This indicator presented learners’ necessity and want of English reading materials. Besides, it also showed the lack of English reading materials used by them. It has four items of each text, namely B6, B7, B8, and B9.

Thus, the questionnaires consist of 21 (twenty-one) questions that given to the participants. This instrument was the compass of this study. For more detail information, see Appendix 2, 3, and 5.

2. Interview

The researcher used an in-depth discussion to evaluate their needs for English reading materials. This instrument used to emphasize the findings from a questionnaire about students’ needs to English reading materials by asking participants’ idea, opinion, and reason.

The researcher interviewed with seven steps based on Lincoln & Guba in Sanapiah Faisal (2011, p. 322) as follows:
1. Deciding the informants of the interview. Several participants are seventy-two students; they consist of four classes. Then, the researcher chose six students from each category.
2. The researcher prepared interview guideline, and it is the navigator of the interview. This guideline consists of two domains, students’ general background information, and English reading material. The first domain has thirteen questions. This domain used to find out students’ English course, the role of students’ environment for their English knowledge, students’ learning style, and students’ learning of English reading text. Also, the second domain used to find out the students’ needs of English reading materials, practicing English reading materials, and the topic of the reading text.
3. The researchers interviewed the twenty-four informants. Then, asking their permission.
4. The researcher interviewed the informants in different time based on interview guideline. If necessary, the researcher gave more question out of the interview guideline but still related to it. Camcorder used to make accessible in writing the report of the interview.
5. The researcher made confirmation about the result of the interview to the informants.
6. The researcher wrote a transcript of interview one by one.
7. The last step is coding. After writing an interview transcript of twenty-four informants, the researcher analyzed the data by giving codes (see Appendix 6 to 29). Then, making a consultation with the researcher’s supervisor.

This interview was necessary to know past events that are possible to replicate (Merriam, 2009, p. 88). To emphasize the data of the questionnaire, the researcher interviewed twenty-four students who took six students from every class. For more detail information, see Appendix 6 to 30.

E. Data Analysis Procedures

In collecting data, the researcher used three activities, namely data reduction, data display, and conclusion drawing/verification.

Here is the figure that imaging those three steps which adapted from Miles and Huberman:

![Figure 3.2](image)

**Figure 3.2**

*Technique and analysis Miles and Huberman*

*(Adopted from Miles and Huberman)*

Based on Figure 3.2 above, technique and analysis that adapted from Miles and Huberman as follows:
a. Data Reduction.

This step executed by summarizing, coding, and categorizing to the theme. The first step was used by the researcher to get the data was given a questionnaire to 72 participants (See Appendix 2). After getting a survey, the researchers analyzed the data. Because the data were complicated and convoluted. Then, the researcher reduced the data by
summarizing, choosing the primary data to answer research questions. The next step was an interview. This step was conducted to emphasize participants’ answer to the questionnaire. The participants got to query related to their response by giving more information. Then, the researcher gave the code to each interview. This step used to make the researcher and readers easier in reading and finding the data. Besides, it helped the researcher to categorize the data based on the theme, for more detail information, see the coding of the interview in Appendix 6 to 39. After coding the data, they categorized based on the topic. There were three themes based on the main discussion of this study, namely necessity, want, and lack. For more detail information, see Appendix 30.

b. Data Display

Miles and Huberman said that this technique helped to understand what is happening and to do something—further analysis or caution on that understanding. To analyze questionnaire data, the researcher displayed the data by using the chart and table, then explained in a narrative text. The function of using graph and table was natural in illustrating the data. It helped the researcher in writing the data presenting and discussion. For more detail information, see Appendix 5.

c. Conclusion drawing/verification.

After displaying data and presenting the discussion of research findings, the researcher concluded the results of this study and given any suggestions and recommendations that related with this study to curriculum designer and teaching practitioners, syllabus designer, and the book author — the researcher wrote this step in Chapter 5.

F. Trustworthiness

To determine this study became a trusted study, the researcher needs a checking validity technique to provide credible findings. The data of this study tested by using two methods; Triangulation and audit trail.

1. **Triangulation: Credibility**

   Credibility criteria need a guarantee that the information is credible and valid. Some of the checking techniques were conducted to provide confirmation completeness through the following types:

   a. Member Checking

      Before performing the questionnaire and interview, the eleventh-grade students of Daarul Qur’an Senior High School participated in the pilot study was checked the data together with the researcher.

   b. Method

      The method trustworthiness means combining different way to analyze data to get the right information and complete description. Besides the researcher used the questionnaire in collecting the data, the researcher also used an interview for the tenth grade of Daarul Qur’an Senior High School students to synchronize the results.

   c. Transferability

      In transferability criteria, the research finding can be generalized or can be transferred to other research that has the same context. It means that this research was transferable to another study which analyzed the tenth grade of Senior High School. Then, this research can be developed by other researchers. Also, it can be a reference to another researcher who needs it.
2. Audit Trail
   a. Dependability
      Dependability means the level of study in which the study process repeated or replicated in another study. Dependability test of this study conducted to audit the whole study process. The evidence of data findings proof of the data display. Also, the researcher displayed the detail steps, participants who contributed in getting data, the data collection method, and setting of time and place of this research.
   b. Confirmability
      Confirmability means the level of the research objective. Confirmability conducted to audit the results of this research. The data analysis both questionnaire and interview analyzed by adapting Meriam (2009, p. 209). Also, the researcher assured the instrument validation and reliability by making consulting intensively with her advisor, Dr. Muhammad Farkhan, M.Pd.
CHAPTER V
CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

This chapter presents some sub-topics which cover the conclusion, suggestion, and recommendation. The outcome shows the discussion highlight of this study based on the objectives of the study. While, advice and guidance present the implication of the result of this study about students’ NA of English reading material to the English teachers, curriculum designer, and teaching practitioners, and syllabus designer.

A. Conclusions

Based on the objectives of this study that mentioned in Chapter 1, namely to describe students’ need of the Target English language for the Tenth-grade of Daarul Qur’an Senior High School Bekasi of English reading materials in three terms, i.e., necessities, wants and lacks.

The first conclusion was related to students’ necessities of English reading materials. Descriptive text, announcement, recount text, and narrative text were English reading materials studied by participants. In general, they need a topic related to their environment and life. Specifically, they need Islamic selected for English reading materials. Their necessity was provided the results of this research. 81.9% of participants chose “the prophets” as descriptive text topic. 81.7% of participants chose “scholarship” as an announcement topic. 77.8% of participants selected “experience of memorizing holy Qur’an” as recount text topic. Then, 83.3% of participants chose “the prophet” as narrative text topic. Therefore, they need the Islamic a which applied in the text.

The second significant finding was talking about discussing reading materials’ shortages based on the students’ necessity. There is a gap in the students’ need — the reading materials that they studied not suitable for their major. Majority of students commented topics of reading are not ideal for pesantren, pictures are not items for pesantren (e.g., women are not wearing hijab), images do not represent stories, and the instruction of exercise does not clear.

The last finding shows that the reasons for changing English reading materials for Daarul Qur’an Senior High School. Those reasons are Islamic picture (women wear hijab/nice dress), Islamic topics (presenting on the questionnaire), exciting plot and content of a story, motivation topic, colorful picture, right font, enrich vocabulary, local cultural content, daily vocabulary, and clear of practice instruction.

The study assumed that the teaching and learning process should be done based on the students’ needs, including English reading materials. The environment becomes the main element to consider students’ needs. If their needs fulfilled well, the process of teaching and learning will be well also.

B. Suggestions

The findings of this research suggest some points related to the English teachers and the other researcher who interest to investigate some issue.

For students, the result of this research provided information about students' need in English reading materials. Practically, students can use English textbook based on their obligations to improve their score to be significant.

For English teachers, the evidence from this research suggests that English teacher should give attention to English teaching-learning process based on the students’ needs. Practically, English teachers can do a little research before starting the process of teaching
and learning to identify their needs. It makes it easier to teach them. Then, the English teachers can realize remarkable achievement their wish.

For Daarul Qur’an Research Institution, the institution gained information on students’ needs related to English reading materials. Then, practically the info of it used as the compass in arranging the English textbook with Islamic value, but it still uses the 2013 curriculum.

For curriculum designers and teaching practitioners, they gained guideline. Then, practically this guideline will help them in revising curriculum based on students’ major.

For syllabus designers, the researcher hopes to provide information on students’ need for English reading materials. Then, practically, this information uses to help them in bringing modification and revisions of English lesson for Senior High School.

For further researchers, this research still needs completion; the results of this research hopefully will give some idea. Then, the researcher hopes to the other researchers as someone who fills the weakness of this research. The students’ needs have investigated. Practically, Further research should be done to make the English reading materials based on the result of this research by R&D.

C. Recommendations

Based on the results of this research, the researcher hopes to recommend curriculum designer and teaching practitioners, and syllabus designer, and the book author.

The researcher expects to give some recommendations to curriculum designer and teaching practitioners, and syllabus designer. First, please consider the students’ religion as the aspect of making English reading materials. Beside emphasize students’ achievement, it will give a change to them to study their religion though English. Then, it will be better if there is a book that presents the Islamic nuance generally and English reading material specifically.

For book author, based on the lack of English reading materials as mentioned in Chapter 4, it will be better if the topic of English reading materials related to their major and their environment. Then, using pictures that represent the story and Islamic pictures which women use the veil. Moreover, enrich the practice that related to the text.
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