EAP NEED ANALYSIS FOR LECTURERS: THE CASE OF A STATE ISLAMIC UNIVERSITY IN PADANG, INDONESIA

Martin Kustati[1*], Hallen[2], Yunisrina Qismullah Yusuf[3*], Hidayat Al-Azmi[4], Dini Hanifa[5]

[1]Lecturer, Department of English Education, Faculty of Teacher Training and Education, Universitas Islam Negeri Imam Bonjol Padang, Indonesia; [2]Lecturer, Department of English Education, Faculty of Teacher Training and Education, Universitas Islam Negeri Imam Bonjol Padang, Indonesia; [3]Lecturer, Department of English Education, Faculty of Teacher Training and Education, Universitas Syiah Kuala, Banda Aceh, Indonesia; [4]Lecturer, Department of English Education, Faculty of Teacher Training and Education, Universitas Islam Negeri Imam Bonjol Padang, Indonesia; [5]Lecturer, Department of English Education, Faculty of Teacher Training and Education, Universitas Syiah Kuala, Banda Aceh, Indonesia.

Emails: [1*]martinkustati@uinib.ac.id, [2]hallen_abubakar@gmail.com, [3*]yunisrina.q.yusuf@unsyiah.ac.id, [4]marvelouse81@yahoo.com, [5]hany110389@gmail.com

Abstract

Purpose of the study: The research aims to identify the need and level of English Academic Proficiency (EAP) of lecturers in Padang, Indonesia, in using English.

Methodology: From a total of 365 lecturers in the entire six faculties at UIN Imam Bonjol Padang, Indonesia, 92 lecturers were selected randomly as respondents for this research. To collect data, a questionnaire was used to gather the lecturers' perception of the need for EAP programs, which is related to their ability in four language skills (listening, reading, speaking, and writing) and on the EAP test.

Main Findings: A majority of lecturers needed an EAP course to improve their professionalism and competences. They preferred speaking and writing for future careers or activities such as writing English books, journals, and reports, participating in international events, becoming credible academic staff, developing teaching profession, and other individual competences to improve their professionalism. This study found a majority of their ability in EAP was in the levels of elementary and intermediate.

Applications of this study: This study suggests that if Indonesia expects its policy of teaching profession reform to be successful, intensive and consistent lecturers' development and programs must be well-organized, and sufficient resources must be allocated so that all faculty members, especially those under the Ministry of Religious Affairs, can meet the objectives.

Novelty/Originality of this study: No specific reports on EAP need analysis for lecturers in Indonesia are found. The current need to design an EAP program need-based analysis assessment would help instructors to communicate their research in both written and oral English successfully. This program should aid academics to report on their research not only in written form but also in spoken language.

Keywords: English Academic Purposes, Need Analysis, Islamic Higher Education, Professional Competence, English Language Proficiency.

INTRODUCTION

English has been used worldwide by many professionals for business, international communication, professional, and academic uses. Their engagement or interaction in English amongst the communities in their academic discipline and their practices vary depending on their academic discourse (Devira, 2017). However, both written and spoken skills are required for presenting the research findings, new ideas in science, or doing other types of presentations in academic settings, which can be a difficult requirement for non-native speakers. In terms of written language, to write and publish English research articles (ERAs) in international and reputable journals have received a lot of attention as this effort is difficult to execute for most writers of non-native English speaking background (Gea-Valor, et al., 2014; Kafes, 2017; Ngula, 2015; Ojamo, 2015; Song, 2014; Yaylı & Canagarajah, 2018).

Many conditions have been set by the English academic discourse community to meet certain standards in terms of professionalism. These conditions are dealt and faced with different traditions, norms, first languages, and cultural backgrounds by the academicians that subsequently front-run their differences in writing practices and publishing research articles in the non-Anglophone countries (Canagarajah, 2007; Gea-Valor, et al., 2014; Matsuda, et al., 2003; Myles, 2002). These different backgrounds and customs between the English and non-English speaking countries also restrain the opportunities of non-English speaking writers to be included engaged in worldwide discourse community conversations (Goodfellow, et al., 2001; Goodman & Ritzer, 2004; Hyland & Salager-Meyer, 2008; Jenkins, 2013; Matsuda, et al., 2003; Moussu & Llurda, 2008; Pennycook, 2017; Salager-Meyer, 2008; Savignon, 2007).

The need to design an EAP course is in line with current policies and obligations that require Indonesian lecturers to be able to write scientific works at local, national, and international scales. The opportunities to carry out various forms of activities were funded by the state to improve the individual quality of professional lecturers that have international

competitiveness such as training, short courses, overseas scholarships, the Sandwich program (doctorate students' short course) and others.

LITERATURE REVIEW

The English language can become a barrier that hampers academicians who have a willingness and high academic competence to continue overseas education. Demands of the country to require English that does not only meet the quality standards of all universities that have been established as World-Class Universities but also the three principles of higher education (teaching, research, and community service), as well as the latest policy related to the professionalism of lecturers. This demand has become a challenge for the Indonesian academicians because this requires journals in Indonesia to publish research articles both in Indonesian and English. Reputable journals in Indonesia are those accredited by the Ministry of Research, Technology, and Higher Education, and these journals have mostly turned into bilingual journals in which both the Indonesian and English research articles have the same opportunity for publication. Unfortunately, the limitations of English mastery have limited the writers' chance to meet the requirements provided by the reviewer and editor. These kinds of difficulties may include limitations in exposing ideas in writing and the effectiveness of time in writing (Barry Issenberg et al., 2005; Curry & Lillis, 2010; Min, 2006; Song, 2014). Problems in writing may include the limitation of vocabulary, problems in constructing the structure of the argument, the influence of the first language at the time of writing in English, the problem of making structures and the unity of the paragraph, and the ability to make qualified writing. Nowadays, it is a great demand for the university management to respond to the Minister of the Technology and Research Regulation of 2017 number 20 requiring the Indonesian lecturers to write and present in a regular international journal. In the context of this research, the researchers of this study want to focus on the ability and the needs of the lecturers to write in English.

This is an initial effort to support the ability of academics in developing and creating scientific work either in Indonesian or in English. In this regard, the research is expected to uncover problems in writing to provide information about the limitations and needs of UIN Imam Bonjol lecturers. Novice lecturers, who have not yet earned professorship, are only required to write for journals at a local or national level. However, based on the Minister of the Technology and Research Regulation of 2017, which regulates the rights and obligations of lecturers as professionals, foreign language constraints, especially in writing skills, should be anticipated individually, in groups, and institutionally. This is because it is one of the articles that obligate the lecturers with the position of head lecturer and professor to produce international journal research results in the range of one to three years. On the other hand, as cited by some of the world's great researchers, Indonesia has a natural richness and uniqueness and a socio-cultural diversity that is highly worthy of research and contributes greatly to the number of studies being done on its attributes (Asfina & Ovilia, 2016; Hanurawan & Waterworth, 1997). Some academics and researchers have researched the background of the country's diversity and wealth. However, most of them have not communicated the results of the research in a broader forum due to foreign language constraints. English is the most widely used language in international journals and the ability to write academically is a very fundamental and challenging requirement (Biber & Gray, 2010). Campus academics, lecturers, and their research must recognize the standard structures and standards of the internationally accepted paragraph and essay writing to make various other scientific papers. In other words, the academic styles of writing are highly particular and difficult. For example, the standard of an internationally defined paragraph is a topic sentence, a body (paragraph body), and a concluding sentence. By knowing the standard of writing, then the lecturers will be able to communicate their knowledge clearly and effectively.

Several studies have been conducted in Indonesia to do such analysis and found out that more than half of the participants felt dissatisfied with the current college or university English programs (Kusni, 2013; Rokhyati, 2013; Sanjaya, et al, 2015), and they noted down demands for EAP, not only to prepare students and staff for programs that use English as job opportunities need but also to provide with overseas studies and engagement with professional lectures of native speakers of English (Cai, 2012; Dickson, 2016). However, no specific reports on participants' requirements of oral presentation and writing research reports were found. Designing an EAP program need-based analysis assessment would help instructors to communicate their research in both written and oral English successfully. This program should aid academics to report on their research not only in written form but also in spoken language. Rahmawati, et al. (2019) have also noted the importance of need analysis in designing any programs from lecturers. Thus, the current study identifies the need and level of English Academic Proficiency (EAP) of lecturers in using English. Knowing both the lecturers' level of English language proficiency in all skills and their EAP needs, various and appropriate English language programs might be held efficiently. In short, a needs analysis should be done to determine the progress that will be achieved by the language learners by the end of the program (Liu, 2002; Long, 2005a, 2005b; Naquin & Holton III, 2006; Richards & Schmidt, 2013; West, 1994).

METHODOLOGY

A quantitative research type was used to research to identify the need and level of English Academic Proficiency (EAP) of lecturers in using English skills at UIN Imam Bonjol Padang. From a total of 365 lecturers in the entire six faculties at UIN Imam Bonjol Padang, Indonesia, 92 lecturers were selected randomly as respondents for this research. These lecturers consist of 13 from Adab; 13 from Dakwah Faculty; 9 from FEBI Faculty; 26 from Faculty of Islamic Education and Teacher Training; 21 from Syari'ah Faculty, and 10 from Ushuluddin Faculty.

For this study, the data were collected from a need analysis questionnaire and EAP test. The test was used to measure lecturers' EAP ability. The researchers of this study did both written and oral performance tests to determine the lecturers' EAP ability. The questionnaire was used to determine which English skills the UIN lecturers needed. The questionnaire was also used to gather the lecturers' perception of the need for EAP programs, which was related to their ability in the four skills (listening, reading, speaking, and writing) and on the EAP test.

All instruments in this study were referred by three experts from related research fields. They validated every item to determine whether the questionnaire items were relevant to the measurement of the intended content area. The researchers shared the items of the questionnaire with an Indonesian Language validator and expert in the field who have 32 years of teaching experience for face validity and content validity. The validation of items of the questionnaire from the Indonesian Language validator can be seen in the following:

Table 1: The result of language validation

No.	Indicators	Score (%)	Category
1	Provide clear instruction statement	86.78	Valid
2	The language in the items uses standardized language	82.00	Valid
3	The language use in the item is understandable	88.20	Valid
	Average	85.66	Valid

Table 1 shows that the language validation is 85.66% which indicates that the instrument used is in the category "Valid". This means that the instrument can be used for the research. Meanwhile, the validity of the content of the instrument from an expert in the field can be seen below:

Table 2: The content validity of the instrument

No.	Indicators	Score (%)	Category
1	Provide clear instruction statement	90.24	Valid
2	Provide clear indicators	86.67	Valid
3	All aspects have been stated clearly in indicators	83.00	Valid
4	The indicators have been defined well	84.00	Valid
5	The language in the items has used standardized language	87.40	Valid
6	The language use in the item is understandable	89.27	Valid
	Average	86.76	Valid

Table 2 shows that the instrument validation is 86.76% which indicates that the instrument used is in the category "Valid". This means that the instrument can be used for the research.

Based on the results of the pilot study, the items that had a correlation coefficient value of less than 0.3 were eliminated. Meanwhile, a consistent Cronbach's Alpha value is 0.00 to 1.00. The reliability index of more than 0.60 can be used as a reliability index of the instrument. Additionally, the correlation coefficient between items has a score of 0.2276 to 0.7098. The standardized Alpha item is 0.8616. The observed values indicate that the 24 items have a high and consistent Alpha value. One item was eliminated, as the coefficient correlations with the other items were less than 0.30.

English for Academic Purposes Test

The researchers used an EAP test in the form of multiple-choice as an instrument because it was easy to be administered and be scored quickly. Reading, grammar, vocabulary, listening, speaking, and writing tests were used as indicators to measure the level of English Academic Proficiency (EAP) of lecturers in English skills. The indicators can be seen as follows:

Table 3: Blueprint of EAP Test

No.	Indicators	Sub-indicators	Number of Items
01	Reading/Grammar & Vocabulary	Reading/Vocabulary	25
		Grammar	25
02	Listening	Listening	10
03	Speaking	Elementary	5
		Pre-Intermediate	4
		Intermediate	4
		Upper-intermediate	3
		Advanced	4
04	Writing	Writing	1

After the pre-test was given to the participants, the researchers calculated the score of the EAP test to analyze the test reliability. The findings showed that the coefficient correlation was 0.82 and the degree of reliability was 0.90. It

indicated that the coefficient correlation of this test was high because the coefficient correlation was between 0.82 and 0.90.

Data Analysis

The quantitative data that was collected through questionnaires were analyzed using descriptive quantitative analysis to determine descriptive data from the need analysis aspects of the three parts of the questionnaire in 6 faculties in UIN Imam Bonjol Padang by using SPSS Statistics software version 20.0. Descriptive data on lecturers' EAP ability would be described quantitatively based on lecturers' EAP ability.

RESULTS AND ANALYSIS

The main highlights of the research findings and discussion on quantitative data analysis begin with the finding on the samples' background information to provide the profiles of the samples. Then, the findings are presented, interpreted, discussed according to the samples employed. The main instruments were the questionnaire and the EAP test. Thus, the discussion includes both quantitative data. The subsequent presentation and discussion of findings then follow the research questions that underpin this study.

UIN Lecturers' English Skills Need

The first research question aimed at identifying the aspects of English skills that the lecturers of UIN Imam Bonjol need. The lecturers' perceptions indicate their thoughts, beliefs, and understanding of EAP is which can affect their need for the EAP program. In recent years, the connection between teachers' beliefs and instructional practices has enticed interest in EFL teaching (Chou, 2008) and the attention of EAP professionals as well. Many educators have further proposed the relationship between the lecturers' belief of how an EAP program takes place and help develop English skills in-classroom training.

The self-assessment is given to provide the lecturers' feedback on the need for EAP and the current condition of their four English skills abilities. It will also encourage them to be autonomous and make decisions in the needed language classroom activities. The terms were used by VA for strongly agree, A for agree, D for disagreeing, and SD for strongly disagree. Table 4 illustrates the analysis of all the lecturers' self-assessment descriptively.

Table 4: Descriptive data of self-assessment

No.	Statements	Percentage of responses (%)			
		SA	A	D	SD
1	I am able to identify, understand and make a note on information from monologue English text	3(3.3)	68 (73.9)	21 (22.8)	-
2	I am able to respond to information from the English text that I listen to.	3 (3.3)	54 (58.7)	35 (38)	-
3	I am able to complete the table or diagram based on the information from dialogue and monologue English texts that I listen to.	6 (6.5)	65 (70.2)	21(22.8)	-
4	I am able to communicate in English in daily and lecture contexts.	16 (17.4)	27 (29.3)	43 (46.7)	-
5	I am not able to speak and ask questions in an international seminar.	3 (3.3)	49 (53.7)	34 (37)	4 (4.3)
6	I am able to speak via telephone in English.	9 (9.8)	44 (47.8)	39 (42.4)	-
7	I am able to present papers in English.	14 (15.2)	51 (55.4)	27 (29.3)	-
8	I am able to negotiate in English.	3 (3.3)	45 (50)	43 (46.7)	-
9	I am able to lead the discussion in seminars and international meetings in English.	8 (8.7)	42 (45.7)	42 (45.7)	-
10	I am able to interview in English.	4 (4.3)	21 (22.8)	67 (72.8)	-
11	I am able to summarize information in the text by completing paragraphs or English text.	3 (3.3)	46 (50)	43 (46.7)	-
12	I am able to identify implicit and explicit information from the English reading text.	10 (10.9)	43 (46.7)	39 (42.4)	
13	I am able to identify opinions in English text.	10 (10.9)	69 (75)	13 (14.1)	-
14	I am able to complete the table or diagram based on the information from dialogue and monologue English texts that I read.	9 (9.8)	22 (23.9)	61 (66.3)	-
15	I am able to change the written information in English in the form of a table or diagram.	3 (3.3)	60 (65.2)	28 (30.4)	1 (1.2)
16	I am not able to identify the purpose of formal letters, memo, MoU which are written in English.	3 (3.3)	59 (70.2)	21 (25)	1 (1.2)

17	I am able to describe my course materials in English.	4 (4.3)	62 (67.4)	26 (28.3)	-
18	I am able to identify facts in English text.	4 (4.3)	41 (44.6)	47 51.1)	-
19	I am able to change the information from tables or diagrams in written English form.	4 (4.3)	55 (59.8)	33 (35.9)	-
20	I am able to respond to formal letters, memos, and MoU in English.	3 (3.3)	34 (37)	55 (59.8)	-
21	I am able to write formal letters, memo, MoU in English.	9 (9.8)	56 (60.9)	27 (29.3)	-
22	I am able to write a proposal in English.	3 (3.3)	46 (50.0)	43 (46.7)	-
23	I am able to write a CV and abstract of research reports in English as one of the fulfilments to follow international seminars and conferences.	3 (3.3)	68 (73.9)	21 (22.8)	-
24	I do not have enough self-confidence to convey the result of the seminar when I am a moderator.	50 (54.3)	31 (33.7)	11 (12)	-

Based on Table 4, the data analysis of the survey is described using frequency counts and percentages of each item. Findings show that there were four types of needs by the lecturers; namely listening, reading, speaking, and writing skills.

A more detailed analysis of the items on the need of listening skill revealed that 77.2% (item 1) of the lecturers acknowledged that they can identify, understand, and take notes on information from a monologue English text, 62% (item 2) of the lecturers are able to respond information from English text that is listened to. Meanwhile, 76.7% of the lecturers demonstrated that they are able to complete the table or diagram based on the information from dialogue and monologue English texts that are listened to. These responses indicate that the lecturers have a good level of listening skills.

It can be inferred from the finding of the study that listening skills are important in understanding the English language. It provides input or information to speak and write. Listening skills develop other skills such as speaking because language is an integrated skill. Lecturers need a listening class because they need information from a teaching video and an international presenter in a seminar. Even in a fun activity like watching a movie, they still have to be able to comprehend what the actors are saying. In this modern era, the information does not only come from a hard copy or a book but also an audiobook. That is why lecturers need a listening class.

The data on the lecturers' assessment on the speaking skill showed that 57.6% (item 6) of lecturers are able to speak via telephone in English. Then, there were 70.6% (item 7) who are able to present papers in English. 53.3% (item 8) of lecturers are able to negotiate in English. 54.4 % are able to lead the discussion in seminars and international meetings in English. However, 57 % (item 5) of lecturers agreed that they are not able to speak and ask questions in international seminars. 46.7% (item 4) of lecturers acknowledged that they are able to communicate in English in daily and lecture contexts (item 4). Only 27.1% (item 10) of lecturers demonstrated that they were able to interview in English.

Meanwhile, the different perception of females' and males' lecturers on the EAP program is also important to be investigated because it relates to human internal psychology which has become a trending topic in the past decades. Table 5 describes the females' and males' perceptions of EAP programs.

Table 5: The differences between males' and females' perceptions of EAP Programs

	Items	Gender	M	SD	SE	F	P.
1.	I am able to identify, understand, and make a note on information from monologue English texts.	F	3.0370	.19245	.03704	54.644	.000
		M	2.7077	.52211	.06476		
2.	I am able to respond to information from the English text that I listen to.	F	2.5926	.57239	.11016	.903	.345
		M	2.6769	.53349	.06617		
3.	I am able to complete the table or diagram based on the information from dialogue and monologue English texts that I listen to.	F	3.1481	.36201	.06967	13.004	.001
		M	2.7077	.52211	.06476		
4.	I am able to communicate in English in daily and lecture contexts.	F	2.7037	.72403	.13934	2.610	.110
		M	2.5231	.90325	.11203		
5.	I am not able to speak and ask questions in an international seminar.	F	2.0741	.67516	.12993	4.828	.031
		M	2.5692	.55816	.06923		
6.	I am able to speak via telephone in English.	F	2.9630	.33758	.06497	47.336	.000
		M	2.5538	.70779	.08779		
7.	I am able to negotiate in English.	F	2.8519	.94883	.18260	48.055	.000
		M	2.8615	.49614	.06154		
8.	I am able to present papers in English.	F	2.8889	.42366	.08153	20.578	.000
		M	2.4308	.55816	.06923		

9.	I am able to lead discussions in seminars and international meetings in English.	F	3.1852	.48334	.09302	6.244	.014
		M	2.4000	.55340	.06864		
10.	I am able to interview in English.	F	2.1852	.55726	.10725	4.966	.028
		M	2.3692	.54684	.06783		
11.	I am able to summarize information in texts by completing paragraphs or English texts.	F	2.5926	.57239	.11016	.001	.971
		M	2.5538	.55988	.06944		
12.	I am able to identify implicit and explicit information from English reading texts.	F	3.0000	.39223	.07549	41.499	.000
		M	2.5538	.70779	.08779		
13.	I am able to identify opinions in English texts.	F	3.0000	.39223	.07549	3.381	.069
		M	2.9538	.54287	.06734		
14.	I am able to complete the table or diagram based on the information from dialogue and monologue English texts that I read.	F	2.2222	.50637	.09745	12.441	.001
		M	2.5231	.70948	.08800		
15.	I am able to change the written information in English in the form of a table or diagram.	F	2.5926	.57239	.11016	2.416	.124
		M	2.7538	.53124	.06589		
16.	I am not able to identify the purpose of formal letters, memos, and MoU which are written in English.	F	2.8889	.50637	.09745	6.914	.010
		M	2.7231	.54508	.06761		
17.	I am able to describe my course materials in English.	F	3.0741	.26688	.05136	58.968	.000
		M	2.6308	.54684	.06783		
18.	I am able to identify facts in English texts.	F	2.6667	.62017	.11935	.093	.761
		M	2.4769	.56202	.06971		
19.	I am able to change the information from tables or diagrams in written English forms.	F	2.2963	.60858	.11712	3.781	.055
		M	2.8462	.44126	.05473		
20.	I am able to respond to formal letters, memos, and MoU in English.	F	2.6667	.55470	.10675	.191	.663
		M	2.3385	.53843	.06678		
21.	I am able to write formal letters, memos, and MoU in English.	F	3.0370	.19245	.03704	58.713	.000
		M	2.7077	.67830	.08413		
22.	I am able to write a proposal in English.	F	2.2963	.54171	.10425	.482	.489
		M	2.6769	.53349	.06617		
23.	I am able to write a CV and abstract of research reports in English as one of the fulfilments to follow international seminars and conferences.	F	2.7407	.52569	.10117	2.458	.120
		M	2.8308	.45309	.05620		
24.	I do not have enough self-confidence to convey the result of seminars when I am a moderator.	F	2.5926	.57239	.11016	4.048	.047
		M	2.5692	.74936	.09295	2.5692	

Table 5 shows that there is no significant difference between both variables of males' and females' lecturers' needs on EAP. It means that their needs for EAP programs are quite similar.

The findings of the study on the need for lecturers in improving their speaking ability indicated that the lecturers should master English linguistics, literature, and education. The main role of English lecturers is teaching at universities. Outside of teaching, they have several jobs, conduct research, do community services, present their research in seminars, and actively involve themselves in faculty meetings. These kinds of jobs require good speaking abilities. English lecturers are expected to be fluent in English since they have studied for years from the undergraduate to graduate programs and even the doctorate program. But speaking is different; speaking is a process of correct habit formation (Thornbury, 2000). The limitation inside and outside the classrooms in using English can slowly decrease the speaking ability of the English lecturers. Even if they are fluent in spoken English, they still need to keep practicing because that is how they maintain their speaking skills. In this modern education, English lecturers are demanded to be able to write and publish for international journals. It forces them to read and write, and implement their research. It could take six months to over two years to complete one research project. According to these demanding job requirements, we need a speaking class for lecturers in EFL countries. It helps them to maintain their speaking skills and also to train them to be better presenters, hosts, and interviewers (Elvheim, 2006).

The third research indicator is about reading. Approximately 79% (item 13) of lecturers are able to identify opinions in English texts. Then, 68.5% (item 15) of the lecturers showed that they are able to change the written information in English in the forms of table or diagram. Furthermore, 57.6% (item 12) of lecturers are able to identify implicit and explicit information from English reading texts. Moreover, 53.3% of them acknowledged that they are able to summarize

information in texts by completing paragraphs or English texts. Meanwhile, 66% (item 16) of lecturers demonstrated that they are not able to identify the purpose of formal letters, memos, and MoU (Memorandum of Understanding) which are written in English. About 73.5% of lecturers mentioned that they are not able to identify the purpose of formal letters, memos, and MoU which are written in English. Finally, 48.9% of lecturers showed that they are able to identify facts in English texts. These findings illustrate that the lecturers need activities that help them to understand the contextual interpretation of lexical items such as vocabulary skills needed for fluent reading. Then, the lecturers can tailor their reading experiences to capitalize on individual strengths and to improve areas of weaknesses. Finally, basic recognition exercises are needed to improve speed and accuracy perception (Mahmud & Gopal, 2018) may constitute an important component of an effective SL (second language) and FL (foreign language) reading programs.

Reading is an activity inseparable from daily activities. It is a completely individual activity that takes place in different ways from reading newspapers, magazines, written texts, telephone directories, labels on medicine bottles, novels, journals, etc. The need for reading is not just for the sake of the fulfillment of an intellectual demand. Anderson (2003, p. 1) noted that "reading is an active, fluent process which involves the readers and the reading material in building meaning". A synergy occurs in reading that combines the word on the printed pages with the reader's background knowledge and experiences. It is a process of thinking, evaluating, judging, imagining, reasoning, and problem-solving. Thus, reading is more than just grasping the printed symbols. It is a complex process that requires not only the readers' knowledge about the language but also the background language that they make use to arrive at the meaning intended by the writers. Meaning in reading could be attained when a synergy that combines the printed words on the page with the reader's background knowledge and experiences occurs. This is because readers need to reflect and make connections of what is read to what they already know. It is also a psychological process because reading is concerned with making meaning or sense of the text. Reading could thus lead to multiple interpretations of a text that could vary from reader to reader.

Based on the preceding ideas, it can be understood that reading is not easy for ESL or EFL learners for it involves the understanding of vocabulary, connecting the words and concepts, recognizing the author's purpose, making judgments, and evaluating the text. Kustati, et al. (2018) claimed that one of the greatest challenges in reading classes of ESL or EFL is to actively engage learners with the text in a meaningful way. In this case, teachers or lecturers need to get learners to read, understand, and often synthesize the information from English text into an academic report or paper.

The last indicator of the survey is about lecturers' need for EAP writing skills. About 77.2% (item 23) of lecturers are able to write a CV and abstract of research reports in English as one of the fulfilments to follow international seminars and conferences. Then, 70.7% (item 21) of lecturers are able to write a formal letter, memo, MoU in English. Another 64.1% (item 19) of lecturers acknowledged that they are able to change the information from tables or diagrams to written English form. Moreover, 53.3% of lecturers are able to write a proposal in English. Meanwhile, 88% (item 24) of lecturers do not have enough self-confidence to convey the results of a seminar when they are a moderator. Finally, 40.3% of lecturers are able to respond to formal letters, memos, and MoU in English. These findings indicate that lecturers are joining international conferences to improve their personal careers and home institutions. English, as an international language, has now become a language of academic journals. Consequently, lecturers need to learn to write in English and the institution should provide them with writing classes. In the writing class, the lecturers will learn how to write proposals, letters, and articles in English. It has the purpose of expanding the lecturers' network with people at international conferences.

UIN Lecturers' EAP Ability

The result of UIN lecturers' EAP Ability showed that the highest level is advanced while the lowest score is elementary. Most lecturers' levels were between elementary to pre-intermediate and about 68 lecturers were in those levels. The highest level, advanced, had 3 lecturers, and 21 lecturers were in upper-intermediate. It can be seen in the following description of reading and vocabulary (Table 5), listening (Table 6), speaking (Table 7), and writing (Table 8):

Table 6: Results of EAP

Reading & Vocabulary	Total	Percentage (%)
Advanced	11	11.96
Intermediate	40	43.48
Pre-Intermediate	17	18.48
Upper-Intermediate	24	26.09

Table 7: Lecturers' listening comprehension

Listening	Total	Percentage
Advanced	11	11.96
Intermediate	39	42.39
Pre-Intermediate	17	18.48
Upper-Intermediate	25	27.17

Table 8: Lecturers' speaking ability

Speaking	Total	Percentage
Advanced	3	3.26
Intermediate	40	43.48
Pre-intermediate	49	53.26

Table 9: Writing ability

Writing	Total	Percentage
Advanced	2	2.17
Elementary	69	75.00
Intermediate	20	21.74
Upper-Intermediate	1	1.09

Based on the data of the EAP questionnaire, it was found that the respondents considered speaking and writing as the highest priorities in their English language learning. The same priorities proved the tendency actually dated back to almost two decades ago. In the late eighties, a nationwide survey of English skills preferences was carried out by Huda (1997) to parents and students of secondary schools. It showed that most of the respondents wanted to learn to speak; a fact that was not in harmony with the fact that reading comprehension ability was designated as the primary objective in the national curriculum. Crocker (1991) found a similar finding in his survey among Hong Kong and Singapore university students. He attributed this to a very understandable standpoint of students and parents. The common perception among them was that occupational domains perceive speaking ability as having a higher value and important than any other skill. Many would argue that a person's most observable proof of English mastery is an oral productive skill. Students, then, we're encouraged to meet this requirement by honing their speaking skills, sometimes at the expense of reading and writing abilities.

The respondents of this survey seem to share the same idea with the result described above. Several participants, when reminded that the main objective of English classes was reading comprehension, argued that the most immediate task they would have to face when seeking jobs is interviews in English, not a reading comprehension test. However, speaking and writing are distinct. Thus, the lecturers as the learners need more speaking and writing practice in EAP classes.

A study conducting a similar part of learners' preferences and expelled the same pattern of the research result was investigated by Lewis (1996). An interview with 320 Indonesian tertiary and private English language students yielded the following picture of learning methods preferences: speaking English with foreigners (65%), teacher correction (61.6%), learning in pairs and groups (57.6%), watching English language television programs (50%), listening to tapes (49.2%), putting words into sentences (48.4%), paraphrasing (47.6%), reading English newspapers (45.5%), studying grammar (43.5%), and learning functions (42.2%). This study indicated that the most important strategy needed by Indonesian learners in English in the teachers provides an activity that provides them to practice with native speakers.

Because of the low proficiency of English, some lecturers at UIN Imam Bonjol Padang acknowledged that they faced difficulties in joining the international conference and seminar activities, wrote English articles based on research, and submitted the articles to be published scientifically in accredited national journals and international high impact journals. They cannot also regularly conduct group research with overseas lecturers interdisciplinary for pre-emption, undertaking the development of community service activities every year, in the form of edutainment (education entertainment) activities. Meanwhile, some others face difficulties in joining overseas workshops of research methodology, become invited resource persons as experts for community services activities, and cooperate with UNESCO, among others.

Those findings are consistent with the research conducted by Zohoorian (2015). He found that the students preferred to learn productive skills of writing and speaking rather than reading and listening skills. Similarly, the interview results provided more in-depth information about the sub-skills perceived as necessary by the interviewees. The finding also emphasizes that the significant role of needs analysis for EAP becomes the first step to be taken in designing EAP courses. Robinson (1991) has suggested that needs analysis has to be conducted continuously even within the scope of one course since the students may develop different needs as they get involved with the course. A needs analysis will provide insights for policymakers and stakeholders in every field in general and EAP, in particular, to evaluate the success of a course, find the points of strength and weakness as well as to do the required amendments to improve the courses.

To conclude, speaking and writing are highly demanded by the lecturers, the EAP curriculum should consider the course design which includes coverage of speaking and writing activities. The possible model that can be adopted is adapted from Munby (1978), Jordan (1989), Hutchinson and Waters (1987), Holliday and Cooke (1983), Dudley-Evans and St. John (1998), and Flowerdew and Peacock (2001). Therefore, the definition of EAP in this case study is similar to the finding of the study suggested by Olaofe (1994). They recommended that an English language teaching and learning in EFL setting aims to provide students English language and study skills to support their study in their mainstream subjects, such as sciences, humanities, and social sciences, and religion as can be seen in Figure 1.
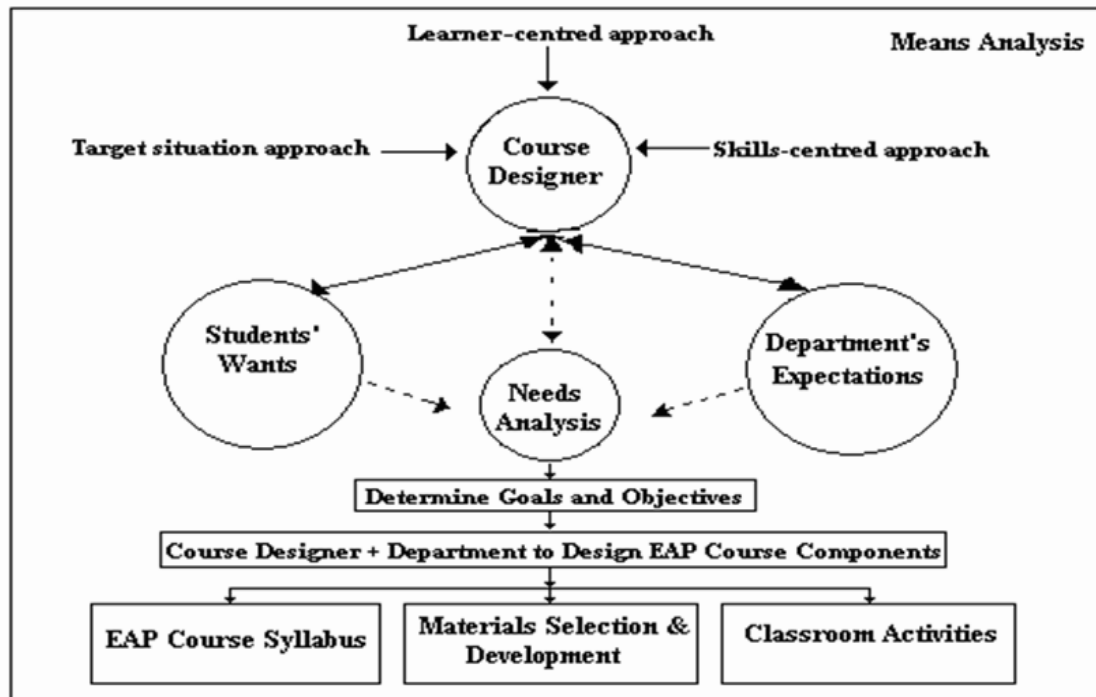
Figure 1: Modified from Olaofe (1994)

Further research that could be designed for 2019 is in the development of an EAP program based on EAP need analysis of lecturers at UIN Imam Bonjol Padang. The possible research development could be modified for the EAP program at UIN IB Padang and can be seen in Figure 2.

Furthermore, it is also recommended for possible activities based on the level of lecturers' achievement of UIN Imam Bonjol Padang can be seen in Table 9. The course designer and the academic department should have a mutual understanding and supportive relationship to achieve the department's expectations of their students in a mainstream classroom and the course designer's objectives for students' language learning. This mutual relationship may be idealistic. In reality, the course designer must bear in mind that some staff from the academic department might not be willing or available to offer help. A possible solution for the EAP course designer is to take texts from the learners' specialist area (Hutchinson & Waters, 1987). Thus, the EAP course design is not a single and independent process, but rather a cooperative and collaborative task.

CONCLUSION

The findings of this study are that the lecturers need an EAP program, especially a course that would help them to improve their speaking, writing, reading, as well as listening. The program should be designed to fulfill their needs to be involved in international forums, seminars, conferences, training, writing academic papers for journals, understanding English news, and movies, among others. It implies that the government, universities, managers, as well as the education planners, need to pay attention to revise their programs so that they can improve the quality of education in Indonesia. Concerning the implementation of the program innovation that has shifted form from time to time, it becomes problematic. While the needs analysis of EAP is finished, the effective EAP course design cannot be achieved without the cooperation and collaboration with the respective academic department, in this case, the language centers at universities can manage the course respectively. According to the suggested model, the course designer seeks help from a language center to develop course components. The components that the role of the academic department can influence in this study are the EAP course syllabus, materials selection and development, and classroom activities.

This present study could be regarded as a preliminary exploratory study on the need for an EAP program for lecturers that are suited for Indonesian contexts. The finding of the study may be also used as a starting point to carry out a study that considers the problems that hinder the lecturers in using English for Academic Purposes. It needs to consider underlying theories of the need for EAP in the EFL context taking into account lecturers as the learners' constraints and weaknesses.

Another important research finding that could benefit the Ministry of Religious Affairs, as well as UIN Imam Bonjol Padang, is on the need to offer adequate in-service training for lecturers to learn EAP. Emphasis on this program should be placed upon the ways to provide the program. Thus, the trainers should design comprehensive teaching materials, which could be well delivered, easily understood by lecturers. Besides, although lecturers training programs should

include both theory and practice, most of the participants stated practical demonstrations and discussion on the aspect of EAP materials to be more useful to support their careers.

LIMITATION AND STUDY FORWARD

Due to the limitations of this study, there were aspects of the context that could not be taken into account, and the research approach could not be employed. Hence these can serve as recommendations for future research. This study may be extended to investigate the need for an EAP program for lecturers in Indonesia or other EFL countries. This perhaps would illuminate similar findings or bring about added knowledge about EAP. A comparative study among EFL countries could also be used as an extension of this study. It can be also recommended that a different research approach be taken, such as multiple case studies to get more insight into the need for an EAP program for lecturers in EFL contexts.

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