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**STUDENTS' RESPOND IN LEARNING ENGLISH ON ESP PROGRAM**

By

**Ida Maulida**

**English Education Study Program, Universitas Subang, Subang**

**e-mail: [idadamaulida@unsub.ac.id](mailto:idadamaulida@unsub.ac.id)**

**Abstract**

The need for English in the classroom environment greatly influences students' English learning abilities. Therefore, this research will discuss the importance of learning English specifically in certain fields in improving English skills which are supported by material suitable are important for students' needs in ESP classes. The purpose of this research was to find out the problems material using in teaching English Specific Purposes (ESP) program. Therefore, this research will discuss the importance of learning English specifically in certain fields in improving English language skills in ESP classes on the interest of the students means knowing the students' necessities, lacks, and wants. Not only that, research in ESP class programs wants to know that material according to ability can improve students' English language skills in certain programs. Material is an important resource for teachers in helping students to learn English. In the create in develop English in the classroom.

**Keywords: ESP Programs, Learning English, Students' Respond.**

**INTRODUCTION**

Learning English is very important, especially in promotions according to their field. One way for students to learn English is to study English in the ESP program. It is will have an influence on the relationship between abilities and encouragement of students' analytical needs in the ESP program. In higher education, English is a general subject that students must pass. students' perspectives regarding the English material taught by lecturers are also important to know. Often students still encounter obstacles in learning English, especially in studying specific English or in scientific terms it is called "ESP (English for Specific Purposes)". It is related to the according Daar (2019) Learning English is not limited by any professions. For the purposes of applying in the context of certain profession or career demand, learning English is a need namely English for Specific Purposes (ESP). It has been applied for years, and most learners learn English in order to be able to communicate with others in the workplace.

This is in line with the ideas mentioned by John et al (2015) English for Specific Purposes (ESP) undoubtedly provides the leadership and intellectual "driver" to what is still commonly referred to as "General English". There is a well-established tradition of doing so. There is another reason to provide students with the knowledge, understanding, and understanding to master English both orally and in writing. Language skills are necessary as a basic preparation for learning deeper knowledge in higher education. After completing this course, students are expected to be able to practice basic English skills and additional social skills both in everyday life and in the world of work. They have two competencies are a competency related to background themes and ESP competency.

In some universities, students in non-English departments give lectures in English in order to obtain an English proficiency certificate before graduation (Beshaj, 2015). This relates to the goal of the stage that



identifying students' interests means knowing their needs, deficiencies, and desires (Hutchinson & Waters, 1991). Learning English, on the other hand, is an effort to communicate and develop skills, interests, and talents. Development requires support from like-minded people and colleagues in the same environment. According to Daar (2019) The ability to communicate in English is in demand in today's competitive era. It is used to convey ideas, feelings, opinions, and even knowledge.

In other words, students need to focus on one thing, develop their talents, and develop their communication skills and ability to compete with others. This way, the English materials created for your students will also be relevant to their interests.

### **THEORETICAL FRAMEWORK**

English has become an increasingly important means of communication around the world and is studied for a variety of reasons and needs, which explains the need for English for Special Programs (ESP). It is accordance to Hans et al., (2015) the ESP approach increases the relevance of the content that students learn, and allows students to use the English they know because their interest in their field motivates them to interact with speakers and texts. This is so that you can use it to learn more English. ESP captures needs, integrates motivations, topics, and content to teach relevant skills.

Maulida (2023) The 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. ESP is a special educational technology to achieve this. Falaus (2017) ESP focuses on the specific needs of learners, with an emphasis on context-specific language and students' needs to master a variety of professional skills and specific job-related functions. English for Specific Purposes (ESP) or English for Special Purposes is a new approach in education that is

used in English for specific fields or research to meet the needs of academic disciplines or occupations of English-speaking users based on Hamidah, et al, (2019). Maulida, et al (2023) 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.

Moreover, ESP is very important for students in certain fields. The materials and terminology used are different in the legal, technical, and administrative fields. Such materials are called ESP (Specific Purpose).

In developing ESP learning materials, teachers can develop language materials, such as developing instructional goals and curricula based on learner needs, adapting or supplementing existing materials, or creating their own materials. You can apply the principles and procedures in the teaching materials accordance to Mafruudloh (2020).

According to Bielousova, (2017) ESP courses around the world very often focus on improving reading comprehension. There is no doubt that this direction is suitable if the student has a more or less clear idea about his future career and envisages employment in the field of engineering. Many of our future graduates can hardly predict the scope of their professional activity. This reality must be taken into account when formulating the main goal of undergraduate English courses: the proportional development of all language skills.

Marjanaoviky, M. (2019) Materials development is a typical feature of ESP courses and is primarily due to attempts to provide materials tailored to specific subject areas and specific needs of specific student groups.

Basturkmen and Bocanegra-Valle (2018) remind that many ESP teachers are frequently directly involved in designing teaching materials as published coursebooks and other materials tend not to be relevant to the specific needs of their specialized groups of learners. It reminds me that there are many things. According to Rambe (2016) When creating



lesson plans, teachers need to consider many parameters such as: Curriculum, goals, objectives, materials and methods. In considering curriculum, teachers should pay attention to students' levels, standard abilities, and indicators.

Based on Priyogo, et al (2013) The syllabus suitability was justified based on five aspects namely lecturer's ability to develop the syllabus, learning characteristics covered in teaching learning activities, characters classification, syllabus practicality, and competence achieved. Abudhahir et al (2014). The most important in whole process of developing materials with Needs Analysis and the level of authenticity of the material itself.

The most important thing in the entire process of developing teaching materials is the analysis of needs and the degree of reliability of the teaching materials themselves. Understanding learner needs, understanding learner content knowledge, and communicating relevant materials needed by groups of learners in the classroom (Bojovic 2006).

Diana S. & Mansour M. (2018) Instructors design materials based on their own beliefs and ideas, not the needs of their students. All instructors agreed that English is very important not only in class but also for future careers. English subjects need to provide materials based on students' needs, and stakeholders play a central role in this part.

## RESEARCH METHODS

This study was carried out to evaluate that the English language resources in the ESP Program referred to as ESP (English for Specific Purposes) are important for students' needs. Methodology of the research by using qualitative descriptive.

Data processing in this research uses a student approach with data used using questionnaires and interviews. The questionnaire using open-ended questionnaires to the participants, while the interview using open-ended questions. Data regarding of the

data on this research is used to determine the importance of learning English in the ESP program.

## RESULT AND DISCUSSION

### Result

Participants in this research are students who have studied the ESP program on the Universitas Subang. The data collected through questionnaires and interviews with research subjects. 48 of the participants randomly selected from the total sample population were surveyed about their views regarding the ESP classroom program through questionnaire.

Whereas, demographic character on variables and the distribution of participants according to these variables are shown in Table 1.

**Table 1. Distribution of Students of ESP Program Based on Demographic Characteristics**

		F	%
Program Study	Mathematics	16	33,33
	Business Administration	16	33,33
	Computer Science	16	33,33
	Gender		
Gender	Female	27	56,25
	Male	21	43,75
Year of study	1	9	18,75
	2	22	45,83
	3	17	35,42
Academic Achievement	High	8	16,67
	Medium	28	58,33
	Low	12	25
Total		48	100,0

The different choices from Strongly Agree to Strongly Disagree correspond to numerical values ranging from 5 to 1. Respondents were instructed to select one of five alternatives to answer the closed-ended questions: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The clue of the questionnaire can be shown in the table below:



**Table 2. Clue of the Questionnaire**

No	Indicators	Items
1	The role of a teacher	1,2
2	Related of Material on syllabus to the course	3,4,5
3	Students' need for learning English	6,7
<b>Total</b>		<b>7</b>

The data was collected from the closed-ended type of questionnaire that distributed by using Google Form. The questionnaires consisted of 7 items.

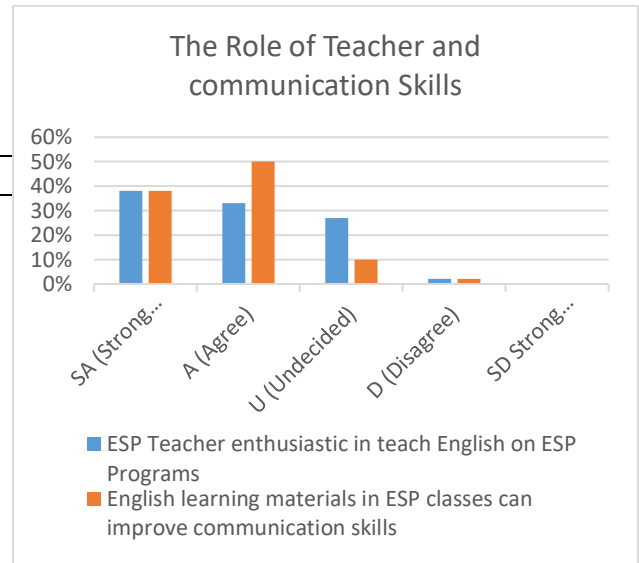
**A. How Students Respond to the role of teacher and communication skills and a positive attitude towards the ESP Content.**

The result of questionnaire that students' respond to the role teacher of ESP and communication skills. The data of the questionnaire can be shown in the table below:

**Table 3. The role of a teacher and communication skills**

Statements	Optional				
	SA	A	U	D	SD
ESP Teacher enthusiastic in teach English on ESP Programs	18	16	13	1	0
English learning materials in ESP classes can improve communication skills	18	24	5	1	0

**Picture 1. questionnaire percentage results of the role of a teacher and communication skills**



Based on data above, that ESP Teacher enthusiastic in teach English on ESP Programs is Strong Agree (SA) 18 Students' or 38%. While Agree (A) 16 students or 33%, and Undecided (U) 13 students or 27%, Disagree (D) 1 students or 2%. The result of second questionnaire is respond Strong Agree (SA) 18 students' or 38%, Agree (A) 24 students or 50%, Undecided (U) 5 students' or 10%, and Disagree (D) 1 student is 2%.

**B. How to material ESP related to the learners**

Hutchinson and Waters (1987) Related of Material on syllabus to the course: materials design model, which offers a coherent framework for the integration of various aspects of learning: input, content, language and task The data of the questionnaire can be shown in the table below:

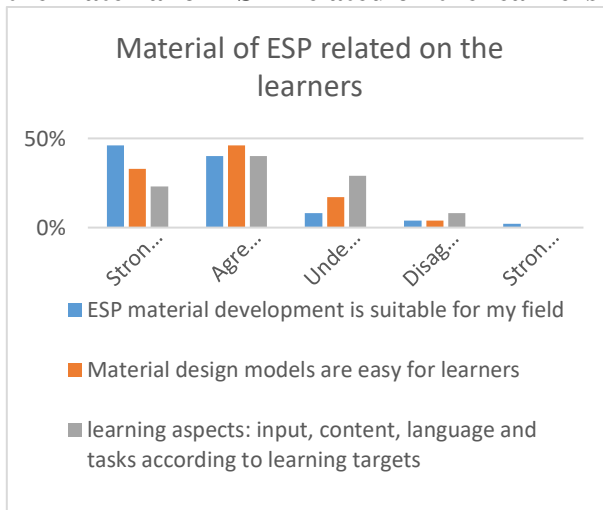
**Table 4. The material of ESP Related on the learners**

Statements	Optional				
	SA	A	U	D	SD
ESP material development is suitable for my field	22	19	4	2	1



Material design models are easy for learners	16	22	8	2	0
learning aspects: input, content, language and tasks according to learning targets	11	19	14	4	0

**Picture 2. questionnaire percentage resultsof the material of ESP Related on the learners**



Based on the picture above that result of questionnaire on the third of questionnaire. The data result that Strong Agree (SA) 22 students' or 46%, Agree (A) is 19 students or 40%, Undecided (U) is 4 students' or 8%, Disagree (D) is 2 students' or 4%, Strongly Disagree (SD) is 1 student or 2%. The result of fourth of questionnaire are Strong Agree (SA) 16 students' or 33%, Agree (A) 22 is 46%, Undecided (U) 8 is 17%, D 2 is 4%. The result of fifth of questionnaire are Strong Agree (SA) 11 is 23%, Agree (A) 19 is 40%, Undecided (U) 14 students or 29%, Disagree (D) 4 students' or 8%.

**C. How to Students' need for learning English: target needs and learning needs.**

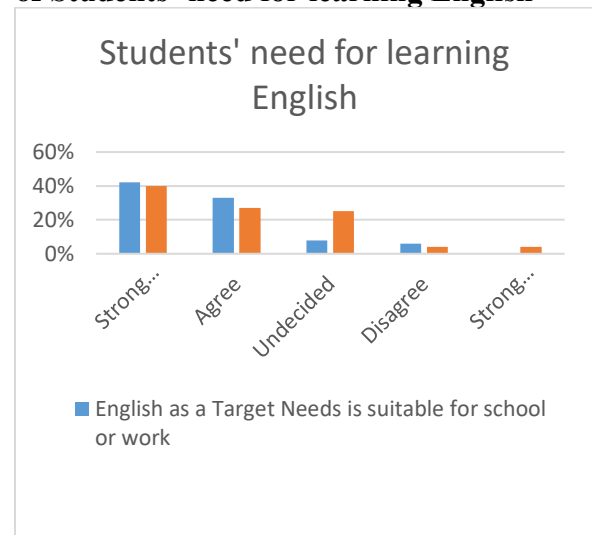
Students' need for learning English: target needs and learning needs. (Hutchinson, T., & Waters, 1987).The data of the

questionnaire can be shown in the table below:

**Table 5. Students' need for learning English**

Statements	Optional				
	SA	A	U	D	SD
English as a Target Needs is suitable for school or work	20	16	4	5	3
Learning needs in English language is use to analyzed learning need as need to do in order to learn.	19	13	12	2	2

**Picture 3. questionnaire percentage results of Students' need for learning English**



Based on the picture above that the result of sixth of questionnaire are Strong Agree (SA) 20 is 42%, Agree (A) 16 students is 33%, Undecided (U) 4 U is 8%, and Disagree (D) 5 students or 10%, Strongly Disagree (SD) 3 students or 6%. The result of last of questionnaire are Strong Agree (SA) 19 students or 40%, Agree (A) 13 students or 27%,



Undecided (U) 12 students or 25%, D 2 is 4% and Strongly Disagree (SD) 4 students or 4%.

### Discussion

This data was taken from interviews with regular class students who were participants in this research. On the result of interviews, only a few samples are taken as participants. The results of the discussion are as follows:

#### *Students' Necessities*

The need in question is that English in ESP classes is needed not only to develop interests, but students' talents both in studying and working. The questions in the interview are:

Q1: Why English is necessary in your work?

P1 : English is really needed for the future, especially since I haven't worked yet, I just focus on studying, usually when I go to work, English language skills are really needed.

P2 : English is a language used all over the world, so English is very important in everyday life and work.

P3 : English is an international language, if God willing, I go abroad for a holiday or to study, I can communicate with foreigners using English.

#### *students' lacks*

The lack is that one aspect will be the method/approach/technique that will be used by a teacher in providing understanding to students in English language learning classes, especially in the ESP program. The questions in the interview are:

Q1: What do you think you need to learn to be able to perform well in your job?

P1 : I feel afraid of speaking so one way is to take time to practice reading, writing, listening, and speaking in English.

P2 : I don't like learning English, but the next future it will be a job requirement. I have to learn English, especially my field is communicating with clients not only in the country, but abroad

P3 : My field involves a lot of English. So, I have to learn English. Although learning English is a little bit difficult

#### *students' wants*

students' want it's mean that students know that they will achieve this desire, that is, students need to know what they want to learn. From that situation, students will make various efforts to achieve their desires. The questions in the interview are:

Q1: What specific skills would you like to improve?

P1 : To improve your English language skills, namely by taking part in learning through ESP and also by using other social media such as (Yt, google, etc.)

P2 : By reading manhwa, watching cartoons or listening to music in English and with English subtitles, or studying with friends and teachers in class.

P3 : I always improve my English vocabulary skills through my hobbies of watching western films and listening to music. Because, that way learning English feels enjoyable and fun.

Based on this research, 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. Others describe students for professions in graphic design, engineering, medicine, tourism, and law. Thus, the basis of the ESP program is an assessment of the goals, needs and roles that require the use of English. This show that the respond students on ESP material development is suitable for their field is Strong Agree (SA) 22 students' or 46%, and then English learning materials in ESP classes can improve communication skills is 38%. While English as a Target Needs is suitable for school or work is 42%.

ESP is often goal-oriented. That is, students learn English because they have to for academic or professional reasons, not because they are interested in the language or the way of life in its context.

## CONCLUSION

The conclusions of the research's analysis and interviews led to the identification of a number of important factors that was taken consideration when developing the content for the ESP Evaluation Program. These points included the necessity for students to learn English for communication and effective teamwork in the workplace, as well as for educational purposes including getting a scholarship or enrolled in college. Additionally, the goal is to demonstrate that ESP uses specialized language, or related terminology, in addition to content to enhance professional work.

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