EFL Students' Needs and Achievement: A Study at an Islamic University in Jambi

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ARTICLE INFO	ABSTRACT
	This study aims to respond the regulation of teaching and learning English in higher education. Since there is no clear regulation of what supposed to be taught, some institutions decide different requirement for the teaching and learning English. This study focused on analyzing and evaluating the students' actual needs in learning English. A quantitative study was conducted toward 113 non-English department students who have taken English subject in an Islamic University in Jambi. This study explored both of the students' actual needs and experiences of their learning English in the classroom. The results indicate that having the four skills as a part of teaching and learning English in the classroom is important for the students. The students also mentioned that completing their study is not the only reason to learn English. They believe that learning English is a golden key to be a part of world class community. In spite of mastering reading as the main focus of learning process, the students still face difficulties in understanding the ideas in English since they have limited vocabulary and grammar. They also stated that it is hard for them to get the meaning of what they read because they do not know how the sentences are put together. As the results, it is suggested that the process of teaching and learning English must be revisited.

How to Cite:

INTRODUCTION

As rapid changes have taken places across the nation and the world, English plays important roles to the readiness of facing the global changes. As the main tool of global communication, English becomes the key for us to be a part of world community and to realize the fast progress and development of all aspects of life (Al-Khalil, 2017). Besides, according to Reedy (2016), English is not only a language used as a means of communication to express feelings and ideas, but also to transmit various subject matters. It is a language important politically, socially, commercially, economically and politically. To become an international person, someone needs to be able to use English.

However, the policy of teaching English in higher education in Indonesia does not seems useful to fit the expectation. Rokhyati (2013) suggested that it is a good policy to have the students to have good competitiveness by having English as a part of curriculum in higher education, but suggesting 2 credit points only with reading as the main focus is not enough. Although the goal of teaching English is to assist the students to be able to comprehend scientific texts academically, the students' results as the measurements of their achievement in English are pathetic. In fact, there are many important things should be taught to the students before they master the ability to find main idea, recognizing and building rhetorical frames which are part of reading comprehension skills. They need to understand others linguistics elements such as sentence patterns, vocabulary, or discourse. In fact, to be expert in English in accordance with the students' field of study, it is not enough to facilitate them only with the teaching of reading in the classroom interaction.

In order to meet the demands, English must be used properly in communication. Madya (2002) mentioned that although in Indonesian context, mastering English becomes the prerequisite to develop the country successfully, the students who have learned English for many years are unable to use language for communication purposes. Rokhyati also urged that to compete in global world, there must be a policy that facilitates the students to learn English in more meaningful and useful way. The students need to concern the basic skills in English. As a matter of fact, integrating the four skills in teaching will lead the students to prepare the students to achieve the communicative skill which is highly need in international era to become a part of world class community. Jing (2006) mentioned that since more than one skill is used to communicate, teaching integrated skills provide the students opportunities to develop the whole skills at the same time (cited in Hungyo & Kijai, 2009). Su (2007) also concludes that integrated, interdependent and inseparable must be the ways to treat the process of language learning. Moreover, integrating the four skills for functional and meaningful purposes will best promote the full development of proficiency in English.

The fact that there is not yet clear regulation of what to be taught in higher education brings uncertainty to what supposed to be taught in the classroom teaching and learning process in different higher institutions. Besides, Musthafa (2009) stated the students had been learning English for 736 hours since they were in junior high, but they were still far a way of being independent readers. Indeed, it has been a long time since the mismatch of English Education in Indonesia (Bire, 2010; Lie, 2007). Suggesting a need analysis is essential to help the stakeholder decide the appropriate policy for the teaching and learning English in the classroom at higher education. In foreign language, need analysis is not only the heart of theoretical research and teaching process but also the guide for the education administrative departments to make policy (Jinzhu, 2018). It brings usefulness to overall needs of a language as perceived by the learners themselves since *needs* also includes students' right (Ramani & Pushpanathan, 2015). Thus, need analysis helps teachers to collect

information and get an accurate and complete picture of their students' needs and preferences (Essays, 2013).

There have been some previous research studies that focus on need analysis. However, most of analyses were conducted on the basis of developing English for specific purposes curriculum. A study from Susandi & Krishnawati (2016) aimed to explore the needs of nursing students as the basis to develop an ESP syllabus for them. It also discussed the implication for teachers who teach English for nurses. Another study was conducted to evaluate English Teaching Program for Medical students in Indonesia (Mubaraq, 2017). Through need analysis it was suggested that the institutions provide specific program of doctor-patient communication to fulfill the medical students' actual need. The students had already had good English background so it would be better to develop the skills that relate more on their specific field of study. A study from Indrasari (2016) also focused more on ESP need analysis for physics students. This current study on the other hand aims to seek the students' actual needs on their learning English in General as well as evaluate the students' learning experiences in the classroom.

In State Islamic University Sulthan Thaha Saifuddin Jambi, the policy of teaching English for non-English Department students is varied according to their semester and their discipline. The policy requires the students to take English in the first semester. What it means by English in this curriculum is that general English that focuses only on developing Reading skills. In the next semester, the curriculum will be based on ESP where the students learn English more specific according to their discipline. The students' English background and their achievements however are insufficient to their ability to communicate as it is valuable for their field of study. Though the policy has been made with the believe of providing the students with the best learning experiences, this study would like to bring scientific evidences on students' Basic English background according to their needs and experiences. This study also tries to evaluate the learning process experienced by the students in the classroom during their learning English and finally enrich the information of what are the students' actual needs of the program.

LITERATURE REVIEW

In the teaching and learning process, students' need analyses become an inevitable part. The background of experience and different knowledge of English as a foreign language is certainly a driving factor. The importance of mastering English with contradictory achievement results raises various assumptions on the process of implementing learning activities carried out in class. Instead of knowing or analyzing a particular approach to teaching and learning activities, needs analysis is a benchmark to find out what procedures and process activities have been carried out in the classroom and in relation to the needs of learners.

Ramani & Pushpanathan (2015) revealed that needs analysis can be used to see attitudes, beliefs and opinions. In addition, needs analysis can also be used to obtain information regarding the factors that can influence the learning process. According Moiinvaziri (2014), a model of needs analysis in language education in 1970s was purposed firstly by Richterich. The needs analysis then leads the way in designing curriculum and syllabus of general English course as it gives attention more on the students learning needs. In fact, needs analysis has become part of systematic curriculum development. Ismagilova & Polyakova (2015) mentioned that, "The importance of the needs analyses for Syllabus design is an indisputable issue. It acts as terminus a quo for materials selection, assessment criteria and activities that the course will be based on" p.347. Sine, Bekuliu, & Loak (2021)

argued that since teacher's preference and knowledge might be the standard in determining what to teach and how to deliver the teaching of target language, it is essential to put learners as the first consideration to avoid subjectivity. It is important to pay attention to learner need before setting the goals and learning outcomes.

In language teaching, needs analyses mostly related to the teaching of specific purposes. However, Richard (1990) argued, "Needs analysis is also fundamental to the planning of general language course" (1990, p.2). In the light of this construct, Hutchinson & Waters (1987) stated that it is always possible to specify needs of the general English learner even though it is only the need to pass the exam. Hutchinson and Waters clearly stated that awareness of the need is the one that differs ESP from General English not the existence of the need.

Richard (1990) mentioned that the purposes of needs analysis consist of identifying general or specific language needs that can be addressed in developing goals, objectives, and contents for a language program, and providing data that can serve as the basis for reviewing and evaluating existing program. There are two parameters. The parameters focus either on general parameter of a language program (situation analyses) or on the specific communicative needs of language learners (Communicative need analyses). Richard framework of needs analyses is described in table 1.

Table 1. The Framework of Needs Analysis

Situation Analyses	Communicative Needs Analysis
Who are the learners?	In what setting will the learners use the target language?
What are the learners' goals and expectations?	What role relationships are involved?
How proficient are the teachers in the target language?	What language modalities are involved (e.g., reading , writing, listening. Speaking)?
What are training and experience do the teachers have?	What types of communicative events and speech acts are involved?
What teaching approach do they favor?	What level of proficiency is required?
What do teachers expect of the program?	
What is the administrative context of the program?	
What constraints (e.g. time, budget, resources? are present?	
What kind of tests and assessment measures are needed?	

The situation analyses aim to obtain some answers regarding to the students' expectation from the learning program, their learning style they prefer, the setting the learners will use the target language as well as the information of the teachers' experiences in teaching and learning process including how skillful he is, his expectation of the program, his professional development information and the administrative stuffs. According to Munby (Richard, 1990), the communicative need analyses on the other hand aim to find out the information about what language modalities involves; reading, writing, listening, and speaking, the type of communicative events and speech acts involved in the learning process and the difficulty the learners experienced during the learning process. The type of language skills will be determined from the answer of the questions. It will also give the information what level of language proficiency the program should aim to deliver.

METHOD

This study employed a quantitative design. The survey results of needs analysis were examined descriptively. The results of this study are expected to bring a basis for the

betterment of the design of English course/program for non-English Department at UIN STS Jambi.

Research Design

The researchers conducted a non-experimental research study in which a survey of students need analyses and evaluation of the program had been applied. According to McMillan and Schumacher (2013) Surveys are used to collect many kinds of information including people's opinions, desires, ideas and many other information. The idea is that in this kind of study, the respondents from a target of population are selected and administered a questionnaire.

Research sites and Participants

This study was conducted at Islamic State University Sulthan Thaha Saifuddin Jambi. The accessible population were the students of non-English Department Study Program in Faculty of Tarbiyah and Teacher Training. Faculty of Tarbiyah and Teacher Training was chosen because the faculty has the largest number of students comparing to other faculties. Therefore, the researchers believe that the students could represent the sampling technique used was convenience sampling. There were 113 students contributed willingly in this study. Those consist of the students majoring from different study programs who had taken English subject.

Data Collection and Analysis

To collect the data of the students' actual need and their classroom learning experiences, a questionnaire adapted from Moiinvaziri (2014) was used in this study. The contents of the questionnaire were suitable with the intended purposes of this study which both evaluate and analyze the actual learning needs and process in the classroom. The questionnaire was also fit the framework of need analyses purposed by Richard (1990). Since the samples were those non-English Department Students, the questionnaire was translated into Bahasa Indonesia to help them give responds easily. The researchers requested a validator whom the researchers believed were qualified to ensure the terms in Bahasa Indonesia were used appropriately.

The closed-ended questionnaire is composed of four parts. The first part is about the students' biography data. Students' field of study and gender are asked in this part. The second part of the questionnaire consists of nine questions concerning about the students' expectations and experiences in relation to the language aspects they need to have, and skills/language modalities; Listening, speaking, reading, writing that they have in the classroom interactions. The third part investigates the students' preference of learning activities in the classroom. This also led to evaluation on expectation and experiences in learning English that includes the lecturer as the facilitator. There are eight questions covered in this part. The last part investigates students' attitude toward English and their suggestions and recommendation for the betterment of classroom teaching and learning process. It consists of three questions.

After getting the data from the questionnaire, the researchers employed descriptive statistics. The answers of each of the item in the questionnaire from each of the respondents were collected. The researchers then measure the frequency of the answers chosen by the respondents. The frequency indicates how often each of the choices provided regarding to the certain phenomenon occurred. The researchers presented the table of frequency and measured the central tendency or mean score. The mean score helped the researcher to compare the items the respondents chose as their preference.

FINDINGS

Analysis on Students' Actual Needs on Language Aspects

This part describes about the students' actual needs on the importance of language features in students' language learning process. It includes the analysis of the students' expectation and also an evaluation of the process, whether the process has fulfilled the students' need. This analysis refers to part II of the questionnaire.

The results of the study show that in terms of the importance of language features: grammar, vocabulary, and pronunciation, the students agree that three components are important in their learning English. The means score show that pronunciation is the most important component to have (M=3.85), followed by vocabulary (M= 3.77) and Grammar (M=3.54). In line with their view on the importance of language features, having pronunciation practice is the most expected practice in the classroom (M=3.54). However, the students need each of the components equally in which each of their expectation is put in moderate level; Grammar (M=44), Vocabulary (M= 36), and pronunciation (M=32).

Indeed, their expectation of having practice on pronunciation is due to the fact that pronunciation is the most difficult language aspect for the students. It can be seen from the scale that the students give. 32% of the students (M=3.45) categorize pronunciation as *very difficult (5)*. When it comes to how important to success in each of the components, the students mention that each of the components are important. The students consider vocabulary as the most important language feature to be accomplished (M=3.81) while grammar (M=3.78) and pronunciation (M=3.71) are in the second and third position.

Table 2. The Results of the Analysis on Students' Actual Needs on Language Aspects

Language Features	Scale %					Mean Score
B1-How important the following Components	Low	2	Moderate	4	Very Important	
Grammar	5.3	10.7	36.0	20.0	28.0	3.54
Vocabulary	2.7	12.0	28.0	20.0	37.3	3.77
Pronunciation	2.7	6.7	32.0	20.0	38.7	3.85
B2-The students' expectation to practice the following components in the classroom	None	2	Moderate	4	Extensive	Mean Score
Grammar	10.7	16.0	44.0	10.7	18.7	3.10
Vocabulary	5.3	13.3	36.0	21.3	24.0	3.45
Pronunciation	6.7	10.7	32.0	22.7	28.0	3.54
B3-How difficult the following components to the students	Low	2	Moderate	4	Very Difficult	Mean Score
Grammar	8	12.0	33.3	25.3	21.3	3.40
Vocabulary	9.3	12.0	45.3	14.7	18.7	3.21
Pronunciation	10.7	12.0	30.7	14.7	32.0	3.45
B4-How Important to success on the following component	Low	2	Moderate	4	Very Important	Mean Score
Grammar	5.3	6.7	26.7	26.7	34.7	3.78
Vocabulary	2.7	8.0	30.7	22.7	36.0	3.81
Pronunciation	6.7	5.3	26.7	25.3	35.0	3.71

It can be concluded that the students put clear intention to each of the language aspects. They realized that without being success on each of the aspects, they cannot make sure that their language skills can be improved.

Analysis on Students' Actual Needs on Language Skills

This part is based on the answers the students provided on the second part of the questionnaire; Question 5- Question 9. This part attempts to find out how often they involve in activities in which each of the skills exist, the skills that developed most based on their experience, how much practice of each of the skills the students expect to have, the difficulties the students face during classroom activities, and their real intention of learning process. In fact, the questions attempt to evaluate the students' classroom learning experience and their expectation toward the four skills.

According to the results of the questionnaire, during classroom activities, the students (14.7%) are often involved in listening (M=3.08) and reading activities (M=2.90). Writing and speaking with the means of 3.09 and 3.04 were in the third and fourth position. This is based on the answer of the students for question 5 (The mean score 3.33 shows that reading is the most developed skill, while speaking (M=3.04) is the last developed skill. The students preferred to have more practice in listening with 29.3% of the students chose often (4) for having more practice on listening. The rests of the skills are expected to be provided in the classroom teaching and learning activities.

Table 3. The Results of the Analysis on Students' Actual Needs on Language Skills

Language Skills	Scale (%)					Mean Score
B5-How often the students engaged in the activities	Not Sure	Never	Sometimes	Often	Always	
Listening	0.0	17.3	62.7	14.7	5.3	3.08
Speaking	8.0	21.3	61.3	8.0	1.3	2.73
Reading	5.3	16.0	62.7	14.7	1.3	2.90
Writing	2.7	24.0	60.0	12.0	1.3	2.85
B6-The most developed skills	Low	2	Moderate	4	High	
Listening	6.7	21.3	34.7	28.0	9.3	3.12
Speaking	8.0	24.0	29.3	33.3	5.3	3.04
Reading	4.0	13.3	40.0	30.7	12.0	3.33
Writing	8.0	20.0	34.7	29.3	8.0	3.09
B7-The student' expectation to get in class	Not sure	Rarely	Sometimes	Often	Very often	
Listening	5.3	24	28	29.3	13.3	3.21
Speaking	10.7	18.7	44	17.3	9.3	2.96
Reading	1.3	24	38.7	26.7	9.3	3.19
Writing	5.3	18.7	44	25.3	6.7	3.09

The students' learning difficulties in learning classroom are also described in this part. The results show that the students experienced each of the difficulties mentioned through the analyses. None of the students mentioned that they never faced difficulty during the learning process. With the mean score 2.76, cultural information became the first obstacle the students experienced in learning language. The students also experienced the difficulties of what they read because they do not know how the sentences are put together (M= 2.64) and because they have limited vocabulary and grammar. This is relevant to the students'

actual need as they mentioned that grammar is the most wanted component to be taught in the classroom. The difficulties seem become the reasons.

Other difficulties relate to the importance of the components/ language features toward the students' language skills. The students mentioned that they find it hard to speak/ write because they do not know the way English people speak or write (M= 2.61) and because they have limited vocabulary and grammar (M=2.54). They even do not know what the teacher or their classmates are talking about because of their limited vocabulary and grammar (M=2.56). Poor pronunciation also the reason the students find it hard to speak English (M= 2.40).

Table 4. The Results of the Analysis on Students' English Learning Experiences

No	B8 How often the students experience the following	%				Mean Score
		Always	Often	Sometimes	Never	
1	I can't understand what my teacher and my classmates are talking about because I have limited vocabulary and grammar.	8.0	34.7	50.7	6.7	2.56
2	I find it hard to speak English because my pronunciation is poor.	13.3	38.7	42.7	5.3	2.40
3	I find it hard to speak/write English because I have limited vocabulary and grammar.	12	26.7	56	5.3	2.54
4	I find it hard to speak/write English because I don't know the way English people speak/write.	9.3	33.3	44	13.3	2.61
5	I have difficulties in getting the meaning of what I read because I have limited vocabulary and grammar.	5.3	34.7	50.7	9.3	2.64
6	I have difficulties in getting the meaning of what I read because I don't know how the sentences are put together.	5.3	41.3	37.3	16	2.64
7	I don't understand the cultural information	5.3	28	52	14.7	2.76

The students' awareness of difficulty they face during the teaching and learning process in the classroom is because they realize the usefulness of English. According to the students, helping them to complete the study is not the only usefulness of English (M=0.80). For them, English is useful to get more world knowledge and know more about people living in English-speaking countries (M=0.57). They also mentioned that English is useful to help them get the golden key to become a 'world citizen'.

Analysis on Students' Language Learning Preferences

There are 8 questions provided for the students in the third part of the questionnaire. The questions overall attempt to analyze the students' preferences of learning activities in the classroom. It includes the analysis and evaluation of the activities that the students expect in the classroom, their learning styles, and the activities that find useful to be implemented.

In order to analyze and evaluate the learning activities in the classroom, the students were required to give responses on 12 statements of what the lecturers supposed to do in the classroom. They are allowed to choose more than one statements that best correspond their preferences. Most of the students (81%) agree that the lecturer should give the students time to talk in the teaching and learning process in the classroom. The second statement that the

students chose (77.4%) was that a lecturer should have created a harmonious and pleasant learning environment. Thirty-nine students chose to have the lecturer that can respond to the students positively and encourage the students to ask questions. The students (69.8%) also request that the lecturer should pay attention to the students' needs and correct every mistake that the students made (66%).

Besides, there were also statements that the lecturers should have not done in the classroom. The first statement was that the lecturer should have not only used textbook during the teaching and learning process (9%). There were 79.2% of the students who did not expect to have the lecturer who talks for most of the class time.

Table 5. Analysis on Students' Need of Teacher's Teaching Skills

No.	C1 — What the teacher was supposed to do in English Class	% Chosen	% Not Chosen
1	The teacher gives lectures and delivers knowledge.	50.9	49.1
2	The teacher is the "authority" in the classroom.	58.5	41.5
3	The teacher talks for most of the class time.	20.8	79.2
4	The teacher gives time for student talk.	81.1	18.9
5	The teacher corrects every mistake that students make.	66	34
6	The teacher responds to students positively.	73.6	26.4
7	The teacher tries different activities in class.	62.3	37.7
8	The teacher encourages the students to ask questions.	73.6	26.4
9	The teacher should create a harmonious and pleasant learning environment.	77.4	22.6
10	The teacher should pay attention to students" needs.	69.8	30.2
11	The teacher uses the textbooks only.	17	83
12	The teacher teaches the students some learning strategies.	73.6	26.4

A teacher also needs to practice purposeful teaching through the use of well-organized and well-structured lessons couple with clarity of purpose. Therefore, the students' responds from the second part of part C can be put into attention. Students prefer several activities that they think bring usefulness to their learning English. The activities are reciting dialogues from a textbook, watching English movies, chatting through internet in English, talking to friends in English and talking to English speaker whenever the students have the opportunity. The activities indeed, indicate that the students desire to have communicative activities. They also emphasized in practicing drills on sound, stress, and intonation of English and studying the grammar rules of English as very useful activities. Thus, although the students wanted to use English communicatively, they also realized the important of aspects or components of English to develop their competence in English.

Regarding to the teaching strategy used by the lecturer in the classroom, the students prefer the lecturer gives lectures and also provides them with opportunities to practice. The second most chosen learning strategy in the classroom is having discussion with group members. This can be good that the students do not rely on the lecturer lecturing only. However, it seems like, the students are not familiar with other learning style. The students depend too much on lecturer. The students' reaction toward making a mistake can be an example. Although there are several students believed that by making a mistake they can improve themselves or their friends can help them correct the mistake, most of them (69.3%) claimed that when they make mistakes they expected the lecturer correct their mistakes immediately.

Table 6. Analysis on Students' Learning Style

No	C3 Learning Style that you like	% Chosen	% Not Chosen
1	The teacher gives lectures to which I listen.	12	88
2	The teacher gives lectures and also provides me with opportunities to practice.	60	40
3	I study individually.	22.7	77.3
4	I discuss with my desk-mates.	22.7	77.3
5	I discuss with my group members	28	72

In terms of evaluating their progress in learning English, the students (64.0%) believed in the usefulness and the necessity of the test. The students also believed on the results of the test and the lecturer's evaluation as the sources of their progress. In fact, they do not mind having test for twice a semester.

Analysis on Students' Overall Attitude toward Learning English

To find out the students' overall attitude toward English, the students needed to give responds on three statements regarding to the reason they learn English, whether they experienced enjoyable learning activities, and whether they felt confident on the progress of their learning English. The students studied English because they realized that English is a useful language. In terms of their learning experiences, they mentioned that they did not really enjoy their learning English. More than half of the students (68.1%) said that they sometimes enjoy their learning activities. Besides, 55.1% of the students sometimes felt confident about their learning progress. It means that the students are somewhat not confident with the progress of their learning English.

DISCUSSION

The findings of the study indicate the ideas whether language aspects were delivered in accordance with the needs of the students, whether the teaching and learning process had considered the basic skills of learning English, and what the teaching approach implemented in the classroom was.

The results of the study indicated that in order to be able to have English skills, the students realized the importance of the language features such as grammar, vocabulary and pronunciation. Most of the students chose vocabulary as a very important feature that determined the success in their study of English. This is in line with what Valentina (2017) concluded form her study that there was significant association between the mastery of vocabulary and the achievement in reading. Moreover, the study of Chiang (2018) confirms that the existence of association between Vocabulary size and English proficiency is true. The study also suggested that building vocabulary size should be included in EFL Instruction.

The students' answers to the needs of language skills showed that Listening was the activity that mostly given by the lecturer in their English class which resulted in their expectation to have more Listening activity in their class. It is assumed that their preference was due to the exposure of the activity. The results indicated that most activities in the classroom did not really provide the students with basic skill they needed in balance which made the students experiences difficulties. Teaching reading in accordance with the other essential skills in English; listening, speaking, and writing would be best suit the students'

needs. The results of the analyses also show that the students want to have more practice on other skills. Sadiku (2015) insisted that the four skills never stand out as individual areas as they form a chain cycle. When one of the rings is broken, the whole chain would collapse.

It makes sense then, to mention that the students did not really put intention on the way to use English communicatively or to have more listening practice rather than speaking in the class because they believe that they are lack in basics aspects to use English productively. This situational variable where the course activities do not encourage the students to practice can cause difficulties that lead to anxiety (Jackson, 2002). Horwitzet, Horwitz, & Cope (1986) stated that frustration and silent in foreign language are the results of the students' difficulty to show their thoughts and feeling or to understand others appropriately. Therefore, the students will try to avoid any form of communication, or to reduce it to minimum, in order to avoid negative evaluations. This can also be caused by the lack activities provided by the lecturer.

As a matter of fact, students then recommended several things that the lecturer should have done in their English classroom. Most of the students' recommendation required the teaching environment was supposed to allow them to have chance to speak and encourage them to ask questions. The lecturer should also have created a harmonious and pleasant learning environment. This implied the needs of qualified lecturers. Al-Issa (2017) concluded that qualified English Language Teacher is required to have strong knowledge about the English knowledge, teaching methods and approaches, and ways of developing professionally. Those qualities can ensure the best practice of teaching English and brings positive changes on students' achievement.

Besides, they expected that the lecturer helped them to correct the mistakes directly. Miller & Staley (2021) implied through their study that feedback brought significant benefit to the students. The feedback made the students felt more comfortable and helped them reflect on their mistakes honestly. The students' expectations in fact, in line with what Kyriacou (2007) said. He mentioned that an effective teacher displays skills of establishing an orderly and attractive learning environment. An effective teacher is also able to convey high expectations and provide intellectual challenge; monitor progress and provide quick corrective feedback; and establish clear and fair discipline.

Finally, the analysis of overall students' attitude toward learning English pointed that the teaching and learning process still did not bring satisfaction for the students. Though the students' desire was having the lecturer give the lecture and provide them with practice, the students cannot either say that they were hundred percent enjoy the process or confident with their improvement. Fayombo (2015) defined learning as a process of development, knowledge, skills and attitudes that occur when a person interacts intensively. Thus, various interaction must be employed in order to help the students develop their activities and creativity. When the learning process fails to do so, the process oppositely inhibits the students' chance to develop (Sihotang, Setiawan, & Saragi, 2017).

All in all, the results of the study are aligned with what Sine et al. (2021) mentioned. It implies that the teacher's preference might not be the same as the students' actual need. The mismatch could bring anxiety to the students as they cannot reach what they need. The results also suggested the consideration of what supposed to be evaluated and maintained for the intended learning program (Richard, 1990).

CONCLUSION AND RECCOMENDATION

The analyses have brought some evidences on the students' actual needs of learning English. The evidences are based on their actual experiences where their expectations,

feelings, preferences, and lecture's roles are considered. Therefore, various refreshments must be made to the betterment of English teaching and Learning Process.

Firstly, it is real that the students have lack of basic skills in English, as they confessed that they have difficulty in understanding spoken and written language since they have limited vocabulary and grammar. With their background of English skills, there must be a chance for them to develop their competence as they are trained to be able to comprehend an English text. In the same way, when the students who have already develop their skills in reading must have chance to express what they acknowledge from their reading as it is the way to use their language competence effectively.

The teaching and learning strategies employed by the lectures must also be revisited. The results of evaluation clearly indicate that the lectures do not create an effective teaching and learning process. The students argued that they expect to have more communicative teaching and learning process and they regard the usefulness of English is not merely to help them to complete the study. It is English that is useful for them to get more world knowledge and the golden key to become world citizen. However, the teaching and learning process failed to get the students conscious of using English communicatively. It is hard for them also to tell that they enjoy the learning process and experienced progress in their learning. Thus, it is also important to facilitate the students with a lecturer that is qualified both for teaching and English background.

All in all, the policy maker must be consistent with the goal of the institution which becoming an innovative, a responsive, and competitive Islamic University. The teaching and learning process should also implement the practice to achieve the goal. In case of teaching English, it would be better if the curriculum can be revised accordingly. To reach the goal of the institution of being competitive, teaching English to be the means of communication where the needed aspects and skill are taught in balance. This way will help the institution to prepare the students to compete in the world of industry. Finally, to create a meaningful and purposeful English teaching and learning process, providing the material that best suit the students' specific needs from the start would be valuable. Hence the students would be able to develop from their basic skills to the way their English is useful for their discipline.

However, this study confronted many limitations. In order to strengthen the results of this study, it would be better to have future research study concerning the larger population in the same setting. The future research study is also recommended to conduct a development-based research study in order to develop a curriculum for General English Program specified for non-English Department Students.

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