REVIEW OF CONFORMITY ON ESP COURSE SYLLABUS ACCORDING TO STUDENTS' NEED ANALYSIS

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Abstract:

This research aims to evaluate the appropriateness of the Informatics English syllabus as an English for Specific Purposes (ESP) course, informed by a needs analysis of students in the Computer Engineering degree. In the age of globalization and swift technological progress, mastery of English has become progressively vital for students, particularly in a professional setting. Despite the current syllabus was crafted to adhere to academic requirements, evaluation outcomes indicate that it inadequately addresses the distinct needs of the students. The employed research method is a qualitative approach that involves students as the primary participants in the needs analysis process. Data were gathered via surveys and interviews with second-semester students to ascertain the English language skills considered essential by students for their employment in computer technology. The research findings reveal that students prioritize reading and writing skills over speaking and listening skills, highlighting a discrepancy between the syllabus's learning objectives and the students 'needs. These studies aim to offer ideas for enhancing the ESP course syllabus, so increasing its relevance and efficacy in equipping students to confront workforce issues. Consequently, this research aids in the formulation of a curriculum that is more attuned to the students' need and the industry.

Keywords:
English for Specific Purposes (ESP); Needs Analysis; Course Syllabus

INTRODUCTION

An essential component of higher education curriculum is the English course, particularly for students enrolled in information technology and computer science programs, who have the opportunity to undertake the English course in the first and second semesters. The English course is structured to equip students with knowledge and skills in English pertinent to informatics. During the second semester, students engage in the Informatics English course as a progression from the General English course. This course provides two credits weekly and seeks to augment vocabulary and grammar competency while enhancing oral and written communication skills in a professional setting.

In the age of globalization and swift technological progress, mastery of English is crucial, particularly in informatics, where individuals engage with many information sources globally. Hyland (2006) asserts that excellent communication in English is crucial for

success in the worldwide realms of academics and industry. Baker (2018) asserts, "Proficient communication skills in English are essential for students to engage with their peers on a global scale." Furthermore, English is regarded as a valuable investment to augment students' competitiveness in the employment market, as articulated by Lee and Chen (2021). "Proficient English skills augment students' competitiveness in the employment market." Numerous firms, particularly in the technology industry, seek people possessing both technical expertise and proficient communication skills. This indicates that competency in English facilitates successful communication for students in academic and professional settings, which is crucial in an increasingly interconnected world.

This course serves as English for Specific Purposes (ESP), emphasizing the significance of students acquiring proficiency in English. In-depth English for Specific Purposes (ESP) is a pedagogical technique that concentrates on the distinct requirements of learners, highlighting the linguistic competencies necessary for specific fields or professions. Dudley-Evans and St. John (1998) assert that English for Specific Purposes (ESP) is tailored to address the communication requirements of professionals in particular domains, hence enhancing the relevance and efficacy of learning. ESP is significant due to its capacity to provide students with language skills and knowledge applicable in professional settings, ultimately aimed at improving their competence and competitiveness in the labor market (Basturkmen, 2010). Consequently, the presence of ESP not only aids students in language acquisition but also equips them to confront workplace obstacles with more confidence and maturity (Belcher, 2006). The Informatics English course is structured to integrate theoretical content with practical elements that correspond to industry and workplace standards. Students are anticipated to acquire technical terminology, comprehend significant documents, and communicate well in a professional setting after structured instruction.

The formulation of a comprehensive Lesson Plan is crucial for educators instructing the Informatics English course as English for Specific Purposes (ESP). An effective RPS must incorporate learning objectives and are tailored to the distinct needs of students, particularly for the acquisition of fundamental English language abilities. Basturkmen (2010) asserts that "A well-structured learning plan can assist students in comprehending the significance of the material being taught in relation to their professional requirements." This is crucial, given that numerous pupils may still lack sufficient English proficiency in reading, writing, speaking, and listening.

The lecturers must develop course syllabus for the Informatics English course that incorporates diverse activities to enhance students' English language proficiency thoroughly. Bencher (2018) asserts that "ESP courses must be tailored to address the particular communication requirements encountered by students in their discipline." The syllabus must encompass elements that emphasize technical vocabulary, speaking practice within presenting contexts, and exercises in reading and writing technical materials. This will assist students in comprehending the course material and in equipping themselves for problems in the workforce.

Furthermore, it is essential for lecturers to perform regular assessments of the prepared. This assessment seeks to confirm that the established learning objectives are attainable

and pertinent to the changing requirements of students. Basturkmen (2010) asserts that "Regular evaluation and modification of the syllabus are crucial to maintain the relevance and efficacy of teaching." Through evaluations, lecturers can discern areas for enhancement and modify instructional methodologies to more effectively address student needs. A meticulously crafted and consistently assessed RPS will substantially aid students in achieving proficiency in English, hence improving their competitiveness in the employment sector.

The researchers, English lecturers with over 10 years of experience teaching the Informatics English course, has noted a troubling trend regarding the attainment of learning objectives. Notwithstanding the application of many pedagogical approaches and a variety of resources, the students' performance in the English course, especially with Informatics English, reveals that the average scores remain well below the anticipated minimal levels. This researcher observes that numerous students find it challenging to acquire fundamental English competencies, including reading, writing, speaking, and listening, which are crucial in the professional realm. Despite the curriculum's effective design, evaluation results indicate that this course has not adequately addressed the needs of students, especially those enrolled in the Computer Engineering degree.

A significant factor contributing to this issue is the absence of a needs analysis that includes children as the principal stakeholders. Dudley-Evans and St. John (1998) assert that "ESP courses must be tailored to address the particular communication requirements encountered by students in their disciplines." Excluding students from the curriculum design process jeopardizes the relevance of materials to the difficulties they encounter in the professional realm.

Moreover, Guskey (2003) asserts that "the efficacy of assessment practices not only evaluates student learning but also guides instructional choices." This suggests that assessments performed without incorporating student feedback may create a disparity between educational goals and their genuine requirements. Consequently, it is essential for us as instructors to perform a comprehensive needs analysis, engaging students in dialogues regarding the English competencies they deem crucial for their jobs in information technology. This strategy aims to refine the course syllabus to more effectively address student needs, hence facilitating optimal learning outcomes. In light of this scenario, the researcher felt obligated to perform a comprehensive assessment of the lesson plan for the Informatics English course. The researchers recognized that the existing lesson plan may not adequately address the particular needs of students and the anticipated learning objectives within the framework of English for Specific Purposes (ESP). Through the ESP approach, the researcher aims to provide a more pertinent and targeted syllabus that fulfills academic criteria while equipping students for the escalating competitive demands of the workforce.

The researchers intend to perform a thorough needs analysis by engaging students in the data collection process to attain this objective. This is significant because, as noted by Basturkmen (2010), "Effective needs analysis involves key stakeholders to ensure that the designed curriculum meets their actual needs." Harris (2018) affirmed that comprehending student needs is essential for formulating effective educational programs that foster engagement and achievement. This underscores the importance of performing

a comprehensive needs analysis to customize the educational experience according to students 'needs.

By determining the most pertinent and essential English competencies for students in informatics, researchers may develop a more focused curriculum. Moreover, Hyland (2006) asserts that "Conducting a needs analysis not only aids in the development of a pertinent curriculum but also boosts students' motivation to learn." Student engagement in developing educational content is essential, as noted by Wang and Chen (2020), who assert that "A comprehensive needs analysis not only identifies gaps in knowledge but also empowers students by involving them in the curriculum design process." Sari (2021) stated, "When students perceive their needs are fulfilled, their motivation and engagement in learning markedly enhance." Lestari (2022) asserted, "Engaging students in the needs assessment process guarantees that the educational programs developed are pertinent and efficacious." This highlights the beneficial effect of needs analysis on student involvement. Consequently, the researchers anticipate that the revised course syllabus will enhance students' English competence, facilitating optimal learning outcomes and fostering motivation to study and master the English language. This review process parallels the directive from the Ministry of Education and Culture (2011), which mandates that "Teachers in the Continuous Professional Development program must perform an annual self-evaluation," underscoring the necessity for educators to evaluate their professional needs to improve their teaching efficacy. The professional requirements encompass the evaluation and formulation of course syllabus aligned with the subjects presented, which can enhance the efficacy and success of the learning process. In light of this scenario, the researcher felt obligated to perform a comprehensive assessment of the lesson plan for the Informatics English course. The researchers recognized that the existing course syllabus may not adequately address the particular needs of students and the anticipated learning objectives within the framework of English for Specific Purposes (ESP).

Through the ESP approach, the researcher aims to provide a more pertinent and targeted syllabus that fulfills academic criteria while equipping students for the escalating competitive demands of the workforce. Given the identified issues and data analysis concerning the current and perpetually evolving educational landscape, the necessity of aligning the lesson plan for the Informatics English course, classified as English for Specific Purposes (ESP), with student requirements is paramount. This research seeks to evaluate the alignment of the ESP course syllabus through an analysis of student needs, intending to significantly enhance the relevance and efficacy of the curriculum. By engaging students as primary stakeholders in the needs analysis process, it is anticipated that the resultant syllabus would better correspond to the difficulties they encounter in the professional realm. This research cites prior studies, including Lee and Chen (2021) titled "Bridging the Gap: The Impact of English Language Courses on Technical Communication Skills in Computer Science," which underscores the significance of communication skills in technical education and the alignment of the curriculum with industry requirements. In light of the aforementioned considerations, the author has selected the title "Review of Conformity on ESP Course Syllabus According to Students' Need Analysis," which aims to elucidate the significance of needs analysis in the development of a syllabus that effectively addresses students' needs.

METHOD

This study was conducted with Descriptive Qualitative Method that includes observation and interview to obtain the data, which is presented as statements that cannot be quantified using statistical values (Muniroh, et al, 2024). Along with the previous statement, Fraenkel and Wallen (in Muhammad and Saprianigsih, 2024) stated   The Descriptive approach uses a variety of procedures, including surveys, interviews, questionnaires, and tests, to describe, analyze, and categorize something. The data collected then calculated in simple mathematics percentage and presented on diagram. Furthermore, it is analyzed by comparing the current syllabus with the findings.

Subjects of this study are the second semester students of Informatics Engineering, Faculty of Engineering and Informatics, University of Indraprasta PGRI. The students were required to answer the questionnaire distributed by the researchers. Here are the questions that must be answered.

| No	Questions	Answer
1	What is your goal in learning English for Informatics?	
2	Can you sort the following English skills, from what you think the most important to the less one: reading, writing, speaking, listening? Write down the reason as well.	
3	Do you think that Informatics English Course fulfills your needs in learning English?	
4	Do you have any suggestions for implementing this course in the future?	

RESULTS AND DISCUSSION

Results

According to the questionnaire and semi interview conducted, the researchers found the results as shown on the following diagram.
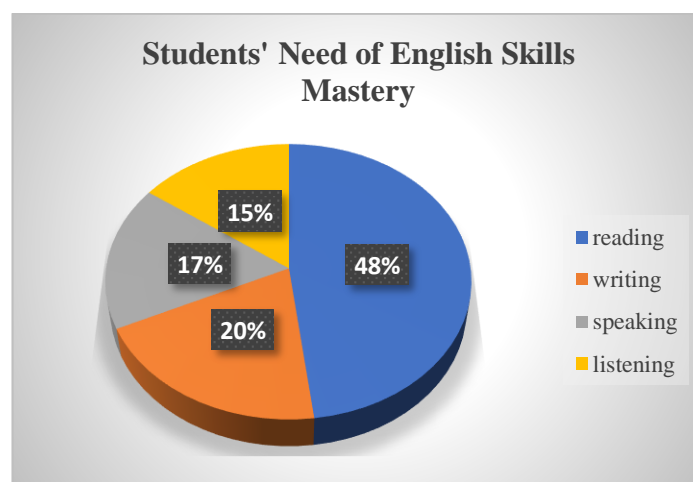
Figure 1. Students' Need of English Skills Mastery

Meanwhile, based on the researchers' analysis, it was found that the tendency of the learning targets of this course is as seen in the diagram below
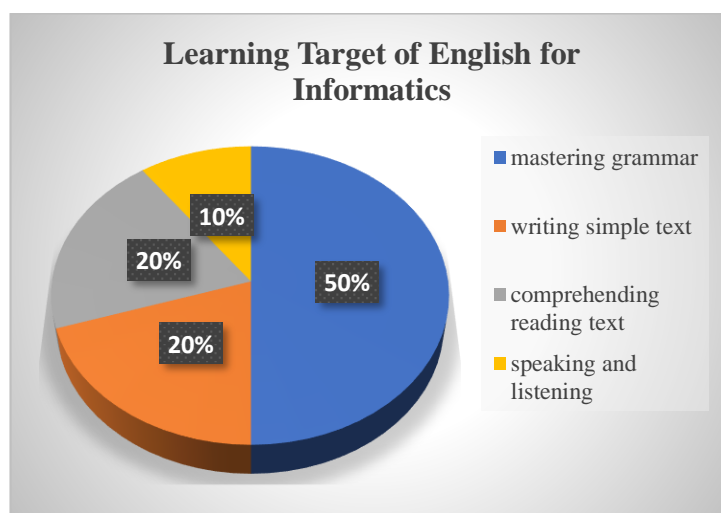
Figure 2. Learning Target of English for Informatics

Based on the result shown on the first diagram, the most dominant skill needed by the students is reading that shares 48% of the students' answer, followed by writing 20%, speaking 17% and listening 15%. The different situation can be seen on the second diagram, which is obtained by the current syllabus of English for Informatics Syllabus. The percentage is obtained by analyzing the frequency of every items mentioned in the meetings written on syllabus. It is clearly shown that the target of this course is mainly emphasizes on grammatical structure, where the students are required to comprehend the tenses and several grammatical expressions (50%), and then the students must learn how to write sentences (20%) and comprehend the text, which focused on the grammatical features (20%) and last, students are required to drill their speaking and listening skill (10%).

Discussion

Based on the findings that have been presented previously, the researchers conducted a comparative analysis related to the learning objectives of the informatics English course with the needs of students. From the results of filling out the questionnaire, it is known that most students hope to improve their English language skills, especially in their ability to understand reading. This is due to the characteristics of the knowledge they have, where informatics engineering students are required to be proficient in using computers, such as making programs. Meanwhile, to be able to operate a computer both in standard uses such as office or advanced functions such as making programs, the instruction language used in operation is English, including the manual book used as a guide. Therefore, students really feel the need for the ability to understand English reading texts, especially for provisions in the world of work after they graduate.

Furthermore, they also thought that mastering writing skill can be profitable in the future. This is due to the consideration of students that being able to write English properly can enhance their value in various job vacancies, especially digital based job such as virtual assistant, drafter, programmer, web designer, or even project marketer, where the clients mostly communicate virtually (ex: mailing) in international language, English. In the other side, speaking and listening gained less rating is not because students thought they are less important than other skills. This is merely due to the ease of students in learning

these skills outside of lectures. It means that, students can easily learn how to communicate using English through video player platforms such as YouTube or TikTok. Some of them also practiced their speaking and listening skills while playing online game. Besides, the target they want to achieve in speaking and listening skills, is only to be able to communicate and understand each other. Hence, the needs of learning how to master reading comprehension and writing English text properly are kinds of priority goal they could only achieve in English for Informatics Course.

Unfortunately, if this is compared with the materials stated in the syllabus of the informatics English course, then there is a gap between the needs of students and the learning targets of this course, where as previously explained that this course still emphasizes mastery of grammar and tenses. While in teaching, lecturers are asked to teach grammar and tenses through simple questions only. It does not mean that there is no teaching of the other four English language skills, it's just that the portion given for the students to experience the reading and writing based learning, is far from enough.

CONCLUSION

Based on the results and discussions that have been presented above, it can be concluded that the target of the Informatics English course has not fully met the needs of students. This is due to various factors, one of which is the lack of needs analysis involving students of Informatics Engineering, who is the main stake holder that directly affected in the teaching and learning process of this course. Hereby the researchers suggest the further research which is a follow-up to this research that emphasized on the development of the Informatics English course design that is adjusted to the needs of students.

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