

## Need Analysis on English as Professional Skills for Students of Islamic Elementary School Teacher Education

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### Abstract

This study seeks to analyze the professional English skill requirements of third-semester students in the Islamic Elementary Teacher Education program at the Islamic Institute of Riyadlotul Mujahidin Ngabar Ponorogo and to design an effective English learning framework that is suitable for their professional preparation. The research specifically addresses the linguistic competencies needed by future Islamic elementary teachers in their workplace contexts. A qualitative descriptive design was applied, involving questionnaires, interviews, and document reviews to collect data from students, lecturers, and relevant stakeholders. The results demonstrate that English proficiency plays a vital role in preparing students to teach English for young learners (TEYL). Students are required to enhance their communicative abilities, particularly in classroom interaction, academic writing, and accessing English-based TEYL resources. Furthermore, the study reveals a noticeable gap between the existing curriculum and the actual linguistic demands in educational practice. The learning situation analysis emphasizes the importance of developing all English language skills for professional readiness. Therefore, the proposed English learning model integrates mastery of language components with communicative learning strategies through authentic audio-visual materials. Activities such as listening, vocabulary enrichment, dialogue practice, peer learning, and role play are essential to encourage active use of English and foster students' teaching competence.



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## 1. Introduction

In today's globalized era, English proficiency has become an essential component of professional competence in nearly all fields of education, including Islamic teacher training. For students of Islamic Elementary Teacher Education (Pendidikan Guru Madrasah Ibtidaiyah—PGMI), English mastery is not only necessary for academic success but also for their future professional responsibilities as educators. English serves as a bridge for accessing global pedagogical knowledge, participating in international academic communication, and teaching English for young learners (EYL) effectively within Islamic educational contexts (Rose, McKinley, & Galloway, 2020; Zein, 2019). However, despite the recognized importance of English, many PGMI programs in Indonesia continue to emphasize general English (GE) rather than English for Specific Purposes (ESP), resulting in a gap between students' language training and their actual professional needs. Therefore, a comprehensive need analysis is crucial to determine the specific English professional skills required by Islamic elementary teacher candidates.

This study focuses on third-semester students of the PGMI program at the Islamic Institute of Riyadlotul Mujahidin Ponorogo, who are being prepared to become competent Islamic elementary school teachers. As pre-service teachers, they must not only master pedagogical skills but also possess sufficient English proficiency to teach, communicate, and engage with educational materials in English. In the current curriculum, English courses are offered as compulsory subjects; however, most of these focus on basic grammar and general communication skills. As a result, students often struggle to connect classroom English learning with professional applications such as preparing teaching materials, conducting classroom instructions in English, or participating in academic discussions (Hidayati, 2018; Richards, 2017). This situation highlights the need for a contextual English curriculum that aligns with students' future workplace requirements in Islamic education.

The core problem identified in this study is the misalignment between the English language instruction provided in PGMI programs and the professional English skills required by students in their future careers. The English materials currently taught are too general and do not support the specific linguistic and pedagogical competencies that Islamic elementary teachers need. Previous research has shown that English language learners in higher education often face difficulties in applying their classroom knowledge to real-world professional contexts due to a lack of ESP-based learning (Fareed, Ashraf, & Bilal, 2016; Nguyen & Newton, 2020). Furthermore, PGMI students face additional challenges such as limited vocabulary mastery, low confidence in speaking English, and inadequate training in teaching English to young learners (Shin, 2017; Zein, 2019). This mismatch indicates that English education in Islamic teacher training institutions requires restructuring based on a systematic needs analysis that considers both academic and workplace demands.

This research is significant because it directly addresses the need to enhance the professional readiness of Islamic Elementary school teacher education students through targeted English instruction. Identifying and analyzing students' English professional needs can guide curriculum designers and lecturers in developing learning materials that foster communicative competence, pedagogical skills, and academic literacy. As Nguyen and Newton (2020) argued, contextualized English learning is key to improving learners'

communicative and functional abilities. Moreover, integrating professional English training within Islamic teacher education aligns with Indonesia's broader educational goal of producing globally literate educators who maintain Islamic values while engaging in international knowledge exchange (Zein, 2019). The relevance of this study extends beyond the academic setting, as English competence also supports teachers' participation in seminars, workshops, and collaborative research at both national and international levels (Nugroho, Widiati, & Susanti, 2022).

Previous studies have underscored the importance of ESP and EYL in teacher preparation programs. Shin (2017) and Zein (2019) emphasized that teaching English to young learners requires specialized methods such as songs, storytelling, and play-based learning to ensure engagement and comprehension. Similarly, Rose et al. (2020) noted that English in global education should be contextualized to reflect local linguistic and cultural realities. However, research specifically examining English professional skill needs in Islamic elementary teacher education remains limited. Studies by Hidayati (2018) and Fareed et al. (2016) found that many students lack sufficient vocabulary, grammar, and writing competence for academic and professional purposes, but these studies did not explore how such deficiencies relate to teaching English within Islamic educational institutions. Therefore, there is a clear gap in the literature regarding how PGMI students perceive and develop the English skills necessary for their dual roles as educators and language users. This research aims to fill that gap by conducting a systematic need analysis that connects academic English learning with professional expectations in Islamic elementary education.

The primary aim of this study is to identify the English professional skills required by students of Islamic Elementary Teacher Education to support their academic and professional development. Specifically, the study seeks to: (1) determine the English language competencies most relevant to PGMI students' professional roles; (2) evaluate the adequacy of current English courses in addressing these competencies; and (3) propose an improved English learning model that integrates professional, pedagogical, and communicative dimensions. Through this analysis, the study aspires to contribute to the development of an English curriculum that prepares future Islamic elementary teachers to teach English effectively, access global knowledge, and communicate confidently in multicultural educational environments.

In summary, English proficiency is no longer an optional skill but a professional necessity for Islamic elementary teacher candidates. Conducting a need analysis on English professional skills is therefore essential for aligning teacher education with 21st-century educational demands. By bridging the gap between academic English instruction and professional application, this study supports the creation of a context-sensitive and globally relevant English curriculum for Islamic teacher education programs.

## 2. Methods

This study followed a systematic qualitative research process to obtain an in-depth understanding of students' English professional skill needs. The qualitative stages began with a preliminary analysis of the learning context and curriculum to identify the relevance of English instruction to the professional demands of Islamic elementary school teachers. This stage informed the development of the questionnaire and structured

interview guidelines. Data were collected through questionnaires and structured interviews involving students, lecturers, English instructors, and the head of the study program. The collected data were then reduced by selecting and organizing information relevant to English language skills, professional communication needs, and teaching English for young learners. The reduced data were analysed thematically by identifying recurring patterns and linking them to concepts in English for Specific Purposes (ESP) and English for Young Learners (EYL). To ensure the trustworthiness of the findings, data triangulation was applied by comparing perspectives from different participant groups. This process strengthened the validity of the analysis and ensured that the identified English professional skill needs reflected both learners' experiences and institutional expectations. Through these stages, the qualitative approach provided a focused and contextualized needs analysis to support the development of a relevant English learning model for Islamic Elementary School Teacher Education students.

**Table 1.**The participants of the research

| No.                          | Subjects   | Numbers of Subject |
|------------------------------|--|--------------------|
| 1                            | Students of at Islamic Elementary School teacher education             | 15                 |
| 2                            | Head of Islamic Elementary School teacher education                    | 1                  |
| 3                            | Lecturers of Islamic Elementary School teacher education study program | 4                  |
| 4                            | English Lecturer   | 2                  |
| Total Number of Participants |  | 22                 |

### 3. Result and Discussion

#### 3.1 English for Islamic Elementary School teacher education students

##### 3.1 The importance of English for Students of Islamic elementary school teacher

Based on the results of interviews with 4 lecturers of Islamic Elementary School teacher education study program, they have views on the importance of English for Islamic Elementary School teacher. The findings from interviews with four lecturers and ten students of the Islamic Elementary School Teacher Education (PGMI) program reveal a shared understanding of the crucial role that English plays in preparing future Islamic elementary school teachers. The lecturers unanimously agreed that English is not merely a global language but also an essential professional skill for PGMI students. One lecturer stated that English mastery is becoming increasingly important because many learning materials, teaching references, and even Islamic education resources are written in English. This perspective implies that PGMI students who are proficient in English have a greater opportunity to access global sources of knowledge, which in turn can broaden their academic and professional horizons.

This view is consistent with the argument of Rose, McKinley, and Galloway (2020), who highlight that English has evolved into a global lingua franca that connects individuals across cultures, disciplines, and educational contexts. As such, teacher education institutions should prepare future educators to navigate and participate in English-mediated environments. In the context of Islamic education, English proficiency enables teachers to explore international pedagogical research, access Islamic academic writings published in English, and adapt global teaching strategies to local Islamic settings.

The students' responses further emphasize the practical significance of English in their future teaching careers. Most of them acknowledged that English proficiency helps them communicate with other educators, both nationally and internationally, especially during seminars, workshops, and academic forums. This ability aligns with the findings of Nugroho, Widiati, and Susanti (2022), who note that English proficiency supports teachers' professional development and enables them to engage in academic collaboration and continuous learning. The students also mentioned that even though English is not a major subject in Madrasah Ibtidaiyah (MI), introducing basic English vocabulary can enhance students' linguistic awareness from an early age. Such a belief aligns with the study conducted by Husna, Rachmayani, Maulidya, and Fahrinay (2023), who found that stakeholders in primary education view early exposure to English as beneficial for developing young learners' cognitive and linguistic skills. By teaching simple English expressions in Islamic elementary schools, teachers can encourage curiosity and familiarity with a global language while maintaining the school's Islamic identity. Similarly, Surayatika (2024) suggests that effective English teaching for young learners should prioritize interactive and meaningful learning experiences that foster interest and engagement. Therefore, PGMI graduates who possess English competence can integrate simple English teaching activities into their classrooms in ways that are both pedagogically and culturally appropriate.

Moreover, English plays an important role in helping teachers access a broader range of learning materials and research publications. As Darma and Widiastuty (2021) explain, English proficiency allows teachers to benefit from international educational resources, stay updated with global innovations, and apply new ideas in their teaching practice. This access to global information not only enhances the teachers' instructional quality but also contributes to improving the overall educational standards within Islamic schools.

In conclusion, both lecturers and students perceive English as an indispensable element in the professional formation of Islamic elementary school teachers. English proficiency equips PGMI students with the ability to communicate effectively, engage in professional development, access diverse educational resources, and introduce foundational English skills to their own pupils. This aligns with global trends in education that emphasize multilingual competence as a key to academic and professional success. Therefore, it is recommended that PGMI curricula integrate English instruction not merely as a language subject but as a strategic component that supports academic excellence and prepares students for active participation in the global educational community.

### **3.2 The use of English for students for Islamic elementary school teacher education**

Based on interview with some lecturers of Islamic elementary school teacher education, the use of English in Islamic elementary school teacher education has some reasons. Based on interview, it can be concluded that English is one of the language taught for preparing students of Islamic elementary school teacher education to get the foundation of international language while preparing for English teaching. Because of its global importance, teaching English for students of Islamic elementary school teacher education is considered very important and should be based on their professional requirement. The goal is to help students develop the English skills they need to communicate effectively, learn better, achieve success both in their studies (academically) and in their future careers (professionally), and teaching English better on their future. Additionally, the material of English should be made based on their need. For example, the material should be made to make students ready to teach in Islamic elementary school professionally and pedagogically. Therefore, lessons should be

designed based on what students need to use English for, such as communication, learning, or future work.

The findings from interviews with several lecturers of the Islamic Elementary School Teacher Education (PGMI) program reveal that the use of English in this context serves multiple academic and professional purposes. According to SKA, one of the lecturers, English is used in Islamic elementary school teacher education to prepare students for globalization, improve cognitive skills such as critical thinking, and facilitate communication. Importantly, she emphasized that English instruction in PGMI is not only about linguistic competence but also about integrating Islamic values within the language learning process. This aligns with Rose, McKinley, and Galloway's (2020) assertion that English, as a global lingua franca, must be adapted to local educational and cultural contexts, allowing teachers to use the language without losing their cultural and religious identity. Thus, English in PGMI plays a dual role: fostering global literacy and maintaining Islamic character formation among teacher candidates.

Similarly, IDM, another lecturer, highlighted several practical benefits of English for PGMI students. He explained that English helps students communicate with educators from different regions and countries, particularly during academic events such as seminars, workshops, and international conferences. Furthermore, he noted that English proficiency gives PGMI students access to global knowledge, including Islamic studies written in English, and enables them to introduce simple English vocabulary to their own elementary school students in an engaging and meaningful way. This perspective resonates with Nugroho, Widiati, and Susanti's (2022) findings that teachers' English proficiency enhances their professional development, enabling participation in academic discourse and the implementation of innovative pedagogical approaches.

These interviews underscore that English is not merely taught as a communication tool but as a professional necessity for PGMI students. The goal is to equip them with the linguistic and pedagogical competence needed to communicate effectively, learn autonomously, and teach English to young learners in Islamic schools. As Darma and Widiastuty (2021) assert, English language mastery provides access to international educational resources and supports continuous professional growth. This statement aligns with IDM's view that PGMI students benefit from English by broadening their academic perspectives and improving their teaching practices.

Moreover, a PGMI student emphasized the importance of creating more opportunities for English practice through extracurricular activities such as English clubs, workshops, and exchange programs. She also suggested that English courses should focus more on practical communication skills and teaching English to young learners. This student's view supports the research by Husna, Rachmayani, Maulidya, and Fahriany (2023), who found that early English exposure helps build young learners' cognitive and linguistic foundations, while also shaping their confidence and curiosity toward learning new languages. For Islamic elementary school teachers, this means that English education should be both functional and contextual—helping students engage with the global community while fostering Islamic values and ethics.

In line with this, Surayatika (2024) emphasizes that English instruction for young learners should be interactive and culturally meaningful. Applying this principle to PGMI, English teaching materials should be designed to meet the real needs of Islamic teacher

candidates, focusing on both pedagogical and professional competencies. Lessons should integrate moral and religious contexts, ensuring that English education contributes to character building rather than cultural detachment.

In conclusion, the integration of English in Islamic Elementary School Teacher Education serves as a bridge between global communication and Islamic values. It empowers students to access knowledge, engage in professional collaboration, and teach English meaningfully within Islamic educational frameworks. Therefore, curriculum designers in PGMI programs should ensure that English instruction is tailored to students' academic, pedagogical, and spiritual needs, preparing them to become competent and globally literate Islamic educators.

### **3.2 An Ideal Concepts of English Learning for Islamic Elementary School Teacher Education Students**

This section presents the findings from the analysis of learning situations that involve students of Islamic Elementary School teacher education, lecturers, and English instructors. The analysis outlines the ideal framework for providing English language instruction to students of Islamic Elementary School teacher education, as gathered through interviews.

English Language Skills Required as Professional Support, English Language Skills that are the Most Difficult for Students to Master, Learning Methods that Students Prefer, Weaknesses in Mastery of Language Elements, Activities that Assist in Learning English Language Skills that Students Must Master, and effective learning method in teaching English for students of Islamic Elementary School teacher education/PGMI.

#### **3.2.1 English Language Skills Required as Professional Support**

The use of English language in Islamic Elementary School teacher education may differ according function of English that will be used for their academic activities. The English requirements of students can be shown on the result of questionnaire below:

**Table 2.** Result of students' questionnaire about English Language Skills Required as Professional Support

| <i>Statements of Questionnaire</i>  | Options |   |   |    |
|---|---------|---|---|----|
|   | SD      | D | A | SA |
| I need English materials to develop my language skills (speaking, writing, reading, and listening).                 | 2       | 8 | 5 |    |
| I need English materials to support my academic performance and workplace   | 3       | 6 | 6 |    |
| I need English for teaching English to young learner  |         | 6 | 9 |    |
| I need to learn English in general  | 5       | 5 | 5 |    |
| I need English materials to develop my professional functions (meeting, presentation, writing report my field, etc. | 2       | 7 | 6 |    |

|   |   |   |   |
|---|---|---|---|
| I need English materials for casual environment/daily conversation with colleagues.       | 3 | 5 | 7 |
| I need English materials for vocabulary acquisition in my field                           | 2 | 8 | 5 |
| I need more representative English materials to meet my needs of language skill in field. |   | 7 | 8 |
| The duration of English course for students needs to be extended.                         | 5 | 7 | 3 |
| My English course offers me general English   |   | 5 | 9 |

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The result of questionnaire that has been spread to 15 students of Islamic Elementary School teacher education may vary on their needs. The questionnaire was distributed to 15 students of the Islamic Elementary Teacher Education (PGMI) program to identify their English language learning needs. The results show that students generally recognize the importance of English for both academic and professional development.

Based on a survey of 15 PGMI IAIRM students, it was found that students' English language competency needs tend to be directed towards the use of more specific and applicable English rather than just learning general English. A total of 100% of students (40% Agree and 60% Strongly Agree) indicated that they greatly need English language skills to teach elementary school students (teaching English for Young Learners). This shows direct relevance to the profession of prospective PGMI teachers who will teach in madrasas or elementary schools. In addition, 46.7% of students agreed that they need English for daily communication, and 40% agreed that English is also necessary for professional purposes such as presentations, meetings, and report writing. This shows that the use of English is seen not only for academic purposes but also to support professional competence in the work environment. However, 53.3% of students disagreed that the current material has helped them master vocabulary in the field of PGMI. This is reinforced by the fact that 53.3% of students feel that the English material needs to be updated to suit their competency needs in the field of Islamic primary education. Meanwhile, regarding the duration of learning, 46.7% of students feel that the duration of the course is too short, so it is not enough to optimally develop their English skills. It can be concluded that the greatest need of students is mastery of English that is oriented towards English for Young Learners, namely the ability to teach English to elementary school students. This shows that students need material that is relevant to the context of learning in elementary classrooms, not just a general understanding of English. However, the English materials provided so far are still General English, which does not fully support the development of students' professional competencies as prospective PGMI teachers. In addition, students also need reinforcement in vocabulary, speaking skills, and teaching skills in the classroom so that they are able to implement English in real learning situations. On the other hand, the duration and design of English courses need to be extended and readjusted to be more contextual to the needs of the education workforce, so that English learning is not only theoretical but also practical.

Based on all result of questionnaire given to 15 third-semester students of the Islamic Elementary School Teacher Education (PGMI) program demonstrate that English

language skills are perceived as essential for both academic and professional development. The findings indicate that students consider English proficiency necessary not only for improving their general communication abilities but also for supporting their future roles as teachers in Islamic elementary schools. This supports the assertion that English language competence is a vital component of teacher education in the globalized educational context (Richards, 2017; Zein, 2019).

### **a) English for Academic and Professional Development**

A significant portion of the respondents agreed that English is important for their academic performance and professional workplace engagement. Nearly all students expressed a need for English learning materials that are relevant to professional contexts such as report writing, meetings, and presentations. This aligns with Alrabai (2020), who emphasized that English functions as a professional tool for career mobility and effective communication in various educational and institutional settings. Similarly, Hidayati (2018) reported that English proficiency enhances teachers' access to scholarly resources, global pedagogical innovations, and opportunities for academic collaboration. Therefore, English instruction in PGMI should not be limited to general language learning but should include materials that develop students' academic literacy and professional communication skills.

### **b) English for Teaching Young Learners (EYL)**

The findings reveal that all students (100%) agreed or strongly agreed that English is crucial for teaching young learners, reflecting a direct relationship between English mastery and their professional identity as future Islamic elementary school teachers. This finding corresponds with Shin (2017) and Zein (2019), who argued that teaching English to young learners requires specialized pedagogical knowledge, creativity, and contextual adaptation. PGMI students thus require exposure to English for Young Learners (EYL) pedagogy, focusing on language games, storytelling, and classroom interaction strategies suitable for children. This need reflects the necessity for English courses that integrate pedagogical practice, not just linguistic proficiency.

#### **3.2.2 English Language Skills that are the Most Difficult for Students to Master**

After interviewing 10 students of Islamic Elementary Education at IAIRM Ponorogo, it is found that at the level of mastery of language elements, students have difficulties in mastering three language elements which are very essential in learning English. They are grammar, pronunciation, and vocabulary. Students find it difficult to understand the detailed rules of English grammar which consequently makes it difficult for students to structure the English sentences they will produce. This weakness makes students unable to produce English at the sentence level.

Students find complex problems in mastering English pronunciation, from the sound system of English, which is much different from their mother tongue, fast accent, many sounds that don't exist in Indonesian, written English is so much different from the reading, and lack of assistance from lecturer in terms of learning pronunciation.

Students have complex difficulties in mastering English vocabulary. They have difficulty remembering writing, pronouncing, remembering the meaning, and changing

the new English words they encounter. Thus, students have difficulties in getting to know new English vocabulary.

Based on the results of interviews with some students of the Islamic elementary school education, most students said that listening, speaking, and writing were the most difficult English skills to master. However, there is another barrier that is the effective way to teach English for young learner. Some interview conducted to students reveal some various barriers of learning English as their professional skills. The students find listening difficult to master due to several factors, namely: limited mastery of English vocabulary, accent differences between native speakers and teachers or lecturers that students hear when learning English, pronunciation that is much different between pronunciations they usually do with the pronunciation they hear in audio, and students are not used to speaking and listening to English. Listening comprehension was perceived as difficult due to limited vocabulary mastery and accent variation between native speakers and local teachers. Similar findings were reported by Gilakjani and Sabouri (2016), who emphasized that EFL learners often struggle to understand authentic speech because of pronunciation variations, speech rate, and lack of familiarity with colloquial expressions. In addition, Indonesian learners' limited exposure to English listening input outside the classroom hinders their ability to internalize phonological patterns (Sari, 2018). This indicates a need for more authentic listening materials and consistent exposure to varied English accents.

On the other side, AZZ said that

"Speaking is difficult for me to master because speaking English is very difficult, writing and pronunciation are much different. I am not confident to speak English in public for fear of mispronunciation which is also wrong in meaning."

The students have difficulty in mastering English-speaking skills because of several factors, namely: the writing of English words is very different from the pronunciation; do not master the important elements in English, namely: Grammar, English vocabulary, and English pronunciation; and rarely practice speaking English either in everyday life or in class. Speaking anxiety and lack of confidence were also major issues among students. The difference between written and spoken English forms, along with fear of making pronunciation or grammatical mistakes, contributed to their reluctance to speak in English. This is consistent with Tuan and Mai (2015), who found that EFL learners' speaking difficulties stem from inhibition, lack of practice, and fear of negative evaluation. Furthermore, students' limited opportunities to use English communicatively in daily interactions exacerbate their speaking anxiety (Al Hosni, 2014; Leong & Ahmadi, 2017). Thus, communicative classroom environments and peer-speaking activities are crucial to improving oral proficiency and confidence.

"I find it difficult to write English because in addition to my inadequate vocabulary mastery, I also don't master English grammar well so I can't string words into sentences let alone into paragraphs."

That the students have difficulty mastering English writing skills because of some factors, namely: not mastering enough vocabulary and understanding good grammar;

lack of creativity in developing ideas into a paragraph and lack of understanding regarding the use of standard punctuation in writing. Writing skills were also reported as challenging due to insufficient vocabulary, weak grammatical knowledge, and difficulty organizing ideas coherently. These findings are supported by Fareed, Ashraf, and Bilal (2016), who observed that EFL learners' writing problems arise from poor linguistic competence and limited writing practice. Similarly, Ahmed (2019) noted that learners often lack adequate strategies for idea generation and paragraph organization, leading to incoherent written texts. Therefore, explicit instruction in writing structure, grammar, and cohesion is essential to support students' development. However, due to the fact that students also get difficult in the way that they use English for their professional development carrier.

"I get difficulties on the way I use English for my future carrier. I do not know the way to teach English properly especially for young learner."

Another significant barrier identified in the interviews concerns the students' uncertainty about teaching English effectively to young learners. This highlights a gap in pedagogical competence among pre-service teachers in Islamic education programs. As Shin (2017) and Zein (2019) emphasized, teaching English to young learners requires specialized methods that integrate play, storytelling, and contextual learning. Therefore, teacher education programs should incorporate practical training in young learner pedagogy, microteaching sessions, and exposure to authentic teaching contexts.

#### 4. Conclusion

This study provides a comprehensive needs analysis of English professional skills required by students of the Islamic Elementary School Teacher Education (PGMI) program. The findings demonstrate that English proficiency is not merely an academic requirement but a crucial professional competence for prospective Islamic elementary school teachers. English plays a significant role in supporting students' future responsibilities, particularly in teaching English to young learners, conducting classroom communication, accessing global educational resources, and participating in professional development activities such as seminars and academic collaboration. The results reveal a clear gap between the English instruction currently offered in the PGMI program and the actual professional needs of students. While existing courses predominantly emphasize General English, students and lecturers consistently expressed the need for more contextualized and profession-oriented English learning. English for Young Learners (EYL) emerged as the most essential domain, reflecting students' professional identity as future elementary school teachers. In addition, students require English skills for academic literacy, professional communication, and pedagogical practice, which are not sufficiently addressed in the current curriculum. The study also identified major challenges faced by students in developing English proficiency, including limited vocabulary mastery, weak grammatical competence, difficulties in pronunciation, and low confidence in speaking and writing. These linguistic constraints are further compounded by limited exposure to authentic English use and insufficient training in teaching English effectively to young learners. As a result, students experience difficulty applying English in real classroom and professional contexts. Based on these findings, the study concludes that English instruction in the PGMI program must be redesigned to align

with students' professional needs. English courses should adopt an English for Specific Purposes (ESP) orientation with a strong emphasis on EYL pedagogy, communicative competence, and practical classroom application. Learning materials should be contextual, integrating Islamic values with interactive teaching strategies such as role play, peer collaboration, microteaching, and the use of authentic audio-visual resources. Furthermore, extending the duration and intensity of English instruction is necessary to allow students sufficient time to develop meaningful language competence.

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