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Needs Analysis on English for Computer in SMK Negeri 1 Pematangsiantar

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Abstrak

Bahasa Inggris merupakan salah satu mata pelajaran umum yang wajib ditempuh oleh setiap siswa di Sekolah Menengah Kejuruan. Pembelajaran bahasa Inggris untuk siswa harus didasarkan pada analisis kebutuhan belajar agar memperoleh manfaat pembelajaran bahasa Inggris yang sesuai dengan kebutuhan mereka. Tujuan dari penelitian ini adalah untuk menganalisis kebutuhan, kekurangan, dan keinginan siswa dalam mata pelajaran Bahasa Inggris untuk Komputer dan pengajaran Bahasa Inggris untuk siswa SMK jurusan Komputer di kelas 11 SMK Negeri 1 Pematangsiantar. Metode yang digunakan dalam penelitian ini adalah kualitatif. Penelitian ini menggunakan analisis kebutuhan dengan desain survei. Instrumen yang digunakan dalam penelitian ini adalah kuesioner semi tertutup. serangkaian kuesioner disebarkan kepada 34 responden dari jurusan komputer. Dari hasil analisis kebutuhan, ditemukan bahwa mahasiswa membutuhkan bahasa Inggris untuk meningkatkan kemampuan berbicara, mendengarkan, membaca, dan menulis. Hasil penelitian juga menunjukkan bahwa tujuan mahasiswa belajar bahasa Inggris adalah untuk bersaing di dunia kerja. Keterampilan yang diprioritaskan adalah keterampilan berbicara dan membaca dengan fokus pada kosakata yang berhubungan dengan ilmu komputer. Dalam kegiatan keterampilan berbicara, sebagian besar siswa lebih memilih untuk berdialog dan kemudian mempraktekkan dengan teman.

Kata Kunci: *Bahasa Inggris untuk Tujuan Tertentu, Analisis Kebutuhan, Bahasa Inggris untuk Komputer*

Abstract

English is one of the general subjects that must be taken by every student in Vocational High School. English learning for students must be based on a learning needs analysis in order to obtain the benefits of learning English according to their needs. The purpose of this study was to analyze the needs, deficiencies, and desires of students in the English for Computer course and English teaching for SMK students majoring in Computer in class 11 of SMK Negeri 1 Pematangsiantar. The method used in this study is qualitative. This study uses a needs analysis with a survey design. The instrument used in this study was a semi-closed questionnaire. a series of questionnaires were distributed to 34 respondents from the computer department. From the needs analysis, it was found that students need English to improve their speaking, listening, reading, and writing skills. The results of the study also showed that the purpose of students learning English is to compete in the world of work. The skills that are prioritized are speaking and reading skills with a focus on vocabulary related to computer science. In speaking skills activities, most students prefer to have a dialogue and then practice with friends.

Keywords: English for Specific Purposes, Need Analysis, English for Computer

INTRODUCTION

English is the language used as a medium for communication and as an international language. English is a foreign language taught in primary schools (SD) up to the university, the highest level. At the vocational school level, English is one of the important subjects in school which aims to provide every student with the use of English vocabulary. According Crystal (2000) cited in Matilla (2020), states that English is a global language, which means that English is used by various nations to communicate with nations throughout the world. Learning English can give students competencies that are able to compete globally, especially being able to collaborate in the international professional world. To achieve this goal requires an approach that is relevant to students' needs, this approach is known as English for Specific Purposes (ESP).

ESP is an English language learning approach that optimizes learning outcomes based on student needs (Fitria, 2020). Therefore, the presentation of material and the use of teaching methods must be appropriate to each student's field of knowledge (M. N. Aflah & Rahmani, 2018). Initial observation results show that in learning English, many students have not been provided with teaching materials that suit their needs, so the material taught in the Computer Engineering Department tends to be general in nature (General English). Hutchinson & Waters (1987, p.19) cited in Daulay (2021), define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning. Robinson (1991, p.1) cited in Dita (2020), viewed ESP as an enterprise involving education, training, and practice and drawing upon three major

realisms of knowledge namely language, pedagogy, and students'/participants' specialist area of interest.

This research applies the material it studies, namely computer science. Where the focus of the English taught is related to computers. Based on the results of observations of Field Experience Practice, especially in learning English for computers, many students still experience difficulties in the learning process. Therefore, in relation to this, this study aims to analyze the needs (necessities), deficiencies (lack), and desires (wants) of students in English for Computers. Several studies on needs analysis have been conducted previously. Sari (2019) cited in Faridah (2022), has conducted research and the results of the needs analysis concluded that students need English to understand texts and instructions and to obtain useful information for their studies. Septiana, Petrus, and Inderawati (2020) in their research concluded that the target needs are speaking and writing skills. These two basic language skills receive a large portion in the preparation of the English syllabus. In addition, students need a learning process that focuses more on practice than theory. Rifiyanti (2020) cited in Rifiyanti (2020), shows that it is important to use the right technology, quality, and competence of instructors to improve and encourage students to engage in the learning environment.

In addition, the English language skills of Computer major students are relatively low. Puspitasari & Indah (2013) in their research at STMIK AMIKOM Purwokerto emphasized that students' low ability in English was caused by the many obstacles they experienced when learning English, especially technical terms related to Informatics Engineering. Furthermore, Setyani et al. (2020) stated that unavailability of teaching materials for students, so that multimedia becomes a trigger for students' low English language skills. Thus, the availability of existing materials suitable for students' backgrounds also contributes to success in student learning outcomes.

Research regarding the development of ESP-based teaching materials has been widely studied (Barón, 2013; Khosiyono, 2018; and Marjanovikj-Apostolovski, 2019). Susandi & Krishnawati (2016) cited in Andas, et al (2021), prove that ESP-based teaching materials improve creativity of students majoring in Nursing at STIKES Bali and English language skills according to their fields. Then Dewi (2015) cited in Andas, et al (2021), revealed the ESP learning model encouraging LPK Hospitality Semarang students to be more enthusiastic and brave to communicate in English. In addition, Barón (2013) cited in Andas, et al (2021), reported that the use of ESP-based materials can improve students' reading comprehension and vocabulary. Based on these results, it can be said that making teaching materials using the ESP method greatly improves students' English language competence. This is due to the

increasing motivation and enthusiasm of students in learning English because the topics discussed can be applied to their future careers. However, it is rare to find resources that truly meet students' needs. Having such material is not an easy thing for teachers. Sometimes, resources are relevant to a student's needs, taking into account their background and expected skills; However, the quality of the material does not match the students' language abilities, therefore teachers also have to modify the content according to the students' demands and level (McDonough et al., 2013) in Cosgun (2023). So, one method for determining material that is relevant to students' needs is to conduct a needs analysis on students, which includes learning needs and target needs (Hutchinson & Waters, 1987) in Widodo (2017). During this study, questionnaires or in-depth interviews will be used to precisely and clearly characterize all the linguistic components and skills required of the student.

The Computer Department is a branch of science that provides information about the functions of computer devices (Ulpah, 2007) cited in Andas, et al (2021). Almost all terms on computer devices are in English, but the English language skills of students at SMK Negeri 1 Pematangsiantar, Computer Department, are relatively low. Apart from that, the availability of teaching materials is only in the form of English handouts/handbooks which are packaged in General English (GE) form so they are not able to accommodate students' needs because they do not suit the context, characteristics and needs of students. Adhabiyyah et al. (2014) cited in Andas, et al (2021), stated that developing ESP-based teaching materials is very important. Therefore, needs analysis is a crucial thing that must be carried out because it is able to identify the needs of Computer Department students. Needs analysis is the initial process of collecting information before a particular course that relates to participant needs (Nunan, 2001). Needs analysis involves finding out what students know and can do and what they need to learn so that learning can bridge the gap (Ibrahim, 2020). By conducting a needs analysis, teachers can find out what language points students need to learn.

This research is related to efforts to develop ESP-based teaching materials in the Computer Engineering Department of SMK Negeri 1 Pematangsiantar which can be used as a reference for school academics to improve the quality of English language teaching which initially uses general English. By knowing students' needs for the desired teaching materials, the English language learning process at SMK Negeri 1 Pematangsiantar, Computer Department, can run more effectively and efficiently because the school's academic community already has references regarding material that is relevant to the material being taught. needs of students majoring in Computers that can be applied in the future.

For example, researchers use questionnaires to analyze students' English language skills in their majors, namely:

How do you use English in everyday life?

How often do you use English to communicate?

How often do you use English?

How do you learn English?

Why do you learn speaking?

What problems do you have in learning speaking?

In your opinion, what is the uninteresting part of speaking? Give your reasons!

By giving several questions in the form of a questionnaire, the researcher finds out the students' vocabulary skills in English. And by using English skills, namely Listening, Listening, Speaking, and Reading. This provides an overview or purpose of students' needs in each skill in learning English.

Apart from that, research into the development of teaching materials based on the ESP approach has never been carried out at SMK Negeri 1 Pematangsiantar. Therefore, it is hoped that this research will be able to make a big contribution to SMK Negeri 1 Pematangsiantar, especially students of the Computer Engineering Department.

Based on the background, the researcher conducted a research entitled "Need Analysis on English for Computer in SMK Negeri 1 Pematangsiantar".

RESEARCH METHOD

The framework used to conduct research includes the methodologies, procedures, and techniques chosen to assess data pertinent to certain research objectives. The researcher collected the data about students' opinions about the needs of first grade computer and network engineering students at SMK Negeri 1 Pematangsiantar. This is known as research design. Researcher used a qualitative research approach to conduct this research. This study used need analysis with survey design to answer the research question. This design is commonly used in investigating learning needs and include any measurement that involve asking questions to the respondents through questionnaire or in-depth interview (Sava, 2012). This research focuses on the Computer major which is one of the majors in vocational schools. There are problems found in the preliminary research, namely the Standard Competencies and Basic Competencies of English for Vocational High Schools are not differentiated based on each major, even though the English needs and requirements of each major in the world of work are different. The approach used in this study is a qualitative

approach. The qualitative approach is used because this study aims to conduct an in-depth analysis of a case.

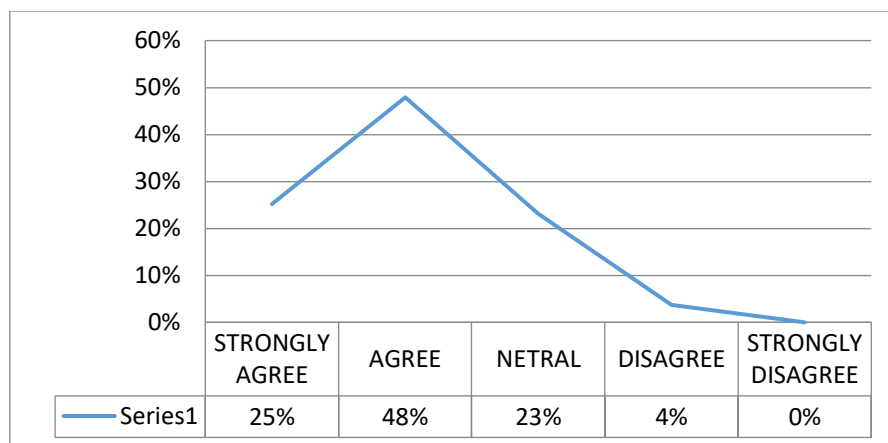
RESULT AND DISCUSSION

Data Description

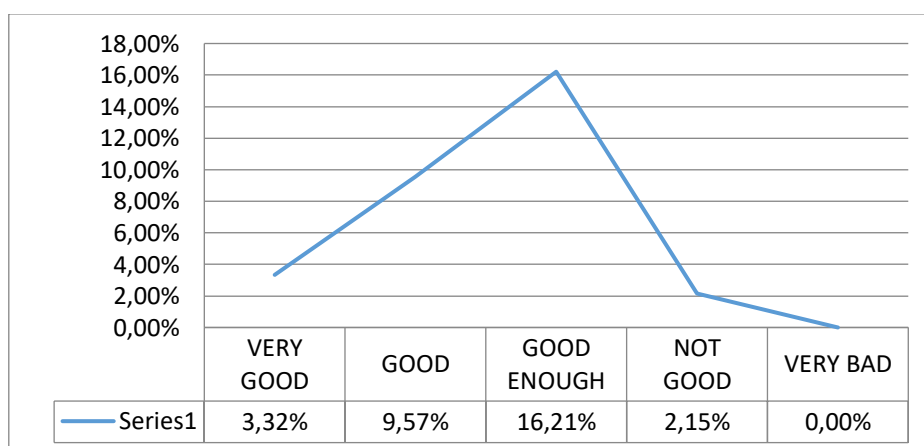
To find out the results of this research, researcher need to analyze the results of the findings data collected by providing online questionnaire to research respondents, namely grade XI students of SMK Negeri 1 Pematangsiantar, totaling 34 students. In the process of data collection, the researcher conducted observations, The researcher had previously conducted observations, namely Field Experience Practice and had recorded or known the various English learning needs that occurred in students.

Next, the researcher gave a questionnaire to the students and the students would complete the questionnaire by providing their identity and the contents of the answers to all the questions in the questionnaire. After that, in the data that has been collected, the researcher will analyze the contents of the questionnaire. The data collected is a questionnaire that describes the needs and materials provided in learning listening, speaking, reading, writing, grammar, and vocabulary. The questionnaire was distributed to 34 students majoring in Computer Science at SMK Negeri 1 Pematangsiantar. The data used in this study are the answers of Computer students obtained through the questionnaire. The data obtained was the researcher conducting direct observations on learning activities at the location, then observed and studied further to support the data from the questionnaire.

The questionnaire contains 20 closed questions covering 5 sub-indicators (Purpose and Use of English, English Teaching Materials, Learning Support, Evaluation, and Environment). Needs Analysis on English for Computer in SMK Negeri 1 Pematangsiantar was analyzed qualitatively with analysis techniques using the Likert Scale with 5 established indicators, namely: Strongly Agree (S), Agree (S), Undecided (U), Disagree (DA) and Strongly Disagree (SD). Respondents (students) determine their level of agreement with the questions in the questionnaire using this scale.



Based on the data analysis obtained from a questionnaire completed by students in Class XI TKJ 2 at SMK Negeri 1 Pematangsiantar, it can be concluded that students generally have positive perceptions regarding their skills in learning English within the context of their Computer Major. The majority of students either strongly agree (25%) or agree (48%) with the statements provided, indicating a favorable response. A neutral stance was taken by 23% of students, while only a small percentage chose to disagree (4%), and none rated their experience as strongly disagree (0%). These results suggest that the learning environment and methods employed in the Computer Major are well-received and effective in enhancing students' English language skills, as negative perceptions were minimal. Overall, the findings highlight the potential of integrating technology and interactive elements into English language education, which can facilitate students' learning experiences and skills development.



Based on the data analysis obtained from a questionnaire completed by students in Class XI TKJ 2 at SMK Negeri 1 Pematangsiantar, it can be concluded that students generally have positive perceptions regarding their skills in learning English, particularly in the context of their Computer Major. The majority of students rated their experience as very good (3.32%) or good (9.57%), indicating a favorable response towards their English learning

process. A significant portion of students expressed a neutral stance (16.21%), while only a small percentage chose to disagree (2.15%). Notably, no students rated their experience as very bad (0.00%). These results suggest that the learning environment and methods employed in the Computer Major are well-received by students, contributing positively to their English language skills. Overall, the findings highlight the potential of integrating technology and interactive elements into English language education, demonstrating the value students find in using these resources to enhance their learning experience.

Discussion

The purpose of this study is to provide information about the development of English teaching materials for Computer majors. To develop the expected teaching materials for Computer Science students, the researcher uses a student needs-based (ESP) approach. This approach is applied to meet the needs of Computer Science students in learning English.

To find out the needs of Computer major students, the researcher first conducted a needs analysis in the form of an in-depth questionnaire (Sava, 2012). In compiling the questionnaire, two aspects of needs analysis were used according to Hutchinson & Waters (1987), namely Target Needs and Learning Needs. Target Needs include what students must achieve according to the field of science they are studying. Target needs are divided into three aspects, namely Necessities, Wants, and Lack. While learning needs are in the form of knowledge and skills that students must have in order to have certain competencies according to the subjects they are studying. Learning needs consist of several components, namely input, procedure, setting, teacher role, and student role (Nunan, 2010) cited in Andas, et al (2021). All of these components are the basis for this research to develop English language teaching materials (ESP) based on the needs of Computer major students.

The first component is needs. The results of the analysis summarize four needs that are considered the most urgent to be met in learning English in the Computer Science Department. Regarding the objectives of learning English, the main goal of students in learning English is to compete in the world of work. Students assume that by having good English skills, they will be more prepared and confident to compete globally, especially in the world of work. Entering the world of work, adequate English skills are needed. In developing an application, an IT expert is required to understand every English instruction that appears on the computer screen. In addition, in a company, there will be moments to make presentations or socializations involving colleagues who are accustomed to using English. Therefore, to realize the vision and mission of the study program, namely to create

quality graduates who are able to compete in the world of work, students must be equipped with English skills. This is in line with Chamorro-Premuzic & Frankiewicz (2019) who state that institutions are obliged to facilitate students to support their competence so that they are able to compete in the world of work.

After that, if the use of English is prepared for the world of work, then the level of English proficiency required by Computer Science students is at the Advanced level. Advanced level means that students can understand various types of texts and understand the implied meaning contained in a text. To be at the Advanced level, students need learning materials or topics that are relevant to their study background. So that when the teaching and learning process takes place, the material presented focuses on the needs of Computer Science students such as programming, computer software, robotics, and so on. Regarding the skills required by Computer Science students, data shows that Speaking and Reading are skills needed by students to become IT experts.

Reading and speaking are the skills that are prioritized for students. To become an IT expert, students are more busy reading programming languages in the form of English instructions. So, when students are going to develop an application, they are required to understand the contents of the instructions. If they misinterpret the meaning, the application will automatically not work and even have to be reprogrammed from the beginning. This is in line with Nunan (2003) cited in Ismail, et al (2017), who stated that reading is a receptive activity where a reader must be able to understand and interpret the symbols in the reading text. As for speaking skills, students are required to be more confident in communicating with fellow coworkers, by mastering speaking skills they also feel they can be more prepared to compete in the future world of work. This finding is in line with research conducted by Clement & Murugavel (2018) cited in Lin, et al (2021).

The second component is lacks. The data shows that the lack of students related to their ability in English are still at the beginner level where students only master simple vocabulary used daily, while to become experts in the IT field students are not only able to master simple vocabulary, but they must also be able to understand various kinds of reading contexts according to their study background and understand the meaning of the text they read both explicitly and implicitly. In addition, students must also be equipped with the ability to communicate in English so that they can make an effective role in the IT field.

The third component is Wants. Wants refer to the things that students want to achieve in learning English. It was found that the expectations that Computer Science students want to achieve after studying English are to master vocabulary well, both general vocabulary and vocabulary related to Computer Science. By mastering vocabulary, especially those

related to the IT world, students will be able to understand the meaning contained in each word and use it in the form of sentences or even expressions in English.

The fourth component is input. Input is content in the form of writing, audio, or visuals that will be included in teaching materials as the main basis for teachers in designing materials and giving assignments (Nunan, 2010). The data shows that the input needed by Computer Science students in learning English is everything related to the IT field such as programming, computer software, robotics, and so on. Input here consists of speaking and reading skills, so that content will be presented in oral and written form according to student needs. Given that the world of technology is developing very rapidly, the input provided must be in accordance with technological developments while still paying attention to student needs. Regarding the oral and written texts needed by students, students prefer simple texts that are equipped with images. Students assume that having images will greatly help them to understand and absorb the information in the text. This finding is in line with research conducted by (Khafidhoh & Carolina, 2019) cited in Andas, et al (2021), which found that having images can attract students' attention and make students enjoy the learning process.

The fifth component is the procedure. The procedure refers to the type of exercises that will be presented in the English teaching materials (Nunan, 2010). The results of the analysis show that the types of exercises needed by Computer Science students vary. In speaking and listening skills, most students need activities that can involve them actively in the teaching and learning process, such as identifying detailed information in spoken texts by writing down important points in the text and creating dialogues and then practicing them. Meanwhile, in reading and writing skills, students prefer activities that train their understanding and concentration, such as writing text models according to a predetermined format and answering questions in the reading text given.

The sixth component is setting. Setting refers to the process of implementing English learning in the classroom. Based on the results of the analysis, students prefer the learning process to be carried out in the classroom because it is easier to absorb the material because it is free from disturbances and noise from outside. In addition, in the process of giving assignments, students prefer to work in groups because in groups they can help each other. Alfares (2017) said that student group work is a fun activity because it can increase their motivation in learning English.

The last component is the role of the learner and the role of the teacher. Regarding the role of the learner, the data shows that students want to play a more active role in the teaching and learning process, group discussion activities are chosen by students as learning

activities especially in completing English assignments. According to students, working in groups makes it easier for them to do assignments. In groups they will help each other, students also tend to be more communicative if they work in groups because sometimes they will share ideas/opinions to solve problems and find solutions together, besides working in groups will make students more active in learning because they are required to be able to contribute ideas or concepts. Meanwhile, related to the data on the role of teachers, it shows that students majoring in Computer Science expect teachers to not only be able to transfer knowledge to them, but a teacher is able to create a comfortable and conducive learning atmosphere so that students can actively participate in class. Then students also need the role of teachers as motivators, they feel that the motivation given by teachers can increase their enthusiasm in learning English.

Based on the research result, it was found that Computer Science students need English speaking skills to be able to communicate with foreigners in their future workplace. They need to speak English to explain their abilities and when they are interviewed because most companies will use English as their primary language. They also need to have a good conversation with their co-workers because most of them will work not only in local companies but also in foreign companies. Therefore, Computer major students need relevant materials so that they can use English in their future workplace.

In listening and speaking, they need basic expression used in daily-life. Those basic expression are describing self ability, expressing help, presenting something, opening and ending conversation, greeting, introducing self, describing jobs, Offering things/services, Expressing gratitude, answering a phone call, giving command, and giving direction. It is line with macro-skills of listening and speaking specifically in terms of recognizing and using the communicative function of utterances, according to situation, participants, and goals

In terms of reading and writing, students must be able to write advertisements and business letters. They must also be able to write a good Curriculum Vitae in English to apply for jobs in foreign companies. What students get from teachers in terms of reading and writing is relevant to the needs of students and the materials provided. Coupled with the principal's interview, it was found that Computer students need reading and writing skills to be able to read instructions for software, hardware, and programming languages. This can be useful to help students when running computer programs, creating computer programs, and installing computer programs.

Mastering English is not only about skills but also elements of language such as; grammar and vocabulary. In grammar, students are expected to get more with tenses and direct & indirect speech. In addition, activities in learning grammar given by the teacher are

tenses and adjective clauses. The materials given in teaching and learning grammar are relevant to what students expect in learning grammar. This means that students' needs in understanding grammar have been met by the teacher. The textbook provides a grammar review in each unit. So it can be concluded that what the teacher teaches in learning grammar can meet students' grammar needs. The aspects of grammar that students need and are obtained in English classes include micro skills that students must be able to recognize and use aspects of grammar based on form and pattern. In learning vocabulary, students need to understand verbs at work and parts of speech. The materials given in learning new vocabulary meet students' needs but the specific terminology related to Computer major students is not met, because students have gotten the terminology in their productive classes not in English classes. In addition, activities in learning new vocabulary for Computer students are filling in the blanks, translating using a dictionary, memorizing words, writing words in sentences, arranging random words, and matching. These activities can help students in learning new vocabulary.

From the analysis, the teacher's materials are able to meet the needs of students in understanding English structures and getting good scores in the exam but the materials are not enough to help students to be able to apply themselves in professional communication in English for Academic Purposes (EAP) or English for Specific Purposes (ESP) which is done less than general English, it can be concluded that most of the materials they need are general English although the teacher agrees that specific English is needed by students. It was found that the materials owned by Computer students. Most of them have commonly used textbooks, although from the media chart used are textbooks, it was found that the use of media in general is teacher modification and copying other textbooks. As the evaluation of the materials in this chapter, it was found that although the materials provided are the achievement of General English and Specific Purposes for students, it is not appropriate enough to be given to Computer students.

CONCLUSION

Based on the needs analysis, it was found that Computer Science students need English for communication with foreigners in their future workplace including listening, speaking, reading, and writing. The students' needs in listening and speaking are basic expressions such as describing their abilities, introducing themselves, asking for and offering help, and also presentations. Based on the results of the students' needs questionnaire, it has been fulfilled by the materials provided by the teacher. The listening activities provided can help students to recognize basic expressions used in everyday life.

Meanwhile, the speaking activities provided do not match the students' needs because most teachers provide speaking activities that do not help students to be able to produce basic expressions used in everyday life because students only need to read and memorize the dialogues provided in the book or made by the students themselves. This means that the speaking activities provided are not authentic because they do not direct students to produce language naturally, while students must be able to speak to communicate with foreigners in their future workplace.

The needs of students in reading and writing such as advertisements and business letters are met by teachers. In addition, reading and writing can be useful to help students to be able to read instructions for software, hardware, and programming languages. This can be useful to help students when running computer programs, creating computer programs, and installing computer programs. The writing activities provided, based on their results, can support students to complete communicative written texts based on form and purpose because these activities can direct students to write sentences using proper grammar which means micro skills in using various forms and grammar rules are covered in these activities, but do not direct students to express their ideas into written texts based on the purpose of the text. The students' needs in grammar have been met by the teacher by providing materials and activities that are tailored to the students' needs in understanding English grammar. Meanwhile, vocabulary related to the students' majors is not taught in English class because the teacher assumes that they have acquired the terms in productive classes. The teacher needs to link materials regarding language items needed by Computer Science students including specific terms related to Computer systems. Although students have known the terms of machinery, they still need to understand the use of vocabulary in sentences.

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