

NEEDS ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSES (ESP) MATERIALS FOR BEAUTY STUDENTS AT UNIVERSITAS PENDIDIKAN GANESHA

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Abstract

This study aims to identify the desired outcomes students seek after mastering English and determine the conducive learning environment and instructional materials that can enhance their motivation for language acquisition. A quantitative research method used in which the researchers administer a questionnaire to the participants. The questionnaire consisted of two categories namely, Learning Need Analysis (LNA) and Target Situation Analysis (TSA). 20 active participants from college students at five semester of Family Welfare Education (FEW) department at Universitas Pendidikan Ganesha involved in this research. The findings need to be considered to enhance the learning environment for students and provide tailored materials suited to their respective fields of study. This approach can also help increase their future careers, addressing any existing motivation deficits.

Keywords: ESP, Need Analysis, English for Beauty

Introduction

In today's interconnected world, the ability to communicate effectively in English is a crucial skill across various professional fields. English for Specific Purposes (ESP) is a specialized branch language education designed to meet the specific needs of learners in particular domains (Brown, 2016; Nurjanah et al., 2021; Mynaryathy & Wijayanti, 2023). Based on Anthony (2015), ESP is an English teaching approach that targets the current and/or future job-related needs of students, focusing on the language, skills, discourse, and genres required by the learners. This is done to ensure that learners truly study in accordance with what they need, making the learning process more meaningful and beneficial. Based on Widodo (2015) English serves as a pivotal medium for vocational communication, aiding students in comprehending the content of their chosen vocations, fostering the growth and refinement of their vocational expertise, facilitating effective communication of their specialized knowledge and skills, enabling the execution of specialized tasks, and nurturing proficiency in the specific language of their discipline. EVP can be structured from both broad (English for General Vocational Purposes) and focused (English for Specific Vocational Purposes) viewpoints, as outlined by Widodo (2015). For instance, within the realm of tourism, English for General Vocational Purposes encompasses various specialized branches, including English for Hotel and Restaurant Workers, English for Hotel Receptionists, English for Tour Guides, English for Hotel Management, and Travel English. These specific designations are customized to address the particular vocational fields targeted by students.

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The beauty industry is inherently global, with trends, products, and services transcending national borders. According to Hutchinson and Waters (1987), ESP courses are defined by the needs of the learners and the specific context in which they will use the language. For beauty students, this means learning English that is directly applicable to cosmetology, skincare, hairdressing, and beauty therapy. Effective communication in English allows beauty professionals to access international markets, participate in global beauty events, and stay updated with the latest industry trends and technologies (Dudley-Evans & St. John, n.d.; Gobe, 2010). Proficiency in ESP enables beauty students to engage with technical texts, follow complex instruction for beauty treatments, and communicate effectively with clients from diverse linguistic backgrounds. This not only enhances their employability but also ensures they can provide high-quality services that meet global standards (Bastukrmen, 2010)

Despite the clear benefits, many beauty students at Family Welfare Education at Universitas Pendidikan Ganesha face challenges in mastering the specialized language of the beauty industry. Their existing English courses not adequately cover the specific vocabulary, terminology, and communication skills needed in their field. According to (Robinson, 1991), a thorough need analysis is essential to identify the gap between students' current language proficiency and the level required for their professional context.

Several studies have highlighted deficiencies in the ESP syllabus for vocational students. Aboe and Ismail (2020) conducted a study focused on English for tourism vocational school students in Nusa Tenggara Barat. The researchers found that ESP teachers often provide general English materials instead of specialized content. They identified several reasons for this: teachers do not perform need analysis, a specific English handbook for vocational schools has not been developed, instructors have limited time to conduct research, and they lack the necessary knowledge to create an appropriate syllabus and suitable English materials for vocational high schools. Additionally, Mahbub (2018) conducted research on English for vocational high school in Jember, focusing on the computer engineering and networks (TKJ) program. The study revealed that the school used a general English textbook designed for senior high schools, which is unsuitable for vocational students. These students require knowledge of specific terms they will encounter in their future work environments. Without this specialized vocabulary, students may face confusion and need to relearn these terms after starting jobs. It's beneficial for them to begin learning these terms while still in school. Furthermore, the general English textbooks emphasizes grammar and reading, neglecting opportunities for students to practice speaking.

Based on the background of study and the outcomes of identifying empirical gaps in previous research, it is essential to conduct research on the needs of ESP students at the university level to develop suitable materials and instructions. This study differs from previous research in several key way, while earlier studies focused on the needs analysis of English subjects in vocational schools, this research targets university students, specifically beauty study program. Recognizing the necessity for students to acquire English skills tailored to their needs through ESP courses is crucial, as it can significantly enhance their abilities in their future work environments. By learning relevant English during their university years, students can fully utilize these skills in their careers. This study aims to identify the desired outcomes students seek after mastering English and

determine the conducive learning environment and instructional materials that can enhance their motivation for language acquisition.

Research Method

This study employed a survey design methodology, as described by (Creswell, 2014), which is commonly used in quantitative research. In this approach, researchers distribute questionnaires to the respondents of the study to identify or get to know about people's opinions on current trending topics. A total of 20 fifth – semester Family Welfare Education at Universitas Pendidikan Ganesha participated in this study. The questionnaire utilized in this study consisted of two categories: Target Situation Analysis (TSA) and Learning Need Analysis (LNA). TSA was employed to assess students' English proficiency through self-assessment, understand their expectations after completing the English for beauty course, and identify any specific issues or challenges they face. On the other hand, LNA was used to determine the most suitable methods and environments for teaching ESP to the students. The data obtained from the questionnaire responses were analyzed descriptively to determine the percentage of students' preferences.

Result and discussion

The main focus of this study is to examine target needs and learning needs. The questionnaire employed in this research is divided into two categories: Target Situation Analysis (TSA) and Learning Need Analysis (LNA), TSA is designed for students to self-assess their 1) English language proficiency, 2) challenges encountered during lessons, and 3) learning objectives. On the other hand, LNA evaluates student preferences regarding activities. The initial questionnaire below pertains to students' motives for learning English, serving as the starting point for the research.

Target Needs

1) Necessities

Before organizing a specific syllabus, it's imperative for the lecturer to understand the type of English lessons required by students, particularly within the Family Welfare and Education (FEW) students at Universitas Pendidikan Ganesha. This understanding is crucial due to the myriad career paths and opportunities available to graduates. It would greatly benefit students to engage with tailored materials and terminology designed by the lecturer specifically for their academic journey at the university. The table below is the result that the researchers get from the students:

Table 1. Students' Goal

Students' goal	Percentage (%)
Acquire a wide range of vocabulary relevant to their field of study	30
Have proficiency in both spoken and written English	70
To complete current education	0

It's undeniable that each student has unique motivation for learning English. According to the data provided, a majority of students are learning English because they want to have proficiency in both spoken and written English that can support their career and could strengthen their hiring possibility. It is anticipated that through

English for Specific Purposes (ESP), they can realize these objectives. In our diverse society, it's common for learners to interact daily with foreigners, whether as colleagues, clients, or superiors in professional settings. Thus, proficiency in English is indispensable for effective written and verbal communication, understanding, and building connections, particularly in the workplace. Salmani-Nodoushan (2020) stated that engaging with ESP materials could serve as a motivational factor for students to deepen their English language skills further. This is because without continuous self-directed learning, there is a risk of forgetting previously acquired knowledge, particularly if students solely depend on ESP to master their English proficiency (Rachmawati et al., 2021).

2) Lack

Table below is the results of student self-assessment of their English competency.

Table 2. English Competence

English Competence	Percentage (%)
Beginner	75
Intermediate	20
Advance	5

Around 15 students admit they are still at a beginner level, while 4 students are intermediate, and 1 student is advanced. Conveniently, students are able to self-assess their level of comprehension or mastery in English. This capability aids both researchers and lecturers in designing syllabus and materials that are better suited to the students' needs. Without this knowledge, there is a risk of delivering ineffective lessons in ESP if the lecturer is unaware of the students' English proficiency levels. Therefore, having this information greatly assists those responsible for designing materials, allowing them to tailor the content to match the students' proficiency levels and gradually increase the level of difficulty.

3) Want

This section of the questionnaire aims to unveil student's expectations following their English language learning journey. It serves as a valuable tool for researcher in gauging student motivation towards language acquisition. The result are presented in table 3:

Table 3. Students' Wants

Students' wants	Types of English competence	Percentage (%)
English level expectation for supporting job career	Beginner	10
	Intermediate	15
	Advance	75

The table illustrates that students aspire to reach an advanced level of proficiency through ESP. Their motivation to excel in English is notable high, particularly in terms of communication and delivery in the language. Learning English to meet job requirements or to secure good job opportunities is an excellent starting point, as having a motivating factor is essential for effective learning. The process of learning English can be challenging and monotonous at times, which is why it's important for

students to discover personal methods of learning English in addition to their ESP lessons.

Learning Needs

The following section of the questionnaire is the student Learning Need Situation (LNS).

1) Learning Input

Table below shown what material that students wanted to learn for each of the English skills that they are going to learn:

Table 4. Language Skills

Language (Skills/Aspects)	Learning Activities	Percentage (%)
Listening	Identifying the content of English conversations over the phone and understanding the overall meaning	60
	Taking notes on vocabulary related to the material while listening to a dialogue	10
	Retelling the content of an English conversation using own words	10
	Identifying information from an English conversation, listening to the content being conveyed, and then answering some provided questions	20
Speaking	Make a dialogue and then practicing with pairs	25
	Role-playing which involves mimicking characters and their behaviors within role	10
	Having a discussion about a topic and then expressing opinions related to the topic	65
Reading	Reading a passage and then searching for information related to its content	5
	Reading a passage and then answering questions related to its content	65
	Reading a passage and then summarizing its content	15
	Discussing the meanings of English vocabulary from the reading material	15
Writing	Writing English text according to correct grammar and paragraph structure	50
	Completing incomplete paragraph with appropriate sentences	20
	Correcting incorrect sentences, spelling, and punctuation	5
	Arranging sentences into a correct paragraph	20
	Writing English text based on pictures, tables, diagrams, charts, or graphs	5
Vocabulary	Finding new vocabulary in reading and looking up the meaning in a dictionary	55
	Identifying the meaning based on the context found in the reading	20
	Completing sentences or paragraphs in a reading	20

Grouping new vocabulary and learning about 5
pronunciation, word types, synonyms, antonyms, and
usage examples

As indicated in the table, students express a desire for diverse materials catering to each skill. This insight is valuable for lecturers as it enables them to prepare a wide range of materials, ensuring students remain engaged throughout the lesson and avoid monotony. For listening, 60% of students prefer activities that involve identifying the content of English conversations over the phone and extracting meaning from those conversations. For speaking, the most desired activity by students is discussing a topic and expressing opinions related to that topic in English, with 65% of students choosing this option. For reading activities, 65% of students prefer reading passages and then answering questions related to the content. To improve vocabulary knowledge, 55% of students prefer activities involving finding vocabulary through a passage and looking up the meaning or translation of those words. Lastly, for writing, 50% of students desire activities that involve writing English texts following proper grammar and paragraph structure.

2) Teacher's and Learner's Role

The survey results shed light on students' preferences regarding task engagement and instructional methods. It appears that the majority, comprising 70% of respondents, favor working individually on tasks, highlighting a preference for autonomy and self-directed learning. Another significant portion, 20%, opt for collaborative learning in small groups, indicating a desire for peer interaction and teamwork. Interestingly, a small but notable percentage, 5%, prefer working in pairs with a desk mate, suggesting a preference for close collaboration. Additionally, an equal percentage of students, 5%, prefer engaging in projects within a larger group setting, emphasizing the value of collective effort and shared responsibility. When it comes to teaching and learning approaches, a substantial 55% of students express a preference for incorporating multimedia elements such as videos, audios, and images into their learning process, underscoring a desire for interactive and engaging instructional materials. Conversely, a smaller but still significant 10% favor more traditional teacher-centered methods, suggesting a diverse range of learning styles among the student body. In terms of the lecturer's role, the data indicates that a majority of students, accounting for 55%, seek an enjoyable classroom atmosphere facilitated by the lecturer, highlighting the importance of a positive learning environment. Additionally, 20% of students value assistance from lecturers in translating difficult English words, while 15% appreciate guidance through advice, corrections, and comments on their work. Finally, 10% of students express a need for motivation from lecturers in completing exercises, indicating the importance of instructor encouragement in fostering student engagement and success.

Conclusion

To ensure effective teaching and learning, particularly for management students, conducting a thorough needs analysis is essential for both researchers and lecturers. This analysis helps in determining the appropriate materials, methods, and strategies tailored to the characteristics of each student. It's evident that using a uniform approach for all

students would not yield optimal results, hence the need for customization based on individual needs. By identifying these components, ESP teachers can create a conducive learning environment and enhance the overall learning experience for students.

According to the study findings, students recognize the importance of learning English for their careers, driving their motivation to master the language. Many students are highly motivated, believing that proficiency in English can boost their productivity in the workplace. The questionnaire results also indicate a strong desire among students for speaking activities to improve their communication skills with both native and non-native English speakers. They acknowledge challenges in speaking due to a limited vocabulary, which hampers their ability to engage in conversations. Consequently, students are keen to improve their English proficiency, particularly in communication and delivery. Through needs analysis, ESP teachers can develop teaching materials and instructional designs aligned with their students' workplace needs. This approach ensures that teaching content directly addresses students' real-world interests and requirements. By understanding their students' expectations, teachers can better support their career aspirations and job search efforts post-graduation. Consequently, implementing General English for ESP students may not be suitable, as they require specialized materials tailored to their specific interests and needs.

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