



English for Specific Purposes (ESP) Based Needs Analysis for Palu Polytechnic Students

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Abstract: English is a compulsory course that every student at Palu Polytechnic must take. The content must align with students' needs and benefit them. Therefore, it is essential to conduct a needs analysis to ensure that students receive the necessary material to support their learning both now and in the future. This study aims to analyze the need for ESP-based English learning. The research utilized a descriptive method with a qualitative approach. The sample consisted of students who had taken English courses in the Agriculture Products Processing Technology Study Program. Purposive random sampling was employed, and a questionnaire was used as the research instrument. The data were analyzed using descriptive techniques such as numbers and percentages. The findings revealed that the English learning needs of students in the Agriculture Products Processing Technology program varied significantly, indicating that students require English not only for their current studies but also for their future professional needs. The implication is the need to design a curriculum that aligns with the English language requirements of the workforce and to use appropriate teaching methods, ensuring that students are well-prepared to face global challenges and are more competitive in the job market.

Abstrak: Bahasa Inggris adalah mata kuliah wajib yang harus diikuti oleh setiap mahasiswa di Politeknik Palu. Materi yang diberikan harus sesuai dengan kebutuhan mahasiswa dan memberikan manfaat bagi mereka. Oleh karena itu, penting untuk melakukan analisis kebutuhan agar mahasiswa memperoleh materi yang sesuai untuk mendukung proses pembelajaran mereka, baik saat ini maupun di masa depan. Penelitian ini bertujuan untuk menganalisis kebutuhan pembelajaran bahasa Inggris berbasis ESP. Metode yang digunakan adalah deskriptif dengan pendekatan kualitatif. Sampel penelitian terdiri dari mahasiswa yang telah mengikuti mata kuliah bahasa Inggris di Program Studi Teknologi Pengolahan Hasil Bumi. Teknik pengambilan sampel yang digunakan adalah purposive random sampling, dan instrumen penelitian yang digunakan adalah kuesioner. Data dianalisis dengan teknik deskriptif berupa angka dan persentase. Hasil penelitian menunjukkan bahwa kebutuhan mahasiswa Program Studi Teknologi Pengolahan Hasil Bumi terhadap pembelajaran bahasa Inggris sangat beragam, sehingga mereka memerlukan bahasa Inggris tidak hanya untuk kebutuhan akademik saat ini, tetapi juga untuk persiapan pekerjaan di masa depan. Implikasi dari penelitian ini adalah perlunya merancang kurikulum yang sesuai dengan kebutuhan bahasa Inggris di dunia kerja, serta mengimplementasikan metode pengajaran yang relevan, agar mahasiswa lebih siap menghadapi tantangan global dan memiliki daya saing yang lebih tinggi di pasar kerja.

A. Introduction

The English language in Indonesia is taught in both formal and informal settings. In formal education, English is a mandatory subject from elementary school to high school or vocational school and continues as a compulsory course in higher education. In higher education, English teaching follows the General English model and incorporates a specialized English for Specific Purposes (ESP) approach. This specialized model is designed to meet students' particular needs in their fields of study. English courses tailored for students with specific goals are often called English for Specific Purposes (ESP).

English for Specific Purposes (ESP) is a teaching approach focused on providing English tailored to the specific needs of students. Unlike general English, which aims to teach the language for broad use, ESP targets the language and communication skills necessary for a particular group of learners to succeed in their academic field, profession, or workplace. The needs of the students are at the core of the ESP approach, which is designed to address the specific linguistic requirements for effective performance in a given context.

The application of the English language learning approach has long been tailored to meet the specific needs of learners, a concept known as English for Specific Purposes (ESP), which is a branch of English Language Teaching (Diab, 2021). ESP is typically understood as an approach to learning English driven by the learners' goals and needs, with the topics being relevant to their area of study. What sets ESP apart from English for General Purposes (EGP) is that ESP cannot be taught in isolation; it must consider the real-world context in which the language will be used (Li & Fu, 2021).

Hutchinson & Waters (as cite in Mahripah, 2016) highlight that the key difference between ESP and EGP lies not in the learners' needs but in the awareness of those needs. It is crucial for all parties involved in the language learning process, including learners, teachers, stakeholders, and future users, to recognize the importance of needs analysis and its role in the learning process. Understanding how needs analysis is conducted and how to incorporate its findings into the entire learning process, including developing teaching materials, is a critical factor in differentiating ESP-based learning from EGP-based learning. Robinson (as cited in Ginanjar, 2015) identifies three main characteristics that set ESP apart from General English, English as a Foreign Language (EFL), or English as a Mother Tongue (EMT). These characteristics include: 1) ESP is goal-oriented; learners study English not to understand the language and its culture but to achieve specific academic and professional objectives. 2) The content of ESP is designed and developed based on needs analysis, which helps to tailor the learning to the specific requirements of the learners. 3) ESP is primarily aimed at adult learners rather than children or adolescents, as it is generally taught at intermediate to advanced academic levels or to professionals in the workplace.

The goal of an ESP English course is to enhance knowledge through English. Students are typically motivated by the desire to become part of an English-speaking community, particularly in achieving career success. Learning objectives based on a needs analysis play a crucial role in ESP, as they help determine the purpose of the course and what the learners need to achieve. The defining feature of ESP, in contrast to General English

(GE), is its focus on purpose-driven learning, particularly in academic and professional settings. The content of ESP is designed according to the concept of needs analysis, linking what learners require in educational and professional contexts. Therefore, ESP is especially emphasized for learners at the higher education level or those in the professional workforce. As [Rahman \(2015\)](#) suggests, ESP learners are typically adults who have already experienced general English learning (EGP) but seek to advance their communication skills within their professions and perform related activities. This requires language skills specific to their field, such as English for students, nurses, lawyers, doctors, engineers, and more.

ESP is a language learning approach where all decisions regarding teaching materials, learning methods, and the reasons for learning English are made based on the learners' needs. This aligns with the perspective of [Rahman \(2015\)](#), who highlights that the key distinction between ESP and EGP lies in the learners and the specific learning objectives. [Rahman \(2015\)](#) further explains that ESP learners are typically adults with prior experience in learning English, and their goal is to use English to communicate their professional skills and perform tasks related to their profession. As a result, ESP-based learning is often developed around the needs, objectives, and activities where English is essential.

An analysis of English language learning through the ESP approach is essential. ESP is tailored for professionals and focuses on the terminology used in particular contexts ([Ria & Malik, 2020](#)). As a result, students can become proficient in specialized terms ([Jeczelewski, 2016](#)). Therefore, ESP aims to prepare learners with the specific English skills needed for situations, particularly in the workplace ([Kho & Pradana, 2019](#)). Identifying students' needs allows instructors to select appropriate learning resources ([Ria & Malik, 2020](#)). Additionally, the importance and balance of the four language skills in English should be determined through needs analysis ([Li & Fu, 2021](#)).

A needs analysis is essential for designing ESP courses by establishing objectives and selecting materials that align with the learners' requirements in their field ([Kho & Pradana, 2019](#)). [Li & Fu \(2021\)](#) propose a needs analysis model for ESP that incorporates all aspects of information, gaps, and learner needs related to language use and learning in the workplace. The needs of each student vary depending on their professional and occupational context. For example, students in agricultural products processing technology must develop writing skills tailored to agriculture-specific tasks, such as correspondence, report writing, proposal preparation, presentations, and inquiries, as well as speaking skills for giving presentations, negotiating, and participating in meetings. Given the advantages of the ESP approach in English language learning, it is recommended that all higher education institutions adopt it in English studies, as it is more time-efficient and effective in achieving learning objectives.

The needs analysis in ESP ensures that the language taught is relevant to the specific field in which the learner will apply it, such as the English language activities in the Agriculture Products Processing Technology Study Program at Palu Polytechnic. English is compulsory for all students at Palu Polytechnic during the first two semesters. However, each semester, the material tends to be more focused on the preferences of English teachers, which often leads to the selection of general (General English) content that does not align

with the student's field of study. As a result, students view English courses as merely supplementary, as they do not contribute to advancing their specific academic interests, ultimately lowering their motivation to learn English.

Needs analysis is closely associated with language teaching for specific purposes (ESP), which involves teaching and learning English with a focus on particular disciplines, professions, or occupations. The teaching is tailored to the learners and their reasons for learning English. ESP learners are typically adults with basic English skills and seek to improve their language abilities to perform tasks related to a specific profession. ESP emphasizes language use in context rather than focusing on grammar and language structure. A key aspect of ESP is that English is not an isolated subject but integrated into the learners' daily activities and professional needs (Akmal et al., 2020).

Hutchinson & Waters (as cited in Nuryanto, 2018) further categorize learners' needs into target needs (the skills required for learners to communicate in the target context) and learning needs (what learners need to acquire in the process). Target needs are divided into three categories: 1) Necessities, the language components necessary for learners to achieve the target effectively; 2) Lacks, aspects that learners have yet to master; and 3) Wants, the aspects learners desire to learn. The challenge arises from the gap between the learner's knowledge and the areas they have not yet learned or mastered (Febriyanti, 2018).

Haque (2014) also suggests that conducting a needs analysis establishes and identifies learning objectives, informs the selection of teaching content, and facilitates adjustments to the syllabus, methodology, and learning approach. Research by Aflah & Rahmani (2018) further reveals that students must speak fluently and effectively to prepare for future professional demands. This reflects students' desire to improve their speaking skills, aligning with the workplace's requirement for strong English communication abilities. The needs analysis process includes the application of Target Situation Analysis (what learners will need the language for in the future), Present Situation Analysis (what learners can currently do with the language), and Context Analysis (the environment in which learning will occur). The insights gained from this analysis are used to shape and enhance ESP learning content and methods. In practice, needs analysis involves Target Situation Analysis (learners' future language needs), Present Situation Analysis (learners' current language proficiency), and Context Analysis (the learning environment) (Hossain, 2013). Ultimately, the data gathered from this analysis helps refine the material and improve methodologies.

Previous studies have explored using research-based teaching materials in English for Specific Purposes (ESP). Irshad & Anwar (2018) highlighted that while language skills are essential for ESP, a needs analysis should determine the proportion of language courses. This analysis helps shape the development of the course to ensure it is both suitable and effective for students. Gu et al (2019) found that the needs analysis indicated that student's current needs and demands exceeded the content in the university's textbook. The findings from this analysis are used to create a new textbook to support better ESP courses, particularly in professional communication and workplace English. Additionally, research

on needs analysis for ESP has been used to develop English materials for vocational students (Kusumawati, 2018; Sari & Atmanegara, 2018).

Investigated the implications of what materials and how learning methods are implemented in the teaching process (Zhou, 2018). According Hui (2017) shows that the current teaching of English in universities cannot effectively meet the learning needs of college students, so it is necessary to strengthen skills and improve the quality of students learning English. Research results Indrasari (2016) explained that students need practical teaching and learning to overcome the problem of English skills they must learn. Also, the research result Wulandari et al (2016) stated that this research concludes that nursing students need productive speaking and writing skills to communicate in English (Widianingsih & Listyaningrum, 2019). The results show that language teaching is more focused on language skills, and the topics of teaching materials are chosen according to discipline and needs in the world of work. Whereas Yulia & Agustina (2019) research analyzed the needs of management students at Baturaja University to learn English, the focus is on the need for English language learning. Management students at Baturaja University to learn English, focusing on career goals, proficiency levels, speaking difficulties, and preferences for various types of English. On career goals, proficiency levels, speaking difficulties, and preferences for various activities in ESP found that 56.52% of learners goals in English activities in ESP found that 56.52% of learners' objectives in English were for their future working careers, 73.21% admitted that they were still at the beginner level, 43.47% experienced the beginner level, and 43.47% had difficulty in speaking.

Septiana et al (2020), Pranoto & Suprayogi (2020) and Ekayati et al (2020) also conducted needs analysis studies in various non-English academic programs. However, none specifically addressed the need for English instruction for agriculture students. Other studies have focused on examining the English learning needs of agriculture students (Hajar & Triastuti, 2021). However, these studies were limited to vocational high school students rather than vocational higher education or polytechnic students. As a result, no research has been done specifically on the English language skills required by students in the Agriculture Products Processing Technology program at Palu Polytechnic.

In response to the abovementioned issues, this study aims to identify the specific English language skills students need in the Agriculture Products Processing Technology program at Palu Polytechnic and to develop a more relevant English for Specific Purposes (ESP) curriculum tailored to these needs. This research is crucial as analyzing the students' needs and capabilities will help enhance the quality of English language education, making it more focused and applicable at Palu Polytechnic.

Overall, the study seeks to provide valuable insights into the English language needs of Palu Polytechnic students and to create a more relevant and effective ESP curriculum. The specific objectives include analyzing the English language needs of the students, developing a curriculum, and designing ESP teaching materials suited to their needs.

B. Method

The research method used in this study is descriptive analysis with a qualitative approach. Data for the study were collected through questionnaires distributed to students. The population of this research consists of 119 students from Palu Polytechnic who were enrolled in English courses during the even semester of the 2020/2021 academic year across three study programs. The sample for this study includes 30 students from the Agricultural Products Processing Technology program at Palu Polytechnic, all of whom were enrolled in the English II course. The responses from these students regarding their needs and preferences for learning English were treated as data. The research data were gathered from the completed questionnaires, which the research team designed to assess the English learning needs of students in the Agriculture Products Processing Technology program.

Data collection is conducted through the distribution of questionnaires, as this is the most suitable method for gathering information on students' needs in English language learning. The questionnaire is in a closed-ended format, with some questions offering four or five answer choices for respondents to select from directly (Creswell & Poth, 2016). The responses from the five questions are then converted into frequency and percentage values. The percentage results are subsequently analyzed and explained in detail.

The data analysis in this study follows these steps: 1. Gathering the data from the completed questionnaires submitted by respondents. 2. Categorizing or grouping the questionnaire responses. 3. Identifying the specific English learning needs of the Agriculture Products Processing Technology program students. 4. Analyzing and presenting the data to determine students' English language learning needs in the Agriculture Products Processing Technology program.

ESP-based English learning needs data have been obtained and then analyzed using the following equation (1).

$$\text{Percentage of need} = \frac{\sum Y}{\sum T} \times 100\% \dots\dots\dots (1)$$

Where:

Y = Number of respondents who voted

T = Total responded

Several factors must be considered to analyze students' needs for English for Specific Purposes. First, a learning needs analysis focuses on how learners prefer to learn rather than solely on what they need to study. Second, a present situation analysis examines the teaching and learning context, including student characteristics, learning materials, academic records, students' language learning backgrounds, reasons for studying English, and the available resources to support their learning. Third, target situation analysis defines the goals or objectives of a course, with students' needs acting as the means and guide to reach those goals. Therefore, curriculum designers must compare the target situation with the student's current situation to identify the gap or difference between what students

should be able to do in the ESP course and what they can currently do. The following section outlines each stage of this research method.

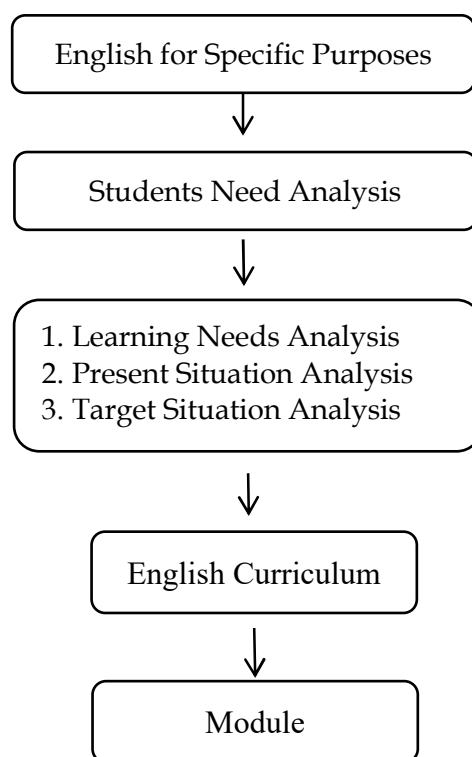


Figure 1. Conceptual Framework

C. Result and Discussion

Result

The first through fifth questions on the questionnaire focus on identifying the current needs of English learners, also known as a present situation analysis. This analysis assesses the strengths and weaknesses in language skills and learning experiences as an initial step in the needs assessment process. The results are presented in Tables 1, 2, 3, 4, and 5.

Table 1. Reasons to Learn English

Benefits of Learning English	Sum	Percentage
Able to communicate both orally and in writing in English.	23	77%
Able to meet the demands of the world of work that prioritizes workers with foreign language skills, especially English.	4	13%
Able to search for information in English unrelated to the Agriculture Products Processing Technology study program.	0	0%
Able to search for information in English related to the Agriculture Products Processing Technology study program.	3	10%

Table 1 illustrates that out of 30 students, 23 (77%) believe that by learning and mastering English, they can communicate orally and in writing. This result indicates that the students are aware of future global developments and understand that learning English will help them interact with foreigners wherever they encounter them. Four students (13%) mentioned that mastering English would meet the demands of the job market, which prioritizes employees with foreign language skills. In comparison, only three students (10%) feel that learning English will help them find information related to their field of study. No one selected the option of using English to improve job performance unrelated to their field. This first question aims to assess the current situation of English learners. However, the data from this question does not necessarily reflect the true abilities of ESP learners. Learning English opens career and educational opportunities and enhances cognitive skills, personal growth, and cultural awareness. It serves as a valuable tool for both professional success and personal development.

Table 2. Learning Methods Needed by Students

English Learning Methods	Sum	Percentage
Speaking practice	11	37%
Increase practice pronouncing English vocabulary	8	27%
Structure and practice dialogue	4	13%
Lecturers are expected to use two languages, namely English and Indonesian	7	23%

Table 2 shows a wide range of responses, with the highest percentage (37%) of students, or 11 students, stating that speaking practice helps them learn. They believe that frequent speaking practice improves their skills, and they also appreciate interactive teaching methods, such as games and discussions, which make learning enjoyable. Additionally, speaking was identified as the most helpful skill for enhancing overall English proficiency. Following this, eight students (27%) desired to improve their English vocabulary pronunciation. Improving English vocabulary pronunciation requires consistent practice and engagement with various resources and techniques. By incorporating these strategies into their daily routine, they can enhance their pronunciation skills and become more confident in their spoken English. It helps students sound more natural when speaking and increases their confidence in conversations. At the same time, seven students (23%) expect teachers to use two languages, English and Indonesian. The expectation for lecturers to use both English and Indonesian in the classroom reflects the bilingual or multilingual approach to education that is becoming increasingly common in many countries, including Indonesia. By combining both languages effectively in the classroom, lecturers can help students develop proficiency in English while ensuring they understand the material. These bilingual learning methods make language learning more accessible, engaging, and less intimidating for students. This practice has several implications, benefits, and challenges; only four students (13%) want to organize structure and practice dialogue. The structure and practice of dialogue involve several significant elements to ensure effective

communication and engagement in various contexts, including academic, literary, and everyday conversations.

Table 3. Feedback Methods That Students Expect

Feedback Methods	Sum	Percentage
Lecturers are expected to inform students about their learning outcomes	10	33%
The lecturer gives corrections directly to the assignment given	3	10%
Lecturers provide solutions or the right way to complete the tasks given	7	23%
Lecturers provide the right strategies for learning English	10	33%

Table 3 data shows that ten students (33%) expect lecturers to tell students about their learning outcomes, and the techniques used by lecturers to encourage participation helped students overcome their fear of making mistakes. Ten students (33%) also expect lecturers to provide appropriate strategies for learning English so that they can know the results of achievements when given assignments. Seven students (23%) wanted the lecturers to supply solutions or the right way to complete the tasks given, and three students (10%) also desired the lecturer to supply corrections directly to the assignment given. These feedback methods aim to create an interactive, supportive, and practical learning environment, allowing students to improve their English skills continuously.

Table 4. Learning Topics Students Need

English Learning Topics	Sum	Percentage
Topics related to agriculture in general	9	30%
Topics related to terms of crop processing technology	15	50%
Terms or expressions related to agriculture	3	10%
The topic of correspondence/application letters in a formal context	3	10%

The data in Table 4 shows that nine students (30%) preferred topics related to agriculture products processing technology, as they were increasingly familiar with terms specific to their field of study. These terms in reading materials are expected to assist their learning process, reflecting their desire for education aligned with their professional needs. Regarding the chosen topics, the future approach should prioritize materials that address their needs, particularly the ability to communicate effectively. Additionally, 15 students (50%) expressed an interest in topics related to crop processing technology, as these subjects encompass the integration of technology, sustainability, and agricultural science in modern crop processing practices. Furthermore, students also wanted to learn about technological tools and agricultural issues, as this knowledge will help them acquire the necessary vocabulary and understanding to engage in technical discussions, grasp industry-specific content, and participate in the global agricultural and food technology community.

Understanding these concepts is crucial for anyone involved in agriculture or related fields as they adapt to new challenges and opportunities in food production, and the last only three students (10%) wanted topics about terms or expressions to agriculture and topics of correspondence/application letters in a formal context. The material Correspondence or application letters in a formal context are crucial documents used to communicate with individuals in positions of authority, typically such as job applications, requests, or permissions. A formal application letter requires attention to detail, clarity, and professionalism.

Table 5. What Students Think About English Courses

Student Opinion	Sum	Percentage
English is a compulsory subject for all students of various study programs.	9	30%
This is for scientific development because some research publications use English.	15	50%
English is an international language.	3	10%
English is currently used in Internet forums, international forums, and informal communication between countries.	3	10%

According to the data in Table 5, 15 students (50%) indicated that English is essential for scientific advancement, such as the publication of research findings. Many students' academic works now cite articles in English, as it boosts visibility and citation rates. English also plays a critical role in scientific progress, as many research publications are written in English, facilitating global communication and collaboration. This allows researchers from various countries to share knowledge and innovations. Nine students (30%) expressed that English should be a compulsory subject for all students across different study programs, as many educational systems worldwide have made English a mandatory part of various curricula. This decision is driven by several factors emphasizing the importance of English in today's globalized world.

Three students (10%) also selected English as an international language. As globalization continues, English's role as a global communication tool is expected to grow, making proficiency in the language increasingly essential. Another group of three students (10%) noted that English is used in Internet forums, international meetings, and informal communication between countries. The use of English in these settings highlights its position as a global language, and as globalization progresses, its importance in these contexts will likely increase.

Discussion

The following discussion focuses on the results of the questionnaire: 1) **Learning Needs Analysis:** Regarding the selection of materials related to the student's field of study, particularly their demand for English teaching materials, the data indicates that all topics related to agricultural product processing technology are deemed essential for learning.

According to Lee (2016), providing English learning materials aligned with the student's field of study is highly beneficial in preparing them for job competition. This approach can also enhance students' motivation to learn English, as the materials are relevant to their interests (Li, 2014). Consequently, students can improve their English skills while acquiring the necessary competencies. 2) Analysis of Students' Targets in Learning English: The questionnaire data reveals that students in the Produce Processing Technology Study Program aim to communicate actively in English. In other words, they wish to develop fluent speaking and communicative skills to better prepare for the demands of their future profession. As Chovancova et al (2014) suggests, institutions must consider learners' desires to increase motivation and meet their career needs. This shows that students' desire to improve speaking skills aligns well with the job market's demand for proficiency in English communication. The target situation analysis also highlights that many students consider speaking the most challenging skill. Furthermore, analyzing the skills students most want to develop reveals a preference for speaking skills. Fu & Li (2021) argue that the importance of the four language skills in English should be determined through needs analysis, meaning that instructors can better allocate time for each skill in English courses.

Learning English is crucial for effective communication in today's globalized world. It boosts career opportunities, improves access to information, promotes cultural understanding, and supports personal growth. As globalization advances, mastering English will remain vital for individuals striving for success across various fields. Research by Hall (2016) indicates that foreign language learners often face challenges such as shyness, anxiety, or reluctance to speak due to fear of making mistakes, being perceived as incompetent, or struggling with limited language knowledge. Therefore, when teachers understand students' perspectives on learning English, they can design more effective lessons that address students' needs, helping them gain the English skills necessary for success in both professional and social contexts (Öztürk, 2015). However, there is a lack of studies that explore vocational school students' views on the role of English in their lives in depth. This study aims to fill this gap by examining students' perceptions of the role of English in their professional and social lives within a vocational school setting.

One of the reasons for learning English is to be able to communicate effectively in the language. Speaking is a productive skill divided into two main aspects: accuracy and fluency. Accuracy involves properly using vocabulary, grammar, and pronunciation through various activities, while fluency focuses on "the ability to continue speaking spontaneously" (Derakhshan et al., 2016). Research by Roisatin et al (2022) also supports the idea that students' speaking abilities can be enhanced through practice, mainly through group discussions. This method improves speaking proficiency and positively affects the learning process. A practical approach helps keep students engaged, and new insights are gained during presentations through questions and answers.

Integrating these methods into English language learning can significantly improve students' proficiency and confidence in using the language. By emphasizing meta-cognitive awareness, cognitive strategies, consistent practice, interactive learning experiences,

technology integration, feedback systems, and cultural contextualization, students can develop a comprehensive approach to mastering English. Furthermore, Adnan (2016) states that ESP (English for Specific Purposes) teachers are entitled to utilize any techniques or methods to motivate and assist students in setting goals and planning their future learning. Javid (2015) adds that no single teaching method is adequate to meet the needs of diverse ESP learners. Therefore, teachers must be able to select and apply suitable methods based on the learners' goals and requirements, ensuring effective ESP learning. As Javid (2015) emphasizes, the role of an ESP teacher goes beyond teaching language skills; it also includes motivating students. Consistent motivation from ESP teachers plays a crucial role in the academic development of learners, boosting their interest and desire to learn. This motivation helps learners focus on their efforts and activities toward achieving specific goals. According to Sinaga et al (2023), students prefer teaching methods involving direct interaction and technology use. Students can enhance their speaking and listening skills more effectively by actively participating in conversations and utilizing technology.

Students studying English often have specific expectations regarding the feedback methods they receive, which can significantly impact their learning experience. Students studying English have clear expectations regarding the types of feedback they find most useful. Timely, specific, written, verbal, formative, peer, and logical feedback are all valued methods that contribute to a practical learning experience. Meeting these expectations can boost student engagement and motivation and ultimately lead to improved language acquisition outcomes. In this case, students prefer receiving corrective feedback immediately in class. This aligns with Quinn (2014), where most students favor receiving oral error correction immediately. Students are not patient enough to wait and want to know their mistakes immediately. If corrective feedback is delayed, students may forget the errors they made, and it could become challenging to identify the specific mistake. Quinn (2014) found that some participants believe learning happens during communication. This supports the idea that many students desire instant feedback from the instructor, as it helps them immediately relate the correction to their error and correct it on the spot. In contrast, when educators summarize student errors and provide corrective feedback after the activity, it can be considered delayed feedback, which may lead students to forget their mistakes.

Therefore, understanding and applying English language skills to meet professional needs is an essential goal. Chovancová (2014) suggests that the materials used should be beneficial to learners in their professional lives, helping them function effectively and use English in their work. Material developers, including teachers and syllabus designers, must ensure that the content relates to the learners' real-life experiences by incorporating authentic materials that reflect their expertise. This approach will assist learners, especially those struggling with English, in understanding reading texts more quickly due to their background knowledge. ESP is not just about teaching in isolation and listening, speaking, reading, writing, grammar, and vocabulary. All aspects of the language should be integrated with the learners' field of study, as their existing knowledge will help them better

understand English terms. By using authentic materials, learners will also feel more comfortable and motivated as they are familiar with the content used in class. This aligns with Lee (2016) view that providing English learning materials relevant to a student's primary study area is crucial for preparing them to compete in the job market. It can also boost students' motivation to learn English, as the materials directly align with their interests and career goals. The availability of English courses helps students easily access English references. Research by Azmi (2020) found that students have different motivations for enrolling in English courses. Many take the course to enhance their speaking skills and broaden their knowledge. Eight students specifically choose English courses to prepare for future goals, improve their speaking and other language abilities, gain better learning opportunities, learn from qualified instructors, study in a formal setting, make new friends and gain new experiences, enjoy a more comfortable and enjoyable learning environment, and have flexible learning activities.

D. Conclusion

This study aims to assess students' needs for English learning based on their interests and requirements, as well as their current level of knowledge. The goal is to ensure that the outcomes of English learning with specific objectives (ESP) can be effectively applied in their future careers. To achieve this, a needs analysis of English language learning for specific purposes (English for Specific Purposes) was conducted within the Agriculture Products Processing Technology program at Palu Polytechnic.

The implication is that learning English for Specific Purposes can guide the next steps in students' education. It is crucial to consider which English skills or components should be taught to students, considering their unique needs, learning goals, learning styles, motivations, and desires, which differ. Based on data analysis, it was concluded that the English learning needs of students in the Agriculture Products Processing Technology program at Palu Polytechnic vary significantly. This requires English teachers to provide materials relevant to their fields of study to support students in developing speaking skills, such as communication and public speaking, reading skills for understanding books, literature, and academic materials in English, and writing skills to communicate effectively in writing. Speaking and writing skills are essential to learn. Additionally, mastering English vocabulary related to their field of knowledge is crucial for both their current and future learning.

Research in English for Specific Purposes (ESP) can cover aspects in academic and professional contexts. Here are some suggestions for ESP research to create and evaluate project-based curriculum specifically designed for the English language needs in business or engineering contexts, develop and test assessment methods to evaluate English language skills in specific professional contexts, such as performance or portfolio-based tests, and assess the English language needs of entrepreneurs starting international businesses and develop appropriate training materials. Research how English in the context of innovation and new product development and teaching strategies that support these skills.

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