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## Needs Analysis of English for Specific Purposes at Fifth Semester of Civic Education Department In Universitas Bhinneka PGRI

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### Abstrak

Penelitian ini bertujuan untuk mengetahui apakah situasi saat ini memenuhi kebutuhan siswa akan Bahasa Inggris untuk Tujuan Tertentu. Peneliti menggunakan Metode Deskriptif Kualitatif sebagai metode desain karena metode ini sebanding untuk mengumpulkan data dari persepsi siswa, dan memberikan kuesioner untuk mengumpulkan data. Populasi penelitian ini adalah mahasiswa yang telah mengikuti mata kuliah ESP (Bahasa Inggris Profesi) semester V Jurusan Pendidikan Kewarganegaraan Universitas Bhinneka PGRI tahun ajaran 2023/2024. Sampel penelitian ini adalah kelas 5A yang berjumlah 29 siswa. Pengambilan sampel dilakukan dengan menggunakan teknik Purposive Sampling. Dalam penelitian ini akan menggambarkan situasi mahasiswa saat ini yang belum memenuhi kebutuhan ESP khususnya Bahasa Inggris untuk Prodi Pendidikan Kewarganegaraan di Universitas Bhinneka PGRI.

Kata Kunci : *Analisis Kebutuhan, ESP, Prodi Pendidikan Kewarganegaraan*

## Abstract

This research aimed to find out whether the present situations meet the students' needs of English for Specific Purpose. The researcher applied Descriptive Qualitative Method as design method because it was comparable to collect the data from the students' perception, and gave questionnaire to collecting the data. The population of this research consisted of the students who have participated ESP course (Bahasa Inggris Profesi) at fifth semester of Civic Education Department in Universitas Bhinneka PGRI of 2023/2024 academic year. The sample of this research was 5A class which consisted of 29 students. The sample was taken by using Purposive Sampling Technique. In this research, it will describe the students' present situation did not meet the needs for ESP, especially English for Civic Education Department in Universitas Bhinneka PGRI.

Keyword: *Needs Analysis, ESP, Civic Education Department*

## INTRODUCTION

English has been studied for "since" decades ago from all fields, especially in the information and communication technologies, politics, science, hobbies, and exceedingly to a large scope of business regulation and trading. English dominates the world and it may never be dethroned as the king of languages as it is riding the crest of globalization and technology all over the globe. Some people whose native language is not English use the language in their daily lives (Quirk, 1985). It plays a very crucial role as the predominant tool for communication in the global community.

Nowadays, the role of English is important for Civic Education Department students of Social and Humaniora Faculty as a means to produce qualified and highly competitive graduates in a good governance field. Since government science is the study of organizational, administrative, management and leadership issues in the public organizations or public states in charge of the exercise of state power as stipulated by legislation. Objects and subjects of this organization include the executive, legislative, judicial institutions, and other institutions regulated in legislation.

In Indonesia, the relationship between government and citizens is always within the framework of political interaction between them in the form of state organization. Dr. Harold Damerow, a professor of government and history says that government is 'responsible primarily for making public policy for an entire society.' He also mentions that government is 'the steering mechanism for a given society.' It forms the policies that keep a particular society heading in the right direction. The government regulates the relationships between individuals through an independent judicial system based on common law principles (Gildenhuis, 1997). Being a Government Apparatus is the most

promising job prospect for government science graduates.

In order to reach specific objectives, some universities in Indonesia introduced English courses at all the levels of the educational system specifically in government science major through ESP. The latter is the common and well-established teaching methodology that the language teachers actually use to achieve the specific students' needs, and meet the social requirement.

The necessity to search for a new, more efficient model of an English for Specific Purposes (ESP) course for students of Civic Education Department in Universitas Bhinneka PGRI, appeared as a result of the concern that was expressed first of all by students themselves, the teachers, administration and employees. Very often, students from this major would complete all required professional courses, but they could not graduate because of the English requirements obligated for all students.

ESP courses are based on needs analysis, the learning objectives are more obvious than would be in the case of general English courses and it can be assumed that the students will be highly motivated in learning about topics and texts which are directed to their study or workspace. Stern (1992) distinguished four types of ESP teaching objectives: proficiency, knowledge, effective and transfer.

Therefore, ESP course in Civic Education Department in Universitas Bhinneka PGRI aims to satisfy the needs of students and give them a competitive advantage on possibilities for student and lecturers exchange, joint research, continuing education, symposium, conference and curriculum improvement programs. Because there are so many various perspectives in defining needs, assessment of the students' needs will centralize on the important task.

In this research, the researcher focuses on needs analysis which specify into the target needs of the students and observed the reasons in learning, place and time of anticipated target use, others with whom the students will interact, content areas (activities involved), skills (listening, speaking, reading, writing, etc.), and the level of proficiency required. Based on the analysis, the researcher knows what the students need toward English for Specific Purpose.

Based on the explanation, the researcher wants to conduct a research about "Needs Analysis of English for Specific Purpose at Civic Education Department in Universitas Bhinneka PGRI".

## RESEARCH METHOD

In this part, the researcher explains about research design, population and sample, instrument of the research, data collection method, and technique of data analysis.

### Research Design

Based on the research questions and objectives of the study, this research is designed as a descriptive quantitative research. Descriptive research is a kind of research method using the techniques of searching, collecting, classifying and analysing the data and the objective is to describe phenomenon. A quantitative research is a type of research which includes any calculation or enumeration.

This study analyses the students' needs and their opinions toward English teaching and learning process in the classroom. Hence, the purpose of this research design is to find out whether the students' situation meet the needs of English for Specific Purpose at the fifth semester of Civic Education Department Students in Universitas Bhinneka PGRI.

### Population and Sample

#### 1. Population

Population is a complete set of elements (person or object) that possess some common characteristics defined by the sampling criteria established by the researcher. The population is an aggregate or totality of all the objects, subjects, or member that conform to a set of specifications. In this research, the population is the third semester students of Civic education department which consist of four classes and the total number of populations are 98 students of 2023/2024 academic year.

#### 2. Sample

The researcher used the Purposive Sampling Technique. Purposive Sampling is also known as judgmental, selective, or subject sampling technique. Non-probability sampling focuses on sampling techniques where the units are investigated based on the judgment of the researcher. In this research, the sample is one class of the fifth semester students of Civic education department. It is class 5A with the number of students is 29 people of 2023/2024 academic year. The age of fifth semester of government students who join English class is in the range of 20 until 25 years old.

### Instrument of the Research

In this study, the researcher used questionnaire as a technique in collecting the data.

#### a. Questionnaire

Based on the problem statement on the first chapter, the researcher wanted to know

the students" needs of English for Specific Purpose through a questionnaire. The questionnaire was required to collect data from the students and it aimed to give the opportunity for the researcher to gather data from a number of people. The statements of the questionnaire of this research consisted of 28 numbers closed-ended question forms.

In addition, the researcher used Likert Scale for the close-ended questionnaire to get the clear data from the students. Likert scale was used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. thus, the result of questionnaire will analyze by using the following percentage system:

Which:

P : Percentage

Frequency:

n : Number of sample 100% : Constant value

(Sugiyono, 2012:137)

#### Data Collection Method

For data collection, the researcher used questionnaire as instrument method. The researcher gave questionnaire for the samples and the researcher gave 45 minutes for the students to answer the questions based on their own knowledge and experience. In collecting the data, the researcher decided to use the following procedures:

- a. The researcher gave questionnaire to the samples of the research.
- b. The researcher collected the questionnaire
- c. The researcher analyzed the data
- d. The researcher classified the answers from the questionnaire.
- e. The researcher did the data and make conclusion.

#### Techniques of Data Analysis

$$P = \frac{f}{n} \times 100\%$$

To analyze the data, the researcher employed the formulas as follows:

a. The Likert Scale and scoring

Table 1. Likert Scale

No.	Items	Score
1.	Very important	6
2.	Somewhat important	5
3.	Slightly important	4
4.	Slightly not important	3
5.	Somewhat not important	2
6.	Not important at all	1

b. Determined the ideal score. Ideal score is score used to count the score to determine rating scale and total answering.

The formula used was: (Sugiyono, 2012:137)

Criterion score = Scale score x total of respondent
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Table 2. Criterion Score

Forms	Scale
6 x 29 = 174	Very important
5 x 29 = 145	Somewhat important
4 x 29 = 116	Slightly important
3 x 29 = 87	Slightly not important
2 x 29 = 58	Somewhat not important
1 x 29 = 29	Not important at all

1. After the researcher administrating the fulfilled the questionnaire, the researcher counted the total answer for each answer category which existed in each aspect.
2. Then, the data obtained from the questionnaires analyzed by using the percentage technique.

Notation: 

$\text{Percentage} = \frac{F}{n} \times$
--

P = Rate Percentage

F = Frequency of the current answer N = total number of the students

(Sugiyono, 2012:137)

The use of the percentage above is concerned with what learners do with language

and the needed skills to be competent. This orientation can be categorized as a proficiency objective.

Procedure of the research

In this research , the researcher decided to use the following procedures:

- a. The researcher gave questionnaire to the samples of the research.
- b. The researcher collected the questionnaire
- c. The researcher analyzed the data
- d. The researcher classified the answers from the questionnaire.
- e. The researcher did the data and make conclusion.

RESULT AND DISCUSSION

Findings

Students' Personal Information

Based on the present situation, the age of fifth semester of Civic Education Department who join English class is in the range of 19 until 22 years old. The result of the questionnaire showed that 60% of the students have high motivation and 40% students have average motivation in learning English. None of the students has low motivation. From 29 students, most of them said that English is very important for their future job (51.72%), 17.24% students said somewhat important, 10.34% students said slightly important, 13.79% students slightly not important, 6.89% students somewhat not important, and 0% students said not important at all. From the data, it can be concluded that the fifth semester of Civic Education Department students in the academic year of 2023/2024 have high motivation in learning English. Some of the students learn English out of class by taking English course. English has an important role for their future.

Table 3. Percentage of The Usefulness of Each Skill for Improving the Overall English Ability

	Reading	Listening	Speaking	Writing	Total
<i>F</i>	3	7	17	2	29
<i>%</i>	10.34	24.13	58.62	6.89	100

According to Table 4.1, more than half of the students (58.62%) judged speaking as the most useful skill for improving the overall English ability. The next useful skill of the students was listening (24.13%). Apparently, most of them seem to agree that reading and writing skill were the least useful (10.34% and 6.89%).

## Students' Needs Towards The ESP Course

Table 4. The Relevant Between English Material taught by Lecturer and The Study Program

Perception	Respond	
	F	%
Yes	7	24.13
Partly	10	34.48
No	12	41.37
Total	29	100

From the data it can be seen that the relevant between English material taught by lecturer and the study program is 41.37% not relevant.

Table 5. The English Material That The Students Need To Learn

Material	Respond	
	F	%
English for Academic Purpose	10	34.48
English for Business	10	34.48
General English	9	31.03

From the data it can be seen that the English material that the students need to learn are English for Academic Purpose and English for Business in which 34.48% equal.

Table 6. The Job Prospect That The Students Choose After Graduation

Job Prospect	Respond	
	F	%
Find a job that relevant with the study program	8	27.58
Continue master degree	4	13.79
Join exchange program in abroad	7	24.13
others: teacher, entrepreneur, businessman	10	34.48

The table above shows that the students are more likely become a teacher, an entrepreneur, and a businessman after they graduate from the university in which 34.48% of them.

Table 7. The Students' Difficulties In Learning English At The Class

Perception	Respond	
	F	%
Speaking	2	6.89
Reading	2	6.89
Translation	5	17.24
Listening	7	24.13
Writing	3	10.34
Grammar	10	34.48

As it is presented on the table, it shows that the most difficult material in learning English according to the students was grammar with 34.48%, then it followed by listening (24.13%), and translation (17.24%).

Table 8. The Importance of English for the Study

	Very important	Somewhat important	Slightly important	Slightly not important	Somewhat not important	Not importantat all
F	7	17	3	2	0	0
%	24.13	58.62	10.34	6.89	0	0

The table shows that English seems not very important for the students. Regardless, they said that it is somewhat important for them.

Table 9. The Importance of Vocabulary Practice in English Class

	Very important	Somewhat important	Slightly important	Slightly not important	Somewhat not important	Not importantat all
F	11	9	5	4	0	0
%	37.93	31.03	17.24	13.79	0	0

From the data it can be seen that the vocabulary practice in English class is very important for the students in which 37.93%.

Table 10. The Importance of Grammar Practice in English Class

	Very important	Somewhat important	Slightly important	Slightly not important	Somewhat not important	Not importantat all
F	18	8	3	0	0	0
%	62.06	27.58	10.34	0	0	0

From the data it can be seen that the grammar practice in English class is very important for the students in which 62.06%.

Table 11. The Situations Where Reading Skill is Important for Civic Education Department Students

Reading	6	5	4	3	2	1
Reading English social and politic documents/ e-mails	58.62%	27.58%	13.79%	-	-	-
Reading English articles on the Internet	24.13%	24.13%	27.58%	17.24%	6.89%	-
Reading English newspapers	10.34%	17.24%	34.48%	37.93%	-	-
Reading English novels for pleasure	-	-	13.79%	13.79%	31.03%	41.37%
Reading e-mails from foreign friends written in English	44.82%	24.13%	13.79%	6.89%	3.44%	6.89%
Reading English textbooks	-	20.68%	27.58%	17.24%	24.13%	10.34%

The table shows the situation where the Civic Education Department students practice reading. This data uses range 6 until 1 in which number 6 shows that the aspect is very important, while number 1 means the aspect is not important at all. From the data it can be seen that the most important situation where the Civic Education Department students use English is reading English social and politic documents/e-mails which is 58.62%. This glance proves how important the needs are for the students towards ESP course.

Table 12. The Situations Where Listening Skill is Important for Civic Education Department Students

Listening	6	5	4	3	2	1
Listening in meetings or small-group discussions at work with English-speaking members	58.62%	24.13%	10.34%	6.89%	-	-
Listening to take notes of a class lecture in English	68.96%	31.03%	-	-	-	-

Listening to a speech in a conference given in English	-	20.68%	34.48%	31.03%	13.79%	-
Watching movies or TV programs in English	27.5 8%	37.9 3%	10.3 4%	6.89 %	6.89 %	10.3 4%
Listening to English language music	31.0 3%	27.5 8%	10.3 4%	6.89 %	10.3 4%	13.7 9%

The table shows the most important situation where the Civic Education Department students use English in listening is when they were listening to takenotes of a class lecture in English (68.96%). It appears as they were in need to acquire English in teaching and learning process. In contrast, listening to a speech in a conference given in English was not very important for the students.

Table 13. The Situations Where Speaking Skill is Important for Civic Education

	Department Students					
Speaking	6	5	4	3	2	1
Speaking informally in English with foreign tourists	58.62%	27.5 8%	13.79%	-	-	-
Giving formal speeches/presentations in English at international conferences	31.03%	41.37%	27.58%	-	-	-
Giving small speeches/presentations at work	13.79%	41.37%	34.48%	6.89%	3.44%	-
Giving small speeches/presentations in English in your university classes	13.79%	24.13%	34.48%	13.79%	10.34%	6.89%
Having discussions about general topics and current events in English with classmates	37.93%	27.58%	20.68%	3.44%	3.44%	6.89%
Having discussions about general topics and current events in English with foreign people	31.03%	24.13%	34.48%	3.44%	3.44%	3.44%
Speaking to hotel and restaurant staff in English while traveling overseas	27.58%	27.58%	24.13%	10.34%	3.44%	6.89%

Regarding to the importance of speaking skill for the Civic Education Department students, 58.62% of the them were speaking informally in English with foreign tourists which shows their excitement to interact with English speakers. In contrast, a few number of the students said that giving small speeches is not very important for them.

Table 14. The Situations Where Writing Skill is Important for Civic Education Department Students

Writing	6	5	4	3	2	1
Writing in English for university course papers	10.34%	51.72%	17.24%	13.79%	6.89%	-
Writing business documents in English	3.44%	13.79%	37.93%	34.48%	3.44%	6.89%
Synthesizing information from more than one source	10.34%	10.34%	34.48%	37.93%	6.89%	-
Writing e-mail business letters in English to foreigners	41.37%	17.24%	27.58%	10.34%	3.44%	-
Getting the ability to research information in English	6.89%	41.37%	44.82%	-	6.89%	-
Doing group research with classmates or co-workers in English	13.79%	17.24%	31.03%	24.13%	10.34%	3.44%

As it is presented on the table, it shows that the half of the students" (51.72%) are writing in English for university course papers which meets with the needs in ESP course. It appears as they are in need to acquire to be able to write in English.

## Discussion

### The Needs of Government Students in ESP Course

According to the result of questionnaire, most of the fifth semester students of Civic Education Department especially in class 5A stated that their needs in learning English is being able to communicate in English, especially English for Civic Education Department of Social and Humaniora Faculty. Although, 58.62% of the students stated that English is somewhat important for them, they kept wanting to get English teaching and learning process to be more affective and efficient in the class. These students are still deprived at graduation level from the opportunity to have English instruction, the fact that led the researcher to observe the present situation of the students which meet the their needs of

ESP.

The preliminary results of the information gathered from the present situation of students concerning the use of English in their future career, has led the researcher to investigate their vision regarding the status of English of Civic Education Department, to determine why they need English and what for. This was done in view of proposing the introduction of an ESP course in the curriculum of these students since they were in the first semester. They argued that their motivation in learning English will increase if their English class is conducive. From the percentage, 41.37% of them said that English material taught by lecturer and the study program were not relevant. If so, they have not learnt all the things which they do need even want it. It is in line with the statement that adults learn better when they can see a reason why they are following a program of study and find the relevance between their needs in learning and the content of the study that they must learn.

From 29 students, most of them said that English is somewhat important for their study. From the data, it can be concluded that the third semester of Civic Education Department students in the academic year of 2023/2024 have good motivation in learning English. Furthermore, more than half of the 5A students (58.62%) judged speaking as the most useful skill for improving the overall English ability, followed by listening (24.13%), reading (10.34%), and writing skill (6.84%).

Moreover, as stated by Brindley (1984), "The term need is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivations, lacks, constraints, and requirements". In this case, the researcher can conclude that English is a world language used in all domains especially in the information and communication technologies, politics, international relations, trading and regulation. In addition, there are some important aspects that has been revealed through needs analysis of the Civic Education Department students of Universitas Bhinneka PGRI towards ESP which are very beneficial for the improvement in English course, such as:

From above data, the Civic Education Department students preferences regarding useful activities in learning are English for Academic Purpose and English for Business where both will be important for their future job. It is shown that there were 10 students chose whether to be teacher, entrepreneur, and businessman for their future job after graduation which is quite irrelevant with their study program, and followed by 8 students who will only find relevant job with their study program.

The learning material that Civic Education Department students most needed is

grammar as well as it is the most difficult element to be achieved based on more than half of the students" answer in the questionnaire, however vocabulary practice seems to be very important too for 11 students of the class.

The situation where the Civic Education Department students use English are: (1) listening to take notes of a class lecture in English where 68.96% of them did this, (2) speaking informally in English with foreign tourists which shows their excitement to interact with English speakers where 58.62% of them did this, (3) reading English social and politic documents/e-mails which is 58.62% of them did this, (4) writing in English for university course papers which meets with the needs in ESP course 51.72% of them did this.

## CONCLUSION

To conduct effective ESP courses, English background of the learners should be considered first. The lesson which is suitable for the learners" level can help them learn English better and faster. According to the results of this study, the researcher can conclude that the the present situation of Civic Education Department students do not meet their actual needs of English for Specific Purpose which revealed between the English teaching materials and their study program as Civic Education Department students is partly relevant. Those students need more specific English material and class, that is, English for Specific Purposes course for Civic Education Department students where they considered speaking and listening as the useful skills which are needed to be improved as the first two priorities. Although reading and writing were not very important for the students, reading and writing activities should be included in an ESP course to enhance their four English skills, as well. Their need in learning English is being able to communicate in English well in the subject area of their study and future job. Nonetheless, an English course designer should focus on topics concern in English for Civic Education Department Students which are related between their present situation and their target needs.

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