

Needs Analysis on Learning Material Development of English Specific Purpose in Teacher Education Elementary School Program at Muhammadiyah University Palangkaraya

*Tazkiyatunnafs Elhawwa*¹

¹ Corresponding author, Elementary Education Department, Muhammadiyah University of Palangkaraya, Kalimantan Tengah, Indonesia: tazkiyatunnafs.elhawwa@umpr.ac.id

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Abstract

The aim of this investigation was to outline a need analysis for creating ESP teaching materials for students enrolled at one of private Universities in Palangka Raya. This study concentrated on 40 subjects' demands for ESP material from their points of view. The result revealed that: (1) students (35%) joined ESP courses out of necessity to improve their English literacy and have a good job; (2) 40% believed they studied ESP to understand English text; (3) 35% experienced difficulty understanding the meaning of the text; and (4) 50% had trouble reading English text. (4) The findings suggested that 50% students would like to demonstration as their favorite classroom activities, 50% students like browsing internet as favorite activities to improve language skills, 65% students dominantly preferred to watch English movie as the media to perform language exposure; 65% students was liked internet as source material; 75% students was preferred as the suitable time for ESP learning; product assessment was liked best (35%) as the appropriate model of assessment; and the coverage topics liked best (40%) was texts related to the field of study.

Keywords: Need analysis, English for Specific Purpose, Teaching Materials

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1. Introduction

English for specific purposes (the so-called ESP) learning performed to facilitate students with a certain English proficiency level for a situation where English is applied (Hutchinson & Waters, 1987, Richards & Rodger, 2001) view ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. history, anthropology, sociology, botany, computer science, technic, engineer, medical, law, economics, math, biology, psychology, nurse, etc.). ESP is a field of applied linguistics that has developed among academics who using English in accordance with the needs of the fields of science and professions where English is used, such as the use of English in the fields of Sociology, Engineering, Politics, Economic Psychology, Law, Agriculture, Medicine, geography, accounting, agronomy, computer science, business and more.

Robinson (1991, p. 3) claims that the primary characteristic of ESP that sets it apart from GE is learning that is goal-oriented, in the academic and professional areas. ESP's content, meanwhile, was created and developed using the idea of needs analysis. This idea aims to link what students require for both their academic and professional careers. As a result, ESP gives more attention to students in academic or higher education settings as well as those in professional or workplace settings. It is crucial to conduct a requirements analysis in ESP in order to make sure that the language being taught is actually required in the industry in which the learner will employ.

Because of this, it is not unusual for the selection of instructional materials to be more generic in character and unrelated to the topic of information being studied. Since English classes do not help PGSD students advance in their interests or scientific subjects, they tend to view them as a complement rather than a reason to learn English. In response to the aforementioned issue, it is crucial to conduct a needs analysis of learning English that takes into account students' needs and interests as well as the subject matter they are currently teaching, in the hopes that the outcomes of ESP learning can be implemented. These factors make it crucial to do research on an investigation of the demands for teaching English for Specific Purposes (ESP) in the PGSD class. The findings of this study will eventually serve as a guide for the production of the ESP teaching materials for the PGSD class and the following research phase, which is the creation of the syllabus. On the basis of this, the issues could be stated as follows: How do students feel about the PGSD Study Program's English-learning curriculum? How are the ESP course's target English needs being addressed in the PGSD Study Program's execution of the development of teaching materials in English based on criteria that define the needs of the students who are choosing them? Thus, the purpose of this investigation was to elaborate the students' needs in developing ESP teaching materials for PGSD study program students at Muhammadiyah University of Palangkaraya.

2. Method

The aim of this investigation was to outline the requirements for creating ESP teaching materials for students enrolled in the PGSD study program. Their opinion from individuals were the focus of this investigation. It focused on the view of the 40 subjects who answered the created questionnaire. The methodical gathering and examination of all pertinent data is known as a needs analysis, and it is done in order to meet the students' demands for language acquisition within the confines of the specific institution. This study employed a need analysis strategy in an effort to provide solutions. This study has a descriptive research design. This goal is to pinpoint the students target ESP English needs in terms of (a) their needs, (b) their wishes, and (c) their deficiencies, as well as to describe the students' learning needs in terms of (a) their preferred learning style and (b) suitable teaching methods. For students in Muhammadiyah University's PGSD study program, a needs analysis was done to determine the needs, wants, and shortcomings of the students with regard to ESP instructional materials.

Direct observation and questionnaires were employed as data gathering methods. The collected data will next be classified to elaborate and explain the English-learning needs of PGSD students. The findings of this study will serve as a guide for further research, including the development of ESP English teaching materials and the planning of curricula. This study employed a need analysis strategy in an effort to provide solutions. This study has a descriptive research design.

In order to learn or grasp something, one must carefully observe someone or something (Ary, 2010, p. 648). An observation sheet is provided here by the researcher. A kind of guideline used to gather data regarding ESP teaching techniques in the classroom is the observation sheet. The class activities are observed and recorded using observation sheets. The teaching and learning process is described in class using data from this observation sheet as a foundation. In questionnaires, subjects can either write answers to questions or mark items with their selection of a response (Ary, 2010, p. 649). In addition, according to Brown, a questionnaire is any written document that asks or makes comments to subjects. The researcher took the following actions to respond to the research questions. The researcher started by looking around the classroom. In this study, the classroom environment in the ESP class is observed. Here, some key points from class are captured in field notes. The objective is to monitor and document classroom activities while they are being taught and learned. The teaching and learning process is described in class using data from this observation sheet as a foundation. In a class observation, the researcher's position is that of a participant observer. Then the researcher gave the subjects questionnaires. The primary method of gathering information on students' needs, desires, and shortcomings from ESP teaching materials is through questionnaires.

A free-response item would also be included in the survey. Due to the usefulness and constraints of each form of closed and open questions will be employed. Open-ended questions, on the other hand, will enable the researcher to get "explanatory answers" (Brown, 2001, p. 36). The researcher gave the learners questionnaires to fill out to describe their needs in connecting to the developing ESP materials. Here, the information acquired from students enrolled in an ESP course related to their requirements, wants, and deficiencies. Through the use of questionnaires, the study's findings for the need survey are gathered. The study's questionnaire is broken up into four sections: Part 1 discussed the ESP students' target English language demands in terms of their basic needs. A free-response item would also be included in the survey. Due to the usefulness and constraints of each form of question, both types of questions will be employed. Open-ended questions, on the other hand, will enable the investigator to get "explanatory answers" (Brown, 2001, p. 36). Closed-ended questions enable learners' needs to be analyzed. There were two questions in it. Part 2 addressed the students in the ESP class's target English language needs as well as their wants. It included one question and four possible answers. The third section addressed the students' ESP class's target English language needs in terms of their deficiencies. There were two questions in it. The learning needs of the pupils were covered in Part 4. This covered the learners' preferred learning style (two questions), as well as the proper ESP class teaching techniques. It has five questions and one learner's recommendation. The subjects are asked to select their answers by placing a circle next to the letter that best describes their response. They will be given A, B, C, and D as their options.

The subjects' decision relates to the students' needs for the target language of English. The data will be evaluated and intended uses in order to be understood. The responses provided by the individuals on the questionnaire will be calculated as percentages. The subjects, tools used in the study, and data were all listed in the table below. There were two questions in it. Part 2 addressed the kids in the ESP class's target English language needs as well as their wants, as shown in Table 1.

Table 1. Subjects, Instruments, and Data Collected

No	Subject	Instrument	Data Collected
1	Students who is taking ESP course	Questionnaire	Students' needs in ESP class.
2	Students who is taking ESP and the teacher of ESP class	Observation	The teaching and learning process of ESP class.

The responses were entered into a spreadsheet and their means and percentages were calculated. The closed-response questions were thoroughly read and examined. Cross-referencing observational notes with questionnaire results and contrasting them with other

types of qualitative information, such as participant observations, were done. The quality of the resources, how they should be used, course aims and objectives, and the teaching strategies that have worked best were among the topics that frequently came up in the questionnaire. In order to learn more about the purpose of the course and resources were practiced in the classroom and the students' responded, field notes from the observations were evaluated. A preliminary version of the course aims and objectives, together with suggested approaches and evaluations, was written using all the information gathered.

Any significant 'fact' that is assumed to be true but hasn't been proven is called an assumption. The fundamental premise of my work is that learners with PGSD have a critical need for ESP content, necessitating a requirements analysis. For a variety of reasons, needs analysis benefits students and supports the ESP learning process. First, by doing a requirements analysis, curriculum developers can create ESP materials that base language course content on their students' communication needs, desires, and interests. Second, it makes it easier to give students with ESP content with better and more convenient sources. Third, it makes it possible to determine the types of ESP activities that students must be able to complete as well as the information and abilities they must acquire.

To get a deeper knowledge of the subject being examined, triangulation entails using various techniques, data sources, observers, or theories. There are four different types of triangulations that can be used by researchers. (a) Methods triangulation: This entails using several data collection techniques to ensure that the results are consistent. (b) Triangulation of sources: This technique combines the use of various data sources into a single approach. This might be the case if you are comparing individuals with various viewpoints, interviewing people at various moments in time, in private versus public settings, or employing two separate populations. (c) Analyst triangulation: This entails consulting with another analyst on the results or consulting with numerous analysts.

3. Findings

The results section reports the findings of your study based on the methodology [or methodologies] you applied to gather information. The results section should state the findings of the research arranged in a logical sequence, clear and concise, without bias or interpretation. You can use table(s) and figure(s) (graphic, photo) to support your presentation and description. Please pay attention to how to attach the table and figure below.

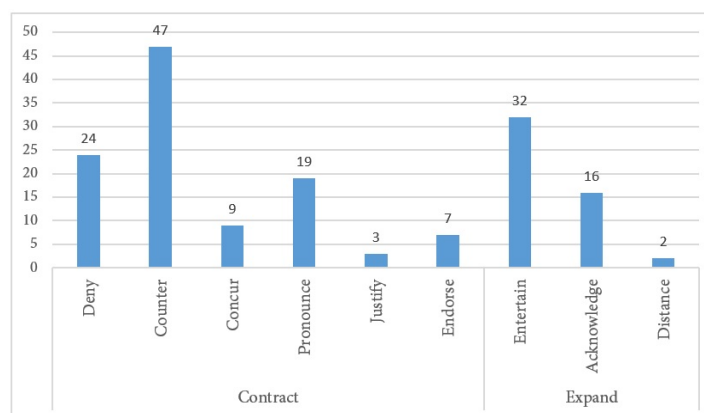


Figure 1. The Figure Caption Goes Here and It Has Title Case Capitalization

The research findings and discussion are covered in this section. This section also addresses: (a) the target English language needs of the students in the ESP class at the PGSD Study Program at Palangka Raya Muhammadiyah University, in terms of their necessities; (b) the target English language needs of the students in the ESP class at the PGSD Study Program at Palangka Raya Muhammadiyah University, in terms of their wants; (c) the target English language needs of the students in the ESP class at the PGSD Study Program at Palangka Raya, in terms of their lacks; (d) the learning needs of the students, in terms of: (1) their preferred style of learning, and (2) the appropriate teaching methods for them; and (e) discussion. The student questionnaire served as the basis for the need survey. The 40 students in the study's ESP class served as the study's subjects. (For more information, see to Appendix 2). At Palangka Raya Muhammadiyah University, a need survey was conducted to learn more about the wants, interests, and shortages of the students as well as the ESP instructor and the convener of the PGSD Study Program. In this step, the researcher distributed questionnaires about the students' needs for learning the target language in terms of (a) their needs, (b) their wants, and (c) their deficiencies, as well as their needs for learning in terms of (a) their preferred learning style and (b) the best teaching methods. The research findings and discussion are covered in this section. There were 15 closed-ended questions and 1 open-ended question in the survey. To gather important information on the teaching and learning process, an observation was conducted. Through the process of need analysis, the data were examined. The goal of the observation was to pinpoint the language requirements that were best implemented, as well as the assessment strategy that should be used based on the interest of the students and the expectations of the ESP lecturer. The process's output served as the basis for determining the students' learning needs as well as their target English language needs for the ESP class. The subjects received the questionnaire. The questionnaire asked questions on their wants, needs, and deficiencies in relation to the learning materials for the ESP course.

3.1. The target English language needs, in terms of their necessities

Two questions were posed to the subjects to get data on the target audience's English language requirements in terms of their demands. To the inquiry: "Why do you take ESP class?" Different responses were given by the individuals. 20%, or 8 out of 40 individuals, claimed to be able to read English texts relevant to their subject of study. Six of them (15%) said that they found the ESP class to be a tough but enjoyable subject. 14 of them (or 35% of them) claimed to have taken an ESP course to improve their English literacy. 12 of them (30%) said that studying ESP was essential for getting a good career after graduating from college. This demonstrated that students are really interested in taking in taking ESP course was to be more literate in English (35%), as seen in:

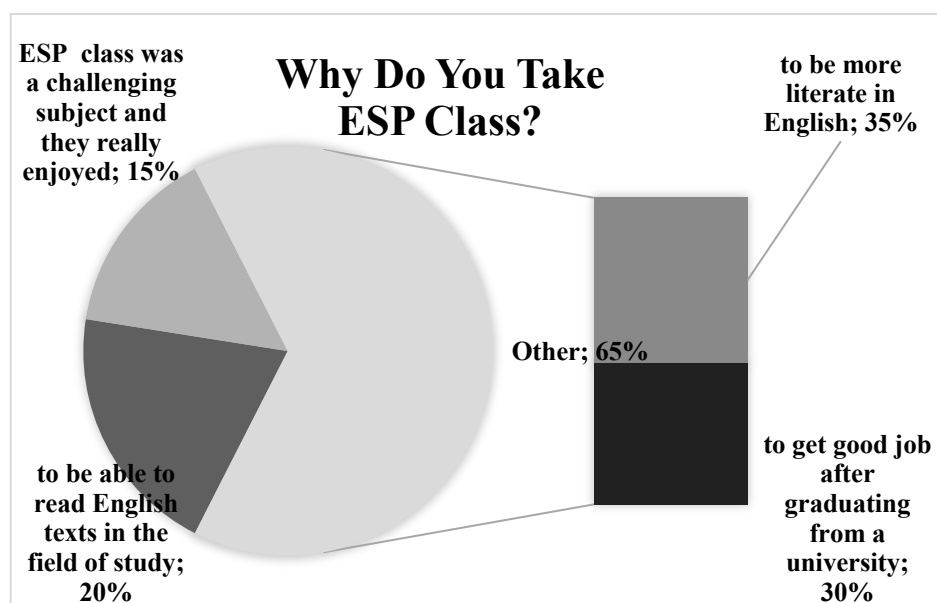


Figure 1. The purpose to select ESP course

According to the reasons given by the students for choosing the ESP course in Figure 1 above, being more literate in English was the main motivation for enrolling in the course, followed by finding a good career after graduating from college and being able to read English-language texts. Students may have taken the ESP course because they believed it was necessary for them to become more literate in English in order to get a promising job. Addressing the second query, "How significant is the future utility of language skills?" Figure 2 indicates the various responses of the subjects' provided.

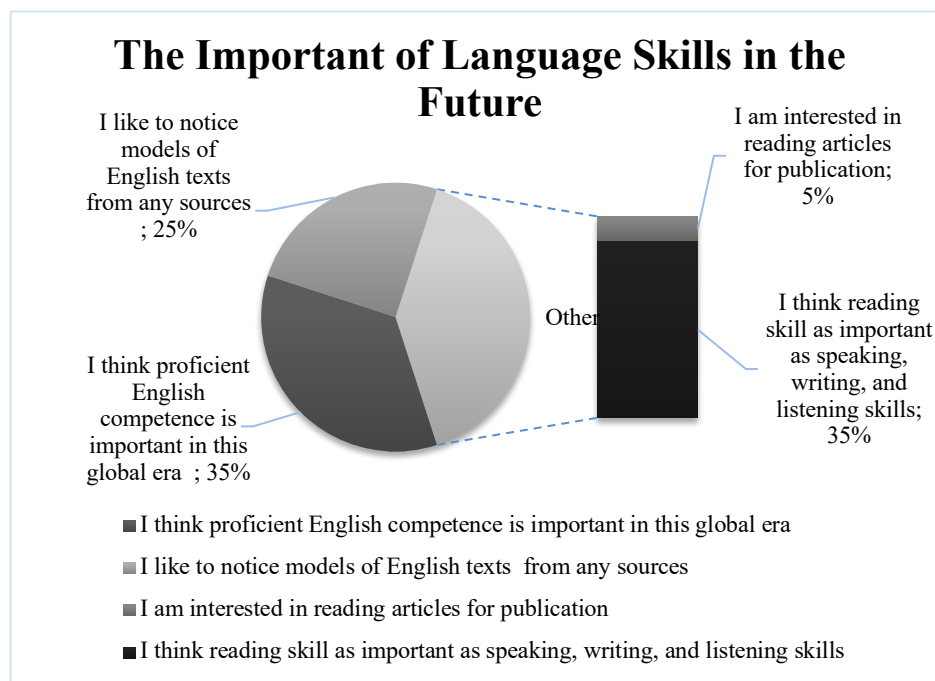


Figure 2. The importance of language skills in future

The finding showed that 14 of the 40 subjects, or 35%, believed that reading was just as important as speaking, reading, and listening in the current global era. Other findings included that I liked to notice examples of English texts from various sources (10 subjects, or 25%), that I preferred to read articles for publication (2 subjects, or 5%), and that I liked to notice models of English texts. According to the students' opinions on the subject, reading comprehension is more crucial now than it ever has been before for a variety of reasons. The majority of subjects (35%) took an ESP class to be more fluent in the target language.

3.2. Target English language needs, in terms of their wants

Only one question was posed to the subjects in order to gather information about the target audience's demands and needs. What are the skills that will be developed through the ESP course? 16 out of 40 subjects, or 40%, said that understanding English texts, understanding spoken English (10 subjects, or 25%), understanding grammar (4 subjects, or 10%), and understanding written English (10 subjects, or 25%) were the skills they wanted to improve through the ESP course. The majority of the subjects (40%) claimed that the skills to be developed was the understanding of English text, as indicated by the statistics regarding the target English language needs and goals, as seen in Figure 3.

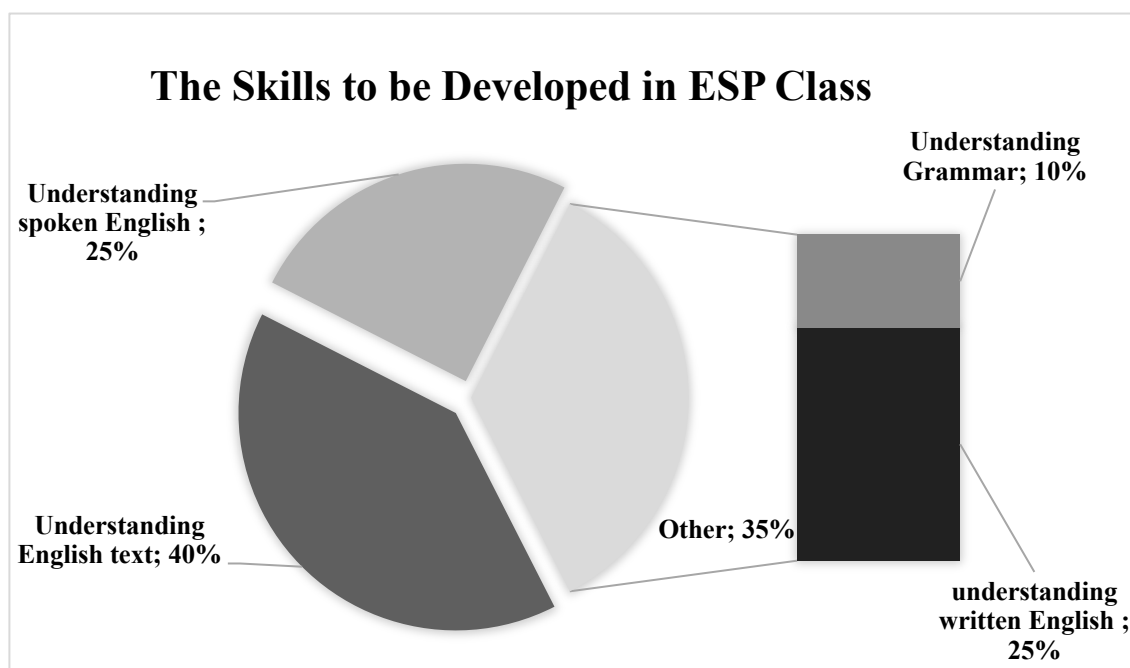


Figure 3. The skills to develop ESP course.

3.2. The target English language needs, in terms of their lack.

Two questions are posed to the subjects in order to get information regarding the target English language needs and their absence. Responding to the inquiry: Whenever I read English material, what are the target English language needs of the students in ESP class at PGSD program of Muhammadiyah University of Palangka Raya, in terms of wants? Ten students, or 25%, thought about idea organization; six, or 15%, about vocabulary; ten, or 25%, agreed with grammar; and fourteen, or 35%, thought about meaning. Figure 4 describes those subjects found meaning to be the most challenging aspect of reading English text.

Figure 4's depiction of the choice in relation to the learners' problems reading English-language content. In the list above, it was mentioned that meaning presented the greatest challenge, followed by idea structure, grammar, and vocabulary. It could be that students' vocabulary and grammar are inadequate, making it impossible for them to interpret the texts. In the fifth question: "Whenever I read the English text, I feel difficulty in applying the skill of", the findings indicated that, 20 subjects, or 50%, believed in mind mapping, followed by 6 subjects, or 15%, who believed in skimming, 6 subjects, or 15%, who agreed with scanning, and 8 subjects, or 20%, who believed in translating. When subjects read English material, mind mapping was shown to be the skill that was the most difficult for them to master.

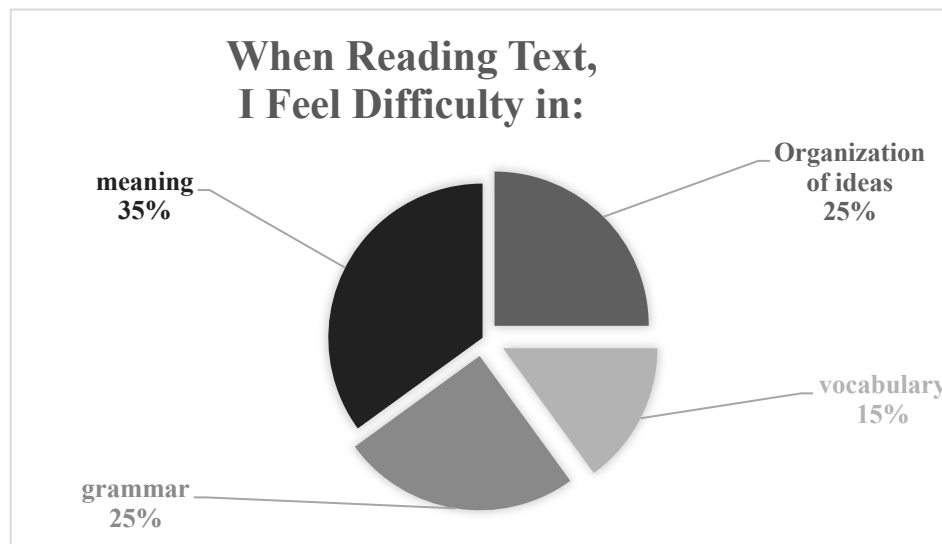


Figure 4. The students' difficulty

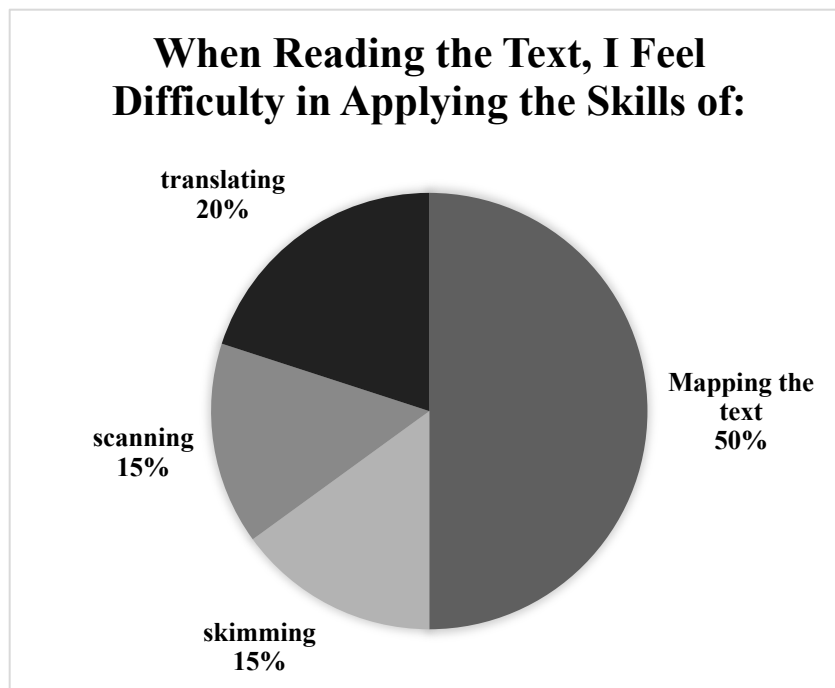


Figure 5. The students' difficulties in in applying the skill, when reading texts

According to the data on the target English language demands and their deficiencies, it was evident that the majority of subjects believed that the learners' difficulties in reading texts was due to mind mapping grammar (50%) and text translation (20%).

3.3. The learning needs of the students in ESP class

The learning needs should be met in order to support learners' learning. This was essential to explore the learners' learning needs to assist them in learning ESP. This study looked into the type of classroom engagement that makes students feel most at ease. Addressing the issue: How can you develop your language skills while you're learning? The results showed that 2 subjects or 5% would like to get assistance from teachers; 2 respondent or 5% liked to improve learning by their own self; 10 subjects or 25% by classmates; and 26 respondent or 65% liked to surf Internet.

Regarding which of the activities in the classroom do you prefer? As shown in Figure 7, the results indicated that 16 subjects, or 40%, chose cooperative learning, 10 subjects, or 25%, self-regulated learning, 6 subjects, or 15%, PBL, and 8 subjects, or 20%, liked to group discussion.

As displayed in Figure 7, which shows the students' preferred classroom activities, cooperative learning is more significant to the students than self-regulated learning, PBL, and group discussions. Accordingly, group discussions, self-regulated learning, project-based learning, and cooperative learning are the most engaging classroom activities. The reason could be that learners gain from cooperative learning. They might have completed the tasks more quickly and more effectively when they had cooperated. The majority of subjects indicated that getting help from the internet (65%) and cooperative learning (40%) were the students' highest choice.

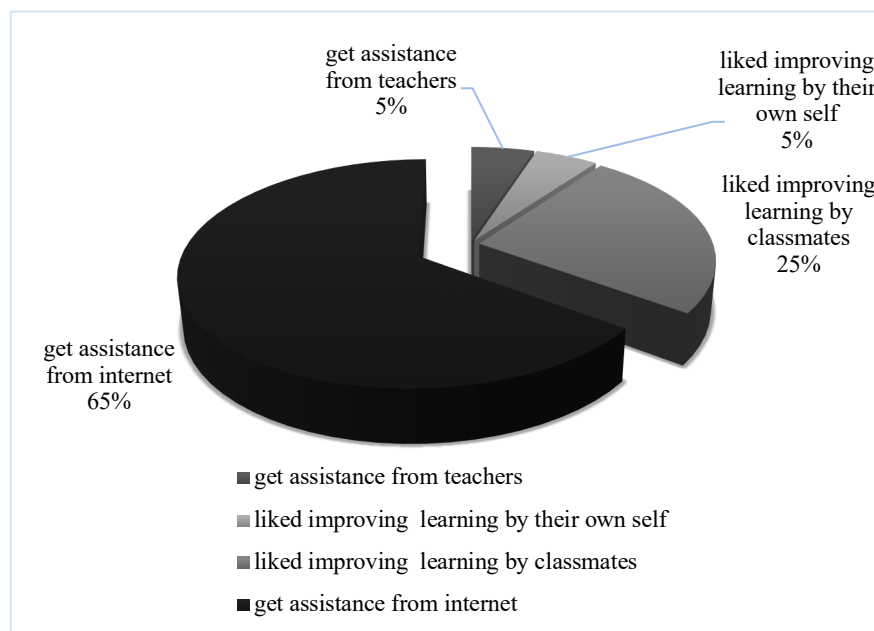


Figure 6. The students' preference style in learning

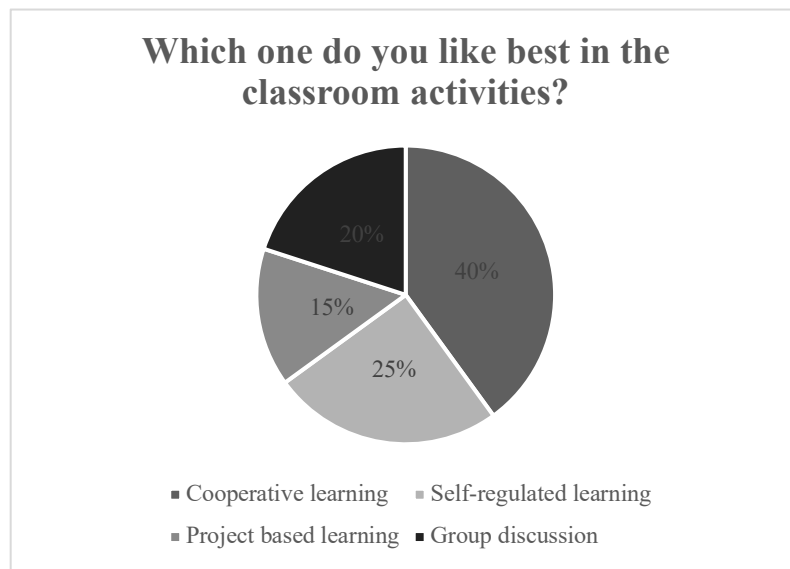


Figure 7. The most preference learning style in the classroom activities

The researcher gave out eight questions to gather information on the learners' preferred teaching strategies in ESP class. Referring to inquiry: What is the best activities in ESP class? The result showed that 2 subjects or 5% preferred to lecturing; 20 subjects or 50% preferred to demonstration; 8 subjects or 20% preferred to Jigsaw; and there 10 respondent or 25% preferred to discussion, as their favorite classroom activities.

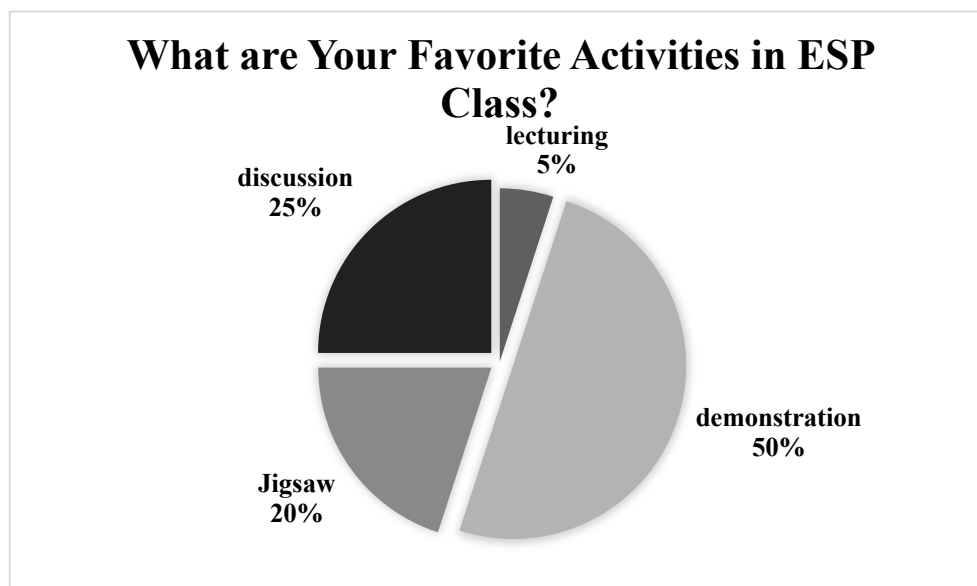


Figure 8. The learners' best favorite activities

According to Figure 8 above, which displays the students' preferred learning activities, students preferred demonstration than the others. This indicated that demonstration was the most popular classroom activities. It can be because students find demonstrations entertaining, simple to understand, and other benefits. It can be due to the fact that pupils gain from demonstrations in fun ways. They could get more practice using English.

What are your preferred extracurricular language learning activities, then, after class activities? The findings revealed that 10% of subjects, or 25%, preferred to watch English-language films; Two subjects, or 5%, preferred reading the English newspaper, eight subjects, or 20%, preferred joining the English club, and twenty subjects, or 50%, preferred surfing the internet as illustrated in Figure 9.

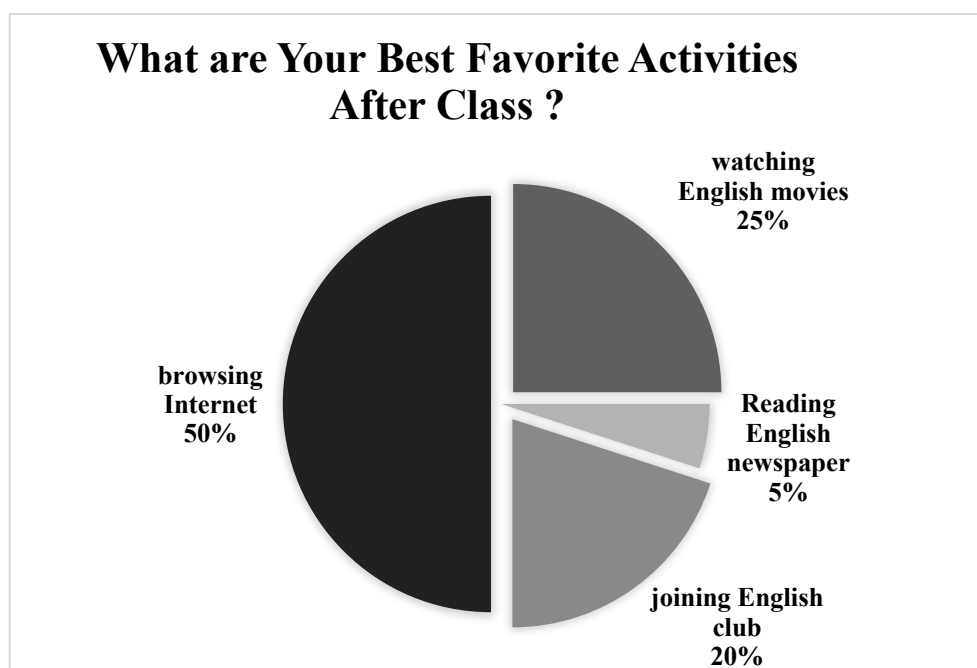


Figure 9. The learners' best favorite activities after class

Considering: What model text to promote language skills is the most interesting? As shown in Figure 10, the findings revealed that 2 subjects, or 5%, liked stories or fiction, 4 subjects, or 10%, preferred articles, 26 subjects, or 65%, preferred movies, and 8 subjects, or 20%, picked news as the most engaging model text to inspire language exposure.

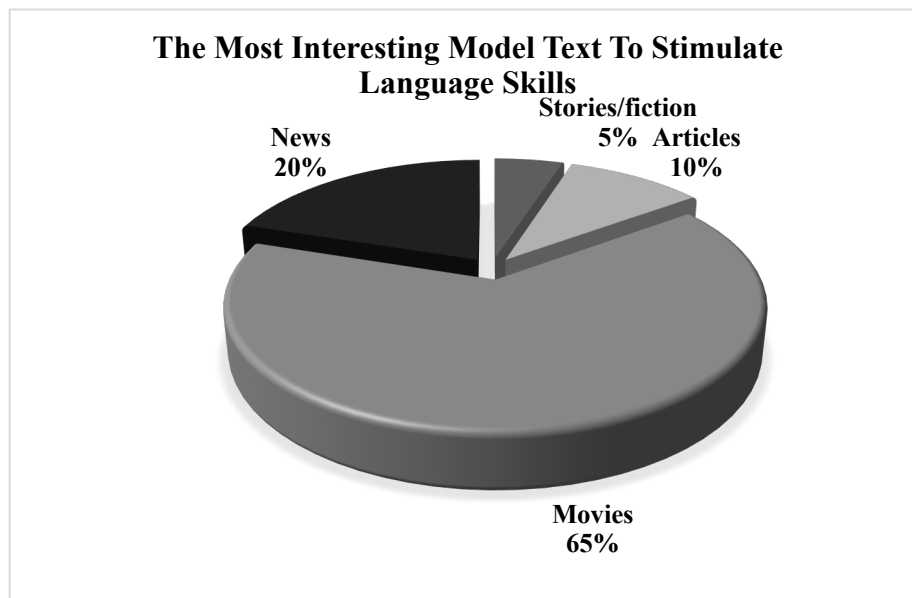


Figure 10. The learners' most interesting model

Answering the statement: What sources are to be used as teaching resources in ESP class? Figure 11 shows the results, which showed that 6 respondents or 15% preferred podcasts, while 4 respondents or 10% preferred handouts, 26 subjects or 65% preferred the Internet, 4 respondents or 10% liked to newspapers/magazines.

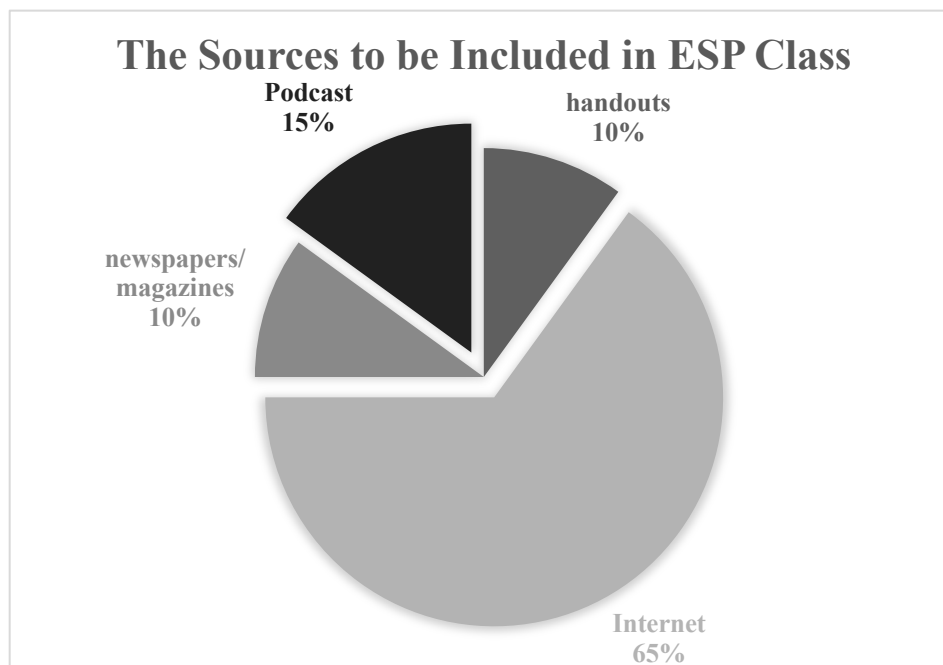


Figure 11. The sources to be included in ESP class

What do you think about the 100 minutes per week that are allotted for the ESP course? No respondents, or 0%, said it was too short; 2 respondents, or 5%, said it was lengthy; 30 subjects, or 75%, said it was adequate; and 8 respondents, or 20%, said it was insufficient for the 100 minutes per week allotted for the ESP course, as shown in Figure 12.

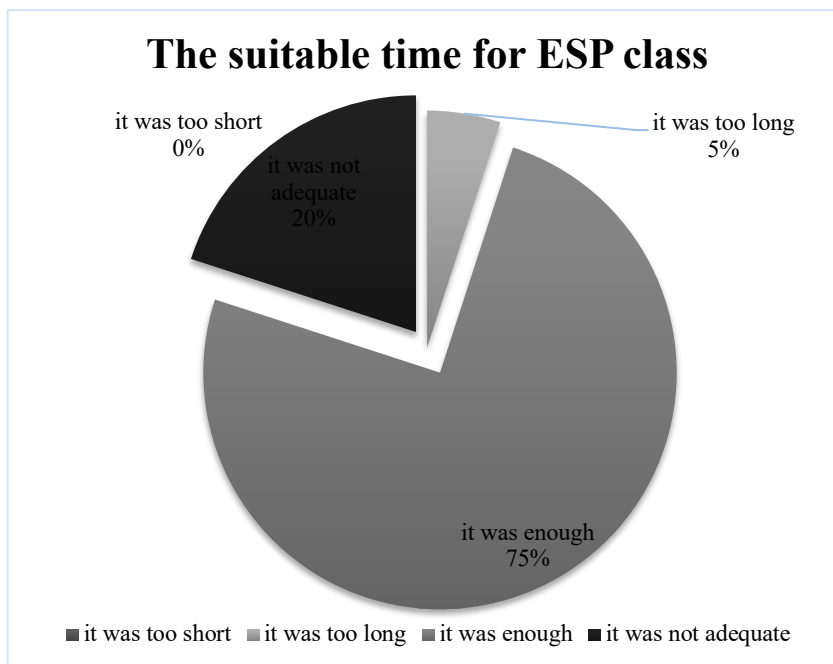


Figure 12. The appropriate time for ESP class

What kind of evaluation do you believe are suitable for evaluating pupils' language proficiency? As shown in Figure 13, the results revealed that 10 subjects, or 25%, preferred ongoing process assessment; 14 subjects, or 35% preferred to product assessment; 8 subjects, or 20%; conducting middle and final tests; and 8 subjects, or 20%, preferred assignment as the best method in evaluating learners' language ability, as shown in Figure 13

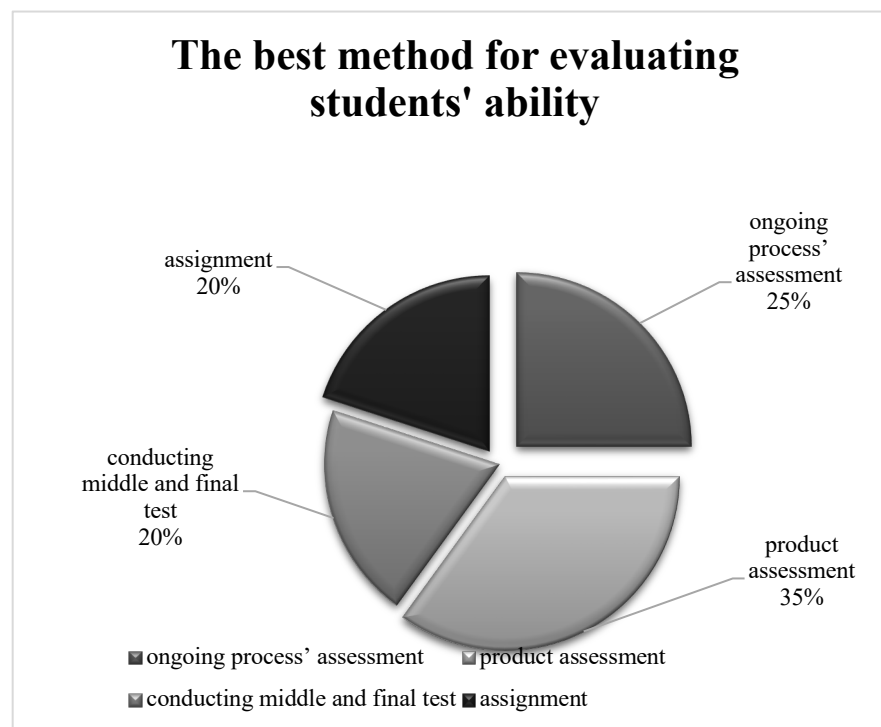


Figure 13. The best method for evaluating students' ability

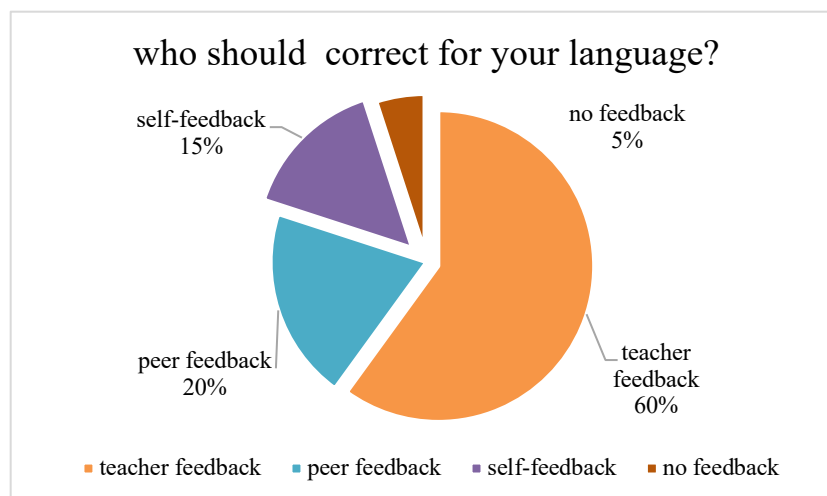


Figure 14. The appropriate person to correct on their language

Who, in your opinion, ought to provide constructive criticism for your language? Figure 14 revealed that 24 subjects (or 60%) chose teacher feedback, 8 subjects (or 20%) liked peer feedback, 6 subjects (or 15%) preferred self-feedback, and 2 subjects (or 5%) selected no feedback, as shown in Figure 14.

Addressing the issue of: What subjects or themes must be included in ESP courses? Figure 15 shows the results, which revealed that 16 subjects, or 40%, preferred texts relevant to their field of study, 10 respondents, or 25%, local wisdom, 10 respondents, or 25%, technology, and 4 respondents, or 10%, preferred art and sport as coverage topics for the ESP course, as illustrated in Figure 15.

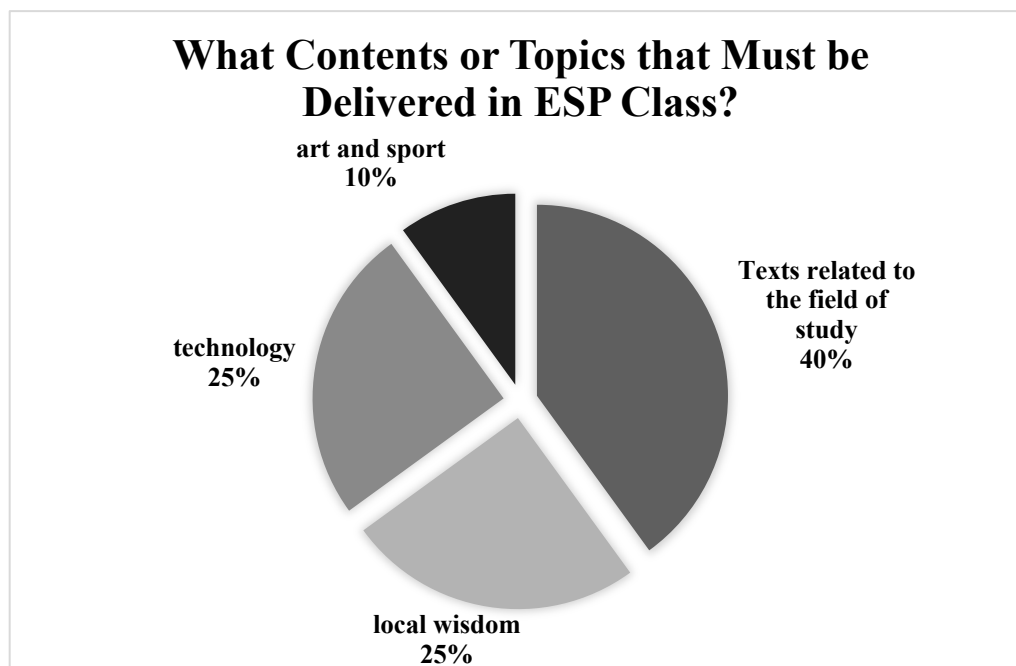


Figure 15. The coverage topics that must be delivered in ESP class

According to the information above, the learners in the ESP class were properly taught using the following methods: Movies were overwhelmingly selected by subjects (65%) as the most engaging model text to improve language abilities, whereas demonstrating was overwhelmingly preferred by subjects (50%) as their favorite classroom activities. The majority of subjects (65%) picked the internet as the primary source for the educational materials for the ESP course; The majority of subjects (75%) thought that 100 minutes should be set aside each week as the proper amount of time for the ESP course; The majority of subjects (35%) thought that product assessment was the best model for gauging students' language proficiency; instructor input was the source of corrective feedback that subjects preferred (60%) best; and the coverage topics preferred mostly (40%) was the texts related to the field of study.

The subjects provided in-depth responses to the final open-ended question. Regarding several ESP lessons at Muhammadiyah University of Palangka Raya's English Education

Study Program, they made some general remarks or suggestions. They had several really smart and interesting, some of which are presented:

"For me, ESP course is an interesting subject. I suggest for the next semester, the subject will be delivered more interesting and challenging. It is better to involve students in designing materials and sources. Do not forget to include the internet sources. The teacher should give us an unseen topic in the end of every class to write about it. It will help us in using our knowledge about things and read it on a paper any time without preparation." (MFR, student' response).

"I can enjoy ESP class. The class is exciting. I want to say "thank you" for teaching this course as I discovered that it is a challenging class. I found this course is very rewarding and practical. I appreciate some examples given, which helped to clarify many of the concepts of language learning. Of course, the homework helped a great deal, too. I suggest for the next semester, teacher should show us visuals and then should ask us to give more language exposure." (LT, student' response).

"I think the ESP class is very helpful for me. I was reminded of the old adage, "Practice makes perfect." I am not sure if I got perfect or not with my English performance, but I am assured that the complicated concepts, which was so tough to me. Thanks to the project and the take-home exam, I became to enjoy joining ESP class. I got more confidence in myself, while recognizing that I still have much to learn. I suggest for the next semester, teacher should show us some good language exposure so that we can see what is the right way of speaking or reading and how should we organize ideas." (AD).

The survey questionnaire was given to the 40 subjects to get better understand the learners' needs in language acquisition. The survey yields four major conclusions, including a description of learning objectives in terms of needs, wants, and deficiencies, as well as the students' learning requirements. The learners stated in their responses to questions 1 and 2 of part I of the questionnaire that they felt they needed to take an ESP course in order to become more literate in English. In my opinion, ESP training was essential for getting a good job after graduating from college. The students then indicated their desire for the ESP course to help them improve their reading skills in response to question 3 of part II of the questionnaire. 40 students who were study subjects were given the survey questionnaire in order to find out what the students needed to acquire a language. The survey yields four major conclusions, including a description of learning objectives in terms of needs, wants, and deficiencies, as well as the students' learning requirements.

The learners then said in their responses to questions 4 and 5 in part III that they lacked vocabulary and mind-mapping techniques when reading English literature. The learners mentioned using the Internet to help them when they were learning to improve their language

skills in their answers to questions 6 and 7 of part IV of the questionnaire. The students also mentioned that their preferred method of instruction was demonstration. The students said they required certain suitable teaching approaches in their ESP class in their answers to questions 8 through 15 of section IV of the questionnaire: English movies, demonstrations, and the Internet (d) 100 minutes of weekly allotted time for the ESP course; (e) product evaluation; and (f) teacher feedback; and (g) the texts related to the field of study.

3.4. Learning targets in terms of necessity

The statistics indicated that many students (35%) were enrolled in the ESP program in order to increase their English literacy. 30% of students said that understanding ESP would help them get a promising career once they graduated from college. The knowledge of students' ESP goals helped to conceptualize the curriculum proposal's material's goals and contents. The results showed that the learners chose to take the ESP class because they wanted to maintain their English literacy and because they thought that learning ESP would help them get a promising job. It made reasonable that they would eager a higher level of English literacy in order to obtain good employment. They spoke a common language among themselves.

3.5. Learning targets in terms of wants

Most subjects (40%) stated that understanding English text was the skills to be developed in ESP class. Results indicated that most students regarded that understanding English text was the important skill to develop. Based on the results, it was determined that the majority of subjects (40%) thought that the ESP course would help them improve their ability to interpret English text. This finding assisted this study in determining which linguistic abilities needed to be enhanced in ESP materials. The research found that knowing English well was crucial for creating ESP content. The knowledge of the students' interest in ESP helped to conceptualize the subject matter in the proposed curriculum.

3.6. Learning targets in terms of lack

Most subjects said that interpreting the meaning of the text (35%) and mind mapping (50%) was the most difficulty. This contributed to conceptualizing contents and teaching strategy in the curriculum proposal. Results showed that most of the students regarded meaning and mind mapping were the most difficulty in ESP class.

3.5. Learning needs of the learners

According to Hutchinson and Waters (1987), it was important to meet learners' learning needs in order to promote learning. Finding out the students' learning needs is essential for assisting them in learning ESP. In terms of learning preferences, the results indicated that learners favored cooperative learning in classroom activities (40%) and preferred to receive help from the Internet (65%) over other sources. The identification of students' learning styles

was a crucial consideration in the construction of the ESP Curriculum. This information gave the proposal guidance in terms of how to teach students and how they learn. In this regard, learning experiences incorporated into the curriculum should demonstrate how using strategies for different learning styles helps students learn.

4. Discussion

In order to attain the best learning results and inspire students suitably to be active subjects in the EFL classroom and outside of it as well, it was essential and required to understand the needs of the learners while making judgments about the teaching approach and resources to utilize (Davies, 2006). Only when teachers were aware of their students' needs, abilities, potentials, and preferences in addressing those needs could effective language teaching and learning be accomplished. Technology resources were a significant factor that was taken into account when developing the ESP material proposal. The current EFL curriculum proposal's creation of the lessons included the use of technology as a key instrument. The results made it clear that students love activities when they use the internet as a learning resource in terms of resources. The ideas and recommendations based on the research findings are listed below for syllabus designers, curriculum creators, and upcoming researchers to take into consideration.

1. Since the majority of students enrolling in ESP classes aim to improve their English literacy and getting a good job after graduation, the course material should be adjusted to meet these needs. In order to better prepare aspiring professional elementary teachers, the curriculum should be changed.
2. The learners in ESP class view the text and mind-mapping approach to be lacking in meaning. It was suggested that activities like reading practice, introducing multiple mind map models, scanning and skimming, and speaking should be included in lessons to help students overcome this issue.
3. When creating ESP materials, it was advised that visual and internet-based materials be prioritized. The materials should be produced with outstanding integration of online resources. The updated ESP materials must be learner-centered, take into account the different learning preferences and multiple intelligences of the students, and eventually help them become autonomous learners.
4. It was advised that the following researchers investigate this conclusion utilizing several viewpoints, including the level of the learners, their preferred learning style and manner of instruction, etc.

Finally, the results showed that while creating ESP materials, visual and internet-based materials were chosen. Second, teachers need to do a great job of integrating online resources. Third, the teacher needs to focus on the pupils' ability to map out the text and organize their ideas because these skills are still lacking in many of them. Additionally, Lapele (2019)

discovered that university students need to get ready for success in the global workforce. Therefore, they should be proficient in English in the relevant areas of their particular major.

5. Conclusion

Based on the finding, the conclusions came to be: when discussing learning objectives in terms of necessity, it was evident that the majority of students (35%) were taking an ESP course in order to become more literate in English. 30% of students said that understanding ESP would help them land a decent career once they graduated from college. When asked about learning objectives in terms of desires, the majority of subjects (40%) said that the ability to comprehend English text was one that they hoped to gain from the ESP course. When discussing the absence of learning objectives, it was evident that the majority of subjects believed that students' difficulties in understanding the text (35%) and mind mapping (50%) was the cause. In terms of learning needs and learning preferences, the result showed that (a) the majority of students (50%) favored demonstration as their preferred classroom activity; (a) Internet browsing (50%) is one of students' preferred extracurricular activities to practice language after class. Internet was favored by the subjects (65%) as the source to be used as instructional materials for the ESP course; (c) English movie was preferred dominantly by the subjects (65%) as the most engaging model text to stimulate language exposure; and (d) (e) The majority of subjects (75%) said that 100 minutes should be set aside each week for ESP courses; (f) that product assessments should be used as the primary method of gauging students' language proficiency; and (g) that the source of information for such assessments should be considered.

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