

An Analysis of Students' Desire in English for Informatics Engineering Department at Hasanuddin University Makassar

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ABSTRACT

This study aims to analyze the desire of Informatics Engineering Department Students in learning English, this research used quantitative methods with questionnaire instruments in the form of Google Form, a total on which 29 respondent data participated in this study. The main focus of the research is to identify the desires by considering the aspects, preferences, and expectations of students related to learning English in the context of their field of study. The results show that speaking skills are the top priority that students want to master, with the aim of improving future career opportunities. Although they have not found the optimal teaching method, students show interest if there is a special course or program that focuses on English for Informatics Engineering. This study also revealed that students rarely use English in assignments and feel less familiar with English. Desired learning activities include presentations, group discussions, role plays, and essay or report writing. This study concludes that a more practical and contextualized approach to teaching English to Informatics Engineering students is needed to build and improve their skills and confidence in using English for professional purposes in their field.

Keywords: *English for Specific Purposes (ESP), Language Needs, Teaching Method.*

1) INTRODUCTION

In this era of rapid globalization and digitalization, mastery of English is growing in importance in various fields, including Informatics Engineering, due to the rapid development of technology. English is not only an international language in the business communication, but also the main language in academic literature and software development. Therefore, fluency in English is one of the essential skills for students majoring in Informatics Engineering to improve their career opportunities in the future. The dominance of English in the world of technology is evident, with most documentation, literature and learning resources in this field available in English (Smith & Doe, 2020). This creates an urgent need for students to master the language in order to access and understand the latest information in their field. At the same time, the globalization of the Information Technology (IT) industry has encouraged technology companies to operate globally, creating a demand for

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information technology professionals who are able to communicate effectively in English for international collaboration.

English communication skills are now considered a crucial soft skill in the IT industry. IT professionals are required to not only be proficient in technical aspects, but also be able to interact with international clients and teams, making English fluency a valuable asset in their careers. To prepare for this, previous research shows that 78% of IT graduates feel their English skills are inadequate to compete in the global job market. This is a serious concern given the growing number of technology companies that operate internationally and require a workforce that is fluent in English. (Zhang et al. (2023). To address this issue, some universities have started to implement English for Specific Purposes (ESP) programs specifically designed for Informatics Engineering students. A study conducted by Johnson and Lee (2024) previously suggested that an ESP program that focuses on speaking skills and technical vocabulary can improve the English proficiency of Informatics Engineering students by 40% within one semester.

However, the implementation of this kind of program is still limited and unequal throughout higher education. Therefore, this study aims to analyze the desire of Informatics Engineering Department students in learning English in accordance with the conditions of reality in their place through the stages of analyzing student perspectives. The main focus is to identify students' preferences regarding language skills, learning methods, and the types of activities they find most useful. The results of this study are expected to provide valuable insights for curriculum developers and English teachers in Informatics Engineering to design learning programs that are more in keeping with students' needs and expectations.

English for Specific Purposes (ESP) has become an important part of English teaching at the university level, this is tailored to the majors in each university scope, such as there are majors that are not directly related to English where ESP is present and focuses on teaching English tailored to the specific needs of learners in their academic or professional context (Hutchinson & Waters, 1987). Given the rapid development of technology in the era of globalization, the ability to speak English not only supports the academic learning process, but also promotes future career opportunities, this makes researchers want to analyze more deeply the desire of Informatics Engineering students for English language learning. One of the key elements in developing an effective ESP program is needs analysis, in this stage the author collects and identifies information on learners' specific language needs

and desires that include target language use situations, required skills, and communication contexts and uses the information to design appropriate learning methods.

In this research, the need analysis is focused on the desire of Informatics Engineering students related to speaking skills, this analysis is necessary to ensure that the ESP program designed can truly meet the needs and expectations of students. Several studies have been conducted to analyze students' desire to learn English, identifying their needs, preferences, and expectations in the context of university level studies in informatics engineering.

A Urgent Need for ESP Programs in Higher Education, given the importance of English in the field of information technology. Zhang et al. (2023) reported that 78% of Information Technology graduates felt their English skills were insufficient to compete in the world job market. These findings emphasize the need for wider and more equitable development and implementation of ESP programs across higher education institutions. The Role of ESP in Addressing the English Skills Gap, Given the English skills gap among Informatics Engineering students, ESP offers the perfect solution. Through a comprehensive needs analysis, ESP programs can be tailored to address students' specific weaknesses and prepare them for future professional challenges. As stated by Dudley-Evans and St John (1998), ESP is not just about language teaching, but also about comprehending and meeting the specific needs of learners in a particular context. The importance of ESP in English language learning for Informatics Engineering students. A well-designed ESP program can help students master English relevant to their field of study, improve career opportunities, and meet the demands of the globalization of the information technology industry.

The effectiveness of ESP programs in improving English language skills shows that a well-designed ESP program can significantly improve the English language skills of Informatics Engineering students. A study by Johnson and Lee (2024) found that an ESP program that focuses on speaking skills and technical vocabulary can improve the English language skills of Informatics Engineering students by 40% in one semester. This result shows that ESP is able to have a real positive impact in a relatively short time. Lee and Chen (2022) stated that ESP can increase motivation and learning effectiveness because the material taught is relevant to the interests and needs of the learner. By using the ESP approach, Informatics Engineering students can more easily understand technical literature, write reports, and participate in professional meetings.

Based on previous research, students want more speaking practice, discussions, and other practical activities, not many have explored their specific preferences for different types of learning activities. More detailed research is needed to identify the most effective and engaging activities for Informatics Engineering students (Williams, 2021) and the results of the analysis of Hasanuddin University Informatics Engineering Students show that the skill most wanted to master is speaking and the need for teaching methods that have more group practice, active and interactive. Such as problem-based learning methods that integrate English with technical informatics tasks will be highly effective.

Integrating ESP in the English curriculum along with technology for Informatics Engineering students can be helpful to meet their specific needs. Nguyen and Martinez (2019) found that students who learned English through an ESP program showed significant improvements in language skills and technical understanding. ESP programs can include modules that focus on technical vocabulary, academic writing, and professional communication. Informatics Engineering is closely related to the use of computers, and nowadays there are many application platforms and websites, which can improve speaking skills, be it with native speakers or with international students. The existence of this technological breakthrough can enhance the motivation and effectiveness of student learning to access learning materials tailored to their needs anytime, anywhere, can increase the flexibility of learning effectiveness with the optimal integration of technology such as the use of smartphones, e-learning, websites, YouTube and various other flatfoms. this can build student confidence to speak and are expected to be able to feel real communication even though they are in an environment that is not all spoken English.

2) METHODS

The research method used in this research is descriptive quantitative approach, which in the process of presenting narrative, and visual to gain in-depth insight in the data there is data analysis, comprehensive data interpretation, to certain topics of interest (Gay et al, 2012) This approach is used by researchers to identify the needs, preferences, and expectations of students majoring in Informatics Engineering related to English language learning in the context of their studies. This study used a questionnaire instrument distributed through Google Form to 29 respondents. The questionnaire was designed to collect data on the English language skills desired by the Informatics Engineering students,

as well as what teaching methods they consider effective, and how the campus environment contributes to English language learning. Data analysis was conducted using descriptive statistics to provide a transparent overview of the research findings. And the author also added a literature review so that the information obtained is relevant to the theory of previous research.

3) RESULTS AND DISCUSSION

Results

In this study, researchers obtained data from 29 respondents using a questionnaire in the form of a Google form, researchers asked 10 questions in order to see what the desire of Informatics Engineering students in learning English.



Figure 1: *Results Overview of the first question*

This research begins by asked what skills Engineering Informatics students really want to improve, this aims to identify the desires of students in learning English, so that in learning, they know what they want and how to learn these skills, so that learning is relevant, departing from these results the lecturer should provide interactive learning strategies and methods so that students can learn and understand learning, and avoid boredom. It can be seen in the picture above that 69% of students really want to master speaking, considering that speaking skills are needed for both academic and work purposes, 13.8% of students want to improve listening and 10.3% want to read.

2. Menurut Anda, apakah penguasaan bahasa Inggris yang baik dapat meningkatkan peluang karir Anda di bidang Teknik Informatika?
29 jawaban

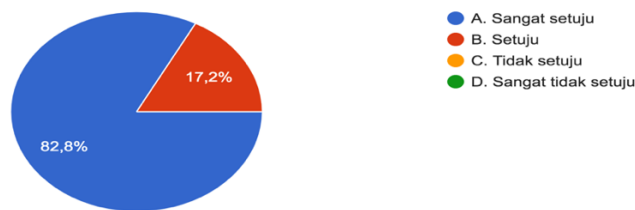


Figure 2: Results Overview of the second question

Moving on to the second question, that is, the role of English for students of the Informatics Engineering Department is enormous, it can be seen from the answers of 82.8% of students strongly agree and 17.2% agree will increase career opportunities, considering that the scope of careers in technology is closely related to the world of digitization and national and international networks

3. Apakah Anda tertarik untuk mengambil mata kuliah atau program khusus yang fokus pada bahasa Inggris untuk bidang Teknik Informatika?
29 jawaban

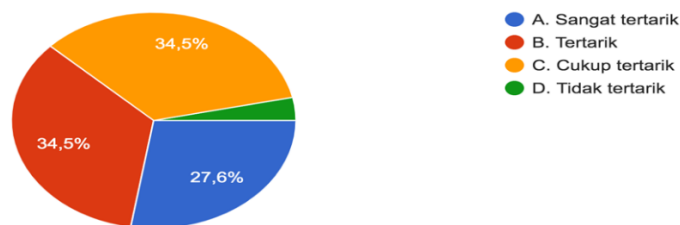


Figure 3: Results Overview of the third question

The use of English is essential and highly needed especially for students majoring in Informatics Engineering, as many as 34.5% of students are interested and quite interested in taking courses that focus on Informatics Engineering majors, this happens because some of them have not yet found suitable methods and environments for learning, however as many as 27.6% of students are highly interested in taking courses that focus on English for Informatics Engineering.

4. Seberapa sering Anda menggunakan bahasa Inggris dalam mengerjakan tugas atau proyek di Teknik Informatika?
29 jawaban

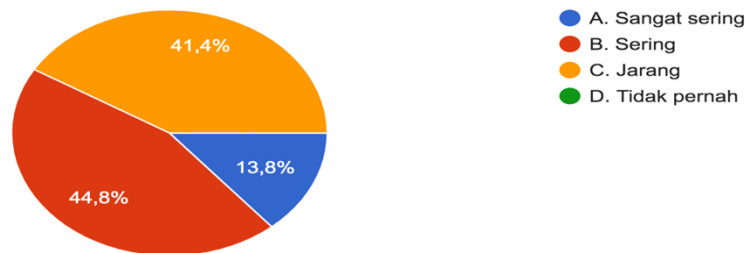


Figure 4: *Fourth question overview*

It can be seen from the chart above that 44.8% of English is often used by students of the Informatics Engineering Department considering that in their activities they need reading skills in book literature related to their majors and writing skills in coding, but 41.4% stated that they rarely use English in assignin tasks.

5. Bagaimana harapan Anda terhadap peran lingkungan dalam mendukung pembelajaran bahasa Inggris?
29 jawaban



Figure 5: *Results Overview of the fifth question*

The chart shows that the environment has an impact in supporting the assignment of English assignments as much as 48.3%, including students expecting the campus environment to use more English, this aims to train habits, besides that English speaking events or activities can be held regularly, such as public speaking, English competitions, and collaborating with students or native

English speakers, this aims to motivate students to be more confident in learning to see the direct use of English in life.

6. Apa saran Anda agar mahasiswa Teknik Informatika dapat lebih banyak berlatih menggunakan bahasa Inggris secara aktif?
29 jawaban



Figure 6: *Results Overview of the sixth question*

Furthermore, the chart above shows that 41.4% of them chose all options, which from several options given, namely, conducting activities such as English day or English club, encouraging students to participate in English-speaking forums or competencies, and requiring the use of English in uncertain assignments or projects.

7. Apakah Anda merasa percaya diri dalam menggunakan bahasa Inggris untuk keperluan profesional di bidang Teknik Informatika?
29 jawaban

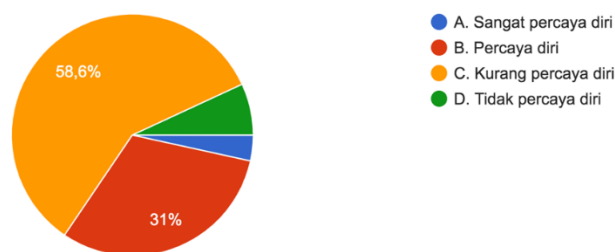


Figure 7: *Seventh question overview*

And in the next illustration above shows that 58.6% of them stated "lack of confidence" and, 31% of students stated "confident" in using English for professional purposes in the field of

Informatics Engineering, this is based on a less supportive environment and excessive concern about the response of the surrounding.

8. Metode pembelajaran bahasa Inggris apa yang Anda harapkan dapat diterapkan?

29 jawaban



Figure 8: *Results Overview of the eighth question*

In this case, the data above shows the method of learning English that students expect to be applied, namely 62.1% of them chose the method of more speaking practice and discussion, 17.2% a combination of face-to-face classes and self-study, and 10.3% self-study with applications or online platforms and the use of interesting audiovisual media.

9. Materi atau topik apa yang Anda harapkan lebih ditekankan dalam pembelajaran bahasa Inggris untuk Teknik Informatika?

29 jawaban

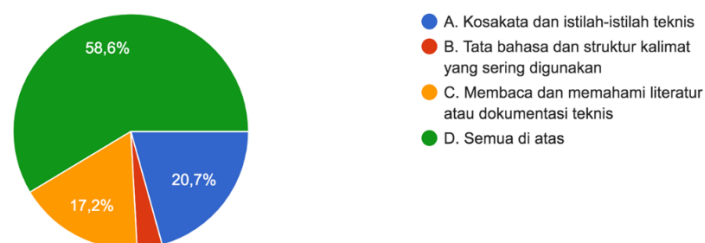


Figure 9: *Overview of the ninth question*

Furthermore, the chart above presents and provides information on what materials or topics students expect to be emphasized in learning English for informatics engineering, namely, 58.6% of

them stated that all the materials or topics that have been presented are in accordance with their expectations. These materials include, first, vocabulary and technical terms of this vocabulary such as vocabulary commonly used in informatics engineering majors and vocabulary related to daily life, then the second is grammar and sentence structure that is often used, it is intended that informatics engineering students can make sentences correctly in structure and can understand their use because this ability is needed in writing reports and emails in the future for work or academic assignments, writing code, and reading and understanding literature.

10. Jenis aktivitas atau kegiatan apa yang Anda harapkan dapat diterapkan dalam pembelajaran bahasa Inggris?
29 jawaban

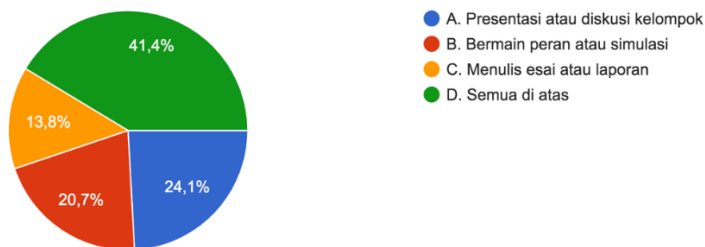


Figure 10: *Overview of the ten questions*

Lastly, the chart above presents data on the types of activities or activities that they expect to be applied in English language learning as many as 41.4% of them agree from the options provided, which are presentations or group discussions, role playing or simulations, and writing essays or report.

Discussion

The This research provides significant insights as well as shows the desire of students of Informatics Engineering Department of Hasanuddin University Makassar in learning English. The results obtained led to some interesting and relevant discussion points for the development of curriculum and English teaching methods in the field of Informatics Engineering.

Question	Answers
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	Speaking	Writing	Listening	Reading
What English language skill would you most like to improve?	20 People / 69%	2 People / 6,9%	4 People / 14,8%	3 People / 20,3%

The first finding is that 69% of respondents really want to improve their speaking skills in English. This result identifies a high awareness among students of the importance of oral communication competence. This is in line with global demands in the field of information technology which increasingly emphasize the need for soft skills, especially the ability to communicate effectively in an international context. The implication of this finding is the need for greater emphasis on the speaking component in the English curriculum for Informatics Engineering.

Question	Answers			
	Strongly agree	Agree	Disagree	Strongly Disagree
2. In your perspective, can proficiency in English enhance your career prospects in the field of Computer Science?	24 People / 82,8%	5 People / 17,2%		

Further, the response (82.8% strongly agree and 17.2% agree) to the role of English in enhancing career opportunities reflects a good understanding of the global demands in information technology.

Question	Answers			
	Highly Interested	Interested	Quite Interested	Disinterested
Are you interested in taking courses or special programs that focus on English for the field of Information Technology?	8 People 27,6 %	10 People / 34,5%	10 People / 34,5%/	3 People / 20, 3%

However, there is an interesting disparity between this recognition and the level of interest in specialized English courses for Informatics Engineering, with only 27.6% of respondents expressing great interest. This gap raises questions about the effectiveness of existing teaching methods and the relevance of the material taught to the specific needs of Informatics Engineering students.

Question	Answers			
	Extremely Often	Often	Rarely	Never
How often do you use English when working on assignments or projects in Computer Engineering?	4 People / 13,8%	13 People / 44,8%	12 People / 41,4%/	-

on the extent of English use also provides crucial information. With 44.8% of respondents claiming to use English regularly, especially for reading literature and writing code, but 41.4% rarely using it in assignments, there is potential to improve the integration of English in academic tasks. This could bridge the gap between the theoretical needs and practical applications of English in the context of Informatics Engineering.

Question	Answers			
	Highly Confident	Confident	lacking confidence	Not confidence
Do you feel confident using English for professional purposes in the field of Information Technology?	1 Person / 3,4 %	9 People / 31%	17 People/ 8,6%	2 People / 2,9%

Following on from the findings that 58.6% of respondents felt less confident in using English for professional purposes, it is important to build a supportive learning environment. Students' preference for a campus environment that uses more English 24,1% activities such as English day or English club (41.4% chose all options including this) shows the need for an immersive approach in English learning. One way to build a supportive environment in the classroom is the selection and use of learning methods in accordance with the needs and desires of students from the results of the analysis of Informatics Engineering Department students as much as 69% want learning to focus more on speaking practice and discussion in terms of learning preference topics 58.6% indicates the need for a more interactive and comprehensive approach. Because students tend to prefer active and interactive learning methods.

Organizing activities such as English Day or English Club	Encourage students to participate in English forums or competitions.	Requiring the use of English when working on certain assignments or projects	All of the above
9 People/ 31 %	4 People/13,8%	4 People/13,8%	12 People / 41,4%

Question	Answers			
	Presentation or group discussion	Role playing or simulation	Writing an essay or paper	All of the above
What types of activities or tasks do you expect to be implemented in English language learning?	7 People / 24,1 %	6 people / 20,7%	4 People / 13,8 %	12 Peole/ 41,4%

Whether it is activities such as presentation, group discussion, role play, and essay writing as much as 41.4%. Students want to have many opportunities to practice speaking in a professional context. One learning approach that can be applied is project-based learning or problem-based learning that integrates English with technical informatics tasks will be very effective because students will feel the application of what they learn from learning which in this case combines technical aspects with soft skills to prepare them for technological demands, Understanding this aspect can help in designing more effective and relevant English learning programs for Informatics Engineering students, so as to increase their motivation and learning outcomes. The choice of materials will also be a determining

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factor in learning outcomes, in this case the selection and teaching of technical vocabulary, grammar, and practical communication skills relevant to the field of Informatics Engineering.

Overall, the results of this study highlight the desire for a more integrated, contextualized and practice-oriented English curriculum for Informatics Engineering students. The development of a program that incorporates a focus on speaking skills, materials relevant to the field of study, and interactive teaching methods can improve not only linguistic competence, but also students' confidence and preparedness to face professional challenges in the era of information technology (IT) modernization.

4) CONCLUSION

This study analyzes the desire of students of Informatics Engineering Department of Hasanuddin University Makassar in learning English. In this case, it shows a significant preference for improving speaking skills in English in an interactive and comprehensive way. Because students tend to prefer active and interactive learning methods. Whether it is activities such as presentations, group discussions, role playing, and writing essays as much as 41.4%. Students want to have many more experiences to practice speaking in a practical and professional context. One learning approach that can be applied is project-based learning or problem-based learning that integrates English with technical informatics tasks will be very effective because students will feel the application of what they learn from learning which in this case combines technical aspects with soft skills to prepare them for technological needs. Understanding this aspect can help in designing more effective and relevant English learning programs for Informatics Engineering students, so as to improve their motivation and learning outcomes. The selection of materials will also be a major determinant of learning outcomes in terms of the selection and teaching of technical vocabulary, grammar, and practical communication skills relevant to the field of Information Technology and the awareness of the importance of English for careers in information technology.

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