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DESIGNING AN ESP COURSE BASED ON STUDENTS' NEEDS ANALYSIS IN THE SOCIAL SCIENCE PROGRAM AT MA ASH-SHALIHIN

Nurwahyuni Ardilla Putri[1*], Hardiani Ardin[1]
[1]*English Education Department, Institut Aisyiyah Sulawesi Selatan, Indonesia*
Email: nurwahyuniardillaputri@gmail.com

Abstract

This study aimed to analyse the English learning needs of students in the Social Science Program at MA Ash-Shalihin and to design an appropriate English for Specific Purposes (ESP) course based on students' needs analysis. This research applied a qualitative case study design involving 13 students of class X Social Science and one English teacher. The data were collected through questionnaires, interviews, observations, and documentation. The findings revealed that students considered English important for their future education, career opportunities, communication with foreigners, and self-development. However, most students still had low proficiency in speaking, listening, reading, and writing skills. Therefore, the proposed ESP course design focused on improving the four English skills through materials relevant to students' academic and future professional needs. The course design included topics such as self-introduction, congratulating expressions, future plans, descriptive texts, announcements, and grammar related to daily communication. The study concludes that needs analysis plays an essential role in developing effective ESP materials that match students' interests, abilities, and future goals.

Keywords: *English for Specific Purposes (ESP), needs analysis, course design, English learning, social science students*

INTRODUCTION

English has become an international language that plays an important role in various fields, including education, business, technology, and global communication. In today's globalized world, English proficiency is required not only for academic success but also for developing communication skills that support students' future education and careers. In many professions, the ability to use English has become an essential requirement, making English learning increasingly important for students.

However, students have different reasons and purposes for learning English. Their needs vary according to their educational backgrounds, interests, and future career aspirations. For example, secretaries require professional communication skills, accountants need accounting-related terminology, and hotel receptionists need speaking skills to interact with international guests. These differences indicate that English instruction should be designed according to learners' specific needs rather than adopting a one-size-fits-all approach.

To address these diverse needs, English for Specific Purposes (ESP) has emerged as an approach to language teaching that focuses on learners' particular needs and objectives. According to Hutchinson and Waters (1987), ESP is an approach in which all decisions regarding content and methodology are based on learners' reasons for learning. Therefore,

ESP emphasizes the provision of learning materials and activities that are relevant to learners' academic and professional contexts.

In ESP, needs analysis is considered the foundation of course development because it helps identify learners' target needs, learning needs, interests, and expectations. The information obtained from needs analysis provides a basis for designing appropriate learning objectives, materials, teaching methods, and assessments that correspond to learners' specific contexts.

Although numerous studies have investigated needs analysis and ESP course development in vocational schools and higher education contexts, limited studies have focused on ESP needs analysis for Social Science students at the senior high school level. Most previous studies have concentrated on vocational students whose professional needs are more explicit, whereas Social Science students also have specific academic and future career needs that require contextualized English instruction. Furthermore, English instruction at MA Ash-Shalihin still predominantly relies on General English materials and has not been specifically designed to address the characteristics and learning needs of Social Science students. Therefore, this study attempts to fill this gap by conducting a needs analysis and designing an ESP-oriented course specifically for Social Science students at MA Ash-Shalihin.

METHOD

Research Design

In this study, the researchers employed a qualitative case study design to explore the needs and wants of Grade X Social Science students at MA Ash-Shalihin. Furthermore, qualitative research is a type of research in which the findings are not obtained through quantitative procedures or statistical forms. Case study research is a form of qualitative research based on understanding and human behavior based on human opinion (Polit & Beck, 2004). The researchers explored the students' needs and wants based on their learning experiences.

On the whole, Saunders (2009) mentioned Epistemology stances of research; Objectivism is based on general regularities. Meanwhile, subjectivism is based on social truth derived from perceptions and consequent movements of humans. This research focused on students' needs and wants. Therefore, the philosophical belief of study is based on subjectivism.

The research site and Site and Participants

The subjects in this study were taken from MA Ash-Shalihin which is located on Jl. Mustafa Daeng Bunga No.2, Paccinongang, Kec. Somba Opu, Gowa Regency, South Sulawesi 90235. The participants of this study consisted of 13 Grade X Social Science students. The participants were Grade X Social Science students who learned English to support their academic success and future aspirations. The participants consisted of 10 male students and 3 female students. The questionnaire was distributed through Google Forms and shared via WhatsApp.

Data Collection Methods

The researcher observed the English learning process in the classroom. Furthermore, the survey used eleven questionnaire items to determine students' perceptions and responses toward English learning activities. The questionnaire was

distributed through Google Forms and asked students to respond to questions regarding their English learning needs. It was adopted from a study by Kaharuddin (2015).

After the students answered the questionnaire, the researchers selected five participants and one English teacher for the interview. While the data from the interviews had been received from questionnaire. The teacher interview was conducted to obtain information regarding teaching materials and instructional methods.

Technique of Data Analysis

The researcher utilized qualitative data analysis based on Miles, Huberman, & Saldana (2014) to analyze the data, the following steps are classified as follows:

1. Data Condensation

   Miles, Huberman, and Saldana (2018) state that data condensation is the process of selecting, focusing, simplifying, and transforming the collected data. After the data was collected from observations, questionnaires and interviews. The researchers then simplified and converted the data into graphs and written transcripts to determine the results.

2. Data Display

   The study's data had been displayed through descriptive qualitative studies. In this section, researchers display the data and report the result in two steps. First, researchers present their results in various formats of graphs. This data reflects the nature and variety of Google Form results. Second, researchers describe each format of the graphs as finding supported by the results of the interviews conducted. The purpose here is to show trends in the available findings.

3. Drawing and Verifying Conclusion

   The last activity in analyzing the data is to draw and verify a conclusion. After collecting, organizing, and classifying the data, the researchers interpreted the data by explaining the pattern, flow, proportion, and assertion.

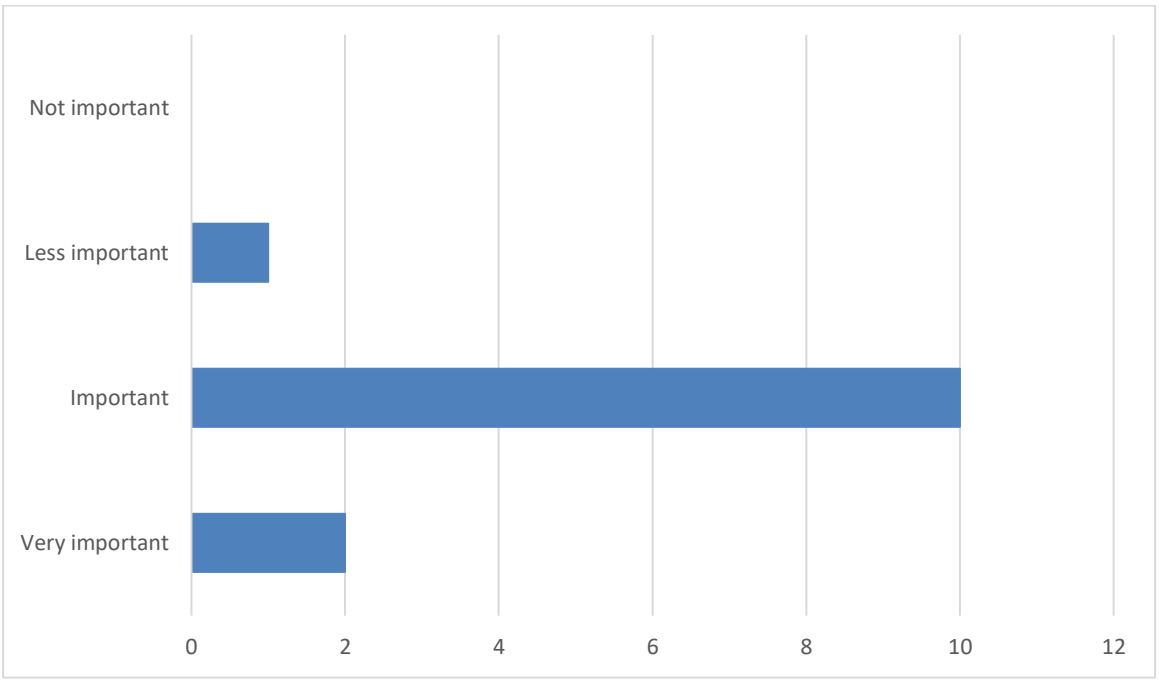
RESULTS AND DISCUSSION

Need Analysis of a questionnaire

The questionnaire is designed to get to know the needs of students regarding English in X Social of MA Ash-Shalihin. This questionnaire contains 11 question items, which are collected through a google form to analyse the needs and desires of students. Also, all items were calculated by google form. The data is in the form of a percentage number with graphics. Then the data will be compared by the researchers and deduced based on graphic data.

In addition, the research has made various observations to fulfil the needs and desires of X Social of MA Ash-Shalihin. The results presented for the aspects found in this study went through X Social MA Ash-Shalihin students through the questionnaire and interview stages. The results of the questionnaires were combined into two stages which provided information about personal and the desire of students' need for English

general purposes. The following personal information of students and their English proficiency are summarized in the following table.



Graph 1: English is important for social's students

This finding indicates that students have positive attitudes toward English learning, which supports the implementation of an ESP-oriented curriculum.

This finding suggests that English learning should be designed based on students' future needs and interests. According to Hutchinson and Waters (1987), ESP emphasizes that language instruction should be based on learners' reasons for learning. Since Social Science students perceive English as important, an ESP-oriented curriculum can increase their motivation and provide learning experiences that are more relevant to their academic and professional aspirations.

Graph 2: English is important in the future

The 2nd graph shows that the objectives of learning English based on the results of the responses considered that learning English would be important for their self-development. In addition, they also most agree on the importance of learning English as the success of their current education, future career, visiting other countries and interacting with non-native speakers. And lastly, English is important for them to continue their education and talk to native speakers.

The findings indicate that students recognize the role of English not only for academic purposes but also for communication and future career opportunities. This result implies that English materials should include communicative activities and real-life contexts that prepare students to use English beyond the classroom. Therefore, ESP materials should integrate language skills with situations that students are likely to encounter in their future studies and careers.

Table 1: Need Analysis

No	Concern	Not important	Not too important	Important	Very important
1.	Interested in learning English in the Social Sciences major	23.1%	23.1%	46.2%	7.7%
2.	How important is to learn English as a student majoring in social sciences	0%	7.7%	76.9%	15.4%
3.	How important are the goals of learning English in the Social Sciences major for the success of today's education?	7.7%	0%	69.2%	7.7%

Note:

1 = 7,7%	6 = 46,2%
2 = 15.4%	7 = 57.8%
3 = 23.1%	8 = 61.5%
4 = 30.8%	9 = 69.2%
5 = 38.5%	10 = 76.9%

Based on the data analysis above, it shows that the level of student interest in learning English is more dominant, reaching 46.2% - 76.9% of students, and those who choose not important or not interested are 0% - 7.7% of students. As for what makes English success in education today, 69.2% of students. This shows that 10 percent of students consisting of 13 students of class X Social of MA Ash-Shalihin think English is important to learn and make English success in achieving goals in the future.

Based on the results of the data analysis, students' English proficiency remained relatively low. Approximately 53.8% of the students were categorized as having poor proficiency, whereas only 38.5% were categorized as having good proficiency. Speaking skills show that 61.5% of students are still in the "poor" category, while 38.5% are in the "good" category. In listening skills, 53.8% of students are in the "poor" category and 38.5% are in the "good" category. These results indicate that students' English skills, especially in reading, speaking, listening, and writing, still need to be improved through more effective and interactive learning methods.

The low level of proficiency in the four language skills indicates that students require learning materials that are contextualized and learner-centered. Instead of focusing solely on grammatical knowledge, English instruction should provide

opportunities for students to practice communication, problem-solving, and critical thinking through activities related to social issues and community interactions. This finding reinforces the importance of conducting needs analysis before developing an ESP course.

Need Analysis of Interviews

After conducting the stage through the questionnaire, the researcher continued to the interview. The researchers choose 5 samples from 13 respondents on google form and 1 teacher in class. The interview was carried out directly by the researchers. Although interviews by teachers and students were carried out on different days.

Therefore, based on the interview from the teacher, it was revealed that it is important for them to learn English. This is because, after students' graduate, they will continue their education or maybe find a job. So, it is really necessary to learn English.

"Hmm. Saya kara penting sekali yah dalam bermasyarakat hmm

Apalagi kalau mereka ingin mengajukan pekerjaan kalau tidak melanjutkan ke jenjang yang lebih tinggi mmm. Bermasyarakat saja perlu sekali bahasa inggris toh, mm. Mencari pekerjaan, itu lebih memudahkan mereka mendapatkannya" -Teacher

("Hmm. I think English is very important in society, hmm. Especially if they want to apply for jobs if they don't continue to a higher level, mmm. Even socializing requires English, after all. Finding a job makes it easier for them to get one.") -Teacher

From the teacher's statement, learning English is indeed very important. In reality, to find a job there are many companies that do need people who are able to communicate in English. Likewise for students who might continue their education. For instance, some learning literature is certainly in English. Then, the use of some electronic devices is designed in English. So, it is related to the teacher's statement.

Surely, that was also related with student statements that consider learning English as a tool for communication when visiting other countries. In addition, learning English is important as a tool to communicate with native or non-native speakers. And there are also those who think that it is important to acquire English in order to gain broad insight.

"Untuk keluar negeri harus pakai bahasa inggris"-A

("To go abroad you have to use English")-A

"Penting, karena mudah dipahami"-AR

("Important, because it is easy to understand")-AR

"Penting, supaya bisa memahami bahasa orang luar" -SC

("It is important to be able to understand foreign languages")-SC

"Sangat penting, terutama ketika masuk dalam jurusan ips, ips itu kan bukan ilmu tetap seperti ipa, jadi kita mau menuju ke jenjang pendidikan yang lebih tinggi otomatis kita harus bisa bahasa inggris" -Z

("it is very important, especially when entering the social sciences major, social sciences is not a fixed science like science, so if we want to go to a higher level of education we automatically have to be able to speak English")-Z

"Penting. Dengan memahami ilmu bahasa inggris akan sangat berguna kedepannya, memperoleh ilmu yang luas sebagai bekal untuk kedepannya."-AD

("Important. Understanding English will be very useful in the future, providing you with extensive knowledge to prepare you for the future.")-AD

On the whole, it can be concluded that learning English serves as an important means of communication. Students believe that English helps them communicate with both native and non-native speakers and supports their future education and access to information. In addition, to go abroad the language will become a communication tool. As we all know, English is an international language so it is important to master.

The interview findings demonstrate that both teachers and students perceive English as an important tool for communication, higher education, and employment opportunities. These perceptions indicate that students have clear target needs that should become the basis for course development. Therefore, the proposed ESP course should provide materials that support students' future aspirations while improving their communicative competence in contexts relevant to Social Science studies.

Course Design

Designing a syllabus was deciding what to teach and in what order Syllabus design was understood as the organization of selected content into an orderly and practical order for teaching purposes. Munby (1987) viewed syllabus design as a matter of determining the content that needed to be taught and organizing it into the teaching syllabus of appropriate learning units. It included criteria consisting of (a) progress from known material to unknown material, (b) appropriate teaching unit size, (c) appropriate variety of activities, (d) teaching ability, and (e) creating a sense of purpose.

In the process of designing a syllabus, the choice of a syllabus was a major decision in language teaching, and it should be made consciously and with as much information as possible. To do this, the trust of teachers and syllabus designers in language learning theory played an important role in determining the type of syllabus to be adopted.

The following was a course design based on a syllabus that was related to the needs and wants of students.

Table 3: Course Design

Material	Activity
	Students will learn how to introduce themselves and describe their family and social background.

Chapter 1 – Let Me Introduce Myself and My Social Environment	Students will learn vocabulary related to family members, occupations, hobbies, and social activities. Students will learn how to write and respond to a personal email introducing themselves and their social environment. Students will learn the use of Simple Present Tense to describe daily activities and routines. Students will learn pronouns and possessive adjectives in introducing themselves and others. Students will learn WH-questions to ask for personal and social information.
Chapter 2 – Giving Compliments and Congratulations in Social Situations	Students will learn expressions of congratulating and complimenting others in social contexts. Students will practice responding appropriately to compliments and congratulations. Students will learn vocabulary related to achievements, celebrations, and social events. Students will practice pronunciation of commonly used expressions in social communication.
	Students will learn Future Tense using *be going to* and *would like to*. Students will discuss their future educational plans, career goals, and social activities.

Chapter 3 – Planning Future Social and Educational Activities	Students will learn vocabulary related to occupations, higher education, and community activities. Students will practice speaking and writing about their future plans and ambitions.
Chapter 4 – Exploring Social and Historical Places	Students will learn vocabulary related to historical places, public facilities, and cultural destinations. Students will learn descriptive texts about social and historical places. Students will practice identifying the main idea and supporting details of descriptive texts. Students will learn adverbs such as *quiet, very,* and *extremely* to describe places and experiences.
Chapter 5 – Social Issues and Famous Places Around the World	Students will learn Active and Passive Voice in discussing social events and historical places. Students will read texts related to social issues and famous destinations and identify introductory and supporting paragraphs. Students will practice summarizing information from texts related to society and culture.
Chapter 6 – Public Announcements and Social Information	Students will learn different types of announcements commonly found in schools and public places. Students will learn vocabulary related to public information, events, and community activities. Students will practice understanding announcement texts and identifying important information from the announcements. Students will create simple announcements related to school and community events.

CONCLUSION

This study revealed that Social Science students at MA Ash-Shalihin perceive English as an important subject that supports their future education, career opportunities, communication, and personal development. However, most students still demonstrate relatively low proficiency in listening, speaking, reading, and writing skills.

Based on the findings of the needs analysis, an ESP-oriented course was designed to address students' learning needs and future aspirations. The proposed course integrates materials and activities related to social issues, communication, community interaction, and future careers that are relevant to the characteristics of Social Science students. Therefore, this study highlights the importance of conducting needs analysis as a foundation for designing effective, contextualized, and learner-centered ESP courses.

It is recommended that English teachers and curriculum developers conduct regular needs analyses to develop instructional materials that better address students' academic and professional needs.

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