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THE NEED ANALYSIS OF MATERIAL DESIGN IN ENGLISH TEACHING ON ESP PROGRAM

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Abstract

Material design for learning English is important for use of students. It is referring to students' needs and interests in ESP classroom. To achieve this goal, ESP teachers organize the material completely by Needs Analysis. Needs analysis determines the language and skills learners require to complete their studies. In this are focus on target need (what the learner needs to do in the order to learn) and learning needs (what the learners need to do in order to learn). The purpose of this research was to determine the role Needs Analysis in curriculum and design material on ESP classroom. This study used a qualitative descriptive. The total in the research 89 participants randomly selected from the total sample population were surveyed about their views regarding the ESP classroom program through questionnaire. Based on responses to questionnaires regarding students' perceptions of learning English in ESP classes, the majority of the students implied to be comfortable accomplishing the course. In needs analysis, students most often choose more representative English language learning meet the need for language skills in the field that result on Strong Agree (SA) 60 is 67,42%, Agree (A) 12 students is 13,48%, Undecided (U) 17 is 19,10%. Meanwhile, respond to need English materials for casual environment/daily conversation with colleagues a small answer was given Strong Agree (SA) 8 is 8,99%, Agree (A) 64 students is 71,91%, Undecided (U) 17 is 19,10%. The outcomes demonstrate the importance of ESP learning, particularly in English material, which is more representative of students.
Keywords: Learning Needs, Need Analysis, Material Design.

INTRODUCTION

English is a global language of communication that is used all over the world. Learning English is the most important part of improving communication with other people. Students can communicate with people from different countries and cultures. In this way, students can participate in international exchange, increase their chances of working in global companies, and expand their social networks around the world.

In the teaching-learning process, we learn how to improve knowledge. English has become a necessity in the world so English language learning becomes a separate need analysis for students. It is the process of achieving that must have the desire or encouragement that students have is both the encouragement that comes from in themselves and from outside the student themselves. Students feel they desire to develop learning achievements in English. It means that the learning process important part of achieving educational goals that must be mastered by all parties, both teacher and student, according to (Maulida, 2023) English for Specific Purposes (ESP) language teaching method prioritizes the needs of the learners. The purpose of ESP is to increase the relevance of English language instruction to students' needs. In this case, not to focus on material, ESP students should be taught according to their career and academic requirements (Hassan, 2019). Regarding to the

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view (Menggo et al, 2019) that Need Analysis is important for teachers and students. According to (Wardhani et al, 2017) that conducting need analysis is considered as identifying the objectives. It is the information later can be used to identify learning objectives of the ESP course.

Therefore, the choice of ESP materials should mainly depend on the needs of learners in other words, materials should focus on appropriate topics and contain, engaging tasks and activities in learning, and target competency areas.

THEORETICAL FRAMEWORK

ESP teachers are essential in the preparation of a syllabus for English. Regarding to (Nuraeningsih, 2019) that the process of developing language learning lies in the learning model used by the ESP teacher. This teaching practice is encouraged by the importance of English in various lines of works (Bensafa, 2016). The process of it can enrich the theory of teaching English and give practical input for English teachers in developing teaching materials. Thus, the result of the research will be very beneficial to make the materials more relevant and meaningful for students.

Teachers should consider students' needs when selecting and designing materials as stated (Albiansyah and Nakhriyah, 2021), it is important for the teachers to make a syllabus and teaching materials based on the needs of their students. Based on (Ummi, 2018) needs analysis is a part of curriculum development and is normally required before a syllabus can be developed for language teaching. Curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured and evaluated.

The learnings activities focused on the students' oral business communication skills and focused on their written business communication skills. Visual aids in the form of videos and pictures were used to accompany the instructions given to the students (noni, etc, 2023). According to statement in their study (Tomak and Atas, 2019) that the example and the analysis of the text. The students should read the sample first, analyse the sample and organization of the text in order model, and students have to read a sample before they will evaluate it and use it as a model to determine how they will organize their own written work in the future. Students need to learn the English language skills necessary for their future careers, an appropriate amount of time and study resources are required. (Susanto & Latief, 2016). Based on (Chero, 2021) that Need analysis is an essential part of creating a language course so it effectively meets the linguistic and non-linguistic necessities of the students. In addition, needs analyses have been conducted for a number of vocational high school disciplines, including agriculture, accountancy, tour and travel, hotel accommodations, hospitality study programs, and many others. (Sunengsih & Fahrurrozi (2016) that the English teaching method mostly found in the classroom is so called the conventional method. It means that teachers have not fully implemented creative and innovative learning. This is consistent with the opinion (Maulida, et al, 2023) that students focus on the content they learn in specific areas. For example, a computer student will learn English with specific skills depending on the field in which the student is busy.

ESP programs focus on improving interpersonal skills in specific areas, such as technology, business, or aviation. Some courses, such as English for scientists and technologists, prepare students to study a variety of academic fields of study (Maulida, 2024). ESP is designed and developed based on an assessment of purposes and needs and the

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activities for which English is needed. Tira Nur Fitria (2020). Over the last three decades, ESP has developed into a profitable area. (Ramirez, 2015).

The design and development of ESP are based on an analysis of objectives, requirements, and English-related tasks (Zanyar Nathir Ghafar, 2022)

According to (Remache & Ibrahim, 2018) in his research, the need analysis was suggested to use as a useful tool to design syllabus of Business English. Based on (Evans and St. John, 1998) argue that the instructors should be the ones to evaluate since they are familiar with the learners' particular strengths and areas for improvement. Additionally, it is anticipated that he or she will comprehend the issues that arise in the classroom and be aware of the kind of assessment pertinent to the students in his or her charge. Several forms of assessment often entail the participation of the classroom instructor. According to (Bojovic, 2006) that two distinct evaluation formats may be used in the context of ESP. First, there is a student evaluation in which the teacher assesses the student's level of achievement and whether or not they possess the language and skills necessary for success in their chosen academic subject or profession. Second, there will be an analysis of the curriculum and the instructional materials to determine the degree to which they satisfy the requirements of the students.

According to (Hutchinson and Water, 1986) Need Analysis focus on target need (necessities, wants, and lack) and learning needs (what learners need to do in order to learn. Researchers have looked at target needs and learning needs as well as necessities, lacks, and wants when designing an English Course for lawyers, doctors, engineers, or technical and business students. Learning needs show how the students will be able to move from the starting point (lacks) to the final destination (necessities).

RESEARCH METHODS

The research method used is a qualitative descriptive. In this research, questionnaire and approach to students are utilized to collect data, which is processed using a student approach methodology. Open-ended questions were used the questionnaire given to the participants. The significance of learning English in the ESP program is determined using data from this study.

RESULT AND DISCUSSION
Result

The participant of the research are students in the ESP program second semester on the Universitas Subang. The total in the research 89 participants randomly selected from the total sample population were surveyed about their views regarding the ESP classroom program through questionnaire.

Table 1. clue of Questions for Focusing on Needs

Goals	Questions	Types of information in the answer
Language	What will the learning be used for? How proficient does the learner have to be? What communicative activities will the learner take part in? Where will the language be used?	Sounds Vocabulary Grammatical Structures Functions Set phrases and set sentence tasks
Ideas	What content matter will the learner be working with?	Topics Themes Texts
Skills	How will the learner use the language? Under what conditions will the language be used? Who will the learners use the language with?	Listening Speaking Reading Writing Degree of accuracy Degree of fluency

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Text	What will the language be used to do? What language uses is the learner already familiar with?	Genres and discourse types Sociolinguistic skills

Adapted from Notion and Macalister (2010)

Table 2. Lists of Topics Chosen by the Students (Text)

No	Meeting Topics	Amount %
1.	Introduction and meeting	71
2.	Asking and giving information about jobs and responsibilities	61
3.	Asking and giving opinion	47
4.	Meeting	64
5.	Presenting products good	59
6.	Presenting products services	64
7.	Comprehending short explanation text about business	70
8.	Personal Letter	41
9.	Comprehending procedural text about how to write effective job application letter	64
10.	Composing CV	73
11.	Composing Resume	70
12.	Networking: jobs Showing interest in other people Exchanging information	72
13.	Presentation and Conference	74

Based on the table 2 on the first number that topic on ESP in the classroom the students chosen the topics: Introduction and meeting Greeting and Goodbyes. The material discussion about definition of the terms, listen and reading conversation. Personal Information: Definition of the terms, listen and reading conversation. Etiquette and small talk in the meeting about 71%. On the second number that topic on ESP in the classroom the students chosen the topic: Asking and giving information about jobs and responsibilities and Job-compatibility and Types of Work 61%. On the third number that topic on ESP in the classroom the students chosen the topic Asking and giving opinion dates. The material discussion about How to Stay Organized, Time and Expressions about 47%. While on the fourth number that topic on ESP in the

classroom the students chosen the topic Meetings. The material focusses on Types of meetings Meeting Etiquette: technology changed the way businesses meetings; it can make a meeting successful or unsuccessful and the challenges and responsibilities; behaviours that would be considered rude at a meeting, about 64%. On the fourth number that topic on ESP in the classroom the students chosen the topic: Presenting products good especially on the topics Banking products and services: talk about banking products and services, talk about what you can and cannot do talk about what is happening now, use polite language, about 59%. On the sixth number that topic on ESP in the classroom the students chosen the topics: selling products; products and services, 64%. the seventh number that topic on ESP in the classroom the students chosen the topics: comprehending short explanation text about business. focus on the topics the achieving perfection in your business; ways can compare the success on different companies; you improve the efficiency of a business that exists today about 70%.

the eight number that topic on ESP in the classroom the students chosen the topics: personal letter; purpose of personal letter; language features; types of personal letter structure of personal letter; understand the information on personal letter, write personal letters, about 41%. the ninth number that topic on ESP in the classroom the students chosen the topics: job application letter, social function, social text about 64%. the tenth number that topic on ESP in the classroom the students chosen the topics: Composing CV, how to write a composing CV by application about 73%. the eleventh number that topic on ESP in the classroom the students chosen the topics: composing resume; definition of resume purposes and composing resume about 70%. the twelfth number that topic on ESP in the classroom the students chosen the topics: networking: jobs showing interest in other people exchanging information; getting to

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work; skills and qualification about 72%. the last number that topic on ESP in the classroom the students chosen the topics: presentation and conference: making presentation of a meeting, making travel and arrangements about 74%.

Table 3. Students' Comfort in ESP

Statements	Optional				
	SA	A	U	D	SD
I need English materials to develop my language skills (speaking, writing, reading, and listening).	29	39	21		
I need English materials to support my performance in workplace environment.	33	49	7		
I need English materials to develop my professional functions (meeting, presentation, writing report my field, etc.)	29	41	19		
I need English materials for casual environment/daily conversation with colleagues.	8	64	17		
I need English materials for vocabulary acquisition in my field	17	49	23		
I need more representative English materials to meet my needs of language skill in field.	60	12	17		
The duration of English course for students needs to be extended.	48	24	17		
My English course offers me general English	36	32	21		

instead of English for specific my field

Adapted from Novrika Nartiningrum & Arif Nugroho (2021)
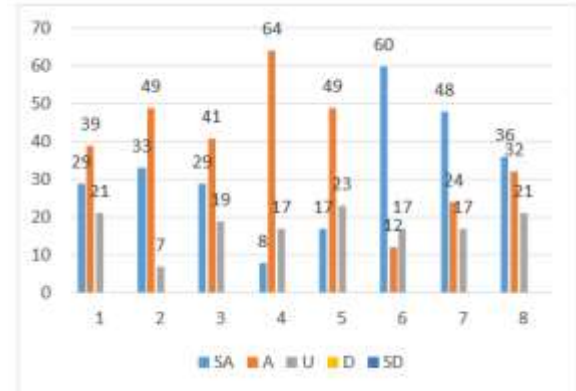
Figure 1. Diagram of Students' Comfort in ESP

CONCLUSION

The result of first of questionnaire, the result is Strong Agree (SA) 29 is 32,58%, Agree (A) 39 students is 48,82%, Undecided (U) 21 is 23,60%. While on the second questionnaire are Strong Agree (SA) 33 is 37,08%, Agree (A) 49 students is 55,06%, Undecided (U) 7 is 7,87%. On the third that Strong Agree (SA) 29 is 32,58%, Agree (A) 41 students is 46,07%, Undecided (U) 19 is 21,35%. Result on fourth are Strong Agree (SA) 8 is 8,99%, Agree (A) 64 students is 71,91%, Undecided (U) 17 is 19,10%. The fifth result questionnaire are Strong Agree (SA) 17 is 19,10%, Agree (A) 49 students is 55,06%, Undecided (U) 23 is 7,87%. The sixth result questionnaire are sixth of questionnaire are Strong Agree (SA) 60 is 67,42%, Agree (A) 12 students is 13,48%, Undecided (U) 17 is 19,10%. The seventh result of questionnaire are Strong Agree (SA) 48 is 53,93%, Agree (A) 24 students is 26,97%, Undecided (U) 17 is 19,10%. The last of questionnaire are Strong Agree (SA) 36 is 40,45%, Agree (A) 32 students is 35,96%, Undecided (U) 21 is 23,60%. In needs analysis, students most often choose more representative English language learning meet the need for

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language skills in the field. Meanwhile, respond to need English materials for casual environment/daily conversation with colleagues a small answer was given.

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HALAMAN INI SENGAJA DIKOSONGKAN