

## Teaching English for Intensive Program: A Need Analysis

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### Abstract

In UIN Prof. K.H. Saifuddin Zuhri, most students, who had taken an English Proficiency Test at the beginning of the academic year to recognize the students' English proficiency, did not achieve a passing grade (450 points) of the test. This condition drives the institution to improve the student's English proficiency through the intensive language program that the Language Development Unit organizes. The research uses a descriptive study to analyze the data from the questionnaire, in which each item is analyzed individually. Fifty students' questionnaire answers and the interview of ten lecturers are grouped and analyzed to identify their real needs. The data is evaluated descriptively based on the percentage of student responses. The study results show that the language skills needed in intensive English courses are listening, structure and written expression, and reading. Most of the lecturers said that the students lacked grammar. Therefore, students need listening, structure and written expression materials, and reading skills—the essential skills to improve our structure and writing. Also, vocabulary and grammar are the aspects of the language that should be improved in the intensive English class. When developing the material, the target needs analysis should be considered, including language skills, language aspects, English learning objectives, and the time commitment of the Intensive English language program.

**Keywords:** Need Analysis, English Class, Intensive Program

### Introduction

Recently, all levels of education demanded foreign languages to be mastered by the students. English is one of the foreign languages which has an excellent position for awarding effects in several sectors of life consisting of the stage of education, economy, and degree of development of countries (Aina, Ogundele, & Olanipekun, 2013; Li, 2012; Yan & Cheng, 2015). Because people around the sector use English for sharing knowledge and information, countries with better English proficiency will have more creative and innovative citizens (Tran, cited in Purwananti et al., 2019). In other words, English significantly functions in developing countries, especially Indonesia. And the curriculum of English teaching-learning should be followed globalization.



One of the basic principles of curriculum development is that an educational program should be based on the analysis of student needs. Needs analysis refers to the processes or activities of gathering information about student needs that serve as the basis for designing and developing a curriculum that meets the needs of students—the learning needs of a particular group of students (Brown, 2004). Needs analysis becomes essential in ensuring the program's success and achieving the objectives exemplified by successful language teaching. In particular, a needs assessment is defined as a specific basis for the future development of the academic activities of a particular group of students (Al-Hamlan et al, 2015). Thus, needs analysis is a process of examining the learning needs of students to consider the learning process in the design and development of the curriculum.

A needs analysis can be conducted informally and formally by teachers wishing to assess student needs (Brown, 2004). First, there is nothing new in informal needs assessments, which collect information to indicate what students already know and still need to learn. The information in such a casual needs assessment may be language proficiency test data, facts about previous language education, and interview results about students' cognitive and linguistic abilities. Meanwhile, formal needs analysis refers to determining the needs for which students want a language and prioritizing the needs. The information in the legal needs assessment is collected based on subjective and objective evidence such as data from questionnaires, tests, interviews, and observations. This concept has existed for more than five decades in the world of language teaching. According to (Richards, 2001), needs analysis has emerged as a crucial part of curriculum development design from the 1960s onwards.

The needs analysis is a primary tool in the design of the teaching, the curriculum, the materials, and the nature of the educational activities of the language program. Needs analysis in foreign language teaching can be used for the different purposes mentioned by many experts (Richards, 2001). The taxonomic nature of the Framework inevitably means trying to handle the great complexity of human language by breaking language competence down into separate components (Council of Europe, 2001).

Richards (2001) proposes four fundamental objectives for the assessment of needs in language teaching, namely to identify the language skills that students need to play a specific role; help decide if the current course is based on student needs; diagnose a gap between what students can do and what they should be able to do and to gather information on problems students encounter.

Needs analysis has several sub-branches, depending on the intent and role of the research that will be performed. There are five needs analysis models proposed by Munby (1978). He stated first that Target Situation Analysis (TSA) is the best framework that emphasizes students' language needs and specification of communication skills and could result in a program design with a very detailed procedure. Second, Current Situation Analysis (PSA) attempts to diagnose the situation of learners at the start of the course (Diana & Mansur, 2018). The analysis revealed the gap between the present and the goal. The PSA determines students' language skills at the start of the language course and their strengths and weaknesses (Robinson, 1991). Nowadays, teachers and instructors of FL class must



be more innovative to the development of teaching and learning materials, one of them in Intensive Language Class (Ariani, 2021).

Intensive language programs, especially English, also called expedited or compressed courses (Scott & Conrad, cited in Mukundan et al., 2012), are programs where students undergo more sessions in shorter periods than before. Some researchers have reported positive results related to intensive instructional formats.

In an intensive language program, the teacher or lecturer should examine their perceptions before the new implementation is believed to provide the teachers to reconsider their past experiences and reformulate their perspectives (Aksoy et al., 2018). Teachers or lecturers should encourage learners to practice communicating in English through short-term intensive language programs that contain various activities to study English. Teachers and lecturers in the classroom assist in helping the students understand the material in a language (Hsieh, 2016). Intensive English programs are courses where students take more lessons in less time. (Mukundan et al., 2012). And this explanation is suited to the condition of our education now; we need a concise language-intensive program because it is the simplest way to give the students new material from a speech. We usually find it in some language courses in this country.

The language approach was new and initially intimidating for some students in the intensive language program. However, the familiar setting of a home on the reserve, the presence of Elders, and the conversational tone of the lessons encouraged learning in a safe and comfortable environment. As a result, students could focus on language learning without being distracted by the classroom context, and teachers could employ complex strategies that might not otherwise have been acceptable (Richards & Maracle, 2002). Lecturers are expected to increase their teaching experiences, facilitated by their department's curriculum or independently, to help them to improve their professional identity as future teachers (Siahaan & Subekti, 2021).

Furthermore, the institution requires the instructional materials to be standardized according to institutional needs. Sudjana (2016) suggests that intensive language programs should hold the three minimum standards: standard content, standard process, and educator standard. Mainly, instructional material is related to authoritative content in which the scope of materials, the level of competence, subject competencies, material competencies, and the learning syllabus should be considered according to the student's story and the institution's needs. This authoritative content can significantly contribute to a successful program. Hence, the English instructional materials for the language-intensive program are essential.

Nearly all universities in Indonesia face students with low English proficiency (Jumrah, 2019)., not to mention UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Recently, Indonesia has tended to have a downturn English Proficiency Index. EF Education First (2020) ranked Indonesia in the EF English Proficiency Index Standard English Test (EPI SET) report, scoring 453 with 74 out of 100 countries in EF EPI. Mainly, it is the 15<sup>th</sup> rank out of 24 countries, indicating a low range of proficiency.

In UIN Prof. K.H. Saifuddin Zuhri, most students, who had taken an English Proficiency Test at the beginning of the academic year to recognize the students'



English proficiency, did not achieve a passing grade (450 points) of the test. Mainly, in 2018, only 7.6% of the new students passed the English Proficiency Test. While in 2019, 10.5% of the new students reached a passing grade. In 2020, the new students who passed the benchmark were only 13.7%. In 2021, 50.9% of students attained a passing grade with the different test instruments. The test was developed similarly to TOEFL, which assesses three language aspects: listening, structure and written expression, and reading. However, the difficulty level fits the institutional needs, and many students still have low test scores. Listening capacity is naturally developed by speaking ability, whether in one's native language or a foreign language (Khasanah & Safriyani, 2021).

This condition drives the institution to improve the student's English proficiency through the intensive language program that the Language Development Unit organizes. Besides, the institution would like to ensure the UIN Prof. K.H Saifuddin Zuhri graduate students become an excellent Islamic generation to realize a civilized society as stated in the institution's vision. Thus, the intensive language class greatly facilitates the students to advance their English proficiency. In addition, a certificate of English proficiency becomes necessary for college students to finish their studies.

Furthermore, the institution requires the instructional materials to be standardized according to institutional needs. Sudjana (2016) suggests that intensive language programs should hold the three minimum standards: standard content, standard process, and educator. Mainly, instructional material is related to legal content in which the scope of materials, the level of competence, subject competencies, material competencies, and the learning syllabus should be considered according to the student's story and the institution's needs. This authoritative content can significantly contribute to a successful program. Hence, the English instructional materials for the language-intensive program are essential.

The study by Hülya Sönmez, entitled *An Examination of Needs Analysis Research in the Language Education Activity*. The data collected under the general screening model was reviewed by the validator. The outcomes of the evaluation process, frequency of use, study effectiveness and functionality, methodology, data collection instruments used, and data analysis methods used were evaluated. Based on the research findings and conclusions, suggestions have been made on the importance of teacher and student needs in investigating and analyzing language learning needs. (Sönmez, 2019). Then, Qamariah (2015) focused on a study, "Developing Islamic English Instructional Materials Based on School-Based Curriculum." The developed material was provided for the students of Islamic Senior High School. The result of the study showed that the materials were developed by adapting and adopting materials from several Islamic textbooks and websites.

Another study is by Mulyono et al. (2018), who studied the development of work competency-based English teaching materials. This study focused on English as Specific Purposes in which the materials were for the students' on-the-job training in front office hotels. The study found that the materials were appropriate for students because of their effectiveness and feasibility. The materials have qualified content, language, and design. Based on the explanation above, the researcher wants to focus on The Need Analysis of the English Intensive Class of



UIN Saizu Purwokerto to know the students' and the lecturers' needs in the English Intensive Class Program.

## Method

A descriptive study was conducted to answer the research questions. This study described the students' language skills needs, analyzed the institution's problems, and compared whether the students' needs matched the syllabus. The study used questionnaires, interviews, and document reviews. The questionnaire was distributed to identify their language skills, conditions, and issues. Secondly, the interview was conducted with fifty students for the need analysis and ten lecturers for the target analysis to support the result of the questionnaire and obtain more detailed data on the needs of the students. Meanwhile, the document analysis was used to determine whether the existing program met the needs of the students of the English Intensive Program and at UIN Prof. KH Saifuddin Zuhri Purwokerto.

A descriptive study was used to analyze the data from the questionnaire, in which each item was analyzed individually. Fifty students' answers to the questionnaire are grouped and analyzed to identify their real needs. The data were evaluated descriptively based on the percentage of student responses to the questionnaire. Otherwise, the interview and documents are analyzed qualitatively. After collecting the data, the researchers classified the data according to the fundamental theory to support the questionnaire data. Next, the non-contiguous data from the sources was reduced. Finally, the results of the student need analysis were generated and presented.

UIN Prof. K.H. Saifuddin Zuhri Purwokerto conducted this study. Several stakeholders were involved in this study. The staff and officers responsible for the intensive language program were respondents in this study to recognize the target and learning needs. The lecturers of language-intensive programs and faculty were also involved in this study to be experts in getting information about the student's needs. Besides, the students of intensive language programs are the respondents in the questionnaire to get data about their needs in the Intensive Language Program.

## Findings and Discussions

### The Target Needs

Munby (1978) proposed Objective Situational Analysis (TSA), which is known to be the best framework for focusing on students' language needs and competence specifications. Communicative and could produce a sequenced curriculum design with very detailed procedures. The target needs to be obtained in this study covers the needs of language skills, the language aspects, the purposes of learning English, and the time allotment of the English Intensive Language program. The target needs have been gained from the interview results with the lecturers of English intensive language programs.

Firstly, the study results show that the language skills that must be taught in the English intensive class are listening, structure, written expression, and reading. Currently, the most essential skill that is required to be improved is grammar. The majority of the lecturers said that the students lack grammar. The following interview results show this finding. R is lecturer 1, R1 is lecturer 2, R2 is lecturer 3, etc.





- R1. "Grammar. They have written many times, but sometimes they are still wrong."
- R2. "Listening maybe, it's a bit difficult for them. But grammar is the most difficult for the students. Then for reading, I see that they have no problem."
- R3. "Actually, between listening skills, structure (grammar) and reading are all important, but if I could choose, I would prefer listening because listening is the root of all skills. But the students need grammar that needs to be improved."
- R: "To know someone's English ability, it can be seen from their speaking skill. So, student speaking skills should be improved."

Thus, the students need materials that cover listening, structure and written expression, and speaking and reading skills. The most important skill to be improved is structure and written expression. In recent times, TOEFL is not only accredited in the international area however, it additionally is going to the domestic areas. In Indonesia, it was becoming one of the necessities to apply for universities or to construct a career in certain institutions or companies because the good score of TOEFL can be perceived as having appropriate English-proficiency which is further able to determine a bright future career. (*Teaching Academic*, n.d.) (Raphalen et al., 2022)

Furthermore, the aspects of language that should be improved in the intensive English class are vocabulary and grammar. The students lack proficiency in vocabulary and grammar. This finding is shown in the following scripts.

- R1. "Vocabulary is essential to improve, as we know that someone is proficient in speaking because it is rich in vocabulary. And this is very related to the current condition of students with very low vocabulary mastery."
- R2. "In the TOEFL, as long as four semesters, I detected their weakest is in the grammar section. In the structure section."
- R3: "Grammar. They still have many grammar mistakes. For example, the past tense. It's obvious, subject + V2."
- R4: Vocabulary is essential to improve, as we know that someone is proficient in speaking because it is rich in vocabulary. And this is significantly related to the current condition of students with very low vocabulary mastery."

Hence, vocabulary and grammar should be considered in the material the students need in the intensive English class. Vocabulary and grammar should be considered in the material the students need in the intensive English class (Ariani, 2021).

In designing the materials, the purpose of learning English should be identified to decide the learning objectives and the contents. The study indicates that the English intensive program aims to develop student's English proficiency in UIN Saizu Purwokerto. These students were shown not to have high proficiency levels from the results of the English Proficiency Test of UIN Saizu Purwokerto (EPTUS), which the test is to assess listening skills, structure and written expression, and reading skills, similar to TOEFL. The following data shows this finding.



- R1. "Officially, the goal is for students to pass the EPTUS with a minimum score of 450. However, other than that, it will be beneficial for their life needs after college, such as applying for jobs and taking the TOEFL exam (because this English language development program also taught tips- tips on doing the TOEFL questions, where the TOEFL and EPTUS have similar types of questions."
- R2. "If the intensive English language program class aims to improve the students' EPTUS scores."
- R3. "So far, the goal is to have a good TOEFL score. Because actually, our focus is on the TOEFL."
- R: "Officially, the goal is for students to pass the EPTUS with a minimum score of 450. However, other than that, it will be beneficial for their life needs after college, such as applying for jobs and taking the TOEFL exam (because this English language development program also taught tips-tips on doing the TOEFL questions, where the TOEFL and EPTUS have similar types of questions."

In short, intensive English classes aim to develop the student's English proficiency, specifically to pass the EPTUS, similar to TOEFL. Consequently, the contents of the textbook that should be developed should be TOEFL-based material.

To organize the materials in the textbook, the time allotment of the learning process in the intensive English class should be identified. The total meeting of the course in the semester is 28 meetings. Each session has 100 minutes allotments.

R1: "28 Meetings".

R2: "28".

R3: "28 meetings".

R4: "28 meetings."

R1: "For this pandemic, one hour. Outside the pandemic is one and half hours".

R2: "100 minutes for a meeting".

R3: "2 hrs or 100 minutes".

R4: "Because we are still limited to PTM (Face-to-Face Classes), the time allocation is only 1 hour for one meeting."

Accordingly, the materials should cover 28 meetings for the intensive English class in UIN Saizu Purwokerto. In a typical situation, the time allocation is 100 minutes for an appointment; in a pandemic condition, the time allocation is 60 minutes for a course.

The results above of the target need analysis, including language skills, the language aspects, the purposes of learning English, and the time allotment of the English Intensive Language program, should be considered in developing the materials.

### The Learning Needs

A learning needs analysis was proposed by Allwright (1982), which is also well known, along with strategic analysis, to help students identify skill areas and their preferred strategies for achieving the required skills. In this study, the learning



needs analysis focuses on the learning activities, the learning media, the learning sources, the learning topic, the kind of syllabus, and the kind of assessment.

Initially, the lecturers usually provide the learning activities in English intensive classes: lecturing, discussion, and drilling practice. These activities are the program's goal to pass the English proficiency test of UIN Saizu Purwokerto. The following results of the interview show this finding.

- R1: "If I objectively examine the intensive English Language class, the initial goal is only to pass the test. So, the lecturer's orientation is only to make students graduate. Finally, we don't care about the interaction. The most important thing is the material is finished, and they can do it. But actually, the interaction can be made fun so that they don't get bored because there are 28 meetings. Books for activities. It is necessary. I showed them a film in my class because the material could be done outside the class. At least they get their real life. It's not just what's in the book."
- R2: "I think it depends on the goal. If intensive English language classes aim to increase the students' EPTUS scores, I believe the best method is still lecturing. Although later, the class can be filled with discussions or other activities. But the explanation of how to increase their score is the best."
- R3: "Usually, I deliver a discussion, then we ask, answer, and discuss questions. I want student-centered learning to be implemented, but in my view, the input from the students is lacking, so they have not been able to apply it."

The lecturers expect to provide active learning or student-centered activities. However, they realize that lecturing is still the best method in the intensive English class to improve students' English proficiency in the intensive language class. Thus, the learning activities that should be provided in the instructional materials for intensive English classes are lecturing, discussion, and drilling practice. And verse patterns of thinking need to be developed by students, from basic thinking to higher level (complex) thinking. Students' thinking ability is an aspect that needs to be emphasized in the learning process (Foss et al., 2007)

Next, the learning media used in the intensive English class of UIN Saizu should be identified to decide on the instructional materials. The study revealed that the intensive English course requires audio, audio-visual, picture, and learning applications.

- R1: "Sometimes I need audio for listening, audio-visual to enrich the student's vocabulary; sometimes there are also applications such as quizzes or other game applications."
- R2: "Yes, and the listening audio is provided. Because if it is not provided, it will not be similar."
- R3: "Everything can be used because the existing materials are intended for skill development. In addition, the English language development class program is TOEFL-based, especially for audio, which should be provided."
- R4: "Audio-visual is needed, but when I find material describing people's appearance, I need a picture and have to use visual media to visualize the image."





These learning media should be considered in designing the instructional materials to be appropriate to the learning needs.

Regarding the learning sources required in the English intensive class, most lecturers stated that textbook is the primary learning source. Although YouTube is also sometimes used as a learning source in style. This finding is according to the following interview result.

- R1: "I downloaded the video from YouTube. So, instead of the students being bored looking at books. I have the video; I show them the video. So, in the video. I also don't always take the exercises from books."
- R2: "Of course, the module is the main learning source. Besides that, I usually give the students texts from other sources; sometimes, I also give videos. So, the main source is from the module, but sometimes I give other sources apart from the module."
- R3: "The Language development module is a handout, and I use PowerPoint to make it easier to deliver the material. This is where the PowerPoint can be used for the long term because each semester will teach a different class."
- R4: "Development books and audio files only use them because time is minimal; sometimes, in one day, there is not enough time to deliver the material."

Accordingly, the textbook is the primary source in intensive English classes and should be prepared according to the needs.

The materials' topic should also be considered to decide the materials design for the intensive English class. The study found that the subjects of the materials cover Western, Indonesian, and Islamic issues, especially for reading and listening to text—the following transcript of the interview shows this finding.

- R1: "There are no certain topics in intensive English language class. It doesn't seem like in English books."
- R2: "In my opinion, the issue is still general. Just for the reading, we can add Islamic issues. For the listening and structure, don't force it."
- R3: "Islamic and Western issues can be adopted because they are more inclined to topics or issues that are currently viral, and if they can be used as learning materials, that's fine."
- R4: "Take from the currently viral issues so that it can be Western or Indonesian issues. So, we take the text that is on the internet. Because this development class focuses on the final EPTUS score, we can get the source or material content from anywhere besides what is already in the development book."

Hence, it is expected that the learning topic of the materials should contain issues from Indonesian, Western, and Islamic points of view.

The kind of syllabus of the intensive English class should be identified to organize the content and decide on the learning activities on the materials.



According to the interview, the intensive English course requires topic-based and task-based syllabi. This result is explained in the following discussion.

R1: "According to the module, it is lean toward the topic. For example, about the daily activities, the structure is about the simple present tense. Listening is also related to the simple present tense; the reading is the same. So, listening, reading, the structure is based on the topic".

R2: " In the previous book, the book seemed lean to the structured based, but for TOEFL based book, it should be task-based."

R3: "Structured based. So maybe it needs to be emphasized in the book, whether to use structure or topic based."

R4: "It's more task-based because the material is presented separately, so after discussing it, an exercise is immediately provided."

So, the textbook materials need to be organized using a task-based or topic-based syllabus.

The critical assessment should be recognized before designing the materials for the intensive English class. The interview revealed that providing tasks and a complete exercise in the textbook is essential. Then, the assessment should adapt to the TOEFL consisting of listening, structure, and reading skills. The following interview results show these findings.

R1: "Yes, from units 1-6. There are complete exercises".

R2: "For my assessment, it can be seen from the children's activity whether they understand the material. In addition, there is also an assessment taken from the tasks given."

R3: "We did a mid-test and a final test, each of which consisted of listening, structure, and reading skills. From taking the assessment, I also took the results of the complete test/exercise carried out on the day of the class meeting as an addition.

R4: "The assessment is like the TOEFL assessment too. Because it's a TOEFL, it's like a TOEFL assessment."

Subsequently, the task and the practice of the textbook should consider the TOEFL-based assessment.

Finally, the above learning needs should be considered in developing the English instructional materials of the English intensive class of UIN Saizu Purwokerto.

### **The Syllabus of the English Intensive Program of UIN Prof. K.H. Saifuddin Zuhri Purwokerto**

The syllabus is used as a guide for developing the English instructional materials. The syllabus design is based on the results of the needs analysis. The developed syllabus consists of the identity of the syllabus, the learning objectives, the number and names of the unit, the titles of the unit, the contents of the unit, the organization of the unit, the type of tasks, procedures to do the tasks and also the sources have taken to develop the English instructional materials in intensive English class of UIN Saizu Purwokerto.

The instructional materials of the English intensive program of UIN Saizu use a task-based syllabus. The materials consist of 6 units. Each unit involves 6 to



9 learning objectives with 6 to 9 topics for the lesson. Each team should be delivered in 4 meetings.

The syllabus of unit 1 consists of 8 learning objectives. The title of unit 1 is 'Let's Begin'. The unit focuses on eight tips in listening skills: focusing on the second line, choosing answers with synonyms, avoiding similar sounds, drawing conclusions about who, what, and where, anticipating the topics, and anticipating the questions. The tasks consist of answering 40 questions. Unit 1 should be delivered in 4 meetings from 1 to 4, each session with two tips for listening.

The syllabus of unit 2 consists of 8 learning objectives. The title of the unit is 'Sleep on It!'. The focus of the unit is about skills in the structure and written expression consisting of being sure the sentence has a subject and a verb; being careful of present participles; making verbs agree after prepositional phrases; making verbs agree after expressions of quantity; using a parallel structure with coordinate conjunctions; use the similar system with paired conjunctions; form comparatives and superlatives correctly; use the irregular -er, -er structure precisely. Unit 2 also be delivered in 4 meetings that are meeting 5 to 8 in which each session has two listening tips.

The syllabus of unit 3 consists of 6 learning objectives. The title of the unit is 'Explore the World'. The unit focuses on reading comprehension skills, including answering main idea questions correctly; answering stated detail questions correctly; finding pronoun referents, answering vocabulary in context questions, finding unstated details; and answering implied detail questions correctly. Unit 3 also be delivered in 4 meetings in which meetings 9 and 10 have two tips for reading, and meeting 11 and 12 has a tip on reading skills.

After delivering the three units, there is a complete exercise for reviewing the materials of units 1, 2, and 3. This review section is expected to prepare the students to face the mid-term test in the English intensive program of UIN Saizu Purwokerto.

The syllabus of unit 4 consists of 7 learning objectives. The title of the unit is 'Too Cool for School'. The focus of the team is on skills in listening comprehension consisting of listening for negative expressions; listening for double negative expressions; listening for "almost negative" expressions; listening for expressions of agreement; listening for expressions of uncertainty and suggestion; determining the topic; drawing conclusion about who, what, when, where; choosing the topic; and drawing conclusions about who, what, when, and where. Unit 4 will be delivered in 4 meetings. There are three tips for listening comprehension for meeting 15 while completing 16 to 18 has two tips for each meeting.

The syllabus of unit 5 consists of 8 learning objectives. The title of the unit is 'Look Before You Leap!'. The focus of the unit is about tips in the structure and written expression consisting of using adverb time and cause connectors correctly; using other adverb connectors correctly; after being, using the present participle or the past participle; after will, would, or other models, using the base form of the verb; use the correct form of the passive; using the correct singular or plural noun and distinguish countable and uncountable nouns; determine subject and object pronouns, and setting basic adjectives and adverbs correctly. Unit 5 will be delivered in 4 meetings, in which a meeting has two tips for meeting 19-22.



The syllabus of unit 6 consists of 6 learning objectives. The title of the unit is 'Preserve our Heritage'. The focus of the unit is on tips in reading comprehension consisting of finding definitions from structural clues; determining meanings from word parts; using context to determine meanings of difficult words; using context to determine meanings of simple words; determining where specific information is found; and determining the tone, purpose, or course. Unit 6 will be delivered in 4 meetings, in which meeting 23 and 24 have two tips, while meeting 25 and 26 has a tip for the course. After unit 6, there is a complete exercise discussing the topic of unit 4, 5 and 6, a review section for preparing the students for the final semester examination

So the syllabus consists of 26 tips for with the exercise and some examples given. It will help the students in understanding more about language intensive class and language proficiency test in UIN Prof. K. H. Saifuddin Zuhri Purwokerto

### Conclusion

The study results show that the language skills that need to be taught in intensive English courses are listening to comprehension, structure and written expression, and reading skills. Most of the lecturers said that the students lacked grammar. Therefore, students need listening, design, written word materials, and speaking and reading skills—essential to improving our structure and writing. Also, vocabulary and grammar are the aspects of the language that should be improved in the intensive English class. When developing the material, the target needs analysis should be considered, including language skills, language aspects, English learning objectives, and the time commitment of the Intensive English language program. In this study, the learning needs analysis focuses on learning activities, learning media, learning resources, learning a subject, program, and assessment. The short time conducting the treatment can conceivably make students less engaged and motivated because its newness aspect. As gamification is a unique learning method for them, they must spend their time to develop practical in their new learning environment. Therefore, there is a definite need for future research to determine the effect of gamification across proficiency levels.

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