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## Need Analysis Of Esp Materials For Islamic Guidance dan Counseling Department Students

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### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kebutuhan sasaran mahasiswa Prodi Bimbingan dan Konseling Islam sebagai dasar pengembangan materi ESP berbasis digital. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Dalam menganalisis data, model Miles and Huberman digunakan. Hasil penelitian menunjukkan bahwa materi ESP dibutuhkan. Dari segi kebutuhan, mampu mengungkapkan dan merespon ungkapan bahasa Inggris secara lisan, dan mampu menguasai penggunaan tata bahasa dengan benar merupakan tujuan mahasiswa belajar bahasa Inggris, motivasi ekstrinsik dan intrinsik adalah motivasi mahasiswa dalam belajar bahasa Inggris, dan Bimbingan dan Konseling Islam merupakan topik yang dibutuhkan. Dari segi kekurangannya, tingkat kemahiran bahasa Inggris dasar dan menengah merupakan tingkat kemahiran bahasa Inggris mahasiswa saat ini. Selain itu, tata bahasa, pengucapan, dan kosa kata merupakan kesulitan mahasiswa dalam belajar bahasa Inggris. Dari segi keinginan, mahasiswa menginginkan materi bahasa Inggris untuk menguasai kosakata bahasa Inggris dengan baik, khususnya terkait Bimbingan dan Konseling Islam.

Kata Kunci : *Analisis Kebutuhan; ESP; Materi*

## Abstract

This research aimed to describe the target needs of Islamic Guidance and Counseling Department students as the basis for developing digital-based ESP materials. The data were collected through interviews, observation, and documentation. In data analysis, Miles and Huberman's model was used. The findings showed that digital-based ESP materials were needed. In terms of necessities, being able to express and respond to English expressions orally, and being able to master the use of grammar correctly were the students' purposes of learning English, the extrinsic and intrinsic motivations were the students' motivations for learning English, and Islamic Guidance and Counseling was the topic needed. In terms of lacks, basic and intermediate levels were the students' current levels of English proficiency. Grammar, pronunciation, and vocabulary were the students' difficulties in learning English. In terms of wants, the students wanted English materials to master English vocabulary well, especially related to Islamic Guidance and Counseling.

Keyword: *ESP; Materials; Need Analysis*

## INTRODUCTION

ESP approach deals with the process of English teaching and learning in the specific domains of use. Therefore, the ESP approach pays much attention to the specific communicative needs and practices of the specific groups (Hyland, 2018). A commitment to language instruction that attends to students' specific purposes for learning English has given ESP a unique place in the development of both theory and innovative practice in language instruction (Hyland & Jiang, 2021). The learning objective of the English for Specific Purposes (ESP) approach differs from the English for General Purposes (EGP) approach. In the EGP approach the students learn English to pass the English examination. In contrast, in the ESP approach the students learn English to carry out a specific role, for example, the role of a foreign student in a university in which English is used as a medium of instruction, doctor, flight attendant, or mechanic (Richards, 2001). EGP classes cannot meet effectively the special needs of many students in their professions. Therefore, classes in English for specific purposes (ESP) should be provided for the students to make their career development better (Ren, 2022). To meet students' needs for their future careers many higher educational institutions all over the world offer the ESP approach. The demand for the ESP approach increases, especially in higher educational institutions in EFL countries because English keeps dominating as the lingua franca in education, media, and other fields.

In Indonesia, the government has issued a policy that English must be taught in higher educational institutions to prepare future generations for the globalization era. Therefore, English must be accommodated properly by specifying the materials in ESP to deal with global demands (Dewi et al., 2023). However, in Indonesia, the ESP approach has not gained

wide acceptance among Indonesian English lecturers, especially at higher educational institutions level. It is shown by the fact that in non-English Departments, English course is assigned only 2 - 4 credits in the first or second semester. This might be one of the reasons that English lecturers are disinclined to teach English using the ESP approach. However, workplace ESP is in high demand. Global economic exchange and trade have led to the expansion of English for Specific Purposes (ESP) courses in many Asian higher educational institutions (Petraki & Khat, 2022). Higher educational institutions require graduates to obtain not only a certificate upon completion of courses, but also graduates attesting to their competence. This means that higher educational institutions must recognize ESP (Syakur et al., 2020).

There are many challenges in implementing the ESP approach in higher educational institutions in Indonesia. In the implementation of teaching ESP, English lecturers' difficulties in teaching ESP are related to developing syllabus; developing ESP materials based on students' needs; choosing and using learning methods in ESP; obtaining ESP textbooks based on students' needs; developing ESP textbooks based students' needs; the difference in students' English proficiency levels; the difference in students' motivation level to learn English; the difference in students' awareness level of the importance of ESP; the institution's policy regarding the ESP course curriculum has not been clearly stated; institutional policies related to facility policies are not adequate; the number of ESP course credits, and the number of semesters in the ESP course are not as expected; and compensation (income) in teaching ESP course is not expected (Fitria, 2023). One of the challenges in implementing the ESP approach is materials. Materials are anything used in the language teaching and learning process including textbooks, videos, websites, games, flashcards, grade readers, and mobile phone interactions (Tomlinson, 2012). In Indonesia, English is categorized as EFL. The students in the EFL context mainly depend on the materials and instructions given. Thus, the students should be given efficient instructions. In addition, the students should be encouraged to improve their English proficiency (Lee, 2015). Moreover, ESP materials differ from EGP materials. ESP materials focus on students' specific fields of study, meanwhile, EGP materials focus on basic English knowledge and skills. In this case, the lecturers are challenged to develop ESP materials based on students' needs.

English course is one of the compulsory courses in Islamic Guidance and Counseling Department. In the fifth semester, three credits of English course are offered. One semester consists of sixteen meetings of the English course. The time allocation is one hundred and fifty minutes for each meeting. Based on the findings of the preliminary observation, the English teaching and learning process in Islamic Guidance and Counseling Department has

a problem regarding the materials used. In this case, the existing materials used in the English teaching and learning process and most of the materials which are available in the campus libraries and nearby bookstores were only EGP materials. ESP materials for Islamic Guidance and Counseling students were not available. Consequently, this condition made the English lecturer depend more on EGP materials in the teaching and learning process. However, since the materials were not designed based on students' needs and not designed especially for Islamic Guidance and Counseling Department students, it seemed that the materials were difficult to understand by the students. If this condition was neglected and continued to occur, it could lead to the failure of achieving the target competencies of the English course. Furthermore, based on the findings of the interviews with some students of Islamic Guidance and Counseling Department in the academic year 2023/2024, it was found that digital-based ESP materials were needed since those materials would make them more interested and more motivated to learn English. Moreover, it would also be very useful for them in the future to do their work related to Islamic Guidance and Counseling.

Materials development is not an easy process. It is a complex process as it requires need analysis to specifically fulfill students' needs in one context (Graves, 2000). Materials need to be designed and used in line with the needs and goals of the students, the curriculum, and the learning environment. This can make sure that the materials are effective in helping the students learn and reach their full potential of learning. Materials must be provided in line with the curriculum's expectations, which is a culmination of the National Education standards of content, process, and graduation competence. The target attributes are then tailored to the surroundings, interests, abilities, and backgrounds of the students (Fikriyani et al., 2022). It is important to develop materials based on the needs of the students (Albiansyah & Minkhatunnakhriyah, 2021). Need analysis attempts to obtain the target needs of the students, what they need to be able to perform as a result of the teaching and learning process, their challenges in the teaching and learning process (Target Situation Analysis) and lacks, their current proficiencies (Present Situation Analysis) and aspirations, and what the students wish to learn (Chemir & Kitila, 2022). Need analysis has an important role in developing materials and results in a powerful tool to develop materials in line with the students' target needs and learning needs (Menggo et al., 2019). Needs consist of two aspects, namely target needs and learning needs. Target needs are divided into three aspects, namely necessities, lacks, and wants, meanwhile, the learning needs are divided into five aspects, namely input, procedure, lecturer's role, student's role, and setting (Hutchinson & Waters, 1987).

Regarding the importance of need analysis in ESP settings, the latest relevant researches have been done to investigate this issue, especially in higher educational institutions. These latest relevant researches concentrated on the need analysis of ESP materials development for Communication Department students (Dewi et al., 2023), for Nursing Department students (Jubhari, 2022), for Informatics Department students (Karmila et al., 2019.), for Informatics Engineering Department students (Susana & Iswara, 2019), for Physical Education Department students (Pranoto & Suprayogi, 2020), for Business Management Department students (Wulandari, 2023), for Midwifery Department students (Hariyanto et al., 2022), and for Agriculture Department students (Miqawati & Sa'diyah, 2023). Most of the latest relevant researches focused on the students' learning needs as the basis for developing ESP materials, not many of the researches focused on the students' target needs as the basis for developing ESP materials. Whereas, the students' target needs are important to determine what the students need to be able to perform as a result of the teaching and learning process and their challenges in the teaching and learning process as the basis for developing ESP materials. Moreover, all of the researches have provided important information on the requirement of conducting the need analysis as the basis for developing ESP materials for the students in various departments. However, none of the researches focused on the students' target needs as the basis for developing ESP materials for Islamic Guidance and Counseling Department students. The novelty of this paper discusses the target needs of Islamic Guidance and Counseling Department students as the basis for developing digital-based ESP materials, which is not available yet in the literature review. Hence, this research aimed to describe the target needs of Islamic Guidance and Counseling Department students as the basis for developing digital-based ESP materials.

## RESEARCH METHOD

The design of this research was qualitative descriptive since this research aimed to describe the target needs of Islamic Guidance and Counseling Department students as the basis for developing digital-based ESP materials. A descriptive research is a research involving the collection of data to describe existing conditions (Toendan, 2017). The data were collected using semi-structured interviews, observation, and documentation. The participants of this research were eight students from Islamic Guidance and Counseling Department. The specific characteristics of participants are the students from Islamic Guidance and Counseling Department who are currently taking an English course in the fifth semester of the academic year 2023/2024 and the students who are willing to participate in

this research. The data gathered in this research were about the target needs of Islamic Guidance and Counseling Department students as the basis for developing digital-based ESP materials in terms of necessities, lacks, and wants. Miles and Huberman's model (1994) was used to analyze the data in this research. It consists of data reduction, data display, and conclusion drawing. First, data reduction was done. In data reduction, the data relevant to this research were included; meanwhile, the data irrelevant to this research were excluded. The result of data reduction was the data relevant to this research. Then, data display was done. In data display, the relevant data were displayed in the form of tables and descriptions. Last, all the data which have been processed were concluded.

## RESULT AND DISCUSSION

The findings from the interviews, observation, and documentation are combined and presented in this section as they complement each other. The findings are related to the target needs of Islamic Guidance and Counseling Department students as the basis for developing digital-based ESP materials. The target needs are categorized into the students' necessities, lacks, and wants.

### The Students' Necessities

The first aspect of the target needs is necessities. In terms of the necessities in the target needs, the findings depict the data about the purpose of learning English, the motivation for learning English, and the topic of English materials in learning English. Table 1 below shows the students' necessities in the target needs.

Table 1. Necessities in Target Needs			
<i>Aspect</i>		<i>Results</i>	<i>Source</i>
The purpose in learning English	The purpose in learning English is being able to express and respond to English expressions orally.		Student 4, Student 5, Student 6, Student 7, & Student 8
	The purpose in learning English is being able to master the use of grammar correctly.		Student 1, Student 2, & Student 3
The motivation for	The motivation for learning		Student 2,

Table 1. Necessities in Target Needs			
<i>Aspect</i>		<i>Results</i>	<i>Source</i>
learning English	English was to continue to further study (extrinsic motivation).	Student 3, Student 4, Student 5, & Student 6	
	The motivation for learning English was they like English (intrinsic motivation).	Student 1 & Student 7	
	The motivation for learning English was to get a job (extrinsic motivation).	Student 8	
The topic of English materials	The topic of English materials which the students needed was Islamic Guidance and Counseling	Students 1- Student 8	

Source: The findings of the interviews on October 13<sup>th</sup>, 2023

Regarding the purpose of learning English, the findings revealed that the students' purposes of learning English were being able to express and respond to English expression orally, and being able to master the use of grammar correctly. English expressions mastery was important for the students in daily communication. Furthermore, grammar mastery was important for the students in communication, especially in written communication.

Regarding the motivation for learning English, the findings revealed that the extrinsic motivation (to continue to further study and to get a job) and intrinsic motivation (the students liked English) were the students' motivations for learning English. One of the requirements of master's degree scholarships was English proficiency certificate, so learning English was truly important. Moreover, English has become one of the requirements to get a job recently and therefore learning English is indeed important. Furthermore, the students had had intrinsic motivation for learning English since they were in senior high school. The main reason why they liked English was English was interesting for them.

Regarding the topic of English materials, Islamic Guidance and Counseling was the topic of English materials needed by the students. The topics of the existing materials used

in the teaching and learning process of English were not familiar for the students which made the materials difficult to understand. Therefore, the topic related to Islamic Guidance and Counseling was needed by the students. This topic was in line with their educational background that was Islamic Guidance and Counseling Department.

Necessities refer to what the students have to know to work efficiently in the target position. It is an aspect of recognizing what the students need to work in and then analyzing the constituent part of them (Hutchinson & Waters, 1987). In terms of the necessities in the target needs, the findings revealed the purpose of learning English, the motivation for learning English, and the topic of English materials in learning English. Regarding the purpose of learning English, the findings indicated that the students learned English for the purposes of being able to express and respond to English expressions orally, and being able to master the use of grammar correctly. Idiomatic expressions should not be neglected. Idiomatic expressions are used daily and repeatedly by native speakers of English (Rana, 2016). Furthermore, the grammatical knowledge is considered subservient to literacy development (Van & Coppen, 2021). Regarding the motivation for learning English, the findings revealed that the extrinsic motivation (to continue to further study and to get a job) and intrinsic motivation (the students liked English) were the students' motivations for learning English. Nishanthi (2018) stated that it is known that significant role is played by English in the world today to support people in their job and daily life. Furthermore, intrinsic motivation is a positive force to influence self-regulated learning (Van Seters et al., 2012). Regarding the topic of English materials in learning English, the findings indicated that the topic of English materials which the students needed was Islamic Guidance and Counseling. The combination of the subject and teaching of English is highly motivating since it helps the students in their field of specialization to apply what they have studied (Fitria, 2020). Moreover, the students' educational background knowledge can improve their competence to comprehend the English text (Sari & Atmanegara, 2018).

### The Students' Lacks

The second aspect of the target needs is lacks. In terms of lacks, the findings depict the data about the students' current level of English proficiency and the difficulty in learning English. Table 2 below shows the students' lacks in the target needs.

Table 2. Lacks in Target Needs		
<i>Aspect</i>	<i>Results</i>	<i>Source</i>
The current level of English	The current level of	Student 1,

Table 2. Lacks in Target Needs		
<i>Aspect</i>	<i>Results</i>	<i>Source</i>
proficiency	English proficiency was basic level	Student 2, Student 3, Student 5, Student 6, Student 7, & Student 8
	The current level of English proficiency was intermediate level.	Student 4
The difficulty in learning English	The difficulty in learning English was grammar.	Student 1, Student 2, Student 3, & Student 5
	The difficulty in learning English was pronunciation.	Student 6 & Student 7
	The difficulty in learning English was vocabulary.	Student 4 & Student 8

Source: The findings of the interviews on October 13<sup>th</sup>, 2023

Related to the students' current level of English proficiency, the students' current levels of English proficiency were basic level and intermediate level. The students considered their current level of English proficiency was basic level because of a lack of English vocabulary and a lack of grammar mastery. In addition, the student considered her current level of English proficiency was intermediate level because of being able to do conversation in English.

Related to the difficulty in learning English, grammar, pronunciation, and vocabulary were the students' difficulties in learning English. During the teaching and learning process of English, most of the students still faced the difficulties of English grammar, pronunciation, and vocabulary. The first difficulty was grammar. It was hard for the students to arrange the words into sentences by using the correct grammatical rules. The second difficulty was pronunciation. The students were still difficult to pronounce a list of English words correctly. They explained that it was difficult to pronounce a list of English words correctly since they

did not get used to English pronunciation. The last difficulty was vocabulary. It was hard for the students to memorize a large number of English vocabularies and to recognize the right vocabulary to use in certain contexts.

Lacks refer to what the students have already understood they are imperfect in, for example, what they ignore or what they cannot perform in English teaching and learning process. Moreover, lacks refer to the gaps between the initial or actual situation of the students in terms of the language knowledge or the abilities and the one which is required after the completion of the English teaching and learning process (Hutchinson & Waters, 1987). In terms of lacks in the target needs, the findings revealed the students' current level of English proficiency and the difficulty in learning English. Regarding the current level of English proficiency, the findings revealed that the students' current levels of English proficiency were basic level and intermediate level. Language learning materials can be adjusted to the students' English proficiency level (Miqawati & Sa'diyah, 2023). Regarding the difficulty in learning English, the findings indicated that the difficulties in learning English were grammar, pronunciation, and vocabulary. Indonesian students have difficulties in arranging the words they want to speak according to the grammar rule, forming sentences with correct tenses, and differentiating Indonesian sentence form and English sentence form (Prasetyo, 2020). Moreover, Fadillah (2020) revealed that Indonesian students are challenged to pronounce English words as accurately and properly as possible, however, they face many difficulties in the process. Many difficult vowels and consonants to pronounce force them to shift to the easier version of phoneme they can perceive. Some factors influencing this phenomenon are the influence of mother tongue, the exposure of target language, and the biological factors. Furthermore, vocabulary is the major obstacle for the students to practice their English (Menggo, et al. 2019). Recognizing the meanings of unfamiliar vocabulary was the greatest difficulty of the students in learning English which resulted in the poor performance in all four skills of English (Gaffas, 2019).

### The Students' Wants

The last aspect of the target needs is wants. In terms of wants, the findings depict the data about English materials which the students wanted. Table 3 below shows the students' wants in the target needs.

Table 3. Wants in Target Needs		
<i>Aspect</i>	<i>Result</i>	<i>Source</i>
English materials which the	The students wanted	Students 1-

Table 3. Wants in Target Needs		
<i>Aspect</i>	<i>Result</i>	<i>Source</i>
students want	English materials which made them able to master English vocabulary well, especially those related to Islamic Guidance and Counseling.	Student 8

Source: The findings of the interviews on October 13<sup>th</sup>, 2023

In terms of wants, the students wanted English materials which made them able to master English vocabulary well, especially those related to Islamic Guidance and Counseling. The specific vocabularies used in Islamic Guidance and Counseling are needed to learn because the students were from Islamic Guidance and Counseling Department. Furthermore, their future job might be related to Islamic Guidance and Counseling field.

Wants refer to what the students want to learn (Hutchinson & Waters, 1987). Regarding the students' wants of English materials, the finding indicated that the students wanted English materials which made them able to master English vocabulary well, especially those related to Islamic Guidance and Counseling. English is a language which mainly composed of grammar and vocabulary. Even though grammar is a basic element in English language, vocabulary is still more important than grammar in the teaching and learning process of English. Vocabulary is more important than grammar since without mastering vocabulary well, the students cannot express themselves. The students also cannot communicate easily with other people whether inside or outside the classroom (Numan Khazaal, 2019). The more the students acquire vocabulary, the more interactive the students can be (Akramy et al., 2022). ESP vocabulary is one of the essential components for the educational practitioners to apply the successful ESP programs. The selection of the appropriate vocabulary is the most substantial early task that serves as the basis for the structure of the syllabus (Wu, 2014). Learning is achieved where the student is focused on particular terminology that are required by their particular professional field (Bekteshi & Xhaferi, 2020). The students had considerable appreciation for the ESP course, particularly in enhancing their knowledge of technical terms (Gaffas, 2019). Furthermore, Fabián et al. (2019) explained that the ESP vocabulary which the students come across in the teaching and learning process of English is likely to be new labels for new ideas. As a result, the

educational practitioners are charged with introducing the students to new words as well as providing them with the appropriate definitions and explanations of the ESP vocabulary taught in the teaching and learning process of English.

## CONCLUSION

The findings of this research showed that digital-based ESP materials were needed by the students of Islamic Guidance and Counseling Department based on their target needs for the teaching and learning process of English. The target needs were divided into three aspects, namely necessities, lacks, and wants. In terms of necessities, being able to express and respond to English expressions orally, and being able to master the use of grammar correctly were the students' purposes of learning English, the extrinsic motivation (to continue to further study and to get a job) and intrinsic motivation (the students liked English) were the students' motivations for learning English, and Islamic Guidance and Counseling was the topic needed. In terms of lacks, basic level and intermediate level were the students' current levels of English proficiency. Moreover, grammar, pronunciation, and vocabulary were the difficulties which the students faced in learning English. In terms of wants, the students wanted English materials which made them able to master English vocabulary well, especially those related to Islamic Guidance and Counseling. The findings of this research provide practical direction for the lecturers about the needs and issues to be taken into account in developing digital-based ESP materials. This research also suggests that some considerations need to be taken into account in developing digital-based ESP materials, including analyzing students' target needs. These considerations are crucial because they are linked to the basic requirements of an effective English teaching and learning process.

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