

ESP COURSE DESIGN BASED ON STUDENT NEEDS: X SOCIAL CLASS AT MADRASAH ALIYAH SYEKH YUSUF

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Abstract

This study aims to explore and analyse the English language needs of tenth-grade students in the Social Studies (IIS) program at Madrasah Aliyah Syekh Yusuf through the English for Specific Purposes (ESP) approach. The background of this study is the imbalance in which IIS students currently study general English that is less relevant to their future academic and career paths. This study used a triangulated study design combining quantitative and qualitative methods. Data were collected through a questionnaire involving 19 students and in-depth interviews with two students and one English teacher. The research findings indicate that students' English language competencies in speaking, listening, reading, and writing still require improvement. The main problems faced by students include limited comprehension, fear of making mistakes, anxiety, and pronunciation difficulties. Regarding necessities, the majority of students (89%) learn English to communicate with both native and non-native speakers, followed by further education (63%) and personal growth (64%). In terms of learning preferences (desires), students preferred small group work (79%) and role-playing (72%). Furthermore, students desired activities that combined listening and writing practice simultaneously, as well as intensive reading activities. The results of this needs analysis are expected to guide the design of a more effective and appropriate ESP syllabus and teaching materials for social studies students.

Keywords: English for Specific Purpose (ESP); Need analysis; social studies Study Program; Syllabus Design

INTRODUCTION

English has become a worldwide language, serving not just as an additional or foreign language in English-speaking nations, but also in areas where it is not the primary language. Its influence spans various fields, including commerce, education, and workplace communication. Nowadays, students aim to learn English not only for school success but also to gain useful skills in both oral and written communication.

Considering the variety of student requirements, English teaching should be customized to fit particular subjects. For example, students in science need scientific terminology, whereas those in engineering and hospitality require language suited to their fields (Yaumi, as referenced in Lestari, 2021). This customized method is known as English for Specific Purposes (ESP), which helps students develop language abilities specific to their discipline and offers focused content that aligns with their academic programs (Kusni, as noted in Pranoto, 2020).

A fundamental element of ESP is the implementation of Needs Analysis (NA), a systematic approach that allows teachers to pinpoint students' language needs and create

curricula that meet those demands (Parnawati and Ulinuha, 2019). According to Akyel and Ozek (in Pranoto, 2020), NA serves as a valuable tool, helping educators discover students' essential needs and tailor educational goals to align with their future career requirements. In Indonesia, previous research has looked into ESP needs for nursing, information and communication technology, and tourism (Lamri, 2016). Still, there is a lack of studies focusing on ESP for Social Studies programs, particularly regarding needs analysis and curriculum development.

At present, students in the IIS (Social Studies) program are learning general English, which does not significantly relate to their academic and career paths. Thus, this research aims to explore the English language needs of IIS students through the lens of ESP. The outcomes are anticipated to assist in creating effective teaching methods and tailored materials, with the insights gained from the Needs Analysis guiding the development of the curriculum.

METHOD

This study using design study triangulation that combines quantitative and qualitative. Method quantitative used for get information from whole respondents (students major in IIS), while method qualitative was used for add outlook from the teacher about study used language English for IIS in the future come. In study this, aim for now and analyse ESP requirements for students majoring in social studies.

This study done at MA. Sheikh Yusuf Sungguminasa located on Jl. Sirajuddin Rani No. 1 implementation time held on Wednesday, 23 May 2022, and to be precise in class X IIS. Participant are English teachers and students in MA. Syekh Yusuf Sungguminasa the research selected class X students and an English teacher as a participant in this study. There were twenty-five students but only nineteen participated and one English teacher IIS. In-depth interviews were conducted with 2 students and 1 teacher. They were selected based on their answer in the questionnaire and their convenience to be interviewed

In descriptive qualitative there is a number of method data collection such as Interviews, photographs, recordings, pictures, and informal conversations. In studying, these researches use questionnaire and interviews. Questionnaire conducted as step beginning data collection. Nine students have been given the opportunity to answer a shared questionnaire using google forms.

Research needed to clarify the response of the student to the questionnaire, because that research takes notes on all the answers participants. Research takes notes on all the answer participants through the phone. Then a tool recorder that was used by researchers as tool evidence. One partition did not have time to meet directly, so that researcher used virtual methods too.

Research data collected using online questionnaires, surveys, observations, and interviews. Observation used for knowing learning process situation language England. Survey this aims to disclose attitudes behaviours, beliefs, and arguments respondent about needs skills language English those in neighbourhood education high (Cohen, 2015).

In study here, questionnaire was used as tool mainly for obtaining quantitative data. Collecting data from questionnaire analysed directly by quantitative with procedure statistic base. To collect data, research spread questionnaires to respondents using google forms.

Qualitative data obtained from interviews conducted to a number of respondents. Interview conducted to confirm quantitative data.

RESULTS AND DISCUSSION

The following section outlines the findings and discussion from the data collection process. The research used questionnaires and interviews with the research subject to gather information. The finding is classified into three sections. The first section presents the students English proficiency. The second part provides the students wants and needs and it provides information about the language need through the selection of topics or materials needed and wanted by IIS students to be included in the ESP for IIS study program students. The last describes the data about a design course that is appropriate for them.

Student's English Proficiency

Table 1. IIS student's English Proficiency level

Competency	Very weak	Weak	Good	Very good
Speaking	-	26%	63%	11%
Listening	-	26%	47%	26%
Reading	-	42%	47%	11%
Writing	-	16%	53%	32%

The data shows that students' English competencies in speaking, listening, reading, and writing still need improvement. In speaking skills, most students rated themselves as good, but many still felt weak and lacked confidence when speaking English. Similar results were found in listening skills, where students also showed low confidence in understanding spoken English. In reading skills, a large percentage of students considered their ability weak, indicating difficulties in reading comprehension. Writing skills received slightly better results, yet some students still lacked confidence in their writing ability.

In addition, the study identified several common problems faced by students in learning English. The majority of students experienced limited vocabulary, fear of making mistakes, anxiety when using English, lack of ideas, and difficulties in pronunciations. These findings indicate that psychological factors and language limitations strongly influence students' English learning process.

Student's wants and needs

Table 2. Student's Necessities

Goals	Percentage
Further education	63%
For future career	42%
Traveling to other countries	47%
To communicate with native and non-native English speakers	89%
Personal growth	64%

The findings of the distributed questionnaire revealed that 63% of students need to learn English for further education. On the other hand, 42% of students stated that they need to learn English for future jobs. Then, up to 47% of students stated that they studied English to travel aboard. Followed by 89% of students who learn English to communicate, both with native English speakers and non-native speakers. Lastly, up to 64% of students study English for personal growth.

The Activity of IIS Students

For writing activity, sixty eight percent (68%) of students wanted to be provided with the activities to develop the main idea and free writing. For example, the teacher gives a topic based on their own words and sentences.

From the above result we can see that sixty five percent (65%) of students prefer activities to combine listening and writing exercise at the same time, and 74% of students prefer watching movies and guessing pictures for their listening activities. This kind of activity is considered the most easily understood activity by all students. The next is speaking, for this skill fifty three percent (53%) of the students choose to do interviews for their learning activities.

The last skill is reading. For this skill, fifty-eight person (58%) of the students preferred to do intensive reading activities for their learning activity. However, 53% choose skimming as an activity to improve their reading skills. This kind of activity is considered as one of the activities that can help the students in their reading skill. By identifying the main idea through skimming, the students will be more active to read the next and it can help the students to gain their focus.

Design Course

Generally, a syllabus is defined as “a course of study offered by a learning institution in a specific period” (Debin and Olshtain, 1986). Choosing what to teach and how to teach it is the process of creating a syllabus. Syllabus design is the process of arranging chosen content for instruction into a logical and useful order. Farrant (1980) definite a syllabus as “a series of statement of what is to be learned.”

The syllabus serves as roadmap for teachers and students by outlining a number of objectives that must be met. It is an expression of views about the nature of language and learning. Hutchinson and Waters (1987) define the syllabus simply as a statement about what must be learned. It is reflecting the language and linguistic performance. Tahir, Suriaman & Rinantanti. (2019) said, ideally the syllabus is developed based on needs analysis conducted by a group of the teacher in collaboration with needs analysts/experts and a team of curriculum development. Approaches used in developing syllabus can be analytic or synthetic approach technically; the steps of syllabus design cover the following: 1) Planning; 2) Dissemination; 3) Implementation; 4) Evaluation; 5) Revision.

CONCLUSION

Students so that learning can be carried out in accordance with the wishes and needs of students. Needs analysis plays an important role in education for teachers or lecture, students, teaching materials, and the educational process trough needs analysis. Everything is connected harmoniously, can improve student learning processes, and outlines the target situation analysis frame work. Research can conclude that students in Madrasah Aliyah Syekh Yusuf Sungguminasa in learning English in the IIS department is a students understand foreign languages in IIS lessons. From research conducted students wants to learn English well and have teachers who are experts in their fields so that students can be better understand English learning, especially in the IIS department.

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